"The Mule" Reading Fluency d horse

Mules have a short mane, like most horses. They come in all shapes and sizes. So as six humans! Mules have small, strong hooves.

Most of the mul the world are in China. In that country, mules are used for rid ner mules a pulling carts. Many exico, South America, and North Africa. mostly on farms with few wild of the 1850s 0.000 can purcha need less lots of fresh, clean water, But, if the

their food and drink levels. Since mules come from: wo different parent animals, they are called hybrids. Most mules are step babies. But, some mules have been able to have babies. Mule babies a cannot produce

How to Get Motivated Lesson #1

It's easy to get motivated to do something you enjoy. If your pa at to your favorite restaurant, it isn't hard to get excited about the Lowever, it's harder to get motivated to do something that you do n cited about doing ounce plans to go to visit your least favorite relative, it is hard

The trick is to learn how to self-motivate to accomplish the Learning and applying the steps of The Motivation Cycle w you achieve your goals and celebrate your accomplishments. Fill in the blanks you read this lesson.



ng your goal





ı	Asse	ssment-Ba	d Instructi	onal Rotatio	ons		
ı	Time	Instructs 1 Fecus	Moviday Students	Tuesday Students	Wednesday Students	Thursday Students	Friday Students
Į.	30	Ptip ic Awarem					
		Spelling					
	1	Grammar,	1200	n 11 /	24		161
M	Z.		الما	UL	$\mathcal{I}l$	U_{\parallel}	U
Ļ	25	Fluency					
ı	16	Syllabication and Morphology					
ı	16	Executive Functioning Skills					
ı	95	Heart Words and Phonics Games					

Spelling Pattern Worksheet #52

The air sound heard in hawk can be spelled "aw

Write each word in the correct column gg Sound "aw" Spellings

LEADERS ectivity out loud in a the Group to Reader JUMBLE to the task card to begin the or activity and help the group rm its tasks. Ask the teacher if needed on the directions. Write down the beginning and ending times. Manage how much time should be speen on each part of the lesson or activity. Make sure that every part is completed and done well. RHYME Notice all group members focused on it lesson or activity and tabling in quiet, solven. Make sure every student contributes and performs, their leadership roles. Ask the teacher for help if the group needs it.

People Manager

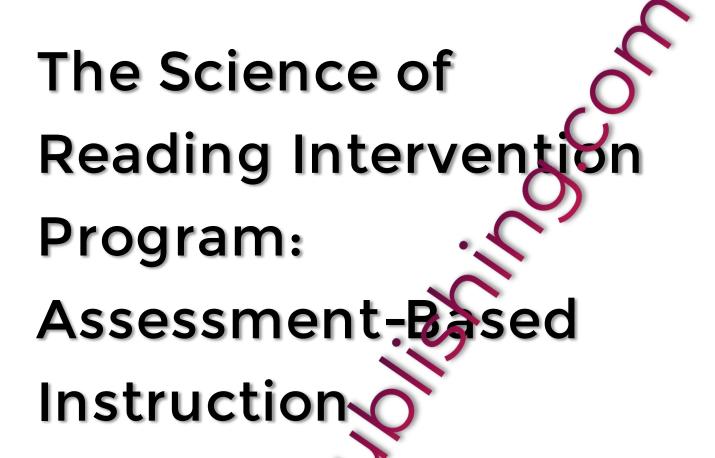
Grammar, Usage, and Mechanics Worksheets

The Grammar, Usage, and Mechanics Worksheets are designed for independent practice of the Language Conventions Standards found in the Common Core Language Strand L. I., L. 2, and the Language Progressive Skills Standards. Each worksheet includes concise definitions of the rule, skill, or concept with examples, a writing application, a practice section, and a brief formative assessment. Grammar, usage, and mechanics definitions, rules, and skills complement those found in the Language Conventions lessons.

Display one of the Grammar, Usage, and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Students first read the FOCUS and CONNECT TO WRITING sections and then complete the PRACTICE section. Tell them nor to complete the WRITE section (the formative assessment) until they have self-corrected and revised the PRACTICE section, so that they can learn from their mistakes before completing the last section. The formative assessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.

Reading Assessment Mastery Matrix

	Re	cord y	nm.r	ered o	-mp	ents w	10 a.[<u></u>	ad out	neque	of man	nery wi	m . [
Teacher Class Student Names/Name		Shart Yeards	Communic Final e	Command	Long Variety	Diphiheegs	/ controlled Versils	Syllichle American	Syllichile Kilyming	Pleanuir Induties	Panenic Bealing	Patentic	Commant Swads	Conneast South	Beart Weeks	Barr Worth Perton (188	Danicy Product	Basey Petiest
Totals		V		S	LI.			V	V	1	t		ri	PE		NG TURE		



Mark Pennington M.A. Education (Reading Specialist)

Pennington Publishing El Dorado Hills, CA USA



Congratulations on your purchase of

The Science of Reading Intervention Program: Assessment-Based Instruction

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The full contents of The Science of Reading Intervention Program: Assessment-Based Instruction is included in The Science of Reading Intervention Program comprehensive year-long program.

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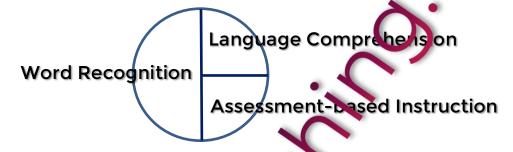
Thank you,

Mark Pennington



The Science of Reading Intervention Program

The Science of Reading Intervention Program provides comprehensive, ye r-long reading intervention for students ages 8-adult. The three program components have bee designed to accelerate reading achievement for students ages 8-adult with explicit, systematic, and scripted instruction. No training required. No prep. Minimal correction. Easy to teach.



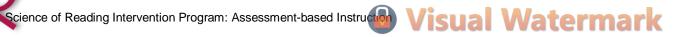
First Half of the Year Program: Word Recognition

The Science of Reading Intervention Program: Word Recognition (Phonemic Awareness, Spelling, Phonics) features the 6 Google Slide Activities: 1. Phonemic Awareness and Morphology 2. Blending, Segmenting, and Spelling 6. Sounds and Spellings (including handwriting) and Heart Words Practice 4. Say It! Spell It! Read It! Word Chains 5. Sam and Friends Phonics Books (decodables). 6. Elkonin Sound Box Spelling Dictations, Personal Sound Walls, and Morphology Walls. The three 90-minute essons per week permit flexible scheduling. Print versions are available for all activities.

Second Half of the Year Program Language Comprehension and Assessment-based Instruction

The Science of Reading Intervention Program: Language Comprehension resources are designed for students who have ompleted the word recognition program or have demonstrated basic mastery of the alphabetic code and can read with some degree of fluency. The program features the **5 Weekly Language Comprehension Activities:** 1. Background Knowledge Mentor Texts 2. Academic Language, Greek and Latin Morphology, Figures of Speech, Connotations, Multiple Neaning Words 3. Syntax in Reading 4. Reading Comprehension Strategies 5. Literacy Knowledge (Narrative and Expository). 150 minutes-per-week instruction.

To supplement the language comprehension, The Science of Reading Intervention Program: Assessment-base Instruction provides diagnostically-based instructional resources to individualize instruction. The program includes 13 comprehensive assessments and matching **instructional resources** to fill in the yet-to-be-mastered gaps in phonemic awareness, alphabetic awareness phonics, fluency (with YouTube modeled readings), Heart Words and Phonics Games, pelling patterns, grammar, usage, and mechanics, syllabication and morphology, executive function shills. Even though students have completed the word recognition program, some students will need second-chance instruction with more intense practice in easilymanaged small groups and independent practice. 120 minutes-per-week instruction.



Assessment-based Instruction

The Science of Reading Intervention Program: Assessment-based Instruction provides diagnostically-based instructional resources to individualize instruction for ctudents grades 4—adult in 25 minutes per day for 18 weeks.

Teachers are often tasked with remediating reading deficits within limited instructional times. Frequently, elementary teachers have 30 minutes at the end of a reading block or the same amount of time in an early-late schedule to work with small groups of struggling readers. Middle school and high schools may offer a flexible 30-minute study hall or elective with rotations, and continuation schools may provide tutoring and/or distance learning. Community college or adult literacy programs often feature self-paced instructional modules with brief instructor tutorials.

Although it certainly makes sense to teach a comprehensive ward recognition program to *all* struggling readers to ensure a solid foundation, some students and new transfer students will need **second-chance instruction** with more intense tutoring and practice in easily-managed small groups and independent practice. Only **assessment-based instruction** affords teachers the opportunity to address the diverse reading deficits of their students with targeted lessons.

Following are 13 comprehensive diagnostic assersments (formatted in print, audio, and Google forms). Each whole-class assessment couples with scort Lissons to target each and every assessment item. Each lesson provides a short formative assessment to determine mastery.

Diagnostic Assessments (Administration Time)

Vowel Sound Phonics Assessment (16.42 audio file)
Consonant Sounds Phonics Assessments (12:07 audio file)
Syllable Awareness Assessment (5:48 audio file)
Syllable Rhyming Assessment (5:38 audio file)
Phonemic Isolation Assessment (5:54 audio file)
Phonemic Blending Assessment (5:53 audio file)
Phonemic Segmenting Assessment (5:21 audio file)
Alphabetic Awareness Assessment (10 minutes)
"Pets" Fluency Assessment (2 minutes per student)

Heart Words Assessment (5:48 audio file)

Spelling Assessment (22.38 audio file) Grammar and Usage Assessment (15–20 minutes) Mechanics Assessment (10–15 minutes) Non-assessment-based Instructional Activities:

*Small Goup Focused on One Skill

Corresponding Lessons (Instructional Time)

- *Phonics (15 minutes)
- *Phonics (15 minutes)
- *Phonemic Awareness (10 minutes)
- *Alphabetic Awareness (10 minutes)

Fluency Practice (15 minutes)

YouTube Modeled Readings

Heart Words and Phonics Games

(15 minutes)

Spelling Patterns (10 minutes)

GUM Worksheets (10 minutes)

GUM Worksheets (10 minutes)

Syllabication and Morphology

(15 minutes)

Executive Function Skills

(15 minutes)



Directions

Easy-to-follow directions are provided in the introductory pages of each instructional component.

- 1. Complete the diagnostic assessments and enter the results on the mastery matrices. Feel free to layer in assessments and instruction. Determine which assessments to give to which students.
- 2. Assign students to lesson components based upon the assessment-data. Each a sessment provides mastery criteria in the directions. **Prioritize phonemic awareness and physics lessons.**
- 3. Establish an instructional rotation with one 10-minute session and one 13 minute session. Instructional lesson rotation charts follow this section and feature to o organizational options. The first chart provides spaces to write and display student names. The second chart provides examples for group rotations. For example, students needing phonemic a vareness and phonics are in group A for the first 10-minute rotation and group B for the second 15-minute rotation.
- **4.** Briefly model how to complete each lesson. The Phonics and Phonemic Awareness lessons are teacher-led with some independent practice. The rest of the lessons are designed as independent practice, and the teacher is able to monitor students and review quick formative assessments in mini-conferences after leading the Phonics and Phoneme Awareness lessons.
- **5.** Print on cardstock and cut the phonics task cards animal vowel sound-spelling and consonant blend cards, the Heart Word cards, and the alphabetic wareness cards (if needed). Label and arrange storage bins for the cards. **All cards are found in the Addendum.**

Table of Contents	Pages
Diagnostic Assessments	1–48
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Heart Words and Flonics Games	413–417
Syllabication and Morphology Lessons	418–447
Syllabication and Morphology Answers	
Executive Function Skill Lessons	462–620

Adden um: Phonics Lessons Posters and Task Cards, Game Cards:
Annual Yowel Sound-Spelling, Consonant Blends, Heart Words, Alphabetic Awareness



Assessment-Based Instructional Rotations

Time	Instructional Focus	Monday Students	Tuesday Students	Wednesday Students	Thursday Students	Friday Students
10	Phonemic Awareness			; %		
10	Spelling			148		
10	Grammar, Usage, and Mechanics		~			
15	Phonics		79			
15	Fluency		Ψ _C			
15	Syllabication and Morphology)/5			
15	Executive Functioning Skills	7/1				
15	Heart Words and Phonics Games					

Assessment-Based Instructional Rotations

Time	Instructional	Monday	Tuesday	Wednesday	Thursday	Friday
	Focus	Students	Students	Students	Students	Students
10	Phonemic Awareness	А	А	A 0	A	А
10	Spelling	В, С, D		B-C.D		В, С, D
10	Grammar, Usage, and Mechanics		B, C, D		В, С, D	
15	Phonics	А, В	А, В	А, В	А, В	А, В
15	Fluency	В, С	<i>′</i> υ _ο	В, С		В, С
15	Syllabication and Morphology		B, C, D		В, С, D	
15	Executive Functioning Skills	C, D		C, D		C, D
15	Heart Words and Phonics Games	A, b.	A, B	A, B	А, В	A, B

Diagnostic Assessments Overview

The diagnostic assessments will help teachers identify which literacy components have and have not yet been mastered. The assessment-based instructional resources match the nems in each assessment. For example, if a student misses #21 on the Spelling Assessment, the corresponding Spelling Pattern Worksheet #21 will help the student practice that spening deficit and complete a formative assessment to determine mastery.

The Assessments

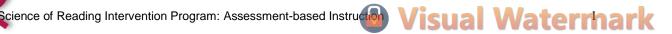
These following diagnostic assessments are included in The Science of Reading Intervention Program: Assessment-based Instruction. Each assessment includes a corresponding mastery matrix to help the teacher organize instruction and monitor progress.

Print versions of the assessments follow as to links to Google forms and sheets. Approximate administration times are included in parentheses.

- ✓ Vowel Sound Phonics Assessment (10:42 audio 14)
- ✓ Consonant Sounds Phonics Assessments (12:07 audio file)
- ✓ Syllable Awareness Assessment (5:48 aud. file)
- ✓ Syllable Rhyming Assessment (5:38 audio file)
- ✓ Phonemic Isolation Assessment (5:54 audio 11e)
- ✓ Phonemic Blending Assessment (5:53 andio file)
- ✓ Phonemic Segmenting Assessment (3:21 audio file)
- ✓ Alphabetic Awareness Assessments (10 minutes)
- ✓ "Pets" Fluency Assessment (2 minutes per student)
- ✓ Heart Words Assessment (5:48 audio file)
- ✓ Spelling Assessment (22.38 audio file)
- ✓ Grammar and Usage Assessment (15–20 minutes)
- ✓ Mechanics Assessment (10–15 minutes)

Assessments may be used for program placement. Not all assessments need to be completed prior to the beginning of instruction. Teachers may opt to layer in assessments and corresponding instruction. Furthermore, not all assessments need to be given to all students.

The assessments may also be used as summative tests to measure growth.



Vowel Sounds Phonics Assessment

The purpose of this whole class assessment is to determine which vowel sounds students can and cannot accurately read. Although, the test actually determines word recognition, maner than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to affectively differentiate instruction.

Using nonsense words helps eliminate the variable of sight word prior knowled. This is especially necessary for vulnerable reading students, who may have acquired a bank of sight words, but still lack decoding ability. Nonsense words help students attend to the vowel sounds so that the teacher can accurately assess student decoding ability.

Directions, Grading, Recording

Pass out the **Vowel Sounds Phonics Assessment** to students. Play this audio file, which includes the following directions and test administration: <u>Vowel Sounds Phonics Assessment</u> (**10:42**). Teachers may also choose to administer the assessment it self-grading Google Forms (includes audio file):

https://docs.google.com/forms/d/1xCFTV9gfn91Str AW, WiRNPM_6yASdFi2So45017KZY/copy

"This is a short test to see if you can identify the non-ense words I say out loud. Listen carefully because I won't repeat the words after the test is finished. On your test, find the first row of four words. [Pause] After I say each word, fill in the apital letter that best matches the spelling of that word I say. Let's start with Number One Ready? Number One is *hux* (repeat twice more)."

Note that the teacher reads only the aderlined word in each row. Follow this script for the rest of the test.

Once the assessments have been secred using the teacher copy of the assessment, the errors should be recorded on the **Reading Mastery Matrix** with a / for each vowel sound component not meeting mastery criteria. If 80% for each student. The numerical mastery criteria are listed in the right-hand margins. Teachers may also choose to upload results in Google Sheets: 2HV2myE/copy">https://docs.google.com/sp.cads/eets/d/1sQq53Shd5CwA_T-6MJLlUje_Edcza6s/3v5>2HV2myE/copy

Helpful Hints

- ✓ Do not elongate the vowel sounds.
- ✓ Use the (hyme) as a key to correct pronunciation.
- ✓ I leep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming.



Vowel Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each <u>underlined</u> word three times. Use the (rhyme) as a ke to correct pronunciation. Do not elongate the vowel sounds.

1.	A. hox	B. hix	C. <u>hux</u> (ducks)	D. hax
2.	A. pem	B. pum	C. pim	D pon (mom)
3.	A. gud	B. ged	C. gid (bid)	D. ga
4.	A. meg (peg)	B. mig	C. mog	D. mag
5.	A. kes	B. kus	C. kos	D. <u>kas</u> (pass)
6.	A. suef	B. seaf (deaf)	C. saef	D. sif
			Short Vowel	s 5/6 Mastery/6
7.	A. bin	B. bine (fine)	C. bian	D. byan
8.	A. diak	B. dak	C. <u>dake</u> (19ke)	D. diek
9.	A. yut	B. yeat	C. <u>ye te</u> (chute)	D. yiout
10.	A. toup	B. tope (rope)	teop	D. taop
11.	A. buot	B. buat	buit	D. bute (mute)
12.	A. fene (bean)	B. feun	C. fen	D. faen
			Consonant-Final e	5/6 Mastery/6
13.	A. vaudy	B. vawd	C. vady (lady)	D. viedy
14.	A. <u>fay</u> (bay)	B. fiay	C. foay	D. fuay
15.	A. kaek	B. keak	C. kik	D. <u>kaik</u> (rake)
16.	A. bein (rain)	B. boan	C. bian	D. baun
17.	A. motfew	B. motfe (motley)	C. motfeu	D. motfoa
18.	A. jeu	3. iu	C. jeo	D. jee (me)
19.	A. cid	B. <u>ceid</u> (need)	C. cide	D. ceud
20.	A. kyoo	B. kybi	C. <u>keby</u> (freebie)	D. keyb
21.	A. deat (meat)	B. diut	C. dight	D. diegt
22.	A. Zaen	B. zein	C. zien (bean)	D. zen
23.	A. pioson	B. piason	C. piuson	D. pison (bison)
24.	beu	B. bigh (high)	C. bei	D. bia
25.	A. ceter	B. caeter	C. cyter (writer)	D. couter

Vowel Sounds Phonics Assessment (Teacher Pages)

26.	A. mip	B. miap	C. mippe	D. miep (wipe)
27.	A. biuped	B. beoped	C. <u>boped</u> (moped)	D. baop d
28.	A. koel (goal)	B. kuol	C. kiol	D. kaol
29.	A. moip	B. mup	C. moop	D morp (soap)
30.	A. <u>kow</u> (show)	B. kuiw	C. keiw	D. kay
31.	A. puwtest	B. poutest	C. poitest	D. <u>putest</u> (cutest)
32.	A. kuo	B. kuh	C. <u>kew</u> (few)	D. kau
33.	A. bau	B. bui	C. bue (view)	D. beo
			g Vowels/ Vowel Digr	
34.	A. goot (boot)	B. guite	C. giot	D. gueth
35.	A. croi	B. crue (blue)	C. rau	D. criu
36.	A. saeyt	B. soty	C. sixty	D. suty (duty)
37.	A. taed	B. <u>tewd</u> (food)	c tid	D. teed
38.	A. wut (foot)	B. waht	C. weut	D. wat
39.	A. muek	B. mowk	C. mook (book)	D. mauk
40.	A. mayl	B. mawl	C. mool	D. mowel (towel)
41.	A. sud	B. soad	C. soud (loud)	D. siud
42.	A. pown	B. pour	C. poan	D. poin (coin)
43.	A. luy	l <u>o</u> y (boy)	C. lowy	D. luyh
44.	A. <u>bawn</u> (dawn)	B. dan	C. boun	D. bown
45.	A. loind	B. Lond	C. lound	D. <u>laund</u> (fond)
46.	A. <u>algo</u> (also)	B. owlgo	C. ailgo	D. argo
47.	A. rael	B. roul	C. <u>rall</u> (tall)	D. rial
			Diph	nthongs 11/14/14
48.	A. loirt	B. loort	C. lawrt	D. <u>lort</u> (sort)
49.	A. tar	B. gur (fur)	C. gier	D. gor
50.	△ dor⊍	B. dowb	C. <u>derv</u> (serve)	D. darb
51.	A. <u>tir</u> (sir)	B. ture	C. teer	D. tier
62.	A. morve	B. marve (carve)	C. merve	D. mawrv
			r-coi	ntrolled Vowels/5

Vowe	el Sounds	Phonics Asses	ssment Name_	
1.	A. hox	B. hix	C. hux	D. hax
2.	A. pem	B. pum	C. pim	D. pom
3.	A. gud	B. ged	C. gid	D. gad
4.	A. meg	B. mig	C. mog	D/ma _s
5.	A. kes	B. kus	C. kos	D.kor
6.	A. suef	B. seaf	C. saef	D. sif/6
7.	A. bin	B. bine	C. bian	D. byan
8.	A. diak	B. dak	C. dake	D. diek
9.	A. yut	B. yeat	C. yute	E. yiout
10.	A. toup	B. tope	C. toop	D. taop
11.	A. buot	B. buat	C. auit	D. bute
12.	A. fene	B. feun	C. Ic.	D. faen/6
13.	A. vaudy	B. vawdy	v.dy	D. viedy
14.	A. fay	B. fiay	foay	D. fuay
15.	A. kaek	B. keak	C. kik	D. kaik
16.	A. bein	B. boan	C. bian	D. baun
17.	A. motfew	B. motfe	C. motfeu	D. motfoa
18.	A. jeu	B. jiu	C. jeo	D. jee
19.	A. cid	B. ceid	C. cide	D. ceud
20.	A. kybo	B. kyoi	C. keby	D. keyb
21.	A. deat	B. arut	C. dight	D. diegt
22.	A. zaen	3. rein	C. zien	D. zen
23.	A. poison	b. piason	C. piuson	D. pison
24	A ha	R bigh	C hai	D bio

C. cyter

D. couter

B. caeter

Vowel Sounds Phonics Assessment Name ____

26.	A. mip	B. miap	C. mippe	D. miep
27.	A. biuped	B. beoped	C. boped	D. baop ed
28.	A. koel	B. kuol	C. kiol	D. kaol
29.	A. moip	B. mup	C. moop	D. moa
30.	A. kow	B. kuiw	C. keiw	D. kaw
31.	A. puwtest	B. poutest	C. poitest	D. putest
32.	A. kuo	B. kuh	C. kew	D. kau
33.	A. bau	B. bui	C. bue	D. beo/21
34.	A. goot	B. guite	C. giot	D. gueth
35.	A. croi	B. crue	C. crau	D. criu
36.	A. saeyt	B. soty	C. skyty	D. suty
37.	A. taed	B. tewd	c. tia	D. teed
38.	A. wut	B. waht	C. weut	D. wat
39.	A. muek	B. mowk	. mook	D. mauk
40.	A. mayl	B. mawl	C. mool	D. mowel
41.	A. sud	B. soad	C. soud	D. siud
42.	A. pown	B. pour	C. poan	D. poin
43.	A. luy	B. loy	C. lowy	D. luyh
44.	A. bawn	B. ban	C. boun	D. bown
45.	A. loind	B. loond	C. lound	D. laund
46.	A. algo	B. owlgo	C. ailgo	D. argo
47.	A. rael	B. oul	C. rall	D. rial/14
48.	A. loirt	B. loort	C. lawrt	D. lort
49.	A. gar	B. gur	C. gier	D. gor
50.	A. dorb	B. dowb	C. derv	D. darb
51.	A. th	B. ture	C. teer	D. tier
52.	A. morve	B. marve	C. merve	D. mawrv/5

Consonant Sounds Phonics Assessment

Teacher Notes

The purpose of this whole class assessment is to determine which common consonant blends students can and cannot accurately read. Although, the test actually determines word recognition, rather than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to effectively differentiate instruction.

Using nonsense words helps eliminate the variable of sight word poor knowledge. This is especially necessary for remedial reading students, who may have acquired a bank of sight words, but still lack decoding ability. Nonsense words help studer as ttend to the vowel sounds so that the teacher can accurately assess student decoding ability

Directions, Grading, Recording

Pass out the Consonant Sounds Phonics Assessment to students. Play this audio file, which includes the following directions and test administration. Consonant Sounds Phonics Assessment (12:07). Teachers may also choose to administer the assessment in self-grading Google Forms (includes audio file):

https://docs.google.com/forms/d/1z2oS5C0TLNHZk DPs5tCFFl3XYy87cChNZby8jWGQK8/c opy

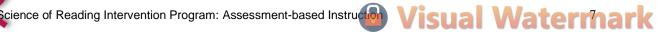
"This is a short test to see if you can identify the nonsense words I say out loud. Listen carefully because I won't repeat the words after the test is finished. On your test, find the first row of four words. [Pause] After I say each word fill in the capital letter that best matches the word I say. Let's start with Number One. Ready? Number One is *shud* (repeat twice more)."

Note that the teacher reads only he underlined word in each row. Follow this script for the rest of the test.

Once the assessments have been scored using the teacher copy of the assessment, the number of unmastered consonant blends hould be recorded in the Consonant Blends Pre-test column on the Reading Mastery Matrix for each student as a diagnostic baseline. Teachers may also choose to upload results in Gobgle Sheets: https://docs.google.com/spreadsheets/d/18u_nFc-K-L11R8BO4rPBx1f0gMYOdxLHYTSIwK7dFug/copy

Helpful Hints

- Do not elongate the sounds.
- eep a consistent pace of about seven seconds per test item—any longer and students will ose their place or begin daydreaming.



Consonant Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each <u>underlined</u> word three times. Do not elongate the consonant sounds.

1.	A. shud	B. sced	C. slod	D. swud
2.	A. cwib	B. clab	C. cheb	D creb
3.	A. woud	B. wyed	C. wrid	D wbid
4.	A. thog	B. trig	C. teng	D. tuog
5.	A. teelg	B. trong	C. theeg	. traeg
6.	A. bwom	B. <u>blam</u>	C. baim	D. bhum
7.	A. buix	B. blox	C. <u>brux</u>	D. beux
8.	A. chid	B. cwed	C. clud	D. <u>cred</u>
9.	A. dief	B. <u>dref</u>	C. dlif	D. dwof
10.	A. <u>clim</u>	B. chom	C. crum	D. cwim
11.	A. <u>flon</u>	B. famn	C. fryn	D. foln
12.	A. fouz	B. faez	C. fliz	D. <u>fraz</u>
13.	A. ghup	B. gaep	c. glup	D. grop
14.	A. glus	B. gres	C. ghos	D. geas
15.	A. pwet	B. phit	C. prot	D. <u>plit</u>
16.	A. plav	B. phe	C. <u>prov</u>	D. pouv
17.	A. scad	B. slod	C. sted	D. smad
18.	A. strib	B. <u>80.20</u>	C. swelb	D. scurb
19.	A. scrim	B. Marm	C. strem	D. shrim
20.	A. stof	B. swif	C. skof	D. shef
21.	A. slun	D. swun	C. ston	D. shen
22.	A. stes	B. shas	C. snus	D. smos
23.	A. stul	B. snul	C. smel	D. stol
24.	A. tiv	B. scev	C. spiv	D. hov
25.	A. oprex	B. sloux	C. scrix	D. splex
26.	A. scret	B. sprat	C. shrut	D. smaft
27	A. sneb	B. smub	C. squib	D. scib

Consonant Sounds Phonics Assessment (Teacher Pages)

28.	A. <u>stog</u>	B. scog	C. shug	D. slig
29.	A. shrom	B. squam	C. scrim	D. stran
30.	A. stin	B. swen	C. shon	D. sken
31.	A. thrid	B. thold	C. trusd	D twn d
32.	A. twaz	B. thoz	C. touz	D. <u>tro_</u>
33.	A. <u>twaf</u>	B. trif	C. thef	D. toaf
34.	A. lult	B. lirt	C. <u>luft</u>	D. lest
35.	A. perd	B. pusd	C. pand	D. <u>peld</u>
36.	A. mork	B. molk	C. meck	D. mosk
37.	A. <u>hulm</u>	B. horm	C. buim	D. hism
38.	A. sawp	B. <u>selp</u>	C. surp	D. sesp
39.	A. bist	B. boft	C. pert	D. <u>bult</u>
40.	A. rurp	B. rilp	reap	D. <u>rimp</u>
41.	A. lurch	B. lonsh	<u>lanch</u>	D. lamph
42.	A. tond	B. tuld	C. tusd	D. tord
43.	A. malg	B. mang	C. murg	D. mumg
44.	A. denk	B. dack	C. delk	D. dosk
45.	A. fept	B. fost	C. <u>funt</u>	D. fult
46.	A. sept	B. suft	C. sest	D. solt
47.	A. pulk	В. роск	C. pank	D. <u>posk</u>
48.	A. risp	B. rimp	C. ruwp	D. relp
49.	A. gilt	3. <u>tast</u>	C. gart	D. guft
50.	A. baln	B. bosn	C. <u>bawn</u>	D. birn

Consonant Sounds Phonics Assessment Name _

1.	A. shud	B. sced	C. slod	D. swud
2.	A. cwib	B. clab	C. cheb	D. creb
3.	A. woud	B. wyed	C. wrid	D. whid
4.	A. thog	B. trig	C. teng	D. tuo
5.	A. teelg	B. trong	C. theeg	D. traeg
6.	A. bwom	B. blam	C. baim	D. bhum
7.	A. buix	B. blox	C. brux	D. beux
8.	A. chid	B. cwed	C. clud	D. cred
9.	A. dief	B. dref	C. dlif	D. dwof
10.	A. clim	B. chom	C. Crum	D. cwim
11.	A. flon	B. famn	C. Ivu	D. foln
12.	A. fouz	B. faez	c. fly	D. fraz
13.	A. ghup	B. gaep	C glap	D. grop
14.	A. glus	B. gres	ghos	D. geas
15.	A. pwet	B. phit	C. prot	D. plit
16.	A. plav	B. phev	C. prov	D. pouv
17.	A. scad	B. slod	C. sted	D. smad
18.	A. strib	B. screb	C. swelb	D. scurb
19.	A. scrim	B. sharm	C. strem	D. shrim
20.	A. stof	B. swif	C. skof	D. shef
21.	A. slun	B. swun	C. ston	D. shen
22.	A. stos	3. has	C. snus	D. smos
23.	A. stul	B. snul	C. smel	D. stol
24.	A. stiv	B. scev	C. spiv	D. hov
25.	A. spice	B. sloux	C. scrix	D. splex
26.	A. scret	B. sprat	C. shrut	D. smaft

Consonant Sounds Phonics Assessment Name

27.	A. sneb	B. smub	C. squib	D. scib
28.	A. stog	B. scog	C. shug	D. slig
29.	A. shrom	B. squam	C. scrim	D. stram
30.	A. stin	B. swen	C. shon	D ske
31.	A. thrid	B. thold	C. trusd	D. wird
32.	A. twaz	B. thoz	C. touz	D. troz
33.	A. twaf	B. trif	C. thef	D. toaf
34.	A. lult	B. lirt	C. luft	D. lest
35.	A. perd	B. pusd	C. pand	D. peld
36.	A. mork	B. molk	C. meck	D. mosk
37.	A. hulm	B. horm	C. Avim	D. hism
38.	A. sawp	B. selp	C. Sup	D. sesp
39.	A. bist	B. boft	C burt	D. bult
40.	A. rurp	B. rilp	ronp	D. rimp
41.	A. lurch	B. lonsh	C. lanch	D. lamph
42.	A. tond	B. tuld	C. tusd	D. tord
43.	A. malg	B. mans	C. murg	D. mumg
44.	A. denk	B. dack	C. delk	D. dosk
45.	A. fept	B. fost	C. funt	D. fult
46.	A. sept	B. surt	C. sest	D. solt
47.	A. pulk	B. pock	C. pank	D. posk
48.	A. risp	3. imp	C. ruwp	D. relp
49.	A. gilt	B. gast	C. gart	D. guft
50.	A. bain	B. bosn	C. bawn	D. birn

Syllable Awareness Assessment

The purpose of this whole class assessment is to determine whether students can hear syllables as distinct speech patterns. The words are not printed on the **Syllable Awareness Assessment** because this is a sounds recognition phonemic awareness test. Students do not clap during the test to prevent them from copying other students.

Directions, Grading, Recording

Pass out the **Syllable Awareness Assessment** to students. The teacher may pay the audio file: **Syllable Awareness Assessment** or administer the assessment using this script: Say—"This is a short test to see if you can count the number of word parts in each of the words I say out loud. A word part is also called a syllable. Let's practice one together. The word is *table*. [Do not isolate the syllables.] Say the word. [Wait for student response.] How many syllables did you hear? [Wait for student response.] There are two syllables in *table*.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] The word is *gasoline*. Say the word. [Wait for student response.] Shade in the number of syllables. [Wait for students to shade in their answers.] You should have shaded in the circle marked ③ because there are three syllables in *gasoline*. All the words I will say have two, three, or four syllables. Let's start with Number One. Ready? The word is *nation*. Say the word. Shade in the number of syllables." Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

1.	nation	2
2.	contribute	8
3.	active	2
4.	relationship	4
5.	reference	8
6.	dribbling	2
7.	environment	4
8.	upset	2
9.	indecisive	4
60	lottery	8

Example 2 3 4

1.

2 3 4

2.

2 3 4

3.

2 3 4

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2 3 4

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2 3 4

6.

2 3 4

7.

2 3 4

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2 3 4

9.

- 2 3 4
- **10.**
- 2 3 4

Syllable Rhyming Assessment

The purpose of this whole-class assessment is to determine whether students can hear ending syllable rhymes. The words are not printed on the **Syllable Rhyming Assessment** because this is a sounds recognition phonemic awareness test.

Directions, Grading, Recording

Pass out the **Syllable Rhyming Assessment** to students. The teacher may play the addio file: **Syllable Rhyming Assessment** or administer the assessment using this scripe Say—"This is a short test to see if you hear which words rhyme and which words do not Let's practice together. If the words rhyme, show me a "thumbs up;" if the words do not rhyme show me a "thumbs down." The words are *match* and *catch*. Say the words. [Wait for addent response.] Thumbs up or thumbs down? Shhh. Don't say it. Show it. [Wait for student response.] The correct answer is "thumbs up," because the two words rhyme. Let's try another pair. The words are *late* and *page*. Say the words. [Wait for student response.] Thumbs up or thumbs down? [Wait for student response.] The correct answer is "thumbs down," because the two words do not rhyme.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] The words are *fort* and *sport*. Repeat. [What for student response.] Circle the "thumbs up" if the words rhyme or circle the "thumbs down" if the words do not rhyme. [Wait for students to circle their answers.] The "thumbs up" should be circled because *fort* and *sport* rhyme. Let's start with Number One. Ready? The words are *sad* and *bad*. Say the words. Circle your answer." Follow this script for the rest of the test.

Once the assessments have been scored, a vord / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not preeting the mastery criteria of 80%.

Test Items/Answers

1.	sad	bad	
2.	red	head	
3.	bit (io	P
4.	off	soft	7
5.	tub	foot	7
6.	may	day	
7.	eat	seat	
8.	smile	wide	(B)
9-	broke	soak	
	cute	lose	(\$

7

Example §

- 1.
- 2.
- 3. §
- 4.
- **5.** §
- **6.** •
- **7.** \$ \$
- 8.
- 9.
- 10.

Phonemic Isolation Assessment

The purpose of this whole-class assessment is to determine whether students can hear isolated vowel sounds and identify placement within words. The words are not printed on the **Phonemic Isolation Assessment** because this is a sounds recognition phonemic at areness test.

Directions/Recording/Mastery

Pass out the **Phonemic Isolation Assessment** to students. The teacher may play the audio file: Phonemic Isolation Assessment or administer the assessment using this script: Say-"This is a short test to see if you can hear the same sound in a pair of words and test if that sound is at the beginning, middle, or end of both words. Let's practice together. The words are map and cat. Is the same sound at the beginning, middle, or end of the words? map and cat [Wait for student response.] The correct answer is "middle," because the /a/ sound is in the middle of the two words map and cat. Let's try another pair. The words are bloy and krow. Is the same sound at the beginning, middle, or end of the words? blow and throw Wait for student response.] The correct answer is "end," because the long /ō/ sound is at the cod of the two words blow and throw.

On your test, find the Example and point to it. [Confirm that all students have pointed to the Example.] Shade in the beginning circle, middle circle, or end circle to show where the same sound is located. The words are eat and east—Circle beginning, middle, or end—eat and east. [Wait for students to shade in their answers.] You should have shaded in the beginning circle because the /ē/ sound is at the beginning of the word Let's start with Number One. Ready? The words are stay and weigh. Circle beginning middle, or end–stay and weigh." Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not neeting the mastery criteria of 80%.

Test Items/Answers

1.	stay	weigh	0	0	
2.	cube	inite	0		0
3.	act	ask	•	0	0
4.	grew	threw	0	0	
5.	odd	off	•	0	0
6.	S1t	kick	0		0
7.	sigh	try	0	0	
8.	egg	edge	•	0	0
9.	bread	stretch	0		0
19.	doubt	loud	0		0

Phonemic Isolation Assessmen	Pł	onem	ic Iso	lation	Assess	smen
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Name _

Example M EB

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- 2.
- **3.**
- 4.
- **5.**
- **6.**
- **7.**
- 8.
- 9.
- **10.**

Phonemic Blending Assessment

The purpose of this whole-class assessment is to determine whether students can recognize words from blended letter sounds. The words are not printed on the **Phonomic Blending Assessment** because this is a sounds recognition phonemic awareness text.

Directions, Grading, Recording

Pass out the **Phonemic Blending Assessment** to students. The teacher may pray the audio file: **Phonemic Blending Assessment** or administer the assessment using this script: Say—"This is a short test to see if you can hear words from the letter sounds that I cay out loud. Let's practice one together. The sounds are $/t//r//\bar{l}/d$ [Do not add on the *uh* sound to the consonants/ $t//r//\bar{l}/d$]. What is the word? [Wait for student response.] The word is *treea*, because $/t//r//\bar{l}/d$] forms the word *tried*. Let's practice another. This time, I will give you he sounds and two word choices. You tell me which word is formed from the sounds—the first or the second word I say. The sounds are $/c//r//\bar{l}/d$]. Is the word *light* or *cried*? [Wait for student response.] The second word is correct, because $/c//r//\bar{l}/d$] forms the word *cried*.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] Do not say the sounds or words out loud. Shade in the circle marked ①, if the sounds form the first word I say, or ②, if the sounds form the cond word I say. The sounds are $\frac{b}{l} \frac{l}{a} \frac{s}{s} \frac{t}{s}$. Is it *blast* or *clap*? [Wait for students to shade in their answers.] You should have shaded in the bubble marked ① because $\frac{b}{l} \frac{l}{a} \frac{s}{s}$ to shade in 1 or 2. Follow this script for the rest of the test.

Once the assessments have been scored, re-ord a / on the **Phonemic Awareness and Phonics Mastery Matrix** for each student not neeting the mastery criteria of 80%.

Test Items/Answers

1. The sounds are $\frac{g}{h} \frac{1}{\sqrt{a}} \frac{1}{h}$. Is it <i>great</i> or <i>skate</i> ?
2. The sounds are $\frac{1}{2}$ /1/ $\frac{1}{2}$. Is it <i>street</i> or <i>please</i> ? 2
3. The sounds are $\frac{p}{\sqrt{0}}$ /z/. Is it most or nose?
4. The sourds are $\langle \bar{\mathbf{u}} / \mathbf{z} / \mathbf{d} \rangle$. Is it <i>used</i> or <i>huge</i> ?
5. The sounds are $\frac{b}{r} \frac{1}{i}$ /t/. Is it <i>bright</i> or <i>dried?</i>
6. The sounds are /f/ /r/ /ĕ/ /n/ /d/. Is it sled or friend? 2
7. The sounds are /wh//ĭ//ch/. Is it which or thick?
8. The sounds are $\frac{c}{l}$ /s/. Is it <i>crash</i> or <i>class</i> ? 2
9. The sounds are $\frac{t}{r} \frac{\dot{u}}{k}$. Is it <i>luck</i> or <i>truck</i> ?
10. The sounds are $\frac{s}{t}$ /t/ $\frac{\delta}{p}$. Is it stop or spot?

Example ① ②

- 1. ① ②
- 2. ① ②
- **3.** ① ②
- 4. ① ②
- **5.** ① ②
- **6.** ① ②
- 7. ① ②
- 8. ① ②
- 9. ① ②
- 10. 0 2

Phonemic Segmenting Assessment

The purpose of this whole-class assessment is to determine whether students can could the number of letter sounds in a given word. The words are not printed on the **Phononic Segmenting Assessment** because this is a sounds recognition phonemic awareness test.

Directions, Grading, Recording

Pass out the **Phonemic Segmentation Assessment** to students. The teacher may play the audio file: **Phonemic Segmenting Assessment** or administer the assessment using this script: Say—"This is a short test to see if you can count the number of letter sounds in each of the words I say out loud. Let's practice one together. The word is *pan*. [Do not isolate the letter sounds.] Say the word. [Wait for student response.] How many letter sounds did you hear? [Wait for student response.] There are three letter sounds in *pan*.

On your test, find the Example and point to it. [Confirm that all sti dents have pointed to the Example.] The word is *child*. Say the word. [Wait for stude it response.] Shade in the number of letter sounds. [Wait for students to shade in their answers.] You should have shaded in the circle marked @ because there are four letter sounds in *child*. All the words I will say have two, three, or four letter sounds. Let's start with Number One. Feady! The word is *lie*. Say the word. Shade in 2, 3, or 4." Follow this script for the rest of the test.

Once the assessments have been scored, record of or the **Phonemic Awareness and Phonics Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

1.	lie	2
2.	bought	
3.	way	U 2
4.	stuck	4
5.	cute	8
6.	see	2
7.	belt	4
8.	elick	4
9.	past	4
13.	hole	8

Phonemic Segmenting Assessment

Name _

Example







1.

2



4



2



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2 3

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Alphabetic Awareness Assessments

Teacher Notes

The purpose of this whole class assessment is to determine your students' knowledge of the alphabetic letters. The first section of the test requires students to sequence lower case letters. The second section requires students to match upper case letters to their lower case counterparts, including commonly-confused font variations.

Preparation

Print on cardstock and cut the alphabet cards found in the Addendum its each of the students taking the assessment. Separate the lower case and upper case cards, and shuffle each set.

Administration

Alphabet Letter Sequence

- Arrange desks or tables so that students will not be able to see each other's cards.
 Pass out sets of the shuffled lower case and one each student and say, "Place the lower case letters of the alphabet in correct order on your desk (table)."
- 3. Monitor student progress, paying attention to how students arrange the cards. Students who arrange the cards differently than the left-right, top-down sequence may lack print awareness. Provide no more than five minutes for this assessment. If students have not yet finished, bey require alphabetic awareness activities. Tell students to leave the cards in order on their desks.

Alphabet Letter Match

- 4. Pass out sets of the shuffled upper case cards to each student and say, "Place the upper case (capital letters below their matching lower case letters on your desk (table)." Demonstrate Low to match them.
- 5. Provide no more than five minutes for this assessment. If students have not yet finished, they require alphabetic awareness activities. **Tell students to leave the** cards in order on their desks.

Correction and Recording the Data

Record letter sequence and letter matching errors with slashes (/), according to the line divisions on the matrix.

"Pets" Fluency Assessment

The "Pets' Fluency Assessment needs to be administered individually. As a critical component of reading diagnosis, teachers need to hear their students read. This assessment allows the teacher to assess reading ability and provides a baseline fluency rate. Additionally, the results will help the teacher narrow down the reading level of students to inform selection of books for independent reading practice.

The "Pets" fluency passage is leveled in a unique pyramid design: the first panegraph is at the first grade (*Fleish-Kincaid*) reading level; the second paragraph is at the second-grade level; the third paragraph is at the third-grade level; the fourth paragraph is at the south grade level; the fifth paragraph is at the fifth grade level; the sixth paragraph is at the sixth grade level; and the seventh paragraph is at the seventh grade level. Thus, the reader begins practice at an easier level that builds confidence and then moves to more difficult academ it language through successive approximation.

Materials, Instructional Setting, Preparation

Laminate one copy of the "Pets" Fluency Assessment for students. Run off enough copies of the same assessment for each student. Use a stopwatch to ensure that the two-minute timings will be accurate. Set aside a table or two desks in a corner of the room or just outside the door, if practical. Have desks or chairs facing each other.

fluency timings. Say, "Please don't interrupt the fluency timings, unless there is an emergency We want to complete these timings quickly, so mis is how we will organize things: I will pick one student to read. The first to read will be Please sit here. When has finished, she will use the stopwatch to time the next reader, who will be From now on, the student who does the timing will quietly go get the next reader. Any questions?"	Announce to the class that you wil	ll have student	ts quietly read to you for two-minute reading	
one student to read. The first to read will be Please sit here. When has finished, she will see the stopwatch to time the next reader, who will be From now on, the student who does the timing will quietly go get the next	fluency timings. Say, "Please don'	't interrupt the	fluency timings, unless there is an emergenc	y.
has finished, she will use the stopwatch to time the next reader, who will be From now on, the student who does the timing will quietly go get the next	We want to complete these timing	s quickly, so d	his is how we will organize things: I will picl	K
From now on, the student who does the timing will quietly go get the next	one student to read. The first to rea	ad y III b	. Please sit here. When	
	has finished, she w	vill se the stor	pwatch to time the next reader, who will be	
reader. Any questions?"	From now on, the	student who d	does the timing will quietly go get the next	
	reader. Any questions?"			

"Pets" Fluency Assessment

Directions, Grading, Recording

- 1. Say—"I'm going to have you read out loud for two minutes. Read quickly, but say the vords correctly. The title of this article is 'Pets.' Point to the first word of the article on the student's copy and say 'Ready, begin.""
- 2. As the student reads, mark a slash on the teacher's copy for mispronounced word, omitted words, added words, and words not correctly pronounced within three scores. Say the word for the student after three seconds and then say "Next," if the student does not continue to read. Be consistent in test administration regarding marking (or not marking) dielect differences, word repetitions, pre-practice of difficult words, reversals, and self-corrections.

3. Mark a bracket after the last word the student reads correctly when two minutes have elapsed.
Say, "Stop." Record the total number of words read, less errors at he bottom left of the page and
the name of the student. Say, "Thank you. Now, you will be the timer. When I say 'begin,' push
this button. After two minutes, say 'stop,' and push the button gain. After the timing has been
completed, say "Please go tell that he or sho is 'on deck.""

Once the assessments have been completed, record the Total Number of Words in the Fluency Words Pre-test column on the **Reading Mastery Natrix** for each student.

Program Placement Criteria

For program placement, if a student scores it is than the two-minute Pets Fluency Assessment WCPM*, remediate with modeled readings and repeated reading fluency practice. Assign practice in ability level fluency groups or individual practice with the YouTube modeled readings. Directions follow in the Francey Remediation section.

50th Percentile Oral Reading Fluency Grade Level Norms: Words Correct per Minute (WCPM)

Grade	Fall	Pas Fluency Assess ment*	Winter	Spring
4	94	100 Remediate	112	139
5	121	<222 Remediate	127	150
6	132	<244 Remediate	140	150
7	128	<236 Remediate	136	151
8	153	<246 Remediate	146	123

Hasbrouck, I. & Tindal, G. (2017). Jan Hasbrouck suggests fluency remediation if the student scores nore than 10 words below the grade-level 50th percentile. *10 words less than the fall score x 2 - suggested reading fluency remediation when students score below this WCPM. Note the middle school "slump" at grades 7 and 8 or, perhaps, the influence of increasingly difficult reading levels.



Pets are nice. Pets live with us. They can be good friends. Pets make people happy. They can be very fun.

Some pets are very smart. Many can be trained to do what people say. Pets may come to us when we call. Some can do special tricks. Some even seem to talk to us with a "bark," a "meow," or a "chirp."

Many people enjoy life more with pets. Pets can be good company. Pets can help people feel less lonely. Some pets help us feel better. Pets can even help us get more exercise.

Not all animals make good pets. Most wild animals are afraid of people. Others could be dangerous, like large cats or bears. It would be too hard to care for some animals. They might need a special place to live or special food to eat.

Pets and owners must make a good match. People need to think carefully about some things before getting a pet. A pet owner needs to have a good place for a pet to live. A small apartment may be perfect for a fish or hamster, but not for a large dog or cat. Also, some pets cost more to keep than others. Large pets eat more than small ones, and their cost of medical care can be expensive. People need to consider how much time they will be able to spend with their pets. Pets need plenty of human attention to stay happy.

The most popular pete worldwide are dogs and cats. There are slightly more cats than dogs. Birds, hamsters, tur les, stakes, lizards, and fish are also the pets of choice for many people. In the last few years pets have become more "exotic." Many people are now keeping ferrets and monkeys as pets. Most local governments have laws restricting which pets are acceptable in their examunities.

Pet owner need to be responsible with their pets. Adult pets need to be spayed or neutered to prevent applained litters. According to the Humane Society, over three million unwanted pets are put to sleep each year. Also, mixed breed cats and dogs can make wonderful pets. In fact, some of the best pets can be adopted from local animal shelters at little cost. For are valuable friends and need our very best care.

Total	Number of Words Read	Total Number of Words Read	
- Tota	l Number of Mistakes	- Total Number of Mistakes	
Tota	l Number of Words Read	= Total Number of Words Read	

Pets

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Heart Words Assessment

The purpose of this whole class assessment is to determine which of the 108 high frequency Heart Words students can and cannot accurately read. Teachers may also choose to dictate the words as a spelling assessment.

Directions

Pass out the **Heart Words Assessment** to students. Say—"This is a test to see if you can identify the words I say out loud and the letters which do not match their usual spellings. Listen carefully because I won't repeat the words after the test is finished. On your test, find the first row of four words [Pause]. Fill in the capital letter that best matches the word I say."

Let's start with Number One. Ready?

Number One is won won

The swimmer won the gold medal. won

Note that an example sentence is required because won is a homonym.

Example sentences are not necessary for all words in this assessment.)

Option:

In addition to identifying the Heart Words, teachers may also choose to assess their students' abilities to identify the non-phonetic sound-spellings in the words.

Now, underline the spellings which do not match their usual sounds. In other words, the *part* or *parts* you have to know by *heart*.

Watch how I do this. [Print on the board to demonstrate.]

For example, in the word, won, underline the o, because the the o spelling does not match the usual sound for the o spelling If a word has more parts which do not match their sounds, underline each of these letters.

Grading and Recolding

Grade the assessments with slashes through the numbered test items for student errors, and record the number of trastered Heart Words in the pre-test column on the **Reading Mastery Matrix** for each student.

Practice Reparation

Pass the graded test back to your students, along with sets of the **Heart Words Game Cards**, found in the Addendum. I suggest printing the cards on cardstock prior to cutting. Instruct students to remove the cards that they need to master as sight words (the student errors indicated by singles) and recycle those that they have already mastered.



Heart Words Assessment (Teacher Pages)

1.	A. won	B. wun	C. wone	D. wune
2.	A. though	B. thu	C. the	D. thuh
3.	A. was	B. wus	C. wuz	D. waz
4.	A. were	B. whare	C. where	D war
5.	A. u	B. ah	C. oh	D.
6.	A. frum	B. from	C. frome	D. rume
7.	A. giv	B. give	C. gave	D. gib
8.	A. tooh	B. toe	C. tu	D. to
9.	A. friend	B. freind	C. frend	D. frind
10.	A. ov	B. uv	C. of	D. uf
11.	A. love	B. luv	C. A.ve	D. lov
12.	A. whont	B. wawnt	2. went	D. want
13.	A. bi	B. buy	Chey	D. bigh
14.	A. what	B. whut	wat	D. wut
15.	A. ses	B. seys	C. says	D. sez
16.	A. ower	B. hour	C. huor	D. howr
17.	A. oshun	B. ochar	C. osean	D. ocean
18.	A. come	B. cume	C. cuhm	D. com
19.	A. move	B. muv	C. muve	D. mov
20.	A. cuold	B. c <mark>oul</mark> d	C. cud	D. coud
21.	A. hurd	B. haerd	C. heard	D. huerd
22.	A. wulf	3. volf	C. wuf	D. woff
23.	A. sed	B. siad	C. sead	D. said
24.	A. yoo	B. yu	C. yuo	D. you
25.	A. fether	B. fathur	C. fahther	D. fawther
26.	A. wurk	B. wourk	C. work	D. wuerk
27.	A. syme	B. some	C. soum	D. som
28	Amuny	B. monney	C. muney	D. money
29.	A. shuold	B. should	C. shuld	D. shud

Heart Words Assessment (Teacher Pages)

30.	A A. duz	B. deos	C. does	D. dus
31.	A. water	B. whater	C. wader	D. whader
32.	A. thay	B. they	C. thaigh	D. theigh
33.	A. closed	B. cloths	C. clozed	D clothes
34.	A. peple	B. peeple	C. people	D. pespe
35.	A. hoo	B. who	C. whoo	D. Nou
36.	A. would	B. woud	C. wuould	D. wud
37.	A. tok	B. tolk	C. tawk	D. t <mark>al</mark> k
38.	A. wolk	B. walk	C. wok	D. wak
39.	A. two	B. tou	C. twu	D. tuo
40.	A. wash	B. whash	C. vach	D. wosh
41.	A. bein	B. been	C. pene	D. bin
42.	A. hav	B. haf	he/e	D. have
43.	A. yor	B. yuor	your	D. yuor
44.	A. du	B. dou	C. do	D. doo
45.	A. don't	B. doen't	C. doun't	D. done't
46.	A. woun't	B. wower	C. woen't	D. won't
47.	A. thare	B. thay re	C. thier	D. there
48.	A. ar	B. are	C. aire	D. arre
49.	A. dun	B. done	C. dune	D. doen
50.	A. fiend	B. teind	C. find	D. fynd
51.	A. learn	B. ern	C. leren	D. laern
52.	A. kiend	b . kind	C. kined	D. kynd
53.	A. warm	B. worm	C. wurm	D. warem
54.	A. where	B. werre	C. whur	D. were
55.	A. Vun	B. whun	C. one	D. oene
56.	A. gune	B. gon	C. gone	D. gun
57.	hight	B. height	C. hieght	D. hite
58.	A. bouth	B. boath	C. both	D. bothe

Heart Words Assessment (Teacher Pages)

59.	A. mother	B. muther	C. mudder	D. mothur
60.	A. son	B. sune	C. sone	D. suen
61.	A. old	B. owld	C. olde	D. culd
62.	A. b <mark>u</mark> sy	B. bissy	C. bizzy	I. busey
63.	A. agin	B. agan	C. agun	D again
64.	A. becuz	B. becuse	C. because	D. becuase
65.	A. nuthing	B. nothing	C. nouthing	D. notheng
66.	A. aganst	B. against	C. aginst	D. agunst
67.	A. thru	B. throuh	C. thorough	D. through
68.	A. gess	B. guese	C guess	D. geuss
69.	A. meny	B. many	C. manny	D. menny
70.	A. liv	B. love	C. liv	D. life
71.	A. onle	B. oanly	C. ownly	D. only
72.	A. fuor	B. fur	C. four	D. fore
73.	A. front	B. frunt	C. frount	D. fruent
74.	A. door	B. dor	C. dore	D. dour
75.	A. thot	B. thou tht	C. thout	D. thuoght
76.	A. enuogh	B. eracff	C. enouff	D. enough
77.	A. priety	B. prity	C. pretty	D. pritty
78.	A. cerry	L cary	C. carey	D. cary
79.	A. vary	verry	C. viry	D. very
80.	A. any	Beny	C. eney	D. aney
81.	A. luz	B. lose	C. loose	D. looze
82.	A. gigh	B. gai	C. guy	D. gey
83.	A. listen	B. lissen	C. lisen	D. listun
84.	A. ans vir	B. anser	C. annser	D. answer
85.	A. whol	B. whole	C. hol	D. houle
	A. trooth	B. thouth	C. truth	D. truthe
	A. hoose	B. huse	C. whose	D. whoose

Heart Words Assessment (Teacher Pages)

 _88.	A. othur	B. other	C. uther	D. other
 _89.	A. b <mark>ui</mark> ld	B. beld	C. bild	D. biuld
 _90.	A. thou	B. though	C. thogh	D. tho
 _91.	A. abuve	B. abouv	C. abov	D above
 _92.	A. flor	B. flour	C. floor	D. flore
 _93.	A. tough	B. tuff	C. tuogh	D. tugh
 _94.	A. werld	B. wourld	C. world	. wurld
 _95.	A. pruffe	B. pruve	C. prove	D. prufe
 _96.	A. rouff	B. rough	C. ruogh	D. ruff
 _97.	A. laffe	B. laugh	C. huff	D. luagh
 _98.	A. eye	B. eiy	C. Igh	D. eeye
 _99.	A. doubt	B. dowt	C. acut	D. dowbt
 _100.	A. haff	B. halve	haugh	D. h <mark>al</mark> f
 _101.	A. braek	B. break	S brak	D. breake
 _102.	A. hart	B. haert	C. heart	D. harte
 _103.	A. strat	B. strayed	C. straight	D. strate
 _104.	A. great	B. grat	C. graet	D. grait
 _105.	A. iland	B. islend	C. ailand	D. island
 _106.	A. cuntry	B. cuoui try	C. countree	D. country
 _107.	A. tutch	B. toutch	C. touch	D. tuch
 _108	. A. cough	B. coff	C. caugh	D. couff

Heart Words Assessment

Name _____

1.	A. won	B. wun	C. wone	D. wune
2.	A. though	B. thu	C. the	D. thuh
3.	A. was	B. wus	C. wuz	D. waz
4.	A. were	B. whare	C. where	D war
5.	A. u	B. ah	C. oh	D.
6.	A. frum	B. from	C. frome	D. rrume
7.	A. giv	B. give	C. gave	D. gib
8.	A. tooh	B. toe	C. tu	D. to
9.	A. friend	B. freind	C. frend	D. frind
10.	A. ov	B. uv	C. of	D. uf
11.	A. love	B. luv	C. r. ve	D. lov
12.	A. whont	B. wawnt	C. went	D. want
13.	A. bi	B. buy	c bay	D. bigh
14.	A. what	B. whut	wat	D. wut
15.	A. ses	B. seys	C. says	D. sez
16.	A. ower	B. hour	C. huor	D. howr
17.	A. oshun	B. ochar	C. osean	D. ocean
18.	A. come	B. cume	C. cuhm	D. com
19.	A. move	B. muv	C. muve	D. mov
20.	A. cuold	B. could	C. cud	D. coud
21.	A. hurd	B. haerd	C. heard	D. huerd
22.	A. wulf	3. volf	C. wuf	D. woff
23.	A. sed	B. siad	C. sead	D. said
24.	A. yoo	B. yu	C. yuo	D. you
25.	A. feder	B. fathur	C. fahther	D. fawther
26.	A. wurk	B. wourk	C. work	D. wuerk
27.	A. syme	B. some	C. soum	D. som
28	Amuny	B. monney	C. muney	D. money
29.	A. shuold	B. should	C. shuld	D. shud

Heart Words Assessment

Name _____

D. won't

D. there

D. arre

D. warem

D. were

D. oene

D. gunD. hite

D. bothe

30.	A. duz	B. deos	C. does	D. dus
31.	A. water	B. whater	C. wader	D. whader
32.	A. thay	B. they	C. thaigh	D. theigh
33.	A. closed	B. cloths	C. clozed	D clothes
34.	A. peple	B. peeple	C. people	D. peope
35.	A. hoo	B. who	C. whoo	D. Nou
36.	A. would	B. woud	C. wuould	D. wud
37.	A. tok	B. tolk	C. tawk	D. talk
38.	A. wolk	B. walk	C. wok	D. wak
39.	A. two	B. tou	C. twu	D. tuo
40.	A. wash	B. whash	C. vach	D. wosh
41.	A. bein	B. been	C. bene	D. bin
42.	A. hav	B. haf	c heze	D. have
43.	A. yor	B. yuor	your	D. yuor
44.	A. du	B. dou	C. do	D. doo
45.	A. don't	B. doen't	C. doun't	D. done't

∓ℐ.	A. don t	D. doen t	C. doun t
46.	A. woun't	B. wowr t	C. woen't
47.	A. thare	B. thay le	C. thier
48.	A. ar	B. are	C. aire

49.	A. dun	B. done	C. dune	D. doen
50.	A. fiend	B. reind	C. find	D. fynd
51.	A. learn	3. ern	C. leren	D. laern
52.	A. kiend	B. kind	C. kined	D. kynd

53.	A. warm	B. worm	C. wurm	
54.	A. where	B. werre	C. whur	
55.	A. vun	B. whun	C. one	

56. A. gune	B. gon	C. gone
57. A hight	B. height	C. hieght
58 A. bouth	B. boath	C. both

Heart Words Assessment

Name ____

59.	A. mother	B. muther	C. mudder	D. mothur
60.	A. son	B. sune	C. sone	D. suen
61.	A. old	B. owld	C. olde	D. ould
62.	A. busy	B. bissy	C. bizzy	D ous v
63.	A. agin	B. agan	C. agun	D. ogcan
64.	A. becuz	B. becuse	C. because	D. Jecuase
65.	A. nuthing	B. nothing	C. nouthing	D. notheng
66.	A. aganst	B. against	C. aginst	D. agunst
67.	A. thru	B. throuh	C. thorough	D. through
68.	A. gess	B. guese	C. guess	D. geuss
69.	A. meny	B. many	C. Manny	D. menny
70.	A. liv	B. love	C. 11 e	D. life
71.	A. onle	B. oanly	ovnly	D. only
72.	A. fuor	B. fur	four	D. fore
73.	A. front	B. frunt	C. frount	D. fruent
74.	A. door	B. dor	C. dore	D. dour
75.	A. thot	B. thought	C. thout	D. thuoght
76.	A. enuogh	B. enufi	C. enouff	D. enough
77.	A. priety	B. prity	C. pretty	D. pritty
78.	A. cerry	B. carry	C. carey	D. cary
79.	A. vary	B. verry	C. viry	D. very
80.	A. any	B. eny	C. eney	D. aney
81.	A. luz	B. lose	C. loose	D. looze
82.	A. gigh	B. gai	C. guy	D. gey
83.	A. listen	B. lissen	C. lisen	D. listun
84.	A. answir	B. anser	C. annser	D. answer
85.	A. whol	B. whole	C. hol	D. houle
86.	trooth	B. thouth	C. truth	D. truthe
87.	A. hoose	B. huse	C. whose	D. whose

Name _____

88.	A. othur	B. other	C. uther	D. other
89.	A. build	B. beld	C. bild	D. biuld
90.	A. thou	B. though	C. thogh	D. tho
91.	A. abuve	B. abouv	C. abov	D above
92.	A. flor	B. flour	C. floor	D. flore
93.	A. tough	B. tuff	C. tuogh	D. tugh
94.	A. werld	B. wourld	C. world	D. wurld
95.	A. pruffe	B. pruve	C. prove	D. prufe
96.	A. rouff	B. rough	C. ruogh	D. ruff
97.	A. laffe	B. laugh	C. huff	D. luagh
98.	A. eye	B. eiy	C. Igh	D. eeye
99.	A. doubt	B. dowt	C. acut	D. dowbt
100.	A. haff	B. halve	heagh	D. half
101.	A. braek	B. break	brak	D. breake
102.	A. hart	B. haert	C. heart	D. harte
103.	A. strat	B. strayed	C. straight	D. strate
104.	A. great	B. grat	C. graet	D. grait
105.	A. iland	B. islend	C. ailand	D. island
106.	A. cuntry	B. cuoui try	C. countree	D. country
107.	A. tutch	B. toutch	C. touch	D. tuch
108	. A. cough	B. coff	C. caugh	D. couff

Spelling Patterns Assessment

Teacher Notes

The purpose of this whole class assessment is to determine which of the kir derga ten seventh grade spelling patterns students have and have not been mastered. The multi-syllabic words prevent students from identifying the words by "sight spellings" and require recognition of the sound-spelling patterns within the context of syllables.

Preparation

Pass out binder paper and pencils. Model how to number the test items in the board and tell students to number accordingly.

Directions

Play this audio file, which includes the following directions and test administration: Spelling Patterns Assessment (22.38) or introduce the Diagnostic Spelling Assessment to students. Say—

"This is a test to see if you can accurately spell the works I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words."

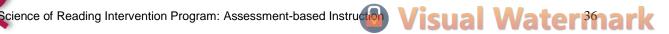
Don't elongate the vowel or consonant counds to emphasize spellings. Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming. Since this is a long test, eachers may elect to take a short stretch break in the middle of the test administration

Correction

Grade the assessment, marking only the specified sound-spelling pattern for each word. In other words, don't mark the word wrong because of other spelling errors in the word. For example, if the sound-spelling puter is Long /a/ "_ay" and the word is "payment," the student spelling of "paiment" would be wrong, but "paymunt" would be right. This selective grading isolates the sound-spelling pattern problem areas for each student.

Recording the Data

Write down the names of your students in alphabetical order on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling.



Spelling Patterns Assessment (Teacher Pages)

1	1	771 1 1 1 1 1	1	
1.	bumper	The car bumper had a large dent.	bumper	
2.	foggy	In foggy conditions it is hard to drive.	foggy	
3.	briskly	They walked briskly through the park.	briskly	
4.	medical	His medical condition worsened.	medical	
5.	defiance	The child's defiance created heartache.	defiance	•
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	Short Vowels
7.	provide	She can provide all the details.	provide	
8.	lately	That happens a lot lately.	latel	
9.	compute	To compute numbers he used a calculator.	compute	
10.	hopeful	I am hopeful that she will visit soon.	hepeful	
11.	attitude	The student had a wonderful attitude.	ettitude	
12.	surprise	It could not have been a better surprise.	surprise	
13.	muffle	The headphones muffle the noise.	muffle	
14.	motive	The lawyer found the motive for the cime.	motive	
15.	submarine	A submarine can be very long.	submarine	Silent Final e
16.	eyelashes	Her eyelashes were very long.	eyelashes	
17.	crutches	He had to use crutches because of his ankle.	crutches	
18.	hypothesis	The scientist's hypothesis was teste!.	hypothesis	
19.	cartwheel	I could never do a proper carty hee!	cartwheel	Consonant
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	Digraphs
21.	patriot	A patriot is one who supports his country.	patriot	
22.	payment	I received his payment last July.	payment	
23.	trained	She trained long and hard for the Olympics.		
24.	neighbor	My neighbor wakes an early each morning.		Long /a/
25.	maybe	He thought maybe bey would agree.	maybe	G
26.	seeking	The captain was seeking buried treasure.	seeking	
27.	ceilings	The apartment had very high ceilings.	ceilings	
28.	lobbying	Student Council is lobbying for a game day.		
29.	creature	The iguana is a strange-looking creature.	creature	
30.	radius	The racius of the circle was six inches.	radius	Long /e/
31.	bicycle	She but a bicycle for her birthday.	bicycle	
32.	delight	The new reighbor is such a delight.	delight	
33.	supply	A hage supply came in yesterday.	supply	
34.	untie	It ook me a long time to untie the knot.	untie	Long /i/
35.	introduce	I would like to introduce my friend.	introduce	- 6
36.	vetoed	The president vetoed the proposed law.	vetoed	
37.	soaking	When you are soaking in a tub, life is fine.	soaking	
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	Long /o/
39.	humer	She had a great sense of humor.	humor	20119 101
40.	few yr	There are fewer choices than I had thought.	fewer	
41.	rescued	The dog rescued the child from the river.	rescued	Long /u/
11.	Cocaca	The dog reseduce the clinic from the fiver.	1000000	20115 141

Spelling Patterns Assessment (Teacher Pages)

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	Long lool
46.	looked	He looked older than he really was.	looked 🔪	•
47.	butcher	The local butcher was very skilled.	butcher	Short /oo/
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	courang	70w/ (cow)
50.	poisoned	The chemical poisoned the water.	pois ned	
51.	destroy	He had to destroy the work of art.	destroy	/oi/
52.	awful	The engine made an awful sound.	cwfui	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	
55.	falling	The child kept falling down the stairs.	falling	/aw/
56.	curling	She liked curling her hair with her fingers	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm	alarm	
60.	boring	The television show was very coring.	boring	r-controlled
61.	cucumber	He likes cucumber in his saled.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	Hard/Soft
64.	strangely	Her cousin behaved very trangely.	strangely	c and g
65.	spicy	The Mexican food was spicy.	spicy	0
66.	identify	No one could identify the stranger.	identify	Soft y
67.	forgetting	I keep forgetting where I placed my glasses.		Consonant
60				
00.		The coach questioned his commitment.	commitment	Doubling
68. 69.	commitment	The coach questioned his commitment. The children could not play dodgeball.		Doubling
		The children could not play dodgeball.	dodgeball	
69.	commitment	The children could not play dodgeball. We had the advantage of playing at home.		Doubling /j/
69. 70. 71.	commitment dodgeball advantage	The children coold not play dodgeball. We had the advantage of playing at home. I will believe it when I see it.	dodgeball advantage	
69. 70.	commitment dodgeball advantage believe	The children coold not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter?	dodgeball advantage believe	/ j /
69. 70. 71. 72.	commitment dodgeball advantage believe receive	The children could not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios.	dodgeball advantage believe receive	/ j /
69. 70. 71. 72. 73.	commitment dodgeball advantage believe receive radios bushes	The children coold not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios. They found the child hiding in the bushes.	dodgeball advantage believe receive radios	/ j /
69. 70. 71. 72. 73. 74. 75.	commitment dodgeball advantage believe receive radios bushes ladies	The children could not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios. They found the child hiding in the bushes. The ladies softball team won their game.	dodgeball advantage believe receive radios bushes ladies	/ j /
69. 70. 71. 72. 73. 74. 75.	commitment dodgeball advantage believe receive radios bushes ladies bookshelt s	The children could not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios. They found the child hiding in the bushes. The ladies softball team won their game. They dusted the bookshelves.	dodgeball advantage believe receive radios bushes ladies bookshelves	/j/ "ie"/"ei"
69. 70. 71. 72. 73. 74. 75. 76.	commitment dodgeball advantage believe receive radios bushes ladies bookshelv s women	The children could not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios. They found the child hiding in the bushes. The ladies softball team won their game. They dusted the bookshelves. The women volunteered for the carnival.	dodgeball advantage believe receive radios bushes ladies bookshelves women	/ j /
69. 70. 71. 72. 73. 74. 75. 76. 77.	commitment dodgeball advantage believe receive radios bushes ladies bookshelv s women guide	The children could not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios. They found the child hiding in the bushes. The ladies softball team won their game. They dusted the bookshelves. The women volunteered for the carnival. Her family trains guide dogs for the blind.	dodgeball advantage believe receive radios bushes ladies bookshelves women guide	/j/ "ie"/"ei" Plurals
69. 70. 71. 72. 73. 74. 75. 76. 77. 78.	commitment dodgeball advantage believe receive radios bushes ladies bookshelv s women guide des gned	The children could not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios. They found the child hiding in the bushes. The ladies softball team won their game. They dusted the bookshelves. The women volunteered for the carnival. Her family trains guide dogs for the blind. Her mom designed the new school sign.	dodgeball advantage believe receive radios bushes ladies bookshelves women guide designed	/j/ "ie"/"ei" Plurals Silent Letters
69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79.	commitment dodgeball advantage believe receive radios bushes ladies bookshelv s women guide designed skatn.g	The children could not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios. They found the child hiding in the bushes. The ladies softball team won their game. They dusted the bookshelves. The women volunteered for the carnival. Her family trains guide dogs for the blind. Her mom designed the new school sign. I had my birthday party at the skating rink.	dodgeball advantage believe receive radios bushes ladies bookshelves women guide designed skating	/j/ "ie"/"ei" Plurals Silent Letters Drop/Keep
69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81.	commitment dodgeball advantage believe receive radios bushes ladies bookshelv s women guide des gned skatn.g wis ly	The children could not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios. They found the child hiding in the bushes. The ladies softball team won their game. They dusted the bookshelves. The women volunteered for the carnival. Her family trains guide dogs for the blind. Her mom designed the new school sign. I had my birthday party at the skating rink. She wisely asked the teacher for help.	dodgeball advantage believe receive radios bushes ladies bookshelves women guide designed skating wisely	/j/ "ie"/"ei" Plurals Silent Letters
69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79.	commitment dodgeball advantage believe receive radios bushes ladies bookshelv s women guide designed skatn.g	The children could not play dodgeball. We had the advantage of playing at home. I will believe it when I see it. Did you receive the letter? We listened to our radios. They found the child hiding in the bushes. The ladies softball team won their game. They dusted the bookshelves. The women volunteered for the carnival. Her family trains guide dogs for the blind. Her mom designed the new school sign. I had my birthday party at the skating rink.	dodgeball advantage believe receive radios bushes ladies bookshelves women guide designed skating wisely catcher	/j/ "ie"/"ei" Plurals Silent Letters Drop/Keep

Spelling Patterns Assessment (Teacher Pages)

84. 85. 86.	gigantic sunken denied	The gigantic boulder blocked the road. The pirates searched for sunken treasure. He denied any knowledge of the crime.	gigantic sunken denied	Drop/Keep
87.	carrying	We got tired of carrying the baskets.	carrying	Final y
88.	handcuffs	The police officer carried handcuffs.	handcuffs	<i>c</i>
89. 90.	careful rhythm	Please be careful with that glass vase. He could not clap to the rhythm of the song.	careful	f, s, z Greek "rh"/
91.	chorus	The chorus of the song was repeated.	choras	ch"
92.	explosion	A loud explosion followed the car crash.	explosion	
93.	musician	He made his career as a musician.	mysician	
94.	emotional	Her poetry triggered an emotional response	omotional	/ion/
95.	bubble	She blew a huge bubble with her gum.	bubole	Consonant-
96.	miracle	It was just a miracle that she finished.	miracle	"le"
97.	cousin	She invited her cousin to the party.	cousin	
98.	sympathy	We expressed our sympathy for her loss.	sympathy	Schwa
99.	laughable	His clumsy response was laughable.	laughable	
100.	eligible	I was now eligible to win the grand prize.	eligible	"able"/"ible"
101.	significance	The significance of her resear h wa huge.	significance	"ance"/
102.	confidence	The teacher earned our highest considence.	confidence	"ence"

Teacher Notes

The purpose of these assessments is to determine which of the previous grade-level grammar, usage, and mechanics CCSS L.1,2,3 standards have and have not been mastered.

Assessment Formats and Preparation

Choose the assessment format which best suits your needs. Each assessment includes 45 grammar and usage test items and 32 mechanics test items.

- 1. The Google forms format consists of one <u>Diagnostic Grammar Gage</u>, and <u>Mechanics Assessment</u>. All test items are multiple-choice.
- 2. The printable PDF format consists of two tests: the Grammar and Usage Assessment (multiple-choice) and the Mechanics Assessment (sentence re-writes).

Administration

Say—"These test items will help me learn which conce as and skills have and have not yet been mastered. If unsure of the answer, please don't guess Read each set of directions before reading the test items."

The assessments are given "whole class" and are un-timed. Most students finish the Grammar and Usage Assessment in 15–20 minutes. The Mechanics Assessment takes about 10–15 minutes to complete.

Correction

The Google forms format at o-corrects the Diagnostic Grammar, Usage, and Mechanics Assessment. Or grade the paper copies of the Grammar and Usage Assessment and the Mechanics Assessment (2008), marking errors.

Recording the Pala

Upload the tests to the <u>Diagnostic Grammar</u>, <u>Usage</u>, and <u>Mechanics Assessment Mastery Matrix</u> Google sheets. Or it using the printable PDF, write the names of your students in alphabetical order on the recording matrix. Record the grammar and usage deficits for each student on the Grammar, <u>Usage</u>, and <u>Mechanics Assessment Mastery Matrix</u>. Mark a / for each error in the student's row on the matrix. Grade-level CCSS Standards are listed on the matrix.



Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

Although they apologized, either Kim or Tom was always arriving late for their practices and league games.

1. The proper nouns in the sente	nce are and	
A. practices, games	B. always, late	C. K.m, Tom
D. they, their	E. Tom, games	
2. The common nouns in the ser	tence are and	
A. team, practices	B. practices, games	Kim, Tom
D. they, their	E. Kim, games	
3. The pronouns in the sentence	are and	
A. they, their	B. Kim, Tom	C. team, league
D. apologized, arriving	E. always, late	
4. The adjectives in the sentence	e are and	
A. apologized, arriving	B. either, or	C. practices, games
D. always, late	E. team, league	
5. The verbs in the sentence are	and	
A. arriving, practices	B. always, lat	C. apologized, was arriving
D. practices, games	E. apologized, tractices	
6. The adverbs in the sentence a	re	
A. Although, always	B. al vays, late	C. team, league
D. arriving, practices	E. eitter late	
7. The preposition in the sentence	ce is	
A. for	B. and	C. or
D. either	E. heir	
8. The conjunction in the serien	ce is	
A. late	J . or	C. either
D. for	E. and	
9. The subordinating conjunction	n in the sentence is	
A. either	B. for	C. Although
D. or	E. and	
10. The paired conjunctions in the	he sentence and	
A. Although, either	B. either, for	C. or, for
D. either, or	E. for, and	

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

 _11. Identify the subject in this so	entence: She watched the mov	vie three times.
A. She	B. watched	C. movie
D. three	E. times	
_12. Identify the compound subje	ects in this sentence: The train	n and ship arrived at noon.
A. The train	B. ship	C. non
D. at noon	E. train and ship	
_13. Identify the simple predicate	e in this sentence: The clown	was miling at the children.
A. was	B. clown was	C children
D. smiling	E. was smiling	
 _14. Identify the compound predi	icates in this sentence: Mariel	set down and crossed her legs.
A. sat down	B. crossed	\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot
D. sat, and	E. down and crossed	
 _15. Mr. Nelson looked at the ph	otograph. This type of senten	ce is a
A. statement	B. exclamation	C. command
D. question	E. passive construction	
 _16. She failed the test twice, but	she passed it the third time.	This is a sentence.
A. simple	B. complex	C. compound
D. run-on	E. compound-complex	
 _17. Carla went to the store after	she watched the television sh	now. This is a sentence.
A. simple	B. complex	C. compound
D. run-on	E. compound-complex	
 _18. Although it may be dated, T		le book, and its humor stands
the test of time. This is a	sentence.	
A. simple	B. compound	C. complex
D. run-on	R. compound-complex	
 _19. Identify the best way to fix t		we waited in line for our lunch
and the principal spoke to us		
	he principal spoke to us for o	
	us while we waited in line for	
	e to us and we waited in line f	
A	while we waited in line for o	
	lunch our principal spoke in l	
 _20. Identify the best way to fix t	his sentence problem: That w	as a great movie, I really
enjoyed the popcorn.		
A. That was a great movie I		
B. A great movie that was, I		
	and I really enjoyed the popco	
	pecause I really enjoyed the p	opcorn.
E. Really enjoyed the popco	orn, that was a great movie.	

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

21. The students who got into	trouble are	
A. them	B. those	C. I and he
D. they	E. me and she	
22. The teacher yelled at two s	students, Rachel and	
A. I	B. me	C. it
D. he	E. us	
23. They had never sail	ed a boat by	
A. themself; them	B. themselves; themselves	theirselves; theirself
	E. theirselves; theirselve	
24. He stirred the sauce, and the	nen let John taste	
A. them	B. this	Č. it
D. these	E. that	
25. That moviewe watc	hed was entertaining.	
A. who	B. whose	C. it
D. which	E. that	
26who wants to try out		
A. Anyone; everybody	B. Everyone, both	C. Someone; one
D. Everyone; others	E. Others: neither	
27of the candy is on th		ee.
A. Some; fewer D. All; none	B. Planty; ittle	C. Many; nothing
D. All; none	E. A rege amount; few	
28. She should for her s	school picture.	
A. have smiled	B. is smiling	C. had smiled
D. smiled	E. has smiled	
29. Jamie three miles	oun! the track for the fundrai	ser.
A. walk	🌙 has walk	C. is walking
	E. had walking	
30. The cat played with its stu	iffed mouse, and went	outside to chase birds.
A. it	B. then it	C. then they
D. it then	E. then the cat	
31. Compared to ner happy sis	ter, she is	
A. happier	B. most happy	C. happiest
D. more happier	E. most happiest	
32. Of all the happy people, he	e was	
A. happier	B. most happy	C. happiest
D. more happier	E. most happiest	
33. Compared to last time, this	s work is definitely	
most difficult	B. more difficulter	C. difficultest
D. more difficult	E. difficulter	

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

34. He is the student in hi	s class.	
A. most intelligent		C. intelligentest
D. more intelligent	E. intelligenter	
35. Dennis ready and he _	prepared well.	
A. seem; has D. seems; was	B. seems; have	C. seems, has
	E. seem; is	
36. She passed the test, bu		
A. did have	B. could have	should of
\mathcal{E}	E. would of	
37. She hard for the test la		
A. studied	B. did studied	C. study
D. had studying		
38. She hard for the test la		
A. studied	B. was studied	C. was studying
D. studying		
39. She for two hours who		
A. will have been studying		C. study
D. had studied		
40. She always hard for te		
A. study	B. will studied	C. studies
D. are studied	E. wn! be studied	
41. Today she hard for the		
A. will have been studying		C. study
D. is studied	E. is studying	
42. This whole morning she		
	. has studied	C. had studied
	E. have studying	
43. We more late this aft		~ .
A. will have beer studying	-	C. study
	E. have studied	
44. She for the test me wh		
A. will have studying D. are studied	B. will be studying	C. have studied
		1
45. By the time the clock strikes	three, we for four long	
A. have studied	B. will study E. will have studied	C. study
D. are studied	E. will have studied	

Grammar and Usage Assessment Answers

Directions: If the student misses an item, mark a / in the same number column on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

- 1. C 16. C 31. A
- 2. B 17. B 32. C
- 3. A 18. E 33. D
- 4. E 19. D 34. A
- 5. C 20. C 35. C
- 6. B 21. D 36. B
- 7. A 22. B 37. A
- 8. E 23. B 38. C
- 9. C 24. C 39. D
- 10. D 25. D 40. C
- 11. A 26. A 41. E
- 12. E 27. D 42. B
- 13. E 28. A 43 B
- 14. C 29. C 4. B
- 15. A 30. E 45. E

Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.	
1. a friend named john said I am glad I dont need any help on my homework	
2. that new student paula is from south africa she told me she had new r seen the star wars moving in that country Note: Don't place a comma or a period after "africa."	e
3. she saw pictures of the costumes robots and ship needs in the newsweek article the one that featured space camp Note: Don't place a comma or colon after "article."	
•	
4. yes you should listen to that song called the one monsters howl sometime before halloween	
5. bring both girls best dresses to atlanta georgia to see the play titled fiddler on the roof	
	_

Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.
6. joe please read these chapters knots and cooking to prepare for the boy scouts meeting tonight
7. mr wong put on his glasses and then he read the magazine article filed my dog spoke english
8. dear mary
what a complete surprise no one had read the short story titled yankees and rebels about the civil war the whole messy story was sad depressing and true
yours truly
amy

Mechanics Assessment Answers

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If he student misses an item, mark a / in the same number column on the TLS Diagnostic Grammar, usage, and Mechanics Assessment Mastery Matrix.

55 46 69 (needs both) 70

1. a friend named **J**ohn said, "I am glad I don't need any help on my home work"

47 (needs both) 56 (needs both) 71

62

2. that new student, paula, is from South Africa; she told me she had never seen the star wars movie in that country

48 (needs both)

63

3. she saw pictures of the costumes, robots, and ship models in the <u>newsweek</u> article 72 (needs both) 57 (needs both)

(the one that featured **S**pace **C**amp)

64 (med s bott) 73

58

4. yes, you should listen to that song called "the one master's howl" before \mathbf{H} alloween

74

50

65

5. bring both girls' best dresses to atlanta, georgia to see the play titled fiddler on the roof

51 75 66 (a. eds both sets)

59 (needs both)

6. joe, please read these chapters: "hots" and "cooking" to prepare for the Boy Scouts meeting tonight

76

52

67 (needs both)

7. mr. wong put on his glasses, and then he read the magazine article titled "my dog spoke 60

English"

53 needs both greeting and closing)

8. dear mary

77

68 (needs both)

what a complete surprise! no one had read the short story titled "yankees and 54 (no commas with whole messy story; needs both commas

 $\mathbf{61} \; (\text{needs both}) \qquad \text{with sad, depressing,})$

bels" about the Civil War the whole messy story was sad, depressing, and true ours truly,

amy

Reading Assessment Mastery Matrix

Ro	ecord u	nmast	ered co	ompon	ents w	ith a	a	nd sub	sequer	nt mus	ter) wi	th a					
Teacher		al e					eness	ing	ati n	Suip		spur	spur			st	est
Class	Short Vowels	Consonant-Final e	Consonant Digraphs	Long Vowels	Diphthongs	-controlled owels	vllable Awareness	able Rhyming	Phonemic I olati	Phonemic Blend	Phonemic Segmenting	Consonant Sounds Pre-test /50	Consonant Sounds Post-test /50	Heart Words Pre-test /108	Heart Words Post-test /108	Fluency Pre-test	Fluency Post-test
Student Names/Notes	Sho	Cons	Cor Dig	Lor	Dip	r -contro Vowels		ķc	Pho	Pho	Pho Seg	Con	Cor	Hea Pre	Hea Pos	Flu	Flu
						4	7										
				5													
			~														
			り														
	0																
Totals																	



Alphabetic Awareness Assessment Mastery Matrix

	Record unn	nastered (compone	nts with a	ar	nd subseq	uent mos	ter) with	a 🔀			
Teacher							(2)	MN				
Class	Letter Sequence abcdefg	Letter Sequence hijklmn	Letter Sequence opq	Letter Sequence rst	Letter Sequence	ter sequence	Letter Match abcdefg ABCD	Letter Match hijklmn HLJKLMN	Letter Match opq OPQ	Letter Match rst RST	Letter Match uvw UVW	Letter Match xyx XYZ
Student Names/Notes	Let	Let	Lette	Lett	Le	3 %	abc	Let	Let	Let	Let	xyx
					7							
				7	V							
				0								
			C									
			0									
		X)									
		0										
		~										
	•											
Totals												



Record unmastered spellings with a ____ and subsequent mastery with a ____ .

Sound-Spellings:		S	hort	Vow	els					Sile	nt Fii	nal e				Cor	sona	nt D	igrap	hs
Worksheet #s	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Teacher							pı	pu	pui	pu	ster			re						
Class	_					as in bread	Long i Sound	Long a Sound	Long u Sound	Long o Sound	oo as in rooster	as n ease	l as ir <i>lio l</i>	ve v as in vulture	i_e Long e		ch and _tch			
Student Names	n	0		e	æ	ea a	i.e	a_e	n_e	0_e	X.	۱۹۰	_le <i>l</i> as	ve	i_e_	sh	ch a	th	wh	qd
										1										
								1												
									X											
							6													
						×														
						C														
				•	1															
				5																
			1																	
Totals			0																	

Record unmastered spellings with a and subsequent mastery with a

Sound-Spellings:		Lon	g /a/				Lon					Lon	g /i/		G	Long	g /o/			ong /	u/
Worksheet #s	21	22	23	24	25	26	27	28	29	30	31	32	33	34	3 5	36	37	38	39	40	41
Teacher													7	O,							
Class							e.			i-Vowel		Ç								Δ	
Student Names	æ	_ay	ai_	ei	e	ee_	[c] ei	Ţ	ea	j-V		200	'n	_ie	0	-0e	0a_	0W	n	_ew	-ne
										(
										1											
									1	>											
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						Š															
					(
				1																	
			1																		
Totals			7.																		

Record unmastered spellings with a and subsequent mastery with a

																							l
Sound-Spellings as in the word:			g /oo/			t /oo/ ecker		w/	/o ka			/a ha				ontr ermin		Vow					
Worksheet #s	42	43	ster 44	45	<i>wооар</i> 46	47	48	49	50	51	52	53	54 6	55	56	57	58	59	<i>orca</i> 60	<i>cut</i> 61	juicy 62	63	<i>gem</i> 64
Teacher												•.								01	02		
Class												5								d c	c	8 p	00
Student Names	00	-ne	=	_ew	00	□	Mo_	_no	.io	oy	M	a	al	all	li I	er	ï	ar	or	Hard c	Soft c	Hard g	Soft g
									-														
									1	プ													
								1	<u>U</u>														
							4																
						×	1)																
				•																			
				-																			
			-																				
			0																				
Totals																							

Record unmastered spellings with a

and subsequent mastery with a .

Sound-Spellings:	Soft	ty C	. Doi	ublin	g /	j/	"ie"	"ei"		I	Plura	ls	S	ilent	Let	ers I	inal	e /c	h /	/k	k/
Worksheet #s	65	66	67	68	69	70	71	72	73	74	75	76	77	78	7 9	80	81	82	83	84	85
Teacher			ınt	ıt						x/,	þ	%sav., q	S	fte))						
Class	Soft y Long /e/	Soft y Long /i/	Double Consonant before Suffix	Single Consonant before Suffix	/j/ "dge"	ge"	i before e	e before i	Add s after Vowel-o and y	Add "es" after $\langle x' \rangle$, $\langle x' \rangle$, and $\langle z' \rangle$	Thange y to i and	, o "e j e su	Irregular Plyral	Silent Vowel Let	Silent Consonant Letters	Drop Final e	Keep Final e before Suffix	/ch/ "tch"	/ch/ "ch"	/k/ "c" and "ck"	'k"
Student Names	Soft	Soft	Dou	Sing	/j/ "	/j/ "ge"	i bel	e pe	Add	Add Leh/.	Cha	7 5	Irre	Sile	Silent C Letters	Dro	Kee	/ch/	/ ch /	/k/ "	/k/ "k"
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Record unmastered spellings with a

and subsequent mastery with a

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Sound-Spellings:	Fina	ıl y	l, f,	s, z	"rh"	"ch"	,	/ion/		C. -	-le	Sch	wa	"able,	"ible"	"ance"	"ence"
Worksheet #s	86	87	88	89	90	91	92	93	94	95	96	97	98	90	100	101	102
Teacher				" ,										O			
Class	Drop Final y before Suffix	Keep Final y before Suffix	Double <i>l</i> , <i>f</i> , <i>s</i> , <i>z</i>	Drop l with "all," "till," and "full"	Greek /er/ "rh"	Greek /k/ "ch"	/ion/ "sion"	/ion/ "cian"	/ion/ "tion"	Short Vowel- Consonant-le	Other Vowels- Onsorant-le	t Sc wa	Long Schwa	le"	e"	"ance"	ce"
Student Names	Dro befa	Kee	Dou	Dro "till	Gre	Gre	/ion	/ion	noi/	Sho	O.E.		Lon	"able"	"ible"	"an	"ence"
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Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:				Pa	arts o	of Spe	eech							S	nteh	ce St	ructi	ure			
Worksheet #s	1	2	3	4	5	6	7	8	9	10	11	12	13	*4	15	16	17	18	19	20	21
Teacher		70									nplete	Subjects	rplete	dicates	es /	tences	ces	ents	ıts	ns	70
Class	Proper Nouns	Common Nouns	Pronouns	Adjectives	S	erbs	Prepositions	Coordinating Conjunctions	Subordinating Conjunctions	Plural Nouns	Simple and Complete		Simple and Cor Predicates	Compound Predical	Simple Sentences / Types of Sentences	Compound Sentences	Complex Sentences	Finding Fragments	Fixing Fragments	Finding Run-Ons	Fixing Run-Ons
Student Names	Prop	Com	Pron	Adje	Verbs	Adverbs	Prep	Coor	Subo Conj	Plur	Simp	2	Simp	Com	Simp Type	Com	Com	Find	Fixir	Find	Fixir
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Totals			7																		

Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:			Pro	noun	ıs				Mod	lifier	'S				Ver	b Ten	ises a	nd F	orm	S	
Worksheet #s	22	23	24	25	26	27	28	29	30	31	32	33	34	25	3 6	37	38	39	40	41	42
Teacher		sunouo	cedents	Vhom,	e e	or ins		səlc	ıtive	ve	tive	^e	7		sq	e	/erbs	ssive	erbs	sive	70
Class	Subject Case Pronouns	Object Case Pronouns	Pronoun-Antecedents	Who, Whose, Whom, That, Which	Indefinite People Pronouns	Indefinite Size or Amount Pronouns	Past Participles	Present Participles	Short Comparative Modifiers	Short Superlative Modifiers	Long Comparative	g ⁹ uperlative dfiers	Linking and Helping Verbs	als	Past Tense Verbs	Past Progressive Verbs	Present Tense Verbs	Present Progressive Verbs	Future Tense Verbs	Future Progressive Verbs	Irregular Verbs
Student Names	Subj Pron	Obje	Pron	Who	Inde	Inde	Past	Pres	Shor	Shor	Long	Mod	Linking Helping	Modals	Past	Past Pr Verbs	Pres	Presen Verbs	Futu	Future Verbs	Irreg
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Totals			7																		

Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:		(Comn	as		C	apita	lizat	ion /	Und	erlini	ng (I	talic	s) / Q	uotel	tion I	Mark	ks / O	ther	Punc	tuati
Worksheet #s	43	44	45	46	47	48	49	50	51	52	53	54	55	56	5 7	58	59	60	61	62	63
Teacher						ters					ple	/ s	in es) sı			(S		tions/	ints
Class	Speaker Tags	Geography	Nouns of Direct Address	Conjunctions	ers	People / Characters	ses	sāu	Holidays/Dates	Organizations / Businesses	Languages / People	k Magazine . spar er Titles	Book Chepter T	Short Story / Document Titles	Direct Quotations	Apostrophes (Contractions)	Parentheses	Apostrophes (Singular Possessives)	Apostrophes (Plural Possessives)	Periods (Abbreviations/ Initials/Acronyms)	Exclamation Points
Student Names	Spe	Geo	Nou Add	Con	Letters	Peo	Places	Things	Holi	Org Busi	Lan	Ne.	Boo	Sho	Dire	Apo (Con	Par	Apo (Sing	Apo (Plur	Peri Initia	Exc
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Totals			7.																		

Phonemic Awareness Lessons

The daily phonemic awareness activities are designed to fill in the gaps indicated by the mid year diagnostic phonemic awareness assessments. For students still learning the names of me alphabetic symbols and how to print the lower and upper case alphabetic letters, activities are provided at the end of this section and alphabetic cards are included for practice.

Spend about 10 minutes leading students in oral practice.

Phonemic Awareness Instructional Sequence

After completing the phonemic awareness assessments, grade and record any unmastered phonemic awareness components for each student on the **Reading Westery Matrix**. Mastery criteria are 80%. Then, establish small groups to teach the Phone nic Awareness in this order:

- ✓ Rhyming Awareness
- ✓ Syllable Awareness and Syllable Manipulation
- ✓ Phonemic Isolation
- ✓ Phonemic Blending
- ✓ Phonemic Segmentation
- ✓ Alphabetic Awareness (technically not phonen; awareness)

****Spanish does not have r and l-controlled vowels.

^{*}Spanish pronounces vowels as the following: as /w/, e as $/\bar{a}/$ or $/\bar{e}/$, i as $/\bar{e}/$, o as $/\bar{o}/$, u as long /oo/ (rooster).

^{**} Spanish pronounces consonants as the following: g as /g/ or /h/, j as /h/, q as /k/, /y/ as $/\bar{e}/$. The h is silent.

^{***} The only vowel teams in Spanish are diphthongs. There are no Vowel Teams. Every written vowel is pronounced except for the u fter g before e or i, "gue" or "gui" in which the u is usually silent.

Rhyming Awareness

Form a group of students who did not achieve mastery (80%) on the **Rhyming Awareness Assessment**. Tell these students that they will practice identifying words that sound alike. Explain that when the ending part of a word sounds the same as another ending part of a word, this is called a rhyme.

Odd Word Out

Teacher asks, "Which one doesn't rhyme?" Students respond with the con-rhyming word. Teacher asks, "Know another rhyme?" Individual students respond with hyming words. Accept nonsense word rhymes.

back, rack, dock	had, mad, bed	ham, gum, jam
cap, up, gap	cash, lash, hush	men, can, fan
send, band, hand	dunk, sank, tank	got, at, cat
bed, led, sad	bell, doll, fell	men, ten, can
last, rest, test	rat, met, net	kick, sick, duck
kid, bad, lid	hill, mill, fall	been, chin, win
pop, lip, ship	it, pit, sat	tub, job, rob
pack, lock, sock	cod, God, bad	tip, mop, pop
hot, lot, cat	mug, pig, rug	bump, chimp, dump
ranch, bunch, hunch	tank, bunk junl	cut, hut, put
fade, made, tide	fell, pail, rail	chain, bone, gain
bait, set, wait	bake cake soak	tell, bale, sale
gate, sight, late	pay, boy say	bead, paid, lead
deal, heal, mile	ate, heat, neat	feed, seed, load
goose, dice, nice	ide, tide, food	wheat, fight, sight
dine, tune, line	kite, goat, site	oak, soak, bike
fine, loan, moan	c joke, bake, woke	bold, cold, held
bone, main, cone	row, show, new	meat, boot, root
cute, sweet, mute	bar, car, fur	bark, dark, work
chart, hurt, dart	more, chair, fair,	care, dare, rear
sure, bear, wear	hear, near, sir	car, deer, cheer
earn, born, learn	fir, sir, door	snarl, girl, whirl
dirt, sort, shi t	chore, core, pure	yarn, born, corn
fort, cart, sort	churn, torn, burn	boy, say, joy
oil, boil, tan	cow, show, now	paw, claw, tow

A Bean May Be Green

Teacher says, "I'm going to say a little poem, but leave off the last word for you to rhyme. Let's try one. A *bean* may be *green*, but a *hat* is not *fat*. See how both *bean* and *gree* sound the same? We call that rhyming. The words *hat* and *fat* are rhymes, too. Let's try some on your own. A *bean* may be *green*, but a (word selected from list below) is not..." No sense words are accepted, but real words are encouraged. Give only the first word in the pair. Rhymed words are provided to prompt students, if necessary, or as a second round of the activity

back, rack	had, mad	ham, jam	cap, gap
cash, lash	can, fan	band, hand	sack, tank
at, cat	bed, led	bell, fell	men, ten
rest, test	met, net	kick, sick	kid, lid
hill, mill	chin, win	lip, ship	it, pi
job, rob	lock, sock	cod, God	mop, pop
hot, lot	mug, rug	bump, dymp	bunch, hunch
bunk, junk	cut, hut	fade, m de	pail, rail
chain, gain	bait, wait	bake, take	bale, sale
gate, late	pay, say	bead, lead	deal, heal
cheat, neat	feed, seed	dice nice	side, tide
fight, sight	dine, line	kite, s te	oak, soak
loan, moan	choke, woke	bold, cold	bone, cone
row, show	boot, root	cute, mute	bar, car
bark, dark	chart, dart	hair, fair	care, dare
bear, wear	hear, near	deer, cheer	earn, learn
fir, sir	girl, whirl	dirt, shirt	chore, core
born, corn	fort, sort	churn, burn	boy, joy
oil, boil	cow, now	paw, claw	low, grow

Rhyme Out

Shuffle the Rime Study cards and pick the first card. Teacher creates a word to be rhymed from the selected rime and calls on the first student to produce a rhyme. If the rhyme is correct, the teacher calls on the next student for a rhyme. If the student says a word that is not a rhyme, the teacher suggests another rhyme of the word and then calls on the next student. The last student to produce a rhyme is the whiter.

Picture Pick-up

Have students cut out pictures from magazines and cooperatively pair pictures that represent words that rhyme. Continue until at least 12 rhyming pairs are found. Then, place pictures face up, but scattered, on a table. Students take turns picking up pairs. If a student correctly selects a rhyming pair, Le or she must say the rhyming words, then picks again. Proceed to the next student, etc. until all pairs are selected. Make sure to save good rhyming pair pictures for future games.

Limerick Challenge

Teach students the rhyming format of a limerick with the following **Example:** from Edward Lear:

Lines 1, 2, and 5 have seven to ten syllables and rhyme with one another. Lines 3 and 4 have five to seven syllables and also rhyme with each other.

There was a Young Lady whose eyes, Were unique as to color and size; When she opened them wide, People all turned aside, And started away in surprise.

