


## Grammar, Usage, and Mechanios Worksheets

Spelling Pattern Worksheet \#52

## aw Sound "aw"

FOCUS Thear sound beard in henk can be mpelled "aw" as is atw.
SORT Write each word is the correct colume.


## Reading Assessment Mastery Matrix

fhe Trammar, Usige, and Mechanics Worksheets are desiped for independent practice of the Lan ruage Conventions Standards found in the Common Core Lanpuage Strand L. 1, L. 2 , and the Language Progressive Skills Standards. Each worksheet includes concise definitions o 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 complemert those found in the Language Conventions lessons

## Preparation

Display one of the Grammar, Usage, and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Stadents first read the FOCUS and CONNECT TO WRITING sections and then complete the PRACTICE section. Tell them norto complete the WRITE section (the formative ass sessment) 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 as sessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.


## The Science of

 Reading InterventiónProgram:

## Assessment-最角sed

 Instruction
## Mark Pennington M.A. Education (Reading Specialist)

Pennington Publishing<br>El Dorado Hills, CA USA

Congratulations on your purchase of
The Science of Reading Intervention Program: Assessment-Based Instructic n

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Thank you,
Mark Pennington

## The Science of Reading Intervention Program

The Science of Reading Intervention Program provides comprehensive, ye r-lon 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 tean.


## First Half of the Year Program: Word Recogn tio

The Science of Reading Intervention Program: Word Reipgnition (Phonemic Awareness, Spelling, Phonics) features the $\mathbf{6}$ Google Slide Activitius; 1. Phonemic Awareness and Morphology 2. Blending, Segmenting, and Spelling . So nds and Spellings (including handwriting) and Heart Words Practice 4. Say It! Spu 11 It Read It! Word Chains 5. Sam and Friends Phonics Books (decodables). 6. Elkonin So nd Box Spelling Dictations, Personal Sound Walls, and Morphology Walls. The three 90-minute bssons per week permit flexible scheduling. Print versions are available for all activities.

## Second Half of the Year Prograinc. Language Comprehension andissessment-based Instruction

The Science of Reading Interve mion Program: Language Comprehension resources are designed for students who have ompl ted the word recognition program or have demonstrated basic mastery of the alphabeti couvand can read with some degree of fluency. The program features the 5 Weekly Langurne/ Comprehension Activities: 1. Background Knowledge Mentor Texts 2. Academi La guage, Greek and Latin Morphology, Figures of Speech, Connotations, Multiple N teani g Words 3. Syntax in Reading 4. Reading Comprehension Strategies 5. Literacy K nowrede (Narrative and Expository). 150 minutes-per-week instruction.

To supplementhe lar quage comprehension, The Science of Reading Intervention Program: Assessment-base Instruction provides diagnostically-based instructional resources to individualize ASt ction. The program includes 13 comprehensive assessments and matching instructiona resources to fill in the yet-to-be-mastered gaps in phonemic awareness, alphabetic awareness-phonies, 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 sfadents will need second-chance instruction with more intense practice in easilyman sed small groups and independent practice. 120 minutes-per-week instruction.

## Assessment-based Instruction

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

Teachers are often tasked with remediating reading deficits within limited instectioral times. Frequently, elementary teachers have 30 minutes at the end of a reading blo k or t same amount of time in an early-late schedule to work with small groups of strugg ing ea lers. Middle school and high schools may offer a flexible 30-minute study hall or ele urwwithotations, and continuation schools may provide tutoring and/or distance learning. C a munity college or adult literacy programs often feature self-paced instructional modules with brielinstructor tutorials.

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

Following are 13 comprehensive diagnostic asseasm ents ( ormatted in print, audio, and Google forms). Each whole-class assessment couples with siort 1 ssons to target each and every assessment item. Each lesson provides a short forinative assessment to determine mastery.

## Diagnostic Assessments (Administration Time)

Vowel Sound Phonics Assessment (18.42 eudio file) Consonant Sounds Phonics Assessmt nts (12:07 audio file) Syllable Awareness Assessment (5-48 audio file) Syllable Rhyming Assessment ( : 38 a dio file) Phonemic Isolation Assessmett ( 5.5 S audio file) Phonemic Blending Assessnfer (5.53 audio file) Phonemic Segmenting Ass $\$$ ment (5:21 audio file) Alphabetic Awareness A sess io nts ( 10 minutes) "Pets" Fluency Assessmen- ( mutes per student) Heart Words Asess (5:48 audio file)

Spelling Asse oment (22.38 audio file)
Grammar and Usage Assessment (15-20 minutes)
Mechanics Assusment (10-15 minutes)
Non-ass ssmont-based Instructional Activities:

## Corresponding Lessons (Instructional Time)

*Phonics (15 minutes)
*Phonics (15 minutes)
*Phonemic Awareness (10 minutes)
*Phonemic Awareness (10 minutes)
*Phonemic Awareness (10 minutes)
*Phonemic Awareness (10 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 con pont

1. Complete the diagnostic assessments and enter the results on the mastery matrice.Fecriree to layer in assessments and instruction. Determine which assessments to give to whio stud ints.
2. Assign students to lesson components based upon the assessment-data. Each sessment provides mastery criteria in the directions. Prioritize phonemic awareness a d ph prics lessons.
3. Establish an instructional rotation with one 10 -minute session and onf 15 minut session. Instructional lesson rotation charts follow this section and feature tro organizational options. The first chart provides spaces to write and display student names. The seond chart provides examples for group rotations. For example, students needing phonemic ay yareness and phonics are in group A for the first 10-minute rotation and group B fo secoud 15-minute rotation.
4. Briefly model how to complete each lesson. The Phonics Ad Phonemic Awareness lessons are teacher-led with some independent practice. The restof ies ons are designed as independent practice, and the teacher is able to monitar stutants and review quick formative assessments in mini-conferences after leading the Phonic and Phoneme Awareness lessons.
5. Print on cardstock and cut the phonics task cart animg vowel sound-spelling and consonant blend cards, the Heart Word cards, and the alphabetio areness cards (if needed). Label and arrange storage bins for the cards. All cards are foun in the Addendum.
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Adcen/um: Phonics Lessons Posters and Task Cards, Game Cards:
Anival owel 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 |  |  |  |  |  |
| 10 | Grammar, Usage, and Mechanics |  |  |  |  |  |
| 15 | Phonics |  |  |  |  |  |
| 15 | Fluency |  |  |  |  |  |
| 15 | Syllabication and Morphology |  |  |  |  |  |
| 15 | Executive Functioning Skills |  |  |  |  |  |
| 15 | Heart Words and Phonics Games |  |  |  |  |  |

## Assessment-Based Instructional Rotations

| Time | Instructional Focus | Monday Students | Tuesday Students | Wednesday Students | hursday tudents | Friday Students |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10 | Phonemic Awareness | A | A |  | A | A |
| 10 | Spelling | B, C, D |  |  |  | B, C, D |
| 10 | Grammar, Usage, and Mechanics |  | B, C, D |  | B, C, D |  |
| 15 | Phonics | A, B |  | A, B | A, B | A, B |
| 15 | Fluency | B, C |  | B, C |  | B, C |
| 15 | Syllabication and Morphology |  | B, C, D |  | B, C, D |  |
| 15 | Executive Functioning Skills |  |  | C, D |  | C, D |
| 15 | Heart Words and Phonics Games |  | A, B | A, B | A, B | A, B |

## Diagnostic Assessments Overview

The diagnostic assessments will help teachers identify which literacy componer ts hate and have not yet been mastered. The assessment-based instructional resources matc fhe rums in each assessment. For example, if a student misses \#21 on the Spelling Assessm ent, the corresponding Spelling Pattern Worksheet \#21 will help the student practice that spenmo deficit and complete a formative assessment to determine mastery.

## The Assessments

These following diagnostic assessments are included in The Scieflce of Reading Intervention Program: Assessment-based Instruction. Eab assessment includes a corresponding mastery matrix to help the teacher organize instrug iond monitor progress.

Print versions of the assessments follow as to links to Google forms and sheets. Approximate administration times are included in parentheses.
$\checkmark \quad$ Vowel Sound Phonics Assessment (10:42 audio $\mathrm{N} \dot{\mathrm{k}}$ )
$\checkmark$ Consonant Sounds Phonics Assessments (12 01a diò file)
$\checkmark$ Syllable Awareness Assessment (5:48 auar file)
$\checkmark$ Syllable Rhyming Assessment (5:38 audiv file,
$\checkmark$ Phonemic Isolation Assessment (5:54 audio le)
$\checkmark$ Phonemic Blending Assessment (5:53 a dio ile)
$\checkmark$ Phonemic Segmenting Assessment 0.2 audio file)
$\checkmark$ Alphabetic Awareness Assessmen (10 minutes)
$\checkmark$ "Pets" Fluency Assessment (2 minut per student)
$\checkmark$ Heart Words Assessment (5:4 8 auaio file)
$\checkmark$ Spelling Assessment (22.38 at dio file)
$\checkmark$ Grammar and Usage Ass ssment (15-20 minutes)
$\checkmark$ Mechanics Assessment ( $0-15$ minutes)
Assessments may be used for pream placement. Not all assessments need to be completed prior to the beginning of nitt tion. Teachers may opt to layer in assessments and corresponding instruction. Furthermore, no assessments need to be given to all students.

The assessments mar also ve used as summative tests to measure growth.

## Vowel Sounds Phonics Assessment

The purpose of this whole class assessment is to determine which vowel sound studghts can and cannot accurately read. Although, the test actually determines word recogniton, muner than pronunciation, the correlation between the two is statistically significant and te res lts are valid and prescriptive. In other words, teachers can reliably use this diagnostic data torfectively differentiate instruction.

Using nonsense words helps eliminate the variable of sight word prior knowndo. This is especially necessary for vulnerable reading students, who may have acq irew bank of sight words, but still lack decoding ability. Nonsense words help students att ind 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 student. Pay this audio file, which includes the following directions and test administration: Vowel Sot nds phonics Assessment (10:42). Teachers may also choose to administer the assessment seli-grading Google Forms (includes audio file): https://docs.google.com/forms/d/1xCFTV9gfn91s』rAW WiRNPM_6yASdFi2So45017KZY/c opy
"This is a short test to see if you can identify then nonse words I say out loud. Listen carefully because I won't repeat the words after the towis fimished. On your test, find the first row of four words. [Pause] After I say each word, fill, o the apital letter that best matches the spelling of that word I say. Let's start with Number Oin Ready? Number One is hux (repeat twice more)."

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

Once the assessments have been sued using the teacher copy of the assessment, the errors should be recorded on the RealingMastery Matrix with a / for each vowel sound component not meeting mastery criterin $80 \%$ for each student. The numerical mastery criteria are listed in the right-hand margins. (each ri may also choose to upload results in Google Sheets:
https://docs. google.com/spruds eets/d/1sQq53Shd5CwA_T6MJLIUje_Edcza6s 3v5, ${ }^{1 / H V 2 m y E / c o p y ~}$

## Helpful Hints



## Vowel Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each underlined word three times. Use the (rhyme) as a key to correct pronunciation. Do not elongate the vowel sounds.
$\qquad$ 1. A. hox
B. hix
C. hux (ducks)
D. hax
2. A. pem
B. pum
C. pim
$\qquad$ 3. A. gud
B. ged
C. gid (bid)
$\qquad$ 4. A. meg (peg)
B. mig
C. $\operatorname{mog}$
D. mag
$\qquad$ 5. A. kes
B. kus
C. kos
D. kas (pass)
$\qquad$ 6.
A. suef
B. seaf (deaf)
C. saef
D. sif
$\qquad$ 7. A. bin
B. bine (fine)
C. bian

Sbort Vowels 5/6 Mastery $\qquad$
$\qquad$ 8. A. diak
B. dak
C. Nake (Ake)
D. byan
$\qquad$ 9.
A. yut
B. yeat

- 10

10. A. toup
B. tope (rope)
D. diek
$\qquad$ 11. A. buot
B. buat
buit
D. yiout
_12. A. fene (bean)
B. feun
C. fen
D. taop

Consonant-Final $e$ 5/6 Mastery $\qquad$
_ 13
13. A. vaudy
B. vawd
C. vady (lady)
D. viedy
__14. A. fay (bay)
B. fiay
C. foay
D. fuay
_15. A. kaek
B. keak
C. kik
D. kaik (rake)
16. A. bein (rain)
B. boan
C. bian
D. baun
$\qquad$ 17. A. motfew
B. motfe (motley)
C. motfeu
D. motfoa
18. A. jeu
3. iu
C. jeo
D. jee (me)
19. A. cid
b. ceid (need)
C. cide
D. ceud
20. A. kyoo
B. kybi
C. keby (freebie)
D. keyb
21.
22.
A. den (meat)
B. diut
C. dight
D. diegt
B. zein
C. zien (bean)
D. zen
23.

B. piason
C. piuson
D. pison (bison)
B. bigh (high)
C. bei
D. bia
A. ceter
B. caeter
C. cyter (writer)
D. couter

## Vowel Sounds Phonics Assessment (Teacher Pages)

_ 26.
A. mip
B. miap
C. mippe
D. miep (w e)
27. A. biuped
B. beoped
C. boped (moped)
D. baop d
28. A. koel (goal)
B. kuol
C. kiol
D. kaol
29. A. moip
B. mup
C. moop
30. A. kow (show)
B. kuiw
C. keiw
31. A. puwtest
B. poutest
C. poitest
32. A. kuo
B. kuh
C. kew (few)
D. putest (cutest)
$\qquad$
33. A. bau
B. bui
C. bue (viey
D. kau

## Long Vowels/ Vowe Digraphs 17/21

__34. A. goot (boot)
B. guite
C. siot
D. gueth
35. A. croi
B. crue (blue)
C. rau
D. criu
$\qquad$ 36.
A. saeyt
B. soty
37. A. taed
B. tewd (food)

D. suty (duty)
D. teed
__38. A. wut (foot)
B. waht
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. pout
C. poan
D. poin (coin)
C. lowy
D. luyh
C. boun
D. bown
C. lound
D. laund (fond)
C. ailgo
D. argo
C. rall (tall)
D. rial

Diphthongs 11/14 $\qquad$
B. loort
C. lawrt
D. lort (sort)
B. gur (fur)
C. gier
D. gor
50.
B. dowb
C. derv (serve)
D. darb
51. A. tir (sir)
B. ture
C. teer
D. tier
B. marve (carve)
C. merve
D. mawrv
$\qquad$
$\qquad$
$\qquad$ 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. $\operatorname{mog}$
$\qquad$ 5. A. kes
B. kus
C. kos
$\qquad$ 6. A. suef
B. seaf
C. saef
D. sif $\qquad$
/6
$\qquad$ 7.
C. bian
A. bin
B. bine
C. dake
D. diek
$\qquad$ . A. diak
B. dak
C. yute
E. yiout
9. A. yut
B. yeat
C. op
D. taop
_10.
10.
A. toup
B. tope
C. wit
D. bute
11. A. buot
B. buat
D. faen
D. viedy
D. fuay
D. kaik
D. baun
D. motfoa
_17. A. motfew
B. motfe
B. jiu
C. motfeu
D. jee
A. jeu
B. ceid
C. jeo
D. ceud
20. A. kybo
B. kyou
C. cide
D. keyb
C. keby
D. diegt
C. dight
D. zen
C. piuson
D. pison
23. A. poison
B. arut
C. zien
D. bia
24. A. bea
B. bigh
C. bei
D. couter
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
30. A. kow
B. kuiw
C. keiw
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
A. goot
B. guite
C. giot

D. gueth
C. Aqu
35. A. croi
B. crue
D. criu
$\qquad$ 36. A. saeyt
B. soty
C. Sinty
D. suty
$\qquad$ 37. A. taed
B. tewd
38. A. wut
B. waht
_39. A. muek
B. mowk
_-40. A. mayl
B. mawl
41. A. sud
B. soad
B. poun
B. loy
C. lowy
D. teed
D. wat
D. mauk
D. mowel
D. siud
D. poin
D. luyh
C. boun
D. bown
C. lound
D. laund
C. ailgo
D. argo
C. rall
D. rial
C. lawrt
D. lort
D. gor
D. darb
B. dowb
C. gier
D. da b
D. tier
B. ture
C. derv
D. mawrv
B. loort
B. gur
C. teer

## Consonant Sounds Phonics Assessment

## Teacher Notes

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

Using nonsense words helps eliminate the variable of sight word peior $\mathrm{K}_{\text {owledge. This is }}$ especially necessary for remedial reading students, who may have acquired bank of sight words, but still lack decoding ability. Nonsense words help studer antend to the vowel sounds so that the teacher can accurately assess student decoding abilis;

## Directions, Grading, Recording

Pass out the Consonant Sounds Phonics Assessment to tudents. Play this audio file, which includes the following directions and test administrat oin. Consonant Sounds Phonics Assessment (12:07). Teachers may also choose to administer tis asses ment in self-grading Google Forms (includes audio file):
https://docs.google.com/forms/d/1z2oS5C0TLNHZh DPs5tCFF13XYy87cChNZby8jWGQK8/c opy
"This is a short test to see if you can identi y the honsense words I say out loud. Listen carefully because I won't repeat the words after the tes ris 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 un lerlined word in each row. Follow this script for the rest of the test.

Once the assessments hayen scored using the teacher copy of the assessment, the number of unmastered consonant bends hyld be recorded in the Consonant Blends Pre-test column on the Reading Mastery Motrix iore ch student as a diagnostic baseline. Teachers may also choose to upload results in Go ogle Sweets: https://docs.google.com/spreadsheets/d/18u_nFc-KL11R8BO4rPBR 1f0g.MYOdxLHYTSIwK7dFug/copy

## Helpful Hints



## Consonant Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each underlined word three times. Do not elongate the consonant sounds.
$\qquad$ 1. A. shud
B. sced
C. slod
D. swud
2.
A. cwib
B. clab
C. cheb
$\qquad$
3.
A. woud
B. wyed
C. wrid
$\qquad$ 4.
A. thog
B. trig
C. teng
$\qquad$ 5.
A. teelg
B. trong
C. theeg

$\qquad$
C. baim
B. blam
C. brux
D. bhum
$\qquad$
7.
D. beux
$\qquad$
A. buix
B. blox
C. glud
D. cred
9. A. dief
B. cwed
C. dlif
D. dwof
__10
10. A. clim
B. chom
__11.
11. A. flon
B. famn
12. A. fouz
B. faez
B. gaep

D. cwim
D. foln
D. $\underline{f r a z}$
D. grop
$\qquad$
13. A. ghup
B. gres
C. ghos
D. geas
_15. A. pwet
B. phit
C. prot
D. plit
_16. A. plav
B. phe
C. prov
D. pouv
A. scad
B. 100
C. sted
D. smad
18. A. strib


- 19 .
A. scrim

20. A. stof
21. A. slun
22. A. stes
B. shas
C. snus
D. smos
23. A. stul
B. snul
C. smel
D. stol
B. scev
C. spiv
D. hov
B. sloux
C. scrix
D. splex
B. sprat
C. shrut
D. smaft
B. smub
C. squib
D. scib

## Consonant Sounds Phonics Assessment (Teacher Pages)

_ 28 .
A. stog
B. $\operatorname{scog}$
C. shug
D. slig
29. A. shrom
B. squam
C. scrim
D. $\operatorname{stran}$
B. swen
C. shon
D. sken
30. A. stin
$\qquad$
A. thrid
B. thold
C. trusd
$\qquad$ 32. A. twaz
B. thoz
C. touz
_33. A. twaf
B. trif
C. thef
D. toaf
$\qquad$ 34.
A. lult
B. lirt
C. luft
D. lest
$\qquad$ 35.
B. pusd
C. pand
D. peld
36. A. mork
B. molk
C. meck
D. mosk
$\qquad$
37.
A. hulm
B. horm
C. buim
D. hism
38. A. sawp
B. selp

D. sesp
_39. A. bist
B. boft
__ 40. A. rurp
B. rilp
D. bult
D. rimp
$\begin{array}{ll}\text { A. lurch } & \text { B. lonsh }\end{array}$
B. tuld
43. A. malg
B. mang
B. dack
B. fost
B. suft
46. A. sept
B. poek
47. A. pulk
B. 1 mmp
. ast
C. gart
D. guft
C. bawn
D. birn
$\qquad$ 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
$\qquad$ 4. A. thog
B. trig
C. teng
5. A. teelg
B. trong
C. theeg
$\qquad$ 6. A. bwom
B. blam
C. baim
D. bhum
$\qquad$ 7.
B. blox
C. brux
D. beux
$\qquad$
8.
B. cwed
C. clud
D. cred
$\qquad$ 9.
B. dref
C. dlif
D. dwof
$\qquad$
10.
A. clim
B. chom
C. Aum
D. cwim
11. A. flon
B. famn
C. H in
D. foln
$\qquad$
12.
B. faez
__13.
13. A. ghup
B. gaep
_14. A. glus
B. gres
__15.
15. A. pwet
B. phit
$\qquad$ 16. A. plav
B. phev

D. fraz
D. grop
D. geas
C. prot
D. plit
C. prov
D. pouv
17. A. scad
B. slod
C. sted
D. smad
$\qquad$ 18. A. strib
B. screb
C. swelb
D. scurb
A. scrim
B. sharm
C. strem
D. shrim
A. stof
21. A. slun
22. A. stos
23. A. stul
24.
A. stiv
B. scev
B. sloux
C. scrix
D. splex
C. shrut
D. smaft
$\qquad$
27.

A. sneb

B. smub
C. squib
D. scib
28. A. stog
B. $\operatorname{scog}$
C. shug
D. slig
_29. A. shrom
B. squam
C. scrim
D. stram
$\qquad$ 30. A. stin
B. swen
C. shon
31. A. thrid
B. thold
C. trusd
32. A. twaz
B. thoz
C. touz
$\qquad$
A. twaf
B. trif
C. thef
D. toaf
_34. A. lult
B. lirt
C. luft
D. lest
_ 35 .
36. A. mork
A. perd
B. pusd
C. pand
D. peld
B. molk
C. beck
D. mosk
A. hulm
B. horm
C. Nim
D. hism
__38. A. sawp
B. selp
39. A. bist
B. boft
_40. A. rurp
B. rilp
_ 41 .

1. A. lurch
B. lonsh
B. tuld

D. sesp
D. bult
$\qquad$ A. tond
c. lanch
D. rimp
D. lamph
C. tusd
D. tord
_ 43. A. malg
B. mans
C. murg
D. mumg
_44. A. denk
B. dack
C. delk
D. dosk
B. cost
C. funt
D. fult
_46. A. sept
B. sult
C. sest
D. solt
C. pank
D. posk
C. ruwp
D. relp
_49. A. gilt
2. $i m p$
C. gart
D. guft
__50. A. bain
B. gast
C. bawn
D. birn

## Syllable Awareness Assessment

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

## Directions, Grading, Recording

Pass out the Syllable Awareness Assessment to students. The teacher r ay pry 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. Th mard is table. [Do not isolate the syllables.] Say the word. [Wait for student response.] How ny 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 thot students have pointed to the Example.] The word is gasoline. Say the word. [Wait forstudent response.] Shade in the number of syllables. [Wait for students to shade in their answery You should have shaded in the circle marked (3) because there are three syllables in gasiuc. A the words I will say have two, three, or four syllables. Let's start with Number One. Readyy 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, rec x / on the Phonemic Awareness and Phonics Mastery Matrix for each student not mee ing th mastery criteria of $80 \%$.

Test Items/Answers

1. nation
2. contribe (3)
3. active
4. relationtp
defrence
(2)

4
6. Theling

3
irrabling
7. environment
8. upset

2



## Syllable Rhyming Assessment

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

## Directions, Grading, Recording

Pass out the Syllable Rhyming Assessment to students. The teacher may playtu a dio file: Syllable Rhyming Assessment or administer the assessment using this cripusay-"This is a short test to see if you hear which words rhyme and which words now Let's practice together. If the words rhyme, show me a "thumbs up;" if the words do not rhynt show me a "thumbs down." The words are match and catch. Say the words. [Wait for cedent response.] Thumbs up or thumbs down? Shhh. Don't say it. Show it. [Wait for student esponse.] 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 the ivo lown? [Wait for student response.] The correct answer is "thumbs down," because the words do not rhyme.

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

Once the assessments have been scored, ord / on the Phonemic Awareness and Phonics Mastery Matrix for each student not moeting the mastery criteria of $80 \%$.



## Phonemic Isolation Assessment

The purpose of this whole-class assessment is to determine whether students ca hear isolated vowel sounds and identify placement within words. The words are not printel ortue Phonemic Isolation Assessment because this is a sounds recognition phonemic ar arenfs test.

## Directions/Recording/Mastery

Pass out the Phonemic Isolation Assessment to students. The teacher mavpray the audio file: Phonemic Isolation Assessment or administer the assessment using thi script: Say-"This is a short test to see if you can hear the same sound in a pair of words and tes 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? mf fand cat [Wait for student response.] The correct answer is "middle," because the /ă/ sount is in the middle of the two words map and cat. Let's try another pair. The words are bloy and wrow. Is the same sound at the beginning, middle, or end of the words? blow and throw (W ait for student response.] The correct answer is "end," because the long / $\bar{o} /$ sound is athe of of ne two words blow and throw.

On your test, find the Example and point to it. [Confiy hat all students have pointed to the Example.] Shade in the beginning circle, middle ed or are circle to show where the same sound is located. The words are eat and east-Circle bo ming, middle, or end-eat and east. [Wait for students to shade in their answers.] You sn uld have shaded in the beginning circle because the / $/$ / sound is at the beginning of the vord Let's start with Number One. Ready? The words are stay and weigh. Circle beginning niddle, or end- stay and weigh." Follow this script for the rest of the test.

Once the assessments have been score a, roprd a/ on the Phonemic Awareness and Phonics Mastery Matrix for each student no neeting the mastery criteria of $80 \%$.



## Phonemic Blending Assessment

The purpose of this whole-class assessment is to determine whether students ca recognize words from blended letter sounds. The words are not printed on the Phon ornic Blending Assessment because this is a sounds recognition phonemic awareness te t.

## Directions, Grading, Recording

Pass out the Phonemic Blending Assessment to students. The teacher mav pray the audio file: Phonemic Blending Assessment or administer the assessment using th $s$ script: Say-"This is a short test to see if you can hear words from the letter sounds that I\&ay ou loud. Let's practice one together. The sounds are $/ \mathrm{t} / / \mathrm{r} / / \overline{\mathbf{1}} / / \mathrm{d} /$ [Do not add on the $u h$ sound the consonants $/ \mathrm{t} / / \mathrm{r} / \mathrm{h}_{\mathbf{1}} /$ $/ \mathrm{d} /$. What is the word? [Wait for student response.] The word is $t r$ ea, because $/ \mathrm{t} / / \mathrm{r} / \mathrm{I} / / / \mathrm{d} /$ 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 firs or the second word I say. The sounds are $/ \mathrm{c} / / \mathrm{r} / / \mathbf{1} / / \mathrm{d} /$. Is the word light or cried? [Dai for stident response.] The second word is correct, because $/ \mathrm{c} / / \mathrm{r} / / \overline{\mathbf{1}} / / \mathrm{d} /$ forms the word cried .

On your test, find the Example and point to it. [Confirthat students have pointed to the Example.] Do not say the sounds or words out lou shade in the circle marked © , if the sounds form the first word I say, or (2), if the sounds form the cond word I say. The sounds are $/ \mathrm{b} / / \mathrm{l} / / \check{\mathrm{a}} / / \mathrm{s} / / \mathrm{t} /$. Is it blast or clap? [Wait for students ${ }^{\circ} \mathrm{o}$ shade in their answers.] You should have shaded in the bubble marked (1) because $/ \mathrm{b} / / 1 / \mathrm{m} / / \mathrm{s} / \mathrm{t} /$ forms the word blast. Let's start Number One. Ready? The sounds are $/ \mathrm{g} / / \mathrm{r} / / \overline{\mathrm{a}} / / \mathrm{t} /$. Is ricat or skate? Shade in 1 or 2. Follow this script for the rest of the test.

Once the assessments have been scorea, roord a/ on the Phonemic Awareness and Phonics Mastery Matrix for each student no neeting the mastery criteria of $80 \%$.

## Test Items/Answers

1. The sounds are $/ \mathrm{g} / \mathrm{m} / / / \overline{\mathrm{a}} / / \mathrm{t} /$. Is it great or skate? (1)
2. The sounds re $/ \mathrm{p}, \mathrm{l} / / / \mathrm{e} / / \mathrm{z} /$. Is it street or please? (2)
3. The soundsare $\mathrm{n} / \overline{\mathrm{o}} / / \mathrm{z} /$. Is it most or nose?
4. The sous ds are $/ \overline{\mathrm{u}} / / \mathrm{z} / / \mathrm{d} /$. Is it used or huge? (1)
5. The sounds are $/ \mathrm{b} / / \mathrm{r} / / \overline{1} / / \mathrm{t} /$. Is it bright or dried? (1)
6. The ounds are $/ \mathrm{f} / / \mathrm{r} / / \mathrm{e} / / \mathrm{n} / / \mathrm{d} /$. Is it sled or friend? (2) 7. The sounds are $/ \mathrm{wh} / / \mathbf{1} / / \mathrm{ch} /$. Is it which or thick?
7. The punds are $/ \mathrm{c} / / \mathrm{l} / / \mathrm{a} / / \mathrm{s} /$. Is it crash or class?
8. The sounds are $/ \mathrm{t} / / \mathrm{r} / / \mathrm{u} / / \mathrm{k} /$. Is it luck or truck?
9. The sounds are $/ \mathrm{s} / / \mathrm{t} / / \mathrm{o} / / \mathrm{p} /$. Is it stop or $\operatorname{spot}$ ?
```
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. (1) (2)
```


## Phonemic Segmenting Assessment

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

## Directions, Grading, Recording

Pass out the Phonemic Segmentation Assessment to students. The teacher mray ploy the audio file: Phonemic Segmenting Assessment or administer the assessment sing wis script: Say"This is a short test to see if you can count the number of letter solnds 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 y anar? [Wait for student response.] There are three letter sounds in pan.

On your test, find the Example and point to it. [Confirmthat alı sty dents have pointed to the Example.] The word is child. Say the word. [Wait for studen reeponse.] Shade in the number of letter sounds. [Wait for students to shade in their answers You should have shaded in the circle marked (4) because there are four letter sounds in chil All the words I will say have two, three, or four letter sounds. Let's start with Number Ont N eady' 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, recor $/$ / or the Phonemic Awareness and Phonics Mastery Matrix for each student not meetis mastery criteria of $80 \%$.


## Example <br> (2) (3) (4)

1. 

(2) (3) (4)
2.
(2) (3) (4)
3.
(2) (3) (4)
4.
(2) (3) (4)
(2) (3) (4)
(2) (3) (4)
(2) (3) (4)
(2) (3) (4)
9.
10.
(2) (3) (4)
(2) (3)

## Alphabetic Awareness Assessments

## Teacher Notes

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

## Preparation

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

## Administration

## Alphabet Letter Sequence

1. Arrange desks or tables so that students $y$
2. Pass out sets of the shuffled lower case rds o each student and say, "Place the lower case letters of the alphabet in conect oder on your desk (table)."
3. Monitor student progress, paying attentio to how students arrange the cards. Students who arrange the cards differntly than the left-right, top-down sequence may lack print awareness. Provide nos than five minutes for this assessment. If students have not yet finished, hey r quire alphabetic awareness activities. Tell students to leave the cardsin ort $r$ on their desks.

## Alphabet Letter Match

4. Pass out sets of the sh uffle upper case cards to each student and say, "Place the upper case (capit, letters below their matching lower case letters on your desk (table)." Demonstratedow to match them.
5. Provide no $m$ re th five minutes for this assessment. If students have not yet finished, they requ re lphabetic awareness activities. Tell students to leave the cards in getar on teir desks.

## Correction and nocording 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 crit cal component of reading diagnosis, teachers need to hear their students read. This asse sment allows the teacher to assess reading ability and provides a baseline fluency rate. Ad ditior ally, the results will help the teacher narrow down the reading level of students to inform selecrion of books for independent reading practice.

The "Pets" fluency passage is leveled in a unique pyramid design: the first parog ap 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 as the surth grade level; the fifth paragraph is at the fifth grade level; the sixth paragraph is at the ixth grade level; and the seventh paragraph is at the seventh grade level. Thus, the reader bons practice at an easier level that builds confidence and then moves to more difficult acaden language through successive approximation.

## Materials, Instructional Setting, Preparation

## 0

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

Announce to the class that you will have studants quietly read to you for two-minute reading fluency timings. Say, "Please don't interru st the fluency timings, unless there is an emergency. We want to complete these timings quickly, nis is how we will organize things: I will pick one student to read. The first to read y has finished, she wilN se the stopwatch to time the next reader, who will be
$\qquad$ From now on, the dent who 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 sa the frords 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 orde, omitted words, added words, and words not correctly pronounced within three s concs Say the word for the student after three seconds and then say "Next," if the student does hat continue to read. Be consistent in test administration regarding marking (or not marking) Asilect differences, word repetitions, pre-practice of difficult words, reversals, and self-coryations.
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 err rs a he bottom left of the page and the name of the student. Say, "Thank you. Now, you will be the tmer. When I say 'begin,' push this button. After two minutes, say 'stop,' and push the otton igain. After the timing has been completed, say "Please go tell $\qquad$ that he or sho is "on deck.""

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

## Program Placement Criteria

For program placement, if a student scores than the two-minute Pets Fluency Assessment WCPM*, remediate with modeled rea dings and repeated reading fluency practice. Assign practice in ability level fluency group or individual practice with the YouTube modeled readings. Directions follow in the Fency Remediation section.
$50^{\text {th }}$ Percentile Oral Reading Theny Grade Level Norms: Words Correct per Minute (WCPM)

| Grade | Fall | Pis ivency <br> A ssess nint | Winter | Spring |
| :---: | :---: | :---: | :---: | :---: |
| 4 | 94 | <100 R mediate | 112 | 139 |
| 5 | 121 | <2ı2 Remediate | 127 | 150 |
| 6 | 132 | <244 Remediate | 140 | 150 |
| 7 | 128 | <236 Remediate | 136 | 151 |
| 8 | 1.3 | <246 Remediate | 146 | 123 |

Hasbroug↔ \& Findal, G. (2017). Jan Hasbrouck suggests fluency remediation if the student scores nore than 10 words below the grade-level $50^{\text {th }}$ percentile. $* 10$ words less than the fall score $\mathbf{2}$-suggested reading fluency remediation when students score below this WCPM. No e the middle school "slump" at grades 7 and 8 or, perhaps, the influence of increasingly diff alt eading levels.


#### Abstract

Pets are nice. Pets live with us. They can 反e good friends. Pets make people happy. They can be very fun. Some pets are very smart. Many can be traing to do what people say. Pets may come to us when weeall. Some can do special tricks. Some even seem to ta $k$ to us with a "bark," a "meow," or a "chirp."

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

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

Pets and owners must make a good natch. People need to think carefully about some things before getting a per. A pet owner needs to have a good place for a pet to live. A small apartmentmay be perfect for a fish or hamster, but not for a large dog or cat. Also, sopre pits cost more to keep than others. Large pets eat more than small ones, and heir ost of medical care can be expensive. People need to consider ho nucntime they will be able to spend with their pets. Pets need plenty of k man attention to stay happy.

The most popular petrondwide are dogs and cats. There are slightly more cats than dogs. Birds, hamsters, tur es, sl akes, lizards, and fish are also the pets of choice for many people. In the last few yea nels have become more "exotic." Many people are now keeping ferrets and monkeys res. Res. Most local governments have laws restricting which pets are acceptable in their munties.


Pet owner need tit be responsible with their pets. Adult pets need to be spayed or neutered to preven play med litters. According to the Humane Society, over three million unwanted pet are wit to sleep each year. Also, mixed breed cats and dogs can make wonderfol pe In fact, some of the best pets can be adopted from local animal shelters at little cost. Nts are valuable friends and need our very best care.

|  | Total Number of Words Read | Total Number of Words Read |  |
| :--- | :--- | :--- | :--- |
|  | - Rotal Number of Mistakes | - Total Number of Mistakes |  |
|  | Total Number of Words Read | = Total Number of Words Read |  |

## Pets

Pets are nice. Pets live with us. They can be god d friends. Pets make people happy. They can be verf fyn. Some pets are very smart. Many can be trained to do what people say. Pets may come to us when we call. Sore gen do special tricks. Some even seem to talk to us with a val)," a "meow," or a "chirp."

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

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Pets and owners must make a good may. People need to think carefully about some things before getting a pet. A per owner needs to have a good place for a pet to live. A small apartment may be peffect ror a fish or hamster, but not for a large dog or cat. Also, some pets cost mare to keep than others. Large pets eat more than small ones, and their cost ${ }^{\text {cmearcal care can be expensive. People need }}$ to consider how much time they will be a le to spend with their pets. Pets need plenty of human attention to stay happ,

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Pet owners need to be respensibw ith their pets. Adult pets need to be spayed or neutered to prevent unplanned litters Acc -ding to the Humane Society, over three million unwanted pets are put to sleep each yea Als, j nixed breed cats and dogs can make wonderful pets. In fact, some of the best pety be ad pted from local animal shelters at little cost. Pets are valuable friends and need oul very best care.

## Heart Words Assessment

The purpose of this whole class assessment is to determine which of the 108 hi h 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 rryou can identify the words I say out loud and the letters which do not match their usual sellings. Listen carefully because I won't repeat the words after the test is finished. On yourtest, hind 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 $w o n$ is anonym.
Example sentences are not necessary for all words in this assessment.)

## Option:



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

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

Watch how I do this. [Print on the bô do demonstrate.]
For example, in the word, won, nderl ne the $o$, because the the $o$ spelling does not match the usual sound for the $o$ spelling If anord has more parts which do not match their sounds, underline each of these letters.

## Grading and Reco dind

Grade the assessmen ts wittr slashes through the numbered test items for student errors, and record the number of mastered 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, foundin thraddendum. I suggest printing the cards on cardstock prior to cutting. Instruct stu ens to remove the cards that they need to master as sight words (the student errors indicated by sich s) and recycle those that they have already mastered.

## Heart Words Assessment (Teacher Pages)

$\qquad$ 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
$\qquad$ 4. A. were
B. whare
C. where
$\qquad$ 5. A. u
B. ah
C. oh
$\qquad$ 6. A. frum
B. from
C. frome
$\qquad$ 7. A. giv
B. give
C. gave
8. A. tooh
B. toe
C. tu
$\qquad$ 9. A. friend
B. freind
C. frend
B. uv
10. A. ov
B. luv
C.
$\square$
D. gib
__1
11. A. love
B. wawnt
_12. A. whont
B. buy
13. A. bi
B. whut
__15.
14. A. what
B. seys
16. A. ower
B. hour
C. says
D. sez
C. huor
D. howr
$\qquad$ 17. A. oshun
B. ocha
C. osean
D. ocean
18. A. come
B. cume
C. cuhm
D. com
$\qquad$
19.
20. A. cuold
21. A. hurd
B. haerd
__22. A. wulf
3. volf
23. A. sed
B. siad
C. muve
D. mov
C. cud
D. coud
C. heard
D. huerd
C. wuf
D. woff
B. yu
C. sead
D. said
C. yuo
D. you
B. fathur
C. fahther
D. fawther
B. wourk
C. work
D. wuerk
27.
A. sume
B. some
C. soum
D. som
B. monney
C. muney
D. money
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
$\qquad$ 34. A. peple
B. peeple
C. people
35. A. hoo
B. who
C. whoo
36. A. would
B. woud
C. wuould
$\qquad$
37. A. tok
B. tolk
C. tawk
C. wok
C. tevu
D. tuo
39. A. two
B. walk
B. tou
40. A. wash
B. whash
C. rach
D. wosh
41. A. bein
B. been
_ 42. A. hav
B. haf

D. bin
D. have
_43. A. yor
B. yuor
your
44. A. du
B. dou
_ 45. A. don't
B. doen't
C. do
D. yuor
D. doo
D. done't
46. A. woun't
B. wow
C. doun't
D. won't
_47. A. thare
B. thay
C. woen't
D. wud
$\square$
38. A. wolk
B. are
C. thier
D. there
_ 48. A. ar
B. done
C. aire
D. arre
C. dune
D. doen
49. A. dun
B. reind
C. find
D. fynd
C. leren
D. laern
C. kined
D. kynd
2. A. kiend
b. kind
C. wurm
D. warem
B. worm
C. whur
D. were
55. A. un
B. werre
C. one
D. oene
56.

B. whun
D. gun
B. gon
C. gone
D. hite
A. bouth
B. height
C. hieght
D. bothe

## Heart Words Assessment (Teacher Pages)

$\qquad$ 59. A. mother
B. muther
C. mudder
D. mothur
$\qquad$ 60. A. son
B. sune
C. sone
D. suen
$\qquad$
61.
A. old
B. owld
C. olde
D. culd
62. A. busy
B. bissy
C. bizzy
__63. A. agin
B. agan
C. agun
64. A. becuz
B. becuse
C. because
D. becuase
_65. A. nuthing
B. nothing
C. nouthing
D. notheng
$\qquad$ 66. A. aganst
B. against
C. aginst
D. agunst
$\qquad$ A. thru
B. throuh
C. thoro igh
D. through
68. A. gess
B. guese

D. geuss
_69. A. meny
B. many
70. A. liv
B. love
C. many
D. menny
71. A. onle
B. oanly
72. A. fuor
B. fur
.four
D. life
D. only
D. fore
$\qquad$
$\qquad$ 74. A. door
B. dor
B. thous ht
C. frount
D. fruent
C. dore
D. dour
75. A. thot
B.
76. A. enuogh

77. A. priety
78. A. cerry
C. thout
D. thuoght
C. enouff
D. enough
C. pretty
D. pritty
_79. A. vary
_ 80. A. any
_81. A. luz

C. carey
D. cary
C. viry
D. very
C. eney
D. aney
C. loose
D. looze
82. A. gigh
B. gai
C. guy
D. gey
B. lissen
C. lisen
D. listun
84. A ansvir
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)

$\qquad$ 88. A. othur
B. other
C. uther
D. other
88. A. build
B. beld
C. bild
D. biuld
90. A. thou
B. though
C. thogh
D. tho
$\qquad$ 91. A. abuve
B. abouv
C. abov

- 92. 

2. A. flor
B. flour
C. floor
3. A. tough
B. tuff
C. tuogh
_94. A. werld
B. wourld
C. world
$\qquad$ 95. A. pruffe
B. pruve
C. prove
D. wurld
4. A. rouff
B. rough
C. ruogh
C. huff
D. prufe
__97. A. laffe
B. laugh
C. Nh
D. luagh

- 98. 

8. A. eye
B. eiy

D. eeye
$\qquad$ 99. A. doubt
B. dowt
__100. A. haff
B. halve
D. dowbt
-100. A. haff
B. break
brak
$\qquad$ 102. A. hart
B. haert
B. strayed
C. heart
D. half
$\qquad$ 01. A. braek
D. breake
_103. A. strat
B. grat
B. islent
C. straight
D. harte
D. strate
_104. A. great
B. cuour try
C. graet
D. grait
$\qquad$ 105. A. iland
C. ailand
D. island
__106. A. cuntry
B. tourch
C. countree
D. country
__107. A. tutch
B. coff
C. touch
D. tuch

## ___108. A. cough

C. caugh
D. couff
$\qquad$ 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
$\qquad$ 4. A. were
B. whare
C. where
$\qquad$ 5. A. u
B. ah
C. oh
$\qquad$ 6. A. frum
B. from
C. frome
$\qquad$ 7. A. giv
B. give
C. gave
8. A. tooh
B. toe
C. tu
D. gib
$\qquad$ 9. A. friend
B. freind
C. frend
D. to
_-10.
0. A. ov
B. uv
C. of
-
$\qquad$ 11. A. love
B. luv
C. nve
D. uf
$\qquad$ 12. A. whont
B. wawnt
$\qquad$ 13. A. bi
B. buy
$\qquad$ 14. A. what
B. whut
$\qquad$ 15. A. ses
B. seys
C. says
C. huor
D. lov
$\qquad$ 16. A. ower
B. hour
D. want
D. bigh
D. wut
D. sez
D. howr
$\qquad$ 17. A. oshun
B. ocha
C. osean
D. ocean
18. A. come
B. cume
C. cuhm
D. com
$\qquad$ 19. A. move
B. nuv
C. muve
D. mov
20. A. cuold
21. A. hurd
B. could
C. cud
D. coud
C. heard
D. huerd
22. A. wulf
. haerd
C. wuf
D. woff
23. A. sed
B. siad
C. sead
D. said
B. yu
C. yuo
D. you
B. fathur
C. fahther
D. fawther
B. wourk
C. work
D. wuerk
27.
A. sume
B. some
C. soum
D. som
B. monney
C. muney
D. money
B. should
C. shuld
D. shud
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
$\qquad$ 34. A. peple
B. peeple
C. people
35. A. hoo
B. who
C. whoo
36. A. would
B. woud
C. wuould
D. wud
$\qquad$ 37.
A. tok
B. tolk
C. tawk
D. talk
38. A. wolk
B. walk
C. wok
D. wak
_39. A. two
B. tou
C. tovu
D. tuo
40. A. wash
B. whash
C. wach
D. wosh
41. A. bein
B. been
_ 42. A. hav
B. haf
D. bin
D. have
D. yuor
D. doo
D. done't
_ 45. A. don't
46. A. woun't
B. yuor
your
43. A. yor
B. dou
B. doen't
C. do
C. doun't
D. won't
_47. A. thare
B. wow
C. woen't
D. there
_ 48. A. ar
B. thay
C. thier
D. arre
C. aire
49. A. dun
B. done
D. doen
__50. A. fiend
__51. A. learn
52. A. kiend
53. A. warm
54. A. whare
B. worm
B. werre
C. dune
C. find
C. leren
D. fynd
D. laern
C. kined
D. kynd
C. wurm
D. warem
55. A. run
B. whun
C. one
D. were
D. oene
56.

B. gon
C. gone
D. gun
B. height
C. hieght
D. hite
B. boath
C. both
D. bothe
$\qquad$ 59. A. mother
B. muther
C. mudder
D. mothur
$\qquad$ 60. A. son
B. sune
C. sone
D. suen
_61. A. old
B. owld
C. olde
D. ould
$\qquad$
A. busy
B. bissy
C. bizzy
__63.
63. A. agin
B. agan
C. agun
_64. A. becuz
B. becuse
C. because

_65. A. nuthing
B. nothing
C. nouthing
D. notheng
$\qquad$ 66.
A. aganst
B. against
C. aginst
D. agunst
_67. A. thru
B. throuh
C. thorough
D. through
_ 68 .
A. gess
B. guese

D. geuss
_69. A. meny
B. many

D. menny
_70. A. liv
B. love
__71. A. onle
B. oanly

D. life
D. only
_72. A. fuor
B. fur
73. A. front
B. frunt
74. A. door
B. dor
75. A. thot
B. thou
B. enult
B. ority
. pretty
D. pritty
C. carey
D. cary
C. viry
D. very
C. eney
D. aney
C. loose
D. looze
81. A. luz

ह. lose
C. guy
D. gey
B. gai
C. lisen
D. listun
C. annser
D. answer

trooth
B. lissen
D. houle
B. whole
C. hol
D. truthe
A. hoose
B. thouth
C. truth
D. whose
$\qquad$ 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
$\qquad$ 92. A. flor
B. flour
C. floor
93. A. tough
B. tuff
C. tuogh
C. world
_94. A. werld
B. wourld
C. prove
D. wurld
$\qquad$ 95. A. pruffe
B. pruve
C. ruogh
D. prufe
-96. A. rouff
B. rough
C. buff
D. ruff
__97. A. laffe
B. laugh
C.inh
D. luagh

- 98. 

8. A. eye
B. eiy

D. eeye
$\qquad$ 99. A. doubt
B. dowt
$\qquad$ 100. A. haff
B. halve
D. dowbt
D. half
$\qquad$ 101. A. braek
B. break
brak
D. breake
$\qquad$ 102. A. hart
B. haert
B. strayed
C. heart
D. harte
$\qquad$ 103. A. strat
B. grat
C. straight
D. strate
$\qquad$ 104. A. great
B. islent
C. graet
D. grait
$\qquad$ 105. A. iland
B. cuour try
C. ailand
D. island
__106. A. cuntry
C. countree
D. country
C. touch
D. tuch
D. couff

## Spelling Patterns Assessment

## Teacher Notes

The purpose of this whole class assessment is to determine which of the kir derga tenseventh grade spelling patterns students have and have not been mastered. The multi-syllabic words prevent students from identifying the words by "sight spellings" and reare 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 dire tions and test administration: Spelling Patterns Assessment (22.38) or introduce the Dmonostic Spelling Assessment to students. Say-
"This is a test to see if you can accurately spell thenorn 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 thow ds after the test is finished. Please print the spelling words."

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

## Correction

Grade the assessment, $m$ rkin nly the specified sound-spelling pattern for each word. In other words, don't mark the wo vo $g$ because of other spelling errors in the word. For example, if the sound-spelling p ater is Long /a/ "__ay" and the word is "payment," the student spelling of "paiment" would bt wrong, but "paymunt" would be right. This selective grading isolates the sound-spelling patern problem areas for each student.

## Recordind the Data

Write dC Wn the names of your students in alphabetical order on the Diagnostic Spelling Assessin nt Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blan 10r each correctly spelled sound-spelling.

## Spelling Patterns Assessment (Teacher Pages)



## 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 | 100/ |
| 46. | looked | He looked older than he really was. | looked |  |
| 47. | butcher | The local butcher was very skilled. | butcher | ort /oo/ |
| 48. | crowded | This school is very crowded. | crowded |  |
| 49. | counting | She began counting on her fingers. | cour ang | w/ (cow) |
| 50. | poisoned | The chemical poisoned the water. | opoís ned |  |
| 51. | destroy | He had to destroy the work of art. | destr | /oi/ |
| 52. | awful | The engine made an awful sound. | wfur |  |
| 53. | auditorium | The band played in the auditorium. | audrorium |  |
| 54. | already | My teacher already knows the answer | lready |  |
| 55. | falling | The child kept falling down the stairs. | falling | /aw/ |
| 56. | curling | She liked curling her hair with her fing | curling |  |
| 57. | winter | This winter I want to visit the be | winter |  |
| 58. | firmly | The student held the handle firml | firmly |  |
| 59. | alarm | A man set off the car alarn | alarm |  |
| 60. | boring | The television show was ver | boring | $r$-controlled |
| 61. | cucumber | He likes cucumber in his sart | cucumber |  |
| 62. | procedure | The guard followed the proceg ure. | procedure |  |
| 63. | agony | His face showed the aoony ur defeat. | agony | Hard/Soft |
| 64. | strangely | Her cousin behaved very trangely. | strangely | $c$ and $g$ |
| 65. | spicy | The Mexican food tis sricy. | spicy |  |
| 66. | identify | No one could id oni y thestranger. | identify | Soft $\boldsymbol{y}$ |
| 67. | forgetting | I keep forgettio where I placed my glasses. | forgetting | Consonant |
| 68. | commitme | tThe coach questioned his commitment. | commitment | Doubling |
| 69. | dodgeball | The child en co ld not play dodgeball. | dodgeball |  |
| 70. | advantage | We hadoth adr antage of playing at home. | advantage | /j/ |
| 71. | believe | I will ulieve it when I see it. | believe |  |
| 72. | receive | Did ou receive the letter? | receive | "ie"/"ei" |
| 73. | radios | W liste m d to our radios. | radios |  |
| 74. | bushes | Thuy fun the child hiding in the bushes. | bushes |  |
| 75. | ladies | me ladies softball team won their game. | ladies |  |
| 76. | bookghel | They dusted the bookshelves. | bookshelves |  |
| 77. | women | the women volunteered for the carnival. | women | Plurals |
| 78. | guid | Her family trains guide dogs for the blind. | guide |  |
| 79. | des gned | Her mom designed the new school sign. | designed | Silent Letters |
| 80. | skatm, | I had my birthday party at the skating rink. | skating | Drop/Keep |
| 81. | IS ${ }^{\text {ly }}$ | She wisely asked the teacher for help. | wisely | Final $e$ |
| 82. | atcher | The catcher tagged the runner out. | catcher |  |
| 83. | touchdown | Our players scored the winning touchdown. | touchdown | /ch/ |

## Spelling Patterns Assessment (Teacher Pages)

| 84. | gigantic | The gigantic boulder blocked the road. | gigantic |  |
| :---: | :---: | :---: | :---: | :---: |
| 85. | sunken | The pirates searched for sunken treasure. | sunken |  |
| 86. | denied | He denied any knowledge of the crime. | denied | rop/Keep |
| 87. | carrying | We got tired of carrying the baskets. | carrying |  |
| 88. | handcuffs | The police officer carried handcuffs. | handcuffs |  |
| 89. | careful | Please be careful with that glass vase. | careful |  |
| 90. | rhythm | He could not clap to the rhythm of the son | rhythm | eek "rh"/ |
| 91. | chorus | The chorus of the song was repeated. | chor | ch" |
| 92. | explosion | A loud explosion followed the car crash. | xps sion |  |
| 93. | musician | He made his career as a musician. | nisicta |  |
| 94. | emotional | Her poetry triggered an emotional respon | motronal | /ion/ |
| 95. | bubble | She blew a huge bubble with her gum. | bubele | 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 laughao | laughable |  |
| 100. | eligible | I was now eligible to win the grand prize. | eligible | "able"/"ible" |
| 101. | significance | The significance of her resar h wa huge. | significance | "ance"/ |
| 102. | confidence | The teacher earned our highes con idence. | confidence | "ence" |

## Grammar and Usage Assessment

## Teacher Notes

The purpose of these assessments is to determine which of the previous gra le-leyel grammar, usage, and mechanics CCSS L. 1,2,3 standards have and have not been maswed.

## Assessment Formats and Preparation

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

1. The Google forms format consists of one Diagnostic Grammar whage, and Mechanics Assessment. All test items are multiple-choice.
2. The printable PDF format consists of two tests: the Gramr ar and Usage Assessment (multiple-choice) and the Mechanics Assessment (sentenctre-writes).

## Administration

Say-"These test items will help me learn whichcono ns and skills have and have not yet been mastered. If unsure of the answer, please don't gues Read each set of directions before reading the test items."

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

## Correction

The Google forms format athercorrects the Diagnostic Grammar, Usage, and Mechanics Assessment. Or grade the paper pies of the Grammar and Usage Assessment and the Mechanics Assessment (nsw ss follow), marking errors.

## Recording the

Upload the tests the Piagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix Google sheets. Or it using the printable PDF, write the names of your students in alphabetical order on the ecoraing matrix. Record the grammar and usage deficits for each student on the Grammar, Usage, and Mechanics Assessment Mastery Matrix. Mark a / for each error in the student's 10 on the matrix. Grade-level CCSS Standards are listed on the matrix.

## Grammar and Usage Assessment

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

## Although they apologized, either Kim or Tom was always arriving late for their wham

 practices and league games.$\qquad$ 1. The proper nouns in the sentence are $\qquad$ and $\qquad$ .
A. practices, games
B. always, late
D. they, their
E. Tom, games
$\qquad$ 2. The common nouns in the sentence are $\qquad$ and $\qquad$ .
A. team, practices
B. practices, games
D. they, their
E. Kim, games
$\qquad$ 3. The pronouns in the sentence are $\qquad$ and $\qquad$ .
A. they, their
B. Kim, Tom
D. apologized, arriving
E. always, late
$\qquad$
 $C$ - Kin, Tom
$\qquad$ and
$\qquad$ 4. The adjectives in the sentence are
D -id
B. either, or
A. apologized, arriving
E. team, learns
C. practices, games
D. always, late
$\qquad$ and $\qquad$
$\qquad$ 5. The verbs in the sentence are
C. apologized, was arriving
A. arriving, practices
B. always, tat
E. apologized, practices
D. practices, games
___6. The adverbs in the sentence are $\qquad$ -.
A. Although, always
B. al ways, ate
C. team, league
D. arriving, practices
E. elmer ate
7. The preposition in the sentence
A. for
and
C. or
D. either
heir .
8. The conjunction in the sen ence $\qquad$
A. late
. or
C. either
D. for
E. and
$\qquad$ 9. The subordinating ceinncuon in the sentence is $\qquad$ .
A. either
D. or
B. for
E. and
C. Although
$\qquad$ 10. The paired c nutations in the sentence $\qquad$ and $\qquad$ .
A. Although, either
B. either, for
D. either,
E. for, and
C. or, for

## Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or comple es each sentence.
__11. Identify the subject in this sentence: She watched the movie three times.
A. She
B. watched
D. three
E. times
C. movie
__12. Identify the compound subjects in this sentence: The train and ship an ive at noon.
A. The train
B. ship
D. at noon
E. train and ship
C. 1
13. Identify the simple predicate in this sentence: The clown was miling at the children.
$\begin{array}{ll}\text { A. was } & \text { B. clown was } \\ \text { D. smiling } & \text { E. was smiling }\end{array}$
$\begin{array}{ll}\text { A. was } & \text { B. clown was } \\ \text { D. smiling } & \text { E. was smiling }\end{array}$
$\begin{array}{ll}\text { A. was } & \text { B. clown was } \\ \text { D. smiling } & \text { E. was smiling }\end{array}$
$\begin{array}{ll}\text { A. was } & \text { B. clown was } \\ \text { D. smiling } & \text { E. was smiling }\end{array}$
()
chirdren
4. Identify the compound predicates in this sentence: Mariel sut down and crossed her legs.
A. sat down
B. crossed
D. sat, and
E. down and crossed
C. sat, crossed
15. Mr. Nelson
A. statement
B. exclamation
D. question
E. passive ructi n
C. command
semance is $\qquad$ .
16. She failed the test twice, but she passed it the third time. This is a $\qquad$ sentence.
A. simple
B. complex
C. compound
D. run-on
E. compound-c mplex
__17. Carla went to the store after she watched the television show. This is a $\qquad$ sentence.
A. simple
B. co nple?
C. compound
D. run-on
E. corano hd-complex
___18. Although it may be dated, Tom oorvyer still an enjoyable book, and its humor stands the test of time. This is a $\qquad$ sentence.
A. simple
D. run-on
pmpound
C. complex
compound-complex
19. Identify the best way to fi thi sentence problem: While we waited in line for our lunch and the principal spow to us.
A. While we waited $\eta$ line the principal spoke to us for our lunch.
B. The principal peak th to us while we waited in line for our lunch.
C. While the prinoina sp ke to us and we waited in line for our lunch.
D. The princ par noketo us while we waited in line for our lunch.
E. While we vaited for our lunch our principal spoke in line to us.
__20. Identify thesway to fix this sentence problem: That was a great movie, I really enjoyed he popcorn.
A. Tb at wasa great movie I really enjoyed the popcorn.
B. A grat movie that was, I really enjoyed the popcorn.
C. Tht was a great movie, and I really enjoyed the popcorn.

That was a great movie, because I really enjoyed the popcorn.


## Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or comple es each sentence.
__21. The students who got into trouble are $\qquad$ .
A. them
B. those
D. they
E. me and she
__22. The teacher yelled at two students, Rachel and $\qquad$ .
A. I
B. me
D. he
E. us
__23. They $\qquad$ had never sailed a boat by $\qquad$ .
A. themself; them
B. themselves; themselves
theirselves; theirself
D. them; theirself
E. theirselves; theirselva
C. I and h
C.
$\qquad$ -
__24. He stirred the sauce, and then let John taste
A. them
B. this
D. these
E. that

__25. That movie $\qquad$ we watched was entertaining.
A. who
B. whose
D. which
E. that
_ 26 . $\qquad$ who wants to try out for the team can a so but not $\qquad$ is chosen.
A. Anyone; everybody
B. Everyone, hoth
D. Everyone; others
E. Other neith
C. Someone; one
__27. $\qquad$
A. Some; fewer
B. Pl nty; ittle is free.
D. All; none
E. A roge amount; few
C. Many; nothing
28. She should $\qquad$ for her scho picture
A. have smiled
D. smiled
is smiling
C. had smiled has smiled
9. Jamie $\qquad$ three miles roun
A. walk
D. walking
E. had walking
C. is walking
30. The cat played witt its stuffed mouse, and $\qquad$ went outside to chase birds.
A. it
B. then it
C. then they
D. it then
E. then the cat
$\qquad$ 31. Compared to ner mappy sister, she is $\qquad$ .
A. happier
B. most happy
C. happiest
D. more hapien
E. most happiest
__32. Of all the happy people, he was $\qquad$ _.
A. har pier
B. most happy
C. happiest
D. mor happier
E. most happiest
$\qquad$ 33. Compred to last time, this work is definitely $\qquad$ .

## most difficult

B. more difficulter
C. difficultest

E. difficulter

## Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or omple es each sentence.
__34. He is the $\qquad$ student in his class.
A. most intelligent
B. more intelligent
D. more intelligent
E. intelligenter
__35. Dennis $\qquad$ ready and he $\qquad$ prepared well.
A. seem; has
B. seems; have
D. seems; was
E. seem; is
$\qquad$ 36. She $\qquad$ passed the test, but she didn't study.
A. did have
B. could have
D. did might
E. would of
_ 37. She $\qquad$ hard for the test last night.
A. studied
B. did studied
D. had studying
B. did studied
E. have studied
C. intellige test
C. se ems, has
()
$\qquad$
$\qquad$

_38. She $\qquad$ hard for the test last night when she will asnep.
A. studied
B. was studied
D. studying
E. have studied
C. was studying
$\square$
_ 39. She $\qquad$ for two hours when I called.
A. will have been studying
B. will study
D. had studied
E. studied
_40. She always $\qquad$ hard for tests.
C. study
A. study
B. w 1 stug ied
C. studies
D. are studied
E. Wh be studied
C. studies
. Today she $\qquad$ hard for the
A. will have been studying
had studied
C. study
D. is studied
\$ studying hard for the test
has studied C. had studied
A. will have studied
E. have studying
D. is studied
E. hav
$\qquad$

$\qquad$

This whole morning she
$\qquad$ more late this afternoon.
A. will have beer stud)
B. will study
C. study
D. are studied
E. have studied
_ 44. She $\qquad$ fo tho test we whole night.
A. willhave tudying
B. will be studying
C. have studied
D. are stuttied
E. have studying
___45. By the the clock strikes three, we $\qquad$ for four long hours.
A. ha e stuoned
B. will study
C. study
D. are sudied
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 iagng stic Grammar, Usage, and Mechanics Assessment Mastery Matrix.


## Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. oo no 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 netreen the star wars movie in that country Note: Don't place a comma or a period after "africa."

3. she saw pictures of the costumes robots and ship inded in the newsweek article the one that featured space camp Note: Don't place a comma reolon after "article."

4. yes you should listen to that s ng ca led the one monsters howl sometime before halloween
5. bring both girls $\mathbf{B}$ st 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. oo no 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 meding tonight

7. mr wong put on his glasses and then he read the magazine article thed ny dog spoke english

what a complete surprise no one head ti e 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 stu dent
misses an item, mark a / in the same number column on the TLS Diagnostic Gramm arge, and Mechanics Assessment Mastery Matrix.
$55 \quad 4669$ (needs both) 70

1. a friend named John said, 'I I am glad I don't need any help on my home vork'

47 (needs both) 56 (needs both) 71
62
2. that new student, paula, is from $\mathbf{S o u t h} \mathbf{A}$ frica; she told me she had never seen the star wars movie in that country

$$
48 \text { (needs both) }
$$

63
3. she saw pictures of the costumes, robots, and ship models in thewsweek article 72 (needs both) 57 (needs both)
(the one that featured $\mathbf{S p a c e}^{\mathbf{C a m p}}$ )
49
64 (nted bot ) 73
58
4. yes, you should listen to that song called "the ane innnster's howl" before Halloween

74
50
65
5. bring both girls' best dresses to atlanta, seors a to see the play titled fiddler on the roof

515566 neds both sets) 59 (needs both)
6. joe, please read these chapters: " ${ }^{66}$ ots" and ${ }^{\text {'6 cooking" }}$ to prepare for the $\mathbf{B}_{\text {oy }} \mathbf{S c o u t s}^{\text {c }}$ meeting tonight

76


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.

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
61 (needs both)
with sad, depressing,)
*bels"about the $\mathbf{C i v i l} \mathbf{W}$ ar the whole messy story was sad, depressing, and true

Reading Assessment Mastery Matrix


## Alphabetic Awareness Assessment Mastery Matrix


$\square$ and subsequent mastey with a

Spelling Mastery Matrix Record unmastered spellings with a $\square$ and subsequent matey with a


| Spelling Mastery Matrix |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Sound-Spellings as in the word: Worksheet \#s | Long /oo/ rooster |  |  |  | Short /ool woodpecker |  | $\begin{aligned} & \text { low/ } \\ & \text { cow } \end{aligned}$ |  | $\begin{gathered} \text { /oi/ } \\ \text { koi } \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \text { law/ } \\ & \text { hawk } \end{aligned}$ |  | 55 56 |  | ermine |  | Vowels arm orca |  | Hard/Soft $\boldsymbol{c}$ and $g$ cut juicy get gem |  |  |  |
|  | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 |  |  |  | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 |
| Teacher | 8 | 9 | $=$ | 咗 | 8 | $z_{1}^{1}$ | $\vec{\theta}_{1}$ | $\Xi^{\prime}$ | $\cdot{ }^{\prime}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Class <br> Student Names |  |  |  |  |  |  |  |  |  |  |  |  | $\bar{\omega}$ | $\overline{\text { ® }}$ | $\Xi$ | $\ddagger$ | $\pm$ | $\cdots$ | \% | 苞 | E. | - | $\cdots$ |
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| Sound-Spellings: | Soft $\boldsymbol{y}$ |  | C. Doubling |  |  | lj/ | "ie" "ei" |  |  | Plurals |  |  | Silen |  | Let lers Final $e \quad / c h /$ |  |  |  |  | /k/ |  |
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| Worksheet \#s | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 |  | 79 | 80 | 81 | 82 | 83 | 84 | 85 |
| Teacher |  | $\begin{aligned} & \text { ミ1 } \\ & \text { en } \\ & 0 \\ & 2 \\ & 2 \\ & 0 \\ & 0 \end{aligned}$ |  |  | $\begin{aligned} & 2 \\ & 0 \\ & 0 \\ & 0 \\ & \vdots \\ & \hline-0 \end{aligned}$ | $$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| The Science of Readin | ntio |  | am: A | Assess | ent- |  |  |  | 2022 | Penni | ingto | Publi |  |  |  |  |  |  |  |  |  |


| Sound-Spellings: | Final $y$ |  | $l, f, s, z{ }^{66} \mathrm{rh}{ }^{96}{ }^{6} \mathrm{ch}{ }^{\prime}$ |  |  |  |  | lion/ |  | C.-le |  | Schwa |  | able |  | anc | ence" |
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| Worksheet \#s | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 |  | 100 | 101 | 102 |
| Teacher |  |  | $\begin{aligned} & N \\ & n_{n}^{n} \\ & i \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ |  |  |  |  |  | $\begin{aligned} & \text { a } \\ & \text { En } \\ & \text { Ben } \\ & \text { B } \end{aligned}$ |  |  |  |  | $$ | $\begin{gathered} \text { ot } \\ \frac{0}{0} \end{gathered}$ |  |  |
| Class Student Names |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \text { 亏े } \\ & 00 \\ & 00 \\ & \text { ein } \end{aligned}$ |  |  |  |  |
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Grammar, Usage, and Mechanics Assessment Mastery Matrix

| Categories: | Parts of Speech |  |  |  |  |  |  |  |  |  | S ntehce Structure |  |  |  |  |  |  |  |  |  |  |
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| Worksheet \#s | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |  | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Teacher |  |  |  |  | $\begin{aligned} & \text { N } \\ & \stackrel{0}{0} \end{aligned}$ | $\frac{n}{4}$ |  |  |  | 号 | ê |  |  |  |  |  | U.00000000000 | Finding Fragments |  |  |  |
| Class <br> Student Names |  |  |  |  |  |  |  |  |  | 撲 |  |  |  |  |  |  |  |  |  |  |
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## Grammar, Usage, and Mechanics Assessment Mastery Matrix



Grammar, Usage, and Mechanics Assessment Mastery Matrix


## Phonemic Awareness Lessons

The daily phonemic awareness activities are designed to fill in the gaps indicated by th mid year diagnostic phonemic awareness assessments. For students still learning the napes orthe alphabetic symbols and how to print the lower and upper case alphabetic letters, ac ivitie 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 recond any unmastered phonemic awareness components for each student on the Readin, Mastery Matrix. Mastery criteria are $80 \%$. Then, establish small groups to teach the Phon nic Awareness in this order:
$\checkmark$ Rhyming Awareness
$\checkmark$ Syllable Awareness and Syllable Manipulation
$\checkmark$ Phonemic Isolation
$\checkmark$ Phonemic Blending
$\checkmark$ Phonemic Segmentation
$\checkmark$ Alphabetic Awareness (technically not phonen awareness)
*Spanish pronounces vowels as the following. $\operatorname{sas} / \bar{w} /, e$ as $/ \bar{a} /$ or $/ \mathrm{e} /, i$ as $/ \bar{e} /, o$ as $/ \bar{o} /, u$ as long lool (rooster).
** Spanish pronounces consonants as the ollow ng: $g$ 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 ciphthongs. There are no Vowel Teams. Every written vowel is pronounced except for the $\hat{\mu}$ fter $g$ before $e$ or $i$, "gue" or "gui" in which the $u$ is usually silent.
****Spanish does not have $r$ an ( $l$-cor rolled vowels.

## 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 word tharsound alike. Explain that when the ending part of a word sounds the same as another endi g par of a word, this is called a rhyme.

## Odd Word Out

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

```
back, rack, dock
cap, up, gap
send, band, hand
bed, led, sad
last, rest, test
kid, bad, lid
pop, lip, ship
pack, lock, sock
hot, lot, cat
ranch, bunch, hunch
fade, made, tide
bait, set, wait
gate, sight, late
deal, heal, mile
goose, dice, nice
dine, tune, line
fine, loan, moan
bone, main, cone
cute, sweet, mute
chart, hurt, dart
sure, bear, wear
earn, born, learn
dirt, sort, shi t
fort, calt, sor
oil, boil, ta।
```

had, mad, bed cash, lash, hush dunk, sank, tank bell, doll, fell rat, met, net hill, mill, fall it, pit, sat cod, God, bad mug, pig, rug tank, bunt iun fell, $p \rightarrow$ ail bake cake soak pay, bos say ate, heat, neat
de, tide, food
kite, goat, site roke, bake, woke row, show, new
bar, car, fur
more, chair, fair, hear, near, sir fir, sir, door
chore, core, pure churn, torn, burn
cow, show, now
ham, gum, jam
men, can, fan
got, at, cat
men, ten, can
kick, sick, duck been, chin, win tub, job, rob tip, mop, pop bump, chimp, dump cut, hut, put chain, bone, gain tell, bale, sale bead, paid, lead feed, seed, load wheat, fight, sight oak, soak, bike bold, cold, held meat, boot, root bark, dark, work care, dare, rear car, deer, cheer snarl, girl, whirl yarn, born, corn boy, say, joy
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 yoy 20 le 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' try some on your own. A bean may be green, but a (word selected from list below) is not..." Na nsens' 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 acti


## Rhyme Out

Shuffle the Rime Study cardsand 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 stant for a rhyme. If the student says a word that is not a rhyme, the teacher suggests another hym of the word and then calls on the next student. The last student to produce a rhyme is the wimer.

## Picture Pick-tp

Have students out pictures from magazines and cooperatively pair pictures that represent words that r me. Continue until at least 12 rhyming pairs are found. Then, place pictures face up, but scattereci, 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, te. until all pairs are selected. Make sure to save good rhyming pair pictures for future

Science of Reading Intervention Program: Assessment-based Instruction

## Limerick Challenge

Teach students the rhyming format of a limerick with the following Example: from Ed varo Lear:

Limericks are short poems that consist of five lines.
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 writtepform Individual students add on the second line and the group decides on the best to be addel o the written form. Next, teacher supplies the third line and individual students add one the line with the group deciding on the favorite. Finally, individual students ado on tho fifth line in the same manner. Teacher should freely edit to assist with meter and gramar make the limerick work. Chorally read through the completed limerick several time F nish y writing down and practicing the rhyming words. Students can individually perform tho mericks.

## Example::

Teacher:
Student:
There once was a frog nam d Lo
Teacher: who didn't have nothing to a

Student: I gave him a job,

## Student:

 but my money he rob,
## Picture Quick Picks

Have students cut out pic are from magazines and cooperatively pair pictures that represent words that rhyme. Conti ue ut th at least 12 rhyming pairs are found. Then, place pictures face up, but scattered, on a toble. Te cher says, "Ready, quick pick." Students pick up rhyming pairs. If a student correctlv selecis a rhyming pair, he or she must say the rhyming words, and the student is awafled on point. If the student incorrectly selects a pair that does not rhyme, he or she loses a point. Soatter the cards and play at least twice more; then tally the points and declare a winner. Ma, suae to save good rhyming pair pictures for future games.

## Rap Rbymes

Have students bring in their favorite rhyming raps and write down and rehearse lines that rhyme.
Stu en/s an 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, p ace pictures face down and scattered on a table. Students take turns picking up pairs. If student correctly selects a rhyming pair, he or she must say the rhyming words, then picks gain
Proceed to the next student, etc. until all pairs are selected. Make sure to save good rnyming pair pictures for future games.

## Pattern Books and Nursery Rhymes

Read rhyming pattern books such as those by Dr. Seuss and nursery rhyms. Leave off end rhyming words and have students produce the answers. Encourage alter rative 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 aparword parts. Explain that some of the word parts will be whole words and these are called base vords; others are only parts of words and these are called prefixes, incomplete roots, and surries.

Use the following word list for the Make 'em Count! Say and Divide, and Orop whorkshop activities. Some of the syllables have been divided by pronunciation or inflecued nd ngs e.g., start-ed, and some of the syllables have been chiefly divided by morphe nes me, neaning-based word parts.


