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Personalized Reading Program for Intermediate Grades

Pamela Kay Kelly

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A Non-Thesis Project
Presented to
The Graduate Faculty
Central Washington State College

In Partial Fulfillment
Of the Requirements for the Degree
Master of Reading Specialist

by
Pamela Kay Kelly

June, 1973

Approved for the Graduate Faculty

Lloyd M. Gabriel CHAIRMAN

Byron L. DeShaw

Dohn A. Miller

PERSONALIZED READING PROGRAM

FOR INTERMEDIATE GRADES

Purpose:

As the reading specialist in an elementary school, it was my responsibility to assist the classroom teachers with their reading program; specifically, with those students who were having difficulty. It was not feasible for me to meet with all who needed help; at the most, I could help forty-three students per week. The pace at which I had to function to assess and meet their individual needs became too great. In view of this situation, the following program was designed to stimulate every intermediate student's desire to read and to do so at his own pace.

When Dr. Stanchfield, from Occidental College, spoke to the reading specialists in Vancouver, she pointed out that a list of reading skills should be compiled to be used district-wide. This gave me the idea on which I based the Personalized Reading Program: Reading ability is built upon skills; therefore, the teaching of reading should be grouped according to the skills the individual needs to learn.

When reading skills are taught in the self-contained classroom, there is an assumption that a

single level of instructional materials will suffice for each group within that grade. Graphs A, B, C, D, E, F and G, in Appendix A, are of the seven self-contained classrooms that were used in the project. The graphs show that, in reality, there is a relatively wide range of reading abilities. Despite how diligently the teacher tries, she cannot possibly meet the individual needs of each student, due to time and material factors. In order to practice the above philosophy, there was an agreement among the intermediate teachers at Hough Elementary that smaller ability groups were necessary. The school was title-funded and students were from below-average-income homes. The majority of students demonstrated the need for much enrichment.

From past experience, it was important to move slowly into the project so students, teachers and aides would feel at ease and not overwhelmed. Silent reading for enjoyment became the first step and, after a week, assessments began. At the end of the second week, the project was running at its full length - twenty minutes of reading for enjoyment plus twenty-five minutes spent on skill work.

Therefore, this project was planned and conducted to reach each student at his assessed level. This program was intended to supplement the classroom reading groups.

Procedure:

The suggestion of the project was not mentioned until the writer, who began teaching in January, could establish a rapport with the classroom teachers.

Due to a time factor of two-and-one-half months of school left, it was necessary to use a group test to determine groups. Since the Gates-MacGinitie was available through the district, Form D1 was given to all intermediate and six special education students. The comprehension test scores were used as the group level indicator. By using a class list, scores were placed by each name and tests for the total one hundred and eighty-four students were organized in the following fourteen ability levels:

<u>Group No.</u>	<u>Levels</u>	<u>Number of Students</u>
1	0.0 - 2.1	11
2	2.2 - 2.4	9
3	2.5 - 2.7	8
4	2.8 - 2.9	7
5	3.0 - 3.2	11
6	3.3 - 3.9	11
7	4.0 - 4.4	12
8	4.5 - 4.8	8
9	4.8 - 4.9	13
10	5.0 - 5.6	17
11	5.7 - 6.1	19
12	6.2 - 6.8	18
13	6.9 -10.6	19
14	7.1 -11.9+	21

Group size and student placement were determined by (1) who the instructor was; (2) the ability of the group; and (3) attitude of students toward reading. In order to supply teachers for each group, aides became instructors. For this reason, teachers were carefully placed so at least one was at the same grade level with aides. This way, an aide could request help from either the teacher at her grade level or from the reading specialist. The total number of instructors

included seven teachers, five aides, one media specialist and one counselor. The custodian, cooks, principal and parents were involved in the reading for enjoyment portion of the program.

The program showed its flexibility when it was found necessary to make group changes, as follows: (1) a child was regrouped because of a conflict with the teacher; (2) three cases of ability and group performance warranted a switch; (3) siblings were always placed in separate groups, even though they were reading on the same level; and (4) a few students were not put together due to discipline problems.

Group No. 2 became an excellent place for boys who were turned off to reading. The aide instructor, due to personal appearance, did not represent the establishment. His method of instruction was one of fun and relaxation and was of interest to the students. Little did they know that he held a B. S. in Meteorology.

An effective reading program depends on the cooperation of the staff. Since the program does not follow the traditional plan set up in the basal reading

series and grade level grouping, it was important to view the roles of everyone involved.

Instructors were responsible for the assessing and teaching of the individuals within their group. It was of utmost importance that they were always aware of the individual differences in their students and that they produce an atmosphere of positive learning. The basic foundation upon which a student's reading ability is built depends, to a large extent, upon his attitude.