Teacher supplies the first line of a limerick in oral and writter form. Individual students add on the second line and the group decides on the best to be added onto the written form. Next, teacher supplies the third line and individual students add on the fourth line with the group deciding on the favorite. Finally, individual students add on the fifth line in the same manner. Teacher should freely edit to assist with meter and grammar to make the limerick work. Chorally read through the completed limerick several times. Finish by writing down and practicing the rhyming words. Students can individually perform the limericks.

Example::

Teacher: There once was a frog named Low who didn't have nothing to a who didn't have nothing to a whole the control of the

Teacher: I gave him a job,

Student: but my money he rob,

Student: so I cooked up his feet legs, it's true.

Picture Quick Picks

Have students cut out pictures from magazines and cooperatively pair pictures that represent words that rhyme. Continue up to at least 12 rhyming pairs are found. Then, place pictures face up, but scattered, on a table. Teacher says, "Ready, quick pick." Students pick up rhyming pairs. If a student correctly selects a rhyming pair, he or she must say the rhyming words, and the student is awarded one point. If the student incorrectly selects a pair that does not rhyme, he or she loses a point. Scatter the cards and play at least twice more; then tally the points and declare a winner. Make sure to save good rhyming pair pictures for future games.

Rap Rhymes

Have students bring in their favorite rhyming raps and write down and rehearse lines that rhyme. Students can individually or chorally perform the rap lines that rhyme.

Picture Concentration

Have students cut out pictures from magazines and cooperatively pair pictures that represent words that rhyme. Continue until at least 12 rhyming pairs are found. Then, place pictures face down and scattered on a table. Students take turns picking up pairs. If a student correctly selects a rhyming pair, he or she must say the rhyming words, then picks again Proceed to the next student, etc. until all pairs are selected. Make sure to save good rhyming pair pictures for future games.

Pattern Books and Nursery Rhymes

Read rhyming pattern books such as those by Dr. Seuss and nursery rhymes. Leave off end rhyming words and have students produce the answers. Encourage alternative rhymes for fun.

Example:

Little Jack Horner sat in a corner, eating his Christmas pie.

He put in his thumb and pulled out a plum and said, "What a good boy am I!"

Syllable Awareness and Syllable Manipulation

Form a group of students who did not achieve mastery (80%) on the Syllable Awaren ss **Assessment**. Tell these students that they will practice putting together and breaking apart word parts. Explain that some of the word parts will be whole words and these are called base words; others are only parts of words and these are called prefixes, incomplete roots, and surfixes.

Use the following word list for the Make 'em Count! Say and Divide, and Drop It workshop activities. Some of the syllables have been divided by pronunciation or inflected endings e.g., start-ed, and some of the syllables have been chiefly divided by morphenes has, meaning-based word parts.

ab-stract	mi-cro-phone	ac-tion	pro-to-type
arch-way	ad-ding	au-to-mat-is	ben-e-fit
be-fore	bi-ol-o-gy	cir-cle	col-umn
com-ment	chron-ol-o-gy	het-er-o ge ne-ous	psych-ol-o-gist
con-vince	cur-rent	de-feat	dif-fer
dis-pute	quad-run-ner	du-et	dis-con-nect-ing
en-ter	ex-it	hy per-as-tiv-it-y	sub-mar-ine
pro-tect	quad-plex	kil-o-me-ter	re-peat
dis-pro-por-tion-ate	sub-tract-ion	sym_mit	sur-vi-vor
trans-por-ta-tion	tri-bal	un-der-stand	with-out
fac-tion	for-give-ness	im-prove-ment	mid-dle
mis-use	pan-cake	sup-ply	in-va-der
per-fect-ly	por-tion	post-age	pre-view
lime-ade	ad-age	dis-a-ble	im-par-tial
cra-dle	free-dor	col-lect-ive	eat-en
ap-pear-ance	mut-an	smart-est	fin-ess
dark-ness	blank et-ed	traf-fic	mis-fit
pan-ic	rac-ish	ac-tive-ly	wrin-kle
hope-less-ness	out-let	slow-ly	pave-ment
full-ness	y-ous-ly	debt-or	ma-ple
friend-ship	hand-some-ly	na-tion	men-tor-ing
in-vent-or	y ways	han-dle	cir-cum-vent-ed

Make 'em Court!

Teacher: "Let's see if you can count the number of word parts in the word I say. A word part is also called a *stuble*. Let's practice. I'll say the word and you repeat it. The word is *table*." [Do not isolate the syllables.]

Students: "table"

Teacher: "How many?" **Students.** "Two"

Say and Divide

Teacher: "I'm going to say a whole word and ask you to divide it into syllables. Let's practice.

I'll say the word and you repeat it. The word is *table*." [Do not isolate the syllables.]

Students: "table"

Teacher: "Say and clap." **Students:** "ta-ble" [clap-clap]

Drop It

Teacher: "I'm going to say a word, ask you to drop one of its syllables, and then say what remains. Let's practice. I'll say the word and you repeat it. The word is *n.ble*." [Do not isolate

the syllables.] **Students:** "table"

Teacher: "Drop the 'ta' and what remains?"

Students: "ble"

Add it to the Start

Teacher: "I'll say a word part and you add on a word part to the beginning. A beginning word part is called a *prefix*. Let's practice. The word part a fix. Add on 'pre' and what's the word?"

Students: "prefix"

ab-stract	ac-tion	arch-way	ad-ding	
be-fore	cir-cle	col-umn	com-ment	
con-vince	cur-rent	de-feat	dif-fer	
dis-pute	du-et	en-ter	ex-it	
pro-tect	quad-plex	re-peat	sub-tract	
sum-mit	sur-vive	trans-port	tri-bal	
un-der	with-out	fac-tion	for-give	
im-prove	mi I-dle	mis-use	pan-cake	

Add it to the End

Teacher: "I'll say a word part ard you add on a word part to the end. An ending word part is called a *suffix*. Let's practice. The word part is *suf*. Add on 'fix' and what's the word?"

Students: "suffix"

lime-ade	ad-age	a-ble	par-tial
cra-dle	free-dom	col-lect	eat-en
ap-pear	mut-ant	smart-est	fin-ess
dark-en	blank-et	traf-fic	mis-fit
Yand-ful	de-fied	gar-gle	child-hood
pan-ic	rad-ish	ac-tive	wrin-kle
hd pe-less	out-let	slow-ly	pave-ment
fall-ness	joy-ous	debt-or	ma-ple

Phonemic Isolation

Form a group of students who did not achieve mastery (80%) on the **Phonemic Isolation Assessment**. Tell these students that they will practice putting together sounds to produce words.

Beginning Fruits, Nuts, and Vegetables

Pass out the **Phonemic Isolation Boxes** and three markers to each student Studen's place their markers in the bottom boxes.

Teacher says, "I will say three words: the first is a fruit, the second is a nut, and the third is a vegetable. Move the two markers to the top boxes that have the same beginning sounds.

apple, acorn, asparagus cantaloupe, cashew, celery grape, mongongo, gourd lemon, hazelnut, lettuce watermelon, pistachio, pumpkin tangerine, butternut, turnip banana, chestnut, chicory chery, butternut, broccoli fig, filbert, bitterleaf range, kola nut, kale kiwi, macadamia, mushroom strawberry, paradise nut, spinach honeydew, walnut, watercress orange, almond, orache

Ending Fruits, Nuts, and Vegetables

Pass out the **Phonemic Isolation Boxes** and three markers to each student. Students place their markers in the bottom boxes.

Teacher says, "I will say three word: the first is a fruit, the second is a nut, and the third is a vegetable. Move the two markers to the top boxes that have the same ending sounds.

strawberry, hickory, pumpkin watermelon, acorn, 2 cchim plum, mongongo, yam grape, paradise nu, turvip apricot, walnut, watercress cashew, pecar, jambu peach, beech, potato

orange, peanut, cabbage apple, almond, lentil avocado, pistachio, spinach pear, butternut, bell pepper papaya, macadamia, corn rhubarb, juniper, cucumber squash, hazelnut, radish

What's Missing?

Teacher says, "Let's see if you can hear the sound that is missing. I will say a word and then the sounds that make up that word, but I will leave one sound out. You say the sound that is missing.

me	/m/	drain	/d/ /a/ /n/	when (ĕ//n/)
say	/a/	chalk	/ch/ /aw/	go /o/
start	/s/ /ar/ /t/	hog	/ŏ/ /g/	she /sh/
desk	/d/ /ĕ/ /k/	fox	/f/ /ŏ/	v hen /v h/ /ĕ/
far	/f/	thank	/a//n//k/	mount /r1//ow//t/
sir	/er/	sat	/s/ /ă/	on 70i/
game	/a//m/	vent	/v/ /ě/ /t/	her /er/
yell	/ě/ /1/	ant	/ă/ /n/	bleed /b/ /e/ /d/
end	/ě/ /n/	fleck	/1/ /ě/ /k/	inch /ĭ//ch/

Beginning, Middle, or End?

Pass out the **Phonemic Isolation Boxes** and three markers to each student. Students place their markers in the bottom boxes.

Teacher says, "Let's see if you can hear the sounds in these words. I will say a sound and a word that has that sound. You move the beginning marker it me sound is at the beginning of the word. Move the middle marker if the sound is in the middle of the word. Move the end marker if the sound is at the end of the word."

Where do you hear the $/a/$ in x -ray?	Where do you hear the /ă/ in <i>elephant</i> ?
Where do you hear the /b/ in bear?	Where do you hear the /s/ in <i>centipede</i> ?
Where do you hear the /d/ in toad?	Where do you hear the /e/ in eagle?
Where do you hear the /ĕ/ in <i>ferret</i> ?	Where do you hear the /f/ in giraffe?
Where do you hear the /g/ in frog.	Where do you hear the /j/ in <i>jackrabbit</i> ?
Where do you hear the /h/ in hye ua?	Where do you hear the /i/ in <i>ibex</i> ?
Where do you hear the /ĭ/ in <i>cicker</i> :	Where do you hear the /k/ in <i>kangaroo</i> ?
Where do you hear the /l/ in cancel	Where do you hear the /m/ in <i>chimpanzee</i> ?
Where do you hear the /n/mpanda?	Where do you hear the /o/ in okapi?
Where do you hear the / / in ostrich?	Where do you hear the /p/ in <i>leopard</i> ?
Where do you hear the \(q \) in \(q \) il?	Where do you hear the /r/ in <i>parrot</i> ?
Where do you hear the /s/ m bison?	Where do you hear the /t/ in <i>cheetah</i> ?
Where do you hear the /u/ in mule?	Where do you hear the /ŭ/ in seagull?
Where do you hear the /v/ in <i>vulture</i> ?	Where do you hear the /w/ in wolf?
Where do you hear the $/x/$ in ox ?	Where do you hear the /y/ in yak?
Where do you hear the /z/ in zebra?	Where do you hear the /oo/ in woodpecker?
Where do you hear the /oi/ in oyster?	Where do you hear the /oo/ in raccoon?
Where do you hear the /ow/ in mouse?	Where do you hear the /er/ in <i>tiger</i> ?
Where do you hear the /or/ in condor?	Where do you hear the /aw/ in jackdaw?
Where to you hear the /sh/ in fish?	Where do you hear the /ar/ in armadillo?
Where do you hear the /wh/ in whale?	Where do you hear the /ch/ in <i>chicken</i> ?

Phonemic Isolation Boxes Vegetalle Fruit Nut **Phonemic Isolation Boxes** Middle **Beginning** End

Phonemic Blending

Form a group of students who did not achieve mastery (80%) on the **Phonemic Blending Assessment**. Tell students that they will practice putting together and breaking apart words. The purpose of this whole class assessment is to determine whether students can recognize words from blended letter sounds. The words are not printed on the Phonemic Blending Student Answer Sheet because this is a sounds recognition phonological awareness test.

When you are teaching a letter sound, be careful not to add an "uh" sound at the end of the letter. For **Example:**, don't blend *cat* as "kuh," "aah,' and "tuh." those sounds will not come together to say cat! For vowel sounds and /m/, /s/, and /f/, hold onto the sound into the next one; for all other sounds, clip the sound (e.g., /mmm//aaa//t/ for *mat*).

Syllable-by-Syllable Blending

Teacher: "Now we are going to work on blending, in which we a vill put together parts of words to make whole words. I will say the word parts; you put them together into a word. As I say each word part, I will move my hand about six inches from your left-to-right. For **Example:**, after I say 'cray-on...' I say 'Word?' and you say *crayon*."

Some of the syllables have been divided by pronunciation or inflected endings (e.g., start-ed), and some of the syllables have been divided by *morphemes* i.e., meaning-based word parts.

ab-stract	mi-cro-phone	ac-tion	pro-to-type
arch-way	ad-ding	au-to-mat-ic	ben-e-fit
be-fore	bi-ol-o-gy	cir-cle	col-umn
com-ment	chron-of-o-gy	het-er-o-ge-ne-ous	psych-ol-o-gist
con-vince	cur-rem	de-feat	dif-fer
dis-pute	quad-ren-ner	du-et	dis-con-nect-ing
en-ter	ex it	hy-per-ac-tiv-it-y	sub-mar-ine
pro-tect	quad piex	kil-o-me-ter	re-peat
dis-pro-por-tion-ate	sub-tract-ion	sum-mit	sur-vi-vor
trans-por-ta-tion	tri-bal	un-der-stand	with-out
fac-tion	or give-ness	im-prove-ment	mid-dle
mis-use	pan-cake	sup-ply	in-va-der
per-fect-ly	por-tion	post-age	pre-view
lime-ad	ad-age	dis-a-ble	im-par-tial
cra-dle	free-dom	col-lect-ive	eat-en
ap-pear-ance	mut-ant	smart-est	fin-ess
dark ess	blank-et-ed	traf-fic	mis-fit
pan-ic	rad-ish	ac-tive-ly	wrin-kle
l ope-less-ness	out-let	slow-ly	pave-ment
fu. ¹¹ -ness	joy-ous-ly	debt-or	ma-ple
riend-ship	hand-some-ly	na-tion	men-tor-ing
ip vent-or	by-ways	han-dle	cir-cum-vent-ed

Consonant Onset-Rime Blending

Teacher: "Now we are going to work on blending, in which you will put together sounds to make words. I will say the sounds; you put them together into a word. As I say each sound, I will move my hand about six inches from your left-to-right. For **Example:**, after I say "for "ang" I say "Word?" and you say bang."

/r/-ack, /m/-ock	/m/-ad, /b/-ed	/j/-am, /g/-um	/g/ ap. /p/-up
/l/-ash, /m/-esh	/f/-an, /m/-en	/h/-and, /b/-end	/t -ank, /c/-unk
		· · · · · · · · · · · · · · · · · · ·	
/c/-at, /b/-et	/r/-od, /s/-ad	/f/-ell, /m/-all	/t/, /s/ un
/t/-est, /l/-ast	/n/-et, /f/-at	/s/-ick, /d/-uck	// id, /r/-ude
/h/-ill, /m/-ale	/w/-ipe, /t/-ape	/p/-it, /h/-ot	/r/-ib, /c/-ab
/l/-ock, /s/-ack	/p/-od, /h/-id	/m/-op, /p/-ipe	/1/-ot, /c/-at
/p/-ig, /r/-ug	/l/-imp, /d/-ump	/r/-anch, /h/-ymch	/h/-ut, /p/-it
/m/-ade, /t/-ide	/r/-ail, /t/-ool	/b/-one, /g/ in	/w/-ait, /c/-oat
/c/-ake, /s/-oak	/s/-ight, /m/eat	/b/-oy, /s/ ay	/l/-ead, /p/-ike
/h/-eal, /m/-ile	/s/-eed, /l/-oad	/d/-ense /p/-1ce	/f/-ood, /f/-eud
/t/-une, /l/-ine	/g/-oat, /c/-ute	/b/-ike, /b/-ake	/m/-oon, /m/-oan
/b/-ake, /r/-eak	/c/-old, /h/-eld	/m/-ain, /l/ ean	/l/-ow, /n/-ew
/r/-oot, /m/-ute	/c/-ar, /f/-ur	/d/ork,/w/-ork	/h/-urt, /d/-art
/d/-are, /r/-ear	/b/-ore, /s/-ir	b/-orl, /l/-earn	/g/-irl, /c/-url
/d/-irt, /c/-art,	/p/-ure, /f/-ar	/c/ c.n, /c/-orn	/s/-ang, /s/-ong

Sound-by-Sound Blending

Teacher: "Now we are going to work on blending, in which you will put together sounds to make words. I will say the sounds; you put them together into a word. As I say each sound, I will move my hand about six inches from your left-togight. For **Example:**, after I say '/sss//aăa//t/...' I say 'Word?' and you say *sat*."

/m/ /e/	me	/ / /a/	say	/g/ /o/	go
/sh/ /e/	she 💊	/b/ /o/	bow	/f/ /ar/	far
/s/ /er/	sir 🌊	/h/ /er/	her	/oi/ /l/	oil
/y/ /ĕ/ /l/	yel	/ě/ /n/ /d/	end	/g//a//m/	game
/s// a//t/	sa	/h/ /ŏ/ /g/	hog	/ĭ/ /n/ /ch/	inch
$f//\check{o}//x/$	_t ox	/ă/ /n/ /t/	ant	$/wh/\left/\check{e}/\left/n\right/$	when
/th/ /a/ /n/ /k		/d/ /ě/ /s/ /k/	desk	$/v/$ / $\check{e}/$ / $n/$ / $t/$	vent
/ch/ /aw/ /l/ /	k/chalk	/s/ /t/ /ar/ /t/	start	/b/ /l/ /e/ /d/	bleed
/d/ /r/ /a/ /n/	drain	/f/ /l/ /ĕ/ /k/	fleck	/m//ow//n//t/	mount

I See Something You Don't See

Find items in the room that are clearly visible. Say the sounds and students silently blend and then point to the object.

Examples:

/b//aw//l/	-ball	/c/ /r/ /a/ /ŏ/ /n/	-crayen
/p/ /ĕ/ /n/ /s/ /ĭ/ /l/	-pencil	/p/ /a/ /p/ /er/	- aper
/d/ /ĕ/ /s/ /k/	-desk	/t/ /e/ /ch/ /er/	-teacher
/m/ /ar/ /k/ /er/	-marker	/s/ /m/ i/ /l/	-smile
/c/ /l/ /ŏ/ /k/	-clock	/s/ /t/ /oo as in food / l	-stool

Say the Word

Teacher says the first two rhyming words, then the phoneme students respond by blending the phoneme and rime.

back, rack, /sh/	had, mad, /s/	ram, jam, /j/
cap, gap, /l/	cash, lash, /d/	can, fan, /r/
band, hand, /s/	sank, tank, /th/	at, cat, /th/
bed, led, /r/	bell, fell, /sh/	men, ten, /wh/
rest, test, /b/	met, net, /b/	tick, sick, /k/
kid, lid, /r/	hill, mill,	chin, win, /sh/
lip, ship, /wh/	it, pit /1/	mob, rob, /j/
lock, sock, /d/	cod, God, p/	mop, pop, /sh/
hot, lot, /p/	mug, ru, /h/	bump, dump, /l/
bunch, hunch, /m/	bunk, junk, /s/	cut, hut, /sh/
fade, made, /w/	poil, rail, /t/	rain, gain, /ch/
bake, cake, /t/	ale , sale, /g/	gate, late, /d/
pay, say, /w/	bead, lead, /r/	deal, heal, /m/
cheat, neat, /h/	feed, seed, /d/	dice, nice, /r/
side, tide, /w/	fight, sight, /l/	dine, line, /f/
kite, site, /wh/	poke, woke, /ch/	bold, cold, /m/
bone, cone, /l/	row, show, /b/	boot, root, /sh/
bar, car, /f/	bark, dark, /sh/	tart, dart, /ch/
chair, fair, /h/	care, dare, /sh/	tear, wear, /b/
hear, near /t/	fir, sir, /wh/	girl, whirl, /g/
dirt, flirt, /sh./	sore, core, /ch/	born, corn, /h/
fort, sort, ab/	churn, burn, /t/	boy, joy, /c/
oil, boil, /c/	cow, now, /ch/	paw, claw, /th/

Phonemic Segmentation

Form a group of students who did not achieve mastery (80%) on the **Phonemic Segmentation Assessment**. Tell these students that they will practice breaking words into sounds.

Which is It? Onset and Rime

The teacher says, "Let's see if you can choose which word I am saying. I say the yord, and then I sound-out that word in two different ways. If the first way is correct, hold up one finger; if the second way is correct, show me two fingers."

rack	/r/-ack, /m/-ock	bed	/m/-ad, /b/-ed	gum	% /-am, /g/-um
pup	/g/-ap, /p/-up	lash	/l/-ash, /m/-esh	men	/f/-an, /m/-en
hand	/h/-and, /b/-end	dunk	/t/-ank, /d/-unk	bet	/c/-at, /b/-et
sad	/r/-od, /s/-ad	mall	/f/-ell, /m/-all	sun	/t/-en, /s/-un
last	/t/-est, /l/-ast	fat	/n/-et, /f/-at	sick	/s/-ick, /d/-uck
rude	/l/-id, /r/-ude	male	/h/-ill, /m/-ale	wipe	/w/-ipe, /t/-ape
pit	/p/-it, /h/-ot	cab	/r/-ib, /c/-ab	sack	/l/-ock, /s/-ack
hid	/p/-od, /h/-id	pipe	/m/-op, /p/-ipe	lot	/l/-ot, /c/-at
rug	/p/-ig, /r/-ug	limp	/l/-imp, /d/-u 1p	hunch	/r/-anch, /h/-unch
hut	/h/-ut, /p/-it	tide	/m/-ade, /t/-i_le	tool	/r/-ail, /t/-ool
bone	/b/-one, /g/-ain	coat	/w/-art /c/-oat	soak	/c/-ake, /s/-oak
sight	/s/-ight, /m/eat	soy	/b/-oy, / //-ay	pike	/l/-ead, /p/-ike
mile	/h/-eal, /m/-ile	load	/s/-ecd, /l/-oad	dense	/d/-ense, /n/-ice
food	/f/-ood, /f/-eud	line	t/-une, /l/-ine	cute	/g/-oat, /c/-ute
bake	/b/-ike, /b/-ake	moan	/m/-oon, /m/-oan	reak	/b/-eck, /r/-eak
held	/c/-old, /h/-eld	Pair	/n./-ain, /l/-ean	new	/l/-ow, /n/-ew
mute	/r/-oot, /m/-ute	fur	/c/-ar, /f/-ur	dark	/d/-ark, /w/-ork
dart	/h/-urt, /d/-art	reat	/d/-are, /r/-ear	sir	/b/-ore, /s/-ir
born	/b/-orn, /l/-earn	curl	/g/-irl, /c/-url	dirt	/d/-irt, /c/-art,
pure	p/-ure, /f/-ar	Varn	/b/-arn, /c/-orn	sang	/s/-ang, /s/-ong

Which Word is It? Sound by Sound

Teacher: "Now we are going to york on identifying words from their sounds. I will say the sounds that make up a word; then you say the word."

/m/ /e/	ne	/s/ /a/	say	/g/ /o/	go
/sh/ /e/	she	/b/ /o/	bow	/f/ /ar/	far
/s/ /er	sir	/h/ /er/	her	/oi/ /l/	oil
/y/ /ě/ /\	yell	$/\check{e}/$ $/n/$ $/d/$	end	/g/ /a/ /m/	game
/9/ /a/ /t/	sat	$/h//\check{o}//g/$	hog	/ĭ/ /n/ /ch/	inch
/// /ŏ/ /x/	fox	/ n//t/	ant	/wh/ /e/ /n/	when
/th//a//n//k/	thank	/d/ /ě/ /s/ /k/	desk	/v/ /ě/ /n/ /t/	vent
/c]/ /aw/ /l/ /k/	chalk	/s/ /t/ /ar/ /t/	start	/b/ /l/ /e/ /d/	bleed
// /r/ /a/ /n/	drain	/f/ /l/ /ě/ /k/	fleck	/m/ $/ow/$ $/n/$ $/t/$	mount

Is There?

The teacher says, "Let's see if you can hear sounds in different parts of a word. Give a thumbs up if you hear the sound and a thumbs down if you don't. I will first say the sound ard then the word. Let's try one together. /c/ cat. You should have your thumbs up because there is a /c/ in *cat*. Let's try another. /d/ frog. You should have your thumbs down because there is no /d/ in *frog*.

long /a/	ape, x-ray, sheep	short /a/	elephant slug, at teater
/b/	bear, rooster, duck	/c/	hawk, can, certipede
/d/	toad, dog, bear	long /e/	iguana, chimpanzee, eagle
short /e/	elephant, ibex, yak	/f/	ofox, gorilla, vulture
/g/	goose, frog, giraffe	/h/	carrel, horse, frog
long /i/	ibex, seal, goat	short /i/	Jackrabbit, iguana, cheetah
/ j /	jackrabbit, badger, rat	/1/	lion, seagull, parrot
/m/	cobra, mouse, newt	/n/	ion, newt, coyote
long /o/	okapi, armadillo, beaver	short /o	otter, gazelle, python
/p/	antelope, pig, cat	/a/	quail, duck, wolverine
/r/	tiger, raccoon, gnu	/s/	seagull, goose, penguin
/t/	turtle, tiger, elephant	long/u/	mule, ape, orangutan
short /u/	umbrella, seagull, deer	v/	vulture, panda, anaconda
/w/	wolf, vulture, muskrat	/_/	x-ray, ibex, moose
/y/	yak, monkey, salmon	17/	zebra, bees, tuna
long /oo/	raccoon, rooster, lizard	hort /oo/	otter, woodpecker, dog
/oi/	coy, oyster, ox	/ow/	cow, mouse, robin
/er/	tiger, ermine, raven	/aw/	hawk, stork, eel
/or/	orca, tiger, condor	/ar/	armadillo, shark, leopard
/sh/	goldfish, sheep squirrel	/hw/	whale, wolf, bat
/ch/	cheetah, chimp aardvark	/th/	python, chipmunk, bat

Toward the Start or Toward the End?

Teacher: "Let's see if you can hear where sounds are located in a word. I will tell you a sound and then a word. If it's toward the start of the word, say 'start;' if it's at the end of a word, say 'end.' Let's try one: long /i/ ibex."

Students: "Start."

Teacher: "Correct. Let's try another one: long /oo/ cockatoo."

Students: "End."

Teacher: "Correct. Here are some more words."

long /a/	ape, x-ray	short /a/	elephant, enteater
/b/	bear, caribou	/k/	hawk camel
/d/	cod, dog	long /e/	ch. panzee, eagle
short /e/	elephant, ibex	d/	tead, dog
/f/	fox, wolf	/g/	goose, frog
long /i/	bison, crocodile	short /i/	ekrabbit, iguana
/j/	jackrabbit, badger	/1/	lion, seagull
/m/	ram, mouse	/n/	lion, newt
long /o/	okapi, armadillo	short /o/	otter, python
/p/	ape, pig	/r/	tiger, raccoon
/s/	seagull, goose	t/	tiger, elephant
short /u/	umbrella, seagull	/	x-ray fish, ibex
long /oo/	raccoon, rooster	'or/	orca, condor
/er/	tiger, ermine	aw/	hawk, macaw
/ar/	armadillo, jaguar	/sh/	goldfish, sheep
/ch/	leech, cheetah	/th/	python, sloth

Which Sound Begins and Which Sound Ends?

Teacher shares **Example:** and then uses the same script for the follow word pairs. Students answer out loud.

Example: Which sound begins whe and tooth? Answer: /t/

yell, yes	g, end	gas, game	sad, same
no, not	inch, it	fox, foam	ant, axe
ouch, out	chin, cheek	pull, poke	ate, aid
own, oak	hot, hike	kick, kite	tall, take
zoo, zoom	what, when	less, light	run, rake
desk, tart	us, up	urge, urn	oink, oil
quack quake	cake, cast	eat, eek	wait, went
that, then	shake, shin	mouse, make	base, bought
ice, isle	vent, vase	old, oats	jump, jack
use you	on, odd	thank, thought	or, orb

rack, mock mad, bed jam, gum gap, up lash, mesh fan, men hand, end tank, dunk cat, bet led, rod fell, mall ten, sun test, last net, fat sick, duck lid, rud hill, male chin, won ship, wipe pit, hot rib, cab lock, sack God, hid mot pipe lot, cat pig, rug chimp, dump ranch, nanch bank, junk hut, pit made, tide pale tail bone, gain set, wait cake, soak ball, sate sight, late boy, say paid, lead heal, mile cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, far dare, rear bore wear near sir far cheer				
cat, bet led, rod fell, mall ten, sun test, last net, fat sick, duck lid, rudd hill, male chin, won ship, wipe pit, hot rib, cab lock, sack God, hid mop, pipe lot, cat pig, rug chimp, dump ranch, nanch bank, junk hut, pit made, tide pale tail bone, gain set, wait cake, soak ball, sare sight, late boy, say paid, lead heal, mile cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, fat dare, rear	rack, mock	mad, bed	jam, gum	
test, last net, fat sick, duck lid, rudchill, male chin, won ship, wipe pit, hot rib, cab lock, sack God, hid more, pipe lot, cat pig, rug chimp, dump ranch, hanch bank, junk hut, pit made, tide pale tail bone, gain set, wait cake, soak ball, sare sight, late boy, say paid, lead heal, mile cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dare, rear	lash, mesh	fan, men	hand, end	tank, dunk
hill, male chin, won ship, wipe pit, hot rib, cab lock, sack God, hid more pipe lot, cat pig, rug chimp, dump ranch, nanch bank, junk hut, pit made, tide pale tail bone, gain set, wait cake, soak ball, sare sight, late boy, say paid, lead heal, mile cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, fat dare, rear	cat, bet	led, rod	fell, mall	ten, sun
rib, cab lock, sack God, hid mor, pipe lot, cat pig, rug chimp, dump ranch, hanch bank, junk hut, pit made, tide pale ail bone, gain set, wait cake, soak ball, sare sight, late boy, say paid, lead heal, mile cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, far dare, rear	test, last	net, fat	sick, duck	lid, rud
lot, cat pig, rug chimp, dump ranch, hanch bank, junk hut, pit made, tide pale tail bone, gain set, wait cake, soak ball, sare sight, late boy, say paid, lead heal, mile cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, far dare, rear	hill, male	chin, won	ship, wipe	pit, hot
bank, junk hut, pit made, tide pale tail bone, gain set, wait cake, soak bell, sare sight, late boy, say paid, lead heal, mile cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, fat dare, rear	rib, cab	lock, sack	God, hid	morpipe
bone, gain set, wait cake, soak bell, sale sight, late boy, say paid, lead heal, mile cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, fat dare, rear	lot, cat	pig, rug	chimp, dump	ranch, rench
sight, late boy, say paid, lead heal, mile cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, fat dare, rear	bank, junk	hut, pit	made, tide	pale ail
cheat, night seed, load dense, nice tide, food fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, far dare, rear	bone, gain	set, wait	cake, soak	ball, saie
fought, sight tune, line goat, site soak, bike line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, far dare, rear	sight, late	boy, say	paid, lead	heal, mile
line, moan bake, woke cold, held main, cone show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, far dare, rear	cheat, night	seed, load	dense, nice	ide, food
show, new boat, root sweet, mute car, fur dark, work hurt, dart chair, far dare, rear	fought, sight	tune, line	goat, site	soak, bike
dark, work hurt, dart chair, far dare, rear	line, moan	bake, woke	cold, held	main, cone
	show, new	boat, root	sweet, myte	car, fur
bore wear near sir far cheer born learn	dark, work	hurt, dart	chair, far	dare, rear
tar, creat	bore, wear	near, sir	far, cheer	born, learn
sir, door girl, whirl son, shirt core, pure	sir, door	girl, whirl	sor, shire	core, pure
barn, corn cart, sort torn burn say, joy	barn, corn	cart, sort	torn burn	say, joy
boil, tall show, now claw, tow sang, song	boil, tall	show, now	claw, tow	sang, song

How Many?

Let's see if you can count the number of letter sounds in each of the words I say out loud. Let's practice one together. The word is *pan*. [Do not solate the letter sounds.] Repeat the word. [Wait for student response.] How many letter sounds and you hear? [Wait for student response.] There are three letter sounds in *pan*.

The word is *child*. Repeat the word. [Wax for student response.] Quietly count the number of letter sounds. [Wait for students o qui tly count.] How Many? [Wait for student response.] The answer is four, because there are letter sounds in *child*. All the words I will say have two, three, or four letter sounds.

me (2) /m/ /e/	drain (4) /d/ /r/ /a/ /n/	when (3) $\frac{wh}{\check{e}}/n$
say (2) /s/ /a/	chalk (4) /ch/ /aw/ /l/ /k/	go (2) /g/ /o/
start (4) /s/ /t//ar/ 🖖	$\log (3)/h//\breve{o}//g/$	she (2) /sh/ /e/
desk (4) /d/ /e/ /s/ /k/	fox (3) $f/ \langle o/ /x/$	when (3) $\frac{\dot{e}}{n}$
far (2) /f/ /a.:/	thank (4) /th/ /a/ /n/ /k/	mount (4) /m/ /ow/ /n/ /t/
sir (2) /s/ /er/	sat (3) /s/ /ă/ /t/	oil (2) /oi/ /l/
game (3) /g/ /a/ /m/	vent (4) /v/ /ě/ /n/ /t/	her (2) /h/ /er/
yell (3) /y/ /ĕ/ /l/	ant (3) $/\check{a}//n//t/$	bleed (4) /b/ /l/ /e/ /d/
end (3) /ě//n//d/	fleck (4) /f/ /l/ /ĕ/ /k/	inch (3) /ĭ/ /n/ /ch/

Say em'!

Teacher says, "Let's see if you can say each of the sounds in these words. I say the word and you say the sounds. Let's try one: What sounds do you hear in the word pig?" Students should answer $\frac{p}{i}$ / $\frac{i}{g}$.

me	/m/	drain	/d/ /a/ /n/	when /e//n/
say	/a/	chalk	/ch/ /aw/	go /o/
start	/s/ /ar/ /t/	hog	/ŏ/ /g/	s e /s\/
desk	/d/ /ě/ /k/	fox	/f/ /ŏ/	when /y/h//ĕ/
far	/f/	thank	/a//n//k/	meunt /m/ /ow/ /t/
sir	/er/	sat	/s/ /ă/	oil /oi/
game	/a//m/	vent	/v/ /ĕ/ /t/	her /er/
yell	/ě/ /1/	ant	/ă/ /n/	bleed /b/ /e/ /d/
end	/ě/ /n/	fleck	/1/ /ě/ /k/	inch /ĭ//ch/

Change the Beginning

Teacher says, "What would the word sound like if you changed the first sound in *hen* to an /m/?" Students should answer *men*. "Let's try some more. I win say a word and then a new sound. You replace the first sound in the word with the new sound."

Teacher: "cat-/b/" **Students:** "bat"

Teacher: Correct. Let's try some more.

rack-/sh/ (shack)	mad-/s/ (cd)	ram-/j/ (jam)	gap-/l/ (lap)
lash-/d/ (dash)	fan-/r/ (ran)	hand-/s/ (sand)	tank-/th/ (thank)
cat-/th/ (that)	led-/r/ (rea)	fell-/sh/ (shell)	ten-/wh/ (when)
test-/b/ (best)	net-/b/ (bet)	sick-/k/ (kick)	lid-/r/ (rid)
mill-/w/ (will)	wir-/sn/ (shin)	ship-/wh/ (whip)	pit-/f/ (fit)
rob-/j/ (job)	so k-/d/ (dock)	cod-/p/ (pod)	pop-/sh/ (shop)
lot-/p/ (pot)	rug-/n/ (hug)	dump-/l/ (lump)	hunch-/m/ (munch)
junk-/s/ (sunk)	cu /h/ (shut)	made-/w/ (wade)	rail-/t/ (tail)
gain-/ch/ (chair)	ake-/t/ (take)	sale-/g/ (gale)	late-/d/ (date)
say-/w/ (way)	lea l-/r/ (read)	heal-/m/ (meal)	neat-/h/ (heat)
seed-/d/ (deed)	nice-/r/ (rice)	tide-/w/ (wide)	sight-/l/ (light)
line-/f/ (file)	site-/wh/ (white)	woke-/ch/ (choke)	cold-/m/ (mold)
cone-/l/ (long)	show-/b/ (bow)	root-/sh/ (shoot)	bar-/f/ (far)
bark-/sh/ (shark)	tart-/ch/ (chart)	chair-/h/ (hair)	dare-/sh/ (share)
wear-o/ (bear)	near-/t/ (tear)	sir-/wh/ (whir)	whirl-/g/ (girl)
dirt-/5 (shirt)	sore-/ch/ (chore)	corn-/h/ (horn)	fort-/sh/ (short)
burn /t/ (turn)	boil-/c/ (coil)	now-/ch/ (chow)	claw-/th/ (thaw)

Change the Middle

Teacher says, "What would the word sound like if you changed the middle vowel sound in send to an /a/?" Students should answer sand. "Let's try some more. I will say a word and then a rew sound. You replace the middle vowel sound in the word with the new sound."

Teacher: "bat /ĕ/"
Students: "bet"

Teacher: Correct. Let's try some more.

rack-/ě/	mad-/ŭ/	ram-/ĭ/	trap-/ĭ/	fan-/ŭ/	v rite-/o/
pled-/ŏ/	tall-/a/	ten-/o/	sick-/ă/	lid-///	mill-/u/
swim-/ă/	rob-/ĭ/	sock-/ĭ/	dump-/ă/	gain-/ŭ/	sale-/o/
lead-/o/	woke-/a/	heal-/a/	tide-/o/	sight-/00/	line-/a/
show-/oo/	star-/er/	chair-/or/	fuel-/oi/	sork-/or/	barn-/er/
clean-/ow/	hawk-/i/	fought-/oo/	still-/aw/	shun-/i/	coil-/aw/

Change the End

Teacher says, "What would the word sound like if you changed the ending sound in *send* to an /t/?" Students should answer *sent*. "Let's try some more." Will say a word and then a new sound. You replace the ending sound in the word with the new sound."

Teacher: "mail /d/" **Students:** "made"

Teacher: Correct. Let's try some more.

rack-/t/	mad-/n/	ram p/	gap-/sh/	lash-/w/	fan-/d/	
hand-/g/	led-/t/	fell-/ch/	stick-/ch/	win-/th/	rob-/d/	
sock-/b/	cod-/n/	pop-/u/	lot-/g/	rug-/b/	dump-/b/	
hunch-/t/	junk-//	goin-/t/	say-/e/	lead-/f/	heal-/r/	
neat-/r/	seed-/k/	how-/oo/	root-/d/	bar-/oi/	sir-/oo/	
corn-/d/	fort-/k/	n bw-/e/	claw-/a/	shark-/p/	rain-/d/	

Take Away

Teacher says, "What would the word sound like if you took away the /h/ in hen?" Students should answer /ĕn/. "Let's try some more. I will say a word and then a sound. You say he wird without the sound."

Teacher: "fine-/f/" **Students:** "ine"

Teacher: Correct. Let's try another. "fine-/n/"

Students: "fi"

rack-	/r/ mad-/d/	ram-/r/	gap-/g/	lash/sh/	fan-/f/	
hand	shake-/k/ tank-/n/	chatter-/er/	led-/l/	ofello v-/o/	claw-/c/	
tense	-/s/ network-/n	/ sickly-/k/	test-/s/	lia /l/	illness-/s/	
wind	-/n/ ship-/sh/	pity-/e/	problem-/b/	scket-/s/	modern-/er/	
popc	orn-/r/ plot-/l/	shrug-/r/	dump-/m/	hunch-/n/	junk-/j/	
cut-/c	e/ made-/m/	trail-/r/	grain-/n/	ake-/k/	sale-/s/	
crate	-/t/ say-/s/	lead-/d/	heal-/h/	neat-/n/	seed-/d/	
nice-	/s/ tide-/d/	insight-/s/	line-/n/	site-/t/	awoke-/k/	
cold-	/l/ cone-/n/	show-/sh/	root /t/	star-/s/	spark-/p/	
start-	/s/ chair-/ch/	dare-/d/	Woar-/W/	boil-/l/	now-/n/	
clear	-/c/ stir-/t/	whirl-/l/	dirt-/r	store-/s/	corn-/n/	

Alphabetic Awareness

Reading in English requires mastery of the alphabetic code. The 26 letters of the alphabet represent the written form of the 40+ speech sounds (phonemes) and their spellings comprise the 1,000,000-word English lexicon. However, many of your students may not be primary English speakers, readers, or writers and their written language may not have been based on the alphabetic system. For **Example:**, the Chinese connect vocabulary to symbols in a logographic system of writing, while Ethiopians use symbols for syllables.

All students need to master the alphabet because the letter names and graphical representations are key components of the language of instruction in both reading and spelling. Students need to be able to recognize and pronounce both upper and lower-case letters. Additionally, students need to be able to match each upper and lower-case pair, including common font variations. Finally, students need to be able to sequence the letters of the alphabet.

Say the Letter

From the **Alphabet Study Cards**, select only those lower case cards comprising the Letter Sequence deficits indicated on the **Alphabetic Awareness Assessment** for each student. Include the font variation cards, if in the group(s). Letters should be studied in each group to mastery before proceeding to the next group. Students with the deficits should be paired with helpful students who have complete alphabetic mastery or tutors for practice.

The student shuffles the letter sequence group of study cards and spreads them out on the desk/table. A partner says a letter and the studen picks up the card. If the wrong card is chosen, the partner corrects and then re-shuffles and places the cards again. The game continues until all cards are picked correctly. Then, the student continues with the next letter sequence group.

Pick a Match

From the **Alphabet Study Cords**, select only those upper and lower-case cards comprising the Letter Sequence deficits indicate 1 on the **Alphabetic Awareness Assessment** for each student. Include the font variation card, if in the group(s). Letters should be studied in each group to mastery before proceeding to the next group. Students with these deficits should be paired with helpful students who have complete alphabetic mastery or tutors for practice.

The student shuffles the letter sequence group of upper and lower-case study cards and then spreads them out on the desk/table. The partner picks up a lower or upper-case letter and the student picks up the matching lower-case card. Tell the partner to alternate lower and upper-case selections. If he wrong match is chosen, the partner corrects and takes the correct pair. After all cards are picked, the partner shuffles the cards incorrectly identified and places them. The student selects the matches until all are correctly identified. Then, the student re-shuffles and places again. The game continues until all cards are picked correctly the first round. Then, the student continues with the next letter sequence group.

Match the Teacher

Display the "New Alphabet Song" on the projector and number each row. Tell stude its which row numbers they are to match based up their letter sequence deficits indicated on the **Alphabetic Awareness Assessment**. Include the font variation cards, if in the group(s). Students are to lay out their assigned rows just like that on the display. Include the font variation cards, if in the group(s) below their matching letters.

Once the layouts of the student cards match those of the display, shut off the projector. Tell students to pick up the cards from their desks or tables, shuffle, and place the cards lack in order.

Before and After

Teacher says a letter and individual students write or say the letter than comes before and the letter that comes after. For **Example:**, the teacher says m, and the students write or say l, n.

The New Alphabet Song

For upper elementary, middle, high school, and adult stude its, use a less melodic chant, but still hit the key notes of the traditional melody to access prior, nowledge and improve memorization. This version will be perceived as less juvenile and will meet with less resistance from these learners. Avoid slurring the letters and encourage students to enunciate precisely. Point to the lower-case alphabetic letters as you lead the singing or rapping.

Reading specialists recommend avoiding the "I- n-n-o-p" slurring syndrome of the traditional alphabet song by reassigning some of the atters to different parts of the melody. To demonstrate, the "Twinkle Twinkle, Little Star" song, which uses the same melody, has also been revised alongside the "New Alphabet Song." Check out the author's rendition of the "New Alphabet Song" here: https://blog.penningtonpue/ishing.com/reading/how-to-teach-the-alphabet/

"Twinkle Twinkle, Little Star"

Twinkle twinkle, little stars. How I wonder what you are. Up above Earth so high, Shining brightly in the sky.

"New Alphabet Song"

Match the Song

Students lay out the five lines of the "New Alphabet Song" in columns and rows, then sing or say the a phabet while pointing to each card. If necessary, students revise the lines and try again.

New Alphabet Song

a b c d e f g

h i j k m n

o p q

r s t

u v 💞

X Y Z

Phonics Lessons

Despite the consistent research validation over the last half-century that explicit, systematic phonics instruction is linked to positive reading outcomes, many teachers remain unconvenced. Some have disputed the seminal findings of the National Reading Panel (2000) regarding the essential role of decoding in reading instruction

Reading researcher and teacher, Nate Joseph, recently conducted a <u>meta-analysis</u> of 61 language program studies completed since the original NRP meta-analysis. Joseph concludes,

"I found the identical mean effect size for phonics, of .45. I also conducted a secondary meta-analysis of 13 phonics meta-analyses conducted over the last 25 years, which found a mean effect size of phonics, of .43. This helps to show that despite the fact that the NRP meta-analysis was conducted 20 years ago, its findings are still valid today.

Phonics interventions showed efficacious results, bo n for early primary instruction, and for older students with reading deficits. This suggests that students should receive phonics instruction during their foundational education years and that if they miss this instruction that they benefit from getting it later o. "

The Phonics Lessons are designed to fill in the gaps indicated by the mid-year diagnostic phonics assessments: the Vowel Sounds Phonics Assessment and Consonant Sound Phonics Assessment.

The Phonics Lessons are scheduled each day during the final 18 weeks of instruction after students have completed the phonemic awareness lesson activities. Students are placed in both phonemic awareness and Phonics Lessons based upon the diagnostic assessment data.

The Phonics Lessons take about 15 minutes to complete.

Phonics Lessons Instructional Sequence

Using the diagnostic data from the **Yowel Sounds Phonics Assessment** and the **Consonant Sounds Phonics Assessment** to form small groups to teach Phonics Lessons in this order:

- 1. Short Vowel Sounds 2. Consonant–Final *e* 3. Consonant Digraphs
- 4. Consonant Blends 5. Long Vowels/Vowel Digraphs
- 6. Vowel Diphthons 7. *r* and *l*-controlled vowels

- ** Spanish pronounces consonants as the following: g as /g/ or /h/, j as /h/, q as /k/, /y/ as $/\bar{e}/$. The h is silent.
- *** The only vowel teams in Spanish are diphthongs. There are no vowel digraphs. Every written vowel is pronounced except for the u after g before e or i, "gue" or "gui" in which the u is usually silent.
- *** Spenish does not have r and l-controlled vowels.

^{*}Spanish pronounces yowels as the following: a as /aw/, e as $/\bar{a}/$ or $/\bar{e}/$, i as $/\bar{e}/$, o as $/\bar{o}/$, u as long /oo/ (rooster)

Directions

Use the diagnostic data from the Vowel Sounds Phonics Assessment and the Consonant Sounds Phonics Assessment to form groups of students for one or more Phonics Lessons.

The Phonics Lessons consist of the following: **Short Vowel Sounds, Consonant—Tinal**, **Consonant Digraphs, Consonant Blends, Long Vowels, Diphthongs, and** *r* and *l*-controlled **Vowels**. Teachers should teach the Phonics Lessons in this order.

Not all students participate in each phonics lesson. Students should only be assigned to the Phonics Lessons indicated as un-mastered by the diagnostic placement assessments. Groups may range in size. If more than 7 students require a specific phonics lesson, it is another group.

Each phonics lesson takes about 15 minutes to complete. The teacher begins each lesson and students complete the phonics worksheet tasks collaboratively extindividually, per the directions. Establish leadership roles for each lesson and teach the group norms. (Print the **LEADERSHIP ROLES** and **PHONICS LESSON NORMS** charts, which follow the Phonics Lessons, on cardstock.) You may wish to print, laminate, and post these charts.

Each of the Phonics Lessons has five activities or lesson, which follow these general instructional procedures:

In the **first lesson**, the teacher introduces the phonic focus, using the phoneme-grapheme Animal Cards (found in the Addendum) and provide brief direct instruction.

The **second, third, and fourth lessons** be in with a brief teacher-led review of the previous lesson. Next, students complete some or all of the worksheet tasks. Students self-correct and revise these worksheets to learn from their own mistakes.

The **fifth lesson** consists of quick individual formative assessments. The teacher begins this lesson by teaching students how to play one of the phonics card games, designed to help students practice the focus sound-spellings of the phonics lesson. These independent games allow the teacher to call up students one-ty-one for the formative assessments. These assessments take less than a minute per student to administer and correct to determine whether the student has achieved mastery or needs more practice.

Print and collate all phonics lesson lessons and activities. Each lesson has step-by-step directions. Answer streets follow the Phonics Lessons.

Print on cardstock the Group Norms, Leadership Roles, and Phonics Task Cards, found in the Addende m.

Group Norms

ve HEROIC!

ВЕ	H ard-working	Do your best work or each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair shale of the work. Complete your assigned leadership role.
BE	Responsible	Do all parts of the lesson or activity for each. Focus on your learning and that of others in your group.
BE	Organized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	Initiative	Begin the lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE .	Collaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Phonics Lessons

LEADERSHIP ROLES

Reader

Read the lesson of 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.

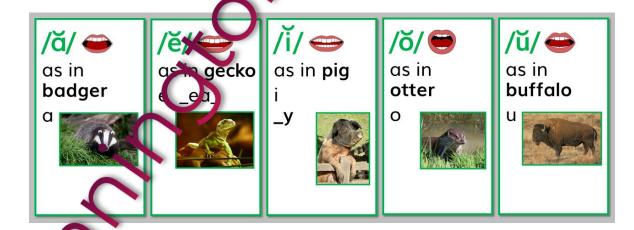
People Manager

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.

Short Vowels Phonics Lessons

Phonics Lesson 1

☐ Assign leadership roles for the Short Vowels Phonics Lessons. ☐ Take out the green Short Vowel Animal Cards, and tell students to select the same from their deck of cards. Spread out these cards in order on a desk, table, or priector. ☐ Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Point to each or the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, "Name" (passe for their unison answer) "Sound?" (pause for their unison answer). "Spelling? (pause for their unison answer). ☐ The Task Manager passes out the Lesson #1 worksheets Teach students that a word part which includes a vowel is called a *syllable*. Tell students that every syllable has a vowel, but each vowel has different sounds. ☐ The Reader reads the Closed Syllable Rule and the Clasfier explains the rule. The Reader reads the example words. ☐ Brainstorm out loud single syllable words for anh of the short vowel sounds and agree on three per each short vowel sound to write on their worksheets to complete the first worksheet task. ☐ The Task Manager passes out the **Word Making** 3 x 5 card for the group with this word jumble: beocbsw. The Clarifier explains the directions for this activity, and students make words on the back of their worksbeets. Two minutes before the end of the phonics lesson, instruct the Reader to turn over the card and read the unscrambled word: cobwebs. ☐ The Task Manager collects the Lesson #1 worksheets and People Manager ensures that students put away their Anina Cards.



Phonics Lesson 2

	<u> </u>	mal Cards, and tell students to select the same nom cards in order on a desk, table, or projector
	Practice the names, sounds, and spel the name. Point to the /sound/ when blanks) when saying the spellings. T spellings on their cards when you cu	lings of each card. Point to the picture y nen saying saying the sound. Point to each of the letters, and ell students to point to the name, sound, and e them saying, "Name?" (pause for their unison nison answer). "Spelling?" (pause for their unison
	The Task Manager passes out the Le	sson #1 worksheets.
	<u> </u>	lable Rule and the Clerifier explains the rule.
		ymes for cad, zen, fick, ros, and bup.
		xplains the directions for the second task, which is
	The Reader reads and the Clarifier e	explains the directions for the third task, which is
		ay use multiple locks or the Book Search!)
		shed, the Task Manager passes out the Word
		h this word jumble. anmibodnt and students make
		ts. Two mine tes before the end of the phonics lesson,
		ard and ead the unscrambled word: badminton.
_	Students count their points and decla	
Ц		on #1 we ksheets and 3 x 5 card. The People
	Manager ensures that students put av	vay their Animal Cards.
Phon	ics Lesson 3	
	Remind students that a word part w	ich includes a vowel is called a syllable.
	Ask students to explain the Closed	·
		able or syllables that provides the key meaning of the
		ing of the root is called a <i>prefix</i> , and a syllable added
		or the board, write and explain these examples:
	fund	The <i>fund</i> syllable is known as a base word because
		it is a root that can be used on its own as a word. A
		fund is a collection of money.
	un + fund = unfund	The <i>un</i> syllable at the start of a word is a <i>prefix</i> and
		means <i>not</i> . Prefixes are often added to base words
		to add or change the meaning of the base word.
	un + fund + ed = unfunded	The <i>ed</i> syllable at the end of a word is a <i>suffix</i> and
		makes the word into a past tense verb.
	up in respir + ed = uninspired	Words may have more than one prefix, root, or suffix. Both <i>un</i> and <i>in</i> (meaning <i>into</i>) are prefixes;
		spir is a root, known as a stem because it is not
		a complete base word. The ad suffix makes the

word a past tense.

	The Task Manager passes out the Lesson #2 worksheets and the Reader reads the Vowel Sound per Syllable Rule with the example sentences. The Clarifier explain the rule.
	The Reader reads the directions for the first three tasks and the Clarifier explains he tasks. Show how to mark short vowel sounds on the first word in the first task. c ă n n ŏ t.
	Students work collaboratively to complete the first, second, and third telds. When finished, the Task Manager gets the answers from the teacher and stricents self-
	correct and revise their answers. The Reader reads and the Clarifier explains the directions Book Seal ch! which is
	completed individually. The Task Manager collects the Lesson #2 worksheets.
Phon	ics Lesson 4
	Remind students that a word part which includes a vewel it called a <i>syllable</i> . A syllable added to the beginning of another syllable is called a <i>prefix</i> and a syllable added to the end is called a <i>suffix</i> .
	The Task Manager passes out the Lesson #3 yorksheets. The Reader reads the Single
	Consonant-Suffix Syllable Rule and Devole Consonant-Suffix Syllable Rule with the example sentences, and the Clarifier explains both rules.
	The Reader reads and the Clarifier explains the directions for the first task. Students complete the first task collaboratively.
	When finished, the Task Manager gats the answers from the teacher and students self-correct and revise their answers.
	The Reader reads and the Clarifier exprains the directions for the second and third tasks. Students complete these tasks individually.
	When most of the students have finished, the Task Manager passes out the Word Making 3 x 5 card for the group with this word jumble: tasfacnti and students make words on the back of their worksheets. Two minutes before the end of the phonics lesson, instruct the Reader to turn over the card and read the unscrambled word: fantastic .
	Students count their points and declare a winner. The Task Manager collects the Lesson #2 worksheets and 3 x 5 card.
Phon	ics Lesson 5
	Teach students how to play one of the phonics card games to practice their short vowel
	sound-spellings. Students get their card sets and play the card game while you pull students for the quick
	Short Vowels Formative Assessment. The People Manager ensures that students put away their Animal Cards.

Phonics Lesson 3 (continued)

Short Vowels Phonics Lesson #1

	_	Rule: When a vow sound. Examples:			by a consonant in the same
					owels in the words.
ă					O :
ĕ					
ĭ					
ŏ					
ŭ				(5)	,
2. W	ork with your gro	up to find real word	d rhymes i	for the following n	onsense words.
	cad		chab	O_{\cdot}	
	zen		ged		
	fick		.im		
	rog		fos		
	bup		ug		
	tid	 O`	mus		
	chot	X	mag		
	shub	O	kes		
3. Bo	ook Search Ve the page humbe	Vork on your own town town town town town town town	o find word	rds with the follow	ring short vowel sounds.
Book	Titles:				
/ă/		p			
/ě/		n.	/ĭ/		n.

p. ___ /ŭ/ _____ p. ___

Short Vowels Phonics Lesson #2 _____

One Vowel Sound Syllable Rule: Each syllable has only one vowel sound. **Examples:** The one-syllable word *sad* has just one vowel sound – the $/\check{a}/$ as in $(s/\check{a}/\check{a})$. The two-syllable word *sadden* has two vowel sounds—the $/\check{a}/$ and the $/\check{e}/$ as in $s/\check{a}/$ do $/\check{e}/$ n.

_	•	•		•	e vowel sound - nds—the /ă/ and	•	■
1. Writ	te the short vov	wel mar	ks where	e they belong	in these words		•
	c a n n o t		b a s l	k e t	h i m s e l	f up	1 f)t
	within		p i c k	c u p	backha	nd dis	h p a n
	u p o n		s e t b	ack	sunfist	сго	s s c u t
	b e d r o c l	ζ	j a c k	a p o t	checbl	i bla	c k s m i t h
	v many syllablo ing each word.		each of	these nonsen	se words? Wri	the number in	n the blank
	jaspeding			shonudlick	\bigcirc	lupandogred	
	chutin			theswodlater		whegundipar	n
	in the blanks wort vowel sound		rt vowel	sounds to co	rplete each wo	ord in the senter	nces. Don't mark
	Jck	nd		l II	wnt	p the	hll.
	Lttle	Tn	n _	tcks	n	hs	jckt.
	Bg	yll	ow	d_ck	lst	hs	quck.
	Green	fre		jmps	n	tht	lily pd.
					ords with two-s		
	ne of these sho ge numbers w				of the short vow	el sounds. Wri	te the words and
Book 7		cre you	Touria C	acii word.			
BOOK							
	/ă/			p			
				p	/ĭ/		p

_____ p. ___ p. ___ p. ___ p. ___

Short	Vowels	Phonics	Lesson	#3
JIIUIL	VUVEIS	PHUHICS	LESSUII	$\boldsymbol{\pi}$

Single Consor syllables: "ing," 'e		=	_		
Example: diner S	-		ore the single c	onsonant is for	
Double Conso syllables: "ing," 'e Example: dinner	r," "ed" or "y	"," the vowel before			
1. Mark the first sy	llable vowel	as either long or	short. Examp	les: lāble and b	ătting
pinning	bitter	cubed	pining	filling	biter
matting	holy	slopped	holly	later	sloped
mating	latter	clubbed	filer	skinny	shiny
2. Finish this story /ŭ/. "The scary sou					, 707, 717, 707, und
3. Book Searcl and #2 listed above Book Titles:	_				each of Rules #1
Rule #1 Words			Rule #2 W		_
		. p			_
		. p			p

Short Vowels Phonics Assessment

Directions

Test students individually, saying "Pronounce these real and nonsense words." (Pronunc ation clues for the nonsense words are listed in parentheses). Nonsense words require students to decode. Using both real and nonsense words helps ensure test validity.

After the test, ask the student to recite the **Memory Verse**.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student with automatically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an **X** in the space provided only in the specific phonics skill is mispronounced. In other words, don't mark it wrong if the student mispronounces part of the word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct on of 16 If the reading deficit has been mastered, change the / into an **X** on the **Reading Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics skill to be addressed (if any).

If the student does not meet the nastery criterion, inform the student that this phonics skill will be reviewed later.

Student Name	Test Date	
1. catfish	6. suntan	
2. hatbox	7. widment	
3. upset	8. bocktip	
4. ligat	9. masleg	
5. cnexpected	10. shotgun	

Short Vowels Phonics Assessment 1. catfish 2. hatbox 3. upset 4. litrut 5. unexpected 6. suntan 7. widment 8. bocktip 9. masleg 10. shotgun

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Consonant-Final e Phonics Lessons

Phonics Lesson 1

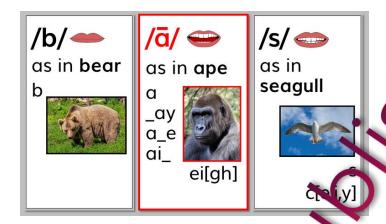
- \square Assign leadership roles for the Consonant–Final *e* Phonics Lessons.
- ☐ Take out the bear, seagull, and red Long Vowel Animal Cards, and tell students to select the same from their deck of cards. Spread out these cards in order on a deck, table, or projector.
- □ Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, "Name?" (pause for their unison answer) "Sound?" (pause for their unison answer).
- □ Note that the brackets indicate different spellings including the sound. For example, with the eagle card spellings include "ei" as in *either* and cei' as in *receive*.



- □ Point to the consonant–firm e spelling on the ape card and say "a blank e" as you touch the *a*, the *blank*, and the a. Tell students to do the same on their cards. Follow the same procedure for the "i_o," "o_e," and "u_e" spellings. Tell students that a consonant goes in these *blanks*.
- ☐ The Task Manage passes out the Lesson #1 worksheets.
- ☐ The Reader reads the **Colsonant-Final** *e* **Rule** #1 with the example sentence, and the Clarifier explains the rule.

Phonics Lesson 1 (continued)

□ Spread out the bear, ape, and seagull cards in order on a desk, table, or projector. Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Point to each of the letters (and branks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, "Name?" (pause for their unison answer) "Sound?" (pause for their unison answer). "Spelling?" (pause for their unison answer). "See the blending motion and say, "Word?" Say *base* in unison with your students.



□ Write *base* on paper or the board as shown be ow. Point to the letters as you say "a blank e." Next, you point and the students say the letter spellings. Tell students that when you write out the long vowel spellings in the Phonics Lessons, you will use a red marker. Note: Even though other cards have solors, it is not necessary to use these colors when spelling words during the Phonics Lessons.

base

- When most of the steelents have finished, the Task Manager passes out the **Word Making** 3 x 5 card for the group with this word jumble: **klsimkeah** and students make words on the back or their worksheets. Two minutes before the end of the phonics lesson, instruct the Read r to turn over the card and read the unscrambled word: **milkshake**. Students count their points and declare a winner.
- ☐ The Task Manager collects the Lesson #1 worksheets, and the People Manager ensures that students put away their Animal Cards.

Phon	ics Lesson 2
	The Task Manager passes out the Lesson #1 worksheets.
	The Reader re-reads the Consonant-Final e Rule #1, and the Clarifier explains the rule
	The Reader reads the Consonant–Final <i>e</i> Rule #2, and the Clarifier explains the rule
	and how the examples fit the rule.
	The Reader reads and the Clarifier explains the directions for the Book Search! Student work individually on this task and may use multiple books to find the words.
	When most of the students have finished, the Task Manager passes out the Vord
	Making 3 x 5 card for the group with this word jumble: iseomlten and students make
	words on the back of their worksheets. Two minutes before the end or the phonics lesson
	instruct the Reader to turn over the card and read the unscrambled word: milestone .

☐ The Task Manager collects the Lesson #1 worksheets and 3 x 5 card.

Students count their points and declare a winner.

Phonics Lesson 3

The Task Manager passes out the Lesson #2 worksheets.
Review the Consonant-Final e Rules #1: The consonant-final e makes the vowel
before it in the syllable a long sound if there is only one consonant sound between the
consonant–final e and the vowel, such as in e word base.
Also review the Consonant-Final e Rules #2. If there are two consonants between the
consonant–final e and a vowel in the same symble, the vowel is not a long vowel sound
(it does <i>not</i> say its name), such as with the word <i>badge</i> .

Write base, badge, and curve on paper of the board as shown below. Show students that all three words end in a consonant final, but the single consonant s in base makes the vowel before it a long a vowel. In contrast, the two consonants d and g in badge and r and v in curve make the vowe s before these consonants d ifferent vowel sounds.

base badge curve

Tell students that there are exceptions to the **Consonant-Final** *e* **Rules** #1 and #2, such as in the words *have* and *where*. Write *have* and *where* on paper or the board as shown below. Explain how the consonant-final *e* following a single consonant does not "make the yewel say its name" in these words. The part or parts in these words in which the sound-spellings do not match we have to learn by heart. Draw hearts on top of the "ave" in *have* and the "ere" in *where*.

have where

	Read and explain the directions. Suggest that students should circle or highlight he
	consonant–final <i>e</i> spellings in the Heart Words list before writing down the wolds. Students complete the worksheet collaboratively.
	When most of the students have finished, the Task Manager gets the answers from the
_	teacher and students self-correct and revise their answers.
	When most of the students have finished, the Task Manager passes out the Word Making 3 x 5 card for the group with this word jumble: klsedaei and students make
	words on the back of their worksheets. Two minutes before the end of the phonics lesson,
	instruct the Reader to turn over the card and read the unscrambled word: lakeside.
	Students count their points and declare a winner.
	The Task Manager collects the Lesson #2 worksheets and 3 x 5 card.
Dhon	ics Lesson 4
	illus Ecsson 4
	Review the Consonant-Final e Rules #1: The contorant-final e makes the vowel
	before it in the syllable a long sound if there is only one consonant sound between the
	consonant–final e and the vowel, such as in the word base. Also review the Consonant–
	Final e Rules #2 : If there are two consonants be ween the consonant–final e and a vowel in the same syllable, the years lie not a least coval count (it does not say its name) such
	in the same syllable, the vowel is <i>not</i> a long towel sound (it does <i>not</i> say its name), such as with the word <i>badge</i> . Also remind students if ere are consonant–final words in which
	one or more of the sound-spellings is irregular, such as the words give, love, and have.
	The Task Manager passes out the Lesson #3 vorksheets.
	Remind students that a syllable added onto the main part of a word is called a <i>suffix</i> .
	Teach students that when the consenant—final e ends the first syllable of a word which
	adds a suffix, sometimes the final e regains and sometimes it is dropped. Tell students that that a spelling run helps us decide when to drop and when to keep the
_	consonant–final e. Ask student to read the Memory Rap as you play the <u>audio file</u> .
	The Reader reads the second task and the Clarifier explains the directions. Students work
_	collaboratively to complete the second task.
Ц	When finished, the Tosk Manager gets the answers from the teacher and students self-correct and revise their assivers.
	The Reader reads are Pook Search! and the Clarifier explains the directions. Students
	complete this task individually.
	When the lesson is over the Task Manager collects the worksheets.
Dla a sa	
Pnon	ics Lesson 5
	Teach students how to play one of the phonics card games to practice their consonant—
	final e sound-spellings.
	Stadents get their card sets and play the card game while you pull students for the quick
	Consonant–Final e Formative Assessment.
	Students clean up neatly and completely.

Phonics Lesson 3 (continued)

Consonant	t_Final	e Phonics	Lesson	#1
CUIISUIIAII	L-Fillai	C PHUIHCS	LC33UII	77 I

Consonant–Final e **Rule** #1: If there is only one consonant between the consorant–final e and a vowel in the same syllable, the vowel is a long vowel sound (it does says its name). **Example:** base (b \bar{a} <u>s</u> e) The consonant–final e makes the vowel (e) before the single consonant sound (e) a long sound (say its name).

Consonant–Final *e* **Rule** #2: If there are two consonants between the consonant–final *e* and a vowel in the same syllable, the vowel is *not* a long vowel sound (it does *not* say its name). **Examples:** carve, bridge, nerve, twelve

Book Search! Work on your own to find words with "a_e," "i e," e," and "u_e" long vowel spelling words to fill in the chart.

Book Titles:			
"a_e"		" <u>1</u> e"	
	p	0	p
	p		p
	p	<u> </u>	p
	p)	p
			p
"o_e"	.0	"u_e"	
	p		p
	p		p
	p		p
	p		p
	p		p

Consonant-Final *e* Phonics Lesson #2 _____

Directions: From the Heart Words list below, find words that end in e, but don't have a long vowel sound. Sort them into the following categories:

"e_e" /ā/ as in ape	"i_e" /ĭ/ as in pig
o_e /ŭ/ as in buffalo	o_e /oo/ as in roost r
o_e /ŏ/ as in otter	a_e" /ă/ as in ape
"ure" /er/ as in ermine	"ere" /er/ as in ermine

Heart Words								
won	the	wa.	where	a	from	give		
to	friend	f	love	want	buy	what		
says	hour	ocean	come	move	could	heard		
wolf	said) L'U	father	work	some	money		
should	does	wa ler	they	clothes	people	who		
would	talk 🦳	walk	to	wash	been	have		
your	do 🔨	don't	won't	there	are	done		
find	learn	kind	warm	were	one	gone		
height	both	mother	son	old	busy	again		
because	nothing	against	through	guess	many	live		
only	four	front	door	thought	enough	pretty		
carry	very	any	lose	guy	listen	answer		
whole \(\)	truth	whose	other	build	though	above		
floor	tough	world	prove	rough	eye	laugh		
doubt]	half	break	heart	straight	great	island		
country	touch	cough						

Con	sonant–Final <i>e</i> Phonics Lesson #3
	and the Memory Rap that describes when to keep and when to drop the consonant-final e an ending suffix is added.
	Memory Rap
	Drop the final <i>e</i> when adding on an ending if it starts with a vowel up from Keep the final <i>e</i> when adding on an ending if it starts with a consonant Also keep the <i>e</i> when you hear soft "c" or "g" Before "able" or "o-u-s" Mostly keep the <i>e</i> when the ending is "v-e", "e-e", or even "o-e".
	tch these consonant–final e words to each Memory Rap line using the best answer for
each.	eyeing, concretely, pasting, seeing, outrageous, caroeng, hangeable
	Memory Rap Lines Consonant–Final e Words
	Drop the final <i>e</i> when adding on an ending if it starts with a vowel up front. Keep the final <i>e</i> when adding on an ending if it starts with a consonant. Also keep the <i>e</i> when you hear soft 'c" or "g" before "able" or "o-u-s"
	Mostly keep the <i>e</i> when the ending is "y-e", "e-e", or even "o-e".
	ok Search! Worker your own to find 3 words that remain as real words when the fina
	ther added or taken sway. Examples: past— <u>paste</u> , pine— <u>pin</u> , fin— <u>fine</u> , note— <u>not</u> . Write downwords for each.
Book '	Titles:

Consonant-Final e Phonics Assessment

Directions

Test students individually, saying "Pronounce these real and nonsense words." (Pronunc ation clues for the nonsense words are listed in parentheses). Nonsense words require students to decode. Using both real and nonsense words helps ensure test validity.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student will autor atically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an **X** in the space provided only if the specific phonics skill is mispronounced. In other words, don't mark it wrong if the student material or other word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct out of 10. If the reading deficit has been mastered, change the / into an **X** on the **Reading Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics skill to be addressed (if any).

If the student does not meet the mastery criterion, inform the student that this phonics skill will be reviewed later. Remind the student (and yourself) that sometimes mastering a skill simply takes more practice. Return to the un-mastered phonics skill, using the same lessons after one of the other phonics skills is pastered to build student self-confidence.

Student Name	Test Date	
1. cutter	6. mave (rhymes with <i>have</i>)	
2. stute (rhymes vith cute)	7. promote	
3. hile (r tymes with <i>smile</i>)	8. lospe (rhymes with wasp)	
4. wrone	9. pavement	
5. g. affe	10. carve	

Consonant-Final e Phonics Assessment 1. cutter 2. stuse 3. hiley 4. wrote 5. giraffe 6. mave 7. promete 8. lospe 9. pavement 10. carve

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Consonant Digraphs Phonics Lessons

Phonics Lesson 1

- ☐ Assign leadership roles for the Consonant Digraphs Phonics Lessons.
- ☐ Take out the sheep, whale, python, sloth, cheetah, lemming, and television blue Consonant Digraph Animal Cards, and tell students to select the same from their deck of cards. Spread out these cards in order on a desk, table, or projector.
- □ Point to each of the letters (and blanks) when saying the spellings. Ten students to point to the name, sound, and spellings on their cards when you cue them saying, "Name?" (pause for their unison answer) "Sound?" (pause for their unison answer). "Spelling?" (pause for their unison answer). Be careful not to add an ending /uh/ sound to the consonant digraph sounds.



- ☐ Teach your students that these Animal Cards each have spellings with two or three consonants, but each spelling makes only one sound. Tell students that all other consonants each say their own sound. Even when combined.
- Write "sh" on paper or the board as shown below. Point to the spelling and say /sh/. Now write "st" to the right of the "sh" and say /s//t/ as two separate sounds. Now blend the /s//t/, making sure not to elorgate the /t/ as tuh. Ask student how many sounds are in "sh" (1) and how many sounds are in "st" (2). Point to both spellings and have students practice the pronunciation of the consonant digraph "sh" and the consonant blend "st." Continue the same procedure to contrast the other consonant digraph and consonant blend pairs.

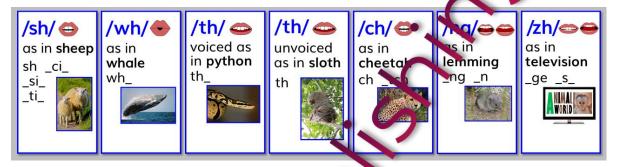
sh-st, wh-bl, th-nd, ch-cr, ng-nt, zh-fl

- Brainstorm and write words on paper or on the board which use each of the consonant digraphs.
- ☐ The People Manager ensures that students put away their Animal Cards.

Phonics Lesson 2

Take out the sheep, whale, python, sloth, cheetah, lemming, and television blue		
Consonant Digraph Animal Cards, and tell students to select the same from the	r decl	of
cards. Spread out these cards in order on a desk, table, or projector.		

□ Point to each of the letters (and blanks) when saying the spellings. Tell students the point to the name, sound, and spellings on their cards when you cue them saying, "Name?" (pause for their unison answer) "Sound?" (pause for their unison answer). "Spelling?" (pause for their unison answer). Be careful not to add an ending /uh/sound to the consonant digraph sounds.



□ Teach students that there are less common consonent digraphs. Write the following list on paper or the board. Point under the first consonent digraph "_mb" and say the /mb/ sound. Repeat with students saying the /mb/ out oud. Say, "as in" and point to *limb* and have students say the example word. Continue with this procedure for the rest.

_mb limb ph graph
_dge edge _tch scratch
ck tack kn know

- ☐ The Task Manager passes out the Lesson #1 worksheets. The Reader reads the definition and the first task, and the Clarifier explains the directions.
- ☐ Students complete the first task collaboratively.
- ☐ When finished, the Task Manager gets the answers from the teacher and students self-correct and styles their answers.
- ☐ The Reader reads and the Clarifier explains the directions for the **Book Search!** Students work individually on this task and may use multiple books to find the words.
- When most of the students have finished, the Task Manager passes out the **Word**Making 3 x 5 card for the group with this word jumble: **ohpahprogt** and students make words on the back of their worksheets. Two minutes before the end of the phonics lesson, a struct the Reader to turn over the card and read the unscrambled word: **photograph**.

 Students count their points and declare a winner.
- The Task Manager collects the Lesson #1 worksheets, the answers, and the 3 x 5 card. The People Manager ensures that students put away their Animal Cards.

Phon	ics Lesson 3
	Print the first of the following words on paper or the board. Use continuous blending to blend the spellings and ask students to provide the sounds. Ask students how many sounds are in the word. Continue this procedure with the trest of the words.
	sheep (3), shelf (4), whale (3), which (3), that (3), with (3), chimp (4), crutch (4) wrong (3)
	S. 1
	Clarifier explains the directions for the first and second tasks. Students complete the first and second tasks collaboratively. When finished, the Task Manager gets the answers from the teacher and students self-correct and revise their answers.
	The Reader reads and the Clarifier explains the directions for the third task. Students complete the paragraph individually.
	The Task Manager collects the Lesson #2 worksheets.
Phon	ics Lesson 4
	The Task Manager passes out the Lesson #3 worksheets.
	The Reader reads and the Clarifier explains the dir ctions for the Book Search!
	Students complete the Book Search! individually.
	When most of the students have finished, the Reader reads and the Clarifier explains the
_	directions for the second task.
	Students complete the second task in lividually.
Ш	When most of the students have furshed the People Manager asks each student to read
	their sentences out loud and the students identify the words which include consonant digraphs.
	The Task Manager passes out the Word Making 3 x 5 card for the group with this word
	jumble: wdlrinhiw and students make words on the back of their worksheets. Two
	minutes before the end of the pionics lesson, instruct the Reader to turn over the card and
	read the unscrambled word unirlwind. Students count their points and declare a winner.
	The Task Manager collects the Lesson #3 worksheets and the 3 x 5 card. The People
	Manager ensures that students put away their Animal Cards. ics Lesson 5
- 11011	illo Lessonia

P

ш	reach students now to play one of the phomes card games to practice their consonant
	digraph sound-spellings.
	Students got their card sets and play the card game while you pull students for the quick
	Constraint Digraphs Formative Assessment.
	Students lean up neatly and completely.

Consonant Digraphs Phonics Lesson #1 _

Definition: Consonant digraphs are two or three consonants in the same syllable that together make only one sound.

1. Read the following words to hear the one sound of the consonant digraphs. Then underline the consonant digraphs in the following words:

c h o p	this	s o n g	h u s h
which	c h u r c h	s h i p	h a s h
s h u s h	w h y	w h i t e	with
thick	hitch	c as h	these
s h a k e	t h i n	wish	m u c h
c r a s h	c h i m e	thin g	long

2. **Book Search!** Work on your own to find yorks with words with these consonant digraphs: *ch*, *sh*, _*wh*, _*ng*, and *th*

Book Titles:

and with these less common consonant diagraphs.

Cons	sonant Di	igrapns Pi	nonics Le	esson #2 _	
1. How	many sounds	are in the follo	owing words?	Example: The v	vord <i>chap</i> has 3 sounds.
	A. chew	B. much	C. shift	D. sash	E. show
	F. such	G. when	H. this	I. throne	J. chest
	K. strung	L. thin	M. numb	N. phone	O. whisk
	letters to the tant digraph w		onant digraphs	to complete rea	I work's. Don't use any of the
Examp	le:th($er) = \underline{fa}th(er)$		\	
	sh	th	ch	n(irg	th(ly)
	ch	wh	sh	sn(ed)	ch(er)
	ng	tch(in	g) 🔦	$\mathcal{O}_{\mathcal{I}}$	
3. Inclu	ıde as many w	ords from #1 a	nd #2 in a sho	n paragraph beg	ginning with-
I have 1	never been mo	ore afraid	~		
			Q		
			0		
			,		
		X			
		2)			

Consonant Digraphs Phonics Lesson #3 ____

Start 1	
2	
3	
4	
Middle 1	
1	
2	
End 1	
1	
2 p	
2. Students write a sentence including consonant digraphs at the start, middle, and end or	
using no words from Phonics Lessons #s 1, 2, or 3.	

Consonant Digraphs Phonics Assessment

Directions

Test students individually, saying "Pronounce these real and nonsense words." (Pronunc ation clues for the nonsense words are listed in parentheses). Nonsense words require students to decode. Using both real and nonsense words helps ensure test validity.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student will autor atically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an \mathbf{X} in the space provided only if the spicific phonics skill is mispronounced. In other words, don't mark it wrong if the student mappronounces part of the word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct out of 10. If the reading deficit has been mastered, change the / into an **X** on the **Reading Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics skill to be addressed (if any).

If the student does not meet the mastery criterion, inform the student that this phonics skill will be reviewed later. Remind the student (and yourself) that sometimes mastering a skill simply takes more practice. Return to the un-mastered phonics skill, using the same lessons after one of the other phonics skills is pastered to build student self-confidence.

Student Name	Test Date
1. chung	6. maycher (rhymes with <i>nature</i>)
2. shad (rhymes vith brad)	7. teeshob (tee-shob)
3. while (thymes with fib)	8. nuwhek(nu-whek)
4. chos	9. thunder
5. la. hing	10. rather

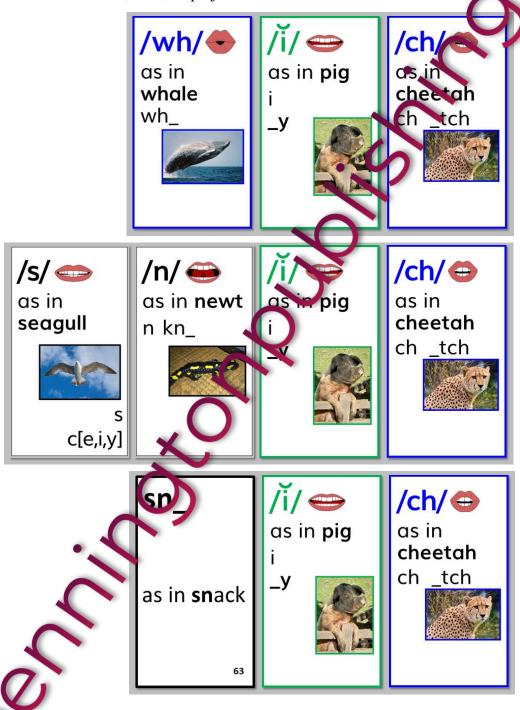
Consonant Digraphs Phonics Assessment 1. chung 2. shad 3. whib 4. chess 5. lashing 6. maycher 7. teeshob 8. nuwhek 9. thunder 10. rather

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Consonant Blends Phonics Lessons

Phonics Lesson 1

☐ Take out the black Consonant Blend Cards, 3 cheetah cards, 3 green pig cards, the blue whale card, the black seagull card, and the black newt card, and spread out these cards in order on a desk, table, or projector as shown below.



i nomes Eesson i (continueu)	4
☐ Tell students that <i>unlike</i> consonant digraphs, consonant blends are two or three	
consonants together in the same syllable, each of which says its own sound. Fo	exan ple
the "sn_" consonant blend is blended as /ss//nn/.	

□ Point to each of the sounds and spellings in the word formed with the cards saying the sounds and spellings as you point.

Use the same three teacher cues to blend each word:

- 1. "Say 'em as I blend 'em!"
- 2. "Say 'em as you blend 'em!"
- 3. "Word?" "Say the word and tap on your knee to count the sounds you hear."

Note that the example word, *snitch*, contains no stop sounds (/p, /b/, /t/, /d/, /k/, /g/), so *snitch* should be blended as /ss/ /nn/ /ii/ /ch/. Make sure not to add the /uh/ sound to the end of the consonant digraphs. Then tell students to say the sounds as you point to each.

- After blending, instruct students to show the number of phonemes for all three words with their fingers in response to the teacher cue: Show with your fingers how many sounds you hear." which (3) snitch (4) snitch (4)
- ☐ Hold up Consonant Blend Card #46 "bl_" and remind students that a vowel goes in the blank.
- Point underneath the "b" and say, ""Sound." Wait for the students unison response. Point underneath the "l" and say, ""Sound?" Wait for the students unison response. Note: Don't blend the consonant blends; mak sure that students practice the separate sounds. Practicing the consonant blends relps students map these sound-spelling combinations to their memory banks and builds automaticity.
- Ask students, "What sound or sounds can be added to this consonant blend to form words?" Wait for the students responses and repeat each correct word out loud.
- □ Repeat the same procedures for all 45 Consonant Blend Cards. Pause at #74 "_ft" and remind students that a vowel most go in the blank before an ending consonant blend.

 Note: Spanish does not use the following consonant blends: sc, scr, sk, sl, sm, sn, sp, spl, spr, squ, st, str
- ☐ Assign leadership roots for the Consonant Blends Phonics Lessons.

Phonics Lesson 2

	Take out the black Consonant Blend Cards, and tell students to select the same from their
	deck of cards. Spread out these cards in order on a desk, table, or projector.
	Remind students that consonant blends are two or three consonants together in the same
	syllable, each of which says its own sound. Also remind students that a vov el must go in
	the blank–either before or after the consonant blend.
	For the 45 consonant blend cards, students point to each letter and say a sound in unison
ш	
	when you say, "Sound?" The teacher provides an example word for each consonant
_	blend.
	The Task Manager passes out the Lesson #1 worksheets.
Ц	
	directions.
	Students complete the first task collaboratively.
	When most of the students have finished, the Task Manyer gets the answers from the
	teacher and students self-correct and revise their answers.
	The Reader reads and the Clarifier explains the second task.
	Students complete the second task individually.
	When finished, the People Manager asks students to share their sentences.
	The Task Manager passes out the Word Making 3 x 5 card for the group with this word
	jumble: suotipurmes and students make words on he back of their worksheets. Two
	minutes before the end of the phonics lesson, instruct the Reader to turn over the card and
	read the unscrambled word: scrumptious . Students count their points and declare a
	winner.
	The Task Manager collects the Lesson #1 worksheets and the 3 x 5 card.
$\overline{\Box}$	The People Manager ensures that sudents put away their Animal Cards.
_	The respie manager ensures that padent put away their rinning search.
Dhon	nics Lesson 3
FIIOII	lics Lesson 3
	The Task Manager passes out the Lesson #2 worksheets.
	The Pender reads the detinition and the first test directions. The Clarifier explains the
ш	The second secon
	directions.
	Students complete the kirst lask collaboratively.
Ц	When finished, the rock Manager gets the answers from the teacher and the Word
_	
	Making 3 x 5 cald, and 8 udents self-correct and revise their answers.
	The Reader reads the directions to the second task and the limerick. The Clarifier
	The Reader reads the directions to the second task and the limerick. The Clarifier explains the second task.
	The Reader reads the directions to the second task and the limerick. The Clarifier explains the second task. Students complete the second verse of the limerick collaboratively.
	The Reader reads the directions to the second task and the limerick. The Clarifier explains the second task. Students complete the second verse of the limerick collaboratively. When finished, the students choral read their limerick to the teacher.
	The Reader reads the directions to the second task and the limerick. The Clarifier explains the second task. Students complete the second verse of the limerick collaboratively. When finished, the students choral read their limerick to the teacher. The Task Manager passes out the Word Making 3 x 5 card for the group with this word
	The Reader reads the directions to the second task and the limerick. The Clarifier explains the second task. Students complete the second verse of the limerick collaboratively. When finished, the students choral read their limerick to the teacher. The Task Manager passes out the Word Making 3 x 5 card for the group with this word jumble: dttfrhneps and students make words on the back of their worksheets. Two
	The Reader reads the directions to the second task and the limerick. The Clarifier explains the second task. Students complete the second verse of the limerick collaboratively. When finished, the students choral read their limerick to the teacher. The Task Manager passes out the Word Making 3 x 5 card for the group with this word jumble: dttfirhneps and students make words on the back of their worksheets. Two minutes before the end of the phonics lesson, instruct the Reader to turn over the card and
	The Reader reads the directions to the second task and the limerick. The Clarifier explains the second task. Students complete the second verse of the limerick collaboratively. When finished, the students choral read their limerick to the teacher. The Task Manager passes out the Word Making 3 x 5 card for the group with this word jumble: dttfrhneps and students make words on the back of their worksheets. Two
	The Reader reads the directions to the second task and the limerick. The Clarifier explains the second task. Students complete the second verse of the limerick collaboratively. When finished, the students choral read their limerick to the teacher. The Task Manager passes out the Word Making 3 x 5 card for the group with this word jumble: dttfirhneps and students make words on the back of their worksheets. Two minutes before the end of the phonics lesson, instruct the Reader to turn over the card and

Phon	ics Lesson 4
	The Task Manager passes out the Lesson #3 worksheets. The Reader reads the first and second task directions. The Clarifier explains the directions.
	Students complete both tasks individually.
	When most of the students have finished the Book Search! the People Manager asks students to share the real words they developed from the consonant blends in the first
_	task.
	The Task Manager passes out the Word Making 3 x 5 card for the green with this word jumble: gersttaits and students make words on the back of their work heets. Two
	minutes before the end of the phonics lesson, instruct the Reader to turn over the card and
	read the unscrambled word: strategist . Students count their points and declare a winner. The Task Manager collects the worksheets and 3 x 5 card
Phon	ics Lesson 5
	Teach students how to play one of the phonics card games to practice their consonant
	blend sound-spellings. Students get their card sets and play the card game while you pull students for the quick
_	Consonant Blends Formative Assessment.
Ц	Students clean up neatly and completely.
	X

Consonant	Rlands	Dhonics	l assan #1	
Consonant	Dienus	Phonics	Lesson # i	

Definition: Consonant blends are two or three consonants together in the same syllable, each of which says its own sound.

1. Underline all the beginning consonant blends in the following words and write the number of sounds in each word in the space provided.

A. b l a c k	B. b r i g h t	C. c l u c k	D. c	r s t
--------------	----------------	--------------	------	-------

2. Write the longest sentence you can think of, using as many of the beginning consonant blends as possible.

Consonant Blend	ls Phonics Les	son #2	
Definition: Consonant of which says its own soun		e consonants together i	in the same syllable, ach
1. Underline all the ending sounds in each word in the		ne following words and	write the number of
A. c l e f t	B. m i l d	C. s t a m p	D. e l v
E. g u l p	F. q u i l t	G. brand	H. s c r i m p
I. c r u s h	J. s t r i p e	K. trask	L. blunt
M. 1 e a p t	N. m a s k	O.grasp	P. 1 i s t
Q. drum			
2. Read the limerick and un limerick, using as many co Example:			a second verse for this
Crazy, Scary,	Thieving Ok Clo	wn	
There once was a c who scared all the of The circus he left just after his theft of twenty-three Eng	children ar und.		
	5		(Title)

Consonant Blends Phonics Lesson #3 _____

1. Add letters to the following consonant blends to complete real words.

Example: $\underline{}$ st(ood) = $\underline{}$ underst(ood)

_____bl(er) br_____ cl______dr(y) fl_____ ____fr(ee) ____gl(er) gr____ pr(ess) se______sk sl___ sm____ sn____sp____st(ern) sw_____ tr(y) spl_____ thr___

2. **Book Search!** Work on your own to find 4 words with different consonant blends at the beginning of each word, and 4 words with different consonant blends at the end of each word.

Book Titles:

Beginning

1. ______ p. ___

2. _____p

3._____

4. ______p. __

End

1. _______p. ___

3. ______p. ___

Consonant Blends Phonics Assessment

Directions

Test students individually, saying "Pronounce these nonsense words." Nonsense words require students to decode.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student will automatically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an \mathbf{X} in the space provided only if the specific phonics skill is mispronounced. In other words, don't mark it wrong if the student mispronounces part of the word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct out (f 10.) If the reading deficit has been mastered, change the / into an **X** on the **Reading Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics and to be addressed (if any).

If the student does not meet the mactery criterion, inform the student that this phonics skill will be reviewed later. Remind the student and yourself) that sometimes mastering a skill simply takes more practice. Return to the up mastered phonics skill, using the same lessons after one of the other phonics skills is mastered to build student self-confidence.

Student Name	Test Date	
Beginning End		
12.	<u>prist</u>	
34:	<u>tw</u> a <u>ft</u>	
56.	<u>sk</u> u <u>mp</u>	
7 8.	<u>thr</u> e <u>lk</u>	
910.	<u>cradge</u>	

Consonant Blends Phonics Assessment 1. prist 2. twaft 3. skump 4. threlk 5. cradge Science of Reading Intervention Program: Assessment-based Instruction ©2022 Pennington Publishing 2 119

Long Vowels Phonics Lessons

Phonics Lesson 1

- ☐ Assign leadership roles for the Long Vowels Phonics Lessons.
- ☐ Take out the red Long Vowel Animal Cards, and tell students to select the same from their deck of cards. Spread out these cards in order on a desk, table, or projector.
- □ Practice the names and sounds for each long vowels card. Point to the pict it when saying the name. Point to the /sound/ when saying the sound. Tell students to point to the name and sound on their cards when you cue them saying, "Name?" (pause for their unison answer) "Sound?" (pause for their unison answer). Note that the brackets indicate different spellings including the sound. For example, with the eagle card spellings include "ei" as in either and "cei" as in receive.



- ☐ Tell students that our focus in oda, 's phonics lesson will be to practice both the single vowel and vowel team long ve wel spellings. Remind students that a long vowel "says its name" and other vowel so me do not.
- Tell students that each long voivel sound can also be spelled with more than one vowel. Tell students that these vowels are called *vowel teams*.
- \square Teach students that a consolant goes in the *blanks* for long vowel spellings. Also remind students that the silent final e is not a vowel.
- □ Point to the "a" spelling on the ape card and say "a" with an elongated /aa/ sound. Tell students to do the same with their cards. Now, point to the "_ay" spelling and say "blank—a—y as you touch the blank, a, and y." The students say the same in unison response. Next, point to the "a_e" spelling on the ape card and say "a—blank—e" as you touch the a, the blank, and the e.
- Teach students that the long /i/ "y" is used in accented syllables, such as in crý-ing. The long /i/ "y" is used in unaccented syllables, such as in bá-by. The "_y" spellings indicate that no English syllables or words begin with a long /e/ or /i/ "y" spelling. Note that this is not use case for proper names, such as in Yvette or Yvonne.
- ☐ Follow the same procedure with the rest of the cards.

	The Task Manager passes out the Word Making 3 x 5 card for the group with this word jumble: sarbtey and students make words on the back of their worksheets. Two minutes
	before the end of the phonics lesson, instruct the Reader to turn over the care and read the
	unscrambled word: betrays . Students count their points and declare a winner.
	The Task Manager collects the 3 x 5 card.
	The People Manager ensures that students put away their Animal Cards.
	The reopic Manager ensures that students put away their Alliniar Cares.
hon	ics Lesson 2
	Taba and the and I am a Marriel Animal Conde and tall students to the same from
Ш	Take out the red Long Vowel Animal Cards, and tell students to select the same from
_	their deck of cards. Spread out these cards in order on a desk, table, or projector.
	Practice the names, sounds, and spellings for each long vowels card. Point to the picture
	when saying the name. Point to the /sound/ when saying the sound. Point to each spelling
	when saying the spellings (including <i>blank</i>). Tell students to point to the name, sound,
	and spelling on their cards when you cue them sayin "Nume?"" (pause for their unison
	answer), ""Sound?"" (pause for their unison answer), and "Spelling?" (pause for their
	unison answers as you point to each).
	The Task Manager passes out the Lesson #1 worksheets.
	The Reader reads the definition and directors. The Clarifier explains the task.
	Students complete the worksheet collaborative
	The Task Manager passes out the Word Making 3 x 5 card for the group with this word
	jumble: msabatoet and students make words on the back of their worksheets. Two
	minutes before the end of the phonics is son, instruct the Reader to turn over the card and
	read the unscrambled word: steamboat . tudents count their points and declare a winner.
П	The Task Manager collects the Lesso. #1 worksheets and 3 x 5 card.
	The People Manager ensures that students put away their Animal Cards.
	The reopie Manager ensures that see denies put away their riminar cards.
hon	ics Lesson 3
11011	ics Lesson 5
	Tell students to take out the red Long Vowel Animal Cards from their deck of cards. The
ш	students spread out these cards in order on a desk, table, or projector.
	The Task Manager passes out the Lesson #2 worksheets.
	The Reader reads the definition and directions. The Clarifier explains the task.
	Students complete me worksheet collaboratively, using the Animal Cards as reference.
	The Task Manager passes out the Word Making 3 x 5 card for the group with this word
	jumble. pash ae and students make words on the back of their worksheets. Two minutes
	before the end of the phonics lesson, instruct the Reader to turn over the card and read the
	unscrambed word: seaplane. Students count their points and declare a winner.
	The Task Manager collects the Lesson #2 worksheets and 3 x 5 card.
	The People Manager ensures that students put away their Animal Cards.

Phonics Lesson 1 (continued)

Phonics Lesson 4

	Tell students to take out the red Long Vowel Animal Cards from their deck of cards. The students spread out these cards in order on a desk, table, or projector. The Task Manager passes out the Lesson #3 worksheets. The Reader reads the definition and directions. The Clarifier explains the task. Students complete the worksheet collaboratively, using the Animal Cards as reference. The Task Manager passes out the Word Making 3 x 5 card for the group with this word jumble: ywefselhl and students make words on the back of their worksheets. Two minutes before the end of the phonics lesson, instruct the Reader to turn over the card and
	read the unscrambled word: flywheels . Students count their points and declare a winner. The Task Manager collects the worksheets and 3 x 5 card. The People Manager ensures that students put away their Animal Cards.
Phor	nics Lesson 5
	Teach students how to play one of the phonics card gures o practice their long vowel
	sound-spellings. Students get their card sets and play the card game while you pull students for the quick Long Vowels Formative Assessment.

Long Vowels Phonics Lesson #1

Definition: Long vowel sounds are single sounds that say the letter names a, e, i, o, and u

Directions: Sort the following words into the long vowel sound-spelling categories and write them in the spaces provided.

hi, cycle, stage, twine, me, nation, stake, he, flabby, so, stone, bugle, cube, ladle, ma e, be, any, triangle, fine, biceps, dying, time, mute, future, go, music, lobe, hungry, credle, no sole, cuter, trying

a	a_e	e	_y (long ē)	
		.0		
	i_e	y (long ī)		
		y (itgig i)		
		$\tilde{\mathfrak{I}}$		
•	o_e	u	u_e	
	X.			
	0			

Long Vowels Phonics Lesson #2

Definition: Vowel teams are two or three vowels in the same syllable that together nake only one sound.

Directions: Sort the following words into the vowel team sound-spelling categories and write them in the spaces provided.

cried, neat, strain, street, clay, sleigh, creed, mean, receive, lied, does, deve, raming eight, goes, bloat, grown, flight, barbecue, grew, perceive, higher, load, stow, fuel, gray

ay	ai_	ei (long ā)
_ee	ea (long ē)	[c]ei
	is (lang 5)	
gh	_ie (long ī)	
		ow (long ō)
ew	_ue	

Long Vowels Phonics Lesson #3

Directions: In the short story that follows, use the Long Vowel Animal Cards to he p you correct the spellings errors in the spaces below. Don't write down any words that are spelled correctly.

The laydy	lighked	shoawing	off her where
hi	heal	shoes soe	omuck that shea
uesd	her cell phoan ca	amera to taik pictures.	then emayled
a fu	of theise	phowtographs to he	er friend, Jein.
Her friend trid	to oepen	the picture fiels	but couldn't fynd them.
Mabe	a good excew	to have her friend s	ea thoase shoes in person!

Long Vowels Phonics Assessment

Directions

Test students individually, saying "Pronounce these real and nonsense words." (Pronunc ation clues for the nonsense words are listed in parentheses). Nonsense words require students to decode. Using both real and nonsense words helps ensure test validity.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student will autor atically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an **X** in the space provided only if the specific phonics skill is mispronounced. In other words, don't mark it wrong if the student material or other word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct out of 10. If the reading deficit has been mastered, change the / into an **X** on the **Reading Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics skill to be addressed (if any).

If the student does not meet the mastery criterion, inform the student that this phonics skill will be reviewed later. Remind the student (and yourself) that sometimes mastering a skill simply takes more practice. Return to the un-mastered phonics skill, using the same lessons after one of the other phonics skills is practiced to build student self-confidence.

Student Name	Test Date	
1. sigh	6. cleeb (cleeb)	
2. blain (hymes with stain)	7. woater (rhymes with <i>boater</i>)	
	` ,	
3. baying (Prymes with saying)	8. shein (rhymes with <i>stain</i>)	
4. stoeb (rhymes with <i>lobe</i>)	9. tries	
r.ceive	10. please	

Long Vowels Phonics Assessment 1. sigh 2. blain 3. baying 4. stoeb 5. receive 6. cleeb 7. woater 8. shein 9. tries 10. please

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Diphthongs Phonics Lessons

Phonics Lesson 1

- ☐ Take out the purple Diphthong Animal Cards, and tell students to select the same from their deck of cards. Spread out these cards in order on a desk, table, or projector.
- □ Remind students that single long vowel and vowel teams both "say the names of their vowels": $\langle \bar{a}/, \langle \bar{e}/, \langle \bar{i}/, \langle \bar{o}/, \langle \bar{u}/. \rangle$ For example, the single long vowel "a" and the lowel team "ai" both say long $\langle a/, \rangle$ as in *nation* and *rain*.
- ☐ Tell students that diphthongs are different than vowel teams. Diphthongs are two or three vowels together in the same syllable that each make individual sounds. Readers must blend the sounds together.
- □ Point to the purple /ow/ sound on the cow card. Say /ow/ slowly, elongating the first, but not the second, sound. Have students point to the spelling and say the /ow/ sound with you. Ask students what happens to the lips when saying this sound. (They close together on the second sound.)
- Practice the names, sounds, and spellings for each long vowels card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Point to each spelling when saying the spellings (including *blank*). To !! students to point to the name, sound, and spelling on their cards when you cue their saying, ""Name?"" (pause for their unison answer), ""Sound?"" (pause for their unison answer), and "Spelling?" (pause for their unison answers as you point to each).
- □ Note that the brackets indicate different spellings including the sound. For example, with the hawk card spellings include "a" swap; "al" as in almost; and "all" as in tall.



Teacher Notes: Spanish pronounces vowels as the following: a as /aw/, e as $/\bar{a}/$ or $/\bar{e}/$, i as $/\bar{e}/$, o as $/\bar{e}/$, u as long /oo/ (rooster). Spanish has no vowel teams, only diphthongs, so every written vo wel is pronounced except for the u after g before e or i, "gue" or "gui" in which the u is u at ly silent.

Phonics Lesson 1 (continued)

☐ Take out 2 kangaroo, 2 raccoon, the newt, the cow, and the red long vowel "o" Annual Cards from your teacher's deck, and spread out these cards in order on a desk, table, or projector as shown below.