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

```
Students:"tabr"
Teache : "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 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 tren say what remains. Let's practice. I'll say the word and you repeat it. The word is tomle." [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 wor part is called a prefix. Let's practice. The word part Students: "prefix"

| ab-stract | ac-tion | circh-way | ad-ding |
| :--- | :--- | :--- | :--- |
| be-fore | circle | 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 | wit rour | fac-tion | for-give |
| im-prove | mil-dle | mis-use | pan-cake |

## Add it to the End

Teacher: "I'll say a woronar ar d you add on a word part to the end. An ending word part is called a suffix. Let's pra*tice. . ne word part is suf. Add on 'fix' and what's the word?"
Students: "suffix"

| lime-ad | ad-age | a-ble | par-tial |
| :--- | :--- | :--- | :--- |
| cra-dle | free-dom | col-lect | eat-en |
| ap-peat | mut-ant | smart-est | fin-ess |
| darifren | blank-et | traf-fic | mis-fit |
| and-ful | de-fied | gar-gle | child-hood |
| rad-ish | ac-tive | wrin-kle |  |
| hqpe-less | out-let | slow-ly | pave-ment |
| alll-ness | joy-ous | debt-or | ma-ple |

## Phonemic Isolation

Form a group of students who did not achieve mastery (80\%) on the Phonemic Isolati n
Assessment. Tell these students that they will practice putting together sounds to prolucewords.

## Beginning Fruits, Nuts, and Vegetables

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

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

> apple, acorn, asparagus
> cantaloupe, cashew, celery
> grape, mongongo, gourd
> lemon, hazelnut, lettuce
> watermelon, pistachio, pumpkin tangerine, butternut, turnip banana, chestnut, chicory
, butternut, broccoli ff $s$, filbust, bitterleaf
az go, kola nut, kale
Niwi, macadamia, mushroom strawberry, paradise nut, spinach honeydew, walnut, watercress orange, almond, orache

## Ending Fruits, Nuts, and Vegetables

Pass out the Phonemic Isolation Boxes a aree markers to each student. Students place their markers in the bottom boxes.

Teacher says, "I will say three word : the sirst 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, pum kin
watermelon, acorn, s cchinI
plum, mongongo, yam
grape, paradise ny, tur ip
apricot, walnut, vaterces;
cashew, pecar jombu
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 nen the sounds that make up that word, but I will leave one sound out. You say the sound that mis ing.


## Beginning, Middle, or End?

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

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

Where do you hear the $/ \mathrm{a} /$ in $x$-ray? Where do you hear the /b/ in bear? Where do you hear the /d/ in toad? Where do you hear the /ě/ in ferret? Where do you hear the $/ \mathrm{g} /$ in frog? Where do you hear the $/ \mathrm{h} /$ in hye $a$ ?
Where do you hear the $/ \mathbf{1} /$ in icket.
Where do you hear the $/ 1 /$ in camoly
Where do you hear the $/ n$ in $A$ nd $a$ ?
Where do you hear the $/($ in $g t t$ ch?
Where do you hear the $/ q /$ III qu ill?
Where do you hear, ne $/ \mathrm{s} / \mathrm{m}$ bison?
Where do you fear th / $\mathrm{u} /$ in mule?
Where do you hear he /v/ in vulture?
Where do yoy nea the $/ \mathrm{x} /$ in $o x$ ?
Where do yo hear the $/ \mathrm{z} /$ in zebra?
Where do vou hoar the /oi/ in oyster?
Where do you near the /ow/ in mouse?
Where do you hear the /or/ in condor?
Wh re io you hear the /sh/ in fish?
Wh red you hear the $/ \mathrm{wh} /$ in whale?

Where do you hear the /ă/ in elephant? Where do you hear the $/ \mathrm{s} /$ in centipede? Where do you hear the /e/ in eagle? Where do you hear the /f/ in giraffe? Where do you hear the $/ \mathrm{j} /$ in jackrabbit? Where do you hear the /i/ in ibex? Where do you hear the $/ \mathrm{k} /$ in kangaroo? Where do you hear the $/ \mathrm{m} /$ in chimpanzee? Where do you hear the / $/$ / in okapi? Where do you hear the $/ \mathrm{p} /$ in leopard? Where do you hear the $/ \mathrm{r} /$ in parrot? Where do you hear the /t/ in cheetah? Where do you hear the / $\check{\mathrm{u}} /$ in seagull? Where do you hear the $/ \mathrm{w} /$ in wolf? Where do you hear the $/ \mathrm{y}$ / in $y a k$ ? Where do you hear the /oo/ in woodpecker? Where do you hear the /oo/ in raccoon? Where do you hear the /er/ in tiger? Where do you hear the /aw/ in jackdaw? Where do you hear the /ar/ in armadillo? Where do you hear the /ch/ in chicken?

## Phonemic Isolation Boxes



## Phonemic Blending

Form a group of students who did not achieve mastery ( $80 \%$ ) on the Phonemic Blendi g Assessment. Tell students that they will practice putting together and breaking aparyorto. The purpose of this whole class assessment is to determine whether students can recogr ze wrds from blended letter sounds. The words are not printed on the Phonemic Blending Stutent Answer Sheet because this is a sounds recognition phonological awareness tesA $\quad$

When you are teaching a letter sound, be careful not to add an "uh" sound at whe of the letter. For Example:, don't blend cat as "kuh," "aah,' and "tuh." those sounds Nill ntt come together to say cat! For vowel sounds and $/ \mathrm{m} /$, /s/, and $/ \mathrm{f} /$, hold onto the soundinto he next one; for all other sounds, clip the sound (e.g., $/ \mathrm{mmm} / / \mathrm{aaa} / / \mathrm{t} /$ for $m a t$ ).

## Syllable-by-Syllable Blending

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

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


## Consonant Onset-Rime Blending

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

| /r/-ack, /m/-ock | $/ \mathrm{m} /$-ad, /b/-ed | /j/-am, /g/-um | $/ \mathrm{g} / \mathrm{ap} / \mathrm{p} /$ /up |
| :---: | :---: | :---: | :---: |
| /l/-ash, /m/-esh | /f/-an, /m/-en | /h/-and, /b/-end | $1 /$-ank. /o'-unk |
| /c/-at, /b/-et | /r/-od, /s/-ad | /f/-ell, /m/-all | t/-un, 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 |
| /1/-ock, /s/-ack | /p/-od, /h/-id | /m/-op, /p/-ipe | /-ot, /c/-at |
| /p/-ig, /r/-ug | /l/-imp, /d/-ump | /r/-anch, /h/-r | /h/-ut, /p/-it |
| $/ \mathrm{m} /$-ade, /t/-ide | /r/-ail, /t/-ool | /b/-one, /g> | /w/-ait, /c/-oat |
| /c/-ake, /s/-oak | /s/-ight, /m/eat | /b/-oy, /s/a | /1/-ead, /p/-ike |
| /h/-eal, /m/-ile | /s/-eed, /l/-oad | /d/-ense /b-rce | /f/-ood, /f/-eud |
| /t/-une, /l/-ine | /g/-oat, /c/-ute | /b/-ika /b/-2ke | $/ \mathrm{m} /$-oon, $/ \mathrm{m} /$-oan |
| /b/-ake, /r/-eak | /c/-old, /h/-eld | $/ \mathrm{m}=$ in, Ilwean | /l/-ow, /n/-ew |
| /r/-oot, /m/-ute | /c/-ar, /f/-ur | /dork, /w/-ork | /h/-urt, /d/-art |
| /d/-are, /r/-ear | /b/-ore, /s/-ir | -or, , /1/-earn | /g/-irl, /c/-url |
| /d/-irt, /c/-art, | /p/-ure, /f/-ar | /c/-orn | /s/-ang, /s/-ong |

## Sound-by-Sound Blending

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

| /m/ l / me | 1/1/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/ /l/ yel | /ě/ /n/ /d/ | end | /g/ /a/ /m/ | game |
| /s/ /ă/ /t/ | /h/ /ŏ/ /g/ | hog | /1/ /n/ /ch/ | inch |
| /f/ /ŏ/ /x/ | /ă/ /n/ /t/ | ant | /wh/ /ě/ /n/ | when |
| $/ \mathrm{th} / \mathrm{/a} / \mathrm{/n} / \mathrm{/k}$, than | /d/ /ě/ /s/ /k/ | desk | /v/ /ě/ /n/ /t/ | vent |
| /ch/ /aw/ ll/ k - chalk | /s/ /t/ /ar/ /t/ | start | /b/ /l/ /e/ /d/ | bleed |
| /d/ /r/ /a/ m/ drain | /f/ /l/ /ě/ /k/ | fleck | /m/ /ow/ /n/ | mount |

## I See Something You Don't See

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

## Examples:

-ball
-pencil
-desk
-marker
-clock
/c/ /r/ /a/ /on/ /n/ /p/ /a/ /p/ /er/
/p/ /ě/ /n/ /s/ /in/ /l/
/d/ /ě/ /s/ /k/
/m/ /ar/ /k/ /er/
/c/ /l/ /on/ /k/
/t/ /e/ /ch/ /er/
/s/ /m/ i/ /l/
$/ \mathrm{s} / / \mathrm{t} / / \mathrm{oo}$ as in food $/ \mathrm{l}$


## Say the Word

Teacher says the first two rhyming words, then the phoneme student respond by blending the phoneme and rime.
had, mad, /s/ cash, lash, /d/ sank, tank, 1 N bell, fell, /sh/ met, net, /b/ hill, mill, $+\mathrm{v} /$ it, pit 17 cod ( God, $p /$ mug, ru. $/ \mathrm{h} /$ bunk, junk, /s/
 bunch, hunch, $/ \mathrm{m}$ $\qquad$
back, rack, /sh/ cap, gap, /l/ $\qquad$ band, hand, /s/ $\qquad$ bed, led, /r/ $\qquad$ rest, test, /b/ $\qquad$ kid, lid, /r/ $\qquad$ lip, ship,/wh/ lock, sock, /d/
$\qquad$
$\qquad$ hot, lot, /p/ bunch, hunch, $/ \mathrm{m} /$
fade, made, /w/
bake, cake, /t/ pay, say, /w/ cheat, neat, /h/ side, tide, /w/ kite, site, /ph/ bone, cone, /l/ bar, car, /f/ chair, fair, /h hear, near. /t/ dirt, flirt, /sin fort, $\mathrm{s}, \mathrm{rt}, \mathrm{m} /$ oil, B il, /c/
$\qquad$
$\qquad$

pail, rail, /t/ $\qquad$
ale, sale, /g/ $\qquad$ cad, lead, /r/ $\qquad$ feed, seed, /d/ $\qquad$ fight, sight, /l/ $\qquad$ poke, woke, /ch/ $\qquad$
row, show, /b/ $\qquad$
bark, dark, /sh/ $\qquad$
care, dare, /sh/ $\qquad$
fir, sir, /ph/ $\qquad$
sore, core, /ch/ $\qquad$ churn, burn, /t/ $\qquad$
cow, now, /ch/ $\qquad$
ram, jam, /j/ $\qquad$ can, fan, /r/ $\qquad$
at, cat, /th/ $\qquad$
men, ten, /ph/ $\qquad$
tick, sick, /k/ $\qquad$
chin, win, /sh/ $\qquad$
mob, rob, $/ \mathrm{j} /$ $\qquad$
mop, pop, /sh/ $\qquad$
bump, dump, /l/ $\qquad$
cut, hut, /sh/ $\qquad$
rain, gain, /ch/ $\qquad$
gate, late, /d/ $\qquad$
deal, heal, $/ \mathrm{m} /$ $\qquad$
dice, nice, /r/ $\qquad$
dine, line, /f/ $\qquad$
bold, cold, /m/ $\qquad$
boot, root, /sh/ $\qquad$
tart, dart, /ch/ $\qquad$
tear, wear, /b/ $\qquad$
girl, whirl, /g/ $\qquad$
born, corn, /h/ $\qquad$
boy, joy, /c/ $\qquad$
paw, claw, /th/

## Phonemic Segmentation

Form a group of students who did not achieve mastery ( $80 \%$ ) on the Phonemic Segme ntatig
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 sa the yrd, and then I sound-out that word in two different ways. If the first way is correct, hold ung forger, if the second way is correct, show me two fingers."

| rack | /r/-ack, /m/-ock | bed | /m/-ad, /b/-ed |  | m, /g/-um |
| :---: | :---: | :---: | :---: | :---: | :---: |
| pup | /g/-ap, /p/-up | lash | /1/-ash, /m/-esh |  | /f/-an, /m/-en |
| hand | /h/-and, /b/-end | dunk | /t/-ank, /d/-unk | et | /c/-at, /b/-et |
| sad | /r/-od, /s/-ad | mall | /f/-ell, /m/-all |  | /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 | sack | /l/-ock, /s/-ack |
| hid | /p/-od, /h/-id | pipe | /m/-op, /p/-ip | lot | /1/-ot, /c/-at |
| rug | /p/-ig, /r/-ug | limp | /l/-imp, d/-u pp | hunch | /r/-anch, /h/-unch |
| hut | /h/-ut, /p/-it | tide | $/ \mathrm{m} /$-adte, $/ \mathrm{t} /$ - | tool | /r/-ail, /t/-ool |
| bone | /b/-one, /g/-ain | coat | $/ \mathrm{w} /$ and /c/-oat | soak | /c/-ake, /s/-oak |
| sight | /s/-ight, /m/eat | soy | (bl-oy, / ${ }^{1}$-ay | pike | /l/-ead, /p/-ike |
| mile | /h/-eal, /m/-ile | load | /-cod, /1/-oad | dense | /d/-ense, /n/-ice |
| food | /f/-ood, /f/-eud | line | t -u le, /l/-ine | cute | /g/-oat, /c/-ute |
| bake | /b/-ike, /b/-ake | moa | /m oon, /m/-oan | reak | /b/-eck, /r/-eak |
| held | /c/-old, /h/-eld |  | /13/-ain, /l/-ean | new | /l/-ow, /n/-ew |
| mute | /r/-oot, /m/-ute |  | /-ar, /f/-ur | dark | /d/-ark, /w/-ork |
| dart | /h/-urt, /d/-art |  | /d/-are, /r/-ear | sir | /b/-ore, /s/-ir |
| born | /b/-orn, /l/-earn |  | /g/-irl, /c/-url | dirt | /d/-irt, /c/-art, |
| pure | $\mathrm{p} /$-ure, /f/-ar |  | /b/-arn, /c/-orn | sang | /s/-ang, /s/-ong |

## Which Word is It? So nd oy Sound

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

| $/ \mathrm{m} / \mathrm{le}$ - me | /s/ /a/ | say | /g/ /o/ | go |
| :---: | :---: | :---: | :---: | :---: |
| /sh/ /e/ she | /b/ /o/ | bow | /f/ /ar/ | far |
| $/ \mathrm{s} / \mathrm{er} \longrightarrow \mathrm{sir}$ | /h/ /er/ | her | /oi/ /1/ | oil |
| /y/ /è/x y yell | /ě/ /n/ /d/ | end | /g/ /a/ /m/ | game |
| 1a $/ 4$ / ${ }^{\text {atat }}$ | /h/ /ŏ/ /g/ | hog | /1/ /n/ /ch/ | inch |
| / /ǒ/ /x/ fox | /ă/ /n/ /t/ | ant | /wh/ /ě/ /n/ | when |
| /th/ /a/ /n/ /k/ thank | /d/ /ě/ /s/ /k/ | desk | /v/ /ě/ /n/ /t/ | vent |
| /c)/ /aw/ /1/ /k/ chalk | /s/ /t/ /ar/ /t/ | start | /b/ /l/ /e/ /d/ | bleed |
| $/ \mathrm{r} / \mathrm{la} / \mathrm{ln} / \mathrm{drain}$ | /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. JTV a thumbs up if you hear the sound and a thumbs down if you don't. I will first say the so nd ard then the word. Let's try one together. /c/ cat. You should have your thumbs up be ause mere is $\mathrm{a} / \mathrm{c} /$ in cat. Let's try another. /d/ frog. You should have your thumbs down becau e the e is no /d/ in frog.

| long /a/ | ape, x-ray, sheep | short /a/ | elephant slug, ar teater |
| :---: | :---: | :---: | :---: |
| /b/ | bear, rooster, duck | /c/ | hawk, cannu, ce tipede |
| /d/ | toad, dog, bear | long /e/ | igua a, crimpanzee, eagle |
| short /e/ | elephant, ibex, yak | /f/ | ofox, orilla, vulture |
| /g/ | goose, frog, giraffe | /h/ | camel, horse, frog |
| long /i/ | ibex, seal, goat | short /i/ | raobit, iguana, cheetah |
| /j/ | jackrabbit, badger, rat | /1/ | on, seagull, parrot |
| /m/ | cobra, mouse, newt | /n/ | on, newt, coyote |
| long /o/ | okapi, armadillo, beaver | short / | otter, gazelle, python |
| /p/ | antelope, pig, cat | /al | quail, duck, wolverine |
| /r/ | tiger, raccoon, gnu |  | seagull, goose, penguin |
| /t/ | turtle, tiger, elephant |  | mule, ape, orangutan |
| short /u/ | umbrella, seagull, deer |  | vulture, panda, anaconda |
| /w/ | wolf, vulture, muskrat |  | x-ray, ibex, moose |
| /y/ | yak, monkey, salmon |  | zebra, bees, tuna |
| long /oo/ | raccoon, rooster, lizard | ort/oo/ | otter, woodpecker, dog |
| /oi/ | coy, oyster, ox | low | cow, mouse, robin |
| /er/ | tiger, ermine, raven | /aw/ | hawk, stork, eel |
| /or/ | orca, tiger, condor | /ar/ | armadillo, shark, leopard |
| /sh/ | goldfish, sheep squirr | /hw/ | whale, wolf, bat |
| /ch/ | cheetah, chimp, ardvark | /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 and then a word. If it's toward the start of the word, say 'start;' if it's at the end of a wo d, sa '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/ | elep ant, ateater |
| :---: | :---: | :---: | :---: |
| /b/ | bear, caribou | /k/ | ohawn camel |
| /d/ | cod, dog | long /e/ | chimpanzee, eagle |
| short /e/ | elephant, ibex |  | ad, dog |
| /f/ | fox, wolf | /g/ | goose, frog |
| long /i/ | bison, crocodile | short /i/ | ackrabbit, iguana |
| /j/ | jackrabbit, badger | /1/ | lion, seagull |
| /m/ | ram, mouse | /n/ | lion, newt |
| long /o/ | okapi, armadillo | sho | otter, python |
| /p/ | ape, pig |  | tiger, raccoon |
| /s/ | seagull, goose |  | tiger, elephant |
| short /u/ | umbrella, seagull |  | x-ray fish, ibex |
| long /oo/ | raccoon, rooster |  | orca, condor |
| /er/ | tiger, ermine |  | hawk, macaw |
| /ar/ | armadillo, jaguar | sh | goldfish, sheep |
| /ch/ | leech, cheetah | /th/ | python, sloth |

## Which Sound Begins and W/iChSound Ends?

Teacher shares Example: and ther us the same script for the follow word pairs. Students answer out loud.

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

| yell, yes | ge, end | gas, game | sad, same |
| :--- | :--- | :--- | :--- |
| no, not | in h, 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, art | us, up | urge, urn | oink, oil |
| quach quake | cake, cast | eat, eek | wait, went |
| that heir | shake, shin | mouse, make | base, bought |
| ife, isle | vent, vase | old, oats | jump, jack |
| us you | on, odd | thank, thought | or, orb |

Example: Which sound ends lake and clock?


## How Many?

Let's see if you can count the number of lett practice one together. The word is pan. [D not ounds in each of the words I say out loud. Let's for student response.] How many letter soun dio olate the letter sounds.] Repeat the word. [Wait id you hear? [Wait for student response.] There are three letter sounds in pan.

The word is child. Repeat the word Whan 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 tre letter sounds in child. All the words I will say have two, three, or four letter sounds.