Classroom teachers were to guide those aides at their grade level. Before the initial phase of the project got under way, aides received a short inservice program. At this time, their new role was discussed so they would feel at ease with their task. It was emphasized that they were to seek needed help from either teachers or the reading specialist. A weekly meeting was planned for all instructors, where the following activities took place:

- (1) Instruction on how to assess a student's needs. Using one of the two assessments, an instructor would locate three or four skills on which the student

needed further help. The assessment would stop at this point and, when the skills were learned, the assessment would proceed at that point to the next level.

(2) Procedure in writing individual profiles.

As needs were assessed, they were plotted on a profile and given to the reading specialist. The profile included:

<u>Name of Student</u>	
<u>NEEDS</u>	<u>MATERIALS</u>
1. sl, dw, tr))	Flash Cards
2. squ, str)	Ditto, P. 23, 27, 28
3. r-controlled vowels	Vowel Domino Game

The specialist received profiles daily from instructors. Time was planned after each reading session to fill these orders. At first, dittos were relied upon to an excessive degree. Slowly, activities were added, with the idea that a student would learn a skill in a more enjoyable way.

The reading specialist became the key person in developing and running the project. The position is

one of manager for the system with responsibilities in (for):

1. test administration
2. interpretation of test scores for group placement
3. compiling assessments
4. administrating inservice programs for aides and teachers
5. introducing new materials and activities to groups
6. organizing materials to correlate with specific skills to be taught
7. preparing programmed materials to meet specific skills
8. introducing, explaining to and involving parents
9. motivating instructors

The student is the most important person in the program and it was important that he understood what would be happening, for his attitude and interests are important to his progress. The principal and reading specialist went to each classroom to explain and introduce the project. The explanation included one rule we all were governed by, "You may read what you wish, where you want within your new reading area, as long as you don't bother anyone else." This gave them twenty minutes of independent reading, which

meant not only independent choice of book, magazine, etc.; but, also, of sitting position. The rule was not only for students; but, also, for teachers, custodians, cooks, parents and anyone else participating.

Each student and instructor received a name tag showing (1) his name; (2) his classroom teacher's name; (3) his new reading instructor's name; and (4) where he should go for reading.



This was worn for the first three days, until everyone was sure where he was going.

New students were sent to the reading specialist upon arriving. They were tested and placed in the group where they would best function. The program was

explained and the specialist, if time permitted, helped select a book or magazine that was of interest to the student for use the next day.

Each student was responsible for providing himself with something he wanted to read. Remembering the governing rule, many students decided to take it for what it meant. Some were established on the floor; while others read on the tops of tables, on window sills, under tables, at the teacher's desk, on large pillows, in boxes, etc. Some were hesitant and unsure and, at first, were found sitting upright at desks. They soon conformed to a more leisurely position. The principal had a special chair for the outstanding reader of the day. It was an old wheelchair that was painted orange and red and equipped with head light and turn signals. The "reading chair" moved daily from group to group.

It was exciting to see the enjoyment the students received from the independent reading. Many were not content with only twenty minutes when the program first began, and so they returned to the classroom to continue. One of the most important goals in reading instruction is to develop individual interested

readers. Many students are poor readers, or don't know the joy of reading, because they have had limited opportunities to read for enjoyment. Since this was a new project to them, it was important to move slowly in a logical, sequential approach. The project began with Phase I (silent reading for enjoyment), and proceeded through Phase II (skill assessments) and Phase III (a combination of skill instruction), to the final goal of instruction in which the student relates reading experiences in mastering other subjects.

Instructors used one of two assessments (located in Appendix B). If he was working with levels 0.0 to 5.5, Assessment No. 1 was used. It was designed by the reading specialist. Assessment No. 2 was for levels 5.5 to 11.5+. It was taken from Scholastic Individualized Reading, Unit 6. They overlapped in some areas to safeguard against students missing word attack skills they may need. As profiles were made, they were sent daily to the reading specialist. In analyzing all the profiles, two questions became outstanding: (1) Where do I get the materials to teach one hundred and eighty-four students? and (2) Timewise,

can I supply each instructor, daily, with what he needs?

Materials were located to teach specific skills. As a ditto was made, the original was filed in a notebook, while the ditto and copies were placed in a file. Games were correlated with the skills they taught, and a list was constantly being enlarged:

1. SRA Word Kit
2. Lyons & Carnahan Phonetic Games
3. Phrase-o-Scope
4. Hangman
5. Don't Make a Word
6. Race Unscramble

Programmed materials were written by the reading specialist to teach specific skills on an individual basis:

1. Long vowel sounds
 2. Short vowel sounds
 3. Controlled R and vowels
 4. Y as a vowel
 5. Syllabication
 6. Contractions
 7. Comprehension
 8. Homonyms
 9. Antonyms
 10. Synonyms
- } Sample in front pocket

Machines were used mainly by Group No. 1, which encompassed the non-readers:

1. Systems 80
2. Hoffman Reader
3. Filmstrips

The next items were used at each level:

1. Tape recorder
2. Tatistascope
3. Listening stations

The following materials belonged to the reading specialist. They were marked with their reading level and made available to instructors:

1. Allyn & Bacon, Inc.
 (Breakthrough Series)

"The Time Is Now"	2.0
"With It"	2.0
"Winner's Circle"	3.0 - 4.0
"Beyond the Block"	4.0
"This Cool World"	5.0
"The Big Ones"	6.0
2. American Education Publications
 (Read, Study, Think)

Book 3	3.0
Book 4	4.0
Book 5	5.0
Book 6	6.0

 (Inference, Organization, Judgement)

	3.0
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- | | | |
|----|---|-----------|
| 3. | <u>Book-Lab, Inc.</u> | |
| | "Hip Reader" | 1.0 |
| 4. | <u>Charles Merrill Publishing Co.</u> | |
| | (New Phonics Skilltext) | |
| | Book C | 3.0 |
| | Book D | 4.0 |
| 5. | <u>Continental Press, Inc.</u> | |
| | "Language Patterns
and Usage" | 6.0 |
| 6. | <u>Houghton Mifflin</u> | |
| | (Action Series) | |
| | "Challenges" & workbook | 5.0 - 6.0 |
| 7. | <u>Illustrated Digest</u> | |
| | "Illustrated Digest of
Pro Football" | 5.0 - 6.0 |
| 8. | <u>Lyons & Carnahan</u> | |
| | (Phonics We Use) | |
| | Book A | P.P. |
| | Book B | 1.0 |
| | Book C | 2.0 |
| | Book D | 3.0 |
| | Book E | 4.0 |
| | Book F | 5.0 |
| 9. | <u>McGraw-Hill Book Company</u> | |
| | (Reading for Concepts) | |
| | Book A | 1.9 |
| | Book B | 2.5 |
| | Book C | 3.2 |
| | Book D | 3.9 |
| | Book E | 4.6 |
| | Book F | 5.2 |
| | Book G | 5.8 |
| | Book H | 6.4 |

(Step Up Your Reading Power)

Book A	3.0
Book B	4.0
Book C	5.0
Book D	6.0
Book E	7.0

10. Modern Curriculum Press

"Phonics Is Fun"	3.0
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11. Scholastic Book Services**(Action Unit)**

Book 2	2.0
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Book 3	3.0
--------	-----

"Radar Commandos"	3.0
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"My Side of the Mountain"	4.0 - 5.0
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12. Weekly Reader

"Map Skills of Today"	2.0 - 6.0
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13. Plays:

"The Fatal Phone Call" (Bill Cosby Show)	4.0
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"Officer Kitt and Zeke Zurdley"	2.5
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"The Winner"	6.0
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"Butch Cassidy and the Sundance Kid"	5.0
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"The End of the World or Seventeen Years Later"	5.0
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"Monsters"	5.0
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"Death After School"	5.0
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Evaluation:

The culmination of the project is the evaluation of student progress. This was done by two measures: (1) using the Gates-MacGinitie Form D2, and (2) survey of student, teacher and parent reaction.

Graphs numbered 1 through 14 (located in Appendix B) indicate the initial testing in March by the black line, and the red line shows the May measure. Since the project was one of supplement, any growth shown cannot adequately be measured in terms of project strength. However, the advantages still remain:

- (1) One-to-one relationship between student and instructor during the instructional phase.
- (2) The individual paces himself, yielding less anxiety for the slow reader and the instructor.
- (3) Freedom of choice.
- (4) Accelerated reader is challenged.

At this point, the writer must mention her feelings about the test scores. It would be wonderful and idealistic to be able to accept a four-year growth in a two-month period, as some cases indicate. But in reality, the first test scores, in many cases, were

not a true measure. I believe this is due to the fact that the testing was an extremely new experience. The tests also indicate, to the writer, that a psychological effect on the students' self-images, due to individualized instruction, correlates with the rise in test scores.

By survey, the program was evaluated as being successful, when measuring attitudes.

STUDENT SURVEY I

I have always liked reading: 48

I like the present way we have been doing reading at Hough: 44

I would rather do reading as we did it before: 4

Comments

1. "Reading is good for all this way."
2. "I'm in the top group and want to move up. How?"
3. "It's a good program but we did not have any time but just to get started."
4. "It's fun and you don't have to read your reading book."
5. "I like reading and now I like it more."
6. "How about until 10:00?"
7. "I hope we do this next year."
8. "I like now because it gets us in our own level."

9. "Well, because I like doing things in reading."
10. "I don't like reading with those little punks."
11. "I like it the way we do it now cause you get to read mostly the kind of books we want."
12. "I have read 4 books (big) since this has started."
13. "I like Mrs. Kelly."

STUDENT SURVEY II

I have usually liked reading: 50

I like the present way we have been doing reading at Hough: 46

I would rather do reading as we did it before: 3

Depends: 1

Comments

1. "Yes, I love to read."
2. "I would rather have it this way because you get to meet people, and learn to read better. And you do more things in this way too, you get to write stories and put on plays for the little kids."
3. "I think we should do it the new way because we get to read."
4. "I like it now because I think it is more fun to switch rooms and I like to work on the stuff we are doing."
5. "I wish we had more time for reading."