- Point to each of the sounds in the top row, saying the sounds as you point. Next, tell students to say the sounds in the top row as you point to each.
- Ask students what word is blended from the sounds in the top row (crow) and how many sounds are in the top row (3).
- □ Point to each of the sounds in the bottom row, saying the sounds as you point. Next, tell students to sa, the sounds in the bottom row as you point to each.
- Ask students what word is blended from the sounds in the bottom row (crown) and how many sounds are in the bottom row (5). Explain that the top row long /o/ "ow" spelling has only one sound because it is a vowel team. The bottom row /ow/ "_ow" spelling has "yo sounds because it is a diphthong.
- Assign leadership roles for the Diphthongs Phonics Lessons.

	The Task Manager passes out the Word Making 3 x 5 card for the group with this word jumble: ottnoopis and students make words on the back of their worksheets. Two minutes before the end of the phonics lesson, instruct the Reader to turn over the card and
	read the unscrambled word: outpoints . Students count their points and declare a winner. The Task Manager collects the 3 x 5 card.
Phon	ics Lesson 2
	Tell students to take out the red Long Vowel and the purple Dipathong Animal Cards
	from their card sets and spread the cards out on a desk or table. Remind students that the red long vowel spellings each say only one sound—the name of
	their vowel, while the purple diphthong spellings make a sound for each letter and the reader blends them together.
	The Task Manager passes out the Lesson #1 worksheets.
	The Reader reads the definitions and directions, and by Clarifier explains the task.
	Students complete the worksheet collaboratively, using their Animal Cards for reference. When finished, the Task Manager gets the answers from the teacher and students self-
	correct and revise their answers.
	When corrections have been completed, the Task Manager passes out the Word Making
	3 x 5 card for the group with this word jumble: atutohgou and students make words on
	the back of their worksheets. Two minutes before the end of the phonics lesson, instruct
	the Reader to turn over the card and read the inscrambled word: throughout . Students
	count their points and declare a win fer.
Ц	The Task Manager collects the 3 x 5 card, answers, and worksheets.
Phon	ics Lesson 3
	Tell students to take out the purple diphthong Animal Cards from their card sets and
	spread the cards out on a desk or table.
	The Task Manager passes out the Lesson #2 worksheets.
	The Reader reads the deligitions and directions, and the Clarifier explains the task.
	Students complete the worksheet collaboratively, using their Animal Cards for reference. When finished, the Tark Manager collects the worksheets.
	when missied, the Tark Manager confects the worksheets.

Phonics Lesson 1 (continued)

Phonics Lesson 4

	Tell students to take out the purple Diphthong Animal Cards from their card sets and spread the cards out on a desk or table.
	The Task Manager passes out the Lesson #3 worksheets.
	The Reader reads the definitions and directions, and the Clarifier explains the tas.
	Students complete the worksheet collaboratively, using their Animal Cards for reference.
	•
Ц	When finished, the Task Manager gets the answers from the teacher apartudents self-correct and revise their answers.
	After corrections have been completed, the Reader reads and the Clarking explains the
	directions for the Book Search! Students work individually on his task and may use
	multiple books to find the words.
	The Task Manager collects the worksheets to turn in to the teacher.
	The People manager ensures that students put away their Animal Cards.
Phon	ics Lesson 5
	Teach students how to play one of the phonics card games to practice their diphthong sound-spellings.
	Students get their card sets and play the card game while you pull students for the quick
	Diphthongs Formative Assessment.

Diphthongs Phonics Lesson #1 _____

1. few ____ 2. maybe ___ 3. out ___

Definition: Diphthongs are two or three vowels together in the same syllable that e ch m ke individual sounds.

Definition: Vowel teams are two or three vowels in the same syllable that together make only one sound.

Directions: For the following words, write **D** if the word contains a directions and write **VD** if the word contains a vowel team in the space provided. Use the sound spellings chart below for help.

37. vein ____ 38. blew ___ 39. oon ___ 40. peeled ___ 41. cue ___ 42. book ___

4. show **•**

6. coin ____

43. law ____ 44. sigh ____ 45. ha.l ___ 46. perceive ____

Diphthongs	Phonics	Lesson	#2
------------	----------------	--------	----

Definition: Diphthongs are two or three vowels together in the same syllable that e ch m ke individual sounds.

Directions: Add two words, including diphthongs, for each diphthong sound-spening.

long o	oo (rooster)	_ue	u (rooster sound)
moon		glue	duty
broom		blue	lunar
smoot	h	true	tumor
			•
			
			
	_ew		(woodpecker)
	stew	foot	• 6
	new	good	
	blew	book	
aw		au	al
awful		cause	almost
hawk		fault	also
law		haul 📞	although
			-
			
	all	Ju_	ow
	stall	out	plow
	mall		plow frown
		pound house	
	ball	nouse	prowl
		<u> </u>	
_oi		oy	
coin	4	soy	
point		joy	
loin		boy	
		-	
	7.		

	Di	phthon	gs Phonic	s Lesson #3
--	----	--------	-----------	-------------

Definition: Diphthongs are two or three vowels together in the same syllable that	t e ch	m lke
individual sounds. Vowel teams are two or three vowels in the same syllable that to	ether	make
only one sound.		

Directions: In the short story that follows, correct the spellings errors in the paces below from the spellings on the Animal Cards. Don't write down any words that are spelled correctly.

The boi	watched the broun	hauk	sayl
hie	over the grein	meadoes,	luxing
for choyce	feald	miece.	The bird flue
arownd	a trea,	then swew ed	doun
loa	and tuk	the smawl,	yet very cuete,
mowse	in its claus	awl	in one mowtion.

Book Search! Work on your own to find words with /oi/, /ow/, /aw/, /oo/ as in *woodpecker*, and /oo/ as in *rooster* sounds to fill in the chart. Refer to the Animal Cards for the spellings of these sounds.

Book Titles:			
/oi/	p	/ow/	p
/aw/	p		
/oo/ as h woodpecker		p	
/oo/ in rooster		p	

Diphthongs Phonics Assessment

Directions

Test students individually, saying "Pronounce these real and nonsense words." (Pronunc ation clues for the nonsense words are listed in parentheses). Nonsense words require students to decode. Using both real and nonsense words helps ensure test validity.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student will autor atically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an **X** in the space provided only if the specific phonics skill is mispronounced. In other words, don't mark it wrong if the student material or other word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct out of 10. If the reading deficit has been mastered, change the / into an **X** on the **Reading Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics skill to be addressed (if any).

If the student does not meet the mastery criterion, inform the student that this phonics skill will be reviewed later. Remind the student (and yourself) that sometimes mastering a skill simply takes more practice. Return to the un-mastered phonics skill, using the same lessons after one of the other phonics skills is pastered to build student self-confidence.

Test Date
6. droy (rhymes with boy)
7. splew (rhymes with <i>chew</i>)
8. oiter (rhymes with <i>loiter</i>)
9. sounded
10. spoon

Diphthongs Phonics Assessment 1. pudding 2. haub 3. gawyer 4. chow 5. crook 6. droy 7. splew 8. oiter 9. sounded 10. spoon

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r-controlled Vowels Phonics Lessons

Phonics Lesson 1

 \square Take out the three gold *r*-controlled vowel Animal Cards, and tell students to select the same from their deck of cards. Spread out the cards in order on a desk, table, or projector.



- \square Teach your students that when the r consonal t follows a vowel, the r makes the vowel change how it sounds. We call the vowel a *controlled vowel* because the r consonant *controls* how the vowel sounds.
- □ Say, "The controlled vowel sound differs from word to word. For example, listen to the pronunciations of these words." Write the following on paper or on the board and contrast the sounds of the *r*–controlled vowels:

bury pure war car

- □ Say, "Also, people with different English dialects pronounce these *r*—controlled vowels differently. For example, one Americans pronounce the first word to rhyme with *scary*, while others pronounce the word to rhyme with *hurry*."
- \square Remind students the "r" and r-controlled vowels always stay in the same syllable.
- □ Practice the names, sounds, and spellings for each long vowels card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Point to each spelling when saying the spellings (including *blank*). Tell students to point to the name, sound, and spelling on their cards when you cue them saying, ""Name?"" (pause for their unison answer), ""Sound?"" (pause for their unison answer), and "Spelling?" (pause for their unison answer) as you point to each).
- \square Tell's udents that English also has l-controlled vowels. Just like with the r, the l consonent makes the vowel before it change how it sounds.
- Vrite the following l—controlled vowels on paper or on the board. Pronounce each and the students identify the vowel sounds they hear.

Zacald held wolf milk gulp

	Assign leadership roles for the <i>r</i> –controlled Vowels Phonics Lessons.
	The Task Manager passes out the Lesson #1 worksheets.
	The Reader reads the directions for the first task, and the Clarifier explains ne task.
	Students complete the first task collaboratively.
	When finished, the Task Manager passes out the Word Making 3 x 5 card for the group
	with this word jumble: leacnrda and students make words on the back of heir
	worksheets. Two minutes before the end of the phonics lesson, instruct the Reader to turn
	over the card and read the unscrambled word: calendar. Students count their points and
	declare a winner.
	The Task Manager collects the 3 x 5 card.
	The People Manager ensures that students put away their Animal Cards.
Phon	ics Lesson 2
_	
	The Task Manager passes out the Lesson #1 workshed.
	The Reader reads the directions for the second and kird tasks, and the Clarifier explains
_	the tasks.
	Students complete the Book Search individually (Students may use multiple books for
_	the Book Search!)
	When most students have finished, the Tark Manager passes out the Word Making 3 x 5
	card for the group with this word jumble: rm stdrenuht and students make words on the
	back of their worksheets. Two minutes before the end of the phonics lesson, instruct the
	Reader to turn over the card and read the unscrambled word: thunderstorm . Students
	count their points and declare a withner.
	The Task Manager collects the works, sets and 3 x 5 card.
Phon	ics Lesson 3
_	
	The Task Manager passes out the Lesson #2 worksheets.
	The Reader reads the directions for the first task, and the Clarifier explains the task.
	Students complete the first ask collaboratively.
	When finished, the Task Manager gets the answers from the teacher and students self-
_	correct and revise their ar swers.
Ц	After corrections have been completed, the Reader reads and the Clarifier explains the
_	directions for the second task.
	Students complete the second task individually.
	When finished, the People Manager asks students to share their sentences.
	The Task Manager collects the worksheets.

Phonics Lesson 1 (continued)

	L -			•		_		А
r	nc	וחכ	ics	L	es	5	on	4

\square Remind students that English has many different r -controlled vowel sounds and a veriety of spellings. Write the following r -controlled vowel /sounds/ with examples or paper or on the board. Pronounce each and have the students identify the vowel sounds they near.
One sound /r/: paint/er, whir,
ur/gent, cour/age
Two sounds /air/: hair, wear,
heir, bare/ly
Two sounds /or/: ac/tor, store,
di/no/saur, court
Two sounds / : near/ly, beer
Two sounds : tour/ist, pure
Three sounds /our/: hour/ly
 □ The Task Manager passes out the Lesson #3 worksheets. □ The Reader reads are directions for the first task, and the Clarifier explains the task. □ Students complete the first task collaboratively. □ The Reader reads the directions for the second task, and the Clarifier explains the task. □ Students complete the Book Search individually. □ The Task Manager collects the worksheets.
Phonics Lesson 5
 Phonics Lesson 5 □ Teach students how to play one of the phonics card games to practice their <i>r</i>–controlled cound-spellings. □ Students get their card sets and play the card game while you pull students for the quick

r-controlled Vowels Phonics Lesson #1

1. Make up two rhymes for each o be real words. The words can ever		wel words. They don't neel to
fur		_ \
her		− ⊘ .
fir		
far		
for		
2. Book Search! Work on you controlled vowel spelling.	r own to find words with xard	le words to fit each <i>r</i> –
Book Titles:		
ur	p	p
er	p	p
ir	p	p
ar		p
or	-	p
3. Book Search! Work or you controlled vowel spelling.	wn to find words with exam	ple words to fit each <i>l</i> –
Book Titles:		
al or all	p	p
ble or cle	p	p
del or fle	p	p
gle of kle	p	p
ple or tle	p	p
sie or zle	p	

r-controlled Vowels Phonics Lesson #2

1. Sort the following <i>r</i> –controlled vowel v	words into the vowel letter categories below:
here, care, first, bore, large, chore, pure, the chair, board, bear, cure, tire, hair, fire, cle	
a words	
e words	
i words	
o words	
u words	5
2. Write a very long sentence in which you as possible.	use as many of these r and l —controlled vowel words
	hird, dear, insure, almost, tall, bubble, popsicle, cradle, air, board, bear, cure, tire, hair, fire, clear, sour, sure

r-controlled Vowels Phonics Lesson #3

Make up two rhymes for each of the following <i>r</i> and <i>l</i> —controlled d to be real words. The words can even have different spellings.	
hold	
elf	- O .
milk	
tall	
balm	
pulp	<u>•</u>
1.14	
	— e words to fit each <i>r and l</i> -
cook Search! Work on your own to find words with example rolled vowel spelling.	e words to fit each <i>r and l</i> -
cook Search! Work on your own to find words with example rolled vowel spelling.	
ook Search! Work on your own to find words with example rolled vowel spelling.	p
ook Search! Work on your own to find words with example rolled vowel spelling. k Titles: One sound /r/ as in paint/er, whir, ur/gent, cour/age	p
ook Search! Work on your own to find words with example rolled vowel spelling. k Titles: One sound /r/ as in paint/er, whir, ur/gent, cour/age Two sounds /air/ as in hair, y ear, heir, bare/ly	p
Cook Search! Work on your own to find words with example rolled vowel spelling. k Titles: One sound /r/ as in paint/er, whir ur/gent, cour/age Two sounds /air/ as in hair, year, heir, bare/ly Two sounds /or/ as in ac/tor, store, di/no/saur, court	
Book Search! Work on your own to find words with example trolled vowel spelling. Ok Titles: One sound /r/ as in paint/er, whirt ur/gent, cour/age Two sounds /air/ as in hair, wear, heir, bare/ly Two sounds /or/ as in ac/tox, store, di/no/saur, court Two sounds /eer/ as in nearly, beer	p p p p p

r-controlled Vowels Phonics Assessment

Directions

Test students individually, saying "Pronounce these real and nonsense words." (Pronunc ation clues for the nonsense words are listed in parentheses). Nonsense words require students to decode. Using both real and nonsense words helps ensure test validity.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student will automatically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an **X** in the space provided only if the specific phonics skill is mispronounced. In other words, don't mark it wrong if the student in spror ounces part of the word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct out of 10 If the reading deficit has been mastered, change the / into an **X** on the **Reading Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics skill to be addressed (if any).

If the student does not meet the mastery criterion, inform the student that this phonics skill will be reviewed later. Remind the student (and yourself) that sometimes mastering a skill simply takes more practice. Return to the un-mastered phonics skill, using the same lessons after one of the other phonics skills is postered to build student self-confidence.

Student Name	Test Date	
1. morning	6. seld (rhymes with <i>held</i>)	
2. dar (rh/me. with far)	7. nare (rhymes with <i>stare</i>)	
3. number	8. tult (rhymes with <i>cult</i>)	
4. fallen	9. borch (rhymes with <i>porch</i>)	
5. stirring	10. churn	

r-controlled Vowels Phonics Assessment 1. morning 2. dar 3. number 4. fallen 5. stirring 6. seld 7. nare 8. tult 9. borch 10. churn

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Phonics Lesson Answers: Short Vowels

Short Vowel Phonics Lesson #1

No Answers

Short Vowel Phonics Lesson #2

- 1. cănnŏt băskět hĭmsělf wĭthĭn băckhănd dĭshpăn pĭckŭp sětbăck sŭnfĭsh rŏsscŭt ŭpŏn bědrŏck jăckpŏt blăcksmĭth chěcklĭs
- 2. jaspeding 3 shonudlick 3 upandogred 4 chutin 2 theswodlaten 4 whegundipan 4
- Jack and Jill went up the hillLittle Tom tucks in his jacket.Big yellow duck lost his quack.Green frog jumps on that lily pad.

Short Vowel Phonics Lesson #3

1. b ĭ tter c ū b pīning f ĭ lling p ĭ nning bīter m ă tting h ō ly h ŏ lly lā ter sl ō ped ppea l ŭ bbed fīler m ā ting 1 ă tter sk ĭ nny shī ny

Phonics Lesson Answers: Consonant-Final e

Consonant-Final e Phonics Lesson #1

No Answers

Consonant-Final e Phonics Lesson #2

o_e /ŭ/
one
some
love
come
above

o_e /ŏ/
gone "a_e" /a/
have

"ure" /er/
sure

"e.e" /er/
were

Consonant-Final e Phonics Lesson #3

2. **Memory Rap Lines**

Drop the final e when adding on an ending if it starts with a voiced up front. Keep the final e when adding on an ending if it starts with a commant.

Also keep the e when you hear soft "c" or "g" before "able or "o-u-s"

Mostly keep the e when the ending is "y-e", "e-e", e ven "o-e".

Consonant-Final e Words

pasting

concretely

changeable outrageous eyeing seeing canoeing

Phonics Lesson Answers: Consonant Digraphs

Consonant Digraphs Phonics Lesson #1

1. this hush chop s o <u>n g</u> <u>w h</u> i <u>c h</u> <u>c h</u> u r <u>c h</u> <u>s h</u> i p h a <u>s h</u> s h u s h white with why <u>t h</u> i c k h i t c h c a s h <u>t h</u> e s e s h a k e thin m u c h wish <u>c h</u> i m e <u>l o</u> n g cra<u>sh</u> <u>t h</u> i n g

Consonant Digraphs Phonics Lesson #2

1. A. chew 2 B. much 3 C. shift 4 show 2 D. sash 3 H. this 3 I. thron 4 J. chest 3 F. such 3 G. when 3 N. phone 3 K. strung 5 L. thin 3 M. numb 3 O. whisk 5

Consonant Digraphs Phonics Lesson #3

No Answers

Phonics Lesson Answers: Consonant Blends

Consonant Blends Phonics Lesson #1

1.	A.black 4	B.bright 4	C.cluck 4	D. cret 5
	E. drift 5	F. flake 4	G.fright 4	H.glide 4
	I. greed 4	J.plot3	K.prop 4	Lscam 4
	M. scrap 5	N.blast 5	O.skunk 5	Pslob4
	Q. s m u d g e 4	R.snail 4	S. spoke 4	T. split 5
	U.spray 4	V.squish 4	W. stock 4	X. strut 5
	Y. s w e a t 4	Z.thrash 5	AA. tramp4	BB. twine 4

Consonant Blends Phonics Lesson #2

1.	A. cleft 5	B. mild 4	C. s t a n p 4	D. e 1 m 3
	E.gulp4	F.quilt 5	G, brond	H. scrimp 5
	I. crush 4	J. stripe 5	K r a s 1, 4	L. blunt 5
	M.leapt 4	N. mask 4	Qarasp 5	P.list4
	O.drum 4			

Consonant Blends Phonics Lesson #3

No Answers

Phonics Lesson Answers: Long Vowels and Vowel Digraph

Long Vowels and Vowel Digraphs Phonics Lesson #1

a	a_e	e	y (lon
nation	stage	me fl	abby
ladle	stake	he ar	ny
cradle	male	be h	ungry
i	i_e	_y (long ī)	
hi	twine	cycle	1
trident	fine	dying	
bíceps	time	trying	
0	o_e	u v	3
SO	stone	bugle	ute
go	lobe	future	ater
no	sole	music cu	ıbe

Long Vowels and Vowel Digraphs Phonics Lesson #2

_ ay clay stray		ai_ strain raining		ei (long ā) sleigh eight	
Suay	_ ee street creed		nea mean	118	[c]ei receive perceive
_ igh flight higher		_ie (lon_1) cried lied			
_	_ oe does goes	X _O	oa_ bloat load		ow (long ō) grown stow
_ ew dew grew		ue Varbecue fue			

Long Vowels and Vowel Digraphs Phonics Lesson #3

The lady like a showing off her white high heal shows so much that she used her cell phone camera to take pictures, then emailed a few of these photographs to her friend, Jane. Her friend ried to open the picture files but couldn't find them. Maybe a good excuse to have her friend see those shoes in person!

Phonics Lesson Answers: Diphthongs

Diphthongs Phonics Lesson #1

1. few VD	2. maybe VD	3. out D	4. show VD	5. rain VD	6. coin
7. glue D	8. plow D	9. boy D	10. suit D	11. sleigh VD	12. week VD
13. cause D	14. belief VD	15. new D	16. pound D	17. tall D	18. point D
19. blue D	20. frown D	21. joy D	22. mule D	23. goat VD	24. fau.t 1)
25. woe VD	26. haul D	27. stray VD	28. hue VD	29. cruise D	30. soy D
31. almost D	32. oats VD	33. prowl D	34. true D	35. spoil D	36. house D
37. vein VD	38. blew D	39. moon D	40. peeled VI	O 41. Cue VD	42. book D
43. law D	44. sigh VD	45. haul D	46. perceive	VD	•

Diphthongs Phonics Lesson #2

No Answers

Diphthongs Phonics Lesson #3

The boy watched the brown hawk sail high over the green meadows, looking for choice field mice. The bird flew around a tree, then swooped down low and took the small, yet very cute, mouse in its claws all in one motion.

Phonics Lesson Answers: r - controlled Vowels

r and I - controlled Vowels Phonics Lesson #1

No Answers

r-controlled Vowels Phonics Lesson #2

a words

care large chair hair

e words

here dear bear clear

i words

first third tire ire

o words

bore chore board sour

u words

pure insure cur sure

r and I - controlled Vowers Phonics Lesson #3

No Answers

Reading Fluency

Instructional Purpose

Increased fluency rate and accuracy are highly correlated with increased reading comprehension. With a solid foundation in the alphabetic code, students can increase meir fluency levels by practicing repeated choral readings along with modeled readings at their appropriate challenge levels.

Assigning Students to Leveled Reading Fluency Groups

Students' fluency scores on the "Pets" Individual Fluency Assessment are compared to current reading fluency norms (Hasbrouk and Tindal). See norms at the end of this section. The teacher assigns students to one of three Reading Fluency Workshops (Levels A, B, or C) to practice reading fluency at their appropriate *challenge levels*. Keep these groups flexible, as some students will progress rapidly and may need to be reassigned to reliect their improved reading fluency scores.

Assigned Fluency Level Groups	"Pets" Score Two Minute Assessment	Assessment Words per Minute	Challenge Level Words per Minute
Level A	< 190	<95	95-115
Level B	191-239	96-119	115-135
Level C	>240	>120	135–155

The Animal Fluency Articles

The Animal Fluency Articles are high-interest expository articles, featuring the same text as the SCRIP Reading Comprehension Work heets in <u>The Science of Reading Intervention</u>

Program: Language Comprehension. Each of the 43 articles has from 350–450 words, ideal for two-minute timings. Word courts are provided in the left margin for fluency timings.

The articles are leveled in a unique pyramid design: the first two paragraphs are at third grade (*Fleish-Kincaid*) reading; the next two paragraphs are at fifth-grade reading level; and the last two are at seventh-grade reading level. Note that, per standard practice, technical multi-syllabic vocabulary is climinated from leveling. The reader begins practice at an easier level to build confidence and the moves to more difficult academic language and sentence length.

Students individually practice repeated readings with the modeled online readings. Each article on the Yor Tube videos 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) to provide modeled readings at each of your students' challenge levels.

Preparation

- 1. Print the Animal Fluency Articles and the Animal Fluency Article Timings for each stude it. Label individual student folders to keep the fluency articles and the Animal Fluency Article Timings charts.
- 2. Provide a box of *cold* and *hot* colored pencils and erasers for each of the three reading fluency groups. Many teachers use blue pencils to record *cold* fluency timings and red percils for *hot* fluency timings.
- 3. Provide timers for each of the three reading fluency groups, and assign computers or tablets for each student and post the following URL on a classroom wall poster: http://bit.ly/1HaRC3h.

Directions

Model the following procedures for the first reading fluency session.

1. Assign a Task Manager to pass out the group fluency folders with the new Animal Fluency Article, colored pencils and erasers, and ear buds. Task Managers also take a timer and set their timers for two minutes.

Say, "You are now going to read an article about an aximal. Each of you will read out loud, with good expression, at our own pace for two minute. Make sure to pause at commas and stop at periods. During the timing, don't stop reading because we want our timings to be accurate. We call this a *cold* timing because it is unpracticed. Now take the Animal Fluency Article out of your folder and place it face down on your docks (or tables). The Task Manager says, 'Ready, read.'"

2. Students read the article out loud for the two-minute *cold* timing with *six-inch voices*. The Task Manager says, "Stop" at the end of the two-minute timing.

Say, "Now take out your An hal Fluency Article Timings chart (the teacher displays a chart on the projector to demonstrate), the blue pencil, and an eraser. Be neat, but take no more than 30 seconds to shade in your *cold* iming."

- 3. Say, "Login and over to your assigned level Animal Fluency Article video. Read out loud with the modeled reading over and over until the Task Manager says, 'Stop.' Read with six-inch voices: don't short, but don't whisper. Read with good expression, just like the modeled reading."
- 4. A few minutes prior to the end of the activity, the Task Manager leads the students in the two-minute *hot* thining with *six-inch voices*. The Task Manager says, "Stop" at the end of the two-minute times.
- 5. Say "Take out your Animal Fluency Article Timings chart (the teacher displays a chart on the projector to demonstrate), the red pencil, and an eraser. Be neat, but take no more than 30 seco. do shade in your *hot* timing on top of the *cold* timing."

Reading Fluency Norms (Hasbrouk and Tindal, 2017)

Grade	%ile	Fall	Winter	Spring
		WCPM*	WCPM*	WCPM*
	90		97	116
	75		59	91
1	50		29	60
	25		16	34
	10		9	18
	90	111	131	148
	75	84	109	124
2	50	50	84	100
	25	36	59	72
	10	23	35	43
	90	134	161	166
	75	104	137	139
3	50	83	97	112
	25	59	79	91
	10	40	62	63
	90	153	168	184
	75	125	143	160
4	50	94	120	133
	25	75	95	105
	10	60	71	83
	90	179	183	195
	75	153	160	169
5	50	121	133	146
	25	87	109	11.
	10	64	84	102
	90	185	195	ept 1
	75	159	166	173
6	50	132	145	146
	25	112	116	122
	10	89	9	91

	90	180	152	202
	75	156	1 ,5	177
7	50	128	136	150
,	25	102	109	123
	10	79	88	98
	90	185	199	199
	75	161	173	177
8	50	13.	146	151
8	25	106	115	124
	10	77	84	97

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290																						
280																				J		
270																			N.			
260																			J			
250															•	4						
240																						
230																						
220													•	6	7							
210												•										
200																						
190													-									
180										4		7										
170																						
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		•			_	_		_ •	•	_ •	•		•	•	_		•	_ •	_ •	•	,	

"The Ape" Reading Fluency #1

	The ape is a very interesting animal. One
8	type of ape is the orangutan. Male orangutans orangutan
16	can weigh as much as two normal size humans. Sumatra
25	Females weigh about half as much. Orangutans
32	have long, strong arms and their hands and feet
41	1 111 1 1 701 1 11
	are shaped like hooks. They are shaggy and have endangered
50	red hair.
52	Orangutans used to live all over Southeast
59	Asia. Now they only live in a few rain forests on the islands of
73	Sumatra and Borneo. Orangutans swing from tall trees to move
83	around. It is warm where these animals live but not too warm. There
96	is a lot of rain there, so trees and plants grow very tall and big.
111	Orangutans are <i>omnivores</i> , since they eat some birds and small
121	mammals. However, they mostly ear ants like fruit and leaves, instead of
133	meat. Their diet consists of mostly fruit. The fruits they tend to prefer have a
148	lot of sugar in them. Figs are the favorice fruit of the orangutans. Figs come
164	from trees and they are easy for orangutans to pick and eat. Orangutans also
179	eat lots of young leaves from many trees in their habitat.
189	Unlike many other animals, orangutans are single adults, so they have
200	no family structure. Mother orangutans raise their children one at a time. The
213	baby rides on its mother's eack for three years at the start of its life. There, it
230	learns how to pick food and protect itself from danger. Female orangutans
242	usually have one baby every six years. Older male orangutans may fight each
255 264	other for the attenues of the available female orangutans. The territory of an adult orangutan is not clearly established, as is the case with many animals. Often,
282	orangutan territories will overlap. However, this does not mean that orangutans are social animals. They limit
298	their social interaction to feeding, mating, and calling each other. Only rarely will orangutans get in fights with
316 333	each other over feed 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.
346	Due to reforestation of the rain forest (cutting down trees for grazing or farmland), orangutans are
362 381	becoming mere and more endangered with each day. Palm oil farmers have cut down much of the forest on Sumatra and Bonkeo. Some people even capture orangutans to use them as pets in their homes. Orangutans are
399	already on international endangered species lists, and their habitat has been increasingly threatened by
413	humans, mainly through the deforestation of the rain forest.

Jotal Number of Words Read	Total Number of Words Read	
Ntal Number of Mistakes	- Total Number of Mistakes	
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"The Eagle" Reading Fluency #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. The

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 from twigs and branches. Nests are usually in trees near open water. Mother and father eagles will take arm 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 State. 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 back of the quarter until 1999, with its head turned towards an olive oran b.

The bild 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 and to spray DDT to reduce pests on their crops. This spray, when breathed by eagles, made them unsole 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.

770			
	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

Sotal Number of Mistakes

Total Number of Words Read

	An ibex is a wild goat. Ibez	xes have big,	
9	long horns that turn behind their	_	
18	have spiky bumps on them. The		
28	and not shaggy like a dog's fur.		
38	warms, the fur gets darker. Ibex	_	ts
47	feet long and three feet high. Th		
56	as much as two people put together		
63	Ibexes live in the mountain		
70	found in Europe, Asia, and Afri		
78	are made in the rocks. Ibexes ha		
88			
	T	y long. Some even live in snowy	
102	mountains, where it's very cold	. Mostly, hey like to stay in the	
114	shade of trees in the daytime.		
120	•	ea only plants. In the daytime, when it	
134	· · · · · · · · · · · · · · · · · · ·	tally eat leaves from trees that grow in	
148 162		so learch for fruit to eat. However, fruig areas. Although ibexes are plant eate	
175		dangerous to humans. Ibexes dislike b	
188		ack. The main animal that hunts for ibe	_
201	is the leopard.	dek. The main animal that hants for foc	ACS
205	<u> </u>	oups. Groups are made up of about ten t	to
219		group, and females and babies make up	
232	-	blish power in their groups and to win	
247		werful male ibexes avoid each other an	d
260	do not fight. This is los them avoid s		
269		s when they attack predators. Ibexes put down their he	
284 302	of their fighting involves circling and pretend char	exes often fight, they avoid hurting each other. In fact, ges, which are called <i>mock</i> charges.	mucn
316	Ibexes sed to be the subjects of many gam	ne hunts. The handsome male heads were prized by hun	
333 352		ists and then displayed in the homes of big game hunte operties of various parts of their bodies. However, the	
368	advancement of modern medicine has stopped mos	st of the hunting of ibexes for their medicinal value. Al	
385 396	ten the sand ibexes still live today in the world.		
	Total Number of Words Read	Total Number of Words Read	

- Total Number of Mistakes

= Total Number of Words Read

"The Okapi" Reading Fluency #4

Total Number of Words Read

	The okapi looks like a mix	x of zebra and	
9	giraffe. These animals have dark		
16	their legs, they have white stripe		
24	make them look like zebras. The	*	na
32	like small giraffes. But, they do		9
41	long necks. Their ears are big an		
50	their tongues are long, too. Oka		
58	horns that are covered by skin.	P10 110 0 011010	
64	1	in large areas away from towns.	
75		niddle of Africa in the Democratic	•
88		capi live in the mountains and fore	
99		territories. Males protect their lan	
109	but they allow females to walk t	1	iu,
109		y e herbivores, so they eat tree leaves	g.
134		been known to eat charcoal from burn	
148		clay from the ground near streams or	11
161		and clay, they eat fruit and berries. Oka	api
174	<u> </u>	earching for food. When they find food	_
188	±	again. This helps their weak digestive	
203	system.		
204		ingle baby, called a calf. Babies are fe	•
219		. Only thirty minutes after they are bor	
232		. Mothers leave their babies during the	•
245		zoos, okapi live for about thirty years	•
260 272	But, no one knows how long they live	Ve in the wild. i have ways of communicating with each other. They	malra
287		. One sound, called a <i>chuff</i> , is made when one okapi r	
306	another. The <i>bl</i> at is used when an okapi calf is sel		1.
324 341		f the Congo are threatened by people eager for their ri r territory. Okapi are not only threatened by loggers, r	
358		hunters, called <i>poachers</i> , who hunt them for their val	uable
376 389	skins. The okapi population is currently classified a	as hear difeatened by extinction.	
	Total Number of Words Read	Total Number of Words Read	
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"The Mule" Reading Fluency #5

	Mules are babies, born fro		
7	horse parents. They have short,	thick heads. They hybrids	
15	have long pointy ears. Mules ha	ve a short mane, sterile	
24	like most horses. They come in	all shapes and intelligent	
33	sizes. Some mules can grow to	weigh as much as ransportati	ion
43	six humans! Mules have small,		
50	Most of the mules in the v		Ju
60	In that country, mules are used		
69	are also used for pulling carts. M		
81	1	orth Africa. Mules live mostly on	
91		lly a few will mules and many of	
104	1 1	They were lost during the Californ	rnia
115		ve sar vived in foothill canyons eve	
127	since.		
128		s food for mules at any farm store. M	ules
141	_	onkeys. However, they need less protein	
154			
167	lots of fresh, clean water. But if they drink too much, they can have serious		
182	problems. Mule owners need to control their food and drink levels.		
193		lifferent parent animals, they are called	
204		s means that they cannot produce any	11 1
216		able to have babies. Mule babies are ca	
230 247	horse-like. A male dealey produces	orse are the parents, then the foal is mo	ostry
257		ndure hardship and severe conditions, which is why the	ey are
273 289	commonly used for t ansportation 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 treated well by their owners, mules are usually very friendly. They will bond and work well with people who		
325 328	treat them decently.		
345	The number of mules in the world is increasing. Endangered animal agencies have rated the mule of "no concern" or extinction. In China, where there is the densest population, mules are still bred daily. The		
363 371	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

	Roosters are male chickens	s. There are	
6	many types of roosters. They co	ome in a traditional	
14	variety of colors: brown, white,	black, and red. sentencing	
22	Roosters have red combs on the	top of their convicted	
31	heads. They have yellow beaks.	1	d
38	black feathers on their tails. Bel		u
46	roosters have a white spot. Their	* * * * * * * * * * * * * * * * * * *	
55	feet are gray or black.	i tiili legs uild	
60		s. In fact, whickens live in all areas	a of
			s OI
72	· ·	re in China and the United States.	
86	Most chicken owners keep their	1	
98	walled or screened shack design	ned for chickens. Coops keep roos	ters
107	warm during the winter and coo	l in the summertime. Female	
118	chickens, called <i>hens</i> , even have	e Luilt in nesting spots in many	
128	coops.		
130	Most roosters are fed by the	ow lers. Their diet is made up of insect	s,
144	worms, slugs, and snails. However, they also eat plants, fruit, seeds, acorns,		
156	and other foods. Roosters can find heir own food if the owner wishes. But,		
170	they must have a lot of room to search for their food.		
182	Farmers chiefly keet chickens	for their eggs; however, some chicken	_
192		neir meat. The job of the rooster is to	
207	-	y, there is one rooster who is in charge	
223		e head rooster wins this position throu	gh
236	fighting or pretend-fighting.	1. // 1. 7. 1. 7. 1	
241 253		d in "cock fights." People organize fights between rock fights are specially bred and trained for strength.	osters
272	Although cock fighting is a traditional sporting eve	ent in nearly every part of the world, most Americans	
289 308		nting 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 crime. World-wide, thousands of birds are killed or hurt every year in cock fights.		
342	Rooster, are domesticated animals. They have no threat of extinction. The number of chickens		
356 373	worldw de centinues 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!		
386	population of other eight official, there are more ein	and remain on each	
	Total Number of Words Read	Total Number of Words Read	
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	Total Number of Words Read	= Total Number of Words Read	

"The Woodpecker" Reading Fluency #7

	Woodpeckers are some of	the loudest	
6	birds around. Not all woodpeck	ers look the Australia	
13	same. Most have two toes on the	e front of their beetles	
23	feet and two on the back. Their	tongues are long repetitive	
33	enough to curl all the way arour	_	
42	Woodpeckers have strong point		
48	bottom tail feathers are strong a	Calsidered	
56	woodpeckers weigh only about		
62	These birds can be found a	*	
70	world. They live in wooded area		
78	in Australia. Their homes are of		
91		make holes in trees with their beak	70
	-		72
102		ind holes and use them. Different	
114		tent trees. But, many woodpeckers	1
123	prefer cypress trees and redwood		
128		sis of different foods depending on the	e
139	V 2	s include insects, fruits, and nuts. Like	
150 159	many birds, woodpeckers enjoy eating worms. Woodpeckers are mainly omnivores. They use their beaks to hit bark on trees to expose bugs (ants and		
174		Some woodpeckers have been found to	
186	eat sap from trees. Others eat mostly	<u>-</u>	J
194		about four babies each season. Males an	nd
203	_	out of trees to provide a nest for their	
219		For about two weeks until they hatch. W	hen
232		have any feathers. One parent goes out	
246	and finds food o byin, back to the n	est, while the other stays behind to prote	ect
262	the eggs. Baores usually leave the ne		
275 291	Woodp ckers 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		
308	thousand times day! They are usually not very protective of their territory.		
321 336			
352	officially indangered by the government. Still, the overall woodpecker population is balanced.		
365	Total Number of Words Read	Total Number of Words Read	
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267

288 307 328

332 348

367

386 394

" i no	e Cow" Reading Fluency #8
	Cows have many uses. Farmers raise cows
7	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
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 firm 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 con, grain, and grasses. Farmers feed
136	these cows a large amount of protein. Darry 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 cothes. Their hides (the outer layers of cow
192	skins) are dried into leather.
197	Baby cows are called <i>causes</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 neir 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 love care from farmers. Cow hooves have to be trimmed by farmers once or twice

Cows require a low 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 lept in ide at night to protect them from the cold in most climates. Additionally, cows require a lot of fresh hay or 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 them and cows are free to roam about the countryside. Worldwide, cows are certainly not endangered nima. 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.

Total Numb	per of Words Read	Total Number of Words Read	
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Total Nu	mber of Words Read	= Total Number of Words Read	

"The Koi" Reading Fluency #9

	Koi fish are freshwater fish	nes and are	
8	kept by many as pets. Koi come	in many discovered	
17	different colors. Most of them a		
24	Koi have eyes on both sides of t		
33	Behind their eyes, they have gil		
39	These gills help them breathe un		
46	On their backs, they have a fin.	ader water.	
53	1	carps. Carps come from the Caspia	an
65	Sea in Europe. Colored koi fish		am
	_	_	_
76		the world. They are mostly kept a	
88	1 -	ed into the wild. People like keepi	_
100		rs. Many people have built koi por	nds
112	to enjoy these fish.		
116		od if they are available. Koi owners	
128	_	ctore. However, they may feed their fi	
142		nclide worms, prawns, tadpoles, and fr	_
153		ngerous for koi to eat. Owners can also	
167	feed their koi fish brown bread and lettuce. But, owners need to be careful as		
181	not to harm their fishes with foods the		
194		females. If this happens, an owner mu	
206	_	alled fry, are born, they will find a plac	e to
221	hide. After two or three days of grov	_	1
236 252		rater. The fry need to be fed and treated	1
260	differently by their owner to help the	em for the water in which they swim and live. Adding	
277	simple tap water to their hall to could even kill the	fish. Tap water is filled with chlorine and other chem	icals
297 316	that may have negative effects on koi fish. Koi hab	itats must have water that has the right texture (hardness recommended that new kei awners read information	ess or
331	softness), temperature, sunstane, and chemicals. It is recommended that new koi owners read information about creating a home for their fishes before bringing their fish home.		
343	Since kolore domesticated water animals, they are not threatened by extinction. The population of koi		
358 376	in the world is increasing steadily as the demand for these beautiful colored fishes grows. Humans have destroyed a me koi that have been released into the wild, because they pollute the water around them, making		
393	it undrinkable for livestock. However, large amounts of money have been spent to try to destroy these wild		
410	popular, us of koi, and those operations have been largely unsuccessful.		
422	Total Number of Words Read	Total Number of Words Read	
		- Total Number of Mistakes	
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Total Number of Words Read

"The Hawk" Reading Fluency #10

Total Number of Words Read

The hawk is a large, power	ful bird. One		
type of hawk is the red-tailed ha	awk. These birds talons		
different colors: light and dark b	prown. Red-tailed squirrels		
	-		
•			
•	· ·		
		e	
_			
hawks.			
These hawks are birds of prey.	Nat means that they usually hunt for	food	
animals. They like rabbits, snakes, and rats. But, they also eat fish and other			
birds. When hunting, they fly high in the air and look down. As soon as they			
see food, they swoop down quickly and grab it with their talons.			
Red-tailed hawks can have babies when they are two years old. They			
_	<u> </u>		
hawk will seek a new one. Nawks re	emain in the same nest for many years.		
	s lay one to three eggs. They protect th	ese	
sport.	, , ,		
In the United States alone, there are about one million red-tailed hawks. Animal rights activists state			
that the number of hawks has decreased due to deforestation—the cutting down of forests. However, as more			
389			
Total Number of Words Read	Total Number of Words Read		
- Tool Number of Mistakes	- Total Number of Mistakes	_	
	type of hawk is the red-tailed have mostly brown in color. Their different colors: light and dark is hawks are known for their bright are slightly larger than common claws are called talons. They are Red-tailed hawks fly all own in North and South America. The different places. Some live in for in deserts and cities, too. Red-tatelephone poles. Where there are hawks. These hawks are birds of preywhile flying. They do not have three animals. They like rabbits, snakes a birds. When hunting, they fly high it see food, they swoop down quickly. Red-tailed hawks can have bath have partners that they stay with for hawk will seek a new one. Nawks refeach spring, female red-tailed hawks eggs from owls and other oirds. Humans have often sed red-tailed hawks in have trained these hawks to track down game such trained to work with logs in bunting. When a hawk trade its catch for a piece of redy-to-eat meat. The sport. In the United States alone, there are about that the number of hawks has decreased due to definational part, have opened, the hawk population hid bird-hunters, even though the hawks have been known to that the number of words Read	are mostly brown in color. Their feathers have two falcery different colors: light and dark brown. Red-tailed hawks are known for their bright red tails. They are slightly larger than common house cats. Their claws are called talons. They are very sharp. Red-tailed hawks fly all over the world. Most of them live in North and South America. These hawks like to live in many different places. Some live in forests and some in fields. They live in deserts and cities, too. Red-tailed nawks are often seen on telephone poles. Where there are trees, there are also red-tailed hawks. These hawks are birds of prey. If at means that they usually hunt for while flying. They do not have three means a day. They mostly feed on sma animals. They like rabbits, snakes, and ats. But, they also eat fish and othe birds. When hunting, they fly high in the air and look down. As soon as the see food, they swoop down quickly and grab it with their talons. Red-tailed hawks can have abies when they are two years old. They have partners that they stay with for many years. When a partner dies, the hawk will seek a new one. Mawks remain in the same nest for many years. Each spring, female rid-tailed hawks lay one to three eggs. They protect the eggs from owls and one a pirds. Humans have often sed red-tailed hawks in falconry—the sport of using birds to hunt game. Hun have trained these hawk for track down game such as squirrels, rabbits, and ducks. And, they have even trained to work with logs in uniting. When a hawk catches its prey, the trainer will then locate the bird a trade its catch for a pice of redy-to-eat meat. There are very few falconers today. It can be a very dang sport. In the United stess alone, there are about one million red-tailed hawks. Animal rights activists st that the number of hawks has decreased due to deforestation—the cutting down of forests. However, as m national path, have spened, the hawk population has risen greatly. Red-tailed hawks are not main targets bird-hunters, even though the hawks have been k	

= Total Number of Words Read

"The Ermine" Reading Fluency #11

- Total Number of Mistakes

Total Number of Words Read

	The ermine is also called the	ne short-tailed	
7	weasel. Ermines weigh less than	n one pound. In the ern(ine	
16	summer, their coats are brown.	-	
24	white. But, when it turns cold, t		3
33	white. Ermines have long necks		
41	short legs. Their heads are shape		
49	with two pink ears.	Jillik	
53	Ermines live in Canada, Al	laska, Europe, and	
60		laces. Ericines find rocks to live b	W
74		ween the tocks. In fall, ermines sh	
87	1	coats let then match the snow in the	
100	winter. If they cannot be seen, the		iic
110	· ·	y, they ear rabbits. With their sharp tee	th
121		ger than themselves. But, they also like	
136	1 2	win ertime, ermines will use their sha	
149	claws to dig under snow. Under the snow, they can often find food to eat. They		
164	also use their claws for burying their food.		
173	Male ermines become adults it one year of age. Females become adults		
185	much faster, at only two months of age. Females have ten to thirteen babies		
199	every year. Baby ermines weigh only about as much as a coin! At eight weeks		
214		to hunt. After that, females leave their	
228		ers until the next spring. Males never h	
241		for about four to seven years. They live	
256		they sometimes communicate with ea	ach
268	other through some Ermines have a		ofton
278 296	In colonial history, in ines were once used as furs for coats. The Kings and Queens of England often wore ermine on their habs. The ermine was known as a symbol of purity in Europe, because of its bright		
316	white color. Errane for was only harvested in the winter, when the ermine was totally white and had shed its		
336 355	brown coat free summer. Even today, in some areas of Japan, the ermine is considered a symbol of good luck, because of its friendly appearance.		
361	Today, ermine fur is still popular. In some countries, an ermine coat is just as prized as is a mink coat.		
381 400	Ermines are not close to extinction. The Endangered Species List rates them as "not a concern." In fact, they		
413	spread quite quickly and ermines are even overpopulated in parts of Europe.		
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"The Armadillo" Reading Fluency #12

 Armadillos are made to dig. They
have short, strong legs. These legs are good
for finding food. Most armadillos have bony
plates on their tails. Armadillos also have
shells on their backs. They are mostly
brown, and they have short pointy ears.

armadillos
pregnant
unto tunately
poulate

Armadillos are about the same length as common house cats. Armadillos live all over America. They mostly five near rivers or lakes. They like to dig holes for their house. Armadillos often stay in the shade under trees. But, they also like to stay under the homes of people. Some armadillos will make their home underneath your house or in your backyard.

Armadillos are *omnivores*, since they do eat some dead birds. However, they mostly eat plants and bugs, instead of neat. Their diet consists mainly of ants, beetles, and worms. They do not have very sharp teeth, so most of what they eat must be very easy to chew. Ar nadillos do have sharp claws, and they dig for bugs. Also, they use these claws to tear apart rotten wood to search for ants. Armadillos can eat up to 40,000 ants in one meal!

Female armadillos give birth to their babies in nests. These nests are usually dug into the ground for protection. Once per year, female armadillos get pregnant and lay just one egg. From this egg hatches four baby armadillos. All the babies look the same. These armadillos will usually live to be ten to fifteen years old. Most of the time, armadillos like to live by themselves. Sometimes they will meet to find food. Armadillos call out to each other with grunting noises.

Armadillos like to swim, and they are quite talented at it. They usually use their arms and legs to dog paddle through later of streams. Armadillos can also go underwater, if they want. They can hold their breath for four to six minutes at a time. And, because their heavy shell makes it hard for them to float, they breathe air into their bodies to stay afloat, just like inflating a raft.

Unfortunately, most species of armadillos are endangered. Only one species seems to be increasing in number—the *vine-banded armadillo*. Many armadillos are dying off because of people. As people populate more are increasing, armadillos are losing their natural habitats. Also, the pets that people bring with them to live in the armadillo habitats present problems. Sometimes dogs have been known to kill these interesting creatures. Still, there are many nine-banded armadillos left in the world.

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"The Orca" Reading Fluency #13

	The orca is also called the <i>killer whale</i> .
8	An orca is a black and white dolphin. Orcas octoruses
17	have white chests and sides. They also have throughout
25	white spots above their eyes. The rest of the commercial
34	body is black. Each orca has a large fin on its trainalility
45	
	back. Orcas are very large. One killer whale
53	can be as long as two cars! Their great size makes them very strong.
67	Killer whales can be found all over the world. In fact, killer
79	whales live in all five oceans. They also live in some seas. Orcas like
92	cold water more than warm water. They have even been known to
104	swim under ice! Each season, orcas swim to different places. But,
116	every year, they come back to the same places during summer.
127	Orcas are known as the "wolves of the sea." They are called wolves,
140	because they hunt in packs. A killer wale's diet is mainly made up of large
155	salmon. But, orcas have been known to eat other water animals too. Some of
169	their prey includes tuna, sharks, octopuses, and reptiles. Rarely, orcas will eat
181	mammals. They have also been known to eat seals, sea lions, and other whales.
194	Some have even been seen eating blue whales, which are the largest animals
207	on earth. Orcas eat up to 500 pounds of food each day!
220	At fifteen years of age, female orcas become adults. Mothers have a
232	single baby, called a <i>calf</i> , once every five years. Nearly half of all newborn
246	calves die before turning one year old. Orcas live in large groups called <i>pods</i> .
260	These groups each have their own language, which is different than that of
273	other pods. Orca speech sounds like loud screaming. Killer whales hunt with
285	their groups and share food with each other. Pods of orcas have been known to
299	travel with each other during hunting.
306	Throughout history, commercial whaling-the business of killing whales for food, blubber, and oil-has
320 335	been common. This was ling has reduced the orca population significantly. Additionally, orcas have been shot or even bomber by some governments, because orcas are such good hunters that they compete with
352	commercial Shermen and reduce the supply of fish to catch.
362	The interligence, trainability, and beauty of orcas have made them popular attractions at many zoos
377	and wildlife e hibits. Orcas are not listed as endangered or threatened, although, numbers have declined in
393 407	some 1 rts of the world. The orca population especially thrives in the Antarctic ocean.
,	Total Number of Words Read Total Number of Words Read

"The Anteater" Reading Fluency #14

	The anteater is a strange lo	oking	
6	animal. A giant anteater's body	is very variety	
13	long. It is about as long as a per		
23	Giant anteaters have long, rough		
31	dark, bushy tail. Some giant ant		
38	brown, while others are gray. A		
45	anteaters have a black stripe. The		
52	have a very long tongue, which		
		,	
65		slands and rain forests. They are	
75	_	ey also live it. North America, too	
86	•	st areas. They spend the whole da	•
99	searching for food. They make t	their home in a hole at the bottom	of
113	a tree or in a hollow log. Giant	anteaters can live near people or	
127	away from them.		
130	Searching on the ground or in	os, giant anteaters find and eat a varie	ety
143	of insects. Their favorite foods are a	nts and termites. Giant anteaters can ea	ıt
155	thousands of insects in just a few mi	nutes! These anteaters can smell their	food
169	from far away. Since they do tot have any teeth, they use rocks in their mouths		
185	to break down their food. Giant anteaters have sticky tongues that allow them		
197	to pick up many insects at once. They do not destroy the insects' habitat so that		
212	they can come back again a other time.		
223		teaters find mates. After about six mon	
234		ters only have one baby at a time. For t	
248		nteaters will ride on their mothers' back	
263		aters will start leaving their mothers fo	
275	short trips. Evertually after about two years, they will leave their mothers and		
288 295	live on their own.		
313	Some to teaters are active in the day while sleeping at night, but others are just the opposite. They are light sleepers and they will wake up at the slightest sound around them. They protect themselves from		
331	predators with their powerful claws. One of their worst predators is the jaguar.		
344 364	run, as are by far the biggest threat to the wild giant anteater population. As humans continue to expand their habitat by destroying forests and constructing buildings, the giant anteater population decreases.		
381	They are onsidered vulnerable to extinction.		
388	Noted Number of Words Dasid	Total Number of Words Days	
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"The Elephant" Reading Fluency #15

	Elephants are the biggest la	and animals.	
6	They have huge trunks. They us		
14	eat and drink. Under an elephan		
22	tusks. Tusks look like big, white	_	
29	They help elephants dig and fig		
36	elephant's skin is mostly gray o		
43	They have large floppy ears on		
			•~~
54	-	d Asia. African elephants have lar	ge
64	-	ve smaller ears. Elephants live in	
74	places with a lot of grasses, tree		
87	ponds and lakes. Sometimes the	ey walk for pliles to find food and	
98	water. Many elephants live in ze	oos throughout the world.	
108	Elephants are herbivores. They	spend about sixteen hours every day	
118	finding food! Most of their diet is m	up of grasses. Other foods include	
132	leaves, bamboo, twigs, and fruit. The	v even eat flowers. Elephants use thei	r
144	trunks to pull food from trees or from the ground. They can eat up to 300		
160	pounds of food in just one day! They asually drink water once or twice a day,		
176	but some elephants will even to three days before taking a drink.		
188		de up of females and their babies. The	
200		groups are called <i>herds</i> and can be as	
214	small as three or four or as large as twenty-five. Females without babies		
227	usually follow mother elephants and help them. This prepares the females to be		
238		he herd between ages ten and thirteen.	
252	Older females in the herd protect yo		
263 281		land animals. In fact, they have the largest brains of arg to researchers, elephants are able to express human-l	
297	feelings, such as compassion and grief. Elephants a	are very similar to humans. They are the only animals	
314 334	known to have a ceremony when a fellow elephant dies. When an elephant is hurt, others will band together to help it. Elephants also have excellent memories and they have even been known to use plants to heal		
352	themselves.		
353 368	Since the beginning of time, elephants have been threatened by humans. Alexander the Great and Hannibal used them in war to defeat their enemies. In recent years, elephants have been illegally hunted for		
386	their ivory tusts. The elephant population is officially endangered. There are only about half of a million left		
404 408	in the world today.		
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"The Iguana" Reading Fluency #16

	·		
	Iguanas are types of lizards	s. They are	
7	about five feet long with their ta	ails. These iguanas	
15	animals are green or grayish-gre	een. Their burrows	
21	skin is rough. They have plenty		
29	on their backs. Green iguanas h	1	
36	fingers and claws to help them		
44	animals look heavy, but they are		
56	Their teeth are sharp and strong		
			•
61		from South America. But, they also	
71		orida. They usually live near water	
83	1	hey can fall from the top of a very	
98	tree and land without being hurt	t. Green iguanas use their claws to)
110	hook onto trees.		
114		res. They feed on flowers, leaves, a	nd
125	fruits. The plum is one of the favorit	foods of the green iguana. Although	
139	green iguanas mainly eat plants, they	y a so have been seen eating mice, dead	d
152	fish, and insects. Some wild green ig	guanas have even been known to eat bir	rd
166	eggs. Baby iguanas have a different diet than full-grown iguanas.		
176	Iguanas usually prefer to he alone. However, they can be found living in		
188	groups in sunny areas. Green iguana	s lay about fifty eggs at a time. They la	ay
203	all their eggs in a hole they dig in the	e ground called a burrow. Sometimes,	they
219	dig more burrows that they use to trick animals that may want to eat their		
232	eggs. After a female iguara lays her eggs, she never returns to the hole. The		
247	eggs hatch by thems lves, and the ba	abies will grow up without parents. On	ly
261	about five iguar as survive each batch of eggs.		
272	Many people in the Jin ted States and Mexi	ico want to have iguanas for pets, but iguanas are diffi	cult to
290 309		be <i>exotic</i> pets, because they are unusual and require sfor iguanas can be very profitable, though some states	
324	treatment. Because of increasing demand, hunting for iguanas can be very profitable, though some states prohibit iguana hunting altogether. Now, more and more iguanas are being raised on iguana farms to sell as		
341	pets.		
344 360	In Sour. America, some people have other uses for iguanas. These people, mostly living in remote rainforgat locations, actually eat green iguanas. Those that eat these lizards refer to iguanas as "bamboo		
376	chickers" or "chickens of the trees." However, iguanas are not part of the normal diet in most South American		
394	households. The overall green iguana population is healthy and in balance.		
406	total Number of Words Read	Total Number of Words Read	
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"The Otter" Reading Fluency #17

	The otter lives on land and		
9	saltwater. Otters have long, slir	n bodies. pregrancy	
16	Their arms and legs are very sh	ort. Most scent	
24	otters have sharp claws on their	feet. Their renabilitated	
32	tails are strong and long. They	have two destruction	
40	layers of fur. The top layer is ha		
50	Under that is a softer, thinner la	ayer. This fur keeps otters warm, ev	ven
63	in cold water. Otters have a lot	of hair, making their fur very dens	e.
77		nt types of otters in the world. They	
88		live by rivers, creeks, seas, and	,
98	· · · · · · · · · · · · · · · · · · ·	nps! Fresh water otters spend most	t of
110		hall hales in trees or rocks for home	
124	1	d very much. Sea otters use plants	
139	sleep on when they are in the w	_	
147		er they also eat lobsters, clams, shrimp),
158	•	experts at opening clams and shellfish.	
170	Rarely, otters will eat small land animals or birds. Otters are very active		
183	hunters. The normal otter will hunt for about three to four hours a day.		
197	Nursing mothers will hunt up to sight hours a day! Many otters will catch their		
212	food using their teeth, but some use their claws. Most otters start baying babies at about five years of age. But, otters in		
221		· · · · · · · · · · · · · · · · · · ·	
235	Africa can start having baties at just one year old! Most otters are pregnant for		
250 263	about two months, except sea otters. For sea otters, pregnancy lasts about six months. Otters have babies each year. Otters ferociously defend their babies		
274		eed their babies for about six months	⁄.S
289	before the bables begin to hunt for t		
294	Otters se beir mouths to produce sound	s and communicate with each other. Giant otters are the	
303 327	loudest of all the species. Researchers have identified a wide variety of otter calls. Otters also communicate by scent. At the cottom of their tails, they have openings that send out their scent.		
343	Although there are still many otters, they are generally considered as vulnerable to extinction. Many		
358 375	zoo parks leve rescued and rehabilitated otters, especially sea otters. Efforts to reintroduce otters into the wild in Ala ka, Washington, and California have been very successful. Still, the otter population remains		
389	threatened by fish shortages, human destruction of habitat, and water pollution.		
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V	Total Number of Words Read	= Total Number of Words Read	

"The Umbrella Bird" Reading Fluency #18

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369 382

The umbrella bird does not carry an umbrella. It does live in the rainforests. This umbr**e**lla bird gets its name from its head feathers. These feathers face forward and cover its face like an noisiest umbrella. Umbrella birds are about twelve to diminishing eighteen inches long. They also have a long piece of skin called a wattle that hangs down from their necks. Turkeys have wattles like these. But, umbrella birds have even bigger ones. Some of these wattles are as long as the birds. It's amazing that the birds do not lose their balance when standing on tree branches. The wattles help them chirp very loudly. In fact, umbrella birds are some of the noisiest birds in the rainforests. Most umbrella birds live in Cental America and in the northern areas of South America. They stay in the mountains when they are having babies. They live in the tropical rainforest lowlands the rest of the time. They make their homes in the tallest trees. This is where most of the sunlight is found. Umbrella birds are *omnivores* so they eat both meat and plants. Umbrella birds move up and down the trees of the rainforest looking for prey. Once they find an animal or large insect, they grab it with their beaks. Then, they knock it out by slamming it against a tree branch. Finally, they eat it. Umbrella birds will eat fross, lizards, and small rodents. They also like to eat fruit. Males look for female mates in an interesting way. They sit up in a tree all day long. While they sit, they use their wattles to take a roud sound. It sounds like someone banging on a big metal trash can. The females can hear this found croughout the forest. If they are looking for a mate, they can follow the sound to where the males are setting. Then, the female picks which male it likes best. Umbrella birds are in langer of extinction because their habitat is rapidly diminishing. Forests are being quickly cleared out in Central America and in northern South America to plant crops or graze livestock. The actions that people take to expand farmland or get more grazing land affect other animals and their habitats. It would certainly be a shame to lose these interesting umbrella birds.

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"The Bear" Reading Fluency #19

Total Number of Mistakes

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	Bears are some of the mos	st powerful	
7	wild animals. Different bears ha	•	
13	colors of fur. Brown bears can have brown, organized		
21	blonde, and black fur. Their tail	s are about occasionally	
29	as long as their heads. Bears are	very strong.	1
38	Some bears are big, and some a		
46	Male bears are bigger than fema	ales.	
52		s left in the world. They mainly liv	ve
64		es. Brown bears used to live all o	
78		ans settled. Brown bears like to liv	
90		are mountains. Others like to live	
103	•	ch to sleep. Dens are large holes th	
116	bears dig under trees or someting		
127	Brown bears are omnivores. They ear a variety of different plants and		
139	meats. They mainly like to eat leaves, benies, roots, fungi, and sprouts. But		
152	they also eat fish, insects, and smell mammals like raccoons. Brown bears in		
165	Yellowstone have been known to eat up to 40,000 moths in one day!		
178	Occasionally, these bears will eat de	er or moose. They have been known to)
191	break into cars and homes to get foo	d as well.	
201	Over the summer months, bro	wn bears look for other brown bears for	or
213	mates. They remain with the same mates from several days to a few weeks.		
227	Males compete with other males for their partners. Each year, females have		
239	about one to four babies, alled <i>cubs</i> . Cubs are born blind, without teeth, and		
253	without hair. They remain with their mothers for two to four years and learn		
267	how to hunt, fish, and defend themselves.		
274	The California State I lag features a large type of brown bear called a grizzly. Although, since the		
291 307	early 1900s, grizzly bears nay been extinct in California. Grizzly bears were wiped out by organized		
325	hunting, sponsored and paid for by the California state government, because these bears were such a threat to humans and line stock. The grizzly habitat did not mix well with the human habitat.		
339	While the brown bear is not a main concern on the endangered species list, some sub-species of the		
357 372	brown bear are chreatened. Specifically, the grizzly bear is facing endangerment. Some organizations want to reintroduce the bears to their previous habitats in the Western United States. One of the largest grizzly reserves		
389	in the world is Yellowstone National Park in Wyor		5C1 VC3
399			ı
	Total Number of Words Read	Total Number of Words Read	

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"The Camel" Reading Fluency #20

	The camel is a special animal. Camels		
7	live in some of the driest places on earth. Gobi		
16	Camels have very long necks and large military		
23	nostrils. They are most famous for their mig-niceteenth		
30	humps on their backs. Most camels have		
37	just one hump, but some have two. They		
45	have long, skinny legs and very large feet.		
53	Camels live in the hottest places on earth. Those with one		
64	hump mostly live in the deserts of Africa, Arabia, and Australia.		
75	Another type of camel with two humps lives only in the Gobi Desert		
87	of Asia. Most camels are cared for by human owners. People ride		
99	their camels on the hot desert sand. They also use camels to carry		
112			
124			
137	Camels can last an entire week without eating food or drinking water!		
149	Camel owners will feed them grass grains, wheat, and oats. The camels slowly		
161	digest their food. They spit it up and chew it again. Although many people		
175	think that camels store water the humps, this is not true. The humps are		
189	made of fatty tissue and this does help camels last longer between meals.		
204	These animals generally live for about thirty to forty years. When		
215	females are about five years of age, they are ready to have babies. Females are		
229	pregnant for about thi teen months before having their babies. They usually		
240	have one baby, but can have twins.		
248 262	Throughout history, and els have been used in warfare because camels can walk lengthy distances without growing tired. The first recorded use of camels in battle was in 547 B.C. when Cyrus the Great of		
282	Persia rode camels into batt e. But, camels were not only used in the military during the ancient times. In the		
302 316	mid-nineteenth century the United States rode camels to patrol the California-Mexico border. And, recently United Nations reac keeping troops in Africa have been using camels for transportation.		
328	Most of the world's camels currently are domesticated. However, there are about 900 Bactrian		
342	(Asian) camels left in the wild. They live in China and Mongolia where they are threatened by illegal mining,		
361 379	wolves, and in uting. Many efforts to help increase the population of wild Asian camels have been made, but		
384	they have the elittre success.		
	Total Number of Words Read Total Number of Words Read		

"The Dog" Reading Fluency #21

	Dogs are kept as pets ever	ywhere in the	
8	world. They are known as "man	n's best friends." poisonous	
16	Dogs have different sizes, shape	es, and colors. Big championships	
24	dogs can be as big as wolves. So	mall dogs can be	
35	as small as house cats. Most do		
45	Some tails are long and straight		
54	curly, short, or twisted.	neutereu	
58	Different kinds of dogs hav	ve different	
64	abilities. Humans have used dog		
72	_	ce. Dogs even help to guide the blind.	
85		Dogs have ery good hearing. They	
97		ople. They can also smell better than	
111	most animals, too. Dogs are ver	±	
122		ic 't just eat meat. Besides meat, they eat	
134		Nk. Some human food, however, is very	
146		as, grapes, raisins, and some nuts can hurt	
158	dogs. Some plants and flowers also can be dangerous to dogs. Dog owners		
171	must be very careful not to feed the r dogs anything that may be poisonous to		
186	their digestive systems.		
189	Dogs have been featured in contests and in entertainment. Every year,		
200	thousands of dogs compete in dog agility championships. Hard-working dogs		
210	-	s on obstacle courses. Also, dogs compete	
222 235		neir dogs judged on beauty, grooming, and Some dogs, such as Lassie, have been the	
247	stars of television shows and movies		
253	In the United States an I some countries, th	here is a dog overpopulation problem. There are over 73	
270 290	million dogs in the United Stress alone. That is alm	nost one dog for every four people! Adult dogs should be	
306	spayed or neute ed to woid having unwanted puppies. Lovable dogs can be adopted from many animal shelters at little cost.		
310 331	Most of the world's dogs are owned by humans as pets, but there are still some wild packs of dogs in Africa and Asia. Some wild species of dogs, like the African Wild Dog, face some challenges as humans		
349	continu to spread into their habitat.		
355	Total Number of Words Dood	Total Number of Words Dood	
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"The Fox" Reading Fluency #22

			•
	There are over twenty type	s of foxes in the	
9	wild. Red foxes are one type of	fox. They have territories	
19	black ears and feet. Their tails a	re bushy and white multiple	
29	at the tip. Some red foxes are no	ot red, but most of significant	
41	them are. Red foxes can see, sm		
51	than humans. Even though they		
59	they can run very fast. In winter		
69	extra fur to help keep them war		
76	Red foxes are found in man		
84		nerica, Evrope, Australia, and Asia	1
95		areas Red Joxes try to hide from	
108	humans as much as they can. So		
120		ach have their own territories. The	ere
131	_		10,
142	they can raise their families and hake homes for their babies. Foxes are omnivores. Their diet ranges from small mammals to birds and		
153	fruit. Red foxes' favorite foods are rodents. They like to eat small mice and		
167	rats. Once they find their prey, it is hard for their prey to escape. Red foxes are		
183	too fast for most of their victions. Sometimes, red foxes will even eat leftover		
197	food from humans like orange or bar	nana peels. Red foxes hunt alone. Once	<u> </u>
210	they find food, they do not share it.		
220		out five to six babies. The babies are ca	
233	cubs. Cubs are born blind. The red foxes make special homes for their babies		
247	called dens. Red foxes help their cubs along for the first five weeks of their		
262	lives. After the cubs are five weeks old, they leave their dens.		
275 290	Unlike wolver, rea foxes do not form packs. They mainly stay to themselves. Sometimes, territories		
309	that are next to each other n ay overlap, but red foxes often fight each other over their territories. Each territory has only one male, his nece (c. sometimes mates), and their cubs. Throughout their territory, red fox families		
327		er animals' dens. The same dens are used by each gene	
346	of foxes. Red exes stay in their home territories fo	or life.	
358	The most significant predators of foxes are humans, coyotes, and wolves. Humans kill red foxes for		
374 392		ns in their habitats, because they control the rodent and	
408	rabbit populations. Although the red fox population may soon decrease due to overhunting in their habitats, as of now red foxes are not in danger of extinction.		
419			
	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 Goose" Reading Fluency #23

The goose is a medium to large bird. The plural of *goose* is *geese*. There are many kinds of geese in the world. One kind is the Canadian goose. Canadian geese are beautiful birds. They have a gray body with a white chest and chin. Their heads and necks are black.

Canadian especially micratory complimities

Canadian geese like to live close to water. Sometimes they move from one place to another. When they decide to move, they fly together. They fly in a V-shape called a *weage*. On long flights, the birds change places. They do this because the birds in front get tired from flying into the wind. It's easier to fly at the rear of the wedge. When they fly, the geese like to honk readly.

Canadian geese eat a lot of grass When they eat, they grab the grass in their bills and then jerk their heads to tear out the grass. Geese will eat most any plant that grows near water, even so weed! The geese also eat wheat, rice, and corn. Of course, this means that farmers usually don't like Canadian geese to visit often.

When geese are two years old, they look for mates. The partners usually stay together all their lives the fersale lays about six eggs at a time. Both the mother and the father guard the nest. Lots of animals like to eat their eggs, so they have to watch the eggs carefully. The female has to be especially careful, because she loses some of her feathers before the eggs are hatched, so she can't fly.

These geese are generally migratory. This means that they lay eggs and hatch their chicks in cold climates, but fly south to wa mer areas to spend the winter. However, for reasons that scientists don't fully understand, many Caladian geese are now remaining in the warmer climates all year long. This has created problems for some communities because these geese have permanently settled anywhere where there is water. Golf courses and housing developments with small lakes now have the geese as unwanted guests. These geese can be very men and because they aggressively defend their territories, they can injure people who come too close.

They used to live only in North America. Now they are in Europe, too. Their numbers are growing due to the fact that many of their natural predators, such as the bald eagle, red fox, and gray wolf are declining. When the balance of animals changes in nature, some animal populations can grow larger than their habitats will allow. This seems to be the case with the overpopulation of Canadian geese in some areas.

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"The Horse" Reading Fluency #24

	Horses are some of the mos	±	
7	animals. At the bottom of their	four long legs, hooves	
16	they have <i>hooves</i> . Hooves are li	ke human nails, designed	
24	but stronger and thicker. Horses	have long exception	
31	necks and long heads. Their nec	eks have special	
39	hair called a <i>mane</i> . Their eyes a		
49	can see all around them. Horses		
60	People ride horses. They rid	de them to work on cattle ranches.	•
71	_	hey also fide them for fun. Farmer	
83	use them to work on farms. Bett	ter fed horses serve their owners b	est.
95		freshly car bay. Some owners feed	
106		and cats. Riding or working horse	
118	drink a lot of water. They need	clear water at all times.	
131		has live in the Western United States,	
142		en China. Most wild horses live on wie	de,
155	open grasslands and eat grass, flowe	rs, and other plants. Other wild horses	live
167	in forests. In the winter, when gress	is not available, they will eat the bark of	off
183	trees.		
185		almost a full year. Usually, they have	
197	only one baby, called a foul, at a tim	e. Horses reach full growth at about for	ur
213	to five years of age. In the wild, hors	ses live in groups, under the control of	one
229	head male and one head female.		
236		abitats. They usually have shorter backs, fuller manes,	
253 273		rage horse lives for about twenty years in the wild. Sir wild horses live, wild horses face few predators. Mount	
290	lions are the exception	•	
294	In 1978, a new federal law in the United St	ates required that lands be improved to allow the wild	horse
313	population to survive. The wild horse po	opulation has seen a steady increase of about 15-20% r	nore
331 347		970s, over 175,000 wild horses have been tamed and the United States and Southern China face no threat of	f
367		ve on the farm, on ranches, in riding stables, and now	
385	wild.		
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I N	e Jackrapbit" Reading Fluency #25
	The jackrabbit is not really a rabbit. It is
9	a hare. Jackrabbits don't make good pets. They coyotes
17	are wild animals. Rabbits make very good pets. vegetable
25	Both do look alike. Usually, jackrabbits are a tortoise
33	little larger than rabbits. Jackrabbits are famous Asso
40	for their large, floppy ears. They can be brown
49	or white with some black color. They are
57	covered in fur.
60	Jackrabbits can move very quickly. They run very fast. They
70	can run up to 45 miles per hour. They also leap very high and far.
85	Their speed and leaping help jackrabbits get away from danger
95	sometimes. Foxes, coyotes, owls, snakes, hawks, and people like to
105	hunt them. They can be a very tasty dinner.
114	Jackrabbits live most everywhere in the world. They make their homes
125	above ground in simple nests. Rabbits live underground in tunnels called
136	burrows. Jackrabbits don't build nests for their babies, but rabbits do

omes d burrows. Jackrabbits don't build nests for their babies, but rabbits do build nests. Jackrabbit babies are born with complete fur and with their eyes open, while rabbit babies have no fir and their eyes are closed.

Jackrabbits are *herbivores*. This means that they only eat plants. They especially enjoy lettuce and other vegetables. Jackrabbits can be unwelcome visitors to a vegetable garder because they eat so much. Farmers keep dogs and cats to scare away the ackrabbits. Jackrabbits are most active at night. They look for food when it's dark. During the day, they rest in shady, grassy areas. They keep there long ears flat against their backs and they crouch low to the ground to avoid being seen.

Many cultures have increasing stories and myths about jackrabbits. In some African cultures, jackrabbits are consider to be tricksters. This means that people think that these hares are smart troublemakers that have special powers. Some Africans believe that jackrabbits are bad luck. Americans believe that a rabbit's foot good luck. From the Arabian culture, The Tortoise and the Hare is one of Aesop's most famous fables

In Eastern cultures, jackrabbits play a huge role in literature and myths. The hare is a key animal in the Chin se Jendar. The "Year of the Rabbit" is actually the "Year of the Hare." The Chinese also see the imprint of the jackrabbit in the moon. The shadows of the seas on the moon surface do produce an image that looks like jackrabbit. The image certainly looks more like a jackrabbit than the "man in the moon."

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"The Kangaroo" Reading Fluency #26

	Kangaroos are one of few animals in the wild			
9	that jump more than they run. T	heir ears are long European		
19	and pointed. But, kangaroos stand like humans. settlement			
26	And, they hop like frogs! Their	coat is mostly		
35	brown with white on the bottom		ion	
44	gray coats. They have long, pov			
51	Kangaroos are famous for the p_0	Masilialiali		
59	bellies. They carry their babies is			
67		only found on one continent—		
77		ngaroos live in different areas, but		
87		ear water. Some live in forests and		
99		the city! Recently, the kangaroo		
110	habitat has increased.			
113		their ood, spit it back up, and then ea	at it	
128		langaroos graze at night, while others		
141	, <u> </u>	Kargaroos mostly eat grass and leaves.	If	
155	they can find green plants that are not dead, they do not need to drink water.			
171	Kangaroos have special teeth, hat are designed for eating grasses. After they			
183	wear out, their back teeth fall out and new teeth grow in their place.			
197	Most kangaroos have only one baby, called a <i>joey</i> , at a time. The joey is			
212	warmed in its mother's pouch and rides comfortably as she hops. At about nine			
225		pouch for short periods. It stays with i	ts	
238		s before fully leaving her. Kangaroos		
251		le up of one male, several females, and		
264	their young. Groups can consist of h	undreds of kangaroos. eir powerful hind legs to push themselves off the groun		
275 291	When kangly roos by pround, they use the	eir powerful hind legs to push themselves off the groun even been boxing events between kangaroos and men.	d.	
309		I can reach speeds of up to forty miles per hour! Also,		
329	kangaroos are oving slowly, they often use their	tail as an extra leg to help move themselves along.		
348	Before European settlement in Australia, kangaroos were endangered. But, as the Europeans prepared			
361 376	lands for farming with added irrigation, the kangaroo population grew. Since the massive extermination of the kangaroo's nain predator, the Tasmanian wolf, kangaroos have even overpopulated some areas.			
389	nangare o ir in product, the rushianun won, kunguroos nave even overpopulated some areas.			
	Total Number of Words Read	Total Number of Words Read		
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	Lions are the second biggest cats in
7	the wild. Mostly, lions are light brown.
14	But, they also come in darker colors. Male buffalces
22	lions have very large <i>manes</i> . The mane is
30	made up of many small dark hairs on the side
40	and back of the head. Lions are heavier than
49	two people put together, but as fast as cars over short distances!
61	In Africa, lions can be found on the savannahs. These are the
73	grassy areas with shady trees. Central and southern Africa have
83	many savannahs. Lions also live in India. Of course, they are very
95	popular zoo animals. In America alone, there are hundreds of lions in
107	zoos.
108	In the wild, lions eat mainly large animals. They like to eat zebras,
121	buffaloes, and even elephants. Sometimes, they eat smaller animals or reptiles
132	as well. They even might attack live tock (cows) in villages for food. Often,
145	lions will steal food from hyenas and leopards, after those animals kill their
158	prey. Lions hunt in packs and use strategic attacks to kill their food. All female
172	lions hunt, but only some mal lions will hunt. If a male has a mate, he will not
189	hunt. In the zoo, keepers give here beef and horse tails to eat.
204	Female lions usually give birth every two years. When they give birth,
216	they usually have about one to five babies, called <i>cubs</i> . Only one out of five
231	cubs survives the first two years of life. After two years of age, lions are taught
246	to hunt. Lions live in Argo groups of females with few males. Groups, called
260	prides, may even grow to forty lions.
268	When a male all are a new pride, it is not uncommon for him to kill all the cubs in the pride that are
291	unable to run from him. He sals the cubs to ensure that all the future cubs in the pride will share his blood.
315	Although the adult lies has no natural predators, the main job of male lions is to protect the pride and its
336 356	territory. Both more and females defend against outside lions that try to join their pride. In the wild, lions live about fifteen years.
360	Lions are vulnerable to extinction. Massive efforts to expand the habitat of lions and provide them
376	with sufficient prey have been somewhat successful. Thousands of years ago, lions used to roam the lands in
394	North and South America, as well as in Europe and Asia. Scientists believe they died off in these areas due to
415 420	human territorial expansion and disease.

Total Number of Words Read	Total Number of Words Read	
Total Number of Mistakes	- Total Number of Mistakes	
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"The Mouse" Reading Fluency #28

	The mouse is a very small	animal. A mouse	
9	is one kind of <i>rodent</i> . It is not a	little rat. Two or discoveries	
21	more are called <i>mice</i> . Mice are	only about six character	
30	inches long. That includes a ver	ry long, thin tail. bantavirus	
39	They are white, brown, or gray.	Their whiskers especeful	
47	are also long. They have pink, r		
56	mice run along the ground. Son		
64	Mice can be found everyw	•	
72		rests. They live in mountain areas.	
84		of your home or apartment! Some	
97			
109	live in science labs. There, they serve as <i>subjects</i> for study. Mice have helped scientists make many important discoveries.		
116	±	Their average litter size is a dozen. Their	
129		if without hair and their eyes are closed.	
143		tears in a science lab or as a pet, most mice	
161	live only about six months in the wild. They are favorite meals for cats, foxes,		
176	hawks, and snakes. Mice eat grains, redent pellets, and of course they love		
189	cheese. The cartoon character inice have always loved their cheese.		
199	In the wild, mice can be real pests. They eat farmer's crops and they can		
214		seases are very serious. Mice are carriers	
227	of the deadly hantavirus, so it's bes	t to not handle wild mice.	
239		ey are intelligent and very clean. They like to play and are	
258 279	fun to watch. Mice will allow people to hold them	and some will even do tricks. They live up to the e for pet mice, you need a special cage or aquarium. They	
299	sleep on a nest of shredded wood or clean paper.	e for pet filice, you need a special cage of aqualium. They	
309	Mice have alway been popular subjects of literature. Mice are usually featured as intelligent and		
324	clever. They are also onside and to be very resour	ceful. This means that mice are seen to be good problem-	
343	solvers and use their resources by their benefit. The	ey also have starred in animated movies and cartoons. Of	
360	course, the most famous mouse would have to be Walt Disney's "Mickey Mouse." "Mickey Mouse" has		
377 386	appeared in thou sands of movies, cartoons, television shows, and stories.		
	Total Number of Words Read	Total Number of Words Read	
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"The Newt" Reading Fluency #29

The newt looks like a cross between a lizard and a frog. Newts are amphibians. They spend some of their lives in water and some out of water. Newts are part of the salaman.der and some out of water. Newts are part of the salaman.der family. They are dry and bumpy. Other salamanders are wet and smooth. Newts live mostly on land. Other salama.ders live in water. Newts have four legs. Other salamanders have just two. Most salamanders are less than six inches long. Newts are some of the oldest creatures on earth. They live most everywhere in the world. They like to live in shady areas under rocks, in hollow trees, or in holes that the, dig. The holes are called burrows. Newts stay close to water occause this is where they have their babies. Newts hatch their babies from e.gs. They lay their eggs on top of plants in streams, ponds, or lakes. The newt mothers fold the plants over the eggs to protect them. The mothers lay about twenty eggs, twice per year. The newborns are called tadpoles, ust l ke frogs, they look more like fish when they are born. They grow legs and their gills turn into lungs that breath air after they are born. All newts are carnivor s, so they eat meat. They eat worms, snails, fish, crayfish, and mice. They st lk their prey slowly and then pounce quickly. Sometimes newts wait to and the prey walks close by them. Newts have long tongues that they use to snatch their unsuspecting meals. Newts have a prec lability to avoid being eaten by predators. Their skin produces a poison that animals have learned to avoid. Saitve Americans in the Northwest used to harvest this poison from newts. They tipped their arrow and his poison to kill their enemies. The poison is deadly to humans, so you probably should if the sess. Newt a pulations have declined throughout the world, due to destruction of their habitats. Water polition fina conk states and Great Britain, have passed laws to protect salamander habitats. It is even against the law to own a salamander as a pet in Great Britain. Total Number of Word			· ·	
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"The Pig" Reading Fluency #30

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The pig is also called a hog or a swine. Pigs religion have short legs and fat bodies. Their bodies have hair all over. Their heads are big and they have noses called *snouts*. Pigs have sharp teeth. Two of action the teeth are called *tusks*. Pigs have four toes on agressive each of their four feet. Pigs can be pink, brown, white, or black. Pigs are found in all areas of the world. Pigs are *omnivores*, which means that they eat both animals and plants. Farm-raised pigs are well known for eating just about anything. They will eat insects, worms, garbage, leaves, grass, fruit, and floyers. Most pigs are raised by farmers for food. Pigs provide ham, bacon, pork chops, and sausage. Pig meat is called *pork*. Some religions have rules against eating pork. Farmers also hise pigs for their tough skins, which are dried into leather. Footballs are called "pig skins" because many are made from pigs. Pighair is used to make hair brushes. Female pigs are called sows. They have a litter of between six and twelve babies. The babies are alleg piglets. Many children and teenagers raise these piglets and "show" than in county fairs. The pigs are judged upon their beauty, grooming, size, and weight. Young people earn medals or ribbons for winning pigs and can even sell their pigs to the highest bidders at auction. Pigs can't cool themselves because they can't sweat, so they roll in cool mud during hot weather. The mud also protects them from flies and acts as a sunscreen. Wild pigs are just as messy as farm pigs. Wild pigs can destroy farm crops and gardays. They also can be aggressive and have even attacked

people.

Pigs are some of the smartest animals. Pot-bellied pigs have recently become very popular pets. They can be walked the dogs, and they can even be trained to perform tricks. Pigs are used in medical research, because many of their organs closely resemble those of humans.

Pigs are important cultural characters in countries throughout the world. Pigs have long been favorite subjects of he rature and cartoons. "Porky the Pig" is one of the most popular animal television characters. "Babe" has starred in movies by the same name. The pig is even one of the animals on the twelve-year Chinese cycle of animals. The "Year of the Pig" is part of their calendar.

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"The Quail" Reading Fluency #31

The quail is a bird that is part of the	
1	pheasant
pheasant family. These birds all have six	
feathers on top of their heads. These feathers	covey
look like a hat. Quail are mostly gray. They	sympunding
have black faces. They also have big bellies.	
The quail is the state bird of California.	

Quail live in many parts of the world. In fact, quail were brought into many countries. Most types of quail live in the same place all year. They walk more than they fly. Some quail, such as the quail in Japan, do fly to warmer places in the winter. These quail fly long distances.

Quail like stay in small flocks called *coveys*. They like to look for food with other quail. Quail mostly eat seeds, but sometimes they will eat insects, berries, and leaves. The birds scratch the ground like chickens to find their food. The quail also like to take backs together. But, they use dirt, not water, to clean themselves. A group of quail picks a sunny place with soft dirt. The quail dig down 1-2 inches into soft dirt. They then flap their wings until the surrounding dirt and dust showers them all. Then, they leave the hole and flap their wings until the dirt and dust come off.

Female quail lay many eggs each year, but about a dozen at one time. The group of eggs is called a *clutch*. Families combine so that there is always at least one mother quail to watch the baby chicks. They hide their nests under bushes or sometimes tocks oecause many other animals like to eat quail eggs. Quail warn each offer with a variety of calls if there is danger to the clutch.

Animals aren't the only ones that like quail eggs. Many people prefer quail eggs instead of chicken eggs. Some people even enjoy pickled quail eggs. In fact, quail eggs are becoming more popular. Quail farmers now raise quails for their eggs and their meat. Quail is served at some of the finest restaurants and some of the best chefs propagate in many different ways.

Quail hanting is also very popular. Hunters look for quail and when they find them, they "flush" the birds into flight. The quail fly up from the ground very fast, and then they re-settle somewhere else just as fast. The hurters must be ready to shoot and react quickly. Hunters must be good shots in order to get these game birds. Some ranchers invite groups of hunters to hunt quail on their land. These ranchers encourage the growth of the quail population on their land because the ranchers charge the hunters to hunt these game birds. Because of the increasing popularity of the quail, the population is certainly growing in some areas. However, the population is diminishing in expanding urban areas.

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334

348 363

382

399

418

429

A raccoon looks like a masked robber. Raccoons are mostly gray. But, around their scavengers eyes they have a black mask of fur. They are medium-sized and furry. They have long, bushy situations
eyes they have a black mask of fur. They are medium-sized and furry. They have long, bushy situations
eyes they have a black mask of fur. They are medium-sized and furry. They have long, bushy situations
medium-sized and furry. They have long, bushy
31 tails. Raccoons have short legs and soft paws.
Their claws are very sharp.
Raccoons live in North America and in
sharp claws. Climbing helps them escape from other animals. Other
raccoons live close to people near towns. Raccoons like to eat the
same food as people. You might find one tooking for food in a trast
98 can or in a landfill.
Instead of sleeping at night and hypting in the daylight like most anima
raccoons sleep during the day and find food at night. Some raccoons are acti
in the day, but most are not. Raccoors are <i>omnivores</i> , so they eat both plants
and animals. They eat mostly insects, bugs, worms, birds, and lizards.
Sometimes, raccoons can be found strang on rocks in a stream, fishing with
their claws. They are also <i>scattengers</i> . That means that they will eat the dead
180 bodies of animals.
Female raccoons will usually have two to five babies at a time. Babies,
called <i>kits</i> , are born blind and deaf. The father has no part in raising the kits.
215 After only six to nine weeks, male kits will leave their homes. By that time,
they are ready to find heir own food and live by themselves. Most raccoons
live only a few years in the wild. Most of them end up dying by disease or
sickness. They recally don't live long in the wild because of their diet.
In the wild, r ccoon may be able to weigh up to sixty pounds! This is because they store up fat in t
bodies to keep warm dering the winter. In the winter months, they stay mostly inactive. Raccoons sleep a low when it is cold outsic. Although they sleep a lot, raccoons do not hibernate like some animals such as bear

their lot when it is cold cutsic. Although they sleep a lot, raccoons do not hibernate like some animals such as bears. They remain alter and can wake up quickly if predators come to attack.

Racsoons re not threatened or endangered. At different points in history, the raccoon population has neared extinction due to hunting. Their thick fur is prized for coats and hats. But, the population has slowly made a one back in recent history. Still today, professional trappers catch raccoons for their fur. In most places it is illegal to keep raccoons as pets, although some people still keep them. They are dangerous to have as pets, a cause they may act aggressively in some situations.

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"The Seagull" Reading Fluency #33

	The seagull is one type of	oull A oull is	
10	just one kind of bird. There are		
19	kinds of birds in the world. The	5 (51 1 , 5 5 5	
29	bird that we often see at the bea	Souguii is u	
38			
46	are medium to large birds. They		
	gray or white with some black of		
54		squawk and screech loudly. Seagulls	
64	are also very smart.		
68		hout Canada and the United States.	
77	1	as. Some live Mand near lakes and	
89	rivers. Seagulls can drink both	fresh and salt water. They can fly long	
101	distances. Some gulls live on is	lands far from the coast. They travel	
113	many miles from their island he	omes each day. They visit beaches	
124	and coastal areas to get food.		
131	Mothers lay two to three eggs	a. a time. Seagulls are very protective of	
145		for up to six months after they are born,	
161	providing food and protection. Some of the babies will remain close to their		
174	mothers even after they have grown up. Seagull families form expanded		
185	family units called <i>colonies</i> . All crds in the colonies work together to protect		
198	their territories by attacking predators as large groups. Some seagulls have		
209	been known to attack people, but this is rare.		
218	_	ey eat meat. They mostly eat fish,	
229		er, seagulls will eat anything that people	
240		neat and garbage at landfills. They will	
253	even eat left-over cardy, cigarette b		
265 282		ve. The average seagull lives 10 to 12 years. However,	
301	some have been known to live much longer. Their life spans also depend upon the type and number of predators in the seagun. habitats. Some individual gulls have been known to live over 25 years.		
317 333	Pocause seagulls can live in many places, they have become problem pests in some areas. They		
352	gather in farking areas, in landfills, or even on school grounds, looking for food to eat. Their droppings are smelly and hard a clean. Half of the birds that crash into airplanes are seagulls. Seagulls have been known to		
372	crack ai plane vindows and cause much damage if they fly into the engines.		
385	Total Number of Words Read	Total Number of Words Read	
	Total Number of Mistakes	- Total Number of Mistakes	
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"The Tiger" Reading Fluency #34

Total Number of Words Read

	Tigers are the largest cats	in the wild.	
8	Most tigers have orange and bro	own coats. Vietram	
15	Their stripes are black. Some very rare crocodies		
22	tigers are mostly white. Males a	re longer challenge	
29	than females. Tiger teeth are sha		a
37	long.		9
38	In the wild, tigers live mos	stly in forests.	
46	, 0	In the forest or jungle, tigers can	
60		rs must live next to water. Unlike	
72		gers seek it out. They are exceller	nt
84		our miles. Wild tigers can only be	
97	found in Asia. Most of them liv		,
108		different animals, but all tigers are	
119	V 2	h sized animals. Common prey includ	ec
128	• •	and nonkeys. Tigers hunt alone. They	
138	1 1		
150	stalk their prey before attacking and overpowering it. Mostly, tigers kill their prey by strangling the prey with their jaws. But, sometimes they will strike		
163	their prey with their paws. After taking their prey, tigers often carry their prey		
177	to other places. Tigers have been known to carry heavy livestock while		
189	running and jumping over fences or rocks!		
196	Female tigers have beby <i>cubs</i> after months of pregnancy. At eight weeks		
208	of age, baby cubs are ready to leave the den with their mother. The mother		
223		alf years. The father is not involved in	
240		find territory near their mothers, while	
251	males find another male's territory to		
260	Tigers breed very year in zoos. Due to this	s, the tiger population in zoos may soon equal the entir	
279 297	world's population of tights! An estimated 12,000 tigers are being kept as private pets. In Texas alone,		
314	there are an estimated 4,000 pet tigers! Only nineteen states have banned private ownership of tigers. Fifteen states require a license to own one, and sixteen have no rules at all!		
328	Illeral husting, called <i>poaching</i> , has led to the decrease of the tiger population in the wild. An illegal		
346 363	tiger fur trade has encouraged illegal hunting. Efforts to restore natural habitat to tigers have been successful in India, China, and Russia. Projects involving reintroducing tigers into the wild have been largely unsuccessful		
379	in India.		
381	many 1 cm 1 n	m . 137 1 677 1 5 1	1
	Total Number of Words Read	Total Number of Words Read	
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"The Vulture" Reading Fluency #35

The vulture is not the most beautiful	
bird. But, other vultures like the way they	Anta
look. They are largely black or brown birds	corp
with white under their wings. Their heads	chei
and necks have no feathers. Their powerful	cere
beaks are curved. Vulture wings are huge.	

These birds are found on every continent, except for Antarctica and Australia. Vultures are *scavengers*. That means that they eat the dead bodies of animals. Dead bodies are called *corpses*. Vultures in Africa, Asia, and Europe look for corpses by sight. Those in North and South America find their corpses mostly by smell.

When vultures find an animal that is hurt, they will circle high in the sky above the animal. They wait until the animal dies to land and begin eating. Sometimes vultures will kill the weakered at imal. Vultures feed individually or in groups. They will eat until full and dien rest to digest the food before leaving. If the hide of an animal is too thick for vultures to tear, the vultures will wait for other animals to begin the meal, and then they will clean up what remains.

Vultures are very important to the web of life. They are part of nature's recycling. Vultures eat all but the smallest pieces and bone. The smallest pieces are then eaten by decomposers, such as bugs. The remaining chemicals can then be used again by plants and animals. Without decomposers and scavengers, the world would be covered with dead plants and animals.

Even though vultipes have an important part to play in the web of life, many people fear these birds. Vultures are, of course, closely a lated to death. In the Western world, the image of the vulture is very negative. Vultures frequently, serve as metaphors for cowardly behavior in literature, in poetry, or in speech. In the Eastern world, the image of the vulture is more positive. Vultures are seen as necessary contributors to the cycle of life. In fact, soil a Budd hist death ceremonies encourage vultures to eat dead human corpses.

The vulture population in agricultural India, Nepal, and Pakistan has seriously declined in the past decade. This decine is due to the fact that medicine used to treat farm animals has poisoned vultures as they eat the medicated a simal corpses. As a result, other scavengers such as dogs and rats have taken over for the vultures. These animals are more likely than vultures to carry disease, such as rabies, and create health problems for people.

Total Number of Words Read	Total Number of Words Read
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"The Wolf" Reading Fluency #36

Total Number of Words Read

	Wolves are a lot like dogs	. But, they are	
9	bigger and stronger than most d	ogs. Wolves have strategic	
17	strong legs and bodies. They run	n very fast. They sur lus	
26	also run for a long time without	being tired.	
35	Wolves have strong paws. They		
44	and rocks. Wolves have very fu		
52	coats can have shades of gray, v		
61	or black.		
63	Wolves live in almost all i	parts of the world. They like colde	er
75		areas, too. Some wolves live in	
88	Ⅱ	tains. Wolvey live almost anywher	re
98	except the rainforest and desert.		
103	•	es, and deer. Since they are fast and stro	ong.
117		orger than they are. Sometimes, wolves	
130		use strategic hunting to surround their	
143	and strike at the perfect time. Wolve	s to not chase their prey. If they cannot	ot
158	catch it at first, they will usually let		
172	killing," in which they kill mary animals at once and save them for meals		
186	later. But, wolves do not need to eat even for long periods of time. They have		
201	been known to go up to seventeen days without a meal!		
214			
229			
242		•	
256 269		ne pack. Wolves are ranked within a pa	
283		s, the ranking of different wolves may to twenty wolves, but they most common	
296	consist of just eight.	o twenty worves, but they most commo	Jiiiy
301		each other. Howling allows packs of wolves to	
315	communicate ith each other, because they can he	ar each other even through very thick forests. Sometin	
331 352	friendship. Scientists compare this type of howling	k that they may howl to bond with each other in a fort to human singing.	n of
362	For years, wolves were hunted to protect	farmers' livestock. Laws were passed to protect wolve	
378 396	these primals were reintroduced in some areas. There are now over 9,000 wolves in the United States alone. Recently, wolves were officially taken off the U.S. Endangered Species List.		
407			1
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"The X-ray Fish" Reading Fluency #37

	The x-ray fish is a fish you	u can	,
8	see through. These fish have ve	ry little skin. aquariums	
16	It just covers their bellies. The	rest of the circulating	
25	body is covered in a thin silver	sac. You community	
34	can see the bones of these fish!	That is why temperature	
44	they are called x-ray fish. There		
53	spots of color on these fish, but	not many.	
62	_ ·	th America. The copical river are	as
72		ney are freshwater fish, not salt-wa	
86		an live in almost any type of water	
99		es called <i>aquariums</i> . Aquariums a	
110	_	n and other water animals. Aquari	
121		wl or as large as a football field.	
136		at the top or bottom of rivers and	
150		the middle depths. These fish establish	
161	their own territories in aquariums	They mark out certain spots between pla	ants
173	and they tend to stay much of their	time in these spots. Male and female	
188	partners usually swim in groups, but they rest close to one another. Males are		
202	thinner than females. The female, any eggs and can have lots of baby x-ray		
216	fish.		
217		uarium fish and can be found in most a	
231			
245			
261		oth male and female x-ray fish are only	
275	about one—inch long	y do require a let of ears. For freehypoter fish, their yea	tor
279 297		y do require a lot of care. For freshwater fish, their wa ave to change water often. Usually, people buy filters f	
316	larger fish tanks at the keep more than a few fish.	The filter keeps the water fresh by circulating it	
336		are of the water must be appropriate. Otherwise, the fis	
352 374	get sick and the. X by fish are some of the easiest water, in hard water (with few minerals), and in so	fish to care for because they survive well in non-mov	ing
388		heir mix of fish. Some types of fish get along better that	an
408	others the fish habitat needs to be planned well to	p provide the right features for the types of fish that the	
429 431			
	Total Number of Words Read	Total Number of Words Read	
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"The Yak" Reading Fluency #38

	The yak is a large animal t	that lives in	,
9	the mountains of Asia. Yaks are	strong, heavy Himalaya	
17	cattle. They are white, brown, or	black. Their Tibetans	
25	hearts and lungs are very large.	This helps tourism	
33	them live in the mountains, when	-	
42	thin. They have long, shaggy ha		
50	hair keeps them from the cold.		
56	_	Mountains of Central Asia. Moun	t
66		the world, is located there. They	
78	live in Mongolia, which is north		
91	lowland areas. They like high gr		
101	•	alled a <i>herd.</i> A yak herd has from ten t	0
118	thirty animals. Yaks will huddle toge		
130	=	has are pregnant for nine months, just l	like
143	human mothers. The average lifespar		
155	Farmers have many uses for yaks Yaks produce milk and farmers make		
167		also have very tasty meat. Yaks are	
181	often used as pack animals. They can	ry burdens across high mountain passe	es .
193	for farmers. Yaks pull plows to dig a	p the farm soil for planting. Yak hairs	are
209	spun into yarn for knitting. The bair is used to make rope and rugs. Yak hide is		
226	used to make shoes.		
230	In parts of the Himalayan is tion of Tibet, yak racing is a part of special celebrations. Tibetans enjoy		
248	seeing these large cattle race against each other. Business people are also using yaks to promote tourism. Some		
265 281	Tibetans have recently begun using was to pull cross-country skiers. For years, yaks have been employed to carry hiking gear for hikers and climbers. As hiking and climbing in the Himalayas become increasingly		
298	popular, yaks may have a greater role in the near fu	ture.	
310		ntral Asia is now threatened by extinction. Yak hunting	g has
327	not been controlled by vovery ments. The profit motive for yak hunting is high. Hunters have killed too many of		
346	these animals to maintain a neal ny population. The	future of wild yaks in Central Asia remains uncertain	•
363	Total Number of Words Read	Total Number of Words Read	
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"The Zebra" Reading Fluency #39

	Zebras are black or dark animals with
7	white stripes and bellies. Zebras look and act social
15	like horses. On the tops of their heads, they bachelo's
24	have short manes of hair. Their eyes are on demesticate
33	the sides of their heads. They can see and
42	hear very well. Zebras are about the size of
51	small horses and donkeys.
55	In Africa, zebras live in grassy areas. They mostly live away
66	from trees. But, some types of zebras like trees. Others live in grassy
78	hills or mountains near the ocean or sea. Every rainy season, zebras
90	leave their homes and move. They depend on water in the dry season
102	and they never live too far away from water holes. Zebras can be
113	found in zoos across the world.
123	Zebras are omnivores and grazing an mals, like cows and horses. They
134	search out grassy areas and slowly eat away the grass. Sometimes, they eat
147	small bushes, leaves, twigs, or bark as vell. They spend most of their day
161	eating and finding food. Without rais zebras cannot survive. They depend on
173	the rain to make the grasses grow and to provide them with water for drinking
188	and bathing.
190	As highly social animals, zeoras live in large groups. Males without
201	female partners live alone or with groups of other bachelors until they are
214	strong enough to challenge another male for his mate. Zebras make permanent
225	bonds with each other Fernales give birth to one baby, called a <i>foal</i> , about
238	once a year. Foals are brown and white instead of black and white at birth.
253	Babies can stand and walk by themselves soon after they are born. Their
267	mothers nurse hem for about one year.
275	Many people time at empted to domesticate zebras for riding or doing work. These attempts have
290	been largely un ucces ful over the years. Unlike horses and donkeys, zebras tend to panic when they are put
308 323	into stressful structions. However, some successful attempts at taming zebras have occurred. A few zebras have been trained to pull wagons and even perform in circuses.
334	Huma, contact with zebras has always decreased the zebra habitat, but mostly since the Nineteenth
349	Century. Zecras were, and still are, hunted for their shiny black and white coats. Different species of zebras
367	are more threatened than others. The chief natural predators of zebras are lions. As the lion population rises or
385	declines, be zebra population rises or declines.
393	6 1 1 1 CW 1 D 1
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"The Sheep" Reading Fluency #40

	Sheep are animals with the	ick, curly fur.	
7	They are about as big as most la	arge dogs. Sheep occasionall	y
17	look a lot like goats. Different t	ypes of sheep effective	
26	come in different colors. Most s	sheep are white	ers
34	or brown. Some sheep have long	-	
42	have short fur. Still others have		
52	Sheep are raised on farms or rar	quanties	
60	are raised for their fur, called wa		
70		be found all over the world. Chin	9
83	_		a,
	Australia, India, and Iran have t		
93		tter in different areas. They can liv	/e
105	in open grassy areas, deserts, an		11
113	-	eans that they only eat plants. They usu	•
125 140		When sheep eat their food, they will spi	
154	<u> </u>	spend most of their day grazing (finding longer ones. The best land for sheep	ıg
167		pes of grasses. Sheep also need to have	Ve
181	lots of clean water to drink.	types of grasses. Sheep also need to ha	VC
187		ocks. Most sheep find mates about once	e a
200	year. Males fight each other to become the most powerful male of the group. If		
214	males, called <i>rams</i> , are left alone together, they might hurt or even kill each		
229			
242			
244 261		have no horns, they have no way of protecting themsely they will become the victim of a dog, mountain lion,	
280	bear. To protect their sheep farmers often use guar	d dogs, guard llamas, or even guard donkeys. Guard	
297	animals are raised in the same abitat as the sheep	to allow them to form a personal bond with the sheep.	The
319 334	guard animals are also effective sheepherders. That	n can gather a flock of sheep very quickly. Sing unintelligent animals, sheep are very smart and clo	ever
349	in their own was. Sheep are excellent at remembe	ring faces. They can remember up to fifty faces of oth	er
368	sheep or even humans. According to researchers, sheep even form friendships with certain other sheep. Some		
384 402	sheep have even been known to self-medicate themselves. If they are sick, they choose to eat certain plants that have healing abilities. These human-like qualities prove that sheep are not as dumb as people sometimes		
419	make em out to be.		
424	THE AVE 1 CAY 1 D 1	m . 1	T
	Total Number of Words Read	Total Number of Words Read	
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	Total Number of Words Read	Total Number of Words Read	

"The Whale" Reading Fluency #41

	The whale is the largest ar	nimal on	
7	earth. Many whales are bigger	than protective	
13	elephants, but some are smaller	There are baleen	
9	many types of whales. One of t	he largest frequently	
15	whales is the humpback whale.		
28	whales are usually about 50 fee	•	
42	weigh as much as 44 big trucks	. The largest one ver measured w	as
55		s have large humps on their backs.	
66		tail is wavy-maped and very large	
78	•	all the major cceans. They move a	
90	_	backs swim to cooler ocean waters	
100	1	miles Then, they swim back to	
112	•	nere they have babies and eat a lot	
125	<u> </u>	they have live births. The baby whales	
136	called <i>calves</i> . Mother whales are ve	ry pre-ective of their calves and will	
149	_	clos, to their babies. Once calves leave	
162		we'ves. Humpback whales will group	for
173	feeding or play, but they spend mos		
186		Since humpbacks are <i>baleen</i> whales, t	hey
199 212	open their mouths wide and swim into groups of fish and plankton. The		
226	whales have a strainer in their throats that separates the water from their meal.		
229	Humpback whales will quickly lunge into an area to surprise fish. They will also slap the ocean surface to "shock" fish into staying still. Sometimes,		
251	_	ther together and stir the water up so the	at it
266		raps the fish. They only eat in the sumr	
281	and live off fat teser ies during the v		
290 305		opulation of humpback whales to dangerously low levave agreed to ban hunting humpback whales. Also, po	
322	have killed many whales. Sometimes the whales g	et trapped in fishing nets or rammed by ships. Fortuna	tely,
339 355		recently, but they will remain on protected species lists	S.
368	Whale- atching tours have become very popular since the 1990s. Humpback whales are most frequently the main attractions. They are very curious animals and will come very close to boats. They also		
386 407	enjoy to ping into the air and splashing, which is known as <i>breeching</i> . They can also blow water 10 to 15 feet in the air. They also sing very loud "whale songs."		
417			Т
	Total Number of Words Read	Total Number of Words Read	
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"The Python" Reading Fluency #42

I ne	e Python" Reading Fluency #42
	Pythons are snakes that are not
6	poisonous. Adult pythons are all different poisonous
12	sizes. They can be from one foot long to
21	thirty feet long! Different types of pythons desoration
28	have different colors. Some are bright and fashion
35	green. Others are dark and brown. Pythons
42	blend in with their surroundings.
47	In the wild, pythons are found all over the East. They can be
60	found in Africa, India, Vietnam, and Australia. They mostly live in
71	wet areas, like rain forests or swamps. But, some live in grasslands
83	or woodlands. Brown pythons live mostly in areas covered by brown
93	trees or dirt. Green pythons tend to stay in areas with green leaves or
106	trees.
109	Unlike many snakes, pythons kill the r prey without poison. Instead,
119	pythons hunt down their prey and wrap temselves around it until it cannot
132	breathe. Different types of pythons eat different animals. Large pythons may
143	even eat deer or gazelles! Smaller pythons mostly eat smaller animals like
155	rodents or reptiles. Pythons swallow their prey whole. It may even take several
167	days or weeks to digest the food Although they are big and strong, pythons do
181	not usually threaten humans.
187	Female pythons lay eggs, unlike some snakes which have live babies.
198	After they lay their eggs, semales will sit on them until they hatch. While
212	sitting on the eggs, python, move their muscles to provide heat for the eggs.
226	They only leave their eggs to rest in the sun to get warmer for the eggs.
242	Females will not at until their eggs are hatched. Females only have babies
255	once every two to four years, because the process is so difficult.