```
me (2)/m/ le/
say (2)/s/ /a/
start (4)/s/ /t /ar/ /H/
desk (4)/d//心/s//k/
far (2)/f/Ta.
sir (2) 5//ar/
game (3)/g//a//m/
yell (3) Nv/ /ě/ /l/
cnd (3,
```

drain (4) /d/ $\mathrm{r} / / \mathrm{a} / / \mathrm{n} /$
chalk (4) /ch/ /aw/ /l/ /k/
$\operatorname{hog}(3) / \mathrm{h} / / \mathrm{o} / / \mathrm{g} /$
fox (3) /f/ /ǒ/ /x/
thank (4) /th/ /a/ /n/ /k/
sat (3) /s/ /ă/ /t/
vent (4) /v/ /ě/ /n/ /t/
ant (3) /ă/ /n/ /t/
fleck (4) /f/ /l/ /ě/ /k/
when (3) /wh/ /ě/ /n/ go (2) $/ \mathrm{g} / \mathrm{lo} /$ she (2) $/ \mathrm{sh} / \mathrm{le} /$ when (3) /wh/ /ě/ /n/ mount (4) /m/ /ow/ /n/ /t/ oil (2) / oi/ /l/ her (2) /h/ /er/ bleed (4) /b/ /l/ /e/ /d/ inch (3) /i// /n/ /ch/

## Say em'!

Teacher says, "Let's see if you can say each of the sounds in these words. I say the wor ant you say the sounds. Let's try one: What sounds do you hear in the word pig?" Students sho ld answer /p/ /i/ /g/.


## Change the Beginning

Teacher says, "What would the word sound like if you chtnged the first sound in hen to an $/ \mathrm{m} / ?$ " Students should answer men. "Let's try some more. Wris say a word and then a new sound. You replace the first sound in the word with the new sou d."
Teacher: "cat-/b/"
Students: "bat"
Teacher: Correct. Let's try some more.

|  | ram-/j/ (jam) <br> hand-/s/ (sand) <br> fell-/sh/ (shell) <br> sick-/k/ (kick) <br> ship-/wh/ (whip) <br> cod-/p/ (pod) <br> dump-/l/ (lump) <br> made-/w/ (wade) <br> sale-/g/ (gale) <br> heal-/m/ (meal) <br> tide-/w/ (wide) <br> woke-/ch/ (choke) <br> root-/sh/ (shoot) <br> chair-/h/ (hair) <br> sir-/wh/ (whir) <br> corn-/h/ (horn) <br> now-/ch/ (chow) |  |
| :---: | :---: | :---: |

## Change the Middle

Teacher says, "What would the word sound like if you changed the middle vowel sound in ma to an $/ a /$ a'" Students should answer sand. "Let's try some more. I will say a word and then a yew sound. You replace the middle vowel sound in the word with the new sound."
Teacher: "bat /ě/"
Students: "bet"
Teacher: Correct. Let's try some more.

| rack-/ě/ | mad-/ŭ/ | ram-/i// | trap-1/1/ |  |
| :---: | :---: | :---: | :---: | :---: |
| pled-/o/ | tall-/a/ | ten-/o/ | sick-/ă/ | lid |
| swim-/ă/ | rob-/1// | sock-/1// | dump-/ă/ | -ga |
| -/o/ | woke-/a/ | heal-/a/ | tide-/o/ | Sig |
| 10w-/oo/ | star-/er/ <br> hawk-li/ | chair-/or/ | fuel-/o |  |

## Change the End

Teacher says, "What would the word sound like if you chengea the ending sound in send to an /t/?" Students should answer sent. "Let's try some mqre. will say a word and then a new sound. You replace the ending sound in the word with tho en so ind."
Teacher: "mail /d/"
Students: "made"
Teacher: Correct. Let's try some more.


## Take Away

Teacher says, "What would the word sound like if you took away the $/ \mathrm{h} /$ in hen?" Students should answer /ẽ $n /$. "Let's try some more. I will say a word and then a sound. You say he w rd without the sound."
Teacher: "fine-/f/"
Students: "ine"
Teacher: Correct. Let's try another. "fine-/n/" Students: "fi"


## Alphabetic Awareness

Reading in English requires mastery of the alphabetic code. The 26 letters of th alph bet 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 prin ary Ef glish speakers, readers, or writers and their written language may not have been based on thr alphabetic system. For Example:, the Chinese connect vocabulary to symbols $\$$ a logographic system of writing, while Ethiopians use symbols for syllables.

All students need to master the alphabet because the letter names and gr phivel representations are key components of the language of instruction in both reading end stling. Students need to be able to recognize and pronounce both upper and lower-case letters. Addrionally, students need to be able to match each upper and lower-case pair, includingeammon font variations. Finally, students need to be able to sequence the letters of the abet.

## Say the Letter

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

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

## Pick a Match

From the Alphabet Study $\mathbf{C}$ rds, select only those upper and lower-case cards comprising the Letter Sequence deficits indicato on the Alphabetic Awareness Assessment for each student. Include the font variation caro if in the group(s). Letters should be studied in each group to mastery before proceedi $g$ to he next group. Students with these deficits should be paired with helpful students who have com, ete alphabetic mastery or tutors for practice.

The student shaffles 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 ap trematching 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 iked, the partner shuffles the cards incorrectly identified and places them. The student elects 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 stugent continues with the next letter sequence group.

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

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

## Before and After

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

## The New Alphabet Song

For upper elementary, middle, high school, and adult stude ats, use a less melodic chant, but still hit the key notes of the traditional melody to access pror nowledge and improve memorization. This version will be perceived as less juvenile and 11 mget with less resistance from these learners. Avoid slurring the letters and encourage tudents to enunciate precisely. Point to the lower-case alphabetic letters as you lead the singing rapping.

Reading specialists recommend avoiding the "n-n-o-p" slurring syndrome of the traditional alphabet song by reassigning some of the ters oo different parts of the melody. To demonstrate, the "Twinkle Twinkle, Little Star" sonowhic uses the same melody, has also been revised alongside the "New Alphabet Song." Checkout the author's rendition of the "New Alphabet Song" here: https://blog.penningtonpu* lishing.com/reading/how-to-teach-the-alphabet/
"Twinkle Twinkle, Little Star
Twinkle twinkle, little star
How I wonder what you re.
Up above
Earth so high,
Shining brightly in ae sky.
"New Alphabet Song"

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

## Match the Song

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



## Phonics Lessons

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

Reading researcher and teacher, Nate Joseph, recently conducted a meta-ana ysis 161 language program studies completed since the original NRP meta-analysis. Joseph conch
"I found the identical mean effect size for phonics, of $\mathbf{. 4 5}$. balso eonducted a secondary meta-analysis of 13 phonics meta-analyses conducted over thlast 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, it indings are still valid today.

Phonics interventions showed efficacious results, bo forearly primary instruction, and for older students with reading deficits. This suggest that students should receive phonics instruction during their foundational'ducation years and that if they miss this instruction that they benefit from getting it later on

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

The Phonics Lessons are scheduled each day durine he final 18 weeks of instruction after students have completed the phonemic aw rene s lesson activities. Students are placed in both phonemic awareness and Phonics Lessons ased upon the diagnostic assessment data.

The Phonics Lessons take about 15 n nutes to complete.

## Phonics Lessons Instructional Sequence

Using the diagnostic data fra, the Vowel Sounds Phonics Assessment and the Consonant Sounds Phonics Assessment to rorm small groups to teach Phonics Lessons in this order:

1. Short Vowel Sounds 2. Consonant-Final e 3. Consonant Digraphs
2. Consonant Blends
3. Vowel Diphthones 7.r and $l$-controlled vowels
*Spanish pronounces yowels as the following: $a$ as $/ a w /, e$ as $/ \bar{a} /$ or $/ \mathrm{ě} /, i$ as $/ \bar{e} /, o$ as $/ \bar{o} /, u$ as long lool (rooster)
** Spanish prnounces consonants as the following: $g$ as $/ g /$ or $/ h /, j$ as $/ h /, q$ as $/ k /, / y /$ as $/ \bar{e} /$. The $h$ is silen
*** The only vowel teams in Spanish are diphthongs. There are no vowel digraphs. Every written yowl is pronounced except for the $u$ after $g$ before $e$ or $i$, "gue" or "gui" in which the $u$ is us rysilent.
*** Un fish does not have $r$ and $l$-controlled vowels.

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## Directions

Use the diagnostic data from the Vowel Sounds Phonics Assessment and the Consonan 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-inal , 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 onlv bowosig ed to the Phonics Lessons indicated as un-mastered by the diagnostic placement ssessments. Groups may range in size. If more than 7 students require a specific phonics leseon, rum another group.

Each phonics lesson takes about 15 minutes to complete. The teac begins each lesson and students complete the phonics worksheet tasks collaboratively er individually, per the directions. Establish leadership roles for each lesson and teach the group Aorms (Print the LEADERSHIP
ROLES and PHONICS LESSON NORMS charts, whicb fol ov th Phonics Lessons, on cardstock.) You may wish to print, laminate, and post thes charis.

Each of the Phonics Lessons has five activities or lessem wrich follow these general instructional procedures:

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

The second, third, and fourth lessons ber in wi $h$ a brief teacher-led review of the previous lesson. Next, students complete some or all a the worksheet tasks. Students self-correct and revise these worksheets to learn from neimpn mistakes.

The fifth lesson consists of quick vitual formative assessments. The teacher begins this lesson by teaching students how o pla one of the phonics card games, designed to help students practice the focus sound-spelligs of he phonics lesson. These independent games allow the teacher to call up students one $-\mathrm{v} \rightarrow \mathrm{h}$ he for the formative assessments. These assessments take less than a minute per student ordminister and correct to determine whether the student has achieved mastery or nee s mo e ractice.

Print and collate all honts lesson lessons and activities. Each lesson has step-by-step directions. Ansever seets follow the Phonics Lessons.

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


## Group Norms

## be HEROIC!

| BE | Hard-working | Do your best work or eash lesson or activity. Work the whole time. |
| :---: | :---: | :---: |
| BE | Engaged | Do your fair slite orthe work. Complete you asigned leadership role. |
| BE | Responsible | Do all patsprthe lesson or activity for each Eocus on your learning and that of others in your group. |
| BE | Organized | all lesson or activity materials e they belong. Clean up neatly completely. |
| SHOW | $I_{\text {nitiative }}$ | Begin the lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles. |
| BE | ive | Work together in quiet voices and practice kindness. Help without doing others' work. |

## Phonics Lessons

## Reader

Read the lessorn activity out loud in a quiet voice. Payse trallow the group to think and respond Re-read sections if necessary.
Clarifier
Refer to he tyask card to begin the lesson activity and help the group perform ins tasks. Ask the teacher if hep needed on the directions.
TaS1 $\begin{aligned} & \text { Write down the beginning and ending } \\ & \text { times. Manage how much time should }\end{aligned}$ Manager be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

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

$\square$ Assign leadership roles for the Short Vowels Phonics Lessons.
$\square$ 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 piniector.
$\square$ Practice the names, sounds, and spellings of each card. Point to the p cture when saying the name. Point to the /sound/ when saying the sound. Point to each orve le ters (and blanks) when saying the spellings. Tell students to point to the $n$ me, qund, and spellings on their cards when you cue them saying, "Name ${ }^{\circ}$ " (panse for their unison answer) "Sound?" (pause for their unison answer). "Spelling? (pause for their unison answer).
$\square$ The Task Manager passes out the Lesson \#1 worksheen reach students that a word part which includes a vowel is called a syllable. Tell studepts thatevery syllable has a vowel, but each vowel has different sounds.
The Reader reads the Closed Syllable Rule and the Clafier explains the rule. The Reader reads the example words.
$\square$ Brainstorm out loud single syllable words for onthe short vowel sounds and agree on three per each short vowel sound to whe on the ir worksheets to complete the first worksheet task.
$\square$ The Task Manager passes out the Word Ma'ing $3 \times 5$ card for the group with this word jumble: beocbsw. The Clarifier explain the girections for this activity, and students make words on the back of their wo meets. Two minutes before the end of the phonics lesson, instruct the Reader to turn ever the card and read the unscrambled word: cobwebs.
$\square$ The Task Manager collects the Les \# worksheets and People Manager ensures that students put away their Animra Cards.


## Phonics Lesson 2

$\square$ Take out the green Short Vowel Animal Cards, and tell students to select the their deck of cards. Spread out these cards in order on a desk, table, or projecto
$\square$ Practice the names, sounds, and spellings of each card. Point to the picture y nen 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 fotweir unison answer) "Sound?" (pause for their unison answer). "Spelling?" (pause for hi ir unison answer).
$\square$ The Task Manager passes out the Lesson \#1 worksheets.
$\square$ The Reader re-reads the Closed Syllable Rule and the Clerifienexplains the rule. Brainstorm short vowel real word rhymes for cad, zen, fick, $\mathrm{ro}_{8}$ and bup.
$\square$ The Reader reads and the Clarifier explains the directions one second task, which is completed collaboratively.
$\square$ The Reader reads and the Clarifier explains the directons rus the third task, which is completed individually. (Students may use multiple looks or the Book Search!)
$\square$ When most of the students have finished, the Task Manager passes out the Word Making $3 \times 5$ card for the group with this word jumble. anmibodnt and students make words on the back of their worksheets. Two mines vefore the end of the phonics lesson, instruct the Reader to turn over the card and ead tile unscrambled word: badminton. Students count their points and declare a winto
$\square$ The Task Manager collects the Lesson \#1 wo ksheets and $3 \times 5$ card. The People Manager ensures that students put awa their Animal Cards.

## Phonics Lesson 3

$\square$ Remind students that a word art mich includes a vowel is called a syllable.
$\square$ Ask students to explain the Closed Syllable Rule.
$\square$ Teach students that a root is in syllable or syllables that provides the key meaning of the word. A syllable added tt the beginning of the root is called a prefix, and a syllable added to the end is called atfix. on paper or the board, write and explain these examples:


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## Phonics Lesson 3 (continued)

$\square$ The Task Manager passes out the Lesson \#2 worksheets and the Reader reads th
Vowel Sound per Syllable Rule with the example sentences. The Clarifier e, plain the rule.
$\square$ The Reader reads the directions for the first three tasks and the Clarifier ex lains the tasks. Show how to mark short vowel sounds on the first word in the first tasi. a a n n ort.
$\square$ Students work collaboratively to complete the first, second, and third
$\square$ When finished, the Task Manager gets the answers from the teacher nd st ic ents selfcorrect and revise their answers.
$\square$ The Reader reads and the Clarifier explains the directions Book seanthenich is completed individually.
$\square$ The Task Manager collects the Lesson \#2 worksheets.

## Phonics Lesson 4

$\square$ Remind students that a word part which includesa val i called a syllable. A syllable added to the beginning of another syllable is called are, $x$ and a syllable added to the end is called a suffix.
$\square$ The Task Manager passes out the Lesson \#3 yonheets. The Reader reads the Single Consonant-Suffix Syllable Rule and Du ble C onsonant-Suffix Syllable Rule with the example sentences, and the Clarifier explains both rules.
$\square$ The Reader reads and the Clarifier explains tis directions for the first task. Students complete the first task collaboratively.
$\square$ When finished, the Task Manager g ats the answers from the teacher and students selfcorrect and revise their answers.
$\square$ The Reader reads and the Clarifier e $\boldsymbol{\lambda}_{\text {, ains the the directions for the second and third tasks }}$ Students complete these tasks ndividualry.
$\square$ When most of the students havished, the Task Manager passes out the Word Making $3 \times 5$ card for the gro $p$ with this word jumble: tasfacnti and students make words on the back of the wor sheets. Two minutes before the end of the phonics lesson, instruct the Reader thern over the card and read the unscrambled word: fantastic. Students count their point ind declare a winner.
$\square$ The Task Manage cor ects the Lesson \#2 worksheets and $3 \times 5$ card.

## Phonics Lesson

Teach suden how to play one of the phonics card games to practice their short vowel sound-spelmms.
$\square$ Stude is ge their card sets and play the card game while you pull students for the quick Shor Vowels Formative Assessment.
$\square$ Tb People Manager ensures that students put away their Animal Cards.

## Short Vowels Phonics Lesson \#1

Closed Syllable Rule: When a vowel ( $\mathrm{a}, \mathrm{e}, \mathrm{i}, \mathrm{o}, \mathrm{u}$ ) is followed by a consonant in the sa ne syllable, it has a short sound. Examples: măd, pěn, hĭm, gŏt, hŭg

1. Brainstorm short vowel words for objects in the room. Circle the vowels in the worus.

2. Work with your group to find real word rhymes for the following nonsense words.

3. Book Search Wornon your own to find words with the following short vowel sounds. Write the page humbu where you found each word.


## 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 ( $\mathrm{s} / \mathrm{a} / \mathrm{c} / \mathrm{f}$. The two-syllable word sadden has two vowel sounds-the /ă/ and the /ě/ as in s/ă/dděe/n.

1. Write the short vowel marks where they belong in these words.
cannot
basket
himself
within
pickup
backhad
dishpan
upon
setback
sunfis
crosscut
bedrock
jackpot
checklot
blacksmith
2. How many syllables are in each of these nonsense worde? Write the number in the blank following each word.
jaspeding
chutin

lupandogred $\qquad$
whegundipan $\qquad$
3. Fill in the blanks with short vowel sounds to complete each word in the sentences. Don't mark the short vowel sounds.
$\qquad$ ck $\qquad$ nd

L $\qquad$ ttle

B $\qquad$ g

Green
$\qquad$ n
cks
$\qquad$ nt
$\qquad$ _st st
__n
$\qquad$ ck
j __mps
$\qquad$ p the
h $\qquad$ s
h $\qquad$ s
qu
$\qquad$ 11.
th _t
lily p
$\qquad$ ck
$\qquad$ t.
4. Book Search! Wo k on yg ur own to find words with two-syllable words which have at least one of these shomel whe mark each of the short vowel sounds. Write the words and the page numbers were you found each word.

Book Titles:

p. $\qquad$ /1/ $\qquad$ p. $\qquad$
/u/ $\qquad$ p.

## Short Vowels Phonics Lesson \#3

Single Consonant-Suffix Syllable Rule: If a single consonant is followed y the se syllables: "ing," 'er," "ed" or "y," the vowel before the single consonant is long. Example: diner She eats at her favorite diner.

Double Consonant-Suffix Syllable Rule: If a double consonant jo lowed by these syllables: "ing," "er," "ed" or "y," the vowel before the double consonant is hort. Example: dinner I ate chicken for dinner.

1. Mark the first syllable vowel as either long or short. Examples: $\uparrow$ qable and bătting

| pinning | bitter | cubed | pining | tring |
| :--- | :--- | :--- | :--- | :--- |
| matting | holy | slopped | holly | biter |
| mating | latter | clubbed | filer | sloped |
| skinny | shiny |  |  |  |

2. Finish this story, using at least two words for each rese short vowels: /ă/, /ě/, $\check{\mathbf{1}} /$, /ō/, and $/ \breve{\mathrm{u}} /$. "The scary sound grew louder. My heart pountel harger. Suddenly, I..."

3. Book Search! Work on y ur oyn to find 5 words in a book that follow each of Rules \#1 and \#2 listed above. Write ther page number where you found each word.

Book Titles:

Rule \#1 Words
 p. p. p. p. p.

## Rule \#2 Words

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$ p. -

## Short Vowels Phonics Assessment

## Directions

Test students individually, saying "Pronounce these real and nonsense words." ( $\operatorname{Pr}$ nunclation clues for the nonsense words are listed in parentheses). Nonsense words require studerts 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 eaci tudent individually. Run off enough teacher copies for each student and make one laminat a suident copy. Inform students of the testing order in advance, so that each student win utomatically come up to you without disrupting the class. The test should only take 30 sec nds 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 ine sp cific phonics skill is mispronounced. In other words, don't mark it wrong if the studentmispionounces part of the word that you are not assessing.

Mastery Criterion
Mastery criterion is $80 \%$, or 8 correct of Io If the reading deficit has been mastered, change the / into an $\mathbf{X}$ on the Reading Mast ry Matrix. Show the student his or her own progress on the chart, and assign the next phonics sill to be addressed (if any).

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

$\qquad$
6. suntan
__ 7. widment
__ 8. bocktip
4. li ut
_ 9. masleg
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

## Consonant-Final e Phonics Lessons

## Phonics Lesson 1

Assign leadership roles for the Consonant-Final $e$ Phonics Lessons.
$\square$ 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 acta, table, or projector.
$\square$ Practice the names, sounds, and spellings of each card. Point to the pione y hen saying the name. Point to the /sound/ when saying the sound. Point to e ch or the letters (and blanks) when saying the spellings. Tell students to point to he itane, sound, and spellings on their cards when you cue them saying, "Name?" (pause for their unison answer) "Sound?" (pause for their unison answer). "Spellig" (pause for their unison answer).
$\square$ Note that the brackets indicate different spellings inclyding we sound. For example, with the eagle card spellings include "ei" as in either and ce. s in receive.


Point to the consonant-finato sperling on the ape card and say "a blank e" as you touch the $a$, the blank, and the Tell students to do the same on their cards. Follow the same procedure for the " $\mathrm{i}_{-}<\mathrm{o}_{-}$, and "u_e" spellings. Tell students that a consonant goes in these blanks.
$\square$ The Task Manage pan ces out the Lesson \#1 worksheets.
$\square$ The Reader reads the ol sonant-Final e Rule \#1 with the example sentence, and the Clarifier explains the rul

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## Phonics Lesson 1 (continued)

Spread out the bear, ape, and seagull cards in order on a desk, table, or projector. Pra tice the names, sounds, and spellings of each card. Point to the picture when saying he ng me. Point to the /sound/ when saying the sound. Point to each of the letters (and oranks) when saying the spellings. 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). "Spelling?" (pause for their unison an blending motion and say, "Word?" Say base in unison with your stucents.


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

## base

$\square$ When most of the sternts mave finished, the Task Manager passes out the Word Making $3 \times 5$ card for the doup with this word jumble: klsimkeah and students make words on the back or weir worksheets. Two minutes before the end of the phonics lesson, instruct the Read $r$ to 1 iri over the card and read the unscrambled word: milkshake. Students countheir points and declare a winner.
$\square$ The Task M nagereollects the Lesson \#1 worksheets, and the People Manager ensures that stuflents put away their Animal Cards.

## Phonics Lesson 2

The Task Manager passes out the Lesson \#1 worksheets.
$\square$ The Reader re-reads the Consonant-Final e Rule \#1, and the Clarifier explair s the ule
$\square$ The Reader reads the Consonant-Final e Rule \#2, and the Clarifier explai is the rule and how the examples fit the rule.
$\square$ 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.
$\square$ When most of the students have finished, the Task Manager passes ot the 1 ord Making $3 \times 5$ card for the group with this word jumble: iseomlten anavad hts make words on the back of their worksheets. Two minutes before the nd onthe phonics lesson, instruct the Reader to turn over the card and read the unscrombleaword: milestone. Students count their points and declare a winner.
$\square$ The Task Manager collects the Lesson \#1 worksheets and $\Omega 5$ card.

## Phonics Lesson 3

The Task Manager passes out the Lesson \#2 urkshuts.
$\square$ Review the Consonant-Final e Rules \#1: The consonant-final $e$ makes the vowel before it in the syllable a long sound if there ont one consonant sound between the consonant-final $e$ and the vowel, such as in te wo d base.
$\square$ Also review the Consonant-Final e Rules \#z. If there are two consonants between the consonant-final $e$ and a vowel in the same sy , able, the vowel is not a long vowel sound (it does not say its name), such as with thew rd badge.
$\square$ Write base, badge, and curve on pa per o 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. Tn cont ast, the two consonants $d$ and $g$ in badge and $r$ and $v$ in curve make the vowe sefose these consonants different vowel sounds.

## base jadge curve

Tell students that are exceptions to the Consonant-Final e Rules \#1 and \#2, such as in the wo ds hove and where. Write have and where on paper or the board as shown below. Exprain bow the consonant-final $e$ following a single consonant does not "make the v(wel say its name" in these words. The part or parts in these words in which the sound-spolings do not match we have to learn by heart. Draw hearts on top of the "ave" in hav and the "ere" in where.


## Phonics Lesson 3 (continued)

$\square$ Read and explain the directions. Suggest that students should circle or highlight consonant-final $e$ spellings in the Heart Words list before writing down the wo ds.
$\square$ Students complete the worksheet collaboratively.
$\square$ When most of the students have finished, the Task Manager gets the answe s frorl the teacher and students self-correct and revise their answers.
$\square$ When most of the students have finished, the Task Manager passes out Word Making $3 \times 5$ card for the group with this word jumble: klsedaei and studghis make words on the back of their worksheets. Two minutes before the end ofthe phonics lesson, instruct the Reader to turn over the card and read the unscramble wod: lakeside. Students count their points and declare a winner.
$\square$ The Task Manager collects the Lesson \#2 worksheets and 3 x caro.

## Phonics Lesson 4

$\square$ Review the Consonant-Final e Rules \#1: Thecon an final e makes the vowel before it in the syllable a long sound if there is only ane onsonant sound the consonant-final $e$ and the vowel, such as in the mrd buse. Also review the ConsonantFinal e Rules \#2: If there are two consonantoow ween the consonant-final $e$ and a vowel in the same syllable, the vowel is not a lonts owel sound (it does not say its name), such as with the word badge. Also remind students tre are consonant-final words in which one or more of the sound-spellings is irregut such as the words give, love, and have.
The Task Manager passes out the Lessor \#3 vorksheets.
$\square$ Remind students that a syllable addeato the main part of a word is called a suffix. $\square$ Teach students that when the cons nant-inal $e$ ends the first syllable of a word which adds a suffix, sometimes the final $e$ rains and sometimes it is dropped.
$\square$ Tell students that that a spellir gruhelps us decide when to drop and when to keep the consonant-final $e$. Ask studentu to read the Memory Rap as you play the audio file.
$\square$ The Reader reads the seçansk and the Clarifier explains the directions. Students work collaboratively to comple te the second task.
$\square$ When finished, the $\mathrm{T}_{0} \mathrm{k}$ Marrager gets the answers from the teacher and students selfcorrect and revise their acs.
$\square$ The Reader reads ne ook Search! and the Clarifier explains the directions. Students complete this tas indi io rally.
$\square$ When the lesson is over the Task Manager collects the worksheets.

## Phonics Lesson

$\square$ Teach stuants how to play one of the phonics card games to practice their consonantfinal sound-spellings.
$\square S$ rumts get their card sets and play the card game while you pull students for the quick ( onsonant-Final $e$ Formative Assessment.
$\square$ Students clean up neatly and completely.

## Consonant-Final e Phonics Lesson \#1

Consonant-Final e Rule \#1: If there is only one consonant between the consor ant-f hal $e$ and a vowel in the same syllable, the vowel is a long vowel sound (it does says its rame, Example: base (bāse) The consonant-final $e$ makes the vowel ( $a$ ) before the sing e consonant sound (/s/) a long sound (say its name).

Consonant-Final e Rule \#2: If there are two consonants between th cons on int-final $e$ and a vowel in the same syllable, the vowel is not a long vowel sound (it dees nots 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"


Consonant-Final e Phonics Lesson \#2

Directions: From the Heart Words list below, find words that end in $e$, but don't ha ee al ng vowel sound. Sort them into the following categories:
"e_e"//ā/ as in ape
$\qquad$
o_e /ŭ/ as in buffalo
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
o_e /ŏ/ as in otter
"ure"/er/ as in ermine
"i_e" /i/ as in pig

_e"/ă/ as in ape
"ere"/er/ as in ermine


## Consonant-Final e Phonics Lesson \#3

1. Read the Memory Rap that describes when to keep and when to drop the consonant final when an ending suffix is added.

## Memory Rap

Drop the final $e$ when adding on an ending if it starts with a vowel $u_{l}$ fron
Keep the final $e$ when adding on an ending if it starts with a consonan
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 " v -e", "e-e", or even "o-e".
2. Match these consonant-final $e$ words to each Memory Raplin using the best answer for each.
eyeing, concretely, pasting, seeing, outrageous, canoemg, hangeable
Memory Rap Lines
Consonant-Final $e$ Words
Drop the final $e$ when adding on an ending if it starts with a vowel up front.
Keep the final $e$ when adding on an ending if it starts with a consonant.
Also keep the $e$ when you hear soft c" "g "g
before "able" or "o-u-s"

Mostly keep the $e$ when the enaring is "y-e",
"e-e", or even "o-e".
3. Book Search! Wok your own to find 3 words that remain as real words when the final $e$ is either added or tKeirway. Examples: past-paste, pine-pin, fin-fine, note-not. Write down both words foreach.

Book Titles:

## Consonant-Final e Phonics Assessment

## Directions

Test students individually, saying "Pronounce these real and nonsense words." (Prcnunc 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 assesseach sudent individually. Run off enough teacher copies for each student and make one laminated stuont copy. Inform students of the testing order in advance, so that each student will atonatically come up to you without disrupting the class. The test should only take 30 secona 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 onlyif the sp cific phonics skill is mispronounced. In other words, don't mark it wrong if the student m. prov ounces part of the word that you are not assessing.

## Mastery Criterion

Mastery criterion is $80 \%$, or 8 correct out $0,1 \Omega$ If the reading deficit has been mastered, change the / into an $\mathbf{X}$ on the Reading Mastermatrm. Show the student his or her own progress on the chart, and assign the next phonic skill to be addressed (if any).

If the student does not meet the aster criterion, inform the student that this phonics skill will be reviewed later. Remind thestulen (and yourself) that sometimes mastering a skill simply takes more practice. Return the yn-mastered phonics skill, using the same lessons after one of the other phonics skills is ratered to build student self-confidence.
$\qquad$ Test Date $\qquad$
 6. mave (rhymes with have)
. stute (rhymes vith cute)
7. promote
3. hile (aymes with smile)
8. lospe (rhymes with wasp)
4. w" ghaffe
9. pavement
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

## Consonant Digraphs Phonics Lessons

## Phonics Lesson 1

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


Teach your students that these Animinaras 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 boz d as shown below. Point to the spelling and say /sh/. Now write "st" to the right of the " n " and say /s/ /t/ as two separate sounds. Now blend the /s/ $/ t /$, making sure not to elonsoe the $/ t /$ as $t u h$. Ask student how many sounds are in "sh" (1) and how many sound are i) "st" (2). Point to both spellings and have students practice the pronunciation ene consonant digraph "sh" and the consonant blend "st." Continue the same procudue to contrast the other consonant digraph and consonant blend pairs.

## sh-st,wh-bl, th-nd, ch-cr,

 ng-ati, zh-fl$\square \mathrm{Branstorm}$ and write words on paper or on the board which use each of the consonant igraphs.
$\square$ Tr 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 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 stucents ty point to the name, sound, and spellings on their cards when you cue them saying, "ume?" (pause for their unison answer) "Sound?" (pause for their unison answè "Spelling?" (pause for their unison answer). Be careful not to add an ending/uh/ ound the consonant digraph sounds.

| /sh/ © <br> as in sheep <br> sh _ci_ <br> _si_ <br> _ti_ | /wh/ <br> as in whale wh_ | /th/ $e$ <br> voiced as in python th_ | /th/ 0 <br> unvoiced as in sloth <br> th |  | $/ z h / \odot e$ <br> as in television _ge _s_ |
| :---: | :---: | :---: | :---: | :---: | :---: |

Teach students that there are less common co son digraphs. Write the following list on paper or the board. Point under the first ensongt digraph " mb " and say the $/ \mathrm{mb}$ / sound. Repeat with students saying the /mb/ oursoud. Say, "as in" and point to limb and have students say the example word. Continu with this procedure for the rest.

## _mb limboph graph _dge edge _tch scratch _ck

The Task Manager asses out the Lesson \#1 worksheets. The Reader reads the definition and the first task, and t . Clarifier explains the directions.
Students complet the fir $t$ task collaboratively.
When finishean Task Manager gets the answers from the teacher and students selfcorrect and vise their answers.
$\square$ The Read reats and the Clarifier explains the directions for the Book Search! Students work individurelly on this task and may use multiple books to find the words.
$\square$ When most of the students have finished, the Task Manager passes out the Word Makits $3 \times 5$ card for the group with this word jumble: ohpahprogt and students make yora on the back of their worksheets. Two minutes before the end of the phonics lesson, struct the Reader to turn over the card and read the unscrambled word: photograph. Stuoents count their points and declare a winner.
Tlle Task Manager collects the Lesson \#1 worksheets, the answers, and the $3 \times 5$ card. The People Manager ensures that students put away their Animal Cards.

## Phonics Lesson 3

Print the first of the following words on paper or the board. Use continuous bley tirs to blend the spellings and ask students to provide the sounds. Ask students how m ny sounds are in the word. Continue this procedure with the the rest of the word
sheep (3), shelf (4), whale (3), which (3), that (3), with (3), chimp (4), crutch (4)wrong (3)
$\square$ The Task Manager passes out the Lesson \#2 worksheets. The Reader reads and the Clarifier explains the directions for the first and second tasks.
$\square$ Students complete the first and second tasks collaboratively.
$\square$ When finished, the Task Manager gets the answers from the teâ her and students selfcorrect and revise their answers.
$\square$ The Reader reads and the Clarifier explains the directions $f$ the third task.
$\square$ Students complete the paragraph individually.The Task Manager collects the Lesson \#2 worksheets

## Phonics Lesson 4

$\square$ The Task Manager passes out the Lesson \#3 workshoets.
$\square$ The Reader reads and the Clarifier explain t ie dir ctions for the Book Search!
$\square$ Students complete the Book Search! individuall.
$\square$ When most of the students have finished, the Reader reads and the Clarifier explains the directions for the second task.
$\square$ Students complete the second task indiexiduanly.
$\square$ When most of the students have fir shed the People Manager asks each student to read their sentences out loud and the stuant identify the words which include consonant digraphs.
$\square$ The Task Manager passes out he Word Making $3 \times 5$ card for the group with this word jumble: wdlrinhiw and stydents make words on the back of their worksheets. Two minutes before the end of the p ionics lesson, instruct the Reader to turn over the card and read the unscrambled \%orthirlwind. Students count their points and declare a winner.
$\square$ The Task Manager cormets the Lesson \#3 worksheets and the $3 \times 5$ card. The People Manager ensures thet students put away their Animal Cards.

Phonics Lesson 5


Teach suden how to play one of the phonics card games to practice their consonant digraph sourd-spellings.
$\square$ Stude is get their card sets and play the card game while you pull students for the quick Cons nant Digraphs Formative Assessment.
$\square$ Students lean up neatly and completely.

## Consonant Digraphs Phonics Lesson \#1

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

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

| chop | this | s ong |  |
| :---: | :---: | :---: | :---: |
| which | church | ship | h |
| shush | w h y |  | with |
| thick | hitch |  | these |
| shake | thin |  | much |
| crash | chime |  | 1 ong |

2. Book Search! Work on your own to find vor with words with these consonant digraphs: ch, sh, _wh, _ng, and th

Book Titles:

and with these less onmon consonant diagraphs.

7. $\qquad$ p. __

## Consonant Digraphs Phonics Lesson \#2

1. How many sounds are in the following words? Example: The word chap has 3 soun ts.
A. chew $\qquad$ B. much $\qquad$ C. shift $\qquad$ D. sash $\qquad$ E. show $\qquad$
F. such $\qquad$ G. when $\qquad$ H. this $\qquad$ I. throne $\qquad$ J. chest
K. strung $\qquad$ L. thin $\qquad$ M. numb $\qquad$ N. phone $\qquad$ O. whisk

2. Add letters to the following consonant digraphs to complete reabwons. Don't use any of the consonant digraph words above.

Example: $\qquad$ $\operatorname{th}(\mathrm{er})=\underline{\text { fath }}(\mathrm{er})$
$\qquad$ sh
th $\qquad$
ch $\qquad$
sh $\qquad$ tch(ing)
$\qquad$ ng $\qquad$
3. Include as many words from \#1 and \#2 in a show paragraph beginning withI have never been more afraid...


## Consonant Digraphs Phonics Lesson \#3

1. Book Search! Work on your own to find words with 4 words with different con onan digraphs at the start of each word, 2 words with different consonant digraphs in the ridare of the word, and 2 words with different consonant digraphs at the end of each word.

Book Titles: $\qquad$

## Start

1. $\qquad$ p. $\qquad$
2. $\qquad$ p. $\qquad$
3. $\qquad$ p. $\qquad$
4. $\qquad$ p. $\qquad$

## Middle

1. $\qquad$ p.
2. $\qquad$ p.

End
1.

2.

p. $\qquad$
2. Students write a sentence inclu dino consonant digraphs at the start, middle, and end of words, using no words from Phonic Eessgns \#s 1, 2, or 3.


## Consonant Digraphs Phonics Assessment

## Directions

Test students individually, saying "Pronounce these real and nonsense words." (Pr nunc 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 assesseach sudent individually. Run off enough teacher copies for each student and make one laminated stuont copy. Inform students of the testing order in advance, so that each student will ato atically come up to you without disrupting the class. The test should only take 30 secona 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 onlyif the sp cific phonics skill is mispronounced. In other words, don't mark it wrong if the student moro whes part of the word that you are not assessing.

## Mastery Criterion

Mastery criterion is $80 \%$, or 8 correct out $\mathbf{N} 1 \rho$ If the reading deficit has been mastered, change the / into an $\mathbf{X}$ on the Reading Mastr $\mathbf{y}$ Matrim. Show the student his or her own progress on the chart, and assign the next phonic skill to be addressed (if any).

If the student does not meet the aster criterion, inform the student that this phonics skill will be reviewed later. Remind thestulen (and yourself) that sometimes mastering a skill simply takes more practice. Return the yn-mastered phonics skill, using the same lessons after one of the other phonics skills is ristered to build student self-confidence.
$\qquad$ Test Date $\qquad$

6. maycher (rhymes with nature)
7. teeshob (tee-shob)
8. nuwhek(nu-whek)
9. thunder
10. rather

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

## Consonant Blends Phonics Lessons

## Phonics Lesson 1

Take out the black Consonant Blend Cards, 3 cheetah cards, 3 green pig ca ds, th 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.


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## Phonics Lesson 1 (continued)

Tell students that unlike 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 $/ \mathrm{ss} / / \mathrm{nn} /$.
Point to each of the sounds and spellings in the word formed with the cards sayirg 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 so nds you hear."

Note that the example word, snitch, contains no stop sounds (/p/, b/, /t/, /d/, /k/, /g/), so snitch should be blended as $/ \mathrm{ss} / / \mathrm{nn} / / \mathrm{ii} / / \mathrm{ch} /$. Make sume n st to add the /uh/ sound to the end of the consonant digraphs. Then tell students to say the sounds as you point to each.
$\square$ After blending, instruct students to show the number of phonemes for all three words with their fingers in response to the teacher cue: ©Show wour fingers how many sounds you hear." which (3) snitch (4) snitch (4)
$\square$ Hold up Consonant Blend Card \#46 "bl_" and remind students that a vowel goes in the blank.
$\square$ Point underneath the "b" and say, ""Sound"' Wa; 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 asure that students practice the separate sounds. Practicing the consonant blends soln students map these sound-spelling combinations to their memory bank ans builds automaticity.
$\square$ Ask students, "What sound or soun ts ca be added to this consonant blend to form words?" Wait for the students resons and repeat each correct word out loud.
$\square$ Repeat the same procedures f(rall 45 Consonant Blend Cards. Pause at \#74 "_ft" and remind students that a vowel mist go in the blank before an ending consonant blend. Note: Spanish does not $u$ e tho following consonant blends: $\mathrm{sc}, \mathrm{scr}, \mathrm{sk}, \mathrm{sl}, \mathrm{sm}, \mathrm{sn}, \mathrm{sp}, \mathrm{spl}$, spr, squ, st, str
$\square$ Assign leadership ros for the Consonant Blends Phonics Lessons.

## Phonics Lesson 2

$\square$ Take out the black Consonant Blend Cards, and tell students to select the same deck of cards. Spread out these cards in order on a desk, table, or projector.
$\square$ Remind students that consonant blends are two or three consonants together the same syllable, each of which says its own sound. Also remind students that a vov el my go in the blank-either before or after the consonant blend.
$\square$ For the 45 consonant blend cards, students point to each letter and say soupd in unison when you say, "Sound?" The teacher provides an example word for ach opis sonant blend.
$\square$ The Task Manager passes out the Lesson \#1 worksheets.
$\square$ The Reader reads the definition and the first task directionse The Clarifier explains the directions.
$\square$ Students complete the first task collaboratively.
$\square$ When most of the students have finished, the Task Marn er gets the answers from the teacher and students self-correct and revise their answers.
$\square$ The Reader reads and the Clarifier explains the secon dy
$\square$ Students complete the second task individually
$\square$ When finished, the People Manager asks studen to sinre their sentences.
$\square$ The Task Manager passes out the Word Making $3 \times 5$ card for the group with this word jumble: suotipurmes and students make on he back of their worksheets. Two minutes before the end of the phonics lesson, not act the Reader to turn over the card and read the unscrambled word: scrumptious. Stents count their points and declare a winner.
$\square$ The Task Manager collects the Lesson $\# 1$ worksheets and the $3 \times 5$ card.
$\square$ The People Manager ensures that s uden s put away their Animal Cards.

## Phonics Lesson 3

$\square$ The Task Manager passes the Lesson \#2 worksheets.
$\square$ The Reader reads the def nitior and the first task directions. The Clarifier explains the directions.
$\square$ Students complete the Rirst ask collaboratively.
$\square$ When finished, therk Manager gets the answers from the teacher and the Word Making $3 \times 5 \mathrm{ca}$ d, an s udents self-correct and revise their answers.
$\square$ The Reader reads the dir ctions to the second task and the limerick. The Clarifier explains the econtask.
$\square$ Student conlete the second verse of the limerick collaboratively.
$\square$ When finised, the students choral read their limerick to the teacher.
$\square$ The T snManager passes out the Word Making $3 \times 5$ card for the group with this word jumb : 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 1 ad the unscrambled word: spendthrift. Students count their points and declare a nner.
The Task Manager collects the Lesson \#2 worksheets and the $3 \times 5$ card.

## Phonics Lesson 4

The Task Manager passes out the Lesson \#3 worksheets.
$\square$ The Reader reads the first and second task directions. The Clarifier explains the directions.Students complete both tasks individually.
$\square$ When most of the students have finished the Book Search! the People Manayer asks students to share the real words they developed from the consonant ble in the first task.
$\square$ The Task Manager passes out the Word Making $3 \times 5$ card for the gro $\quad$ win this word jumble: gersttaits and students make words on the back of their worm heets. Two minutes before the end of the phonics lesson, instruct the Readef 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 $3 \times 5$ card

## Phonics Lesson 5

$\square$ Teach students how to play one of the phonicsuraran to practice their consonant blend sound-spellings.
$\square$ Students get their card sets and play the card amre wrile you pull students for the quick Consonant Blends Formative Assessment.
$\square$ Students clean up neatly and completely.

## Consonant Blends Phonics Lesson \#1

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

1. Underline all the beginning consonant blends in the following words and write the rumber of sounds in each word in the space provided.
A. black $\qquad$
B. bright $\qquad$ C. cluck $\qquad$ D.crest $\qquad$
E. $\mathrm{drift}_{\mathrm{r}}$ $\qquad$ F. flake $\qquad$ G. fright
H. g lide $\qquad$
I. greed $\qquad$ J. plot $\qquad$
K. prop
L. s c a m $\qquad$
M.scrap $\qquad$ N.blast__
Q.smudge $\qquad$ R.snail__ $\qquad$ T. split $\qquad$
U.spray $\qquad$ V.squish
$\qquad$
X.strut $\qquad$
Y.sweat $\qquad$ Z.thrash $\qquad$ BB. t wine $\qquad$
2. Write the longest sentence you can thim of, $\varphi$,ing as many of the beginning consonant blends as possible.

## Consonant Blends Phonics Lesson \#2

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

1. Underline all the ending consonant blends in the following words and write the number of sounds in each word in the space provided.
A.cleft $\qquad$ B. mild $\qquad$ C. stamp

E. gulp $\qquad$ F. quilt $\qquad$
G. brand
H. s c rimp $\qquad$
I. crush $\qquad$
J.stripe $\qquad$
K.trash
L. blunt $\qquad$
M. leapt $\qquad$ N. mask $\qquad$ P. 1ist $\qquad$
Q.drum $\qquad$
2. Read the limerick and underline each of the consoment olends. Write a second verse for this limerick, using as many consonant blends as possibis

## Example:

## Crazy, Scary, Thieving Old Clo nn

There once was a crazy old cle wn, who scared all the children an und.
The circus he left just after his theft of twenty-three English brediounds.


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## Consonant Blends Phonics Lesson \#3

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

Example: $\qquad$ $\operatorname{st}($ ood $)=\underline{\text { underst }}($ ood $)$
$\qquad$ $\mathrm{bl}(\mathrm{er}) \mathrm{br}$ $\qquad$
cl $\qquad$
$\qquad$
$\qquad$ fr(ee) $\qquad$ gl(er) gr $\qquad$
$\qquad$ pr(ess)
$\qquad$ sk
sl $\qquad$ sm $\qquad$
sn $\qquad$
$\qquad$ st(ern) sw $\qquad$
$\qquad$ $\operatorname{tr}(\mathrm{y})$
spl $\qquad$

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

Book Titles: $\qquad$
Beginning

1. $\qquad$ p.


End
1.
 p. -
2.
.
 p. __
3.
.
 p.
4.
 p.

## Consonant Blends Phonics Assessment

## Directions

Test students individually, saying "Pronounce these nonsense words." Nonsense wrds rquire 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 studen 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 secend 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 mi spron punces part of the word that you are not assessing.

## Mastery Criterion

Mastery criterion is $80 \%$, or 8 correct out f 10 . the / into an $\mathbf{X}$ on the Reading Mastery Mratriz. the chart, and assign the next phonics kin to boaddressed (if any).

If the student does not meet the mactery riterion, inform the student that this phonics skill will be reviewed later. Remind the st dent and yourself) that sometimes mastering a skill simply takes more practice. Return totho no nastered phonics skill, using the same lessons after one of the other phonics skills is mased to build student self-confidence.


## Consonant Blends Phonics Assessment

1. prist
2. twaft
3. skump
4. threlk
5. cradge

## Long Vowels Phonics Lessons

## Phonics Lesson 1

Assign leadership roles for the Long Vowels Phonics Lessons.
$\square$ Take out the red Long Vowel Animal Cards, and tell students to select the sanue from their deck of cards. Spread out these cards in order on a desk, table, or piniector.
Practice the names and sounds for each long vowels card. Point to th pict it when saying the name. Point to the/sound/ when saying the sound. Tell stuauns to point to the name and sound on their cards when you cue them saying, "Nan e?" (pause for their unison answer) "Sound?" (pause for their unison answer). Note ${ }^{\text {r at the the the inde }}$ different spellings including the sound. For example, with the ogle card spellings include "ei" as in either and "cei" as in receive.

$\square$ Tell students that our focus in oda's phonics lesson will be to practice both the single vowel and vowel team long vel spellings. Remind students that a long vowel "says its name" and other vowel sond do not.
$\square$ Tell students that each lo g vo el sound can also be spelled with more than one vowel. Tell students that ther vows are called vowel teams.
$\square$ Teach students that a consolant goes in the blanks for long vowel spellings. Also remind students that the sirinfinal $e$ is not a vowel.
$\square$ Point to the "a" s ellin bo the ape card and say "a" with an elongated/aa/ sound. Tell students to do the sanne y ith their cards. Now, point to the "_ay" spelling and say "blank-a-y as you to uch 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 $e$.
$\square$ Teach sturents that the long /i/ " y " is used in accented syllables, such as in crý-ing. The long / " $y$ " is used in unaccented syllables, such as in bá-by. The "_y" spellings indicate that no D.glish syllables or words begin with a long /e/ or /i/ "y" spelling. Note that this not tive case for proper names, such as in Yvette or Yvonne.
$\square$ Follow the same procedure with the rest of the cards.

## Phonics Lesson 1 (continued)

The Task Manager passes out the Word Making $3 \times 5$ card for the group with 41 smord jumble: sarbtey and students make words on the back of their worksheets. Two miny es before the end of the phonics lesson, instruct the Reader to turn over the car andread the unscrambled word: betrays. Students count their points and declare a winn r.
$\square$ The Task Manager collects the $3 \times 5$ card.
$\square$ The People Manager ensures that students put away their Animal Car

## Phonics Lesson 2

$\square$ Take out the red Long Vowel Animal Cards, and tell studets to elect the same from their deck of cards. Spread out these cards in order on a desk, toble, or projector.
$\square$ Practice the names, sounds, and spellings for each long vowe card. Point to the picture when saying the name. Point to the/sound/when saying he sound. Point to each spelling when saying the spellings (including blank). Tell stud hits to point to the name, sound, and spelling on their cards when you cue them sayin. "N me?"" (pause for their unison answer), ""Sound?"" (pause for their unison answe, and "Spelling?" (pause for their unison answers as you point to each).
$\square$ The Task Manager passes out the Lesson \#1
$\square$ The Reader reads the definition and directins. The Clarifier explains the task.
$\square$ Students complete the worksheet collaborative
The Task Manager passes out the Word Ma'ing $3 \times 5$ card for the group with this word jumble: msabatoet and students make vords on the back of their worksheets. Two minutes before the end of the phonig sson, instruct the Reader to turn over the card and read the unscrambled word: steam oat. tudents count their points and declare a winner. The Task Manager collects the Lesso -11 worksheets and $3 \times 5$ card.
The People Manager ensures tat sudents put away their Animal Cards.

## Phonics Lesson 3

Tell students to take it thored Long Vowel Animal Cards from their deck of cards. The students spread out thesucfds in order on a desk, table, or projector.
$\square$ The Task Manage pa ces out the Lesson \#2 worksheets.
$\square$ The Reader reads the det nition and directions. The Clarifier explains the task.
$\square$ Students complate ure y orksheet collaboratively, using the Animal Cards as reference.
$\square$ The Task M nager passes out the Word Making $3 \times 5$ card for the group with this word jumble?pasim ae and students make words on the back of their worksheets. Two minutes before the ad of the phonics lesson, instruct the Reader to turn over the card and read the unscra mbin word: seaplane. Students count their points and declare a winner.
$\square$ The ask Manager collects the Lesson \#2 worksheets and $3 \times 5$ card.
$\square$ Tba People Manager ensures that students put away their Animal Cards.

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## Phonics Lesson 4

Tell students to take out the red Long Vowel Animal Cards from their deck of cas. 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 ta $k$.Students complete the worksheet collaboratively, using the Animal Cards as rererence.
$\square$ The Task Manager passes out the Word Making $3 \times 5$ card for the greinwith this word jumble: ywefselhl and students make words on the back of their wor shee s. Two minutes before the end of the phonics lesson, instruct the Reader to turneve the card and read the unscrambled word: flywheels. Students count their poin s ant dectare a winner.The Task Manager collects the worksheets and $3 \times 5$ card.The People Manager ensures that students put away their Anitmal Cards.

## Phonics Lesson 5

Teach students how to play one of the phonics card ges o practice their long vowel sound-spellings.$\square$ Students get their card sets and play the card gamw white 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 catego ies a d write them in the spaces provided.
hi, cycle, stage, twine, me, nation, stake, he, flabby, so, stone, bugle, cube, la dle, rye, be, any, triangle, fine, biceps, dying, time, mute, future, go, music, lobe, hungry, coodle, no ole, cuter, trying


## 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, dew ranmo eight, goes, bloat, grown, flight, barbecue, grew, perceive, higher, load, stow, fuel, ray


## Long Vowels Phonics Lesson \#3

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


## Long Vowels Phonics Assessment

## Directions

Test students individually, saying "Pronounce these real and nonsense words." (Prcnunc 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 assesseach sudent individually. Run off enough teacher copies for each student and make one laminated stuant copy. Inform students of the testing order in advance, so that each student will utomatically come up to you without disrupting the class. The test should only take 30 secona 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 onlywif the sp cific phonics skill is mispronounced. In other words, don't mark it wrong if the student moror ounces part of the word that you are not assessing.

## Mastery Criterion

Mastery criterion is $80 \%$, or 8 correct out $\mathbf{N} 10$ If the reading deficit has been mastered, change the / into an $\mathbf{X}$ on the Reading Masteryatrm. Show the student his or her own progress on the chart, and assign the next phonic skill to be addressed (if any).

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

Student Name $\qquad$ Test Date $\qquad$

1. sigh
2. blain (nyms with stain)
3. baying (Hymes with saying)
4. ar oeb (rrymes with lobe)
5. cleeb (cleeb)
6. woater (rhymes with boater)
7. shein (rhymes with stain)
8. tries
9. 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

## Diphthongs Phonics Lessons

## Phonics Lesson 1

$\square$ 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.
$\square$ Remind students that single long vowel and vowel teams both "say the mes of their vowels": /ā/, /ē/, $\overline{\overline{1}} /$, $/ \bar{o} /$, / $\overline{\mathrm{u}} /$. For example, the single long vowel "a" nd the owel team "ai_" both say long /a/, as in nation and rain.
$\square$ Tell students that diphthongs are different than vowel teams. Dir hthongs are two or three vowels together in the same syllable that each make individual Sounds. Readers must blend the sounds together.
$\square$ Point to the purple /ow/ sound on the cow card. Say/ow/ somp, elongating the first, but not the second, sound. Have students point to the spelifing and say the /ow/ sound with you. Ask students what happens to the lips when sayigg this sound. (They close together on the second sound.)
Practice the names, sounds, and spellings for each ng vels card. Point to the picture when saying the name. Point to the /sound/ when ayins the sound. Point to each spelling when saying the spellings (including blank). T/1 students to point to the name, sound, and spelling on their cards when you cue the n say ng, ""Name?"" (pause for their unison answer), ""Sound?"" (pause for their unison ancrer), and "Spelling?" (pause for their unison answers as you point to each).
$\square$ Note that the brackets indicate differentspelli hgs 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 $/ a w /, e$ as $/ \bar{a} /$ or $/ \mathrm{e} /, i$ as $\mid \bar{e} /, o$ as $/ \bar{q} /, u$ andong $/ o o l$ (rooster). Spanish has no vowel teams, only diphthongs, so every written vo vel is pronounced except for the $u$ after $g$ before $e$ or $i$, "gue" or "gui" in which the $u$ is yauly srient.

## Phonics Lesson 1 (continued)

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

$\square$ Point to each of $t$ students to say th sor id in the top row as you point to each.
$\square$ Ask students wror is blended from the sounds in the top row (crow) and how many sounds are the top row (3).
$\square$ Point to ech onthe sounds in the bottom row, saying the sounds as you point. Next, tell studentento sas, the sounds in the bottom row as you point to each.
$\square$ Ask s udent what word is blended from the sounds in the bottom row (crown) and how many sunds are in the bottom row (5). Explain that the top row long /o/ "ow" spelling h 50 oly one sound because it is a vowel team. The bottom row/ow/ "_ow" spelling has vo sounds because it is a diphthong.

## Phonics Lesson 1 (continued)

The Task Manager passes out the Word Making $3 \times 5$ card for the group with ins urd jumble: ottnoopis and students make words on the back of their worksheets. Tuo minutes before the end of the phonics lesson, instruct the Reader to turn ove the card and read the unscrambled word: outpoints. Students count their points and dech re a vinner. The Task Manager collects the $3 \times 5$ card.

## Phonics Lesson 2

Tell students to take out the red Long Vowel and the purple Dip thong-Animal Cards from their card sets and spread the cards out on a desk or table.
$\square$ 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 oun for each letter and the reader blends them together.The Task Manager passes out the Lesson \#1 workshe is.
$\square$ The Reader reads the definitions and directions, ond rifier explains the task.
$\square$ Students complete the worksheet collaborativelv, using their Animal Cards for reference.
$\square$ When finished, the Task Manager gets the answer from the teacher and students selfcorrect and revise their answers.
$\square$ When corrections have been completed, the task I lanager passes out the Word Making $3 \times 5$ card for the group with this word jumble, ntutohgou and students make words on the back of their worksheets. Two minutes bo gre the end of the phonics lesson, instruct the Reader to turn over the card and reat the nscrambled word: throughout. Students count their points and declare a win rer.
$\square$ The Task Manager collects the 3 cars, answers, and worksheets.

## Phonics Lesson 3

$\square$ Tell students to take out the puple diphthong Animal Cards from their card sets and spread the cards out on a desk $r$ table.
$\square$ The Task Manager p /ses out the Lesson \#2 worksheets.
$\square$ The Reader reads the denions and directions, and the Clarifier explains the task.
$\square$ Students complet the vorksheet collaboratively, using their Animal Cards for reference.
$\square$ When finished, the Tark Ianager collects the worksheets.

## Phonics Lesson 4

Tell students to take out the purple Diphthong Animal Cards from their card set\% amt 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 t e tas
$\square$ Students complete the worksheet collaboratively, using their Animal Cards forreference.
$\square$ When finished, the Task Manager gets the answers from the teacher an tudents selfcorrect and revise their answers.
$\square$ After corrections have been completed, the Reader reads and the Clantio explains the directions for the Book Search! Students work individually on nis tack and may use multiple books to find the words.
$\square$ The Task Manager collects the worksheets to turn in to the teaber.The People manager ensures that students put away their Amal Cards.

## Phonics Lesson 5

$\square$ Teach students how to play one of the phonicsuraram to practice their diphthong sound-spellings.
$\square$ Students get their card sets and play the card amm wrile you pull students for the quick Diphthongs Formative Assessment.

## Diphthongs Phonics Lesson \#1

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

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

Directions: For the following words, write $\mathbf{D}$ if the word contains a diwhthong , $d$ write VD if the word contains a vowel team in the space provided. Use the sound spellings chart below for help.


## 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-sperring.


## Diphthongs Phonics Lesson \#3

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

Directions: In the short story that follows, correct the spellings errors in the bace below from the spellings on the Animal Cards. Don't write down any words that ar spel ef correctly.

The boi watched the broun hauk


Book Search! Work on y ur own to find words with /oi/, /ow/, /aw/, /oo/ as in woodpecker, and /oo/ as in rooster sounds +11 in the chart. Refer to the Animal Cards for the spellings of these sounds.

Book Titles:


## Diphthongs Phonics Assessment

## Directions

Test students individually, saying "Pronounce these real and nonsense words." (Pr nunc 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 assesseach sudent individually. Run off enough teacher copies for each student and make one laminated stuont copy. Inform students of the testing order in advance, so that each student will شutonatically come up to you without disrupting the class. The test should only take 30 secona 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 onlyif the sp cific phonics skill is mispronounced. In other words, don't mark it wrong if the student m. prov ounces part of the word that you are not assessing.

## Mastery Criterion

Mastery criterion is $80 \%$, or 8 correct out 0,10 If the reading deficit has been mastered, change the / into an $\mathbf{X}$ on the Reading Mastermatrim: Show the student his or her own progress on the chart, and assign the next phonic skill to be addressed (if any).

If the student does not meet the aster criterion, inform the student that this phonics skill will be reviewed later. Remind thestu len (and yourself) that sometimes mastering a skill simply takes more practice. Return to he yn-mastered phonics skill, using the same lessons after one of the other phonics skills is ristered to build student self-confidence.
$\qquad$ Test Date $\qquad$ 1. pudding 2. haub (rhvmes with job)
3. gawye (rhymes with lawyer)
__ 7. splew (rhymes with chew)
4.
4. ch
8. oiter (rhymes with loiter)
5. ĉnok
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

## r-controlled Vowels Phonics Lessons

## Phonics Lesson 1

Take out the three gold $r$-controlled vowel Animal Cards, and tell students o sel ct the same from their deck of cards. Spread out the cards in order on a desk, table, orojector.


Teach your students that when the $r$ consont t follows a vowel, the $r$ makes the vowel change how it sounds. We call the vowel anconimolled vowel because the $r$ consonant controls how the vowel sounds.
$\square$ Say, "The controlled vowel sound differs mord to word. For example, listen to the pronunciations of these words." Wh te thellowing on paper or on the board and contrast the sounds of the $r$-contro led y wels:
bury
pure
war
car

Say, "Also, people with fffere it English dialects pronounce these $r$-controlled vowels differently. For example, om Americans pronounce the first word to rhyme with scary, while others pronour. the yord to rhyme with hurry."
Remind students ths the $T^{\prime}$ and $r$-controlled vowels always stay in the same syllable.
$\square$ Practice the namfs, sot ds, and spellings for each long vowels card. Point to the picture when saying the nme. P int to the/sound/ when saying the sound. Point to each spelling when saying ne nellings (including blank). Tell students to point to the name, sound, and spelling n 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 onswer as you point to each).
Tell s udensthat English also has $l$-controlled vowels. Just like with the $r$, the $l$ consornt makes the vowel before it change how it sounds.
$\square$ rite the following $l$-controlled vowels on paper or on the board. Pronounce each and ve the students identify the vowel sounds they hear.

## Gsald held wolf milk gulp

## Phonics Lesson 1 (continued)

$\square$ Assign leadership roles for the $r$-controlled Vowels Phonics Lessons.
$\square$ The Task Manager passes out the Lesson \#1 worksheets.
$\square$ The Reader reads the directions for the first task, and the Clarifier explains ne task.
$\square$ Students complete the first task collaboratively.
$\square$ When finished, the Task Manager passes out the Word Making $3 \times 5$ card for the group with this word jumble: leacnrda and students make words on the bac or heir worksheets. Two minutes before the end of the phonics lesson, instru the R ader to turn over the card and read the unscrambled word: calendar. Students ount points and declare a winner.
$\square$ The Task Manager collects the $3 \times 5$ card.
$\square$ The People Manager ensures that students put away their Anims Cards.

## Phonics Lesson 2

$\square$ The Task Manager passes out the Lesson \#1 workshe.
$\square$ The Reader reads the directions for the secondend ind rasks, and the Clarifier explains the tasks.
$\square$ Students complete the Book Search individy atIy (Students may use multiple books for the Book Search!)
$\square$ When most students have finished, the Tank Mager passes out the Word Making $3 \times 5$ card for the group with this word jumble: rmistrenuht and students make words on the back of their worksheets. Two minutes ber the end of the phonics lesson, instruct the Reader to turn over the card and rez the unscrambled word: thunderstorm. Students count their points and declare a win ner.
$\square$ The Task Manager collects the works, eets and $3 \times 5$ card.

## Phonics Lesson 3

$\square$ The Task Manager passe out the Lesson \#2 worksheets.
$\square$ The Reader reads the irections for the first task, and the Clarifier explains the task.
$\square$ Students complete the firtlask collaboratively.
$\square$ When finished, the ranager gets the answers from the teacher and students selfcorrect and revise their ar swers.
$\square$ After correcti have been completed, the Reader reads and the Clarifier explains the directions fo the second task.
$\square$ Students complate the second task individually.
$\square$ When finishod, the People Manager asks students to share their sentences.
$\square$ The Task Manager collects the worksheets.

## Phonics Lesson 4

Remind students that English has many different $r$-controlled vowel sounds and ariery of spellings. Write the following $r$-controlled vowel /sounds/ with examples on pape or on the board. Pronounce each and have the students identify the vowel sound they near.

## One sound /r/: paint/er, whior,

 ur/gent, cour/age Two sounds /air/: hairnvear, heir, bare/ly Two sounds /or/:extor, store, di/no/saur, couri Two sounds / : near/ly, beer Two sounds : tour/ist, pure Three sounds /our/: hour/lyThe Task Manager passo olt the Lesson \#3 worksheets.
$\square$ The Reader reads ne rections for the first task, and the Clarifier explains the task.
$\square$ Students complet the ir task collaboratively.
$\square$ The Reader reads the divections for the second task, and the Clarifier explains the task.
Students con plete the Book Search individually.
$\square$ The TaSkMar ger collects the worksheets.
Phonics Lessun 5
$\square \mathrm{T}$ abstudents how to play one of the phonics card games to practice their $r$-controlled sund-spellings.
$\square$ Stulents get their card sets and play the card game while you pull students for the quick controlled Vowels Formative Assessment.

- The People Manager ensures that students put away their Animal Cards.


## r-controlled Vowels Phonics Lesson \#1

1. Make up two rhymes for each of the following $r$-controlled vowel words. They don $t$ nee to be real words. The words can even have different spellings.

2. Book Search! Work on your own to find words with xarle words to fit each $r$ controlled vowel spelling.

Book Titles:

3. Book Search! Work oy you an to find words with example words to fit each $l-$ controlled vowel spelling.

Book Titles:
$\qquad$
 p.
$\qquad$
al or all p.
ble or cle $\qquad$ p.- $\qquad$
del ol fle $\qquad$ p. $\qquad$
$\qquad$ p._-

$\qquad$
$\qquad$ p. $\qquad$
ple or tle $\qquad$ p. $\qquad$
$\qquad$ p._-

## r-controlled Vowels Phonics Lesson \#2

1. Sort the following $r$-controlled vowel words into the vowel letter categories below:
here, care, first, bore, large, chore, pure, third, dear, insure, chair, board, bear, cure, tire, hair, fire, clear, sour, sure

## $a$ words

 as possible.
here, care, first, bore, large, chore, pur third, dear, insure, almost, tall, bubble, popsicle, cradle, rifle, bugle, ankle, purple, title, p $2 Z 1$ chair, board, bear, cure, tire, hair, fire, clear, sour, sure

## $r$-controlled Vowels Phonics Lesson \#3

1. Make up two rhymes for each of the following $r$ and $l$-controlled vowel words. The don' need to be real words. The words can even have different spellings.
$\qquad$
2. Book Search! Work on your own to find $s$ with example words to fit each $r$ and $l-$ controlled vowel spelling.

Book Titles: $\qquad$


One sound /r/ as in paint/er, whir ur/ge ht, cour/age
Two sounds /air/ as in hair, y ear, heir, bare/ly
Two sounds /or/ as in ac/tenstone, $\mathrm{di} / \mathrm{no} /$ saur, court
Two sounds/eer/ as it newel, beer
Two sounds/oo/ por tour/ist, pure
Three sounds/ournas iy hour/ly

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$ p._-

## r-controlled Vowels Phonics Assessment

## Directions

Test students individually, saying "Pronounce these real and nonsense words." ( $\operatorname{Pr}$ nunc 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 assesseach sudent individually. Run off enough teacher copies for each student and make one laminated stutent copy. Inform students of the testing order in advance, so that each student will uto natically come up to you without disrupting the class. The test should only take 30 secono 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 sp cific phonics skill is mispronounced. In other words, don't mark it wrong if the student in sprovounces part of the word that you are not assessing.

## Mastery Criterion

Mastery criterion is $80 \%$, or 8 correct out 10 f the reading deficit has been mastered, change the / into an $\mathbf{X}$ on the Reading Maste Matms, Show the student his or her own progress on the chart, and assign the next phonice skill to be addressed (if any).

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


Test Date $\qquad$
6. seld (rhymes with held) 7. nare (rhymes with stare)
$\qquad$ 8. tult (rhymes with cult) 9. borch (rhymes with porch) 10. churn

## $r$-controlled Vowels Phonics Assessment



## Phonics Lesson Answers: Short Vowels

## Short Vowel Phonics Lesson \#1

No Answers

## Short Vowel Phonics Lesson \#2

1. c ănnŏt
băskět
wǐthĭn
pĭckŭp
ŭpŏn
bědrŏck
$s$ ětbăck
jăckpŏt
hĭmsělf
băckhănd
sŭnfísh
chěcklĭ
shonudlick 3
theswodlaten 4
2. jaspeding 3
chutin 2



Jack and Jill went up the hill Little Tom tucks in his jacket. Big yellow duck lost his quack. Green frog jumps on that lily pad.

Short Vowel Phonics Lesson \#3

1. p ĭ nning
b ĭ tter
$m$ ă tting
mā ting
hō ly 1 ă tter
p ī ning
h ŏ lly
fī ler

| fĭlling | bīter |
| :--- | :--- |
| lāter | slō ped |
| skīnny | shīny |

## Phonics Lesson Answers: Consonant-Final e

## Consonant-Final e Phonics Lesson \#1

No Answers

## Consonant-Final e Phonics Lesson \#2

"e_e"/ā/
where
there
o_e /ŭ/
one
some
love
come
above
o_e/ŏ/
gone
"ure"/er/
sure

## Consonant-Final e Phonics Lesson \#3

2. Memory Rap Lines

Drop the final $e$ wher adding on an ending
if it starts with a vais up front.
Keep the final $e$ hen oring on an ending if it starts with a conena it.
Also keep th $e$ When you hear soft " c " or " g " changeable before "able or "o-u-s"
Mostly ked the $e$ when the ending is " $y$-e", "e-e", neven"o-e".
"i_e"/i//
give
live
o_e /oo/ as in rooner prove whose move lose

## Phonics Lesson Answers: Consonant Digraphs

## Consonant Digraphs Phonics Lesson \#1

1. $\mathrm{ch} o \mathrm{p}$
this
song
hush
which shush thick shake crash
church
why
hitch
thin
chime
ship
hash
with these much
long

## Consonant Digraphs Phonics Lesson \#2

1. 

A. chew 2
B. much 3
C. shift 4
D. sash 3
F. show 2
F. such 3
G. when 3
H. this 3
I. thron 4
J. chest 3
K. strung 5
L. thin 3
M. numb 3
N. phene 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
F.flake 4
G.fright 4
D.cret 5
E. drift 5
J. plot 3
K. prop 4
M.scrap 5
N.blast 5
O. skunk 5
Q. smudge 4
R.snail 4
S. spoke 4
U.spray 4
V.squish 4
Y.sweat 4
Z.thrash 5
W. stock 4

AA.tramp4
H. glide 4

LSc.m 4
$\mathrm{P}(\mathrm{slob})^{4}$
X. strut 5 BB.twine 4

## Consonant Blends Phonics Lesson \#2

1. 

A.cleft 5
B. mild 4
C.sta (1)
D. e 1 m 3
E. gulp 4
F.quilt 5
I.crush 4
J.stripe 5
G. $b \operatorname{nd}$
H. scrimp 5
M. 1eapt 4
Q. 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



The lady like sho ving off her white
high heal shô so much that she
used her fell phone camera to take pictures, then emailed a few of these photographs to her friend, Jane.
Her frieno rried to open the picture files but couldn't find them.
Ma be a good excuse to have her friend see those shoes in person!

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## Phonics Lesson Answers: Diphthongs

## Diphthongs Phonics Lesson \#1

| 1. few VD | 2. maybe VD | 3. out D | 4. show VD | 5. rain VD | , |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7. glue D | 8. plow D | 9. boy D | 10. suit D | 11. sleigh VD | 2. week VD |
| 13. cause D | 14. belief VD | 15. new D | 16. pound D | 17. tall D | $18 . \mathrm{po}$ |
| 19. blue D | 20. frown D | 21. joy D | 22. mule D | 23. goat VD | fay |
| 25. woe VD | 26. haul D | 27. stray VD | 28. hue VD | 29. cruise D | Soy |
| 31. almost D | 32. oats VD | 33. prowl D | 34. true D | 35. spoil D | 6. house D |
| 37. vein VD | 38. blew D | 39. moon D | 40. peeled | 41. Cue V | . book D |
| 43. law D | 44. sigh VD | 45. haul D | 46. perceiv |  |  |

## 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

## rand /- controlled Vowels Phonics Lesson \#1

No Answers

## r-controlled Vowels Phonics Lesson \#2

$a$ words
care
large
chair
hair
$e$ words
here
dear
bear
$i$ words
first
third
tire
$o$ words
bore
$u$ words
pure
chore
insure
 sure

## $r$ and I- controlled Voner-phonics Lesson \#3

No Answers

## Reading Fluency

## Instructional Purpose

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

## Assigning Students to Leveled Reading Fluency Grops

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


## The Animal Fluency Articles

The Animal Fluency Articles are b-interest expository articles, featuring the same text as the SCRIP Reading Comprehension Work heets in The Science of Reading Intervention Program: Language Comprehemeion. Each of the 43 articles has from 350-450 words, ideal for two-minute timings. Word oupts are provided in the left margin for fluency timings.

The articles are leveled is a un le pyramid design: the first two paragraphs are at third grade (Fleish-Kincaid) reading; the ne t two paragraphs are at fifth-grade reading level; and the last two are at seventh-g ade mading level. Note that, per standard practice, technical multi-syllabic vocabulary is eimintated from leveling. The reader begins practice at an easier level to build confidence and tho moves to more difficult academic language and sentence length.

Students ind idually practice repeated readings with the modeled online readings. Each article on the Yowube ideos has been recorded at three different reading speeds (Level A at 95-115 words per mintete; Level B at 115-135 words per minute; and Level C at 135-155 words per minute) to nrovide modeled readings at each of your students' challenge levels.

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## Preparation

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

## Directions

Model the following procedures for the first reading fluency

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

Say, "You are now going to read an article about an mimal. Each of you will read out loud, with good expression, at our own pace for two minuto a ake sure to pause at commas and stop at periods. During the timing, don't stop read ng b cause we want our timings to be accurate. We call this a cold timing because it is unprad ced. Jow take the Animal Fluency Article out of your folder and place it face down on your docks (o 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 ena 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), tho lue pencil, and an eraser. Be neat, but take no more than 30 seconds to shade in your old ming."
3. Say, "Login and onto yo assigned level Animal Fluency Article video. Read out loud with the modeled re ding over and over until the Task Manager says, 'Stop.' Read with six-inch voices: don't show, bundon't whisper. Read with good expression, just like the modeled reading."
4. A few min tes prior to the end of the activity, the Task Manager leads the students in the twominute hot tiring with six-inch voices. The Task Manager says, "Stop" at the end of the twominute
5. Say "Trake out your Animal Fluency Article Timings chart (the teacher displays a chart on the pro ect or to demonstrate), the red pencil, and an eraser. Be neat, but take no more than 30 seco ds. 0 shade in your hot timing on top of the cold timing."

Reading Fluency Norms (Hasbrouk and Tindal, 2017)

| Grade | \%ile | Fall WCPM* | Winter WCPM* | Spring WCPM* |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 90 |  | 97 | 116 |
|  | 75 |  | 59 | 91 |
|  | 50 |  | 29 | 60 |
|  | 25 |  | 16 | 34 |
|  | 10 |  | 9 | 18 |
| 2 | 90 | 111 | 131 | 148 |
|  | 75 | 84 | 109 | 124 |
|  | 50 | 50 | 84 | 100 |
|  | 25 | 36 | 59 | 72 |
|  | 10 | 23 | 35 | 43 |
| 3 | 90 | 134 | 161 | 166 |
|  | 75 | 104 | 137 | 139 |
|  | 50 | 83 | 97 | 112 |
|  | 25 | 59 | 79 | 91 |
|  | 10 | 40 | 62 | 63 |
| 4 | 90 | 153 | 168 | 184 |
|  | 75 | 125 | 143 | 160 |
|  | 50 | 94 | 120 | 133 |
|  | 25 | 75 | 95 | 105 |
|  | 10 | 60 | 71 | 83 |
| 5 | 90 | 179 | 183 | 195 |
|  | 75 | 153 | 160 | 199 |
|  | 50 | 121 | 133 | 146 |
|  | 25 | 87 | 109 | 11. |
|  | 10 | 64 | 84 | 102 |
| 6 | 90 | 185 | 195 |  |
|  | 75 | 159 | 166 | 175 |
|  | 50 | 132 | 145 | 146 |
|  | 25 | 112 | 116 | 122 |
|  | 10 | 89 | 9 | 91 |
|  |  |  |  |  |
| 7 | 90 | 180 | 192 | 202 |
|  | 75 | 156 | 115 | 177 |
|  | 50 | 128 | 136 | 150 |
|  | 25 | 102 | 109 | 123 |
|  | 10 | 79 | 88 | 98 |
|  |  |  |  |  |
| 8 | 90 |  | 199 | 199 |
|  | 75 | 161 | 173 | 177 |
|  | 50 | 13 | 146 | 151 |
|  | 25 | 6 | 115 | 124 |
|  | 10 | 77 | 84 | 97 |


| $\begin{aligned} & \text { Pencil }=\text { Cold Timing } \\ & \text { Pen = } \\ & \text { Hot Timing } \end{aligned}$ | $\stackrel{8}{8}$ | $\stackrel{5}{6}$ | N | ¢ | 南 | 匂 | 2 | 7 | $\stackrel{\infty}{8}$ | $\stackrel{8}{8}$ | N | $\stackrel{N}{O}$ | N | N | $\stackrel{N}{+}$ | N | N | $\xrightarrow{\mathrm{N}}$ | $\stackrel{\sim}{8}$ | N000 | $\stackrel{\sim}{8}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Recor ling Example |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Eagle" | $\bigcirc$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Ibex" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Okapi" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Mule" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Rooster" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Woodpecker" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Cow" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Koi" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Hawk" |  |  |  |  |  |  |  |  |  | + | - |  |  |  |  |  |  |  |  |  |  |
| "Ermine" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Armadillo" |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ |  |  |  |  |  |  |  |  |
| "Orca" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Anteater" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |
| "Elephant" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Iguana" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Otter" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Umbrella Bird" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Bear" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Camel" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Dog" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\checkmark$ |

Animal Fluency Article Timings Name



Animal Fluency Article Timings Name

| $\begin{aligned} & \text { Pencil }=\text { Cold Timing } \\ & \text { Pen = } \end{aligned}$ | $\stackrel{N}{0}$ | \% | N | $\stackrel{\sim}{8}$ | No | $\stackrel{\text { ¢ }}{8}$ | $\stackrel{\omega}{6}$ | N | W | ~ | 岛 | ¢ | W | $\stackrel{\sim}{\otimes}$ | U | $\stackrel{\text { t }}{ }$ | $\stackrel{+}{+}$ | 式 | $\stackrel{\text { ¢ }}{\text { ¢ }}$ | $\stackrel{ \pm}{\theta}$ | $\stackrel{\Delta}{0}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Goose" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Horse" | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Jackrabbit" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Kangaroo" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Lion" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Mouse" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Newt" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Pig" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Quail" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Raccoon" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Seagull" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Tiger" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Vulture" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Wolf" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "X-ray Fish" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Yak" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Zebra" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Sheep" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Whale" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Python" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| "Cheetah" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Animal Fluencv Artic |  |  |  |  |  |  |  | or | Re | in | wo-M | nut | Timi |  |  |  |  |  |  |  |  |

## "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. Suma |
| 25 | Females weigh about half as much. Orangutans |
| 32 | have long, strong arms and their hands and feet cmaiyore |
| 41 | are shaped like hooks. They are shaggy and have endangered |
| 50 | red hai |
| 52 | gutans u |
| 59 | Asia. Now they only live in a few rain fore ts orr the islands of |
| 73 | Sumatra and Borneo. Orangutans swing Aromstall trees to move |
| 83 | around. It is warm where these animals rie but not too warm. There |
| 96 | is a lot of rain there, so trees and plants gaow very tall and big. |
| 111 | Orangutans are omnivores, since troy 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 fait. .he fruits they tend to prefer have a |
| 148 | lot of sugar in them. Figs are the favorive fruit of the orangutans. Figs come |
| 164 | from trees and they are easy for orargatans to pick and eat. Orangutans also |
| 179 | eat lots of young leaves from, nany trees in their habitat. |
| 189 | Unlike many other anima* orangutans are single adults, so they have |
| 200 | no family structure. Moth r orangutans raise their children one at a time. The |
| 213 | baby rides on its mother's mack for three years at the start of its life. There, it |
| 230 | learns how to pick for an protect itself from danger. Female orangutans |
| 242 | usually have one baby eve y six years. Older male orangutans may fight each |
| 255 | other for the attenion of the available female orangutans. |
| 264 | The territory ${ }^{\text {a }}$ adult orangutan is not clearly established, as is the case with many animals. Often, |
| 282 | orangutan territories vill of ap. However, this does not mean that orangutans are social animals. They limit |
| 298 | their social interactio to foedi g, mating, and calling each other. Only rarely will orangutans get in fights with |
| 316 333 | each other over f or territy. In these fights, the apes will demonstrate their strength by destroying branches, chars ng at och other, and biting each other until one gives up. |
| 346 | Oue to deforestation of the rain forest (cutting down trees for grazing or farmland), orangutans are |
| 362 | becoming noe anamore endangered with each day. Palm oil farmers have cut down much of the forest on |
| 381 | Sumatrand Bomeo. Some people even capture orangutans to use them as pets in their homes. Orangutans are |
| 399 | already on intuational endangered species lists, and their habitat has been increasingly threatened by |
| 413 | human mainly through the deforestation of the rain forest. |


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## "The Eagle" Reading Fluency \#2

 America. They make their nests near rivers, nond and lakes. There they can find many fish. Bald eagles build the brggest nests of any bird in America. Mostly, the birds stay ayay firom people. Some birds move their nests frequently.

Bald eagles eat whatever they can find. Rut, mostly they eat fish. Some of their favorite meals are trout and salmon 10 catch fish, bald eagles swoop down over the water and grab the fisw ith their feet, called talons. If the fish is too heavy for the eagle to carry, it mign have to swim in the water. Many eagles aren't able to swim very well. So netimes, bald eagles will steal their food from other birds that are smallo

At about five years old, oald 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 h tind 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 il an important symbol of the United States of America. It is known as the national bird of the United Stai In 1782, the Continental Congress named the bald eagle as the national bird. Ben Franklin once wref the he thought that it was a bad choice. He said the bald eagle was too cowardly to symbolize the nation. Instea , le suggested the turkey. Today, the bald eagle appears on official seals of the United States on the band of $\mathcal{F}$ veral coins. It was on the back of the quarter until 1999, with its head turned towards an olive orant $h$.

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

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## "The Ibex" Reading Fluency \#3

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

Ibexes live in the mountains. They are found in Europe, Asia, and Africa. Their"hes are made in the rocks. Ibexes have very frard feet, so they can walk on rocks all day lorg some even live in snowy mountains, where it's very cold. Mosly, they like to stay in the shade of trees in the daytime.

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

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

Ibexes are kn own fg th eir charging abilities when they attack predators. Ibexes put down their heads and butt into their nredrours. though younger ibexes often fight, they avoid hurting each other. In fact, much of their fighting invores circling and pretend charges, which are called mock charges.

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

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## "The Okapi" Reading Fluency \#4

The okapi looks like a mix of zebra and 9 giraffe. These animals have dark backs. On their legs, they have white stripes. These stripes make them look like zebras. Their bodies look like small giraffes. But, they do not have very long necks. Their ears are big and pointy, and their tongues are long, too. Okapis have shoft horns that are covered by skin.

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

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

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

Although th ey gen ra ly live alone, Okapi have ways of communicating with each other. They make different sounds that zovogis are able to identify. One sound, called a chuff, is made when one okapi meets another. The $b l a t$ is wed when an okapi calf is separated from its mother and put into danger.

The $\uparrow$ ests of the Democratic Republic of the Congo are threatened by people eager for their rich natural resowres. \$s a result, okapi are losing their territory. Okapi are not only threatened by loggers, miners, and farmers, bu they are also threatened by illegal hunters, called poachers, who hunt them for their valuable skins. Tre orapi population is currently classified as "near threatened" by extinction.

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## "The Mule" Reading Fluency \#5



## "The Rooster" Reading Fluency \#6

Roosters are male chickens. There are many types of roosters. They come in a variety of colors: brown, white, black, and red.

## tradit onal

 senterioing Roosters have red combs on the top of their heads. They have yellow beaks. They have black feathers on their tails. Below their eyes, roosters have a white spot. Their thin legs ared feet are gray or black.Most roosters live on farms. In fact, whickens live in all areas of the world. But, most of them live in Chipa ant the United States. Most chicken owners keep their chickens in coops. A coop is a walled or screened shack designed Tr crickens. Coops keep roosters warm during the winter and cool in the summertime. Female chickens, called hens, even haveruilt in nesting spots in many coops.

Most roosters are fed by thenowlers. Their diet is made up of insects, worms, slugs, and snails. How vo they also eat plants, fruit, seeds, acorns, and other foods. Roosters car ind heir own food if the owner wishes. But, they must have a lot of roonto soarch for their food.

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

Throughout h story, oosters have been used in "cock fights." People organize fights between roosters and bet on the winne. Roo tei that are used in cock fights are specially bred and trained for strength. Although cock fighting a tr ditional sporting event in nearly every part of the world, most Americans considered it to oe an nal cruelty. In fact, cock fighting is illegal in forty-nine states in the United States. Some commun v and state laws allow sentencing for up to three years in prison for those convicted of this crime. Word-wida, thousands of birds are killed or hurt every year in cock fights.

Roosten are domesticated animals. They have no threat of extinction. The number of chickens worldy de a ntinues to increase. In fact, chickens are the world's largest group of domesticated birds. With a popul ion of over eight billion, there are more chickens than humans on earth!

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## "The Woodpecker" Reading Fluency \#7

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

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

A woodpecker's daily diet nsis of different foods depending on the type of woodpecker. Common foads include insects, fruits, and nuts. Like many birds, woodpeckers enjdy eat ng worms. Woodpeckers are mainly omnivores. They use their beaks hit bark on trees to expose bugs (ants and beetles, usually) which th y then eat. Some woodpeckers have been found to eat sap from trees. Others eatmostly acorns.

Female woodpe kers produce about four babies each season. Males and females work together aig holes out of trees to provide a nest for their babies. Babies reman ill their eggs for about two weeks until they hatch. When they hatch, they are blind and do not have any feathers. One parent goes out and finds food abs back to the nest, while the other stays behind to protect the eggs. Bors usudly leave the nest after about thirty days.

Wood 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 thousand times day! They are usually not very protective of their territory.
ne opulation of woodpeckers is generally not considered to be threatened, but their habitat in some
areas seen reduced due to woodcutting and deforestation. Two species of these birds are considered
officially endangered by the government. Still, the overall woodpecker population is balanced.
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## "The Cow" Reading Fluency \#8

Cows have many uses. Farmers raise cows 7 for different reasons. Some raise cows for their meat. Others raise cows for their dairy products. Cows come in many colors. Cows can be brown, white, or black. Male cows are called bulls, and they have horns. Female cows are gentle. Bulls can be mean and dangerous.

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

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

Baby cows are calle catws. Some calves die at birth, because they are so large. Older cows have kss problems giving birth than do young cows. Calves are nursed by neir nothers for about ninety days. Adult cows like to stay in groups with ea he her. Bulls usually stay by themselves.

Cows require a lo fcare from farmers. Cow hooves have to be trimmed by farmers once or twice each year. The hair at the end ora cow's tail (called the switch) must be frequently cleaned and trimmed. In the winter, cows are ept in ide at night to protect them from the cold in most climates. Additionally, cows require a lot of fresh nay on w ich to sleep. They spend 40-50\% of their day lying down. Cows take several naps throughout the day?

In India mos neople follow the religion of Hinduism. Hindus believe that cows are sacred animals. Hindus de 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 evov six people on earth.

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## "The Koi" Reading Fluency \#9

Koi fish are freshwater fishes and are
kept by many as pets. Koi come in many different colors. Most of them are orange. Koi have eyes on both sides of their heads. Behind their eyes, they have gills. These gills help them breathe under water. On their backs, they have a fin.

The koi fish are related to carps. Carps comu from the Caspian Sea in Europe. Colored koi fish were first iscovered in Japan. Today, they live everywhere in the world. Thry are mostly kept as pets, but some have been released ineo the yild. People like keeping koi because of their bright colors. Many people have built koi ponds to enjoy these fish.