6. "I like it better because we can get to have a new teacher."
7. "More time."
8. "I like it this way because we do fun things and in our old way of reading we didn't."
9. "I like it now cause I don't have to read anything special."
10. "It's more fun."
11. "I hope we can keep it this way."
12. "I think it is fun, I have lots of fun. I'm glad that it was done."
13. "This way i don't ever have to have teachers tell me what to do."

STUDENT SURVEY III

I have usually disliked reading: 17

I like the present way we have been doing reading at Hough: 8

I would rather do reading as we did it before: 4

No on both of the above: 3

Comments

1. "It's too dull in Mr. _____'s room."
2. "I like it."

STUDENT SURVEY IV

I have always disliked reading: 3

I like the present way we have been doing reading at
Hough: 3

I would rather do reading as we did it before: 0

Comments

1. "No comments! It's o.k. Better than the reading book."
2. "We should get about one an $\frac{1}{2}$ hour for reading time."

Survey sheets numbered 5 and 6 follow this page and are included to show comments that are so very typical of surveys.

STUDENT SURVEY

#6

I have always liked reading this book

usually liked reading good books

usually disliked reading not very good books

always disliked reading stupid books

I like the present way we have been doing reading at Hough school

I would rather do reading as we did it before I like it now

Any other comments:

this reading thing is fun

STUDENT SURVEY

#5

I have always liked reading

I like reading the books

usually liked reading

White Stallion

usually disliked reading

Charlie Brown Christmas

always disliked reading

Kid's book

I like the present way we have been doing reading at Hough

reading 30 min no

I would rather do reading as we did it before

No

Any other comments:

I like reading White Stallion because it is a very good book

PARENT SURVEY I

My child has always liked reading: 5

Comments

1. "When I asked him about the program he much preferred it over the standard but didn't volunteer any information."
2. "Sheri has been very upset about this reading program and so has Roy.

"They are both in the same reading class. Sheri is a much better reader than Roy and we as their parents have tryed very hard to make Roy understand his inability to read as good as Sheri didn't mean that he is inferior in any way. This reading program hasn't given us any help in fact we have had both children several times in tears about it.

"Sheri has always been a very good reader and gotten good grades on her report cards she still doesn't understand why she is at this same level of 3rd grade when she can read on grade level or has been led to think so by every school teacher she has had at Hough."

PARENT SURVEY II

My child has usually liked reading: 5

Comments

1. "Sounds like a very good program. I hope it proves successfull and can eventually be extended to other subjects."
2. "I think this program is a good one and should be benficial to all children."

3. "We hope this will be set up in a way that next years reading specialist will have the enthusiasm and willingness to carry this program out.

"I must add, however, my daughters self-image has suffered because of the group she was placed in. She now feels she isn't as adequate as she should be. And - I agree with her. It doesn't do a 6th grader any good to be placed in a 5th grade level. Right?"

4. "My child tells me he only has about 15 min. reading time each a.m. because of work sheets that are done first. This conflicts with time allowed, according to your cover letter with this form."

PARENT SURVEY III

My child has usually disliked reading: 2

No Comments

A copy of the letter sent to parents at random regarding the Parent Survey on Reading follows this page.

PARENT SURVEY ON READING:

Your child has been involved in a different organization for reading. Since Friday, April 6, all fourth, fifth and sixth grade students have participated.

All children were tested giving our Reading Specialist, Mrs. Pam Kelly, important information about where each child placed. This information has been available to each parent or child requesting it. Children were then grouped on the basis of this testing. Children were grouped regardless of grade level. So some 5th graders, for example, were reading with 6th graders and vice versa. Fourteen groups were set up. All available teachers and aides were selected for the various groups and places to read were assigned. Instructional Aides are teaching reading under the supervision of Mrs. Kelly. The total reading teaching staff numbers fifteen and is comprised of: Mrs. Kelly, Mrs. Geiger, Mrs. Diez, Mrs. Coy, Mrs. O'Leary, Mr. Krager, Mr. King, Mrs. Saari, Mr. Fauser, Mr. Lisignoli, Mr. Alexander, Mrs. Graser, Mrs. Hamaker, Mrs. Jones, and Mrs. Russum.

The program works this way —

The reading teachers meet with their children from 8:35 to 9:30. This initial reading is a silent reading time. Everybody reads, usually followed by a brief sharing of what they have read. They may read any material they have selected.

The later part of the time period following the silent pleasure reading period is when skill instruction takes place at each child's level.

We are now organizing for the next year and wish to survey the reactions of teachers, students and selected parents to this program as a part of our evaluation. Your name was randomly selected to respond to the attached survey. Your response should be returned to school by May 9, in order to be considered.

We appreciate your taking the time to help us.