Pythons are seemed of the biggest predators in their habitats. However, small, young pythons are in danger from attacks from other animals. Often, birds, other mammals, frogs, and even other snakes will hunt down baby pythons. Adult pythons are also at risk to large birds of prey, like eagles or hawks, and to large carnivores like lious and leopards.

At least two known species of pythons are currently endangered. Other python species are also declining due to deforestation of the rain forests, other habitat destruction, and the snake skin trade. Snake skins be we been used for clothing, shoes, purses, and decoration. However, designers have not included snake skins in their fashion lines for many years.

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"The Cheetah" Reading Fluency #43

Total Number of Words Read

	The cheetah is the fastest	animal	
6	on land. Cheetahs can run as fas	st as most cheetah	
15	cars over short distances. Unlik	e many cats, gazelles	
22	cheetahs have a narrow waist, n	naking them generally	
29	smaller and less heavy than a lice		
38	Their fur is rough and short. The		
47		s of black. Their tails have a ball o	of
61	fur at the end. Unlike most big	cats, cheetahs cannot roar.	
72		live in the hot grassy areas. These	;
83	1	can get very warm on the African	
96	savannah. Less frequently, chee		
106	1	n Africa but some cheetahs also l	ive
117	in Asia.		
120		ea mostly medium-sized animals like	
129		for rebras or wildebeests, too. While ot	ther
140	,	nt, sheetahs hunt during the daytime. A	
153		of mell to hunt, cheetahs hunt with the	
166			
181	there is an open field. Cheetan, then use a burst of speed to catch their prey.		
197			
208			
220			
234	these baby <i>cubs</i> for 18 months. Duri	ng this time, the cubs learn how to hun	t
249		the mothers leave their babies. The cul	
262	stay together for mother six months.	. After that, the females separate	
273	themselves from the group of their s	iblings. The males live together for life).
286	As the smalles and least powerful predator	s in their habitat, cheetahs try to avoid contact with lio	ns,
303 321		e designed for extreme bursts of speed and not for pow rs. Mother cheetahs will defend their young and are	er,
338	sometimes succes, ful. Males will form groups to c		
348	Cheetal cubs have an unusually high death	rate due to their predators. About 13,000 cheetahs still	l live
365 381	in the with aday. Cheetah conservation efforts have been somewhat successful in South Africa and Iran. However, cheetahs are generally vulnerable to extinction.		
388	To was a selection of the selection of t		
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	1

= Total Number of Words Read



Spelling Pattern Worksheets

The Spelling Pattern Worksheets are designed to help students master the common grade sound-spelling patterns. Each worksheet focuses on matching a spelling pattern to a focus phoneme (speech sound). Students are provided sound-spelling example words, a spelling (when applicable), a spelling sort, rhymes or book searches, word jumbles, a short writing application, and a brief formative dictations assessment.

Each of these 102 worksheets corresponds with the spelling patterns tested on the diagnostic Spelling Assessment. In other words, Spelling Pattern Worksheet #1 Short u Sound helps the student learn the sound-spelling pattern tested as #1 bumper on the assessment.

Teachers often ask why spelling instruction is so important in a reading intervention program. Catherine Snow (2005) summarizes the reciprocal relationship a spelling and reading:

"Spelling and reading build and rely on the same next representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading.'

Preparation and Instructional Overvious

- 1. Administer the diagnostic spelling assessment, correct, and chart the individual sound-spelling patterns that your students have not yet mastered on the **Spelling Mastery Matrix**. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling.
- 2. Count and total the slashes (/) for each of the 102 sound-spelling patterns on the matrix to determine how many of each Spelling Pattern Worksheet you will need to copy. Group the worksheets in separate file folders
- 3. Display one of the Spelling Patter. Worksheets to introduce the instructional components and explain the directions to your students. Each worksheet has a similar format and directions. Tell students that normally you concert them to complete one worksheet per workshop session.

Directions

- 1. Tell students to begin with the lower numbered worksheets on the recording matrices and to complete only those worksheets indicated by slashes (/). Tell them that they have already mastered those spelling patterns.
- 2. Tell students to read and complete the **FOCUS**, **SORT** and **JUMBLE** sections. Next, students uses the "Worksheet Answers" binder to self-correct and self-edit in a colored pencil or pen, so that they can learn from their mistakes before completing the last section of the worksheet. Tell students that you do not assign points for these sections, so there is as no reason to look at or copy the answers onto the next worksheet. Proper practice will help them complete the next sections of the worksheet, which *does* count for a grade.
- 3. Next, the student completes the **RHYME** (or **SEARCH**) and **WRITE** sections and comes up to your desk to mini-conference with you for thirty seconds to review the worksheet during the last few minutes of the workshop or on the last day of the week, when time is allocated for student grading conferences.
- 4. If the student has self-corrected and self-edited the **SONT** and **JUMBLE** sections and "passed" the **RHYME** (or **SEARCH**) and **WPITE** formative assessments, change the slash (/) into an "X" for mastery on the appropriate box on the matrix and record an \underline{A} on the student's worksheet. Convert the A to points, if you use a point system for grading.
- 5. If the student did not master the use of the spelling pattern on the formative assessment, reteach during the mini-conference. Then direct the student to re-do the formative assessments and return for re-correction.

Helpful Hints

- Mastery criteria on the **RHYNE** (or SEARCH) and WRITE formative assessments are decided by the teacher. In the student misses none or one of these formative assessments, and the rest are correct, the student has certainly mastered the spelling pattern. Make sure to more irrelevant errors, such as grammar or usage mistakes, in determining mastery; however, do mark and point these out to the student.
- Remember that a student can miss items within the spelling sorts and jumbles and still
 master the spelling pattern if the student has self-corrected and self-edited and the criteria
 have been set on the formative assessments.
- Limit the leagth of your mini-conference line to three students. Waiting students can sign up for heir places in line on the board and then work on their next worksheet until their transcrives to conference.
- Post the recording matrices on the wall with data listed by student names or student identification numbers. Allow students to use pencil to change the slash (/) into an "X" for mastery on the appropriate box on the matrix.

Sound-Spelling Patterns Scope and Sequence

Short Vowel Sounds	Long i Sound Vowels	aw Sound Yowers
1. u	31. i	52. aw
2. 0	32igh	53. au
3. i	33y	54. al
4. e	34ie	55. an
5. a	3 1Ie	<i>33.</i> th
6. ea	Long o Sound Vowels	r-controlled Vowels
Silent Final e	35. o	56. ur
	36oe	57. er
7. Long <i>i</i> Sound i_e	37. oa_	58. ir
8. a_e	38. ow	59. ar
9. u_e		60. or
10. o_e	Long u Sound Vowels	
11. u_e		Hard/Soft c and g
12se	39. u	Sounds
13le	40ew	
14ve	41ue	61. Hard <i>c</i>
15. Long <i>e</i> i_e		62. Soft <i>c</i>
	oo Sound as in rooster	63. Hard <i>g</i>
Consonant Digraph Sounds		64. Soft <i>g</i>
	42. oc	
16. sh	43. 1e	Soft y
17. ch and _tch	44. u	
18. th	45cv	65. Long /i/
19. wh_		66. Long /e/
20. ph	o Sound as in woodpecker	
)	Consonant Doubling
Long a Sound Vowels	46. 00	
	47u_	67. Doubled
21. a	~ .	68. Not Doubled
22ay	ow Sound as in cow	,,,,
23. ai_	40	/ j /
24. ei	48ow	60 ((1 1
Y G IV	49. ou_	69. "dge"
Long e Sound Vowels	• 0 1	70. "ge"
25	oi Sound	66° - 99 /66 - ° 99
25. e	50 oi	"ie"/"ei"
26ee	50. oi_	71 "; "
27. [c]ei	51oy	71. "ie"
28y		72. "ei"
29. a		
30. Wovel		

Sound-Spelling Patterns Scope and Sequence

Plurals	lion/
73. Add <i>s</i> after Vowel-o and <i>y</i> 74. Add "es" after /x/, /ch/, /sh/, /s/, and /z/ 75. Change <i>y</i> to <i>i</i> and add "es" 76. Change "fe" to "ves"	92. /ion/ "sion" 93. /ion/ "cian" 94. /ion/ "tion"
77. Irregular Plurals	Long o Sound Vowels
Silent Letters	95. Short Vowel-Consonant-le 96. Other Vowels-Consonant-le
78. "mb" 79. "gn"	Schwa
Final <i>e</i> 80. Drop Final <i>e</i> before Suffix	97. Short Schwa 98. Long Schwa
81. Keep Final <i>e</i>	"able"/"ible"
/ch/	99. "able"
82. / <i>ch</i> / "tch" 83. / <i>ch</i> / "ch"	100. "ible" "ance"/"e.ce"
Consonant Digraph Sounds	
84. /k/ "c" and "ck" 85. /k/ "k"	101. "ance 102. "e. e"
Final y	
Final y 86. Drop Final y before Suffix 87. Keep Final y before Suffix	
86. Drop Final <i>y</i> before Suffix	
86. Drop Final <i>y</i> before Suffix 87. Keep Final <i>y</i> before Suffix	1"
86. Drop Final <i>y</i> before Suffix 87. Keep Final <i>y</i> before Suffix <i>l</i> , <i>f</i> , <i>s</i> , <i>z</i> 88. Double <i>l</i> , <i>f</i> , <i>s</i> , <i>z</i>	1"
86. Drop Final <i>y</i> before Suffix 87. Keep Final <i>y</i> before Suffix <i>l</i> , <i>f</i> , <i>s</i> , <i>z</i> 88. Double <i>l</i> , <i>f</i> , <i>s</i> , <i>z</i> 89. Drop <i>l</i> with "all," "till," and "full	1"

Spelling Pattern Worksheet #1

Short u So	ound "u"				
FOCUS	The short u sour	nd heard in <i>um</i>	<i>brella bird</i> can	be spelled "u"	as i lun h.
SORT	Write each word	l in the correct	Ò	>	
clutc muta		dune skunk	stuff music	rumo rust	łack pleasure
Shor	rt u Sound "u" Spel	llings	Ot	her "u" Spellin	gs
			Ż		
			5		
	Write the word	with the shore	u" spelling	found in each j	
usckt		nce	urhc		
tsydu	-	tnp	ouemnihs*		
RHYME	Write a rhybre w	with the short <i>u</i>	u "u" spelling f	or each of these	*Bonus e words.
truck		tru			
judge		blu			
WRITE	compose a sente	ence using thre	e of your own	short u "u" spe	lling words.

Spelling Pattern Worksheet #2

Short o So	una "o"				
FOCUS The short o sound hear		d heard in <i>ott</i>	er can be spelle	d "o" as in box.	
SORT	Write each word in the correct column.				· ·
tough locke		pots loop	tonight hope	boat morster	nto tossed
Short	t o Sound "o" Spell	lings	Other "o"	Spelling	
				?	
			0		
)		
JUMBLE	Write the word v	with the shore	o"o" spelling f	found in each jum	bled word.
stoc		lel	кос		
lonbd		gl:	sbbreoni*		
RHYME	Write a rhybre w	onth the short o	o "o" spelling fo	or each of these w	*Bonus ords.
stop		los	st		
knock		me	ob		
WRITE	Compose a sente	ence using thre	ee of your own	short o "o" spellin	g words.

Short i So	und "i"				
FOCUS	The short i soun	d heard in <i>igu</i>	ana can be spell	led "i" as in <i>itch</i> .	
SORT	Write each word	l in the correc	t column.	\sim	
ridge glitte		tight lie	slipping kick	click machine	media stitch
Shor	t i "i" Spellings		Other "i" S	Spellings	
				2	
			0		
)		
JUMBLE	Write the word	with the short	i"i" spelling for	und in each jumbl	ed word.
tcpih		di,	ger		
dhidne	4	cn cn	obimantio*		
RHYME	Write a rhylee w	with the short	"i" spelling for	each of these wor	*Bonus
bridge		lic	ek		
slid		cl			
WRITE	Compose a sente	ence using thre	ee of your own s	hort i "i" spelling	words.
1	•				

Short e Sou	ind "e"							
FOCUS	The short <i>e</i> sound	The short e sound heard in elephant can be spelled "e" as in get.						
SORT	Write each word i	n the correct	column.	<i>○ ○ ○ ○ ○ ○ ○ ○ ○ ○</i>				
error kettle	best neighbor	stretch beg	perceive greet	credit nea met besi				
Short	t e "e" Spellings		Other "e"	Spelling	_			
				<u>)</u>	_			
			0		_			
					_			
JUMBLE	Write the word wi	ith the short	e" spelling fo	ound in each jumbled	word.			
cekd		ttre	ebe					
stceh		arts	snrwoe*					
RHYME	Write a rhy ve wi	th the short <i>e</i>	"e" spelling for	r each of these words.	*Bonus			
check		red	·					
let		peg						
WRITE	compose a senten	ce using three	e of your own s	hort e "e" spelling wo	ords.			

Short a Sou	ınd "a"				
FOCUS	The short a sound	d heard in <i>ant</i>	eater can be spe	elled "a" as in fas	
SORT	Write each word	in the correct	column.		N.
again match	blast article	bank aid	class cheetah	cranbony break	Grad cracker
Short	a "a" Spellings		Other "a"	Spelling	
				<u>)</u>	
			Q		
JUMBLE	Write the word w	ith the shore	"a" spelling fo	ound in each jum	bled word.
ntsad		slta	ı		
ckrcare		gdr	noutlebat*		*Bonus
RHYME	Write a rhy re w	th the short <i>a</i>	"a" spelling fo	or each of these w	
stack		pac	l		
sat		bar	nd		
WRITE	Compose a senter	nce using three	e of your own s	short a "a" spellin	g words.

Short e So	ound "ea"				20			
FOCUS	The short e soun	The short e sound heard in elephant can be spelled "ea" as i						
SORT	Write each word	in the correct	t column.	ح	N .			
reall sprea	•	ready speak	pear meant	beautiful deat	pleasant bead			
Shor	rt e "ea" Spellings		Other "ea'	"Spelmags				
			3	?				
			6.					
SEARCH worksheet.	In a book find fo After each new wor		_	_				
	~	<u> </u>						
JUMBLE	Write the worly	with the short	e "ea" spelling	found in each ju	mbled word.			
dhtae		sac	dteni					
drtea	•	asl	ortkfea*	. <u></u>				
WRITE	Compose a sente	ence using thre	ee of your own s	short e "ea" spel	*Bonus ling words.			
	•							

Long i Sou	The long <i>i</i> sound h	eard in <i>ibex</i> cai	n be spelled "i	i_e" as in <i>kite</i> .	
SORT	Write each word in	n the correct co	lumn.		
despi auton	te provide nobile submarine	tambourine machine	preside police	profile Im	ne ige
Long	i "i_e" Spellings		Other "i_e"	Spellings	
			.0		_
			0		_
		— <u> </u> ``			
JUMBLE	Write the word wi	th the long i "i_	e" spelling fo	und in each jumble	d word.
tise		intefii	in		
nispe		linnuo	dere*		
RHYME	Write a rhybe wit	h the long i "i_o	e" spelling for	each of these word	*Bonus ls.
fine		pride			
bite	·C.	size			
WRITE	Compose a sentenc	ce using three o	f your own lo	ng i "i_e" spelling v	words.

FOCUS	Th	e long a sound	heard in <i>ape</i>	can be spelled "	a_e" as in <i>cake</i>	
SORT	Wı	rite each word	in the correc	t column.	7	X
pa na	ne med	are giraffe	table state	valley basketball	sadder badde	cale cape
Lo	ong a "a	_e" Spellings		Other "a"	Spelling	
_					2	
_				0		
				<u> </u>		
 JUMBL	E Wi	rite the word v	vith the long .	"a_e" spelling	found in each j	umbled word.
ctrae			kr	nae		
fesa			ee	spkkae*		
RHYME	. Wı	rite a rhy ve w		"a_e" spelling f	or each of these	*Bonus
stake				ate		
page	•		ca	se		
				ee of your own lo		

Long u So	und "	u_e"				
FOCUS	The	long u sound	heard in mule	can be spelled	l "u_e" as in	cube.
SORT	Wri	te each word	in the correct c	olumn.		\(\)
comp dude	ute	mule rebuke	rude commune	attitude altitude	dune tune	dicule confuse
Long	<i>u</i> "u_	e" Spellings		Other "u_	e" Spenings	
					?	
				6.		
	Writ	te the word w	with the longy "	u e" snelling	found in eac	ch jumbled word.
tuec			buter			
utme		×	cemt	muo*		*Bonus
SEARCH worksheet. A			n words with lo d, write the pag			
	•	C	p			_
WRITE	Con	pose a senter	nce using three	of your own l	ong <i>u</i> "u_e"	spelling words.
						·

Long o Sou	und "oe"				
FOCUS	The long o sound	heard in <i>okap</i>	oi can be spelled	l "o_e" as in <i>ropo</i>	
SORT	Write each word i	in the correct	column.	~	N
close those	alone though	groan stow	stones loaned	explode home	oap crows
Long	o "o_e" Spellings		Other "o"	Spelling	
			.0)	
			0	,	
			5		
JUMBLE	Write the word w	ith the long o	"o_e" spelling	found in each ju	mbled word.
polse		kel	noc		
nobe	(ser	nolmeo*		
RHYME	Write a rby ve wi	th the long o	"o_e" spelling f	or each of these	words.
hope		pho	one		
broke		mo	ole		
WRITE	Compose a senten	ce using thre	e of your own lo	ong o "o_e" spell	*Bonus ing words.

oo Sound	"ue'	••				0
FOCUS	The o	oo sound hea	rd in <i>rooster</i> ca	n be spelled "ı	u_e" as in <i>rude</i> .	\mathbf{O}
SORT	Writ	e each word	in the correct c	olumn.		•
comp brute		mules tribute	dude cucumber	parachute ridicule	prune altitude	crude computer
Long	; <i>00</i> "u_	_e" Spellings		Other "u_e	" Spenings	
				0		
				>		
JUMBLE	Writ	e the word w	rith the oo e	" spelling foun	d in each jumble	ed word.
elru			teun			
eltfu			dtttie	eau*		*Bonus
SEARCH worksheet.					ngs that are not or ere you found the	n this
		\mathcal{C}^{\prime}	p		p	
			_ p		p	
WRITE	Com	pose a senter	nce using three	of your own <i>oo</i>	o "u_e" spelling v	words.
						·

z Sound "_	_se"				20 °
FOCUS	The z sound hear	d in <i>zebra</i> can	be spelled "_s	se" as in <i>hose</i> .	G
SORT	Write each word	in the correct	column.	Č) .
those rose	posies lose	dose loose	used toes	goose clos	please case
Long	z "_se" Spellings		Other "s"	Spellings	
				?	
			0		
			<u> </u>		
JUMBLE	Write the word w	vith they sour	d "_se" spellin	ng found in each	jumbled word.
shoec		vea	adis		
ccause		sea sea	ndies*		
RHYME	Write a rhy ye wi	$\frac{1}{1}$ the z sound	d "_se" spellin	g for each of the	*Bonus ese words.
pose		fus	se		
wise		eas	se		
WRITE	compose a senter	nce using thre	e of your own	z sound "_se" sp	pelling words.

<i>l</i> Sound "	_le"				
FOCUS	The <i>l</i> sound heard	l in <i>lion</i> can be	spelled "_le"	as in shuffle.	G
SORT	Write each word i	n the correct c	olumn.	Ċ)
gargle label	angel camel	raffle carousel	mantle mantel	stable funcel	ladle popsicle
<i>l</i> Soun	d "_le" Spellings		Other "l"	Spellings	
			.0	2	
		•	0	,	
			>		
JUMBLE	Write the word w	ith the I sound	"_le" spelling	g found in eacl	jumbled word.
blea		clora	ne		
ddflie	(tttsm	nleene*		
RHYME	Write a rhy re wi	th the l sound	"_le" spelling	g for each of th	*Bonus ese words.
muffle		troul	ole		
gable		hudo	lle		
WRITE	Compose a senten	ce using three	of your own <i>l</i>	sound "_le" s	pelling words.

v Sound "_	_ve"				20
FOCUS	The v sound hea	ard in <i>vulture</i> ca	n be spelled "_	ve" as in move.	
SORT	Write each word	d in the correct	column.	~	X
Venus braver		prevent festive	leaves convert	prove clove	crive revolve
v Sou	nd "_ve" Spelling	s	Other "v"	Spelling	
				<u>)</u>	
			0		
			5		
JUMBLE	Write the word	with the v sour	d "_ve" spellin	g found in each	jumbled word.
vahe		von	nde		
vitemo		cev	riere*		
RHYME	Write a rhy ve v	with the v sound	l" ve" spelling	g for each of the	*Bonus se words.
hive	\mathcal{O}	sho			
rave		retr	rieve		
WRITE	compose a sente	ence using three	e of your own v	sound "_ve" sp	elling words.
•					

e Sound "	ie"					, O'
FOCUS	The l	long e sound	heard in <i>eagle</i>	can be spelled	"i_e" as in <i>m</i>	agazine.
SORT	Writ	e each word	in the correct	column.		
mari tamb	ne ourine	line prestige	site perspire	automobile lime	seize vaccine	plachine shine
Long	g e "i_e'	" Spellings		Other "i_e"	Spenings	
				V		
			_ <u>`</u>			
				'i_e" spelling fo		
rilatne				egie bumea*		
SEARCH	Ina	book find av	words with	long <i>e</i> "i_e" spe	llings that ar	*Bonus
_			d, write the pa	ge number whe	re you found	the word.
		(
WRITE	Con	pose a senten		of your own lo		
			_			
_						

sh Sound "	sh"				
FOCUS	The sh sound heard	d in <i>sheep</i> can	be spelled "sh	" as in shop.	
SORT	Write each word in	6) .		
shark crash	such gosh	nation musician	shift dashboard	mission pusted	nart mansion
sh So	and "sh" Spellings		Other Spell	ings	
			.0		
			0		
		_	>		
JUMBLE	Write the word wit	th the sh so en	d "sh" spelling	found in each	jumbled word.
ruhsc		sapsl			
shfle	X	erfsh	nmai*		*Bonus
RHYME	Write a rhy ve with	h the <i>sh</i> sound	l "sh" spelling	for each of the	ese words.
bush		trash			
dish		musl	n		
WRITE	Compose a sentenc	e using three	of your own sh	sound "sh" s	pelling words.

	S	The <i>ch</i> sound hear	rd in <i>cheetah</i>	an be spelled "ch" as in <i>ch</i>	art.
SORT	•	Write each word i	in the correct	olumn.	
	shut fetch	magician scent	lunch ridge	basic march reach chase	atch marsh
	ch Soi	und "ch" and "_tch	" Spellings	Other Spellings	
				-5	
				0	
				J	
JUME	BLE	Write the word wi	ith the ch sow	d "ch" spelling found in ea	ach jumbled word.
		Write the word wi	ith the ch so a		-
nchbra			etel		
nchbra ouhcc		×(ctcl chn	ա	*Bonu
		×(ctcl chn	oranet* "ch" spelling for each of	*Bonu
nchbra ouhcc		×(ctch chn th the ch soun	oranet* ! "ch" spelling for each of	*Bonu

	THE U		u in python ca	n be spelled "t	ii us iii vituitit.	
RT	Write	e each word i	n the correct o	column.		
mont whir	nly	tent smooth	thinking stunt	taught bathroom	thought y nat nothing phon	ie ie
th So	und "th	" Spellings		Other Spell	lings	-
					<u>)</u>	-
				6 ,		-
)		-
MBLE	Write	e the word wi	ith the <i>th</i> so an	d "th" spelling	found in each jumble	ed wo
			seet	h		
.0			tima	acsmaht*		
		X				*B
ARCH ksheet. <i>I</i>					pellings that are not o ere you found the wor	
		~	_ p		p	
	•		_ p		p	

CUS	The hw sound hea	ard in <i>whale</i> car	ı be spelled "	wh_" as in wheel.	
RT	Write each word	in the correct c	olumn.	\sim	
wish whew	want wrench	watch whirlwind	wheat would	wher whichever	wham winter
hw Sou	and "wh_" Spelling	gs 	Other "w"	Spellings	
			3	?	
			Ó.		
			<i>y</i>		
MBLE d.	Write the word w	ith the hwo un	d "wh_" spel	ling found in each	jumbled
		henw			
h	X	nwar	neihel*		
	In a book and fou ter each new y or	or words with <i>h</i> d, write the pag	w sound "wh e number wh	_" spellings that a ere you found the	*B re not on word.
ARCH ksheet. Af		p.		p.	
ARCH ksheet. Af					
ARCH ksheet. Af				p.	

f Sound "p	h"				
FOCUS	The f sound heard	in fox can be	spelled "ph" as	s in <i>phone</i> .	
SORT	Write each word in	n the correct	column.	ح) .
phrase philos		path pinch	phantom pouch	sipping graphic	phase morph
f "ph	" Spellings		Other "p" S	Spellings	
			.0		
			Q		
)		
JUMBLE	Write the word wi	th the f same	l "ph" spelling	found in each	jumbled word.
pgrah			ipoh ohtri*		
поурп			JII(11		*Bonus
SEARCH worksheet. A	In a book find fou fter each new yord				
	(0)	p			p
		_ p			p
WRITE	Compose a senten	ce using three	of your own f	sound "ph" sp	elling words.
C					

Long a Sou	nd "a"						
FOCUS	The long a sound heard in ape can be spelled "a" as in able.						
SORT	Write each word	in the correct	column.	~			
fable rain	weigh cable	pale baby	nation caught	playfy¹ man e	rature repeat		
Long o	a "a" Spellings		Other "a"	Spellin.gs			
				<u> </u>			
			9				
			7				
JUMBLE tstea	Write the word w		"a" spelling fo	und in each jum	bled word.		
bleats		gn gn	eetare*				
SEARCH worksheet. A	In a book find to fter each new work	d, write the pa	age number wh	ere you found th	p		
	Compose a senter	the using time		ong u a spemi			

Long a So	und "	'ay''					
FOCUS	The	long a sound	l heard in <i>ape</i>	can be spelled	"_ay" as in <i>ma</i>	y. (
SORT	Wri	ite each word	in the correc	t column.	column.		
plays monk		train prayer	stray rainy	money betray	delay justify	aaily clay	
Long	g a "_a	y" Spellings		Other "a"	Spellings		
				~	<u> </u>		
				0	•		
				5			
JUMBLE	Wri	ite the word v	with the long	 "_ay" spelling	g found in each	jumbled word.	
ysta			lea	ayd			
yrga		4	ra_	ysnigt*		*Bonus	
SEARCH worksheet.				n long a "_ay" s age number wh			
			p			_ p	
			p			_ p	
WRITE	Con	pose a sente	nce using thro	ee of your own l	long a "_ay" sp	oelling words.	

Long a Sou	nd "ai"				
FOCUS	The long a so	und heard in <i>ape</i>	can be spelled '	'ai_" as in <i>rain</i>	
SORT	Write each w	ord in the correct	column.	خ	X .
stay explair	mainly n late	eight reign	straight basic	hair sayi ig	Braid chair
Long a	a "ai_" Spellin	gs	Other "a"	Spelling	
			.0	2	
			0		
)		
JUMBLE	Write the wor	rd with the long .	"ai_" spelling	found in each j	umbled word.
dirba		ilta	nr		
maigni		ror	nstnair*		*Bonus
RHYME	Write a rhy	e with the long a	"ai_" spelling f	or each of these	
strain		aid	<u></u>		
fail		air			
WRITE	Compose a se	ntence using thre	e of your own l	ong <i>a</i> "ai_" spe	lling words.

Long a Sou	ınd "ei"				
FOCUS	The long a sound	"ei" as in <i>eight</i>			
SORT	Write each word i	n the correct o	column.	Ċ	> .
freigh their	t receive believed	conceive retrieve	sleigh receipt	rein heir	leigh perceive
Long	a "ei" Spellings		Other "ei"	Spellings	
			3	?	
			6.		
	Write the word w	ith the long of	ei" spelling fo	ound in each iu	mbled word.
geibe		eigr			
ghytei	(ogrł	ohenis*		*Bonus
SEARCH worksheet. A	In a book find for After each new word				
WRITE	Compose a senten				
3					

	The last and the			,
CUS	The long <i>e</i> sound h	ieard in <i>eagl</i>	e can be spelled "e	" as in me.
RT	Write each word in	n the correct	column.	O.
cedar reach	early measure	ready fever		revise eading predict beside
Long	e "e" Spellings		Other "e" Spe	llings
			.5	
			V	
MBLE	Write the word wi	th the lone	"e" spelling found	in each jumbled word.
			dei	•
wie		ted	mecen*	
· · · · · · · · · · · · · · · · · · ·	~			*Bo
ARCH rksheet. A				s that are not on this you found the word.
		_ p		p
				p
	•	_ p		P·
RITE	Con nose a senten			e "e" spelling words.

Long e Se	ound '	"ee"				,O `
FOCUS	The	e long e sound	heard in eagle	e can be spelle	ed "_ee" as in	ı bee.
SORT	Wr	rite each word	in the correct	column.		S.
inde trea		speech greet	steady beaten	green earth	piece thre	aeath queen
Lon	ıg <i>e</i> "ec	e" Spellings		Other "e	e" Snellings	•
					2	
				0		
				<u> </u>		
JUMBLE	Wr	rite the word v	vith the long .	 "_ee" spelling	g found in ea	ch jumbled word.
feeb			elr	yef		
ekse			free	eree*		
RHYME	Wr	rite a rhy re w	Ith the long e	_ee" spelling	for each of t	*Bonus hese words.
need			fee			
reef	•	6.	pee	ek		
WRITE		mpose a sente	nce using thre	e of your own	long <i>e</i> "_ee"	spelling words.
						•

Long e Sou	und "[c]ei"				
FOCUS	The l	$\log e$ sound h	eard in <i>eagle</i>	can be spelled	"[c]ei" as in	ceili . g.
SORT	Writ	e each word ii	n the correct o	column.	(~ :
decei perce		weigh receiving	conceive theirs	reins neighbor	receip. beige	neigh conceit
Long	e "[c]e	ei" Spellings		Other "ei"	Spellings	
)`	
				6 .		
	Writ	o the word wi	th the lea	Salai" spolling	found in oa	ch jumbled word.
teicde		e the word wit		,	Tound in each	
ceireve		(ptire	ece*		*Bonus
SEARCH worksheet. A			write the pag	ge number who	ere you foun	
	•	C ,				_
WRITE	Com	pose a sentenc		of your own lo		spelling words.
						·

Long e So	und "_	_y"				
FOCUS	The l	long e sound	heard in <i>eagl</i>	e can be spelle	d "_y" as in <i>b</i>	oaby.
SORT	Writ	e each word	in the correct	column.		`
bicyc cyclo		early country	ready horrify	sly untying	beaut) berry	fairy goodbye
Long	g e "_y"	'Spellings		Other "y"	Spelling	
					2	
				0		
				7		
JUMBLE	Writ	e the word v	vith the long	 y" spelling f	found in each	jumbled word.
ytud			tgy	mih		
daly			O pyl	letcmoe*		
RHYME	Writ	e a rhy e w	ith the long e^{ϵ}	"_y" spelling f	or each of the	*Bonus
righty			glo	ry		
runny		C .	sm	elly		
WRITE	com	pose a sente	nce using thre	e of your own l	long e "_y" s	pelling words.
		•				

Long e Sou	ınd "ea"									
FOCUS	The long <i>e</i> sound l	The long e sound heard in eagle can be spelled "ea" as in bean.								
SORT	Write each word i	n the correct	column.	Č)					
really reach	•	heavy speak	leaves feather	beautiful weat	eading treat					
Long	e "ea" Spellings		Other "ea'	'Spellings						
			~	2						
			0							
JUMBLE	Write the word wi	ith the long c	"ea" spelling fo	ound in each j	umbled word.					
etma		nlc	ea							
reaydr		sea	ted*							
RHYME	Write a rhy ye wi	th the long e	"ea" spelling fo	or each of these	*Bonus e words.					
mean		trea	at							
flea		ple	ad							
WRITE	compose a senten	ce using thre	e of your own l	ong e "ea" spe	lling words.					

CUS	The long e sour	nd heard in <i>eagl</i>	can be spelled "i-	- <u>vowel</u> " as in <i>radio</i> .
RT	Write each wor	d in the correct	column.	\circ
panic midd		idiot lighter	_	period audio trial remedial
Long	e "i- <u>vowel</u> " Spell	lings	Other "i" Spe	llings
			-5	
			5	
MBLE d.	Write the word	l with the long e	"i- <u>vowel</u> " spelling	found in each jumbled
ne		iun	ndem	
len	~	via	rti*	
				*Bo pellings that are not on tl you found the word.
	. 0	p		p
		p		p
				ge "i- <u>vowel</u> " spelling wor

biograph white	Write each wo	ord in the correct nearby license	can be spelled "i' column. triangle bison	tries
biograpl white	hy tighter list	nearby	triangle	
white	list	•	•	
Long <i>i</i> '	'i" Spellings			sighing cider
			Other "i" Sp	ellings
			-0	
			5	
			~	
MBLE '	Write the wor	d with the long	"i" spelling found	l in each jumbled word.
pi			rtcle	,
-				
bi		nte	lis*	*Be
				gs that are not on this e you found the word.
Manuell All	ci cacii i ew w			
	~	p		p
•		p		p
			6	• ((•99
RITE (Compose a sen	itence using three	e of your own lon	g i "i" spelling words.

	The long i sound	d heard in <i>ibex</i>	can be spelled	"_igh" as in <i>high</i> .	
RT	Write each wor	d in the correct	column.	\sim	
might higher	rise brighten	untied tiger	lighter weigh	signal migh lied slightly	
Long i	"_igh" Spelling	s	Other "i"	Spellings	
			9		
			\		
	Write the word			g found in each jumbled v	vor
i		ght		g found in each jumbled v	vor
ii	*	ght uld	bri efightl*		*B
i ih ARCH	In a book find f	ght uld	bri efightl* long i "_igh" s		*B
i ih ARCH	In a book find f	ght uld words with vd, write the pa	bri efightl* long i "_igh" s ge number wh	pellings that are not on t	*B
i iih ARCH	In a book find f	ght uld words with vd, write the pa	bri efightl* long i "_igh" s ge number wh	pellings that are not on the word.	*B

Long i Sou	nd "y"				
FOCUS	The long i sound l	heard in <i>ibex</i>	can be spelled "	'_y" as in <i>my</i> .	G
SORT	Write each word i	in the correct	column.	ح	\'
terrify baby	identify maybe	reply skinny	mystic slowly	supply trying	nonkey myself
Long	i "_y" Spellings		Other "y"	Spellings	
			~	<u>`</u>	
			0		
			<u>></u>		
	Write the word w			ound in each ju	mbled word.
iycgrntsujfiy			ecylc mys*		
	×		•		*Bonus
	In a book find for after each new word				
	. ~	_ p			p
		_ p			p
WRITE	Con pose a senten	ce using thre	e of your own lo	ong i "_y" spell	ling words.
1					

Long i Sou	ınd "ie"				
FOCUS	The long i sound	l heard in <i>ibex</i>	can be spelled '	'_ie" as in <i>lie</i> .	
SORT	Write each word	l in the correc	column.	Ċ	>
marin pies	untie copied	fries tried	died science	believe piece	onceive puppies
Long	i "_ie" Spellings		Other "ie"	Spellings	
				<u>`</u>	
			0		
			<u> </u>		
JUMBLE	Write the word	with the long	ie" spelling f	ound in each j	umbled word.
ieddsrice		tdi de	e triun*		
	X				*Bonus
SEARCH worksheet. A	In a book find fo After each new wo			_	
		p			_
WRITE	Compose a sente		ee of your own l		
					·································

	The long o sound	l heard in <i>okap</i>	oi can be spelled	"o" as in go.	
RT	Write each word	in the correct	column.	Q.	
goat colon	coin soy	going touch	sober soda	boost aso lowly Roman	l
Long o	o "o" Spellings		Other "o" S	Spellings	
			0		
			5		
/IBLE	Write the word v	vith the long o	"o" spelling fou	ınd in each jumbled wo	rd.
0		slo	a		
0		syt	iboe*		
ARCH	In a book find to	words with	long o "o" spell	lings that are not on this	*B
zahoot A				ere you found the word.	
Asheet. A		p		p	
Asheet. A				p	
ASHEEL, A		p		-	

7 T	Writ	ta aaah ward	l in the correct	aalumn	~ ·	
RT	VV 110	ie each word	i ili tile correct	column.		
does mistl	etoe	oboe done	mole poetic	gone stereo	potates lonely foes tomate	oes
Long	g o "_00	e" Spellings		Other "o"	Spellings	
				-0	>	
				5		
				Y		
/IBLE	Writ	te the word v	with the long	oe" spelling	found in each jumbled	wor
			ope	ems		
			luf	woe*		
		1 10 1	1 21	1 ((99	II. (I. (*B
					oellings that are not on tere you found the word	
ARCH asheet.						
) p		p	
					p p	

Long o So	und "	'oa"				
FOCUS	The	long o sound	l heard in <i>okap</i>	oi can be spelle	d "oa_" as in	boat.
SORT	Wri	ite each word	in the correct	column.		*
vetoe mois		loaves stool	toaster store	foamy coated	hour soar	row oatmeal
Long	g <i>o</i> "oa	_" Spellings		Other "o"	Spelling	
					?	
				0		
)		
RHYME	Wri	ite a rhyme w	rith the long o	"oa_" spelling	for each of th	ese words.
coat			roa	st		
goad			clo	ak		
JUMBLE	Wri	ite the word v	with the long o	"oa_" spelling	found in eac	h jumbled word.
ostac			bls.	atoai		
tgoas	•		otc	ptoa*		
WRITE	Cor	npose a sente	nce using three	e of your own l	long <i>o</i> "oa_" :	*Bonus

Long o Sou	nd "ow"							
FOCUS	The long o sound heard in okapi can be spelled "ow" as in own.							
SORT	Write each word i	n the correct	column.	Ċ	7.			
known lowly	scowl crown	grow snowed	crowd frown	bowling glowing	owboy chowder			
Long o	o "ow" Spellings		Other "ow	y" Spenings				
			3	?				
			6.					
wngro	Write the word wi	nwi		found in each j	umbled word.			
oedwts	(bted	owi*		*Bonus			
SEARCH worksheet. As	In a book find to fter each new word		_	_				
	. (
WRITE	Compose a senten							
3								

Long u Sou	nd "u"			۰,0	
FOCUS	The long u sound	heard in <i>mul</i>	e can be spelle	ed "u" as in <i>music</i> .	
SORT	Write each word i	n the correct	column.	~ :	
mutant bugle	humid mustard	tough rusty	duet true	cubicle commuting duty cucumber	y S
Long t	u "u" Spellings		Other "u'	'Spellings	
			8		
		\sim			
JUMBLE nupy	Write the word w		"u" spelling f	ound in each jumbled word.	
ccbui	(nniimu*	*R	— onus
SEARCH worksheet. As				ellings that are not on this here you found the word.	Jiius
	. (~)			p	
WRITE 4	Compose a senten	_		long u "u" spelling words.	
5					

Long u Sou	nd "ew"				
FOCUS	The long u sound	l heard in <i>mul</i>	e can be spelled	"_ew" as in few.	
SORT	Write each word	in the correct	column.		
ewes sewing	mew feud	cue knew	hew pewter	cashew f chev vi	wer ew
Long t	u "_ew" Spellings		Other "ew"	'Spedings	
			3		
			5		
JUMBLE	Write the word v	vith the long	ew" spelling	found in each jum	bled word.
stwefe					
rfewcu	4		ewre*	pellings that are no	*Bonus
		d, write the pa	age number who	ere you found the w	ord.
				pp	
WRITE	Compose a sente	nce using thre	e of your own lo	ong u "_ew" spellin	g words.
2					·

	The	long u soun	d heard in <i>mui</i>	e can be spelle	d "_ue" as in <i>cue</i> .
ORT	Wri	te each word	d in the correc	column.	~
fuel conti	nue	sue issue	blue duets	statue clue	glues aliscue value due
Long	g u "_u	e" Spellings		Other "ue	e" Spellmøs
				9	
				<u> </u>	
UMBLE	Wri	te the word	with the long a	"_ue" spelling	g found in each jumbled word
umble	Wri	te the word		evea	g found in each jumbled word
	Wri	te the word	nu		
raue aue	In a	book find to	bb words with rd, write the p	evea curaee* long u "_ue" s age number wl	*Bo spellings that are not on this here you found the word.
raue aue	In a	book find to	bb words with rd, write the p	evea curaee* long u "_ue" s age number wl	*Bo spellings that are not on this

	The oo sound he	The oo sound heard in rooster can be spelled "oo" as in tool.						
SORT	Write each wor	d in the correct o	column.	♂ :				
broot root		foolish hooked	looked tooth	footstock coom smooth mistook				
00 \$	Sound as in rooster	"oo" Spellings	Other "oo	" Spellings				
			-					
			6 .					
	Write the word	with the const	d as in rooste	er "oo" spelling found in each				
JUMBLE		With the object	iu as iii i oosi					
			,	2 oo spening tound in each				
JUMBLE jumbled w			polu	or spennig round in each				
jumbled w		nfos						
jumbled w fdoo toob RHYME	ord.	nfos cere	polu aons*	*Bonu r "oo" spelling for each of these				
jumbled w fdoo toob RHYME words.	ord.	nfos cere	polu paons* d as in rooste	*Bonu				
fdoo toob RHYME words. hoot	ord.	nfos ccro	apolu aons* d as in rooste	*Bonu				
jumbled w fdoo	Write a rhymy	mfos ccro with the oo sound droo	apolu aons* d as in rooste	*Bonu				

oo Sound	as in rooster "ue'	••			, O'
FOCUS	The oo sound heard	l in <i>rooster</i> ca	n be spelled '	_ue" as in <i>glue</i> .	
SORT	Write each word in	the correct co	7	X	
duel suec		clue statue	valued avenue	glue argued	aues guess
<i>oo</i> S	Sound as in <i>rooster</i> "_ue	e" Spellings	Other "ue	"Spellngs	
			~	<u> </u>	
			Q.		
JUMBLE jumbled w		h the oo so and	l as in rooste	r "_ue" spelling	found in each
rtue		edglu ntrue			
SEARCH	In a book find four	words with o	o sound as in	rooster " ue" s	*Bonus pellings that are
not on this word.	worksheet. After each				
WRITE spelling wo	Compose a sentence				

ocus	The oo sour	nd heard in <i>rooster</i> (can be spelled	"u" as in <i>dut</i> y.	
ORT	Write each	word in the correct	column.	\sim	
cushi truly		1	Pluto super	beautiful faeling tunit sugar	
<i>oo</i> Se	ound as in <i>roo</i>	ester "u" Spellings	Other "u'	' Spellmas	
			9		
			<u> </u>		
UMBLE umbled wo		word with the oo sou	nd as in rooste	er "_u" spelling found in e	each
mou		dst	uetn		
onfu		cyc	enflu*		
EARCH	In a book f	ind four words with	oo sound as ir	: n <i>rooster</i> "_u" spellings tha	*Boni at are
ot on this v ord.				number where you found	
	•	p		p	
		p		p	
_		sentence using thre	e of your own	oo sound as in rooster "_u	1"
VRITE pelling wor	ds.				

oo Sound	as in	rooster "	ew"		20		
FOCUS	The	e oo sound he	ard in <i>rooster</i> ca	n be spelled	"_ew" as in new.		
SORT	Wr	ite each word	l in the correct c	olumn.	ımı.		
prev blew		sew fewer	knew chewing	threw pew	flew jewels dew curfew		
00 S	Sound a	ns in <i>rooster</i> "	_ew" Spellings	Other "ev	w" Spelnags		
				-			
				0			
				>			
 JUMBLE	Wr	ite the word v	with the oo sun	d as in roosto	er "_ew" spelling found in each		
jumbled w owdre	ord.		crec	rkosw			
tews		*	obw	nren*	*D		
SEARCH not on this word.					*Bonu n rooster "_ew" spellings that an e number where you found the		
	•		p		p		
WRITE	(p		
WRITE spelling wo		npose a sente	ence using three	of your own	oo sound as in rooster "_ew"		
V							

o sound :	AS IN <i>WOOdpecke</i> The <i>oo</i> sound be		<i>kor</i> can he sne	lled "oo" as in <i>go</i> o	
ORT	Write each wor			neu oo as in goo	
booke carto		loosely food	brook wool	zookeepel zoorled	crooked understood
oo So Spell	ound as in <i>woodped</i> ings	cker "00"	Other "oo	" Spellings	
			Si Si	?	
			X		
JUMBLE each jumble		with the oo loa	nd as in woodp	oecker "oo" spellir	ng found in
odst ohd			goick per*		
	×				*Bon
SEARCH are not on the he word.	In a book find f nis worksheet. Aft			woodpecker "oo" age number wher	
		p		p	·
		n		p	
		P·		P	·
WRITE spelling wor	_	ence using three	e of your own	oo sound as in woo	odpecker "oo'
(V)					

		woodpecker				٥	
FOCUS	The	oo sound hea	rd in <i>woodpec</i>	<i>ker</i> can be spe	elled "_u_" as	in <i>pu</i> t.	
SORT	Wri	ite each word i	in the correct	column.	nn.		
cushi butch		octopus museum	pushpin judicial	trucker sugar	dust suns nine	pussycat cube	
oo Se Spell		_u_" as in woo	odpecker	Other Sou	and Spellings		
				Š	?		
				>			
JUMBLE each jumble			ith the oo so u	nd as in <i>woodp</i>	pecker "_u_" s	spelling found in	
suph			ddn	gpui			
nptui			esb	shruo*			
SEARCH that are not found the w	on thi	book and four	r words with After each new	oo sound as in word, write	woodpecker ' the page num	*Bonu '_u_" spellings ber where you	
			_ p			p	
	0		_ p			p	
WRITE "_u_" spelli		npose a senten rds.	ce using three	of your own	oo sound as in	n woodpecker	

ow Sound a	as in cow "ow"				
FOCUS	The ow sound hear	d in <i>cow</i> can	be spelled "_ov	v" as in <i>now</i> .	
SORT	Write each word in	the correct o	column.	Č	N
brown owner	•	bowling stowed	clown plow	eyebrow shown	nowder crowned
ow as	in cow "_ow" Spellin	ngs	Other "_ow	" Spellings	
		_	5		
JUMBLE word.	Write the word wit	th the owner in	1 <i>cow</i> "_ow" sp	elling found in o	each jumbled
wnto		wor	rel		
dowry		syol	ocow*		*Bonus
SEARCH not on this w word.	In a book food four orksheet. After each	words with a new word, w	ow sound as in overite the page n	cow "ow" spellin umber where yo	ngs that are
				F	
WRITE words.	Compose a sentenc	e using three	of your own ov	w as in cow "_ov	
V					

	The ow sound he	The ow sound heard in cow can be spelled "ou_" as in out.						
SORT	Write each word	in the correct	Ċ) .				
loud coucl	rougher n cloudy	dough bought	cough down	grow! mouth	Louse shouted			
ow as	s in <i>cow</i> "ou_" Spel	lings	Other Sou	and Spenings				
			-	?				
			<u>Ø.</u>					
		`	<u> </u>					
JUMBLE vord.	Write the word v	vith the ow as i	p cow "_ow" s	spelling found i	n each jumbled			
upsoe		btd	ou					
	X	lev:	surose*		 *Bonu			
ndgou								
_	Write a rayme	ith the <i>ow</i> as ii	1 <i>cow</i> "ou_" sp	pelling for each	of these words.			
RHYME	Write a rayme	ith the ow as in		pelling for each	of these words.			
RHYME	Write a rayme		nd	pelling for each	of these words.			
rndgou RHYME pout mouse	Write a rayme	rou sou	nd r					

oi Sound	"oi"				
FOCUS	The oi sound heard	d in <i>koi</i> can b	e spelled "oi_"	as in coin.	
SORT	Write each word in	n the correct	column.	Č	> .
oil radio	joining joyfully	noisy fellows	point going	fooling spoiled	oy poison
oi So	ound "oi_" Spellings		Other Sour	nd Spellings	
				>	
			5		
			5		
	Write the word wi	th the or sort	 id "oi " spellin	g found in eac	h jumbled word.
lioc		sim			
ilfo		iva	odde*		*Bonus
SEARCH on this wor	In a book find tow ksheet. After each nev				ngs that are not
	. (
WRITE	Cempose a sentenc				
					·

oi Sound "	oy"	20
FOCUS	The oi sound heard in koi can	be spelled "_oy" as in toy.
SORT	Write each word in the correct	t column.
toys enjoy	sow choose boycott coal	boil oyste oy annoy oboes noise
oi Sou	and "_oy" Spellings	Other Sound Spellings
		.6
	•	
JUMBLE	Write the word with the or con	nd "_oy" spelling found in each jumbled word.
yojluf	ple	emoy
yibohs	gn gn	iyortsed**Bonus
SEARCH on this works		n oi sound as in koi "_oy" spellings that are not te the page number where you found the word.
	p	p
	p	p
WRITE	empose a sentence using three	ee of your own oi sound "_oy" spelling words.

	The aw sound hear	rd in <i>hawk</i> ca	n be spelled "aw" as i	n saw.
SORT	Write each word i	n the correct o	column.	O .
laugh straw	awkward also	drawing caught	although abo yawned mag	
aw So	ound "aw" Spellings		Other Sound Spe	lings
			0	
			}	
	Write the word wi	th the aw sou	nd "aw" spelling foun	nd in each jumbled
word.	Write the word wi			nd in each jumbled
word.	Write the word wi	rwla	.d	nd in each jumbled
JUMBLE word. wsla wpan	Write the word wi	rwla		
word. wsla wpan	X	rwla bwj	.d	*Bonu
word. wsla wpan RHYME	X	rwla bwj	anoe*	*Bonu
word. wsla	X	rwla bwj	d "aw" spelling for e	*Bonu

ocus	The aw sound he	eard in <i>hawk</i> ca	n be spelled "au	ı" as in <i>fault</i> .	
SORT	Write each word	l in the correct	column.		N
braw! haunt		paused away	naughty available	sauce cause	awesome launched
aw So	ound "au" Spelling	gs 	Other Soun	d Sperlings	
)`	
			\O _		
			<u> </u>		
	Write the word			g found in each	jumbled word
			rotaudi dcaue*		
SEARCH	In a book find fo After each new wo		aw sound "au" :	spellings that ar	*Bonu e not on this
				F	
				v sound "au" sp	alling wards

	The aw sound	heard in <i>hawk</i> c	an be spelled "al'	' as in <i>also</i> .	
ORT	Write each wo	ord in the correc	t column.	\Diamond	•
dental funeral		mall fall	already festival	awful daychter	fawn disposal
aw Soi	und "al" Spellin	ngs	Other Sound	d Spellings	
) <u> </u>	
			6.		
	Write the word		und "al" spelling	found in each ju	mbled wor
alron		m	mtlroai*		
		p	n <i>aw</i> sound "al" spage number when	re you found the p.	word.
		p		p.	

aw Sound "	all"				20 °
FOCUS	The aw sound hear	d in <i>hawk</i> can	be spelled "all	" as in <i>ball</i> .	
SORT	Write each word in	the correct c	olumn.	7	X
chalk snowfa	small all haul	half tall	calm called	faller caucht	rawl mall
aw Soi	und "all" Spellings		Other Sound	d Spekings	
			.0		
			<u>6</u>		
		_	S		
JUMBLE	Write the word wit	h the aw soun	d "all" spelling	g found in each	 ı jumbled word.
llaw		sebll	aba		
llsta) wayl	llah*		*Bonus
SEARCH worksheet. At	In a book ford four fter each new word,				are not on this
		p			p
		p			p
WRITE	Compose a sentenc	e using three	of your own <i>aw</i>	sound "all" s	pelling words.
-					

<i>r</i> -controlle	ed "ur"				70
FOCUS	The er sound l	heard in <i>ermine</i> c	an be spelled "	ur" as in <i>fur</i> .	
SORT	Write each wo	ord in the correct	column.	7	X .
burn persp	charcoa oire church	l surfing thirst	stork certainly	burst chuned	urls squirm
er So	und "ur" Spellir	ngs	Other Sour	nd Spellings	
)`	
			6		
		`	<u> </u>		
JUMBLE word.	Write the wor	d with the r-cort	olled "ur" spel	lling found in ea	ch jumbled
rdremu		run	tngi		
fsru	*	lure	ehr*		
RHYME	Write a rhym	vith the <i>r</i> -contr	olled "ur" spell	ling for each of	*Bonus these words.
urn	_~	fur	<u> </u>		
spurt	•	cur	se		
WRITE	Compose a ser	ntence using three	e of your own <i>r</i>	-controlled "ur'	' spelling
words.					
0					

r-controlle	ed "er'	»				
FOCUS	The	er sound hea	rd in <i>ermine</i> ca	n be spelled "e	er" as in <i>her</i> .	
SORT	Writ	e each word	in the correct o	column.	خ	
perfe thirty		curtain sharp	morning bored	hurled charming	jerky gerni	elerk alert
er So	ound "e	r" Spellings		Other Soun	nd Spellings	
				3)	
				6,		
JUMBLE word.	Writ	te the word w	vith the r-centr	olled "er" spell	ling found in e	ach jumbled
rnest			eers	wte		
selrehf		×	thre	sfea*		*Bonus
SEARCH this worksh			ur words with t word, write the			s that are not on and the word.
		\mathcal{C}_{j}	p			p
			p			_ p
WRITE	Com	pose a sentei	nce using three	of your own r-	controlled "er	" spelling words.
						·

r-controlled	d "ir"			٠,0	
FOCUS	The er sound he	ard in <i>ermine</i> c	an be spelled "	'ir" as in <i>bird</i> .	
SORT	Write each word	l in the correct	column.		
spurt cursing	start g dirty	stern thirsty	shirt twirl	squirt portable gers s whirl	
<i>er</i> Sou	and "ir" Spellings		Other Sou	and Sperlings	
			9		
		<u> </u>	<u> </u>		
JUMBLE word.	Write the word	with the <i>r</i> -ce a	rolled "ir" spe	lling found in each jumbled	
tisr		rm	uisq		_
irdht	×	pin	grihc*	*Bo	– nus
SEARCH this workshee	In a book and f et. After each p.w	our words with word, write th	the <i>r</i> -controllence page numbe	ed "ir" spellings that are not or where you found the word.	on
	.0	p		p	
		p		p	
WRITE	Compose a sente	ence using thre	e of your own	r-controlled "ir" spelling wor	ds.
					_
					_·

ocus	The ar sou	ınd heard	in <i>armadil</i>	o can be spelle	d "ar" as in <i>c</i>	hart.
ORT	Write eacl	h word in	the correct	column.	(`
farme partne		•	hard large	stormy curling	yards sharb	Lerself firmly
ar So	und "ar" Sp	ellings		Other r-co	ntrolled Spel	lings
				~	<u>^</u>	
				0		
				5		
			-C			
UMBLE	Write the	word witl	h the r-cont	rolled "ar" spe	lling found ir	each jumbled
ord.		word witl			lling found ir	each jumbled
ord.		word with	tts	aring	lling found ir	-
ord.		word with	tts		_	-
ord. ncha ·ksa		<u> </u>	tts ha	aring		
ord. ncha ksa HYME		<u> </u>	tts ha	aring rccloa* rolled "ar" spel		*Bon
ord.		<u> </u>	ha the r-conti	aring rccloa* rolled "ar" spel		*Bon
ord. ncha rksa RHYME ar	Write a r	yme vith	tts ha the r-conti	aring rccloa* rolled "ar" spel	ling for each	*Bonu

FOCUS	The o	r sound hea	rd in <i>orca</i> can	be spelled "or	" as in <i>orange</i> .	
SORT	Write	e each word	in the correct	column.		N'
	rn ormy	sport alerted	fir porches	pork shortest	runne. backyard	orn furled
or —	Sound "or	r" Spellings		Other r-co	ntrolled Spelling	S
_				~	?	
_				0		
				}		
JUMBL word.	E Write	e the word w	vith the r-co. tr	olled "or" spe	lling found in eac	h jumbled
rtyfo			bwr	onen		
rtso		*	rdel	oors*		*D
RHYME	Write	e a rhyme v	ith the <i>r</i> -contro	olled "or" spel	ling for each of th	*Bonus nese words.
scorn			swo	ord		
	•		corl	<u> </u>		
tort _						
tort	Com	pose a sente	nce using three	of your own r	-controlled "or"	spelling

Hard c Sound "c[a,o,u]", "k[e,i]", "__ck", "__c"

FOCUS The hard c sound heard in *kangaroo* can be spelled "ca" as in cat, "co" as in comb, "cu" as in cut, "ke" as in ketchup, "ki" as in kit, "_ck" as in kick, and "_c" as in basic.

SORT Write each word in the correct column.

custo		lacy	cinnamon	cedar	capital	cent
kitch	en	snorkel	cider	panic	check	cyclone
Hard	l c Spellii	ngs		Other Se	un a Spellings	
				O		
			0			
JUMBLE	Write	the word w	with the hand c s	pelling foun	d in each jumbl	ed word.
ctahc			ccbre	eumu		
nnekel		×	mckt	taeech*		*Bonus
SEARCH	In a bo	ok ano ^c or	ur words with tl	he hard c sne	ellings that are i	
				_	here you found	
			p			_ p

WRITE Compose a sentence using two of your own hard c spelling words.

Soft c Sound "s" and "c[e,i,y]"

FOCUS The s sound heard in seagull can be spelled "s" as in see, "ce" as in releive, "ci" as in city, and "cy" as in tricycle.

SORT	Write each	word in	the c	orrect	column.

customer sense	maniac messy	ceiling basin	cyber please	checkers spicy	catch cucumber
Soft c Spel	lings		Other "s"	ara "c" Spelli	ngs
			Q		
			<u></u>		
		- C			
MBLE Wri	te the word w	with the soft c .	pelling found	in each jumble	ed word.
		ycf	na		
S	×	cm	ntngeei*		*Bo
				lings that are n	not on this
ksheet. After e	each i ew woi	d, write the pa	ge number wl	here you found	the word.
	~	p			p
		p			p
ITE Con	nose a sente	nce using two	of vour own so	oft c spelling w	ords
Con	rpose a sentei	nce using two	n your own so	nt c spening w	orus.

Hard g Sou	ınd "g[a,o,u]"				
FOCUS and "gu" as i		d heard in <i>goos</i>	e can be spelled "	ga" as in gas, 'vo";	in got
SORT	Write each word	in the correct	column.		
gag gallon	germ seagull	goggles range	gutter budget	gian gym genefic gong	
Hard	g Spellings		Other "g" Spe	enings	
			.6		
				<u></u>	
			O		
JUMBLE	Write the word v	vith the hard g	spelling found in	each jumbled word	
gtues		nog	e		
ggleru	*	solg	gneia*		ΨD
SEARCH	In a book find fo	ur words with	the hard $oldsymbol{g}$ spelling	gs that are not on th	*Bonus n is
worksheet. A	after each i ew y or	d, write the pa	ge number where	you found the word	l.
	· • · ·	p		p	
		p		p	
WRITE 4	Compose a sente	nce using two (of your own hard g	g spelling words.	

Soft g Sound "j", "g[e,i,y]", __dge"

The j sound heard in jackrabbit can be spelled "j" as in jump, "g" as in gel, **FOCUS** "gi" as in ginger, "gy" as in biology, "dge" as in badge.

SORT Write each word in the correct column.

galle	ery	gentleman	ridge	gutter	ginger	goose
man	gy	gone	jellybean	target	gassea	page
Soft	g Spellin	ngs		Other "j"	a id "g" Spellir	ngs
					7	
				\mathcal{L}		
			— <u> </u>			
			_Q			
JUMBLE	Write	the word wit	th he soft g s	pelling found	in each jumble	d word.
megs		(neg	rela		
anitg			nas;	gymium*		
SEARCH	In a h	ook find four	words with	the soft σ snel	lings that are n	*Bonu ot on this
					here you found	

Compose a sentence using two of your own soft g spelling words.

_ p. ____ p. ____

Soft y Long	g /e/				
FOCUS	The soft /y/ soun	d heard in <i>eagl</i>	<i>e</i> can be spelled	l "y" as in <i>slowl</i> y	<i>,</i> .
SORT	Write each word	l in the correct	column.	~	N .
deny happy	early today	ready bicycle	goodbye yesterday	party myself	journey orally
Soft y	Long /e/ Spelling	S	Other y Spe	ellings	
)	
			6		
SEARCH worksheet. A	In a book find fo				
		~ -		<u>[</u>	
JUMBLE word.	Write the work	with the soft /y/		-	
rinfey	~~	ahr	yd		
nkmoey		oby	siht*		 *Bonus
WRITE words.	Compose a sente	ence using two o	of your own sof	t /y/ sound long	
W					

Soft y Long	; /i/				
FOCUS	The soft /y/ sound h	eard in <i>ibex</i>	can be spelled	"y" as in by.	
SORT	Write each word in	the correct of	column.		N.
really baby	tardy spying	rely attorney	cyclone glorify	beauty lately	justify dying
Soft /y	/ sound Long /i/ Spe	llings	Other "y" S	Spellings	
			-4	<u> </u>	
			0		
			S *		
SEARCH worksheet. A	In a book find four fter each new word,				
		P _	-	p	
	XX 24 41 21 21	P		p	
JUMBLE	Write the word with	n the soft /y/ prye		g found in each j	umbled word.
sujfyti			ydieng*		
WRITE	Con pose a sentence			t /y/ long /i/ spell	*Bonus
~					

Double Consonant before Suffix

FOCUS Double the consonant ending a base word or incomplete root when adding on a suffix if *all three* of these apply: 1. The accent is on the ending base word or incomplete root (com/mít) 2. The base word or root ends in a vowel then a consonant (commit) 3. The suffix begins with a vowel (commit + ed = committed).

SORT	Wri	te each word in	n the correct c	olumn.		
	rummer ntered	prediction hopeless	unfairness permitted	stopping baggage		
De	ouble Cor	nsonant before	Suffix	No Double Cor	sonant before	Suffix
_				<u></u>		
_			<u> </u>			
SEARC that are i	not on this			ouble consonant k word, write the pa		•
			p		pp	
JUMBL word.	.E Wri	te the word wi	h the double o	onsonant spelling	g found in each	jumbled
tetgnil		~	nacc	leeld		
npohpig			utoite	ewtd*		
WRITE suffix spe	Con elling vor		ce using two of	your own double	consonant befo	*Bonus
7						

Single	Consonant	before	Suffix
	Component		

FOCUS Keep a single consonant ending for a base word or incomplete root when adding on a suffix if *any* of three of these apply: 1. The accent is on the first syllable of a multi-syllabic word (fór/est-forested) 2. The base word or root ends in two consonants (park-parking) 3. The suffix begins with a consonant (commitment).

SORT	Wri	te each word in	the correct c	column.
bigg suffe	est ering	equipment admitted	weakness batteries	convention shocking
Sing	gle Cons	sonant before S	Suffix	Double Consonant before Suffix
SEARCH				single consonant before suffix spellings that
are not on t the word.	this woi	rksheet. After e	each ne v word	d, write the page number where you found
			p	p
		X		p
JUMBLE jumbled wo		te the word wit	h the single c	onsonant before suffix spelling found in eac
nitiwag		~	satbo	eld
reouislsy			voen	ngremnt* *Bon
		pose a sentenc	e using two of	f your own single consonant before suffix
spelling wo	rds.			
7)				

/j/ "_dge"					
FOCUS	The ending /j/ is s	spelled as "_dge	e" following a s	short vowel so	ound (bădge).
SORT	Write each word	in the correct o	column.	Č	7.
judge ridge	_	language eject	magic adjective	ledge fudge	onarge dodge
/j/ "_	dge" Spellings		Other /j/ Sp	oellings	
)	
			0		
			5		
SEARCH worksheet. A	In a book find for After each new wor				
		_ -			_
JUMBLE	Write the word w	ith the /j/ "_dg			
elgepd		gftei			
dloge		ujim	nsgde*		 *Bonus
WRITE	Compose a senter	nce using two o	f your own /j/ '	'_dge" spellin	
					·

/j/ "ge"						20 °
FOCUS short vowel		e ending /j/ is s l (page, rouge		e" following any	vowel sound	other than a
SORT	Wr	ite each word	in the correct	column.		
wage perju		budget logic	gauge region	large hedge	conjunction reject	gorgeous energy
/ j / "_	ge" S _l	pellings		Other /j/ Sp	omngs	
)	
				9		
				<u> </u>		
SEARCH	In a	book find for	ur wards with	/j/ "_ge" spellin	os that are no	t on this
				nge number whe		
		×	_ p			_ p
JUMBLE	Wri	ite the wordy	ith the /i/ "g	e" spelling foun	d in each jum	p bled word.
greu			egi			
gamci				nocuosi*		
WRITE	Cor	npose a sente	nce using two	of your own /j/ '	"_ge" spelling	*Bonus words.

Spel	lling	Pattern	Worksheet	#71
------	-------	----------------	-----------	-----

r w	rite each word	in the correct	column.		
fries replies	tied frontier	relief achieve	field tries	lied criea	niece belief
Long /e/	"_ie" Spellings		Long /i/ "_i	e" Spellings	
			.0	2	
			<u>~</u>		
			Y		
			5		
	a book find for				on this wor
	a book find for word, write the		where you foun	d the word.	
			where you foun	d the word.	p
each new		pag number _ p p	where you foun	d the word.	p p
ach new	word, write the	pag number _ p p	where you foun	d the word.	p p

ORT	Write each	word i	n the correct o	column.		
weight ceiling		ceive eit	neighbor their	reins sleigh	perceive feint	conceit receipt
Long /	e/ "_ei" Spe	ellings		Long /a/ "ei'	Spellings	
				0		
				<u>\$</u>		
				'ei" spellings that		this worksho
				ei" spellings that	the word.	
				vhere you found	the word.	. p
fter each ne	w word, wr	ite the p	p	vhere you found	the word.	p
	w word, wr	ite the p	p	where you found	the word.	p

Add "s" after Vowel-"o" and "y" to Form Plurals

FOCUS Most nouns form plurals by adding an "s" to the end of the worl (computers), including nouns which end in a vowel then an "o" (radios) or nouns which end in a vowel then a "y" (monkeys).

SORT	Write	each word i	n the correct o	column.		
rode alle		ratios jerseys	subways bellboys	•	guy. vN ^l eos	duos trios
Vo	owel-"o" Plural Spellings			Vowel-"y' P	lural Spell	ings
				Q		
			_	<u> </u>		
SEARCH				owel-o and y plur		
worksheet.	. After eac	n new word		ge number where		
		3				
JUMBLE ptaois	Write	the word v	ith the vowel- <i>o</i> duac	and y plurals fou	nd in each j	umbled word.
yskenod			drys	ouorc*		 *Bonus
WRITE words.	Compo	ose a senten	ce using two o	f your own vowel	o and y plur	
V						·

Add "es" after /x/, /ch/, /sh/, /s/, and /z/ to Form Plurals

FOCUS Form plurals by adding "es" onto nouns ending in /x/ (boxes), /ah/ (righes), /sh/ (lashes), /s/ (roses), and /z/ (fizzes).

SORT	Writ	te each word	in the correct	column.			
taxe		glasses	fizzes	states	houses	changes	
glov	/es	times	ladies	hives	axes	beaches	
/x/,	/ch/, /sh	/, /s/, and /z/ S	Spellings	Other "es	" Plaral Spelli	ngs	
					2		
				\			
SEARCH	In a	book find for	ır words with	\x/, \ch/, \sh/, \	s/, or /z/ spellin	ngs that are not	
on this wo	rksheet.	After each n	ew word, vri	e the page nun	nber where yo	u found the word.	
			_ P			p	
			p			p	
JUMBLE jumbled w		te the work w	with the $/x/$, $/ch$	n/, /sh/, /s/, or /z	z/ spelling foun	nd in each	
xosef			hsa	used			
sawex			wa	esshrac*			
WRITE	com	pose sentenc	es using each	of the $/x/$, $/ch/$,	/sh/, /s/, and /z	*Bonus :/ spelling words.	
	7	.					
_							
						·	

Change Consonant-"y" to "i" and add "es" to Form Plurals

FOCUS For nouns ending in a consonant then a "y" change the "y" to a "i" and add "es" (companies). For nouns ending in a consonant then an "o" add "es" (stereos).

RT Wri	te each word	in the correct co	lumn.		
tomatoes	berries	superheroes	policies	lasso	aisies
batteries	bodies	echoes	canoes	fairies	oboes
Change y to	o i and add "e	es"	Consonant-	"o", dd "es'	,
			0		
RCH In a	book find tw	o words with on	sonant-"v" c	hanged to "i	os" and two
		"es" epellings th			
					eet. After eac
wora, write ti	ne page num	oer where you for	ina tne word	•	
		n			n
		- P			P·
	X	p			p
					_
		with with conson			and the words
consonant-"o	"ther "es" s	pellings found in	each jumble	d word.	
i .		odes			
5		viesaa	icnc*		
					*B
		nce using a conso	nant-"y" cha	nged to "ies	and one
onant- " the	n "og" enallin	AGC			
	n es spenn	igs.			
	n es spenn	igs.			
7	n es spenn	·gs•			
2	n es spenn	.gs•			

Change "fe" to "ves" to Form Plurals

FOCUS For nouns ending in /f/, change the "f" to "v" and add "es" onto the eld to form plurals (knives).

SORT Write each word in the correct column.

thieves supplies	services machines	activities vehicles	themselves leaves	famines wones	shelves calves
Change "	fe" to "ves" Spe	llings	Other "es"	Spellings	
			.0		
			Q		
			<u> </u>		
					gs that are not on
his worksheet. A	After each new v	vord, write the	•	where you fo	
	×	p			_
	rite the word wi	th the change	"fe" to "ves" s	pelling found	d in each jumbled
viles	~	oohv	ves		
resseroul			vrse*		
WRITE Co	mpose a senten	ce using two of	f your own cha	ange "fe" to "	*Bonu 'ves" spelling
vords.					
W					

Irregular P	'lurals
-------------	---------

FOCUS English has many irregular plural spellings. The irregular plurals change the vowel of the singular noun (man-men); they change the word (person-people); they change the ending of the singular noun (cactus-cacti); or they keep the same spelling as the singular noun (deer-deer).

SORT	Wr	ite each word	in the correct c	olumn.		
selv		women	bookcases	children	berries	treetops
alur		sheep	boxes	fish	churches	matrices
Irre	egular I	Plural Spelling	ţ s	Regular	tral Spellings	
					<u>) </u>	
				O		
)		
			0			
SEARCH	In a	hook find for	ur words with in	rogular nlurg	al enallings tha	t are not on this
			d, write the pag	_		
			p			_ p
		X	J _n			n
			= P·			_
JUMBLE word.	Wr	ite the wor 1 v	ith the irregula	r plural spelli	ing found in ea	ch jumbled
eerd	•		xoen			
cciu			XOCII			
ceim			ppen	aceids*		
						*Bonus
WRITE	Cor	npose a senter	nce using two of	your own irr	egular plural s	spelling words.
0						
~						·

	Engli			•		
SORT	Write	e each word	in the correct o	column.		.
aisl ball		growl wooden	poison jeopardy	mountain guess	great day hter	Eud laugh
Sile	nt Vowel	l Letters		Other Spel	lings	•
				3)	
				\mathcal{Q}		
				S		
_			ır words with s d, w/ ite the pag			are not on this
SEARCH worksheet				ge number who		nd the word.
_			d, water be pag	ge number who	ere you four	nd the word.
worksheet	After ea	nch new word	d, waterbe pag	ge number who	ere you four	nd the word.
JUMBLE	After ea	nch new word	d, waterbe pag	ge number who	ere you four	nd the word p p
_	After ea	nch new word	rith the silent v	owel spelling f	ere you four	nd the word p p

ocus	Englis	п наѕ шапу	siient consona	nt letter spellings	(com <u>b</u>).	
ORT	Write	each word	in the correct o	column.		•
bomb awhil		scene through	shepherd ghost	C	chirteen l column a	atchen answer
Silen	t Conson	ant Spellin	gs 	Other Spelling	s	
				100		
				O .		
				\$ · ·		
_				ilent consonant spee number where		
EARCH orksheet. A				ge number where		word.
_			d, water the pag	ge number where	you found the	word.
orksheet. A	After eac	ch new word	d, wate the pag	ge number where	you found the p p	word.
JMBLE ord.	After eac	ch new word	d, wate the pag	e number where	you found the p p	word.
_	After eac	ch new word	th the silent co	e number where	you found the p p	word.

Drop Final e	before	Suffix
--------------	--------	--------

FOCUS When adding on a suffix to a root that ends in silent final e, dro the e" if the suffix begins with a vowel (take + ing = taking).

SORT	Wri	ite each word ir	the correct co	olumn.			
	olen ıreful	movement purely	homeless illustration	survival pleasure	liker ess nice v	making tickling	
				•	l <i>e</i> before Suf		
ע	гор ғ ша	e before Suffix	L	Keep rina	re delore sur	их	
					7		
			•	O			
			•				
CEADO	U T	l l. C J C		J 41	.1 . l C	° 414	-4
SEARC this work		book find four ter each new w		-			
				18	- · · · - · · · · · · · · · · · · · · ·		
			p			p	
			p			p	
JUMBL	. E Wri	ite the wor \ wit	th the drop the	e final e befor	e the suffix s	nelling for eac	ch
jumbled			v v v v v v		, , , , , , , , , , , , , , , , , , ,	,	
nigtaws			cylku	ija			
ingtaws			Cyrke				
lcsoyle			teme	ntsta*		 *1	Bonus
WRITE	Con	npose a sentenc	e using two of	vour own dr	op the final e		
spelling		P		J 0 0.2.2 0 2.2 0.2.2	ор оно ним о		
4							
7	1						

Keep Final *e* before Suffix

FOCUS Keep the "e" if any of these apply: 1. The suffix begins with a consonant (wisely) 2. The root ends in soft g followed by the "able" suffix (noticeable, changeable) 3. The root ends in soft g followed by the "ous" suffix (courageous) 4. The root ends in "ee" (seeing) 5. The root ends in "oe" (canoeing) 6. The root ends in "ye" (eyeing).

shoed	basement	dyed	traceable	tipto	goodbyes
outrageous	guaranteed	agreeing	advantageous	char geable	actively
Suffix Begins with 	Consonant				
Soft "c" or "g"-abl	e				
Soft g"-ous			(
Root ends in "ee"			<u></u>		
Root ends in "oe"					
Root ends in "ye"					
SEARCH In a l	ook find four	words with	keep the final <i>e</i>	before suffix	that are not on
this worksheet. Afte	er each new w	ord, we ite th	e page number w	here you fou	nd the word.
					n
		P			p
		p			p
JUMBLE Write	the ward w	the keep th	e final <i>e</i> before tl	so guffiy gnol	ling for each
jumbled word.	e the word wit	m me keep m	le illiai e belore ti	ie suilix spei	mig for each
J					
reylus		teve	eod		
eyds		echl	aeape*		
Cyds		ccol			*Bonus
WRITE Com	ose a sentenc	e using three	of your own keep	p the final e 1	before suffix
spelling works.					

/ch/ "_tch	••					₂ O	
FOCUS sound (măt		/ch/ sound he	eard in <i>cheetah</i>	can be spelled	"_tch" follow	ing a short vov	vel
SORT	Wri	te each word	in the correct o	column.			
fetch catcl		Scotch ditch	teaching crutch	approach launcher	back stretch search	porch church	
/ch/	"_tch"	Spellings		/ch/ "_ch" ;	Spenings		
				. 0			
				O			
				<u> </u>			
			— O	<u> </u>			
SEARCH			ur words with / d, weite the pag				
worksneet.	Alter e	each new wor			ere you found		
		X				_	
JUMBLE	***						
	Wri	te the word v	ith the / <i>ch</i> / "_t	ch" spelling fo	und in each ju	mbled word.	

_____ kstengich*

niehacm

Compose a sentence using three of your own /ch/ "_tch" spelling words.

*Bonus

/ch/ "_ch"

FOCUS The /ch/ sound heard in cheetah can be spelled "_ch" following my v wel sound other than a short vowel sound (beach, ouch).

	Write each word	in the correct	column.		ノ)
batch peacl	\mathcal{C}	blotch hutch	torch stitch	touch coaches	wrench thatch
/c h /	"ch" Spellings		/ch/ "tch" S	enings	
			.6		
			2		
		$\overline{}$	Or The second se		
SEARCH	In a book find fo				not on this
		T	~~	o wou found	
vorksheet. A	After each new wor	d, white the pa		•	
vorksheet. 2	After each new wor	p	ge number when		_ p
	After each new wor	p			_ p
JUMBLE	×	p	ch" spelling four		_ p
JUMBLE nhcar	×	p p ith the /ch/ "_	ch" spelling four		_ p _ p mbled word.
JUMBLE Theip WRITE	×	p p ith the /ch/ " stn och	ch" spelling four ach	nd in each ju	_ p _ p mbled word. *Bo

FOCUS	The	/k/ sound hea	rd in <i>kangaroo</i>	can be spelled	l as " c" (pa	nic) r " ck"
(check).			- u		(F	
SORT	Writ	te each word i	in the correct o	column.		
chec pick	_	public limerick	deadlock cardiac	electronic alphabetic	strat gic pani king	stuck zodiac
/k/ "	_c" Spe	ellings		/k/ "_ck" S _I	pellings	
					<u> </u>	
			_^			
spellings th	at are n	ot on this wo		c/ "_c" spelling		ords with /k/ "_ck
spellings th	at are n	ot on this wo		each new word		oage number
SEARCH spellings th where you f	at are n	ot on this wo		each new word	l, write the p	oage number
spellings th	at are n	not on this wo	pp	each new word	l, write the p	 p
spellings th where you f	at are n	not on this wo	pp	each new word	l, write the p	p p
spellings th where you f	at are n	te the word v	rks leet. A fter _ pp ith the /k/ "_c"	each new word	l, write the p	p p p n each jumbled

/k/ "k"

FOCUS The /k/ sound heard in *kangaroo* can be spelled as "_k" following any vowel sound other than a short vowel sound (leaking, hawk).

looking spooking squawked flecks seasic. /k/ "k" Spellings Other /k/ Spellings SEARCH In a book find four words with /k/ "k" spellings that are not on the specific of the seasic.	
SEARCH In a book find four words with /k/ "k" spellings that are not on tworksheet. After each new word, write the page number where you found the	clock awakened
worksheet. After each new word, white the page number where you found the pp.	
worksheet. After each new word, white the page number where you found thepp.	
worksheet. After each new word, white the page number where you found the pp.	
worksheet. After each new word, white the page number where you found the pp.	
worksheet. After each new word, white the page number where you found the p p p.	
p. p.	
JUMBLE Write the worl with the $/k$ / "k" spelling found in each jumbled where k	word.
dekloc akhsing	
nkmoey lesdncackit*	
WRITE Compose a sentence using three of your own /k/ "k" spelling wo	*Bon rds.

Di	cop	Final	v	before	Suffix

FOCUS Change the "y" to "i" if there is a consonant before the "y" with a suffix beginning with any letter other than "i" (pretty + est = prettiest).

50K I	Wı	rite each word	in the correct c	olumn.		/)
	stayed	flying	scariest	plentiful	hapriness	keyless
	fairies	cherries	playful	driest	enjo ment	boyish
	Change Fi	inal "y" to "i"	before Suffix	Keep Final	l y before Suffix	
					2	
			4	0		
			-			
SEAR	CH In	a book find fou	ır words waich	change the "	y" to "i" that ar	e not on this
worksl					ere you found tl	
			p			p
						n
JUME	BLE Wi ed word.	rite the word w	ith the drop th	e final y befor	e the suffix spel	ling for each
Jumpie	cu woru.					
redit	•		giny	la		
tiesabii	1		nnor	nivga*		
						*Bonus
WRIT		mpose a senter	nce using three	of your own d	lrop the final y	before suffix
spellin	g words.					
						•

Keep Final y	before	Suffix
---------------------	--------	---------------

FOCUS When adding on a suffix to a root that ends in a y, keep the "y" f there is a vowel before that "y" (stayed). Also keep the "y" if there is a consonant before the "y" with a suffix beginning with "i" (babyish).

SORT	Write	e each word in	the correct	column.		ノ)
	employment implying	ferrying delaying	betrayed carrying	eyed flying	studying cortseyed	obeyed burying
	Keep "y" wit	th Vowel-"y"		Keep "y"	with Consonan	t-"y-"i" –Suffix ———
				Ż		
				Q		
					al y before suffi er where you fo	x that are not or und the word.
		(
JUME jumble	BLE Write	e the word wit			re the suffix sp	
/linglu	b		yan	nsedid		
kengiyo	coj 🔪		con	naccnpaying*		ΨD
WRIT	E Comp gwords.	oose a sentenc	e using three	of your own	keep the final y	*Bonu • before suffix
(5					

Double *l*, *f*, *s*, *z*

FOCUS The letters l, f, s, and z are usually doubled when the follow a short vewel sound at the end of a syllable as in *bell*, *cuff*, *pass*, and *buzz*.

SORT	Write	e each word i	n the correct	column.		
tollb total	ooth ly	cufflinks critical	awful buzzer	merciful cussing	hissing bluft	colorful hasty
Dou	ble <i>l, f,</i> s	, z Spellings		Other l, f,	s, & Spellings	
				.0	2	
				5		
			- C)		
SEARCH worksheet.				<i>l, f, s,</i> or <i>z</i> spel ge number wh		
		(p			
		X	/ p			p
JUMBLE	Write	e the word vi	th the l, f, s, o	or z spelling for	ınd in each jı	ımbled word.
bffu	_	\bigcirc '	SSS	mdii		
lleert			dfc	ufanh*		
WRITE	Com	pose a senten	ce using three	e of your own <i>l</i>	f, f, s, or z spel	*Bonus

ORT	Write	each word	in the correct	column.		
corp full	oral	tall unusual	still overfull	stall postal	until dist. l	rright hastil
Droj	ol with "	all," "till,"	and "full"	Other "l"	Spellings	
			·	O		
				\$\frac{1}{2}		
pellings th	at are no	t on this wo	ree word, whi orkshoot After _ p			
spellings the where you for the spellings the where you for the spellings the whole spellings the spellings the whole spellings the whole spellings the spellings the whole spellings the spellings the whole spellings the spelli	at are no cound the	t on this wo word.		each new wo	rd, write the p	oage num l
SEARCH spellings the where you for the spellings the where you for the spellings the s	at are no cound the	t on this wo word.	p	each new wo	rd, write the p	oage num l

Greek /er/	"rh"					20
FOCUS	The	/er/ sound hear	ed in <i>ermine</i> c	an be spelled "	rh" (rhythm). (
SORT	Wri	te each word in	the correct o	column.		* .
rhym overl		rhinoceros spearhead	warhorse rhubarb	carhop overheard	rhombus rhinestone	rhetorical fatherhood
/er/	'rh" Sp	oellings		Other Spell	ings	
				3)`	
				6.		
SEARCH	In a	book find four	words with	<i>er/</i> "rh" spellin	gs that are n	ot on this
worksheet.	After e	ach new word,	w ite the pag	ge number whe	re you found	
		×				_ p
JUMBLE	Wri	te the word wit	h the <i> er </i> "rh	" spelling foun	d in each jun	ıbled word.
ythmichr	_		min	yhgr		
nosihr			rico	ethr*		 *Bonus
WRITE found on the		_	e using one of	f your own sho	rt <i> er </i> "rh" s	pelling words not
0						

Greek /k/ '	'ch''					O
FOCUS	The /	k/ sound hea	rd in <i>kangaroo</i>	can be spelle	d "ch" (chorus).	
SORT	Write	e each word i	in the correct co	olumn.	\rightarrow	
chem stoma		archer attached	catchy technology	chaos bunches		nchor che
/k/ "c	h" Spel	llings		Other /k/ S	pellings	
				3)	
				6		
SEARCH	In a h	ook find fou	ur words with /k	/ "ch" snellin	gs that are not on t	
_				e number wh	ere you found the v	vord.
		×	<u>) </u>		p	
JUMBLE	Write	e the word w	ith the /k/ "ch"	spelling foun	d in each jumbled	word.
ridoch			rusoh	c		
hemecs	•		hnica	ecm*		
WRITE	Сону	pose a senten	ce using one of	your own /k/	"ch" spelling word	*Bonus ls.
-						

/ion/ "sion"

FOCUS When a suffix sounds like /shun/ and follows an l or s, spell "sion" (expulsion, mission). Also, when the suffix sounds like /zyun/, spell "sion" (explosion).

SORT	Writ	e each word in	the correct co	lumn.		
	mission pression	confusion invasion	compulsion decision	supervision discussion	conversion division	concession propulsion
/sh	un/ after	<i>l</i> or <i>s</i> "sion" S	pellings	/zyun/ "sion	Spellings	
_				~		
				0,		
)		
SEARCH	I Inal	book find four	words with /io	an/ "sion" sna)	llings that are	not on this
			write the page	number whe	re you found	the word.
		X	p			_
JUMBLE	Writ	e the word y it	th the /ion/ "sio	on" spelling fo	und in each j	umbled word.
sionxelup			ssesni			
sasoinp			nocso	inluv*		*Bon
sasoinp WRITE	Com	pose a sentenc	nocso		on/ "sion" spe	

FOCUS musician).	If the	e suffix sound	s like /shun/ an	d indicates a p	erson, spell "	cial."
ORT	Writ	e each word i	n the correct co	olumn.		
magic electr		politician dietician	conviction depression	pediatrician mortician	destination national	possession missionary
/ion/	"cian"	Spellings		Other /ion/	pellings	
				Š	<u>) </u>	
				\mathcal{Q}_{-}		
			□ ∂	<i></i>		
EARCH orksheet. A			r words with /ic, write the page	_		
		X	p			
UMBLE	Writ	e the word vi	th the /ion/ "cia	an" spelling fo	und in each ji	umbled word.
ianiutaeb		\bigcirc '	ticpo	ain		
icahnyp			metn	aicsoci*		*Bon
VRITE	Com	pose a senten	ce using three (_	
0	,					

/ion/ "tion	••					
FOCUS	The	/ion/ sound is	most often spe	lled "tion" (m	otion).	
SORT	Wri	te each word in	n the correct c	olumn.	(*
musi ment		admission solution	potion protection	technician option	operation illus on	expression explosion
/ion/ 	"tion"	Spellings		Other /ion/	Spellings	
				-4	>	
				O		
				>		
SEARCH worksheet.		book find four each new word,				
		(. p			_
JUMBLE	Wri	te the work wit				
ctinoa			tanni	0		
cutnoia	_		mote	ionla*		
WRITE	Con	pose a sentenc	e using three	of your own /io	on/ "tion" sp	*Bonus

Sh.	ort	Vo	wel_	C_{Δ}	ทธก	nan	4 1	ما
.711		v u	w = i =				4 I — I	

FOCUS In addition to the common a, e, i, o, and u vowels (and sometimes y), the l can also serve as a vowel. In the consonant-"l"-"e" suffix spelling pattern, the soft "all schwa sound slides into the l to form an unaccented l sound. The l sound can be spelled as _ble, _cle, _dle, _fle, _gle, _ple, _sle, and _tle in short vowel—consonant—le spe lings (bubble, paddle).

SORT	Write each wor	d in the correct o	column.	
purpl mapl		icicle rifle		able uncle nontlé double
Shor	t Vowel-Consona	nt-le Spellings	Other Vower	Consonant-le Spellings
			Q.	
SEARCH that are not found the w	on this workshee			vel-consonant-le spellings age number where you
				p p
JUMBLE jumbled wo		with the short v	owel-consonant-le	spelling found in each
fferal		ppa.	le	
nkmoey		ade	drts*	, tD
WRITE words.	Compose a sent	tence using two o	f your own short v	*Bonu vowel-consonant-le spelling
Q)	,			

Other Vowel Instead of Short Vowel-Consonant-le Spellings

FOCUS In addition to the common a, e, i, o, and u vowels (and sometimes y), the l can also serve as a vowel. In the consonant-"l"-"e" suffix spelling pattern, the soft "all schwa sound slides into the l/l/ to form an unaccented l/l/ sound. The l/l/ sound can be spelled as _ble, _cle, _dle, _fle, _gle, _ple, _sle, and _tle in other vowels instead of short to wels—consonant—le spellings (ladle, gargle, staple).

SORT	Wri	te each word	in the correct of	column.		•
bugle peop		article pimple	hassle puddle	muscle poodle	gende straggle	beetle beagle
Othe	er Vow	el-Consonant	t-le Spellings	Short Vow	el-Consonant	-le Spellings
			•	O'		
	e spelli					t vowels- d, write the page
			O -			_
JUMBLE spelling fou		te the word v ach jumbled	with other vowe word.			-
esaemls	_		oold	len		
letit			gela	e*		
WRITE consonant-		-	nce using two o	f your own ins	tead of short	*Bonus vowels-
7						

Short Schwa

FOCUS The schwa is the most common vowel sound in the English language. The schwa is usually found in unaccented syllables and can have a short /uh/ sound (i/tëm). Each of the common vowels (a, e, i, o,and u) can make the "schwa" sound.

SORI	Wr	ite each word ii	n the correct c	olumn.		
	opening loft	backward melting	particular pinched	gallon earthly	servant pencil	books item
	Short Schv	va Spellings		Other Vow	Spellings	
				3		
				S		
			_Q			
SEAR worksl		book find four				
		×	<u> </u>			_ p
				1 11 6		
JUME velrat	SLE Wr	ite the word <i>w</i> i	tn tne snort sc nepi		ound in each j	umbled word.
ılmina			suare	onid*		
WRIT	E Cor	npose a senteno	ce using two of	your own sho	ort schwa "ea"	*Bonu ' spelling words.
						·

Long	Schwa

FOCUS The schwa is the most common vowel sound in the English language. The schwa is usually found in unaccented syllables and can have a long |uh| sound (a/bóut). Each of the common vowels (a, e, i, o, and u) can make the "schwa" sound.

SORT	Write	each word	in the correct	column.		
cauş brea		banana puzzle	about cruel	enemy mischief	testament bought	incredible eighty
Lon	g Schwa	Spellings		Other Vow	l Spellings	
)	
				6		
				5		
			-C			
SEARCH worksheet.			d, write the pa	long schwa spel age number whe	ere you found	the word.
						_
JUMBLE	Write	the word w	ith the long s	chwa spelling fo	und in each ju	ımbled word.
gearga	• - 4	,	erl	not		
succir			mı	ntearnuot*		*Danua
WRITE	Comp	ose a senten	ice using two	of your own lon	g schwa spelli	*Bonus ng words.
O						

RT	Write	e each word in	the correct co	olumn.	29)
flexil rema	ole rkable	terrible convertible	variable applicable		favorable adorable
"able	e" Spell	ings		"ible" Spell ngs	
				1	
				Q	
			_Q		
ARCH				able" spellings tha	
rksneet. A	Aiter ea	ich new word,	write the pag	e number where y	ou found the word. p
			p		p
	Write	e the word wit	h the "able" s	pelling found in ea	nch jumbled word.
MBLE			errle	bit	
MBLE eays	•				

FOCUS Spe /c/ or /g/ sound (re after a root endin). Also spell			
SORT Wr	ite each word in	the correct (column.		ク
taxable singable	reliable questionable	illegible possible	quotable edible	despicable in sinciple	audible collapsible
"ible" Spe	llings		"able" Spe	lings	
			1	2	
			9		
)		
		Q			
	a book find four each new word,				
SEARCH In a		write the pag	ge number wh	ere you found t	he word.
worksheet. After	each new word,	p p p	ge number wh	ere you found t	p
worksheet. After		pp	ge number wh	ere you found t	p

"ant," "ance," and "ancy" End a word with the suffixes "ant," "ance," or "ancy" (not "ent" "ente," or **FOCUS** "ency") if the root before has a hard /c/ or /g/ sound (significant, elegance, vacancy). as in Also, spell "ant," "ance," or "ancy" if the root ends with "ear" or "ure" (according) insurance). **SORT** Write each word in the correct column. attendance ingredient applicant clearance chrumierence endurance reference intelligent onfigence decency assurance mutant "ence" Spell "ance" Spellings SEARCH In a book find four words with "ance" spellings that are not on this worksheet. After each new word, write the page number where you found the word. Write the word with the "ance" spelling found in each jumbled word. **JUMBLE** sssaattin __ cnyega ___ stncebusa* nterap *Bonus WRITE Compose a sentence using two of your own "ance" spelling words.