Koi will eat many different fooa if they are available. Koi owners usually feed them fish food from the tore. However, they may feed their fish with some live foods. These food inclyde worms, prawns, tadpoles, and frogs. Some live foods, like insects, arodangerous for koi to eat. Owners can also feed their koi fish brown brear and lettuce. But, owners need to be careful as not to harm their fishes with foo that they can't digest.

Sometimes, male ko wilrbully females. If this happens, an owner must separate the two. After the sabies, called fry, are born, they will find a place to hide. After two or thr eda s of growing, the newborn koi fish will start swimming up to the suffee of the water. The fry need to be fed and treated differently by their owner to help their growth.
Koi require a ant, good filtration system for the water in which they swim and live. Adding
simple tap water to t eir ha tit could even kill the fish. Tap water is filled with chlorine and other chemicals
that may have negati eff cts on koi fish. Koi habitats must have water that has the right texture (hardness or
softness), tempe atte suns me, and chemicals. It is recommended that new koi owners read information
about creating home ror their fishes before bringing their fish home.
Shce ko re domesticated water animals, they are not threatened by extinction. The population of koi
in the world increasing steadily as the demand for these beautiful colored fishes grows. Humans have
destroye me kei that have been released into the wild, because they pollute the water around them, making
it undr ikable wr livestock. However, large amounts of money have been spent to try to destroy these wild
popular ns of koi, and those operations have been largely unsuccessful.

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## "The Hawk" Reading Fluency \#10



## "The Ermine" Reading Fluency \#11

The ermine is also called the short-tailed weasel. Ermines weigh less than one pound. In the summer, their coats are brown. Their stomachs are white. But, when it turns cold, their coats turn white. Ermines have long necks and bodies, but short legs. Their heads are shaped like triangles mink with two pink ears.

Ermines live in Canada, Alaska, Europe ant Asia. They like to live in cold places. Ernines trind rocks to live by. They make lots of homes in between the tocks. In fall, ermines shed their brown coats. Their white coats iet tren match the snow in the winter. If they cannot be seen, they vannt be eaten!

Ermines are carnivores. Mostly, thereawrabbits. With their sharp teeth, they are able to catch prey much bige tha themselves. But, they also like to eat rodents and small insects. Durinswinertime, ermines will use their sharp claws to dig under snow. Under the sngw, they can often find food to eat. They also use their claws for burying theirfood.

Male ermines become adults t one year of age. Females become adults much faster, at only two monthin age. Females have ten to thirteen babies every year. Baby ermines weigh only about as much as a coin! At eight weeks of age, the mother teaches hem how to hunt. After that, females leave their mothers. Males stay y th heir mothers until the next spring. Males never help raise any of the babjes Ernines live for about four to seven years. They live, eat, and hunt on the oyn. However, they sometimes communicate with each other through scont. Ermines have an excellent sense of smell.

In colonial h tory, rin ines were once used as furs for coats. The Kings and Queens of England often wore ermine on their The ermine was known as a symbol of purity in Europe, because of its bright white color. Ery ne was only harvested in the winter, when the ermine was totally white and had shed its brown coat fre summer. Even today, in some areas of Japan, the ermine is considered a symbol of good luck, because of its frie dly appearance.

Today, ermine fur is still popular. In some countries, an ermine coat is just as prized as is a mink coat. Ermine aroot close to extinction. The Endangered Species List rates them as "not a concern." In fact, they spread yuite 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 are about the same length as common house cats. Armadillos live all over America. They mostly live near rivers or lakes. They like to dig holes for their hones. Armadillos often stay in the shade under trees. But, they also like torstay under the homes of people. Some armadillos will make therr nome underneath your house or in your backyard.

Armadillos are omnivores, since trey at some dead birds. However, they mostly eat plants and bugs, inste if of heat. Their diet consists mainly of ants, beetles, and worms. They do have very sharp teeth, so most of what they eat must be very easy to chew. Ar madillos do have sharp claws, and they dig for bugs. Also, they use these ciaws to tear apart rotten wood to search for ants. Armadillos can eat up to 40,0$) 0$ ants in one meal!

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

Armadillos ike to in m , and they are quite talented at it. They usually use their arms and legs to dog paddle through lanace st eams. Armadillos can also go underwater, if they want. They can hold their breath for four $\sigma$ Sid ninutes at a time. And, because their heavy shell makes it hard for them to float, they breathe air int their bodies to stay afloat, just like inflating a raft.

Unfortur tely, most species of armadillos are endangered. Only one species seems to be increasing in number-tho rine-banded armadillo. Many armadillos are dying off because of people. As people populate more ar atr re land, armadillos are losing their natural habitats. Also, the pets that people bring with them to live in he 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 killer whale.

|  | The orca is also called the killer whale. |
| :---: | :---: |
|  | An orca is a black and white dolphin. Orcas | have white chests and sides. They also have white spots above their eyes. The rest of the body is black. Each orca has a large fin on its back. Orcas are very large. One killer whale can be as long as two cars! Their great size rake them very strong.

Killer whales can be found all over the wonts. In fact, killer whales live in all five oceans. They also inve in some seas. Orcas like cold water more than warm water. They haveeven been known to swim under ice! Each season, orcas swim of different places. But, every year, they come back to the sane places during summer. Orcas are known as the "wolves one sea." They are called wolves, because they hunt in packs. A killer ale's diet is mainly made up of large salmon. But, orcas have been knownto eat other water animals too. Some of their prey includes tuna, sharks, octopures, and reptiles. Rarely, orcas will eat mammals. They have also been known to eat seals, sea lions, and other whales. Some have even been seen eat ng bue whales, which are the largest animals on earth. Orcas eat up to 500 pords of food each day!

At fifteen years of a e, fonale orcas become adults. Mothers have a single baby, called a calf, once every five years. Nearly half of all newborn calves die before turn ig one year old. Orcas live in large groups called pods. These groups each ha etbeir own language, which is different than that of other pods. Orca sptecbsounds like loud screaming. Killer whales hunt with their groups and sire food with each other. Pods of orcas have been known to travel with eac oth er during hunting.

Throughowthistory, mmercial whaling-the business of killing whales for food, blubber, and oil-has been common. (his wisling has reduced the orca population significantly. Additionally, orcas have been shot or even bombê by some governments, because orcas are such good hunters that they compete with commercialishermen and reduce the supply of fish to catch.

The inte'igence, trainability, and beauty of orcas have made them popular attractions at many zoos and wi Alife u shibits. Orcas are not listed as endangered or threatened, although, numbers have declined in some rts of the world. The orca population especially thrives in the Antarctic ocean.

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## "The Anteater" Reading Fluency \#14

The anteater is a strange looking
6 animal. A giant anteater's body is very long. It is about as long as a person's body.
 Giant anteaters have long, rough hair and a dark, bushy tail. Some giant anteaters are brown, while others are gray. All giant anteaters have a black stripe. They also have a very long tongue, which they use to catcn bugs to eat.

Giant anteaters live in grasslands ant ain forests. They are mostly from South America. They also live in North America, too. They find their food in wet forest areas. They spend the whole day searching for food. They make their wonn in a hole at the bottom of a tree or in a hollow log. Giant anteterscan live near people or away from them.

Searching on the ground or in ters, giant anteaters find and eat a variety of insects. Their favorite foods ants and termites. Giant anteaters can eat thousands of insects in just a femminutes! These anteaters can smell their food from far away. Since they dou ot heve any teeth, they use rocks in their mouths to break down their food. Giant anteaters have sticky tongues that allow them to pick up many insects at once. They do not destroy the insects' habitat so that they can come back again anpther time.

In the autumn se ason giant anteaters find mates. After about six months, baby anteaters are-borm ciant anteaters only have one baby at a time. For the first year of theirlive aby giant anteaters will ride on their mothers' backs. Then, after a fe $N$ n nths, baby anteaters will start leaving their mothers for short trips. Eventua ly after about two years, they will leave their mothers and live on thei Own.

Some teaters are active in the day while sleeping at night, but others are just the opposite. They are light sleeper and wey will wake up at the slightest sound around them. They protect themselves from predators with heir powerful claws. One of their worst predators is the jaguar. expand their habitat by destroying forests and constructing buildings, the giant anteater population decreases. They are onsidered vulnerable to extinction.

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## "The Elephant" Reading Fluency \#15

Elephants are the biggest land animals.
6 They have huge trunks. They use these to eat and drink. Under an elephant's trunk are researchers tusks. Tusks look like big, white bananas. They help elephants dig and fight. An elephant's skin is mostly gray or brown. They have large floppy ears on the sides of their heads.

Elephants live in Africa and Asia. African clephants have large ears, while Indian elephants have smalle Ners. Elephants live in places with a lot of grasses, trees, and shrubs. They also live by ponds and lakes. Sometimes they walk 10 piles to find food and water. Many elephants live in zoos throughout the world.

Elephants are herbivores. They spend avout sixteen hours every day finding food! Most of their diet is map up grasses. Other foods include leaves, bamboo, twigs, and fruit. Thy ewen eat flowers. Elephants use their trunks to pull food from trees or from the ground. They can eat up to 300 pounds of food in just one day! Theydsually drink water once or twice a day, but some elephants will even o three days before taking a drink.

Elephant family groups an made up of females and their babies. The babies are called calves. The tamily groups are called herds and can be as small as three or four or as large as twenty-five. Females without babies usually follow mothe elep hants and help them. This prepares the females to be good mothers. Young nal s leave the herd between ages ten and thirteen. Older females in tro heyd protect young calves from other animals.

Elephants are sat of the most intelligent land animals. In fact, they have the largest brains of any living animal in the orld, $n$ whales. According to researchers, elephants are able to express human-like feelings, such as com assin a d grief. Elephants are very similar to humans. They are the only animals known to have a mony y ien a fellow elephant dies. When an elephant is hurt, others will band together to help it. Elephar s also eave excellent memories and they have even been known to use plants to heal themselves.

Sinct the beginning of time, elephants have been threatened by humans. Alexander the Great and Hannibal wed thom in war to defeat their enemies. In recent years, elephants have been illegally hunted for their in sy tuss. The elephant population is officially endangered. There are only about half of a million left in the world today.

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## "The Iguana" Reading Fluency \#16

Iguanas are types of lizards. They are
7 about five feet long with their tails. These animals are green or grayish-green. Their skin is rough. They have plenty of bumps on their backs. Green iguanas have long fingers and claws to help them climb. These animals look heavy, but they are not. They awe quite fast. Their teeth are sharp and strong.

These iguanas are mainly from Sout America. But, they also can be found in Mexico and Florida. They uswally live near water, and they often climb in trees. They can mom the top of a very tall tree and land without being hurt. Gren zuanas use their claws to hook onto trees.

Green iguanas are mainly herbins. They feed on flowers, leaves, and fruits. The plum is one of the favorit foods of the green iguana. Although green iguanas mainly eat plants, they a so have been seen eating mice, dead fish, and insects. Some wild green igunas have even been known to eat bird eggs. Baby iguanas have a dif eren diet than full-grown iguanas.

Iguanas usually prefer to ti- alone. However, they can be found living in groups in sunny areas. Gr en rsuanas lay about fifty eggs at a time. They lay all their eggs in a hole they dig in the ground called a burrow. Sometimes, they dig more burrows tha the use to trick animals that may want to eat their eggs. After a femalg isuapa lays her eggs, she never returns to the hole. The eggs hatch by therinselvgs, and the babies will grow up without parents. Only about five iguapas urvive each batch of eggs.

Many people in the $\mathrm{Jn}_{\mathrm{n}}$ ted States and Mexico want to have iguanas for pets, but iguanas are difficult to keep and care for. The nim is are considered to be exotic pets, because they are unusual and require special treatment. Beca se o increasing demand, hunting for iguanas can be very profitable, though some states prohibit iguan hunting altogether. Now, more and more iguanas are being raised on iguana farms to sell as pets.

In Sout America, some people have other uses for iguanas. These people, mostly living in remote rainfore 10 ations, actually eat green iguanas. Those that eat these lizards refer to iguanas as "bamboo chick (s" or "chickens of the trees." However, iguanas are not part of the normal diet in most South American househons The overall green iguana population is healthy and in balance.

## "The Otter" Reading Fluency \#17

The otter lives on land and in fresh or
9 saltwater. Otters have long, slim bodies.
Their arms and legs are very short. Most otters have sharp claws on their feet. Their tails are strong and long. They have two layers of fur. The top layer is hard and thick.



## "The Umbrella Bird" Reading Fluency \#18



## "The Bear" Reading Fluency \#19

Bears are some of the most powerful
7 wild animals. Different bears have different colors of fur. Brown bears can have brown, blonde, and black fur. Their tails are about as long as their heads. Bears are very strong. Some bears are big, and some are small. Male bears are bigger than females.

There are few brown bears left in the world, They mainly live in Russia and in the United States. Brown bears used to live all over, but they were killed where humans settled. Brown bears like to live in the open country where there are moumays. Others like to live in forests. Bears build dens in which to sleen. Dens are large holes that bears dig under trees or sometimes on the sides of hills.

Brown bears are omnivores. Th y ea a variety of different plants and meats. They mainly like to eat leaves, berries, roots, fungi, and sprouts. But they also eat fish, insects, and small mammals like raccoons. Brown bears in Yellowstone have been known torear up to 40,000 moths in one day! Occasionally, these bears will eat dyer or moose. They have been known to break into cars and homes to gen ood as well.

Over the summer n onthis, brown bears look for other brown bears for mates. They remain with the same mates from several days to a few weeks. Males compete with other nales for their partners. Each year, females have about one to four brbiccalled cubs. Cubs are born blind, without teeth, and without hair. They romain with their mothers for two to four years and learn how to hunt, fisir, and defend themselves.

The Califor ia Sta e lag features a large type of brown bear called a grizzly. Although, since the early 1900s, grizzly beav nay been extinct in California. Grizzly bears were wiped out by organized hunting, sponso ed and paio for by the California state government, because these bears were such a threat to humans and lif stock. The grizzly habitat did not mix well with the human habitat.

While tho brown bear is not a main concern on the endangered species list, some sub-species of the brown bear are hreatened. Specifically, the grizzly bear is facing endangerment. Some organizations want to reintrof ace be bears to their previous habitats in the Western United States. One of the largest grizzly reserves in the orld is Yellowstone National Park in Wyoming.

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## "The Camel" Reading Fluency \#20

The camel is a special animal. Camels


## "The Dog" Reading Fluency \#21

Dogs are kept as pets everywhere in the
8 world. They are known as "man's best friends."
pois noys 16 Dogs have different sizes, shapes, and colors. Big dogs can be as big as wolves. Small dogs can be as small as house cats. Most dogs have a tail. Some tails are long and straight, while others are neutered curly, short, or twisted.

Different kinds of dogs have different abilities. Humans have used dogs to helperscue people. Dogs also help the police. Dogs eventhelp to guide the blind. They can hunt, herd, and guard. Dogs have ery good hearing. They can hear four times as far as people. The scan also smell better than most animals, too. Dogs are very yofuland helpful to people.

Unlike most carnivores, dogs do 't ju t eat meat. Besides meat, they eat vegetables, grains, eggs, and even $n \boldsymbol{i k}$. . ome human food, however, is very dangerous to dogs. Chocolate, onions, rrapes, raisins, and some nuts can hurt dogs. Some plants and flowers 1 log can be dangerous to dogs. Dog owners must be very careful not to ferd the $r$ dogs anything that may be poisonous to their digestive systems.

Dogs have been feataredin contests and in entertainment. Every year, thousands of dogs compete in dog agility championships. Hard-working dogs and their trainers prac ice ior months on obstacle courses. Also, dogs compete in "dog shows." Dog dewers have their dogs judged on beauty, grooming, and performance in vartous challenges. Some dogs, such as Lassie, have been the stars of televisi no shows and movies.

In the United States an some countries, there is a dog overpopulation problem. There are over 73 million dogs in the Untwa St es alone. That is almost one dog for every four people! Adult dogs should be spayed or neute ed to yoid naving unwanted puppies. Lovable dogs can be adopted from many animal shelters at litthe ost.

Mo of thyworld's dogs are owned by humans as pets, but there are still some wild packs of dogs in Africa and Asta Some wild species of dogs, like the African Wild Dog, face some challenges as humans continy to read into their habitat.

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## "The Fox" Reading Fluency \#22

There are over twenty types of foxes in the
9 wild. Red foxes are one type of fox. They have black ears and feet. Their tails are bushy and white at the tip. Some red foxes are not red, but most of them are. Red foxes can see, smell, and hear better

## terfitories

 multipie than hums than humans. Even though they have short legs, they can run very fast. In winter, red foxes g\&ow extra fur to help keep them warm.Red foxes are found in many different places. They can be found in North America, Eyrone, Australia, and Asia. They mostly live in open grassy areas Red oxes try to hide from humans as much as they can. Some Ned roxes live in forests. Wherever they live, red foxes eacb/rove their own territories. There, they can raise their families and N ake homes for their babies.

Foxes are omnivores. Their die ranges from small mammals to birds and fruit. Red foxes' favorite foods adgnts. They like to eat small mice and rats. Once they find their prey, hard for their prey to escape. Red foxes are too fast for most of their victins. S metimes, red foxes will even eat leftover food from humans like orange or hanana peels. Red foxes hunt alone. Once they find food, they do ne share it.

Female red foxes will have about five to six babies. The babies are called cubs. Cubs are born b ind. The red foxes make special homes for their babies called dens. Red fotes their cubs along for the first five weeks of their lives. After the cubs aceffive weeks old, they leave their dens.

Unlike wolve, rea foxes do not form packs. They mainly stay to themselves. Sometimes, territories that are next to each ther $n$ ay overlap, but red foxes often fight each other over their territories. Each territory has only one male, his ( g sometimes mates), and their cubs. Throughout their territory, red fox families build multiple $\delta$ ons. Aften, ney will take over other animals' dens. The same dens are used by each generation of foxes. Red xes stay in their home territories for life.

The most ignificant predators of foxes are humans, coyotes, and wolves. Humans kill red foxes for their furs. Red soxes are important to the ecosystems in their habitats, because they control the rodent and rabbit p purtions. 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.

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## "The Goose" Reading Fluency \#23



## "The Horse" Reading Fluency \#24

Horses are some of the most important 7 animals. At the bottom of their four long legs, they have hooves. Hooves are like human nails, but stronger and thicker. Horses have long necks and long heads. Their necks have special hair called a mane. Their eyes are big, so they
hooves designed exception prosious can see all around them. Horses come in many different colors.

People ride horses. They ride them to work an cattle ranches. They race them at racetracks. They also inde them for fun. Farmers use them to work on farms. Better fed hotses serve their owners best. Horse owners feed their horses freshfy cur hay. Some owners feed their horses grains such as corn and lats. Riding or working horses drink a lot of water. They need clenvater at all times.

Wild horses, also called mustans liv in the Western United States, Western Canada, and parts of Souther C wina. Most wild horses live on wide, open grasslands and eat grass, flowers, atd other plants. Other wild horses live in forests. In the winter, when grass is not available, they will eat the bark off trees.

Female horses are preonannor almost a full year. Usually, they have only one baby, called a $f Q l$, at time. Horses reach full growth at about four to five years of age. In the wild, horses live in groups, under the control of one head male and one he fo fe nale.

Wild horses are design to to ve in rough habitats. They usually have shorter backs, fuller manes, and lower set tails than horses aised on farms. The average horse lives for about twenty years in the wild. Since wolves have been eliminated nost areas where wild horses live, wild horses face few predators. Mountain lions are the exceptio

In 1978, a ne v fede al aw in the United States required that lands be improved to allow the wild horse population to survive. cinue th en, the wild horse population has seen a steady increase of about $15-20 \%$ more than the previoy nu bers. In addition, since the 1970s, over 175,000 wild horses have been tamed and adopted by per le. At this time, the wild horses in the United States and Southern China face no threat of extinction. These sautiful animals continue to thrive on the farm, on ranches, in riding stables, and now in the wild.

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## "The Jackrabbit" Reading Fluency \#25



## "The Kangaroo" Reading Fluency \#26

Kangaroos are one of few animals in the wild
9 that jump more than they run. Their ears are long and pointed. But, kangaroos stand like humans.

Eur pean settlument And, they hop like frogs! Their coat is mostly brown with white on the bottom. Some even have gray coats. They have long, powerful tails. Kangaroos are famous for the pouches on their bellies. They carry their babies in these pouches.

In the wild, kangaroos are only fould on one continentAustralia. Different types of kangaroos live indifferent areas, but mostly they live in grasslands near water. Srme live in forests and still others live right outside of the City! Pecently, the kangaroo habitat has increased.

Like cows, kangaroos must ea eir ood, spit it back up, and then eat it again before they can store it. Some kangroos graze at night, while others graze during the middle of the day Karoos mostly eat grass and leaves. If they can find green plants that amor dead, they do not need to drink water. Kangaroos have special teeth hat a e designed for eating grasses. After they wear out, their back teeth fall ound new teeth grow in their place.

Most kangaroos ha e onfy one baby, called a joey, at a time. The joey is warmed in its mother's nounh and rides comfortably as she hops. At about nine months, the joey leav shis mother's pouch for short periods. It stays with its mother for a total of erbteen months before fully leaving her. Kangaroos move in groups. Tho ergups are made up of one male, several females, and their young. Gr oup can consist of hundreds of kangaroos.

When kang roos bop around, they use their powerful hind legs to push themselves off the ground. Their upper legs are strong, to . In fact, there have even been boxing events between kangaroos and men. The kangaroos alwa swim Kangaroos are very fast and can reach speeds of up to forty miles per hour! Also, when kangaroos are oving slowly, they often use their tail as an extra leg to help move themselves along.

Before Evopean settlement in Australia, kangaroos were endangered. But, as the Europeans prepared lands for farmin with added irrigation, the kangaroo population grew. Since the massive extermination of the kangarc $\sigma$ s in predator, the Tasmanian wolf, kangaroos have even overpopulated some areas.

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## "The Lion" Reading Fluency \#27

Lions are the second biggest cats in
7 the wild. Mostly, lions are light brown.

But, they also come in darker colors. Male lions have very large manes. The mane is made up of many small dark hairs on the side and back of the head. Lions are heavier than two people put together, but as fast as cars oer short distances!

In Africa, lions can be found on the savannohs. These are the grassy areas with shady trees. Central and outhern Africa have many savannahs. Lions also live in Indir Of eourse, they are very popular zoo animals. In America alofer weye are hundreds of lions in zoos.

In the wild, lions eat mainly largemimals. They like to eat zebras, buffaloes, and even elephants. Somernes, they eat smaller animals or reptiles as well. They even might attack livetock(cows) in villages for food. Often, lions will steal food from hyenas and leopards, after those animals kill their prey. Lions hunt in packs and use struegic attacks to kill their food. All female lions hunt, but only some mal lion will hunt. If a male has a mate, he will not hunt. In the zoo, keepers give limo beef and horse tails to eat.

Female lions usuall giw birth every two years. When they give birth, they usually have about oin to five babies, called cubs. Only one out of five cubs survives the firs wo years of life. After two years of age, lions are taught to hunt. Lions live in morge groups of females with few males. Groups, called prides, may even graw to forty lions.

When a male ars a new pride, it is not uncommon for him to kill all the cubs in the pride that are unable to run from h . He ${ }^{11}$ s the cubs to ensure that all the future cubs in the pride will share his blood. Although the adult li $n$ has no ratural predators, the main job of male lions is to protect the pride and its territory. Both mand fep ales defend against outside lions that try to join their pride. In the wild, lions live about fifteen ye ars.

Cions a vulnerable to extinction. Massive efforts to expand the habitat of lions and provide them with sufficien prey have been somewhat successful. Thousands of years ago, lions used to roam the lands in North andSouth America, as well as in Europe and Asia. Scientists believe they died off in these areas due to human erriton expansion and disease.

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## "The Mouse" Reading Fluency \#28



## "The Newt" Reading Fluency \#29



## "The Pig" Reading Fluency \#30

The pig is also called a hog or a swine. Pigs 11 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 the teeth are called tusks. Pigs have four toes on each of their four feet. Pigs can be pink, brown, white, or black.

Pigs are found in all areas of the world. Pigsare omnivores, which means that they eat both animals and plarts. Farm-raised pigs are well known for eating just about anything.They will eat insects, worms, garbage, leaves, grass, fruit, and Moy ers. Most pigs are raised by farmers for food. Pigs provide Nam , bacon, pork chops, and sausage. Pig meat is called por Some religions have rules against eating pork. Farmers also aise pigs for their tough skins, which are dried into leather. Footalls 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 alled piglets. Many children and teenagers raise these piglets and "show" them in opunty fairs. The pigs are judged upon their beauty, grooming, size, an weight. Young people earn medals or ribbons for winning pigs and can eyensell 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 wer. The mud also protects them from flies and acts as a sunscreen. Wild pigs and just as messy as farm pigs. Wild pigs can destroy farm crops and ard They also can be aggressive and have even attacked people.

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

Pigs ar important cultural characters in countries throughout the world. Pigs have long been favorite subjects of it 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 c, cle 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 pheasant family. These birds all have six feathers on top of their heads. These feathers look like a hat. Quail are mostly gray. They 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 fât quail were brought into many countries. Most types of quarNive in the same place all year. They walk more than they some quail, such as the quail in Japan, do fly to warmer places inthe winter. These quail fly long distances.

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

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

Animals aren't the onry nes that like quail eggs. Many people prefer quail eggs instead of chicken eggs. Some people ev n ens vpickled quail eggs. In fact, quail eggs are becoming more popular. Quail farmers now raise qu ils for ho ir eggs and their meat. Quail is served at some of the finest restaurants and some of the best chefs pare hese birds in many different ways.

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

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## "The Raccoon" Reading Fluency \#32

A raccoon looks like a masked robber.
7 Raccoons are mostly gray. But, around their eyes they have a black mask of fur. They are medium-sized and furry. They have long, bushy tails. Raccoons have short legs and soft paws. Their claws are very sharp.

Raccoons live in North America and in $\bullet$ Europe. They are mainly forest animals. They cinnb trees with their sharp claws. Climbing helps them escaper om other animals. Other raccoons live close to people near towns Raceoons like to eat the same food as people. You might fin onvering for food in a trash can or in a landfill.

Instead of sleeping at night and hyring in the daylight like most animals, raccoons sleep during the day and find food at night. Some raccoons are active in the day, but most are not. Raccoos arwomnivores, so they eat both plants and animals. They eat mostly insects, brgs, worms, birds, and lizards. Sometimes, raccoons can be found swing on rocks in a stream, fishing with their claws. They are also scal enge $s$. That means that they will eat the dead bodies of animals.

Female raccoons wil usually have two to five babies at a time. Babies, called kits, are born blind and deaf. The father has no part in raising the kits. After only six to nine wee s , male kits will leave their homes. By that time, they are ready to find hei own food and live by themselves. Most raccoons live only a few year in the wild. Most of them end up dying by disease or sickness. They yonlly 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 their bodies to keep warm cue the winter. In the winter months, they stay mostly inactive. Raccoons sleep a lot when it is cold atsio Although they sleep a lot, raccoons do not hibernate like some animals such as bears. They remain al rt and can wake up quickly if predators come to attack.
Raccoons re not threatened or endangered. At different points in history, the raccoon population has
neared extinct $\eta$ due to hunting. Their thick fur is prized for coats and hats. But, the population has slowly
made a omr 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 Tiger" Reading Fluency \#34

Tigers are the largest cats in the wild.

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| 15 |
| 22 | Most tigers have orange and brown coats. Their stripes are black. Some very rare tigers are mostly white. Males are longer than females. Tiger teeth are sharp and very long.

In the wild, tigers live mostly in forests. But, they also live in the jungle. In the forest or Jungle, tigers can blend in with their stripes. Tigers must live nexto water. Unlike other cats, which avoid water, tigers seel it out. They are excellent swimmers and can swim up to four iniles. ©ild tigers can only be found in Asia. Most of them live in Kietram and India.

Different types of tigers hunt different animals, but all tigers are carnivores. Mostly, tigers eat mediunn ized animals. Common prey includes boars, pythons, leopards, crocodiles, ana monkeys. Tigers hunt alone. They stalk their prey before attacking and oyrpowering it. Mostly, tigers kill their prey by strangling the prey with ther-jaws. But, sometimes they will strike their prey with their paws. After taling their prey, tigers often carry their prey to other places. Tigers have bec known to carry heavy livestock while running and jumping over fencess or rocks!

Female tigers have ouby cubs after months of pregnancy. At eight weeks of age, baby cubs are ead to leave the den with their mother. The mother trains the cubs for abotyo and a half years. The father is not involved in this training. After traing, female cubs find territory near their mothers, while males find anothermale's territory to challenge and control.

Tigers breed very $y$ er in zoos. Due to this, the tiger population in zoos may soon equal the entire world's population on in is! An estimated 12,000 tigers are being kept as private pets. In Texas alone, there are an esti nate 4,000 pet tigers! Only nineteen states have banned private ownership of tigers. Fifteen states require icense to own one, and sixteen have no rules at all!

Ple eal hu ting, called poaching, has led to the decrease of the tiger population in the wild. An illegal tiger fur trade as encouraged illegal hunting. Efforts to restore natural habitat to tigers have been successful in India, $C$ antrian Russia. Projects involving reintroducing tigers into the wild have been largely unsuccessful in Indi

| Tota 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 Vulture" Reading Fluency \#35

The vulture is not the most beautiful

|  | 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 |  |

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## "The Wolf" Reading Fluency \#36



## "The X-ray Fish" Reading Fluency \#37

## "The Yak" Reading Fluency \#38

The yak is a large animal that lives in the mountains of Asia. Yaks are strong, heavy cattle. They are white, brown, or black. Their Hima aya

|  | Total Numb of Words Read | Total Number of Words Read |  |
| :--- | :--- | :--- | :--- |
|  | - Total Nunker of Mistakes | - Total Number of Mistakes |  |
|  | = Tota Nunber 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 like horses. On the tops of their heads, they have short manes of hair. Their eyes are on the sides of their heads. They can see and hear very well. Zebras are about the size of small horses and donkeys.

In Africa, zebras live in grassy areas. The mostly live away from trees. But, some types of zebras like trees. Others live in grassy hills or mountains near the ocean or sea. Erocy rainy season, zebras leave their homes and move. They depend water in the dry season and they never live too far away from water holes. Zebras can be found in zoos across the world.

Zebras are omnivores and gran g mats, like cows and horses. They search out grassy areas and slowly eat any the grass. Sometimes, they eat small bushes, leaves, twigs, or bark as well. They spend most of their day eating and finding food. Without rain zebras cannot survive. They depend on the rain to make the grasses grow a do to provide them with water for drinking and bathing.

As highly social anjou nan zebras live in large groups. Males without female partners live alone or with groups of other bachelors until they are strong enough to challong another male for his mate. Zebras make permanent bonds with each other Fer hales give birth to one baby, called a foal, about once a year. Foals, are brown and white instead of black and white at birth. Babies can stand sind walk by themselves soon after they are born. Their mothers nurse hem fur about one year.

Many people in e at empted to domesticate zebras for riding or doing work. These attempts have been largely un acce pul over the years. Unlike horses and donkeys, zebras tend to panic when they are put into stressful ${ }^{-1}$ rations. However, some successful attempts at taming zebras have occurred. A few zebras have been trained pull wagons and even perform in circuses.

Human contact with zebras has always decreased the zebra habitat, but mostly since the Nineteenth Century. Le as were, and still are, hunted for their shiny black and white coats. Different species of zebras are ma e threatened than others. The chief natural predators of zebras are lions. As the lion population rises or declines, he zebra population rises or declines.
total Number of Words Read
d


|  | Total Number of Words Read |
| :--- | :--- |
|  | - Total Number of Mistakes |
|  | $=$ Total Number of Words Read |

## "The Sheep" Reading Fluency \#40

Sheep are animals with thick, curly fur.
$7 \quad$ They are about as big as most large dogs. Sheep look a lot like goats. Different types of sheep come in different colors. Most sheep are white or brown. Some sheep have long fur. Others have short fur. Still others have no fur at all! Sheep are raised on farms or ranches. They are raised for their fur, called wool. They are also raised for their meat. Sheep can be found aver the world. China, Australia, India, and Iran have the largectamounts of sheep. Different types of sheep live better if diferent areas. They can live in open grassy areas, deserts, and in valloys.

Sheep are herbivores. This meanctant they only eat plants. They usually eat grass, leaves, and stems. Often, Where sheat their food, they will spit it out and re-chew it like cows. Sheep mont of their day grazing (finding food). They prefer shorter grasses to lo rger ones. The best land for sheep grazing is land with many different ypes of grasses. Sheep also need to have lots of clean water to drink.

Sheep live in groups calloflocks. Most sheep find mates about once a year. Males fight each other to become the most powerful male of the group. If males, called rams, are len mone together, they might hurt or even kill each other! Baby sheep are call d lambs. Usually, sheep live for about ten to twenty years.

Since female sho are slow moving and have no horns, they have no way of protecting themselves. Their chief predator is coyone. But, occasionally they will become the victim of a dog, mountain lion, or bear. To protect their sheep farmers often use guard dogs, guard llamas, or even guard donkeys. Guard animals are raised in he say ne abitat as the sheep to allow them to form a personal bond with the sheep. The guard animals are also vrective sheepherders. Than can gather a flock of sheep very quickly.

Althoy gh shep have the reputation for being unintelligent animals, sheep are very smart and clever in their oyn wher sheep are excellent at remembering faces. They can remember up to fifty faces of other sheep or ev humns. According to researchers, sheep even form friendships with certain other sheep. Some sheep have eve, been known to self-medicate themselves. If they are sick, they choose to eat certain plants that hay heoling abilities. These human-like qualities prove that sheep are not as dumb as people sometimes make em out to be.

| Total umber of Words Read | Total Number of Words Read |  |
| :---: | :--- | :--- |
| Total Number of Mistakes | Total Number of Mistakes |  |
| Tytal Number of Words Read | Total Number of Words Read |  |



## "The Python" Reading Fluency \#42

Pythons are snakes that are not
6 poisonous. Adult pythons are all different sizes. They can be from one foot long to thirty feet long! Different types of pythons have different colors. Some are bright and green. Others are dark and brown. Pythons blend in with their surroundings.

In the wild, pythons are found all over tho East. They can be found in Africa, India, Vietnam, and Austr iia. They mostly live in wet areas, like rain forests or swamps. But, seme live in grasslands or woodlands. Brown pythons live most vill areas covered by brown trees or dirt. Green pythons tend to tay in areas with green leaves or trees.

Unlike many snakes, pythonski(1 the r prey without poison. Instead, pythons hunt down their prey and wrap umselves around it until it cannot breathe. Different types of pythons eat ifferent animals. Large pythons may even eat deer or gazelles! Smaller pxtbons mostly eat smaller animals like rodents or reptiles. Pythons sy allo their prey whole. It may even take several days or weeks to digest the foo sthough they are big and strong, pythons do not usually threaten huma

Female pythons lay eggs, unlike some snakes which have live babies. After they lay their egs, females will sit on them until they hatch. While sitting on the eggs, py thon move their muscles to provide heat for the eggs. They only leave thir eggs to rest in the sun to get warmer for the eggs. Females will not that until their eggs are hatched. Females only have babies once every tws to fyu years, because the process is so difficult.

Pythons are som of ne biggest predators in their habitats. However, small, young pythons are in danger from att cks mom oner animals. Often, birds, other mammals, frogs, and even other snakes will hunt down baby py ons. Adult pythons are also at risk to large birds of prey, like eagles or hawks, and to large carnivores like lio - and leopards.

At lea two known species of pythons are currently endangered. Other python species are also declinir $s$ at to deforestation of the rain forests, other habitat destruction, and the snake skin trade. Snake skins in ve beell used for clothing, shoes, purses, and decoration. However, designers have not included snake skins in weir fashion lines for many years.
otal Number of Words Read
d

Total Number of Mistakes Total Number of Words Read

|  | Total Number of Words Read |
| :--- | :--- |
|  | - Total Number of Mistakes |
|  | $=$ Total Number of Words Read |

## "The Cheetah" Reading Fluency \#43

The cheetah is the fastest animal 6 on land. Cheetahs can run as fast as most
 cars over short distances. Unlike many cats, cheetahs have a narrow waist, making them smaller and less heavy than a lion or tiger. Their fur is rough and short. Their color is light brown and white with spots of black. Theis tails have a ball of fur at the end. Unlike most big cats, cheetahs cannot roar.

In Africa, cheetahs mainly live in the hot zyassy areas. These areas are called the savannah. It can get yeis warm on the African savannah. Less frequently, cheetahs dive iv the mountains or in forests. They are mostly found in Afrion but some cheetahs also live in Asia.

Cheetahs are carnivores. Theyea mostly medium-sized animals like gazelles. Sometimes, they will hunt for abfas or wildebeests, too. While other big cats (like lions) hunt only at night, beetahs hunt during the daytime. Also, while many animals use their senso of mell to hunt, cheetahs hunt with their excellent eye-sight. Once they nan found their prey, they slowly follow until there is an open field. Cheetan the use a burst of speed to catch their prey.

Male cheetahs live in groups, while females live alone. Males are territorial. Females do no have territories; instead, they share land with other females. Females havecabruthree to five babies at a time. The mothers raise these baby cubs for 1 mo ths. During this time, the cubs learn how to hunt and avoid predato Atter this time, the mothers leave their babies. The cubs stay together for notrer six months. After that, the females separate themselves fro in the roup of their siblings. The males live together for life.

As the smalle an lea t powerful predators in their habitat, cheetahs try to avoid contact with lions, leopards, hyena, ar wild dogs. Since cheetahs are designed for extreme bursts of speed and not for power, baby cubs are ten targeted by these large predators. Mother cheetahs will defend their young and are sometimes succe ful. Males will form groups to chase off predators.

Cheeta' cubs have an unusully high death rate due to their predators. About 13,000 cheetahs still live in the widay. Cheetah conservation efforts have been somewhat successful in South Africa and Iran. Howey er, cheetahs are generally vulnerable to extinction.

| Totan Number of Words Read | Total Number of Words Read |  |
| :--- | :--- | :--- |
| Total Number of Mistakes | - Total Number of Mistakes |  |
| FTotal Number of Words Read | = Total Number of Words Read |  |

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## NOTES



## Spelling Pattern Worksheets

The Spelling Pattern Worksheets are designed to help students master the comr on gyde sound-spelling patterns. Each worksheet focuses on matching a spelling pattern to 2 rocus phoneme (speech sound). Students are provided sound-spelling example words, a sellin' (when applicable), a spelling sort, rhymes or book searches, word jumbles, a short writing apprication, and a brief formative dictations assessment.

Each of these 102 worksheets corresponds with the spelling patterns tested ontb di gnostic Spelling Assessment. In other words, Spelling Pattern Worksheet \#1 Sh rt $u$ Sourid helps the student learn the sound-spelling pattern tested as \#1 bumper on theassé ament.

Teachers often ask why spelling instruction is so important in a re ing intervention program. Catherine Snow (2005) summarizes the reciprocal relationship speling and reading:
"Spelling and reading build and rely on the same ne rel representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading.'

## Preparation and Instructional Overvinal,

1. Administer the diagnostic spelling assessment, corect, and chart the individual sound-spelling patterns that your students have not yet mastert on the Spelling Mastery Matrix. Record a slash (/) for each sound-spelling error. Leayehe box blank for each correctly spelled soundspelling.
2. Count and total the slashes (/) for en the 02 sound-spelling patterns on the matrix to determine how many of each Spellint Pattern Worksheet you will need to copy. Group the worksheets in separate file folders
3. Display one of the Spelling-Patorn Worksheets to introduce the instructional components and explain the directions to your sudents. Each worksheet has a similar format and directions. Tell students that normally you nect them to complete one worksheet per workshop session.

## Directions

1. Tell students to begin with the lower numbered worksheets on the recording matrices ane to complete only those worksheets indicated by slashes (/). Tell them that they have alrea y 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 acc ored pencil or pen, so that they can learn from their mistakes before completing the last sed ion of le worksheet. Tell students that you do not assign points for these sections, on there is s no reason to look at or copy the answers onto the next worksheet. Proper practice vill holp them complete the next sections of the worksheet, which does count for a grade.
3. Next, the student completes the RHYME (or SEARCH) a dWRITE sections and comes up to your desk to mini-conference with you for thirty seconds to eview the worksheet during the last few minutes of the workshop or on the last day of the well, 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 WRITE fo mative assessments, change the slash (/) into an "X" for mastery on the appropriate box on matrix and record an $\underline{A}$ on the student's worksheet. Convert the $\underline{A}$ to points, if you use a pon system for grading.
5. If the student did not master the use of t teach during the mini-conference. Then direct th ling pattern on the formative assessment, rereturn for re-correction.

## Helpful Hints

- Mastery criteria on the R HYN (or SEARCH) and WRITE formative assessments are decided by the te her. Ir the student misses none or one of these formative assessments, and the resurt correct, the student has certainly mastered the spelling pattern. Make sur to nore irrelevant errors, such as grammar or usage mistakes, in determining mas ery; bovever, do mark and point these out to the student.
- Remember th at a tudent can miss items within the spelling sorts and jumbles and still master the splling pattern if the student has self-corrected and self-edited and the criteria have been ret on the formative assessments.
- Limit he length 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 ty marrives to conference.
- Po the recording matrices on the wall with data listed by student names or student dentification numbers. Allow students to use pencil to change the slash (/) into an "X" mastery on the appropriate box on the matrix.

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## Sound-Spelling Patterns Scope and Sequence



## Sound-Spelling Patterns Scope and Sequence



## Spelling Pattern Worksheet \#1

## Short $u$ Sound "u"

FOCUS The short $u$ sound heard in umbrella bird can be spelled " $u$ " as in lun $h$. SORT Write each word in the correct column.

| clutch | touch | dune | stuff |
| :--- | :--- | :--- | :--- |
| mutant | brunch | skunk | music |

Short $u$ Sound "u" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with thechorn " $u$ " spelling found in each jumbled word. usckt
 ncurhc
tnpuemnihs* $\qquad$
RHYME Write a rh"ine with the short $u$ " $\mathbf{u}$ " spelling for each of these words.
truck $\quad$ judge $\quad$ bluff
WRITE Compose a sentence using three of your own short $u$ "u" spelling words.

## Spelling Pattern Worksheet \#2

## Short o Sound "o"

FOCUS The short $o$ sound heard in otter can be spelled " 0 " as in box.
SORT Write each word in the correct column.

| tough | shock | pots | tonight |
| :--- | :--- | :--- | :--- |
| locker | route | loop | hope |

Short o Sound "o"Spellings
Other " 0 " Spelling
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with thechorn " 0 " spelling found in each jumbled word.
stoc
lonbd

lckoc
glsbbreoni* $\qquad$
*Bonus

RHYME Write a rh"e with the short $o$ " 0 " spelling for each of these words.
stop
knock

lost
mob
WRITE Compose a sentence using three of your own short $o$ " 0 " spelling words.

## Spelling Pattern Worksheet \#3

Short $i$ Sound " $i$ "
FOCUS The short $i$ sound heard in iguana can be spelled " i " as in itch.
SORT Write each word in the correct column.

| ridge | finite | tight |
| :--- | :--- | :--- |
| glitter | kind | lie |

Short $i$ " $i$ " Spellings

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with twort "i" spelling found in each jumbled word.
tcpih
dhidne

diger
cnobimantio* $\qquad$
*Bonus


WRITE Compose a sentence using three of your own short $i$ " $i$ " spelling words.

## Spelling Pattern Worksheet \#4

## Short $e$ Sound "e"

FOCUS The short $e$ sound heard in elephant can be spelled " e " as in get.
SORT Write each word in the correct column.
error kettle
best neighbor

Short $e$ "e" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$ perceive greet


JUMBLE Write the word with thechorn " e " spelling found in each jumbled word. cekd
 ttrebe artsnrwoe* $\qquad$
*Bonus
RHYME Write a rh" with the short $e$ "e" spelling for each of these words. check
 red peg
$\qquad$
let

$\qquad$
WRITE Compose a sentence using three of your own short $e$ " e " spelling words.

## Spelling Pattern Worksheet \#5

## Short a Sound "a"

FOCUS The short $a$ sound heard in anteater can be spelled "a" as in fast
SORT Write each word in the correct column.
again
match
blast
article
bank aid
class cheetah


$$
\text { Short } a \text { "a" Spellings }
$$

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with thechorna "a" spelling found in each jumbled word. ntsad
 slta ckrcare
gdrnoutlebat* $\qquad$
RHYME Write a rh"ne with the short $a$ "a" spelling for each of these words.
stack $\quad$ band $\quad —$
WRITE Compose a sentence using three of your own short $a$ " $a$ " spelling words.

## Spelling Pattern Worksheet \#6

## Short $e$ Sound "ea"

FOCUS The short $e$ sound heard in elephant can be spelled "ea" as in brad.
SORT Write each word in the correct column.

| really | early | ready | pear |
| :--- | :--- | :--- | :--- |
| spread | measure | speak | mean | meant spread measure speak meant



Short $e$ "ea" Spellings
Other "ea" Spelmas
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
SEARCH In a book find four wordswitshort $e$ "ea" spellings that are not on this worksheet. After each new word, w ite se page number where you found the word.


WRITE Conpose a sentence using three of your own short $e$ "ea" spelling words.

## Spelling Pattern Worksheet \#7

Long $i$ Sound "i_ee"
FOCUS The long $i$ sound heard in ibex can be spelled "i_e" as in kite.
SORT Write each word in the correct column.


Long i "i_e" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with thedong "i_e" spelling found in each jumbled word. tise
 intefiin $\qquad$
nispe
linnudere* $\qquad$
*Bonus
RHYME Write a rh"e with the long $i$ " $i \_$" spelling for each of these words.
fine
bite
 pride
size
$\qquad$
$\qquad$
WRITE Compose a sentence using three of your own long $i$ " $\mathrm{i} e$ " spelling words.

## Spelling Pattern Worksheet \#8

Long $a$ Sound "a_e"
FOCUS The long $a$ sound heard in ape can be spelled "a_e" as in cake.
SORT Write each word in the correct column.

| pane | are | table | valley | sadden |
| :--- | :--- | :--- | :--- | :--- |
| named | giraffe | state | basketball | bade |

Long a "a_e" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with tholong a "a_e" spelling found in each jumbled word. ctrae fesa
 kmae
eespkkae*
$\qquad$
$\qquad$
*Bonus


WRITE Ompose a sentence using three of your own long $a$ "a_e" spelling words.

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## Spelling Pattern Worksheet \#9

Long $u$ Sound "u__e"
FOCUS The long $u$ sound heard in mule can be spelled "u_e" as in cube. SORT Write each word in the correct column.

| compute | mule | rude | attitude | dune |
| :--- | :--- | :--- | :--- | :--- |
| dude | rebuke | commune | altitude | tune |

Long $u$ "u_e" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with thelong "u_e" spelling found in each jumbled word.
tuec
utme

buterit
cemtmuo*
$\qquad$
$\qquad$
*Bonus
SEARCH In a book fird fow words with long $u$ " $u_{-} e$ " spellings that are not on this worksheet. After each rew wrd, write the page number where you found the word.

## Spelling Pattern Worksheet \#10

Long $o$ Sound "o_e"
FOCUS The long $o$ sound heard in okapi can be spelled " $0 \_$e" as in rope.
SORT Write each word in the correct column.

| close | alone | groan |
| :--- | :--- | :--- |
| those | though | stow |

Long o "o_e" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
stones loaned


JUMBLE Write the word with theang "o_e" spelling found in each jumbled word. polse
 kehoc $\qquad$ nobe
senolmeo*


WRITE Compose a sentence using three of your own long $o$ " $o_{-} \mathrm{e}$ " spelling words.

## Spelling Pattern Worksheet \#11

oo Sound "u__e"
FOCUS The oo sound heard in rooster can be spelled "u_e" as in rude.
SORT Write each word in the correct column.
computers
brute
mules tribute

Long oo "u_e" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with the oo e " spelling found in each jumbled word. elru
eltfu

teun
dtttieau*
$\qquad$
$\qquad$
*Bonus
SEARCH In a book fird fow words with $o o$ " $u$ _e" spellings that are not on this worksheet. After each rew word, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
WRITE Compose a sentence using three of your own oo "u_e" spelling words.

## Spelling Pattern Worksheet \#12

## $z$ Sound "__se"

FOCUS The $z$ sound heard in zebra can be spelled "_se" as in hose.
SORT Write each word in the correct column.

| those | posies | dose | used |
| :--- | :--- | :--- | :--- |
| rose | lose | loose | toes |

Long $z$ "_se" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


## Spelling Pattern Worksheet \#13

$l$ Sound "_le"
FOCUS The $l$ sound heard in lion can be spelled "_le" as in shuffle.
SORT Write each word in the correct column.

| gargle | angel | raffle | mantle | stabl |
| :--- | :--- | :--- | :--- | :--- | 年 adle

$l$ Sound "_le" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


## Spelling Pattern Worksheet \#14

## $v$ Sound "__ve"

FOCUS The $v$ sound heard in vulture can be spelled "_ve" as in move.
SORT Write each word in the correct column.

| Venus | invest | prevent | leaves | proven |
| :--- | :--- | :--- | :--- | :--- |
| bravery | velvet | festive | convert | close |

$v$ Sound "_ve" Spellings
Other "v" Spelling
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with ther sound "_ve" spelling found in each jumbled word. vahe

vomde
ceviere*
$\qquad$
$\qquad$
*Bonus


WRITE Compose a sentence using three of your own $v$ sound "_ve" spelling words.

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## Spelling Pattern Worksheet \#15

$e$ Sound "i_e"
FOCUS The long $e$ sound heard in eagle can be spelled "i_e" as in magazine.

## SORT Write each word in the correct column.

| marine | line | site | automobile | seize |
| :--- | :--- | :--- | :--- | :--- | vachine

Long $e$ "i_e" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the Iono "i_e" spelling found in each jumbled word. ioplce
 stpregie
rinsbumea*
$\qquad$
$\qquad$
*Bonus
SEARCH In a book find wour words with long $e$ " i _e" spellings that are not on this worksheet. After each n ord, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
WRITE COnpose a sentence using three of your own long $e$ "i_e" spelling words.

## Spelling Pattern Worksheet \#16

sh Sound "sh"
FOCUS The $s h$ sound heard in sheep can be spelled "sh" as in shop.
SORT Write each word in the correct column.

| shark | such | nation |
| :--- | :--- | :--- |
| crash | gosh | musician |

sh Sound "sh" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with thosh sond "sh" spelling found in each jumbled word. ruhsc

sapslh
erfshnmai*
$\qquad$
$\qquad$
*Bonus


## Spelling Pattern Worksheet \#17

ch Sound "ch" and "_tch"

FOCUS The $\boldsymbol{c h}$ sound heard in cheetah can be spelled "ch" as in chart.
SORT Write each word in the correct column.

| shut | magician | lunch | basic |
| :--- | :--- | :--- | :--- |
| fetch | scent | ridge | reach |

ch Sound "ch" and "_tch" Spellings
Other Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with thorh so nd "ch" spelling found in each jumbled word. nchbra $\qquad$ ctchru
chmpranet*
$\qquad$ ouhcc

$\qquad$
*Bonus
ranch $\qquad$

hatch

stitch


## Spelling Pattern Worksheet \#18

th Sound "th"
FOCUS The $t$ th sound heard in python can be spelled "th" as in thank.
SORT Write each word in the correct column.

| monthly tent | thinking | taught thought y nat |  |
| :--- | :--- | :--- | :--- | :--- |
| whir | smooth | stunt | bathroom noth ng phone |

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the $t$ " and "th" spelling found in each jumbled word.


SEARCH In a book find tow words with $t h$ sound "th" spellings that are not on this worksheet. After each rew hird, write the page number where you found the word.

$\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$ p. $\qquad$
WRITE Conpose a sentence using three of your own th sound "th" spelling words.

## Spelling Pattern Worksheet \#19

$h w$ Sound "wh_"

FOCUS The $h w$ sound heard in whale can be spelled "wh_" as in wheel.
SORT Write each word in the correct column.


JUMBLE Write the word with the $h$ w and "wh_" spelling found in each jumbled word.
twha

henw $\qquad$
neiwh
nwameihel* $\qquad$
*Bonus
SEARCH In a book ing four words with $h w$ sound "wh_" spellings that are not on this worksheet. After each in ew y or 1 , write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$

p. $\qquad$
$\qquad$ p.

WRITE
Compose a sentence using three of your own $h w$ sound "wh_" spelling words.

## Spelling Pattern Worksheet \#20

$f$ Sound "ph"

FOCUS The $f$ sound heard in fox can be spelled "ph" as in phone.
SORT Write each word in the correct column.

| phrase | punch | path | phantom | sippis |
| :--- | :--- | :--- | :--- | :--- |
| philosophy | panther | pinch | pouch | grandic |
| $f$ " $\mathbf{p h} "$ | Spellings |  | Other " $\mathbf{p}$ "Spelings |  |

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
JUMBLE Write the word with the $f$ swad "ph" spelling found in each jumbled word.


SEARCH In a book find cour words with $f$ sound "ph" spellings that are not on this worksheet. After each nevord, write the page number where you found the word.

p . $\qquad$
$\qquad$ p. $\qquad$

p. $\qquad$
$\qquad$ p. $\qquad$
WRITE Compose a sentence using three of your own $f$ sound "ph" spelling words.

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## Spelling Pattern Worksheet \#21

Long $a$ Sound "a"
FOCUS The long a sound heard in ape can be spelled "a" as in able.
SORT Write each word in the correct column.


JUMBLE Write the word with the lonal "a" spelling found in each jumbled word.


SEARCH In a book find Nur words with long $a$ "a" spellings that are not on this worksheet. After each $n$ ord, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
WRITE Conapose a sentence using three of your own long $a$ "a" spelling words.

## Spelling Pattern Worksheet \#22

Long $a$ Sound "__ay"
FOCUS The long $a$ sound heard in ape can be spelled "_ay" as in may. SORT Write each word in the correct column.

| plays | train | stray | money | delay |
| :--- | :--- | :--- | :--- | :--- |
| monkey | prayer | rainy | betray | justily |

Long a "_ay" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the lon_ "_ay" spelling found in each jumbled word. ysta
yrga

leayd
raysnigt* Other "a"Spelling

$\qquad$
*Bonus
SEARCH In a book find to words with long $a$ "_ay" spellings that are not on this worksheet. After each rew hard, write the page number where you found the word.

$\qquad$
$\qquad$ p. $\qquad$

p. $\qquad$ p.
$\qquad$

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## Spelling Pattern Worksheet \#23

## Long $a$ Sound "ai__"

FOCUS The long $a$ sound heard in ape can be spelled "ai_" as in rain.
SORT Write each word in the correct column.

| stay explain | mainly late | eight <br> reign | straight basic |
| :---: | :---: | :---: | :---: |

Long a "ai_" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with theang ". "ai_" spelling found in each jumbled word. dirba
 iltar $\qquad$ maigni romstnair* $\qquad$
*Bonus


WRITE Compose a sentence using three of your own long $a$ "ai_" spelling words.

## Spelling Pattern Worksheet \#24

## Long $a$ Sound "ei"

FOCUS The long a sound heard in ape can be spelled "ei" as in eight.
SORT Write each word in the correct column.

| freight | receive | conceive |  |  |
| :--- | :--- | :--- | :--- | :--- |
| their | believed | retrieve | sleigh <br> receipt | rein <br> heir |

Long $a$ "ei" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the lona "ei" spelling found in each jumbled word. geibe

eigrn
ogrbhenis*
$\qquad$
ghytei
Other "ei" Spellings


SEARCH In a book find to words with long $a$ "ei" spellings that are not on this worksheet. After each rew hird, write the page number where you found the word.

*Bonus

$\qquad$

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## Spelling Pattern Worksheet \#25

## Long $e$ Sound "e"

FOCUS The long $e$ sound heard in eagle can be spelled " e " as in $m e$.
SORT Write each word in the correct column.

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the lons "e" spelling found in each jumbled word. sbedie $\qquad$ ghtldei
tedmecen*
vrewie

$\qquad$
$\qquad$
*Bonus
SEARCH In a book find to words with long $e$ " e " spellings that are not on this worksheet. After each n -w hird, write the page number where you found the word.

$\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$ p. WRITE Compose a sentence using three of your own long $e$ " e " spelling words.

## Spelling Pattern Worksheet \#26

Long $e$ Sound "_ee"
FOCUS The long $e$ sound heard in eagle can be spelled "_ee" as in bee.
SORT Write each word in the correct column.

| indeed | speech | steady | green | piece |
| :--- | :--- | :--- | :--- | :--- |
| treat | greet | beaten | earth | thre |

Long $e$ "ee" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with thoing "._ee" spelling found in each jumbled word. feeb
$\qquad$

elryef $\qquad$
freeree*
*Bonus
RHYME Write a rh"te with the long $e$ "_ee" spelling for each of these words.
need $\quad$ fee $\quad$ peek
WRITE Compose a sentence using three of your own long $e$ "_ee" spelling words.

## Spelling Pattern Worksheet \#27

## Long $e$ Sound " $[c] e i$ "

FOCUS The long $e$ sound heard in eagle can be spelled "[c]ei" as in ceiling. SORT Write each word in the correct column.

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the lons $_{\text {g }}$ "[c]ei" spelling found in each jumbled word. teicde $\qquad$ cvngiedei ptirece*
*Bonus
SEARCH In a book find to words with long $e$ "[c]ei" spellings that are not on this worksheet. After each n -w in rd, write the page number where you found the word.

$\qquad$
$\qquad$ p. $\qquad$

p. $\qquad$ p. $\qquad$
WRITE Conpose a sentence using three of your own long $e$ "[c]ei" spelling words.

## Spelling Pattern Worksheet \#28

## Long $e$ Sound "_y"

FOCUS The long $e$ sound heard in eagle can be spelled "_y" as in baby.
SORT Write each word in the correct column.

| bicycles | early | ready | sly | beaut |
| :--- | :--- | :--- | :--- | :--- |
| cyclone | country | horrify | untying | berr |

Long e "_y" Spellings
$\qquad$
$\qquad$
$\qquad$ Other "y" Spelling
$\qquad$
$\qquad$

JUMBLE Write the word with theong "_y" spelling found in each jumbled word. ytud

tgymih
pylletcmoe* $\qquad$
RHYME Write a rh"ine with the long $e$ "_ $\mathbf{y}$ " spelling for each of these words.
righty $\quad$ glory $\quad$ smelly
WRITE Cumpose a sentence using three of your own long $e$ " $y$ " spelling words.

## Spelling Pattern Worksheet \#29

## Long $e$ Sound "ea"

FOCUS The long $e$ sound heard in eagle can be spelled "ea" as in bean.
SORT Write each word in the correct column.


JUMBLE Write the word with tholong "ea" spelling found in each jumbled word. etma

nlcea seated*
$\qquad$ reaydr
*Bonus


WRITE Compose a sentence using three of your own long $e$ "ea" spelling words.

## Spelling Pattern Worksheet \#30

## Long $e$ Sound $\boldsymbol{i}$-Vowel

FOCUS The long $e$ sound heard in eagle can be spelled "i-vowel" as in radio. SORT Write each word in the correct column.

| panic | trio | idiot |
| :--- | :--- | :--- |
| middle | rifle | lighter |

Long $e$ "i-vowel" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with the lons "i-vowel" spelling found in each jumbled
word. diame

ntielen $\qquad$ iumdem
viarti*
$\qquad$
$\qquad$
*Bonus
SEARCH In a book minu four words with long $e$ " i-vowel" spellings that are not on this worksheet. After each iew yor 1 , write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
WRITE
Compose a sentence using three of your own long $e$ " $i$-vowel" spelling words.

## Spelling Pattern Worksheet \#31

Long $i$ Sound " $i$ "
FOCUS The long $i$ sound heard in ibex can be spelled " $i$ " as in bicycle.
SORT Write each word in the correct column.

| biography | tighter | nearby | triangle |
| :--- | :--- | :--- | :--- |
| white | list | license | bison |

Long $i$ " $i$ " Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the lon "i" spelling found in each jumbled word.


SEARCH In a book find to words with long $i$ " $i$ " spellings that are not on this worksheet. After each rew hird, write the page number where you found the word.
$\qquad$
$\qquad$

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## Spelling Pattern Worksheet \#32

Long $i$ Sound "__igh"
FOCUS The long $i$ sound heard in ibex can be spelled "_igh" as in high.
SORT Write each word in the correct column.

| might | rise | untied | lighter |
| :--- | :--- | :--- | :--- |
| higher | brighten | tiger | weigh |



Long $i$ "_igh" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with the lons,"_igh" spelling found in each jumbled word.
SEARCH In a book find fo words with long $i$ "_igh" spellings that are not on this worksheet. After each rew wrd, write the page number where you found the word.

$\qquad$ .

## Spelling Pattern Worksheet \#33

Long $i$ Sound "_y"
FOCUS The long $i$ sound heard in ibex can be spelled "_y" as in my.
SORT Write each word in the correct column.

| terrify | identify | reply | mystic |
| :--- | :--- | :--- | :--- |
| baby | maybe | skinny | slowly |

Long i"_y" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
JUMBLE Write the word with the lonsy" spelling found in each jumbled word.
iycgrn $\qquad$ noecylc
tsujfiy

flemys*
$\qquad$
Other "y" Spelling

*Bonus
SEARCH In a book find to words with long $i$ "_y" spellings that are not on this worksheet. After each n -w hird, write the page number where you found the word.

$\qquad$

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## Spelling Pattern Worksheet \#34

Long $i$ Sound "__ie"
FOCUS The long $i$ sound heard in ibex can be spelled "_ie" as in lie.
SORT Write each word in the correct column.

| marine | untie | fries | died | belie |
| :--- | :--- | :--- | :--- | :--- |
| pies | copied | tried | science | pied |

Long i"_ie" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with the long ", ie" spelling found in each jumbled word. iedd

tdie
detriun*
$\qquad$
srice
*Bonus
SEARCH In a book fied fow words with long $i$ "_ie" spellings that are not on this worksheet. After each rew wrd, write the page number where you found the word.

$\qquad$ .

## Spelling Pattern Worksheet \#35

Long $\boldsymbol{o}$ Sound " 0 "
FOCUS The long $o$ sound heard in okapi can be spelled " 0 " as in $g o$.
SORT Write each word in the correct column.

| goat | coin | going | sober | boost |
| :--- | :--- | :--- | :--- | :--- |
| colon | soy | touch | soda | lowo |

Long $o$ " 0 " Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the lons " 0 " spelling found in each jumbled word.


SEARCH In a book find to words with long $\sigma$ " 0 " spellings that are not on this worksheet. After each rew hard, write the page number where you found the word.

$\qquad$

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## Spelling Pattern Worksheet \#36

Long $o$ Sound "__oe"
FOCUS The long $o$ sound heard in okapi can be spelled "_oe" as in toe.
SORT Write each word in the correct column.

| does | oboe | mole | gone |
| :--- | :--- | :--- | :--- |
| mistletoe | done | poetic | stereo |

Long $o$ "_oe" Spellings
Other "o" Spellings
$\qquad$
$\qquad$

JUMBLE Write the word with the lons,"_oe" spelling found in each jumbled word. eots

opems
lufwoe*
*Bonus
SEARCH In a book find to words with long $\sigma$ "_oe" spellings that are not on this worksheet. After each rew hird, write the page number where you found the word.

$\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$ p. $\qquad$
WRITE Compose a sentence using three of your own long $o$ "_oe" spelling words.

## Spelling Pattern Worksheet \#37

Long $o$ Sound "oa__"
FOCUS The long $o$ sound heard in okapi can be spelled "oa_" as in boat.
SORT Write each word in the correct column.

| vetoed | loaves | toaster | foamy | hour |
| :--- | :--- | :--- | :--- | :--- | :--- |
| moisture | stool | store | coated | soard |

Long o "oa_" Spellings
$\qquad$
$\qquad$
$\qquad$

$\qquad$
$\qquad$

RHYME Write a rhyme with thong o"oa_" spelling for each of these words.

roast $\qquad$
cloak
JUMBLE Write the ${ }^{\text {w }}$ rd with the long $o$ "oa_" spelling found in each jumbled word.
ostac
tgoas

blsatoai
otcptoa*
*Bonus
WRITE Compose a sentence using three of your own long $o$ "oa_" spelling words.

## Spelling Pattern Worksheet \#38

Long $o$ Sound "ow"
FOCUS The long $o$ sound heard in okapi can be spelled "ow" as in own.
SORT Write each word in the correct column.

| known | scowl | grow | crowd | bowlit |
| :--- | :--- | :--- | :--- | :--- |
| lowly | crown | snowed | frown | glowing |

Long $\sigma$ "ow" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the long "ow" spelling found in each jumbled word. wngro $\qquad$ nwigto
bteowi*
SEARCH In a book find tow words with long $o$ "ow" spellings that are not on this worksheet. After each rew hard, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$ WRITE Conpose a sentence using three of your own long $o$ "ow" spelling words.

## Spelling Pattern Worksheet \#39

Long $u$ Sound "u"
FOCUS The long $u$ sound heard in mule can be spelled "u" as in music. SORT Write each word in the correct column.

| mutant | humid | tough | duet | cubig |
| :--- | :--- | :--- | :--- | :--- |
| bugle | mustard |  |  |  |$\quad$| rusty |
| :--- |$\quad$| true |
| :---: |

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the lon_u" spelling found in each jumbled word.


SEARCH In a book find to words with long $u$ " $u$ " spellings that are not on this worksheet. After each n -w F ard, write the page number where you found the word.

$\qquad$

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## Spelling Pattern Worksheet \#40

Long $u$ Sound "__ew"
FOCUS The long $u$ sound heard in mule can be spelled "_ew" as in few.
SORT Write each word in the correct column.
ewes mew cue hew
sewing feud knew

Long $u$ "_ew" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
JUMBLE Write the word with the Ionn "ew" spelling found in each jumbled word. stwefe $\qquad$ pehnwef rfewcu $\qquad$ eljewre*
$\qquad$
*Bonus
SEARCH In a book find wurlwords with long $u$ "_ew" spellings that are not on this worksheet. After each nord, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
WRITE COnpose a sentence using three of your own long $u$ "_ew" spelling words.

## Spelling Pattern Worksheet \#41

Long $u$ Sound "_ue"
FOCUS The long $u$ sound heard in mule can be spelled "_ue" as in cue.
SORT Write each word in the correct column.

| fuel | sue | blue | statue | glues |
| :--- | :--- | :--- | :--- | :--- |
| continue | issue | duets | clue | vals |

Long $u$ "_ue" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
工
JUMBLE Write the word with the lon_r_ue" spelling found in each jumbled word. graue

nuevea
bbcuraee*
$\qquad$
lvaue
*Bonus
SEARCH In a book find to words with long $u$ "_ue" spellings that are not on this worksheet. After each n -w w . rd, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
WRITE Compose a sentence using three of your own long $u$ "_ue" spelling words.

## Spelling Pattern Worksheet \#42

## oo Sound as in rooster " 00 "

FOCUS The oo sound heard in rooster can be spelled "oo" as in tool.
SORT Write each word in the correct column.
brook
stood woolen oo Sound as in rooster "oo" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
JUMBLE Write the word with the oonond as in rooster " 00 " spelling found in each jumbled word.
fdoo

nfospolu ccroaons* $\qquad$
RHYME Write a rbsim with the $o o$ sound as in rooster " 00 " spelling for each of these words.
hoot
 drool moose
groom


WRITE Compose a sentence using three of your own oo sound as in rooster "oo" spelling yords.


## Spelling Pattern Worksheet \#43

oo Sound as in rooster "_ue"
FOCUS The oo sound heard in rooster can be spelled "_ue" as in glue.
SORT Write each word in the correct column.
duel sued continued issue clue statue
oo Sound as in rooster "_ue" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with the oonand as in rooster "_ue" spelling found in each jumbled word.
rtue
ldues

edglu
ntrueu*
*Bonus

SEARCH In a book fin four words with oo sound as in rooster "_ue" spellings that are not on this worksheet. fter th new word, write the page number where you found the word.
p. $\qquad$
$\qquad$ p. $\qquad$
p. $\qquad$
$\qquad$ p. $\qquad$
WRITE
Compose a sentence using three of your own oo sound as in rooster "_ue" spelling wort

## Spelling Pattern Worksheet \#44

## oo Sound as in rooster "u"

FOCUS The oo sound heard in rooster can be spelled "u" as in duty.
SORT Write each word in the correct column.
cushion truly butcher duties spun prudent oo Sound as in rooster "u" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the oosornd as in rooster "_u" spelling found in each jumbled word.
rrmou
tonfu

dstuetn
cyenflu* $\qquad$
*Bonus

SEARCH In a book f"d four words with oo sound as in rooster "_u" spellings that are not on this worksheet. fter a hew word, write the page number where you found the word.
p. $\qquad$
$\qquad$ p. $\qquad$

p. $\qquad$
$\qquad$ p. $\qquad$
WRITE
ompose a sentence using three of your own oo sound as in rooster "_u" spelling worw

## Spelling Pattern Worksheet \#45

## oo Sound as in rooster "_ew"

FOCUS The oo sound heard in rooster can be spelled "_ew" as in new.
SORT Write each word in the correct column.

| preview | sew | knew | threw | flew |
| :--- | :--- | :--- | :--- | :--- |
| blew | fewer | chewing | pew | dew |

oo Sound as in rooster "_ew" Spellings
$\qquad$
Other "ew" Spelings
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with the oo and as in rooster "_ew" spelling found in each jumbled word.
wdre
tews

crecrkosw
obwnren*
$\qquad$
$\qquad$
*Bonus
SEARCH In a book rin four words with oo sound as in rooster "_ew" spellings that are not on this worksheet. fter a $h$ new word, write the page number where you found the word.
$\qquad$
$\qquad$ p. $\qquad$
p. $\qquad$
$\qquad$ p. $\qquad$
WRITE
Compose a sentence using three of your own oo sound as in rooster "_ew" spelling wort

## Spelling Pattern Worksheet \#46

## oo Sound as in woodpecker "00"

FOCUS The oo sound heard in woodpecker can be spelled "oo" as in goo
SORT Write each word in the correct column.
booked cartoon
hooks
oo Sound as in woodpecker "00" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the oond as in woodpecker "oo" spelling found in each jumbled word.
oodst

nogoick
frooer*
brook wool


oohd
$\qquad$
$\qquad$
*Bonus
SEARCH In a book find four words with oo sound as in woodpecker "oo" spellings that are not on this workshe et. Afte each new word, write the page number where you found the word.
p. $\qquad$
$\qquad$ p. $\qquad$

p. $\qquad$
$\qquad$ p. $\qquad$
WRITE
ompose a sentence using three of your own oo sound as in woodpecker "oo" spelling wons.
$\qquad$ .

## Spelling Pattern Worksheet \#47

oo Sound as in woodpecker " $\qquad$ u_"

FOCUS The oo sound heard in woodpecker can be spelled "_u_" as in $p u$
SORT Write each word in the correct column.
cushion
butcher
oo Sound "_u_" as in woodpecker Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
JUMBLE Write the word with the oo sund as in woodpecker "_u_" spelling found in each jumbled word.
suph
nptui

ddngpui
esbshruo*
trucker sugar


$\square$路

## Spelling Pattern Worksheet \#48

ow Sound as in cow "__ow"
FOCUS The ow sound heard in cow can be spelled "_ow" as in now.
SORT Write each word in the correct column.

| brown | slowly | bowling | clown | eyebrom | nowder |
| :--- | :--- | :--- | :--- | :--- | :--- |
| owner | snowstorm | stowed | plow | shoun $n$ | crowned |

$o w$ as in cow "_ow" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with the omad cow "_ow" spelling found in each jumbled word.
wnto
dowry

syobcow*
$\qquad$
*Bonus
SEARCH In a book fod four words with $o w$ sound as in cow "ow" spellings that are not on this worksheet. fter rich new word, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
WRITE
ompose a sentence using three of your own ow as in cow "_ow" spelling words.
$\qquad$ .

## Spelling Pattern Worksheet \#49

ow Sound as in cow "ou $\qquad$ "

FOCUS The ow sound heard in cow can be spelled "ou_" as in out.
SORT Write each word in the correct column.
loud couch
$o w$ as in cow "ou_" Spellings
dough cough bought cloudy down
$\qquad$
$\qquad$
$\qquad$ Other Sound Spenings
$\qquad$
$\qquad$

JUMBLE Write the word with thoaw an in cow "_ow" spelling found in each jumbled word.

btdou
levsurose*
*Bonus
RHYME Write a ryme vith the ow as in cow "ou_" spelling for each of these words.
pout
 round
mouse $\qquad$ sour

WRITE
Compose a sentence using three of your own ow as in cow "_ow" spelling words.

## Spelling Pattern Worksheet \#50

oi Sound "oi_"

FOCUS The oi sound heard in koi can be spelled "oi_" as in coin.
SORT Write each word in the correct column.


JUMBLE Write the word with the oinad "oi_" spelling found in each jumbled word.


SEARCH In a book find nwow words with oi sound as in koi "oi_" spellings that are not on this worksheet. After eac new word, write the page number where you found the word.
$\qquad$
WRITE Compose a sentence using three of your own oi sound "oi_" spelling words.

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## Spelling Pattern Worksheet \#51

oi Sound "__oy"
FOCUS The oi sound heard in koi can be spelled "_oy" as in toy.
SORT Write each word in the correct column.


JUMBLE Write the word with the osonad "_oy" spelling found in each jumbled word. yojluf $\qquad$ plemoy
yibohs

gniyortsed*
$\qquad$
$\qquad$
SEARCH In a book find Nur words with oi sound as in koi "_oy" spellings that are not on this worksheet. After cat new word, write the page number where you found the word.


WRITE Compose a sentence using three of your own oi sound "_oy" spelling words.

## Spelling Pattern Worksheet \#52

$a w$ Sound "aw"
FOCUS The aw sound heard in hawk can be spelled "aw" as in saw.
SORT Write each word in the correct column.
laugh straw
aw Sound "aw" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
drawing
caught

> although yawned Other Sound Spenings


JUMBLE Write the word with the $a w$ sund "aw" spelling found in each jumbled word.


RHYME Write a ryme with the $a w$ sound "aw" spelling for each of these words.
claw
 law
bawl

fawn
WRITE Compose a sentence using three of your own aw sound "aw" spelling words.

## Spelling Pattern Worksheet \#53

aw Sound "au"
FOCUS The $a w$ sound heard in hawk can be spelled "au" as in fault.
SORT Write each word in the correct column.

| brawl | almost | paused | naughty | sauce |
| :--- | :--- | :--- | :--- | :--- |
| haunted | mortal | away | available | cause |

aw Sound "au" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with the $a w$ sund "au" spelling found in each jumbled word. hagttu $\qquad$ miurotaudi neidcaue*
$\qquad$
$\qquad$
*Bonus
SEARCH In a book find fo.. words with aw sound "au" spellings that are not on this worksheet. After each rew wrd, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$

## Spelling Pattern Worksheet \#54

aw Sound "al"
FOCUS The aw sound heard in hawk can be spelled "al" as in also.
SORT Write each word in the correct column.


SEARCH In a book find fow words with aw sound "al" spellings that are not on this worksheet. After each rew w, d, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
WRITE COnpose a sentence using three of your own aw sound "al" spelling words.

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## Spelling Pattern Worksheet \#55

$a w$ Sound "all"
FOCUS The aw sound heard in hawk can be spelled "all" as in ball.
SORT Write each word in the correct column.


JUMBLE Write the word with tho $a w$ sand "all" spelling found in each jumbled word. llaw
llsta

sebllaba wayllah*

$\qquad$
SEARCH In a book fid four words with $a w$ sound "all" spellings that are not on this worksheet. After each ew wid, write the page number where you found the word.

$\qquad$

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## Spelling Pattern Worksheet \#56

## $r$-controlled "ur"

FOCUS The er sound heard in ermine can be spelled "ur" as in fur.
SORT Write each word in the correct column.

| burn | charcoal | surfing | stork | burst |
| :--- | :--- | :--- | :--- | :--- | arls

er Sound "ur" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the r-con rolled "ur" spelling found in each jumbled word.

runtngi
fsru
lurehr*
$\qquad$
*Bonus
RHYME Write aryme vith the $r$-controlled "ur" spelling for each of these words.
urn
spurt

furl
curse

WRITE
Compose a sentence using three of your own $r$-controlled "ur" spelling words.

## Spelling Pattern Worksheet \#57

## $r$-controlled "er"

FOCUS The er sound heard in ermine can be spelled "er" as in her.
SORT Write each word in the correct column.

| perfect | curtain | morning |
| :--- | :--- | :--- | :--- | :--- |
| thirty | sharp | bored |$\quad$| hurled |
| :--- |
| charming |$\quad$| jerky gern |
| :--- | cherk

$\qquad$


SEARCH In a book fill four words with the $r$-controlled "er" spellings that are not on this worksheet. After ef ch nsw word, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$

p. $\qquad$
$\qquad$ p. $\qquad$
$\qquad$ -.

## Spelling Pattern Worksheet \#58

## $r$-controlled "ir"

FOCUS The er sound heard in ermine can be spelled "ir" as in bird.
SORT Write each word in the correct column.

| spurt | start | stern | shirt |
| :--- | :--- | :--- | :--- |
| cursing | dirty | thirsty | twirl |

er Sound "ir" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
Write the word with the $r$-c
JUMBLE Write the word with the $r$-c arolled "ir" spelling found in each jumbled word.
rmuisq

pingrihc*
*Bonus
SEARCH In a bookima four words with the $r$-controlled "ir" spellings that are not on this worksheet. After each $\mathbf{v}$ w word, write the page number where you found the word.
$\qquad$
p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p.

WRITE Compose a sentence using three of your own $r$-controlled "ir" spelling words.

## Spelling Pattern Worksheet \#59

## $r$-controlled "ar"

FOCUS The ar sound heard in armadillo can be spelled "ar" as in chart.
SORT Write each word in the correct column.


RHYME Write arymg vith the $r$-controlled "ar" spelling for each of these words.
star
lard

arm
art
$\qquad$

WRITE Compose a sentence using three of your own $r$-controlled "ar" spelling words.

## Spelling Pattern Worksheet \#60

## $r$-controlled "or"

FOCUS The or sound heard in orca can be spelled "or" as in orange.
SORT Write each word in the correct column.

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the r-con rolled "or" spelling found in each jumbled word.

bwronen $\qquad$
rdebors* $\qquad$
*Bonus
RHYME Write a ryme with the $r$-controlled "or" spelling for each of these words.
scorn
tort

sword
cork

Compose a sentence using three of your own $r$-controlled "or" spelling words.

## Spelling Pattern Worksheet \#61

Hard $c$ Sound "c $[\mathbf{a}, \mathbf{0}, \mathbf{u}]$ ", "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.

| custom | lacy | cinnamon | cedar | capi al | cent |
| :--- | :--- | :--- | :--- | :--- | :--- |
| kitchen | snorkel | cider | panic | $\bullet_{\text {check }}$ | cyclone |

Hard $\boldsymbol{c}$ Spellings
Other Seun/ Spolings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with he haved $\boldsymbol{c}$ spelling found in each jumbled word.

ccbreumu mcktaeech*
$\qquad$
$\qquad$
*Bonus
SEARCH In a book ing four words with the hard $c$ spellings that are not on this worksheet. After each iew yor 1 , write the page number where you found the word.
$\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p.

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

## Spelling Pattern Worksheet \#62

## 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 re eive, "ci" as in city, and "cy" as in tricycle.

SORT Write each word in the correct column.

| customer | maniac | ceiling | cyber |
| :--- | :--- | :--- | :--- |
| sense | messy | basin | please |



Soft $c$ Spellings

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with the aft $c$ pelling found in each jumbled word.


SEARCH In a book fid four words with the soft $c$ spellings that are not on this worksheet. After each ew word, write the page number where you found the word.
$\qquad$

## Spelling Pattern Worksheet \#63

## Hard $g$ Sound " $g[a, 0, u]$ "

FOCUS The hard $g$ sound heard in goose can be spelled "ga" as in gas, "o", in got, and "gu" as in gun.

SORT Write each word in the correct column.

| gag | germ | goggles | gutter | gian | gym |
| :--- | :--- | :--- | :--- | :--- | :--- |
| gallon | seagull | range | budget | genetr | gong |

Hard $g$ Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


JUMBLE Write the word with ne mard gspelling found in each jumbled word. gtues

noge
solgneia*
$\qquad$
SEARCH In a book mint four words with the hard $g$ spellings that are not on this worksheet. After each iew yor 1 , write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
WRITE Compose a sentence using two of your own hard $\boldsymbol{g}$ spelling words.

## Spelling Pattern Worksheet \#64

Soft $g$ Sound " j ", "g[e,i,y]", __dge"
FOCUS The $j$ sound heard in jackrabbit can be spelled " j " as in jump, " g " as in gel, "gi" as in ginger, "gy" as in biology, "dge" as in badge.

SORT Write each word in the correct column.

| gallery | gentleman | ridge | gutter | ginder | goose |
| :--- | :--- | :--- | :--- | :--- | :--- |
| mangy | gone | jellybean | target | gassea | page |

Soft $g$ Spellings
Other "j" a rd "g"Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

JUMBLE Write the word with he sot $g$ spelling found in each jumbled word.

negrela
nasgymium* $\qquad$
*Bonus

SEARCH In a book find fur words with the soft $g$ spellings that are not on this worksheet. After each inw or d, write the page number where you found the word.

p. $\qquad$
$\qquad$ p. $\qquad$

p. $\qquad$ p.

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

## Spelling Pattern Worksheet \#65

## Soft $y$ Long /e/

FOCUS The soft $/ y /$ sound heard in eagle can be spelled " y " as in slowly. SORT Write each word in the correct column.


SEARCH In a book find four soft $/ y /$ sad long $/ e /$ spellings that are not on this worksheet. After each new word, w ite ine page number where you found the word.


## Spelling Pattern Worksheet \#66

## Soft $y$ Long $/ i /$

FOCUS The soft $/ y /$ sound heard in ibex can be spelled " $y$ " as in by.
SORT Write each word in the correct column.

| really | tardy | rely |  |  |
| :--- | :--- | :--- | :--- | :--- |
| baby | spying | attorney | cyclone <br> glorify | beaut <br> latel | | jastify |
| :---: |
| dying |

Soft /y/ sound Long /i/ Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four wordswidrest $/ y /$ long $/ i /$ spellings that are not on this worksheet. After each new word, w ite she page number where you found the word.


JUMBLE Write the wor with the soft $/ y /$ long $/ i /$ spelling found in each jumbled word. cingry

pryel
sujfyti $\qquad$ rlunydieng*
*Bonus
WRITE Conpose a sentence using two of your own soft $/ y /$ long $/ i /$ spelling words.

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## Spelling Pattern Worksheet \#67

## Double Consonant before Suffix

FOCUS Double the consonant ending a base word or incomplete root wlen 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 (ommit) 3. The suffix begins with a vowel (commit $+\underline{\text { ed }}=$ committed).

SORT Write each word in the correct column.
drummer prediction unfairness stopping

Double Consonant before Suffix
No Double cansonant before Suffix
$\qquad$
$\qquad$
$\qquad$
$\qquad$
SEARCH In a book find four words with double consonant before the suffix spellings that are not on this worksheet. After eấn nev word, write the page number where you found the word.

$\qquad$
JUMBLE Write the word wh the double consonant spelling found in each jumbled word. tetgnil
naccleeld
npohpig

utoitewtd*
WRITE Compose a sentence using two of your own double consonant before the suffix spelling vords.

## Spelling Pattern Worksheet \#68

## Single Consonant before Suffix

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

SORT Write each word in the correct column.


SEARCH In a book find four words with ingle consonant before suffix spellings that are not on this worksheet. After each ne wo d, write the page number where you found the word.

$\qquad$
$\qquad$ p. $\qquad$
JUMBLE Write the yord wh the single consonant before suffix spelling found in each jumbled word.
nitiwag
 satbeld
reouislsy

voengremnt* $\qquad$ *Bonus
WRITE Compose a sentence using two of your own single consonant before suffix spelling words.

## Spelling Pattern Worksheet \#69

lj/ "_dge"
FOCUS The ending /j/ is spelled as "_dge" following a short vowel sound (băd ge).
SORT Write each word in the correct column.

-dge" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
SEARCH In a book find four words wil/j/ "_dge" spellings that are not on this worksheet. After each new word, w ite the page number where you found the word.


## Spelling Pattern Worksheet \#70

lj/ "ge"
FOCUS The ending/j/ is spelled as "_ge" following any vowel sound oth thr a short vowel sound (page, rouge).

SORT Write each word in the correct column.

| wages | budget | gauge | large | coni anction | gorgeous |
| :--- | :--- | :--- | :--- | :--- | :--- |
| perjury | logic | region | hedge | $\bullet_{\text {reiect }}$ | energy |

lj/ "_ge" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$



SEARCH In a book find four w oras vith $\mathrm{y}^{\prime}$ "_ge" spellings that are not on this worksheet. After each new word, wite the page number where you found the word.
p.
p. $\qquad$
$\qquad$ p.

JUMBLE Write th wor $/$ ith the $/ j /$ "_ge" spelling found in each jumbled word.
greu
gamci
 eguh
tagnocuosi*
$\qquad$
$\qquad$

Compose a sentence using two of your own /j/ "_ge" spelling words.

## Spelling Pattern Worksheet \#71

"_ie"
FOCUS The long $e$ sound (/̄/) is usually spelled as "_ie" (piece). The lon $i$ solnd (/̄/) can also be spelled as "_ie" (pie).

SORT Write each word in the correct column.

| fries | tied | relief | field | lied | niece |
| :--- | :--- | :--- | :--- | :--- | :--- |
| replies | frontier | achieve | tries | $\bullet_{\text {cried }}$ | belief |

Long /e/ "_ie" Spellings
$\qquad$
$\qquad$
Long $/ i /$ "-ie" sMellings
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four w raswitn"_ie" spellings that are not on this worksheet. After each new word, write the pas number where you found the word.


## Spelling Pattern Worksheet \#72

"ei"
FOCUS The long $e$ sound (/e//) is spelled as "_ei" following a $c$ (receive). The ldng $a$ sound (/ā/) can also be spelled as "ei" (eight).

SORT Write each word in the correct column.

| weight | conceive | neighbor | reins | perdeive | conceit |
| :--- | :--- | :--- | :--- | :--- | :--- |
| ceiling | deceit | their | sleigh | ${ }_{\text {feint }}$ | receipt |

Long /e/ "_ei" Spellings
$\qquad$
$\qquad$

$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four w ras vith"ei" spellings that are not on this worksheet. After each new word, write the pag number where you found the word.


## Spelling Pattern Worksheet \#73

## Add " $s$ " after Vowel-" 0 " and " y " to Form Plurals

FOCUS Most nouns form plurals by adding an " $s$ " to the end of the wor (computers), including nouns which end in a vowel then an " 0 " (radios) or nounswhich end in a vowel then a " $y$ " (monkeys).

SORT Write each word in the correct column.

| rodeos | ratios | subways | Fridays | guy | duos |
| :--- | :--- | :--- | :--- | :--- | :--- |
| alleys | jerseys | bellboys | stereos | Neos | trios |

Vowel-"o" Plural Spellings
$\qquad$
Vowel-4y Plunal Spellings
$\qquad$


SEARCH In a book find four words with vowel-o and $y$ plurals that are not on this worksheet. After each new word, wrine the page number where you found the word.
p. $\qquad$
$\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
JUMBLE Write the word ith the vowel-o and $y$ plurals found in each jumbled word.


## Spelling Pattern Worksheet \#74

## Add "es" after $/ x /$, $/ c h /, / s h /, / s /$, and $/ z /$ to Form Plurals

FOCUS Form plurals by adding "es" onto nouns ending in $/ x /$ (boxes), / $h /$ (ri/hes), $/ s h /$ (lashes), $/ s /$ (roses), and $/ z /$ (fizzes).

SORT Write each word in the correct column.

| taxes | glasses | fizzes | states |
| :--- | :--- | :--- | :--- |
| gloves | times | ladies | hives |


$/ x /, / c h /, / s h /, / s /$, and $/ z /$ Spellings
$\qquad$