HOUGH ELEMENTARY SCHOOL
May 7, 1973

TEACHER SURVEY

Comments

I have liked the program for the following reasons...

1. "The children seem enthused about their reading. They come running and eager to read. They are so willing to complete work sheets, even to asking for more work." (aide)
2. "1. Children are close to the same reading level. 2. Children enjoy quiet reading period. 3. Determining skill achievement level, now, will help place child in next years program." (teacher)
3. "Small classloads - more individualized. 1 to 1. Similar ability makes it a lot easier." (teacher)
4. "1. Willingness of children to do things. 2. Attitude of children. 3. Choice of reading material. 4. Same level of readers. It's more fun to teach reading when they want to learn." (teacher)
5. "It met the needs of each child and I had all students on one level." (teacher)
6. "Less structured, more informal way of reading improvement. Chance to become better acquainted with some students." (counselor)

I have felt the program could be improved in the following ways...

1. "Our groups in the Media Center have worked exceptionally well. Children seem to be very relaxed." (aide)
2. "One or two days a week, have an extended time of 15 minutes for more involved activities. Teachers

pool and share any reading activities or dittos that may be of help to others." (teacher)

3. "More time each day is needed. Charts for each student should be made with a sequence of skills mastered." (teacher)
4. "1. Longer time element. 2. Skills list, pre and post tests. 3. Meeting of instructors to talk over ideas." (teacher)
5. "More involvement of aides. Plan an aide program directed at our reading improvement program." (counselor)

I would like to see us organized and ready to go for next year with this program...

1. "If this program stimulates and helps children motivate themselves to want to read and it seems it has. Lets Proceed." (aide)
2. "You bet!" (teacher)
3. "Yes." (teacher)
4. "Yes." (teacher)
5. "Yes - if there is a total commitment from all the staff. Use of aides - parents, school students, jr. high, sr. high, and Clark College, should be carefully organized and planned." (counselor)

Instructors who responded were eager to prepare for the next school year.

Summary:

For effective progress in learning to read, a program must be organized so that each student has the opportunity to achieve up to his capacity. The Personalized Reading Program was devised to meet individually needed word attack skills. The teaching of skills is not an end in itself; it is only helpful when incorporated in the actual reading process. The project has offered the instructor the opportunity to combine the teaching of skills with reading itself in the students' own selections. Reading has become more than a basal approach, letting the accelerated climb to new heights while those of low ability work on initial skills without harming their self-image.

Based on the results, the program will be carried on in Peter S. Ogden, an additional school. There will be some positive changes that should aid to the individuality:

1. Peter S. Ogden is an open-concept school, lending itself to more flexibility.

2. Fountain Valley Management System will be incorporated into the program. This will be of great help in:

- (a) sequencing skills
- (b) testing
- (c) moving students from group to group

BIOGRAPHICAL INFORMATION

Born:

Undergraduate Study:

Pacific University, 1962 - 1963
Walla Walla College, Summer, 1963
Central Washington State College, 1963 - 1966
B. A. in Education, Psychology Major

Professional Experience:

Teacher: Second Grade, Wapato, Washington,
1966 - 1967

Teacher: Second Grade, Yakima, Washington,
1967 - 1968

Substitute Teacher: Wapato and Yakima, Washington,
1968 - 1969

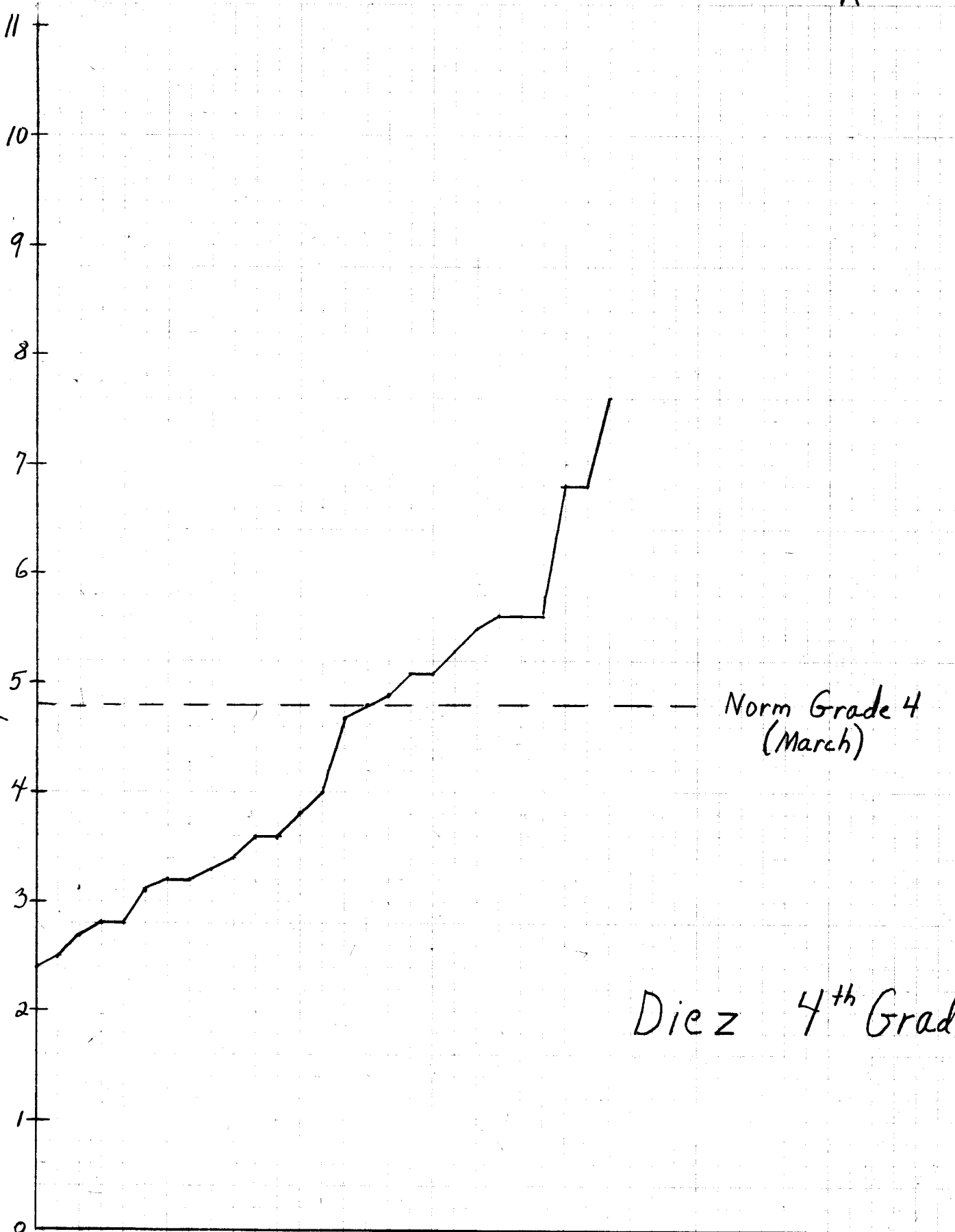
Teacher: Reading Specialist, Junior High School
Psychology, High School
Anchorage, Alaska, 1970 - 1972

Teacher: Reading Specialist, Elementary School
Vancouver, Washington, January, 1973 -
June, 1973

Certification:

Standard Certificate

(Tested) Reading Level
Gates-MacGinitie Comprehension



Norm Grade 4
(March)

Diez 4th Grade

Students

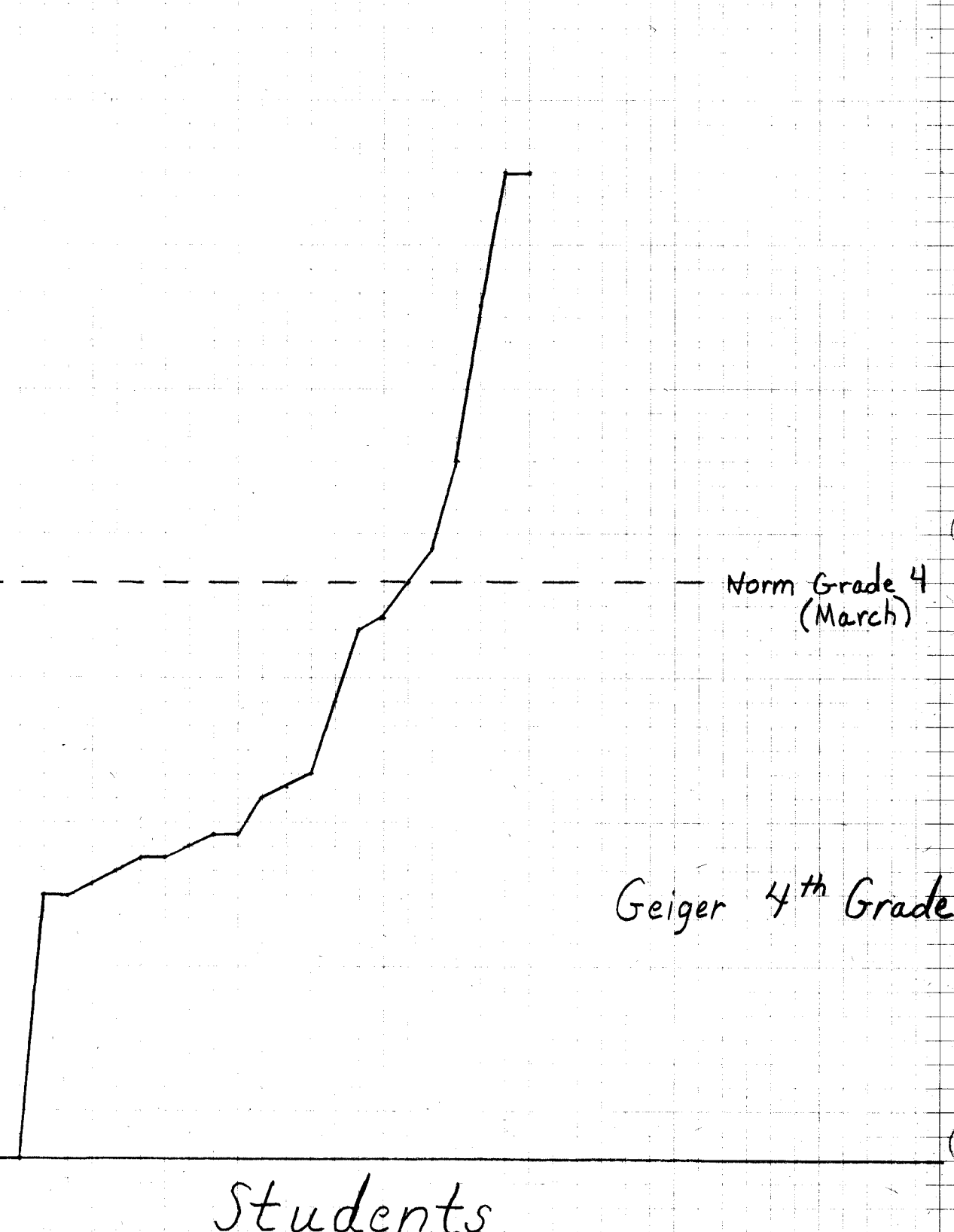
(Tested) Reading Level
Gates-MacGrinithie Comprehension