"ent," "ence," and "ency" End a word with the suffixes "ent," "ence," or "ency" (not "ant." "ant." or **FOCUS** "ancy") if the root before has a soft /c/ or /g/ sound (magnificence, intelligence, emergency). Also, spell "ent," "ence," or "ency" if the root ends with "id" or "ere" (resilence, reverence). **SORT** Write each word in the correct column. significance sufficiency avoidance abundant difference frequen alliance contingency irritant coherence extra agance innocent "ance" Spenings "ence" Spellings SEARCH In a book find four words with "ence" spellings that are not on this worksheet. After each new word, write the page number where you found the word. Write the word with the "ence" spelling found in each jumbled word. JUMBLE snrterpee _____ forprenamce engcyru blancemeres* *Bonus Compose a sentence using three of your own "ence" spelling words. WRITE

choke

lonesome

rule

flute

Spelling Sor	rt #1	Spelling Sor	rt #2	Spelling Sor	t #3
clutch	touch	shock	tough	ridge	finite /
stuff	dune	pots	tonight	slipping	tight
luck	rumor	onto	boat	click	media
brunch	mutant	locker	route	glitter	kip
skunk	music	monster	loop	kick	lie
rusty	pleasure	tossed	hope	stitch	mashine
Jumble #1	1	Jumble #2	1	Jumble #3	
stuck	dusty	cost	blond	pitch 🗸 🜂	hidden
crunch	punishment	clock	slobbering	ridge	combination
	1		S		
Spelling Sor	rt #4	Spelling Sor	t #5	Sp. ling Sor	t #6
best	error	blast	again	ready	really
stretch	perceive	class	bank	legsant	early
credit	meat	cranberry	article .	spre24	pear
kettle	neighbor	brad	aid	measure	beautiful
beg	greet	match	cheetah	meant	speak
met	beside	cracker	break	deaf	bead
Jumble #4		Jumble #5		Jumble #6	
deck	better	stand	last	death	instead
chest	narrowest	cracker	bettleground	tread	breakfast
Spelling Sor	·t #7	Spelling So	(#8	Spelling Sor	t #9
despite	tambourine	pane	ar	compute	rude
provide	automobile	table	valley	mule	attitude
preside	submarine	stale	sadder	ridicule	dune
profile	machine	named	giraffe	rebuke	dude
lime	police	state	basketball	commune	attitude
lifetime	beige	cape	badge	confuse	tune
Jumble #7	ocige	Jumble #8	oddge	Jumble #9	tune
site	infinite 🌲	crate	make	cute	tribute
spine	underline	safe	keepsake	mute	commute
брине	dideiiiie	グ)	кеерыке	mate	Commune
Spelling Sor	rt #10	Spelling Sor	t #11	Spelling Sor	t #12
close	groan	dude	computers	those	posies
alone	SOa	parachute	mules	used	dose
stones	dough	prune	tribute	please	goose
explode	stow	crude	cucumber	rose	loose
those	Paned	brute	ridicule	lose	toes
home	crows	altitude	computer	closed	case
Jumble #10		Jumble #11		Jumble #12	

tune

altitude

chose

accuse

advise

disease

Spelling Sort	#12	Spelling Sort	· #1.4	Spelling Sort	. #15
gargle	angel	leaves	Venus	marine	line
raffle	label	prove	invest	automobile	site
mantle	camel	strive	prevent	machine	seize seize
stable	carousel	bravery	velvet	prestige	perceire •
ladle	mantel	festive		tambourine	
	funnel	clove	convert revolve	vaccine	li ne
popsicle Jumble #13	Tuillei	Jumble #14	levolve	Jumble #15	sh.co
able	oracle	have	moved	police police	prostigo
fiddle	settlement	motive	moved receive	latrine	prestige submarine
nadie	settiement	mouve	receive	laurine	Submarme
Spelling Sort	#16	Spelling Sort	#17	Sp. ling Sort	#18
shark	such	lunch	shut	monthly	tent
shift	nation	march	magician _	hirkn g	taught
crash	mission	ditch	basic	thought	what
gosh	chart	fetch	scent	smooth	whir
dashboard	musician	reach	ridge	athroom	stunt
pushed	mansion	chase	marsh	nothing	phone
Jumble #16		Jumble #17		Jumble #18	_
crush	splash	branch	crutch	with	these
flesh	fisherman	couch	perchment	moths	mathematics
G 111 G	114.0	a 111 a 🗐	1100	a 111 a	1101
Spelling Sort		Spelling Son		Spelling Sort	
wheat	wish	phrase	punch	fable	weigh
wheat where	wish want	phrase phanton	punch path	fable nation	weigh pale
wheat where wham	wish want watch	phrase phanton phase	punch path sipping	fable nation nature	weigh pale playful
wheat where wham whew	wish want watch wrench	phrase phanton phase philosophy	punch path sipping panther	fable nation nature cable	weigh pale playful rain
wheat where wham whew whirlwind	wish want watch wrench would	phrase phanton phase philosophy graphic	punch path sipping panther pinch	fable nation nature cable baby	weigh pale playful rain caught
wheat where wham whew whirlwind whichever	wish want watch wrench	phrase phanton phase philosophy graphic notab	punch path sipping panther	fable nation nature cable baby maple	weigh pale playful rain
wheat where wham whew whirlwind whichever Jumble #19	wish want watch wrench would winter	phrase phanton phase philosophy graphic morph Jumble #20	punch path sipping panther pinch pouch	fable nation nature cable baby maple Jumble #21	weigh pale playful rain caught repeat
wheat where wham whew whirlwind whichever Jumble #19 what	wish want watch wrench would winter when	phrase phanton phase philosophy graphic morph Jumble #20 graph	punch path sipping panther pinch pouch phonics	fable nation nature cable baby maple Jumble #21 taste	weigh pale playful rain caught repeat
wheat where wham whew whirlwind whichever Jumble #19	wish want watch wrench would winter	phrase phanton phase philosophy graphic morph Jumble #20	punch path sipping panther pinch pouch	fable nation nature cable baby maple Jumble #21	weigh pale playful rain caught repeat
wheat where wham whew whirlwind whichever Jumble #19 what	wish want watch wrench would winter when meanwhile	phrase phanton phase philosophy graphic morph Jumble #20 graph thony	punch path sipping panther pinch pouch phonics triumph	fable nation nature cable baby maple Jumble #21 taste	weigh pale playful rain caught repeat nation teenager
wheat where wham whew whirlwind whichever Jumble #19 what whine	wish want watch wrench would winter when meanwhile	phrase phanton phase philosophy graphic morph Jumble #20 graph	punch path sipping panther pinch pouch phonics triumph	fable nation nature cable baby maple Jumble #21 taste stable	weigh pale playful rain caught repeat nation teenager
wheat where wham whew whirlwind whichever Jumble #19 what whine Spelling Sort	wish want watch wrench would winter when meanwhile	phrase phanton phase philosophy graphic north Jumble #20 graph phony Spelling Sort	punch path sipping panther pinch pouch phonics triumph	fable nation nature cable baby maple Jumble #21 taste stable Spelling Sort	weigh pale playful rain caught repeat nation teenager
wheat where wham whew whirlwind whichever Jumble #19 what whine Spelling Sort plays	wish want watch wrench would winter when meanwhile #22 train	phrase phanton phase philosoph graphic morph Jumble #20 graph phony Spelling Sort mainly	punch path sipping panther pinch pouch phonics triumph	fable nation nature cable baby maple Jumble #21 taste stable Spelling Sort freight	weigh pale playful rain caught repeat nation teenager #24 receive
wheat where wham whew whirlwind whichever Jumble #19 what whine Spelling Sort plays stray delay	wish want watch wrench would winter when meanwhile #22 train money	phrase phanton phase philosophy graphic norph Jumble #20 graph phony Spelling Sort mainly straight	punch pach sipping panther pinch pouch phonics triumph #23 stay eight	fable nation nature cable baby maple Jumble #21 taste stable Spelling Sort freight sleigh	weigh pale playful rain caught repeat nation teenager #24 receive conceive
wheat where wham whew whirlwind whichever Jumble #19 what whine Spelling Sort plays stray	wish want watch wrench would winter when meanwhile #22 train money acily monkey	phrase phanton phase philosophy graphic notab Jumble #20 graph Thony Spelling Sort mainly straight hair braid	punch path sipping panther pinch pouch phonics triumph #23 stay eight late	fable nation nature cable baby maple Jumble #21 taste stable Spelling Sort freight sleigh rein	weigh pale playful rain caught repeat nation teenager #24 receive conceive believed
wheat where wham whew whirlwind whichever Jumble #19 what whine Spelling Sort plays stray delay prayer	wish want watch wrench would winter when meanwhile #22 train morey daily	phrase phanton phase philosophy graphic north Jumble #20 graph phony Spelling Sort mainly straight hair	punch path sipping panther pinch pouch phonics triumph #23 stay eight late reign	fable nation nature cable baby maple Jumble #21 taste stable Spelling Sort freight sleigh rein neigh	weigh pale playful rain caught repeat nation teenager #24 receive conceive believed retrieve
wheat where wham whew whirlwind whichever Jumble #19 what whine Spelling Sort plays stray delay prayer betray	wish want watch wrench would winter when meanwhile #22 train money deily monkey roiny	phrase phanton phase philosophy graphic norph Jumble #20 graph phony Spelling Sort mainly straight hair braid explain	punch path sipping panther pinch pouch phonics triumph #23 stay eight late reign basic	fable nation nature cable baby maple Jumble #21 taste stable Spelling Sort freight sleigh rein neigh their	weigh pale playful rain caught repeat nation teenager #24 receive conceive believed retrieve receipt
wheat where wham whew whirlwind whichever Jumble #19 what whine Spelling Sort plays stray delay prayer betray clay	wish want watch wrench would winter when meanwhile #22 train money deily monkey roiny	phrase phanton phase philosophy graphic noigh Jumble #20 graph phony Spelling Sort mainly straight hair braid explain chair	punch path sipping panther pinch pouch phonics triumph #23 stay eight late reign basic	fable nation nature cable baby maple Jumble #21 taste stable Spelling Sort freight sleigh rein neigh their heir	weigh pale playful rain caught repeat nation teenager #24 receive conceive believed retrieve receipt

Spelling Sort	#25	Spelling Sort	#26	Spelling Sort	#27
cedar	early	indeed	steady	deceive	weigh /
detail	ready	speech	piece	conceive	reins
revise	reading	green	death	receipt	sleigh
fever	reach	greet	treat	perceive	ther
predict	measure	three	beaten	receiving	neighbor
beside	meant	queen	earth	conceit	beign
Jumble #25		Jumble #26		Jumble #27	
beside	delight	beef	freely	deceit 🔷	deceiving
review	cemented	seek	referee	receive 🔪	receipt
Spelling Sort	#28	Spelling Sort	#29	Sp. ling Sort	#30
early	bicycles	really	early	trio	panic
ready	sly	leaves	heavy	die	spike
beauty	cyclone	reading	beautiful	perio 1	middle
fairy	horrify	reach	pleasure	audio	rifle
country	untying	speak	feather	pediatrician	lighter
berry	goodbye	treat	wear	remedial	trial
Jumble #28		Jumble #29		Jumble #30	
duty	mighty	meat	clean	media	medium
lady	completely	dreary	tensed	lenient	trivia
a a .	W0.4	a a		a a	!!
Spelling Sort		Spelling Sort	#32	Spelling Sort	
biography	tighter	might	rice	terrify	mystic
triangle	nearby	lighter	untied	identify	monkey
tricycle	tries	thigh	signal	reply	baby
license	white	higher	tiger	supply	maybe
bison	list	brighten	weigh	trying	skinny
cider	sighing	dightly	lied	myself	slowly
Jumble #31		Jumble #32		Jumble #33	
pirate	tricycle	sight	bright	crying	cyclone
Bible	silent	ligher	delightful	justify	myself
Spelling Sort	#34	Spelling Sort	#35	Spelling Sort	#36
untie	marine	going	goat	does	gone
fries	believe	sober	coin	oboe	mole
died	conceive	also	boost	potatoes	lonely
pies	copied	colon	soy	mistletoe	done
tried	iece	soda	touch	foes	poetic
science	puppies	Roman	lowly	tomatoes	stereos
Jumble #34	-FF-30	Jumble #35	z – J	Jumble #36	3112300
died	tied	ocean	also	toes	poems
cries	untried	lotion	obesity	goes	woeful

Spelling Sort	· #3 7	Spelling Sort	#38	Spelling Sort	#39
loaves	vetoed	known	scowl	mutant	tough /
toaster	hour	grow	crowd	humid	duet
foamy	crow	bowling	cowboy	cubicle	mustard
coated	moisture	lowly	crown	commuting	rust
soap	stool	snowed	frown	bugle	true
oatmeal	store	glowing	chowder	cucumber	duty
Jumble #37		Jumble #38		Jumble #39	
coast	sailboat	grown	towing	puny 🗸 🔧	butane
goats	topcoat	stowed	bowtie	cubic	musician
	•				
Spelling Sort	#40	Spelling Sort	: #41	Sp. ling Sort	: #42
ewes	cue	fuel	sue	foolish	brook
mew	cashew	statue	blue	ootstool	stood
hew	sewing	miscue	glues	zoom	looked
fewer	feud	continue	duets	rocts	woolen
pewter	knew	issue	clue	woth	hooked
view	chew	value	due	smooth	mistook
Jumble #40		Jumble #41		Jumble #42	
fewest	nephew	argue	avenue	food	spoonful
curfew	jeweler	value	berbecu.	boot	raccoons
a a		a a		a a	
Spelling Sort		Spelling Sout		Spelling Sort	
duel	continued	Pluto	cushion	knew	preview
clue	valued	truly	butcher	threw	sew
glue	issue	duties	spun	flew	jewels
dues	statue	prudent	beautiful	blew	fewer
sued	argued	super	fueling	chewing	pew
avenue	guess	uni	sugar	dew	curfew
Jumble #43	1 1	Symble #44	. 1	Jumble #45	1
true	glued	rumor	student	drew	corkscrew
duels	untrue	uron	fluency	stew	newborn
Spelling Sort	: #46	Spelling Sort	: #47	Spelling Sort	: # 48
booked	loosery	cushion	trucker	brown	slowly
hooks	zockeeper	octopus	dust	clown	bowling
brook	certoon	pushpin	museum	eyebrow	owner
crooked	rooster	pussycat	judicial	chowder	stowed
wool	food	butcher	sunshine	plow	snowstorm
understood	zoomed	sugar	cube	crowned	shown
Jumble 446		Jumble #47		Jumble #48	
stood	cooking	push	pudding	town	vowel
hood	roofer	input	rosebush	rowdy	cowboys

Spelling Sort #49		Spelling Sort #50		Spelling Sort #51	
loud	rougher	oil	fooling	toys	SOW
house	dough	joining	soy	oyster	choose
couch	cough	noisy	radio	coy	boil
	growl	•		•	CO2
cloudy mouth	•	point	joyfully fellows	enjoy boygott	
	bought down	spoiled		boycott	oboes
shouted	down	poison Jumble #50	going	annoy	noise
Jumble #49	ما میں اُم			Jumble #51	ame lave
spouse	doubt	coil	moist	joyful	employ
ground	ourselves	foil	avoided	boyish	destroying
Spelling Sort	#52	Spelling Sort #53		Sp. Uing Sort #54	
awkward	laugh	paused	brawl	dental	mall
drawing	although	naughty	almost	ct al	awful
crawl	above	sauce	awesome	alrea ly	fawn
straw	also	haunted	mortal	fureral	hauling
yawned	caught	cause	away	Estival	fall
sprawl	master	launched	available	disposal	daughter
Jumble #52		Jumble #53		Jumble #54	C
laws	drawl	taught	auditorium	almost	false
pawn	jawbone	caught	atdienc	normal	immortal
1	3				
Spelling Sort	#55	Spelling Sort #56		Spelling Sort #57	
small	chalk	burn	charcoal	perfect	curtain
fallen	half	surfing	stork	morning	hurled
snowfall	calm	burst \(\lambda\)	perspire	jerky	thirty
tall	crawl	curls	thirst	clerk	sharp
called	haul	ch irch	certainly	germ	bored
mall	caught	churred	squirm	alert	charming
Jumble #55		Symble #56		Jumble #57	
wall	baseball \nearrow	murder	turning	stern	sweeter
stall	hallway	surf	hurler	herself	feathers
Spelling Sort #58		Spelling Sort #59		Spelling Sort #60	
shirt	puri	farmer	early	sport	burn
squirt	star	hard	stormy	pork	fir
dirty	or vn	yards	herself	corn	runner
thirsty	portable	partner	herbs	stormy	alerted
twirl	cursing	large	curling	porches	backyard
whirl	germs	sharp	firmly	shortest	furled
Jumble 458		Jumble #59		Jumble #60	
stir	squirm	charm	starting	forty	newborn
third	chirping	shark	charcoal	sort	borders

Spelling Sort #61		Spelling Sort #62		Spelling Sort #63	
custom	lacy	ceiling	customer	gag	germ
capital	cinnamon	cyber	maniac	goggles	giant
kitchen	cedar	sense	checkers	gutter	gym
snorkel	cent	messy	catch	gallon	rang
panic	cider	basin	please	seagull	budget
check	cyclone	spicy	cucumber	gong	genetic
Jumble #61		Jumble #62		Jumble #63	
catch	cucumber	cent	fancy	guest 🗸 🔧	gone
kennel	checkmate	citrus	cementing	gurgle	gasoline
a ne a	11.C.A.	a ni a 4	W.C.		1122
Spelling Sort		Spelling Sort		Sp. ling Sort	
gentleman	gallery	early	deny	rely	really
ridge	gutter	ready	goodbye	yclone	tardy
ginger	goose	party	today	iustif	beauty
mangy	gone	journey	bicycle	splying	baby
jellybean	target	happy	yesterday	Jorify	attorney
page	gassed	orally	mys If	dying	lately
Jumble #64	_	Jumble #65		Jumble #66	
gems	general	friendly	handy	crying	reply
giant	gymnasium	monkey	hobbyis	justify	underlying
Snelling Sort #67		Spelling Sqrt #68		Spelling Sort #69	
Spelling Sort	: #67	Spelling Sout	#68	Spelling Sort	t # 69
Spelling Sort drummer		Spelling Sort		•	
drummer	prediction	equipment	bi _z gest	judge	language
drummer stopping	prediction unfairness	equipment weakness	bi _g gest sulfering	judge badge	language magic
drummer stopping permitted	prediction unfairness entered	equipment weakners conversion	biggest suffering admitted	judge badge ledge	language magic charge
drummer stopping	prediction unfairness	equipment weakness	bi _g gest sulfering	judge badge ledge ridge	language magic charge adjust
drummer stopping permitted	prediction unfairness entered	equipment weakners conversion	biggest suffering admitted	judge badge ledge ridge fudge	language magic charge adjust eject
drummer stopping permitted baggage	prediction unfairness entered	equipment weakness convertion shocking	biggest suffering admitted	judge badge ledge ridge fudge dodge	language magic charge adjust
drummer stopping permitted baggage Jumble #67	prediction unfairness entered hopeless	equipment weakness conversion shocking Jumble #68	higgest surgering admitted batteries	judge badge ledge ridge fudge dodge Jumble #69	language magic charge adjust eject adjective
drummer stopping permitted baggage Jumble #67 letting	prediction unfairness entered	equipment weakness convertion shocking Jumble #68 waiting	biggest surcering admitted batteries	judge badge ledge ridge fudge dodge	language magic charge adjust eject adjective
drummer stopping permitted baggage Jumble #67 letting hopping	prediction unfairness entered hopeless	equipment weakness convention shocking Jumble #68 waiting seriously	biggest surcering admitted batteries blasted government	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge	language magic charge adjust eject adjective fidget misjudge
drummer stopping permitted baggage Jumble #67 letting hopping Spelling Sort	prediction unfairness entered hopeless cancelled outwitted	equipment weakness convertion shocking Jumble #68 waiting seriously Spelling Sort	biggest suffering admitted batteries blasted government	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge Spelling Sort	language magic charge adjust eject adjective fidget misjudge
drummer stopping permitted baggage Jumble #67 letting hopping Spelling Sort pages	prediction unfairness entered hopeless cancelled outwitted #70 budg t	equipment weakness convention shocking Jumble #68 waiting seriously Spelling Sort relief	biggest surfering admitted batteries blasted government #71 fries	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge Spelling Sort conceive	language magic charge adjust eject adjective fidget misjudge #72 weight
drummer stopping permitted baggage Jumble #67 letting hopping Spelling Sort pages gauge	prediction unfairness entered hopeless cancelled outwitted #70 budg t conjunction	equipment weakness convention shocking Jumble #68 waiting seriously Spelling Sort relief field	biggest surcering admitted batteries blasted government #71 fries tied	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge Spelling Sort conceive perceive	language magic charge adjust eject adjective fidget misjudge #72 weight neighbor
drummer stopping permitted baggage Jumble #67 letting hopping Spelling Sort pages gauge large	prediction unfairness entered hopeless cancelled outwitted #70 budg t conjunction perjury	equipment weakness convention shocking Jumble #68 waiting seriously Spelling Sort relief field niece	biggest suffering admitted batteries blasted government #71 fries tied lied	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge Spelling Sort conceive perceive conceit	language magic charge adjust eject adjective fidget misjudge #72 weight neighbor reins
drummer stopping permitted baggage Jumble #67 letting hopping Spelling Sort pages gauge large gorgeous	prediction unfairness entered hopeless cancelled outwitted #70 budg t conjunction perjury hedge	equipment weakness convention shocking Jumble #68 waiting seriously Spelling Sort relief field niece frontier	biggest surfering admitted batteries blasted government #71 fries tied lied replies	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge Spelling Sort conceive perceive conceit ceiling	language magic charge adjust eject adjective fidget misjudge #72 weight neighbor reins their
drummer stopping permitted baggage Jumble #67 letting hopping Spelling Sort pages gauge large gorgeous logic	prediction unfairness entered hopeless cancelled outwitted #70 budget conjunction perjury hedge eject	equipment weakness convection shocking Jumble #68 waiting seriously Spelling Sort relief field niece frontier achieve	biggest suffering admitted batteries blasted government #71 fries tied lied replies tries	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge Spelling Sort conceive perceive conceit ceiling deceit	language magic charge adjust eject adjective fidget misjudge #72 weight neighbor reins their sleigh
drummer stopping permitted baggage Jumble #67 letting hopping Spelling Sort pages gauge large gorgeous logic region	prediction unfairness entered hopeless cancelled outwitted #70 budg t conjunction perjury hedge	equipment weakness convention shocking Jumble #68 waiting seriously Spelling Sort relief field niece frontier achieve belief	biggest surfering admitted batteries blasted government #71 fries tied lied replies	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge Spelling Sort conceive perceive conceit ceiling deceit receipt	language magic charge adjust eject adjective fidget misjudge #72 weight neighbor reins their
drummer stopping permitted baggage Jumble #67 letting hopping Spelling Sort pages gauge large gorgeous logic region Jumble #70	prediction unfairness entered hopeless cancelled outwitted #70 budg t conjunction perjury hedge reject energy	equipment weakness convertion shocking Jumble #68 waiting seriously Spelling Sort relief field niece frontier achieve belief Jumble #71	biggest surfering admitted batteries blasted government #71 fries tied lied replies tries cried	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge Spelling Sort conceive perceive conceit ceiling deceit receipt Jumble #72	language magic charge adjust eject adjective fidget misjudge #72 weight neighbor reins their sleigh feint
drummer stopping permitted baggage Jumble #67 letting hopping Spelling Sort pages gauge large gorgeous logic region	prediction unfairness entered hopeless cancelled outwitted #70 budget conjunction perjury hedge eject	equipment weakness convention shocking Jumble #68 waiting seriously Spelling Sort relief field niece frontier achieve belief	biggest suffering admitted batteries blasted government #71 fries tied lied replies tries	judge badge ledge ridge fudge dodge Jumble #69 pledge lodge Spelling Sort conceive perceive conceit ceiling deceit receipt	language magic charge adjust eject adjective fidget misjudge #72 weight neighbor reins their sleigh

Spelling Sort #73		Spelling Sort #74		Spelling Sort #75	
rodeos	subways	taxes	states	berries	tomatoes
ratios	Fridays	glasses	houses	stories	superhe oes
duos	guys	fizzes	changes	marries	lassoes
stereos	alleys	ladies	gloves	batteries	echos
videos	jerseys	hives	times	factories	cinoes
trios	bellboys	axes	beaches	fairies	obtos
Jumble #73		Jumble #74		Jumble #75	
patios	audios	foxes	dashes	duties	does
donkeys	corduroys	waxes	carwashes	shoes	vacancies
					•
Spelling Sort	t #76	Spelling Sort #77		Spelling Sort #78	
thieves	services	women	selves	aicle	growl
themselves	activities	children	bookshelves	novatin	poison
shelves	families	alumni	berries	great	feud
leaves	supplies	sheep	treetops	jeepardy	balloon
wolves	machines	fish	boxes	guess	wooden
calves	vehicles	matrices	churches	laugh	daughter
Jumble #76		Jumble #77		Jumble #78	
lives	hooves	deer	oxen	tomb	bear
ourselves	dwarves	mice	appendices	fruit	people
Spelling Sort #79		Spelling Sort #80		C 112 C4	. 401
Spelling Sort	t#7 9	Spelling Son	#80	Spelling Sort	#01
bomb	shepherd	stolen	movement	basement	actively
				•	
bomb	shepherd thirteen kitchen	stolen survival making	movement homeless likeness	basement	actively
bomb scene sign ghost	shepherd thirteen	stolen survival	movement homeless	basement traceable outrageous guaranteed	actively changeable
bomb scene sign	shepherd thirteen kitchen awhile through	stolen survival making	homeless likeness careful purely	basement traceable outrageous	actively changeable advantageous agreeing tiptoed
bomb scene sign ghost column answer	shepherd thirteen kitchen awhile	stolen survival making illustration pleasure tickling	homeless likeness careful	basement traceable outrageous guaranteed shoed dyed	actively changeable advantageous agreeing
bomb scene sign ghost column	shepherd thirteen kitchen awhile through howled	stolen survival making illustration pleasure tickling Jumble #80	movement homeless likeness careful purely nicely	basement traceable outrageous guaranteed shoed dyed Jumble #81	actively changeable advantageous agreeing tiptoed goodbyes
bomb scene sign ghost column answer Jumble #79 knot	shepherd thirteen kitchen awhile through howled	stolen survival making illustration pleasure tickling Jumble #80 wasting	homeless likeness careful purely	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely	actively changeable advantageous agreeing tiptoed goodbyes vetoed
bomb scene sign ghost column answer Jumble #79	shepherd thirteen kitchen awhile through howled	stolen survival making illustration pleasure tickling Jumble #80	movement homeless likeness careful purely nicely	basement traceable outrageous guaranteed shoed dyed Jumble #81	actively changeable advantageous agreeing tiptoed goodbyes
bomb scene sign ghost column answer Jumble #79 knot solemn	shepherd thirteen kitchen awhile through howled talk tombston	stolen survival making illustration pleasure tickling Jumble #80 wasting clesely	movement homeless likeness careful purely nicely quickly statement	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely dyes	actively changeable advantageous agreeing tiptoed goodbyes vetoed peaceable
bomb scene sign ghost column answer Jumble #79 knot solemn Spelling Sort	shepherd thirteen kitchen awhile through howled talk tombston	stolen survival making illustration pleasure tickling Jumble #80 wasting clesely Spelling Sort	movement homeless likeness careful purely nicely quickly statement	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely dyes Spelling Sort	actively changeable advantageous agreeing tiptoed goodbyes vetoed peaceable
bomb scene sign ghost column answer Jumble #79 knot solemn Spelling Sort fetch	shepherd thirteen kitchen awhile through howled talk tombston #82 teaching	stolen survival making illustration pleasure tickling Jumble #80 wasting clesely Spelling Sort torch	movement homeless likeness careful purely nicely quickly statement	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely dyes Spelling Sort public	actively changeable advantageous agreeing tiptoed goodbyes vetoed peaceable #84 checking
bomb scene sign ghost column answer Jumble #79 knot solemn Spelling Sort fetch Scotch	shepherd thirteen kitchen awhile through howled talk tombston #82 teaching approach	stolen survival making illustration pleasure tickling Jumble #80 wasting clesely Spelling Sort torch touch	movement homeless likeness careful purely nicely quickly statement #83 batch etching	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely dyes Spelling Sort public electronic	actively changeable advantageous agreeing tiptoed goodbyes vetoed peaceable #84 checking deadlock
bomb scene sign ghost column answer Jumble #79 knot solemn Spelling Sort fetch Scotch backstretch	shepherd thirteen kitchen awhile through howled talk tombston #82 teaching approach perch	stolen survival making illustration pleasure tickling Jumble #80 wasting clusely Spelling Sort torch touch wrench	movement homeless likeness careful purely nicely quickly statement #83 batch etching blotch	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely dyes Spelling Sort public electronic strategic	actively changeable advantageous agreeing tiptoed goodbyes vetoed peaceable #84 checking deadlock stuck
bomb scene sign ghost column answer Jumble #79 knot solemn Spelling Sort fetch Scotch backstretch catcher	shepherd thirteen kitchen awhile through howled talk tombston #82 teaching approach perch launcher	stolen survival making illustration pleasure tickling Jumble #80 wasting clesely Spelling Sort torch touch	movement hotaeless likeness careful purely nicely quickly statement #83 batch etching blotch hutch	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely dyes Spelling Sort public electronic strategic cardiac	actively changeable advantageous agreeing tiptoed goodbyes vetoed peaceable #84 checking deadlock stuck pickle
bomb scene sign ghost column answer Jumble #79 knot solemn Spelling Sort fetch Scotch backstretch catcher ditch	shepherd thirteen kitchen awhile through howled talk tombston #82 teaching approach perch launcher search	stolen survival making illustration pleasure tickling Jumble #80 wasting clesely Spelling Sort torch touch wrench peach couch	movement homeless likeness careful purely nicely quickly statement #83 batch etching blotch hutch stitch	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely dyes Spelling Sort public electronic strategic cardiac alphabetic	actively changeable advantageous agreeing tiptoed goodbyes vetoed peaceable #84 checking deadlock stuck pickle limerick
bomb scene sign ghost column answer Jumble #79 knot solemn Spelling Sort fetch Scotch backstretch catcher ditch crutch	shepherd thirteen kitchen awhile through howled talk tombston #82 teaching approach perch launcher	stolen survival making illustration pleasure tickling Jumble #80 wasting diesely Spelling Sort torch touch wrench peach couch coaches	movement hotaeless likeness careful purely nicely quickly statement #83 batch etching blotch hutch	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely dyes Spelling Sort public electronic strategic cardiac alphabetic zodiac	actively changeable advantageous agreeing tiptoed goodbyes vetoed peaceable #84 checking deadlock stuck pickle
bomb scene sign ghost column answer Jumble #79 knot solemn Spelling Sort fetch Scotch backstretch catcher ditch	shepherd thirteen kitchen awhile through howled talk tombston #82 teaching approach perch launcher search	stolen survival making illustration pleasure tickling Jumble #80 wasting clesely Spelling Sort torch touch wrench peach couch	movement homeless likeness careful purely nicely quickly statement #83 batch etching blotch hutch stitch	basement traceable outrageous guaranteed shoed dyed Jumble #81 surely dyes Spelling Sort public electronic strategic cardiac alphabetic	actively changeable advantageous agreeing tiptoed goodbyes vetoed peaceable #84 checking deadlock stuck pickle limerick

Spelling Sort #85		Spelling Sort #86		Spelling Sort #87	
peeking	smack	scariest	stayed	employment	ferrying
baking	wreck	plentiful	flying	betrayed	studying
looking	ducked	happiness	keyless	eyed	implying
squawked	clock	fairies	playful	obeyed	carring
spooking	flecks	cherries	enjoyment	delaying	flying
awakened	seasick	driest	boyish	curtseyed	burging
Jumble #85	scasick	Jumble #86	OOyisii	Jumble #87	built 1g
locked	shaking	tried	laying	bullying	dismayed
monkey	candlestick	abilities	annoying	jockeying	accompanying
Шопксу	Candicstick	aomics	annoying	Jockeying	accompanying
Spelling Sort	t # 88	Spelling Sort #89		Spelling Sort #90	
tollbooth	awful	corporal	tall	rbyme	warhorse
cufflinks	merciful	until	still	hiroceros	carhop
hissing	colorful	frightful	stall	rhombus	overhang
buzzer	totally	unusual	full	rhetorical	spearhead
cussing	critical	postal	overfull	hubarb	overheard
bluff	hasty	hastily	distN	rhinestone	fatherhood
Jumble #88				Jumble #90	
buff	dismiss	normal	painful	rhythmic	rhyming
teller	handcuff	already	attfully	rhinos	rhetoric
Spelling Sort		Spelling Sort #92		Spelling Sort #93	
chemical	archer	permission	confusion	magician	conviction
chaos	catchy	compulsion	supervision	politician	destination
anchor	couches	concession	conversion	pediatrician	possession
stomach	attached	impression	invasion	electrician	depression
technology	bunches	discussion	decision	dietician	national
ache	clutches	propulsion	division	mortician	missionary
Jumble #91		Jumble #92 Jumble #93			
orchid	chorus	expulsion	session	beautician	optician
scheme	mechanic) a sion	convulsion	physician	cosmetician
Spelling Sort #94		Spelling Sort #95		Spelling Sort #96	
potion	musician	fiddle	purple	bugle	hassle
operation	adi. ission	icicle	title	article	muscle
mention	achnician	uncle	table	beetle	gentle
solution	expression	ruffle	maple	people	pimple
protection	Musion	mantle	rifle	poodle	puddle
option	explosion	double	cradle	beagle	struggle
Jumble 194	*	Jumble #95		Jumble #96	
action	nation	raffle	apple	measles	noodle
auction	emotional	wrinkle	straddle	title	eagle

Spelling Pattern Worksheet Answers

Spelling Sort	:# 97	Spelling Sort	: #98	Spelling Sort	: #99
opening	backward	banana	caught	variable	flexible
particular	books	about	bread	favorable	terrible
gallon	loft	enemy	cruel	remarkable	invisible
servant	melting	testament	mischief	applicable	forcible •
pencil	pinched	incredible	bought	huggable	conver in le
item	earthly	puzzle	eighty	adorable	incligiole
Jumble #97	•	Jumble #98		Jumble #99	
travel	ripen	garage	other	syllab le 🔧	terrible
animal	dinosaur	circus	tournament	visible	comfortable

Jumble #97		Jumble #98		Jumble
travel	ripen	garage	other	syllab
animal	dinosaur	circus	tournament	visible
Spelling Sort	#100	Spelling Sort	#101	Sp. Uing
illegible	taxable	attendance	ingredient	sufficie
audible	reliable	applicant	circumference	requent
possible	quotable	clearance	decency	differen
edible	despicable	endurance	reference	continge
invincible	singable	assurance	intelligent	heren
collapsible	questionable	mutant	confidence	innocen
Jumble #100		Jumble #101		Jumble
horrible	sensible	assistant	agency	perform
eligible	reducible	parent	st.bstance	urgency

The Grammar, Usage, and Mechanics Worksheets are designed for independent practice of the Language Conventions Standards found in the Common Core Language Strand L.1, L.2, and the Language Progressive Skills Standards. Each worksheet includes concise definitions of the rule, skill, or concept with examples, a writing application, a practice section, and a orief formative assessment. Grammar, usage, and mechanics definitions, rules, and Stills complement those found in the Language Conventions lessons.

Preparation

Display one of the Grammar, Usage, and Mechanics Worksheets to incoduce the instructional components and explain the directions to your students. Students are read the **FOCUS** and **CONNECT TO WRITING** sections and then complete the **RACTICE** section. Tell them *not* to complete the **WRITE** section (the formative assessment) antil they have self-corrected and revised the **PRACTICE** section, so that they can learn from their mistakes before completing the last section. The formative assessment actermines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.

Directions

- 1. When a student has completed all sections of the Crammar, Usage, and Mechanics Worksheet, except for the ending **WRITE** section (the for native assessment), the student uses the "Grammar, Usage, and Mechanics Worksheet A iswers" to self-correct and revise. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that they will often learn from their mistakes, especially when they identify and correct them.
- 2. Next, the student completes the **WFITE** section and shares the worksheet with you or comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.
- 3. If the student did not maste, the rule, skill, or concept on the formative assessment, re-teach during the mini-conference.

Parts of Speech #1 Proper Nouns #2 Common Nouns #3 Pronouns #4 Adjectives #5 Verbs #6 Adverbs #7 Prepositional Phrases #8 Coordinating Conjunctions #9 Subordinating Conjunctions #10 Correlative Conjunctions #10 Correlative Conjunctions #11 Simple and Complete Subjects #12 Compound Subjects #13 Simple and Complete Predicates	
#4 Adjectives #5 Verbs #6 Adverbs #7 Prepositional Phrases #8 Coordinating Conjunctions #9 Subordinating Conjunctions #10 Correlative Conjunctions #11 Simple and Complete Subjects #12 Compound Subjects	
#5 Verbs #6 Adverbs #7 Prepositional Phrases #8 Coordinating Conjunctions #9 Subordinating Conjunctions #10 Correlative Conjunctions #11 Simple and Complete Subjects #12 Compound Subjects	
#6 Adverbs #7 Prepositional Phrases #8 Coordinating Conjunctions #9 Subordinating Conjunctions #10 Correlative Conjunctions \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ Sentence Structure #11 Simple and Complete Subjects #12 Compound Subjects	
#7 Prepositional Phrases #8 Coordinating Conjunctions #9 Subordinating Conjunctions #10 Correlative Conjunctions Sentence Structure #11 Simple and Complete Subjects #12 Compound Subjects	
#8 Coordinating Conjunctions #9 Subordinating Conjunctions #10 Correlative Conjunctions White Structure #11 Simple and Complete Subjects #12 Compound Subjects	
#9 Subordinating Conjunctions #10 Correlative Conjunctions Sentence Structure #11 Simple and Complete Subjects #12 Compound Subjects	
#10 Correlative Conjunctions Sentence Structure #11 Simple and Complete Subjects #12 Compound Subjects	
Sentence Structure #11 Simple and Complete Subjects #12 Compound Subjects	
#12 Compound Subjects	
1 3	
#13 Simple and Complete Predicates	
#14 Compound Predicates	
#15 Simple Sentences / Types of Sentences	ces
#16 Compound Sentences	
#17 Complex Sentences	
#18 Compound Complex Sentences	
#19 Fragments	
#20 Run-Ons	
Pronouns #21 Subject Case Pronouns	
#22 Object Case 1 ronouns	
#23 Intensive and Reflexive Pronouns	
#24 Pronoun Antecedents	
#25 Whose, Whom, That, Which	
#26 Indefinite People Pronouns	
#27 Indofinite Size or Amount Pronouns	
Modifiers #28 Fast Participles	
#29 Present Participles	
Dangling / Misplaced Modifiers	
#31 Short Comparative Modifiers	
Short Superlative Modifiers	C.
Long and "_ly" Comparative Modi	
#34 Long and "_ly" Superlative Modifi	ers

#36 Modals #37 Past Tense Verbs #38 Past Tense Verbs #39 Past Perfect Verbs #40 Present Tense Verbs #41 Present Progressive Verbs #42 Present Perfect Verbs #43 Future Tense Verbs #44 Future Tense Verbs #45 Future Prefect Verbs #46 Commas with Speaker Teg #47 Commas with Appositives #48 Commas with Mouns of Direct Speech #49 Commas with Ge graph. #51 Commas with Foreit Speech #52 Commas with Foreit Speech #53 Commas with Foreit Speech #54 Commas with Foreit Speech #55 Commas with Foreit Speech #56 Capitalization People / Characters #57 Capitalization of Places #58 Capitalization of Places #59 Gapitalization of Poganizations and Businesses #60 Capitalization of Capitalization and Businesses #60 Capitalization of Language and People Groups #61 Capitalization of Levents and Historical Periods Avoire and Television Show Titles #62 Look / Magazine / Newspaper / Website Titles #63 Song / Poem Titles #64 Article Titles #65 Article Titles #68 Short Story / Document Titles #68 Direct Quotations #70 Apostrophes (Contractions) #71 Semicolons #72 Parentheses / Dashes #73 Apostrophes (Singular Possessives) #74 Apostrophes (Plural Possessives) #75 Colons #76 Periods with Abbreviations / Initials / Acronyms #77 Exclamation Points	Verb Tenses and Forms	#35	Linking and Helping Verbs
#38 Past Progressive Verbs #39 Past Perfect Verbs #40 Present Tense Verbs #41 Present Progressive Verbs #42 Present Perfect Verbs #43 Future Tense Verbs #44 Future Tense Verbs #45 Future Progressive Verbs #46 Commas with Speaker Ten #47 Commas with Appositives #48 Commas with Appositives #49 Commas with Introductrons #50 Commas with Georaphy #51 Commas with Jonit actions #52 Commas with Coordinate Adjectives #53 Commas in Levers #54 Commas with Coordinate Adjectives #55 Capitalization of Places #56 Capitalization of Places #57 Capitalization of Holidays and Dates #58 Caph Lizarion of Holidays and Dates #59 Gapitalization of Language and People Groups #60 Capitalization of Language and People Groups #61 Lowing and Television Show Titles #62 Hovie and Television Show Titles #63 Hovie and Television Show Titles #64 Song / Poem Titles #65 Play / Work of Art Titles #65 Article Titles #65 Article Titles #66 Article Titles #67 Article Titles #68 Short Story / Document Titles #69 Direct Quotations #70 Apostrophes (Contractions) #71 Semicolons #72 Parentheses / Dashes #73 Apostrophes (Singular Possessives) #74 Apostrophes (Pural Possessives) #75 Colons #76 Periods with Abbreviations / Initials / Acronyms			
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#40 Present Tense Verbs #41 Present Progressive Verbs #42 Present Perfect Verbs #43 Future Tense Verbs #44 Future Progressive Verbs #45 Future Progressive Verbs #46 Commas with Speaker Tog #47 Commas with Appositives #48 Commas with Introductions #50 Commas with Geography #51 Commas with Forget Verbs #52 Commas with Forget Verbs #53 Commas with Forget Verbs #54 Commas with Geography #55 Capitalization of People / Characters #56 Capitalization of People / Characters #57 Capitalization of Places #58 Capitalization of Holidays and Dates #59 Garitalization of Holidays and Dates #60 Capitalization of Feorget and People Groups #61 Capitalization of Events and Historical Periods #62 Novie and Television Show Titles #63 Play / Work of Art Titles #64 Song / Poem Titles #65 Article Titles #66 Article Titles #67 Apostrophes (Contractions) #71 Semicolons #72 Parentheses / Dashes #73 Apostrophes (Singular Possessives) #74 Apostrophes (Plural Possessives) #75 Colons #76 Periods with Abbreviations / Initials / Acronyms			
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#51 Commas with Nouns of Direct Speech #52 Commas with Conjunctions #53 Commas in Letters #54 Commas with Coordinate Adjectives Capitalization #55 Capitalization of People / Characters #56 Capitalization of Places #57 Capitalization of Places #58 Capitalization of Holidays and Dates #59 Capitalization of Organizations and Businesses #60 Capitalization of Language and People Groups #61 Capitalization of Events and Historical Periods Quotation Marks / #62 Hoovie and Television Show Titles #63 Book / Magazine / Newspaper / Website Titles #64 Song / Poem Titles #65 Play / Work of Art Titles #65 Play / Work of Art Titles #66 Article Titles #67 Article Titles #68 Short Story / Document Titles #69 Direct Quotations #70 Apostrophes (Contractions) #71 Semicolons #72 Parentheses / Dashes #73 Apostrophes (Singular Possessives) #74 Apostrophes (Plural Possessives) #75 Colons #76 Periods with Abbreviations / Initials / Acronyms			
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#77 Exclamation Points			

FOCUS Proper Nouns

A proper noun is the name of a person, place, or thing. It can be acted upon and is capit lized.

CONNECT TO WRITING

Whenever possible, use specific proper nouns rather than common nouns. A proper i oun may be a single word, a group of words (with or without abbreviations), or a hypher ated word. Capitalize all words that make up proper nouns, except articles (*a*, *an*, and *the*), prepositions, such as *of*, *to*, and *from*, and conjunctions, such as *and*, *or*, and *but*.

Examples: Josh was honored person

at *U.S. Memorial Auditorium* place with the *Smith-Lee Award*. thing

PRACTICE

Highlight the proper nouns in the following story.

John Francis left his home in Beatrice, Nebra ka in 1941, shortly before the start of World War II. Traveling first by bus to Chicago, he hen boarded the *Southwestern Chief* to ride to Los Angeles. At Grand Central Station, John Let his sister, Jane, and immediately began looking for part-time work and an apartment. He found employment at Blix Hardware on Western Avenue and a room to rent in pearby South Hollywood.

When war was declared, John enlisted in the army and was stationed at Fort Ord. He played trumpet in the Army Band and was promoted to the rank of Staff Sergeant. The United States was fortunate to have so many oung men, like John, serving their country.

After the war in 1945, Sohn enrolled in the University of Southern California, paying his tuition with money from the C.I. Bill. Graduating Cum Laude with degrees in Business and Social Science, he continued to rlay trumpet in clubs all over Southern California. Upon marrying Janice Jones, he took a job at California Federal Savings and Loan and was promoted to Senior Vice-President. He and his wife raised two children, Mark and Robin.

WRITE

Compose your own sentence with person, place, and thing proper nouns.

FOCUS Common Nouns

A **common noun** is an idea, person, place, or thing.

CONNECT TO WRITING

Whenever possible, use specific common nouns rather than general common nouns. A common noun can be a single word, a group of words, or a hyphenated word and is capitalized only at the start of a sentence.

Examples: It takes *self-control* idea

for a teenager person to drive to school place in a sports car. thing

DEDCON

PRACTICE

TDEA

idea

person

plag

Sort the following common nouns as an idea, person, place or thing in the correct columns:

mountain, friendship, teacher, neighborhood, food, self-image, freedom, toy, fire-fighter, cousin, rock, country, lamp stand, football stadium, police officer, self-confidence, grandfather clock, family room, brother-in-law, world peace

THINC

IDEA	PERSON	PLACE	THING
		\	
		·	
	VO.		
WRITE	29)		
	res, using a common neworksheet. Be as specifi		gory. Use none of the common

FOCUS Pronouns

A **pronoun** is a word used in place of a proper noun or common noun.

Examples: *Ted* is ready. *He* is never late.

The game has already started. Ted will watch it at home.

CONNECT TO WRITING

Pronouns are used to avoid repeating the same noun over and over again. Pronouns are used in the *first person*, *second person*, or *third person* points of view. Avoid *first* and *second person* pronouns in essays designed to inform or convince your reader.

The first person pronoun stands for the one speaking.

Examples: Singular I, me, my, mine, myself

Plural we, us, our, ours, ourselve

The second person pronoun stands for the person to whom one is speaking.

Examples: Singular you, your, yours, yourself

Plural you, your, yours, your elves

The *third person* pronoun stands for the one spoken about.

Examples: Singular he, she, it, him, her, its his, hers, himself, herself, itself

Plural they, them, their thems, themselves

PRACTICE

Highlight the pronouns in this phone conversation.

"Hello," said Susan.

"Is this the owner of the car for sale?" the caller asks.

"It, is I," replies Susan. "Who is olling?"

"The one paying you ful price or your car. My name is Marcy. What's yours?"

"Susan," she says. "Pat let me get my husband. Actually, he is selling his car, not mine.

"Suit yourself, says Marcy. Put him on the phone."

WRITE

Finish the rest of this phone conversation, using at least two different pronouns.

FOCUS	Adjectives
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An **adjective** modifies a proper noun, a common noun, or a pronoun and answers Which one? How many? or What kind?

CONNECT TO WRITING

Adjectives usually are placed before nouns and pronouns. Whenever possible use specific, rather than general adjectives. For example, adjectives such as *interesticg*, *nice*, and *exciting* are general adjectives.

Examples:	Type of Adjective	Too General	Specific
	Which One?	That park	That city park
	How Many?	had some playgrounds	had two playgrounds
	What Kind?	swimming pool	huge swimming pools.

PRACTICE

Sort the following *italicized* adjectives into the correct columns:

twenty-story building, most sports, juicier hamburgers, juese games, that bright color, a dozen flowers, the muddy Missouri River, few announcements, this idea, those desserts, navel orange, thousands of islands, spicy pizza, certain groups, lov l rap music

Which One?	How Man ?	What Kind?
	,O	
WRITE		
Compose three centences, usi	ng an adjective from each	category. Use none of the adjectives
listed on this worksheet. Be a	s specific as possible.	
Which One:		
How Many.		
What Wod?		

FOCUS Verbs

A **verb** completes three types of actions:

- A verb can mentally act. **Examples**: think, like, wonder, know
- A verb can physically act. **Examples**: run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the set tence. These are knows as *state of being* verbs.

Examples: is, am, are, was, were, be, being, been, appear, become, feel, grow, keep, look, remain, seem, smell, sound, seem, stay, taste

CONNECT TO WRITING

A verb can be singular or plural and must match the noun or pronoun it acts upon or modifies. Singular nouns often match verbs ending in s. Plural nouns often use verbs that don't end in s. **Examples**: Amanda walks. They walk.

Some verbs add a helping verb in front of the verb. Helping verbs include the "to be" verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*; the "to do" verbs: *do*, *does*, *did*; the "to have" verbs: *has*, *have*, *had*; and the modals: *can*, *could*, *may*, *might*, *met*, *shall*, *should*, *will*, and *would*. **Examples**: Tim <u>was</u> thinking. He <u>did</u> not need her help, but she <u>had</u> offered, and he <u>might</u> need assistance later.

Identify each type of verb action in the of being). Then underline each of the	pa entheses following each verb (mental, physical, state helping verbs.
I know (that he had run ()
a full mile before, but he might be 6_) too tired right now. He
did walk () a mile yesterday.
WRITE	
Compose three of your own sentences	s with the three types of verb actions. Include at least one
singular and planal verb plus at least of	one helping verb.
C .	
0	

FOCUS Adverbs

An **adverb** describes a verb, an adjective, or an adverb and answers What degree? How? Where? or When? The adverb may be found before or after the word that it modifies.

Examples: Trey walked *more* What degree?

carefully How?
late at night When?
there at the docks. Where?

CONNECT TO WRITING

As a matter of good writing style, place shorter adverbial phrases in nont of longer ones.

Example: The family walks around the block after every Thanksgiving Dinner.

Explanation: The shorter adverbial phrase *around the block* is properly placed before the longer *after every Thanksgiving Dinner*.

As a matter of good writing style, place specific adverbs before general ones.

Example: It should be exactly where I said, next to her, or somewhere over there.

Explanation: The more specific adverbs *exactly where* and *next* are properly placed before the more general *somewhere over there*.

PRACTICE

Sort these adverbs into the following categories often, everywhere, slowly, one o'clock, mostly, carefully, nearby, later, here, less, easily, ainly

What Degree	How	Where	When
	~0		
WRITE			
Compose four sentences wworksheet.	with adverbs from each ca	tegory. Use none o	of the adverbs listed on this
What Degree			
How			
Where			
When			

FOCUS Prepositional Phrases

A **preposition** is a word that shows some relationship to an object (a proper noun, a common noun, or a pronoun). The preposition is always part of a phrase. A phrase is a group of related words without a noun and connected verb. The preposition asks "What?" and the object follows with the answer. A preposition tells *when*, *where*, or *how* something happen.

Examples:

When it happens: Our teacher reviewed *before* the test.

Where it happens: Under the bed the cat hid.

How it happens: We travelled by bus.

before what? ...the test

Under what? ...the bed

by what? ...bus

CONNECT TO WRITING

We often end spoken sentences with a preposition, but avoid this region your writing. **Example:** Spoken sentence—"Who will you go *to*?" Written sentence—"*To whom* will you go?"

Here is a list of commonly-used prepositions. Memorizing this list will help you notice prepositions in your reading and use them in your writing.

aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in stite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

PRACTICE

Highlight the prepositional phrase in "The Pledge of Allegiance."

"I pledge allegiance to the rag of the United States of America and to the republic for which it stands: one nation order God, indivisible, with liberty and justice for all." These words are spoken in schools throughout America each day. The right hand is placed over the heart and eyes are focused on the Fag. Children stand to say the pledge and give respect to our country.

WRITE

Compose your own se	ntence or two with three different prepositional phrases.	

FOCUS Coordinating Conjunctions

A conjunction joins words, phrases, or clauses together.

CONNECT TO WRITING

A **coordinating conjunction** connects words, phrases, or clauses with related manings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common two or three-letter coordinating conjunctions.

Example: Two desserts are fine, *but* three are better.

Read the following short story and fill in the blanks with the correct coordinating conjunctions.
Liz Pam both wanted to see the New Scary movie, they
were afraid. The friends did not want to go alone did they want to go with their
parents. The girls decided to get more friends to get they bought a dozen
tickets treated ten of their friends at free movie. Liz planned on buying
popcorn, not drinks for her friends. Pam did not have much money,
she decided to buy call dy for all of her friends.
The movie was scary, it was fun to see it with lots of friends. Both Liz
Pam say that heir friends will have to pay their own way the next time.
They would like to always treat their friends but they can't, it would just be too
expensive.
WRITE
Compose you cown sentence or two using two or more coordinating conjunctions.

FOCUS Subordinating Conjunctions

A subordinating conjunction begins a dependent clause.

CONNECT TO WRITING

A **subordinating conjunction** begins a dependent clause. A dependent clause is a noun and connected verb that does not express a complete thought. It *depends* upon connecting to a complete thought to form a sentence.

Example: Although my friends had already seen it, they saw the show a second time.

This memory trick will help you remember the common subordinating conjunctions: **Bud is wise, but hot! AAA WWW**

Bud: Before, unless, despite (in spite of); is: in order that since;

wise: while, if, since, even though (if); but: because, until, that; hot: how, once, than!

AAA: After; Although (though); As (As if, As long as, As much as, As soon as, As though)

WWW: Whether; When (Whenever); Where (Whenever)

Read the following short story and fill in the	e blanks with the correct subordinating conjunctions.
Salma went to be	she set her alarm to wake up early. The next day was
going to be an important one for Salna	she was meeting with the principal to
receive a special citizenship award. She wol	xe up she heard the alarm and crept
downstairs to make her breakast.	she was up early, her dad had already eaten
his breakfast and had left for verk.	her dad knew that Salma would be short on
time that morning, he packed a funch for his	s daughter and put it on the table she
would be sure to see it l	ner father's help, Salma did leave the house a bit late.
WRITE	
Compose your own sentence beginning with	a subordinating conjunction.

FOCUS Correlative Conjunctions

Correlative conjunctions join words, phrases, or clauses together.

CONNECT TO WRITING

Correlative conjunctions are pairs of conjunctions used in the same sentence that indicate a certain relationship. Common correlative conjunctions include the following. both...and either...or whether...or neither...nor

Example: Either we work together, or we will fail together.

Read the following short	story and fill in the blanks wit	th the correct correlative	e conjunctions.
Both Taylor	I love to play basket	ll. After school we are	>
playing one-on-one out or	n the playground	talking about our	next league game.
It's great to be on the sam	e team as my best friend, eve	n though our team has c	only won one
game this season. Our coa	nch always tells us, "It's …t_	you wi	n
lose that matters; it's how		Taylor	
best players on our team,	but we are cetting better with	each game.	Taylor and I
plan to practice a lot over	the sur imer. Hopefully, we w	vill be on the same team	again next year.
WRITE			
Compose your own sent	nce or wo with two pairs of c	correlative conjunctions.	

FOCUS Simple and Complete Subjects

The **simple subject** is the common noun, proper noun, or pronoun that the verb acts upol. The subject is the "do-er" of the sentence.

CONNECT TO WRITING

The simple subject tells whom or what the sentence is about. When additional words help name or describe the simple subject, this is known as a **complete subject**.

Examples: A *nurse* assisted the patient. Simple Subject

The police officer helped prevent the accident. Complete Subject

The simple subject is usually found at the start of a declarative sentence. To find the simple subject of the sentence, look for the main verb and the common neun, proper noun, or pronoun that the verb acts upon. The simple subject is never part of a prepositional phrase.

PRACTICE

Highlight the simple subjects found in the story below

Vacationing in Mexico, an experienced travelor will visit three famous cities. Tasco, known as the "Silver City" because of its rich cilver mines, welcomes thousands of tourists each summer to see its timeless architecture. The cathedral impresses visitors from around the world. A second city, Guadalajara, shows off its Ech colonial heritage. Having one of the most beautiful town squares, this city gives any traveler a complete history of Mexico. If given the opportunity, no one should hesitate to visit the capital. Mexico City has many sites of archeological importance, including pyrant its of the Aztec Empire. A trip to Mexico connects the traveler with his or her historical roots

What is the complete subject in the first sentence of the above story?

WRITE

Compose a sextence with a simple subject and then one with a complete subject.

FOCUS Compound Subjects

The **compound subject** has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words "and," "or," or "nor" connect them. The compound subject is the "do-er" of the sentence. It tells whom or what the sentence is about.

Examples: The *girl* and her *mother* walked to the store.

Running quickly down the slope were Suzanne, Becky, and Carroll

When additional words help name or describe the compound subject, this is known as a complete compound subject.

CONNECT TO WRITING

The compound subject is usually found at the start of a declarative sentence. To find the compound subject of the sentence, first identify any prepositional. The compound subject is not part of a prepositional phrase.

PRACTICE

Highlight the complete compound subjects in the article below.

In terms of difficulty, running 28 miles is quite an accomplishment, and the marathon always fills the stadium or arena with an eager audience. Track fans and casual spectators enjoy the competition of this oldest Olympic event. Basketball and ice-hockey also get high television ratings. The "Dream Team," composed of the best National Basketball Association players, or the United States hockey team, composed of professional hockey all-stars, always entertains the Olympic audience. These two popular events, as well as the track-and-field contests, highlight the Winter or Summer Olympics for most sports fans.

WRITE

Compose your own sent nee with a compound subject.
In the centerce above, identify the complete compound subject.

FOCUS Simple and Complete Predicates

The **simple predicate** is the verb that acts upon the subject of the sentence. It does the work of the "do-er" of the sentence. When additional words help describe the simple predicate, this is known as a **complete predicate**. The complete predicate consists of the rest of the sentence other than the subject.

Examples: Michael *hurt* his hand. Simple Predicate

She *had become* a young lady. They *should have listened* to me.

An angry man tried to run me off the road. Complete Predicate

CONNECT TO WRITING

To find the simple predicate, first identify the subject and ask "What?" The answer to this question should be the predicate. The simple predicate usually follows the subject in a sentence. However, it can be placed before the subject in a question (Was it your mother's purse?). The subject can also be suggested, but not stated in the sentence (Look out!). Often, the suggested subject is you.

PRACTICE

Highlight the simple subjects and [bracket] the shape predicates found in the story below.

Ice cream always has pleased young and old alike as a favorite summertime dessert. One ice cream that pleases many is Neapolita. This treat has chocolate, strawberry, and vanilla all in one. Rocky Road delights children of all ages with small bits of marshmallows and nuts in a rich chocolate ice cream. For some, the nuts or marshmallows may cause an allergic reaction. A creamy double scoop on a sugar or waffle cone tastes great. Eating too much ice cream can be an addictive behavior.

WRITE

Compose a sentence with a simple predicate and then one with a complete predicate. Underline
the subjects and bracket the simple and complete predicates.

FOCUS Compound Predicates

The **compound predicate** has two or more connected verbs that act upon the same subject of the sentence. These verbs do the work of the "do-er" of the sentence.

Examples: Michael *fell* and *hurt* his hand. She *had become* and still *remained* a young lady.

CONNECT TO WRITING

To find the compound predicate, first identify the subject and ask "Whe?" The answer to this question should be the predicate. A connecting word such as "and," "or," or "but" is usually placed between the verbs. When additional words help describe the compound predicate, this is known as a **complete compound predicate**.

Use compound predicates to make your writing more concise (brief), clear, and readable. **Examples:** Instead of the following: Rob studied the textbook for the test. Then, he practiced the vocabulary for the test. After practicing the vocabulary, he is emorized the poem—all to prepare for the test. Try a compound predicate such as in this sentence: Rob studied the textbook, practiced the vocabulary, and memorized the poem to prepare for the test.

PRACTICE

Use two colors to highlight the simple subjects and the compound predicates in the story below.

Of all the books by Mark Twain, two werks stand out and are remembered as his best. Twain's description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs. After reading this book, one will learn and will understand what the phrase "Mark Twain" means. A second novel, *Hackleberry Finn*, teaches and preaches about how badly people can treat each other. Huck Finn, truggles with and triumphs over the evils of slavery.

Re-write the following sentences alto one sentence with a compound predicate:
Debbie walked into the room. Next, she sat down in the chair. And, she heaved a sigh of relief.

WRITE

Compose your own sentence with a compound predicate.

FOCUS Simple Sentences / Types of Sentences

A **simple sentence** has one independent clause, but no dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Examples: Jim left class (independent clause) before he finished the project dependent clause).

CONNECT TO WRITING

Complete sentences can be identified by their purposes.

A declarative sentence makes a statement and has a period as ending practuation.

Example: Joanna went shopping at the mall.

An **interrogative** sentence asks a question and has a question mark as ending punctuation.

Example: Would you mind cooking your own dinner tonight.

An **imperative** sentence gives a command or makes a request and has a period as ending punctuation. Frequently, the *you* is implied (suggested, but not stated).

Examples: Don't tell me what to do (command). Mother, sing a song for us (request).

An **exclamatory** sentence expresses surprise or strong exotions and has an exclamation point as ending punctuation.

Example: I can't believe you said that!

Remember: A complete sentence-

- 1. Tells a complete thought.
- **2.** Has both a subject and a predicate.
- 3. Has the voice drop down at the end of a tate nent and the voice go up at the end of a question.

PRACTICE

Identify the following simple sentences as declarative, interrogative, imperative, or exclamatory in the space provided. The ending punctuation has been omitted.

th a simple declarative sentence.
i

FOCUS Compound Sentences

A **compound sentence** has two or more independent clauses but no dependent clauses. An independent clause has a noun connected to a verb that tells a complete thought. A dependent clause has a noun connected to a verb that does not tell a complete thought.

Example: Ken asked his teacher for his homework, but he didn't follow her advices.

CONNECT TO WRITING

The independent clauses are joined by a semicolon or a comma followed by a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

Compound sentences must have a clear relationship between the independent clauses. Having a variety of sentence lengths is a mark of good writing. Avoid placing two compound sentences next to each other in the same paragraph.

PRACTICE

Use the coordinating conjunctions (FANBOYS) to join the following independent clauses in the spaces provided. The ending punctuation has been omitted.

1. I enjoy watching old television shows	the new ones are better
2. Do you want vanilla	you want strawberry
Use a semicolon to join the following indepair. The ending punctuation has been omit	ependent clauses in the spaces provided below each itted.
3. No one really wants to go	they just feel like they must attend
4. This route takes too long	there must be another way
WRITE	
Write your cwn compound sentence.	

FOCUS Complex Sentences

A **complex sentence** has an independent clause and at least one dependent clause. An independent clause has a noun connected to a verb that expresses a complete though. A dependent clause has a noun connected to a verb that does not express a complete thought. **Example:** Ty finished his work (independent clause) + before he ate lunch (dependent clause) = Ty finished his work before he ate lunch. (complex sentence)

CONNECT TO WRITING

Complex sentences can help explain the relationship between complicated ideas. If starting a sentence with one of these dependent clauses, follow the clause with a comma:

Adjectival Clauses modify nouns or pronouns. These pronouns begin many adjectival clauses: who, whose, on (for, of) whom to refer to people; that refers o reople or things; and which refers only to things.

Example: John, whose work is well-known, won the piece.

Adverbial Clauses modify a verb or another adverb Subordinating conjunctions begin adverbial clauses. This memory trick will help you remember be common subordinating conjunctions: **Bud is wise, but hot! AAA WWW**

Bud: Before, unless, despite (in spite of); is: in order that, since;

wise: while, if, since, even though (if); but because, until, that; hot: how, once, than!

AAA: After; Although (though); As (As it As long as, As much as, As soon as, As though)

WWW: Whether; When (Whenever); Where Wherever)

Example: As long as she can wait, they will wait.

PRACTICE

Re-write the following simple sentences into complex sentences in the spaces below.

I. he will be a	ible to go out the to play	the boy practices	his trombone	as soon as
2. whose	tonight we celebrate a speci	al young lady,	achievemen	t is special
WRITE Write your ev	vn complex sentence.			
	•			

FOCUS Compound-Complex Sentences

A **compound-complex sentence** has two or more independent clauses and at least one dependent (subordinate) clause. An independent clause has a noun connected to a vert that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Before he ate his lunch (dependent clause) + Ty completed all his chores (independent clause) +

and he read the newspaper (independent clause) =

Before he ate his lunch, Ty completed all his chores and he read the newspaper.

CONNECT TO WRITING

Dependent clauses can be placed at the start, in the middle, or at the end of sentences.

Rearrange the following independent clauses and dependent clauses into compound-complex

entences in the spaces below. You may need to switch around the order, add, or delete words.
nd then John told a campfire story the campers routed marshmallows after the sun set
e knew the sailor but the sailor d d not recognize him since the captain had a beard
lthough he knew better the just would not listen because he could not teach her
VRITE
Compose your own compound-complex sentence.

FOCUS Fixing Fragments

A **sentence fragment** is only part of a complete sentence. It does not tell a complete thought. The fragment may be a dependent clause (a noun and a connected verb that does not tell a complete thought) or a phrase (a group of related words without a noun and connected verb).

CONNECT TO WRITING

To change sentence fragments into complete sentences, try the following:

Connect the fragment to the sentence before or after the fragment.

Example: On the icy roads. The cars skidded. Fragment Complete

• Change the fragment into a complete thought.

Example: Eaten by the monkey the banana.

The banana was eaten by the monkey.

Fragment
Complete

Remove subordinating conjunctions.

Example: Although she found out where the boys were.

She found out where the boys were.

Fragment
Complete

Remember: A complete sentence-

- 1. Tells a complete thought.
- **2.** Has both a subject and a predicate.
- 3. Has the voice drop down at the end of a gratement and the voice go up at the end of a question.

PRACTICE

Revise the following sentence fragments into complete sentences in the spaces provided.
Running down the hill to my friend. I aw her.
Finally, the reason he left.
Because the playground seems wet with ice.

WRITE

Add to this lependent clause to form a complete sentence: Whenever I need help in math

FOCUS Fixing Run-Ons

A **sentence run-on** has two independent clauses connected together as if they were one sentence. An independent clause has a noun connected to a verb that tells a complete thought.

CONNECT TO WRITING

To change sentence run-ons into complete sentences, try the following:

•	Separate the rui	n-on into two or more sentences.	
	Example:	Luis told his brother he told his sister, too.	

Luis told his brother he told his sister, too.

Run-On
Luis told his brother. He told his sister, too.

Complete

Add a semicolon between the clauses.

Example: Mary let him have it, she knew what she was doing. Run-On Mary let him have it; she knew what she was doing. Complete

Add a comma and then a conjunction after the first sentence.

Example: I like her, she doesn't like me.
I like her, but she doesn't like me.
Run-On
Complete

Add a subordinating conjunction to one of the clauses.

Example: Max was injured, he was still the best. Run-On

Even though Max was injured, he was still the best. Complete

• Change the second clause to a phrase starting with in __ing word.

Example: They went to school, they looked for him Run-On

They went to school, <u>looking</u> for him. Complete

PRACTICE

Revise the following sentence run-ons into complete sentences.

Separate the run-on into two or more sent pres:

Jonathan seemed very selfish he never shared with the other children.

Use a comma and then a coord nating conjunction after the first sentence or a semicolon:

Ms. Clements always prepared wen for her lesson plans the results paid off.

Change the second clause to a phrase starting with an "__ing" word:

Nicco enjoyed video games, he played only after completing his chores.

WRITE

Revise the first **PRACTICE** sentence, using the subordinating conjunction *because*.

FOCUS Subject Case Pronouns

Pronouns are in the **subject case** when they are used as the sentence subject or when the identify or refer to the subject. These are the subject case pronouns:

Singular–I, you, he, she, it Plural–we, you, they

CONNECT TO WRITING

Pronouns take the subject case in three grammatical forms:

- If the pronoun is the sentence subject. The sentence subject is the 'lo-er' of the sentence. **Example:** *She* and *I* attended the concert.
- If the pronoun is a predicate nominative. A predicate commative follows a "to be" verb (*is, am, are, was, were, be, being, been*) and identifies or refers to the subject. **Example:** The students who got into trouble are *they*
- If the pronoun is part of an appositive, such as after *then* of *as*. An appositive is a noun or pronoun placed next to another noun or pronoun to identify or explain it. **Example:** Marty is smarter than *I*.

To test whether the pronoun is in the subject case, to these tricks:

- Rephrase to check if the pronoun sounds right.
 Example: The last one to arrive was he. Represe—He was the last one to arrive.
- Drop other nouns or pronouns in a comp und subject or object to check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I*, me, ours, mine) are placed last in compound subjects or objects.
 Example: John and *I* play video games. Drop and check—*I* play video games.

predicate nominative, or an A for an appositive.
The women in the clown costumes must be she and her mother. We didn't recognize
them at first, but I a ked 'Y ho were they ?" Sue and he arrived at the party
earlier than Ilut no one came as early as she
WRITE
Compose your own sentences, using a pronoun as a sentence subject, a pronoun as a predicate
nominative and a pronoun as an appositive.

FOCUS Object Case Pronouns

Pronouns are in the **object case** when they are used as direct objects, indirect objects of yerbs, and as objects of prepositions. These are the object case pronouns:

Singular—me, you, him, her, it

Plural—us, you, them

CONNECT TO WRITING

Pronouns take the object case in three grammatical forms:

- If the pronoun is the direct object. The direct object receives the action of the verb. **Example:** The challenge excited *him*.
- If the pronoun is an indirect object of a verb. The indirect object is placed between a verb and its direct object. It tells to what, to whom, for what, or for whom.

 Example: Robert gave him a king-size candy bar.
- If the pronoun is an object of a preposition. A preposition shows some relationship or position between a proper noun, a common note, or a pronoun and its object. The preposition asks "What?" and the object provides the answer.
 - **Example:** The fly buzzed around *her* and pase the n by me.
- If the pronoun connects to an infinitive. An infinitive has a *to* + the base form of a verb. **Example:** I want *him* to give the speech.

To test whether the pronoun is in the object case try hese tricks:

- Rephrase to check if the pronoun sound right.
 Example: Joe smiled at all of them Rep rase—At all of them Joe smiled.
- Drop other nouns or pronouns when there is a compound subject and check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I*, me, ours, wine) are placed last in compound subjects or objects.
 Example: She gave Kathy and me a gift. Drop and check—She gave me a gift.

Identify which grammatica form the objective case pronouns take in the following sentences.			
Fill in the blanks with a DO for direct object, an IO for an indirect object, an OP for an object			
of the preposition, or an Aford p onoun connected to an infinitive.			
He told them, ter him He wanted to tell us, but when came to see me,			
I said that he should tell him the news before me He gave it some thought.			
WRITE			
Compose your own sentence with two types of object case pronouns.			

FOCUS Intensive and Reflexive Pronouns

Pronouns ending in "self" or "selves" are called **intensive** or **reflexive pronouns**. These are the intensive and reflexive pronouns: *myself*, *ourselves*, *yourself*, *yourselves*, *himself* (*not msself*), *herself*, *itself*, and *themselves*.

CONNECT TO WRITING

Intensive pronouns end in "self" (singular) or "selves" (plural) and are used to emphasize other nouns or pronouns in the sentence. Removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas.

Examples: I myself thought that they themselves would have been more honest.

Reflexive pronouns also end in "self" or "selves," but are recessary to the meaning of the sentence and usually follow verbs or prepositions.

Examples: Lynn gave <u>herself</u> a compliment and took an example piece of pie <u>for herself</u>.

write IP to identify intensive pronouns and RR to identify reflexive pronouns in the spaces provided.
I told them myself because Patty would not tell them herself Patty never thought of
anyone but herself When Patty first asked me herself, I said, "You should tell them
what you did before they find out then selves" Patty never apologized herself
for what she did.
WRITE
Compose your own rentence of two with an intensive pronoun and a reflexive pronoun.

FOCUS Pronoun–Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noul, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecede** t confusion.

CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent are a plural pronoun matches a plural antecedent.
 - **Example:** When Bob asked for help, they did help.
 - Problem–Who is *they*? Fix–When Bob asked his teachers for help, they did help.
- Make sure that the pronoun does not refer to the object in prepositional phrase.
 Example: In Twain's The Celebrated Frog of Calav ras County, he uses political humor.
 Problem—Who, or what, is he? Fix— In Twain's The Celebrated Frog of Calaveras
 County, the author uses political humor.
- Make sure that the singular pronouns this and that and the plural pronouns these and those clearly refer to specific nouns or pronouns.
 Example: He made an egg, put the dog food in a bowl, and put this on his toast to eat.

Write the capital letter in the space provided that best describes these pronoun–antecedent errors:

Example: He made an egg, put the dog food in a bowl, and put <u>this</u> on his toast to eat. Problem—What is *this*? Fix—He made an egg and put <u>it</u> on his toast to eat. Then he put the dog food in its bowl.

PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the
preposition as its antecedent; and T for an unclear this, that, these, or those antecedent.
1. She ate a cookie and tool an arple, and I want it back.
2. Around Yolanda and her, she always acts strangely.
3. There are lots of libbors and bows. Do we need all of those?
4. If they leave soone, than Don, he should phone his parents.
5. The girls tried on hats and new shoes and asked the boys if they liked these.
WRITE
Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

FOCUS Who, Whose, Whom, That, Which

When to use who, whose, whom, what, and which can be tricky in a sentence.

CONNECT TO WRITING

Is it who, whose, or whom?

The pronoun who is a subject case pronoun. The pronoun who refers to a "lo-er" in the sentence

Example: *Who* is the best teacher?

Trick—Try substituting he for who and rephrase, if necessary. If it sounds light, use who.

The pronoun *whose* is a possessive case pronoun. The pronoun *whose* shows ownership and refers to a noun or pronoun before it.

Example: The teacher, whose classroom is at the back of the school, always locks her door.

The pronoun whom is an object case pronoun. It receives the action of a "do-er" in the sentence.

Examples: Whom did Joan love?

I like whom you gave the award. To whom does this letter concern?

Trick—Try substituting him for whom and rephrase, if necessary. If it sounds right, use whom.

Is it that or which?

The pronoun *that* can refer to people or things; the procean *which* can only refer to things.

Use the pronoun *that* when the clause is needed to us derstand the rest of the sentence.

Example: The movie *that* we watched was entertaining.

Use the pronoun *which* in clauses that provide additional, but not necessary information.

Example: That dog, which is friendly, wal easy to train.

Fill in the blanks with the following pro	Nouns: who, whose, whom, that, or which
1. Joni Eareckson Tata,	is both an artist and singer, can't use her hands nor legs.
2. Bobby and James,	family lives next door to me, are twins.
3. Josh showed her some pants	she purchased at the store.
4. "Blowin' in the Wind,	is a protest song, has been recorded frequently.
5 dia his sister meet a	at the party?
WRITE	
Compose your own sentence with a who	o or whom, a whose, and a that or a which.

FOCUS Indefinite People Pronouns

An **indefinite people pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in s. Plural pronouns often use verbs that don't end in s. An indefinite people pronoun does not identify a specific person.

- Some indefinite people pronouns take singular verbs.
 Examples: anybody, anyone, everybody, everyone, nobyly, no one, one, someone, and somebody.
- Other indefinite people pronouns take plural verbs.
 Examples: both and others
- Some indefinite people pronouns may be singular or preral depending upon the surrounding word clues.

Examples: *either* and *neither*

Write the correct verb forms to match the inactinite people pronouns in the	spaces provided.
1. Each watch her own television show.	
2. Everyone except James and Pete help me on the work project.	
3. Both of them is ready for a variation	
4. After they go to the movies, sworal goes out for dessert.	
5. Neither give us much tope has our team will win the league this year	
6. I know others was to be involved in this decision.	
WRITE	
Write your own sentence with indefinite singular and indefinite plural people	e pronouns.

FOCUS Indefinite Size or Amount Pronouns

An indefinite amount or measurement pronoun does not refer to a specific noun

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in s. Plural pronouns often use verbs that don't end in s. An indefinite amount or measurement pronoun does not identify a specific place or thing.

- Some indefinite amount or measurement pronouns take singular verbs.
 Examples: a great deal, a large amount, a lot, nothing, little, less, much, enough, every, and each
- Other indefinite amount or measurement pronouns take put al verbs. **Examples:** a large number, few, fewer, many, several, loss, and plenty
- Some indefinite amount or measurement pronouns may be singular or plural depending upon the surrounding word clues.

Examples: all, any, half, more, most, none other, and some

Write the correct verb forms to match the irdefinite size or amount pronoun provided.	s in the spaces
1. Few of the actors remembers their lines.	
2. A great deal are known about the vision actors.	
3. Fewer vegetables is better than many.	
4. Some of candies tastes like they are stale.	
WRITE	
Write your own senterce with indefinite singular and indefinite plural size of	or amount pronouns.

FOCUS Past Participles

A past participle is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A past participle uses a helping verb (be— is, am, are, was, were), or (have has, hove, had) + a "__ed," "__t," or "__en" added onto the base form of a verb to describe an action that happened in the past before another action. To avoid confusion, don't put too many words between a past participle and the word or words it modifies. The helping verb shows past, present, or future actions.

Examples: I was defeated by a stronger opponent. I have defeated my opponent.

When used as an adjective, the past participle describes a coldition in the past.

Example: Depressed, the child needed someone to listen to him.

Many of the common past participle forms are irregular and don't use the "__ed," "__d," "__t," or " en" ending.

Example: The cat *had caught* a mouse (not *catched* or *aughten*).

PRACTICE

Highlight the helping verbs and past particular has below.

- 1. He has carefully listed his reasons for the purchase.
- 2. Paid a large amount for her services the woman was happy to help.
- 3. Built by Native American, the caves were interesting.
- 4. They have never tried to sell any of their artwork.

WRITE

Write a sentence with a past participle acting as a verb and another sentence with a past participle acting as an adjective.

FOCUS Present Participles

A present participle is a modifier that defines, describes, or limits another word of words

CONNECT TO WRITING

A present participle adds an "__ing" onto the base form of a verb. To avoid confusion, don't put too many words between a present participle and the word or words it mountes.

When used as a verb, the present participle shows a continuous action and begins with a linking verb. Linking verbs include the "to be" verbs: *is, am, are, was, were, be, being, been.* The linking verb shows past, present, or future actions.

Examples: She *was* watching the show.

She *is* watching the show.

She will be watching the show.

When used as an adjective, the present participle shows a continuous condition, but does not usually begin with a linking verb.

Example: Walking, the boy caught up with his firm!

PRACTICE

Highlight the linking verbs and present participles in the sentences below.

- 1. Waiting for the train, the young man paced impatiently.
- 2. He was expecting the train to arrive on time.
- 3. After calling his parents, the boy de ided to cancel the ticket and come home.
- 4. He will be mostly, but not always travelling by jet from now on.

WRITE

Compose a sentence with a present participle serving as a verb and another sentence with a	
present participle so ving as an adjective.	

FOCUS Dangling / Misplaced Modifiers

A dangling modifier or a misplaced modifier does not clearly modify what the writer intends to modify.

CONNECT TO WRITING

A dangling modifier is an adjective or adverb that does not have a clear connection to the word, phrase, or clause to which it refers. A dangling modifier usually takes the form of a present participle ("__ing"), a past participle ("__d," "__t," "__ed," "__ en") or an infinitive (to + the base form of a verb). To eliminate the dangling modifier, place the "do-cr" of the sentence as the subject of the independent clause or combine the phrase and independent clause.

Example: Removed from her desk, Paula put the backpack on the floor. (Her backpack was removed from the desk; not Paula.)

A misplaced modifier does not modify what the writer intends because of where it is placed in the sentence. To eliminate misplaced modifiers, place them case to the words that they modify. **Examples**: I <u>only</u> at the fresh vegetables. In this sentence <u>only</u> is the modifier. (The writer does not mean that the *only* thing she does with fresh regutable) is to eat them.)

PRACTICE Re-write the two example sentences above by revising the dangling or misplaced modifiers. WRITE Re-write these sentences by eviling the dangling or misplaced modifiers. After reading the comic book, the movie was not nearly as exciting as I had hoped. Debra almost spent \$100 for that new pair of shoes. In fact, she spent exactly \$99.99.

FOCUS Short Comparative Modifiers

A **short comparative modifier** uses "__er" for a one-syllable modifier to compare two things. **Example:** big-bigger

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it mere specific or limits its meaning or meanings.

Example: I ate the *big* piece. The word *big* is a modifier, making *piece* more specific.

Some two-syllable comparative modifiers use "__er" and some use more (less). If adding "__er" sounds strange, use more (less) instead.

These comparative modifiers are irregular.

Single Modifier	Comparative
good/well	better
bad/badly	worse (not worser)
much/many	more

Write the correct comparative modifiers in the spaces provided.	
1. Earth is close to the sun than is Mars.	
2. Sammy works more hard than any club member.	
3. He dresses in his uniform most often than the members of his troop.	
4. Of my brother and my sizer, my brother acts worser.	
5. She is sadder than I, but the is nappier than my brother.	
WRITE	
Write your own sentence with a one-syllable "er" comparative modifier	
with a two-syllable <i>more</i> comparative modifier. Don't use any modifiers f	from this worksheet.

FOCUS Short Superlative Modifiers

A short superlative modifier uses "est" for a one-syllable modifier to compare three or more things.

Example: big-biggest

Single Modifier

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes t more specific or limits its meaning or meanings.

Example: I ate the *big* piece. The word *big* is a modifier, making *piece* more specific. Use "est" for a one-syllable modifier to compare three or more annas.

Some two-syllable superlative modifiers use " est" and some use most (least). If adding "__est" sounds strange, use *most (least)* instead.

Examples: easy—easiest or gracious—most or least gracious

Comparative

Avoid the common mistake of using superlative adjectives to compare only two things.

Problem—Of the two basketball player, James is the *most* improved. Solution—Of the two basketball players, James is the *more* improved **Example:**

These superlative modifiers are irregular.

biligic Mounter	Comparative	Buptative	
good/well	better	best	
bad/badly	worse	wo st (not <i>worstest</i>)	
much/many	more	h ost	
PRACTICE			
Write the correct co	mparative modifie	s in the spaces provided.	
1. The quicker sprin	iter of the three was	s Carl Lewis.	
2.0 : 1			
2. Comparing the re	d and green opples.	, the red ones are the most desired.	
2 He shows the bigs	are a see of the who	olo aharry nia	
3. He chose the bigg	price of the who	ole cherry pie.	
A Among Reha Jim	and Antoinette F	Reba is the better student.	
4. Alliong Reda, sai	i, and Amometic, i	Reba is the better student.	
WRITE			
WRITE	•		
Write vor wn sen	tence with an "es	st" modifier. Use no modifiers foun	d on this worksheet
write your win sens	tence with ane.	inounier. Ose no mouniers roun	d on this worksheet.

FOCUS Long and " ly" Comparative Modifiers Both **long** and " **ly" comparative modifiers** use *more* (*less*) for a three-syllable or longer modifier to compare two things. **Example:** delicious—*more* or *less* delicious CONNECT TO WRITING A modifier describes the meaning of another word or words and makes t more specific or limits its meaning or meanings. **Example:** I ate the *delicious* cake. The word *delicious* is a modifier, making *cake* more specific. Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What Kind? **Example:** intelligent—The *intelligent* man was *more intelligent* man his father. Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use more or less for adverbs ending in " ly." **Example:** angrily—She argued *angrily*—even *more angrily* than her mother. PRACTICE Write the correct comparative modifiers in the space provided. 1. Geometry seems difficulter than algebra 2. Tina did an outstandinger job than ne had predicted. 3. Saying which one was the most incredible of the two was hard. 4. That behavior is most ridiculous than ever. 5. Of the two girls not here the first one is least suspiciously absent. 6. The detective most suspected he man, rather than the woman. 7. She acted least ne yously than the other athlete. WRITE Write your own sentence with a three-syllable *more* modifier. Don't use any modifiers found on this worksneet.

FOCUS Long and " ly" Superlative Modifiers Both **long** and " **ly" superlative modifiers** use *most (least)* for a three-syllable of long modifier to compare three or more things. **Example:** wonderful—*most* or *least* wonderful CONNECT TO WRITING A modifier describes the meaning of another word or words and makes t more specific or limits its meaning or meanings. **Example:** I ate the *delicious* cake. The word *delicious* is a modifier, making *cake* more specific. Some long superlative modifiers are adjectives. Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind? **Example:** intelligent—Of the many *intelligent* men in the group, he was the *most intelligent*. Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use nore r less for adverbs ending in "_ly." **Example:** angrily—Of the three arguing *angrily*—she rgued *most angrily*. **PRACTICE** Write the correct comparative modifiers in the spaces provided.

WRITE	
6. That airline is the less frequently on-time airline of all U.S. airlines.	
5. Of the four possible back treks, this is the simpliest planned hike.	
4. You more understood the problem than any student in the class.	
3. Of all the pilots, he more carefull, practiced his take-offs.	
2. That is the less specifically planned stop of our whole vacation.	
1. This boy is the more considerate one in the group.	
if the semence is correctly written, leave as is.	

Write your ow

workshe

sentence with a three-syllable *most* modifier. Use no modifiers found on this

FOCUS Linking and Helping Verbs

A **linking verb** is a mental action or state of being. A **helping verb** shows time, number or modifies the meaning of a verb.

CONNECT TO WRITING

A linking verb renames or describes the subject of the sentence with another word or words. Each "to be" verb can be a linking verb: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*

Examples: Mrs. Patterson was here. My friends are so nice.

Verbs that use the five senses: *look, sound, smell, feel, taste* and other appear, seem, become, grow, turn, prove, remain can also be used as linking verbs.

Examples: Charlie feels awful. The children became tired.

Helping verbs are placed before the base form of the verb and any verb endings. More than one helping verb can be used in a sentence. Sometimes a word such as *not* separates the helping verb from the base form of the verb. A helping verb can also be placed before a linking verb to modify its meaning. English has 23 helping verbs:

is, am, are, was, were, be, being, been, has, have, had, do, does, did, will, shall, should, would, can, could, may, might, must

Write LV to identify linking verbs and HV o identify helping verbs in the spaces provided.
Lydia was sure that she saw ood friends at the mall. Her friends had told her that
they were going to the Vorary, out that did not turn out to be true.
Good friends would not have lied to her. Why they felt like they had to lie
would be greens seems like Lydia should find new friends.
WRITE
Write a sentence with both linking and helping verbs.

FOCUS Modals

Modals are helping verbs that describe different conditional states of a verb.

CONNECT TO WRITING

Modals show these conditions for their verbs: need, advice, ability, expectation, requirement, permission, or possibility. Modals are placed before verbs to form verb phrases. English regularly uses eight modals: *can*, *could*, *may*, *might*, *must*, *should*, *will*, and *would*; two are rarely used: *ought to* and *shall*.

Examples: Dennis can eat a lot of pie. (ability) Shelly might become a doctor. (possibility) Toby could use some exercise. (need)

Never use the word *of* after a modal.

Example: Use "must have," not "must of."

In the spaces provided following each sentence, let which modals: need, advice, ability, expectation, requirement, per	
1. Yes, you may go to the restroom.	
2. I could have tried harder on my science project.	
3. If we decide to go, we must leave by three o'clock.	
4. We would have to use more give to make it stick.	
5. You definitely should have written a thank-you card.	
6. Melvin can help you it you want.	
7. Students must learn to use modals properly.	
WRITE	
Write a sentence or two, using two modal helping verbs to	describe two different conditions.

FOCUS Past Tense Verbs

The **past verb tense** is a physical or mental action or a state of being that took place at a specific time. For the past verb tense, add an "__ed" onto the base form of regular verbs. **Examples:** Ismelda *wasted* a lot of my time yesterday.

CONNECT TO WRITING

Usually use the past verb tense when the words *before* or *after* appear is a sentence. **Example:** She *attended* St. John's Academy *after* third grade.

Another way to state the past tense is to place *did* before the base form of the word. **Example:** work—did work

About 50 of the most common verbs have irregular past tenses, including these: do-did, go-went, have-had, see-saw, run-ran, and be-was, were

Re-write these sentences in the spaces provided, changing each verb to the past tense.
1. Penny helps at the senior center after school.
2. Cowboys rope and brand their cattle.
3. That radio station will play all of my favorite songs.
4. Tamesia touches her reft cheek every time she raises her hand in class.
WRITE
Compose your own sentence with two past tense verbs.

FOCUS Past Progressive Verbs

The past progressive verb tense is used to show an ongoing action in the past.

CONNECT TO WRITING

The past progressive verb tense shows an action that took place over a period or time in the past or a past action which was happening when another action took place. The past progressive uses was + the base form of the verb + "__ing" to match singular nouns and pronouns and were + the base form of the verb + "__ing" to match plural nouns and pronouns.

Examples: She was hoping I would change my mind. Prudence and Examne were cooking

Examples: She was hoping I would change my mind. Prudence and Leanne were cooking brownies when their friend, Marci, knocked on the door.

Re-write these sentences in the spaces	provided, changin	g cach	verb to th	e past progr	essive
tense.					

tense.
1. Larry enjoyed the beautiful sunsets at the beach
2. They expect a lot of money for their used car
3. Her friends slept in the living from when the fire alarm sounded.
4. Rosie will go to the movies.
WRITE
Compose your own sentence with the past progressive verb tense.

FOCUS Past Perfect Verbs

The **past perfect verb tense** is a physical or mental action or a state of being that lappered before another action or a specific time in the past.

CONNECT TO WRITING

The past perfect verb tense is formed with *had* + the past participle (a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs).

Examples:

I had promised her that I would visit before I learned about the accident.

She had already found her watch when I started looking for it.

Timothy had built another fort by the time I came out to help,

They had given me another chance when they saw how hard I tried

PRACTICE

Re-write these sentences in the spaces provided, charging each verb to the past perfect tense.

- 1. The class was already started when the student valked in tardy.
- 2. I knew by Tuesday that last weekend's same would be canceled.
- 3. They had been sharing their feetings about riding skateboards without helmets.
- 4. By the time I arrived, Lour had already begun painting the back of the house.

WRITE

Compose your own sentence with the past perfect verb tense.

FOCUS Present Tense Verbs

The **present tense verb** is a physical or mental action or a state of being happening or existing now.

Examples: Matthew *walks* slowly around the block. Singular Sing

Oralia and Rosa *walk* slowly around the block. Plural Subject

CONNECT TO WRITING

The present verb tense can describe a physical or mental action that happens over and over again **Example:** He *plays* the game like it is a matter of life or death.

The present verb tense is used to discuss literature, art, movies, theater, and music—even if the content is set in the past

Example: Thomas Jefferson *states* that "all men are created equal."

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present tense.
1. We tried to find the best deals on the Internet.
2. He should have listened to what his parents have to say.
3. Carl Sandberg said, "Fog creeps in on little cat feet, and then slowly moves on."
4. I always wanted my own personal size pizza.
WRITE
Write a sentence to discuss a movie with two or more present tense verbs.

Write a sentence to discuss a movie with two or more present tense verbs.

FOCUS Present Progressive Verbs

The **present progressive verb tense** is used to show an ongoing action in the present.

CONNECT TO WRITING

The present progressive verb tense shows an action that takes place over a period of present or an action taking place at the same time the statement is written. The present progressive uses I am + the base form of the verb + "__ing," is + the base form of the verb + "__ing" to match singular nouns and pronouns and are + the base form of the verb + " ing" to match plural nouns and pronouns.

Examples: I am swimming every morning this summer. Our teachers are starting a new reading program at school.

PRACTICE

Re-write these sentences in the spaces provided, charging each verb to the present progressive

tense.
1. Phoebe listened to the teacher as she works.
2. I run down the street to the end of the block when I see my friend.
3. Nina and Berta give money to help those in need during the holiday season.
4. Our teammates practice a lo for the first game of our season.
WRITE
Write your 6 kn sentence with the present progressive verb tense.

FOCUS Present Perfect Verbs

The **present perfect verb tense** is a physical or mental action or a state of being happening or existing before the present. The present perfect is formed with *has* or *have* + the past participle (a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs).

Example: He *has* already *started* his science project.

CONNECT TO WRITING

The present perfect verb tense has the following uses:

- To describe an action that took place at some unidentified and in the past that relates to the present
 - **Example:** The students *have studied* hard for today's **cest**.
- To describe an action that began in the past but continues to the present **Example:** The teachers *have taught* these standards for five years.
- To describe the length of time an action has been a progress up to the present time. This verb form is known as the present perfect pre-gressive tense. It is formed with *has* or *have been* and the _*ing* form of the verb.

Example: The students have been writing for over an hour.

Re-write these sentences in the spaces provided, changing each verb to the present perfect tense.
1. Esmerelda developed a fantastic web she
2. The ladies have been reuniting in the same place to continue their friendship once every year.
3. The storm was threatening to trike since last night.
WRITE Compose your own sentence with the present perfect verb tense.
Compose your win sentence with the present perfect verb tense.

FOCUS Future Tense Verbs

The **future verb tense** is an action or state of being that will take place in the future. To orm the future verb tense, use will + the base form of the verb.

Example: Mr. Thomas *will go* to the meeting tomorrow.

CONNECT TO WRITING

Some teachers still require students to use shall + the base form of the verb to form the future tense for the first person singular I and plural we.

Examples: I *shall visit* you tomorrow. We *shall enjoy* each other's company.

Re-write these sentences in the spaces provided, changing each verb to the future tense.
1. I leave school at two o'clock for a dentist appointment.
2. I talked to my friends, but they just won't listen
3. You had been asking for the movie star's autograph.
4. Computer games grow more and more important to kids.
5. We had been hoping that the vacation can continue.
WRITE
Write your own sentence with two or more future tense verbs.

FOCUS Future Progressive Verbs

The **future progressive verb tense** is used to show an ongoing action in the future

CONNECT TO WRITING

The future progressive verb tense shows an an ongoing action that will be complete over a period of time.

Example: Dante *will be watching* the playoff game tonight.

The future progressive verb tense can also show a repeated action that will *not* be completed. The future progressive uses *will be* + the base form of the verb "__ing" to match both singular and plural nouns and pronouns.

Example: They will be trying some new ideas in the classrow.

PRACTICE

Change the verbs in the following sentences to the future progressive verb tense in the spaces provided.

provided.
1. We will run the mile in P.E. today.
2. I thought of you as you celebrate your birthday.
3. Danya and Darla have watched the movie tonight.
4. They had been volunteering every weekend at the shelter.
WRITE
Write your own sentence with the future progressive verb tense.
The state of the s

FOCUS Future Perfect Verbs

The **future perfect verb tense** refers to a physical or mental action or a state of being that will be completed before a specific time in the future. The future perfect is formed with a beging verb such as the modals: *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, and *sould* has or *have* + with *had* + the past participle (a verb ending in "__ed," "__t," or "__en" for regular verbs).

Example: We will have walked six miles by three-o'clock this afternoop.

CONNECT TO WRITING

The future perfect verb tense either states or implies (suggests without stating) a specific time in the future.

PRACTICE

Write the future perfect tense of each verb in these senterces in the spaces provided.

-A physical or mental action or a state of being that will be completed before a specific time in the future
1. We ride bikes until our legs begin to ache.
2. We had seen three busses pass our house in ten more minutes.
3. You will tell three stories to the class by the end of this year.
-The length of time an action will be in progress up to a specific time in the future
4. They are sleeping for ten hours by his noon.
5. Mom gave twenty dollars every month for twenty years by this summer.
6. Not one animal vill perform by the time we get to the circus.
WRITE
Compose your own sentence with the future perfect verb tense.

FOCUS Commas with Speaker Tags

Speaker tags are the words used to identify the speaker in dialogue and describe elactly how the speaker communicates that dialogue.

Example: Tom (the speaker) shouted (how communicated), "Watch out!"

CONNECT TO WRITING

In dialogue sentences, place commas 1. After a beginning speaker ag to the left of the quotation marks 2. Before and after a middle speaker tag to the left of both quotation marks 3. Before an ending speaker tag to the left of the quotation marks

Examples:

Beginning She said, "Leave home at once." Note capitalization of the sentence

quotation in the middle of the sentence.

Middle "Leave home," she said, "at once." Note precement of the quotation marks

outside of the punctuation.

End "Leave home at once," she said. Note how speaker tag placement changes the

meaning of the sentence.

Use a variety of speaker tags such as *said*, *replied*, *shouted*, and *explained* in dialogue to show the speaker's exact meaning and tone of voice. Avoid over-using *said*.

When writing dialogue, begin a new paragraph each time you change speakers. Don't start a new paragraph to continue dialogue by the same speaker.

Re-write the following quotation sentences with proper punctuation in the spaces provided:
1. She said I usually do chores after school
2. They left town I said it a shary new car
·
3. I can't believe it he exclaimed
WRITE
WRITE
Write a three sentence dialogue with three different placements of speaker tags.

FOCUS Commas with Appositives

Use commas to set apart appositives and appositive phrases that are not necessary of understand the sentence. Don't use commas when the appositive or appositive phrase is essential.

CONNECT TO WRITING

An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it.

Examples: The man, the one with the hat, ordered dessert. My friend, Sam, left early.

Re-write these sentences with correct comma placeme	ent in the spaces provided.
1. Joe and Mandy our debate leaders thought we had a	a good chance.
2. Johnny Mingo the Australian cowboy rode his hors	e of into the sunset.
3. Searching for answers, Louis Pasteur the famous s	rentist carried on.
4. Jim the butler served their last meal.	
Fill in the blanks with appositives from the list below	and properly punctuate.
5 our two frien	ds left the concert early.
6. The wonderful teacher	shared the slides with her students.
7. The author has just completed his latest book	
8. That song lasts six	minutes.
Ms. So "The Swan" <u>The End</u>	Kim and Tom
WRITE	
Compose your own sentence with an appositive word	and an appositive phrase.

FOCUS Commas within Series

Use commas after each item, phrase, or clause in a series (except the last). A series is a list.

CONNECT TO WRITING

Newspapers and some magazines delete the last comma; however, most style may us still require the last comma.

Examples: John, Jan, and Jose arrived early.

If crazy Mary, unpredictable Bobby, or silly Joe were up to something, I would know about it. The crowd hushed, the lights dimmed, and the fireworks began.

Re-write these sentences wi	th correct comma placem	en in the spaces provided.
1. Jane Mike and Ray pulled	l the car off to the side.	
2. Along the road an old car	two broomsticks and a fi	n green-eyed monster stood guard.
3. Take a hike smell the flow	wers and enjoy line for the	e rest of the afternoon.
4. Joan counted one two thr	ee four five.	
Fill in the blanks with the w	ord groups listed below a	and properly punctuate.
5	are	my favorite colors.
6. They ordered) —	for breakfast.
7. Mr. Burt called on one of	the following students: _	·
Jaime Marta or Frank	blue green and yellow	eggs bacon and wheat toast
WRITE		
Compose your own sentence	e with commas after each	phrase in a list (except the last).

FOCUS Commas with Introductions

Generally, use commas after introductory words, phrases, and clauses if they are emphasized or longer than four words.

CONNECT TO WRITING

Introductory Words

Commas are not needed after an introductory word in short sentences unless it is emphasized

Examples: Now go home. However, they were wrong.

Introductory Phrases

Don't use a comma after short introductory prepositional phrases of four words or less.

Example: Under the table the dog hid.

Use a comma after long introductory prepositional phrases of five words or have.

Example: Behind the dining room cabinet, he found the missing watch.

Use a comma following an introductory participial phrase which modifies a own or pronoun following the phrase.

Example: Disguised as an old man, the burglar gained entry into the warenous.

Introductory Clauses

Use comma following an introductory dependent clause. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Even though the temperatures rose, the snow contained to fall.

PRACTICE

Re-write these sentences with correct commandaciment in the spaces provided.

Re-write these sentences with correct coming placement in the spaces provided.
1. Whenever the girls called he went outsite to ee what they wanted.
2. Around the block she rode the bicycle.
3. Next ask about the directions to the factory.
4. Interested they called he player to check his availability.
WRITE
Compose three of your own sentences with an introductory word, phrase, and clause.

FOCUS Commas with Geography Use commas between geographical place names. **CONNECT TO WRITING** Use commas between the name of a city or town and the name of its state or coun It all happened May 3, 1999 in Tampa, Florida. **Examples:** On April 13th of 2000, the wind was blown out of his sails upon arriving in Virginia Beach, Virginia. **PRACTICE** Re-write these sentences with correct comma placement in the space s provided. 1. Lawton Nevada is my hometown. 2. Olympia Washington is a beautiful capital. 3. Bogota Colombia seems like a fascinating city 4. I live at 3442 Spring Street in Irvine Soul 5. Amador City California has post office boxes for its residents. 6. St. Petersburg Russia used to be the capital of that country. 7. When did Juneau Alaska reach a population of 10,000? WRITE Compose you own sentence with geographical places and commas between them. Use none of the geographical place names on this worksheet.

FOCUS Commas with Nouns of Direct Speech

Use commas before or after nouns of direct speech.

CONNECT TO WRITING

Nouns of direct speech refer to special persons who are spoken to in a sentence. They can be placed at the start of the sentence, in the middle of the sentence, or at the end of the sentence.

Examples:

Sentence Beginning Kristen, leave some for your sister.

Sentence Middle If you do that, James and Myra, you will be playing with fire.

Commas come before and after the nound nouns of direct speech.

Sentence End Don't ever listen to him, brother.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Listen to me Barbara and then make up your own mind
2. That's a dangerous thought you've shared Bud
3. Look Jane it's going to be hard at first
4. Sitting by the sofa, she said, "Henry get over here."
5. I just don't know Bobby
WRITE
Compose your own three-sentence dialogue with nouns of direct speech placed at the beginning, middle, and end.

FOCUS Commas with Conjunctions

Use commas before conjunctions to join two clauses.

CONNECT TO WRITING

A comma is placed before the **coordinating conjunction** if it joins two or more independent clauses unless one or both of the clauses are short. The acronym, FANB OYS (For-And-Nor-But-Or-Yet-So), may help you remember the common two or three-letter coordinating conjunctions. **Examples:** I liked everything about her, and she also liked me. I liked her and she liked me.

A comma is placed before the second of paired **correlative conjunctions**, if the conjunction begins an independent clause. Don't use a comma to separate conclusive conjunctions if they are used within the same phrase or clause. Correlative conjunctions include the following: both...and either...or whether...or neither...por **Example:** Either she should ask for help, or she should read the directions again.