SEARCH In a book find four words with $\operatorname{x} /$, /ch/, $/ s h /$, $/ s /$, or $/ z /$ spellings that are not on this worksheet. After each new word, write the page number where you found the word.


JUMBLE Write the wC. 1 with the $/ x /$, $/ c h /, / s h /, / s /$, or $/ z /$ spelling found in each jumbled word.
xosef
 hsased
sawex

waesshrac* $\qquad$

WRITE Cempose sentences using each of the $/ x /, / c h /, / s h /, / s /$, and $/ z /$ spelling words.


## Spelling Pattern Worksheet \#75

## 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 " $i$ " nd add "es" (companies). For nouns ending in a consonant then an "o" add "es" (stereos,.

SORT Write each word in the correct column.

| tomatoes | berries | superheroes | policies | lasso |
| :--- | :--- | :--- | :--- | :--- |
| batteries | bodies | echoes | canoes | fairils | oboes

Change $y$ to $i$ and add "es"
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


SEARCH In a book find two words vith onsonant-" $y$ " changed to "ies" and two words with consonant-" 0 " then "es", rellits that are not on this worksheet. After each new word, write the page number here you found the word.
$\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
JUMBLE Write the wor s with with consonant-"y" changed to "ies" and the words with consonant-" 0 " the "es s ellings found in each jumbled word.
tesiud
 odes
sehos
 viesaacnc*
$\qquad$
$\qquad$

WRITE Compose a sentence using a consonant-" $y$ " changed to "ies" and one consona t- " then "es" spellings.

## Spelling Pattern Worksheet \#76

## Change "fe" to "ves" to Form Plurals

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

SORT Write each word in the correct column.

| thieves | services <br> supplies | activities <br> machines | vehicles | themselves fami ies | shelves |
| :--- | :--- | :--- | :--- | :--- | :--- |
| leaves | colves |  |  |  |  |

Change "fe" to "ves" Spellings
$\qquad$


SEARCH In a book find four words whin change "fe" to "ves" spellings that are not on this worksheet. After each new won write the page number where you found the word.


## Spelling Pattern Worksheet \#77

## Irregular Plurals

FOCUS English has many irregular plural spellings. The irregular plure ls chat the vowel of the singular noun (man-men); they change the word (person-people); trey change the ending of the singular noun (cactus-cacti); or they keep the same sperig asthe singular noun (deer-deer).

SORT Write each word in the correct column.

| selves | women | bookcases | children |
| :--- | :--- | :--- | :--- |
| alumni | sheep | boxes | fish |

Irregular Plural Spellings
Regular in ral Spellings
treetops matrices
$\qquad$
$\qquad$
$\qquad$

$\qquad$
SEARCH In a book find four words with irregular plural spellings that are not on this worksheet. After each new word, whe the page number where you found the word.

$\qquad$

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## Spelling Pattern Worksheet \#78

## Silent Vowel Letters

FOCUS English has many silent vowel letter spellings (juince).
SORT Write each word in the correct column.


SEARCH In a book find four words with silent vowel spellings that are not on this worksheet. After each new word, wite page number where you found the word.


## Spelling Pattern Worksheet \#79

## Silent Consonant Letters

FOCUS English has many silent consonant letter spellings (comb).
SORT Write each word in the correct column.

| bomb | scene | shepherd | sign | thirte |
| :--- | :--- | :--- | :--- | :--- |
| awhile | through | ghost | howled | colunn |

Silent Consonant Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four words wirl silent consonant spellings that are not on this worksheet. After each new word, w ite ine page number where you found the word.


JUMBLE Write the wor with the silent consonant spelling found in each jumbled word.
nokt

lkat
elosnm
stnoebmot* $\qquad$
*Bonus
WRITE
Compose a sentence using two of your own silent consonant spelling words.

## Spelling Pattern Worksheet \#80

## Drop Final $\boldsymbol{e}$ 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 Write each word in the correct column.

| stolen | movement | homeless | survival |
| :--- | :--- | :--- | :--- |
| careful | purely | illustration | pleasure |



Drop Final $\boldsymbol{e}$ before Suffix
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


Keep Final $e$ hefortSuffix


SEARCH In a book find four words which drop the final $e$ before suffix that are not on this worksheet. After each new wor 1, write the page number where you found the word.


JUMBLE Write the wor with the drop the final $\boldsymbol{e}$ before the suffix spelling for each jumbled word.

nigtaws

cylkuiq
lcsoyle
 tementsta*

WRITE
ompose a sentence using two of your own drop the final $e$ before suffix spelling NONs.

## Spelling Pattern Worksheet \#81

## Keep Final $e$ before Suffix

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

| shoed | basement | dyed | traceable tipto a |
| :--- | :--- | :--- | :--- | :--- |
| outrageous | guaranteed | agreeing | advantageous chan geable actively |

Suffix Begins with Consonant
Soft "c" or "g"-able
Soft g"-ous
Root ends in "ee"

Root ends in "oe"
Root ends in "ye"


SEARCH In a book find four words minh keep the final $e$ before suffix that are not on this worksheet. After each new word, wite the page number where you found the word.
$\qquad$ p.

$\qquad$
JUMBLE Write the werd withe keep the final $\boldsymbol{e}$ before the suffix spelling for each jumbled word.

## reylus

 teveod eyds ecblaeape* $\qquad$
WRITE Compase a sentence using three of your own keep the final $\boldsymbol{e}$ before suffix spelling wor s.

## Spelling Pattern Worksheet \#82

/ch/ "_tch"
FOCUS The $/ \boldsymbol{c h} /$ sound heard in cheetah can be spelled "_tch" following a shr t vowel sound (mătch).

SORT Write each word in the correct column.

| fetch | Scotch | teaching | approach | bacl stretci | porch |
| :--- | :--- | :--- | :--- | :--- | :--- |
| catcher | ditch | crutch | launcher | $\bullet_{\text {search }}$ | church |

/ch/ "_tch" Spellings
$\qquad$


SEARCH In a book find four wraswith rch/ "_tch" spellings that are not on this $^{\text {s }}$ worksheet. After each new word,


JUMBLE Write th wor / ith the $/ c h /$ "_tch" spelling found in each jumbled word.
hncub
niehacm chtap
kstengich*
$\qquad$
$\qquad$
*Bonus
WRITE Compose a sentence using three of your own/ch/ "_tch" spelling words.

## Spelling Pattern Worksheet \#83

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

SORT Write each word in the correct column.

| batch | etching | blotch | torch |  |
| :--- | :--- | :--- | :--- | :--- |
| peach | couch | hutch | stitch | couchus thench |
|  | thatch |  |  |  |

/ch/ "ch" Spellings
$\qquad$


SEARCH In a book find four w rras withych/ "_ch" spellings that are not on this worksheet. After each new word, wite the page number where you found the word.
p. $\qquad$
$\qquad$ p. $\qquad$
$\qquad$ p.

JUMBLE Write th wor / ith the /ch/ "_ch" spelling found in each jumbled word.
nhcar

stnach
thcip
ochuedsl*
Compose a sentence using three of your own /ch/ "_ch" spelling words.

## Spelling Pattern Worksheet \#84

$/ k /$ "_c" and "_ck"
FOCUS The $/ k /$ sound heard in kangaroo can be spelled as "_c" (panic) re_dk" (check).

SORT Write each word in the correct column.
$\left.\begin{array}{lllll}\text { checking } & \text { public } & \text { deadlock } & \begin{array}{l}\text { electronic } \\ \text { pickle }\end{array} & \text { limerick strat gra } \\ \text { cardiac }\end{array}\right)$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
SEARCH In a book find two words wn_ $/ k /$ "_c" spellings and two words with $/ k /$ "_ck" spellings that are not on this works eet. After each new word, write the page number where you found the word.
p. $\qquad$ p. $\qquad$
p. $\qquad$ p. $\qquad$
JUMBLE Write th wor Vith the $/ k /$ "_c" or "_ck" spelling found in each jumbled word.
faicftr
 rsekcap
caoint qckuniga*

WRITE Compose two sentences: one with a $/ k /$ "_c" spelling and one with a $/ k /$ "_ck."

## Spelling Pattern Worksheet \#85

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

SORT Write each word in the correct column.

| smack | peeking | wreck | baking |
| :--- | :--- | :--- | :--- |
| looking | spooking | squawked | flecks |


/k/ "k" Spellings
$\qquad$
Other $/ k / \mathrm{Sp}$ - Im mas
$\qquad$

$\qquad$


SEARCH In a book find four $w$ ras with $y k$ / " $k$ " spellings that are not on this worksheet. After each new word, wite the page number where you found the word.


JUMBLE Write th wor $I$ ith the $/ k /$ " $k$ " spelling found in each jumbled word.
dekloc
 akhsing
lesdncackit* $\qquad$
*Bonus
WRITE
Compose a sentence using three of your own $/ k /$ " $k$ " spelling words.

## Spelling Pattern Worksheet \#86

## Drop Final $\boldsymbol{y}$ before Suffix

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

SORT Write each word in the correct column.

| stayed | flying | scariest | plentiful | hap ness |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| fairies | cherries | playful | driest | eenjoss ment | boyish |

Change Final " $y$ " to " $i$ " before Suffix

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


SEARCH In a book find four words which change the " $y$ " to " $i$ " that are not on this worksheet. After each new word, w ite the page number where you found the word.
$\qquad$
JUMBLE Write the wor with the drop the final $\boldsymbol{y}$ before the suffix spelling for each jumbled word.

## redit

 ginyla nnoniyga*

WRITE
ompose a sentence using three of your own drop the final $\boldsymbol{y}$ before suffix spelling NONs.

## Spelling Pattern Worksheet \#87

## Keep Final $y$ before Suffix

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

SORT Write each word in the correct column.

| employment | ferrying | betrayed <br> implying |
| :--- | :--- | :--- |
| delaying |  |  |

Keep "y" with Vowel-" $y$ "
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four wowls which keep the final $y$ before suffix that are not on this worksheet. After each new wor 1 , write the page number where you found the word.


JUMBLE Write the won with the keep the final $\boldsymbol{y}$ before the suffix spelling for each jumbled word.
ylinglub
yamsedid
kengiycoj
comaccnpaying*
WRITE Compose a sentence using three of your own keep the final $y$ before suffix spelling wons.

## Spelling Pattern Worksheet \#88

Double l, f, s, z
FOCUS The letters $l, f, s$, and $z$ are usually doubled when the follow a sh rt wel sound at the end of a syllable as in bell, cuff, pass, and buzz.

SORT Write each word in the correct column.

| tollbooth | cufflinks | awful | merciful | hissing | colorful |
| :--- | :--- | :--- | :--- | :--- | :--- |
| totally | critical | buzzer | cussing | $\bullet_{\text {bluft }}$ | hasty |

Double $l, f, s, z$ Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four $w$ ras witht, $f, s$, or $z$ spellings that are not on this worksheet. After each new word, wite the page number where you found the word.


JUMBLE Write th wor ith the $l, f, s$, or $z$ spelling found in each jumbled word.
bffu
lleert

sssmdii
dfcufanh*
*Bonus
WRITE
Compose a sentence using three of your own $l, f, s$, or $z$ spelling words.

## Spelling Pattern Worksheet \#89

Drop $l$ with "all," "till," and "full"

FOCUS When added to another syllable, all drops the final $l$ and is spell d "ab" (almost); till also drops the final $l$ and is spelled "til" ('til); full also drops the finol and is spelled "ful" (helpful).

SORT Write each word in the correct column.

| corporal | tall | still | stall | unti | 4rightful |
| :--- | :--- | :--- | :--- | ---: | :--- |
| full | unusual | overfull | postal | odisc | hastily |

Drop $l$ with "all," "till," and "full"
$\qquad$
$\qquad$ Other "I" Spelling
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find three wor" whi h drop the $l$ with the "all," "till," and "full" spellings that are not on this worksh Athreach new word, write the page number where you found the word.
p. $\qquad$ p. $\qquad$

## Spelling Pattern Worksheet \#90

## Greek /er/ "rh"

FOCUS The /er/ sound heard in ermine can be spelled "rh" (rhythm).
SORT Write each word in the correct column.


Other Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four words wit $/$ er/ "rh" spellings that are not on this worksheet. After each new word, w ite se page number where you found the word.


JUMBLE Write the wor with the /er/ "rh" spelling found in each jumbled word.
ythmichr
nosihr
 minyhgr ricoethr*
*Bonus
WRITE Conpose a sentence using one of your own short/er/ "rh" spelling words not found on this worksheet.

## Spelling Pattern Worksheet \#91

Greek /k/ "ch"
FOCUS The $/ k /$ sound heard in kangaroo can be spelled "ch" (chorus).
SORT Write each word in the correct column.
chemical stomach /k/ "ch" Spellings arche
attach
ings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
SEARCH In a book find four words. ${ }^{*}+1 / k /$ "ch" spellings that are not on this worksheet. After each new word, w ite se page number where you found the word.


## Spelling Pattern Worksheet \#92

## lion/ "sion"

FOCUS When a suffix sounds like /shun/ and follows an lor s, spell "sio" (ey pulsion, mission). Also, when the suffix sounds like /zyun/, spell "sion" (explosion).

SORT Write each word in the correct column.

| permission | confusion | compulsion | supervision | con ersion | concession <br> impression |
| :--- | :--- | :--- | :--- | :--- | :--- |
| invasion | decision | discussion |  |  |  |${ }^{\circ}$ division $\quad$ propulsion

/shun/ after lor s"sion" Spellings Izyun/ "sion Spelings
$\qquad$
$\qquad$


SEARCH In a book find four w ords vith/ion/ "sion" spellings that are not on this worksheet. After each new word, wite the page number where you found the word.
p. $\qquad$
$\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$

$\qquad$

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## Spelling Pattern Worksheet \#93

## /ion/ "cian"

FOCUS If the suffix sounds like /shun/ and indicates a person, spell "cia (musician).

SORT Write each word in the correct column.

| magician | politician <br> dietician | conviction <br> depression | pediatrician <br> mortician | dest nation |
| :--- | :--- | :--- | :--- | :--- |
| electrician |  |  |  |  |

/ion/ "cian" Spellings
$\qquad$
Other /ion/ pelings
$\qquad$
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four w ords vithyion/ "cian" spellings that are not on this worksheet. After each new word, wite the page number where you found the word.


JUMBLE Write th wor ly ith the lion/ "cian" spelling found in each jumbled word.
cianiutaeb
WRITE Compose a sentence using three of your own lion/ "cian" spelling words.


## Spelling Pattern Worksheet \#94

lion/ "tion"
FOCUS The Iion/ sound is most often spelled "tion" (motion).
SORT Write each word in the correct column.


SEARCH In a book find four words wn /ion/ "tion" spellings that are not on this worksheet. After each new word, w ite the page number where you found the word.


JUMBLE Write the wor with the lion/ "tion" spelling found in each jumbled word. ctinoa
 tannio
cutnoia
 moteionla* $\qquad$
*Bonus
WRITE Compose a sentence using three of your own /ion/"tion" spelling words.

## Spelling Pattern Worksheet \#95

## Short Vowel-Consonant-le

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 "ur schwa sound slides into the /l/ to form an unaccented $/ \mathrm{ul} /$ sound. The $/ u l /$ sound $s$ be spelled as _ble, _cle, _dle, _fle, _gle, _ple, _sle, and _tle in short vowel-consonant-e spe migs (bubble, paddle).

SORT Write each word in the correct column.

| purple | fiddle | icicle | title | tabs |
| :--- | :--- | :--- | :--- | :--- |
| maple | ruffle | rifle | cradle | inantle |

Short Vowel-Consonant-le Spellings
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four words that are not on this worksheet. After eac ne word, write the page number where you found the word.

$\qquad$ p. $\qquad$
$\qquad$ p. $\qquad$
JUMBLE Write the word whe the short vowel-consonant-le spelling found in each jumbled word.
fferal

ppale
nkmoey adeldrts*


WRITE Compose a sentence using two of your own short vowel-consonant-le spelling words.

## Spelling Pattern Worksheet \#96

## Other Vowel Instead of Short Vowel-Consonant-le Spellings

FOCUS In addition to the common $a, e, i, o$, and $u$ vowels (and sometims sy), the $l$ can also serve as a vowel. In the consonant-"l"-"e" suffix spelling pattern, the soft "u... schwa sound slides into the $/ \mathrm{l} /$ to form an unaccented $/ \mathrm{ul} /$ sound. The $/ \mathrm{ul} /$ sound $s$ be spelled as _ble, _cle, _dle, _fle, _gle, _ple, _sle, and _tle in other vowels instead of s iort yo vels-consonant-le spellings (ladle, gargle, staple).

SORT Write each word in the correct column.

| bugle | article | hassle |
| :--- | :--- | :--- |
| people | pimple | puddle |

Other Vowel-Consonant-le Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four words with ther vowels instead of short vowels-consonant-le spellings that are not on thin wo ksheet. After each new word, write the page number where you found the word.


## Spelling Pattern Worksheet \#97

## Short Schwa

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

SORT Write each word in the correct column.
opening loft

Short Schwa Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$ pinched
backward melting
particular
gallon earthly

books item

SEARCH In a book find four Mrds with short schwa spellings that are not on this worksheet. After each new word, rite the page number where you found the word.

$\qquad$
$\qquad$ p. $\qquad$
JUMBLE Write the word with the short schwa spelling found in each jumbled word. velrat
 nepir
almina
 suaronid*
*Bonus
WRITE Compose a sentence using two of your own short schwa "ea" spelling words.

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## Spelling Pattern Worksheet \#98

## Long Schwa

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

SORT Write each word in the correct column.

| caught | banana | about | enemy | $\ominus_{\text {testannt }}$ | incredible |
| :--- | :--- | :--- | :--- | :--- | :--- |
| bread | puzzle | cruel | mischief | bousht | eighty |

Long Schwa Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four M rds with long schwa spellings that are not on this worksheet. After each new word, rite the page number where you found the word.
$\qquad$
$\qquad$ p. $\qquad$
JUMBLE Write the word with the long schwa spelling found in each jumbled word. gearga $\qquad$ erhot
succir $\qquad$ mntearnuot* $\qquad$
*Bonus
WRITE Compose a sentence using two of your own long schwa spelling words.

## Spelling Pattern Worksheet \#99

## "able"

FOCUS Spell "able" as a suffix (and not "ible") if the root before the sufix hos a hard $/ \mathrm{c} /$ or $/ \mathrm{g} /$ sound (cable, gable). Also spell "able" after a base word, including those ending in a silent $e$ (teachable, likeable).

SORT Write each word in the correct column.
$\begin{array}{llllll}\text { flexible } & \text { terrible } & \text { variable } & \text { invisible } & { }^{\circ} \text { forcibl } & \text { favorable }\end{array}$
remarkable convertible applicable
"able" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$

SEARCH In a book find four wrds with "able" spellings that are not on this worksheet. After each new word, ritethe page number where you found the word.

$\qquad$
$\qquad$ p. $\qquad$
JUMBLE Write the word with the "able" spelling found in each jumbled word. llbleays $\qquad$ errlebit
ilbseiv
 mfocalbetro* $\qquad$
*Bonus
WRITE Compose a sentence two two of your own "able" spelling words.

## Spelling Pattern Worksheet \#100

## "ible"

FOCUS Spell "ible" as a suffix (and not"able") if the root before the suf ix ha' a soft $/ \mathrm{c} / \mathrm{or} / \mathrm{g} /$ sound (reducible, eligible). Also spell "ible" after an incomplete root (visiole) and after a root ending in " $s$ " (permissible).

SORT Write each word in the correct column.

| taxable | reliable | illegible | quotable | desdeable | audible <br> singable |
| :--- | :--- | :--- | :--- | :--- | :--- |
| questionable | possible | edible | ininciole | collapsible |  |

"ible" Spellings
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

$\qquad$
SEARCH In a book find four w ords with "ible" spellings that are not on this worksheet. After each new word, wite the page number where you found the word.


JUMBLE Write the word ith the "ible" spelling found in each jumbled word.


## Spelling Pattern Worksheet \#101

"ant," "ance," and "ancy"
FOCUS End a word with the suffixes "ant," "ance," or "ancy" (not "ent," "en"e," or "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" Forance, insurance).

SORT Write each word in the correct column.

| attendance | ingredient <br> decency | applicant <br> assurance | clearance <br> reference |
| :--- | :--- | :--- | :--- | | intelligent |
| :--- |
| "ance" Spellings |

SEARCH In a book find four wo ds with "ance" spellings that are not on this worksheet. After each new wor a, wite the page number where you found the word.
 JUMBLE Writede word with the "ance" spelling found in each jumbled word.


## Spelling Pattern Worksheet \#102

"ent," "ence," and "ency"
FOCUS End a word with the suffixes "ent," "ence," or "ency" (not "ant," "an"e," or "ancy") if the root before has a soft/c/ or /g/ sound (magnificence, intelligence, ewergency). Also, spell "ent," "ence," or "ency" if the root ends with "id" or "ere" (res"ence, reverence).

SORT Write each word in the correct column.

| significance <br> alliance | sufficiency <br> contingency | avoidance <br> irritant | abundant <br> coherence | faquent <br> extraqagance |
| :--- | :--- | :--- | :--- | :--- |
| "ence" Spellings innocent |  |  |  |  |

SEARCH In a book find four words with "ence" spellings that are not on this worksheet. After each new wor a, wite the page number where you found the word.


WRITE Compose a sentence using three of your own "ence" spelling words.

## Spelling Pattern Worksheet Answers



## Spelling Pattern Worksheet Answers



## Spelling Pattern Worksheet Answers



## Spelling Pattern Worksheet Answers



## Spelling Pattern Worksheet Answers



## Spelling Pattern Worksheet Answers

| 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 |  |
| panic | cider | basin | please | seagull | b idget |
| check | cyclone | spicy | cucumber | gong |  |
| Jumble \#61 | cucumber | Jumble \#62 |  | Jumble \#63 |  |
| kennel | checkmate | citrus | cementing | gurgle | asoline |
| Spelling Sort \#64 |  | Spelling Sort \#65 |  | Spuling Sor | \#66 |
| gentleman | gallery | early | deny | rely | really |
| ridge | gutter | ready | goodbye | ychone | tardy |
| ginger | goose | party | today | ustif | beauty |
| mangy | gone | journey | bicycle | spsing | baby |
| jellybean | target | happy | yesterda | dorify | attorney |
| page | gassed | orally | mys | dying | lately |
| Jumble \#64 |  | Jumble \#65 |  | Jumble \#66 |  |
| gems | general | friendly | hand | crying | reply |
| giant | gymnasium | monkey | bbyi | justify | underlying |
| Spelling Sort \#67 |  | Spelling Sol \#68 |  | Spelling Sort \#69 |  |
|  |  | judge | language |
| stopping | unfairness |  |  | weakne | sunsering | badge | magic |
| permitted | entered | conve ${ }^{\text {in }}$ | admitted | ledge | charge |
| baggage | hopeless | shocking | batteries | ridge | adjust |
|  |  |  |  | fudge | eject |
|  |  |  |  | dodge | adjective |
| Jumble \#67 |  | mble \#68 |  | Jumble \#69 |  |
| letting | cancelled | wating | blasted | pledge | fidget |
| hopping | outwitted | jously | government | lodge | misjudge |
| Spelling Sort \#70 pages bud |  | Spelling Sort \#71 |  | Spelling Sort \#72 |  |
|  |  | relief | fries | conceive | weight |
| gauge | confiunction | field | tied | perceive | neighbor |
| large | erjury | niece | lied | conceit | reins |
| gorgeous | hedge | frontier | replies | ceiling | their |
| logic | eject | achieve | tries | deceit | sleigh |
| region | nergy | belief | cried | receipt | feint |
| Jumble ${ }^{4}$ |  | Jumble \#71 |  | Jumble \#72 |  |
| urge | huge | dries | flies | receive | reindeer |
| ma ic | contagious | yield | industries | eighteen | deceiver |

## Spelling Pattern Worksheet Answers



Spelling Pattern Worksheet Answers

| Spelling Sort \#85 | Spelling Sort \#86 |  | Spelling Sort \#87 |  |
| :---: | :---: | :---: | :---: | :---: |
| peeking smack | scariest | stayed | employment | ferrying |
| baking wreck | plentiful | flying | betrayed | studyin |
| looking ducked | happiness | keyless | eyed | implying |
| squawked clock | fairies | playful | obeyed | car |
| spooking flecks | cherries | enjoyment | delaying | ing |
| awakened seasick | driest | boyish | curtseyed | buryigg |
| Jumble \#85 | Jumble \#86 |  | Jumble \#87 |  |
| locked shaking | tried | laying | bullyipg | dismayed |
| monkey candlestick | abilities | annoying | jockeying | accompanying |
| Spelling Sort \#88 | Spelling Sort \#89 |  | Spul ing Sort | \#90 |
| tollbooth awful | corporal | tall | rbeyme | warhorse |
| cufflinks merciful | until | still | (ii) 00 ros | carhop |
| hissing colorful | frightful | stall | homsus | overhang |
| buzzer totally | unusual | full | torical | spearhead |
| cussing critical | postal | overfull | hubarb | overheard |
| bluff hasty | hastily | dist知 | rhinestone | fatherhood |
| Jumble \#88 | Jumble \#89 |  | Jumble \#90 |  |
| buff dismiss | normal |  | rhythmic | rhyming |
| teller handcuff | already | anfull | rhinos | rhetoric |
| Spelling Sort \#91 | Spelling Sou \#92 |  | Spelling Sort \#93 |  |
| chemical archer | permission | colfusion | magician | conviction |
| chaos catchy | compuly | supervision | politician | destination |
| anchor couches | conces on | conversion | pediatrician | possession |
| stomach attached | improsions | invasion | electrician | depression |
| technology bunches | dis cussign | decision | dietician | national |
| ache clutches | rouldion | division | mortician | missionary |
| Jumble \#91 | umble \#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 |  |
|  | fiddle | purple | bugle | hassle |
| operation admission | icicle | title | article | muscle |
| mention rochnoian | uncle | table | beetle | gentle |
| solution expression | ruffle | maple | people | pimple |
| protection Musion | mantle | rifle | poodle | puddle |
| option explosion | double | cradle | beagle | struggle |
| Jumble ${ }^{\text {d }} 94$ | Jumble \#95 |  | Jumble \#96 |  |
| actic 1 nation | raffle | apple | measles | noodle |
| auc ion emotional | wrinkle | straddle | title | eagle |

## Spelling Pattern Worksheet Answers



## Grammar, Usage, and Mechanics Worksheets

The Grammar, Usage, and Mechanics Worksheets are designed for independen pract ce of the Language Conventions Standards found in the Common Core Language Strape L. $\mathbf{L}$ 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, antworief formative assessment. Grammar, usage, and mechanics definitions, rules, and sills complement those found in the Language Conventions lessons.

## Preparation

Display one of the Grammar, Usage, and Mechanics Worksheets to itroduce the instructional components and explain the directions to your students. Students irsuread the FOCUS and CONNECT TO WRITING sections and then complete the RACTICE section. Tell them not to complete the WRITE section (the formative assessme nt) will they have self-corrected and revised the PRACTICE section, so that they can lean from heir mistakes before completing the last section. The formative assessment dutermmes whether the student has or has not mastered the grammar, usage, or mechanics contentruler skill.

## Directions

1. When a student has completed all sections the Grammar, Usage, and Mechanics Worksheet, except for the ending WRITE section (the formative assessment), the student uses the "Grammar, Usage, and Mechanics Worksk eet A sswers" to self-correct and revise. Tell students that you do not award a grade for this practio so there would be no benefit from looking at the answers first. Remind students that th y w 10 often learn from their mistakes, especially when they identify and correct them.
2. Next, the student completes the WF ITE section and shares the worksheet with you or comes up to your desk to mini-confence enth you for thirty seconds to review the worksheet.
3. If the student did not m aste the rule, skill, or concept on the formative assessment, re-teach during the mini-conferen e.

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## Grammar, Usage, and Mechanics Worksheets



| Verb Tenses and Forms | \#35 | Linking and Helping Verbs |
| :---: | :---: | :---: |
|  | \#36 | Modals |
|  | \#37 | Past Tense 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 Progressive Verbs |
|  | \#45 | Future Perfect Verbs |
| Commas | \#46 | Commas with Speaker To |
|  | \#47 | Commas with Appositives |
|  | \#48 | Commas within Series |
|  | \#49 | Commas with Introductrons |
|  | \#50 | Commas with Gevrapmy |
|  | \#51 | Commas with Nouns f Direct Speech |
|  | \#52 | Commas with Onju actions |
|  | \#53 | Commas in Lewers |
|  | \#54 | Commas with Coordinate Adjectives |
| Capitalization | \#55 | Capitalization grPeople / Characters |
|  | \#56 | Capitalizatıon of Places |
|  | \#57 | Capi alizat on of Things |
|  | \#58 | Capraliza on of Holidays and Dates |
|  | \#59 | Capitalization of Organizations and Businesses |
|  | \#60 | Capitarization of Language and People Groups C initalization of Events and Historical Periods |
| Quotation Marks / Underlining (Italics) <br> Additional Puncrati |  | Iovie and Television Show Titles |
|  |  | ook / Magazine / Newspaper / Website Titles |
|  |  | Play / Work of Art Titles |
|  | $66$ | Book Chapter Titles Article Titles |
|  | +08 | 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 |
|  | \#77 | Exclamation Points |

## Grammar, Usage, and Mechanics Worksheet \#1

## FOCUS Proper Nouns

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

## CONNECT TO WRITING

Whenever possible, use specific proper nouns rather than common nouns. A prop ry may be a single word, a group of words (with or without abbreviations), or a hypated wrd.
Capitalize all words that make up proper nouns, except articles ( $a$, an, d the), prepositions, such as of, to, and from, and conjunctions, such as and, or, and but.

Examples: Josh was honored at U.S. Memorial Auditorium with the Smith-Lee Award.

## PRACTICE

Highlight the proper nouns in the following story.
John Francis left his home in Beatrice, Nebra ka iv 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 wet dis sister, Jane, and immediately began looking for part-time work and an apartme it. He found employment at Blix Hardware on Western Avenue and a room to rent in nearby south Hollywood.

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

After the war in 1945 , sabnenrolled in the University of Southern California, paying his tuition with money from ne 0 Bill. Graduating Cum Laude with degrees in Business and Social Science, he continud. or ay trumpet in clubs all over Southern California. Upon marrying Janice Jones, he wook a job at California Federal Savings and Loan and was promoted to Senior Vice-Pnsiden. He and his wife raised two children, Mark and Robin.

## WRITE

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

## Grammar, Usage, and Mechanics Worksheet \#2

## 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 nou s. A common noun can be a single word, a group of words, or a hyphenated word and sonitalied 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 |

## PRACTICE

Sort the following common nouns as an idea, person, placa or thing in the correct columns:
mountain, friendship, teacher, neighborhood, foods lf-imge, freedom, toy, fire-fighter, cousin, rock, country, lamp stand, football stadium, police oftin, self-confidence, grandfather clock, family room, brother-in-law, world peace


Compose four eenteres, using a common noun from each category. Use none of the common nouns listed on thrworksheet. Be as specific as possible. idea

person

## Grammar, Usage, and Mechanics Worksheet \#3

## FOCUS Pronouns

A pronoun is a word used in place of a proper noun or common noun.
Examples: $\quad T e d$ is ready. $H e$ 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 nd 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 $\square$
The second person pronoun stands for the person to whone speaking.
$\begin{array}{lll}\text { Examples: } & \begin{array}{l}\text { Singular } \\ \\ \\ \text { Plural }\end{array} & \begin{array}{l}\text { you, your, yours, yours } \\ \text { you, your, yours, your elves }\end{array}\end{array}$
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 therrs, themselves

## PRACTICE

Highlight the pronouns in this phone onversation.
"Hello," said Susan.
"Is this the owner of the car for somev the caller asks.
"It, is I," replies Susan. "Who is olling?"
"The one paying you ful price hr your car. My name is Marcy. What's yours?"
"Susan," she says. "P-blet me et my husband. Actually, he is selling his car, not mine.
"Suit yourself, cays Tarcy. Put him on the phone."

## WRITE

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

## Grammar, Usage, and Mechanics Worksheet \#4

## FOCUS Adjectives

An adjective modifies a proper noun, a common noun, or a pronoun and answers Thich one? How many? or What kind?

## CONNECT TO WRITING

Adjectives usually are placed before nouns and pronouns. Whenever poons use pecific, rather than general adjectives. For example, adjectives such as interest $g$, nice, and exciting are general adjectives.

Examples: Type of Adjective
Which One?
How Many?
What Kind?

## PRACTICE

Too General
That park had some playgrouno swimming pool.

Specific
That city park had two playgrounds huge swimming pools.

Sort the following italicized adjectives into the corre co mns:
twenty-story building, most sports, juicier hamburgers, tese games, that bright color, a dozen flowers, the muddy Missouri River, few announcemo ts, this idea, those desserts, navel orange, thousands of islands, spicy pizza, certain group loy $l$ rap music


Compose three centenes, using an adjective from each category. Use none of the adjectives listed on this worksweet. Be as specific as possible.
$\qquad$

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## Grammar, Usage, and Mechanics Worksheet \#5

## 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 tee se to ice. These are knows as state of being verbs.
Examples: is, am, are, was, were, be, being, been, appear, becon ne, 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 pronous it acts upon or modifies. Singular nouns often match verbs ending in $s$. Plural nouns dten se verbs that don't end in $s$. Examples: Amanda walks. They walk.

Some verbs add a helping verb in front of the verb. Helning werbs include the "to be" verbs: is, am, are, was, were, be, being, been; the "to do" whs: do, loes, did; the "to have" verbs: has, have, had; and the modals: can, could, may, might, muct hall, should, will, and would.
Examples: Tim was thinking. He did not need her alp, but she had offered, and he might need assistance later.

## PRACTICE

Identify each type of verb action in the paenthoses following each verb (mental, physical, state of being). Then underline each of the nelping verbs.


Compose three ofyour wn sentences with the three types of verb actions. Include at least one singular and $\mathrm{p}^{1}$ mal veb plus at least one helping verb.

## Grammar, Usage, and Mechanics Worksheet \#6

## 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 carefully late at night there at the docks.

What degree?
How?
When?
Where?

## CONNECT TO WRITING

As a matter of good writing style, place shorter adverbial phrases in mant of longer ones.
Example: The family walks around the block after every 1n nksgiving Dinner.
Explanation: The shorter adverbial phrase around the block properly placed before the longer after every Thanksgiving Dinner.

As a matter of good writing style, place specific adverb befor general ones.
Example: It should be exactly where I said, next to her, or somewhere over there.
Explanation: The more specific adverbs exactlywh ere at next are properly placed before the more general somewhere over there.

## PRACTICE

Sort these adverbs into the following categ fies often, everywhere, slowly, one o'clock, mostly, carefully, nearby, later, here, less, easily, ainly


Compose four sente ces with adverbs from each category. Use none of the adverbs listed on this worksheet.

What Degree
How $\qquad$
Where

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## Grammar, Usage, and Mechanics Worksheet \#7

## FOCUS Prepositional Phrases

A preposition is a word that shows some relationship to an object (a proper noun, com non noun, or a pronoun). The preposition is always part of a phrase. A phrase is a group orrelated words without a noun and connected verb. The preposition asks "What?" and abject 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.


## CONNECT TO WRITING

We often end spoken sentences with a preposition, but avoid thi your writing. Example: Spoken sentence-"Who will you go to?" Written sente ice-"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 yous wing.
aboard, about, above, according to, across, after agant, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, bey nd, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in sl ite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, sire, han, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, «ithin, without

## PRACTICE

Highlight the prepositional phras on "The Pledge of Allegiance."
"I pledge allegiance the rag of the United States of America and to the republic for which it stands: one nation - nder God, indivisible, with liberty and justice for all." These words are spoken in schools through ut America each day. The right hand is placed over the heart and eyes are focused on ne Fag. Cinldren stand to say the pledge and give respect to our country.

## WRITE

Compose you rownsentence or two with three different prepositional phrases.

## Grammar, Usage, and Mechanics Worksheet \#8

## FOCUS Coordinating Conjunctions

A conjunction joins words, phrases, or clauses together.

## CONNECT TO WRITING

A coordinating conjunction connects words, phrases, or clauses with relateam an igs. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help ou emember the common two or three-letter coordinating conjunctions.
Example: Two desserts are fine, but three are better.

## PRACTICE

Read the following short story and fill in the blanks with the corgt coordinating conjunctions.
Liz $\qquad$ Pam both wanted to see the New sory movie, $\qquad$ they were afraid. The friends did not want to go alone $\qquad$ did they want to go with their parents. The girls decided to get more friends to $\qquad$ they bought a dozen tickets $\qquad$ treated ten of their friends anee movie. Liz planned on buying popcorn, $\qquad$ not drinks for hercien s. Pam did not have much money,
$\qquad$ she decided to buy ca dy for all of her friends.

The movie was scary, $\qquad$ it was fun to see it with lots of friends. Both Liz
$\qquad$ Pam say tha heir friends will have to pay their own way the next time. They would like to alwa s trea their friends but they can't, $\qquad$ it would just be too expensive.

## WRITE

Compose yô own sentence or two using two or more coordinating conjunctions.


## Grammar, Usage, and Mechanics Worksheet \#9

## FOCUS Subordinating Conjunctions

A subordinating conjunction begins a dependent clause.

## CONNECT TO WRITING

A subordinating conjunction begins a dependent clause. A dependent claus ic an un and connected verb that does not express a complete thought. It depends uph connecting to a complete thought to form a sentence.
Example: Although my friends had already seen it, they saw the shor a sevond time.

This memory trick will help you remember the common suboNi ating eonjunctions:
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, intil, that; hot: how, once, than!
AAA: After; Although (though); As (As if, As long as, As rruch as, As soon as, As though)
WWW: Whether; When (Whenever); Where (Wher ever)

## PRACTICE

Read the following short story and fill in the blare with the correct subordinating conjunctions.
$\qquad$ Salma went to be she et her alarm to wake up early. The next day was going to be an important one for Saln a $\qquad$ she was meeting with the principal to receive a special citizenship awa a. She woke up $\qquad$ she heard the alarm and crept downstairs to make her brea ast. $\qquad$ she was up early, her dad had already eaten
$\qquad$ her dad knew that Salma would be short on time that morning, he parked unch for his daughter and put it on the table $\qquad$ she would be sure to see 1 . $\qquad$ her father's help, Salma did leave the house a bit late.

## WRITE

Compos your oun sentence beginning with a subordinating conjunction.

## Grammar, Usage, and Mechanics Worksheet \#10

## FOCUS Correlative Conjunctions

Correlative conjunctions join words, phrases, or clauses together.

## CONNECT TO WRITING

Correlative conjunctions are pairs of conjunctions used in the same sentenc th iy dicate a certain relationship. Common correlative conjunctions include the follo ing


#### Abstract

both...and either...or whether...or neither...ng


Example: Either we work together, or we will fail together.

## PRACTICE

Read the following short story and fill in the blanks with the corgt correlative conjunctions.
Both Taylor $\qquad$ I love to play basketonll. Aifer school we are $\qquad$ playing one-on-one out on the playground $\qquad$ talking about our next league game. It's great to be on the same team as my best friena, even though our team has only won one game this season. Our coach always tells us, "It"s"al $\qquad$ you win $\qquad$ lose that matters; it's how you play the gat $\qquad$ Taylor $\qquad$ I are the best players on our team, but we are etting vetter with each game. $\qquad$ Taylor and I plan to practice a lot over the sur mer. Hopefully, we will be on the same team again next year.

## WRITE

Compose your own sent nce 0 vo with two pairs of correlative conjunctions.

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## Grammar, Usage, and Mechanics Worksheet \#11

## FOCUS Simple and Complete Subjects

The simple subject is the common noun, proper noun, or pronoun that the verb ac supol. The subject is the "do-er" of the sentence.

## CONNECT TO WRITING

The simple subject tells whom or what the sentence is about. When addi orl wows help name or describe the simple subject, this is known as a complete subject.

Examples: A nurse assisted the patient. The police officer helped prevent the accident. Complete Subject

The simple subject is usually found at the start of a declaratiye senterice. To find the simple subject of the sentence, look for the main verb and the mm, ng un, proper noun, or pronoun that the verb acts upon. The simple subject is never parepositional phrase.

## PRACTICE

Highlight the simple subjects found in the story below
Vacationing in Mexico, an experienced traver will visit three famous cities. Tasco, known as the "Silver City" because of its ripilver mines, welcomes thousands of tourists each summer to see its timeless architecture. Th cat edral impresses visitors from around the world. A second city, Guadalajara, shows off its ish colonial heritage. Having one of the most beautiful town squares, this city gives any travelv a complete history of Mexico. If given the opportunity, no one should hesitate to visit th capi al. Mexico City has many sites of archeological importance, including pyran As 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 sutence with a simple subject and then one with a complete subject.
$\qquad$


## Grammar, Usage, and Mechanics Worksheet \#12

## FOCUS Compound Subjects

The compound subject has two or more connected common nouns, proper nouns, or prghouns that one verb acts upon. The words "and," "or," or "nor" connect them. The compounsubject 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, an
When additional words help name or describe the compound subject, th s is known as a complete compound subject.

## CONNECT TO WRITING

The compound subject is usually found at the start of a decla ative sentence. To find the compound subject of the sentence, first identify any preposit. The compound subject is not part of a prepositional phrase.

## PRACTICE

Highlight the complete compound subjects in the artion
In terms of difficulty, running 28 miles is qui an accomplishment, and the marathon always fills the stadium or arena with an eazondrence. Track fans and casual spectators enjoy the competition of this oldest Olympic evar. Be sketball and ice-hockey also get high television ratings. The "Dream Team," compose a or be best National Basketball Association players, or the United States hockey team, composid of professional hockey all-stars, always entertains the Olympic audience. These two po pular vents, as well as the track-and-field contests, highlight the Winter or Summer Olym, en for most sports fans.

## WRITE

Compose your own emtence vith a compound subject.


## Grammar, Usage, and Mechanics Worksheet \#13

## FOCUS Simple and Complete Predicates

The simple predicate is the verb that acts upon the subject of the sentence. It does the whrk of the "do-er" of the sentence. When additional words help describe the simple predicat, this is known as a complete predicate. The complete predicate consists of the rest othe sentence other than the subject.
Examples: Michael hurt his hand.
She had become a young lady.
They should have listened to me.
An angry man tried to run me off the road. Completepredreate

## CONNECT TO WRITING

To find the simple predicate, first identify the subject and as "Vnat?" The answer to this question should be the predicate. The simple predicate usually fo ${ }^{1}$ ows the subject in a sentence. However, it can be placed before the subject in a questron (Wos it your mother's purse?). The subject can also be suggested, but not stated in the sentenceldook out!). Often, the suggested subject is you.

## PRACTICE

Highlight the simple subjects and [bracket] the smere predicates found in the story below.
Ice cream always has pleased youn and old alike as a favorite summertime dessert. One ice cream that pleases many is Neapolin The treat has chocolate, strawberry, and vanilla all in one. Rocky Road delights children or 11 ages with small bits of marshmallows and nuts in a rich chocolate ice cream. For some, the nu or marshmallows may cause an allergic reaction. A creamy double scoop on a suofrr onffle cone tastes great. Eating too much ice cream can be an addictive behavior.

## WRITE

Compose a sentenoe with a simple predicate and then one with a complete predicate. Underline the subjects and brack the simple and complete predicates.


## Grammar, Usage, and Mechanics Worksheet \#14

## FOCUS Compound Predicates

The compound predicate has two or more connected verbs that act upon the same subjet 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 remais d a young lady.

## CONNECT TO WRITING

To find the compound predicate, first identify the subject and ask "Wha" The answer to this question should be the predicate. A connecting word such as "and," "ar," ow "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 te boo or he test. Then, he practiced the vocabulary for the test. After practicing the vocabular he morized the poem-all to prepare for the test. Try a compound predicate such as in this sentonce: Rob studied the textbook, practiced the vocabulary, and memorized the poem to propare for the test.

## PRACTICE

Use two colors to highlight the simple subjectsand the compound predicates in the story below. Of all the books by Mark Twain, ty 0 Wo ks stand out and are remembered as his best. Twain's description of life as a riverboat cartan in Life on the Mississippi both entertains and informs. After reading this book, one will lourn and will understand what the phrase "Mark Twain" means. A second novel, Hodleborry 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 sentencesito one sentence with a compound predicate:


Compos you own sentence with a compound predicate.

## Grammar, Usage, and Mechanics Worksheet \#15

## FOCUS Simple Sentences / Types of Sentences

A simple sentence has one independent clause, but no dependent clause. An indep enden clause has a noun connected to a verb that expresses a complete thought. A dependent clauselas a noun connected to a verb that does not express a complete thought.
Examples: Jim left class (independent clause) before he finished the project (depe dent clause).

## CONNECT TO WRITING

Complete sentences can be identified by their purposes.
A declarative sentence makes a statement and has a period as ending panctuation.
Example: Joanna went shopping at the mall.
An interrogative sentence asks a question and has a question man as ending punctuation.
Example: Would you mind cooking your own dinner tonigh ?
An imperative sentence gives a command or makes a reque And has a period as ending punctuation. Frequently, the you is implied (suggested but int sated).
Examples: Don't tell me what to do (command). Mother, cing a song for us (request).
An exclamatory sentence expresses surprise or strongotions 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 tate nent and the voice go up at the end of a question.

## PRACTICE

Identify the following simple sen ences as declarative, interrogative, imperative, or exclamatory in the space provided. The endin pun tuation has been omitted.

1. Look at me when I talk

2. That answer really shceked my
3. Why should I have to mit
4. Tom asked me aquestion

WRITE
Compos an sterrogative sentence. Then answer with a simple declarative sentence.

## Grammar, Usage, and Mechanics Worksheet \#16

## FOCUS Compound Sentences

A compound sentence has two or more independent clauses but no dependent cla ses. Fn independent clause has a noun connected to a verb that tells a complete thought. A dipendent 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 advic

## CONNECT TO WRITING

The independent clauses are joined by a semicolon or a comma follow a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

Compound sentences must have a clear relationship between the ndependent clauses. Having a variety of sentence lengths is a mark of good writing. Avoid facing two compound sentences next to each other in the same paragraph.

## PRACTICE

Use the coordinating conjunctions (FANBOYS) to in the following independent clauses in the spaces provided. The ending punctuation has bee ommed.


Use a semicolon to join the follo ving ndependent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

they just feel like they must attend
there must be another way

## WRITE



## Grammar, Usage, and Mechanics Worksheet \#17

## 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 dependent clause has a noun connected to a verb that does not express a comple thought. Example: Ty finished his work (independent clause) + before he ate lunch ( epen ant clause) $=$ Ty finished his work before he ate lunch. (complex sentence)

## CONNECT TO WRITING

Complex sentences can help explain the relationship between complicard ideas. If starting a sentence with one of these dependent clauses, follow the clause yith cucomma:
Adjectival Clauses modify nouns or pronouns. These pronouns besin many adjectival clauses: who, whose, on (for, of) whom to refer to people; that refers orople or things; and which refers only to things.
Example: John, whose work is well-known, won the prize.
Adverbial Clauses modify a verb or another adverb Sub rdinating conjunctions begin adverbial clauses. This memory trick will help you rememben he cemmon subordinating conjunctions:
Bud is wise, but hot! AAA WWW
Bud: Before, unless, despite (in spite of); is: in rde that, since; wise: while, if, since, even though (if); but oeuquse, until, that; hot: how, once, than! AAA: After; Although (though); As (As As 1 ng as, As much as, As soon as, As though) WWW: Whether; When (Whenever); Wher Wherever)
Example: As long as she can wait, th y whwart.

## PRACTICE

Re-write the following simplesenter into complex sentences in the spaces below.

1. he will be able to go outede to play the boy practices his trombone as soon as
2. whose tonig wo celebrate a special young lady, achievement is special

## WRITE

## Write yo rown complex sentence.

## Grammar, Usage, and Mechanics Worksheet \#18

## 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 ververnat expresses a complete thought. A dependent clause has a noun connected to a vis 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 invspaper.

## CONNECT TO WRITING

Dependent clauses can be placed at the start, in the middle, cy ine end of sentences.

## PRACTICE

Rearrange the following independent clauses and ende thauses into compound-complex sentences in the spaces below. You may need to swimb a sund the order, add, or delete words. and then John told a campfire story the campers ro marshmallows after the sun set


## Grammar, Usage, and Mechanics Worksheet \#19

## FOCUS Fixing Fragments

A sentence fragment is only part of a complete sentence. It does not tell a comple e thought. The fragment may be a dependent clause (a noun and a connected verb that does nowa complete thought) or a phrase (a group of related words without a noun and cor nected verb).

## CONNECT TO WRITING

To change sentence fragments into complete sentences, try the followin :

- Connect the fragment to the sentence before or after the fragiment.

Example: On the icy roads. The cars skidded.
On the icy roads the cars skidded.

- Change the fragment into a complete thought.

Example: Eaten by the monkey the banana.
The banana was eaten by the monkey.

- Remove subordinating conjunctions.

Example: Although she found out where the boys vere.
She found out where the boys wer

Fragment
Complete
Fragment Complete

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 cato nent and the voice go up at the end of a question.

## PRACTICE

Revise the following sentence fragme th into complete sentences in the spaces provided.
Running down the hill to my frie id. 1 aw her.

Finally, the reason he left

Because the playgro nd sems wet with ice.

## WRITE

Add to thonerendent clause to form a complete sentence: Whenever I need help in math


## Grammar, Usage, and Mechanics Worksheet \#20

## 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 run-on into two or more sentences.
$\begin{array}{ll}\text { Example: } & \text { Luis told his brother he told his sister, too. } \\ & \text { Luis told his brother. He told his sister, too. }\end{array}$
- Add a semicolon between the clauses.

Example: $\quad$ Mary let him have it, she knew what she was deing
Mary let him have it; she knew what she was doint

- 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.

- Add a subordinating conjunction to one of the clauses.
Example: $\quad$ Max was injured, he was still the best.

Even though Max was injured, he wa soil the best.

- Change the second clause to a phrase starting with on _ ing word.

Example: They went to school, they looked fo him Run-On
They went to school, looking forim. Complete

Run-On Complete

Run-On Complete

Run-On Complete

Run-On
Complete

## PRACTICE

Revise the following sentence run-ons intd complete sentences.
Separate the run-on into two or more sentures:
Jonathan seemed very selfish he neve shard with the other children.

Use a comma and then a coord natirg conjunction after the first sentence or a semicolon:
Ms. Clements always prepan werror her lesson plans the results paid off.

Change the second claue to a hrase starting with an "__ing" word:
Nicco enjoyed video games, hay played only after completing his chores.

## WRITE

Revise the first RACTICE sentence, using the subordinating conjunction because.

## Grammar, Usage, and Mechanics Worksheet \#21

## FOCUS Subject Case Pronouns

Pronouns are in the subject case when they are used as the sentence subject or wh n 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 10 -er" of the sentence. Example: She and I attended the concert.
- If the pronoun is a predicate nominative. A predicate natin follows a "to be" verb (is, am, are, was, were, be, being, been) and identifies or fers to the subject. Example: The students who got into trouble are they
- If the pronoun is part of an appositive, such as arer tron o as. An appositive is a noun or pronoun placed next to another noun or prono to itentrfy or explain it.
Example: Marty is smarter than $I$.
To test whether the pronoun is in the subject case, t thes tricks:
- Rephrase to check if the pronoun sounds oht.

Example: The last one to arrive was he. Rep ase- $H e$ was the last one to arrive.

- Drop other nouns or pronouns in a comprund subject or object to check if the remaining pronoun sounds right. Remember that glish is a polite language; the first person pronouns ( $I$, me, ours, mine) are pl ced 1 st in compound subjects or objects.
Example: John and $I$ play video gam . Drop and check- $I$ play video games.


## PRACTICE

Fill in the blanks to identify the abjec case pronouns: S for a sentence subject, PN for a predicate nominative, or an Afor opositive.
The women in the clown cectumo must be she $\qquad$ and her mother. We $\qquad$ didn't recognize them at first, but I ___ a ked 'V ho were they ___?" Sue and he $\qquad$ arrived at the party earlier than I $\qquad$ ut no one came as early as she $\qquad$ .

## WRITE

Compose yc own sentences, using a pronoun as a sentence subject, a pronoun as a predicate nominative ana pronoun as an appositive.


## Grammar, Usage, and Mechanics Worksheet \#22

## FOCUS Object Case Pronouns

Pronouns are in the object case when they are used as direct objects, indirect objed sof 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 indinct objecwis placed between a verb and its direct object. It tells to what, to whom, for what ofor whom.
Example: Robert gave him a king-size candy bar.
- If the pronoun is an object of a preposition. A prepostron nows some relationship or position between a proper noun, a common no or aronoun and its object. The preposition asks "What?" and the object provides tie answer.
Example: The fly buzzed around her and pas ther by me.
- If the pronoun connects to an infinitive. An. finiti e 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 sontright.

Example: Joe smiled at all of the Rep rase-At all of them Joe smiled.

- Drop other nouns or pronouns when ine is a compound subject and check if the remaining pronoun sounds rig t. Ruember that English is a polite language; the first person pronouns (I, me, ours, ,ine) are placed last in compound subjects or objects. Example: She gave Kathyane a gift. Drop and check-She gave $m e$ a gift.


## PRACTICE

Identify which grammatica form the objective case pronouns take in the following sentences. Fill in the blanks with a O fo direct object, an IO for an indirect object, an OP for an object of the preposition, or an for p onoun connected to an infinitive.

He told them $\qquad$
ter him . He wanted to tell us $\qquad$ , but when came to see me $\qquad$ ,

I said that he shourd telrhim $\qquad$ the news before me $\qquad$ . He gave it $\qquad$ some thought.

## WRITE

[^0]
## Grammar, Usage, and Mechanics Worksheet \#23

## FOCUS Intensive and Reflexive Pronouns

Pronouns ending in "self" or "selves" are called intensive or reflexive pronouns. Whese are the intensive and reflexive pronouns: myself, ourselves, yourself, yourselves, himself (notmsself), herself, itself, and themselves.

## CONNECT TO WRITING

Intensive pronouns end in "self" (singular) or "selves" (plural) andware used to emphasize other nouns or pronouns in the sentence. Removing the intensive pronoun dos not change the meaning of the sentence. Intensive pronouns generally follow noy pronouns in the sentence and are not separated by commas.
Examples: I myself thought that they themselves would have been nore honest.
Reflexive pronouns also end in "self" or "selves," but are necess y to the meaning of the sentence and usually follow verbs or prepositions.
Examples: Lynn gave herself a compliment and took an exa piece of pie for herself.

## PRACTICE



Write IP to identify intensive pronouns and RR to identify reflexive pronouns in the spaces provided.

I told them myself $\qquad$ because Patty wound not tell them herself $\qquad$ . Patty never thought of anyone but herself $\qquad$ When Patty irst asked me herself $\qquad$ , I said, "You should tell them what you did before they find ou then selves $\qquad$ ." Patty never apologized herself
$\qquad$ for what she did.

## WRITE

Compose your own entence or two with an intensive pronoun and a reflexive pronoun.

## Grammar, Usage, and Mechanics Worksheet \#24

## FOCUS Pronoun-Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, prop r 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' confusion.

## CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and 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 teackers for husp, 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 Founty, he uses political humor. Problem-Who, or what, is he? Fix- In Twain's The Celeb ated 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 prono ns.
Example: He made an egg, put the dog fooc in abowl, and put this on his toast to eat. Problem-What is this? Fix-He made an es ana put it on his toast to eat. Then he put the dog food in its bowl.


## PRACTICE

Write the capital letter in the space provided best describes these pronoun-antecedent errors: PN for a pronoun-antecedent number probinm; OP for a pronoun using the object of the preposition as its antecedent; and T fo an unclear this, that, these, or those antecedent.

$\qquad$


## Grammar, Usage, and Mechanics Worksheet \#25

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"do-er iv the sentence. Example: Who is the best teacher?
Trick-Try substituting he for who and rephrase, if necessary. If it sounds ioht, use who.
The pronoun whose is a possessive case pronoun. The pronoun whose swows ownership and refers to a noun or pronoun before it.
Example: The teacher, whose classroom is at the back of the sci ol, 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 ler concern?
Trick-Try substituting him for whom and rephrase, if necasary. If it sounds right, use whom.

## Is it that or which?

The pronoun that can refer to people or things; the pronan which can only refer to things.
Use the pronoun that when the clause is needed to understand the rest of the sentence.
Example: The movie that we watched was entrtain hg.
Use the pronoun which in clauses that providadditonal, but not necessary information.
Example: That dog, which is friendly, wa easy o train.

## PRACTICE

Fill in the blanks with the followino promuns: 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, $\qquad$ family lives next door to me, are twins.
3. Josh showed her some pants
4. "Blowin' in the

Ind, 7
$\qquad$ she purchased at the store.
5. $\qquad$ diowhis sister meet at the party?

## WRITE

Compos you own sentence with a who or whom, a whose, and a that or a which.

## Grammar, Usage, and Mechanics Worksheet \#26

## 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 matcher vers. Singular pronouns often use verbs ending in $s$. Plural pronouns often use verbs th at donist 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, now y, no one, one, someone, and somebody.

- Other indefinite people pronouns take plural verbs. Examples: both and others
- Some indefinite people pronouns may be singula or pral depending upon the surrounding word clues.
Examples: either and neither


## PRACTICE

Write the correct verb forms to match the inanite people pronouns in the spaces provided.

1. Each watch her own television show.
2. Everyone except James and Pete hon me on the work project.
3. Both of them is ready for a va ation
4. After they go to the movies, sevflal goes out for dessert.
5. Neither give us much ope ha our team will win the league this year. $\qquad$
6. I know others wa ts to ee involved in this decision. $\qquad$

## WRITE

Write your ôn sentence with indefinite singular and indefinite plural people pronouns.
$\qquad$

## Grammar, Usage, and Mechanics Worksheet \#27

## FOCUS Indefinite Size or Amount Pronouns

An indefinite amount or measurement pronoun does not refer to a specific nour

## CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must matchanerirs. Singular pronouns often use verbs ending in $s$. Plural pronouns often use verbs th at donist end in $s$. An indefinite amount or measurement pronoun does not identify a spelific pree or thing.

- Some indefinite amount or measurement pronouns take siygor verbs. Examples: a great deal, a large amount, a lot, nothing, ttle, less, much, enough, every, and each
- Other indefinite amount or measurement pronouns ta e 10 al verbs.

Examples: a large number, few, fewer, many, seveal, lo, and plenty

- Some indefinite amount or measurement pronour maybe singular or plural depending upon the surrounding word clues.
Examples: all, any, half, more, most, non ther, nd some


## PRACTICE

Write the correct verb forms to match the inatite size or amount pronouns in the spaces provided.

1. Few of the actors remembers their
2. A great deal are known about thion actors.
3. Fewer vegetables is bette han mony.
$\qquad$
.
4. Some of candies tastes the they are stale.

WRITE
Write your owf sentece with indefinite singular and indefinite plural size or amount pronouns.


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## Grammar, Usage, and Mechanics Worksheet \#28

## FOCUS Past Participles

A past participle is a modifier that defines, describes, or limits another word or w rds.

## CONNECT TO WRITING

A past participle uses a helping verb (be-is, am, are, was, were), or (hayohas, have, had) + a "__ed," "__d," "__t," or "__en" added onto the base form of a verb to d escribe 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 helpint verb shows past, present, or future actions.
Examples: I was defeated by a stronger opponent. I have defear 1 my opponent.
When used as an adjective, the past participle describes co drio in the past.
Example: Depressed, the child needed someone to listen tobim.
Many of the common past participle forms are irregy'arand don't use the "__ed," "__d," "_t," or "__en" ending.
Example: The cat had caught a mouse (not catched onaughten).

## PRACTICE

Highlight the helping verbs and past partit oles $n$ the sentences below.

1. He has carefully listed his reasons or the purchase.
2. Paid a large amount for her se vice the woman was happy to help.
3. Built by Native Americant the caves were interesting.
4. They have never tried 5 se any of their artwork.

WRITE
Write a sentence aith a past participle acting as a verb and another sentence with a past participle actino as anadjective.


## Grammar, Usage, and Mechanics Worksheet \#29

## FOCUS Present Participles

A present participle is a modifier that defines, describes, or limits another word o worgs.

## CONNECT TO WRITING

A present participle adds an "__ing" onto the base form of a verb. To avoid confvsign, don't put too many words between a present participle and the word or words it manies.

When used as a verb, the present participle shows a continuous action ano 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 contmuous condition, but does not usually begin with a linking verb.
Example: Walking, the boy caught up with his firmon f.

## PRACTICE

Highlight the linking verbs and present partines in the sentences below.

1. Waiting for the train, the young man pacod inpatiently.
2. He was expecting the train to arri on time.
3. After calling his parents, the by de ided to cancel the ticket and come home.
4. He will be mostly, but no ways travelling by jet from now on.

## WRITE



Compose a sentence a preent participle serving as a verb and another sentence with a present participle se ving as an adjective.


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## Grammar, Usage, and Mechanics Worksheet \#30

## FOCUS Dangling / Misplaced Modifiers

A dangling modifier or a misplaced modifier does not clearly modify what the wh iter iftends to modify.

## CONNECT TO WRITING

A dangling modifier is an adjective or adverb that does not have a clear omection 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 anjnfinitive (to + the base form of a verb). To eliminate the dangling modifier, place the "do-r" of the sentence as the subject of the independent clause or combine the phrase and inde seno nt clause.
Example: Removed from her desk, Paula put the backpack on th floor. (Her backpack was removed from the desk; not Paula.)

A misplaced modifier does not modify what the writer intends be ause of where it is placed in the sentence. To eliminate misplaced modifiers, place insm cnse to the words that they modify.
Examples: I only ate the fresh vegetables. In this sentence _nly is the modifier. (The writer does not mean that the only thing she does with fresh able is to eat them.)

## PRACTICE

Re-write the two example sentences above by revig the dangling or misplaced modifiers.

## WRITE

Re-write these sentences oy ving the dangling or misplaced modifiers.
After reading the cenic book, the movie was not nearly as exciting as I had hoped.

Debra al 10 spent $\$ 100$ for that new pair of shoes. In fact, she spent exactly \$99.99.

## Grammar, Usage, and Mechanics Worksheet \#31

## 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 more specific or limits its meaning or meanings.
Example: I ate the big piece. The word big is a modifier, making pien mone specific.
Some two-syllable comparative modifiers use "__er" and some yse 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 |

## PRACTICE

Write the correct comparative modifiers in the s aces provided.

1. Earth is close to the sun than is Ma
2. Sammy works more hard than anyclun member. $\qquad$
3. He dresses in his uniform mosefth than the members of his troop.
4. Of my brother and my sitar, my brother acts worser.
5. She is sadder than I, bunche is happier than my brother.

## WRITE

Write your ownsentence with a one-syllable "__er" comparative modifier and a second sentence with a two-sy lable more comparative modifier. Don't use any modifiers from this worksheet.

## Grammar, Usage, and Mechanics Worksheet \#32

## FOCUS Short Superlative Modifiers

A short superlative modifier uses "_est" for a one-syllable modifier to compare hree pr more things.
Example: big-biggest

## CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes morespecific or limits its meaning or meanings.
Example: I ate the big piece. The word big is a modifier, making piece more specific.
Use " $\qquad$ est" for a one-syllable modifier to compare three or more nings.

Some two-syllable superlative modifiers use "__est" and some uso most (least). If adding "__est" sounds strange, use most (least) instead.
Examples: easy-easiest or gracious-most or least graciou
Avoid the common mistake of using superlative adjective to compare only two things.
Example: Problem-Of the two basketball player, Janes is the most improved.
Solution-Of the two basketball playe s, Jan es is the more improved
These superlative modifiers are irregular.

Single Modifier good/well bad/badly much/many

## Comparative

 better worse more
## PRACTICE

Write the correct comparative $m$ difies in the spaces provided.

1. The quicker sprinter of the ree was Carl Lewis.
2. Comparing the red an gree inples, the red ones are the most desired. $\qquad$
3. He chose the bigg prece of the whole cherry pie.
4. Among Reba, 从im, and Antoinette, Reba is the better student.

## WRITE

Write yoy wn sentence with an "__est" modifier. Use no modifiers found on this worksheet.

## Grammar, Usage, and Mechanics Worksheet \#33

## FOCUS Long and "__ly" Comparative Modifiers

Both long and "__ly" comparative modifiers use more (less) for a three-syllable or lonter 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, moking cake more specific.
Some long comparative modifiers are adjectives. Adjectives mos fy 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 intellig nt nit his father.
Some long comparative modifiers are adverbs. Adverb moanty a verb or another adverb and answer What degree? How? Where? or When? Use more o less for adverbs ending in "__ly." Example: angrily-She argued angrily-even more ar grily than her mother.

## PRACTICE

Write the correct comparative modifiers in the sace provided.

1. Geometry seems difficulter than algebre
2. Tina did an outstandinger job than ne mod predicted.
3. Saying which one was the mostrectible of the two was hard.
4. That behavior is most ridicylou th in ever.
5. Of the two girls not here the first one is least suspiciously absent.
6. The detective most suspect d ne man, rather than the woman.
7. She acted least ne vously than the other athlete.

## WRITE

Write your own sentence with a three-syllable more modifier. Don't use any modifiers found on this wor


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## Grammar, Usage, and Mechanics Worksheet \#34

## FOCUS Long and "__ly" Superlative Modifiers

Both long and "__ly" superlative modifiers use most (least) for a three-syllable oc long r 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 more specific or limits its meaning or meanings.
Example: I ate the delicious cake. The word delicious is a modifier maning cake more specific.
Some long superlative modifiers are adjectives. Some long com rative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a prongan antwanswer Which one? How many? or What kind?
Example: intelligent-Of the many intelligent men in the grup, he was the most intelligent.
Some long comparative modifiers are adverbs. Adverbs molify a verb or another adverb and answer What degree? How? Where? or When? Use lore 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 ne s aces provided.
If the sentence is correctly written, leave $\hat{a}$ is.

1. This boy is the more considerate or e in the group.
2. That is the less specifically plamed stop of our whole vacation.
3. Of all the pilots, he more fefury practiced his take-offs.
$\qquad$
$\qquad$
4. You more understood throblem than any student in the class.
5. Of the four possible bactuck reks, this is the simpliest planned hike. $\qquad$
6. That airline is the less frequently on-time airline of all U.S. airlines. $\qquad$

## WRITE

Write your own sentence with a three-syllable most modifier. Use no modifiers found on this workshe

## Grammar, Usage, and Mechanics Worksheet \#35

## FOCUS Linking and Helping Verbs

A linking verb is a mental action or state of being. A helping verb shows time, nu nber or modifies the meaning of a verb.

## CONNECT TO WRITING

A linking verb renames or describes the subject of the sentence with an ther 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 the 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 warb ary verb endings. More than one helping verb can be used in a sentence. Sometimes a worwsuch as not separates the helping verb from the base form of the verb. A helping verb can a placed before a linking verb to modify its meaning. English has 23 helping verbs.
is, am, are, was, were, be, being, been, has, have, ha do, does, did, will, shall, should, would, can, could, may, might, must

## PRACTICE

Write LV to identify linking verbs an HV identify helping verbs in the spaces provided.
Lydia was $\qquad$ sure that she say oow frrends at the mall. Her friends had $\qquad$ told her that they were $\qquad$ going to the brary, out that did $\qquad$ not turn $\qquad$ out to be $\qquad$ true.

Good friends would not bave _lied to her. Why they felt $\qquad$ like they had $\qquad$ to lie would $\qquad$ be $\qquad$
$\qquad$ like Lydia should $\qquad$ find new friends.

## WRITE

Write a sente with both linking and helping verbs.

## Grammar, Usage, and Mechanics Worksheet \#36

## 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, expection, red direment, permission, or possibility. Modals are placed before verbs to form verb bhrases. 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 bec me doctor. (possibility)
Toby could use some exercise. (need)
Never use the word of after a modal.
Example: Use "must have," not "must of."

## PRACTICE

In the spaces provided following each sentence, lintwh of these conditions best matches the modals: need, advice, ability, expectation, requireme n, permission, or possibility

1. Yes, you may go to the restroom.
2. I could have tried harder on my sciene pro, ect.
3. If we decide to go, we must leave by three o'clock.
4. We would have to use more g. ie to make it stick.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
5. You definitely should have wriven a thank-you card.
6. Melvin can help you in vou wa ht.
7. Students must lee in to use modals properly.

## WRITE

Write a sentere or two, using two modal helping verbs to describe two different conditions.

## Grammar, Usage, and Mechanics Worksheet \#37

## FOCUS Past Tense Verbs

The past verb tense is a physical or mental action or a state of being that took place at a pecific 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 a 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 borm form the word.
Example: work-did work
About 50 of the most common verbs have irregular past tenses, ip luding these: do-did, go-went, have-had, see-saw, run-ran, and be-was, wes

## PRACTICE

Re-write these sentences in the spaces provided, onanging each verb to the past tense.

1. Penny helps at the senior center after school.
2. Cowboys rope and brand their cattle.
$\qquad$
3. That radio station will pla all of my favorite songs.

4. Tamesia touches bernft cheek every time she raises her hand in class.

## WRITE

Compos you own sentence with two past tense verbs.

## Grammar, Usage, and Mechanics Worksheet \#38

## 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 perind or tine in the past or a past action which was happening when another action took place. I ne pas progressive uses was + the base form of the verb + "__ing" to match singular nounsand 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 sanne were cooking brownies when their friend, Marci, knocked on the door.

## PRACTICE

Re-write these sentences in the spaces provided, changing ach verb to the past progressive tense.

1. Larry enjoyed the beautiful sunsets at the beach
2. They expect a lot of money for their use car


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## Grammar, Usage, and Mechanics Worksheet \#39

## FOCUS Past Perfect Verbs

The past perfect verb tense is a physical or mental action or a state of being that 1 apperfed 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 verondingm "_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 tri

## PRACTICE

Re-write these sentences in the spaces provided, ha ging each verb to the past perfect tense.

1. The class was already started when the student ralken in tardy.

2. I knew by Tuesday that last weekend'se ame vould be canceled.
3. They had been sharing their feents about riding skateboards without helmets.
4. By the time I arrived, I had already begun painting the back of the house.

## WRITE

Compose youron sentence with the past perfect verb tense.

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## Grammar, Usage, and Mechanics Worksheet \#40

## FOCUS Present Tense Verbs

The present tense verb is a physical or mental action or a state of being happenin or ey sting now.
Examples: Matthew walks slowly around the block. Oralia and Rosa walk slowly around the block.

## CONNECT TO WRITING

The present verb tense can describe a physical or mental action that harnens 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, movig, thearer, and music-even if the content is set in the past
Example: Thomas Jefferson states that "all men are createc equar."

## PRACTICE

Re-write these sentences in the spaces provided, angig 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 paents ave to say.
3. Carl Sandberg said, "Fog cree ss in gn little cat feet, and then slowly moves on."

4. I always wanted my oy ne conal size pizza.

## WRITE

Write a sente ice todiscuss a movie with two or more present tense verbs.

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## Grammar, Usage, and Mechanics Worksheet \#41

## 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 neriod of time in the present or an action taking place at the same time the statement is writte a. The present progressive uses I am + the base form of the verb + "__ing," is + tre, baso form of the verb + "__ing" to match singular nouns and pronouns and are + the base form f the verb + "__ing" to match plural nouns and pronouns.
Examples: I am swimming every morning this summer. Our tea hers are starting a new reading program at school.

## PRACTICE

Re-write these sentences in the spaces provided, cha ging 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 blocs when I see my friend.
3. Nina and Berta give money to help hose in need during the holiday season.

4. Our teammates practice a lo ir the first game of our season.

## WRITE

Write your on sentence with the present progressive verb tense.


## Grammar, Usage, and Mechanics Worksheet \#42

## FOCUS Present Perfect Verbs

The present perfect verb tense is a physical or mental action or a state of being heppenig or existing before the present. The present perfect is formed with has or have + the pastruticiple (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 amm in the past that relates to the present
Example: The students have studied hard for today's est.
- To describe an action that began in the past but contilust the present

Example: The teachers have taught these standards for five years.

- To describe the length of time an action has been w progress up to the present time This verb form is known as the present perfec pregressive tense. It is formed with has or have been and the _ing form of the verb.
Example: The students have been writing for o er an hour.


## PRACTICE

Re-write these sentences in the spaces pre ided, changing each verb to the present perfect tense.

1. Esmerelda developed a fantastic we

2. The storm was threatenting rike since last night.
$\qquad$

## WRITE

[^1]
## Grammar, Usage, and Mechanics Worksheet \#43

## FOCUS Future Tense Verbs

The future verb tense is an action or state of being that will take place in the futur. 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 ven 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 scompany.

## PRACTICE

Re-write these sentences in the spaces provided, changing eanh verb to tuture tense.

1. I leave school at two o'clock for a dentist appointyrent.
2. I talked to my friends, but they just won't listo

3. Computer games grow more anumore important to kids.
4. We had been hopino thatere acation can continue.

## WRITE

Write yoywn sentence with two or more future tense verbs.

## Grammar, Usage, and Mechanics Worksheet \#44

## 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 contriete 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 nta 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 classro $m$.

## PRACTICE

Change the verbs in the following sentences to the resessive verb tense in the spaces provided.

1. We will run the mile in P.E. today.
2. I thought of you as you celebrate
ur birvhday.
$\qquad$
3. Danya and Darla have wâ hed the movie tonight.

4. They had been vo arering very weekend at the shelter.

## WRITE

Write yg arown sentence with the future progressive verb tense.

## Grammar, Usage, and Mechanics Worksheet \#45

## FOCUS Future Perfect Verbs

The future perfect verb tense refers to a physical or mental action or a state of be ng that will be completed before a specific time in the future. The future perfect is formed with abing verb such as the modals: can, could, may, might, must, shall, should, will, and ould has or have + with had + the past participle (a verb ending in "__ed," "_d," "_t," or "_n" for regular verbs).
Example: We will have walked six miles by three-o'clock this afternoo

## CONNECT TO WRITING

The future perfect verb tense either states or implies (suggests winstating) a specific time in the future.

## PRACTICE



Write the future perfect tense of each verb in these senteres in the spaces provided.
-A physical or mental action or a state of being tl at wi 1 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 hous in te more minutes. $\qquad$
3. You will tell three stories to the clasos the ond of this year. $\qquad$
-The length of time an action willhe in progress up to a specific time in the future
4. They are sleeping for ten hgurshenis noon.
5. Mom gave twenty dolla every month for twenty years by this summer.
6. Not one animal 11 perform by the time get to circus. $\qquad$

## WRITE

Compose you own sentence with the future perfect verb tense.
$\qquad$


## Grammar, Usage, and Mechanics Worksheet \#46

## FOCUS Commas with Speaker Tags

Speaker tags are the words used to identify the speaker in dialogue and describe e actly 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 speakereag to we 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 captalization of the sentence quetation $\operatorname{tl}$ e middle of the sentence.
Middle "Leave home," she said, "at once." Note pracenent of the quotation marks outsine of the punctuation.
End "Leave home at once," she said. how speaker tag placement changes the nean g of the sentence.

Use a variety of speaker tags such as said, replied, whed, and explained in dialogue to show the speaker's exact meaning and tone of voice. 1 vois over-using said.

When writing dialogue, begin a new parag aph qich time you change speakers. Don't start a new paragraph to continue dialogue by the samo andaker.

## PRACTICE

Re-write the following quotation sente ices with proper punctuation in the spaces provided:

1. She said I usually do chores after school $\qquad$
2. They left town I said i a sh new car $\qquad$
3. I can't believe it heex laimed

## WRITE

Write a three sentence dialogue with three different placements of speaker tags.


## Grammar, Usage, and Mechanics Worksheet \#47

## FOCUS Commas with Appositives

Use commas to set apart appositives and appositive phrases that are not necessary oundrstand the sentence. Don't use commas when the appositive or appositive phrase is essention

## CONNECT TO WRITING

An appositive is a noun, pronoun, or noun phrase that identifies or expla; noun or pronoun before or after it.
Examples: The man, the one with the hat, ordered dessert. My friand, Gam, left early.

## PRACTICE

Re-write these sentences with correct comma placement in th spacus provided.

1. Joe and Mandy our debate leaders thought we had a gogd crange.
2. Johnny Mingo the Australian cowboy rode hisarore on 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 fron the list below and properly punctuate.
5. $\qquad$ our two friends left the concert early.
6. The wonderful teacher $\qquad$ shared the slides with her students.
7. The author has just co nplet his latest book $\qquad$ .
8. That song $\qquad$ lasts six minutes.

Ms. So


The End
Kim and Tom

## WRITE

Compose your own sentence with an appositive word and an appositive phrase.

## Grammar, Usage, and Mechanics Worksheet \#48

## FOCUS Commas within Series

Use commas after each item, phrase, or clause in a series (except the last). A series is a lilt.

## CONNECT TO WRITING

Newspapers and some magazines delete the last comma; however, most styl mar uas still require the last comma.
Examples: John, Jan, and Jose arrived early.
If crazy Mary, unpredictable Bobby, or silly Joe werewp to vomething, I would know about it. The crowd hushed, the lights dimmed ano the fireworks began.

## PRACTICE

Re-write these sentences with correct comma placementin thopa es provided.

1. Jane Mike and Ray pulled the car off to the side.

2. Take a hike smell the flowers and enjoy for the rest of the afternoon.
3. Joan counted one two three four fi e.

Fill in the blanks with the word soups listed below and properly punctuate.
5.
$\qquad$ are my favorite colors.
6. They ordered
 for breakfast.
7. Mr. Burt called one of the following students: $\qquad$ . Jaime Marta or Frank
blue green and yellow
eggs bacon and wheat toast

## WRITE

Compos you own sentence with commas after each phrase in a list (except the last).

## Grammar, Usage, and Mechanics Worksheet \#49

## FOCUS Commas with Introductions

Generally, use commas after introductory words, phrases, and clauses if they are e, iphas'zed or longer than four words.

## CONNECT TO WRITING

## Introductory Words

Commas are not needed after an introductory word in short sentences unless it is empl asizeo
Examples: Now go home. However, they were wrong.

## Introductory Phrases

Don't use a comma after short introductory prepositional phrases of four words ar less.
Example: Under the table the dog hid.
Use a comma after long introductory prepositional phrases of five words
Example: Behind the dining room cabinet, he found the missing watch.
Use a comma following an introductory participial phrase which modifis a 101 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 ohuse has a noun connected to a verb that does not express a complete thought.
Example: Even though the temperatures rose, the snow cont ed to fll.

## PRACTICE

Re-write these sentences with correct commonacernent in the spaces provided.

1. Whenever the girls called he went outsin to ee what they wanted.

2. Around the block she rode the bicyo


## Compose threen you own sentences with an introductory word, phrase, and clause.

## Grammar, Usage, and Mechanics Worksheet \#50

## 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 ry
Examples: It all happened May 3, 1999 in Tampa, Florida.
On April $13^{\text {th }}$ 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 spacs provided.

1. Lawton Nevada is my hometown.
2. Olympia Washington is a beautiful capital.
3. Bogota Colombia seems like a fascinating city.
$\qquad$
4. I live at 3442 Spring Street in Irvine Soub Carolina.
5. Amador City California has pocticuboxes for its residents.
6. St. Petersburg Russia used to be he capital of that country.


## WRITE

Compose you own sentence with geographical places and commas between them. Use none of the geogr phical place names on this worksheet.

## Grammar, Usage, and Mechanics Worksheet \#51

## 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 senterme can be placed at the start of the sentence, in the middle of the sentence, or at the eno of the sentence. Examples:

Sentence Beginning
Sentence Middle

Kristen, leave some for your sister.
If you do that, James and Myra, you will be playins 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 nind
2. That's a dangerous thought you've shared But
3. Look Jane it's going to be hard at fi
4. Sitting by the sofa, she said, " enry get over here."
5. I just don't know Bobby

## WRITE

Compose your own wree-sentence dialogue with nouns of direct speech placed at the beginning, middle, and end.

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## Grammar, Usage, and Mechanics Worksheet \#52

## 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 mendependent 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 c e rdinating conjunctions. Examples: I liked everything about her, and she also liked me. I likêher and she liked me.

A comma is placed before the second of paired correlative coni nctions, if the conjunction begins an independent clause. Don't use a comma to separate conlative conjunctions if they are used within the same phrase or clause. Correlative conjuncti ns include the following: both...and either...or whether...or neither...n or
Example: Either she should ask for help, or she should read we directions again.
A comma is placed after the adverbial clause, which eeghs with a subordinating conjunction, if the clause does not end the sentence. This memory ick may help you remember the common subordinating conjunctions: Bud is wise, but hotsAAAWWW

Before unless despite (in spite of) in order that ince while if since even though (if), because until that how once than! After Alrogh (though) As (As if, As long as, As much as, As soon as, As though) Whether When (U hene er) Where (Wherever)
Example: As much as I liked her company, ceventually became tiresome.

## PRACTICE

Re-write these sentences with co rect Comma placement in the spaces provided.

1. Neither he wanted to face in prgblem nor did she want to deal with that challenge.
2. In order that all people wou have the same chance they decided to draw numbers.
3. Raymond sent a messas. his cousin but the message was returned unopened.

## WRITE

Compose thre oryour own sentences: a compound sentence with a coordinating conjunction; a sentence wit a pair of correlative conjunctions; and a sentence with a subordinating conjunction.


[^2]
## Grammar, Usage, and Mechanics Worksheet \#53

## FOCUS Commas in Letters

Use commas after greetings in personal letters and closings in personal and busine s lettg.

## 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 greetin!
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 placen in the spaces provided.
Dear Ralph To Whom It M: y Concern

Let's meet on Friday. Pleas can el my order and refund
It will be fun as always.
my edit ard on file.
Yours truly


Mark


Write your own brief per ona tote with a greeting and closing.


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## Grammar, Usage, and Mechanics Worksheet \#54

## FOCUS Commas with Coordinate Adjectives

Use commas between coordinate adjectives.

## CONNECT TO WRITING

Coordinate adjectives work equally to modify a noun. Unlike hierarchical adjentve , which build upon each other with different levels or degrees to modify the same nou n, coondinate adjectives must be separated with commas.

To determine if adjectives are coordinate adjectives, try placing tb ord and between the adjectives. Second, try reversing them. If, the phrases sound fire 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 platen ent in the spaces provided.

1. Around the corner she ran into a large angry do
2. If I didn't know better, I would guess th it the ired old woman was not going to leave her house.

3. The funny green character said wim vazy silly and full of energy."
4. Unless I'm mistaken, the usur cloudy gray morning will change to afternoon sun and wind.
$\qquad$

## WRITE

Compose your wyn sentence with three coordinate adjectives.

## Grammar, Usage, and Mechanics Worksheet \#55

## 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 ( $a, a n_{s}$ or the) in the middle of names.
Examples: E.B. White was a great poet.
Rev. Dr. Martin Luther King, Jr. helped lead the ivil Rights Movement.
I've read some of the work by Justice Oliver YendarrHolmes.
Mrs. Janet Nelson is a kind woman.
George Herman "Babe" Ruth was the homern king of baseball.
The magician, Miraculous Merlin, would meve admired Peter the Great.
I know that Mother loved to watch Derare Duck cartoons.

## PRACTICE

Write the proper nouns which should be capitalised h the spaces provided.

1. She told Uncle Charles that I went to se dr. s l. thoms.
2. Will Mrs. James come to visit Aun Robir and "bubba" Peterson?
3. The army's captain Schneider evic ved the rules with P.F.C. Johns. $\qquad$
4. Roy told my dad that sis a i would get together at Mom's work. $\qquad$
5. Officer Bob Benton is aed speed citation to mom and her brother. $\qquad$

WRITE

Write your own suntenoe with an adjective that is attached to a named person and another sentence with named character.


## Grammar, Usage, and Mechanics Worksheet \#56

## FOCUS Capitalization of Places

Capitalize named places.

## CONNECT TO WRITING

A named placed is a proper noun and must be capitalized. The complete nam of gographical location is capitalized, including proper adjectives that are attached to the named prace. Adjectives answer Which one? How many? or What Kind? Howeyer, ©n't capitalize the compass directions unless they are part of a place name.
Examples: The state of North Dakota is west of Minnesota.
Ryan headed north to Los Angeles to see the Hid caust Museum.
The Sierra Nevada Mountains are in Nevada and Colifornia.

## PRACTICE

Write the proper nouns which should be capitalized in the saces 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 ave ue in Paris, North Carolina. $\qquad$
4. In southern Mississippi they still gre motto
5. The borough of long island has millions of people.
$\qquad$
$\qquad$
6. The Spanish often vacation at anti go lake in Portugal. $\qquad$
7. They travelled out west see tre Grand canyon. $\qquad$
WRITE
Write your own sen ence with two named places that have a relationship to each other.

## Grammar, Usage, and Mechanics Worksheet \#57

## FOCUS Capitalization of Things

Capitalize named things.

## CONNECT TO WRITING

A named thing is a proper noun and must be capitalized, including proper diectuve that are attached to the named thing. Adjectives answer Which one? How many or Wrat Kind? Words like building, church, club, company, corporation, hall, hotel, midele scm al, motel, theater, university are capitalized when part of the title of a special thing. Don'sapitalize articles ( $a, a n_{s}$ 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 fre finest universities.

## PRACTICE

Write the proper nouns which should be capitalized $n$ the paces provided.

1. I hear that the Alex theater has been completely re sodeled.
2. Bill Gates helped invent the windows Orerang System.
3. Ryan once climbed the stairs to the ton of sears tower.
4. Have you vacationed in Yosemite National park?
5. Mr. Newton was appointed sp nsor of the french club.
$\qquad$
$\qquad$
6. I attended first Presbyterian cwern for three years. $\qquad$
7. Did you kiss the Blarney stene when you went to Ireland?
8. Kenny walked as oss the Golden Gate bridge. $\qquad$

## WRITE

Write your on sentence with an adjective as part of a title of a special thing.

## Grammar, Usage, and Mechanics Worksheet \#58

## 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 capitalized. Names of the seasons are not capitalized.
Examples: Last Easter on March 27, 2005 my dad gave up smoking. fortunately, this fall he began the habit once again.

## PRACTICE

Write the proper nouns which should be capitalized in the sp ace rovided.