11
10
9
8
7
6
5
4
3
2
1
0

Norm Grade 4
(March)

Geiger 4th Grade

Students



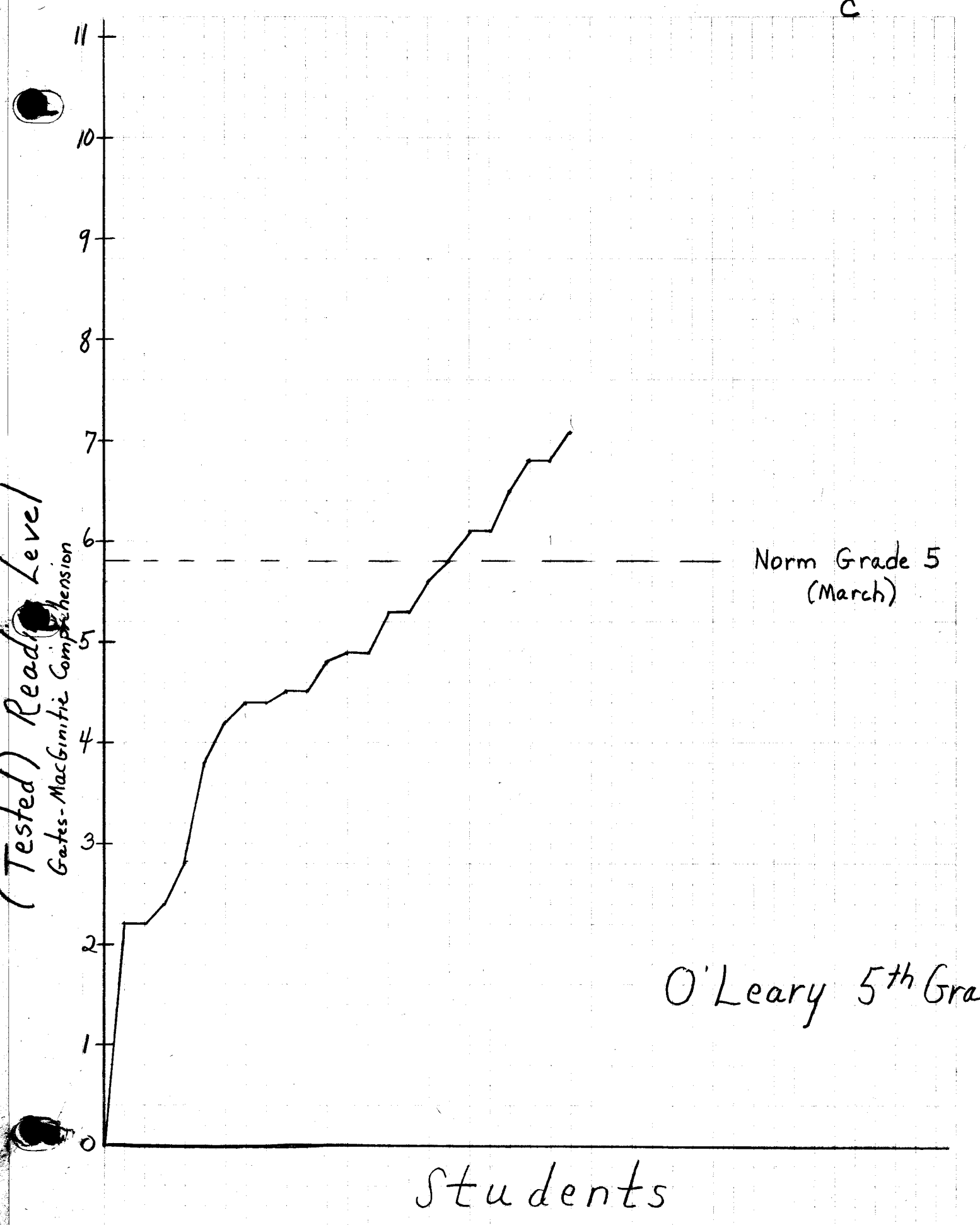
(Tested) Reading Level
Gates-MacGrinitie Comprehension