A comma is placed after the adverbial clause, which begans with a subordinating conjunction, if the clause does not end the sentence. This memory a ck may help you remember the common subordinating conjunctions: **Bud is wise, but hot. AAA. WWW**

Before unless despite (in spite of) in order that since while if since even though (if), because until that how once than! After Although (though) As (As if, As long as, As much as, As soon as, As though) Whether When (Whene er) Where (Wherever) Example: As much as I liked her company, the eventually became tiresome.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

- 1. Neither he wanted to face the problem nor did she want to deal with that challenge.
- 2. In order that all people would have the same chance they decided to draw numbers.
- 3. Raymond sent a message to his cousin but the message was returned unopened.

WRITE

Compose three or your own sentences: a compound sentence with a coordinating conjunction; a
sentence with a pair of correlative conjunctions; and a sentence with a subordinating conjunction

FOCUS Commas in Letters

Use commas after greetings in personal letters and closings in personal and business letters

CONNECT TO WRITING

In a personal letter or note, place a comma following the greeting.

Example: Dear Tracy,

Also place a comma following the closing.

Examples: Yours truly, Love,

In a business letter or memo, place a colon following the greeting

Example: To Whom It May Concern: Place a comma following the closing.

Examples: Sincerely, Thank you for your consideration,

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

Dear Ralph To Whom It May Concern

Let's meet on Friday. Pleas can el my order and refund

It will be fun as always. my edit and on file.

Yours truly Sincerely

Mark Sanchez

WRITE

Write your own brief per onal pote with a greeting and closing.	

FOCUS Commas with Coordinate Adjectives

Use commas between coordinate adjectives.

CONNECT TO WRITING

Coordinate adjectives work equally to modify a noun. Unlike hierarchical adjectives, which build upon each other with different levels or degrees to modify the same noun, coordinate adjectives must be separated with commas.

To determine if adjectives are coordinate adjectives, try placing the word *and* between the adjectives. Second, try reversing them. If, the phrases sound fine both ways, the adjectives are coordinate adjectives and require commas between each.

Example: A tall, scary man

PRACTICE

Re-write these sentences with correct comma placen ent in the spaces provided.

Around the corner she ran into a large angry dog.
 If I didn't know better, I would guess that the lired old woman was not going to leave her house.
 The funny green character said "I'm exazy silly and full of energy."
 Unless I'm mistaken, the usual cloudy gray morning will change to afternoon sun and wind.
 The book is creative surprising delightful and completely entertaining.

WRITE
Compose your win sentence with three coordinate adjectives.

FOCUS Capitalization of People / Characters

Capitalize the names of people or characters.

CONNECT TO WRITING

A named person or character is a proper noun and must be capitalized. Initials, abbreviations titles, nicknames, and proper adjectives that are attached to the named person are also capitalized. Adjectives answer Which one? How many? or What Kind? Nowever, don't capitalize articles (*a*, *an*, or *the*) in the middle of names.

Examples: E.B. White was a great poet.

Rev. Dr. Martin Luther King, Jr. helped lead the vivil Rights Movement.

I've read some of the work by Justice Oliver Yendan Holmes.

Mrs. Janet Nelson is a kind woman.

George Herman "Babe" Ruth was the komeron king of baseball.

The magician, Miraculous Merlin, would have admired Peter the Great.

I know that Mother loved to watch Donald Duck cartoons.

Write the proper nouns which should be capitalized in the spaces provided.
1. She told Uncle Charles that I went to seedr. s l. thoms.
2. Will Mrs. James come to visit Aun Robin and "bubba" Peterson?
3. The army's captain Schneider evie ved the rules with P.F.C. Johns.
4. Roy told my dad that sis a d I would get together at Mom's work.
5. Officer Bob Benton is used a speed citation to mom and her brother WRITE
Write your own sentence with an adjective that is attached to a named person and another sentence with a named character.

FOCUS Capitalization of Places

Capitalize named places.

CONNECT TO WRITING

A named placed is a proper noun and must be capitalized. The complete name of a geographical location is capitalized, including proper adjectives that are attached to the named place. Adjectives answer Which one? How many? or What Kind? However, con't capitalize the compass directions unless they are part of a place name.

Examples: The state of North Dakota is west of Minnesota.

Write the proper nouns which should be capitalized in the

Ryan headed north to Los Angeles to see the Helicaust Museum.

The Sierra Nevada Mountains are in Nevada and California.

write the proper houns which should be capitalized in the spaces provided.
1. I love to go see Broadway plays in New York city.
2. Some beautiful scenery is found in Douglas county in Nevada.
3. The girls said they lived at 123 Oak averue in Paris, North Carolina
4. In southern Mississippi they still grow sotto.
5. The borough of long island has millions of people.
6. The Spanish often vacation at Cantiago lake in Portugal.
7. They travelled out west a see me Grand canyon.
WRITE
Write your own servence with two named places that have a relationship to each other.

FOCUS Capitalization of Things

Capitalize named things.

CONNECT TO WRITING

A named thing is a proper noun and must be capitalized, including proper edjective, that are attached to the named thing. Adjectives answer Which one? How many or What Kind? Words like building, church, club, company, corporation, hall, hotel, middle school, motel, theater, university are capitalized when part of the title of a special thing. Don't capitalize articles (a, an, or the) in the middle of named things.

Examples: The *Liberty Bell* is well-worth seeing.

The Greatest Show on Earth is a circus.

The University of Southern California is one the finest universities.

Write the proper nouns which should be capitalized in the spaces provided.
1. I hear that the Alex theater has been completely re-codeled.
2. Bill Gates helped invent the windows Overating System.
3. Ryan once climbed the stairs to the top of the sears tower.
4. Have you vacationed in Yosemite National park?
5. Mr. Newton was appointed sponsor of the french club.
6. I attended first Presbyterian church for three years.
7. Did you kiss the Blarney stone when you went to Ireland?
8. Kenny walked across the Golden Gate bridge.
WRITE
Write your own sentence with an adjective as part of a title of a special thing.

FOCUS Capitalization of Holidays and Dates

Capitalize names of holidays and names of dates.

CONNECT TO WRITING

Names of holidays and dates, including the names of months and days of the veck a capitalized. Names of the seasons are not capitalized.

Examples: Last Easter on March 27, 2005 my dad gave up smoking. Ut fortunately, this fall he began the habit once again.

Write the proper nouns which should be capitalized in the space provided.
1. On the first thanksgiving, Pilgrims and Native Americans had a feast.
2. I'm sure that February 19 th is Presidents day this year.
3. Will we have cherry pie at the 4 th of july party?
4. The Rose parade is the granddaddy of all New Year's Day parades.
5. She knows that Martin Luther king, jr. Niday is a vacation day.
6. If thursday will not work for you, yow about Wednesday?
7. I got married on flag day, which is on June 14 th .
8. The Chinese say that this is the Year of the dog.
9. The feast of Unleavened Bread is a Jewish holiday.
10. Does Santa really come down the chimney on Christmas eve?
WRITE
Compose your own sentence with a holiday name not listed on this worksheet. Include the day of
the week and h onth of the holiday.

FOCUS Capitalization of Organizations and Businesses

Capitalize the names of organizations and businesses.

CONNECT TO WRITING

An organization is any group of people established for a special purpose. A basiness is the name of a company that provides products or services and also employment for its employees. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named things.

Examples: The school P.T.A. and McDonald's helped sponsor the community event. Campfire Girls of America is a great organization.

Write the proper nouns which should be capitalized in the spaces provided.
1. I know that Microsoft corporation is a profitable business
2. Watching the Sacramento kings win was exciting.
3. She was a member of the daughters of the American Revolution.
4. I heard that general Motors is headquartered in Detroit.
5. Does the Atlas Window company denote money?
6. In the boy scouts of America, I learned outdoor skills.
7. The Boys and Girls clubs of America serve youth.
8. The organization, big Brothers, nelps many.
9. The teachers belong to the lational Educational Association.
10. The Los Angele dodgers draws millions of fans.
WRITE
Write your own sentence in which you mention both an organization and a business not listed on
this worksheet

FOCUS Capitalization of Languages and People Groups

Capitalize the names of languages and people groups.

CONNECT TO WRITING

Many names of peoples and languages are one in the same.

Examples: The English and Spanish are separated by the Bay of Bis ay.

People groups and languages include those belonging to a certain country or region and those belonging to a certain ethnic group.

Examples: The Egyptians met with a group of Native-Americans.

That terrific Chinese restaurant specialized in Cananese cooking, even though the

employees all spoke Mandarin.

Write the proper nouns which should be capitalized in the

write the proper hours which should be capitalized in the spaces provided.
1. Many asians live in urban areas of the United States.
2. The african-American women attended church
3. Many brazilians have never seen the Anazon River.
4. I think that she speaks portuguese
5. The Afrikaner language is based on dutch and English.
6. The Swedish language has similarities to the german language.
7. Many swiss speak three or hour languages.
8. When french is space well, it is a very romantic language.
9. Can Matt speak and vrite japanese?
WRITE CONTROL OF THE PROPERTY
Compose your own sentence, naming a language and people group not listed on this worksheet.

FOCUS Capitalization of Events and Historical Periods

Capitalize named events and historical periods.

CONNECT TO WRITING

An event can be a show, a program, a fair, a concert, a fundraiser, a natural display, a game, or something similar. An historical period refers to the dame given to a certain period of time. Don't capitalize articles (*a*, *an*, or *the*) in the middle of hamed events and historical periods.

Examples: My favorite period of history has to be the Middle Ages.

Each year we celebrate the American Revolution with a fireworks display.

Write the proper nouns which should be capitalized in the spaces provided.
1. The covid-19 pandemic led to many deaths.
2. Many say that the wounds of the Civil war have never healed.
3. The Amador County fair draws thousands of families each year.
4. My favorite period of history has to be the renaissance.
5. If the Palm Springs Desert classic is a golf tournament.
6. President Monroe's era of Good T elings was in the early 1800s
7. I have heard that the Folson rode is world-famous.
8. The end of world war II 1945 created different alliances.
WRITE
Write your own sen ence with named event.
Write your own sentence with an historical period.

FOCUS Punctuation of Movie and Television Shows

Underline or italicize movie and television shows.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Although television shows are underlined or italicized, specific episodes of the shows are placed in quot tion marks. **Example:** The television show, <u>MASH</u>, was based upon the movie title <u>MASH</u>.

For the movie and television tit	tles which are <i>not</i> properly	ly punctual d, wri	ite UI if they should be
underlined or italicized and QM	A if they should be in que	otati n varks in t	he spaces provided.

1. My favorite episode from Little House on the Prairie is when Laura befriends the Indians
2. Jaws III was not as good as the original Jaws.
3. Clint Eastwood's Hang 'Em High is a perfect example of a "Spaghetti Western."
4. The <u>Bonanza</u> episode with the pancake-eating comest was titled The Flapjack Contest
5. The repeats of Everybody Loves Raymond pow twice nightly on the local station.
6. How many years did Modern Family run in prime time?
7. I'm pretty sure that The Late Show vill be renewed for another year.
8. The episode of <u>I Love Lucy</u> titled Lucy Goes to the Hospital was highly rated.
WRITE
Compose your own center ce in which you mention both a movie and television show. Do not
use any of the movies or television shows mentioned on this worksheet.

FOCUS Punctuation of Book / Magazine / Newspaper / Website Titles

Underline or italicize book, magazine, newspaper, and website titles.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Sometimes the word *magazine* is part of the magazine's name. Names of journals, newsletters, and newspapers are all underlined.

Examples: I read about the book, titled <u>Islands in Paradise</u>, in <u>Newsweek magazine</u>.

The author wrote an article about The New Englan Hournal of Medicine in the

Los Angeles Times and on his website, Medical News in Review.

Label C if the punctuation is <i>correct</i> or W if it is wrong in the space at the end of each sente	nce.
1. The new book by J.K. Rowling was reviewed in <u>Yeekly Reader</u> magazine.	
2. Was The Adventures of Tom Sawyer a best seller?	
3. My children look forward to receiving their copies of <i>Highlights</i> every month.	
4. Some parents in this class have a subscription to "The Wall Street Journal.	
5. The New York Times crossword is one of most challenging crosswords.	
6. If you read the Newsela magazine egularly, you will notice the change in its format.	
7. Are children still reading Roll of Thunder, Hear My Cry?	
8. I looked everywhere, but could not find that quote in the "The Last Dance."	
9. Tolkien's classic, The Fellowship of the Ring won an Academy Award.	
WRITE	
Write your own sentence in which you mention both a book and magazine title. Do not use a	any
of the books or mag vines mentioned on this worksheet.	

FOCUS Punctuation of Song / Poem Titles

Use quotation marks before and after song and poem titles.

CONNECT TO WRITING

Place quotation marks before and after the titles of songs and poems.

Examples: Billie Eilish won Best Song for "Bad Guy" in 2020. She claims that the poet Richard Blanco's "My Father in English" inspired her writing.

Song medleys (collections of songs combined) and long poems, such as edes, are underlined.

Examples: I think that Paul Simon's song, "America," was in fluenced by the poem "Leaves of Grass."

Homer's long poem, The Illiad, is one that everyone should read.

Label C if the punctuation is correct or W if it is wrong in the space at the end of each sent	ence.
1. My great-grandfather wrote "In the Shade of the Ola Apple Tree" for his wife.	
2. I know I have heard "Dance" of the "Sugarpum Fliries" before.	
3. Beyoncé once recorded a cover-version of "A merica the Beautiful."	
4. "Joyce Kilmer's Trees" still delights and inspires young poets.	
5. Did Elvis record "Heartbreak Hote" when he was signed with "Sun Records?"	
6. Madonna hasn't had a good song since "True Colors" went platinum.	
7. The scariest poem I know is E lgar Illan Poe's The "Raven."	
8. Lewis Carroll wrote "Jaboe worky" to play with the sounds of the English language	
WRITE	
Compose your own sentence in which you mention both a song and poem title. Do not use	any of
the songs or poems mentioned on this worksheet.	

FOCUS Punctuation of Play / Work of Art Titles

Underline or italicize plays and works of art titles.

CONNECT TO WRITING

Title of plays, musicals, operas, sculptures, photographs, paintings, and other works of art are underlined when written and italicized when typed.

Examples: The wonderful play, <u>Oklahoma</u>, had the painting <u>Oklahoma Skies</u> in the first

I recently read the play, <u>Romeo and Juliet</u>, and I just found the artist Jo Mar's painting titled Two Children on the Internet.

Label C if the punctuation is <i>correct</i> or W if it is <i>wrong</i> in the space at the end of each sentence
1. William Shakespeare wrote many comedies, including: The Tempest, Twelfth Night,
A Midsummer-Night's Dream, and As You Like It.
2. He also wrote tragedies, including the famous <i>Julius Caesar</i> .
3. Tennessee William's play, The Death of a selesman, is still widely read.
4. "Of Michelangelo's sculptures, The <i>Pier</i> , stands out as his best," claimed Bunny.
5. His <u>David</u> was sculpted from lesser quality marble.
6. Have you ever seen a photograph of <u>Whistler's Mother</u> ?
7. "The photograph, Sunrise, Sulset, i) one of the most memorable examples of
time-lapse photography," said Melyin.
8. Did his <u>Breakfast of Clampions</u> sell at the art exhibit?
WRITE
Compose your own sentence in which you mention both a play and work of art title. Do not use any of the plays or works of art mentioned on this worksheet.

FOCUS Punctuation of Book Chapter Titles

Use quotation marks before and after book chapter titles.

CONNECT TO WRITING

Remember that books titles are underlined when written and italicized when typed, but book chapters have quotation marks before and after the chapter titles.

Examples: The best chapter in the book was titled "The Final Act."

The book, <u>Black Beauty</u>, is an American classic–especially the chapter titled "An Old War Horse."

Label C if the punctuation is <i>correct</i> or W if it is <i>wrong</i> in the space at the end of each se	ntence.
1. Rudyard Kipling's "Captains Courageous" tells the tale of a bored and lonely son a of a	
millionaire who is rescued on the high seas by a shall fishing boat.	
2. The most exciting chapter has to the first one, "Poy Overboard."	
3. The chapter titled A Changed Toad ends Keinerth Grahame's The Wind in the Willows.	
4. "One for All and All for One" is the battle cry of the three French musketeers in	
Alexandre Dumas's classic, "The Three Musi cteers."	
5. In the chapter titled "Three Duels," three exciting sword fights are described in detail.	
6. The Merry Adventures of Robin mood, by Howard Pyle, tells the tales of Robin Hood,	
Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and Friar Tuck.	
7. These characters are introduced in the chapter, "Robin Hood Meets Little John."	
WRITE	
Compose your own sentence with a book name and chapter title. Do not use any of the bo	ooks or
book chapters mentioned on this worksheet.	

FOCUS Punctuation of Article Titles

Use quotation marks before and after magazine, newspaper, or Internet article title

CONNECT TO WRITING

Remember that magazine, newspaper, and website titles are underlined when italicized when typed, but articles have quotation marks before and after the article titles.

Did you read the article, "Why We Continue," in The New Yorker? **Examples:**

I read her Education Weekly blog most every week. The recent article titled

"Children in Crisis" was well-researched.

Label C if the punctuation is <i>correct</i> or W if it is <i>wrong</i> in the space at the end of each sentence.
1. My wife read "Why Getting Hitched Is Healthy" in lost month's Ladies Home Journal
2. I loved reading "Humor in Uniform" every month in Reader's Digest.
3. This month's issue of <u>California Educator</u> features an article titled <u>Tuning up the Idea</u> .
4. Last week's <i>Time</i> had an article about Lady Coa atled "Gaga on Top of the World."
5. In the latest edition of <i>Science</i> , I read an article titled <i>Underneath the World</i> .
6. Her blog had a fascinating article titled "A Dime a Dozen."
7. Putnam's research article was feat red in the "Wall Street Journal."
8. On her most recent podcast, "Three Blind Mice," Miley talks about three friends.
WRITE
Compose your own sentence, listing a magazine name and article in that magazine. Do not use any of the magazines or articles mentioned on this worksheet.

FOCUS Punctuation of Short Story / Document Titles

Use quotation marks before and after short story, document, and report titles.

CONNECT TO WRITING

Familiar documents such as the Declaration of Independence and the Constitution require no punctuation.

Examples: I think that his short story, "He Never Lies," may have been based on the secret

government document known as "The Pentagon Papell"

The short story, "Flowers," is one of the best. I read about it in the report titled

"Best Short Stories of 2004."

Label C if the punctuation is <i>correct</i> or W if it is <i>wron</i> in the space at the end of each sentence.
1. In Twice-Told Tales, Nathaniel Hawthorne tells many soort stories such as "The Great
Carbuncle," "The Gray Champion," "The Wedding Knell," and "The May-Pole of
Merry Mount."
2. Richard Adams has a wonderful collection of his favorite animal stories including his
own "The Rabbit's Ghost Story."
3. James Herriot's short story <i>Monty he Ball</i> tells the entertaining story of a bull that
gets the best of a veterinarian.
4. Doris Summers finished her "ake Tahoe Water Conditions" report last week.
5. The school board prepared document titled "State of the District" and printed 200
copies.
WRITE
Compose your own sectence with a short story title or a document title. Do not use any of the
short stories or documents mentioned on this worksheet.

FOCUS Punctuation of Direct Quotations

Use quotation marks before and after direct quotations.

CONNECT TO WRITING

A direct quotation includes the spoken or written words exactly as they appear in speech or text.

- Place double quotation marks around speech or text that belong to someone else. If the speaker changes, begin a new paragraph. Always place quotation marks outside periods.
- Use single quotation marks for a quotation inside a quotation. Fut a question mark, exclamation point, semicolon, or colon that belongs to your writing, not the quote, outside the closing quotation marks.
 - **Example:** He said, "I agree with Lincoln. However, was our nation really 'dedicated to the proposition that all men are created equal"?
- Do not use quotation marks for indirect quotations. An indirect quotation summarizes what someone has said.
 - **Example:** He said that she had never seen Thomas before.
- When a quoted sentence is interrupted by comments, and is then continued in the same sentence, begin the rest of the quotation with a lower case letter.
 - **Example:** "When," asked Mavis, "will you haish your lunch?"

Label C if the punctuation is <i>correct</i> or W in as wrong in the space at the end of each s	entence
1. "I'm anxious to leave, commented Yelda."	
2. "What just took place? asked Rober.	
3. "What a terrific ending to that story!" exclaimed Anthony.	
4. "Did you hear the specker so," things will never be the same asked Billy?	
5. "I know," replied Max. "but do you really want to make a big deal out of this?"	
WRITE	
Write your own sentence with a quotation within a quotation.	

FOCUS Apostrophes (Contractions)

A **contraction** is a shortened form of one or two words (one of which is usually a contraction, the apostrophe takes the place of the missing letter or letters.

CONNECT TO WRITING+

Contractions may be used in informal writing; however, avoid using cortractions in formal essay writing. These are the most common contractions:

is (she's, it's, there's, where's, here's)

had (I'd, he'd, they'd, we'd)

will (I'll, they'll, we'll, she'll, it'll)

are (they're, we're, you're) am (I'm) us (let's)

have (could've, they've, n.ight've, should've)

not (isn't, can't, shouldn't, wouldn't, hasn't,

doesn't, aren't, wor't)

Examples: They could've asked, but they've always wondered if they'll find out anyway.

They should've known that they didn't have a shance.

Label C if the punctuation	is correct or W if it is vrong in the sp	pace at the end of each sentence.
For all of their talk	they've rarely come to see who's pla	ying at the club.
They havent shown up in w	reeks, and so they cant really comment	on what they dont know
I will say they're in for a tr	reat when they do tome. There's a bar	nd that isn't half-bad.
They didn't hold back duri	ng their see Friday night and they wor	nt tonight.
Change each of the underli	ned words o contractions in the paren	ntheses which follow.
1. <u>It is</u> (shame that they never listen to the	eir parents.
2. <u>You are</u> (sure that <u>you have</u> () never seen them?
3. Where is () she going? <u>They are</u> () not exactly saying.
4. <u>She is</u> () happy that they had () left directions.
WRITE C		
Compose your own senten	ce or two with at least two contraction	ns.

FOCUS Semicolons

Use **semicolons** to join phrases and clauses without conjunctions.

CONNECT TO WRITING

Semicolons can be used instead of commas to combine phrases or dependent slaves that have commas in very long sentences. The best way to think about a Semicolon is that it Substitutes for a comma-conjunction. Make sure that the semicolon connects phrases or clauses that have some relationship. For example, *He went to town; she ran a barbershop* has so relationship between the clauses.

Examples: Anna showed up late; Louise didn't at all.

His disguise was picture-perfect; no one could recognize him.

Semicolons are placed to the left of (inside) ending quotation warks.

Example: Three poems amaze me: the crazy "Bloom; the mournful "Left;" and "No."

Label C if the punctuation is <i>correct</i> or W if it is wrong in the space at the end of each se	ntence.
1. Samuel went shopping; then he went out to dinner	
2. The album includes these songs: the heart-throbbing rhythm and blues "Sawmill"; the	
surprisingly speedy, yet soulful "Ol' Dog Blues;" and "Mama's Return."	
3. I was taught Spanish at home; by a tutor that's how I learned the language.	
4. The Revolutionary War was forgon against the British; the War of 1812 was also	
fought against them.	
5. Many died in the Civil War, A was a horrible tragedy.	
6. Ellen did not prepare at all; we appeared not to care what would happen as a result.	
7. Through many long days of Loking; after many attempts and failures; despite many	
questions left unans vered, they finally decided to buy a home of their own.	
WRITE	
Compose your ewn sentence with a semicolon.	

FOCUS Parentheses / Dashes

Use **parentheses or dashes** before and after words or ideas to explain or define the words or ideas. A dash (–) is longer than a hyphen (-).

CONNECT TO WRITING

Information within a set of parentheses or dashes gives explanation or definition, but is not needed to understand the sentence. The information within the parentheses or dashes can be a word or a phrase.

Examples: Explanation The colors (green and blue) seemed perfect.

Definition The protocol-rules to be followed was to save such tricks only for

a real dog fight.

If the added information is a complete thought, it should be written as a sentence with the period outside of an ending parenthesis.

Example: Sentence Their plan was incomplete (They really did not think it through.)

Label C if the punctuation is <i>correct</i> or W if it is wron	ig in the space at the end of each sentence
---	---

1. Jackie Smith 1845-1910 worked in the Yomei's rights movement. You should read	
some of her descriptive letters the ones to Charlene.	
2. That new Bed and Breakfast (it was once a barn) is a popular rental with visitors.	
3. The Nile River-the longest riv 1 in the world flows 4,000 miles in Africa.	
4. The daisy Chrysanthemum leuc ant lemum can make a beautiful spring bouquet.	
5. Thomas Jefferson (author of the Declaration of Independence) seemed confused:	
he spoke out against the vils or slavery, but he himself owned slaves.	
6. As you turn right, will police a yellow house–the one with a picket fence–and	
and its remarkable bont porch.	
WRITE	
Write your own sentence with parentheses.	

FOCUS Apostrophes (Singular Possessives)

Use apostrophes for singular possessives.

CONNECT TO WRITING

For a singular possessive noun (a noun showing ownership), place an apostropne at the end of the noun and add an s.

- If the noun ends in an s and the s has a z sound, you may choose to make it a possessive by adding an apostrophe, then an s, or simply end with an apostrophe.
 Example: Charles's friend or Charles' friend
 - Do not use an apostrophe before the s in a simple plured now
- Do not use an apostrophe with a possessive pronoun (year), his, hers, ours, yours, its, theirs)

Examples: Joe's skill is amazing, and so is Chris's, bu. Miles' (or Miles's) skill is tops.

PRACTICE

Label C if the punctuation is *correct* or W if it is wreng in the space at the end of each line.

There once was a child's horse named Skitt'sn,	
Its upbringing definitely British.	
The poor horses' tail was once yanked by some male	
from Londons own Twickingdelfittish.	
There or ce was a rose's bright bloom	
Whose fragrance invaded Mom's room	
Natures petal's will fall, and at the end of it all,	
Lifes' beauty swept out by a broom.	
WRITE	
Write two sentences with two singular possessives.	

FOCUS	Anostrophe	es (Plural Possessives)		0
Use apostrop				
ове провитор	nes for plara	ii possessives.		
CONNECT	TO WRITI	NG		•
For most plura Example: boy	-	nouns (a noun showing	ownership), place the comm	after the s.
Some plural p the singular.	oossessives pla	ace the apostrophe befor	the the s , if the plured is spelle	d differently than
Examples:	Singular woman child	Singular Possessive woman's child's	Plural Poss women's children children's	essive
PRACTICE	Ī			
Label C if the	punctuation i	is <i>correct</i> or W if it is w	reng in the space at the end	of each sentence.
1. Will the Fir	remens' Ball b	oe held on the same we	kend as last year?	
2. The Smith'	s house is per	fect for our graduation p	oa ty.	
3. Will the pu	ppie's food cl	nange over the rext i on	th?	
4. I think that	the women's	group meets every other	r Tuesday at the clubhouse.	
5. The Childre	en's Crusade	was led by Nicholas in r	esponse to a dream.	
6. Let's watch	the girls' bas	sketball 5 me before we	go miniature golfing.	
7. Have the bo	oys' asked to	borrow their parents car	s for the night?	
8. The county	restaurants' p	olan, to offer left-over fo	ood to the homeless were am	ibitious.
9. There is no	doubt that we	ork 's rights to health h	ave not been fulfilled.	
		ard needs some major		
WRITE	.5			
Compose you	own sentence	e with a plural possessi	ve.	

FOCUS Colons

Use **colons** to show a relationship between numbers. Also use a colon to show a relationship of ideas within titles or between sentences. Colons are also used at the end of an independent clause to introduce information to explain the clause. An independent clause has a norm connected to a verb that tells a complete thought.

CONNECT TO WRITING

Colons have the following uses:

- Relationship between Numbers
 - **Examples:** Time (8:02 P.M.), Ratio (3:1), Chapter Verse (Genesis 32:1-13)
- Relationship between Ideas
 - **Example:** Teaching: The Lost Art
- Explanation of the Independent Clause (Don't place colon) after verbs.)
 - -List Example: Order this food: benanal potato chips, and hamburgers.
 -Quotation Example: The teacher offered u.is advice: Work smarter, not harder.
 -Explanation Example: She did a wonderful thing: She let him do what he wanted.
 - -Rule Example: This is the most important rule: Keep your hands to
 - yourself.

PRACTICE

Label C if the punctuation is *correct* or Wif it is wrong in the space at the end of each sentence.

1. I need the following items: toothpaste, a coothbrush, a comb, and soap.	
2. The magician performed a trick: It was more of a miracle.	
3. The philosopher Santayana commerted upon the value of history, Those who fail	
to learn from history: are dooned to repeat it.	
4. I play these works: "Ana and Fugue," "Suite in D Major," and "The 3 rd Symphony."	
5. Only one fact remains the things never happen as planned.	
6. She knew the Gol len Rule; Do unto others as you would have them do unto you.	
7. The principal's rules were posted: Be Kind, Share with Others, Don't Touch.	
WRITE	
Compose your own sentence with a colon to introduce a list.	

FOCUS Periods with Abbreviations / Initials / Acronyms

Use periods for abbreviations, initials, and acronyms.

CONNECT TO WRITING

Periods have a variety of uses other than ending sentences.

- Use periods in abbreviations. Avoid using abbreviations in form I essay writing.
 Examples: The U.S. Constitution, 300 B.C.
- Use periods for initials, names, and titles

Example: Mr. R.J. Jenkins, Jr.

Use periods in most acronyms. Acronyms are words forced from the first letters or groups of letters of words. Acronyms are pronounced as words. It is becoming common practice to drop periods in well-known acronyms.
 Examples: Do you know your Z.I.P. code? ZIP code

Fill in the blanks with the correct initials, abbreviations, of acronyms.
1. The abbreviation for time Before Christ is written is
2. The time after noon is called Post Meridian and is written as
3. Additional information at a letter's end is called a postscript and is written as
4. The National Aeronautics and Space Administration is an acronym known as
5 dive s use a self-contained underwater breathing apparatus.
6. When Ms. Bean married Mr. Jores, she took on his last name and became Jones.
7. The abbreviation for exempligratia is, which means for example.
8. The abbreviation or everera is, which means and so forth.
9. Five and one-half written as a decimal would be
WRITE
Write your own sentence with an abbreviation, initials, and an acronym.

FOCUS Exclamation Points

Use exclamation points to show strong emotion or surprise.

CONNECT TO WRITING

Exclamation points should be used sparingly, especially in formal essay writing disc specific nouns and vivid verbs to build emotion or surprise. Only use one exclamation point. They may be placed at the end of exclamatory sentences or after words, phrases, c. clauses.

Examples: Exclamatory Sentence The decision really shocked me!

Word / Phrase / Clause Wow! How amazing! If she only knew!

Label C if the punctuation is <i>correct</i> or W if it is <i>wrong</i> in the space at the end of each	i sentence.
1. Run some. Don't walk!	
2. She helps a lot! What a treasure!	
3. He is very talented. Such amazing creativity!	
4. How shocked he was! I guess he didn't know	
5. What excitement! If you don't like that you con't like N.B.A. basketball!	
6. Did he do it? I can't believe it!!!	
7. How surprising! When did Tom find out?	
8. And no one knew about it? How crazy!	
9. Stop in the name of the law, You have the right to remain silent!	
10. How awful! No one has the right to act that way.	
11. He came out of retirement play one more year! Imagine that.	
WRITE	
Compose your own sentence with an exclamation point.	

Grammar, Usage, and Mechanics Worksheet #1 Practice Answers

John Francis, Beatrice, Nebraska, World War II, Chicago, *Southwestern Chief*, Los Angeles, Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollywood, John, Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern California, G.I. Bill, Cum Laude, Business, Social Science, Southern California, Janice Jones, California Federal Savings and Loan, Senior Vice-President, Mark, Robin

Grammar, Usage, and Mechanics Worksheet #2 Practice Answers

idea: friendship, self-image, freedom, self-confidence, world peace person: teacher, fire-fighter, cousin, police officer, brother-in-law place: mountain, neighborhood, country, football stadium, family room thing: food, toy, rock, lamp stand, grandfather clock

Grammar, Usage, and Mechanics Worksheet #3 Practice Answers

Grammar, Usage, and Mechanics Work beet #4 Practice Answers

Which One? these, that, this, those, certain How Many? twenty-story, most, dozen, few, thousands What Kind? juicier, muddy, navel, sprry, loud

Grammar, Usage, and Mechanics Worksheet #5 Practice Answers

I know (mental) that he <u>lad</u> run (physical) a full mile before, but he <u>might</u> be (state of being) too tired right now. He <u>did</u> walk (physical) a mile yesterday.

Grammar, Usage, and Mechanics Worksheet #6 Practice Answers

What Degree: mostly, less, mainly How: slowly, carefully, easily Where: everywhere, nearby, here When: often, one o'clock, later

[&]quot;Hello," said Susan.

[&]quot;Is this the owner of the car for sale?" the caller

[&]quot;It, is I," replies Susan. "Who is calling?"

[&]quot;The one paying you full price for your car. My name is Marcy. What's yours?"

[&]quot;Susan," she says. "But let me get my husband. Actually, he is selling his car, not mine.

[&]quot;Suit yourself, says Marcy. Put him on the phone."

Grammar, Usage, and Mechanics Worksheet #7 Practice Answers

to [flag], of [United States], of [America], to [republic], for [which], under [God], with [liberty], for [all], in [schools], throughout [America], over [heart], on [flag], to [country]

Grammar, Usage, and Mechanics Worksheet #8 Practice Answers

and, but, yet, so, and, but, yet, but (yet), and, for

Grammar, Usage, and Mechanics Worksheet #9 Practice Answers

Before, because (since, as), when, Although (Even though), Since (Decause), where, Despite (In spite of)

Grammar, Usage, and Mechanics Worksheet #10 Practice Answers

and, either, or, whether, or, Neither, nor, Both

Grammar, Usage, and Mechanics Worksheet #11 Practice Answers

traveler, Tasco, cathedral, Guadalajara, city, one, Mexico City, trip, an experienced traveler

Grammar, Usage, and Mechanics Worksheet #12 Practice Answers

running 28 miles + the marathon, Track fars + casual spectators, Basketball + ice-hockey, The "Dream Team" + the United States hockey team. These two popular events + the track-and-field contests

Grammar, Usage, and Mechanics Worksheet #13 Practice Answers

<u>Ice cream</u> + [has pleased], <u>ice cream</u> + [is], <u>treat</u> + [has], <u>Rocky Road</u> + [delights], nuts + marshmallows + [maccause], double-scoop + [tastes], Eating ice cream + [can be]

Grammar, Usage, and Mechanics Worksheet #14 Practice Answers

works +[stand] + [a remembered], description + [entertains] + [informs], one + [will learn] + [will understand], novel +[teaches] + [preaches], hero + [struggles] + [triumphs], Debbie walked into the room, sat down in the chair, and heaved a sigh of relief.

Grammar, Usage, and Mechanics Worksheet #15 Practice Answers

1. imperative 2. exclamatory 3. interrogative 4. declarative

Grammar, Usage, and Mechanics Worksheet #16 Practice Answers

- 1. I enjoy watching old television shows, but (yet) the new ones are better.
- 2. Do you want vanilla, or (and) do you want strawberry?
- 3. No one really wants to go; they just feel like they must attend.
- 4. This route takes too long; there must be another way.

Grammar, Usage, and Mechanics Worksheet #17 Practice Answers

- 1. As soon as the boy practices his trombone, he will be able to go outside to play.
- 2. Tonight we celebrate a special young lady, whose achievement is special.

Grammar, Usage, and Mechanics Worksheet #18 Practice A. swers

After the sun set, the campers roasted marshmallows, and Joar then told a campfire story. Since the captain had a beard, he knew the sailor, and the sailor and not recognize him. Although he knew better, he could not teach her, because the just would not listen.

Grammar, Usage, and Mechanics Worksheet #19 Practice Answers

Options: Running down the hill, I saw her. I saw her unning down the hill. Finally, (any subject then predicate) the reason hale t. The playground seems to be covered with i.e.

Grammar, Usage, and Mechanics Workshot #20 Practice Answers

- 1. Jonathan seemed very selfish. He ne er shared with the other children.
- 2. Ms. Clements always prepared wer for her lesson plans, and (so) the results paid off. Option: Ms. Clements always prepared well for her lesson plans; the results paid off.
- 3. Nicco enjoyed video game, playing only after completing his chores.

Grammar, Usage, and Mechanics Worksheet #21 Practice Answers

The women in the close costumes must be she \underline{PN} and her mother. We \underline{S} didn't recognize them at first, but at least \underline{I} asked, "Who were they \underline{PN} ?" Sue and he \underline{S} arrived at the party earlier than \underline{I} \underline{A} , but no one came as early as she \underline{A} .

Grammar, Usage, and Mechanics Worksheet #22 Practice Answers

He told them \underline{OO} after him \underline{OP} . He had wanted to tell us \underline{I} first, but when came to see me \underline{I} , I said that he should tell him \underline{IO} the news before me \underline{OP} . He had not given it \underline{IO} much thought.

Grammar, Usage, and Mechanics Worksheet #23 Practice Answers

I told them myself <u>IP</u> because Patty would not tell them herself <u>IP</u>. Patty never thought of anyone but herself <u>RP</u>. When Patty first asked me herself <u>IP</u>, I said, "You should tell then what you did before they find out themselves <u>RP</u>." Patty never apologized herself IP for what she did.

Grammar, Usage, and Mechanics Worksheet #24 Practice Answers

1. PN 2. OP 3. T 4. PN 5. T

Grammar, Usage, and Mechanics Worksheet #25 Practice Arswers

1. who 2. whose 3. that 4. which 5. Whom

Grammar, Usage, and Mechanics Worksheet #26 Practice Answers

1. Each <u>watches</u> her own television show. 2. Everyore except James and Pete <u>helps</u> me on the work project. 3. Both of them <u>are</u> ready for a vacation. 4. After they go to the movies, several <u>go</u> out for dessert. 5. Neither <u>gives</u> us much hope that our team will win the league this year. 6. I know others want to be involved in this decision.

Grammar, Usage, and Mechanics Work nee. #27 Practice Answers

- 1. Few of the actors <u>remember</u> their lines 2. A great deal <u>is</u> known about television actors.
- 3. Fewer vegetables are better than many. 4. Some of candies taste like they are stale.

Grammar, Usage, and Mechanics Worksheet #28 Practice Answers

1. He <u>has</u> carefully <u>listed</u> his easons for the purchase. 2. <u>Paid</u> a large amount for her services, the woman was happy to help. 3. <u>Buil</u> by Native Americans, the caves were interesting. 4. They <u>have</u> never <u>tried</u> to sell ary or heir artwork.

Grammar, Usage, and Mechanics Worksheet #29 Practice Answers

- 1. <u>Waiting</u> for the train, the young man paced impatiently. 2. He <u>was expecting</u> the train to arrive on time. 3. After <u>carring</u> his parents, the boy decided to cancel the ticket and come home.
- 4. Mostly, bu not dways, he will be travelling by jet from now on.

Gramma, Usage, and Mechanics Worksheet #30 Practice Answers

1. Paula removed the backpack from her desk. She placed the backpack on the floor. (From her desk Paula removed the backpack and placed it on the floor.) 2. I ate only the fresh vegetables.

Grammar, Usage, and Mechanics Worksheet #31 Practice Answers

1. closer 2. harder 3. more 4. worse 5. happier

Grammar, Usage, and Mechanics Worksheet #32 Practice Answers

1. quickest 2. more 3. biggest 4. best

Grammar, Usage, and Mechanics Worksheet #33 Practice Answers

- 1. more (less) difficult 2. more outstanding 3. more (less) incredible
- 4. more ridiculous 5. more (less) suspiciously 6. more (less) suspected 7. more (less) nervously

Grammar, Usage, and Mechanics Worksheet #34 Practice Answers

- 1. most considerate 2. least specifically 3. most carefully 4 most understood
- 5. most simply 6. least frequently

Grammar, Usage, and Mechanics Worksheet #55 Practice Answers

was <u>LV</u>; had <u>HV</u> told; were <u>HV</u> going; did <u>HV</u> not teen <u>LV</u>; to be <u>LV</u>; would <u>HV</u> not have <u>HV</u> lied; felt LV; had HV; would HV be LV; seems LV; should HV find

Grammar, Usage, and Mechanics Worksheet #36 Practice Answers

- 1. permission 2. possibility 3. requir men. 4. need 5. expectation 6. ability
- 7. advice

Grammar, Usage, and Mechanics Worksheet #37 Practice Answers

- 1. Penny <u>helped</u> at the senior center after school. 2. Cowboys <u>roped</u> and <u>branded</u> their cattle.
- 3. That radio station <u>played</u> also f my favorite songs. 4. Tamesia <u>touched</u> her left cheek every time she raised her hand in class.

Grammar, Usage, and Mechanics Worksheet #38 Practice Answers

- 1. Larry <u>was enjoying</u> the beautiful sunsets at the beach. 2. They <u>were expecting</u> a lot of money for their used car. 3. Her friends <u>were sleeping</u> in the living room when the fire alarm sounded.
- 4. Rosie was oing to the movies.

Grammar, Usage, and Mechanics Worksheet #39 Practice Answers

- 1. The class <u>had</u> already <u>started</u> when the student walked in tardy.
- 2. I had known by Tuesday that last weekend's game would be canceled.
- 3. They <u>had shared</u> their feelings about riding skateboards without helmets.
- 4. By the time I had arrived, Louis had already begun painting the back of the noise.

Grammar, Usage, and Mechanics Worksheet #40 Practice Answers

- 1. We try to find the best deals on the Internet.
- 2. He should listen to what his parents have to say.
- 3. Carl Sandberg says, "Fog creeps in on little cat feet, and then slowly moves on."
- 4. I always want my own personal size pizza.

Grammar, Usage, and Mechanics Worksheet #41 Prections wers

- 1. Phoebe <u>is listening</u> to the teacher as she works.
- 2. I <u>am running</u> down the street to the end of the block when I see my friend.
- 3. Nina and Berta are giving money to help those wheed during the holiday season.
- 4. Our teammates are practicing a lot for the first game of our season.

Grammar, Usage, and Mechanics Workshee. #42 Practice Answers

- 1. Esmerelda has developed a fantastic was site.
- 2. The ladies <u>have reunited</u> in the same place o continue their friendship once every year.
- 3. The storm has threatened to strike ince last night.

Grammar, Usage, and Mechanics Worksheet #43 Practice Answers

- 1. I will leave school at two clock for a dentist appointment.
- 2. I will talk to my friends, but they just won't listen.
- 3. You will ask for the movie 'tar's autograph.
- 4. Computer games will vrow more and more important to kids.
- 5. We will hope that the vacation can continue.

Grammar, Usage, and Mechanics Worksheet #44 Practice Answers

- 1. We will be running the mile in P.E. today.
- 2. I will be thinking of you as you celebrate your birthday.
- 3. Danya and Dala will be watching the movie tonight.
- 4. They will be volunteering every weekend at the shelter.

Grammar, Usage, and Mechanics Worksheet #45 Practice Answers

- 1. will have ridden 2. will have seen 3. will have told 4. will have slept
- 5. will have given 6. will have performed

Grammar, Usage, and Mechanics Worksheet #46 Practice Answers

- 1. She said, "I usually do chores after school."
- 2. "They left town," I said, "in a shiny new car."
- 3. "I can't believe it!" he exclaimed.

Grammar, Usage, and Mechanics Worksheet #47 Practice Answers

- 1. Joe and Mandy, our debate leaders, thought we had a good chance.
- 2. Johnny Mingo, the Australian cowboy, rode his horse off the sunset.
- 3. Searching for answers, Louis Pasteur, the famous scientist carried on.
- 4. Jim, the butler, served their last meal.
- 5. Kim and Tom, our two friends, left the concert early.
- 6. The wonderful teacher, Ms. So, shared the slide with her students.
- 7. The author has just completed his latest book, The Lag.
- 8. That song, "The Swan," lasts six minutes.

Grammar, Usage, and Mechanics Workshee #48 Practice Answers

- 1. Jane, Mike, and Ray pulled the car off to the side.
- 2. Along the road an old car, two broomsticks, and a funny green-eyed monster stood guard.
- 3. Take a hike, smell the flowers, and njoy life for the rest of the afternoon.
- 4. Joan counted one, two, three, four, five.
- 5. Blue, green, and yellow are my favorite colors.
- 6. They ordered eggs, bacon, and wheat toast for breakfast.
- 7. Mr. Burt called on one of the Wowing students: Jaime, Marta, or Frank.

Grammar, Usage, and Mechanics Worksheet #49 Practice Answers

- 1. Whenever the girls called, he went outside to see what they wanted.
- 2. Around the block she rode the bicycle.
- 3. Next, ask about the directions to the factory.
- 4. Interested, new called the player to check his availability.

Grammar, Usage, and Mechanics Worksheet #50 Practice Answers

- 1. Lawton, Nevada is my hometown.
- 2. Olympia, Washington is a beautiful capital.
- 3. Bogota, Colombia seems like a fascinating city.
- 4. I live at 3442 Spring Street in Irvine, South Carolina.
- 5. Amador City, California has post office boxes for its residents.
- 6. St. Petersburg, Russia used to be the capital of that country.
- 7. When did Juneau, Alaska reach a population of 10,000?

Grammar, Usage, and Mechanics Worksheet #51 Practice Answers

- 1. Listen to me, Barbara, and then make up your own mind.
- 2. That's a dangerous thought you've shared, Bud.
- 3. Look, Jane, it's going to be hard at first.
- 4. Sitting by the sofa, she said, "Henry, get over here."
- 5. I just don't know, Bobby.

Grammar, Usage, and Mechanics Worksheet #32 Practice Answers

- 1. Neither he wanted to face the problem, nor did she want to deal with that challenge.
- 2. In order that all people would have the same hance, they decided to draw numbers.
- 3. Raymond sent a message to his cousin, but the message was returned unopened.

Grammar, Usage, and Mechanics Worksh et #53 Practice Answers

Left Letter-Dear Ralph, ... Yours truly Right Letter-To Whom It May Concern, ... Sincerely,

Grammar, Usage, and Medanics Worksheet #54 Practice Answers

- 1. Around the corner she an arto a large, angry dog.
- 2. If I didn't know better I would guess that the tired, old woman was not going to leave her house.
- 3. The funny green character said, "I'm crazy, silly, and full of energy."
- 4. Unless I'm mistakes the usual cloudy, gray morning will change to afternoon sun and wind.
- 5. The book is creative, surprising, delightful, and completely entertaining.

Grammar, Usage, and Mechanics Worksheet #55 Practice Answers

- 1. She told Uncle Charles that I went to see **Dr. S. L. Thoms**.
- 2. Will Mrs. James come to visit Aunt Robin and "Bubba" Peterson?
- 3. The army's **Captain** Schneider reviewed the rules with P.F.C. Johns.
- 4. Roy told my dad that **Sis** and I would get together at Mom's work.
- 5. Officer Bob Benton issued a speed citation to **mom** and her brother.

Grammar, Usage, and Mechanics Worksheet #56 Practice Answers

- 1. I love to go see Broadway plays in New York City.
- 2. Some beautiful scenery is found in Douglas County in Nevada
- 3. The girls said they lived at 123 Oak **Avenue** in Paris, North Crolina.
- 4. In **Southern** Mississippi they still grow cotton.
- 5. The borough of **Long Island** has millions of people.
- 6. The Spanish often vacation at Santiago Lake in Portugal.
- 7. They travelled out west to see the Grand **canyon**.

Grammar, Usage, and Mechanics Worksheet #37 Practice Answers

- 1. I hear that the Alex **Theater** has been completely smodeled.
- 2. Bill Gates helped invent the **Windows** Operating System.
- 3. Ryan once climbed the stairs to the top of the **Sears Tower**.
- 4. Have you vacationed in Yosemite National Park?
- 5. Mr. Newton was appointed sponsor of the Trench Club.
- 6. I attended first Presbyterian Church for bree years.
- 7. Did you kiss the Blarney **Stone** when you went to Ireland?
- 8. Kenny walked across the Gold in Cate **Bridge**.

Grammar, Usage, and Medianics Worksheet #58 Practice Answers

- On the first **Thanksgiving**, Pilgrims and Native Americans had a feast.
 I'm sure that February 19th is Presidents **Day** this year.
- 3. Will we have cherry pie at the 4th of **July** party?
- 4. The Rose **Parade** is the granddaddy of all New Year's Day parades.
- 5. She knows that Martin Luther **King, Jr.** holiday is celebrated only in the United States.
- 6. If **Thursday** with not work for you, how about Wednesday?
- 7. I got married on Flag Day, which is on June 14th.
- 8. The Chine say that this is the Year of the **Dog**.
- 9. The **Feest** of Unleavened Bread is a Jewish holiday.
- 10. Doe Santa really come down the chimney on Christmas **Eve**?

Grammar, Usage, and Mechanics Worksheet #59 Practice Answers

- 1. I know that Microsoft **Corporation** is a profitable business.
- 2. Watching the Sacramento **Kings** win was exciting.
- 3. She was a member of the **Daughters** of the American Revolution.
- 4. I heard that **General** Motors is headquartered in Detroit.
- 5. Does the Atlas Window Company donate money?
- 6. In the **Boy Scouts** of America, I learned outdoor skills.
- 7. The Boys and Girls **Clubs** of America serve youth.
- 8. The organization, **Big** Brothers, helps many.
- 9. The teachers belong to the National Educational Association.
- 10. The Los Angeles **Dodgers** draws millions of fans.

Grammar, Usage, and Mechanics Worksheet #60 Practice Answers

- 1. Many **Asians** live in urban areas of the United States
- 2. The **African**-American women attended church.
- 3. Many **Brazilians** have never seen the Amazon River.
- 4. I think that she speaks **Portuguese**.
- 5. The Afrikaner language is based on **Dutch** and Engl. 11.
- 6. The Swedish language has similarities to the Gernan language.
- 7. Many **Swiss** speak three or four languages.
- 8. When **French** is spoken well, it is a very rowantic language.
- 9. Can Matt speak and write **Japanese**?

Grammar, Usage, and Mechanics Vorksbeet #61 Practice Answers

- 1. The **Covid-19** pandemic led to many deaths.
- 2. Many say that the wounds of the Circle War have never healed.
- 3. The Amador County Fair, raws mousands of families each year.
- 4. My favorite period of history to be the **Renaissance**.
- 5. If the Palm Springs Depert Classic is a golf tournament.
- 6. President Monroe's E a of Good Feelings was in the early 1800s.
- 7. I have heard that the Folsom **Kodeo** is world-famous.
- 8. The end of World War II in 1945 created different alliances.

Grammar, Usage, and Mechanics Worksheet #62 Practice Answers

- 1. My favorite episode from "Little House on the Prairie" is when Laura befriends the indians. QM
- 2. Jaws III was not as good as the original Jaws. UI
- 3. Clint Eastwood's Hang 'Em High is a perfect example of a "Spaghetti Western." UI
- 4. The Bonanza episode with the pancake-eating contest was titled "The Flap ack Contest." QM
- 5. The repeats of Everybody Loves Raymond now run twice nightly on the local s at on. UI
- 6. How many years did Modern Family run in prime time? UI
- 7. I'm pretty sure that The Late Show will be renewed for another year, UI
- 8. The episode of <u>I Love Lucy</u> titled "Lucy Goes to the Hospital" was highly rated. **QM**

Grammar, Usage, and Mechanics Worksheet #63 Practice Arswers

- 1. The new book by J.K. Rowling was reviewed in Weekly Reader Magazine. W
- 2. Was *The Adventures of Tom Sawyer* a best seller? **C**
- 3. My children look forward to receiving their copies of Highlights every month. C
- 4. Some parents in this class have a subscription to The Well Street Journal. W
- 5. The New York Times crossword is one of the most conllenging crosswords. C
- 6. If you read the Newsela magazine regularly, you will notice the change in its format. W
- 7. Are children still reading Roll of Thunder, Hear My Ty? C
- 8. I looked everywhere, but could not find that quote in the The Last Dance. W
- 9. Tolkien's classic, The Fellowship of the Ring wor an Academy Award. W

Grammar, Usage, and Mechanics Worksheet #64 Practice Answers

- 1. My great-grandfather wrote "In the Shace of the Old Apple Tree" for his wife. C
- 2. I know I have heard "Dance of the Sugarplum Fairies" before. W
- 3. Beyoncé once recorded a cover version of "America the Beautiful." C
- 4. Joyce Kilmer's "Trees" still delights and inspires young poets. W
- 5. Did Elvis record "Heartbrook Hotel" when he was signed with Sun Records?
- 6. Madonna hasn't had a good sing since "True Colors" went platinum. C
- 7. The scariest poem I know is Edgar Allan Poe's "The Raven." W
- 8. Lewis Carroll wrote "abbe wicky" to play with the sounds of the English language. W

Grammar, Usage, and Mechanics Worksheet #65 Practice Answers

- 1. William Shakespeare wrote many comedies, including: The Tempest, Twelfth Night,
- A Midsummer-Night's Dream, and As You Like It. W
- 2. He also wrote tragedies, including the famous Julius Caesar. W
- 3. Tennessee William's play, The Death of a Salesman, is still widely read.
- 4. "Of Michelangelo's sculptures, The Pieta stands out as his best," claimed Bunny. W
- 5. His David was sculpted from lesser quality marble. C
- 6. Have you ever seen a photograph of Whistler's Mother? C
- 7. "The photograph, <u>Sunrise</u>, <u>Sunset</u>, is one of the most memorable examples of time-lapse **W** photography," said Melvin.
- 8. Did his *Breakfast of Champions* sell at the art exhibit? **W**

Grammar, Usage, and Mechanics Worksheet #66 Practice Answers

- 1. Rudyard Kipling's *Captains Courageous* tells the tale of a bored and lonely son a of a W millionaire who is rescued on the high seas by a small fishing boat.
- 2. The most exciting chapter has to the first one, "Boy overboard." C
- 3. The chapter titled "A Changed Toad" ends Kennet Gral ame's *The Wind in the Willows*. W
- 4. "One for All and All for One" is the battle cry of the firee French musketeers in W Alexandre Dumas's classic, *The Three Musketeers*.
- 5. In the chapter titled "Three Duels," three exciting word fights are described in detail. C
- 6. *The Merry Adventures of Robin Hood*, by The ward Pyle, tells the tales of Robin Hood, C Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and Friar Tuck.
- 7. These characters are introduced in the chaper, "Robin Hood Meets Little John." W

Grammar, Usage, and Mechanics Worksheet #67 Practice Answers

- 1. My wife read "Why Getting Hitched Is Healthy" in last month's *Ladies Home Journal*. W
- 2. I love reading "Humor in Uniform" every month in Reader's Digest. C
- 3. This month's issue of Califon in Educator features an article titled "Tuning up the Idea." W
- 4. Last week's *Time* had an article about Lady Gaga titled "Gaga on Top of the World." C
- 5. In the latest edition of Science I read an article titled Underneath the World. C
- 6. Her blog had a fascinating article titled "A Dime a Dozen." C
- 7. Putnam's research article was featured in the Wall Street Journal. W
- 8. On her most recent podcast, "Three Blind Mice," Miley talks about three friends. C

Grammar, Usage, and Mechanics Worksheet #68 Practice Answers

- 1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as "The Great Carbuncle," "The Gray Champion," "The Wedding Knell," and "The May-Pole of Merr Mount."
- 2. Richard Adams has a wonderful collection of his favorite animal stories in rucing his C own "The Rabbit's Ghost Story."
- 3. James Herriot's short story, "Monty the Bull," tells the entertaining story of a bull that gets W the best of a veterinarian.
- 4. Doris Summers finished her "Lake Tahoe Water Conditions" report last week. W
- 5. The school board prepared a document titled "State of the District" and printed 200 copies. C

Grammar, Usage, and Mechanics Worksheet #69 Practice A. swers

- 1. "I'm anxious to leave," commented Zelda. W
- 2. "What just took place?" asked Robert. W
- 3. "What a terrific ending to that story!" exclaimed Anthony.
- 4. "Did you hear the speaker say, 'things will never be up same?" asked Billy. W
- 5. "I know," replied Max, "but do you really want a make a big deal out of this?" C

Grammar, Usage, and Mechanics Worksheet #70 Practice Answers

For all of their talk, <u>they've</u> rarely come to see <u>who's</u> playing at the club. **C**They <u>haven't</u> shown up in weeks, and so they <u>can't</u> really comment on what they <u>don't</u> know. **W**I will say <u>they're</u> in for a treat when they do tyme. <u>There's</u> a band that <u>isn't</u> half-bad. **C**They didn't hold back during their set Friday night and they won't tonight. **W**

- 1. It is (It's) a shame that they never listen to their parents.
- 2. You are (You're) sure that you have (you've) never seen them?
- 3. Where is (Where's) she going? They are not (They're) not exactly saying.
- 4. She is (she's) happy that they bad (they'd) left directions.

Grammar, Usage, and Mechan cs Worksheet #71 Practice Answers

- 1. Samuel went shorping; then he went out to dinner. C
- 2. The album includes these songs: the heart-throbbing rhythm and blues "Sawmill;" the W surprisingly speedy, vet soulful "Ol' Dog Blues;" and "Mama's Return."
- 3. I was taught Spanish at home by a tutor; that's how I learned the language. W
- 4. The Revolutionary War was fought against the British; the War of 1812 was also fought C against them.
- 5. Many died in the Civil War; it was a horrible tragedy. W
- 6. Ellen and not prepare at all; she appeared not to care what would happen as a result. C
- 7. Through many long days of looking; after many attempts and failures; despite many C questions left unanswered, they finally decided to buy a home of their own.

Grammar, Usage, and Mechanics Worksheet #72 Practice Answers

- 1. Jackie Smith (1845–1910) worked in the women's rights movement. You should read women of her descriptive letters (the ones to Charlene).
- 2. That new Bed and Breakfast (it was once a barn) is a popular rental with visitors.
- 3. The Nile River-the longest river in the world-flows 4,000 miles through Arrea W
- 4. The daisy (*Chrysanthemum leucanthemum*) can make a beautiful spring byuquet.
- 5. Thomas Jefferson (author of the Declaration of Independence) seemed confused: C he spoke out against the evils of slavery, but he himself owned slaves.
- 6. As you turn right, you will notice a yellow house–the one with a picket fence–and **C** its remarkable front porch.

Grammar, Usage, and Mechanics Worksheet #73 Practice A. swers

There once was a child's horse named Skittish, C
Its upbringing definitely British. C
The poor horse's tail was once yanked by some male W
from London's own Twickingdelfittish. W

There once was a rosa's bright bloom C
Whose fragrance invaded Mom's room C
Nature's petals will fail and at the end of it all, W
Life's beauty swept out by a broom. W

Grammar, Usage, and Mechanics Worksheet #74 Practice Answers

- 1. Will the Firemen's Ball be held on the same weekend as last year? W
- 2. The Smiths' house is perfect for our graduation party. W
- 3. Will the puppies' food change over the next month? W
- 4. I think that the women's ground meets every other Tuesday at the clubhouse. C
- 5. The Children's Crusade was led by Nicholas in response to a dream. C
- 6. Let's watch the girls' baskets lygame before we go miniature golfing. C
- 7. Have the boys asked to oon ow their parents' cars for the night? W
- 8. The county restaurant, plars of offer left-over food to the homeless were ambitious. C
- 9. There is no doubt that workers' rights to health have not been fulfilled. W
- 10. That Thompsons' from yard needs some major clean-up if you ask me. C

Grammar, Usage, and Mechanics Worksheet #75 Practice Answers

- 1. I need the following items: toothpaste, a toothbrush, a comb, and soap. C
- 2. The magician performed a trick: It was more of a miracle. C
- 3. The philosopher Santayana commented upon the value of history: Those who fail W to learn from history are doomed to repeat it.
- 4. I play these works: "Aria and Fugue," "Suite in D Major," and "The 3rd S mph in ." C
- 5. Only one fact remains true: Things never happen as planned. W
- 6. She knew the Golden Rule: Do unto others as you would have them to unto you. W
- 7. The principal's rules were posted: Be Kind, Share with Others, Don't Youch. C

Grammar, Usage, and Mechanics Worksheet #76 Practice Arswers

- 1. B.C.
- 2. p.m.
- 3. P.S.
- 4. N.A.S.A.
- 5. S.C.U.B.A.
- 6. Mrs.
- 7. e.g.
- 8. etc.
- 9.5.5

Grammar, Usage, and Mechanics Worksheet #77 Practice Answers

- 1. Run! Don't walk. W
- 2. She helps a lot. What a treasure! W
- 3. He is very talented. Such amazing reativity! C
- 4. How shocked he was! I guess he didn't know. C
- 5. What excitement! If you wh't like that, you don't like N.B.A. basketball! C
- 6. Did he do it? I can't believe N.W.
- 7. How surprising! When an Tom find out? C
- 8. And no one knew about it. How crazy! C
- 9. Stop in the name of the law! You have the right to remain silent. W
- 10. How awful! No one has the right to act that way. C
- 11. He came out of refrement to play one more year. Imagine that! W

Heart Words and Phonics Games

The **Heart Words and Phonics Games** have been designed to help students practice what they learn in program. The game cards are found in the Addendum.

Game Card Order

- 1. Heart Words with rhymes (when available) and example sentences
- 2. Animal Cards
- 3. Alphabet with upper and lower-case font variations for Alphabetic A varences activities

Directions

1. Print the Heart Word and Animal Cards on cardstock.

I recommend letting the experts at office supply stores point, wa, and collate your cards. The percopy price will be comparable to that of your school printer, and you have better things to do with your time. Also, most office stores have business card cutters. Ask for business card boxes with your print order. Tell the associate to set the prirang to "Actual Size," and check the color and margins of a printed sample before placing your order

2. Pass out the Heart Word and Animal Cards and exclain the directions when students are playing a new game.

Heart Word and Animal Card Games

Circle the Spellings: Students select unknown Heart Word Cards from their Heart Assessment and circle the non-phonetic spellings in pencil. The teacher checks and students correct if necessary. Then students use a crayon or colored pencil to shade it	
non-phonetic spelling.	
☐ Match the Sound: The teacher displays a green short vowel care from the Animal on the projector, board, or table. Students draw cards from the Yeart Word Cards to match the vowel sound.	Cards
Make 'em Legal: Students select an unknown Heart Word Card from the Heart Word Assessment and place it on the desks or tables. Students us the Animal Cards to for phonetic pronunciation of the word.	
□ Sort the Hearts: Sort unknown Heart Word Cards from the Heart Word Assessment their vowel sound-spellings.	nt by
Write on the Cards: The object of this game is to help students understand why ear Heart Word breaks one or more of the phonics rules. Identifying why the Heart Word have irregular parts helps students focal on the code-breaking portion of the word. It identify the troublesome letters, students draw hearts over the irregular sound-spelling on the cards and write how the Heart Word should be spelled, according to the spell on the Animal Cards, below the word rhymes on the cards. For example, the Heart V should, has a short /u/ sound and a silent "l." The word should be spelled "shud" or "shood."	rds To ings lings Word,

Animal Card Games

Concentration: Divide students into groups of four or five. Two students select thes. Animal Cards, shuffle, and place face down on a table or the carpet. Note that a desk will be too small for two sets of cards. Players take turns turning two cards face-up to find an collect matches. If a match is found, the player must point to picture and say the animal name and sound to pick up the cards. If no match is found or the student doesn't say the name or sound, the cards are turned over and the next player selects. Whenever of the game has the most matches.
Names and Sounds: Students spread out the Animal Cards face up and in order on their desks or tables. Round 1 The teacher says a name; students pick up and show the card. Round 2 The teacher says a sound; students pick up and show the card. Round 3 The teacher says a name or a sound; students pick up and show the card.
Names, Sounds, and Spellings: Students spread out the Animal Cards face up and in order on their desks or tables. Round 1 The teacher says a name or a sound; Students pick up and show the card. Round 2 The teacher says a spelling (include blanks): students pick up and show the card. Round 3 The teacher says a name, sound, or spenning; students pick up and show the card.
Bingo: Students pick any 25 of the Animal Cax's and shuffle this deck. Students arrange these cards on desks or tables in 5 rows x 5 columns, except for a student that the group appoints as <i>Reader</i> . The Reader picks the card from the top of the deck and says the animal name, sound, or spelling and accelents turn over the corresponding card, etc. The first student turning over 5 in a row horizontally, vertically, or diagonally says "Bingo!" and wins the game. Spread the cards are and play again!
Plus (+) and Minus (-): Pick out and shuffle the Animal Cards. The object of the game is to form words, using the most cards. For the first round, players draw three cards from the top of their shuffled decks, place them horizontal (left to right) on the desk or table, and rearrange the cards if they spell a word.
For the rest of the rounds, players draw and play one card per turn, but they can rearrange their cards at any time a form and re-form words. Players can add cards onto existing words to form vertical (u) and down) words. When players have finished going through the Animal Card deck, the game ends and players count the number of cards they used to form words to declare the winner.
Compounds: Students spread out the yellow <i>r</i> -controlled vowel cards and the purple vowel cards face up on their desks or tables; the teacher says a word with two of these cowel sounds. Students pick up and show the corresponding cards. Evemple: starter, newborn, author, power, afternoon, bloodhound, cowgirl, marshal, founder, boomtown, cowherd, sisterhood, footstool, gooseberry, screwball, harpoon, twirler, asteroid, hoopskirt, schoolbook, literal, moonflower, directory, overcooks, waterproof, border, armor, daughter, dirtier, harbor, darker, powder, newsboy, housework, tutor, normal, broiler, brutal, overall, turmoil, eternally, bluebird, saucer

Animal Card Games

Pick from the Pot: Students take out binder paper. The group appoints a <i>Reade</i> , to select a vowel card and a black consonant card, which are laid side by side on a desk or table. Students write as many words as possible within one minute, using the sour as of both of the cards and any other letters. The student with the most words is the winner for that round. Choose two more cards and play again!
What's Missing: The teacher chooses a word and spreads out the Arimal Cards which spelling that word, face up on the projector, board, or table with 1 card missing. Students say the sound and identify the card that is missing. The teacher and the missing card to the word.
Scrabbled: The teacher selects a long word and displays its cards on the board, projector or table. Students form that same word in the center of their desks or tables. Students add on as many words as possible to the long word within 5 minutes in "scrabbled" format. The winner uses the most letters. Thus a "str" counts as 2.
Boggle the Mind: The teacher selects 25 Anim. Care's (mixed vowels and consonants) and displays these cards on the board, projector or a ble in a 5 x 5 grid of 25 cards. Students take out binder paper and write as many words as possible within 3 minutes from the horizontal, vertical, or diagonal placements. Shuffle and recreate the grid so students can play again.

Alphabet Card Games The Alphabet Card Games are found in the phonemic awareness activities.

Syllable and Morphological Awareness Lessons

Learning to divide words into parts helps speed students speed up the process of decoding. Once the basic phoneme (speech sounds) are mapped to common spellings, students improve reading automaticity by learning to recognize common syllables by sight. Additionally, knowing the rules for syllable division helps students read words with greater accuracy.

Of course, studying the meanings of syllables (morphemes) is also essential. In a ru shell, a *morpheme* is defined as a meaningful word or word part which cannot be divided. There are two types of morphemes: free and bound. A free base is a morpheme that stands on its own as a word, for example, *view*. A bound base is a morpheme that cannot stand on its own as a word, for example, *vis*. Prefixes and suffixes are bound morphemes, for example, *pre* in *preview* and *it* in *visit*, and so must be connected to free or bound bases.

Recent studies have demonstrated that morphological awareness has a significant impact on reading ability (Gottardo, Mirza, Koh, Ferreira, and Javier, 2018, 2018; Zhang and Ke, 2020).

Additionally, lack of morphological awareness is highly correlated with reading difficulties and seems to be related to both word recognition and language comprehension (Duke and Cartwright, 2021).

In the following lessons, students will learn the key wllable rules and how they affect syllable division and recognition. The teacher teaches the rule and helps students blend multi-syllabic words, syllable by syllable. Students practice the rule and syllable division with a worksheet.

Additionally, these worksheets will introduce reading intervention students to derivational influences and patterns in our language. Students will learn and practice vowel and consonant shifts and accent shifts as one word a orphs into another related word. For example, students will analyze word cousins such as méd/ic méd/i/cal, méd/i/cine, me/di/ci/nal, me/di/cá/tion.

Each lesson also includes a Structure. Word Inquiry exercise to build words from one of the lesson's bound bases. The teacher displays the Structured Word Inquiry box on the whiteboard, which includes the bound base and definition. Students brainstorm prefixes, suffixes, and other bound bases from the Word Para Bank to add to the bound base, and the teacher writes these on the whiteboard. Students say each newly constructed word in unison, and the teacher asks the students to provide sentences using the word.

Note that while dictionaries divide syllables by sound for proper pronunciation, the following activities gene ally keep bound bases, prefixes, and suffixes as their own syllables. The purpose of syllable division practice is to improve reading, spelling, and pronunciation, not to adhere strictly to syllable division rules.

Directions

The 14 Syllable and Morphological Awareness lessons have three components:

1. Syllable Blending and Division 2. Structured Word Inquiry 3. Syllable Worksheet

Syllable Blending and Division

- **1.** Display the syllable division examples.
- 2. Read the rule and lead students in syllable by syllable blending, sliding your half from left to right underneath the words on the display. Slide under each syllable as students say he syllable. Next, slide underneath the whole word as students say the word.
- **3.** Tell students to divide the words into syllables, according to the rule, with / marks and write the accent mark (') above the primary vowel accent. Model one or two syllable divisions. Students complete the rest on their own.
- **4.** When most students have finished, display the answers and viect students to self-correct.

Structured Word Inquiry

- **1.** The teacher displays the Structured Word Inquiry box on the whiteboard, which includes the bound base and a few word part hints.
- **2.** Students identify prefixes, suffixes, and other bases from the Word Part Bank to add to the bound base, and the teacher writes these on the white board. Left column for prefixes and bases; right column for bases and suffixes.
- **3.** Students say the newly constructed word in unison and the teacher asks the students to provide sentences using the word.
- **4.** Read and explain the syllabication and spelling rule tips at the bottom of the page.

Syllable Worksheets

Students complete and self-correct the corresponding lesson worksheet.

Instructional Sequence (Answers Following)

- 1. Closed Syllables
- 2. Open Syllables
- 3. Consonant–Final *e* Sylables
- 4. Vowel teams Syllage
- 5. *r*–controlled Sylbbles
- 6. Double Consolant Syllables
- 7. Inflected Ending Morphemes
- 8. Schwa Syl ables
- 9. Consonant—' le" Morphemes
- 10. Vow a Fronunciation Shift
- 11. Con onant Pronunciation Shift
- 12. Accent Shift
- 13 Profixes
- 14 Serves

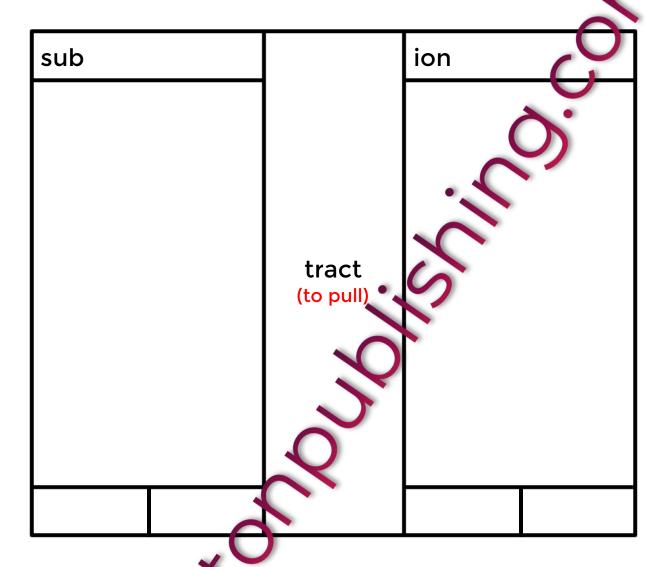
Closed Syllables Blending and Division #1

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually short. The 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 / markand 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	26. canyon	21. actress
22. quintet	23. kidnap	24. locker
25. pumpkin	26. subtract	27. frantic

Structured Word Inquiry #1



Word Part Bank

sub	(under)	ion	(process, result)
con	(with)	pro	(in favor of)
able	(abla)	or	(one that does)
dis	(against)	re	(again)
ive	(relating to)	un	(not)
de 🇸	(away from)	at	(toward)

The spelling of some prefixes often changes to match the first letter of the base to make pronanciation easier. For example, "sub" and "sup," "con" and "com," "at" and "ad."

Closed Syllables Worksheet #1

	yel before a syllable-ending consonable. The syllable following begins	
Word Jumbles Directions: Use words into syllables with / ma accent.	Unjumble these words in the spaces arks. Then, write the accent mark (provided. Carefully divide the) above the primary vowel
1. padnik		- ()
2. aaitfatsc		€`
3. wcdsnhai		•
4. tbstcrua		_
5. uinpmpk	-	_
Nonsense Words Directions according to the syllable rule.	: Carefully divide these consense w	vords into syllables with / marks,
6.latchlen	2	
7. c a m b l u n d		
8. restbilt	,O	
9. thichestel		
10. bodiflent	ク	
Book Search Directions: Fin part.	nd four two-syllable words that have	e closed syllables for each word
Book Titles:		
6	p	p
7	p p	p

Open Syllables Blending and Division #2

Open Syllable Rule: A vowel at the end of a syllable (CV) usually has a long vowel stund. 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 / markend 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. pastr

15. biome

16. cocoa

17 slimy

18. cutie

19. reply

20. halo

21. repay

22. shady

23. deny

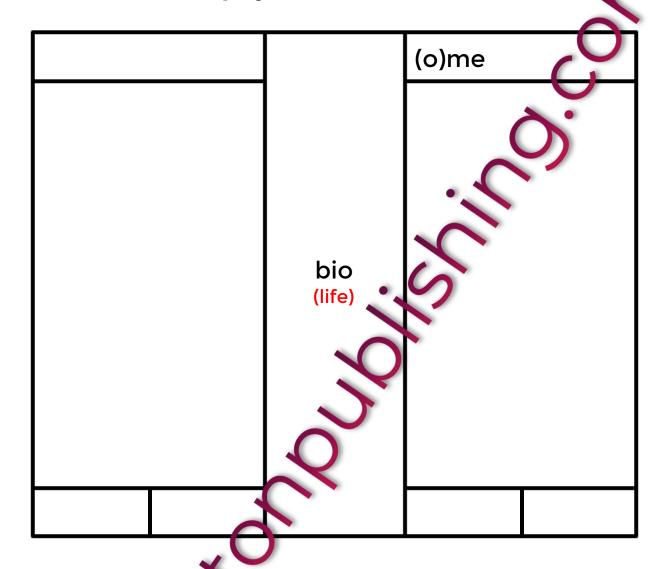
24. veto

25. tasty

26. below

27. trophy

Structured Word Inquiry #2



Word Part Bank

anti	(agailest)	graph	(writing)
sphere	(round, area)	(o)me	(a complete set)
gen	(type)	У	(when, how, like)
scope	(to see)	sym	(with)
auto	(self)	(t)ic	(relating to)
nic ((to harm)	ology	(the study of)

Larguages have different sounds. When English borrows word parts, connecting letters may be added or dropped to make pronunciation easier. For example, "fran(t)ic" and "log(t)ic."

Open Syllables Worksheet #2

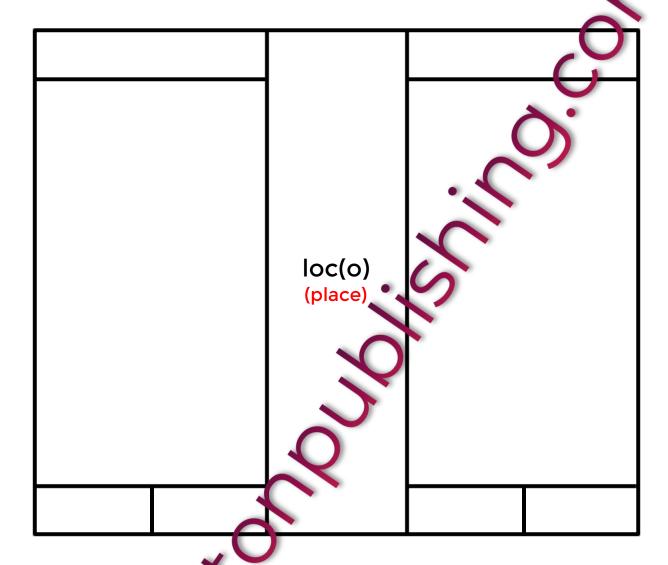
	l at the end of a syllable (CV) usually has a long vowel stund. This ble. The syllable following begins with a consonant.
Word Jumbles Directions: U words into syllables with / ma accent.	Unjumble these words in the spaces provided. Car fully divide the rks. Then, write the accent mark (') above the primary vowel
1. opoth	
2. msyli	
3. biefree	. 6
4. hyprot	
5. atspyr	
Nonsense Words Directions: according to the syllable rule.	Carefully divide these consense words into syllables with / marks,
6. g l o w l y	Q
7. triplay	
8. m s s h i 1 e e	, O `
9. tradyby	
10. strilubea	
Book Search Directions: Find part.	d four two-syllable words that have open syllables for each word
Book Titles:	
	p p

Consonant-Final e Syllables Blending and Division #3

Consonant–Final *e* **Syllable Rule:** The silent final *e* makes the vowel before a long sound, 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
-------------	----------	-----------



Word Part Bank

dis	(agailst)	mot	(move)
er	(one who)	al	(toward)
re	(again)	ate	(showing, full of)
ize	(to do, make)	al	(relating to)
ive	(relating to)	ion	(process, result)
(e)d	(past tense)	ly	(when, how, like)

The "d" suffix says the short /e/ vowel sound after bases ending in "t" or "d. For example, bate." and "dreaded."

Consonant-Final e Syllables Worksheet #3

Consonant–Final *e* **Syllable Rule:** The silent final *e* makes the vowel before a long sound, 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.

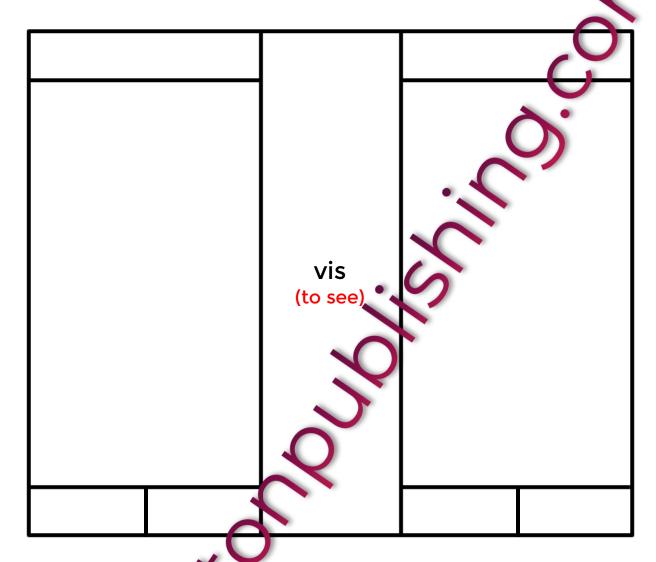
1. nheesirn		
2. eevericd		
3. ceryesn		
4. omoedbgirr		2
5. sdetiloacd		<u>. </u>
Nonsense Words Directions: according to the syllable rule.		e words into syllables with / marks
6. plamement	\mathcal{O}	
7.litesine		
8. streeblete	0	
9. anesplume		
10. r o n e b r u t e f v 1		
Book Search Directions. Fin	d four silent final e words.	
Book Titles:		
C	p	p
	n	n

Vowel Teams Syllables Blending and Division #4

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. supervision	2. throughout	3. awful
1. Sup of vision		



Word Part Bank

super	(over above)	or	(one that does)
re	(again)	di	(two)
ible	(able)	it	(to go)
iz(s)e	(to do, make)	(u)al	(relating to)
tele	(far)	ion	(process, result)
(e)d	(past tense)	ad	(toward)

American English favors the "z," while British English prefers the "s." Use the suffix "ible" if the base has a soft /c/ or /g/ sound (reducible, legible), after an "ss" (admissible), or after a bound base (audible).

Vowel Teams Syllables Worksheet #4

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

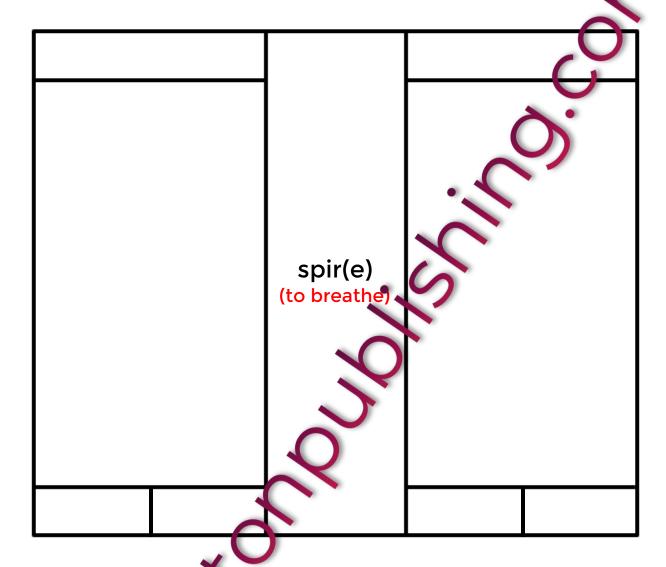
Example: beau/ty.	
Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the paray vowel accent.	
1. yhurlog	
2. lgishegin	
3. spahceteka	
4. ueogdnrse	
5. toisuylacu	
Nonsense Words Directions: Carefully divide these measense words into syllables with / mark according to the syllable rule.	s,
6. steathent	
7. taisween	
8. clowlief	
9. troiblein	
10. boughlawzly	
Book Search Directions. Find four two-syllable words that have vowel teams in one of the word parts.	
Book Titles	_
p p	

r-controlled Vowel Syllables Blending and Division #5

r–*controlled* **Vowels Syllable Rule:** Keep the *r controlled* vowels in the same syllable The changes the pronunciation of a connected vowel. **Examples: One sound /r**/– stretcl./er, whir/ring, ur/gent, cour/age; **Two sounds /air**/– hair/net, wear/ing, heir/loom, bare/ly: **Two sounds /or**/– ac/tor, re/store, di/no/saur, back/court; **Two sounds /eer**/– ear/ring, cheer/ful **Two sounds /oo**/– tour/ist, pure/ly; **Three sounds /our**/– hour/ly

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

1. argument	2. artistic	6. burglar
4. perspiration	5. erratic	3. admirer
7. circumvent	8. surname	9. tornado
10. format	11. terrain	12. firmly
13. absurd	14. argently	15. sulfur
16. erroneous	7. cigarette	18. murmur
19. stirring	20. herder	21. curtain
22. squirming	23. virtual	24. charmer
25. enormous	26. immortal	27. uncertainty



Word Part Bank

in	(in, into)	trans	(across)
per	(fully)	as	(toward)
re	(again)	con	(with)
dis	(against)	(u)al	(relating to)
acy	(a condition of)	(at)ion	(process, result)
(e)d	(past tense)	it	(to go)

The "d" suffix is pronounced as /t/ after *unvoiced* sounds such as /t/, /p/, /k/, /f/, /ch/, /s/, /sh/, "Hold your throat and hear the motor sound. The voiced sounds say "d."

r-controlled Vowel Syllables Worksheet #5

r–controlled Vowels Syllable Rule: Keep the *r–controlled* vowels in the same syllable. The changes the pronunciation of a connected vowel. **Examples: One sound /r/**– stretch **er**, whir/ring, ur/gent, cour/age; **Two sounds /air/**– hair/net, wear/ing, heir/loom, bare/ly: **Two sounds /or/**– ac/tor, re/store, di/no/saur, back/court; **Two sounds /eer/**– ear/ring, cheer/ful **Two sounds /oo/**– tour/ist, pure/ly; **Three sounds /our/**– hour/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.

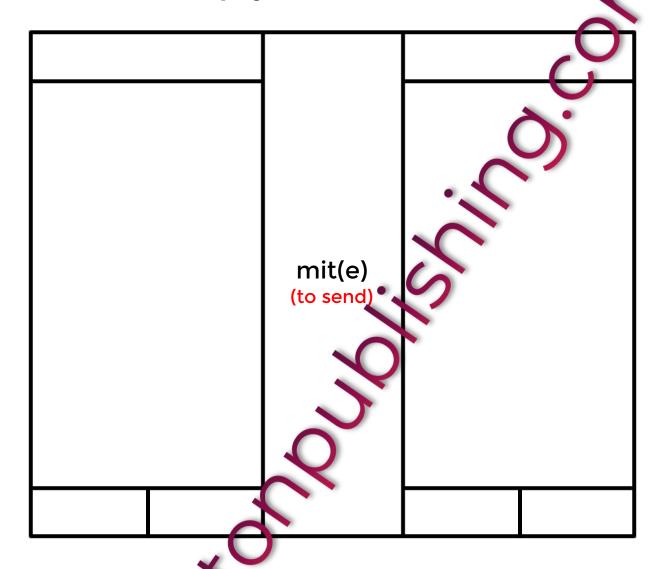
1. canrtui			
2. uusflr			
3. uricevment			
4. roetrrste _	O		
5. agtetred			
Nonsense Words Directions: (according to the syllable rule.	Carefully divide these nonsense	words into syllables with / ma	ırks
6. larclun			
7. senterment	O`		
8. slanbirge			
9. or s h a m b e			
10. dourleelster			
Book Search Directions: Find	four two-syllable words which	include an r – $controlled$ vowe	el.
Book Titles:			
	p	p	
	p.	p.	

Double Consonant Syllables Blending and Division #6

Double Consonant Syllable Rule: When two consonants come between two vowels if a word, divide the syllable between the consonants. Exceptions: Don't divide between the consonants of a digraph (ch, sh, wh, th) and usually keep blends together e.g., bl, br, sw. Only separate ending "ed" suffixes from their roots when the roots end in d or t. Examples: din/ner, com/mit/ted, latch/key con/fessed.

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

1. extended	2. stopping	3. stutter
4. sincerely	5. typhoid	3. sluggishly
7. important	8. permitted	9. forgotten
10. starvation	11. substantial	12. admitted
13. bookworm	14. seamstress	15. kidnapped
16. starring	7. imprinted	18. astonished
19. discussed	20. splitting	21. fitness
22. madness	23. gladden	24. stirring
25. shipment	26. presentation	27. hiccupped



Word Part Bank

ad	(toward)	trans	(across)
per	(fully)	ent	(causing)
re	(again)	com	(with)
sub	(under)	inter	(between)
dyna	(power)	ment	(causing)
(t)ed	(past tense)	sum	(to take, pick up)

Double the last consonant in a base when adding a suffix which begins with a vowel if the base was in a vowel-consonant and is accented. For example, "per/mít" + "ed" is permitted.

Double Consonant Syllables Worksheet #6

Double Consonant Syllable Rule: When two consonants come between two vowel	s if a word,
divide the syllable between the consonants. Exceptions: Don't divide between the consonants.	insonants of
a digraph (ch, sh, wh, th) and usually keep blends together e.g., bl, br, sw. Only set	
"ed" suffixes from their roots when the roots end in d or t.	
Example and improve a compressible of lately large placed	

Examples: din/ner, com/mit/ted, latch/key con/fessed.

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

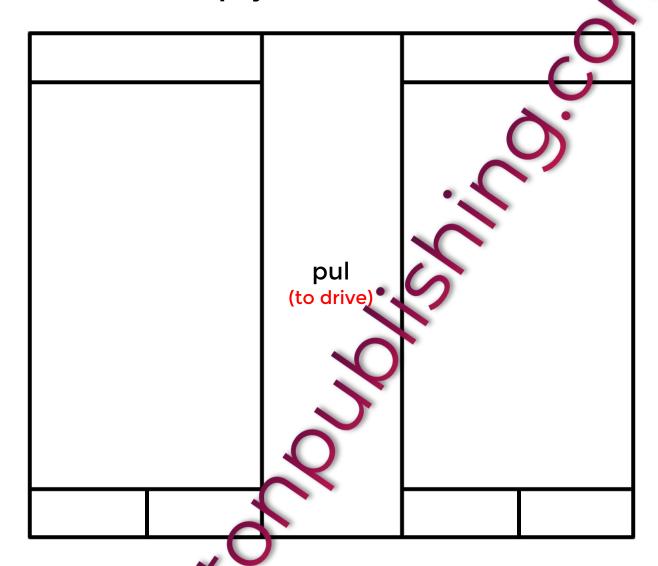
1. nitrasrg		
2. escosdisd	- 6	
3. trgooftne		
4. edaitmtder	O	
5. pcucihpde		
Nonsense Words Directions: according to the syllable rule.	Carefully divide these nonsense	words into syllables with / marks,
6. d e w a p p i n g		
7. ettenbond	.0`	
8. strimmied		
9. thrunnerd		
10. c l o g g e s t		
Book Search Directions: Find	d four words which have double	consonants before the suffix.
Book Titles:		
	p	p
	n	n

Inflected Endings Blending and Division Worksheet #7

Inflected Endings Syllable Rule: Inflected endings change the grammar or add to the meaning of a word. English has very few inflected endings compared to most other language. **Examples:** wait – wait/**ing**, read – read/**er** (one who reads)

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

1. radios	2. diskette	3. virtuous
4. rodeos	5. possessed	6. misbehavior
7. superheroes	8. undertaking	9. bereavement
10. midwives	11. written	12. neighborhood
13. buddies	14. microscope	15. repulsion
16. monkeys	17 Middleville	18. mutation
19. eyebrows	20 sealant	21. furious
22. couches	23. inventor	24. wisdom
25. infatuated	26. actress	27. unkindest



Word Part Bank

im	(in, into)	(s)ion	(process, result)
ex	(out of)	cata	(down)
re	(again)	com	(with)
man(i)	(under)	sti	(to make firm)
im	(in, into)	ate	(showing, full of)
(t)ed	(past tense)	(s)ive	(relating to)

As with Inglish homonyms, Greek and Latin word parts often have multiple meanings. For example, the prefix "im" can mean *in* as in "important" or *not* as in "immobile."

Inflected Endings Worksheet #7

Inflected Endings Syllable Rule: Inflected endings change the grammar or add to the mean ng of a word. English has very few inflected endings compared to most other language. **Examples:** wait – wait/**ing**, read – read/**er** (one who reads)

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 primity vowel accent.

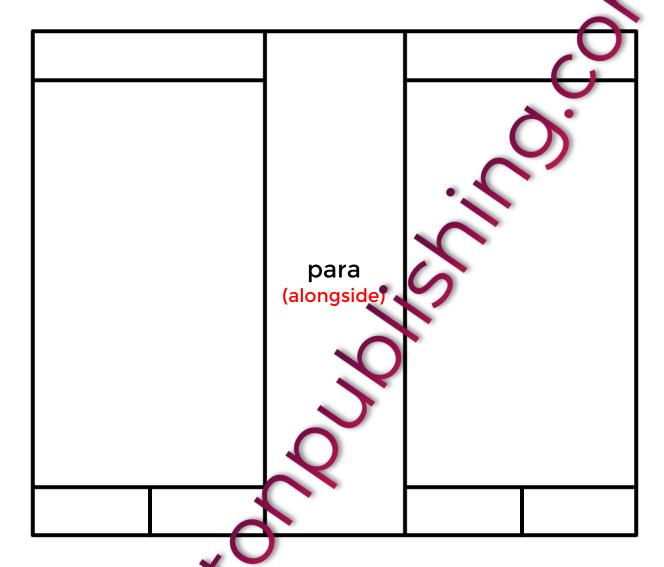
1. sotivruu			
2. esospsesd		~	
3. tmaiutno		.6	
4. ryebeows			
5. nvtienor		O	
Nonsense Words Directions: according to the syllable rule.	: Carefully divide the	se consense words into	syllables with / marks
6. mitchled	Q		
7. custlest	6,		
8. yeltonment	,O`		
9. whithant			
10. toluntstried	ク		
Book Search Directions: Find	d four words that hav	re different inflections.	
Book Titles:			
	p		p

Schwa Syllables Blending and Division #8

Schwa Syllable Rule: Unaccented vowel sounds frequently have the *schwa* sound, especially when there is only one letter in the syllable. All vowels can have the *schwa* sound. The schwa makes a long /ŭh/ sound. **Examples:** a/lárm, com/mít The schwa can also make a snort /lh/ or /ĭ/ sound. **Examples:** cúr/tain, gál/lon

Directions: Divide the words into syllables, according to the rule, with / maks an invrite the accent mark (') above the primary vowel accent.

1. about	2. preparatory	3. mountain
4. kitten	5. cemetery	6. mischievous
7. easily	8. engineer	9. vehicle
10. galloping	11. welcome	12. porpoises
13. applicable	14. representative	15. natural
16. mathematic	17. diagram	18. persecute
19. discovery	20. imaginary	21. invisible
22. wonderful	23. sophomore	24. melody
25. deliberately	26. symphony	27. traveling



Word Part Bank

graph	(writing)	lyze	(dissolve, set free)
norm	(the pattern)	se	(apart)
_el	(tool)	dox	(idea, belief)
chute	(to fall)	ate	(showing, full of)
meter	(measure)	al	(relating to)
leg 🍆	(law)	able	(able)

We often combine more than one prefix, base, or suffix in a word. For example, "incomplete" has two prefixes, "in" and "com." "Beautifully" has two suffixes, "ful" and "ly."

Schwa Syllables Division #8

Schwa Syllable Rule: Unaccented vowel sounds frequently have the *schwa* sound, especially when there is only one letter in the syllable. All vowels can have the *schwa* sound. The schwa makes a long /ŭh/ sound. **Examples:** a/lárm, com/mít The schwa can also make a snort /lh/ or /ĭ/ sound. **Examples:** cúr/tain, gál/lon

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.

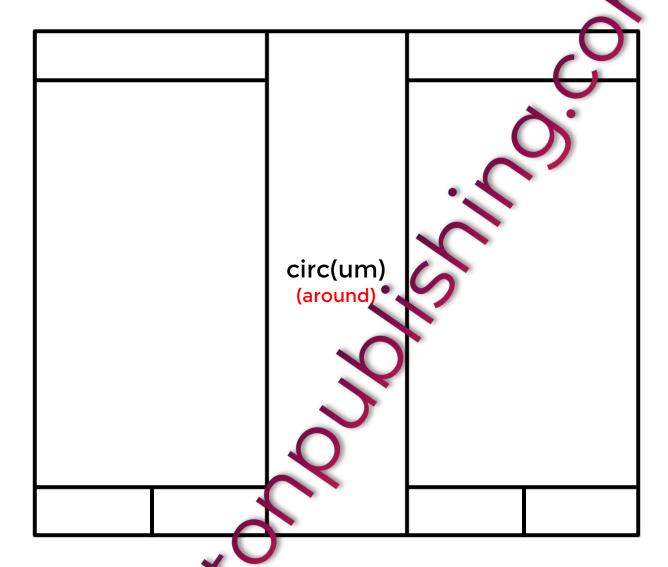
1. agdairm		
2. mocwlee		
3. egneiner		2
4. ecemytre		
5. tapenrrseetiev		
Nonsense Words Directions according to the syllable rule		e words into syllables with / marks,
6. kerlion		
7. a t e n d o u s		
8. commestrious		
9. bustainly	7	
10. d o w m a n		
Book Search Directions: Fir	and four words which include the	schwa: two in the first syllable and
two in the second syllable.		
Book Titles:		
	p	p

Consonant-"_le" Blending and Division Worksheet #9

Consonant-"le" Syllable Rule: A suffix syllable ending with a consonant-"le" has a sport schwa sound (a nasal short \check{u}) between the consonant and the "le" ending. The e is silent. **Examples:** can/dle, pim/ple

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

1. handle	2. hassled	3. trickled
4. muscle	5. humble	cattleman
7. single	8. purple	9. rifle
10. paddling	11. measles	12. ticklish
13. circling	14. bottle	15. settlement
16. toggle	17. sample	18. stifle
19. cradle	20. trifling	21. unbuckled
22. uncle	23. fabled	24. gentlemen
25. encircle	26. triangle	27. reshuffle



Word Part Bank

en	(in, into)	ul(e)	(little)
ar	(relating to)	non	(not)
_le	(tool)	(u)it	(to go)
vent	(to come)	(g)ate	(showing, full of)
semi	(half)	ence	(action, process)
nav	(to sail)	fer	(carry)

Letters other than a, e, i, o, and u can serve as vowels. For example, the "l" can serve as the yowel sound in consonant-"le" spellings. For example, "ta/ble" and "pur/ple."

Consonant-"_le" Worksheet #9

Consonant-"le" Syllable Rule: A suffix syllable ending with a consonant-"le" has a stort *schwa* sound (a nasal short ŭ) between the consonant and the "le" ending. The *e* is stent.

Examples: can/dle, pim/ple

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

1. upprel	
2. cuselm	
3. heldna	
4. dldinpag	

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

6. m u s g l e

5. etlsetemnt

- 7. latle m a n
- 8. punblemant
- 9. a w fletine
- 10. y a s s l e l y

Book Search Directions: Find four words with different consonant-"le" syllables.

Book Titles:

Vowel Pronunciation Shift Blending and Division #10

Vowel Pronunciation Shift Syllable Rule: Vowel sounds may change pronunciation or spe ling between related words. **Example:** ex/plain (The "ai" has a long $/\bar{a}/$ sound) – ex/pla/ ad/tion (The a has a short $/\bar{a}/$ sound)

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

1. compete 2. competitive 3. competition

4. repeating 5. repetitive 6. repetitious

10. metal 11. metallic

12. extremity 13. extreme

14. local 15. locarty

16. dining 7. dinner

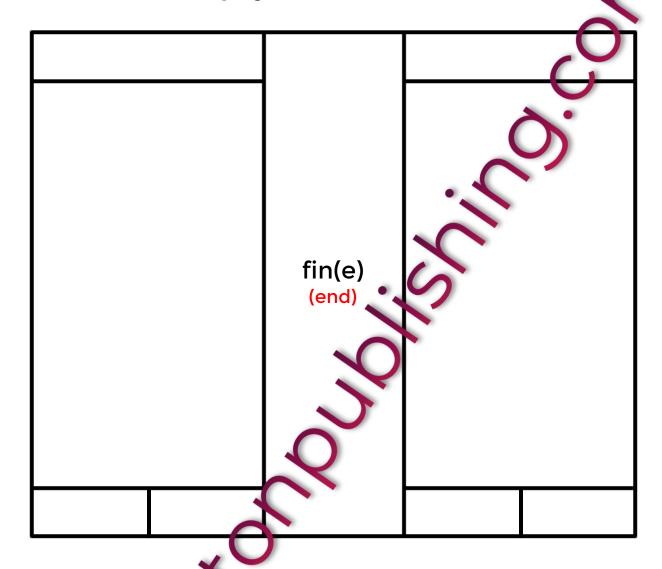
18. insanity 19. insane

20. pleasant 21. pleasing

22. presume 23. presumption

24. defining 25. definition

26. recitation 27. recite



Word Part Bank

in	(not)	У	(when, how, like)
de	(ay/ay from)	ite	(a member of)
con	(with)	it	(to go)
re	(again)	ish	(somewhat)
semi	(half)	al	(relating to)
ize 狐	(to do, make)	(it)ion	(process, result)

Spell 'sign' for the final zyun sound (illusion) or the final shun sound (expulsion, passion) if after an l or s. Spell "cian" (musician) for a person and "tion" (condition) for the rest.

Vowel Pronunciation Shift Worksheet #10

Vowel Pronunciation Shift Syllable Rule: Vowel sounds may change pronunciation or spe ling between related words. **Example:** ex/plain (The "ai" has a long $/\bar{a}/$ sound) – ex/pla/ ad/tion (The a has a short $/\bar{a}/$ sound)

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. periteagn			
2. epteiirtev			
3. noitpeitir	•	6	
4. gnneidfi			
5. iiifedntno			
Nonsense Words Directions according to the syllable rule.		nse words into syllables with / mark	ks,
6. quatize	Q		
7. quatic			
8.quating	,Ο`		
9. quated			
10. q u a t l y	ク		
Book Search Directions: Find petween related words.	nd four words which have vowe	els that change in pronunciation	
Book Title			
	p	p	_

Consonant Pronunciation Shift Blending and Division #11

Consonant Pronunciation Shift Syllable Rule: Consonant sounds may change pronunciation among related words.