1. On the first thanksgiving, Pilgrims and Native Americons havig feast. $\qquad$
2. I'm sure that February $19^{\text {th }}$ is Presidents day this y ear. $\qquad$
3. Will we have cherry pie at the $4^{\text {th }}$ of july party?
4. The Rose parade is the granddaddy of all New var's Day parades. $\qquad$
5. She knows that Martin Luther king, jr. hida is a vacation day. $\qquad$
6. If thursday will not work for you, 4 ow about Wednesday? $\qquad$
7. I got married on flag day, whi $n$ is n June $14^{\text {th }}$. $\qquad$
8. The Chinese say that this the Year of the dog. $\qquad$
9. The feast of Unleaven dr a is a Jewish holiday. $\qquad$
10. Does Santa really come down the chimney on Christmas eve? $\qquad$

## WRITE

Compose you r ownsentence with a holiday name not listed on this worksheet. Include the day of the week and ronth of the holiday.

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## Grammar, Usage, and Mechanics Worksheet \#59

## 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 business is the name of a company that provides products or services and also employment fy itsemployees. Don't capitalize articles ( $a, a n_{s}$ or the) in the middle of named things.
Examples: The school P.T.A. and McDonald's helped sponsor thicommunity event.
Campfire Girls of America is a great organization.

## PRACTICE

Write the proper nouns which should be capitalized in the spaces frovided.

1. I know that Microsoft corporation is a profitable busines.
2. Watching the Sacramento kings win was exciting
3. She was a member of the daughters of the Americg Revolution. $\qquad$
4. I heard that general Motors is headquart red if Detroit. $\qquad$
5. Does the Atlas Window company d rote money? $\qquad$
6. In the boy scouts of America, I learnod outdoor skills. $\qquad$
7. The Boys and Girls clubs of A neri a serve youth. $\qquad$
8. The organization, big Brt thers, nelps many. $\qquad$
9. The teachers belong to the at onal Educational Association.
10. The Los Angele dodgers draws millions of fans.
$\qquad$

## WRITE

Write your ows sentence in which you mention both an organization and a business not listed on this wor she

## Grammar, Usage, and Mechanics Worksheet \#60

## 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 cotntry or region and those belonging to a certain ethnic group.
Examples: The Egyptians met with a group of Native-Antric ans
That terrific Chinese restaurant specialized in Cannese cooking, even though the employees all spoke Mandarin.

## PRACTICE

Write the proper nouns which should be capitalized ine spaces provided.

1. Many asians live in urban areas of the United States.
2. The african-American women attended churcm $\qquad$
3. Many brazilians have never seen the AA azon River.
$\qquad$
4. I think that she speaks portuguese
$\qquad$
$\qquad$
5. The Afrikaner language is bas d on dutch and English. $\qquad$
6. The Swedish language has similarities to the german language. $\qquad$
7. Many swiss speak thre or ar languages.
8. When french is sp well it is a very romantic language. $\qquad$
9. Can Matt speak ano vrite japanese? $\qquad$

## WRITE

Composf your own sentence, naming a language and people group not listed on this worksheet.

## Grammar, Usage, and Mechanics Worksheet \#61

## 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 dnac er, a natural display, a game, or something similar. An historical period refers to the amo given to a certain period of time. Don't capitalize articles ( $a, a n_{s}$ or $t h e$ ) in the middle of $\uparrow$ med events and historical periods.
Examples: My favorite period of history has to be the Middle

> Each year we celebrate the American Revolution vith a Fireworks display.

## PRACTICE

Write the proper nouns which should be capitalized in she spaes provided.

1. The covid-19 pandemic led to many deaths.

2. Many say that the wounds of the Civil war havevorealed. $\qquad$
3. The Amador County fair draws thousands of Na l les each year. $\qquad$
4. My favorite period of history has to be he reyaissance. $\qquad$
5. If the Palm Springs Desert classic i a golf tournament.
6. President Monroe's era of Goo Thelings was in the early 1800s. $\qquad$
7. I have heard that the Folsopf rodeds world-famous. $\qquad$
8. The end of world war I 1945 created different alliances.

WRITE
Write your owb sen ance with named event.


Write yd ar own sentence with an historical period.

## Grammar, Usage, and Mechanics Worksheet \#62

## 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. Althougn tel vi ion shows are underlined or italicized, specific episodes of the shows are placed in quo ationmarks.
Example: The television show, MASH, was based upon the movig title MASH.

## PRACTICE

For the movie and television titles which are not properly punatuand, write UI if they should be underlined or italicized and QM if they should be in quotati nyarks in the spaces provided.

1. My favorite episode from Little House on the Prairie is when squra befriends the Indians. $\qquad$
2. Jaws III was not as good as the original Jaws.
3. Clint Eastwood's Hang 'Em High is a perfect ex.mple of a "Spaghetti Western."
4. The Bonanza episode with the pancake-eating contest was titled The Flapjack Contest.
5. The repeats of Everybody Loves Raymon now twice nightly on the local station.
6. How many years did Modern Fand y run in prime time?
7. I'm pretty sure that The Late how vill be renewed for another year.
8. The episode of I Love Luer itle, Lucy Goes to the Hospital was highly rated.

## WRITE

Compose your own entesce in which you mention both a movie and television show. Do not use any of the orovio or television shows mentioned on this worksheet.

## Grammar, Usage, and Mechanics Worksheet \#63

## 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. Sometinnene vord magazine is part of the magazine's name. Names of journals, newsletter, antnewspapers are all underlined.
Examples: I read about the book, titled Islands in Paradise, in Nem week magazine. The author wrote an article about The New Englan wurnal of Medicine in the Los Angeles Times and on his website, Medicar whs in Review.

## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if it is wrons in the space at the end of each sentence.

1. The new book by J.K. Rowling was reviewed in eek Reader magazine.
2. Was The Adventures of Tom Sawyer a best seller?
3. My children look forward to receiving theircopies of Highlights every month.
4. Some parents in this class have a subscriy to to The Wall Street Journal.
5. The New York Times crossword is one fmost challenging crosswords.
6. If you read the Newsela magazine egutaly, you will notice the change in its format.
7. Are children still reading Roll of Thumder, Hear My Cry?
8. I looked everywhere, but coul not nd that quote in the "The Last Dance."
9. Tolkien's classic, The Fel, vshin 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 any of the books ormag ines mentioned on this worksheet.

## Grammar, Usage, and Mechanics Worksheet \#64

## 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 cla ms that the poet Richard Blanco's "My Father in English" inspired her writing.

Song medleys (collections of songs combined) and long poems, such as ades, are underlined.
Examples: I think that Paul Simon's song, "America," wat in luenced by the poem "Leaves of Grass."
Homer's long poem, The Illiad, is one that ev ryyg should read.

## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if it is wrong in the space at the end of each sentence.

1. My great-grandfather wrote "In the Shade of then Ola Tree" for his wife.
2. I know I have heard "Dance" of the "Sugarphum F iries" before.
3. Beyoncé once recorded a cover-version ranerica the Beautiful."
4. "Joyce Kilmer's Trees" still delights and rep res young poets.
5. Did Elvis record "Heartbreak Hote "when he was signed with "Sun Records?" __
6. Madonna hasn't had a good son-inco"True Colors" went platinum.
7. The scariest poem I know is E lgar Ilan Poe's The "Raven."
8. Lewis Carroll wrote "Jabbenwogky" to play with the sounds of the English language. $\qquad$

## WRITE

Compose your own enterve in which you mention both a song and poem title. Do not use any of the songs or poems in entioned on this worksheet.


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## Grammar, Usage, and Mechanics Worksheet \#65

## 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 wo ks of art are underlined when written and italicized when typed.
Examples: The wonderful play, Oklahoma, had the painting Oblahe na Skies in the first scene.
I recently read the play, Romeo and Juliet, and I juctound the artist Jo Mar's painting titled Two Children on the Internet.

## PRACTICE



1. William Shakespeare wrote many comedies, inclu ding: The Tempest, Twelfth Night, ___ A Midsummer-Night's Dream, and As You Like ${ }^{\text {Jt }}$.
2. He also wrote tragedies, including the famous Juli s Caesar.
3. Tennessee William's play, The Death of oresman, is still widely read.
4. "Of Michelangelo's sculptures, The Pié sta ds out as his best," claimed Bunny.
5. His David was sculpted from lesse quaity marble.
6. Have you ever seen a photograph of Whistler's Mother?
7. "The photograph, Sunrise, Su. set, is one of the most memorable examples of $\qquad$ time-lapse photography," sa3. Melyin.
8. Did his Breakfast of $C$ am ${ }^{*}$ ions sell at the art exhibit?

## WRITE

Compose yourown sutence in which you mention both a play and work of art title. Do not use any of the plays or vorks of art mentioned on this worksheet.


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## Grammar, Usage, and Mechanics Worksheet \#66

## 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 aneat 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, Black Beauty, is an American classic-espectially me chapter titled "An Old War Horse."

## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if it is wrongin the spate at the end of each sentence.

1. Rudyard Kipling's "Captains Courageous" tells the tale on bored and lonely son a of a $\qquad$ millionaire who is rescued on the high seas by a smal 1 fish ng boat.
2. The most exciting chapter has to the first one, By Overboard."
3. The chapter titled A Changed Toad ends Kentrh rahame's The Wind in the Willows. $\qquad$
4. "One for All and All for One" is the bat e cry of the three French musketeers in Alexandre Dumas's classic, "The Three Mus -teers."
5. In the chapter titled "Three Duels, three exciting sword fights are described in detail. $\qquad$
6. The Merry Adventures of Robi 1rod, by Howard Pyle, tells the tales of Robin Hood, $\qquad$
Maid Marion, the Sheriff of Notinghom, Little John, Will Stutely, and Friar Tuck.
7. These characters are introduod hh the chapter, "Robin Hood Meets Little John."

## WRITE

Compose your own entenee with a book name and chapter title. Do not use any of the books or book chapters mentioned on this worksheet.


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## Grammar, Usage, and Mechanics Worksheet \#67

## 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 wrier and italicized when typed, but articles have quotation marks before and after the wricle titles.
Examples: Did you read the article, "Why We Continue," in The Na v Yorker? I read her Education Weekly blog most every week. The recont article titled "Children in Crisis" was well-researched.

## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if it is wrong in spee at the end of each senter

1. My wife read "Why Getting Hitched Is Healthy" in lost ininth's Ladies Home Journal. $\qquad$
2. I loved reading "Humor in Uniform" every mont in Reader's Digest.
3. This month's issue of California Educator featur an article titled Tuning up the Idea. $\qquad$
4. Last week's Time had an article about Lady Ona atled "Gaga on Top of the World." __
5. In the latest edition of Science, I read an artic titled Underneath the World. $\qquad$
6. Her blog had a fascinating article titled "A rime a Dozen." $\qquad$
7. Putnam's research article was feat red in the "Wall Street Journal." $\qquad$
8. On her most recent podcast, "Threa Blind Mice," Miley talks about three friends.

## WRITE

Compose your own sente nce, sting a magazine name and article in that magazine. Do not use any of the magazines or aticl s mentioned on this worksheet.
$\qquad$

## Grammar, Usage, and Mechanics Worksheet \#68

## 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 Constit tio re fuire no punctuation.
Examples: I think that his short story, "He Never Lies," may have Ben based on the secret government document known as "The Pentagon Pape
The short story, "Flowers," is one of the best. I rear obout in the report titled "Best Short Stories of 2004."

## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if it is wrons in the space at the end of each sentence.

1. In Twice-Told Tales, Nathaniel Hawthorne tell many s, ort stories such as "The Great $\qquad$ Carbuncle," "The Gray Champion," "The Wedding Kinv, and "The May-Pole of Merry Mount."
2. Richard Adams has a wonderful collectic his favorite animal stories including his $\qquad$ own "The Rabbit's Ghost Story."
3. James Herriot's short story Monty he Buy telts the entertaining story of a bull that gets the best of a veterinarian.
4. Doris Summers finished her " ake " ahoe Water Conditions" report last week.
5. The school board prepare _document titled "State of the District" and printed 200 copies.

## WRITE



Compose your own sontence with a short story title or a document title. Do not use any of the short stories or documents mentioned on this worksheet.

## Grammar, Usage, and Mechanics Worksheet \#69

## 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 appe - in spech or text.

- Place double quotation marks around speech or text that belong o sommeone else. If the speaker changes, begin a new paragraph. Always place queation ararks outside periods.
- Use single quotation marks for a quotation inside a quotation. Pu a question mark, exclamation point, semicolon, or colon that belongs to yo rmiting, not the quote, outside the closing quotation marks.
Example: He said, "I agree with Lincoln. However, yas ournation really ‘dedicated to the proposition that all men are created equal'"?
- Do not use quotation marks for indirect quotations. In irdirect quotation summarizes what someone has said.
Example: He said that she had never seen Th ntra before.
- When a quoted sentence is interrupted by onens, and is then continued in the same sentence, begin the rest of the quotation with a nwer case letter.
Example: "When," asked Mavis, "will you i jish your lunch?"


## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ in wrong in the space at the end of each sentence.

1. "I'm anxious to leave, commente ${ }^{\text {Telda." }}$
2. "What just took place? asked oober
3. "What a terrific ending tod at stry!" exclaimed Anthony.
4. "Did you hear the spe ker $s,>$ " things will never be the same asked Billy?
5. "I know," replied "ran "bu do you really want to make a big deal out of this?"

## WRITE

Write your or sentence with a quotation within a quotation.

## Grammar, Usage, and Mechanics Worksheet \#70

## FOCUS Apostrophes (Contractions)

A contraction is a shortened form of one or two words (one of which is usually a
erb). In 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 cor racions 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, thes ve, inight've, should've)
not (isn't, can't, shouldn't, wouldn't, hasn't, doesn't, aren't, NO²'t

Examples: They could've asked, but they've always wonuerer if they'll find out anyway. They should've known that they didn't ave a hance.

## PRACTICE

Label $\mathbf{C}$ if the punctuation in correct or $\mathbf{W}$ if it is space at the end of each sentence.
For all of their talk, they've rarely come to se who's playing at the club.
They havent shown up in weeks, and so the can really comment on what they dont know. $\qquad$ I will say they're in for a treat when they do me. There's a band that isn't half-bad.

They didn't hold back during their se Friday night and they wont tonight.
$\qquad$
$\qquad$
Change each of the underlined words ontractions in the parentheses which follow.

1. It is ( $\qquad$ shame that they never listen to their parents.
2. You are
 sure that you have $\qquad$ ) never seen them?
3. Where is (___ ) she going? They are (___ ) not exactly saying.
4. She is ( $\qquad$ ) happy that they had ( $\qquad$ ) left directions.

## WRITE

## Compos your own sentence or two with at least two contractions.

## Grammar, Usage, and Mechanics Worksheet \#71

## 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 dependen dar ses that have commas in very long sentences. The best way to think about a Semicold is ing it Substitutes for a comma-conjunction. Make sure that the semicolon connects phrases on lauses that have some relationship. For example, He went to town; she ran a barbershop has $n$ relationship between the clauses.
Examples: Anna showed up late; Louise didn't at all.
His disguise was picture-perfect; no one could recogize him.
Semicolons are placed to the left of (inside) ending quotatio whs.
Example: Three poems amaze me: the crazy "Bloom; the hournful "Left;" and "No."

## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if it is wron in the space at the end of each sentence.

1. Samuel went shopping; then he went out to dinner
2. The album includes these songs: the hea t-thr bbing rhythm and blues "Sawmill"; the $\qquad$ surprisingly speedy, yet soulful "Ol' Dog Brn-s;" 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 formagainst the British; the War of 1812 was also fought against them.
5. Many died in the Civil War, Nus a horrible tragedy.
6. Ellen did not prepare all; appeared not to care what would happen as a result. $\qquad$
7. Through many lonodays of loking; after many attempts and failures; despite many questions left unans rered, they finally decided to buy a home of their own.

## WRITE

Compose vour oyn sentence with a semicolon.

## Grammar, Usage, and Mechanics Worksheet \#72

## FOCUS Parentheses / Dashes

Use parentheses or dashes before and after words or ideas to explain or define the word or ideas. A dash ( - ) is longer than a hyphen ( - ).

## CONNECT TO WRITING

Information within a set of parentheses or dashes gives explanation or d fintion, but is not needed to understand the sentence. The information within the parenthes or dashes can be a word or a phrase.
Examples: Explanation The colors (green and blue) seemed po fect.
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 britth as a sentence with the period outside of an ending parenthesis.
Example: Sentence Their plan was incomplata (They really did not think it through.)

## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if itis wrgig in the space at the end of each sentence.

1. Jackie Smith 1845-1910 worked in the ome 's rights movement. You should read some of her descriptive letters the ones to Chavene.
2. That new Bed and Breakfast (it wa once a barn) is a popular rental with visitors.
3. The Nile River-the longest riv 117 he world flows 4,000 miles in Africa.
4. The daisy Chrysanthemum <eu antlemum can make a beautiful spring bouquet.
5. Thomas Jefferson (author of Declaration of Independence) seemed confused:
$\qquad$ he spoke out against the vils lilavery, but he himself owned slaves.
6. As you turn right, will n fice a yellow house-the one with a picket fence-and and its remarkable sont porch.

## WRITE

Write your ownsentence with parentheses.

## Grammar, Usage, and Mechanics Worksheet \#73

## FOCUS Apostrophes (Singular Possessives)

Use apostrophes for singular possessives.

## CONNECT TO WRITING

For a singular possessive noun (a noun showing ownership), place an apontropne at and the noun and add an $s$.

- If the noun ends in an $s$ and the $s$ has a $z$ sound, you may choos to make it a possessive by adding an apostrophe, then an $s$, or simply end with an apstrophe. Example: Charles's friend or Charles' friend
- Do not use an apostrophe before the $s$ in a simple plurd noun
- Do not use an apostrophe with a possessive prongun vori. his, hers, ours, yours, its, theirs)
Examples: Joe's skill is amazing, and so is Chris's, buwMiles' (or Miles's) skill is tops.


## PRACTICE



Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if it is wre in the space at the end of each line.
There once was a child's horse named Skity
Its upbringing definitely British.
The poor horses' tail was once yanke by seme male
$\qquad$ from Londons own Twickingdelfittish.

Th ere orce was a rose's bright bloom
Nhose fragrance invaded Mom's room
Jatures petal's will fall, and at the end of it all, $\qquad$
' beauty swept out by a broom.

## WRITE

Write two ser emes with two singular possessives.

## Grammar, Usage, and Mechanics Worksheet \#74

## FOCUS Apostrophes (Plural Possessives)

Use apostrophes for plural possessives.

## CONNECT TO WRITING

For most plural possessive nouns (a noun showing ownership), place the connafter the $s$. Example: boys' cups

Some plural possessives place the apostrophe before the $s$, if the pluma is spelled differently than the singular.

| Examples: | Singular <br> woman <br> child | Singular Possessive <br> woman's <br> child's | Plural <br> women <br> children |
| :--- | :--- | :--- | :--- |

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if it is,wry in the space at the end of each sentence.

1. Will the Firemens' Ball be held on the same wokenow last year?
2. The Smith's house is perfect for our graduation pa ty.
3. Will the puppie's food change over the rext in onth?
4. I think that the women's group meets ever, ther Tuesday at the clubhouse.
5. The Children's Crusade was led by Nichoras in response to a dream.
6. Let's watch the girls' basketballome before we go miniature golfing.
7. Have the boys' asked to borro the parents cars for the night?
8. The county restaurants' prat to pffer left-over food to the homeless were ambitious.
9. There is no doubt that work rights to health have not been fulfilled.
10. That Thompsons' frontyard needs some major clean-up if you ask me.

## WRITE

Compose yoy oms sentence with a plural possessive.

## Grammar, Usage, and Mechanics Worksheet \#75

## FOCUS Colons

Use colons to show a relationship between numbers. Also use a colon to show a re ation hip of ideas within titles or between sentences. Colons are also used at the end of an indepondent clause to introduce information to explain the clause. An independent clause has a not conaected 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 Ve se (Ounesis 32:1-13)

- Relationship between Ideas

Example: Teaching: The Lost Art

- Explanation of the Independent Clause (Don't prace coon after verbs.)
-List Example: Order this food: Senana potato chips, and hamburgers.
-Quotation Example: The teacher offered is is advice: Work smarter, not harder.
-Explanation Example: She did a wond erfur thing: She let him do what he wanted.
-Rule Example: This is the mo imp rtant rule: Keep your hands to yourself.


## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}^{\text {fit }}$ it wrong in the space at the end of each sentence.

1. I need the following items: toothpa te, a wothbrush, a comb, and soap.
2. The magician performed a trick- Itwasmore of a miracle.
3. The philosopher Santayana co nme ted upon the value of history, Those who fail to learn from history: are dound to repeat it.
4. I play these works: "A a an Fugue," "Suite in D Major," and "The $3^{\text {rd }}$ Symphony."
5. Only one fact remains t. tb hgs never happen as planned.
6. She knew the Gal den Rule; Do unto others as you would have them do unto you.
7. The principal's wles were posted: Be Kind, Share with Others, Don't Touch.

## WRITE

Compos you own sentence with a colon to introduce a list.

## Grammar, Usage, and Mechanics Worksheet \#76

## 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 essyy 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 for ed from the first letters or groups of letters of words. Acronyms are pronounced ws woids. It is becoming common practice to drop periods in well-known acronyms,
Examples: Do you know your Z.I.P. code?


## PRACTICE

Fill in the blanks with the correct initials, abbreviations, o acronyms.

1. The abbreviation for time Before Christ is written $\qquad$ .
2. The time after noon is called Post Merid an a $d$ is written as $\qquad$ .
3. Additional information at a letter's end is c.aled a postscript and is written as $\qquad$ .
4. The National Aeronautics and Spacu Administration is an acronym known as $\qquad$ .
5. $\qquad$ dive s use a self-contained underwater breathing apparatus.
6. When Ms. Bean married Mr. Iores, she took on his last name and became $\qquad$ Jones.
7. The abbreviation for eremp ratia is $\qquad$ , which means for example.
8. The abbreviation or enetera is $\qquad$ , which means and so forth.
9. Five and one-ha'f writen as a decimal would be $\qquad$ .

## WRITE

Write yg ar onen sentence with an abbreviation, initials, and an acronym.

## Grammar, Usage, and Mechanics Worksheet \#77

## 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 writ on specific nouns and vivid verbs to build emotion or surprise. Only use one exclan ation point. They may be placed at the end of exclamatory sentences or after words, phrases, © clauses.

Examples: Exclamatory Sentence
Word / Phrase / Clause

The decision really shock ned
Wow! How amazingly she only knew!

## PRACTICE

Label $\mathbf{C}$ if the punctuation is correct or $\mathbf{W}$ if it is wrongin the spee at the end of each 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 a on't like N.B.A. basketball!
6. Did he do it? I can't believe it!!!
7. How surprising! When did Tom fif d out.
8. And no one knew about it?

$\qquad$
$\qquad$

$\qquad$
$\qquad$
9. Stop in the name of the law, ru hove the right to remain silent! $\qquad$
10. How awful! No one has the riglt to act that way. $\qquad$
11. He came out of retire nent play one more year! Imagine that.

WRITE
Compose your ows sentence with an exclamation point.


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# Grammar, Usage, and Mechanics Worksheet Answers 

Grammar, Usage, and Mechanics Worksheet \#1 Practice Answers

John Francis, Beatrice, Nebraska, World War II, Chicago, Southwestern Chief, Los Angeres,
Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollyw od, John,
Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern
California, G.I. Bill, Cum Laude, Business, Social Science, Southern Califorper, Ianite 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, fans room
thing: food, toy, rock, lamp stand, grandfather clock
Grammar, Usage, and Mechanics Worksheet \#3 Practiee Ancivers
"Hello," said Susan.
"Is this the owner of the car for sale?" the caller aks
"It, is I I," replies Susan. "Who is calling?"
"The one paying you full price for your car. My nane is Marcy. What's yours?"
"Susan," she says. "But let me get my husband Actu mly, he is selling his car, not mine.
"Suit yourself, says Marcy. Put him on the phono
Grammar, Usage, and Mechanics Work heet \#4 Practice Answers
Which One? these, that, this, those, cr rtain
How Many? twenty-story, most, dozen, few, thousands
What Kind? juicier, muddy, naver, spi y, loud

## Grammar, Usage, and Mec.anics, Worksheet \#5 Practice Answers

I know (mental) that he ad ru (physical) a full mile before, but he might be (state of being) too tired right now. He did wik shy sical) a mile yesterday.

Grammar, Usage, nd Méchanics Worksheet \#6 Practice Answers
What Degree: mostry, less, mainly
How: slowly carernly, easily
Where: everywhere, nearby, here
When: of en, one o'clock, later


## Grammar, Usage, and Mechanics Worksheet Answers

## Grammar, Usage, and Mechanics Worksheet \#7 Practice Answers

to [flag], of [United States], of [America], to [republic], for [which], $\underline{\text { under [God], }}$ with [liberty], for [all], in [schools], throughout [America], over [heart], on [flag], [co ntry]

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 Ansueers
Before, because (since, as), when, Although (Even though), Since (In spite of)

Grammar, Usage, and Mechanics Worksheet \#10 Practicesig vers and, either, or, whether, or, Neither, nor, Both

## Grammar, Usage, and Mechanics Worksheet ${ }^{+11}$ Prac ice Answers

traveler, Tasco, cathedral, Guadalajara, city, one, Mexico City, trip, an experienced traveler
Grammar, Usage, and Mechanics Worksheet +i2 Practice Answers
running 28 miles + the marathon, Track fan + asual spectators, Basketball + ice-hockey, The "Dream Team" + the United States ho toan These two popular events + the track-and-field contests

Grammar, Usage, and Mechan cs W orksheet \#13 Practice Answers
Ice cream + [has pleased], ic, cream + [is], treat $+[$ has $]$, Rocky Road + [delights], $\underline{\text { nuts }}+\underline{\text { marshmallows }}+[m$ cause], double-scoop $+[$ tastes $]$, Eating ice cream + [can be]

Grammar, Usage, and Meclan cs Worksheet \#14 Practice Answers
$\underline{\text { works }}+[\text { stand }]_{+}+[$a remembered $], \underline{\text { description }}+[$ entertains $]+[$ informs $]$,
one + [will learn] - [wnil understand], novel + [teaches $]+$ [preaches],
hero $+[$ strugglac $]+$ wiumphs $]$, Debbie walked into the room, sat down in the chair, and heaved a sigh os relief.

Gramm r, osage, and Mechanics Worksheet \#15 Practice Answers

1. impe tive 2. exclamatory 3 . interrogative 4 . declarative

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## Grammar, Usage, and Mechanics Worksheet Answers

## 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 outsíc to play.
2. Tonight we celebrate a special young lady, whose achievement is sposial.

Grammar, Usage, and Mechanics Worksheet \#18 Practice Aswers
After the sun set, the campers roasted marshmallows, ard Jow he told a campfire story. Since the captain had a beard, he knew the sailor, and the sol or ad not recognize him. Although he knew better, he could not teach her, because he just would not listen.

## Grammar, Usage, and Mechanics Worksheet \#1) Prac ice Answers

Options: Running down the hill, I saw her. I saw her anning down the hill. Finally, (any subject then predicate) the reason mele t.
The playground seems to be covered with
Grammar, Usage, and Mechanics Worksíu t \#20 Practice Answers

1. Jonathan seemed very selfish. He no er shared with the other children.
2. Ms. Clements always prepared wen for her lesson plans, and (so) the results paid off. Option: Ms. Clements always pr pare well for her lesson plans; the results paid off.
3. Nicco enjoyed video gamt playng only after completing his chores.

## Grammar, Usage, and Mech nics Worksheet \#21 Practice Answers

The women in the clgm costur es must be she $\underline{\mathrm{PN}}$ and her mother. We $\underline{S}$ didn't recognize them at first, but at, east I $\underline{s}$ asked, "Who were they PN?" Sue and he $\underline{S}$ arrived at the party earlier than I $\underline{A}$, but no one came as early as she $\underline{A}$.

## Grammar, Usage, and Mechanics Worksheet \#22 Practice Answers

He told thon DO after him OP. He had wanted to tell us $\underline{I}$ first, but when came to see me $\underline{I}$, I said the the strould tell him IO the news before me $\underline{\mathrm{OP}}$. He had not given it $\underline{\mathrm{IO}}$ much thought.

Science of Reading Intervention Program: Assessment-based Instruction

# Grammar, Usage, and Mechanics Worksheet Answers 

Grammar, Usage, and Mechanics Worksheet \#23 Practice Answers

I told them myself IP because Patty would not tell them herself IP. Patty never tho ght of anyone but herself RP. When Patty first asked me herself IP, I said, "You should tel the what you did before they find out themselves RP." 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 Answes

1. who 2 . whose 3 . that 4 . which 5 . Whom

Grammar, Usage, and Mechanics Worksheet \#26 Reaction Answers

1. Each watches her own television show. 2. Everyon eex ept James and Pete helps me on the work project. 3. Both of them are ready for a vacat 1. 4. fter they go to the movies, several go out for dessert. 5. Neither gives us much hope that our 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 remember their lines 2. oreat deal is known about television actors.
2. Fewer vegetables are better than my. 4.Some of candies taste like they are stale.

Grammar, Usage, and Mechan cs orksheet \#28 Practice Answers

1. He has carefully listed his easons for the purchase. 2. Paid a large amount for her services, the woman was happy to help. S. Bu. 1 by Native Americans, the caves were interesting. 4. They have never tried to sell ar or heir artwork.

Grammar, Usage, a~Mechzaics Worksheet \#29 Practice Answers

1. Waiting for the trat the young man paced impatiently. 2. He was expecting the train to arrive on time. 3. After cating his parents, the boy decided to cancel the ticket and come home.
2. Mostly, bu not lyays, he will be travelling by jet from now on.

Grammansage, and Mechanics Worksheet \#30 Practice Answers

1. Paula ronoved the backpack from her desk. She placed the backpack on the floor. (From her des Phila removed the backpack and placed it on the floor.) 2. I ate only the fresh vegetables.

## Grammar, Usage, and Mechanics Worksheet Answers

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
2. more ridiculous 5. more (less) suspiciously 6. more (less) sus ectud 7. more (less) nervously

Grammar, Usage, and Mechanics Worksheet \#34 Practicd Answers

1. most considerate 2. least specifically 3. most carefilly most understood
2. most simply 6 . least frequently

Grammar, Usage, and Mechanics Worksheet \#ar Prac ice Answers
was LV; had HV told; were $\underline{H V}$ going; did HV not to $n \underline{\text { LV }}$; to be LV; would $\underline{H V}$ not have $\underline{H V}$ lied; felt LV; had HV; would HV be LV; seems LV should HV find

Grammar, Usage, and Mechanics Work heet $\ddagger 36$ Practice Answers

1. permission 2 . possibility 3 . requir ment 4. need 5. expectation 6 . ability
2. advice

Grammar, Usage, and Mechan cs Worksheet \#37 Practice Answers

1. Penny helped at the senior ceste after school. 2. Cowboys roped and branded their cattle.
2. That radio station play a ar my favorite songs. 4. Tamesia touched her left cheek every time she raised her hand $n$ clas.

Grammar, Usage, nd Mrechanics Worksheet \#38 Practice Answers

1. Larry was enjoymo the beautiful sunsets at the beach. 2. They were expecting a lot of money for their used car. 3. Her friends were sleeping in the living room when the fire alarm sounded. 4. Rosie was oing to the movies.

## Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet \#39 Practice Answers

1. The class had already started when the student walked in tardy.
2. I had known by Tuesday that last weekend's game would be canceled.
3. They had shared their feelings about riding skateboards without helmets.
4. By the time I had arrived, Louis had already begun painting the back of th

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 sow moves on."
4. I always want my own personal size pizza.

Grammar, Usage, and Mechanics Worksheet \#41 Proctic. ns wers

1. Phoebe is listening to the teacher as she works.
2. I am running down the street to the end of the bloc when I see my friend.
3. Nina and Berta are giving money to help those weed guring the holiday season.
4. Our teammates are practicing a lot for the first amon our season.

Grammar, Usage, and Mechanics Worksheen \#42 Practice Answers

1. Esmerelda has developed a fantastic we site.
2. The ladies have reunited in the same place continue their friendship once every year.
3. The storm has threatened to strike incenast night.

Grammar, Usage, and Mechan an orksheet \#43 Practice Answers

1. I will leave school at two clocnior a dentist appointment.
2. I will talk to my friends, but the just won't listen.
3. You will ask for the mole tar's autograph.
4. Computer games will row my re and more important to kids.
5. We will hope that the varatig can continue.

Grammar, Usage, and Mechanics Worksheet \#44 Practice Answers

1. We will be cum ing the mile in P.E. today.
2. I will be thking of you as you celebrate your birthday.
3. Danya and Dawla will be watching the movie tonight.
4. They vill bovolunteering every weekend at the shelter.


## Grammar, Usage, and Mechanics Worksheet Answers

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 Answes

1. Joe and Mandy, our debate leaders, thought we had a good chanca
2. Johnny Mingo, the Australian cowboy, rode his horseoff at the sunset.
3. Searching for answers, Louis Pasteur, the famous saientis carfied on.
4. Jim, the butler, served their last meal.
5. Kim and Tom, our two friends, left the concert ear
6. The wonderful teacher, Ms. So, shared the slide vith h r students.
7. The author has just completed his latest book, The L.
8. That song, "The Swan," lasts six minutes.

Grammar, Usage, and Mechanics Worksiee \#48 Practice Answers

1. Jane, Mike, and Ray pulled the car off to thes side.
2. Along the road an old car, two bror mstroks, 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,
5. Blue, green, and yellow are $m$ favg ite colors.
6. They ordered eggs, bacon ind wireat toast for breakfast.
7. Mr. Burt called on one of the following students: Jaime, Marta, or Frank.

Grammar, Usage, and Iech in cs Worksheet \#49 Practice Answers

1. Whenever the gir s callod, 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, neycalled the player to check his availability.

## Grammar, Usage, and Mechanics Worksheet Answers

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 \#\& Prac ice Answers

1. Neither he wanted to face the problem, nor did she yant to deal with that challenge.
2. In order that all people would have the same hande, they decided to draw numbers.
3. Raymond sent a message to his cousin, bate message was returned unopened.

Grammar, Usage, and Mechanics Worksin t \#53 Practice Answers
Left Letter-Dear Ralph, ...Yours truls
Right Letter-To Whom It May C nloun, ... Sincerely,
Grammar, Usage, and Me anicsworksheet \#54 Practice Answers

1. Around the corner she an to a large, angry dog.
2. If I didn't know better I woily guess that the tired, old woman was not going to leave her house.
3. The funny green, haracwer said, "I'm crazy, silly, and full of energy."
4. Unless I'm mistako the usual cloudy, gray morning will change to afternoon sun and wind.
5. The book is creat ve, surprising, delightful, and completely entertaining.


## Grammar, Usage, and Mechanics Worksheet Answers

## 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 Neyad
3. The girls said they lived at 123 Oak Avenue in Paris, North $C$ rolina.
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 Pontugat.
7. They travelled out west to see the Grand canyon.

Grammar, Usage, and Mechanics Worksheet $\#$ Prac ice Answers

1. I hear that the Alex Theater has been completely modeled.
2. Bill Gates helped invent the Windows Operaning ystem.
3. Ryan once climbed the stairs to the top 9 Sim Sears Tower.
4. Have you vacationed in Yosemite Nati hal Pa rk?
5. Mr. Newton was appointed sponsor of the rench Club.
6. I attended first Presbyterian Churc 1 for ree years.
7. Did you kiss the Blarney Stone who you went to Ireland?
8. Kenny walked across the Gold 110 te Bridge.

Grammar, Usage, and Mew anicsworksheet \#58 Practice Answers

1. On the first Thanksgiyng, Pilgrims and Native Americans had a feast.
2. I'm sure that February $19^{\text {th }}$ j residents Day this year.
3. Will we have cherrunie at th $4^{\text {th }}$ 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. holiday is celebrated only in the United States.
6. If Thursday wis not work for you, how about Wednesday?
7. I got marri a on Flag Day, which is on June $14^{\text {th }}$.
8. The Chint e say that this is the Year of the Dog.
9. The Feost of Inleavened Bread is a Jewish holiday.
10. Doe Santareally come down the chimney on Christmas Eve?


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## Grammar, Usage, and Mechanics Worksheet Answers

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 Practic Answrs

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 Riy
4. I think that she speaks Portuguese.
5. The Afrikaner language is based on Dutch and Engnin.
6. The Swedish language has similarities to the Gern gn language.
7. Many Swiss speak three or four languages.
8. When French is spoken well, it is a very omantic language.
9. Can Matt speak and write Japanese?

Grammar, Usage, and Mechanics V orkseet \#61 Practice Answers

1. The Covid-19 pandemic led to ntary deaths.
2. Many say that the wounds of ne Ci il War have never healed.
3. The Amador County Fain raws trousands of families each year.
4. My favorite period of history to be the Renaissance.
5. If the Palm Springs De ert Classic is a golf tournament.
6. President Monroe's E a of Io dd Feelings was in the early 1800s.
7. I have heard that the Forsom odeo is world-famous.
8. The end of Worl WarII in 1945 created different alliances.

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## Grammar, Usage, and Mechanics Worksheet Answers

## Grammar, Usage, and Mechanics Worksheet \#62 Practice Answers

1. My favorite episode from "Little House on the Prairie" is when Laura befriends the ndians. 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 lacals 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 I Love Lucy titled "Lucy Goes to the Hospital" Was hishly rated. QM

## Grammar, Usage, and Mechanics Worksheet \#63 Practice Ar swe

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 $\boldsymbol{H}_{\mathrm{o}}$ lights every month. C
4. Some parents in this class have a subscription to The woll Street Journal. W
5. The New York Times crossword is one of the mos errenging crosswords. C
6. If you read the Newsela magazine regularly, you ill ngtice the change in its format. W
7. Are children still reading Roll of Thunder, HeakMy $\sqrt{ }$ y? 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 Rins wo an Academy Award. W

Grammar, Usage, and Mechanics Work heet $\ddagger 64$ Practice Answers

1. My great-grandfather wrote "In the Shad of the Old Apple Tree" for his wife. C
2. I know I have heard "Dance of the "ygarplum Fairies" before. W
3. Beyoncé once recorded a cove vorion of "America the Beautiful." $\mathbf{C}$
4. Joyce Kilmer's "Trees" still d lights and inspires young poets. W
5. Did Elvis record "Heartban Howl" when he was signed with Sun Records?
6. Madonna hasn't had a good sudy since "True Colors" went platinum. C
7. The scariest poem I kn wh. Edgar Allan Poe's "The Raven." W
8. Lewis Carroll wrote " abbe wy cky" to play with the sounds of the English language. W

## Grammar, Usage, and Mechanics Worksheet Answers

## Grammar, Usage, and Mechanics Worksheet \#65 Practice Answers

1. William Shakespeare wrote many comedies, including: The Tempest, Twelfth Nght, 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. y
4. "Of Michelangelo's sculptures, The Pieta stands out as his best," claimed Bunn \% 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, Sunrise, Sunset, is one of the most memorable exam les of time-lapse $\mathbf{W}$ photography," said Melvin.
8. Did his Breakfast of Champions sell at the art exhibit? W

Grammar, Usage, and Mechanics Worksheet \#66 Practicd Answers

1. Rudyard Kipling's Captains Courageous tells the tale or bored and lonely son a of a W millionaire who is rescued on the high seas by a small fissing boat.
2. The most exciting chapter has to the first one, "Bo Orerbord." C
3. The chapter titled "A Changed Toad" ends Kentt Gral ame's The Wind in the Willows. W
4. "One for All and All for One" is the battle cry of tho riree French musketeers in W

Alexandre Dumas's classic, The Three Musketeers.
5. In the chapter titled "Three Duels," three excing word fights are described in detail. C 6. The Merry Adventures of Robin Hood, by vard Pyle, tells the tales of Robin Hood, C Maid Marion, the Sheriff of Nottingham, ittle J phn, Will Stutely, and Friar Tuck.
7. These characters are introduced in the charer, "Robin Hood Meets Little John." W

Grammar, Usage, and Mechanics Worksheet \#67 Practice Answers

1. My wife read "Why Getting H tcher Is Healthy" in last month’s Ladies Home Journal. W
2. I love reading "Humor ins hiform every month in Reader's Digest. C
3. This month's issue of Califon ia Educator features an article titled "Tuning up the Idea." W
4. Last week's Time had "1 at icle about Lady Gaga titled "Gaga on Top of the World." C
5. In the latest edition of Scien ve I read an article titled Underneath the World. C
6. Her blog had a fascinating art cle titled "A Dime a Dozen." C
7. Putnam's researcl artice was featured in the Wall Street Journal. W
8. On her mostrecent nodcast, "Three Blind Mice," Miley talks about three friends. C

## Grammar, Usage, and Mechanics Worksheet Answers

## Grammar, Usage, and Mechanics Worksheet \#68 Practice Answers

1. In Twice-Told Tales, Nathaniel Hawthorne tells many short stories such as "The Great C 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 iug his $\mathbf{C}$ own "The Rabbit's Ghost Story."
3. James Herriot's short story, "Monty the Bull," tells the entertaining stoworabyl that gets $\mathbf{W}$ the best of a veterinarian.
4. Doris Summers finished her "Lake Tahoe Water Conditions" report las 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 Aswers

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 Anthonv. C
4. "Did you hear the speaker say, 'things will never b tir same?" asked Billy. W
5. "I know," replied Max, "but do you really want make a big deal out of this?" C

## Grammar, Usage, and Mechanics Worksheet \#70 Dractice Answers

For all of their talk, they've rarely chto to see who's playing at the club. C They haven't shown up in weeks, and so they ca 't really comment on what they don't know. W I will say they're in for a treat when thev do ume. There's a band that isn't half-bad. C
They didn't hold back during their se Friday night and they won't tonight. W

1. It is (It's) a shame that they ne ens sten to their parents.
2. You are (You're) sure that you have (you've) never seen them?
3. Where is (Where's) she g'ig? Mry are not (They're) not exactly saying.
4. She is (she's) happy that the boll (they'd) left directions.

Grammar, Usage, and Mech in cs Worksheet \#71 Practice Answers

1. Samuel went shol ping; shen he went out to dinner. C
2. The album ifclude 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 taugh espenish at home by a tutor; that's how I learned the language. W
4. The Revor tionary War was fought against the British; the War of 1812 was also fought $\mathbf{C}$ against thom
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. Thrgigh many long days of looking; after many attempts and failures; despite many $\mathbf{C}$
que tons left unanswered, they finally decided to buy a home of their own.

## Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet \#72 Practice Answers

1. Jackie Smith (1845-1910) worked in the women's rights movement. You should read W 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. C
3. The Nile River-the longest river in the world-flows 4,000 miles through Afica W
4. The daisy (Chrysanthemum leucanthemum) can make a beautiful spring b uquet.
5. Thomas Jefferson (author of the Declaration of Independence) seemed nontused. 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 apicke fence-and $\mathbf{C}$ its remarkable front porch.

Grammar, Usage, and Mechanics Worksheet \#73 Practice As swers
There once was a child's horse named Skittish, C Its upbringing definitely British. $\mathbf{C}$ The poor horse's tail was once yanked by some male $\mathbf{W}$ from London's own Twickingdelfittish. W

There once was a rose s bright bloom $\mathbf{C}$ Whose fragrance invaded lom's room $\mathbf{C}$ Nature's petals will far and at the end of it all, W Life's beauty swor ov by a broom. W

Grammar, Usage, and Mechanics Work heet $\ddagger 74$ Practice Answers

1. Will the Firemen's Ball be held on he same weekend as last year? W
2. The Smiths' house is perfect for ou oraduation party. W
3. Will the puppies' food change vor the next month? W
4. I think that the women's grou mee severy other Tuesday at the clubhouse. C
5. The Children's Crusade leavy Nicholas in response to a dream. C
6. Let's watch the girls' basketoll game before we go miniature golfing. C
7. Have the boys asked to 00 ow their parents' cars for the night? W
8. The county restaurant 'play s o offer left-over food to the homeless were ambitious. $\mathbf{C}$
9. There is no doubt that workers rights to health have not been fulfilled. W
10. That Thompsons frontyard needs some major clean-up if you ask me. C

## Grammar, Usage, and Mechanics Worksheet Answers

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 $\mathbf{W}$ to learn from history are doomed to repeat it.
4. I play these works: "Aria and Fugue," "Suite in D Major," and "The $3^{\text {rd }} \mathrm{S}$ mph n ." $\mathbf{C}$
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 o untoyou. W
7. The principal's rules were posted: Be Kind, Share with Others, ©on't souch. C

Grammar, Usage, and Mechanics Worksheet \#76 Practice Arswes,

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 Work heet $\ddagger 77$ Practice Answers

1. Run! Don't walk. W
2. She helps a lot. What a treasure!
3. He is very talented. Such amatig reativity! C
4. How shocked he was! I guess he di n't know. C
5. What excitement! If you th't hre that, you don't like N.B.A. basketball! C
6. Did he do it? I can't believe $v y$
7. How surprising! When dia Tom find out? C
8. And no one knew abo tit. Ho y crazy! C
9. Stop in the name of the raw! ou have the right to remain silent. W
10. How awful! No ne has the right to act that way. C
11. He came oft of rotirement to play one more year. Imagine that! W


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## Heart Words and Phonics Games

The Heart Words and Phonics Games have been designed to help students pr actice 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 varenss activities

## Directions

1. Print the Heart Word and Animal Cards on cardstock.

I recommend letting the experts at office supply stores pwint, a d 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 car cutters. Ask for business card boxes with your print order. Tell the associate to set the priy mis to "Actual Size," and check the color and margins of a printed sample before placing you order
2. Pass out the Heart Word and Animal Cards and ex lain the directions when students are playing a new game.

## Heart Word and Animal Card Games

Green Hearts: The teacher displays a green short vowel card from the Animal aror on the projector, board, or table. Students draw cards from the Heart Word Cards that h the vowel sound.
$\square$ Circle the Spellings: Students select unknown Heart Word Cards from their neart Word Assessment and circle the non-phonetic spellings in pencil. The teacheshecks and students correct if necessary. Then students use a crayon or colored Fencil o shade in the non-phonetic spelling.

Match the Sound: The teacher displays a green short vowel carc from the Animal Cards on the projector, board, or table. Students draw cards from the Meart Word Cards to match the vowel sound.
$\square$ Make 'em Legal: Students select an unknown Heart Word Gard from the Heart Word Assessment and place it on the desks or tables. Sfude ts as the Animal Cards to form the phonetic pronunciation of the word.
$\square$ Sort the Hearts: Sort unknown Heart Word Gands from the Heart Word Assessment by their vowel sound-spellings.
$\square$ Write on the Cards: The object of this gan is to help students understand why each Heart Word breaks one or more of the phonic rules. Identifying why the Heart Words have irregular parts helps students form on the code-breaking portion of the word. To identify the troublesome letters, stu dents draw hearts over the irregular sound-spellings on the cards and write how the Hear wrd should be spelled, according to the spellings on the Animal Cards, below the wod rhymes on the cards. For example, the Heart Word, should, has a short /u/ sound "d a silent "l." The word should be spelled "shud" or "shood."

## Animal Card Games

Concentration: Divide students into groups of four or five. Two students select nes Animal Cards, shuffle, and place face down on a table or the carpet. Note that a desk vill be too small for two sets of cards. Players take turns turning two cards face- $p$ to imd and collect matches. If a match is found, the player must point to picture and sa the inal name and sound to pick up the cards. If no match is found or the student doesrrt say the name or sound, the cards are turned over and the next player selects. $y$..ner of the game has the most matches.

Names and Sounds: Students spread out the Animal Cards face ap 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 thincard.
Round 3 The teacher says a name or a sound; students vi $k$ up nd show the card.
$\square$ Names, Sounds, and Spellings: Students spread out ne Annmal Cards face up and in order on their desks or tables.
Round 1 The teacher says a name or a sound; tudents prek up and show the card.
Round 2 The teacher says a spelling (include blann): students pick up and show the card.
Round 3 The teacher says a name, sound, or s elim g ; students pick up and show the card.
Bingo: Students pick any 25 of the Animal Can and shuffle this deck. Students arrange these cards on desks or tables in 5 rows x 50 lumns, except for a student that the group appoints as Reader. The Reader picks the car from the top of the deck and says the animal name, sound, or spelling and ments turn over the corresponding card, etc. The first student turning over 5 in a row norize ntally, vertically, or diagonally says "Bingo!" and wins the game. Spread the cards 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 ards. For the first round, players draw three cards from the top of their shuffled $\delta$ ecks, place them horizontal (left to right) on the desk or table, and rearrange the cards it hev spell a word.

For the rest of the reunds, players draw and play one card per turn, but they can rearrange their cards at any ime form and re-form words. Players can add cards onto existing words to form ve tical (u) and down) words. When players have finished going through the Animal Credeck, the game ends and players count the number of cards they used to form words o declare the winner.
$\square$ Compounds Students spread out the yellow $r$-controlled vowel cards and the purple vowel lean cards face up on their desks or tables; the teacher says a word with two of these rowel sounds. Students pick up and show the corresponding cards.
Eyomples: starter, newborn, author, power, afternoon, bloodhound, cowgirl, marshal, f sunder, boomtown, cowherd, sisterhood, footstool, gooseberry, screwball, harpoon, twirler, asteroid, hoopskirt, schoolbook, literal, moonflower, directory, overcooks, aterproof, border, armor, daughter, dirtier, harbor, darker, powder, newsboy, usework, tutor, normal, broiler, brutal, overall, turmoil, eternally, bluebird, saucer

Pick from the Pot: Students take out binder paper. The group appoints a Reade to elect a vowel card and a black consonant card, which are laid side by side on a desk $r$ table. Students write as many words as possible within one minute, using the soun as of poth of the cards and any other letters. The student with the most words is the winn er for that round. Choose two more cards and play again!

What's Missing: The teacher chooses a word and spreads out the Ar imal Mrds which spelling that word, face up on the projector, board, or table with 1 carcmssi g. Students say the sound and identify the card that is missing. The teacher a ads the missing card to the word.

Scrabbled: The teacher selects a long word and displays itacardson the board, projector, or table. Students form that same word in the center on ir dests or tables. Students add on as many words as possible to the long word within 5 mrutes in "scrabbled" format. The winner uses the most letters. Thus a "str" counts as

Boggle the Mind: The teacher selects 25 Anims Card (mixed vowels and consonants) and displays these cards on the board, projector or mble in a $5 \times 5$ grid of 25 cards. Students take out binder paper and write as $n$ any $y$ ords as possible within 3 minutes from the horizontal, vertical, or diagonal plat men . Shuffle and recreate the grid so students can play again.

## Alphabet Card Games



## Syllable and Morphological Awareness Lessons

Learning to divide words into parts helps speed students speed up the process of decod ng. O ace the basic phoneme (speech sounds) are mapped to common spellings, students imprye reading automaticity by learning to recognize common syllables by sight. Additionally, kn wing 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 i u shell, a morpheme is defined as a meaningful word or word part which cannot be dimner. There are two types of morphemes: free and bound. A free base is a morpheme that sta nds itsown as a word, for example, view. A bound base is a morpheme that cannotstanc its own as a word, for example, vis. Prefixes and suffixes are bound morphemes, for exarple, pre in preview and it in visit, and so must be connected to free or bound bases.

Recent studies have demonstrated that morphological awareness ha a significant impact on reading ability (Gottardo, Mirza, Koh, Ferreira, and Javier, 2015, 2018; Zhang and Ke, 2020).

Additionally, lack of morphological awareness is highly corrested with reading difficulties and seems to be related to both word recognition and languge camprehension (Duke and Cartwright, 2021).

In the following lessons, students will learn the key villable rules and how they affect syllable division and recognition. The teacher teaches ruls and helps students blend multi-syllabic words, syllable by syllable. Students practice the rure and syllable division with a worksheet.

Additionally, these worksheets will introdue ading intervention students to derivational influences and patterns in our languag . ridentw will learn and practice vowel and consonant shifts and accent shifts as one word arphs into another related word. For example, students will analyze word cousins such as méd/in míd/i/cal, méd/i/cine, me/dí/ci/nal, me/di/cá/tion.

Each lesson also includes a Struc Word Inquiry exercise to build words from one of the lesson's bound bases. The teaker displays the Structured Word Inquiry box on the whiteboard, which includes the bound he and definition. Students brainstorm prefixes, suffixes, and other bound bases from the W rd Par Bank to add to the bound base, and the teacher writes these on the whiteboard. Students each newly constructed word in unison, and the teacher asks the students to provide genterses using the word.

Note that while drtionaries divide syllables by sound for proper pronunciation, the following activities gene ${ }^{11} \mathrm{l}$ keep bound bases, prefixes, and suffixes as their own syllables. The purpose of syllable di ision practice is to improve reading, spelling, and pronunciation, not to adhere strictly to syllasle 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 yo ar hat ofrom left to right underneath the words on the display. Slide under each syllable as studen ay ne syllable. Next, slide underneath the whole word as students say the word.
3. Tell students to divide the words into syllables, according to therule, vith / marks and write the accent mark $\left({ }^{\prime}\right)$ above the primary vowel accent. Model one or the sylmble divisions.
Students complete the rest on their own.
4. When most students have finished, display the answers and ect students to self-correct.

## Structured Word Inquiry

1. The teacher displays the Structured Word Inquiry bon whiteboard, which includes the bound base and a few word part hints.
2. Students identify prefixes, suffixes, and other hass fro the Word Part Bank to add to the bound base, and the teacher writes these on the whtwoar 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 sellin rule tips at the bottom of the page.

Syllable Worksheets
Students complete and self-correct the orresponding lesson worksheet.

## Instructional Sequence Answers Following)

1. Closed Syllables
2. Open Syllables
3. Consonant-Final e Sy Pable
4. Vowel teams Syll
5. $r$-controlled Syl bles
6. Double Consonant Syllables
7. Inflected Ending Morphemes
8. Schwa Syl ables
9. Consonant " le" Morphemes
10. Vow 1 Pranunciation Shift
11. Con onant Pronunciation Shift
12. Anent Shift
13. 
14. 
```
fixes
```

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## Closed Syllables Blending and Division \#1

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually shert. Tb s 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 / markind write the accent mark ( ${ }^{\prime}$ ) above the primary vowel accent.

## 1. napkin

2. pencil
3. picnic
4. contest
5. atlas
6. plastic
7. monster
8. $\operatorname{tr} m$ et

9. fantastic
10. magnet
11. quintet
12. pumpkin
13. cactus
14. Indget
15. bandit
16. insult
17. hundred
18. insect
19. actress
20. locker
21. frantic

Structured Word Inquiry \#1


Th slilng of some prefixes often changes to match the first letter of the base to make pronumation easier. For example, "sub" and "sup," "con" and "com," "at" and "ad."

## Closed Syllables Worksheet \#1

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually shcrt. Tbs pattern is called a closed syllable. The syllable following begins with a consonant. Examples: mas/cot, bas/ket

Word Jumbles Directions: Unjumble these words in the spaces provided. Can fullydivide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the prim ly, vowel accent.

1. padnik
2. aaitfatsc
3. wcdsnhai
4. tbstcrua
5. uinpmpk

Nonsense Words Directions: Carefully divide these monsense words into syllables with / marks, according to the syllable rule.
6. 1atchlen
7. camblund
8. restbilt
9. thichestel
10. bodiflent

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


## Open Syllables Blending and Division \#2

Open Syllable Rule: A vowel at the end of a syllable (CV) usually has a long vowel s und. 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 / markwnd write the accent mark $\left({ }^{\prime}\right)$ above the primary vowel accent.


Structured Word Inquiry \#2


Word Part Bank
anti (against)
sphere (roand, area) gen (type)
scope (tesee) nic Yto harm)
graph (writing)
(o)me (a complete set) y (when, how, like)
sym (with)
(t)ic (relating to)
ology (the study of)

La gy ag's have different sounds. When English borrows word parts, connecting letters may be adied or dropped to make pronunciation easier. For example, "fran(t)ic" and "log(t)ic."

## Open Syllables Worksheet \#2

Open Syllable Rule: A vowel at the end of a syllable (CV) usually has a long vowel s und. Thi pattern is called an open syllable. The syllable following begins with a consonant. Example: be/low

Word Jumbles Directions: Unjumble these words in the spaces provided. Cas fullydivide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the prim ls, vowel accent.

1. opoth
2. msyli
3. biefree
4. hyprot
5. atspyr


Nonsense Words Directions: Carefully divide these vonsense words into syllables with / marks, according to the syllable rule.
6. glowly
7.triplay
8. msshilee
9. $\operatorname{tradyby}$
10.strilubea

Book Search Direĉions: Find four two-syllable words that have open syllables for each word part.
$\qquad$
p. $\qquad$

## Consonant-Final e Syllables Blending and Division \#3

Consonant-Final $\boldsymbol{e}$ Syllable Rule: The silent final $e$ makes the vowel before a long scund, 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 $\left({ }^{\prime}\right)$ above the primary vowel accent.

1. basement
2. scenery
3. lively
4. lonely
5. release
6. misused
7. received
8. bridegroom
9. compote
10. obese
11. hateful
12. decode
13. glided
14. muting

17 romaze
20. supremely
23. midwife
26. excitement
3. fadiry
6. compete enshrine 12. misquoted
15. salesman
18. bakery
21. dining
24. dispute
27. dislocated

Structured Word Inquiry \#3


Th "d" suffix says the short /e/ vowel sound after bases ending in " $t$ " or "d. For example, hate.".and "dreaded."

## Consonant-Final e Syllables Worksheet \#3

Consonant-Final $\boldsymbol{e}$ Syllable Rule: The silent final $e$ makes the vowel before a long scund, only one consonant sound is between the two (VCe). Example: late/ly.

Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully urvide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the pinaryevowel accent.

1. nheesirn
2. eevericd
3. ceryesn
4. omoedbgirr
5. sdetiloacd

Nonsense Words Directions: Carefully divide the ntwsense words into syllables with / marks, according to the syllable rule.
6. plamement
7.1itesine
8.streeblete
9. anesplume
10.ronebrutef

Book Search Direc ons, Fina four silent final $e$ words.
Book Titles:


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## 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 $\left(^{\prime}\right)$ above the primary vowel accent.

1. supervision 2 . throughout
2. eyebrows
3. ointment
4. weighty
5. receipt
6. cheapskite
7. wooden
8. greatest
9. deathlike
10. fruitful

## 17. between

20. mischief
21. friendship
22. fewest
23. 


cautiousness
12. boastful
15. undergoes
18. rainfall
21. spraying
24. sleighing
27. keystroke

Structured Word Inquiry \#4


Amerigan Inglish favors the "z," while British English prefers the "s." Use the suffix "ible" if t e bas' has a soft / $\mathrm{c} / \mathrm{or} / \mathrm{g} /$ sound (reducible, legible), after an "ss" (admissible), or after ahou. 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 urvide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the pinaryovewel accent.

1. yhurlog
2. lgishegin
3. spahceteka
4. ueogdnrse
5. toisuylacu


Nonsense Words Directions: Carefully divide the ntwsense words into syllables with / marks, according to the syllable rule.
6. steathent
7. taisween
8. clowlief
9.troiblein
10. boughlawzl

Book Search Direc ons.Fina four two-syllable words that have vowel teams in one of the word parts.
p._-p._-
$\qquad$ p._p. $\qquad$

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## 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/- 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/rime, 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 / mancid vrite the accent mark $\left(^{\prime}\right)$ above the primary vowel accent.

1. argument 2. artistic 3.aurglar
2. perspiration
3. erratic
4. admirer
5. circumvent
6. surname
7. tornado
8. format
9. terrah
10. firmly
11. absurd
12. erroneous
13. argently
14. sulfur
15. stirring
16. squirming
17. enomous
18. immortal
19. murmur
20. curtain
21. charmer
22. uncertainty

Structured Word Inquiry \#5


Th "cd" suffix is pronounced as $/ \mathrm{t} /$ after unvoiced sounds such as $/ \mathrm{t} /, / \mathrm{p} /, / \mathrm{k} /, / \mathrm{f} /, / \mathrm{ch} / \mathrm{l} / \mathrm{s} /$, $/ \mathrm{sh} /$, m/th/. 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 syllabld The changes the pronunciation of a connected vowel. Examples: One sound $/ \mathbf{r} /-$ 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/rirg, cheer/ful Two sounds /oo/- tour/ist, pure/ly; Three sounds /our/- hour/ly

Word Jumbles Directions: Unjumble these words in the spaces provided. Conefll divide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ abov the nrimary vowel accent.

1. canrtui
2. uusflr
3. uricevment
4. roetrrste
5. agtetred


Nonsense Words Directions: Carefully di re hese nonsense words into syllables with / marks, according to the syllable rule.
6. 1arclun
7. senterment
8. slanbirge
9. orshambe
10. dourleelter

Book Search Pisections: Find four two-syllable words which include an $r$-controlled vowel. Book Titles:


## Double Consonant Syllables Blending and Division \#6

Double Consonant Syllable Rule: When two consonants come between two vowels it a wodd, divide the syllable between the consonants. Exceptions: Don't divide between the censontants of a digraph ( $c h, s h, w h, t h$ ) and usually keep blends together e.g., $b l, b r, s w$. Only ser arate Inding "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 / mancid vrite the accent mark $\left({ }^{\prime}\right)$ above the primary vowel accent.

1. extended
2. sincerely
3. important
4. starvation
5. stopping
6. typhoid
7. stutter
8. sluggishly
9. forgotten
10. admitted
11. kidnapped
12. starring
13. discussed
14. madnes 25. shipment
15. substantal
16. peanstress
17. imprinted 20. splitting
18. gladden
19. presentation
20. astonished
21. fitness
22. stirring
23. hiccupped

Structured Word Inquiry \#6


## Double Consonant Syllables Worksheet \#6

Double Consonant Syllable Rule: When two consonants come between two vowels if a wo d, divide the syllable between the consonants. Exceptions: Don't divide between the centironts of a digraph ( $c h, s h, w h, t h$ ) and usually keep blends together e.g., $b l, b r, s w$. Only ser arate inding "ed" suffixes from their roots when the roots end in $d$ or $t$. Examples: din/ner, com/mit/ted, latch/key con/fessed.

Word Jumbles Directions: Unjumble these words in the spaces provided. C.andll divide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ abov the rimary vowel accent.

1. nitrasrg
2. escosdisd
3. trgooftne
4. edaitmtder
5. pcucihpde


Nonsense Words Directions: Carefully di re hese nonsense words into syllables with / marks, according to the syllable rule.
6. dewapping
7. ettenbond
8. strimmied
9. thrunnerd
10. c loggest

Book Search Piections: Find four words which have double consonants before the suffix. Book Titles:


## Inflected Endings Blending and Division Worksheet \#7

Inflected Endings Syllable Rule: Inflected endings change the grammar or add to the nean hg 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 / markind write the accent mark ( ${ }^{\prime}$ ) above the primary vowel accent.

1. radios
2. rodeos
3. superheroes
4. diskette
5. possessed
6. misbehavior
7. midwives
8. buddies
9. monkeys
10. eyebrows
11. couches
12. infatuatod
13. actress
14. neighborhood
15. repulsion
16. mutation
17. furious
18. wisdom
19. unkindest

Structured Word Inquiry \#7


As vi/h Fnglish homonyms, Greek and Latin word parts often have multiple meanings. For . $n$ mple, 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 nean hg of a word. English has very few inflected endings compared to most other languag Examples: wait - wait/ing, read - read/er (one who reads)

Word Jumbles Directions: Unjumble these words in the spaces provided. Can fullydivide the words into syllables with / marks. Then, write the accent mark ( ${ }^{\prime}$ ) above the prim ry, vowel accent.

1. sotivruu
2. esospsesd
3. tmaiutno
4. ryebeows
5. nvtienor


Nonsense Words Directions: Carefully divide these monsense words into syllables with / marks, according to the syllable rule.
6. mitchled
7. custlest
8. yeltonment
9. whithant
10. toluntstrie

Book Search Direcions: Find four words that have different inflections.
Book Titles

## Schwa Syllables Blending and Division \#8

Schwa Syllable Rule: Unaccented vowel sounds frequently have the schwa sound, esfeciall when there is only one letter in the syllable. All vowels can have the schwa sound. The sorwa makes a long /ŭh/ sound. Examples: a/lárm, com/mít The schwa can also make a sort/lh/ or /i/ sound. Examples: cúr/tain, gál/lon

Directions: Divide the words into syllables, according to the rule, with / ma ks an livrite the accent mark $\left(^{\prime}\right)$ above the primary vowel accent.

1. about
2. preparatory
3.mountain
3. kitten
4. cemetery
5. easily
6. galloping
7. welcone
8. applicable
9. mathematic
10. discovery
11. wonderful
12. rebre entative
13. natural
14. persecute
15. invisible
16. melody
17. deliberately
18. symphony
19. traveling

Structured Word Inquiry \#8


## graph (writ@)

norm (thepatlern)
_el chute (therall)
meter (measure)
leg Ylaw)
lyze (dissolve, set free)
se (apart) dox (idea, belief) ate (showing, full of) al (relating to) able (able)

We of en combine more than one prefix, base, or suffix in a word. For example, "incomplete" has in. 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, esfeciall when there is only one letter in the syllable. All vowels can have the schwa sound. The sernwa makes a long /ŭh/ sound. Examples: a/lárm, com/mít The schwa can also make a sort/ h/ or /i/l sound. Examples: cúr/tain, gál/lon

Word Jumbles Directions: Unjumble these words in the spaces provided. arefu ly divide the words into syllables with / marks. Then, write the accent mark $\left({ }^{\prime}\right)$ above the pirar vowel accent.

1. agdairm
2. mocwlee
3. egneiner
4. ecemytre
5. tapenrrseetiev

Nonsense Words Directions: Carefully divide thes nonsense words into syllables with / marks, according to the syllable rule.
6. kerlion
7. atendous
8. commestrious $\chi$
8. commestr
9. bustainly
10. dowman


Book Search Diftetions: Find four words which include the schwa: two in the first syllable and two in the secondsyltable.

## Book Titles:



## Consonant-"_le" Blending and Division Worksheet \#9

Consonant-"le" Syllable Rule: A suffix syllable ending with a consonant-"le" has a s ort schwa sound (a nasal short u ) between the consonant and the "le" ending. The $e$ is Examples: can/dle, pim/ple

Directions: Divide the words into syllables, according to the rule, with / markind write the accent mark $\left({ }^{\prime}\right)$ above the primary vowel accent.

1. handle
2. hassled
3. humble
4. single
5. paddling
6. circling
7. bgatle
8. toggle
9. cradle
10. uncle
11. encircle
17.sample
12. trifling
13. fabled
14. triangle
15. purple
16. measles
17. trickled
cattleman
18. unbuckled
19. gentlemen
20. reshuffle

Structured Word Inquiry \#9


Let ers other than $a, e, i, o$, and $u$ can serve as vowels. For example, the "l" can serve as the yow ceound 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 s ort schwa sound (a nasal short ŭ) between the consonant and the "le" ending. The $e$ is Examples: can/dle, pim/ple

Word Jumbles Directions: Unjumble these words in the spaces provided. Ca fullydivide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the prim II, vowel accent.

1. upprel
2. cuselm
3. heldna
4. dldinpag
5. etlsetemnt

.


Nonsense Words Directions: Carefully divide these wonsense words into syllables with / marks, according to the syllable rule.
6. musgle
7. 1atleman
8. punblemant
9. awfletine
10. yasslely

Book Search Direáions: 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 r spe ling between related words. Example: ex/plain (The "ai" has a long /ā/sound) - ex/pla/ra/tion (The $a$ has a short /ă/ sound)

Directions: Divide the words into syllables, according to the rule, with / markend terite the accent mark $\left(^{\prime}\right)$ above the primary vowel accent.

## 1. compete

 2. competitive4. repeating
5. repetitive
6. hypnotize
7. hypnotic
8. repetitious

## 3. hypnosis

11. metallis
12. extremity
13. local
14. Macanty
15. dining
16. insanity
17. pleasant 21. pleasing
18. presime
19. defining
20. presumption
21. definition
22. recite

Structured Word Inquiry \#10


## Vowel Pronunciation Shift Worksheet \#10

Vowel Pronunciation Shift Syllable Rule: Vowel sounds may change pronunciation r spe ling between related words. Example: ex/plain (The "ai" has a long /ā/sound) - ex/pla/ra/tion (The $a$ has a short /ă/ sound)

Word Jumbles Directions: Unjumble these words in the spaces provided. Ca fullydivide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the prim ly, vowel accent.

1. periteagn
2. epteiirtev
3. noitpeitir
4. gnneidfi
5. iiifedntno


星
Nonsense Words Directions: Carefully divide these monsense words into syllables with / marks, according to the syllable rule.
6. quatize
7. quatic
8. quating
9. quated
10. quatly

Book Search Directions: Find four words which have vowels that change in pronunciation between related wrds.


## Consonant Pronunciation Shift Blending and Division \#11

Consonant Pronunciation Shift Syllable Rule: Consonant sounds may change pronu ciatign 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 / mark and write the accent mark $\left(^{\prime}\right)$ above the primary vowel accent.


Structured Word Inquiry \#11


Spe Il able" as the suffix if the base has a hard /c/ or/g/ sound (despicable, navigable), after a fre .

## Consonant Pronunciation Shift Worksheet \#11

Consonant Pronunciation Shift Syllable Rule: Consonant sounds may change pronu ciatign among related words.
Example: public (The $c$ has a /k/ sound) - pub/li/cize (The $c$ has a /s/ sound)
Word Jumbles Directions: Unjumble these words in the spaces provided. CaA fully divide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the prim vowel accent.

1. tiplocis
2. opniltciai
3. amgci
4. olpyic
5. iamgenia


Nonsense Words Directions: Carefully divide the nonsense words into syllables with / marks, according to the syllable rule.
6. undefit
undefirial
7. antcide

8.1 uttege luttegial
9. otdarnal
ondyarninal
10. attic


Book Search Dire ions: Find four words which have consonants that change in pronunciation between related words
$\qquad$


## Accent Shift Blending and Division \#12

Accent Shift Syllable Rule: Accent placements sometimes change between related wd ds. 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 / mark*nd write the accent mark $\left({ }^{\prime}\right)$ above the primary vowel accent.

1. moment
2. momentous
3. abstraction
4. abstract
5. biological
6. biology
7. electric
8. electricit
9. allergy
10. allersic
11. connervation
12. magnet
13. tranquil
14. tranquility
15. photography 18. photograph
16. prevjaw
17. irgunious
18. injury
19. democracy

Structured Word Inquiry \#12


## Accent Shift Worksheet \#12

Accent Shift Syllable Rule: Accent placements sometimes change between related wo ds. All words have one syllable that has a primary accent on its vowel sound.
Example: én/er/gy - en/er/gé/tic
Word Jumbles Directions: Unjumble these words in the spaces provided. Caw fullydivide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the prim II, vowel accent.

1. ilralegc
2. llyrgea
3. tociven
4. nvcciiootn


Nonsense Words Directions: Carefully divide the nons nse words into syllables with / marks, according to the syllable rule.
5. palric
6. tr is erve
7. nuquel
palricity
8. dowter
9. clasten
10. telical
nuquelity
d wterious
colsten acy
Qlicism
Book Search Direcions: Find four words which have accents that change in pronunciation between related mrds.

Book Title
$\qquad$
p. $\qquad$
$\qquad$ p.

## 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 / marksind write the accent mark ( ${ }^{\prime}$ ) above the primary vowel accent.

1. antidote 2. community
2. inactive
3. immobile
4. superman
5. irritant
6. middle
7. unsanitary
8. cooperate
9. convention
10. resurgence
11. energetic
12. understand

17:.prescription
14. de Initely 15 . foreword
18. overview
21. transport
24. prosper
26. misleading 27 . collects

Structured Word Inquiry \#13


En a wgrd with "ance", "ancy", or "ant" if the base before has a hard /c/ or/g/ sound (vacan), arrogance) or if the base ends with "ear" or "ure" (clearance, insurance).

## Prefix Worksheet \#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

Word Jumbles Directions: Unjumble these words in the spaces provided. Ca fullydivide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the prim II, vowel accent.

1. umnycmoit
2. lilegla
3. cstpepiirron
4. gnsditiuihs
5. noictoven

6. noictoven

Nonsense Words Directions: Carefully divide these monsense words into syllables with / marks, according to the syllable rule.
6.contile
7. repense
8. prepert
9. anpertate
10.forekettan

Book Search Direat ions: Find four words that have different prefixes.
Book Titles

## Suffix Blending and Division \#14

Suffix Syllable Rule: Suffixes are word parts at the ending of a word that change the $n$ eanin s of the base word or incomplete root, change the grammar, or change the function of th wort. Some words have two suffixes. Examples: print/ed, care/ful/ly

Directions: Divide the words into syllables, according to the rule, with / markind write the accent mark $\left({ }^{\prime}\right)$ above the primary vowel accent.

1. disable
2. terrific
3. enkelope
4. automobile
5. eventful
6. expensive
7. immunity
8. rarity
9. perestrians
10. onion
11. adventurous
12. courteous
13. cautious
14. relationa

15. careless
16. creation
17. ambition
18. profess

Structured Word Inquiry \#14


Word Part Bank
al (relatindyo) _le (tool) estr (in Charge of) (o)meter (i)cure (to take care of) er (anewwo)
(i)ent est ex

(connected to) (away from) (two) (process, result) (condition of)

En a/wgrd with "ence", "ency", or "ent" if the base before has a soft /c/ or /g/sound (mas aifcent, 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 $n$ eanin b of the base word or incomplete root, change the grammar, or change the function of thert. Some words have two suffixes. Examples: print/ed, care/ful/ly

Word Jumbles Directions: Unjumble these words in the spaces provided. Ca fullydivide the words into syllables with / marks. Then, write the accent mark $\left(^{\prime}\right)$ above the prim 11 , vowel accent.

1. ertrfic
2. ygrmrain
3. csaererhse
4. ediouslci
5. veelnoep

Nonsense Words Directions: Carefully divide these monsense words into syllables with / marks, according to the syllable rule.
6. quitchable
7. endmonious
8. 1evutional
9.startrian
10. pantlity

Book Search Direcions: Find four words that have different suffixes.

## Syllable and Morphological Awareness Answers \#1

## Closed Syllables


subtract, subtraction, contract, contraction, piract, protraction, tractor, distract, distractor, retract, retraction, detract, attract, attr ctive, unatractive

Word Jumbles
(1) kíd/nap
(2) fan/tás/tic
(3) sánd/wich
(4) sub/tráct
(5) púmp/kin

Nonsense Wofds
(6) latch/len
(7) cam/blû
(8) rest/bilt
(9) thich es/ter
(10) bod/r /let


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## Syllable and Morphological Awareness Answers \#2

## Open Syllables

| 1. lá/zy | 2. phó/to |
| :--- | :--- |
| 4. é/go | 5. í/vy |
| 7. té/pee | 8. de/cáy |
| 10. slów/ly | 11. pa/yée |
| 13. zé/ro | 14. pá/stry |
| 16. có/coa |  |
| 19. re/plý |  |
| 22. shá/dy | 20. há/lo frée/bie |
| 25. tá/sty |  |
| 23. de/ný |  |
| Structured Word Inquiry |  |

antibiotic, biography, biosphere, biome, biog ic, bioscope, symbiotic, autobiography, bionic, biology

Word Jumbles
(1) phó/to
(2) slí/my
(3) free/bie
(4) tró/phy
(5) pá/stry

Nonsense Wofds
(6) glow/ly
(7) ti/play
(8) mu/shillse
(9) tra/d / $/ \mathrm{by}$
(10) stri/r.bea

## Syllable and Morphological Awareness Answers \#3

Consonant-Final $e$ Syllables

| 1. báse/ment | 2. o/bése |
| :--- | :--- |
| 4. scé/ner/y | 5. háte/ful |
| 7. líve/ly | 8. de/códe |
| 10. lóne/ly | 11. glí/ded fá/ding |
| 13. re/leáse | 14. mú/ting fé/male |
| 16. mis/úsed | 20. su/préme/ly |
| 19. re/céived | 23. míd/wife |
| 22. bríde/groom | 26. ex/cíte/ment |
| 25. cóm/pote | 24. en/sı́néne |
| Structured Word Inquiry |  |

locate, locater, dislocate, dislocated, local, lo rly, 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

Nonsense Wofds
(6) plame/me it
(7) lite/sine
(8) stree/bbate
(9) anes plume.
(10) rone arute/ful

## Syllable and Morphological Awareness Answers \#4

Vowel Teams Syllables

| 1. sú/per/vis/ion | 2. through/óut | 3. áw/ful |
| :---: | :---: | :---: |
| 4. éye/brows | 5. óint/ment | 6. cáu/tioy |
| 7. hów/ling | 8. wéigh/ty | 9. áf/tornou |
| 10. róugh/ly | 11. re/céipt | 12 bóas ${ }^{\text {a }}$ (ful |
| 13. róo/ster | 14. chéap/skate | /der/góes |
| 16. wóo/den | 17. be/twéen | /fall |
| 19. gréa/test | 20. mís/chief | 21. spráy/ing |
| 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 revise, revised, revision, division, divisible, visit, revisit, visualize, television, televise, dvisu

Word Jumbles
(1) róugh/ly
(2) sléigh/ing
(3) chéap/skate
(4) un/der/góes
(5) cáu/tious/ly

Nonsense Wofds
(6) steath/len
(7) tais/ween
(8) clow/linf
(9) troi/s lein
(10) boug/lawz/ly

## Syllable and Morphological Awareness Answers \#5

$r$-controlled Vowel Syllables

| 1. ár/gu/ment | 2. ár/tis/tic | 3. er/rá/tic |
| :--- | :--- | :--- |
| 4. per/spir/á/tion | 8. súr/glar |  |
| 7. cír/cum/vent | 11. ter/ráin |  |
| 10. fór/mat | 14. úr/gent/ly |  |
| 13. ab/súrd | 17. cíg/ar/ette |  |
| 16. er/ró/ne/ous | 20. hér/der |  |
| 19. stir/ring | 23. vír/tu/al |  |
| 22. squír/ming |  |  |
| 25. e/nór/mous | 26. im/mor/tál |  |
| Structured Word Inquiry |  |  |

inspire, inspired, inspiration, transpire, transped, perspire, perspired, perspiration, aspire, aspired, aspiration, respiration, consp re, conspiracy, dispirit, spirit, spiritual

Word Jumbles
(1) cúr/tain
(2) súl/fur
(3) cír/cum/vent or cir/cun/ve t
(4) tér/ror/ist
(5) tár/get/ed or tár/gelted

Nonsense Wofds
(6) larc/lun
(7) sen/ter/nh nt
(8) slan/binge
(9) or/sh am/be
(10) dourkeel/ster

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## Syllable and Morphological Awareness Answers \#6

Double Consonant Syllables

admit, admitted, transmit, transmitted, permis ormitted, intermittent, remit, remitted, commit, committed, recommit, recommitted, commsment, 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


Nonsense Words
(6) de/wap/p p
(7) et/ten/hand
(8) strin $/ \mathrm{mied}$
(9) thrunmard
(10) clgg/gest

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## Syllable and Morphological Awareness Answers \#7

## Inflected Ending Morphemes

| 1. rá/di/os | 2. dis/kétte | 3. vír/tu/ous |
| :---: | :---: | :---: |
| 4. ró/de/os | 5. pos/séssed | be/b |
| 7. sú/per/he/roes | 8. ún/der/ta/king | be/y |
| 10. míd/wives | 11. wrít/ten | 12 néred ${ }^{\text {bor }}$ |
| 13. búd/dies | 14. mí/cro/scope | . N/púl/sion |
| 16. món/keys | 17. Míd/dle/ville | 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, onpulsive, manipulate, stipulate

## Word Jumbles

(1) vír/tu/ous
(2) pos/séssed
(3) mu/tá/tion
(4) éye/brows
(5) in/vén/tor

Nonsense Words
(6) mitch/led
(7) cust/lest
(8) $\mathrm{yel} / \mathrm{ton} / \mathrm{r}$ nt
(9) whith/ont or whi/thant
(10) to/l int/stried or tol/unt/stried

## Syllable and Morphological Awareness Answers \#8

## Schwa Syllables

| 1. a/bóut | 2. pré/par/a/to/ry | 3. móun/tain |
| :---: | :---: | :---: |
| 4. kít/ten | 5. cém/e/te/ry | 6. mís/chie |
| 7. éa/si/ly | 8. en/gi/néer | 9. vé/b |
| 10. gál/lo/ping | 11. wél/come | es |
| 13. ap/plí/ca/ble | 14. rep/re/sén/ta/tive | /tu/ral |
| 16. math/e/má/tic | 17. dí/a/gram | pér/se/cute |
| 19. dis/cóv/er/y | 20. i/mág/i/nar/y | 21. in/vís/i/ble |
| 22. wón/der/ful | 23. sóph/o/mo | 24. mél/o/dy |
| 25. de/lí/ber/ate/ly | 26. sým/pho/ny | 27. tráv/el/ing |
| Structured Word Inquiry |  |  |

paragraph, paralyze, paranormal, separate, pardox, parallel, parachute, parameter, paralegal, parable

Word Jumbles
(1) dí/a/gram
(2) wél/come
(3) en/gi/néer or en/gin/é
(4) cé/me/ter/y or cém/e/er/y
(5) re/pre/sén/ta/tive oneprre/sén/ta/tive or re/pre/sént/a/tive or rep/re/sént/a/tive

Nonsense Wofds
(6) $\mathrm{kerl} / \mathrm{ion}$
(7) a/dend/o or a/den/dous
(8) $\mathrm{com} / \mathrm{p}$ or $/$ trilous
(9) mus/ ain/ly
(10) downan

## Syllable and Morphological Awareness Answers \#9

Consonant-"le" Morphemes

1. hán/dle
2. hás/sled
3. húm/ble
4. púr/ple
5. pád/dling
6. cír/cling
7. tóg/gle
8. crá/dle
9. ún/cle
10. en/cír/cle
11. méa/sles
12. bót/tle
13. sám/ple
14. trí/fling
15. fá/bled
16. trí/an/gle
17. tríc/kled
18. cát/tle/l an
19. 1

92 tíchish
15. stot/tle/ment
18. stí/fle
21. un/búc/kled
24. gén/tle/men
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/iv g
(5) sét/tle/ment

Nonsense Wofds
(6) mus/gle
(7) la/tle/mat
(8) pun/bloman
(9) aw/fe/tine
(10) yas/s $/ \mathrm{lly}$


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## Syllable and Morphological Awareness Answers \#10

Vowel Pronunciation Shift

1. com/péte
2. re/péa/ting
3. hýp/no/tize
4. hyp/nó/tic
5. mét/al
6. ex/tré/mi/ty
7. ló/cal
8. dí/ning
9. in/sán/i/ty
10. pléas/ant
11. pre/súme
12. de/fí/ning
13. me/tál/lic
14. ex/tréme
15. lo/cál/i/ty
16. re/ci/tá/tion

## Structured Word Inquiry

infinite, finite, infinity, define, definire, 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/tí/tion or rep/e/t
(4) de/fí/ning or de/f $1 / \mathrm{mmg}$
(5) de/fi/ní/tion or fli/ní/tion or de/fin/î/tion

Nonsense Words
(6) quat/tize
(7) quat/cosqua/tic
(8) quat ng or qua/ting
(9) quatlea r qua/ted


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## Syllable and Morphological Awareness Answers \#11

## Consonant Pronunciation Shift

1. crít/ic
2. crít/i/cize
3. méd/i/cine
4. méd/i/cal
5. pól/i/tics
6. $\mathrm{pol} / \mathrm{i} / \mathrm{t}$ í/cian
7. re/sígn
8. síg/na/ture
9. e/léc/tion
10. e/léct
11. vé/hi/cle
12. ve/hí/cu/lar
13. con/démn
14. bén/e/fit
15. con/dem/ná/tion
16. ben/e/fí/cial
17. di/víde
18. mág/ic
19. di/ví/sion
20. cól/lege
21. ma/gí/cian
22. prác/ti/cal
23. col/lé/gi/al
24. prác/tice

## Structured Word Inquiry

elect, electable, collect, collectable, le cture, ineglect, elector, election, reelect, select, selective, elective, dialect

Word Jumbles
(1) pó/li/tics or pól/i/tics
(3) má/gic or mág/ic
(4) pó/li/cy or pól/is
(5) $\mathrm{ma} / \mathrm{gí} / \mathrm{cian}$

## Nonsense W rds

(6) un/de 11 l
(7) ant/ de
(8) lytiteg
(9) $\mathrm{ot} / \mathrm{ar}$ nal or ot/darn/al
(10) atic
un/de/fi/cial
ant/ci/di/sion
lut/te/gi/al or lut/teg/i/al or lut/te/gial ot/dar/ni/nal at/li/cian
3. cri/tíque


al

## Syllable and Morphological Awareness Answers \#12

## Accent Shift

1. mó/ment
2. $\mathrm{ab} /$ strác/tion
3. bi/o/lóg/i/cal
4. e/léc/tric
5. ál/ler/gy
6. con/sérve
7. mág/net
8. trán/quil
9. pho/tóg/ra/phy
10. pré/view
11. in/júr/i/ous
12. dém/o/crat
13. mo/mén/tous
14. áb/stract
15. bi/ól/o/gy
16. e/lec/tríc/i/ty
17. al/lér/gic
18. con/ser/vá/tion
19. mag/nét/ic
20. tran/quíl/i/ty
21. phó/to/graph
22. pre/víew/ing
23. ín/jur/y
24. de/móc/ra/c

## Structured Word Inquiry

democrat, democratic, undemocratic bureaucrat, bureaucratic, aristocrat, aristocratic, plutocrat, theocrat, theocratic, democratize, demonacy, 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
(6) trílse ve
(7) nú/q el
(8) dów/ten
(9) llástén
(10) $14 / \mathrm{cal}$
pal/rí/ci/ty
tri/ser/vá/tion
nu/quél/i/ty
dow/tér/i/ous
clas/tén/a/cy or clas/té/na/cy te/lí/ci/sm

## Syllable and Morphological Awareness Answers \#13

| 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 |
| 7. im/mó/bile | 8. en/er/gét/ic | 9. nón ${ }^{\prime}$ |
| 10. sú/per/man | 11. un/der/stánd |  |
| 13. ir/ri/tant | 14. déf/i/nite/ly | /wor |
| 16. míd/dle | 17. pre/scríp/tion | /v |
| 19. un/sán/i/tar/y | 20. sém/i/cir/cle | 21. tráns/por |
| 22. co/óp/er/ate | 23. dis/tín/gui | 24. prós/per |
| 25. con/vén/tion | 26. mis/léad/ing | 27. col/lécts |
| Structured Wor |  |  |

transport, transportable, export, proportion, in ort, importable, importance, support, supportable, opportunity, deport, deportation, depd tabla

Word Jumbles
(1) $\mathrm{com} / \mathrm{mú} / \mathrm{mi} / \mathrm{ty}$ or com $/ \mathrm{m}$ úri $1 / \mathrm{ty}$
(2) il/lé/gal
(3) pre/scríp/tion
(4) dis/tín/guish
(5) con/vén/tion

Nonsense Wofds
(6) con/tile
(7) re/pense
(8) pre/p
(9) an/p r/tate
(10) fore/sat/ta/ny

## Syllable and Morphological Awareness Answers \#14



## Executive Function Skills

Some reading researchers place significant importance regarding the impact of executi function skills on reading ability. Dr. Nell Duke has even suggested the possibility fupurang Dr. Scarborough's famous reading rope graphic with executive function skill arrov s surr)unding 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. co nitive flexibility, inhibitory control, working memory, planning, an atintional control... EF skills also contribute to reading ability indirectly, throug 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 ski/are the primary cause of reading difficulty."

As a reading specialist, I might not be quite as effusive in ex oll ins the merits and critical importance of EF skills on reading development; however, EF sk 1 l certainly play a role, especially with respect to reading intervention (e.g., Mekwy-Lowåg \& Hulme).

The Executive Function Skill lessons have been sis 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 Procrastinatin
3. How to Set Goals
4. How to Develop a Pos tive My ntal Attitude

Organization and ime Management
5. How to Create a Home Study Environment
6. How to Ge Or anized for Homework
7. How to Conplete a Daily Review
8. How to Manase 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 Strategy
26. How to Memorize with the Linking St ategy
27. How to Memorize with the Catch Worv Stategy
28. How to Memorize with the Catch cenence Strategy
29. How to Memorize with the Loca on Strategy

## Essay Writing

30. How to Dissect a Writing ?rompt
31. How to Write a Thesis stement
32. How to Avoid Errors in W ring Style
33. How to Follow Essay Wva in, Rules
34. How to Write an ESScuy Introduction
35. How to Write at Essay Body Paragraph
36. How to Writ en Essay Conclusion

Listening an Note-taking
37. How 10 Factice Active Listening
38. Ho to Take Notes
39. Hoy to Organize Cornell Notes
40. He w 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. roduge the format to your students, and model one of the lessons.

1. Students complete the 5 question Personal Asess ment and add up their point totals. Tell students to read the results and think about Nno her the results accurately reflect their knowledge and practice of the skill they are about to arn. ach assessment is an important preview of the study skill that follows.
2. Read the Executive Functions Les on crefully and follow directions. Take the time and make the effort to learn this skill. Mâ marginal annotations in the blanks spaces to respond to the lesson.
3. Complete the Reflection. The form the same for each lesson, but each lesson requires different responses. Have ye parm or teacher review and discuss the lesson with you.

Marginal Annotations 1 Im rove Reading Comprehension

1. Write definitions provid $d$ in the text or those which you research.
2. Star main id eas and bullet point key details. List and number examples.
3. Write aqquesion 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-t ATI the author's idea, and questions.
5. Sum arize reading sections.
6. Connec welated ideas within the text with arrows, and comment on connections to other t xt on mources, including relevant personal experiences.
7. heite specific predictions and check as you continue reading.
dighlight textual evidence which you may use in a related assignment or in class di cussion of the reading.

## How to Get Motivated Self-Assessment

1. To get motivated to do something I don't want to do, I just get started and don't stop until it's done.
2. I set goals for myself to get motivated to accomplish tasks that I don't want to do.
3. When I reach my goals, I celebrate my achievements.
4. I try my best, even on tasks that I don't want to do.
5. I get expert help to show me how to accomplish tasks which I feel unmotivated to complete.

## Results

23-25 You know the all key strategies that a Now you to motivate yourself to do things that you do not want to do.

20-22 You know most of the key rate ies that allow you to motivate yourself to do things that you do not

17-19 You know some of the Nev strategies that allow you to motivate yourself to do things that you do not ant to do.

13-16 You know fe of the key strategies that allow you to motivate yourself to do things that do mot want to do. Knowing these strategies will get you motivated
$<13$ You donat kno the key strategies that allow you to motivate yourself to do thing that you do not want to do. Knowing these strategies will get you metivated.

Already Knc w: What I already know about getting motivated is $\qquad$
$\qquad$
Wanteg Ryow: What I want to know about getting motivated is $\qquad$

The Science of Reading Intervention Program: Assessment-based Instruction ©2022 Pennington Publishing
MSUC

## How to Get Motivated Lesson \#1

It's easy to get motivated to do something you enjoy. If your parents announce lans go out to your favorite restaurant, it isn't hard to get excited about that doing that tark. However, it's harder to get motivated to do something that you do not enjoy. If your parents nnoufce plans to go to visit your least favorite relative, it is hard to get excited about doing than task. The trick is to learn how to self-motivate to accomplish the things that you do tenpy. Learning and applying the steps of The Motivation Cycle will help you ach eve yor goals and feel good about your accomplishments. Fill in the blanks in the graphic as yourad nis lesson.


Feel $\qquad$ about rea hing your goal

## Step 1 Practice

The only way to get motivated to complet a tas is by starting on that task through effective practice. Effective practice means to dehings epeatedly the right way. To find out what the best practice is and how to do it, you need o consult an expert. Teachers, parents, or friends who are successful at the task can be excellent onaches. 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 ju t 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 omewor' all year in Math, it will take some time to improve your grade and catch up on mis ing skills. If you do not experience achievement after a reasonable amount of time, ask foPhelp and adjust your practice. Michael Jordan made the varsity the next year.

## Step 3 Satisfacion

Once you start yperiencing achievement, you start feeling good about yourself and your accompl shmuts. In fact, this sense of personal satisfaction, that is connected to the goal, will increase our motivation to continue practicing. When people sense that there is a "pay-out," they wy continue to work well. I'd say Michael Jordan must have felt plenty of satisfaction with his ee sol al achievements, and I'd say that he probably did not mind the continued practice.

V/BUC

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my who..
8. This is how and when I willewluate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Prevent Procrastination Self-Assessment

1. I avoid procrastination (postponing work).
2. I know why I procrastinate.
3. I start projects immediately when they are assigned.
4. If I skip a day working on a long-term project, I double-up work the very next day.
5. Before beginning work on long-term projects, I divide up tasks and write them down.

## Results

23-25 You know all the strategies tohelp you prevent procrastination.