Example: pub/lic (The c has a /k/ sound) – pub/li/cize (The c has a /s/ sound)

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

1. critic 2. criticize 3. criticize

4. medicine 5. medicinal 6. medicinal

7. politics 8. politician 9. policy

10. resign 11. signature

12. election 13. elect

14. vehicle 15. vehiclar

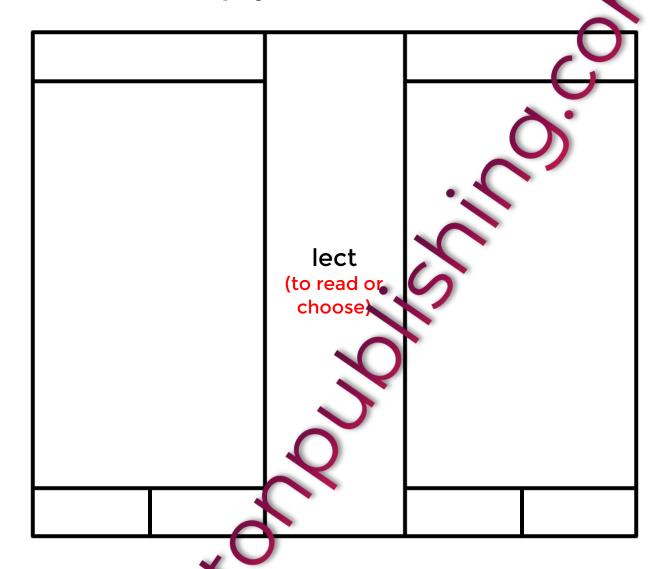
16. condemn 17. condemnation

20. divide 11. division

22. magician

24. college 25. collegial

26 practical 27. practice



Word Part Bank

е	(out of)	able	(able)
col	(with)	ure	(a result of)
neg	(to deny)	or	(one that does)
re	(again)	un	(not)
se	(apart)	ive	(relating to)
dia 🇸	(through)	ion	(process, result)

Spell fable" as the suffix if the base has a hard /c/ or /g/ sound (despicable, navigable), after a free lase (teachable), or after a silent e (likeable).

Consonant Pronunciation Shift Worksheet #11

among related words.	on Shift Syllable Rule: Consonant sounds may change pronunciation has a $/k/$ sound) – pub/li/cize (The c has a $/s/$ sound)	
Word Jumbles Direction words into syllables with accent.	ns: Unjumble these words in the spaces provided. Can fully divide the / marks. Then, write the accent mark (') above the primary vowel	
1. tiplocis _		
2. opniltciai _		
3. amgci		
4. olpyic _		
5. iamgcnia _		
Nonsense Words Direct according to the syllable	ions: Carefully divide these nonsense words into syllables with / markstule.	s,
6. undefit	undefixial	
7. antcide	a n t c i d i s i o n	
8. luttege	luttegial	
9. otdarnal	ot d'arnin a l	
10. atlic	ltlician	
between related words.	Find four words which have consonants that change in pronunciation	
Book Titles.	pp	_

Accent Shift Blending and Division #12

Accent Shift Syllable Rule: Accent placements sometimes change between related words. All

words have one syllable that has a primary accent on its vowel sound.

Example: én/er/gy – en/er/gé/tic

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

1. moment 2. momentous

3. abstraction 4. abstract

5. biological6. biology

7. electric 8. electricity

9. allergy 10. allergic

11. conserve 12. conservation

13. magnet 14. magnetic

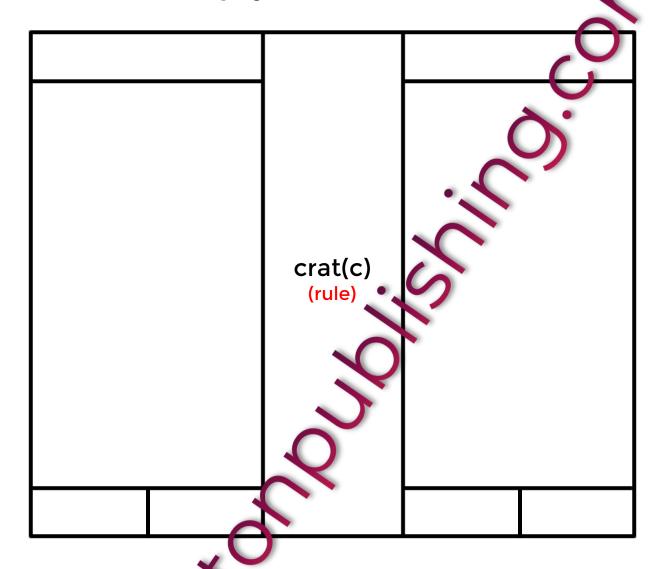
15. tranquil tranquility

17. photography 18. photograph

19. preview 20. previewing

21. irjurious 22. injury

23 democrat 24. democracy



Word Part Bank

dem(o) (people)	un	(not)
bureau (of ice)	aristo	(best of its kind)
pluto (kich)	the(o)	(god)
iz(s)e (to do, make)	un	(not)
techn(o) (skill)	ic	(relating to)
auto (self)	У	(when, how, like)

Dictionaries divide syllables by sounds. However, for multisyllabic spelling, we usually keep bases in their own syllables. For example, "dem/o/cra/tic" v. "dem/o/crat/ic."

Accent Shift Worksheet #12

Example: én/er/gy – en/er/gé/tic

	ons: Unjumble these words in the spaces p h / marks. Then, write the accent mark (')	
1. ilralegc		
2. llyrgea		
3. tociven		
4. nvcciiootn		
Nonsense Words Direct according to the syllable	etions: Carefully divide these nonsense wo	rds into syllables with / marks,
5.palric	palricity	
6. triserve	triservation	
7. n u q u e l	n u q e l i t y	
8. dowter	d w t e r i o u s	
9. clasten	c rastenacy	
10. telical	Celicis m	
Book Search Direction between related words.	s: Find four words which have accents that	t change in pronunciation
Book Title		
6	p	p
0	p	p

Accent Shift Syllable Rule: Accent placements sometimes change between related words.

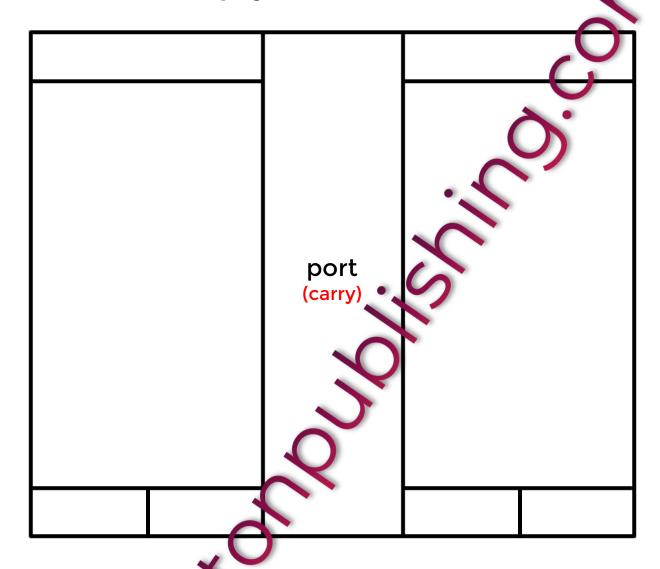
words have one syllable that has a primary accent on its vowel sound.

Prefix Blending and Division #13

Prefix Syllable Rule: *Prefixes* are word parts at the beginning of a word that change the meaning of the base word or incomplete root. Some words have two prefixes. **Examples:** pre/view, un/im/proved

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

1. antidote	2. community	3. engage
4. inactive	5. resurgence	emphatic
7. immobile	8. energetic	9. nonsense
10. superman	11. understand	12. illegal
13. irritant	14. definitely	15. foreword
16. middle	17. prescription	18. overview
19. unsanitary	20. semicircle	21. transport
22. cooperate	23. distinguish	24. prosper
25. convention	26. misleading	27. collects



Word Part Bank

trans	(across)	ex	(out of)
pro	(in ravor of)	uni	(one)
im	(in, into)	ance	(action, process)
able	(able)	sup	(under)
ор	(toward)	ty	(condition of)
de 🌜	(away from)	(at)ion	(process, result)

Entlaword with "ance", "ancy", or "ant" if the base before has a hard /c/ or /g/ sound (vacancy, arrogance) or if the base ends with "ear" or "ure" (clearance, insurance).

Prefix Worksheet #13

Examples: pre /view, un/im /pro	complete root. Some words have two prefixes. oved	
words into syllables with / mark accent.	njumble these words in the spaces provided. Cartfully div ks. Then, write the accent mark (') above the primity vov	ide the wel
1. umnycmoit	·	
2. lilegla		
3. cstpepiirron		
4. gnsditiuihs		
5. noictoven		
Nonsense Words Directions: O according to the syllable rule.	Carefully divide these consense words into syllables with	/ marks,
6. contile	\sim	
7. repense		
8. prepert		
9. an pertate		
10. forekettany		
Book Search Directions: Find	four words that have different prefixes.	
Book Titles		
	pp.	_ p

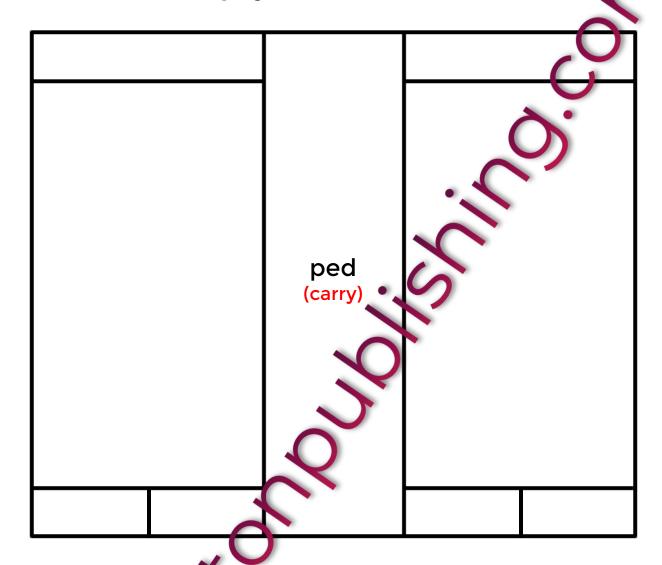
Prefix Syllable Rule: Prefixes are word parts at the beginning of a word that change the

Suffix Blending and Division #14

Suffix Syllable Rule: *Suffixes* are word parts at the ending of a word that change the neaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes. **Examples:** print/**ed**, care/**ful**/ly

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

1. disable	2. terrific	3. en velope
4. automobile	5. expensive	marrying
7. eventful	8. tentative	9. basement
10. immunity	11. competitive	12. reviewer
13. rarity	14. pedestrians	15. onion
16. adventurous	17. researches	18. nation
19. courteous	20. targeted	21. creation
22. cautious	23. family	24. ambition
25. relational	26. careless	27. profess



Word Part Bank

al	(relating to)	_le	(tool)
estr	(in charge of)	(o)mete	er (measure)
er	(ene who)	(i)cure	(to take care of)
(i)ent	(four)	bi	(two)
est	(connected to)	(it)ion	(process, result)
ex 🍆	(away from)	(i)an	(condition of)

Ent a word with "ence", "ency", or "ent" if the base before has a soft /c/ or /g/ sound (magnificent, emergency), after "id" (residence), or if the base ends with "ere" (reverence).

Suffix Worksheet #14

Suffix Syllable Rule: *Suffixes* are word parts at the ending of a word that change the neaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes. **Examples:** print/**ed**, care/**ful**/ly

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

1. ertrfic		
2. ygrmrain		
3. csaererhse		
4. ediouslci		
5. veelnoep		
Nonsense Words Directions: according to the syllable rule.	: Carefully divide these consense words into syllables wi	ith / marks
6.quitchable	Q	
7. endmonious		
8. le vutional	,O`	
9. startrian		
10. pantlity		
Book Search Directions: Fin	d four words that have different suffixes.	
Book Titles		
	pp	p

Closed Syllables

1. náp/kin	2. pén/cil	3. fíd/get
1. Hup/Kill	2. pcii/cii	J. 110/ 50t

13. món/ster	14. trúm/pet	15. h/sect

19. mág/net	20. cán/yon	➤ 21. ác/tress

22. quin/tét	23. kíd/nap	24. lóc/ker

Structured Word Inquiry

subtract, subtraction, contract, contraction, progract, protraction, tractor, distract, distractor, retract, retraction, detract, attract, attract, unattractive

Word Jumbles

- (1) kíd/nap
- (2) fan/tás/tic
- (3) sánd/wich
- (4) sub/tráct
- (5) púmp/kin

- (6) latch/len
- (7) cam/blunk
- (8) rest/bill
- (9) thich es/tel
- (10) bod/n. /let

Open Syllables

- 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
- 10. slów/ly 11. pa/yée 12 gra/ y
- 13. zé/ro 14. pá/stry 15. t/ome
- 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

Structured Word Inquiry

antibiotic, biography, biosphere, biome, biography, bioscope, symbiotic, autobiography, bionic, biology

Word Jumbles

- (1) phó/to
- (2) sl**í**/my
- (3) free/bie
- **(4)** tr**ó**/phy
- **(5)** pá/stry

- **(6)** glow/ly
- **(7)** ti/play
- (8) mu/shi/lee
- (9) tra/d //by
- (10) stri/la/bea

Consonant-Final e Syllables

1. báse/ment 2. o/bése 3. fá/ding

4. scé/ner/y 5. háte/ful 6. com/péte

7. líve/ly 8. de/códe 9. en/shrine

10. lóne/ly 11. glí/ded 12 mis/wó/ted

13. re/leáse 14. mú/ting 15. séles/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

Structured Word Inquiry

locate, locater, dislocate, dislocated, local, locally, locomotive, locomotion, located, relocate, relocated, localize

Word Jumbles

- (1) en/shríne
- (2) re/céived
- (3) scé/ner/y or séc/ne/ry
- (4) bríde/groom
- (5) dís/lo/ca/ted

- (6) plame/me/it
- (7) lite/sine
- (8) stree/blote
- (9) anes plume
- (10) rone/brute/ful

Vowel Teams Syllables

1. sú/per/vis/ion	2. through/óut	3. áw/ful
1. 50/ 001/ 115/1011	2. unough/out	J. avvitui

10. róugh/ly	11. re/céipt	12 bóast/ful

13. róo/ster	14. chéap/skate	15.	m/der/góes

16. wóo/den	17. be/twéen	 18	. ráin/fall

19. gréa/test	20. mís/chief	21. správ/ing
17. 2100/1081	20. IIIIS/CIIICI	\bullet 21. Spraying

22. déath/like	23. fríend/ship	24. sléigh/ing

25. frúit/ful 26. féw/est 27. kéy/stroke

Structured Word Inquiry

supervision, supervisor, supervise, supervise, revised, revision, division, divisible, visit, revisit, visualize, television, televise, dvise

Word Jumbles

- (1) róugh/ly
- (2) sléigh/ing
- (3) chéap/skate
- (4) un/der/góes
- (5) cáu/tious/ly

- (6) steath/lent
- (7) tais/week
- (8) clow/lim
- (9) troi/(lein
- (10) bough lawz/ly

r – controlled Vowel Syllables

1. ár/gu/ment	2. ár/tis/tic	3. búr/glar
---------------	---------------	-------------

16. er/ró/ne/ous	17. cíg/ar/ette	18	3. múr/mur
10. C1/10/11C/003	17. 618/41/6116). III a

19. stir/ring	20. hér/der	21. cúr/tain

22. squír/ming	23. vír/tu/al	24. char/mer

~~ , , ,		
25. e/nór/mous	26. im/mor/tál	27. un/cér/tain/ty
4.3. E/HOI/HIOUS	20. III/III0I/tai	27. un/cei/tain/tv

Structured Word Inquiry

inspire, inspired, inspiration, transpire, transpired, perspired, perspired, perspiration, aspire, aspired, aspiration, respiration, conspire, conspiracy, dispirit, spirit, spiritual

Word Jumbles

- (1) cúr/tain
- (2) s**ú**l/fur
- (3) cír/cum/vent or cir/cum/vent
- (4) tér/ror/ist
- (5) tár/get/ed or tár/ge/ted

- (6) larc/lun
- (7) sen/ter/mint
- (8) slan/bigge
- (9) or/sham/be
- (10) dour leel/ster

Double Consonant Syllables

1. ex/tén/ded 2. stóp/ping 3. stút/ter

4. sin/cére/ly 5. tý/phoid 6. slúg/gis///ly

7. im/pór/tant 8. per/mít/ted 9. for/sc/ten

10. star/vá/tion 11. sub/stán/tial 12 ad/n. t/ted

13. bóok/worm 14. séam/stress 15. kd/napped

16. stár/ring 17. im/prín/ted 18. as/tó/nished

19. dis/cússed 20. splít/ting 21. fít/ness

22. mád/ness 23. glád/den 24. púr/ring

25. shíp/ment 26. pre/sen/tá/tion 27. híc/cupped

Structured Word Inquiry

admit, admitted, transmit, transmitted, permit, permitted, intermittent, remit, remitted, commit, committed, recommitted, commitment, submit, submitted, resubmit, summit, summited, dynamite

Word Jumbles

- (1) stár/ring
- (2) dis/cússed
- (3) for/gót/ten
- (4) re/ad/mít/ted
- (5) híc/cupped

- (6) de/wap/ph/2
- (7) et/ten/hand
- (8) strim/mied
- (9) thrun/nerd
- (10) clcg/gest

Inflected Ending Morphemes

1. rá/di/os 2. dis/kétte 3. vír/tu/ous

4. ró/de/os 5. pos/séssed 6. mis/be//a/vi r

7. sú/per/he/roes 8. ún/der/ta/king 9. be/rou e/men*

10. míd/wives 11. wrít/ten 12 néig\/bor/hood

13. búd/dies 14. mí/cro/scope 15. N/púl/sion

16. món/keys 17. Míd/dle/ville 18. mu/tá/tion

19. éye/brows 20. séal/ant 21. fúr/i/ous

22. cóu/ches 23. in/vén/tor 24. wís/dom

25. in/fá/tu/a/ted 26. ác/tress 27. un/kínd/est

Structured Word Inquiry

impulsive, expulsion, catapulted, repulsive, empulsive, manipulate, stipulate

Word Jumbles

- (1) vír/tu/ous
- (2) pos/séssed
- (3) mu/tá/tion
- (4) éye/brows
- (5) in/vén/tor

- (6) mitch/led
- (7) cust/lest
- (8) yel/ton/mnt
- (9) whith/ant or whi/thant
- (10) to/lint/stried or tol/unt/stried

Schwa Syllables

1. a/bóut 2	pré/par/a/to/ry	3. móun/tain
-------------	-----------------	--------------

22. wón/der/ful 23. sóph/o/more 24. mél	/o/dv
---	-------

25. de/lí/ber/ate/ly	26. sým/pho/ny	27. tráv/el/ing
23. uc/11/0c1/atc/19	20. Sylli/Dil0/lly	27. 1147/01/1112

Structured Word Inquiry

paragraph, paralyze, paranormal, separate, paradox, parallel, parachute, parameter, paralegal, parable

Word Jumbles

- (1) dí/a/gram
- (2) wél/come
- (3) en/gi/néer or en/gin/ég
- (4) cé/me/ter/y or cém/e/er/y
- (5) re/pre/sén/ta/tive or rep/re/sén/ta/tive or re/pre/sént/a/tive or rep/re/sént/a/tive

- (6) kerl/ion
- (7) a/dend/ou or a/den/dous
- (8) com/mas/tri/cus
- (9) mus/ain/ly
- (**10**) dow/man

Consonant-"le" Morphemes

1. hán/dle 2. hás/sled 3. tríc/kled

4. mú/scle 5. húm/ble 6. cát/tle/n an

7. sín/gle 8. púr/ple 9. rí/f

10. pád/dling 11. méa/sles 12 tíc/Nish

13. cír/cling 14. bót/tle 15. st/tle/ment

16. tóg/gle 17. sám/ple 18. stí/fle

19. crá/dle 20. trí/fling 21. un/búc/kled

22. ún/cle 23. fá/bled 24. gén/tle/men

25. en/cír/cle 26. trí/an/gle 27. re/shúf/fle

Structured Word Inquiry

circle, encircle, circulate, circular, noncircula. semicircle, circuit, circumvent, circumference, circumnavigate

Word Jumbles

- (1) púr/ple
- (2) mús/cle
- (3) hán/dle
- (4) pád/dling or pád/dl/il
- (5) sét/tle/ment

- (6) mus/gle
- (7) la/tle/man
- (8) pun/bla/mant
- (9) aw/fle/tine
- (10) yas/sl-/ly

Vowel Pronunciation Shift

1. com/péte 2. com/pé/ti/tive 3. com/pe/ti/tior

4. re/péa/ting 5. re/pé/ti/tive 6. re/pe/tí/ti\sum 5. re/pé/ti/tive

7. hýp/no/tize 8. hyp/nó/tic 9. hyp/nó/tis

10. mét/al 11. me/tál/lic

12. ex/tréme 13. ex/tréme

14. ló/cal 15. lo/cál/i/ty

16. dí/ning 17. dín/ner

18. in/sán/i/ty 19. in/sáne

20. pléas/ant 21. pléas/ing

22. pre/súme 23. pre/súmp/tion

24. de/fi/ning 25. déf/i/ni/tion

26. re/ci/tá/tion 27. re/cíte

Structured Word Inquiry

infinite, finite, infinity, define, definite, definition, confine, refine, finish, refinish, final. semifinal, finalize

Word Jumbles

- (1) re/péa/ting or re/péat/in
- (2) re/pé/ti/tive or re/pét//tive
- (3) re/pe/ti/tion or rep/e/ti/tion
- (4) de/fi/ning or de/fi/n/n.g
- (5) de/fi/ní/tion or de/fin/í/tion or de/fin/í/tion

- (6) quat/tize
- (7) quat / c o: qua/tic
- (8) quanting or qua/ting
- (9) quat/ed r qua/ted
- (10 quatity

Consonant Pronunciation Shift

1. crít/ic 2. crít/i/cize 3. cri/tíque

4. méd/i/cine 5. méd/i/cal 6. me/dí/ci/

7. pól/i/tics 8. pol/i/tí/cian 9. pól/i/cy

10. re/sígn 11. síg/na/ture

12. e/léc/tion 13. e/léct

14. vé/hi/cle 15. ve/hí/cu/lar

16. con/démn 17. con/dem/ná/tion

18. bén/e/fit 19. ben/e/fi/cial

20. di/víde 21. di/ví/sion

22. mág/ic 23. ma/gí/cian

24. cól/lege 25. col/lé/gi/al

26. prác/ti/cal 27. prác/tice

Structured Word Inquiry

elect, electable, collect, collectable, lecture, neglect, elector, election, reelect, select, selective, elective, dialect

Word Jumbles

- (1) pó/li/tics or pól/i/tics
- (2) po/li/tí/cian or pol/li/t/cia
- (3) má/gic or mág/ig
- (4) pó/li/cy or pól/i
- (5) ma/gí/cian

Nonsense Words

(6) un/de/fi/cial (7) ant/de un/de/fi/cial ant/ci/di/sion

(8) lut/teg lut/te/gi/al or lut/teg/i/al or lut/te/gial

(9) ot/dar/nal or ot/darn/al ot/dar/ni/nal (10) at/lic at/li/cian

Accent Shift

1. mó/ment 2. mo/mén/tous

3. ab/strác/tion 4. áb/stract

5. bi/o/lóg/i/cal 6. bi/ól/o/gy

7. e/léc/tric 8. e/lec/tríc/i/ty

9. ál/ler/gy 10. al/lér/gic

11. con/sérve 12. con/ser/vá/tion

13. mág/net 14. mag/nét/ic

15. trán/quil 16. tran/quíl/i/ty

17. pho/tóg/ra/phy 18. phó/to/graph

19. pré/view 20. pre/view/ing

21. in/júr/i/ous 22. ín/jur/y

23. dém/o/crat 24. de/móc/ra/c

Structured Word Inquiry

democrat, democratic, undemocratic bureaucrat, bureaucratic, aristocrat, aristocratic, plutocrat, theocrat, theocratic, democracy, bureaucracy, aristocracy, autocrat, autocracy, technocrat

Word Jumbles

(1) al/lér/gic

(2) ál/ler/gy

(3) cón/vict

(4) con/víc/tion

Nonsense Words

(5) pál/ric pal/ri/ci/ty
(6) trí/se ve tri/ser/vá/tion
(7) nú/q el nu/quél/i/ty
(8) dé w/ter dow/tér/i/ous

(9) clás/ten clas/tén/a/cy or clas/té/na/cy

(10) (1)/cal te/li/ci/sm

Prefix Syllables

1. án/ti/dote	2. com/mún/i/ty	3. en/gáge
---------------	-----------------	------------

4. in/ác/tive	5. re/súr/gence	6. em/phát ic

10. sú/per/man	11. un/der/stánd	12 il/le/ral
----------------	------------------	--------------

16. míd/dle	17. pre/scríp/tion	18. ó/ver/vi	iew

19. un/sán/i/tar/v	20. sém/i/cir/cle	21. tráns/port

22. co/óp/er/ate	23. dis/tín/guish	24. prós/per

Structured Word Inquiry

transport, transportable, export, proportion, n. port, importable, importance, support, supportable, opportunity, deport, deportable,

Word Jumbles

- (1) com/mú/ni/ty or com/mú/i/ty
- (2) il/lé/gal
- (3) pre/scríp/tion
- (4) dis/tín/guish
- (5) con/vén/tion

- (6) con/tile
- (7) re/pense
- (8) pre/pe
- (9) an/pcr/tate
- (10) fore/let/ta/ny

Suffix Syllables

1. dis/a/ble	2. ter/rif/ic	3. en/vel/ope

19. cour/te/ous	20. tar/get/ed	21. cre/a/tion

22. cau/tious	23. fam/i/ly	24. am/bi/tion
22. Cau/ HOus	23. Iam 1/1V	27. am/0/ non

25. re/la/tion/al 26. care/less 27. pro/fess

Structured Word Inquiry

pedal, peddler, pedestrian, pedometer, pedica e, biped, expedition, expedient, pedestal

Word Jumbles

- (1) ter/rí/fic or ter/ríf/ic
- (2) már/ry/ing
- (3) ré/sear/ches or ré/search/es or re/séar/ches or re/séarch/es
- (4) de/lí/cious
- (5) én/ve/lope or én/vel/ope or en/vé/lope or en/vél/ope

- (6) quitch/a/ble
- (7) end/mo/ni ous
- (8) le/vu/tional
- (9) star/tri/on
- (**10**) pan //li/ty

Executive Function Skills

Some reading researchers place significant importance regarding the impact of executive function skills on reading ability. Dr. Nell Duke has even suggested the possibility of updating Dr. Scarborough's famous reading rope graphic with executive function skill arrows surrounding each strand of the rope. Researchers Nell Duke and Kelly Cartwright (2021) summarize this body of recent research:

"Several EF [executive function] skills contribute directly to reading cognitive flexibility, inhibitory control, working memory, planning, and attentional control... EF skills also contribute to reading ability indirectly, through both word recognition and language comprehension processes... EF is so important to reading that there is reason to believe that for some students, limited EF skills are the primary cause of reading difficulty."

As a reading specialist, I might not be quite as effusive in ex olling the merits and critical importance of EF skills on reading development; however, EF skills certainly play a role, especially with respect to reading intervention (e.g., Merv-Le wag & Hulme).

The Executive Function Skill lessons have been designed is independent practice and follow the same format for all 52 lessons:

- 1. Personal Assessment
- 2. Executive Function Lesson
- 3. Reflection

Instructional Sequence

Motivation

- 1. How to Get Motivated
- 2. How to Prevent Procrastination
- 3. How to Set Goals
- 4. How to Develop a Postive Mental Attitude

Organization and Time Management

- 5. How to Create a Home Study Environment
- 6. How to Ger Organized for Homework
- 7. How to Complete a Daily Review
- 8. How to Manage Time for Homework



Reading Strategies

- 9. How to Choose Books for Independent Reading
- 10. How to Develop Good Reading Habits
- 11. How to Improve Silent Reading Fluency
- 12. How to Read Interactively
- 13. How to Improve Reading Comprehension
- 14. How to Make Inferences
- 15. How to Use Marginal Annotations
- 16. How to Read Non-Fiction Textbooks
- 17. How to Identify the Main Idea
- 18. How to Complete a Close Reading for Narrative Text
- 19. How to Complete a Close Reading for Expository Text
- 20. How to Use Context Clues

Research

- 21. How to Quote and Cite Textual Evidence
- 22. How to Identify Bias and Errors in Reasoning
- 23. How to Research Safely and Evaluate Online Sources

Memorization

- 24. How to Memorize with the Grouping Strategy
- 25. How to Memorize with the Association Strates.
- 26. How to Memorize with the Linking Strategy
- 27. How to Memorize with the Catch Word. Strategy
- 28. How to Memorize with the Catch Semence Strategy
- 29. How to Memorize with the Location Strategy

Essay Writing

- 30. How to Dissect a Writing Prompt
- 31. How to Write a Thesis **atement
- 32. How to Avoid Errors in Wining Style
- 33. How to Follow Essay Writing Rules
- 34. How to Write an Essay Introduction
- 35. How to Write an Essay Body Paragraph
- 36. How to Write n Essay Conclusion

Listening and Note-taking

- 37. How to Frectice Active Listening
- 38. How to Take Notes
- 39. How to Organize Cornell Notes
- 40. How to Organize Formal Outline Notes

Language Conventions

- 41. How to Use Grammatical Sentence Openers for Sentence Variety
- 42. How to Eliminate the "to be" Verbs
- 43. How to Spell by the Rules
- 44. How to Apply the Syllable Rules
- 45. How to Punctuate Properly
- 46. How to Capitalize Correctly
- 47. How to Revise Non-Standard Usage

Test Preparation and Test-taking

- 48. How to Prepare for Tests
- 49. How to Use Objective Test-taking Strategies
- 50. How to Use Matching Test-taking Strategies
- 51. How to Use Fill-in-the-Blank Test-taking Strategies
- 52. How to Use Multiple Choice Test-taking Strategies

Teacher Directions

Each lesson takes about **15 minutes to complete**. A roduce the format to your students, and model one of the lessons.

- **1.** Students complete the 5 question **Personal** A sessment and add up their point totals. Tell students to read the results and think about whether the results accurately reflect their knowledge and practice of the skill they are about to karn. Lach assessment is an important preview of the study skill that follows.
- **2.** Read the **Executive Functions Lesson** carefully and follow directions. Take the time and make the effort to learn this skill. Make marginal annotations in the blanks spaces to respond to the lesson.
- **3.** Complete the **Reflection**. The form t is the same for each lesson, but each lesson requires different responses. Have year parent or teacher review and discuss the lesson with you.

Marginal Annotations to Improve Reading Comprehension

- 1. Write **definitions** provided in the text or those which you research.
- 2. Star main ideas and bullet point key details. List and number examples.
- 3. Write a question mark for confusing sections to re-read or ask your teacher about.
- 4. [Bracket] sections and comment with criticisms, praises, insights, interpretations, ways to re-think the author's idea, and questions.
- 5. **Summarize** reading sections.
- 6. Connect related ideas within the text with **arrows**, and **comment** on connections to other text or ources, including relevant personal experiences.
- 7. Write specific predictions and check as you continue reading.
- discussion of the reading.

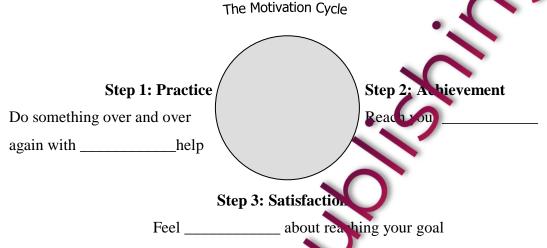


How to Get Motivated Self-Assessment

		Alway	s Usually	Sometim	es Rai ely	N vei
		5	4	3		1
(t motivated to do something I don't want to do, I just get started and don't stop until t's done.					
2. I set g	goals for myself to get motivated to accomplish tasks that I don't want to do.		0		小	
	I reach my goals, I celebrate my achievements.		-			
4. I try 1	my best, even on tasks that I don't want to do	. 🗆				
_	expert help to show me how to accomplish asks which I feel unmotivated to complete.	0	6			
Results		Ų				
23-25	You know the all key strategies that a that you do not want to do.	low yo	u to motiva	ate yourse	elf to do th	iings
20-22	You know most of the key trategies things that you do not want to do	hat allo	ow you to m	notivate y	ourself to	do
17-19	You know some of the k v strategies things that you do not want to do.	hat allo	ow you to n	notivate y	yourself to	do
13-16	You know few of the key strategies the things that you do not want to do. Know motivated					lo
<13	You do not know the key strategies the things that you do not want to do. Know tivated.					lo
Already	Know: What I already know about getting r					
Want	Now: What I want to know about getting i					

How to Get Motivated Lesson #1

It's easy to get motivated to do something you enjoy. If your parents announce plans of go out to your favorite restaurant, it isn't hard to get excited about that doing that tack. 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 ach every goals and feel good about your accomplishments. Fill in the blanks in the graphic as you read this lesson.



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 a caches. Famous basketball star, Michael Jordan, said that he started listening to his coache 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 misting 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 be sor all achievements, and I'd say that he probably did not mind the continued practice.



Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will nee rto
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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Prevent Procrastination Self-Assessment

		Alway	s Usually	Sometim	es Rarely	Never
		5	4	3		1
1. I avoid p	procrastination (postponing work).					
2. I know v	why I procrastinate.				り	
-	ojects immediately when they are gned.					
_	a day working on a long-term project, buble-up work the very next day.					
	eginning work on long-term projects, vide up tasks and write them down.					
Results		Y				
23-25	You know all the strategies to belp y	ou prevei	nt procras	tination.		
20-22	You know many of the strategies to	help you	prevent pi	rocrastinat	cion.	
17-19	You know some of the trategies to	help you p	prevent pr	ocrastinat	ion.	
13-16	You know to vof the strategies to he procrastination prevention strategies					
<13	You con a know the strategies to hel processination prevention strategies					
Already K	nov. What I already know about how to	avoid pr	ocrastinat	ion is		
Want to K	now: What I want to know about how to	o avoid pr	ocrastinat	ion is		

How to Prevent Procrastination Lesson #2

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 level p 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
Toctastillation	KCasons
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. Nowever, an object in motion, tends to stay in motion.
- 4. If you miss planned workday, 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.



Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will nee Pto
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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Set Goals Self-Assessment

		Always	s Usually	Sometime	es Rarely	Never
		5	4	3	(2)	1
	n short and long-term goals that I accomplish.					
will as	goals, I share them with people who k me about my progress toward				小	
	goals, I seek out experts to help guide ward the successful completion of					
_	goals, I set rewards to motivate my					
	eve, or fail to achieve my goals, I te what worked and what did not.					
Results		Q				
23-25	You brainstorm and write down both your progress, and evaluate your successions.	_		rt-term go	als, moni	tor
20-22	You brainstorm and write down goals	often.				
17-19	You sometimes brains orm and write	down go	oals.			
13-16	Sometimes you beainsterm goals. Goasuccess. Learn the trategies to set, me improve achievement.					
<13	You don't set goals for yourself. Goal success. Learn the strategies to set, mo improve achievement.	_				1
Already Kno	w: What Palready know about how to s					
Want to Kno	w: What I want to know about how to s	set goals	s is			

How to Set Goals Lesson #3

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 \underline{D} grade after nine weeks in a math class, if would probably not be realistic to expect that grade to rise to an \underline{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 \underline{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 <u>B</u> 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 <u>B</u> 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 hely 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 <u>B</u>. Also establish mini-rewards to motivate practice in achieving that goal. For example, set aside a favorite snack to munch on aner you have completed the daily practice toward your goal
- 6. **Be flexible** and willing to achest 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 in se that he invented the incandescent light bulb.
- 7. **Evaluate** or a 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. So a new goal and begin immediately.

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
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 become lished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Develop a Positive Mental Attitude Self-Assessment

		Alway	s Usually	Sometim	es Rai ely	Never
		5	4	3		1
1. I practic	e keeping a positive mental attitude.					
to r	gratification (something that pleases me) eceive my reward at the most appropriate					
tim 3. I tend to	spend time with happy people.					
	myself to practice a positive mental tude.					
	nankful person, who expresses appreciation and compliments others.	1				
Results						
23-25	You constantly work at and achieve a	positive	e mental at	titude.		
20-22	You often work at and achie as posit	ive men	ntal attitude	e.		
17-19	You sometimes work at and achieve a	positivo	e mental a	ttitude.		
13-16	You rarely work at and achieve a posi attitude is not a feeling, there are strat			-		
<13	You don't work at achieving a positiv attitude is not a regling; there are strat					tude.
Already K	now: What I already know about develop	ing a po	ositive men	ıtal attituc	le is	
Want to K	in w: What I want to know about develop	ing a po	ositive mer	ntal attitud	de is	

How to Develop a Positive Mental Attitude Lesson #4

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 riental a titudes? 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 end whins 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 hegative 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 of ers are much less fortunate than are you. Keep focused on everything for which you hould be thankful.
- 3. Express appreciation and comblime it often. Focus on giving credit and praise to those who are meaningful in your life. A not 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 ha der 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.



Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will neer 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Create a Home Study Environment Self-Assessment

		-	s Usually		es Rai ely	Nver
1. I study in t	he same place at home each day.	5 □	4	3		
2. I study who	ere there are no noise distractions.					
3. I study on	an organized and uncluttered desk.		-			
4. I concentra	nte only on my homework during time.		X			
5. I feel comf	Fortable, but not too comfortable, study environment workplace.	Q	-			
Results		O)				
23-25	You already have all the components	s of an eff	fective stu	dy enviro	nment.	
20-22	You already have most of the compo	onents of a	an effectiv	ve study e	nvironmen	t.
17-19	You have some of the components of	f an effec	tive study	environm	nent.	
13-16	You have only a few of the compone putting into practice the suggestions quality of your study environment ar	in this St	udy Skill	Γip, you v	vill improv	e the
<13	You do not have the components of a putting in a practice the suggestions quality of your study environment ar	in this St	udy Skill	Γip, you v	vill improv	
Already Kno	ow: W ^a at I already know about a home	e study en	nvironmen	t is		
Want to Kno	What I want to know about a home	e study er	nvironmen	t is		
5						

How to Create a Home Study Environment Lesson #5

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 ded ate 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 shout these districtions?
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 alwe've done; however, sound competes with concentration. Turn off these competing inputs during comework time.
What poor study skills do you have it any?
4. Study on an uncluttered sk or table with good lighting and a straight-back chair. The study
environment should be hasine is 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 s udy materials and supplies do you need to add to your study area?

Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee rto
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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Get Organized for Homework Self-Assessment

		Alway	s Usually	Sometim	es Rarely	Never
		5	4	3	6	1
	e down everything I need to do for nomework in my student planner.					
v	ackpack is perfectly organized, and I check what I need to bring home before school					
3. My bi	s over each day. nder is perfectly organized and I put everything in its proper place throughout he school day.		d			
4. I stud	y each day, whether I have written work due the next day or not.		3			
	rst thing I do when I get home is to open up ny student planner.	9	0			
Results		Q				
23-25	You already have all the components	of effec	tive home	work orga	nnization.	
20-22	You already have most of the compor	ents of	effective h	omework	x organizat	ion.
17-19	You have some of the components of	effectiv	e homewo	ork organi	zation.	
13-16	You have only a few of the componer putting into practice the suggestions in quality of your honework and enhance	n this St	udy Skill '	Γip, you v	vill improv	
<13	You do not have the components of exputting into practice the suggestions in quality of your study environment and	n this St	udy Skill	Гip, you v	vill improv	
Already	Know: What I already know about effective	e homev	work orgar	nization is	S	
Want to	Know: What I want to know about effective	e home	work orgai	nization is	S	

How to Get Organized for Homework Lesson #6

Getting organized for homework doesn't start at home. It starts at school and if you tlink 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 structure. Write an estimate of how much time each task will take and what books, worksheet, or supplies from school you will need to bring home. Your student planner is your heline. 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 note 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 work need 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 creset. 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) with 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. Home york is also study. A little study every night for upcoming tests is smarter than a lot of crarying 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.



Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee Pto
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 occomplished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Complete a Daily Review Self-Assessment

		Alway	s Usually	Sometim	es Rarely	Never
		5	4	3	2	1
1. I review	w notes and worksheets daily at home.				V	
2. I take n	otes on assigned reading.					
•	daily, even when there is no required ritten work.					
	ay I organize things that I have learned class in memorable forms.					
	ay I write possible test questions from ings that I have learned that day in class.					
Results		Q				
23-25	You already have the key practices of	f the Dai	ly Review	mastered	l .	
20-22	You already have many of the ket pr	actices o	f the Dail	y Review	mastered.	
17-19	You have some of the key practices of	of the Da	ily Reviev	w mastered	d.	
13-16	You have a few of the key practices of practicing the cor iponents of the Dai grades.					
<13	You do not practice the key compone practicing these components will imp					d
Already 1	Know: What I already know about practic	ing a dail	ly review	of class w	ork is	
Want to	Krow: What I want to know about practic	ing a dai	ly review	of class w	ork is	

How to Complete a Daily Review Lesson #7

Review and Respond to Notes and Class Work

Every day after school at the beginning of your homework time, complete a ten-r linute 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 place i 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 **Dayly 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 ake narginal annotations on worksheets, articles, and from your textbook.

A Few Tips for Writing Memorable Sticky Notes

1. People remember information best when max information is organized in a structured manner.

Tip: Organize your sticky notes into distinct, 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 repicture 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.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will neer to
7. I plan to begin working toward my coal 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 Study skill tips, I would still like to know
Teacher Parent Comments:

How to Manage Time for Homework Self-Assessment

		Always	s Usually	Sometime	es Rarely	Never
		5	4	3	E	1
	e (plan) my homework and study ale with my family.				Ç	
2. I start home	ework as soon as I get home.				ク	
3. I use my study.	udent planner to plan an order of					
	gin, I plan study breaks, rewards, udy task estimates.					
-	h session with a daily review of schoolwork.					
Results		Q				
23-25	You already have the key practices of	f the hom	nework tir	ne manage	ement mas	stered.
20-22	You already have many of the ket promastered.	actices o	f homewo	ork time m	anagemen	nt
17-19	You have some of the rey practices of	of homew	ork time	manageme	ent master	ed.
13-16	You have a few of the key practices of mastered. Learning and practicing the management will improve your learn	e compor	nents of ho			
<13	You do not practice the key componed Learning at 1 practicing these componed				_	grades.
Already Kno	w: What I already know about homew	ork time	managem	ent is		
Want to Kno	w What I want to know about homew	vork time	managem	nent is		

How to Manage Time for Homework Lesson #8

- 1. Your personal schedule is not the only schedule in your family. Your parents and sillings 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 alendar 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, doings 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 hom**. Open your student planner as soon as you get in the door. Grab a quick snack and do your cheres, 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 conceleted 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 ramily. Remember to plan in study time, and not just reading and written homework time.
- 5. Develop a **study order** before you began a study session. Study your hardest subject first when you are fresh. Concentrate your besta me 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 those 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 stud**, **Life** ks 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 were 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 ame, delay gratification until a planned study break.
- 9. Begin your homework session with your ten-minute **Daily Review**.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee r 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 become lished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Choose Books for Independent Reading Self-Assessment

		Alway	s Usually	Sometime 3	es Rarely I	Never
		3	4	3		1
1. When not a choice	ssigned a novel, I read one of my own.					
	sing a novel, I consider one which will ve my reading skills.					
	sing a novel, I consider choosing a or an author with which I am unfamilia	□ r.	N.			
	sing a novel, I consider the level of alary difficulty.		9			
5. Besides my a day.	schoolwork, I read at least 30 minutes	O)				
Results						
23-25	You always choose independent leadi skills and vocabulary.	ng book	as that will	increase y	our readin	ıg
20-22	You usually choose incopendent readiskills and vocabulary.	ng book	cs that will	increase y	your readir	ng
17-19	You sometimes choose independent reskills and vocabulory.	eading b	ooks that	will increa	se your re	ading
13-16	You rarely choose independent readin skills and vocabulary. This lesson will				our reading	Ş
<13	You don't choose independent reading and vocabulary. This lesson will teach				ur reading	skills
Already Kn	w: What I already know about choosing	g and re	ading the 1	right book	s is	
Want to Know	w: What I want to know about choosing	g and re	eading the	right book	s is	

How to Choose Books for Independent Reading Lesson #9

Most elementary and many secondary teachers assign independent reading as part of your homework. Many allow you to choose which books to read. Choose a book that you hope to enjoy, but also one that will improve your reading skills and increase your vocabulary.

To understand how we learn **vocabulary**, it is helpful to examine how children build their bank of words. By age five, children have learned up to a 10,000-word vocabular, through listening. After the first 10,000 most often used words, the rest of the words in the dictionary are rarely used in conversation. The next 20,000 words are known as academic vocabulary and take about twenty years to master, but we don't learn many of these words through listening.

A few interesting facts will prove this point. The first 1,000 words beginned by children make up the vast majority of words used by most educated adults on a daily basis. Watching and listening to thirty minutes of *Sesame Street* exposes the viewer to an average of only one word beyond the most often used 1,000 words. Listening to the nightly news for the same amount of time exposes to viewer to only nineteen of these key words (Hayes and Athens).

However, in contrast, reading provides a much higher exposere to words beyond the most frequently used 1,000 words. For example, reading a challenging comic book for 30 minutes exposes the reader to 53 of these words. Reading a challenging book for the same amount of time exposes a reader to 75. So, reading challenging text certainly provides a greater opportunity to expand your vocabulary than does listening alon?

According to reading specialists, you should real text that has about 5% of the words that are unknown to you. Reading this level of text will expose most readers to about 300 unknown words in 30 minutes of reading. Learning 5% of these words from the surrounding context clues of the text is realistic. This means that students will learn about 15 new words during a typical reading session.

How can you pick a book to real that has 5% unknown words? Word Recognition.

- 1. Choose a book and court be number of words on any complete page found near the beginning of the book and multiply that number by 3.
- 2. Read a page toward the beginning of the book, counting the number of unknown words. A good guideline would be 'if you can't define it with a synonym, antonym, or example," it is unknown. Then, read a page near the middle of the book and continue the count. Finally, read a page near the end of the book and finish the count.
- 3. Divide the tool number of unknown words by the total number of words found on the three pages. The result will be the percentage of unknown words. **Anything within the 3-7% range is fine. Example.** 230 (words counted on a complete page) x 3 (pages to be read and counted) = 690. The reader finds 35 unknown words on the 3 pages. 35 divided by 690 = .05, or 5%.

Try in formula with the book you are now reading. Is it too easy or too hard? If the book is too easy, find one that is both interesting and challenging for your independent reading.



1. Something in this lesson I did not know:	
2. My specific goal to apply what I learned:	•
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask me about my progress:	
6. Before I begin working toward my goal, I will nee I 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 study skill tips, I would still like to know	
Teacher Parent Comments:	

How to Develop Good Reading Habits Self-Assessment

			s Usually	Sometime	es Rarely	Never
		5	4	3		1
1. My reading	posture is excellent.					
2. I concentra	te completely when I read.)	
3. My attentio	on span when reading is excellent.					
4. I adjust my	rate of reading, as necessary.					
5. I understan	d what I read.					
Results		Q				
23-25	You have excellent reading comprehen	e ision an	nd few bac	l silent rea	ding habi	ts.
20-22	Your reading comprehension is good habits.	, but you	do have a	few bad	silent read	ling
17-19	Your reading comprehension needs in habits. Learning positive reading hab	-		•	_	
<13 habits.	Reading comprehension is exceeding Learning positive reading hab					ading
	w: What I dready know about why peding habits is	ople hav	e poor rea	ding com	prehension	n and
Want to Kno	. What I want to know about bad and	d good re	ading hab	its is		

How to Develop Good Reading Habits Lesson #10

Many people do not read well because of poor silent reading habits. Correcting these poor reading practices and replacing them with good reading practices will improve reading comprehension. You can become a better reader by practicing these tips.

- 1. **Improve your reading posture.** Reading difficult text is not a relaxed active. Your body position has much to do with how well you understand the text. Reading in led is wonderful for putting you to sleep, but not for studying. Instead, sit up straight in a straight-caked chair at a desk or table with good lighting and keep your feet flat on the floor. Place two hands on the reading. Keep the distance from eyes to book about the same distance as that of your forearm. Don't angle the book too much so that you can keep your head straight but do prop up the book on another book or your binder a few inches to maintain the proper angle of vision. Not perfectly comfortable? Good! Reading is not supposed to be relaxing; it is supposed to be stimulating.
- 2. **Adjust your reading attitude.** Reading may not be your ayon e mental activity, but it is a crucially important study skill. As a child, you learned *to read*. Now, you read *to learn*. Good readers learn more in school and succeed to a greater degree in the workplace. e realistic and honest with yourself. Are you reading just to tell yourself or others that you did so? Are you reading for in-depth understanding?
- 3. Establish a purpose for your reading and adjust your level of comprehension. Not everything should be read for the same reading ourpose. Reading an article about a favorite movie star does not require the level of comprehension that reading a computer manual does.
- 4. **Improve your concentration.** First, silence your phone, get away from the television and computer, and find a quiet room. Anything competing with full concentration reduces reading speed and reading comprehension. Good reading cannot include multi-tasking. Stop taking mental vacations during your reading. For example, never allow yourself a pause at the end of a page or chapter-read on! Minimize day dreaming by forcing yourself to make personal connections with what is going on in the reading. Prompt yourself to quickly return to the text when your mind first begins we ndering.
- 5. **Improve your reading attention span.** Begin with short, uninterrupted reading sessions with 100% concentration and gradually increase the length of your sessions until you can read for, say 30 minutes. Rome wasn't built in a day and your reading attention span will take time to improve. Taken short pre-planned break away from your reading area after a reading session. Don't read something else during your break.
- 6. When reading silently, don't pronounce the words in your head and don't move your lips while reading. These are called *sub-vocalizations* and they interfere with your understanding of the text. Focus on what the author is trying to say. After all, the purpose of reading is not to say the words: the purpose of reading is to understand the meaning of the text.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Improve Silent Reading Fluency Self-Assessment

		Always	s Usually	Sometime	es Rai ely l	Never
		5	4	3	2	1
1. I read quicl	kly and understand everything I read.					
• •	y purpose during reading is to stand the meaning of the text.				D	
readin	ythm to my reading, but adjust my g speed to the demands of the					
text. 4. I focus my readin	eyes on the center of the page when g.					
5. I read faste	r silently than I do out loud.					
Results		Ó,	•			
23-25	You have excellent silent reading ski reading strategies to improve reading			arned imp	ortant	
20-22	You have good silent reading skills a reading strategies to improve reading	•		d some in	nportant	
17-19	Your silent reading stills and reading silent reading speed. Improving your comprehension:	_		_		-
<13	Reading concrehension can be a charfluency at d because you do not apply silent reading fluency and using the r improve your comprehension.	strategi	c reading	strategies.	Improving	g your
Already Kno	w: What Palready know about silent re					
Want to Kno	v: What I want to know about silent re	eading fl	uency is _			

How to Improve Silent Reading Fluency Lesson #11

Most students have had teachers who tested them on their oral reading rate. These "reading fluencies" measure how fast students can accurately read grade-level reading text. Reading out loud is a necessary skill to master; however, reading out loud is chiefly a skill that serves as a foundation for learning how to read silently. As students should improve their oral reading fluency in their primary and intermediate elementary school years, they should also improve their silent reading fluency thereafter.

Reading silently allows the reader to focus on the meaning of the text, rather han upon the pronunciation of the text. Reading silently removes the distraction of the voice and allows the reader to read faster. Reading research tells us that reading faster does increase reading comprehension. So, how can you improve your silent reading flue 12?

First, work at establishing a rhythm your reading. The reading pace should be hurried, but consistent. This does not mean that you shouldn't vary your reading speed, according to the demands of the text. You may need to re-read certain sections from time to time. But, do not read in a herky-jerky fashion.

The best way to keep a pace while reading is to **use your land** to establish your reading rhythm. Use your dominant hand to pace your reading. That would be the hand that you use to write or throw a ball. Put three fingers together and place your hand under the first line on the page. Place your index finger under the first letter of the line if you are right-handed. Begin with your ring finger under the first letter of the line, if you are lent-handed. Now, slide your hand underneath the first line at a comfortable, but hurried, tace while reading the words on the line. When the index (or ring) finger reaches the last letter of the first line, quickly slide the hand back to the first letter of the line and drop down to the second line. Continue to read in the same manner.

Intentionally, but only briefly, slow down when reading comprehension decreases. Using the hand prevents re-reading or skipping lines and also improves comprehension. Shortening the stroke of the hand across the page, ofter practice, will also help expand peripheral vision and improve eye movement.

Improve your eye movement it eading research tells us that good readers have fewer eye fixations per line. When the eyes move from fixation to fixation, there is little reading comprehension. So, focus on the center of the page and use your peripheral vision to view words to the left and eight when you are reading columnar text, such as newspapers, articles, etc. Focus one-third of the way into the text line, then two-thirds of the way, for book text. Again, you may need to work ap to these guidelines by adding on an additional fixation point, until you can read comfortably

It takes that of practice to get used to reading with your hand and focusing more on the center of the page, but your silent reading fluency will improve and so will your comprehension.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
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 Study skill tips, I would still like to know
Teacher Parent Comments:

How to Read Interactively Self-Assessment

	Alway	s Usually	Sometim	es Rai ely	Neve
	5	4	3		1
1. When I read, I maintain excellent concentration.					
2. When I read, I often "talk" to the text or author.				り	
3. When reading any kind of book, I try to connect my life to what is going on in the reading.					
4. When reading any kind of book, I ask questions about what the text means.					
5. I go to a quiet place, maintain good posture, and avoid all distractions when I read.	S				
Results					
23-25 You fully interact with your reading a	and have	excellent	reading c	ompreher	ision.
You interact with most reading text a	nd have	good read	ing comp	rehension	•
17-19 You do not interact with reading text reading comprehension.	as much	as you co	ould, and t	his limits	your
13-16 You are a "passive" reader and intera reading comprehension is not as good as it co with what you read will improve your reading	ould be.	Learning 1			
You are a very "passive" reader and or reading comprehension is poor. Learn improve your reading comprehension	ning how			_	-
Already Know. What I already know about interact	tive read	ing is			
Want to Know: What I want to know about interact	tive read	ing is			

How to Read Interactively Lesson #12

Everyone knows that effective communication between two friends or family numbers is a two-way, interactive process. One-sided communication does not help people understand each other. People best understand one another when they pay attention to each other, see things from the other person's point of view, and ask questions when they don't understand each other.

Reading is different form of communication, but the interactive process should be use same. Reading really is about communication between the reader and the author. New at's true that the author is not speaking directly to the reader; however, we read best when we pretend that this is the case. So, how can you learn to read interactively to improve you, reading comprehension?

The way we watch **movies** can provide some helpful techniques. Most people will say that they understand movies better than they understand books. Why is this so?

- The light of the movie or television screen and the cound araws your complete attention and focus. Distractions are limited, so you concentrate vell.
- A typical audience does a lot more than "watch" a movie in the movie theater or at home. It is true that movies are a visual experience, but they are also a listening experience. The audio system and quality of the movie soundment make a huge difference in how well you understand a movie. Anyone who has seen a foreign movie with subtitles will admit that it is harder to understand the movie without sound. Movies are multi-sensory.
- A good movie involves the audience in its characters and story. Everyone imagines themselves shooting up the bad guys, looking into the eyes of the beautiful actress or handsome actor, or running away from the evil alien-monster-robot. You may even "talk" to the characters during crucial see es, such as "I know what's behind that door. Don't open it!" You predict what will happen and probably even compare the plot to other movies of that genre as you watch. You act as a movie critic as well, thinking of how boring or exciting a scent may be.

How can you apply what you already do watching movies to what you should do as an interactive reader?

- Limit any distractions to improve reading concentration. In the classroom, it may be asking the teacher to move your seat away from a friend who talks too much. At home, it may be reading away from the distractions of the television, phone, music, or bothersome little brothe.
- Apply an your senses to the reading. Listen to what the author is saying to *you*, try to feel what he characters feel, see the changing settings how the author describes them.
- Involve yourself in the reading by "talking to the text." This internal dialog improves concentration and helps you better interact with the author. Summarize, compare, re-read, interpret, and predict frequently as you read. Make your reading a two-way active process, not a one-way passive activity.



1. 3	Something in this lesson I did not know:
2.]	My specific goal to apply what I learned:
3	Accomplishing this goal will especially help me because
4.]	Experts I plan to go to for help:
5. ′	The person I will tell about my goal so that they will ask the about my progress:
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 become lished my goal when
10.	After reading the study skill tips, I would still like to know
Te	acher Parent Comments:

How to Improve Reading Comprehension Self-Assessmen

		Alway	s Usually	Sometim	es Rarely	N.ver		
		5	4	3	(2)	1		
1. When readi	ng, I frequently pause to summarize.				Ç			
	ng, I frequently make connections to parts of the text or to other readings.				ク			
	ng, I re-think sections of the reading lon't understand by re-reading.							
	ing, I constantly am interpreting what hor means.							
	ing, I frequently predict what will come the reading.	e						
Results		Q						
23-25	You are an actively engaged reader w of what the author is saying through a		-	-	_	ension		
20-22	You often monitor your comprehension of what the author is saying through cueing strategies.							
You sometimes monitor your comprehension of what the author is saying through cueing strategies.								
13-16	You rarely monitor your comprehensi cueing strategies. You can learn the st							
You do not monitor your understanding of what the author is saying through cueing strategies. You can learn the strategies to prompt better comprehension.								
Already Kno	w: What Palready know about monitor	ing my		ng compre	ehension is	S		
Want to Kno	v: What I want to know about monitor			ng compre	ehension i	s		

How to Improve Reading Comprehension Lesson #13

Readers fail to understand text because they lack cueing strategies to prompt effective interaction with what the text says. This is a fancy way of saying that poor readers don't know how to prompt themselves to understand what they are reading. Reading research is clear that readers who prompt themselves with thinking strategies and questions as they read tend to understand and remember what they read far better than readers who don't. So, how can you learn and apply these self-prompting strategies to improve your reading combrehe sion?

The five **SCRIP** reading comprehension strategies teach readers how to independently interact with and understand both narrative and expository text to improve ceach, a comprehension. The **SCRIP** acronym stands for Summarize, Connect, Re-think, Interpret, and Predict.

Summarize means to put together the main ideas and key details of a reading into a short-version of what the author has said. A summary can be of an entire reading, but it is more useful to summarize often at key transition points in the author's train or hought. It frequently requires the reader to go back to the previous reading section and skim that part of the reading once more.

Connect means to notice the relationship between one part of the text with another part of the text. The parts may compare (be similar) or contrast (be different). The parts may connect as a sequence (an order) of events or ideas. The parts may respond to other parts of the text, such as to provide reasons for or effects of what came before in the reading. Good readers also connect the relationship between one part of the text with a similar text or source. It could be something from another book, movie, television show, or historical event. Lastly, good readers see the relationship between one part of the text with their own personal experiences. You may have had a similar experience in your own life to that described in the text.

Re-think means to re-read the text when you are confused or have lost the author's train of thought. Reviewing what has just been read will improve usually improve understanding. You may even understand what the author has said in *a different way* than how you understood that section the first time that you read it

Interpret means to focus on what the author means beyond the words that are used. Authors may directly say what they mean right in the lines of the text, but they also may *suggest* what they mean with hints to ance we deers to draw their own conclusions. These hints can be found in the tone (feeling or attitude) of the writing, the word choice, or in other parts of the text in which the clues may be stand more directly.

Predict means to make an educated guess about what will happen or be said next in the text. A good prediction uses the clues presented in the reading to make a logical guess that makes sense. Good readers check their predictions with what actually happens or is said next in the text.

Good reading is interactive reading. Prompt your understanding of the text with these self-promping thinking and questioning strategies to understand and remember more of what the arther says. Download the SCRIP Comprehension Strategies Bookmarks and practice.



How Reflection

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee r 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Make Inferences Self-Assessment

		Alway	s Usually	Sometime	es Rarely	N.ver
		5	4	3	E	1
spe	eading an unclear section of text, I apply ecific strategies to problem-solve what the thor means.				Š	
2. When re	eading an unclear section of text, I see it an interesting challenge, or puzzle to solve.				/ }	
	eading an unclear section of text, I re-read e section to figure out the meaning.					
	eading an unclear section of text, I re-read at is before and what is after that section.					
	eading an unclear section of text, I ask for lp to interpret what the author is saying.					
Results		V				
23-25	You see reading as a mental challenge and you use specific, intentional strate means.					nind,
20-22	You try to figure out the meaning of we say directly, and you to me strategies t			-		ns.
17-19	You sometimes try to figure out the m specific, intentional strategies to probl					use
13-16	You rarely to figure out the meaning strategies that will help you to problem	_			-	
<13	You can try to figure out the meaning cections. You can learn specific strates meaning of these sections.					
Already H	Know: What I already know about how to f	igure o	ut the mea	ning of ur	nclear text	is
Want to I	ow. What I want to know about how to t	figure o	ut the mea	ning of ur	nclear tevt	ic

How to Make Inferences Lesson #14

Familiarity with the ten most common inference patterns can help good readers unders and the meaning of what the author implies. Identify which of these ten inference patterns fits an unclear section of reading to help you better interpret difficult reading text.

Often, an author intentionally leaves parts of the text unclear. This is done to all with reader to construct meaning as the reader discovers clues in the plot of a story or in the line of argument in an article or essay. At other times, the author suggests (implies) the meaning without directly stating it. In these cases, the author expects the reader to guess or draw concresions (infer) the meaning from other textual clues.

Good readers learn to identify these **10 Inference Patterns** to interpret what the author implies. In the following examples, the inference pattern is bolded; the cut which requires inference is quoted; and a logical inference of that quoted text follows What Can Be Inferred? As you read, circle key words from the text which indicate the bolded inference pattern and help you interpret what the author means.

- **1. Location:** While we roared down the tracks, we could feel the bounce and sway. What Can Be Inferred? They are riding a train.
- **2. Agent (Occupation or Hobby):** With clippers in one nand and scissors in the other, Chris was ready to begin the task.

What Can Be Inferred? He was giving a haircul.

3. Time: When the porch light burned out, the arkness was total.

What Can Be Inferred? It is late at night.

4. Action: Carol dribbled down the court and then passed the ball to Ann.

What Can Be Inferred? They are playing basketball.

- **5. Instrument (tool or device):** Your a steady hand, she put the buzzing device on the tooth. What Can Be Inferred? The dent st is crilling out a cavity.
- **6.** Cause and Effect: In the morning, we noticed that the trees were uprooted, and homes were missing their roof shingles

What Can Be Inferred? There and been a tornado or hurricane.

- **7. Object:** The broad wings were swept back into a "V" and the powerful engines roared to life. What Can Be Inferred? A jet plane is preparing to take off.
- **8.** Groups (kinds or types): The Toyota and Honda were in the garage and the Chevy was out in the front.

What Can Be Inferred? These are all automobiles.

9. Problem-Solution: The side of his face was swollen and his tooth was loose.

What Can Be Inferred? He got hit in the face.

10. Feeling-Attitude: While I marched past, in the middle school band, my Dad's eyes were filled with tears.

What Car Be Inferred? The child's father was proud of his or her involvement in the band.



1. Something in this lesson I did not know:
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3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee I to
7. I plan to begin working toward my soul 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Use Marginal Annotations Self-Assessment

		Alway	s Usually	Sometime	es Rai ely	Nver
		5	4	3	6	1
	an write on reading text, I take s, write comments, and ask questions.					
	an write on reading text, I highlight ideas and key details.				ル	
	an write on reading text, I make ections to other parts of the text.					
	an write on reading text, I organize eading for test study.					
	an write on reading text, I use own abbreviations and graphics.					
Results		Q				
23-25	You know that marginal annotations comprehension and you use them to		•	ncrease rea	ading	
20-22	You have some experience with marincrease understanding or the text.	ginal ann	otations a	nd you us	e these to	
17-19	You sometimes write on Nading tex	t and you	highlight	main idea	ıs.	
13-16	You rarely highlight main ideas on r margins of reading text will help you study for teel.					
<13	You do not write on or highlight reamargins of reading text will help you ctudy for tests.	_	_			
Already Kn	www.What I already know about makin	g margina	al annotati	ons is		
Want to Kn	ow: What I want to know about makin	g margina	al annotati	ons is		
0						

How to Use Marginal Annotations Lesson #15

We all enjoy marking up our notes, or perhaps a magazine article, with our favorite yellow marker. Aw, the smell! However, is yellow highlighting *all* the key ideas the best form of note-taking to improve reading comprehension and retention? No.

Highlighting large sections of the text may even be counterproductive. Let's fee it. Highlighting takes time away from reading. It also interrupts the flow of what should be an interrul dialogue between reader and author. If you stopped an important conversation every mirror or so with an unconnected activity, you would certainly decrease your understanding of that dialogue.

Also, highlighting can't be erased. Ever highlight what you thought was a main idea and find in a paragraph later that you were mistaken?

Finally, extensive highlighting limits effective re-reading and study review. When reviewing a highlighted text the night before an exam, your eyes are drawn any to the highlighting. You miss out on the possibility of revising your understanding of the text or seeing the author's train of thought from another angle.

Now that I've de-bunked the cherished highlighter is there a better reading and note-taking option to improve reading comprehension? Yes. **Try using marginal annotations.**

Marginal annotations are abbreviated notes in the blank spaces of the text that promote interactive reading. Yes, you can certainly highlight a word or short section to respond to with the annotations, but limit the highlighting and focus more on your response in the annotations. Reading comprehension research is clear that internal dialogue with the text improves understanding and retention. "Talking to the text" makes reading comprehensible and memorable. Marginal annotations also provide effective review for upcoming tests.

But what about using textbooks? You an't write in your textbooks, but small sticky tabs fit nicely in textbook columns and you can write annotations of these. Plus, they pull out without damaging the pages. Try different colors of stickies for different main ideas.

8 Great Marginal Annotations to Improve Reading Comprehension

- 1. Write **definitions** provided in the text or those which you research.
- 2. Star main ideas and bullet point key details. List and number examples.
- 3. Write a question mank for confusing sections to re-read or ask your teacher about.
- 4. [Bracket] sections and comment with criticisms, praises, insights, interpretations, ways to rethink the author's idea, and questions.
- 5. Summarize reading sections.
- 6. Connect related ideas within the text with **arrows**, and **comment** on connections to other text or sources, including relevant personal experiences.
- 7. Write specific predictions and check as you continue reading.
- 8. **Highlight** textual evidence which you may use in a related assignment or in class discussion of the reading.



1. Something in this lesson I did not know:
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3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee Pto
7. I plan to begin working toward my soal when
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have been lished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Read Non-Fiction Textbooks Self-Assessment

			s Usually		es Rarely	Never
		5	4	3		1
	ent strategies for reading non-fiction do for reading fiction.					
	ng non-fiction, I preview the chapter beginning to read.				ク	
	ng non-fiction, I read the book study ons before I start reading.					
	ing non-fiction, I answer the book questions as I am reading.					
	ing non-fiction, I take notes and review tes within 24 hours.	v				
Results		Q				
23-25	You know how to read and study non comprehension of non-fiction text.	fiction,	and you h	ave excel	lent readii	ıg
20-22	You know some strategies a out now good reading comprehension of con-f			non-fictio	on, and you	u have
17-19	You know some of the differences in have good reading comprehension of			l non-ficti	ion, and y	ou
13-16	You know some of the differences in have fair reading comprehension of ne reading-study method will improve you	on-fictio	on text. Le	arning the	PQ RAR	
<13	You do not recognize the differences have poor reading comprehension of reading-study method will improve you	non-ficti	on text. L	earning th	e PQ RAI	
Already Kno	w: What I already know about reading					
	-					
Want to Know	w: What I want to know about reading	non-fict	tion is			

How to Read Non-Fiction Textbooks Lesson #16

All reading should not be read the same way. Reading non-fiction requires specific strategies to take advantage of how non-fiction text is organized. Many students read novels with good comprehension, but struggle with their science or social studies textbook.

Learn the **PQ RAR** reading-study method while you read your next textbook chapter. You will improve your understanding of the main ideas and key supporting details. You will also prepare yourself for the upcoming test as you read.

The PQ RAR Reading-Study Method

P–First, **preview** the reading selection. Try to limit the reading selection to a manageable size. Overly long chapters, say over six pages for elementary students eight for middle school students, twelve for high school students, and sixteen for college students should be "chunked" into manageable reading sections.

- 1. Preview the first and last paragraphs of the chapter and the chapter review if one is provided.
- 2. Preview all subtitles and any book study helps at the beginning of the chapter.
- 3. Preview all graphics such as photographs, charts, paps etc. and their captions.

Q–Develop text-based **questions** as you read to promp. Interactive reading. Look for the answers to your own answers as you read.

- 1. Develop **questions** from the subtitles and write these on binder paper or type on your tablet or desktop computer, skipping lines between each question. Try "What," "How," and "Why" question-starters. Avoid the "Who" and "Wher" questions, as these tend to focus attention on the minor details of expository text.
- 2. Also write or type any chapter review questions not covered by your subtitle questions, skipping lines between each question.

R—**Read** the chapter and "talk to be text" by taking notes in the textbook margins. Use yellow stickies and paste them in the textbook margins, if you can't write in the textbook. Write comments, questions, predictions, and connections to other parts of the reading and your own life experiences. List examples, key details, and important terms with their definitions. Internal monitoring of the author's train of thought and the connection to your own knowledge and experience increases concrehension as you read textbooks.

A–**Answer** both the subtitle questions and the book questions as you read. Write your answers underneath your questions. Don't be concerned if the textbook did not answer some of your reader-generated questions.

R–**Review** the questions and answers within the next 24 hours to minimize the effects of the "forgette g cycle." Generate possible test questions and develop memory tricks for key concepts and details.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will neel 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Identify the Main Idea Self-Assessment

		Always	s Usually	Sometime	es Rarely	N.ver
		5	4	3		1
the the picture	ned a non-fiction reading, I examine esis statement, topic sentences, es, subtitles, language clues, and the as of elimination to find the main idea(s			2	N,	
2. When assig some of	and a non-fiction reading, I examine of the text features listed above to the main idea(s).	<i>).</i>		0		
3. When assig a few	gned a non-fiction reading, I examine of the text features listed above to		~			
4. When assig the ma	gned a non-fiction reading, I try to in idea(s), but I don't use the text	O.	69			
5. When assig	es listed above. I gned a non-fiction reading, I really Extry to identify the main idea(s) I am told to do so.	Q)				
Results						
23-25	You are familiar with and use all he lidea(s) in non-fiction text.	key text	features to	determin	e the mair	1
20-22	You are familiar with and use most of idea(s) in non-fiction text.	the key	text featu	res to dete	ermine the	main
17-19	You are familiar with and use some or idea(s) in non-riction text.	f the key	text featu	ires to det	ermine the	e main
13-16	You try to determine the main idea(s)	without	using text	t features	as clues.	
<13	You fon try to determine the main is	dea(s) ui	nless direc	ted to do	so.	
Already Kno	w: What Palready know about finding	the mair	n idea(s) ir	non-ficti	on is	
Want to Kno	w: What I want to know about finding	the main	n idea(s) ii	non-fict	ion is	

How to Identify the Main Idea Lesson #17

The main idea is the central or key thoughts of an expository text. A reading selection may have several main ideas. Finding the main idea is a basic reading comprehension skill. However, *basic* does not mean easy. Main idea questions are found on every standardized test.

What main idea is not...

- Main idea is not the same as the topic.
- Main idea is not necessarily the thesis statement.
- Main idea is not necessarily the topic sentence(s).
- Main idea is not found within the narrative domain of writing, ruless tagged on by the author to comment on the story such as with a moral at the c. d of a fairy tale.
- Main idea is not limited to one per reading selection.
- Main idea is not a generalization or something necessarily broad in scope.
- Main idea is not the minor detail of a reading selection
- Main idea is not found in narrative text and is often onfused with *theme*.

Strategies that Readers Can Use to Identify the Many dea(s)

The **thesis statement** tells the purpose or point of view of the exposition. Finding the thesis statement will often help the reader identify the man idea(s). Much like an umbrella, the thesis statement is designed to cover the main idea(s) of a reading/writing selection. As a starting point, research demonstrates that about 50% of expository writing includes the thesis statement in the last sentence of the introduction.

The **topic sentences** can serve as main ideas in a reading/writing selection. Research demonstrates that about 80% of expository writing includes the topic sentences as the first sentences of body paragraphs.

Often the **language** of the reading text itself or the language of test problems can help readers identify main ideas. In addition to sing the phase, "main idea," the following references are used in expository text and on standardized tests:

"best" Anomer answer may be acceptable, but this one most closely fits.

"mainly" Not completely, but most importantly.

"chiefly" Compared to the others, this is above the rest.

"primarily" This means mainly or the chief one, before all others.

"most likely" A logical prediction or conclusion.

"most direct." Most specifically.

Use the **process of elimination** to determine the main idea(s) in a reading selection. If the material acks specificity and so is hard to identify as the author's central point(s), then it is too general to be the main idea(s). If the material is too specific and so is difficult to identify as the author's central point(s), then it is probably a major or minor detail that supports the main idea(s).



1. Something in this lesson I did not know:
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3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee rto
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 become lished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Do a Close Reading for Narrative Text Self-Assessment

		Alway	s Usually	Sometime 3	es Rarely	Never 1
		3	7	3		1
it mor	d a key section of a story, I read e than once to understand the author's ge, how it is said, and key plot details.					
2. When I rea it mor	d a key section of a story, I read e than once to understand the plot					
3. When I rearereas	s and characters. ad a key section of a story, I may d parts of it to understand the		1			
4. When I rearerea	nd characters. ad a key section of a story, I may d parts of it to better understand		(A)			
5. When I rea	as going on in that part of the story. and a key section of a story, I read to get a basic understanding of s going on in that part of the story.	Ó				
Results						
23-25	When you re-read a key section of a selements of the plot, character sevelogand perhaps connections of other stories.	pment, t				cture,
20-22	When you re-read a key section of a s details, character level pment, and w				y the key	plot
17-19	When you re-read parts of a key section details and the roles of each character	on of a s	story, you	often unde	erstand key	/ plot
13-16	When you re-read a key section of a s going on in the story.	tory, yo	u sometim	es underst	and what	is
<13	You sually don't re-read parts of a st	ory.				
Already Kr	w: What I already know about close re	ading fo	or narrative	e text is		
Wapt to Kno	w: What I want to know about close re	ading fo	or narrative	e text is		

How to Do a Close Reading for Narrative Text Lesson #18

CLOSE Reading Narrative Worksheet | Select a short story to practice this trategy.

R	leading Checklist	١,	Before, During, After
Re	ading #1	П	Teacher or Student Research Before
	Read to find out how the author develops the THEME. Look for key character and plot details which support the THEME. Identify the story setting(s). Identify the main character(s)		THEME PRE-READING OTES
	and the primary story conflict.		Text-dependent SCRIP Questions During SUMMARIME
Re	eading #2		SULLIVIANTE
	Identify how the author organizes the plot and develops characters in this story. Note key plot developments and identify any story devices. Identify the story climax and		CONNECT RE-THINK
302375	falling action. How does the ending resolve the primary conflict?		RE-TIHIVR
	Describe the author's use of word choice, imagery, tone, mood, and the story genre. Discuss the author's crait and structure in a small greatp		PREDICT
Re	eading #3	П	
	Compare the TREME of this story to other stories, movies, videor, and television shows.		Application of the THEME After
	Cite the textual evidence which supports the THEME. hare with the whole group.		APPLY
	from Teaching Reading Strategies		© 2017 Pennington Publishing

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee I 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Do a Close Reading for Expository Text Self-Assessment

		Always	s Usually 4	Sometime 3	es Karely 2	Never 1
Big Ide	d a non-fiction text, I look for the ea of the reading selection and re-read t twice.					
2. When I read	d a non-fiction text, I look for how hor organizes the text and re-read					
3. When I rea	d a non-fiction text, I form ons from the subtitles.		X			
	d a non-fiction text, I make notes.					
	d a non-fiction text, I think about could use the information.	0				
Results						
23-25	You prepare yourself for reading non- pre-read to prepare for in-depth reading better understanding.					
20-22	You prepare yourself for reading non-read the reading selection for better un			me previe	wing. You	re-
17-19	You sometimes prepare yourself for repreviewing and you may re-read some	_		_	some	
13-16	You rarely prer ar yourself for readin	g non-fi	iction thro	ugh previo	ewing.	
<13	You don't prepare yourself for reading	g non-fi	ction thro	ıgh previe	wing.	
Already Kno	w: What I already know about close rea	ading fo	r exposito	ry text is.		
Want to Kno	w: What I want to know about close rea	ading fo	or exposite	ory text is.		

How to Do a Close Reading for Expository Text Lesson #19

CLOSE Reading Expository Worksheet Select an article to practice this strategy

R	Reading Checklist	1	Before, During, + After
Re	ading #1		Teacher or Student Research efore
	Read to find out how the author shares the BIG IDEA. Look for the key details which support or explain the BIG		BIG IDEA
	IDEA. Think-Pair-Share about the BIG IDEA and KEY details with a classmate.		PRE-READING NOTES
Re	eading #2		Text-dependent CCRIP Questions During
3550	Identify how the author organizes the text. Use subtitles to form WHAT, HOW, or WHY questions and		CONNECT
	answer them as you read. Label TS in the right margin for each topic sentence.	7	CONVICT
100000000000000000000000000000000000000	Star important ideas.		NT-THINK
18000	Use arrows to connect ideas. Circle key vocabulary words.		•
	Analyze how graphics and		
	Discuss the author's craft and structure in a small grown.		INTERPRET
Re	eading #3		PREDICT
	Think about how ou ou d use		FREDICI
П	this information.		
	Label TE in the right margin for any textual evidence. Think about low the BIG		How to Use Textual Evidence After
45758	IDEA and extual evidence connect to related readings.		APPLY
	Stare with the whole group.		0 2017 P
_	n m Teaching Reading Strategies		© 2017 Pennington Publishing

1. Something in this lesson I did not know:	
2. My specific goal to apply what I learned:	
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask the about my progress:	
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 study skill tips, I would still like to know	
Teacher Parent Comments:	

How to Use Context Clues Self-Assessment

	Alway	s Usually	Sometim	es Rar ly I	Jever
	5	4	3	2	1
1. When figuring out the meaning of unknown words in my reading, I use synonym (same) clues to guess the meaning of the word.			2	>	
2. When figuring out the meaning of unknown words in reading, I use antonym (opposite) clues to guess the meanings.					
3. When figuring out the meaning of unknown words in my reading, I read the sentences before and after the sentence in which the unknown word appears.					
4. When figuring out the meaning of unknown words in my reading, I use example clues to guess the meanings.					
5. When figuring out the meaning of unknown words in my reading, I brainstorm context clues categories that may provide clues as to the meaning of the words.					
Results					
You have excellent knowledge of the frequently use them to problem-solve					
You have good knowle lge of the spectrum sometimes use there to problem-solve	cific cor the me	ntext clues aning of ur	strategies iknown w	and ords.	
17-19 You have some knowledge of the spe use some of the sto problem-solve the					
13-16 You know a rew of the specific conte use some of them to problem-solve the context clue strategies will build your	e meani	ng of unkn	own wor	ds. Learnin	_
<13 You don't know the context clues strategies will build your				l vocabular	y.
Already K. ow: What I already know about context	clues is	•••			
Want to Know: What I want to know about using co	ontext c	lue is			

How to Use Context Clues Lesson #20

Why learn and practice context clue strategies to problem-solve the meanings of unknown words? Wouldn't it be more better to use the dictionary? No. The dictionary is a rine tool and should be used to look up words that are necessary to the understanding of any reading. However, the dictionary is not a practical tool for defining all words as you read.

Context clue strategies can be used to figure out the meaning of many unknown words. Good readers learn to quickly sort through the following **S.A.L.E.** context clue strategies to select the strategy that works best. Of course, these context clue strategies won't arway, help you understand every unknown word, but they will help you learn the meanings of many.

S.A.L.E. Context Clues Strategies

When arriving at an unknown word, re-read the sentence that contains the word, looking for one of the following **S.A.L.E.** context clue strategies that may help you figure out the meaning of the word. If you can't figure it out, try reading the sentence before and the sentence after to problem-solve the meaning.

Practice: In the spaces provided, write you own sen ence with a nonsense word which applies the focus **S.A.L.E.** context clue strategy to signal the meaning of that word.

Synonym–Sometimes an unknown word can be understood by the use of a synonym. Synonyms frequently follow the words or phrases they define or identify, in which case commas, dashes, or parentheses are used. **Example:** The ward obe, or closet, opened the door to a brand-new world.

Antonym–Sometimes an unknown word is defined by the use of an antonym. Antonym clues will often use transition words or pure see such as *however*, *not*, *but*, *in contrast* **Example:** He signaled a looey, not a right turn

Logic—Your own knowledge a cout the content and text structure may provide clues to meaning. Logic clues can lead to a logical guess as to the meaning of an unknown word. **Example:** He petted the canine, and then made her sit up and beg for a bone.

Example—When the unknown word appears in a list of examples, the unknown word may be similar to other items in the list. If the unknown word itself provides a specific example or subset, the reader can often figure out its meaning from understanding the more general category or set. Example clues will often use transition words or phrases such as *for example, like, such as* Example: Adventurous, rowdy, and crazy pioneers all found their way out West.

1.	Something in this lesson I did not know:
2.]	My specific goal to apply what I learned:
3	Accomplishing this goal will especially help me because
4.]	Experts I plan to go to for help:
5. '	The person I will tell about my goal so that they will ask the about my progress:
6.	Before I begin working toward my goal, I will nee r 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 study skill tips, I would still like to know
Те	acher Parent Comments:

How to Quote and Cite Textual Evidence Self-Assessment

		Alway	s Usually	Sometim	es Rarely	Neve
		5	4	3		1
1. You	know what belongs in a citation and when to use one.					
2. You	know how to properly punctuate a direct quotation and its citation.				ル	
3. Yo	u know how to properly punctuate an indirect quotation and its citation.					
4. You	know how to properly punctuate quotations within quotations and ellipses.					
5. You	know how to properly punctuate quotations with misspellings, wrong word choices, or errors in grammar and mechanics	ð				
Result	ts					
23-25	You know how to use and properly p quotations, and citation rules.	unctuate	all direct	quotation	s, indirect	
20-22	You know how to use and properly p quotations, and citatic s.	unctuate	most dire	ct quotati	ons, indire	ect
17-19	You know how to use and properly p quotations, and citations.	unctuate	some dire	ect quotati	ons, indir	ect
13-16	You do not how how to use and propindirect quotations, and citations.	perly pur	nctuate mo	ost direct o	quotations	5 ,
<13	You <i>to not understand</i> the purpose of quotations, indirect quotations, and ci		w to use a	nd punctu	ate direct	
Alrea	dy Know. What I already know about citation	and quo	otation rule	es is		
Want	to Know: What I want to know about citation	and quo	otation rule	es is		
	7,					

How to Quote and Cite Textual Evidence Lesson #21

When we write an essay, report, document, or article, we frequently use an expirt's words or ideas to support our own thoughts. Borrowed words are termed *direct quotations*, while borrowed ideas, using our own words to paraphrase, are termed *indirect quotations*. We also must tell our readers *who* said it and *where* it was said in a *citation*. A *citation* includes the author's last name (or the source title if no author is listed) and the page number where the author's words or ideas are found. The citation is placed within parentheses after the direct or indirect quotation. Write your own example sentences in the spaces provided

Beginning and ending quotation marks are placed before and after the author's words. Place a period after the ending parenthesis of the citation. **Examples** If the author uses an exclamation point or a question mark, place it where it is used inside the quotation marks. If you, the writer, ask a question about the quotation, place the question mark after the citation instead of the period.: "Cheetahs are fast!" (Nen 8). The author asked, "Are they as fast as is often reported?" (Nen 8). Did the author really mean "fast" ("Energy Concerns 8).

When using a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence. However, when quoting part of a sentence, don't capitalize the first letter. Also, both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it be gins a new sentence. **Examples:** The dentist said, "We saw it" and then he said that it "quickly disappeared." (Nen 8).

An ellipsis is punctuated as three periods (...) and is used in direct quotations to delete unnecessary parts of the quotation. **Example:** I gave it some thought... but I never did anything.

When quotations or quoted titles are placed within quoted speech, use single quotation marks ('__') at the beginning and end of the inside quotations. Use double quotation marks ("__") at the beginning and end of the entire quotation. **Example:** The author asked, "Do you agree with Beth's statement that 'the case is closed?" ("Energy Concerns" 8).

Direct quotations which include incorrect or non-standard spelling, word usage, mechanics, and grammar must include the bracketed *sic* [sic] after any spelling or grammar mistakes. **Examples:** "It a emed sily [sic], but that's how she orientated [sic] her thinking. Sad! [sic]

An indirect quotation reports someone else's ideas without quoting each word. Indirect quotations don't include quotation marks, but must provide citations. **Example:** The author stated that cheetahs are the fastest animals (Perkins 52).

1.	Something in this lesson I did not know:
2.	My specific goal to apply what I learned:
3.	Accomplishing this goal will especially help me because
4.	Experts I plan to go to for help:
5.	The person I will tell about my goal so that they will ask me about my progress:
6.	Before I begin working toward my goal, I will neel to
7.	I plan to begin working toward my soal 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 study skill tips, I would still like to know
Т	eacher Parent Comments:

How to Identify Bias and Errors in Reasoning Self-Assessment

		Always Usually Sometimes Rately Neve				
		5	4	3		1
	n I read a non-fiction text, I try to determine the author's bias (a one-sided					
2. Whe	point of view). n I read a non-fiction text, I evaluate the author's fairness in presenting					
3. Whe	evidence. n I read a non-fiction text, I try to think what those who disagree with the author might say.					
4. Whe	n I read a non-fiction text, I look for errors in reasoning.		5			
	n I read a non-fiction text, I try to identify what the author wants me (the reader) to believe or do.	3				
Results	S					
23-25	You consistently look for the author wants the reader to believe or do who				and what a	author
20-22	You often look for the reador's bias, the reader to believe of do when you			ng, and wh	at author	wants
17-19	You sometimes look for the author's wants the reader to believe or do who	bias, qua en you rea	ality of rea ad non-fio	asoning, an etion.	nd what au	uthor
13-16	You rarely look for the author's bias, the reader to be rove or do when you			ng, and w	hat author	wants
<13	You don look for the author's bias, the Nader to believe or do when you			ng, and wh	at author	wants
Alread	y Know What I already know about errors i	in reasoni	ing is			
Want t	Know: What I want to know about errors:	in reason	ing is			

How to Identify Bias and Errors in Reasoning Lesson #22

As you already know, not everything found in non-fiction books, articles, reports, and documents is true. Discovering how to determine what *is* and what *is not* true about a subject is an essential skill to develop in academic research. Good readers learn to identify the fact, and opinions presented by an author to infer the author's point of view on the writing subject. One's point of view about certain subject is referred to as one's *bias*. When authors we errors in reasoning to support their biases and/or fail to fairly address opposing points of view, this is poor or dishonest scholarship and writers should not cite the information as textual writer e.

Directions: Provide your own examples of each error in reasoning in the spaces provided.

1. Non-Sequitur Errors

A non-sequitur reasoning error is an illogical conclusion reached from a set of facts. Example: If the sky is blue, and blue is the color of the ocean; then the sky must be made of ocean water. Explanation: The conclusion that "the sky must be made of ocean water" does not follow logically from the facts presented.

2. Red Herring Errors

A red herring reasoning error means that an unconnected reference is used to distract the reader from the argument. Example: The politician suggests that poverty remains the most important problem in the world today; however, the world has always had its share of poor people. Explanation: The statement "the world has always had its share of poor people" attempts to distract the reader from the issue of poverty or me most important world problem.

3. Begging the Question Error

A begging the question reasoning coor takes place when the writer assumes something to be true, that has not yet been proven. Example: No one likes the poor musicianship of country music. Explanation: The statement assumes that country music has poor musicians to support the argument.

4. Either-Or Error

An either-or reasoning error sets up a false choice between two ideas or issues and ignores other options. Example: Either you support the president, or you are not a true American. Explanation: The statement ignores other options that true Americans might choose.

Checoat more Errors in Reasoning for further study.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will nee ito
7. I plan to begin working toward my cool 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 study skill tips, I would still like to know
To all address of Comments
Teacher Parent Comments:

How to Research Safely and Evaluate Online Sources Self-Assessment

		Always	s Usually	Sometime	es Rarely l	Never
		5	4	3	2	1
	g the Internet, I am extremely careful sharing private information.			C		
	g the Internet, I am extremely careful using and downloading online sources.					
the au	g academic research online, I consider thor's biases before using any I evidence.		N.			
4. When doin identif	g academic research online, I try to fy whether the author is an expert on bject that I am researching.		(2)			
5. When doin for clu	g academic research online, I look nes on the webpages to determine if the e and its links are current and relevant.	Q)				
Results						
23-25	You understand and apply all Internet evaluate online sources for academic			and know	how to	
20-22	You mostly understant and apply all levaluate online sources for academic			delines an	d know ho	w to
17-19	You understand and apply some Internation to evaluate online sources for aca			es and sor	newhat kn	ow
13-16	You understand and apply some Internation to evaluate online sources for aca			es, but kn	ow little at	oout
<13	Your pay not understand and apply so know hade about how to evaluate onli					
Already Kng	w: What I already know about Internet	safety a	nd evalua	ting online	e sources is	S
Want to Kno	w: What I want to know about Internet	safety a	and evalua	ting online	e sources is	S

How to Research Safely and Evaluate Online Sources Lesson #23

The Internet can be a wonderful tool for completing academic research. However, to maintain your privacy and safety, follow these guidelines.

- Never enter personal information such as your full name, birthday, ago, name address, telephone number, parents' work addresses, work telephone numbers, social security numbers, or credit card information without your parents' permission.
- Never let a friend login as you and never tell your passwords to inyon other than your parents. Develop a plan with your parents to keep passwords private.
- Never bully or threaten anyone online, even if you are just kidding. These are crimes.
- Never agree to get together with anyone you have met on ine.
- Never post pictures of yourself on social media sites that you would feel uncomfortable showing to you mom. When in doubt, get your parents permission.
- Never post pictures of friends or classmates online without their parents' permission.
- Never download apps without your parents' approval
- Never open, download pictures, or respond to emails, posts, messages, or texts from people you do not know.

Part of good academic research is evaluating which so trees to use and which sources not to use. To select appropriate academic sources, follow these guidelines. Practice these guidelines by visiting this **site** and making marginal annotations next to each guideline.

- Never use a source without the author's name.
- Are the author's credentials supplie 12 (rosition, education, years of experience, occupation, member of a respected organization)
- Do the credentials match the expertise demanded by the topic and content of the research?
- Consider the author's bias when deciding whether to use the source or not. Is there advertising for an author's product on the webpage? Does the author cite references? Does the author acknowledge other points of view?
- Is there contact information and a link to a homepage to check the author or organization?
- Be wary of using URLs ending in .com (commercial). URLs ending in .gov, .edu, and .org tend to be more academic
- Evaluate the rurpose or motive of the webpage author(s). Is it to provide information or research? Is it to convince you to believe or do something? Is it to sell you a product or service?
- Is the information provided in a fair manner?
- Is the stare professionally presented and written without spelling or grammatical errors?
- Is the information and research citations current or out-of-date?
- Has the page been updated recently?
- To the links relate to the topic and purpose of the site?
- Are the linked sources academic?
- Are the links still working or are there 404 errors?
- C in you check facts and textual evidence on other sites? Google to double-check.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee r to
7. I plan to begin working toward my soal 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Memorize with the Grouping Strategy Self-Assessment

		Alway	s Usually	Sometime	es Rai ely	Nver
		5	4	3	2	1
	n organizing material for test study, I try to arrange the material in memorable form.					
	k about studying for the next test in each subject when I organize each day's work.					
3. When	n I memorize, I try to visualize.					
	n I memorize, I organize the material I am studying into similar item groups.					
	n I need to memorize many items, I replace abstract (can't sense) ones, like <i>liberty</i> , with concrete ones, like the Statue of Liberty	ð				
Results						
23-25	You understand and effectively appry organize and memorize learning.	the grou	iping men	norization	strategy t	0.0
20-22	You understand and often apply the gorganize and memorial learning.	grouping	memoriza	ntion strate	egy to	
17-19	You understand and sometimes apply organize and memorize learning.	the grou	iping men	norization	strategy t	0
13-16	You rarely apply parts of the groupin organize and men orize learning. Lea organize to test study.	-			vill help y	/ou
<13	You con't understand the grouping memory strategy will help you organi			gy. Learni	ng this	
Alread	y Know: What I already know about the group	uping me	emorizatio	on strategy	is	
Wapt	Know: What I want to know about the gro	uping me	emorizatio	on strategy	' is	

How to Memorize with the Grouping Strategy Lesson #24

The Grouping Strategy can be an effective tool to help you memorize items that are able to be placed into categories. We know from recent scientific research that our brains act much like computer file folders, slotting newly learned information in the same file as already-earned information that fits within that same file. If we take the time to organize new information in same way that our brains do, we can increase the amount of information that we are able to remember.

The groups we develop to remember similar items don't have to be organized by content. Any similarities can be used to classify items as a group. For example, a group of people could be classified according to sex, body size, color of skin, eye or hair color, ar innoverted-extroverted. For another example, in history you could classify information into these categories: politics/government, economics, culture, religion, military, and technology.

Let's learn how to use the Grouping Strategy to remember a list on nine items. You are driving into work and your friend phones to tell you that you've been invited to go on a backpacking trip next weekend. "Sure, I'll remember what to bring," you respond to your friend. The equipment list includes the following: tent, flashlight, stove, matches, sceping bag, fuel, utensils, ground cloth, and food. Stop and re-read the last sentence try to memorize the items; recite (without looking); and count how many items you were able to remember.

How many items did you remember? There are nire items to take on that camping trip. Most of you probably missed a few. But, now, let's take a few moments to apply the Grouping Memorization Strategy to remember the items in this list. First, simply categorize the items into groups such as these:

Sleeping: sleeping bag, tent, ground toth

Light/Fire: matches, stove, flashlight, fuel

Eating: food, utensils

Next, re-read the first group and close your eyes to visualize how the items are pictured together. Do the same for the second and mird groups. Now try to recite all nine items. Works, doesn't it? But what if some items don't fit into the groups you form to memorize a list? A few exceptions would be easier to remember than memorizing the entire list as random, unrelated items.

For abstract concepts, try substituting them with concrete objects. For example, it is easier to substitute are place the concrete *Liberty Bell* into a group than the abstract concept of freedom.

Memori ing using the **Grouping Strategy** will help you memorize many seemingly unrelated items. Frequent rehearsal of the groups and their items will place the information into your long-term memory. Take the information learned in your subjects or classes each day and organize it into premorable test-preparation form with this strategy.



1. Something in this lesson I did not know:	-
2. My specific goal to apply what I learned:	
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask the about my progress:	
6. Before I begin working toward my goal, I will nee't 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 become lished my goal when	
10. After reading the study skill tips, I would still like to know	
Teaches Parent Comments:	

How to Memorize with the Association Strategy Self-Assessment

		Alway	s Usually	Sometime	es Karely l	Never
		5	4	3	2	1
	strategy to memorize many items in ler.					
	about studying for the next test in each oject when I organize each day's work.					
3. When I	memorize, I try to visualize.		C			
4. I try to	connect new learning to old learning.		9			
ab	need to memorize many items, I replace stract (can't sense) ones, like <i>liberty</i> , th concrete ones, like the Statue of Liberty	Ó				
Results						
23-25	You use the all the ideas be find the a organize and memorize learning.	ssociatio	on memori	zation stra	ategy to	
20-22	You use many of the eas behind the organize and memorize terming.	associa	tion memo	orization s	trategy to	
17-19	You use the some of the ideas behind organize and memorize learning.	the asso	ociation me	emorizatio	on strategy	to
13-16	You rarely apply parts of the associations organize and preporize learning. Learning					ou
<13	You lon't use any of the ideas behind organize and memorize learning. Learning					
Already I	Xnow: What I already know about the asso	ociation	memorizat	ion strate	gy is	
Want to	Ynow: What I want to know about the asso	ociation	memorizat	ion strate	gy is	

How to Memorize with the Association Strategy Lesson #25

The Association Strategy can be a helpful tool to help you memorize many seel ningly unrelated items or ideas. Association is a powerful memory aid. We all experience things through our senses that remind us of something else. The smell of fresh baked bread might remind you of your mom's great apple pie. Hearing the end of the "Sesame Street" theme song might remind you of your wonderful pre-school teacher.

The Association Strategy connects the items or ideas we want to remember into one visual theme. Scientific research has proved the power of associations. The Association Strategy helps you connect newly learned information to existing information that you dready have placed into your long-term memory.

Directions

Write the number of items you need to remember in the mid le or a white sheet of paper or on a sticky note. Select a visual theme as the background setting for that number that represents the main idea or title of the majority of objects, or key words, that you need to remember. Draw an object that represents one thing that you need to remember next to the number. Continue drawing the rest of the objects. If the exact order is important connect each in clockwise order. Substitute any abstract objects with more concrete ones. For example, substitute a smiling face emoji for the abstract *happiness* to create a much more memorable object.

Example

Suppose you needed to remember the following tasks for Friday afternoon:

- 1. Take out the trash.
- 2. Mail your friend's birthday pockage.
- 3. Buy a jar of mayonnaise.
- 4. Buy a three-pound car of het chocolate.
- 5. Sweep up the patio.
- 6. Call for reservations at Luigi's Italian Restaurant for Mother's Day.
- 7. Call Dr. Thomas about taking your medicine.

Practice: Take out a piece of white paper. Write a large orange "seven" in the middle of the page. Since the majority of the objects or ideas that you need to remember have to do with *you*, draw a quick picture of yourself, leaning up against the "seven." Then, draw a bag of trash on your right arm and a birthday package with a bright red bow hanging from your left arm. Next, draw your right foot stuck in a jar of mayonnaise and your left foot stuck in a large can of hot chocolate. In your mouth is a whisk broom. Hanging out of your nostrils is a few spaghetti noodles from Luigi's and hanging around your neck is a doctor's stethoscope.

Now prompt yourself to remember the errands by identifying each object. Works, doesn't it?



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will nee t to
7. I plan to begin working toward my goal where
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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Memorize with the Linking Strategy Self-Assessment

		Always	s Usually	Sometime	es Rarely	Never
		5	4	3	6	1
1. When I men ideas.	morize, I compare similar items or					
connec	morize, I try to identify specific ctions between two similar items				ク	
or idea 3. When I me into pa	morize, I organize items or ideas					
adjust	morize unrelated items or ideas, I one of the item's features to connect					
abstrac	of to memorize many items, I replace out (can't sense) ones, like <i>liberty</i> , concrete ones, like the Statue of Liberty					
Results						
23-25	You apply all the linking memorization organize and memorize learning.	n strate	gies to org	anize and		
20-22	You apply many of the linking memorize learning.	rization	strategies	to organiz	e and	
17-19	You apply some of the linking memorize learning	rization	strategies	to organiz	e and	
13-16	You rarely apply parts of the linking a memorize learning. Learning this memorganize for test study.				rganize an	ıd
<13	You lon't use any of the ideas behind organize and memorize learning. Learning.		_		_	
Already Kno	w: What I already know about the link	ing mem	norization	strategy is	S	
Want to Kno	w: What I want to know about the link	ing men	norization	strategy is	S	

How to Memorize with the Linking Strategy Lesson #26

The Linking Strategy can be a helpful tool to help you memorize many seemingly unrelated items or ideas. Linking ideas together is a powerful memory aid. We all experience the connections of one event or idea in life to that of other events or ideas. In your memory you may link drinking a tall glass of fresh lemonade with the idea of relaxation, because you usually drink that beverage in the summertime when you are out of school. In fact, many chans of events and ideas are linked together in our memories, even though some may at first glance see a unrelated.

The Linking Strategy intentionally connects an item or idea you want to remember to one other item or idea that you want to remember, etc. Here's how to link together everything you need to remember, say for an upcoming quiz or for the key ideas of a memorized speech. If you establish solid relationships within each link and between each link of the chain, the chain will be unbreakable, and you won't forget the items or ideas on your text or in your speech.

Directions

Select two concrete (visual) objects that can have a clear relationship and form a memorable pair. Think of this pair like the left and right sides of one light in a chain. Next, link the right side of the first link to the left side of another link to create a second connection in the chain. Continue in this manner to create a memorable chain of paired chiects. The links can be endless; however, each connection must be well-established and very visual. Substitute concrete objects for any key words that are too abstract to remember well. For example, substituting the concrete "peace sign" for the abstract "peace" would be a much more memorable object with which to pair.

Example

If memorizing a tree, bucket, grass, p liceman, horse, cow, a candy bar, and a golden ring, you might link them as follows:

Picture a tall oak tree with a golden ring hanging from one of its branches. The ring drops in a red bucket at the base of the tree or the bright green grass. A cow is busy nibbling the grass next to the bucket, while swishing its tail. At the end of the tail a candy bar is attached. A policeman on a white horse is frantically trying to grab the candy bar.

A bit of rehearsal will place these objects into your long-term memory. It may help to draw out the links. Using the **Linking Strategy** will help you memorize of many seemingly unrelated items.

Practice: Take out a piece of white paper. Look around the classroom or imagine a room at home and make a list of eight objects (more if you wish). Next, develop pairs from the items. Now draw a picture of anything that has many visual parts, such as a clock (or a tree) and draw pictures of each object, connected with the links of a chain. Afterwards, try reciting each object from meteory by visualizing your drawing. Works, doesn't it?



1. Something in this lesson I did not know:	(
2. My specific goal to apply what I learned:	9.
3. Accomplishing this goal will especially help me because	5
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask the about	my progress:
6. Before I begin working toward my goal, I will neer 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 occomplished my goal when	
10. After reading the study skill tips, I would still like to know	
Teacher Parent Comments:	

How to Memorize with the Catch Words Strategy Self-Assessment

		Always	s Usually	Sometime	es Rarely	Never
		5	4	3	2	1
	ganize each day's work, I organize o memorable forms.			-C)	
	view each day's schoolwork, I nize it for test study.					
unkn	emorize, I try associate something own with something I will mber.		X			
4. When I me	emorize, I try to identify the ections among similar items or			0		
5. When I me	emorize, I use first letters of items or to form catch words.	O)				
Results		>				
23-25	You already use catch word freque	ently to org	ganize lea	rning for to	est study.	
20-22	You are somewhat familiar was callearning for test study.	tch words a	and some	times use t	hem to org	ganize
17-19	You try to organize learning into me	emorable c	connectio	ns for test	study.	
13-16	As you learn yew information, you ideas.	notice the	connection	ons betwee	n facts and	l
<13	As you learn new information, you and ideas.	do not not	ice the co	onnections	between fa	acts
Already Kn	ow: What I aheady know about the ca	tch words	memoriz	ation strate	egy is	
Want to Kn	w: What I want to know about the ca	atch words	memoriz	ation strate	egy is	

How to Memorize with the Catch Words Strategy Lesson #27

The Catch Words Strategy can be an effective tool to help you memorize many seemingly unrelated items. The Catch Words Strategy connects the unrelated ideas we want to remember to the letters of a word or series of words that relate to each other.

Most students have been taught a few catch words in school. Do you remember hese

- HOMES—for the Great Lakes: Huron, Ontario, Michigan, Erie, and Suprior
- ROY G. BIV-for the colors of the spectrum: red, orange, yellow, green, blue, indigo, and violet
- NEWS-for the chief points of the compass: north, east, south, and west

Directions

For each item or idea that you want to remember, write down the first letter of the key word in that item or idea. Next, look at the jumble of letters and rearrange to form a word or set of words. Feel free to add on additional letters, if necessary, to conclete a word.

For example, say you need to memorize some facts for an upcoming history test on World War I. Let's say your teacher has told you that you will need to know the causes of the war and the members of the opposing alliances. You can memorize these causes and alliances with the Catch Words Strategy.

For the long-term causes of World War I; alliances, militarism, nationalism, and imperialism, let's rearrange this list, using the first letter of each cause in this order: MAIN. For the opposing alliances: one set of allies was England, Russia, and France and the other set of allies was Germany, Austria, and Italy. Let's regrange the first alliance as REF and the second as A GI. Put them together and you've got the memorable MAIN REF A GI.

Now, develop a picture of A GI-Jee soll, dressed in a REFeree uniform, directing traffic on MAIN Street, and you will never forget these catch words. That's ten key facts from World War I, organized in three categories!

Now prompt yourself to remember each fact by referring only to the above catch words. Works well, doesn't it? A little relearsal will place these facts into your long-term memory and help you "ace" that history test.

If you need to me morize a multiple word item or idea, select the letter of the key word. For example, if you need to memorize "It's in the hall closet," the key word would be **h**all or **c**loset.

Practice: Take out a piece of white paper and list six to eight items on your teacher's desk (or in your backpack. Write down the first letter or each item. Form a word or words from the jumbled letters. Add in another letter if you need to complete a word. Draw out the word or words if you wist.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee rto
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 recomplished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Memorize with the Catch Sentence Strategy Self-Assessment

		Always	Usually S	Sometime	s Karely N	lever
		5	4	3	2	1
	ganize each day's work, I organize o memorable forms.			C		
	view each day's schoolwork, I nize it for test study.					
unkn	emorize, I try associate something own with something I will		X.			
4. When I m	ember. emorize, I try to identify the ections among similar items or		9			
the f	emorize items or ideas in order, I use irst letters of items or ideas to form a sentences.	O)				
Results		5				
23-25	You already use catch sentences re-	quently to	organize	learning fo	or test stud	y.
20-22	You are somewhat fan iliar with cat organize learning for text study.	ch sentenc	es and so	metimes u	se them to	
17-19	You try to organice learning into medetermine a so wence for study.	emorable c	connection	s for test	study and	
13-16	As you learn new information, you i ideas.	notice the	connectio	ns betwee	n facts and	
<13	As you learn new information, you a and it leas.	do not noti	ice the co	nnections	between fa	cts
Already Kn	ow: What I already know about the car	tch senten	ces memo	rization st	rategy is	
Want to Kn	ow: What I want to know about the ca	tch senten	ces memo	rization st	trategy is	

How to Memorize with the Catch Sentence Strategy Lesson #28

The Catch Sentence Strategy can be an effective tool to help you memorize many seemingly unrelated items or ideas. This memory trick is especially helpful for memorizing items or facts in an exact order. Like the Catch Words Strategy, this memory trick *forces* you to remember each item or idea by prompting your recall of the first letter of each key word. Fortunately, you probably have heard a few of the most often used catch sentences in school or elsewhere.

If you have ever taken a piano lesson, you undoubtedly will remember the notes on the scale from the catch sentence: Every Good Boy Does Fine-for the notes of the scale: E G B D F

You probably memorized **Please Excuse My Dear Aunt Sally** to remember the order of operations in math: parentheses, exponents, multiplication, division, addition, subtraction

From science class, you may have memorized **King Henry Died by Drinking Chocolate Milk** for the units of measurement prefixes: kilo, hecto, deca, base deca centi, milli

Directions

For each key word that you want to remember, use the met letter of each word as the first letter of a new word that will fit into a memorable new settence or phrase. You can add in other words to your sentence if they won't confuse you.

Example

Let's use the Catch Sentence Strategy to memor ze the first ten presidents of the United States in exact order.

1. Washington	2. Adams	3. Jefferson	4. Madison	5. Monroe
6. Adams	7. Jackson	8. Van Buren	9. Harrison	10. Tyler

For each president, use the first letter of each name as the first letter of a new word that will fit into a memorable sentence or phrase. The more personal or unusual the sentence, the better. How about this one? "Why are jetks making money always just very happy tycoons?"

Notice that "jerks" takes care of the confusion between Jefferson and Jackson by using "je" at the start of the word and 'malang money" does the same for Madison and Monroe.

Now prompt yourse f to remember each name by referring only to the above catch sentence. Works well, doesn't it.

Practice: Circle the first letter for each of the planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Write a new word for each of these letters that will far with other words to form a memorable catch sentence in the spaces provided.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will neer 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 Study skill tips, I would still like to know
Teacher Parent Comments:

How to Memorize with the Location Strategy Self-Assessmen

		Always	s Usually	Sometime	es Rarely	Never
		5	4	3	(2)	1
1. Whe	n I memorize, I visualize what I am trying to remember.					
	m trying to memorize an unfamiliar term or idea, I connect it to a familiar term or idea.		•		/ }-	
3. I can	clearly picture where each of the rooms in my house or apartment are located.		C			
4. I can	clearly picture a key object in each of the rooms of my house or apartment.		9			
5. Whe	n I use my senses (taste, touch, sight, hearing, and smell), what I sense is easily memorable for me.	Q)				
Results	5	>				
23-25	You have all the memory capabilities	to use th	ne location	n memoriz	ation strat	egy.
20-22	You have most of the memory capabi strategy.	ilities to u	use the lo	cation me	norization	l
17-19	You have some of the memory capab strategy.	ilities to	use the lo	cation me	morizatior	1
13-16	You have a few of the memory capab strategy.	ilities to	use the lo	cation me	morizatio	1
<13	You need to develop memory capabil strategy.	lities to u	se the loc	ation men	norization	
Alread	y Know: What I already know about the loca	ution mer	morizatior	ı strategy i	S	
Want	to An w: What I want to know about the loca	ation mer	morization	n strategy	is	

How to Memorize with the Location Strategy Lesson #29

The Location Strategy connects the unrelated ideas you want to remember by u ing memorable locations to fix the facts or ideas in our memory in a spatial relationship. This technique is especially useful because you can memorize any items in exact order.

Directions

Picture the floor plan of your house or apartment. Visualize a clockwise walk throug lout your home, beginning in the entryway. For each room, picture the key word, or concrete object, on or next to an especially memorable object in that room. Substitute concrete objects for any key words that are too abstract to remember well. For example, substitute the concrete "bulging bicep muscle" for the abstract *strength* is a much more memorable object to picture in your rooms.

Example

Let's say you want to memorize the "Preamble to the Constitution" First, highlight the key words. The key words are not necessarily the most important words, but are the words that will best prompt your memory of a group of words. If you men orize the key words in order, each will help prompt your memory of the surrounding words.

"We the **people** of the United States, **in order** to form a more perfect **union**, establish **justice**, ensure domestic **tranquility**, provide for the common **defense**, promote the **general** welfare and secure the **blessings** of liberty to ourselves and our posterity, do **ordain** and establish this Constitution **for** the United States of America.

Using the Location Strategy, you might pictu. It your entire family, linking arms together, in the **entryway** of your house (**people**). Next, picture your family marching single-file (**in order**) to your kitchen where you pick up a smelly onion (**union**) from the counter. You hand the onion to your mom, who is dressed in a judge * (**justice**) robe. You follow your mom, who tranquilly (**tranquility**) leaves the kitchen and gl des toward the living room, where you both must step over the fence (**defense**) to get into the living room. On top of the television, is an old photograph of your grandfather, dressed as an army general (**general**). The grandfather sneezes, and both you and your mom say, "God bless (**blessings**) you." Your mom stays in the living room, but you walk into the hallway and see a colorful poster (**posterity**) of Beyoncé. You walk into the bathroom and close the door. You look up over the sink and see two words written in white shaving cream on the mirror (**ordain and establish**). You yell to your mom, "What are those two words for each mirror?" You turn around to leave the bathroom and a bright orange four (**for**) is taped to the back of the bathroom door.

Now prompt yourself to remember each fact by visualizing the people, items, movement, and speech in those rooms. Close your eyes if it helps. If you actually walk through your apartment or home while you practice, the "Preamble to the Constitution" will be easy to memorize.

Practice: On a white sheet of paper and use the location memory strategy to draw out and memoriz "The Pledge of Allegiance" or a favorite poem or song.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will nee t to
7. I plan to begin working toward my soul when
8. This is how and when I will evaluate progress toward my goal:
9. I will know that I have necessary lished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Dissect a Writing Prompt Self-Assessment

		Always Usually Sometimes Rarely Never					
		5	4	3	6	1	
1. You re-rea	d the writing prompt before planning ay.						
	on the specific essay direction word lerstand the writing prompt.						
	fy the Who and What words of the g prompt before planning an essay.						
	ify the How and Do words of the g prompt before planning an essay.						
5. You summarize the writing prompt in your own words before planning an essay.							
Results		V					
23-25	You know how to properly discect a directions.	writing p	rompt to u	ınderstanc	l essay		
20-22	You mostly know how to properly di directions.	ssect a w	riting pro	mpt to und	derstand e	ssay	
17-19	You know some strateg es about projunderstand essay directions.	perly diss	secting a w	vriting pro	ompt to		
13-16	You know a low strategies about properly dissecting a writing prompt to understand essay directions.						
<13	You need to learn how to properly di essay directions.	ssect a w	riting pro	mpt to und	derstand		
Already Kno	What I already know about learning	g the part	ts of speed	eh is			
Want to Know: What I want to know about learning the parts of speech is							

How to Dissect a Writing Prompt Lesson #30



Step 1: Dissect the Writing Prompt

Directions

1. Carefully read the **Writing Prompt** and the definition of the key **Essay Direction Word**.

Writing Prompt

Both the Abominable Snowman and the Loch Nest Monster have interested curious-minded people for years. The question of whether either creature really exists is probably still unanswered. Compare and contrast the evidence for the existence of these creatures found in this blog post and magazine article excerpt.

Essay Direction Word: *Compare* means to show how things are the same, and *contrast* means to show how things are different.

2. Next, re-read the **Writing Prompt** and use the folloting symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO Underline any words which identify the audience and the role of the writer.

WHAT

Circle any words which identify the topic and format of the writing task.

[HOW] Brack t any words which identify the context, author(s), and source(s).

Box any words which identify key writing direction words.

Now put the **Writing Prompt** into your own words.



1. Something in this lesson I did not know:	
2. My specific goal to apply what I learned:	
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask me about my progress:	
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 become lished my goal when	
10. After reading the study skill tips, I would still like to know	
Teacher Parent Comments:	

How to Write a Thesis Statement Self-Assessment

		Always	Usually S	ometime	s Rare y l	Ne er
		5	4	3		1
1. My t	hesis statements directly respond to the key sections of the writing prompt.		0			
·	hesis statements are designed differently for argumentative and informational/explanatory				ル	
3. My t	essays. hesis statements are not too general and not too specific.					
-	hesis statements <i>do not</i> introduce evidence.					
-	ce my thesis statement at the end of my introductory essay paragraph.					
Results	s	V				
23-25	You know how to write an effective the	esis sta	itement.			
20-22	You mostly know how to write an effe	ective th	nesis stater	nent.		
17-19	You know how to write a desis staten	nent, bu	it you need	to learn	a few tips.	
13-16	You somewhat know how to write an learn a few tips.	effectiv	e thesis sta	atement, l	out you ne	ed to
<13	You need to learn how to write an effe	ective th	nesis stater	nent.		
Already Know: What I dready know about learning the parts of speech is						
Want t	to Know: What Fwant to know about learning	the par	ts of speed	ch is		

How to Write a Thesis Statement Lesson #31

To write effective essays, students need to learn how to write thesis statements. The thesis statement is guided by the demands of the writing prompt. The *writing prompt*, tells you what to write about and how to do so. A good thesis statement directly responds to the writing prompt. For an argumentative essay, the thesis statement states the claim(s) of the essay. For an informational/explanatory essay, the thesis statement states the specific purpose of the essay.

How to Write a Good Thesis Statement

To make sure that you directly respond to the writing prompt, include the writing topic and key words of that writing prompt in your thesis statement. Usually place the thesis statement at the end of the introductory paragraph. The thesis statement should be as specific as possible, but general enough to permit more than one topic sentence to support the purpose or point of view.

Avoid These Thesis Statement Mistakes

- The thesis statement does not state the specific point or view for an argumentative essay the specific purpose for informational/explanatory essay.
- The thesis statement introduces evidence.
- The thesis statement refers to only part of the task of the writing prompt.
- The thesis statement refers to the essay and to the writer.
- The thesis statement includes a split (divided) focus which either argues against itself or introduces more than one focus of the essay.
- The thesis statement confuses the vitting genre. For example, the writer states a point of view for an informational/explanatory writing prompt.
- The thesis statement is too specific and does not allow the writer to address the broader demands of the writing prompt.

Practice: Study the poor thesis statement and explanation. Then revise the thesis statement.

Writing Prompt: Service to one country is true patriotism. President John F. Kennedy challenged Americans to ...ak not what your country can do for you—ask what you can do for your country." Analyze what I relident Kennedy meant by this statement in his Inaugural Address from January 20, 1961 to share during class discussion.

I think President Kenn dy meant Americans should not think our country exists to benefit us when he said "...ask not what your country can do for you..." and I will prove it in this essay.

Explanation. This thesis statement refers to only part of the task of the writing prompt and it addresses the writer and to the essay itself.

Revision:		

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will nee rto
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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Avoid Errors in Writing Style Self-Assessment

		Always Usually Sometimes Rarely Never				
		5	4	3	C	1
	ify the key errors of writing style in s' writing.					
	ify the key errors of writing style in wn rough draft writing before I revise.				ル	
	ng meaningless words or details to my writing.					
	rite, I am careful with my choice.					
	ate on writing clearly and view my ag from that of the reader.					
Results		Q				
23-25	You are aware of key errors of writin attempt to avoid these errors in your		nd you			
You are aware of some error of writing style and you attempt to avoid these arors in your writing.						
You are aware of a few expors of writing style and you attempt to avoid these errors in your writing.						
You are not aware of the errors of writing style in others' writing. You can learn the key errors of writing style and eliminate these from your writing.						
You don't reagnize errors of writing style in your own writing. You can learn the key errors of writing style and eliminate these from your writing.						
Already Kno	ow: What Palready know about writing					
Want to Kno	w: What I want to know about writing	style err	ors is			

How to Avoid Errors in Writing Style Lesson #32

Writing style is very personal and varies from author to author. However, *good* writing style does follow a set of rules which apply to all writers.

Practice: Read the following humorous sentences, which each both teach and violate a different rule of writing style. Explain the writing style error in the spaces provided.

1. Avoid using meaningless phrases in this present day and age.
2. In my paragraph, I have shown that you should delete references to your own writing.
3. Be sort of, kind of specific.
4. Prepositions are not good to end sentences with.
5. Also, never, never repeat words or phrases very, very n uch, too.
6. Resist exaggeration; it only works once in a hillion years.
7. Writers should always avoid generalization.
8. Avoid using big words when more utilitarian words will suffice.
9. The passive voice is a form to be avoided, if it can be at all helped.
10. Never write no double negotives.
11. There are good reasons to avoid starting every sentence with <i>There</i> .
12. Keep pronoun references close to subjects in long sentences to make them clear.

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee I 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 recomplished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Follow Essay Writing Rules Self-Assessment

			_	Sometime	es Rai ely	Never
		5	4	3		1
1. I avo	oid over-using the same words in essays.					
2. I wri	ite consistently in third person throughout my essays.)	
3. I avo	oid using contractions and abbreviations in essays.					
4. I avo	oid using slang and figures of speech in essays.					
5. I avo	oid overusing the "to-be" verbs: is am are was were be being been in essays.	ð				
Result	s					
23-25	You understand and apply all the essential essay writing rules.					
20-22	You understand and apply most of the essential essay writing rules.					
17-19	You understand and a ply some of the essential essay writing rules.					
You understand and apply few of the essential essay writing rules. Learning and applying these rules will significantly improve your writing.						
You don't kin w the essential essay writing rules. Learning and applying these rules will significantly improve your writing.						
Alread	ly Know: What I already know about the ess.					
Want to Know: What I want to know about the essay writing rules is						

How to Follow Essay Writing Rules Lesson #33

Essays have different rules than do stories, letters, poems, or journal writing. Keep in mind that an essay is **a formal writing genre**. The writer of an essay must present evidence in a fair and balanced manner within a specific structure. Much like an attorney presents a cale in court, the writer of an essay follows certain procedures.

- The attorney (writer) makes introductory remarks (the introductory paragraph) in which a proposed verdict (think thesis statement or the claim) of innocent or guilty is stated.
- Next, the attorney (writer) presents the main points of the case and the evidence that supports them (body paragraphs with topic sentences and evidence). The attorney (writer) must follow specific rules of evidence (essay writing rules) in court (in the essay).
- Finally, the attorney (writer) presents the closing arguments (the conclusion paragraph) which returns to the desired verdict (re-statement of the tlesis) and summarizes the evidence and/or calls the jury to action.

Practice: In the spaces provided following these essay writing rules, write your own sentence examples in which you intentionally violate each rule:

Essay Writing Rules

1. Write in complete sentences. Intentional fragments, such as "Right?" do not belong in essays.
2. Write in third person. Talk about the self-iect of the essay. Do not personalize with the first person pronouns: <i>I, me, my, mine, we, us, ours, ourselves</i> . Do not talk to the reader with second person pronouns: <i>you, your, yours, yourself, yourselves</i> .
3. Do not abbreviate, such as <i>V.S.</i> Use the entire word or phrase, such as <i>United States</i> .
4. Do not use slang, such as bds Use official, or formal, words, such as children.
5. Do not use contractions, such as <i>don't</i> . Use both words, such as <i>do not</i>
6. Do not use Figures of speech. Essays do not use poetic devices or idiomatic expressions. For example, don't write "He let the cat out of the bag." Instead, say "He shared a secret."

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will neel 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Write an Essay Introduction Self-Assessment

			s Usually	Sometim	es Rarely	Never
		5	4	3		1
1. Whe	n writing an essay, I include an introduction, body, and conclusion.					
2. Whe	n writing an essay, I write at least three sentences for an introductory paragraph.					
3. Whe	n writing an introduction, I use at least two different essay strategies.					
4. Who	en writing an essay, I end my introductory paragraph with a thesis statement.		5			
5. Whe	en writing an introduction, I adapt my introduction strategies to the demands of the writing prompt and the writing genre.	Ò				
Results						
23-25	You understand and apply all the intro	oductory	y paragrapl	n strategie	es.	
20-22	You understand and apply most of the	introdu	ictory para	graph str	ategies.	
17-19	You understand and a ply some of the	e introd	uctory para	agraph str	ategies.	
You understand and apply few of the introductory paragraph strategies. Learning how to write ar introduction is an important skill.					nrning	
You do not in derstand and apply the introductory paragraph strategies. Learning how to write an introduction is an important skill.						rning
Alread	y Know: What I already know about writing	an intro	ductory pa	ragraph i	S	
Want to Knew: What I want to know about writing an introductory paragraph is						

How to Write an Essay Introduction Lesson #34

Many writers are ill-equipped to write an introduction to an essay, article, form I research paper, or business letter. Often, developing writers are taught one structure for an introductory paragraph (such as a three-sentence hook, background, and thesis statement) and find that it just doesn't work for every writing task. Developing writers need the flexibility of multiple strategies.

The following introduction strategies will help you write an introduction leading to to your thesis that will be appropriate to the specific writing task, engage the reader, and no w off your writing skills. The **DQ RAPS BC** memory trick will help you remember these strategies. Not every introduction strategy fits the purpose of every writing task, so learn these options.

DQ RAPS BC Introduction Strategies

- <u>D</u>efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject
- Question to be Answered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or question to make the reader think of a question that will be answered in the essay.
- Reference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an <u>Authority-Sentences</u> that quote an authority in the subject of the essay. It must list the name of the authority.
- Preview of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- <u>S</u>tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the desis statement.
- <u>Background-Sentences</u> that briefly explain the setting or help your reader better understand the thesis statement.
- Controversial Statement-Sentences that interest the reader because many might disagree with what is sein said.

For short essays, start your introductory paragraph with two of the strategies listed above (one sentence each) and conclude with a thesis statement.

Practice: Choose two introduction strategies, whi	ich you have never used before and write a
sentence to introduce an essay thesis statement when	hich follows these strategies:
Corsequently, most children agree that	is the best holiday of the year.

1. Something in this lesson I did not know:	
2. My specific goal to apply what I learned:	
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask the about my progress:	
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 been lished my goal when	
10. After reading the study skill tips, I would still like to know	
Teacher Parent Comments:	

How to Write an Essay Body Paragraph Self-Assessment

		Always	s Usually	Sometim	es Rai ely l	Ver
		5	4	3		1
	ng an essay, I include at least two paragraphs.					
	aragraph, I include a variety of types dence.					
• •	aragraph, I place the topic ace first.					
• •	aragraph, I support the topic ace with at least two major details					
	paragraph, I support each detail with a minor detail					
Results		Ų				
23-25	Your body paragraphs are well organidetails that share a variety of oxidence		have majo	or details	and minor	
20-22	Your body paragraphs are organized a details that share evidence.	and have	major det	ails and r	ninor	
17-19	Your body paragraphs are organized a details.	and have	major det	ails and r	ninor	
13-16	Your body paragraphs are somewhat of minor details. Learning how to organivariety of types of evidence is an important of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of types of evidence is an important or type of type	ze body	paragraph	s and sup		
<13	Your body paragraphs lack proper orgograg aphs and support with a variety skill	•		_	_	-
Already Kn	w: What I already know about writing					
Want to Kno	w: What I want to know about writing					

How to Write an Essay Body Paragraph Lesson #35

Many writers have not learned how to write body paragraphs for an essay, article, for nal research paper, or business letter. The following strategies will help you write learn how to write body paragraphs that will specifically address the writing prompt, provide relevant evidence to prove your thesis, and show off your writing skills. The **FE SCALE** memory trick will help you remember the different types of evidence. Not every evidence strategy fits the perpose of every writing task, so learn and practice these options to increase your writing skill-set.

FE SCALE Evidence Strategies (Think Centigrade Fahrenheit)

- <u>Fact</u> means something actually said or done. Use quotes for director indirect quotations.
- **Example** is a subset typical of a category or group.
- <u>Statistic</u> is a numerical figure that represents evidence gained from scientific research.
- Comparison means to show how the subject is like something else in a meaningful way.
- Quote from an Authority is something said by an expert on the subject.
- **Logic** means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
- **Experience** used as evidence may be a commonly known event or an event of which there is limited knowledge.

Body paragraphs are organized around the topic sentence, which is a main point, key step, reason, or argument to prove the thesis statement. Usually place your topic sentence at the beginning of each body paragraph. Use the **FE SCALE** evidence strategies as major details to support your topic sentence. Support your evidence with minor details (analysis or commentary).

A short body paragraph might be structured in his way:

- Topic Sentence (main point, key step, reason, argument)
- Major Detail: Evidence Strate, y #1 (a concrete detail)
- Minor Detail: Analysis of Commentary (perhaps 2 sentences)
- Major Detail: Evidence Strategy #2 (a concrete detail)
- Minor Detail: Analysis of Commentary (perhaps 2 sentences)
- Evidence Strategy #3 Sentence
- Conclusion/Transition

Practice: Choose two types of evidence, which you have never used before to su	11 1
sentence in a history research paper: Americans appreciate the history of the Fourth	of July holiday.

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee I 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 recomplished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Write an Essay Conclusion Self-Assessment

		Always	s Usually	Sometim	es Rai ely	Never
		5	4	3		1
	ng an essay, I re-state the thesis first sentence of my conclusion.					
2. When writin last.	ng an essay, I write my conclusion					
	ng a conclusion, I include more than nary and a re-statement of the the					
4. When writing two str	ng a conclusion, I include at least attegies besides a summary and a ement of the the thesis.					
5. When writing	ng a conclusion, I focus on bringing der to a verdict about the thesis.					
Results						
23-25	You understand and apply all the con-	clusion p	oaragraph	strategies		
20-22	You understand and apply many of the	ne conclu	sion parag	graph stra	tegies.	
17-19	You understand and a poly some of the	e introdu	actory para	agraph str	ategies.	
13-16	You understand and apply few of the the conclusion strategies shared in this					ering
<13	You are not cell prepared to write co the conclusion strategies shared in thi				_	
Already Know	w: What I already know about writing	conclud	ing paragr	aphs is		
Want to Kn	w: What I want to know about writing	conclud	ing paragr	aphs is		

How to Write an Essay Conclusion Lesson #36

Very few writers have learned how to write a conclusion to an essay, article, formal research paper, or business letter. All too often, students only received this limited instruction about how to write a conclusion: "Re-state the thesis; write another sentence that summa izes the body paragraphs; then 'give a finished feeling' to the writing." Hard to write an effective conclusion with that kind of limited instruction...

The following strategies will help you learn how to write a conclusion that while a propriate to the writing task, convince your reader, and also show off your writing shills. The **GQ SALE SC** memory trick will help remind you of your conclusion strategy options. Not every conclusion strategy fits the purpose of every writing task, so learn and practice these options to increase your writing skill-set.

GQ SALE SC Conclusion Strategies

- <u>Generalization-Sentences</u> that make one of your specific points more general in focus.
- Question for Further Study-Sentences that mention a related subject or question that is beyond the focus of the essay.
- Statement of <u>Significance</u>-Sentences that discuss the importance and relevance of the proven thesis statement.
- Application-Sentences that apply the prover thesis statement to another idea or issue.
- Argument Limitations-Sentences that explain how or why your conclusions are limited.
- <u>Emphasis</u> of Key Point-Sentences that mention and add importance to one of the points of your essay.
- <u>Summary Statement-Sentences that Not the main ideas and major details of the essay.</u>
- <u>Call to Action- Sentences that charlenge the reader to take a stand, make a difference, or get involved.</u>

For short essays, most writers begin a concluding paragraph with a one-sentence thesis restatement. Then, follow with two of the strategies listed above (one sentence each).

Practice: Choose two conclusion strategies, which you have never used before, to follow this thesis re-statement in a newspaper editorial about holidays:

American should substitute a new holiday,					
holiday					

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee r 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Practice Active Listening Self-Assessment

		Always	s Usually	Sometime	es Rarely l	Never		
		5	4	3	E	1		
1. In class I lis	sten actively, not passively.							
	en to someone, I keep eye contact ne speaker.							
3. When I liste posture	en to someone, I practice good e.							
4. When I liste	en to someone, I avoid distractions.							
	en to someone, I interact with speaker, questions.							
Results		Q						
23-25	You are an active listener and practice pay attention well in class.	all the	strategies	that will h	elp you			
20-22	You are an active listener and practice pay attention in class.	e many o	of the strat	egies that	will help y	′ou		
17-19	You practice some of the active listening strategies that will help you pay attention in class.							
You practice a few of the active listening strategies that will help you pay attention in class. Learning the active listening strategies will improve your attention pan and achievement.								
You fon't use the active listening strategies that will help you pay attention in class. Learning the active listening strategies will improve your attention span and achievement.								
Already Kn	w: What I already know about active li	stening 1	technique	s is				
Want to Kno	w: What I want to know about active li	stening	technique	s is				

How to Practice Active Listening Lesson #37

Much of our listening is passive. In contrast, active listening is interactive and takes effort and practice. You can improve active listening skills by applying the tips found in FD ISTC.

- E Eye contact helps us concentrate on the speaker. We all remember a parent demanding, "Look at me, when I'm talking to you" or a teacher saying, "Eyes on me!" to the class. Maintaining eye contact improves attention to what is being said.
- **D** Distractions prevent focused attention. Identify anything or anyone that takes you away from active listening and minimize the distraction to the extent that you can control. In a classroom, sitting next to your best friend or someone who is not actively engaged with the speaker will distract you from listening. Time to move! Avoid having toys within arm's reach that will challenge your ability to pay close attention. Think of toys such as cell phones, pens, reading materials: in short, any external stimuli that distract you from the 100% listening task.
- Interact with and think like the speaker. Any speaker has a specific organizational plan for any presentation. Identify and follow the common organizational patterns of presentations: causes and effects, reasons and explanations, comparisons and contrasts, chronological order, issue and action steps, main ideas or steps and their ley de ails/examples, problems and solutions, questions and answers, and evidence with analysis.

Practice these interactive actions to increase your active listening:

- Ask questions to clarify speaker points and answer questions presented by the speaker.
- Maintain an internal dialogue with the speaker about each of the main points.
- Connect to prior learning. How does what is being said relate to what you already know?
- Focus on the main ideas and con't get lost in the details. Recognize when your speaker gets off on a tangent or on bird walks."
- Write summary notes and questions at the end of key speaker points.
- S Signal words provide transitions between one idea to another. Pay attention to the key words that signal the introduction of a new idea. Each pattern of organization has its own signal words to transition between idea. For example, the chronological pattern makes use of "first," "next," "then," "finally" and many more. Listening to these cues will help you concentrate better.
- P Posture matters! Sit up straight with feet flat on the floor. Adjust your seat or desk so that you are looking directly at the speaker, not from an angle. Keep both hands on the table or desk to maintain this posture. A bit uncomfortable? Good. Perfect relaxation promotes passive listening. A title stress promotes active listening. Try to sit as close as possible to the speaker: front and center sets the most speaker attention and your best position for interaction.
- C Concentrate on what is being said and don't daydream. Listening is a full-time job. Listen to *vnat* is being said, *how* it is being said, and *why* it is being said. A good trick maintain concentration is to pretend that you will have to repeat the speaker's presentation.



1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee r to
7. I plan to begin working toward my soal 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Take Notes Self-Assessment

			s Usually 4	Sometim 3	es Rarely	N ver
		5	4	3		1
	aking, I listen first and then quickly te down key information.					
	king notes, I listen first, then ckly write a summary.				ク	
-	otes I use many abbreviations and abols.					
text	signals my teacher, videos, and thooks use to stress main ideas and					
5. I only w	details. rite down information that I don't ow, not information that I already know.					
		V				
Results						
23-25	You have excellent note-taking skin	18.				
20-22	You have good note-taking skills.					
17-19	You have some good tote-taking sk	cills.				
13-16	You are familiar with some note-tal others.	king skills	and will b	enefit fro	m learnin	g
<13	You are until riliar with most note- how to take notes	taking skil	ls and wil	l benefit f	rom learn	ing
Already K	now: What I already know about taking	g notes is _				
Want to V						
want to K	in w: What I want to know about taking	g notes is _				

How to Take Notes Lesson #38

Taking notes can improve comprehension and retention of the information presented in lectures, videos, and textbooks. Note-taking can also help you organize for test study and for prewriting brainstorming.

Simply put, notes are summaries of the main ideas and key details that the teacher wants you to understand and remember. Effective note-taking organizes these summaries so that they can easily be reviewed and practiced. Here are a few key ingredients to effective note-taking:

- 1. Listen to or read the **complete thought**. Don't write something down until you understand it.
- 2. Learn the **signals** that your teacher, the speaker in a video, and the author(s) of a textbook use to stress main ideas and key details:
 - Repeating key points
 - Raising the voice or speaking slowly to emphasize key points
 - Writing key points down or spelling the key words out loud
 - Using phrases such as "key to" "most importantly" "main idea" "in conclusion"
 - Using transition words such as "first" "next" "inally"
- 3. Don't write everything that the teacher or textbook . vs. **Be selective.** If you already know it, don't write it down.
- 4. Use your own **shorthand** symbols and abbreviations. Take notes like you text.
- 5. Ask questions about main ideas and key details that you don't understand.
- 6. Use a note-taking organizational pattern that fits with the information being presented. A one-size-fits-all note-taking format is not the best approach. **Use different formats for different organizational patterns and purposes.**

Common Note-taking Abb (viations and Symbols (Applicable to any Academic Subject)

bc	because		ditto marks (same as above	=	the same as
\neq	not the same as	\rightarrow	causes or leads to	e.g.	for example
etc.	and so on	i.	that is	X	not
\Rightarrow	important	max	maximum	min	minimum
Q	question	A	answer	#	number
p	page	pp	pages	+	and
ref	refere ice	+/-	more or less	w/o	without
w/	with	re	regarding, about	~	reverse
?	confusing	1, 2, 3	first, second, third	-	therefore

Practice. Write what you have learned about note-taking using abbreviations and symbols.



1. Something in this lesson I did not know:	
2. My specific goal to apply what I learned:	
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask me about my progress:	
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 complished my goal when	
10. After reading the study skill tips, I would still like to know	
Teaches Parent Comments:	

How to Organize Cornell Notes Self-Assessment

		Alway	s Usually	Sometime	es Rarely	N ver
		5	4	3	C	1
1. You	could draw and label the format of the Cornell note-taking system.					
2. You	could develop an essential question for Cornell Notes.				ク	
3. You	could chunk the note-taking information in the right column.					
4. You	could develop higher level questions from the notes in the left column.					
5. You	could summarize a combination of the main ideas and address the essential question.	ð				
Result	s					
23-25	You know the format and key composite	nents of	the Corne	ll note-tak	ting system	m.
20-22	You know most of the format and key system.	y compo	nents of th	ne Cornell	note-taki:	ng
17-19	You know some of the format and ke system.	y compo	nents of the	he Cornell	note-taki	ng
13-16	You know a bit about the format and system and will learn the rest from the	key com is lesson	ponents o	f the Corn	ell note-ta	aking
<13	You are unformlish with the format ar taking system, but you will learn all a	•	-			e-
Alread	ly Know: What Palready know about taking (Cornell N	Notes is			
Want	to Knov: What I want to know about taking (

How to Organize Cornell Notes Lesson #39

Cornell Notes is a format for taking notes from a lecture, reading, or video. The form t will also help you recite, reflect, and review to put the information into your long-term inchory.

Follow these steps to complete Cornell Notes:

- Complete the full heading.
- Write the essential question about the topic or objective as provided by your eacher. If none is provided, complete the essential question when reviewing your not s.
- Take notes in right column, using bullet points. Abbreviate and vrite in phrases as much as possible. Draw pictures or symbols if these are helpful. Skip line, between the ideas.
- Later that same day, during your ten-minute Daily Review review your notes and make marginal annotations. Cross out unnecessary words. Churk the information and make connections to form the main ideas. Write questions to ask the teacher about anything that is confusing.
- In the left column, write higher level test questions from the main ideas.
- Write a summary in which you combine the main ideas and address the essential question.
- For test study, cover the right side with your hand and use the questions to quiz yourself.

Practice: Read and take Cornell Notes on one subtitled section in your history or science textbook.

Topic/Objective:	Name:
	Class/Period:
	Date:
Essential Question:	
Questions:	Notes:
• •	
Summary.	

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will neet 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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Organize Formal Outline Notes Self-Assessment

Always Usu	ally Sometimes Rarely Never	5	4	3		
	w what each of the alphanumeric bols represents.				9	
	w what each of the decimal bols represents.					
3. You know the function of main ideas in formal outline notes.						
	w the function of major details in nal outline notes.					
	w the function of minor details in nal outline notes.					
Results		Q				
23-25	You know the format and key components of the alphanumeric and decimal systems of formal outline note-taking.					
20-22	You know most the of format and key components of the alphanumeric and decimal systems of formal outline note-taking.					
17-19	You know some of the format and key components of both or one of the alphanumeric and leci nal systems of formal outline note-taking.					
You know a little bit about how to organize formal outline notes and will learn much more in this lesson.						
<13	You have.'t learned much yet about how to organize formal outline notes, but you will in this lesson.					
Already Kı	now What I already know about learn					
Want to Ki	now: What I want to know about learn					

How to Organize Formal Outline Notes Lesson #40

Alphanumeric and decimal outlines are both used for notetaking.

Alphanumeric Outlines use numbers, letters, and periods to organize information. The first letter of the word, group of words, or sentence that follows each symbol is capitalized.

- Main ideas present the key informational sections of the lecture, video of textbook topic and are listed as Roman numerals on the left margin and are followed by periods.
 Examples: I. II. III. IV. V. VI. VII. VIII. IX. X.
- Major details are listed as capital letters, followed by periods, and are indented on the lines below the main ideas. Major details *modify* the main ideas. *Modify* means to describe, change, or limit. **Examples:** A., B., C.
- The first minor detail modifies the major detail and is double indented on the next line. It begins with the Arabic numeral 1 and is followed by a pariod.
- The second minor detail is double indented on the next line and listed as 2.
- If examples are used to discuss minor details, use lower as letters.

Decimal Outlines use numbers to organize information. The fast letter of the word, group of words, or sentence that follows each symbol is capitalized.

- Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.
- 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.
- 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. **Examples:** 1.0, 1.1, 1.1, 1.1, 2; 1.2, 1.2.1, 1.2.2

Practice: Apply what you have learned to fill in the blanks in both outlines.

Alphanumeric Outline Example

I. Ice cream A. Chocolate base flavers 1. ______ 2. Rocky (oad a. Fooduts b. Marshmallows B. Fruity flavors 1. Strawberry 2. Cherry II. Sherbet A. Orange F. Pincapple

Decimal Outline Example

•
1.0 Cake
1.1 Layer cake
1.1.1 Fudge filling
1.1.2 Fruit filling
1.2
1.3 Bundt cake
1.3.1 Cinnamon and sugar
1.3.2 Apples and cloves
1.3.3 Honey and raisin
2.0 Pie
2.1 Fruit
2.1.1 Blueberry
2.1.2
2.2 Cream
2.2.1 Chocolate

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee Pto
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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Use Grammatical Sentence Openers for Sentence Variety Self-Assessment

		Often	Sometimes	s Rarely		
		5	4	3	2	Know 1
•	ng, I vary the subject-verb-object					
pattern 2. I start sente	nces with preposition phrases.		Q.			
3. I start sente	nces with adverbial clauses.		- 9			
4. I start sente	ences withd oren verbs.					
5. I start sente	ences withing words.		S			
Results						
23-25	You plan your writing with sentence variety as a focus, and you know your grammar well enough to improve your writing style.					
20-22	You plan your writing with sentence variety as a focus, and you know some grammar to help you improve your writing style.					
17-19	You plan your writing with centence variety as a focus, but you don't know your grammar well enough a improve your writing style.					
13-16	You are not able to write with much sentence variety because you don't know your grammar well chough. By practicing the following Study Tips, you will improve your writing style.					
<13	You are not able to write sentence variety because you don't know your grammar well enough. By practicing the following Study Tips, you will improve your writing style.					ammar
Already Kno	w: What I already know about using	gramma	tical sentend	ce openers	s to impro	ove
writing style i						
Want to Kno	w: What I want to know about using	gramma	tical senten	ce opener	s to impro	ove

style is...

How to Use Grammatical Sentence Openers for Sentence Variety Lesson #41

One of the best ways to improve your writing style is to improve the variety of your sentence structures. Professional writers vary the subject-verb-object pattern with other grammatical sentence structures. A simple guideline for good sentence variety would be 50% subject-verb-object sentence openers and 50% other grammatical sentence or energy. Revise each of the examples that follow by starting each sentence with the grammatical sentence openers.

Prepositional Phrase

Start with a phrase beginning with one of these common prepositions:

aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

Example: He found the missing watch behind the cabine
Revision:
Adverbial Clause
Start a dependent clause (a noun and verb that does not express a complete thought) with one of the following subordinating conjunctions:
after, although, as, as if, as long as, as much as, as soon as, as though, because, before, even if, even though, how, if, in order that, once, since so that, then, that, though, unless, until, when, whenever, where, wherever, whether, or while.
Example: Lake Tahoe is fun in the surpmer, although it is best known for its winter activities.
Revision:
d,ed, oren Verbs
Start with ad or anen verb that acts as an adjective to modify a following noun or pronour
Example: I was frightened by the noise, so I got out of my bed to investigate.
Revision:
ing Verbs and Neuns
Start a phrase with asing word that acts as an adjective or with aning word that serves as the subject of the sentence.
Example (Adjective): The climber fell rapidly, but hoped that the rope would hold.
Revision:
Example (Sentence Subject): The chef tastes the sauce and it always makes him hungry. Revision:



1. Something in this lesson I did not know:	
2. My specific goal to apply what I learned:	
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask the about my progress:	
6. Before I begin working toward my goal, I will nee rto	
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 recomplished my goal when	
10. After reading the study skill tips, I would still like to know	
Teacher Parent Comments:	

How to Eliminate the "to be" Verbs Self-Assessment

		Alway	s Usually	Sometim	es Rarely	Never
		5	4	3	2	1
	ise verbs to create sentence variety your writing.					
2. You try	not to overuse the same verbs.				ル	
3. You wat	tch for overuse of the "to be" verbs.					
	ow how to substitute and convert be" verbs into stronger verbs.					
	ow how to change and combine be" verbs into stronger verbs.					
Results		Y				
23-25	You identify weak and overused verthese with strong verbs.	erbs, includ	ling the "t	to be" verb	s, and rev	vise
20-22	You identify most weak and varused verbs, including the "to be" verbs, and revise these with strong verbs.					
17-19	You identify some and and overused verbs, including the "to be" verbs, and revise these with trong verbs.					
13-16	You identify a Nw yeak and overused verbs, including the "to be" verbs, and revise these with strong verbs.					
<13	You don't know the strategies to revise weak verbs, but you will after this lesso i.					
Already K	Enow: What I already know about elimi					
Want to K	(nov: What I want to know about elimi					

How to Eliminate the "to be" Verbs Lesson #42

Writers often overuse "to be" verbs when stronger, more vivid and specific verbs would better communicate what the writer wants to say. Of course, using a "to be" verb is sometimes necessary. Try these strategies to eliminate the overused "to be" verb in your writing.

Identify—Memorize the "to be" verbs (is, am, are, was, were, be, being, been) to void using them.

Circle the "to be" verbs in this sentence: They are willing to leave as I am, but she sn't ready at all.

Substitute—Sometimes a good replacement of a "to be" verb just pops into the brain. For example, instead of "That cherry pie *is* delicious," substitute the "to be" verb *is* with *tastes* as in "That cherry pie tastes delicious." **Also**, substitute the "there," "tere," and "it" + "to be" verbs. For example, instead of "*There is* the cake, and *here are* the pies for dessert, and *it is* served by Mom," replace with "Mom serves the cake and pies for dessert

Substitute the "to be" verbs in this sentence: She is saying that I was rude to her by being quiet.

Convert—Try starting the sentence differently to tee it his helps eliminate a "to be" verb. For example, instead of "Charles Schulz was the creator" of the Peanuts cartoon strip," convert the common noun *creator* to the verb *created* as in "Charles Schulz created the Peanuts cartoon strip."

Convert the "to be" verbs in this sentence. Mr. and Mrs. Peabody were the developers of the app.

Change—To eliminate a "to be" verb, so dents can change the subject of the sentence to another noun or pronoun in the sentence and rearrange the order of the sentence. For example, instead of "The car was stopped by a police officer," change the complete subject, the car, to a police officer to write "A police officer stopped the car." Also try starting the sentence with a different word or part of speech to help eliminate the "to be" verb. For example, instead of "The monster was in the dark tunnel creeping," rearrange as "Down the dark tunnel crept the monster."

Change the "to be" votes in this sentence: That is the answer I was by given by her.

Combine—Lock at the sentences before and after the one with the "to be" verb to see if combining the sentences will eliminate the "to be" verb. For example, instead of "The child *was* sad. The sensitive child *was* feeling that way because of the news story," combine as "The news story saddene" the sensitive child."

Combine sentences to eliminate the "to be" verbs: I had been late. Mom was arriving late, too.

1. Something in this lesson I did not know:	(
2. My specific goal to apply what I learned:	
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask the about my progress:	
6. Before I begin working toward my goal, I will neer 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 become lished my goal when	
10. After reading the study skill tips, I would still like to know	
Teacher Parent Comments:	

How to Spell by the Rules Self-Assessment

		Alway	s Usually	Sometim	es Rarely	N.ver
		5	4	3		1
	hink about the spelling rule, if one applies, before spelling a difficult word.					
	teachers have taught you to practice the tey spelling rules.				ク	
	ould name and describe most of the key pelling rules.					
4. You a	re an excellent speller.					
	se spelling aids such as dictionaries and Spell Check" when unsure of a spelling.					
Results						
23-25	You use all the strategies of a success	sful spell	er.			
20-22	You use most of the strategies of a su	iccessful	speller.			
17-19	You use some of the strategies of a su	uccessful	speller.			
13-16	You don't use many of he strategies practicing the seven spelling rules wi					
<13	You don't be the strategies of a succ practicing the swen spelling rules wi					
Already	Know: What I already know about the seven					
Want to	Krow: What I want to know about the sev					

How to Spell by the Rules Lesson #43

Knowing the seven conventional spelling rules is essential to be able to write well. Study these rules and then explain *why* each of the example words is spelled as it is, according to the spelling rule in the blank that follows. Click on the links to hear some memorable spelling songs.

1. The i before e Rule			
Usually spell i before e but	spell e before i after a c and	when the letters say (long /a/ sound.	
Examples: believe	receive	neighbor	
2. The Final y Rule			
		vowel, then a y, or if the ending beginner word ends in a consonant, then a y.	ins
Examples: delayed	copying	prettiest	
3. The Silent e Rule		. 6	
Drop the e at the end of a sybegins with a consonant.	yllable if the suffix begins wi	ith wowel. Keep the e when the suff	îx
Examples: paved	closely		
4. The Double the Conson			
met: 1. the last syllable has		a suffix if all three of these condition last syllable ends in a vowel, then a d).	s are
Example: committee 1	2.	3	
5. The Ending "an" or "er	n" Rule		
	ancy", or "a.t" if the root before". Otherwise, use the suffixe	Fore has a hard /c/ or /g/ sound or if thes "ence", "ency", or "ent".	e
Examples: vacancy	arrogance		
clearance	insurance		
6. The "able" or "ible" Ku	ule		
End a word with "able" it does not be the control of the control o	the root before has a hard $\frac{c}{c}$ of e . Otherwise, end the word	or /g/ sound, after a complete root wo with "ible".	ord
Examples: despicable	navigable		
teachable	likeable	<u> </u>	
7. The /ion/Yound Rule			
Spell "sion for the final /zy a person and "tion" in most	yun/ sound or the final /shun/ all other cases.	/ sound if after an l or s. Spell "cian"	for
	expulsion		
musian	condition		

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
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 recomplished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Apply the Syllable Rules Self-Assessment

			s Usually	Sometime	es Rai ely	Never
		5	4	3	6	1
	out unknown words, I look at les for clues to meaning.					
_	difficult words, I look at syllables ir grammatical usage.					
3. In spelling of syllable	difficult words, I spell syllable by le.					
•	nowledge of syllable rules to form ex words in my writing.					
	of accents when I pronounce alt words.					
Results		Q				
23-25	You use your excellent knowledge of syllabication skills to read, write, and spell better. Knowing these rules has increased your vocabulary.					
20-22	You use your knowledge of syllabication skills to read, write, and spell better. Knowing these rates has recreased your vocabulary.					
17-19	You use limited knowledge of syllabication skills to read, write, and spell better.					
13-16	You have few syllabication skills. Knowing syllabication skills will help you to read write, and spell better.					
<13	You lack knowledge of syllabication you to read write, and spell better.	n skills. K	nowing sy	yllabicatio	n skills w	ill help
Already Kno	w: What Palready know about the syl					
Want to Kno	v: What I know about the syllabication					

How to Apply the Syllable Rules Lesson #44

Directions: Learn these 10 syllable rules and provide your own examples to apply each rule

two. But even when there are two vowels	nd. Some syllables have just one vowel; others have, there can be only one vowel sound in each syllable, so
the two vowels say one sound. Example: ou t-si <u>de</u> .	Your example:
2. A vowel before a syllable-ending consoclosed syllable. A syllable following begi	onant (VC) is usually short. This pattern is called a ns after that consonant.
Examples: rob-in, bas-ket.	Your example:
open syllable. A syllable following begin	
Example: be-low.	Your example:
between the two (VCe). A syllable follow	
Example: basement.	Your example:
5. Usually keep vowel teams together in t Example: boat-ing.	he same sylladie. Your example:
pronunciation.	, or, and ur) in the same syllable and adjust the
Example: or-al-ly.	Vour example:
between the consonants. Exceptions: Do.	wo vowels in a word (VCCV), divide the syllable 't divide between the consonants of a digraph (<i>ch</i> , <i>sh</i> , e.g., <i>bl</i> , <i>br</i> , <i>sw</i> . Only separate ending "ed" suffixes from
their roots when the roots end in a or Examples: scrap-book, an-threex, ham-st	
di n-n er, con- fessed , com-rat- ted	Your example:
	ant-"le" has a short <i>schwa</i> sound (a nasal short ŭ)
between the consonant and the "le" endin Example: cra-dle.	Your example:
have secondary accents. The primary acceprefix or suffix. Also, the syllable before	
	r example:
10. Unacce ted vowel sounds frequently one letter in the syllable. All vowels can h	have the <i>schwa</i> sound, especially when there is only have the <i>schwa</i> sound.
Exa. mle: a-boút.	Your example:

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
6. Before I begin working toward my goal, I will nee I 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 been lished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Punctuate Properly Lesson

		Always	s Usually	Sometime	es Rai ely	N.ver
		5	4	3		1
1. I know ho	w and where to use commas.					
-	uotation marks and underlining opriately.					
	difference between colons and colons and can use them correctly.					
	ectly use apostrophes in contractions a possessives.					
	nen and how to use parentheses and mation points.					
Results						
23-25	You are an expert in the use of punct	uation.				
20-22	You have mastered many or the punc	ctuation r	ules.			
17-19	You have mastered so he of the punc	tuation r	ules.			
13-16	You have mastered few of the punctuyou write more effectively and better want to say it.					
<13	You have not mastered the punctuation rules. Learning these rules will help you write have effectively and better communicate what you say and how you want to say it.					
Already Kno	ow: What Palready know about punctu					
Want to Kn	w: What I know about punctuation rul					

How to Punctuate Properly Lesson #45

Punctuation skills help writers control how ideas will be communicated and affect neaning. After each example, punctuate the sentence that follows. Check the answers on the pext page.

Commas

-Use commas before or after speaker tags.

She said, "Call me at home." "This seems hard" he though

-Use commas to set apart appositives.

That man, the one with the hat, left.

The girl Alyssa left bome mist

-Use commas after each list item (except the last).

John, Jane, and Jose left early.

I would like a hamburger fries and a soda.

-Use commas after introductory words or phrases. First, you should listen to me.

First, you should listen to me.

During the first and snowstorm I left home.

-Use commas to set off nouns of direct address.

Kristin, leave some for your sister.

-Use commas before conjunctions to join independent clauses.

I liked her, and she liked me.

That is not funny but it is interesting.

Quotation Marks and Underlining

-Use quotation marks before and after direct quotations.

Sue said, "I'm going to bed." She gave me the book, I said, and I read it.

You should listen Daniel to what I say.

-Use quotation marks before and after songs, poems, chapters, articles, documents, and short story titles.

Whenever I hear "Clementine," I begin to gy. The best chapter is titled How I Gave Back.

-Underline movie, television show, book, magazine, and work of art titles.

and work of art titles.

I saw the wonderful Fiddler on the Roof last night. The best television show was I Love Lucy.

Colons and Semicolons

-Use colons to introduce lists. I need these tools a vice, a saw, and an awl.

The following: shoes, pants, and

-Use colons between number in relationship. The ratio of girls to boys is 3 1.

8:52 P.M.

-Use semicolons to join independent clauses.

Jamal went to school; Lary met him.

I don't know why he just does it.

Apostrophes

-Use apostrophes foll contractions.

I can't see what they're doing. You dont know if thats his rule.

-Use apostropher for singular and plural possessives.

Tom's and the girls coats were red.

Their friends houses were bigger than Sues.

Parentheses and Exclamation Points

-Use parentheses to explain or define.

The home e (man) rode off alone.

The Great War World War I was terrible.

-Us exclamation points for surprise or emotion.

The decision really shocked me! I can't believe she called.



1. Something in this lesson I did not know:	60,
2. My specific goal to apply what I learned:	9.
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
4. The person I will tell about my goal so that they will ask the a	bout my progress:
5. Before I begin working toward my goal, I will neer to	
6. I will know that I have accomplished my goal when	
Teacher/Parent Comments:	

Answers: "This seems hard," he thought. The girl, Alyssa, left home first. I would like a hamburger, fries, and a soda. During the first bad snowstorm, I left home. You should listen, Daniel, to what I ray. That is not funny, but it is interesting. "She gave me the book," I said, "and I read it." The best chapter is titled "How I Gave Back." The best television show was I Love Lucy. I need nese cols: a vice, a saw, and an awl. The ratio of girls to boys is 3:1. I don't know why; he just coes it. You don't know if that's his rule. Their friends' houses were bigger than Sue's. The Creat War (World War I) was terrible. I can't believe she called!

How to Capitalize Correctly Self-Assessment

			s Usually	Sometime	es Rarely	N.ver
		5	4	3		1
	problem-solving the meaning of a word, I ook at prefixes for help with the meaning.					
	problem-solving the meaning of a word, I ook at roots for help with the meaning.					
	problem-solving the meaning of a word, I ook at suffixes for help with the meaning.					
1	n problem-solving the spelling of a word, I ook at the word parts for help with the pelling.		3			
-	achers assign Greek and Latin word parts or me to memorize.	0				
Results		~				
23-25	You use your excellent knowledge of and spell better.	Greek a	and Latin	word parts	to read, v	write,
20-22	You use your familiarity with Greek and spell better.	and Lati	n word pa	rts to read	, write,	
17-19	You have limited knowledge of Green write, and spell botter.	k and La	ntin word p	parts, but u	ise these t	o read,
13-16 You know a p.w common Greek and Latin word parts. Knowing the most common Greek and Latin word parts will help you to read, speak, write, and spell better.						d spell
<13	You don't know the common Greek and Latin word parts. Knowing these word parts will improve your reading, speaking, spelling, and vocabulary.					word
Already	Know: What I already know about Greek a	ınd Latiı	n word pai	ts is		
Want to	What I want to know about learning	g Greek	and Latin	word part	s is	

How to Capitalize Correctly Lesson #46

Directions: Write your own examples to match the capitalization rule in the space provided.

1. People and Character Names Capitalize people's and characters' names. Also, capitalize
people's titles. Example: Alexander the Great. Do not capitalize an article (a, an, the) that it part
of the title, unless it begins the title. Example: President James Earl Carter worked to provide
housing for the poor
2. Place Names Capitalize place names. Do not capitalize a preposition that s part of a title,
unless it begins the title. Examples: Stratford upon Avon or Cardiff by the Sea. Examples: Ryar
visited Los Angeles to see the Holocaust Museum.
3. Names of Things Capitalize named things. Do not capitalize a conjunction in the middle of a
title. Example: President Lincoln and Soldiers' Home is a national monument in Washington
D.C. Example: The Old North Church and Fenway Park are in Postor
4. Names of Holidays Capitalize holidays. Normally, it is proper form to spell out numbers from
one through ten in writing. However, when used as a date name, the numerical number is
used. Example: They celebrate the 4 th of July, but not Faste.
9. Organization and Business Names Capitalize the names of organizations and the letters of
acronyms used for organizations. Writers drop the periods in well-known acronyms.
Examples: M.A.D.D. includes both parents and teachers as does the PTA
10. Letter Salutations and Closings Capitalize the salutations and closings in both friendly and
business letters, excluding articles, conjunctions, and prepositions that don't begin or end the
salutations or closings. Examples: Dear Son, Deve, Dad
12. Language and Dialect Names Capitalize the names of languages and dialects.
Examples: He spoke Spanish with a Castilian dialect.
15. Historical Period Names Capitalize n med historical periods. Leave articles, conjunctions,
and prepositions in lower case, unless they begin or end the historical period. Examples: My
favorite period of history to study is the Midax Ages or the Age of Reason.
16. Time Period Names Capitalize the names of special periods of time. Use lower case and
periods for "a.m." and "p.m." Leave articles, conjunctions, and prepositions in lower case, unles
they begin or end the time period Example: This is the Year of the Dog.
17. Quotation Capitalization Capitalize the first word in a quoted sentence. Don't capitalize the
first word of a continuing quete that was interrupted by a speaker tag. Examples: She said, "You
are crazy. However," she paused "It is crazy to be in love with you."
18. Capitalization Following Colons Capitalize the first word following a colon if it begins a
series of sentences. Example: Good writing rules should include the following: Neatness counts
Indent each paragraph one inch Proofread before publishing.
19. Lower Case Following Colons Don't capitalize the first word (or any word) in a list
following a colon if the first word is a common noun. Example: Bring home these items:
tortillas, sugar, and milkDon't capitalize the first word following a colon that begins an independent clause. Example: I just re-read Lincoln's best speech: his Second
that begins an independent clause. Example: I just re-read Lincoln's best speech: his Second
Inaugural Address is brilliant.
20. Titles of People Capitalize the title of a person when it precedes the name. Don't capitalize
the title it it does not precede the name. Examples: I heard the senator ask Mayor Johnson a
questionCapitalize the title of a person when it is after someone's name
followed by a comma. comma. Example: The letter was signed as follows: John Pearson,
Chairpers on Capitalize the title of a person when the title is used as a noun
of drect address. Example: I do plead guilty, Your Honor.

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask me about my progress:
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 occomplished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Revise Non-Standard Usage Self-Assessment

		Alway	s Usually	Sometime	es Rai ely	N.ver
		5	4	3	6	1
with m	ch between Non-standard English ny friends and Standard English in					
2. When probl	ssroom. lem-solving the meaning of a word, I troots for help with the meaning.					
	e substitutions of verb forms in my and in my writing.					
speech	ke additions or deletions in my and in my writing. I speak and write aplete sentences.					
	verb forms in speech and in writing.					
Results		\bigcirc				
23-25	You know how to use Standard English.	sh and a	void the e	rrors of N	on-Standa	ırd
20-22	You mostly know how to use Standar Non-Standard English.	d Englis	sh and avo	id the erro	ors of	
17-19	You often know how to use Standard Non-Standard English.	English	and avoid	the errors	s of	
13-16	You sometimes know how to use Star Non-Standard English, but you can in		_			
<13	You rarely knew how to use Standard Non-Stan lard Lng lish, but you can in					
Already Kno	w: Wkat I already know about Non-sta	ındard E	nglish is _			
Want to Kno	w: What I want to know about recogni	zing and	l revising l	Non-stand	lard Engli	sh is

How to Revise Non-Standard Usage Lesson #47

Non-standard English often differs from Standard English because of regional or cultural dialects. We also speak Standard English and Non-standard English in different social standards. You probably talk to your teacher differently than how you talk to your friends. We call this *code switching*. Following are examples of non-standard English for you to code-switch and revise.

Substitutions: Don't substitute *be* for *am*, *are*, *or is* to create an ongoing action in Standard English. **Example:** He be so funny. Instead, use *am*, *are*, or *is* to connect to present participle (a verb with an "__ing" ending). **Revision:** He is being so funny.

Don't substitute of for have in modal forms. **Example: I could of run.** Iso, don't mis-match plural and singular "to be" verbs with their subjects. **Example: I were sad. Revision: I was sad.**

Revise these substitutions: I be given some food, but I still were lungly. I could of eaten more.

Deletions: Don't drop verbs or parts of verbs. **Examples:** She nice (is nice), but I been (had been) nice to her first. Who Who is she? Revise these deletions: Where you at? I told you it needs fixed before you leave.

Additions: Avoid using additions. Don't add the *op* or *on* prepositions when unnecessary. **Examples:** Get off of my couch. Don't blame on me for that.

Avoid using the object case pronoun as a reflexive pronoun. **Example:** I got me a sandwich. **Revisions:** I got myself a sandwich. or I got a sandwich.

Revise these non-standard additions: All of the students knew what to do in an emergency. We pulled the alarm on accident, and we got us a detention.

Double Negatives: When writing in Standard English, do *not* use double negatives. **Example**: Don't use no double negatives in English.

Revise these non-standard doubly negatives: She doesn't ask for no help never.

Confused Vero Forms: Non-standard English often confuses verb forms. Don't substitute a past participle (a verb en ling in "__ed," "__d," "__t," or "__en" for regular verbs) for the simple past tense. **Example:** No given his best effort. **Revision:** He gave his best effort.

English often has irregular past participle verb forms and these can be confused with the simple past tense in Non-standard English. **Example:** She gone went crazy.

Revise these confused verb forms: She spoken her own truth, but I knowed what she done.

Visual Watermark

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee I 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 recomplished my goal when
10. After reading the study skill tips, I would still like to know
Teacher Parent Comments:

How to Prepare for Tests Self-Assessment

		Alway	s Usually	Sometime	es Rar ly	Never
		5	4	3	2	1
1. I act	ively participate in class discussions and pay attention well.				V	
2. Whe	en an upcoming test is announced, I ask what will be covered on the test if the teacher					
does not completely inform the class. 3. When an upcoming test is announced, I ask <i>how</i> we will be tested if the teacher does not						
4. In pr	completely inform the class. reparing for an upcoming test, I make a practice test and take my own test.		3			
5. In pr	reparing for an upcoming test, I study with a group of students.					
Result	s	V				
23-25	You have mastered all the test prepare on tests.	tion str	ategies tha	nt will gua	rantee suc	ccess
20-22	You have mastered many of the test p success on tests.	preparati	on strategi	es that wi	ll guarant	ee
17-19	You have mastered to me of the test p success on tests.	reparatio	on strategi	es that wil	ll guarante	ee
13-16	You have mastered few of the test presuccess on tests. Learning these strate test.	_	_		_	
<13	You to not know the test preparation ouccess on tests. Learning these strate tests.	_		_		ext
Alread	ly Knew: What I already know about test pre	paration	strategies	is		
Wapt	Know: What I want to know about test pre	paration	strategies	is		

How to Prepare for Tests Lesson #48

Directions: Develop five possible test questions, one for each of the five paragraphs in this lesson

Good students spread out their test study over time and don't wait until the night before the test to cram. Learning to work "smarter, not harder" will actually save study time, not increase study time. The smarter approach is to study for tests a bit every day after school.

Active Participation

Active participation in class is important test study. Students, who contribut to class discussions, avoid passive learning, and pay attention do better on tests. Listen carefully and write down any announcements about upcoming tests and what to study in your strident planner.

Ask the Right Questions

Learn how to ask the right questions of your teacher to help you study "smarter, not harder" for any test. "But, what kind of questions should I ask?" Ask what kind of test you will be taking and adjust your study to that kind of test. Will the objective section be multiple choice? Will there be an essay? Ask not only what will be on the test, but also ask what won't be on the test. Teachers rarely include everything on tests that has been covered in class. Asking these kinds of questions in advance about upcoming tests will help focus your test study.

Create a Practice Test

Using your sticky notes, on which you developed test questions each day after school when completing your **Daily Review**, make a practice test that covers the test content in the format that you will be tested. Take the time to brainstorm any possible essay questions and pre-write possible main points and supporting details. Create this practice test days before the test itself. Show the practice test to your teacher and ask if there is any more content that you need to add on to your practice test. Add or any of this content and take your practice test and correct it.

Get More Brainpowe

Gather a group of students from the same class to study. Pre-arrange the ground rules for the study session. Set a start and ending time and assign tasks, such as "You bring all the lecture notes; You bring all the readings; You bring the sticky notes; You bring the chocolate chip cookies. Assign group members a part of a practice test to develop and share at the study session, recluding essay pre-writes. Compile the test questions developed by your group of frier as into one practice test. Take the test, share your answers, and learn from each other.

1. Something in this lesson I did not know:
2. My specific goal to apply what I learned:
3. Accomplishing this goal will especially help me because
4. Experts I plan to go to for help:
5. The person I will tell about my goal so that they will ask the about my progress:
6. Before I begin working toward my goal, I will nee r to
7. I plan to begin working toward my goal whe
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 study skill tips, I would still like to know
Teacher Parent Comments:

How to Use Objective Test-taking Strategies Self-Assessment

		Alway	s Usually 4	Sometime 3	es Karely 1 2	Never 1
over th	eacher passes out a test, I first skim ne sections of the test and make					
a plan. 2. When takin first.	ag tests, I answer the easy problems					
3. When takin	g tests, I read test problems twice.		X			
	ng tests, I look for wrong answers and then use the process of elimination.		9			
	ng tests, I notice absolute words and ion words.	O)				
Results						
23-25	You know all the objective test taking and test success.	g strateg	ies that lea	d to strate	egic guessi	ng
20-22	You know many of the objective test-guessing and test success.	taking s	trategies th	nat lead to	strategic	
You know some of the objective test-taking strategies that lead to strategic guessing and test species.						
You know to be of the objective test-taking strategies that lead to strategic guessing and ten success. Learning these strategies will make a difference on your next test						
You to not know the objective test-taking strategies that lead to strategic gut ssing and test success. Learning these strategies will make a difference on your next test.						
Already Kno	w: What I already know about objective	ve test-ta	king strate	egies is		
Want to Kho	w: What I want to know about objective	ve test-ta	king strate	egies is		

How to Use Objective Test-taking Strategies Lesson #49

There are two basic forms of written tests: *subjective* tests, which are opinion-based essays and *objective* tests, which are factually based tests. Objective tests consist of multiple choice, matching, fill-in-the-blank, true-false, and short answer formats. Learning object we test-taking strategies can help you guess strategically and achieve higher over-all test scores. Here are the most effective strategies.

- 1. Ask **how much time** you will have to complete the test. Establish a test plan. Lased upon that time. Calculate how much time you will have at the beginning of each section of test problems, depending upon the number of problems in each section and the amount of time that your teacher has provided for the entire test. Then write the projected ending time in the test margin. Use a digital watch to gauge your testing pace. Don't waste too much time on any one test problem. For example, if there are five sections of the test, each section having 20 test problems, you should plan a pace of 12 minutes per section for a 60-minute test.
- 2. Answer the **easy questions first**. Unless the directions say differently, test problems are all worth the same amount of points. Build your confidence by answering the easy ones. Also, the easy ones may provide information or clues that you may be able to use when answering the harder test problems.
- 3. **Don't rush** through the test problems. Test problems are not easy reading. Be careful not to read into the test problem more than what is really there. Accuracy is more important than speed.
- 4. **Read each test problem twice** before looking at the answers. It is easy to miss a key word if you only read the test problem once. Be alerefor little change words, such as *not*.
- 5. If answer choices are provided, **re. d all the**m before selecting one. The first answer may look right, but another may be better. Objective tests can be intentionally very tricky in this regard.
- 6. Look for the *wrong* answers first, not the right one. Use the process of elimination. It is easier to decide among fewer choices than many. Your guessing odds are substantially bettered with each wrong answer eliminated. Cross out all eliminated answers as you go.
- 7. Make sure to **guess**. Even if you have no idea how to answer a test problem, it is best to not leave the answer blank.
- 8. **Match the lang age of the test problem** and the test answer. For example, match negative to negative or positive to positive regarding tone or vocabulary.
- 9. **Absolute words**, such as *always* or *never*, are usually part of incorrect answer choices. **Exception words**, such as *frequently* or *mostly*, are usually part of correct answer choices.
- 10. **Review only** those answers that you leave blank after each test section. Don't change answers that you have already marked. Your first "guess" is almost always your best.



1. Something in this lesson I did not know:	(
2. My specific goal to apply what I learned:	
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask the about my progress:	
6. Before I begin working toward my goal, I will neer 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 study skill tips, I would still like to know	
Teacher Parent Comments:	

How to Use Matching Test-taking Strategies Self-Assessment

		Alway	s Usually	Sometim	es Rarely l	Never
		5	4	3	2	1
num	king a matching test, I read the abered test problem twice before looking the alphabetical match.					
2. When tal	king a matching test, I read all the wer choices before selecting one.					
	king a matching test, I answer the ones first.		X			
	king a matching test, I look at the nmar to select the correct match.		5			
scor	king a matching test, I look at the be (range of choices) and the guage of each match.	Ö)				
Results						
23-25	You already know all the matching strategically on these sections of object			ielp you g	uess	
20-22	You already know most of the matchin strategically on these sections of object			will help y	ou guess	
17-19	You already know some of the matchi strategically of these sections of object			will help	you guess	
13-16	You know a rew of the matching strate strategically on these sections of object strategies with make a difference on you	ctive tes	ts. Learnir			
<13	You are a purposeful reader who focu development. Learning the rest of the year next test.				_	
Already Ki	nov: What I already know about matchin	g test-ta	ıking strate	egies is		
Wapt to K	Now: What I want to know about matchin	g test-ta	aking strate	egies is		

How to Use Matching Test-taking Strategies Lesson #50

Learning how to improve your scores on matching tests by using the following ips will significantly increase your test scores. Matching sections are the most commonly used testing method on teacher-constructed tests from elementary school through college. Here are the tips to "ace" any matching section on your next test.

First, remember that matching tests are divided into two columns or rows: the numerical and alphabetical sections.

- 1. **Read the numerical word or phrase twice**. Try to predict the correct answer before you look at the choices offered. This will provide a mind-set for evaluating the answer choices before you begin to answer. This process also helps to unlock your prior knowledge about the subject gained from test study and life experience.
- 2. **Read all answer choices** before selecting an answer. Test takers frequently say that this strategy helps eliminate rushing though a test and answering capu sively. Most of you have had an experience where you quickly answered a test problem, only to find out that another answer choice, which you did not read, was the obviously correct answer.
- 3. **Match the easy ones first** and cross off the one, that you have selected to use the process of elimination. Getting rid of answer choices will make the selection process quicker, especially if the matching section is long.
- 4. The beginning of the numbered matching column tends to match the beginning of the alphabetical matching column. Consider this fact when selecting answer choices. If there are two alphabetic answer choices under consideration, and one is in the same beginning section as the numeric answer choice, select that one.
- 5. The ending of the numbered matching column tends to match the ending of the alphabetical matching column. If there are two alphabetic answer choices under consideration, and one is in the same ending section as the numeric answer choice, select that one.
- 6. **Look for grammatical eves** to help match. Singular must match singular and plural must match plural; verb tenses must natch; grammar must match, for example: nouns often match adjectives, as in *Robert E. Lee* matching *compassionate*, *risk-taking*, *and inspiring*.
- 7. The alphabetical answer should match the numerical answer **tone or scope** (feeling or range of choices, such as positive to positive, negative to negative, general to general, specific to specific).
- 8. The alphabetical answer should match the numerical answer **level of vocabulary**, for example, and scientific term, *canine*, would most likely match *dog*, not *cute little puppy*.
- 9. On math tests, if alphabetical answer choices cover a wide range, choose the **middle one**.
- 10. Finally, make sure to guess, if not sure of your answer choice.



1. Something in this lesson I did not know:	Ç
2. My specific goal to apply what I learned:	9.
3. Accomplishing this goal will especially help me because	(
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask the about	t my progress:
6. Before I begin working toward my goal, I will nee rto	
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 study skill tips, I would still like to know	
Teacher Parent Comments:	

How to Use Fill-in-the-Blank Test-taking Strategies Self-Assessment

		Alway	s Usually	Sometime	es Rarely l	Never
		5	4	3		1
	g a fill-in-the-blank test, I read tement twice before answering.					
	g a fill-in-the-blank test, I look for ge words" such as <i>not</i> .		٥			
	g a fill-in-the-blank test, I look for effect relationships.					
	ng a fill-in-the-blank test, I look for don't fit with the rest of the sentence.		S			
	ng a fill-in-the-blank test, I look for te words and exception words.					
Results						
23-25	You already know all the filt-in-tre-bl strategically on these sections of object			will help	you guess	
20-22	You already know many of the fill-in- strategically on these sections of object			es that wil	l help you	guess
17-19	You already know some of the fill-in- strategically withese sections of object			s that wil	l help you	guess
You know a rew of the fill-in-the-blank strategies that will help you guess strategically on these sections of objective tests. By learning these strategies, you will be able to strategically guess better on these sections of tests.						
<13	You co not know the fill-in-the-blank strategically on these sections of object will be able to strategically guess bette	ctive tes	ts. By learn	ning these	_	, you
Already Kn	w: What I already know about fill-in-th	ne-blank	test-taking	g strategie	es is	
Want to Know	w: What I want to know about fill-in-th	ne-blank	test-takin	g strategie	es is	

How to Use Fill-in-the-Blank Test-taking Strategies Lesson #51

Learning how to improve your scores on true-false test sections will significantly increase your over-all test scores. Many teacher-constructed tests include true-false sections. Here are the tips to "ace" any true-false section on your next test.

- 1. **Read the true-false statement twice** before choosing an answer. Be alert for the little "change words," such as *not*. Test-takers frequently say that this strategy helps eliminate rushing though a test and answering impulsively.
- 2. True-false tests can be very tricky. **Look first at the statement as being true**, then if *any part* of that statement is false, then the whole statement must be false.
- 3. True-false tests tend to have slightly more true statements than false. Therefore, if you must guess, **guess "true."** This is probably because it is easier to write true statements, than false ones.
- 4. The *longer* the true-false statement, the greater is the charge that it is false because it only takes one part of the statement to be false to make the whole statement false. So, consider answering "false" for long true-false statements, unless you are sure that all part of the statement is true.

Example: The moon orbits an average of 240,000 hiles away from the earth, has craters and mountains, little gravity, and is made of cheese.

5. Statements that include cause-effect relationships tend to be false unless an **Exception Word** is used. Words or phrases such as the following, because, caused, resulted in, is the reason that indicate cause-effect relationships.

Example: Only one U.S. president has even elected four times, Franklin Delano Roosevelt, and this caused financial chaos throughout the country.

6. Extreme statements tend to be false.

Example: Japanese automobiles are all more reliable and cost less than American automobiles.

- 7. If an **Absolute Word** such as the following: all, only, every, completely, none, always, never, best, worst, absolutely is found in an answer choice, the answer choice tends to be false because these words do not allow for exceptions.
- 8. If an **Exception Word** such as the following: some, most, sometimes, frequently, often, usually, may e, many, generally, partially is found in an answer choice, the answer choice tends to be true because these words do allow for exceptions.
- 9. Final make sure to **guess**, if not sure of your answer choice.



1. \$	Something in this lesson I did not know:
2. I	My specific goal to apply what I learned:
3. 4	Accomplishing this goal will especially help me because
4. I	Experts I plan to go to for help:
5. 7	The person I will tell about my goal so that they will ask the about my progress:
6. I	Before I begin working toward my goal, I will nee Pto
7. 1	I plan to begin working toward my goal when
8. 7	This is how and when I will evaluate progress toward my goal:
9. 1	will know that I have need my lished my goal when
10.	After reading the study skill tips, I would still like to know
Tea	acher Parent Comments:

How to Use Multiple-Choice Test-taking Strategies Self-Assessment

		Alway 5	s Usually 4	Sometime 3	es Rarely	Never 1
	ing a multiple-choice test, I predict vers before looking at them.) •	
	ing a multiple-choice test, I look for wrong answers first.					
	ing a multiple-choice test, I read all ver choices before selecting one.		1			
	ing a multiple-choice test, I look for lute words and exception words.					
that	ing a multiple-choice test, I consider the level of vocabulary should match e test problem and in the answer choice	Q				
Results						
23-25	You know all the multiple-moice str strategically on these sections of obje	_		lp you gue	ess	
20-22	You know many of the multiple-choistrategically on these sections of objections			vill help yo	ou guess	
17-19	You know some of the nultiple-choi strategically of these sections of objections.			vill help yo	ou guess	
13-16	You know a rew of the multiple-choistrategically on these sections of objections will be able to strategically guess bet	ective tes	ts. By lear	ning these		s, you
<13	You can ot know the multiple-choice strategically on these sections of objective will be able to strategically guess bet	ective tes	ts. By lear	ning these	_	s, you
Already Kr	w: What I already know about multiple	le-choice	test-takin	g strategie	es is	
Wapt to Ki	ow: What I want to know about multip	le-choice	test-takin	g strategie	es is	

How to Use Multiple Choice Test-taking Strategies Lesson #52

Learning how to maximize your scores on multiple-choice tests will significantly increase your over-all test scores. Multiple-choice sections are found on both teacher-constructed and standardized tests from elementary school through college. Here are the tips to "ace" any multiple-choice section on your next test.

- 1. **Read the numbered test problem or question twice**, being alert for little charge words, such as *not*. Try to predict the correct answer before you look at the choices offered. This will provide a mind-set for evaluating the answer choices before you begin to answer. This process also helps to unlock your prior knowledge about the subject that you learned in test study and from experiences in your own life. Many students find it helpful to cover up the enswer choices with one hand to make sure that they complete this first step.
- 2. **Read all answer choices** before selecting an answer. Test-tax rs frequently say that this strategy helps eliminate rushing though a test and answering impulsively. Students find it helpful to read the answer choices "up from the bottom" to ensure that they read each choice.
- 3. Use the **process of elimination**. If possible, cross of incorrect answer choices to permit strategic guessing. The fewer the answer choices, the greater is the likelihood of a correct answer selection.
- 4. **Look for grammatical clues** to help match. The numerical test problem or question must match the answer choice. For example, singular must match singular and plural must match plural; also, verb tenses must match.
- 5. The answer should match the **language** of the test problem or question (positive to positive, negative to negative, grammar, singular or plural, vocabulary level of difficulty).
- 6. Two **close-sounding or looking at swers** such as "quotient" and "quotation" or 22 and 222 tend to mean that one of the answers is correct.
- 7. On math tests, if answers cover a wille range, choose the one in the **middle**, if you have to guess. For example, if answers range from A. 14 B. 234 C. 1,655 D. 243, choose B or D.
- 8. Answer choices that have "Both A and B", "None of the Above," or "All the Above," or similar tend to be correct.
- 9. If you must guess, the **second to last answer choice** is most frequently correct. The last answer is most frequently incorrect. This strategy only works on teacher-constructed tests.
- 10. If an **Absolute Word** such as the following: all, only, every, completely, none, always, never, best, we at absolutely is found in an answer choice, the answer choice tends to be incorrect because these words do not allow for exceptions.
- 11. If an **Exception Word** such as the following: some, often, usually, most, sometimes, frequently, often, usually, maybe, many, generally, partially is found in an answer choice, the answer choice tends to be correct because these words do allow for exceptions.
- 12. Finally, make sure to guess, if not sure of your answer choice.



1. Something in this lesson I did not know:	
2. My specific goal to apply what I learned:	
3. Accomplishing this goal will especially help me because	
4. Experts I plan to go to for help:	
5. The person I will tell about my goal so that they will ask the about my progress:	
6. Before I begin working toward my goal, I will nee I to	
7. I plan to begin working toward my soal 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 study skill tips, I would still like to know	
Teacher Parent Comments:	

Group Norms

BE

SHOW Initiation

laborative

ve HEROIC!

H ard-working	Do your best work on each lesson or activity. Work the whole time.
----------------------	--

BE Do your fair share of the work.
Complete your assigned leadership role.

Responsible Do all parts of the lesson or activity for each. Focus on your learning and that of others in your group.

Organized Weep all lesson or activity materials where they belong. Clean up neatly and completely.

Begin the lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.

Work together in quiet voices and practice kinchess. Help without doing others' work.

Phonics Lessons

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 of 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.

Phonics Lessons

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.

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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.

Phonics Task Card: Short Vowels Phonics Lessons

Short Vowel Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the Open Syllable Rule and the Closed Syllable Rule with Examples out loud. The Clarifier puts the rules into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the Memory Verse and the students repeat the verse in response.
- 3. The Reader reads the directions, and students work together to complete the rest of the worksheet. The Clarifier asks the teacher for help if necessary.
- 4. Upon completion the Task Manager gets the word making Jumble from the teacher.
- 5. The People Manager makes sure that the group clears up neatly and completely.

Short Vowel Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the One Vowel Sound Syllable Rule and the Examples out loud. The Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the directions, and students work together to complete the rest of the worksheet. The Clarifier asks the teach r for help if necessary.
- 3. The Task Manager gets the answers row the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the eacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Short Vowel Phonics Workshop #3

- 1. The Task Manager writes do on the ending time of the and keeps the group on-task. The Reader reads the Single and Double Consonant–Suffix Syllable Rules and the Examples out loud. The Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the directions, and students work together to complete the rest of the worksheet. Students work together or on their own to finish the story (3.) The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Short Vowels Phonics Lessons

Short Vowel Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the Open Syllable Rule and the Closed Syllable Rule with Examples out loud. The Clarifier puts the rules into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the Memory Verse and the students repeat the verse in response.
- 3. The Reader reads the directions, and students work together to complete the rest of the worksheet. The Clarifier asks the teacher for help if necessary.
- 4. Upon completion the Task Manager gets the word making Jumble from the teacher.
- 5. The People Manager makes sure that the group clears up heatly and completely.

Short Vowel Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the One Vowel Sound Syllable Rule and the Examples out loud. The Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the directions, and students work together to complete the rest of the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the eacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Short Vowel Phonics Workshop #3

- 1. The Task Manager writes do on the ending time of the and keeps the group on-task. The Reader reads the Single and Double Consonant—Suffix Syllable Rules and the Examples out loud. The Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the directions, and students work together to complete the rest of the worksheet. Students work together or on their own to finish the story (3.) The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the working jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Silent Final *e* Phonics Lessons

Silent Final *e* Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the **Silent Final** *e* **Rules** #s 1 and 2 and the Examples of the loud. The Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the directions, and students work together to complete the rest of the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Upon completion the Task Manager gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neetly and completely.

Silent Final *e* Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Clarifier asks students to skim the **Outlaw Words** and see what these words have in common? The Clarifier asks the teacher if the group cannot provide an answer.
- 3. The Reader reads the **Directions** and students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 4. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 5. The People Manager makes sure that the group cleans up neatly and completely.

Silent Final e Phonics Worl shop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the directions and the **Memory Rap**. Students repeat the **Memory Rap** in response.
- 2. The Reader reads the rest of the directions, and students work together to complete the rest of the works beet. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Silent Final *e* Phonics Lessons

Silent Final e Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the **Silent Final** *e* **Rules** #s 1 and 2 and the Examples of the loud. The Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the directions, and students work together to complete the rest of the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Upon completion the Task Manager gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neetly and completely.

Silent Final *e* Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Clarifier asks students to skim the **Outlaw Words** and see what these words have in common? The Clarifier asks the teacher if the group cannot provide an answer.
- 3. The Reader reads the **Directions** and students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 4. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 5. The People Manager makes sure that the group cleans up neatly and completely.

Silent Final *e* Phonics Worlshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the directions and the **Memory Rap**. Students repeat the **Memory Rap** in response.
- 2. The Reader reads the rest of the directions, and students work together to complete the rest of the works leet. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Consonant Digraphs Phonics Lessons

Consonant Digraphs Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and directions. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Consonant Digraphs Phonics Workshop #2

- 1. The Task Manager writes down the ending time of beand keeps the group on-task.
- 2. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help it recessary.
- 3. Students make work on the short paragraph (3.) ogether or individually.
- 4. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher
- 5. The People Manager makes sure that the group cleans up neatly and completely.

Consonant Digraphs Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the directions, and students work together to complete the rest of the worksheet. The Clarifier as is the teacher for help if necessary.
- 3. Upon completion the resk Manager gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Consonant Digraphs Phonics Lessons

Consonant Digraphs Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and directions. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the arswers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Consonant Digraphs Phonics Workshop #2

- 1. The Task Manager writes down the ending time of be and keeps the group on-task.
- 2. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help it recessary.
- 3. Students make work on the short paragraph (3.) ogether or individually.
- 4. The Task Manager gets the answers from the tracher and students self-correct and revise their mistakes. Upon completion, the Tast Manager returns the answers and gets the word making jumble from the teacher
- 5. The People Manager makes sure that the group cleans up neatly and completely.

Consonant Digraphs Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
- 2. The Reader reads the directions, and students work together to complete the rest of the worksheet. The Clarifier as is the teacher for help if necessary.
- 3. Upon completion the risk Manager gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Consonant Blends Phonics Lessons

Consonant Blends Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and directions. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Students make work on the long sentence (2.) together or individually
- 4. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 5. The People Manager makes sure that the group cleans up ne. tly and completely.

Consonant Blends Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and directions Scudents work together to complete the worksheet. The Clarifier asks the teacher for he p if necessary.
- 3. The Clarifier leads the group in reading the Cr. zy, Scary, Thieving Old Clown in unison (all together).
- 4. Students may work on the consonant blends limerick (2.) together or individually.
- 5. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 6. The People Manager makes sure that the group cleans up neatly and completely.

Consonant Blends Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the directions.
- 2. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Upon completion the Task Manager gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Consonant Blends Phonics Lessons

Consonant Blends Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and directions. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Students make work on the long sentence (2.) together or individually
- 4. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 5. The People Manager makes sure that the group cleans up neatly and completely.

Consonant Blends Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and directions Students work together to complete the worksheet. The Clarifier asks the teacher for he p if necessary.
- 3. The Clarifier leads the group in reading the Crazy, Scary, Thieving Old Clown in unison (all together).
- 4. Students may work on the consonant blends limerick (2.) together or individually.
- 5. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 6. The People Manager makes sure that the group cleans up neatly and completely.

Consonant Blends Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task. The Reader reads the directions.
- 2. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Upon completion the Task Manager gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Long Vowels and Vowel Digraphs Phonics Lessons

Long Vowels and Vowel Digraphs Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and **Directions**. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Long Vowels and Vowel Digraphs Phonics Workshop #2

- 1. The Task Manager writes down the ending time of be and keeps the group on-task.
- 2. The Reader reads the **Definition** and **Directions**. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. The reader reads the "i" before "e" Spelling Rule and the rest of the group repeats or sings the lines.
- 4. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 5. The People Manager makes sure that the group cleans up neatly and completely.

Long Vowels and Vowel Digraphs Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and **Directions**. Students work together to complete the worksheet, using the **Sounds-Spelling Chart** for reference. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jun ble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Long Vowels and Vowel Digraphs Phonics Lessons

Long Vowels and Vowel Digraphs Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and **Directions**. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Long Vowels and Vowel Digraphs Phonics Workshop #2

- 1. The Task Manager writes down the ending time of be and keeps the group on-task.
- 2. The Reader reads the **Definition** and **Directions**. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. The reader reads the "i" before "e" Spelling Rule and the rest of the group repeats or sings the lines.
- 4. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Took Manager returns the answers and gets the word making jumble from the teacher.
- 5. The People Manager makes sure that the group cleans up neatly and completely.

Long Vowels and Vowel Digraphs Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and **Directions**. Students work together to complete the worksheet, using the **Sounds-Spelling Chart** for reference. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jun ble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: Diphthongs Phonics Lessons

Diphthongs Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definitions** and **Directions**. Students work together to complete the worksheet, using the **Sounds-Spelling Chart** for reference. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Diphthongs Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and **Directions**. Students work together to complete the worksheet. The Clarifier asks the teacher for he p if necessary.
- 3. Upon completion, the Task Manager gets the ward making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Diphthongs Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definitions** and **Directions**. Students work together to complete the worksheet, using the **Sounds-Spelling Chart** for reference. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the onswers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Managar makes sure that the group cleans up neatly and completely.



Phonics Task Card: Diphthongs Phonics Lessons

Diphthongs Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definitions** and **Directions**. Students work together to complete the worksheet, using the **Sounds-Spelling Chart** for reference. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students celf-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Diphthongs Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definition** and **Directions**. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Upon completion, the Task Manager gets the ward making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

Diphthongs Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the **Definitions** and **Directions**. Students work together to complete the worksheet, using the **Sounds-Spelling Chart** for reference. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the onswers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Managar makes sure that the group cleans up neatly and completely.



Phonics Task Card: r - controlled Vowels Phonics Lessons

r and l – controlled Vowels Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Upon completion, the Task Manager gets the word making jumple from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

r and l – controlled Vowels Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group deans up neatly and completely.

r and l – controlled Vowels Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Upon completion, the Task Manager gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



Phonics Task Card: r - controlled Vowels Phonics Lessons

r and l – controlled Vowels Phonics Workshop #1

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Upon completion, the Task Manager gets the word making jumple from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.

r and l – controlled Vowels Phonics Workshop #2

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group deans up neatly and completely.

r and l – controlled Vowels Phonics Workshop #3

- 1. The Task Manager writes down the ending time of the and keeps the group on-task.
- 2. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
- 3. Upon completion, the Task Manager gets the word making jumble from the teacher.
- 4. The People Manager makes sure that the group cleans up neatly and completely.



the like like like gum like He enjoys the lake. Tom asks from here. town. Won was like like like gum grew Tom asks from here. town. from here it is. from here. town. give like like like like like	His triend is so kinds	Mike will give me the hammer.	May Sue take a look?	She was so sweet.	I won three prizes.
where like like gum enjoys Tom asks My mom is where it is: from here.		give live	a like huh	WaS like buzz	Won like sun
where from like gum	ö	Pam went town.	My mom is from here.	Tom asks where it is:	He enjoys the lake.
		to like grew	from like gum	where like	like O

move like prove Can you move over here now?	Ocean (Re lotion) Swimming in an ocean is fun.	Says like fez Curtis says he is ready.	buy like hi Can James buy dinner?	like like glove my dad and mom.
Mark could win this game.	He might come back later.	We leave in hour .	Sam bought tools.	Bob and Tim want help.
wood Watermark	come like hum	hour like flower	what like	like O

His water tastes fine. Her clothes	water clothes like like otter hose	If they try, Will peop so will I. hear me?	they people like may steeple
Mary, who s was my friend, had to leave.	who Who glue	He would say that.	would like hood
Will you talk with him?	talk sock	Bill and Jill walk quickly.	walk like rock
He allready has two pieces.	two like stew	He wants to wash his own socks.	wash like gosh

when will you be done?	Is there plenty for us?	I don't think it's fair.	Did they like your project?	He has been at home all day.
done like bun	there paix	don't (your like more	been like den
I always find my mom's phone.	We are always happy.	They don't seem ready.	I do enjoy ice cream.	Pete and she have two apples.
kind Find	are like far	won't like don't	do like	have like O

She was the child's mother.	The building height was ten stories.	If I had one, I might use it.	It was warm in the theater.	When will Pat learn these steps?
mother like other	height (Remigrit)	one W like run	Warm like storm	learn like burn
Toby's son plays baseball.	She gave both friends a gift.	The dogs had already gon e home.	Elaine and Josh were quiet.	Being kind is not always easy to do.
run Son Watermar	both like oath	gone like dawn	Were	Kind like bind

we got so many Ne letters.	Carlos went through his speech.	I hope that nothing bad will happen.	Did Charlie speak up again ?	The old man sat down.
many	through	nothing	again	old
like		like	_{like}	like
penny		a king	a hen	bold
Carlos and Martin live close by.	l guess you know what you want.	Chen ran against you last time.	She gets good glades because she tries hard.	My teacher is busy grading.
give Waterma	guess	against	because	bisy
	like	like	like	like
	mess	a fenced	ne does	dizzy

Lin tried	Her pretty	I thought	Meet me in front by the gate.	Jon has only
very hard in	sister stood	Chan's game		three real
math.	behind her.	rained out.		choices.
very	pretty	though?	front	only
like	(Re	like	like	like
hairy	kitty	cot	hunt	lonely
Kevin will read any book.	They carry their books.	Every girl has enough food.	Please open that door in you can.	If all four try, you might lift it.
any like penny	carry like fairy	enough like rebuff	door liike	Teur Oar

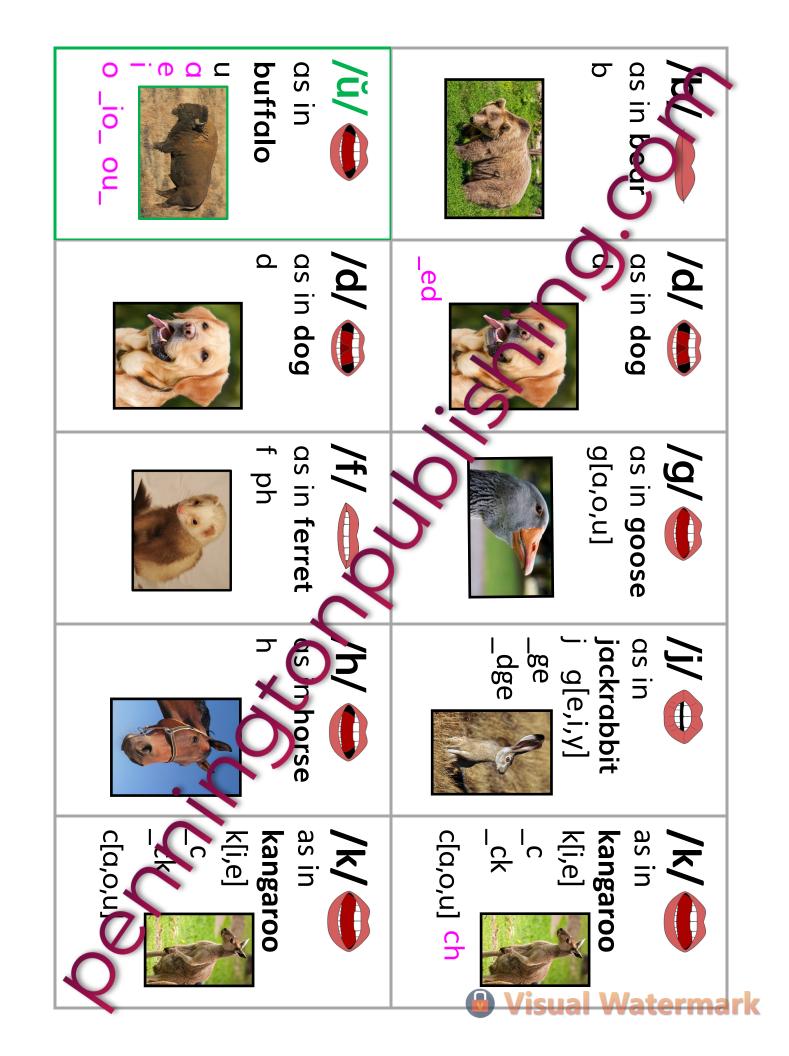
His from and dad build houses.	I will not say whose jacket is red.	I ate the whole cake myself.	My teacher will be quiet and listen .	Did you really lose ten pounds?
build like filled	whose news	whole (like roll	listen like glisten	lose like dues
Even though he tries, he can't do it.	Pick a boy other than James.	Now truth is better than lies.	Will you answer my phone?	Is Taylor's guy named David?
though so Waterma	other like brother	truth like booth	answer like dancer	Silke O

Lacubt this is really over.	I laugh most all day long.	Jamie may prove me wrong.	The meat is tough to chew.	She looked above the shelf.
doubt like trout	laugh (Re) staff	prove (tough like bluff	above like a dove
He took just half, but no less.	I keep my eye on how you behave.	Smooth out his rough edg2s	He is in bis own world :	Her new carpeted floor is blue.
half graph Waterma	eye like sky	rough like buff	world like	like O5

I can touch my toes.	We saw an island with palm trees.	His margin is not straight at all.	Did Tommy break his ruler?
touch (ke)	island like highland	straight like gate	break like cake
l can touch my toes.	His misses his own country.	It is great being here with you.	My sister's heart is as big as mine.
cough like off	country like fun tree	great like	like Smart



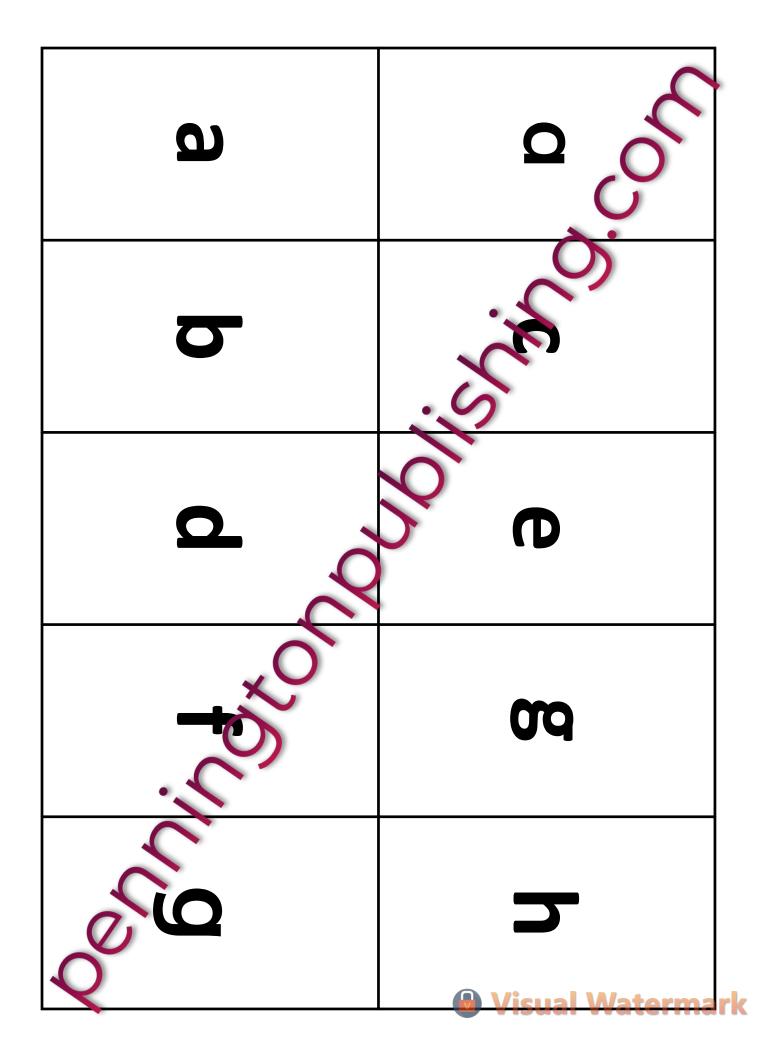












3	
	7
	S Wisual Watermark