20-22 You know many of the strategiesto help you prevent procrastination.

17-19 You know some f the trategies to help you prevent procrastination.

13-16 You know of the strategies to help you prevent procrastination. Learn the procrastir ation prevention strategies to help you get started and complete projects.
$<13$ You on \& now the strategies to help you prevent procrastination. Learn the prockstination prevention strategies to help you get started and complete projects.

Already Kno What I already know about how to avoid procrastination is $\qquad$

Want fo Know: What I want to know about how to avoid procrastination is $\qquad$

## How to Prevent Procrastination Lesson \#2

To avoid procrastination, learn how to develop a Procrastination Prevention lan. Remember what adults always say? "Procrastination means to put off until tomorro whar you could be doing today." Of course, they are right, but do you know the strategies to leveldp a plan that will help replace your bad habits with good ones? Here is a workable plan with tre strategies to help you learn how to avoid procrastination.
But first, take a moment to figure out why you are procrastinating. People usunv. pr scrastinate for one of these reasons:

1. "I don't want to do it." The goal may be difficult and take significât 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 int 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 ais make you want to get started.
3. "I might fail or succeed." You might be reminded of onast "ilure or even a past success which creates future expectations.
4. "It's someone else's responsibility or fault." Phwi g the blame game can certainly prevent you from taking personal responsibility and action.

Which reasons listed above are the ones that influenc you to avoid getting started on long-term school projects, extra-curricular (outside of cohoor commitments, or family responsibilities? List a few of your recent procrastinations ad id ntify which of the reasons above were most responsible for your delays in getting starte on the projects.


To avoid procrastinating on lo term school projects, follow these proven steps:

## The Procrastinatio Proventron Plan

1. Get started on Your project as soon as it is assigned-that very day.
2. Start small. longest journey begins with a single step, but you must take that step.
3. Keep at itl 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. Diviô up the project sub-tasks so that you have a day off, say once per week. Plan your time to finish the project early. Celebrate with rewards if the project is completed early. Get you vare its 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Set Goals Self-Assessment

1. I write down short and long-term goals that I wish to accomplish.
2. When I set goals, I share them with people who will ask me about my progress toward these goals.
3. When I set goals, I seek out experts to help guide me toward the successful completion of these goals.
4. When I set goals, I set rewards to motivate my efforts.
5. After I achieve, or fail to achieve my goals, I evaluate what worked and what did not.

## Results

23-25 You brainstorm and write down both jong-term and short-term goals, monitor your progress, and evaluate yomeresses or failures.

20-22 You brainstorm and write down soals often.

17-19 You sometimes brain orm and write down goals.
13-16 Sometimes you b ainstg rm goals. Goal-setting will increase motivation and success. Learn he tro egies to set, monitor, and evaluate goals and you will improve achier ment.
$<13$ You don' set g pa's for yourself. Goal-setting will increase motivation and success. Lour the strategies to set, monitor, and evaluate goals and you will impry ve abievement.

Already Know: What ralready know about how to set goals is $\qquad$
$\qquad$
Want to Knov: What I want to know about how to set goals is $\qquad$

## How to Set Goals Lesson \#3

Learning how to set goals is important for schoolwork and for life. It's not just matyer of saying "I'm going to do it." It's also a matter of realistic expectations and effectic planming. 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 actisvabe. Rome wasn't built in a day. It takes time to implement any plan and achieve succes. For or ample, if you were earning a $\underline{D}$ grade after nine weeks in a math class, if would probabyst e realistic to expect that grade to rise to an $\underline{A}$ within the next two weeks, no matter the exint or your efforts. A much more realistic goal would be to raise that grade to a $\underline{C}$ witbin thet time period. It takes a while to dig yourself out of a ditch that you've taken nine weeks to dis
2. Next, make your goal specific and measurable. Write down our goal. General goals rarely effect change. Instead of "My goal is to do better in math," try"My goal is to get a $\underline{B}$ or better on my math test in two weeks."
3. Share your goal with people that will pester you abousprogress toward achieving that goal. Ask for their support. For example, tell your math-teacher, your best friend, and your parents about the $\underline{B}$ you plan to achieve.
4. The next step is to find the expert help to devero a strategy for achieving your realistic and specific goal. The expert help might be your nth 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 c leck-in with the expert soon after you start your plan to evaluate your progress and to ensurt tho your plan makes sense.
5. After getting expert advice as to hev to achieve your goal, set rewards before you begin to practice. Everyone works better towerd agoal when rewards have been clearly defined. For example, set aside money to pur hase new video game once you have earned that $\underline{B}$. Also establish mini-rewards to motivan nectice in achieving that goal. For example, set aside a favorite snack to munch on are you have completed the daily practice toward your goal
6. Be flexible and willin to ag m st your goal or how you practice achieving that goal. Talk to your expert again if you don se the progress that you had planned. Sometimes a small tweak in a plan can make a tho difference. Thomas Edison failed a thousand times before he was successful the one the that he invented the incandescent light bulb.
7. Evaluate oran goul has been reached or not. Celebrate and take your reward if you achieved you 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. After reading the study skill tips, I would still like to know...

## How to Develop a Positive Mental Attitude Self-Assessment

1. I practice keeping a positive mental attitude.
2. I delay gratification (something that pleases me) to receive my reward at the most appropriate time.
3. I tend to spend time with happy people.
4. I remind myself to practice a positive mental attitude.
5. I am a thankful person, who expresses appreciation to and compliments others.

## Results

23-25
20-22

17-19
13-16 You rarely work $t$ and achieve a positive mental attitude. A positive mental attitude is not afeding, there are strategies to learn how to achieve this attitude.
$<13$ You don't ${ }^{\prime} \mathrm{k}$ at achieving a positive mental attitude. A positive mental attitude is not a reling; there are strategies to learn how to achieve this attitude.

Already Know: Wh at I reacy know about developing a positive mental attitude is...

Want to Kn w: Wrat I want to know about developing a positive mental attitude is. .

## How to Develop a Positive Mental Attitude Lesson \#4

Scientific research provides us some interesting generalizations about people wo demonstrate positive mental attitudes. People with positive mental attitudes live hea mier and longer lives. They have more friends and longer-lasting marriages. They are wealt ier ard have better paying and more prestigious jobs.

So, why wouldn't people do everything in their powers to develop positive r ental a titudes? One reason may be that the rewards described in the above generalizations are mon ong term and less immediate than the short-term and more immediate gratification ga nearypeople with negative mental attitudes.

It is certainly true that whiners and drama queens or kings tend to oo immediate attention. This instant gratification releases temporary pleasure-producing end ohins in the brain. Also, it is true to some degree that "misery loves company." Of course, those ttracted 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 matim mental attitudes use to develop positive mental attitudes?

## Strategies to Develop Positive Mental Attitude

1. Make your positive mental attitude a daily coice. A positive mental attitude is not a feeling that you enjoy or come by naturally. Choosenn see the glass as being "half-full," rather than "half-empty."
2. Develop an attitude of thankfulness Others ane much less fortunate than are you. Keep focused on everything for which you hould be thankful.
3. Express appreciation and com lime $t$ often. Focus on giving credit and praise to those who are meaningful in your life. Anowappreciation to a teacher, a friend, or a parent will cheer up both the giver and receiver.
4. Don't let past failures oreve it you from taking risks or trying something new. Develop the attitude that "What is past, io pas. What is now, is possible with my best effort."
5. Focus on your str ngths. You may not be "good" at a certain school subject, but you may be willing to work hader or ask for help.
6. Practice av ositive mental attitude and it will soon become a habit, replacing the habit of a negative mentanattitude. 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whos..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Create a Home Study Environment Self-Assessment

1. I study in the same place at home each day.
2. I study where there are no noise distractions.
3. I study on an organized and uncluttered desk.
4. I concentrate only on my homework during study time.
5. I feel comfortable, but not too comfortable, in my study environment workplace.

## Results

23-25
You already have all the components $\&$ an effective study environment.
20-22 You already have most of tle co ponents of an effective study environment.
17-19 You have some of the cemononts of an effective study environment.
13-16 You have only a few of bee components of an effective study environment. By putting into pract ee the suggestions in this Study Skill Tip, you will improve the quality of your stu dy er vironment and enhance your chances of study success.
$<13$ You do not have the components of an effective study environment. By putting in 5 pra tice the suggestions in this Study Skill Tip, you will improve the quality of vour sty dy environment and enhance your chances of study success.

Already Know: Wat at already know about a home study environment is $\qquad$

Want to Kno : What I want to know about a home study environment is $\qquad$

## 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 barwhw to create a productive home study environment.

1. Develop a study environment that works for you. Select a quiet area to dedis ate toserious study. Learn to associate this place with uninterrupted study and success. Do i't fle 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 en inment. Get help from others, such as parent, to support uninterrupted study time.What and whom are your greatest distractions during study ime at home? $\qquad$

3. Unlearn poor study skills. For examplo, stua, ing with the television or music as background may be something that you have alw s done; however, sound competes with concentration. Turn off these competing inputs during momework time.

What poor study skills do youhave is any? $\qquad$
4. Study on an uncluttered sk or table with good lighting and a straight-back chair. The study environment should be $\mathbf{b}$ isine slike, not overly comfortable.

What, if anything, chald improved? $\qquad$
5. Have study matrials on or next to your study area so that you don't have to interrupt study time to locate items. Keep sharpened pencils, pens, paper, and books convenient to your study area.

Which sadymaterials 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whos..
8. This is how and when I wille ware progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Get Organized for Homework Self-Assessment

1. I write down everything I need to do for homework in my student planner.
2. My backpack is perfectly organized, and I check what I need to bring home before school is over each day.
3. My binder is perfectly organized and I put everything in its proper place throughout the school day.
4. I study each day, whether I have written work due the next day or not.
5. The first thing I do when I get home is to open up my student planner.

## Results

23-25
You already have all the components effective homework organization.
20-22 You already have most of the co. ponents of effective homework organization.
17-19 You have some of the cempononts of effective homework organization.
13-16 You have only a few of we components of effective homework organization. By putting into pract ee the suggestions in this Study Skill Tip, you will improve the quality of your ho new rk and enhance your chances of study success.
<13 You do not ave the components of effective homework organization. By putting in 5 pra tice the suggestions in this Study Skill Tip, you will improve the quality of vour sty dy environment and enhance your chances of study success.

Already Know: Wh at I already know about effective homework organization is...


## How to Get Organized for Homework Lesson \#6

Getting organized for homework doesn't start at home. It starts at school and if you tl ink about it: YOU HAVE HOMEWORK EVERY DAY. Homework usually consists of forme forg:

- 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 teach announces homework for any subject, write as many details regarding the work in you sty nt planner. Write an estimate of how much time each task will take and what books, worksneet, or supplies from school you will need to bring home. Your student planner is your Meline. Use it to write down everything, including papers which need to be read and/or signed bvparents. Don't rely on your memory.
2. Make sure that you understand any oral or written direcions. Ask the teacher if you are not perfectly clear about the directions and if you neet moro 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 role punch in your backpack to secure any worksheets and resources that your teache proy des. Ask your teacher or teachers how to best organize everything you will need to keen fon ach subject. Use labeled subject dividers for your classes and always place papers in the ir proper places, no matter how much time it takes. A worksheet stuffed in the binder folder - in a pocket of your backpack will often get lost. If possible, place every paper work nee or resource that you will need for homework in one place in your binder. Include any notic s, flyers, or letters sent home for your parents in this section.
4. Never throw anything away. + ly e teacher says to do so, take the work home and keep it in a drawer, storage box, or the cre set. You may find you will need it after all.
5. Neatly organized your Dounpe k. Good backpacks (I recommend rolling backpacks to take the weight off your bac ) wilh have multiple compartments. Use these compartments to organize what you need or so nol. 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 cy npartment, inside plastic bags during the rainy season. Keep your student planner and binder binders in another compartment. Invite your parents to inspect your backpack and do a Sundav nigh binder and backpack dump, just in case papers are not in their proper places.
6. Homo vork is also study. A little study every night for upcoming tests is smarter than a lot of cray atilg the night before a test. The same is true for long-term projects.

7 As onon as you get home, open your student planner to begin organizing your homework plan.
Visual
Wat

## 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 askne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whos..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...

## How to Complete a Daily Review Self-Assessment

1. I review notes and worksheets daily at home.
2. I take notes on assigned reading.
3. I study daily, even when there is no required written work.
4. Each day I organize things that I have learned in class in memorable forms.
5. Each day I write possible test questions from things that I have learned that day in class.

## Results

23-25 You already have the key practices of the Daily Review mastered.
20-22 You already have many of ne ke practices of the Daily Review mastered.
17-19 You have some of the eyractrues of the Daily Review mastered.
13-16 You have a few of the ke spractices of the Daily Review mastered. Learning and practicing the cor pone ts of the Daily Review will improve your learning and grades.
$<13$ You do not actice the key components of the Daily Review. Learning and practicing these omponents will improve your learning and grades.

Already Know: Wh at Iareary know about practicing a daily review of class work is...

Want to Kn w: Wrat I want to know about practicing a daily review of class work 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 f* tests. Students remember up to $70 \%$ of new information if that information is practiced and place into the longterm memory within the first 24 hours after first learning that information. Th wel of retention drops to only $10 \%$ after one week. So, plan your study schedule to have a stuly review time soon after school every day. A little bit of test preparation and study with a ily Review will actually save you time studying the night before the test.

Purchase a spiral-bound notebook for each of your school subjue sor crasses. Label each notebook, according to the subject. Write the date of your Daily Ruview at the top of page and list the key areas of focus for that subject or class on that das yine possible test questions and memory tricks to remember key ideas and details for the nost in ortant content learned that day on small sticky notes and arrange them on the Daily Review puge. A few nights before an upcoming test, you can transfer the sticky notes to a strady simet and use them to create a practice test. Also, don't forget sticky notes that you used ake n arginal annotations on worksheets, articles, and from your textbook.

## A Few Tips for Writing Memorable Sticky Notes

1. People remember information best when atanformation is organized in a structured manner.

Tip: Organize your sticky notes into distincu, memorable patterns. Try general to specific, alphabetical, and chronological patter is. Celor code categories with different color stickies. For example, if you are studying the exploers you could use blue for people, yellow for their countries, green for their areas of exploration, and pink for their accomplishments.
2. People remember inform on trat is connected to visual imagery.

Tip: Draw out quick graphc reture representations of key ideas on your stickies.
3. People remember events and hformation that are made exciting, interesting, or even embarrassing.

Tip: Personalize what you are trying to remember to keep things more memorable on your stickies. Relay etminformation that you want to remember to events and people in your own life.

Visual

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...

## How to Manage Time for Homework Self-Assessment

1. I coordinate (plan) my homework and study schedule with my family.
2. I start homework as soon as I get home.
3. I use my student planner to plan an order of study.
4. Before I begin, I plan study breaks, rewards, and study task estimates.
5. I begin each session with a daily review of all my schoolwork.

## Results

23-25 You already have the key practices of the homework time management mastered.
20-22 You already have many of ne ke practices of homework time management mastered.

17-19 You have some of the ey practices of homework time management mastered.
13-16 You have a few o the ley practices of homework time management mastered. Learying an practicing the components of homework time management ${ }^{11}$ improve your learning and grades.
$<13$ You do $n$ t prag lu e the key components of homework time management. Learning and rar icing these components will improve your learning and grades.
Already Know: What I already know about homework time management is $\qquad$

Want to Know. What I want to know about homework time management is $\qquad$
$\mathrm{N}^{\circ}$

## How to Manage Time for Homework Lesson \#8

1. Your personal schedule is not the only schedule in your family. Your parents and sib ings lave their own schedules, too. Their schedules affect your homework schedule. To set as ate the amount of time you need to complete homework and study, you all need to commu nicate those schedules with each other. A few tips for family schedules work well: Some familroo post an erasable white board in a common meeting area, such as the kitchen or a familson with upcoming appointments, chores, meetings, project due-dates, etc. Others po this hformation on a family calendar. If you have a cell phone, tablet, or desktop, you can sync fanis galendar events. Develop a plan with your parents that works for your homework and camily's schedule.
2. Be flexible. Despite your best efforts with family communication, hings do change. You may have to babysit or visit grandma unexpectedly. Have a workable bak-up plan to handle life's interruptions.
3. If possible, start your homework as soon as you get hom Gpg your student planner as soon as you get in the door. Grab a quick snack and do your chees, by get started before you go out with friends, check your social media, play, listen to music, wak on a hobby, watch television, play video games, get on the phone, etc. Postpone the fun wertivities until the work is done. You will enjoy them more, knowing that you have conol ted y ur homework.
4. Use a monthly calendar to plan out long-term sudy projects and to write down upcoming tests. Coordinate this calendar with a weekly sudent agenda or planner and make sure to share these dates and estimates of study time with cour ramily. Remember to plan in study time, and not just reading and written homework time.
5. Develop a study order before you egn a stidy session. Study your hardest subject first when you are fresh. Concentrate your best me on this subject. Do simple or easy study or work at the end of your study time when less encentation is needed.
6. Plan time estimates and write down before you begin to study. Build in a realistic cushion, allotting a bit more inme than is expected for each study task. Things do not always go as planned.
7. Plan when to take study er as before you begin. Study breaks should be short ( 5 minutes), regular (every 30 mi иutes, and away from your study area. Do something different than your study activity. Make wre to stretch during study breaks. Get up and move around.
8. Establish si rele 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.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. After reading the study skill tips, I would still like to know...

## How to Choose Books for Independent Reading Self-Assessment

1. When not assigned a novel, I read one of my own choice.
2. When choosing a novel, I consider one which will improve my reading skills.
3. When choosing a novel, I consider choosing a genre or an author with which I am unfamiliar.
4. When choosing a novel, I consider the level of vocabulary difficulty.
5. Besides my schoolwork, I read at least 30 minutes a day.

## Results

23-25 You always choose indeper dent eading books that will increase your reading skills and vocabulary.

20-22 You usually choose ino pendent reading books that will increase your reading skills and vocabulay.

17-19 You sometin choose independent reading books that will increase your reading skills and vocabusy.

13-16 You rarel cho se independent reading books that will increase your reading skills vocab ary. This lesson will teach you how to do so.
<13 Tou don't choose independent reading books that will increase your reading skills and ncabulary. This lesson will teach you how to do so.

Already Knw: What I already know about choosing and reading the right books is...

Wartig Kmow: What I want to know about choosing and reading the right books is..

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19)

## How to Choose Books for Independent Reading Lesson \#g

Most elementary and many secondary teachers assign independent reading as prt of our homework. Many allow you to choose which books to read. Choose a book that yoy flopero enjoy, but also one that will improve your reading skills and increase your vocabul ry.

To understand how we learn vocabulary, it is helpful to examine how childrenuildeheir bank of words. By age five, children have learned up to a 10,000 -word vocabular throy gistening. After the first 10,000 most often used words, the rest of the words in the dictine y ore rarely used in conversation. The next 20,000 words are known as academic vo aburery and take about twenty years to master, but we don't learn many of these words thpugh tistening.

A few interesting facts will prove this point. The first 1,000 word 1 darned by children make up the vast majority of words used by most educated adults on a in y basis. Watching and listening to thirty minutes of Sesame Street exposes the viewer to an aygrago of only one word beyond the most often used 1,000 words. Listening to the nightly news or 10 same amount of time exposes to viewer to only nineteen of these key words (Hayes and thens).

However, in contrast, reading provides a much higher ovposure to words beyond the most frequently used 1,000 words. For example, reading a chall nging comic book for 30 minutes exposes the reader to 53 of these words. Reading a challe ging book for the same amount of time exposes a reader to 75 . So, reading challenging te certainly provides a greater opportunity to expand your vocabulary than does listening alon :

According to reading specialists, you shou $d$ rea text that has about $5 \%$ of the words that are unknown to you. Reading this level of text vill expose most readers to about 300 unknown words in 30 minutes of reading. Learn ing $5 \%$ onthese words from the surrounding context clues of the text is realistic. This means th t students will learn about 15 new words during a typical reading session.

How can you pick a book to realthat has $\mathbf{5 \%}$ unknown words? Word Recognition.

1. Choose a book and couns number of words on any complete page found near the beginning of the book and multiply that in nber by 3 .
2. Read a page toward the ing ing of the book, counting the number of unknown words. A good guideline wou "be "if you can't define it with a synonym, antonym, or example," it is unknown. Thes reâ a page near the middle of the book and continue the count. Finally, read a page near the end the book and finish the count.
3. Divide the 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 1 mi formula with the book you are now reading. Is it too easy or too hard? If the book is to as find one that is both interesting and challenging for your independent reading.

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## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Develop Good Reading Habits Self-Assessment

1. My reading posture is excellent.
2. I concentrate completely when I read.
3. My attention span when reading is excellent.
4. I adjust my rate of reading, as necessary.
5. I understand what I read.

## How to Develop Good Reading Habits Lesson \#10

Many people do not read well because of poor silent reading habits. Correcting hese poor reading practices and replacing them with good reading practices will improvereanrrg comprehension. You can become a better reader by practicing these tips.

1. Improve your reading posture. Reading difficult text is not a relaxed act position has much to do with how well you understand the text. Reading in led is ynderful for putting you to sleep, but not for studying. Instead, sit up straight in a straight-aned chair at a desk or table with good lighting and keep your feet flat on the floor. Pla e th hands on the reading. Keep the distance from eyes to book about the same distace as that of your forearm. Don't angle the book too much so that you can keep your head straign but do prop up the book on another book or your binder a few inches to maintain the propengle of vision. Not perfectly comfortable? Good! Reading is not supposed to be relaxing; in supposed to be stimulating.
2. Adjust your reading attitude. Reading may not be your ay me mental activity, but it is a crucially important study skill. As a child, you learned to ad. Now, you read to learn. Good readers learn more in school and succeed to a greater des ree inthe workplace. e realistic and honest with yourself. Are you reading just to tell yourcalf on thers that you did so? Are you reading for in-depth understanding?
3. Establish a purpose for your reading and adju your level of comprehension. Not everything should be read for the same reading purpg se. Reading an article about a favorite movie star does not require the level of compohension that reading a computer manual does.
4. Improve your concentration. First, sile your phone, get away from the television and computer, and find a quiet room. Any mins competing with full concentration reduces reading speed and reading comprehension. G od reading cannot include multi-tasking. Stop taking mental vacations during your reading Fo example, never allow yourself a pause at the end of a page or chapter-read on! Minimi e day dreaming by forcing yourself to make personal connections with what is going onin he reading. Prompt yourself to quickly return to the text when your mind first begins andering.
5. Improve your readin s atte nion span. Begin with short, uninterrupted reading sessions with $100 \%$ concentration and gimual y increase the length of your sessions until you can read for, say 30 minutes. Rome y asn whilt in a day and your reading attention span will take time to improve. Takea shor, pre-planned break away from your reading area after a reading session. Don't read sometring esse during your break.
6. When rea ling sifently, 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.pn what the author is trying to say. After all, the purpose of reading is not to say the wora the purpose of reading is to understand the meaning of the text.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...

## How to Improve Silent Reading Fluency Self-Assessment

1. I read quickly and understand everything I read.
2. My primary purpose during reading is to understand the meaning of the text.
3. I have a rhythm to my reading, but adjust my reading speed to the demands of the text.
4. I focus my eyes on the center of the page when reading.
5. I read faster silently than I do out loud.

## Results

23-25 You have excellent silent readifo skil sand you have learned important reading strategies to improve nadiry comprehension.

20-22 You have good silent readins and you have learned some important reading strategies to im pro reating comprehension.

Your silent reading okillswnd reading strategies need improvement, as does your silent reading spe d. Im proving your silent reading fluency will improve your comprehensioy

Reading cone renension can be a challenge to you because of poor silent reading fluency a d beg at se you do not apply strategic reading strategies. Improving your silent readrogne ncy and using the reading strategies detailed in the lesson will impr ve yur comprehension.

Already Know: What Falready know about silent reading fluency is $\qquad$
$\qquad$
Want to Knov: What I want to know about silent reading fluency is $\qquad$

## How to Improve Silent Reading Fluency Lesson \#11

Most students have had teachers who tested them on their oral reading rate. The se "reading fluencies" measure how fast students can accurately read grade-level readig texr. Reading out loud is a necessary skill to master; however, reading out loud is chiefl a sk 11 that serves as a foundation for learning how to read silently. As students should improve tinctr oral reading fluency in their primary and intermediate elementary school years, the thould also improve their silent reading fluency thereafter.

Reading silently allows the reader to focus on the meaning of the text, $r$ ther ban upon the pronunciation of the text. Reading silently removes the distraction of tho 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 fluen?

First, work at establishing a rhythm your reading. The reading ace should be hurried, but consistent. This does not mean that you shouldn't vary your eang speed, according to the demands of the text. You may need to re-read certain sections fro time to time. But, do not read in a herky-jerky fashion.

The best way to keep a pace while reading is to une our to establish your reading rhythm. Use your dominant hand to pace your reading. That wo be the hand that you use to write or throw a ball. Put three fingers together and place yo r hand under the first line on the page. Place your index finger under the first letter of the line if yg u are right-handed. Begin with your ring finger under the first letter of the line, if youme len-handed. Now, slide your hand underneath the first line at a comfortable, but hurried ace while reading the words on the line. When the index (or ring) finger reaches the last letter ofte first line, quickly slide the hand back to the first letter of the line and drop down thosecond line. Continue to read in the same manner.

Intentionally, but only briefly, slowne when reading comprehension decreases. Using the hand prevents re-reading or skip ing ly hes and also improves comprehension. Shortening the stroke of the hand across the phafe, afer practice, will also help expand peripheral vision and improve eye movement.

Improve your eye mov ment $h$ eading research tells us that good readers have fewer eye fixations per line. When trineye move from fixation to fixation, there is little reading comprehension. So, ocusen the center of the page and use your peripheral vision to view words to the left and ight when you are reading columnar text, such as newspapers, articles, etc. Focus one-third of the winto the text line, then two-thirds of the way, for book text. Again, you may need to work pen these guidelines by adding on an additional fixation point, until you can read comfortably

It takes bit ospractice 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.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...

## How to Read Interactively Self-Assessment

1. When I read, I maintain excellent concentration.
2. When I read, I often "talk" to the text or author.
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.

## Results

23-25 You fully interact with your rooding and have excellent reading comprehension.
20-22 You interact with most readrat xt and have good reading comprehension.
17-19 You do not interact $h$ reading text as much as you could, and this limits your reading comprehencion.

13-16 You are a "pasgive"reder and interact little with the reading text, so your reading comprehension is not as good as it could be. Learning how to interact with what you read $\boldsymbol{\sim}$ ill improve your reading comprehension.
<13 You are a "passive" reader and do not interact with the reading text, so your readi g comprenension is poor. Learning how to interact with what you read will empruve your reading comprehension.

Already Kno What I already know about interactive reading is $\qquad$

Want to Know: What I want to know about interactive reading is $\qquad$

## How to Read Interactively Lesson \#12

Everyone knows that effective communication between two friends or family $n$ embe s is a two-way, interactive process. One-sided communication does not help people understandeach other. People best understand one another when they pay attention to each other, se e thin ts from the other person's point of view, and ask questions when they don't understand each wier.

Reading is different form of communication, but the interactive process shor be the same. Reading really is about communication between the reader and the author. Nuw, true that the author is not speaking directly to the reader; however, we read best whe We rretend that this is the case. So, how can you learn to read interactively to improveyof reading comprehension?

The way we watch movies can provide some helpful techniqut Most people will say that they understand movies better than they understand books. Why is this $n$ ?

- The light of the movie or television screen and the ound raws your complete attention and focus. Distractions are limited, so you conce trate vell.
- A typical audience does a lot more than "watch" mevie in the movie theater or at home. It is true that movies are a visual experierter out th y are also a listening experience. The audio system and quality of the movie soundian make a huge difference in how well you understand a movie. Anyone who has suen a foreign movie with subtitles will admit that it is harder to understand the movie with ut sound. Movies are multi-sensory.
- A good movie involves the audience ins characters and story. Everyone imagines themselves shooting up the bad gur s, loo king into the eyes of the beautiful actress or handsome actor, or running away from eve evil alien-monster-robot. You may even "talk" to the characters during crucia' scones, such as "I know what's behind that door. Don't open it!" You predict what w' happen and probably even compare the plot to other movies of that genre as yoratc. You act as a movie critic as well, thinking of how boring or exciting a scen may pe.

How can you apply what you already do watching movies to what you should do as an interactive reader?

- Limit any distraction to mprove reading concentration. In the classroom, it may be asking the te cher move your seat away from a friend who talks too much. At home, it may bereading away from the distractions of the television, phone, music, or bothersome little brotho
- Apply ally vor 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, inserpret, and predict frequently as you read. Make your reading a two-way active


## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Improve Reading Comprehension Self-Assessmen

1. When reading, I frequently pause to summarize.
2. When reading, I frequently make connections to other parts of the text or to other readings.
3. When reading, I re-think sections of the reading that I don't understand by re-reading.
4. When reading, I constantly am interpreting what the author means.
5. When reading, I frequently predict what will come next in the reading.

## Results

23-25 You are an actively engaged reader w or constantly monitors your comprehension of what the author is saying thwagnra wide range of cueing strategies.

20-22 You often monitor your contrelension of what the author is saying through cueing strategies.

17-19 You sometimes monitor Your comprehension of what the author is saying through cueing strategies.

13-16 You rarely mor tor your comprehension of what the author is saying through cueing straties. You can learn the strategies to prompt better comprehension.
$<13$ You do no mit or your understanding of what the author is saying through cuein strategies. You can learn the strategies to prompt better comprehension.

Already Know: What ralready know about monitoring my own reading comprehension is...

Want to Know: What I want to know about monitoring my own reading comprehension is...

- Pu:


## How to Improve Reading Comprehension Lesson \#13

Readers fail to understand text because they lack cueing strategies to prompt ef ective interaction with what the text says. This is a fancy way of saying that poor readers don't krow how to prompt themselves to understand what they are reading. Reading research il clear that readers who prompt themselves with thinking strategies and questions as they read tera to understand and remember what they read far better than readers who don't. Satiow lan you learn and apply these self-prompting strategies to improve your reading com rehe is on?

The five SCRIP reading comprehension strategies teach readers how to inde endently interact with and understand both narrative and expository text to improveceadr o comprehension. The SCRIP acronym stands for Summarize, Connect, Re-think, Interpret, nd Predict.

Summarize means to put together the main ideas and key detan of a reading into a shortversion of what the author has said. A summary can be of an entire eading, but it is more useful to summarize often at key transition points in the author's tr in hought. It frequently requires the reader to go back to the previous reading section and stim th part of the reading once more.

Connect means to notice the relationship between onemart of the text with another part of the text. The parts may compare (be similar) or cont be di ferent). The parts may connect as a sequence (an order) of events or ideas. The parts mayecend to other parts of the text, such as to provide reasons for or effects of what came befor in the reading. Good readers also connect the relationship between one part of the text wh a silar text or source. It could be something from another book, movie, television show, whistorical event. Lastly, good readers see the relationship between one part of the text w th the ir own personal experiences. You may have had a similar experience in your own life to thatrestribed in the text.

Re-think means to re-read the text en you are confused or have lost the author's train of thought. Reviewing what has just bean road will improve usually improve understanding. You may even understand what the a thor as said in a different way than how you understood that section the first time that you tea. it

Interpret means to focus what the author means beyond the words that are used. Authors may directly say what th y me in right in the lines of the text, but they also may suggest what they mean with hints to aruar re ders to draw their own conclusions. These hints can be found in the tone (feeling or fituo.) of the writing, the word choice, or in other parts of the text in which the clues may be stat more directly.

Predict mean tomake 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 cnack their predictions with what actually happens or is said next in the text.

Good re. ding is interactive reading. Prompt your understanding of the text with these selfpromping thinking and questioning strategies to understand and remember more of what the aythr says. Download the SCRIP Comprehension Strategies Bookmarks and practice.

Visual

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I willewluat progress toward my goal:
9. I will know that I have acc my lished my goal when...

## How to Make Inferences Self-Assessment

1. When reading an unclear section of text, I apply specific strategies to problem-solve what the author means.
2. When reading an unclear section of text, I see it as an interesting challenge, or puzzle to solve.
3. When reading an unclear section of text, I re-read the section to figure out the meaning.
4. When reading an unclear section of text, I re-read what is before and what is after that section.
5. When reading an unclear section of text, I ask for help to interpret what the author is saying.

## Results

23-25 You see reading as a mental challenge to figure out what is in the author's mind, and you use specific, intentionol strategies to interpret what the author means.

20-22 You try to figure out th enmaninsof what the author suggests, but does not say directly, and you me strategies to problem-solve what the author means.

You sometimes try to fi sure out the meaning of unclear text, but you do not use specific, intentionalt ategies to problem-solve what is being said.

13-16 You rarely $\$$ to figure out the meaning of unclear text. You can learn specific strategies that y h' help you to problem-solve the meaning of these sections.
$<13$ You on try to figure out the meaning of unclear text, but tend to skip these
s. You can learn specific strategies that will help you to problem-solve the me ning of these sections.

Already Kndw: Wrat I already know about how to figure out the meaning of unclear text is...

Wanthow: What I want to know about how to figure out the meaning of unclear text is

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## How to Make Inferences Lesson \#14

Familiarity with the ten most common inference patterns can help good readers unders and tt meaning of what the author implies. Identify which of these ten inference patterns fiss 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 2 A w the reader to construct meaning as the reader discovers clues in the plot of a story or in th line pi argument in an article or essay. At other times, the author suggests (implies) the meaning $\quad i+1$ ou directly stating it. In these cases, the author expects the reader to guess or draw oncmsions (infer) the meaning from other textual clues.

Good readers learn to identify these 10 Inference Patterns to interpet wrat the author implies. In the following examples, the inference pattern is bolded; the t whion 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 inferee pattern and help you interpret what the author means.

1. Location: While we roared down the tracks, we conld feothe bounce and sway.

What Can Be Inferred? They are riding a train.
2. Agent (Occupation or Hobby): With clippersin on nand and scissors in the other, Chris was ready to begin the task.
What Can Be Inferred? He was giving a haircut.
3. Time: When the porch light burned out, he o raness was total.

What Can Be Inferred? It is late at night.
4. Action: Carol dribbled down the ceartand then passed the ball to Ann.

What Can Be Inferred? They are plas ng basketball.
5. Instrument (tool or device): Yitr a steady hand, she put the buzzing device on the tooth. What Can Be Inferred? The dent st is rilling out a cavity.
6. Cause and Effect: In the orning, we noticed that the trees were uprooted, and homes were missing their roof shingles
What Can Be Inferred? There rad been a tornado or hurricane.
7. Object: The broad wingowere swept back into a "V" and the powerful engines roared to life. What Can Be Inferr d? Ajet plane is preparing to take off.
8. Groups (kinds or s.pes): The Toyota and Honda were in the garage and the Chevy was out in the front.
What Can Be intened? These are all automobiles.
9. Problem-Soution: The side of his face was swollen and his tooth was loose.

What Cz Bo Inferred? He got hit in the face.
10. Feeim o-Attitude: While I marched past, in the middle school band, my Dad's eyes were fille woth tears.
Whit Car Be Inferred? The child's father was proud of his or her involvement in the band.

VMSTO

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Use Marginal Annotations Self-Assessment

1. When I can write on reading text, I take
notes, write comments, and ask questions.
2. When I can write on reading text, I highlight main ideas and key details.
3. When I can write on reading text, I make connections to other parts of the text.
4. When I can write on reading text, I organize the reading for test study.
5. When I can write on reading text, I use my own abbreviations and graphics.

## Results

23-25 You know that marginal annotations gan significantly increase reading comprehension and you use tham ror test study.

20-22 You have some experience itb narginal annotations and you use these to increase understanding or the te .

17-19 You sometimes writa on Nading text and you highlight main ideas.
13-16 You rarely highligtmain ideas on reading text. Learning what to annotate in the margins of reaing text will help your reading comprehension and help you to study for
$<13$ You do nowite on or highlight reading text. Learning what to annotate in the marg is or reaung text will help your reading comprehension and help you to studty for tests.

Already Kno What I already know about making marginal annotations is $\qquad$

Want fo Know: What I want to know about making marginal annotations is $\qquad$

## How to Use Marginal Annotations Lesson \#15

We all enjoy marking up our notes, or perhaps a magazine article, with our fave rite yellow marker. Aw, the smell! However, is yellow highlighting all the key ideas the bestrorm of note-taking to improve reading comprehension and retention? No.

Highlighting large sections of the text may even be counterproductive. Let's forit. Fighlighting takes time away from reading. It also interrupts the flow of what should be a inte in 1 dialogue between reader and author. If you stopped an important conversation every mine e so with an unconnected activity, you would certainly decrease your understanding ff thit diarogue.

Also, highlighting can't be erased. Ever highlight what you thought whe a inain idea and find in a paragraph later that you were mistaken?

Finally, extensive highlighting limits effective re-reading and tudy review. When reviewing a highlighted text the night before an exam, your eyes are dra n my to the highlighting. You miss out on the possibility of revising your understanding the xt or seeing the author's train of thought from another angle.

Now that I've de-bunked the cherished highlight is ther a better reading and note-taking option to improve reading comprehension? Yes. Try sivg marginal annotations.

Marginal annotations are abbreviated notes in the bla ik spaces of the text that promote interactive reading. Yes, you can certainly hichlignt a word or short section to respond to with the annotations, but limit the highlighting, nd fo us more on your response in the annotations. Reading comprehension research is clear the inernal dialogue with the text improves understanding and retention. "Talking so te te" makes reading comprehensible and memorable. Marginal annotations als 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 youn write annotations of these. Plus, they pull out without damaging the pages. Try differnt golors of stickies for different main ideas.

## 8 Great Marginal Ann tatio sto Improve Reading Comprehension

1. Write definitions pro ided the text or those which you research.
2. Star main ideas d bullet point key details. List and number examples.
3. Write a question makk for confusing sections to re-read or ask your teacher about.
4. [Bracket] sentions and comment with criticisms, praises, insights, interpretations, ways to rethink the autl or's ivea, and questions.
5. Summarize reading sections.
6. Connect rolated ideas within the text with arrows, and comment on connections to other text or sourt s, including relevant personal experiences.
7. W in specific predictions and check as you continue reading.
8. I ighlight textual evidence which you may use in a related assignment or in class discussion ding.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I willewluat progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Read Non-Fiction Textbooks Self-Assessment

1. I use different strategies for reading non-fiction than I do for reading fiction.
2. When reading non-fiction, I preview the chapter before beginning to read.
3. When reading non-fiction, I read the book study questions before I start reading.
4. When reading non-fiction, I answer the book study questions as I am reading.
5. When reading non-fiction, I take notes and review my notes within 24 hours.

## Results

23-25 You know how to read and studv non fiction, and you have excellent reading comprehension of non-fiction text.

20-22 You know some strategies and now to read and study non-fiction, and you have good reading compreherisn or mon-fiction text.

17-19 You know some of the arferences in reading fiction and non-fiction, and you have good readin com rehension of non-fiction text.

13-16 You know sow of the differences in reading fiction and non-fiction, and you have fair res.ing comprehension of non-fiction text. Learning the PQ RAR reading-s ady $n$ othod will improve your understanding of non-fiction text.
$<13$ You ono recognize the differences in reading fiction and non-fiction, and you bave oor reading comprehension of non-fiction text. Learning the PQ RAR realing-study method will improve your understanding of non-fiction text.

Already Kn w: Wrat I already know about reading non-fiction is $\qquad$

Wantan Kow: What I want to know about reading non-fiction is $\qquad$

MSUC

## How to Read Non-Fiction Textbooks Lesson \#16

All reading should not be read the same way. Reading non-fiction requires spec fic strategies to take advantage of how non-fiction text is organized. Many students reariovers 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 antel You will improve your understanding of the main ideas and key supporting details. Y u wi $/$, so prepare yourself for the upcoming test as you read.

## The PQ RAR Reading-Study Method

$\mathbf{P}-$ First, preview the reading selection. Try to limit the reading se Overly long chapters, say over six pages for elementary studen eight for middle school students, twelve for high school students, and sixteen for college stodents should be "chunked" into manageable reading sections.

1. Preview the first and last paragraphs of the chapter thechapter review if one is provided.
2. Preview all subtitles and any book study helps at the besinning of the chapter.
3. Preview all graphics such as photographs, charts, praps, etc. and their captions.

Q-Develop text-based questions as you read to pompleractive reading. Look for the answers to your own answers as you read.

1. Develop questions from the subtitles and write wese 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 "hhen' questions, as these tend to focus attention on the minor details of expository text.
2. Also write or type any chapter revi w questions not covered by your subtitle questions, skipping lines between each question.

R-Read the chapter and "talk to wet xt" by taking notes in the textbook margins. Use yellow stickies and paste them in the extbook margins, if you can't write in the textbook. Write comments, questions, pred tions, and connections to other parts of the reading and your own life experiences. List examp es, ke details, and important terms with their definitions. Internal monitoring of the author tro f f thought and the connection to your own knowledge and experience increases conmehension as you read textbooks.

A-Answer both the sutitle questions and the book questions as you read. Write your answers underneath yo mauesions. Don't be concerned if the textbook did not answer some of your reader-gener ted questions.

R-Revic winquestions and answers within the next 24 hours to minimize the effects of the "forgeting cycle." Generate possible test questions and develop memory tricks for key concepts and rerils.

V•SU

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whos..
8. This is how and when I willewluate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Identify the Main Idea Self-Assessment

1. When assigned a non-fiction reading, I examine the thesis statement, topic sentences, pictures, subtitles, language clues, and the process of elimination to find the main idea(s).
2. When assigned a non-fiction reading, I examine some of the text features listed above to find the main idea(s).
3. When assigned a non-fiction reading, I examine a few of the text features listed above to find the main idea(s).
4. When assigned a non-fiction reading, I try to the main idea(s), but I don't use the text features listed above.
5. When assigned a non-fiction reading, I really don't try to identify the main idea(s) unless I am told to do so.

## Results

23-25 You are familiar with and se all he key text features to determine the main idea(s) in non-fiction text.

20-22 You are familiar with nd use most of the key text features to determine the main idea(s) in non-fiction-tex.

17-19 You are familior with use some of the key text features to determine the main idea(s) in nor-hation text.

13-16 You try th dete mine the main idea(s) without using text features as clues.
$<13$ You on try to determine the main idea(s) unless directed to do so.
Already Know: What ralready know about finding the main idea(s) in non-fiction is...

Want to Knov: What I want to know about finding the main idea(s) in non-fiction is...

## How to Identify the Main Idea Lesson \#17

The main idea is the central or key thoughts of an expository text. A reading se ection may have several main ideas. Finding the main idea is a basic reading comprehensig $\boldsymbol{\mu}$ skirl. However, basic does not mean easy. Main idea questions are found on every stand rdizel 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, uless tagged on by the author to comment on the story such as with a moral at the ond of a fairy tale.
- Main idea is not limited to one per reading selection.
- Main idea is not a generalization or something necessprily bipad in scope.
- Main idea is not the minor detail of a reading selectic
- Main idea is not found in narrative text and is ften onfed with theme.


## Strategies that Readers Can Use to Identify the M/indea(s)

The thesis statement tells the purpose or point of viem 11 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) a r ading/writing selection. As a starting point, research demonstrates that about $50 \%$ of ex pository writing includes the thesis statement in the last sentence of the introduction.

The topic sentences can serve as mai idecan areading/writing selection. Research demonstrates that about $80 \%$ of expos tory writing includes the topic sentences as the first sentences of body paragraphs.

Often the language of the reding went itself or the language of test problems can help readers identify main ideas. In addition ling the phase, "main idea," the following references are used in expository text an condardized tests:
"best" Anourer 2nswer may be acceptable, but this one most closely fits.
"mainly" No eompletely, 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 rocess of elimination to determine the main idea(s) in a reading selection. If the material racks specificity and so is hard to identify as the author's central point(s), then it is too gen ra/io be the main idea(s). If the material is too specific and so is difficult to identify as the auth s s entral point(s), then it is probably a major or minor detail that supports the main idea(s).

V/GUC

## 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 askne about my progress:

6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my who..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...

## How to Do a Close Reading for Narrative Text Self-Assessment

1. When I read a key section of a story, I read it more than once to understand the author's message, how it is said, and key plot details.
2. When I read a key section of a story, I read it more than once to understand the plot details and characters.
3. When I read a key section of a story, I may re-read parts of it to understand the plot and characters.
4. When I read a key section of a story, I may
re-read parts of it to better understand what is going on in that part of the story.
5. When I read a key section of a story, I read it once to get a basic understanding of what is going on in that part of the story.


## Results

23-25 When you re-read a key sea ion a story, you identify the theme, the key elements of the plot, characten revelopment, the author's craft and story structure, and perhaps connectio is or ther stories.

20-22 When you re-read Ko section of a story, you can usually identify the key plot details, character level pment, and what is going on in the story.

17-19
When you re-realirts of a key section of a story, you often understand key plot details and the oles of each character.

13-16 When wal re-rea a key section of a story, you sometimes understand what is goins on in the story.

You sually don't re-read parts of a story.
Already Knw: What I already know about close reading for narrative text is...

Wan Know: What I want to know about close reading for narrative text is...

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## How to Do a Close Reading for Narrative Text Lesson \#18

CLOSE Reading Narrative Worksheet |Select a short story to practice this trate y.

## Reading Checklist

Reading \#1
$\square$ Read to find out how the author develops the THEME.

- Look for key character and plot details which support the THEME.
$\square$ Identify the story setting(s).
$\square$ Identify the main character(s) and the primary story conflict.
- Think-Pair-Share how the KEY details support the THEME.


## Reading \#2

$\square$ Identify how the author organizes the plot and develops characters in this story.
$\square$ Note key plot developments and identify any story devices.
$\square$ Identify the story climax and falling action.
$\square$ How does the ending resoly the primary conflict?
$\square$ Describe the author's yse word choice, imagery , mood , and the storyenre.
$\square$ Discuss the autho s cra and structure in a smalarg ap

## Reading \#3

Compare the ThEME of this story to ther tories, movies, video , and elevision shows.
$\square$ Cite thextual evidence which Sppuats the THEME. hare with the whole group.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my woon who.
8. This is how and when I willewluate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Do a Close Reading for Expository Text Self-Assessment

1. When I read a non-fiction text, I look for the Big Idea of the reading selection and re-read at least twice.
2. When I read a non-fiction text, I look for how the author organizes the text and re-read sections.
3. When I read a non-fiction text, I form questions from the subtitles.
4. When I read a non-fiction text, I make margin notes.
5. When I read a non-fiction text, I think about how I could use the information.

## Results

23-25 You prepare yourself for rezams non-fiction through effective previewing and pre-read to prepare for in-e pth ryading. You re-read the reading selection for better understanding.

20-22 You prepare yourself toreading non-fiction through some previewing. You reread the reading sfection for better understanding.

17-19 You sometin prepare yourself for reading non-fiction through some previewing and youl re-read some sections of the reading.

13-16
$<13$ You on't prepare yourself for reading non-fiction through previewing.
Already Know: What I already know about close reading for expository text is...

Want td Know: What I want to know about close reading for expository text is...
isual

## Reading Checklist

## Reading \#1

Read to find out how the author shares the BIG IDEA.Look for the key details which support or explain the BIG IDEA.ㅁ Think-Pair-Share about the BIG IDEA and KEY details with a classmate.

## Reading \#2

Identify how the author organizes the text.$\square$ Use subtitles to form WHAT, HOW, or WHY questions and answer them as you read.Label TS in the right margin for each topic sentence.Star important ideas.Use arrows to connect ideas. Circle key vocabulary words.Analyze how graphics and pictures support the BIG DEA.

ㅁDiscuss the author's cryft structure in a small

## Reading \#3

Think about how (on ou d use this informat onLabel TE is he right margin for any totuar vidence.Think about inw the BIG IDEA and wxtual evidence confist to related readings.Sine winh the whole group.Teaching Reading Strategies

Before, During, + Atfer


During

## SUMM - RK. E

h. ${ }^{-1}$ THINK

## INTERPRET

## PREDICT

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## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my foo whos..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Use Context Clues Self-Assessment

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. 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

23-25 You have excellent kn Wrelae orthe specific context clues strategies and frequently use them to sroblem-solve the meaning of unknown words.

20-22
You have good $k$ owle ge of the specific context clues strategies and sometimes use then to problem-solve the meaning of unknown words.
You have sane krowledge of the specific context clues strategies and use some f the to problem-solve the meaning of unknown words.

13-16 You know arew of the specific context clues strategies, but rarely use s me onthem to problem-solve the meaning of unknown words. Learning the Eonte clue strategies will build your reading comprehension and vocabulary.
$<13$
Nou don't know the context clues strategies. Learning the context clue strategies will build your reading comprehension and vocabulary.

Already What I already know about context clues is...

Wary Know: What I want to know about using context clue is...

## How to Use Context Clues Lesson \#20

Why learn and practice context clue strategies to problem-solve the meanings o unknown words? Wouldn't it be more better to use the dictionary? No. The dictionz is anne tool and should be used to look up words that are necessary to the understanding o 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 unkno wn whids. Good readers learn to quickly sort through the following S.A.L.E. context clue stratecies t, select the strategy that works best. Of course, these context clue strategies won't a way help you understand every unknown word, but they will help you learn the peank of of many.

## S.A.L.E. Context Clues Strategies

When arriving at an unknown word, re-read the sentence that pontains the word, looking for one of the following S.A.L.E. context clue strategies that may he prof figure out the meaning of the word. If you can't figure it out, try reading the sentence bofore and the sentence after to problemsolve the meaning.

Practice: In the spaces provided, write you own en ence vith a nonsense word which applies the focus S.A.L.E. context clue strategy to signal the ned ing of that word.

Synonym-Sometimes an unknown word can unde stood by the use of anonym. Synonyms frequently follow the words or phrases they dafine or identify, in which case commas, dashes, or parentheses are used. Example: The ward obe, ar 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 pitr ses such as however, not, but, in contrast Example: He signaled a looey, not a right turn

Logic-Your own knowle age a out the content and text structure may provide clues to meaning. Logic clues can lead to a ogical uess as to the meaning of an unknown word. Example: He petted the canine, an tren male her sit up and beg for a bone.

Example-Whethe 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 reaur can often figure out its meaning from understanding the more general category or set. E ample clues will often use transition words or phrases such as for example, like, such as Examph-Adventurous, rowdy, and crazy pioneers all found their way out West.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my wom who.
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Quote and Cite Textual Evidence Self-Assessmen

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.
3. You 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

## Results

23-25 You know how to use and pronerly punctuate all direct quotations, indirect quotations, and citation rules.

20-22 You know how to use napropely punctuate most direct quotations, indirect quotations, and citatics.

17-19 You know how to use a do properly punctuate some direct quotations, indirect quotations, andycitations.

13-16 You do not a how to use and properly punctuate most direct quotations, indirect q otations and citations.
$<13$
You onownaerstand the purpose of and how to use and punctuate direct quotaions, indirect quotations, and citations.

Already Kno What I already know about citation and quotation rules is $\qquad$

Want fo Know: What I want to know about citation and quotation rules is $\qquad$

## How to Quote and Cite Textual Evidence Lesson \#21

When we write an essay, report, document, or article, we frequently use an exp rt's words or ideas to support our own thoughts. Borrowed words are termed direct quotetiome, while borrowed ideas, using our own words to paraphrase, are termed indirect quotation. We glso must tell our readers who said it and where it was said in a citation. A citation inclutar ne 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 fter direct or indirect quotation. Write your own example sentences in the spaces provided

Beginning and ending quotation marks are placed before and after thtauthor's words. Place a period after the ending parenthesis of the citation. Examples If the nuthonuses an exclamation point or a question mark, place it where it is used inside the qut tion 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, "Ar the as fast as is often reported?" (Nen 8). Did the author really mean "fast" ("Energy Cofferns 85"

When using a direct quotation, the first word of aco nplet sentence must be capitalized, even if it is in the middle of a sentence. However, when quo ing vart 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 me new sentence. Examples: The dentist said, "We saw it" and then he said that it "quickrywsappeared." (Nen 8).

An ellipsis is punctuated as three perig an . . and is used in direct quotations to delete unnecessary parts of the quotation. F ample: I gave it some thought... but I never did anything.

| When quotations or quoted tithes are aced within quoted speech, use single quotation marks |  |
| :---: | :---: |
| ("_') at the beginning and ent of the inside quotations. Use double quotation marks ("_") at the beginning and end of thentire quotation. Example: The author asked, "Do you agree with |  |
| Beth's statement that 'th case th closed?'" ("Energy Concerns" 8). |  |
| Direct quotations wich include incorrect or non-standard spelling, word usage, mechanics, and grammar must inchde the bracketed sic [sic] after any spelling or grammar mistakes. |  |
|  |  |
| Examples: "I ${ }^{\text {comed }}$ sily [sic], but that's how she orientated [sic] her thinking. Sad! [sic] |  |

[^3]
## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Identify Bias and Errors in Reasoning Self-Assessment

1. When I read a non-fiction text, I try to determine the author's bias (a one-sided point of view).
2. When I read a non-fiction text, I evaluate the author's fairness in presenting evidence.
3. When I read a non-fiction text, I try to think what those who disagree with the author might say.
4. When I read a non-fiction text, I look for errors in reasoning.
5. When I read a non-fiction text, I try to identify what the author wants me (the reader) to believe or do.

## Results

23-25 You consistently look for the authous bias, quality of reasoning, and what author wants the reader to believe r do vhen you read non-fiction.

20-22 You often look for the par's ias, quality of reasoning, and what author wants the reader to believe do when you read non-fiction.

17-19 You sometimes llok fo the author's bias, quality of reasoning, and what author wants the reader thel be or do when you read non-fiction.

13-16 You rarely liok for the author's bias, quality of reasoning, and what author wants the reader to be rive or do when you read non-fiction.
$<13$ You doon or the author's bias, quality of reasoning, and what author wants the A ader to believe or do when you read non-fiction.

Already Know• What I already know about errors in reasoning is $\qquad$

Want Know: What I want to know about errors in reasoning is $\qquad$


## How to Identify Bias and Errors in Reasoning Lesson \#22

As you already know, not everything found in non-fiction books, articles, repor s, 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 subjuct. One's point of view about certain subject is referred to as one's bias. When authors perrors in reasoning to support their biases and/or fail to fairly address opposing points of vi h this is poor or dishonest scholarship and writers should not cite the information as textuander ce.
Directions: Provide your own examples of each error in reasoningoin tin spaces provided.

## 1. Non-Sequitur Errors

A non-sequitur reasoning error is an illogical conclusion reachld 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 mus be Al de of ocean water" does not follow logically from the facts presented.

## 2. Red Herring Errors

A red herring reasoning error means that an unconticted reference is used to distract the reader from the argument. Example: The politician sterts that poverty remains the most important problem in the world today; however, the wold has always had its share of poor people. Explanation: The statement "the world has alwa s had its share of poor people" attempts to distract the reader from the issue of poverty nost important world problem.

## 3. Begging the Question Error:

A begging the question reasoring unor takes place when the writer assumes something to be true, that has not yet been provon. Fxample: No one likes the poor musicianship of country music. Explanation: The stament assumes that country music has poor musicians to support the argument.

## 4. Either-Or Erro

An either-or ryse ang error sets up a false choice between two ideas or issues and ignores other options. Exa ple: Either you support the president, or you are not a true American. Explanation. Thestatement ignores other options that true Americans might choose.

Che at more Errors in Reasoning for further study.
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## 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 asi me about my progress:

6. Before I begin working toward my goal, I will nee wo...
7. I plan to begin working toward my gool whu...
8. This is how and when I will, eluat progress toward my goal:
9. I will know that I have acco my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Research Safely and Evaluate Online Sources Self-Assessment



## Results

23-25 You understand and apply il Inty net safety guidelines and know how to evaluate online sources for andemic research.

20-22 You mostly understan and apply all Internet safety guidelines and know how to evaluate online soums tow academic research.

You understand andarply some Internet safety guidelines and somewhat know how to evaluzu online sources for academic research.

13-16 You unde stanc and apply some Internet safety guidelines, but know little about how to evaluat 0 iline sources for academic research.
$<13$ You nay not understand and apply some Internet safety guidelines, and you kinw litwe about how to evaluate online sources for academic research.

Already Know: what I already know about Internet safety and evaluating online sources is...

Want t. Know: What I want to know about Internet safety and evaluating online sources is..

## How to Research Safely and Evaluate Online Sources Lesson \#23

The Internet can be a wonderful tool for completing academic research. Ho vever to maintain your privacy and safety, follow these guidelines.

- Never enter personal information such as your full name, birthday, age nemeddress, telephone number, parents' work addresses, work telephone number soci il ecurity numbers, or credit card information without your parents' permission.
- Never let a friend login as you and never tell your passwords to nyon 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 kidting. These are crimes.
- Never agree to get together with anyone you have met on
- Never post pictures of yourself on social media sites tha y ou would feel uncomfortable showing to you mom. When in doubt, get your parent perimission.
- Never post pictures of friends or classmates onlize w th out their parents' permission.
- Never download apps without your parents' apmoroa
- 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 mees to use and which sources not to use. To select appropriate academic sources, follow thes quidelines. Practice these guidelines by visiting this site and making marginal annotations ne to each guideline.

- Never use a source without the aut or's ame.
- Are the author's credentials supplio ${ }^{12}$ (n 0 sition, education, years of experience, occupation, member of a respe orgazation)
- Do the credentials match the xpertise demanded by the topic and content of the research?
- Consider the author's bia whe deciding whether to use the source or not. Is there advertising for an author wro duct on the webpage? Does the author cite references? Does the author acknovedge other points of view?
- Is there contact infor- ation and a link to a homepage to check the author or organization?
- Be wary of using RLs ding in .com (commercial). URLs ending in .gov, .edu, and .org tend to be more academm
- Evaluate the arpone or motive of the webpage author(s). Is it to provide information or research? Is h 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 suce professionally presented and written without spelling or grammatical errors?
- Is the nformation and research citations current or out-of-date?
- Has the page been updated recently?
- o the 'inks relate to the topic and purpose of the site?
- Are the linked sources academic?

Are the links still working or are there 404 errors?
n you check facts and textual evidence on other sites? Google to double-check.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Memorize with the Grouping Strategy Self-Assessme t

1. When organizing material for test study, I try to arrange the material in memorable form.
2. I think about studying for the next test in each subject when I organize each day's work.
3. When I memorize, I try to visualize.
4. When I memorize, I organize the material I am studying into similar item groups.
5. When I need to memorize many items, I replace abstract (can't sense) ones, like liberty, with concrete ones, like the Statue of Libety

## Results

23-25 You understand and effectivelwappry the grouping memorization strategy to organize and memorize lea ning.

20-22 You understand and of en apply he grouping memorization strategy to organize and memorin learning.

17-19 You understand a d so netimes apply the grouping memorization strategy to organize and mem riz learning.

13-16 You rarely ply parts of the grouping memorization strategy to organize nd $m$ orize learning. Learning this memory strategy will help you organize fo st sudy.
$<13$ You 'on't understand the grouping memorization strategy. Learning this menorystrategy will help you organize for test study.

Already Kncw: What I already know about the grouping memorization strategy is...

Wantan Kmow: What I want to know about the grouping memorization strategy is...

VMUC

## How to Memorize with the Grouping Strategy Lesson \#24.

The Grouping Strategy can be an effective tool to help you memorize items tha are aple to be placed into categories. We know from recent scientific research that our braincact mruch like computer file folders, slotting newly learned information in the same file as al eady-learned information that fits within that same file. If we take the time to organize new informraton in same way that our brains do, we can increase the amount of information that ware wole to remember.

The groups we develop to remember similar items don't have to be orga nized by content. Any similarities can be used to classify items as a group. For example, grôn of people could be classified according to sex, body size, color of skin, eye or hair color, re introverted-extroverted. For another example, in history you could classify information in whese categories: politics/government, economics, culture, religion, military, and chnology.

Let's learn how to use the Grouping Strategy to remember a ist or nine items. You are driving into work and your friend phones to tell you that you'ye been iny ted to go on a backpacking trip next weekend. "Sure, I'll remember what to bring," you espond to your friend. The equipment list includes the following: tent, flashlight, stove, matches sweping bag, fuel, utensils, ground cloth, and food. Stop and re-read the last sentence try memorize the items; recite (without looking); and count how many items you vere able to remember.

How many items did you remember? There re nire items to take on that camping trip. Most of you probably missed a few. But, now, let' take a few moments to apply the Grouping Memorization Strategy to remember the it ms in this list. First, simply categorize the items into groups such as these:

Sleeping: sleeping bag, tent, ground loth
Light/Fire: matches, stove, flas light, fuel

Eating: food, utensils
Next, re-read the first gr up ar d lose your eyes to visualize how the items are pictured together. Do the same for the secontund nird groups. Now try to recite all nine items. Works, doesn't it? But what if some ite ns don't fit into the groups you form to memorize a list? A few exceptions would be easie to romember than memorizing the entire list as random, unrelated items.

For abstract chouts, try substituting them with concrete objects. For example, it is easier to substitute and place the concrete Liberty Bell into a group than the abstract concept of freedom.

Memori ang uning the Grouping Strategy will help you memorize many seemingly unrelated items. Firquent rehearsal of the groups and their items will place the information into your longtern mory. Take the information learned in your subjects or classes each day and organize it into 1 er orable test-preparation form with this strategy.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Memorize with the Association Strategy Self-Assessment

1. I have a strategy to memorize many items in order.
2. I think about studying for the next test in each subject when I organize each day's work.
3. When I memorize, I try to visualize.
4. I try to connect new learning to old learning.
5. When I need to memorize many items, I replace abstract (can't sense) ones, like liberty, with concrete ones, like the Statue of Libety.

## Results

23-25 You use the all the ideas be ind tye association memorization strategy to organize and memorize learn

20-22 You use many of the eas behind the association memorization strategy to organize and memorize logrning.

You use the some ftbe ideas behind the association memorization strategy to organize and worize learning.

13-16 You rarel app parts of the association memorization strategy to organize ad nen orize learning. Learning this memory strategy will help you
$<13$ You lon't use any of the ideas behind the association memorization strategy to oreanizuand memorize learning. Learning this memory strategy will help you

## Already Kncw: What I already know about the association memorization strategy is...

[^4]
## How to Memorize with the Association Strategy Lesson \# 5

The Association Strategy can be a helpful tool to help you memorize many see angly unrelated items or ideas. Association is a powerful memory aid. We all experience +1 mg s through our senses that remind us of something else. The smell of fresh baked brea i might remind you of your mom's great apple pie. Hearing the end of the "Sesame Street" trome song might remind you of your wonderful pre-school teacher.

The Association Strategy connects the items or ideas we want to remember invene visual theme. Scientific research has proved the power of associations. The As oclanion Strategy helps you connect newly learned information to existing information that you lready have placed into your long-term memory.

## Directions

Write the number of items you need to remember in the mid le ol white sheet of paper or on a sticky note. Select a visual theme as the background settins for that number that represents the main idea or title of the majority of objects, or key wora thatyou need to remember. Draw an object that represents one thing that you need to remember in xt to the number. Continue drawing the rest of the objects. If the exact order is importut conn ect each in clockwise order. Substitute any abstract objects with more concrete ones. For exannle, substitute a smiling face emoji for the abstract happiness to create a much more memo able object.

## Example

Suppose you needed to remember the followin tasks for Friday afternoon:

1. Take out the trash.
2. Mail your friend's birthday parke.
3. Buy a jar of mayonnaise.
4. Buy a three-pound cap\%of chocolate.
5. Sweep up the patio.
6. Call for reservation Luigi's Italian Restaurant for Mother's Day.
7. Call Dr. Thomas about taking your medicine.

Practice: Take out piecuof white paper. Write a large orange "seven" in the middle of the page. Since thomajo ity of the objects or ideas that you need to remember have to do with you, draw a quick pictur 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 richt 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 rom suigi's and hanging around your neck is a doctor's stethoscope.

V•SU

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my woon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Memorize with the Linking Strategy Self-Assessment

1. When I memorize, I compare similar items or ideas.
2. When I memorize, I try to identify specific connections between two similar items or ideas.
3. When I memorize, I organize items or ideas into pairs.
4. When I memorize unrelated items or ideas, I adjust one of the item's features to connect to others.
5. When I need to memorize many items, I replace abstract (can't sense) ones, like liberty, with concrete ones, like the Statue of Libery

## Results

23-25 You apply all the linking memoristi on strategies to organize and organize and memorize learning.

20-22 You apply many of the raking memorization strategies to organize and memorize learning.

17-19 You apply some the inking memorization strategies to organize and memorize learnin.

13-16 You rarely anoply puats of the linking memorization strategies to organize and memorize learn ng. Learning this memory strategy will help you organize rete S udy.
$<13$ You lon't use any of the ideas behind the linking memorization strategies to organizand memorize learning. Learning this memory strategy will help you

Already Kngw: What I already know about the linking memorization strategy is...

Want to Know: What I want to know about the linking memorization strategy is...

## How to Memorize with the Linking Strategy Lesson \#26

The Linking Strategy can be a helpful tool to help you memorize many seemin ly unrelated items or ideas. Linking ideas together is a powerful memory aid. We all eperrence the connections of one event or idea in life to that of other events or ideas. In your mer ory you may link drinking a tall glass of fresh lemonade with the idea of relaxation, because you usudlly drink that beverage in the summertime when you are out of school. In fact, many ch ideas are linked together in our memories, even though some may at first gla nce syen unrelated.

The Linking Strategy intentionally connects an item or idea you want to remonber to one other item or idea that you want to remember, etc. Here's how to link togethe everything you need to remember, say for an upcoming quiz or for the key ideas of a memorised speech. If you establish solid relationships within each link and between each link of the $c$, the chain will be unbreakable, and you won't forget the items or ideas on your to or in your speech.

## Directions

## $0 \longrightarrow$

Select two concrete (visual) objects that can have a clearelatronship and form a memorable pair. Think of this pair like the left and right sides of one lind in a thain. Next, link the right side of the first link to the left side of another link to creat seco d connection in the chain. Continue in this manner to create a memorable chain of paired hiocts. The links can be endless; however, each connection must be well-established and very isual. Substitute concrete objects for any key words that are too abstract to remember well. Far exa mple, substituting the concrete "peace sign" for the abstract "peace" would be a much momemorable 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 agoldeng hanging from one of its branches. The ring drops in a red bucket at the base of the tro ory the bright green grass. A cow is busy nibbling the grass next to the bucket, while swishio its tail. At the end of the tail a candy bar is attached. A policeman on a white horse is franti ally rying to grab the candy bar.

A bit of rehearsal w itave these objects into your long-term memory. It may help to draw out the links. Usingthe Linking Strategy will help you memorize of many seemingly unrelated items.

Practice: Tak on a piece of white paper. Look around the classroom or imagine a room at home and me a list of eight objects (more if you wish). Next, develop pairs from the items. Now draw a piowre of anything that has many visual parts, such as a clock (or a tree) and draw pictures of eat object, connected with the links of a chain. Afterwards, try reciting each object from mewory by visualizing your drawing. Works, doesn't it?

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my foo who..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Memorize with the Catch Words Strategy Self-Assessment

1. When I organize each day's work, I organize it into memorable forms.
2. When I review each day's schoolwork, I organize it for test study.
3. When I memorize, I try associate something unknown with something I will remember.
4. When I memorize, I try to identify the connections among similar items or ideas.
5. When I memorize, I use first letters of items or ideas to form catch words.

## Results

23-25 You already use catch word Tre uently to organize learning for test study.
20-22 You are somewhat familiar wh catch words and sometimes use them to organize learning for test study.

13-16 As you learn w inrormation, you notice the connections between facts and ideas.
$<13$ As you lean winformation, you do not notice the connections between facts and ideas

Already Know: Wl at I arready know about the catch words memorization strategy is...

Want to Kn w: What I want to know about the catch words memorization strategy is...

## How to Memorize with the Catch Words Strategy Lesson $1 / 27$

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 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 Surenor
- ROY G. BIV-for the colors of the spectrum: red, orange, yelloy, gren, brue, 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 dow th rst letter of the key word in that item or idea. Next, look at the jumble of letters and retrange to form a word or set of words. Feel free to add on additional letters, if necessary, to cor plete word.

For example, say you need to memorize some fat or an ipcoming history test on World War I. Let's say your teacher has told you that you will neeatnow 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; iliances, militarism, nationalism, and imperialism, let's rearrange this list, using the first letter of ach cause in this order: MAIN. For the opposing alliances: one set of allies was Englan 4, Rssia, and France and the other set of allies was Germany, Austria, and Italy. Let's re rrange the first alliance as REF and the second as A GI. Put them together and you've got themorable MAIN REF A GI.

Now, develop a picture of AI-Noll, dressed in a REFeree uniform, directing traffic on MAIN Street, and you will rew ferget these catch words. That's ten key facts from World War I, organized in three categ

Now prompt yourself to rowember each fact by referring only to the above catch words. Works well, doesn't it? A li tle robearsal will place these facts into your long-term memory and help you "ace" that histor, test.

If you need to nomize a multiple word item or idea, select the letter of the key word. For example, if s, u need to memorize "It's in the hall closet," the key word would be hall or closet.

Practice: Takwout a piece of white paper and list six to eight items on your teacher's desk (or in your bacwack. Write down the first letter or each item. Form a word or words from the jumbled lette s. idd in another letter if you need to complete a word. Draw out the word or words if you wis. $\square$

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Memorize with the Catch Sentence Strategy Self-Assessment

1. When I organize each day's work, I organize it into memorable forms.
2. When I review each day's schoolwork, I organize it for test study.
3. When I memorize, I try associate something unknown with something I will remember.
4. When I memorize, I try to identify the connections among similar items or ideas.
5. When I memorize items or ideas in order, I use the first letters of items or ideas to form catch sentences.

## Results

23-25 You already use catch sentan requently to organize learning for test study.
20-22 You are somewhat fan fliar with catch sentences and sometimes use them to organize learning for to study.

17-19 You try to organi, e lea ning into memorable connections for test study and determine a fuence for study.

13-16 As you lean in winformation, you notice the connections between facts and ideas.
$<13$ As yoysarn ne information, you do not notice the connections between facts andileas.

Already Kng w: what I already know about the catch sentences memorization strategy is...

Want to Know: What I want to know about the catch sentences memorization strategy is..

## How to Memorize with the Catch Sentence Strategy Lesson

The Catch Sentence Strategy can be an effective tool to help you memorize ma y seemingly unrelated items or ideas. This memory trick is especially helpful for merforiznry tems or facts in an exact order. Like the Catch Words Strategy, this memory trick forces you th 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 sente as infschool or elsewhere.

If you have ever taken a piano lesson, you undoubtedly will remember then one scale from the catch sentence: Every Good Boy Does Fine-for the notes of he scale: E G B D F

You probably memorized Please Excuse My Dear Aunt Sally to remonber the order of operations in math: parentheses, exponents, multiplication, divisi n, addition, subtraction

From science class, you may have memorized King Henry Died los. Drinking Chocolate Milk for the units of measurement prefixes: kilo, hecto, deca, base der centi, milli

## Directions

For each key word that you want to remember, use th RIt letter of each word as the first letter of a new word that will fit into a memorable new sur tence 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. efferson
4. Madison
5. Monroe
6. Adams
7. Jackson
8. Van Buren
9. Harrison
10. Tyler

For each president, use the first ltter of each name as the first letter of a new word that will fit into a memorable sentence or phre he more personal or unusual the sentence, the better. How about this one? "Why are jerksmaling money always just very happy tycoons?"

Notice that "jerks" takes are the confusion between Jefferson and Jackson by using "je" at the start of the word and "mal money" does the same for Madison and Monroe.

Now prompt yourse former rember name by referring only to the above catch sentence. Works well, doess't it.

Practice: Cir le thufirst letter for each of the planets in our solar system: Mercury, Venus, Earth, Mars, $\quad$ viter, Saturn, Uranus, and Neptune. Write a new word for each of these letters that will in ith other words to form a memorable catch sentence in the spaces provided.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...

## How to Memorize with the Location Strategy Self-Assessment

1. When I memorize, I visualize what I am trying to remember.
2. If I am 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.
4. I can clearly picture a key object in each of the rooms of my house or apartment.
5. When I use my senses (taste, touch, sight, hearing, and smell), what I sense is easily memorable for me.

## Results

23-25
20-22 You have most of the memor -apabilities to use the location memorization strategy.

17-19 You have some of nemory capabilities to use the location memorization strategy.

13-16 You have a fetw the memory capabilities to use the location memorization strategy.

You need veve op memory capabilities to use the location memorization
strate $y$.

Already Know: Wat I already know about the location memorization strategy is...

Want to NInw: What I want to know about the location memorization strategy is...

## How to Memorize with the Location Strategy Lesson \#29

The Location Strategy connects the unrelated ideas you want to remember by ung 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 wal thre ag out your home, beginning in the entryway. For each room, picture the key word, oncret object, on or next to an especially memorable object in that room. Substitute concret objects for any key words that are too abstract to remember well. For example, substitute the oncrete "bulging bicep muscle" for the abstract strength is a much more memorable object to proture in your rooms.

## Example

Let's say you want to memorize the "Preamble to the COnstitnion' First, highlight the key words. The key words are not necessarily the most importanswords, 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 werds.
"We the people of the United States, in order to orm more perfect union, establish justice, ensure domestic tranquility, provide for the commo defense, promote the general welfare and secure the blessings of liberty to ourselves and own psterity, do ordain and establish this Constitution for the United States of Ame

Using the Location Strategy, you might pictu your entire family, linking arms together, in the entryway of your house (people). Ne (t, prture your family marching single-file (in order) to your kitchen where you pick up a smoly onion (union) from the counter. You hand the onion to your mom, who is dressed in a jy ge (justice) robe. You follow your mom, who tranquilly (tranquility) leaves the kitchen nd gl des toward the living room, where you both must step over the fence (defense) to into the living room. On top of the television, is an old photograph of your grandfather, dr /ssed as an army general (general). The grandfather sneezes, and both you and your mom vo "God bless (blessings) you." Your mom stays in the living room, but you walk into he hally ay and see a colorful poster (posterity) of Beyoncé. You walk into the bathroom and olose the oor. You look up over the sink and see two words written in white shaving crean on the mirror (ordain and establish). You yell to your mom, "What are those two worls for on the mirror?" You turn around to leave the bathroom and a bright orange four (for) is taped the back of the bathroom door.

Now promp ourself to remember each fact by visualizing the people, items, movement, and speech in those poms. Close your eyes if it helps. If you actually walk through your apartment or home whileyou practice, the "Preamble to the Constitution" will be easy to memorize.

Pratic: On a white sheet of paper and use the location memory strategy to draw out and men nefiz "The Pledge of Allegiance" or a favorite poem or song.

VMSTO

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...

## How to Dissect a Writing Prompt Self-Assessment

1. You re-read the writing prompt before planning an essay.
2. You focus on the specific essay direction word to understand the writing prompt.
3. You identify the Who and What words of the writing prompt before planning an essay.
4. You identify the How and Do words of the writing prompt before planning an essay.
5. You summarize the writing prompt in your own words before planning an essay.

## Results

23-25 You know how to properly diseectawriting prompt to understand essay directions.

20-22 You mostly know how opereny dissect a writing prompt to understand essay directions.

You know some rateg es about properly dissecting a writing prompt to understand essyy dreotions.

You know aw strategies about properly dissecting a writing prompt to understan essay directions.
$<13$ You eea learn how to properly dissect a writing prompt to understand essal directions.

Already Kno What I already know about learning the parts of speech is $\qquad$

Want to Know: What I want to know about learning the parts of speech is $\qquad$

## 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 intere ted curious-minded people for years. The question of whether either creature really exists is nobably still
unanswered. Compare and contrast the evidence for the existenc of these creatures found in this
blog post and magazine article excerpt.
Essay Direction Word: Compare means to show how thing are the same, and contrast means to show how things are different.
2. Next, re-read the Writing Prompt and use the follo ing symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO
WHO Underline any woras which identify the audience and therole of the writer.


Now put the rriting Prompt into your own words.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...

## How to Write a Thesis Statement Self-Assessment

1. My thesis statements directly respond to the key sections of the writing prompt.
2. My thesis statements are designed differently for argumentative and informational/explanatory essays.
3. My thesis statements are not too general and not too specific.
4. My thesis statements do not introduce evidence.
5. I place my thesis statement at the end of my introductory essay paragraph.

## Results

23-25 You know how to write an effertive thesis statement.
20-22 You mostly know how to w ite al effective thesis statement.
17-19 You know how to writ a thesis tatement, but you need to learn a few tips.


Want to Know: What rwant to know about learning the parts of speech is $\qquad$

## 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 promp felis you what to write about and how to do so. A good thesis statement directly responds to the witing 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 purposiof 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 aspecrfic as possible, but general enough to permit more than one topic sentence to supper the purpose or point of view.

## Avoid These Thesis Statement Mistakes

- The thesis statement does not state the specific point onview 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 tan of the writing prompt.
- The thesis statement refers to the essay and to the writer.
- The thesis statement includes a split (dided focus which either argues against itself or introduces more than one focus of $t$
- The thesis statement confuses the riting genre. For example, the writer states a point of view for an informational/explanatory writing prompt.
- The thesis statement is too spe cific and does not allow the writer to address the broader demands of the writing promp.

Practice: Study the poor thesi state ment and explanation. Then revise the thesis statement.
Writing Prompt: Service to ono country is true patriotism. President John F. Kennedy challenged Americans to ...a not what your country can do for you-ask what you can do for your country." Analyze what re ident Kennedy meant by this statement in his Inaugural Address from Januar 20 1961 o share during class discussion.
I think President Kentrdy meant Americans should not think our country exists to benefit us when he said "...asinot 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 addressectine writer and to the essay itself.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. After reading the study skill tips, I would still like to know...

## How to Avoid Errors in Writing Style Self-Assessment

1. I can identify the key errors of writing style in others' writing.
2. I can identify the key errors of writing style in my own rough draft writing before I revise.
3. I avoid using meaningless words or details to "pad" my writing.
4. When I write, I am careful with my word choice.
5. I concentrate on writing clearly and view my writing from that of the reader.

## Results

23-25 You are aware of key errors of eriting style and you attempt to avoid these errors invour writing.

20-22 You are aware of some erro writing style and you attempt to avoid these ro in your writing.

You are aware of a faw enors of writing style and you attempt to avoid these c rors in your writing.

13-16
$<13$ You don't ong ze errors of writing style in your own writing. You can learn the key erors writing style and eliminate these from your writing.

Already Know: What ralready know about writing style errors is $\qquad$
$\qquad$
Want to Knov: What I want to know about writing style errors is $\qquad$

## How to Avoid Errors in Writing Style Lesson \#32

Writing style is very personal and varies from author to author. However, good writirg style does follow a set of rules which apply to all writers.

Practice: Read the following humorous sentences, which each both teach and violate 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 you pwn 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, ery y uch, too.
6. Resist exaggeration; it only works once in a willi in years.

7. Writers should always avoid generalization
8. Avoid using big words when r ore tilitarian words will suffice.
9. The passive voice is a form to avoided, if it can be at all helped.

10. There are good nasons to avoid starting every sentence with There.
11. Keep moum references close to subjects in long sentences to make them clear.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...
11. I avoid over-using the same words in essays.
12. I write consistently in third person throughout my essays.
13. I avoid using contractions and abbreviations in essays.
14. I avoid using slang and figures of speech in essays.
15. I avoid overusing the "to-be" verbs: is am are was were be being been in essays.

Results
23-25 You understand and apply allthe essential essay writing rules.
20-22 You understand and apply inat of the essential essay writing rules.
17-19 You understand and aly some of the essential essay writing rules.
13-16 You understand a dap ly few of the essential essay writing rules. Learning and applying these s will significantly improve your writing.
$<13$ You don't $>$ wy the essential essay writing rules. Learning and apply ng the rules will significantly improve your writing.

Already Know: Wr at Iareacy know about the essay writing rules is $\qquad$

Want to Kn w: What I want to know about the essay writing rules is $\qquad$

## How to Follow Essay Writing Rules Lesson \#33

Essays have different rules than do stories, letters, poems, or journal writing. K ep in mind that an essay is a formal writing genre. The writer of an essay must present efldere in a fair and balanced manner within a specific structure. Much like an attorney presen a cale in court, the writer of an essay follows certain procedures.

- The attorney (writer) makes introductory remarks (the introductory p (ragr $\mathrm{p} h$ ) in which a proposed verdict (think thesis statement or the claim) of innocent or seilt is stated.
- Next, the attorney (writer) presents the main points of the case a din evikence that supports them (body paragraphs with topic sentences and eyidere). The attorney (writer) must follow specific rules of evidence (essay writing rules) intcour in the essay).
- Finally, the attorney (writer) presents the closing argumenta(the oonclusion paragraph) which returns to the desired verdict (re-statement of thit esis) and summarizes the evidence and/or calls the jury to action.

Practice: In the spaces provided following these essay writing rule, write your own sentence examples in which you intentionally violate each rule:

## Essay Writing Rules

1. Write in complete sentences. Intentional fragmests, such as "Right?" do not belong in essays.
2. Write in third person. Talk about the su ject g the essay. Do not personalize with the first person pronouns: I, me, my, mine, we, $u \subset$ our, ours, ourselves. Do not talk to the reader with second person pronouns: you, your, y urs, yourself, yourselves.

3. Do not use contrations, such as don't. Use both words, such as do not
4. Do nd 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."

## 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 askne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whos..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. When writing an essay, I include an introduction, body, and conclusion.
11. When writing an essay, I write at least three sentences for an introductory paragraph.
12. When writing an introduction, I use at least two different essay strategies.
13. When writing an essay, I end my introductory paragraph with a thesis statement.
14. When writing an introduction, I adapt my introduction strategies to the demands of the writing prompt and the writing genre.

## Results

23-25 You understand and apply all the intoductory paragraph strategies.
20-22 You understand and apply inat of the introductory paragraph strategies.
17-19 You understand and aly some of the introductory paragraph strategies.
13-16 You understand a dap ly few of the introductory paragraph strategies. Learning how to write ar in ad ction is an important skill.
<13 You do not derstand and apply the introductory paragraph strategies. Learning how to w te an troduction is an important skill.

Already Know: Wh at Iareacy know about writing an introductory paragraph is...

Want to Kndw: 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 1 rese arch paper, or business letter. Often, developing writers are taught one structure for an in roduvory paragraph (such as a three-sentence hook, background, and thesis statement) and fi d that it just doesn't work for every writing task. Developing writers need the flexibility of multiplenategies.
The following introduction strategies will help you write an introduction lea ing 4 to your thesis that will be appropriate to the specific writing task, engage the reader, nd ho voff your writing skills. The DQ RAPS BC memory trick will help you remembe nove struegies. Not every introduction strategy fits the purpose of every writing task, so lea n these options.

## DQ RAPS BC Introduction Strategies

- Definition-Sentences that explain the meaning of a ko , word that may be unfamiliar to the reader or help to narrow the focus of the sulse
- Question to be Answered-A sentence worde as aques ion that asks either a question needing no answer (rhetorical question) or ques ion to make the reader think of a question that will be answered in the essay.
- Reference to Something Known in Comm on-nentences that refer to a fact or idea already known by most people, includint vour eader.
- Quote from an Authority-Sentences that quove an authority in the subject of the essay. It must list the name of the authority.
- Preview of Topic Sentences-Sentence that list the subjects of each body paragraph topic sentence in the order they appe $r$ in the essay.
- $\underline{\text { Startling Statement-Sentences at ar designed to startle the reader with an emotional }}$ response to help support the deesis satement.
- Background-Sentences tha brietly explain the setting or help your reader better understand the thesis statemov.
- Controversial Statem nt-Sc ntences that interest the reader because many might disagree with whatris eind said.

For short essays, start your introdetory paragraph with two of the strategies listed above (one sentence each) and concl de th thesis statement.

Practice: Choose two introact on strategies, which you have never used before and write a sentence to introduc an essay thesis statement which follows these strategies:


Consequently, most children agree that $\qquad$ is the best holiday of the year.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whos..
8. This is how and when I willewluate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Write an Essay Body Paragraph Self-Assessment

1. When writing an essay, I include at least two body paragraphs.
2. In a body paragraph, I include a variety of types of evidence.
3. In a body paragraph, I place the topic sentence first.
4. In a body paragraph, I support the topic sentence with at least two major details
5. In a body paragraph, I support each major detail with a minor detail

## Results

23-25 Your body paragraphs are wellarganized and have major details and minor details that share a variety of widence.

20-22 Your body paragraphs are or zan and have major details and minor details that share evide ce.

17-19 Your body paragranh artorganized and have major details and minor details.

13-16 Your body parta raphs are somewhat organized and have some major details and minor detais Learning how to organize body paragraphs and support with a variety of types of evidence is an important writing skill.
$<13$ Your oody paragraphs lack proper organization. Learning how to organize body paras aphs and support with a variety of types of evidence is an important writing skn

Already Kndw: What I already know about writing body paragraphs is $\qquad$

Wanthrow: What I want to know about writing body paragraphs is $\qquad$

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## How to Write an Essay Body Paragraph Lesson \#35

Many writers have not learned how to write body paragraphs for an essay, artic e, for hal research paper, or business letter. The following strategies will help you write learn 10 w write body paragraphs that will specifically address the writing prompt, provide relevant evidelice to prove your thesis, and show off your writing skills. The FE SCALE memory trick wrim help you remember the different types of evidence. Not every evidence strategy fits the roose of every writing task, so learn and practice these options to increase your writing skil -set.

## FE SCALE Evidence Strategies (Think Centigrade Fahrenheit)

- Fact means something actually said or done. Use quotes for directer indirect quotations.
- Example is a subset typical of a category or group.
- Statistic is a numerical figure that represents evidencom ned scientific research.
- Comparison means to show how the subject is like some ing else in a meaningful way.
- Quote from an Authority is something said by an er pern the subject.
- Logic means to use deductive (general to specific) or mdy tive (specific to general) reasoning to prove a point.
- Experience used as evidence may be a commonly nipwn event or an event of which there is limited knowledge.

Body paragraphs are organized around the topic sontence, which is a main point, key step, reason, or argument to prove the thesis statement. Us rally place your topic sentence at the beginning of each body paragraph. Use the FESCLE evidence strategies as major details to support your topic sentence. Support your vide ce with minor details (analysis or commentary).

A short body paragraph might be struc in in whis way:

- Topic Sentence (main point, Ku step, reason, argument)
- Major Detail: Evidence S rate y \#1 (a concrete detail)
- Minor Detail: Analysis o Com nentary (perhaps 2 sentences)
- Major Detail: Evide Strategy \#2 (a concrete detail)
- Minor Detail: Analysis or ommentary (perhaps 2 sentences)
- Evidence Strategy \#3 entence
- Conclusion/Tran tion

Practice: Choose ty o types of evidence, which you have never used before to support this topic sentence in a history rosarch paper: Americans appreciate the history of the Fourth of July holiday.


## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. After reading the study skill tips, I would still like to know...

## How to Write an Essay Conclusion Self-Assessment

1. When writing an essay, I re-state the thesis as the first sentence of my conclusion.
2. When writing an essay, I write my conclusion last.
3. When writing a conclusion, I include more than a summary and a re-statement of the the thesis.
4. When writing a conclusion, I include at least two strategies besides a summary and a re-statement of the the thesis.
5. When writing a conclusion, I focus on bringing the reader to a verdict about the thesis.

## Results

23-25
20-22 You understand and apply in on of the conclusion paragraph strategies.
17-19 You understand and aly some of the introductory paragraph strategies.
13-16 You understand a ap ly few of the conclusion paragraph strategies. Mastering the conclusion tranes shared in this lesson will improved your writing.
<13 You are no mell prepared to write conclusion paragraphs. Mastering the concl sion thategies shared in this lesson will improved your writing.

Already Know: What Iareacy know about writing concluding paragraphs is...

Want to Kn w: Wrat I want to know about writing concluding paragraphs is..

## How to Write an Essay Conclusion Lesson \#36

Very few writers have learned how to write a conclusion to an essay, article, fo mal research paper, or business letter. All too often, students only received this limited istructon about how to write a conclusion: "Re-state the thesis; write another sentence that mmalizes the body paragraphs; then 'give a finished feeling' to the writing." Hard to write an effecive conclusion with that kind of limited instruction...

The following strategies will help you learn how to write a conclusion that whe a propriate to the writing task, convince your reader, and also show off your writing s Alls. 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 thse options to increase your writing skill-set.

## GQ SALE SC Conclusion Strategies

- Generalization-Sentences that make one of yourspecmic points more general in focus.
- Question for Further Study-Sentences that mention a Nated subject or question that is beyond the focus of the essay.
- Statement of $\underline{\text { Significance-Sentences that dis uss tie importance and relevance of the }}$ 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.
- Emphasis of Key Point-Sentences thot-mention and add importance to one of the points of your essay.
- Summary Statement-Sentences that he main ideas and major details of the essay.
- Call to Action- Sentences that chatenge the reader to take a stand, make a difference, or get involved.

For short essays, most writers be in a oncluding paragraph with a one-sentence thesis restatement. Then, follow with two of the strategies listed above (one sentence each).

Practice: Choose two consionstrategies, which you have never used before, to follow this thesis re-statement in a n-wsper per editorial about holidays:


## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. After reading the study skill tips, I would still like to know...

## How to Practice Active Listening Self-Assessment

1. In class I listen actively, not passively.
2. When I listen to someone, I keep eye contact with the speaker.
3. When I listen to someone, I practice good posture.
4. When I listen to someone, I avoid distractions.
5. When I listen to someone, I interact with speaker, asking questions.

## Results

23-25 You are an active listener and actice the strategies that will help you pay attention well in class.

20-22 You are an active listener antanctice many of the strategies that will help you pay attention in class.

17-19 You practice some ofthe wative listening strategies that will help you pay attention in c ass.

13-16 You practice for of the active listening strategies that will help you pay attentio in class. Learning the active listening strategies will improve your attention pan ar achievement.
$<13$ You on we the active listening strategies that will help you
pay tention in class. Learning the active listening strategies will improve your attontionspan and achievement.
Already Kncw: Wrat I already know about active listening techniques is $\qquad$

Wanth Know: What I want to know about active listening techniques is $\qquad$

## How to Practice Active Listening Lesson \#37

Much of our listening is passive. In contrast, active listening is interactive and kes gifort 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 dorranding, "Look at me, when I'm talking to you" or a teacher saying, "Eyes on me!" to thelase. Maintaining eye contact improves attention to what is being said.

D Distractions prevent focused attention. Identify anything or anyg ne that takes you away from active listening and minimize the distraction to the extent that you an control. In a classroom, sitting next to your best friend or someone who is not actirely engaged with the speaker will distract you from listening. Time to move! Avoid hay toys within arm's reach that will challenge your ability to pay close attention. Think ons ysuch as cell phones, pens, reading materials: in short, any external stimuli that distract ygu from the $100 \%$ listening task.

I Interact with and think like the speaker. Any speaker has specific organizational plan for any presentation. Identify and follow the common or anizational patterns of presentations: causes and effects, reasons and explanations, comparions and contrasts, chronological order, issue and action steps, main ideas or steps and their ey de ails/examples, problems and solutions, questions and answers, and evidence with cual sis.

## Practice these interactive actions to increase vour active listening:

- Ask questions to clarify speaker po nts at d answer questions presented by the speaker.
- Maintain an internal dialogue with the peaker about each of the main points.
- Connect to prior learning. Hoy dou what is being said relate to what you already know?
- Focus on the main ideas and an't get lost in the details. Recognize when your speaker gets off on a tangent or on wird walks."
- Write summary notes an ques ions at the end of key speaker points.

S Signal words provide transions between one idea to another. Pay attention to the key words that signal the intrgat ion of a new idea. Each pattern of organization has its own signal words to transition betw en id a. For example, the chronological pattern makes use of "first," "next," "then," "finallv" anu m2 hy more. Listening to these cues will help you concentrate better.

P Posturematte ! Sit up straight with feet flat on the floor. Adjust your seat or desk so that you are looking dirutly at the speaker, not from an angle. Keep both hands on the table or desk to maintain th s pusture. A bit uncomfortable? Good. Perfect relaxation promotes passive listening. A tle stress promotes active listening. Try to sit as close as possible to the speaker: front and enter gets 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 y nap Is being said, how it is being said, and why it is being said. A good trick maintain conentr tion is to pretend that you will have to repeat the speaker's presentation.

V/GUG

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Take Notes Self-Assessment

1. In note-taking, I listen first and then quickly write down key information.
2. While taking notes, I listen first, then quickly write a summary.
3. In my notes I use many abbreviations and symbols.
4. I use the signals my teacher, videos, and textbooks use to stress main ideas and key details.
5. I only write down information that I don't know, not information that I already know.

## Results

23-25
20-22

17-19
13-16 You are familiar ith s me note-taking skills and will benefit from learning others.
$<13$ You are untiniliar with most note-taking skills and will benefit from learning how to tal e not

Already Know: Wh at Iaready know about taking notes is $\qquad$

Want to Kn w: What I want to know about taking notes is $\qquad$

## How to Take Notes Lesson \#38

Taking notes can improve comprehension and retention of the information pres nted $n$ lectures, videos, and textbooks. Note-taking can also help you organize for test stud andior prewriting brainstorming.

Simply put, notes are summaries of the main ideas and key details that the tear wats you to understand and remember. Effective note-taking organizes these summaries o the wey can easily be reviewed and practiced. Here are a few key ingredients to effective neta ing:

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 autwor(s) of a textbook use to stress main ideas and key details:

- Repeating key points
- Raising the voice or speaking slowly to emplasiz .ey points
- Writing key points down or spelling the kesword out loud
- Using phrases such as "key to" "most importan"ly" main idea" "in conclusion"
- Using transition words such as "first" "ne $t$ " "inally"

3. Don't write everything that the teacher or textbook se selective. If you already know it, don't write it down.
4. Use your own shorthand symbols and abhevianons. Take notes like you text.
5. Ask questions about main ideas and key detofls that you don't understand.
6. Use a note-taking organizational pe ttern that fits with the information being presented. A one-size-fits-all note-taking format is not tho best approach. Use different formats for different organizational patterns and pu poses.

Common Note-taking Abb wiations and Symbols (Applicable to any Academic Subject)


Practice. Write what you have learned about note-taking using abbreviations and symbols.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I willewluat progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Organize Cornell Notes Self-Assessment

1. You could draw and label the format of the Cornell note-taking system.
2. You could develop an essential question for Cornell Notes.
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.

## Results

23-25 You know the format and keyomponents of the Cornell note-taking system.
20-22 You know most of the formand key components of the Cornell note-taking system.

17-19 You know some of the fornat and key components of the Cornell note-taking system.

13-16 You know a Breboyt the format and key components of the Cornell note-taking system and $: 11$ learn the rest from this lesson.
$<13$ You are uncorili $r$ with the format and key components of the Cornell notetakin sysum, but you will learn all about Cornell Notes in this lesson.

Already Know: What ralready know about taking Cornell Notes is $\qquad$
$\qquad$
Want to Know: What I want to know about taking Cornell Notes is $\qquad$

## 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-teminoury.

Follow these steps to complete Cornell Notes:

- Complete the full heading.
- Write the essential question about the topic or objective as provided vyour eacher. If none is provided, complete the essential question when reviewin
- 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. Skiolino between the ideas.
- Later that same day, during your ten-minute Daily Review review your notes and make marginal annotations. Cross out unnecessary words. Chu k the information and make connections to form the main ideas. Write questions to ass the teacher about anything that is confusing.
- In the left column, write higher level test questionsfrom the main ideas.
- Write a summary in which you combine the matrideas 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 subtitlea section in your history or science textbook.


## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my whos..
8. This is how and when I willewluate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Organize Formal Outline Notes Self-Assessment

## Always Usually Sometimes Rarely Never

1. You know what each of the alphanumeric symbols represents.
2. You know what each of the decimal symbols represents.
3. You know the function of main ideas in formal outline notes.
4. You know the function of major details in formal outline notes.
5. You know the function of minor details in formal outline notes.

## Results

23-25 You know the format and key components of the alphanumeric and decimal systems of formal outline $n$ te-ta ing.

20-22 You know most the of fonat and key components of the alphanumeric and decimal systems of for nal outline note-taking.

You know some f the ormat and key components of both or one of the alphanumeric and deci nal systems of formal outline note-taking.

13-16 You know arittle oft about how to organize formal outline notes and will learn muon mor in this lesson.
$<13$ You ave, t learned much yet about how to organize formal outline notes, but $\mathrm{y} u$ will in this lesson.

Already Know. What I already know about learning formal outline notes is $\qquad$

Want thnow: What I want to know about learning formal outline notes is $\qquad$

## 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．he 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，videg textoook topic and are listed as Roman numerals on the left margin and are followe by p is ods． Examples：I．II．III．IV．V．VI．VII．VIII．IX．X．
－Major details are listed as capital letters，followed by periods，an are indented on the lines below the main ideas．Major details modify the main ileas．Modify means to describe，change，or limit．Examples：A．，B．，C．
－The first minor detail modifies the major detail and is doundented on the next line．It begins with the Arabic numeral 1 and is followed by a p iod．
－The second minor detail is double indented on the neycline and listed as 2 ．
－If examples are used to discuss minor details，use loveras letters．
Decimal Outlines use numbers to organize information．The inst letter of the word，group of words，or sentence that follows each symbol is capitalizad．
－Decimal Outlines begin with an Arabic nur al fo lowed by a period and then a zero to represent the first main idea．
－The first major detail is indented from the ma idea．It repeats the Arabic numeral followed by a period and then a＂ 1 ．＂Tho sec nd major detail would end in a＂ 2 ，＂etc．
－The first minor detail is indented fr mine major detail．It repeats all the symbols of the major detail followed by a period＂d the a＂＂．＂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 learn d to fill in the blanks in both outlines．

Alphanumeric Outline Exampl
I．Ice cream
A．Chocolate base flav
1.

2．Rocky oad
b．Marsnmallows
B．Fruity flanors
1．Strawberry
II．Sherbet
A．Oranse
Pitrapple

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

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Use Grammatical Sentence Openers for Sentence Variety Self-Assessment

1. In my writing, I vary the subject-verb-object pattern.
2. I start sentences with preposition phrases.
3. I start sentences with adverbial clauses.
4. I start sentences with $\qquad$ d or $\qquad$ _en verbs.
5. I start sentences with $\qquad$ ing words.

## Results

23-25 You plan your writing with sentence variy as a focus, and you know your grammar well enough to improve you writing style.

20-22 You plan your writing with smence variety as a focus, and you know some grammar to help you impro e yoy $r$ writing style.

17-19 You plan your writing Nithentence variety as a focus, but you don't know your grammar well enough improve your writing style.

13-16 You are not able o wrie with much sentence variety because you don't know your grammar Nellowough. By practicing the following Study Tips, you will improve your witing style.
<13 You are ntable write sentence variety because you don't know your grammar well enougn-by racticing the following Study Tips, you will $i m p r$ ve your writing style.

Already Know: What ralready know about using grammatical sentence openers to improve writing style

Want Know: What I want to know about using grammatical sentence openers to improve writinostym 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 oher grammatical sentence structures. A simple guideline for good sentence variety would be $50 \%$ subject-verb-object sentence openers and $50 \%$ other grammatical sentence or ene Revise each of the examples that follow by starting each sentence with the grammatical senten epeners.

## Prepositional Phrase

Start with a phrase beginning with one of these common prepositions aboard, about, above, according to, across, after, against, along, amang, awound, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by despive, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, har, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through threghout, to, toward, under, underneath, unlike, until, up, upon, with, within, withou?
Example: He found the missing watch behind the cabino
Revision: $\qquad$

## Adverbial Clause

Start a dependent clause (a noun and verb that does inderess a complete thought) with one of the following subordinating conjunctions:
after, although, as, as if, as long as, as muc ias, $s$ soon as, as though, because, before, even if, even though, how, if, in order that, once, Snce oo that, then, that, though, unless, until, when, whenever, where, wherever, whether
Example: Lake Tahoe is fun in the sumer, although it is best known for its winter activities.
Revision: $\qquad$
d, __ed, or __en Verbs
Start with a __d or an __enverb inat acts as an adjective to modify a following noun or pronoun.
Example: I was frighten d by the noise, so I got out of my bed to investigate.
Revision:
 __ing Verbs and Nuns
Start a phrase with on _ ing word that acts as an adjective or with an __ing word that serves as the subject of he entence.
Example (Adyctive): 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.

VMUG

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Eliminate the "to be" Verbs Self-Assessment

1. You revise verbs to create sentence variety in your writing.
2. You try not to overuse the same verbs.
3. You watch for overuse of the "to be" verbs.
4. You know how to substitute and convert "to be" verbs into stronger verbs.
5. You know how to change and combine "to be" verbs into stronger verbs.

## Results

23-25 You identify weak and overuset verbs, including the "to be" verbs, and revise these with strong verbs.

20-22 You identify most weak and werused verbs, including the "to be" verbs, and revise these with stron, veres

17-19 You identify some mand overused verbs, including the "to be" verbs, and revise these with trong verbs.

13-16 You identify an yeak and overused verbs, including the "to be" verbs, and revise these ith strong verbs.
$<13 \quad$ You don't now he strategies to revise weak verbs, but you will after this lesso

Already Know: What ralready know about eliminating "to be" verbs is $\qquad$

Want to Know: What I want to know about eliminating "to be" verbs is $\qquad$

## How to Eliminate the "to be" Verbs Lesson \#42

Writers often overuse "to be" verbs when stronger, more vivid and specific ver s wo ld better communicate what the writer wants to say. Of course, using a "to be" verb is omertmes necessary. Try these strategies to eliminate the overused "to be" verb in your writirg.

Identify-Memorize the "to be" verbs (is, am, are, was, were, be, being, been) tol voidasing them. Circle the "to be" verbs in this sentence: They are willing to leave as I am, but she on', 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 "ose" verb is with tastes as in "That cherry pie tastes delicious." Also, substitute the "there," ere," and "it" + "to be" verbs. For example, instead of "There is the cake, and here are the pes fondessert, and it is served by Mom," replace with "Mom serves the cake and pies for dess rt
Substitute the "to be" verbs in this sentence: She is sayng that was rude to her by being quiet.

Convert-Try starting the sentence differently to in ins helps eliminate a "to be" verb. For example, instead of "Charles Schulz was the creator ft the Peanuts cartoon strip," convert the common noun creator to the verb created as in Shar es Schulz created the Peanuts cartoon strip." Convert the "to be" verbs in this sentence Mr. a d Mrs. Peabody were the developers of the app.

Change-To eliminate a "to be" verb, sudents can change the subject of the sentence to another noun or pronoun in the sentence nd ry arrange the order of the sentence. For example, instead of "The car was stopped by a polica offiger," change the complete subject, the car, to a police officer to write "A police of ser stopped the car." Also try starting the sentence with a different word or part of speech to help eitrinate the "to be" verb. For example, instead of "The monster was in the dark t nnel *eeping," rearrange as "Down the dark tunnel crept the monster."

Change the "to be" y in thi sentence: That is the answer I was by given by her.

Combine-Lo ${ }^{-1}$ 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 sensite child was feeling that way because of the news story," combine as "The news story sad deno the sensitive child."

Combine sontences to eliminate the "to be" verbs: I had been late. Mom was arriving late, too.

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## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I willewluate progress toward my goal:
9. I will know that I have ecc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Spell by the Rules Self-Assessment

1. You think about the spelling rule, if one applies, before spelling a difficult word.
2. Your teachers have taught you to practice the key spelling rules.
3. You could name and describe most of the key spelling rules.
4. You are an excellent speller.
5. You use spelling aids such as dictionaries and "Spell Check" when unsure of a spelling.

Results
23-25 You use all the strategies of anccessful speller.
20-22 You use most of the strategrea a successful speller.
17-19 You use some of the ategies of a successful speller.
13-16 You don't use ma ty of he strategies of a successful speller. Memorizing and practicing the seve oflling rules will help you become a strategic speller.
<13 You don't the strategies of a successful speller. Memorizing and practicing the s wen spelling rules will help you become a strategic speller.

Already Know: Wh at Iareacy know about the seven spelling rules is $\qquad$

Want to Kn w: Wrat I want to know about the seven spelling rules is $\qquad$

## How to Spell by the Rules Lesson \#43

Knowing the seven conventional spelling rules is essential to be able to write well. Sthdy these rules and then explain why each of the example words is spelled as it is, accoritg to ne spelling rule in the blank that follows. Click on the links to hear some memorable aellint 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 lon $1 / \sqrt{\text { / sound. }}$
Examples: believe $\qquad$ receive $\qquad$ neighbor
2. The Final y Rule .

Keep the $y$ when adding an ending if the word ends in a vowel, then or of the ending begins with an $i$. Change the $y$ to $i$ when adding a suffix if the word endsin comsonant, then a $y$.
Examples: delayed $\qquad$ copying $\qquad$ prettiest $\qquad$

## 3. The Silent e Rule

Drop the $e$ at the end of a syllable if the suffix begins with vow 1 . Keep the $e$ when the suffix begins with a consonant.
Examples: paved $\qquad$ closely
4. The Double the Consonant Rule


Double the consonant, as in permitted, when adding $n$ a suffix if all three of these conditions are met: 1 . the last syllable has the accent (per / mt, 2 . he last syllable ends in a vowel, then a consonant (permit). 3. the suffix begins wit a owel (ed).
Example: committee 1. $\qquad$
2. 3. $\qquad$
5. The Ending "an" or "en" Rule

End a word with "ance", "ancy", or root ends with "ear" or "ure". Ot erm se, use the suffixes "ence", "ency", or "ent".

Examples: vacancy
 arrogance $\qquad$ clearance $\qquad$
$\qquad$
6. The "able" or "ible" Nule

End a word with "able" in ro rot before has a hard /c/ or /g/sound, after a complete root word (base word), or after a sivat $e$. Otherwise, end the word with "ible".
Examples: despicabio $\qquad$ navigable $\qquad$ teachable $\qquad$ likeable $\qquad$
7. The /ion/ ound Rule

Spell "si for the final /zyun/ sound or the final /shun/ sound if after an 1 or s. Spell "cian" for a perso and "tion" in most all other cases.
$\qquad$ expulsion $\qquad$
$\qquad$

## 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 askne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Apply the Syllable Rules Self-Assessment

1. In figuring out unknown words, I look at syllables for clues to meaning.
2. In reading difficult words, I look at syllables for their grammatical usage.
3. In spelling difficult words, I spell syllable by syllable.
4. I use my knowledge of syllable rules to form complex words in my writing.
5. I am aware of accents when I pronounce difficult words.

## Results

23-25 You use your excellent knowle of yllabication skills to read, write, and spell better. Knowing these rules hosincreased your vocabulary.

20-22 You use your knowledge of vill oication skills to read, write, and spell better. Knowing these are has ncreased your vocabulary.

17-19 You use limited knowlease of syllabication skills to read, write, and spell better.

13-16 You have few slabication skills. Knowing syllabication skills will help you to read rite, and spell better.
<13 You lack kmer ge of syllabication skills. Knowing syllabication skills will help you t reat write, and spell better.

Already Know: What ralready know about the syllabication rules is $\qquad$
$\qquad$
Want to Knov: What I know about the syllabication rules is $\qquad$

## How to Apply the Syllable Rules Lesson \#44

Directions: Learn these 10 syllable rules and provide your own examples to apply eac rule

1. Every syllable has only one vowel sound. Some syllables have just one vowel; o hers ave two. But even when there are two vowels, there can be only one vowel sound in eachoyllable, so the two vowels say one sound.
Example: out-side.
Your example:

2. A vowel before a syllable-ending consonant (VC) is usually short. Th potern is called a closed syllable. A syllable following begins after that consonant.
Examples: rob-in, bas-ket. Your example: $\qquad$
3. A vowel at the end of a syllable (CV) usually has a long vove sound This pattern is called an open syllable. A syllable following begins after that vowel. Example: be-low.
4. The silent final $e$ makes the vowel before a long sond, inn one consonant sound is between the two (VCe). A syllable following begins after wat silent final $e$.
Example: basement.

5. Usually keep vowel teams together in the same syltane.

Example: boat-ing. Your e mple: $\qquad$
6. Keep the $r$-controlled vowels (ar, er, ir, pronunciation.
Example: or-al-ly.
our example: $\qquad$
7. When two consonants come betwe n two vowels in a word (VCCV), divide the syllable between the consonants. Exceptiono-Don't divide between the consonants of a digraph (ch, sh, $w h, t h$ ) and usually keep blends ogeth re.g., $b l, b r, s w$. Only separate ending "ed" suffixes from their roots when the roots endin on
Examples: scrap-book, an-in ox, ham-ster,
din-ner, con-fessed, com-nted Your example: $\qquad$
8. A suffix syllable endin, consonant-"le" has a short schwa sound (a nasal short ŭ) between the consone int and the" ending. The $e$ is silent.
Example: cra-dle. Your example: $\qquad$
9. All words howe onowyllable that has a primary accent on its vowel sound. Words may also have seconda y acconts. The primary accent is usually found on the vowel in the root, not the prefix or suffin Also, the syllable before a double consonant is usually accented.
Exampl sww-ly and swím-ming. Your example: $\qquad$
10. Unacconted vowel sounds frequently have the schwa sound, especially when there is only one leter in the syllable. All vowels can have the schwa sound.
Exar nl: a-boút.
Your example: $\qquad$

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...

## How to Punctuate Properly Lesson

1. I know how and where to use commas.
2. I can use quotation marks and underlining appropriately.
3. I know the difference between colons and semi-colons and can use them correctly.
4. I can correctly use apostrophes in contractions and in possessives.
5. I know when and how to use parentheses and exclamation points.

## Results

23-25 You are an expert in the use $\rho$ fentration.
20-22 You have mastered many or he punctuation rules.
17-19 You have mastered so he of the punctuation rules.
13-16 You have master d few of the punctuation rules. Learning these rules will help you write moreeficti ely and better communicate what you say and how you want to say it
<13 You have not $n$ a tered the punctuation rules. Learning these rules will help you write Na, ef ectively and better communicate what you say and how you want osasit.

Already Know: What ralready know about punctuation rules is $\qquad$

Want to Know: What I know about punctuation rules is $\qquad$

## How to Punctuate Properly Lesson \#45

Punctuation skills help writers control how ideas will be communicated and affect neani hg. After each example, punctuate the sentence that follows. Check the answers on the

## Commas

-Use commas before or after speaker tags.
She said, "Call me at home."
-Use commas to set apart appositives.
That man, the one with the hat, left.
-Use commas after each list item (except the last). John, Jane, and Jose left early.
-Use commas after introductory words or phrases.
First, you should listen to me.
-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.
"This seems hard" he theqght
The girl Alyssa left home $n$. I would like achamburger fries and a soda.

## During the fi arad snowstorm I left home.

You shoyd liswen Daniel to what I say. - $\bigcirc$

Tha is nown funn but it is interesting.

## Quotation Marks and Underlining

-Use quotation marks before and after direct quota
ns.
Sue said, "I'm going to bed."
Singave me the book, I said, and I read it.
-Use quotation marks before and after songs, poems,
chapters, articles, documents, and short story tites.
Whenever I hear "Clementine," I begin to 9 . The best chapter is titled How I Gave Back.
-Underline movie, television show, book, nagaz ne, and work of art titles.
I saw the wonderful Fiddler on the R of lan nignt. The best television show was I Love Lucy.

Colons and Semicolons
-Use colons to introduce lists.
The following: shoes, pants, and
-Use colons between numbé in relationship. 8:52 P.M.
-Use semicolons to join i rep dent clauses.
Jamal went to school; La ry net tim.
Apostrophes
-Use apostrophes fo contractions.
I can't see what they're doing.
-Use apostropb for singular and plural possessives.
Tom's and the girls coats were red.
Parentheas ancexclamation Points
-Use par entheses to explain or define.
The homse (man) rode off alone. The Great War World War I was terrible.
-Us eyclamation points for surprise or emotion.
Thadeci- on really shocked me!

I need these tools a vice, a saw, and an awl.
The ratio of girls to boys is 31 .

I don't know why he just does it.

You dont know if thats his rule.

Their friends houses were bigger than Sues.

I can't believe she called.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I will know that I have accomplishe goa when...

Teacher/Parent Comments:

Answers: "This seer shard," thought. The girl, Alyssa, left home first. I would like a hamburger, fries, a t a soda. During the first bad snowstorm, I left home. You should listen, Daniel, to what I ara. Ahat is not funny, but it is interesting. "She gave me the book," I said, "and I read it." The best crapter is titled "How I Gave Back." The best television show was I Love Lucy. I need nese pols: a vice, a saw, and an awl. The ratio of girls to boys is 3:1. I don't know why; he just ©nes it. You don't know if that's his rule. Their friends' houses were bigger than Sue's. Tb GreatWar (World War I) was terrible. I can't believe she called!

## How to Capitalize Correctly Self-Assessment

1. When problem-solving the meaning of a word, I look at prefixes for help with the meaning.
2. When problem-solving the meaning of a word, I look at roots for help with the meaning.
3. When problem-solving the meaning of a word, I look at suffixes for help with the meaning.
4. When problem-solving the spelling of a word, I look at the word parts for help with the spelling.
5. My teachers assign Greek and Latin word parts for me to memorize.

## Results

23-25 You use your excellent knowletre of Greek and Latin word parts to read, write, and spell better.

20-22 You use your familiarity wit ceek and Latin word parts to read, write, and spell better.

17-19 You have limited knowlodge of Greek and Latin word parts, but use these to read, write, and spell b ter.

13-16 You know a common Greek and Latin word parts. Knowing the most common Greek arrutatin word parts will help you to read, speak, write, and spell better.
$<13$ You d know he common Greek and Latin word parts. Knowing these word parts will improve your reading, speaking, spelling, and vocabulary.

Already Know: What Ialready know about Greek and Latin word parts is $\qquad$

[^5]
## How to Capitalize Correctly Lesson \#46

Directions: Write your own examples to match the capitalization rule in the space pro ided.

1. People and Character Names Capitalize people's and characters' names. Also capiţlize people's titles. Example: Alexander the Great. Do not capitalize an article (a, an, thent it part of the title, unless it begins the title. Example: President James Earl Carter worked toprovide housing for the poor.
2. Place Names Capitalize place names. Do not capitalize a preposition that sparc a title, unless it begins the title. Examples: Stratford upon Avon or Cardiff by thea. Exemples: Ryan visited Los Angeles to see the Holocaust Museum.
3. Names of Things Capitalize named things. Do not capitalize a conjunotion in the middle of a title. Example: President Lincoln and Soldiers' Home is a national montment in Washington
D.C. Example: The Old North Church and Fenway Park are in B osto
4. Names of Holidays Capitalize holidays. Normally, it is prope form to spell out numbers from one through ten in writing. However, when used as a date napte, the numerical number is used. Example: They celebrate the $4^{\text {th }}$ of July, but not Easte
5. Organization and Business Names Capitalize the namt of ganizations and the letters of acronyms used for organizations. Writers drop the periou in mell-known acronyms.
Examples: M.A.D.D. includes both parents and teachow as does the PTA.
6. Letter Salutations and Closings Capitalize the aluta ions and closings in both friendly and business letters, excluding articles, conjunctions, ana oreritions that don't begin or end the salutations or closings. Examples: Dear Son, ... Dive, Dad
7. Language and Dialect Names Capitalize the nar ies of languages and dialects.

Examples: He spoke Spanish with a Castilian dianet.
15. Historical Period Names Capitalize n med historical periods. Leave articles, conjunctions, and prepositions in lower case, unless the begi or end the historical period. Examples: My favorite period of history to study is the Mida Ages or the Age of Reason.
16. Time Period Names Capitalize the nanres of special periods of time. Use lower case and periods for "a.m." and "p.m." Leave aricles, conjunctions, and prepositions in lower case, unless they begin or end the time period Ex. mple: This is the Year of the Dog.
17. Quotation Capitalization C pital'ze the first word in a quoted sentence. Don't capitalize the first word of a continuing q. (e that was interrupted by a speaker tag. Examples: She said, "You are crazy. However," she pausea "It is crazy to be in love with you."
18. Capitalization Folloyins Colons Capitalize the first word following a colon if it begins a series of sentences. Exal aple: Gy od writing rules should include the following: Neatness counts. Indent each paragraph one inch Proofread before publishing.
19. Lower Case Fo owing Colons Don't capitalize the first word (or any word) in a list following a cobn it he first word is a common noun. Example: Bring home these items: tortillas, sugar, ant milk.

Don't capitalize the first word following a colon that begins an erendent clause. Example: I just re-read Lincoln's best speech: his Second Inaugural Ad iress is brilliant.
20. Titles of Paple Capitalize the title of a person when it precedes the name. Don't capitalize the title $1 t$ does not precede the name. Examples: I heard the senator ask Mayor Johnson a questio Capitalize the title of a person when it is after someone's name followad bya comma. comma. Example: The letter was signed as follows: John Pearson, Cha irperspn. $\qquad$ Capitalize the title of a person when the title is used as a noun of di.ect address. Example: I do plead guilty, Your Honor.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...

## How to Revise Non-Standard Usage Self-Assessment

1. I code-switch between Non-standard English with my friends and Standard English in the classroom.
2. When problem-solving the meaning of a word, I look at roots for help with the meaning.
3. I don't make substitutions of verb forms in my speech and in my writing.
4. I don't make additions or deletions in my speech and in my writing. I speak and write in complete sentences.
5. I use proper verb forms in speech and in writing.

## Results

23-25 You know how to use Standard Enclish and avoid the errors of Non-Standard English.

| 20-22 | You mostly know how to use Standard English and avoid the errors of Non-Standard English. |
| :---: | :---: |
| 17-19 | You often know how to use standard English and avoid the errors of |
|  | Non-Standard English |
| 13-16 | You sometimes k ow bow to use Standard English and avoid the errors of |
|  | Non-Standar Engron, but you can improve by applying this lesson. |
| $<13$ | You rarely how how to use Standard English and avoid the errors of |
|  | Non-Stan ard $\mathrm{n}_{3}$ lish, but you can improve by applying this lesson. |
| Alre | : What I already know about Non-standard English is |

Want to Knov: What I want to know about recognizing and revising Non-standard English is..

## How to Revise Non-Standard Usage Lesson \#47

Non-standard English often differs from Standard English because of regional r cult ral dialects. We also speak Standard English and Non-standard English in different sociol stumons. You probably talk to your teacher differently than how you talk to your friends. W call his code switching. Following are examples of non-standard English for you to code-switch and evise.
Substitutions: Don't substitute be for am, are, or is to create an ongoing action standard English. Example: He be so funny. Instead, use am, are, or is to connect to presen 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 gun. Iso, don't mis-match plural and singular "to be" verbs with their subjects. Example: I wertsad. Revision: I was sad.
Revise these substitutions: I be given some food, but I still were ungy, I could of eaten more.

Deletions: Don't drop verbs or parts of verbs. Examples: She nive (is nice), but I been (had been) nice to her first. Whe Who is she? Revise these anletions ; Where you at? I told you it needs fixed before you leave.

Additions: Avoid using additions. Don't add the ofrr on prepositions when unnecessary. Examples: Get off of my couch. Don't blame me for that.

Avoid using the object case pronoun as a r flexi e pronoun. Example: I got me a sandwich. Revisions: I got myself a sandwich. or I g ta sondwich.

Revise these non-standard additions: Al on the students knew what to do in an emergency. We pulled the alarm on accident, and we st us a detention.

Double Negatives: When ing in Standard English, do not use double negatives. Example: Don't use ne double Negatives in English.

Revise these non-standa(d doy negatives: She doesn't ask for no help never.

Confused Ver8 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. Examp e: Ne given his best effort. Revision: He gave his best effort.
English often hus irregular past participle verb forms and these can be confused with the simple past tenge in Non-standard English. Example: She gone went crazy.

Revise the confused verb forms: She spoken her own truth, but I knowed what she done.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have ecc my lished my goal when...

## How to Prepare for Tests Self-Assessment

1. I actively participate in class discussions and pay attention well.
2. When 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 how we will be tested if the teacher does not completely inform the class.
4. In preparing for an upcoming test, I make a practice test and take my own test.
5. In preparing for an upcoming test, I study with a group of students.

## Results

23-25 You have mastered all the test paration strategies that will guarantee success on tests.

20-22 You have mastered many or kest preparation strategies that will guarantee success on tests.

17-19 You have mastered one the test preparation strategies that will guarantee success on tests.

13-16 You have mastored few of the test preparation strategies that will guarantee success on Learning these strategies will make a difference on your next test.
$<13$ You o now know the test preparation strategies that will guarantee oucco on tests. Learning these strategies will make a difference on your next tes.

Already Kncw: Wwat I already know about test preparation strategies is $\qquad$

Wantran Kmow: What I want to know about test preparation strategies is $\qquad$

## How to Prepare for Tests Lesson \#48

Directions: Develop five possible test questions, one for each of the five paragraphs in thi lesso
Good students spread out their test study over time and don't wait until the ni ght betore the test to cram. Learning to work "smarter, not harder" will actually save study time, no incr ase 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 carefury and write down any announcements about upcoming tests and what to study in your st dentanner.

## Ask the Right Questions

Learn how to ask the right questions of your teacher to helpyou study "smarter, not harder" for any test. "But, what kind of questions should I ask?" Ask hat kind of test you will be taking and adjust your study to that kind of test. Will the objecu re se tion be multiple choice? Will there be an essay? Ask not only what will be on the test, biso ask what won't be on the test. Teachers rarely include everything on tests that has been cover rd in class. Asking these kinds of questions in advance about upcoming tests will help focus test study.

## Create a Practice Test

Using your sticky notes, on which wap aweloped test questions each day after school when completing your Daily Review, nake practice test that covers the test content in the format that you will be tested. Take the tipme bainstorm any possible essay questions and pre-write possible main points and supprting details. Create this practice test days before the test itself. Show the practice test to yor teacner and ask if there is any more content that you need to add on to your practice test. dd o ny of this content and take your practice test and correct it.

## Get More Brampowe

Gather a grou osstudents 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; Youbring, 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, acluding essay pre-writes. Compile the test questions developed by your group of frie as into one practice test. Take the test, share your answers, and learn from each other.

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. After reading the study skill tips, I would still like to know...

## How to Use Objective Test-taking Strategies Self-Assessment

1. When the teacher passes out a test, I first skim over the sections of the test and make a plan.
2. When taking tests, I answer the easy problems first.
3. When taking tests, I read test problems twice.
4. When taking tests, I look for wrong answers first and then use the process of elimination.
5. When taking tests, I notice absolute words and exception words.

## Results

23-25 You know all the objective toraking strategies that lead to strategic guessing and test success.

20-22 You know many of the objutive test-taking strategies that lead to strategic guessing and test suce ss.

17-19 You know some f the bjective test-taking strategies that lead to strategic guessing and test sucess.

13-16 You know se or the objective test-taking strategies that lead to strategic guessing nd te uccess. Learning these strategies will make a difference on your next
$<13 \quad$ You lo not know the objective test-taking strategies that lead to strategic gutssingand test success. Learning these strategies will make a difference on cour incxt test.
Already Knu: What I already know about objective test-taking strategies is...

Warthow: What I want to know about objective test-taking strategies is.

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## How to Use Objective Test-taking Strategies Lesson \#49

There are two basic forms of written tests: subjective tests, which are opinion-b sed essays and objective tests, which are factually based tests. Objective tests consist of multipre choice, matching, fill-in-the-blank, true-false, and short answer formats. Learning bject ve testtaking strategies can help you guess strategically and achieve higher over-all test scorrs. Here are the most effective strategies.

1. Ask how much time you will have to complete the test. Establish a test plandased upon that time. Calculate how much time you will have at the beginning of each sfection of test problems, depending upon the number of problems in each section and the aroun of time that your teacher has provided for the entire test. Then write the projected ending time N the test margin. Use a digital watch to gauge your testing pace. Don't waste too much tij and ane test problem. For example, if there are five sections of the test, each section ing $2 \theta$ 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 sin differently, test problems are all worth the same amount of points. Build your confidence hy answering the easy ones. Also, the easy ones may provide information or clues that you pable to use when answering the harder test problems.
3. Don't rush through the test problems. Test probums are not easy reading. Be careful not to read into the test problem more than what is realy th re. Accuracy is more important than speed.
4. Read each test problem twice before lokins at the answers. It is easy to miss a key word if you only read the test problem once. Be alen fittle change words, such as not.
5. If answer choices are provided, red all them before selecting one. The first answer may look right, but another may be better. 0 -active tests can be intentionally very tricky in this regard.
6. Look for the wrong answer firtiot the right one. Use the process of elimination. It is easier to decide among fewer ohoiges than many. Your guessing odds are substantially bettered with each wrong answer ${ }^{1}$ inated. Cross out all eliminated answers as you go.
7. Make sure to guess. Enom y u have no idea how to answer a test problem, it is best to not
leave the answer bla 1 k .
8. Match the lang rage of the test problem and the test answer. For example, match negative to negative or pgave to positive regarding tone or vocabulary.
9. Absolute wonds, such as always or never, are usually part of incorrect answer choices. Excepti in woyds, such as frequently or mostly, are usually part of correct answer choices.
10. Reylew only those answers that you leave blank after each test section. Don't change ans vers that you have already marked. Your first "guess" is almost always your best.

V/9UC

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Use Matching Test-taking Strategies Self-Assessment

1. When taking a matching test, I read the numbered test problem twice before looking for the alphabetical match.
2. When taking a matching test, I read all the answer choices before selecting one.
3. When taking a matching test, I answer the easy ones first.
4. When taking a matching test, I look at the grammar to select the correct match.
5. When taking a matching test, I look at the scope (range of choices) and the language of each match.

## Results

23-25 You already know all the matchıg strategies that will help you guess strategically on these sectio s of bjective tests.

20-22 You already know mo t of the matching strategies that will help you guess strategically on these se tions of objective tests.

17-19 You already knov som of the matching strategies that will help you guess strategically the se sections of objective tests.

13-16 You know a 10 of the matching strategies that will help you guess strategica ly on the sections of objective tests. Learning the rest of these strategins wnir ke a difference on your next test.
<13 You ave a purposeful reader who focuses on self-improvement and reading skill dew lopment. Learning the rest of these strategies will make a difference on

Already Knov: What I already know about matching test-taking strategies is...

Wantraw: What I want to know about matching test-taking strategies is..

MSUC

## How to Use Matching Test-taking Strategies Lesson \#50

Learning how to improve your scores on matching tests by using the following ips w 11 significantly increase your test scores. Matching sections are the most commonly used toung method on teacher-constructed tests from elementary school through college. Here are thy tips to "ace" any matching section on your next test.

First, remember that matching tests are divided into two columns or rows: ther nun rical and alphabetical sections.

1. Read the numerical word or phrase twice. Try to predict the correr 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 akers frequently say that this strategy helps eliminate rushing though a test and answing suvely. Most of you have had an experience where you quickly answered a test probem, only fornd out that another answer choice, which you did not read, was the obviously correctenswer.
3. Match the easy ones first and cross off the ono hat ygu have selected to use the process of elimination. Getting rid of answer choices will make th selection process quicker, especially if the matching section is long.
4. The beginning of the numbered match; column tends to match the beginning of the alphabetical matching column. Considen this f ct when selecting answer choices. If there are two alphabetic answer choices under consion and one is in the same beginning section as the numeric answer choice, select that one.
5. The ending of the numbered potching column tends to match the ending of the alphabetical matching column If the e are two alphabetic answer choices under consideration, and one is in the same ending secuin as the numeric answer choice, select that one.
6. Look for grammatical Ahes to help match. Singular must match singular and plural must match plural; verb tense must match; grammar must match, for example: nouns often match adjectives, as in Robert E. $m$ atching compassionate, risk-taking, and inspiring.
7. The alphabetical nswer should match the numerical answer tone or scope (feeling or range of choices, such as sitio to positive, negative to negative, general to general, specific to specific).
8. The alphab tical answer should match the numerical answer level of vocabulary, for example 11 scientific term, canine, would most likely match dog, not cute little puppy.
9. On matr tests, if alphabetical answer choices cover a wide range, choose the middle one.
10. Fhaly, make sure to guess, if not sure of your answer choice.

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## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roo whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Use Fill-in-the-Blank Test-taking Strategies Self-Assessment

1. When taking a fill-in-the-blank test, I read the statement twice before answering.
2. When taking a fill-in-the-blank test, I look for "change words" such as not.
3. When taking a fill-in-the-blank test, I look for cause-effect relationships.
4. When taking a fill-in-the-blank test, I look for words don't fit with the rest of the sentence.
5. When taking a fill-in-the-blank test, I look for absolute words and exception words.

## Results

23-25 You already know all the fi fin-t e-blank strategies that will help you guess strategically on these sectio s of bjective tests.

20-22 You already know mar y of the fill-in-the-blank strategies that will help you guess strategically on these so tions of objective tests.

17-19 You already knov som of the fill-in-the-blank strategies that will help you guess strategically thesesections of objective tests.

13-16 You know/rvw of the fill-in-the-blank strategies that will help you guess strategica ly on the se sections of objective tests. By learning these strategies, you will be able sty tegically guess better on these sections of tests.
$<13$
Xou $\square$ not know the fill-in-the-blank strategies that will help you guess strategically on these sections of objective tests. By learning these strategies, you Already Kıu: What I already know about fill-in-the-blank test-taking strategies is...

Warthnow: What I want to know about fill-in-the-blank test-taking strategies is..

MSUC

## How to Use Fill-in-the-Blank Test-taking Strategies Lesson

Learning how to improve your scores on true-false test sections will significant y incyease your over-all test scores. Many teacher-constructed tests include true-false sections Mere 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 fo the little "change words," such as not. Test-takers frequently say that this strategy hel ss eli nate rushing though a test and answering impulsively.
2. True-false tests can be very tricky. Look first at the statement as be ng 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 falso Therefore, if you must guess, guess "true." This is probably because it is easier to writu true statements, than false ones.
4. The longer the true-false statement, the greater is the chate that it is false because it only takes one part of the statement to be false to make the while statement false. So, consider answering "false" for long true-false statements, up you are sure that all part of the statement is true.

Example: The moon orbits an average of 240,000 in iles away from the earth, has craters and mountains, little gravity, and is made of cheest
5. Statements that include cause-effect rela ionst ips 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 seen elected four times, Franklin Delano Roosevelt, and this caused financial chaos throu hout the country.

## 6. Extreme statements tenô be false.

Example: Japanese auto 10 bis are all more reliable and cost less than American automobiles.
7. If an Absolute Wowd suen as he following: all, only, every, completely, none, always, never, best, worst, absolute y is tound in an answer choice, the answer choice tends to be false because these words donot armw for exceptions.
8. If an Excepan 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 becaus these words do allow for exceptions.
9. Finâ̂, make sure to guess, if not sure of your answer choice.

VMUG

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. I will know that I have acc my lished my goal when...
10. After reading the study skill tips, I would still like to know...

## How to Use Multiple-Choice Test-taking Strategies Self-Assessment

1. When taking a multiple-choice test, I predict answers before looking at them.
2. When taking a multiple-choice test, I look for the wrong answers first.
3. When taking a multiple-choice test, I read all answer choices before selecting one.
4. When taking a multiple-choice test, I look for absolute words and exception words.
5. When taking a multiple-choice test, I consider that the level of vocabulary should match in the test problem and in the answer choie

## Results

23-25 You know all the multiple- noice strategies that will help you guess strategically on these sectio s of sjective tests.

20-22 You know many of the multiple-choice strategies that will help you guess strategically on these se tions of objective tests.

17-19 You know some d the nultiple-choice strategies that will help you guess strategically these sections of objective tests.

13-16 You know a 10 of the multiple-choice strategies that will help you guess strategica ly on th se sections of objective tests. By learning these strategies, you will be able to sty ategically guess better on these sections of tests.
$<13$ You not know the multiple-choice strategies that will help you guess stra gically on these sections of objective tests. By learning these strategies, you Already Kno v: What I already know about multiple-choice test-taking strategies is...

Wan Know: What I want to know about multiple-choice test-taking strategies is..

Learning how to maximize your scores on multiple-choice tests will significant increase your over-all test scores. Multiple-choice sections are found on both teachefeconstructed 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 char words, such as not. Try to predict the correct answer before you look at the choices offert. This vill provide a mind-set for evaluating the answer choices before you begin to answer This prowess also helps to unlock your prior knowledge about the subject that you learned in ter study and from experiences in your own life. Many students find it helpful to cover the nswer choices with one hand to make sure that they complete this first step.
2. Read all answer choices before selecting an answer. Test-tak rs frequently say that this strategy helps eliminate rushing though a test and answering jpulsively. Students find it helpful to read the answer choices "up from the bottom" to ensure that he read each choice.
3. Use the process of elimination. If possible, cross of inconect answer choices to permit strategic guessing. The fewer the answer choices, the oreato is the likelihood of a correct answer selection.
4. Look for grammatical clues to help match. The nunerical test problem or question must match the answer choice. For example, singular mus natch 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 pura, vocabulary level of difficulty).
6. Two close-sounding or looking ar swerssuch as "quotient" and "quotation" or 22 and 222 tend to mean that one of the answers is correct.
7. On math tests, if answers cove r a wi le range, choose the one in the middle, if you have to guess. For example, if answer rarge rom A. 14 B. 234 C. 1,655 D. 243, choose B or D. 8. Answer choices that hav "Bont A and B", "None of the Above," or "All the Above," or similar tend to be co rect.
8. If you must guess, the second to last answer choice is most frequently correct. The last answer is most frequ ently mcorrect. This strategy only works on teacher-constructed tests.
9. If an AbsoluttWond such as the following: all, only, every, completely, none, always, never, best, wont absolutely is found in an answer choice, the answer choice tends to be incorrect bec use these words do not allow for exceptions.
10. If an Fnception Word such as the following: some, often, usually, most, sometimes, frequent $y$, often, usually, maybe, many, generally, partially is found in an answer choice, the answer chice tends to be correct because these words do allow for exceptions.
11. Fi/all $y$, make sure to guess, if not sure of your answer choice.

VGUO

## 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 ne about my progress:
6. Before I begin working toward my goal, I will nee rto...
7. I plan to begin working toward my roon whon..
8. This is how and when I wille wate progress toward my goal:
9. After reading the study skill tips, I would still like to know...

## Group Norms

| BE | Fard-working | Do your best work oneach lesson or activity. Work the Whole time. |
| :---: | :---: | :---: |
| BE | Engaged | Do your fair stare of the work. Complete yguassigned leadership role. |
| BE | Responsible | Do all parts of the lesson or activity for each. Focus on your learning and thategt others in your group. |
| BE | Organized | ep all lesson or activity materials here they belong. Clean up neatly d completely. |
| SHOW |  | Begin the lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles. |

## Phonics Lessons

## LEA D E RS F

# ROLES 

## Reader

Read the lessoporactivity out loud in a quiet voice. Pause to allow the group to think and fespond. Re-read sections if necessary

# Clarifier 

## Task

Refer to the task card to begin the lesson activity and help the group perform its tasks. Ask the teacher if relis needed on the directions.

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 

Mgfiager

## Phonics Lessons

## LEA D E RS F

# ROLES 

## Reader

Read the lessoporactivity out loud in a quiet voice. Pause to allow the group to think and fespond. Re-read sections if necessary

# Clarifier 

## Task

Refer to the task card to begin the lesson activity and help the group perform its tasks. Ask the teacher if relis needed on the directions.

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 

Mgfiager

# 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 vith 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 ver se in response. 3. The Reader reads the directions, and students work together to oemplete the rest of the worksheet. The Clarifier asks the teacher for help if neeessinv.
3. Upon completion the Task Manager gets the word making jumble from the teacher.
4. The People Manager makes sure that the group cleans ap inatly 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 Syllab Rule and the Examples out loud. The Clarifier puts the rule into his or her own word and asks the teacher for help if necessary.
2. The Reader reads the directions, and stutients 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 ion the teacher and students self-correct and revise their mistakes. Upon comple on, the Task Manager returns the answers and gets the word making jumble from the acher.
4. The People Manager makes sare that the group cleans up neatly and completely.

## Short Vowel Phonics WG̈rzshop \#3

1. The Task Manager wr tes o vn the ending time of the and keeps the group on-task. The Reader reads the oingle pad 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 tocessary.
2. The Reader rat the directions, and students work together to complete the rest of the worksheet. tudents work together or on their own to finish the story (3.) The Clarifier as sthe teacher for help if necessary.
3. The Task Manager gets the answers from the teacher and students self-correct and revise theil mistakes. Upon completion, the Task Manager returns the answers and gets the wor moking jumble from the teacher.
4. The Pople 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 vith 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 ve se in response.
3. The Reader reads the directions, and students work together to oemplete the rest of the worksheet. The Clarifier asks the teacher for help if neeessain.
4. Upon completion the Task Manager gets the word making jumble from the teacher.
5. The People Manager makes sure that the group cleans ip inatly 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 Syllab Rt le and the Examples out loud. The Clarifier puts the rule into his or her own word and asks the teacher for help if necessary.
2. The Reader reads the directions, and stitient 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 non the teacher and students self-correct and revise their mistakes. Upon comple on, the Task Manager returns the answers and gets the word making jumble from the acher.
4. The People Manager makes sare that the group cleans up neatly and completely.

## Short Vowel Phonics WG̈rkshop \#3

1. The Task Manager wr tes 0 vn the ending time of the and keeps the group on-task. The Reader reads the fingle ohd Double Consonant-Suffix Syllable Rules and the Examples out loyd. ne Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
2. The Reader rat the directions, and students work together to complete the rest of the worksheet. tudents work together or on their own to finish the story (3.) The Clarifier as sthe teacher for help if necessary.
3. The Task Manager gets the answers from the teacher and students self-correct and revise thetimistakes. Upon completion, the Task Manager returns the answers and gets the wor moking jumble from the teacher.
4. Theople 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 Examp es olt 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 camply the rest of the worksheet. The Clarifier asks the teacher for help if necess ry.
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 noatly and completely.

## Silent Final e Phonics Workshop \#2

1. The Task Manager writes down the ending tine onthe and keeps the group on-task.
2. The Clarifier asks students to skim the Outlaw Wiords and see what these words have in common? The Clarifier asks the teache if the group cannot provide an answer. 3. The Reader reads the Directions and studeinc work together to complete the worksheet. The Clarifier asks the teacher for Inlp if necessary.
3. The Task Manager gets the answers fron 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 teacner.
4. The People Manager makes sure nta the group cleans up neatly and completely.

## Silent Final $e$ Phonics Worl sno \# \#3

1. The Task Manager writes own the ending time of the and keeps the group on-task. The Reader reads the diretions and the Memory Rap. Students repeat the Memory Rap in response.
2. The Reader reads tharest of the directions, and students work together to complete the rest of the wgrks eet. The Clarifier asks the teacher for help if necessary. 3. The Task Managr gets the answers from the teacher and students self-correct and revise their misfans. Upon completion, the Task Manager returns the answers and gets the word makin $\sigma$ jumble from the teacher.
3. The PeopeManager makes sure that the group cleans up neatly and completely.

Visual

## 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 Examp es olt 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 camply the rest of the worksheet. The Clarifier asks the teacher for help if necess ry.
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 noatly and completely.

## Silent Final e Phonics Workshop \#2

1. The Task Manager writes down the ending tine on 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 teache if the group cannot provide an answer. 3. The Reader reads the Directions and studeinc work together to complete the worksheet. The Clarifier asks the teacher for In lp if necessary.
3. The Task Manager gets the answers fron 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 teacner
4. The People Manager makes sure nat the group cleans up neatly and completely.

## Silent Final $e$ Phonics Worl shop \#3

1. The Task Manager writes hown the ending time of the and keeps the group on-task. The Reader reads the diretions and the Memory Rap. Students repeat the Memory Rap in response.
2. The Reader reads twrest of the directions, and students work together to complete the rest of the wgrks eet. The Clarifier asks the teacher for help if necessary.
3. The Task Managr gets the answers from the teacher and students self-correct and revise their misfans. Upon completion, the Task Manager returns the answers and gets the word makin $\sigma$ jumble from the teacher.
4. The PeopeManager makes sure that the group cleans up neatly and completely.

## Phonics Task Card: <br> 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 toget er tomplete the worksheet. The Clarifier asks the teacher for help if necessary.
2. The Task Manager gets the answers from the teacher and studen is sif-correct and revise their mistakes. Upon completion, the Task Manager returns the an wwers and gets the word making jumble from the teacher.
3. 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 the ad keeps the group on-task. 2. The Reader reads the directions and students worn together to complete the worksheet. The Clarifier asks the teacher for help it eecessary.
2. Students make work on the short paragranh (3.) ogether or individually. 4. The Task Manager gets the answers from the toreher and students self-correct and revise their mistakes. Upon completion, the Tas Manager returns the answers and gets the word making jumble from the teacnor
3. The People Manager makes sure tha the group cleans up neatly and completely.

## Consonant Digraphs Phonics Vorkshop \#3

1. The Task Manager writes do on t e ending time of the and keeps the group on-task. The Clarifier puts the rule into kic or her own words and asks the teacher for help if necessary.
2. The Reader reads the tre ions, and students work together to complete the rest of the worksheet. The Clarifier as ss the teacher for help if necessary.
3. Upon completion the Fank Manager gets the word making jumble from the teacher.
4. The People Managur makes sure that the group cleans up neatly and completely.

Visual

## 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 toget er to complete the worksheet. The Clarifier asks the teacher for help if necessary.
3. The Task Manager gets the answers from the teacher and studer is st-correct and revise their mistakes. Upon completion, the Task Manager returns the an swers 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 timeoof bend keeps the group on-task. 2. The Reader reads the directions and students evorn together to complete the worksheet. The Clarifier asks the teacher for heln in necessary.
2. Students make work on the short paragraph (3.) ogether or individually.
3. The Task Manager gets the answers from the wer and students self-correct and revise their mistakes. Upon completion, the Tas Manager returns the answers and gets the word making jumble from the teacm
4. The People Manager makes sure tha the group cleans up neatly and completely.

## Consonant Digraphs Phonics Vomshop \#3

1. The Task Manager writes do wn t e ending time of the and keeps the group on-task. The Clarifier puts the rule into Nich her own words and asks the teacher for help if necessary.
2. The Reader reads the irections, and students work together to complete the rest of the worksheet. The Clarivier as s the teacher for help if necessary.
3. Upon completion the Task Manager gets the word making jumble from the teacher.
4. The People Managor 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 toget er tomplete the worksheet. The Clarifier asks the teacher for help if necessary.
2. Students make work on the long sentence (2.) together or indivic uall
3. The Task Manager gets the answers from the teacher and studenteelf correct and revise their mistakes. Upon completion, the Task Manager returns we answers and gets the word making jumble from the teacher.
4. The People Manager makes sure that the group cleans un neatly and completely.

## Consonant Blends Phonics Workshop \#2

1. The Task Manager writes down the ending tint of the and keeps the group on-task. 2. The Reader reads the Definition and directions Sudents work together to complete the worksheet. The Clarifier asks the teachen $f r$ he $p$ if necessary.
2. The Clarifier leads the group in reading the CN $\mathbf{V}^{2}$, Scary, Thieving Old Clown in unison (all together).
3. Students may work on the consonant blentefimerick (2.) together or individually. 5. The Task Manager gets the answers rom the teacher and students self-correct and revise their mistakes. Upon completion, i. Task Manager returns the answers and gets the word making jumble from the eacinr.
4. The People Manager makes sure wat the group cleans up neatly and completely.

## Consonant Blends Phonies Workshop \#3

1. The Task Manager wr es the ending time of the and keeps the group on-task. The Reader reads the directions.
2. Students work tog the 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 anaser makes sure that the group cleans up neatly and completely.

Visual

## 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 toget er to complete the worksheet. The Clarifier asks the teacher for help if necessary.
2. Students make work on the long sentence (2.) together or indivi uall
3. The Task Manager gets the answers from the teacher and studentinelf 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 un neatly and completely.

## Consonant Blends Phonics Workshop \#2

1. The Task Manager writes down the ending tint of the and keeps the group on-task. 2. The Reader reads the Definition and directions Sudents work together to complete the worksheet. The Clarifier asks the teachenfr he $p$ if necessary.
2. The Clarifier leads the group in reading the CNzy, Scary, Thieving Old Clown in unison (all together).
3. Students may work on the consonant blentivimerick (2.) together or individually. 5. The Task Manager gets the answers rom the teacher and students self-correct and revise their mistakes. Upon completion, Task Manager returns the answers and gets the word making jumble from the eactror.
4. The People Manager makes sure that the group cleans up neatly and completely.

## Consonant Blends Phoni's Workshop \#3

1. The Task Manager wr tes town the ending time of the and keeps the group on-task. The Reader reads the dirvetions.
2. Students work tog thento 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 toge ther to complete the worksheet. The Clarifier asks the teacher for help if necessary.
3. The Task Manager gets the answers from the teacher and studen is st forrect and revise their mistakes. Upon completion, the Task Manager returns the an wers 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 Workst op $\boldsymbol{+ 1 2}$

1. The Task Manager writes down the ending time of be gid keeps the group on-task.
2. The Reader reads the Definition and Directions. Stuaents work together to complete the worksheet. The Clarifier asks the teacing for help if necessary.
3. The reader reads the 4 " before " e " Spelling Ruis 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 Tack Manager returns the answers and gets the word making jumble from the teacl er.
5. The People Manager makes sure thai the group cleans up neatly and completely.

Long Vowels and Vowel Digraphs Phonics Workshop \#3

1. The Task Manager writes downe ending time of the and keeps the group on-task.
2. The Reader reads the Defintion and Directions. Students work together to complete the worksheet, sim the Sounds-Spelling Chart for reference. The Clarifier asks the teacher for help focesary.
3. The Task Manager get 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 junble from the teacher.
4. The People Manager makes sure that the group cleans up neatly and completely.

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## 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-rn-task.
2. The Reader reads the Definition and Directions. Students work toge ther to complete the worksheet. The Clarifier asks the teacher for help if necessary.
3. The Task Manager gets the answers from the teacher and studer is seforrect and revise their mistakes. Upon completion, the Task Manager returns beanswers and gets the word making jumble from the teacher.
4. The People Manager makes sure that the group cleans up neady and completely.

## Long Vowels and Vowel Digraphs Phonics Workstop +2

1. The Task Manager writes down the ending timesof begnd keeps the group on-task.
2. The Reader reads the Definition and Directions. Stuaents work together to complete the worksheet. The Clarifier asks the teachry for help if necessary.
3. The reader reads the $\omega_{i>}$ before " $\mathrm{e}^{\boldsymbol{*}}$ Spellind Rup 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 Tack Manager returns the answers and gets the word making jumble from the teacl er.
5. The People Manager makes sure thaithe group cleans up neatly and completely.

## Long Vowels and Vowel Digraphs Phonics Workshop \#3

1. The Task Manager writes towne 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, Sin $_{\text {t }}$ the Sounds-Spelling Chart for reference. The Clarifier asks the teacher for help en cesary.
3. The Task Manager gen the answers from the teacher and students self-correct and revise their mistakes. Npon completion, the Task Manager returns the answers and gets the word making jun ble from the teacher.
4. The People Manaser 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 groupon-task. 2. The Reader reads the Definitions and Directions. Students work togethe to complete the worksheet, using the Sounds-Spelling Chart for reference. The Clarifier asks the teacher for help if necessary.
2. The Task Manager gets the answers from the teacher and studenceelf correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
3. The People Manager makes sure that the group cleans un neatly and completely.

## Diphthongs Phonics Workshop \#2

1. The Task Manager writes down the ending tine on 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 if necessary.
2. Upon completion, the Task Manager gets the dord making jumble from the teacher. 4. The People Manager makes sure that the gro po cleans up neatly and completely.

## Diphthongs Phonics Workshop \#3

1. The Task Manager writes down he anding 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 ne sounds-Spelling Chart for reference. The Clarifier asks the teacher for help if nece ${ }^{2}$.
3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Up 14 ompletion, the Task Manager returns the answers and gets the word making jumble fron the teacher.
4. The People Manag naze sure that the group cleans up neatly and completely.

Visual

## Phonics Task Card: Diphthongs Phonics Lessons

## Diphthongs Phonics Workshop \#1

1. The Task Manager writes down the ending time of the and keeps the groupon-task. 2. The Reader reads the Definitions and Directions. Students work togethe to complete the worksheet, using the Sounds-Spelling Chart for reference. The Clarifier asks the teacher for help if necessary.
2. The Task Manager gets the answers from the teacher and studenceelf correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
3. The People Manager makes sure that the group cleans un neatly and completely.

## Diphthongs Phonics Workshop \#2

1. The Task Manager writes down the ending tine onthe 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 eac er for help if necessary.
2. Upon completion, the Task Manager gets the wod making jumble from the teacher. 4. The People Manager makes sure that the gro wo cleans up neatly and completely.

## Diphthongs Phonics Workshop \#3

1. The Task Manager writes down he onding 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 ne sounds-Spelling Chart for reference. The Clarifier asks the teacher for help if nece ${ }^{2} y$.
3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. UpqTumpletion, the Task Manager returns the answers and gets the word making jumble fron the teacher.
4. The People Manag naza sure that the group cleans up neatly and completely.

Visual

## 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 groupon-task.
2. The Reader reads the directions and students work together to compl te tle worksheet. The Clarifier asks the teacher for help if necessary.
3. Upon completion, the Task Manager gets the word making jumb fir the teacher.
4. The People Manager makes sure that the group cleans up neatly and cspletely.
$r$ and $l$ - controlled Vowels Phonics Workshop \#2
5. The Task Manager writes down the ending time of the and keeps the group on-task.
6. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for helpjf necessary.
7. 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.
8. The People Manager makes sure that the groune eans up neatly and completely.

## $r$ and $l$ - controlled Vowels Phonics Worls hop \#3

1. The Task Manager writes down the éndigg time of the and keeps the group on-task.
2. The Reader reads the directions na students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
3. Upon completion, the Task Mana er gets the word making jumble from the teacher.
4. The People Manager makes sure hat 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 groupon-task.
2. The Reader reads the directions and students work together to compl te tle worksheet. The Clarifier asks the teacher for help if necessary.
3. Upon completion, the Task Manager gets the word making jumb fir the teacher.
4. The People Manager makes sure that the group cleans up neatly and mpletely.
$r$ and $\boldsymbol{l}$ - controlled Vowels Phonics Workshop \#2
5. The Task Manager writes down the ending time of the and keeps the group on-task.
6. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help jf nec ss ary.
7. 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.
8. The People Manager makes sure that the grounceans up neatly and completely.
$r$ and $l$ - controlled Vowels Phonics Wort hop \#3
9. The Task Manager writes down the êdiag time of the and keeps the group on-task.
10. The Reader reads the directions notudents work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
11. Upon completion, the Task Mana er gets the word making jumble from the teacher.
12. The People Manager makes sure hat the group cleans up neatly and completely.


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[^0]:    Compose gour own sentence with two types of object case pronouns.

[^1]:    Compose you nwn sentence with the present perfect verb tense.

[^2]:    Thu Science of Reading Intervention Program: Assessment-based Instruction
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[^3]:    An indir ct quatation reports someone else's ideas without quoting each word. Indirect quotation s don't include quotation marks, but must provide citations. Example: The author stateat at cneetahs are the fastest animals (Perkins 52).

[^4]:    Want to Know: What I want to know about the association memorization strategy is..

[^5]:    Want to what I want to know about learning Greek and Latin word parts is...