11
10
9
8
7
6
5
4
3
2
1
0

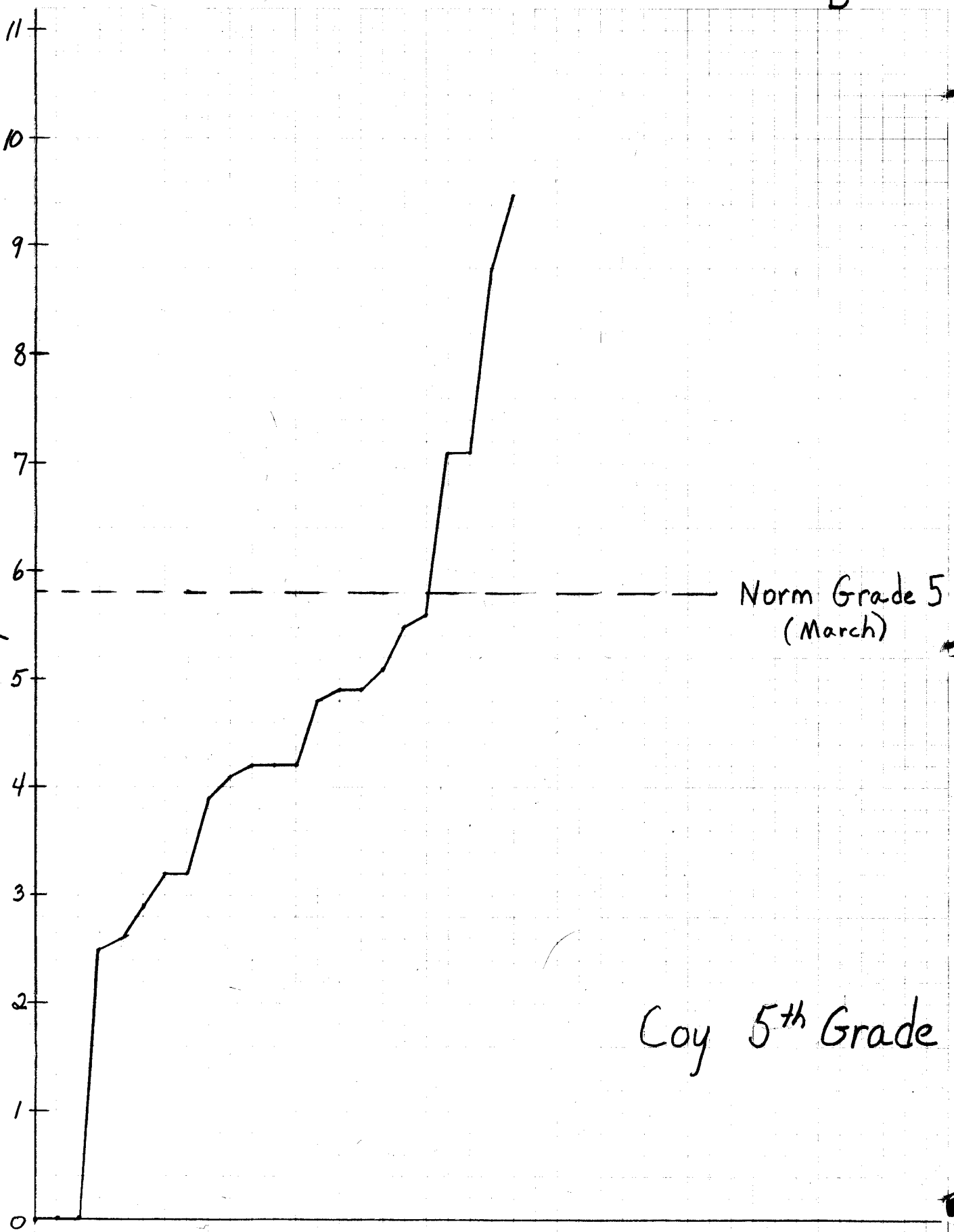
Norm Grade 5
(March)

O'Leary 5th Grade

Students



(Tested) Reading Level
Gates - MacGinitie Comprehension



Norm Grade 5
(March)

Coy 5th Grade

Students

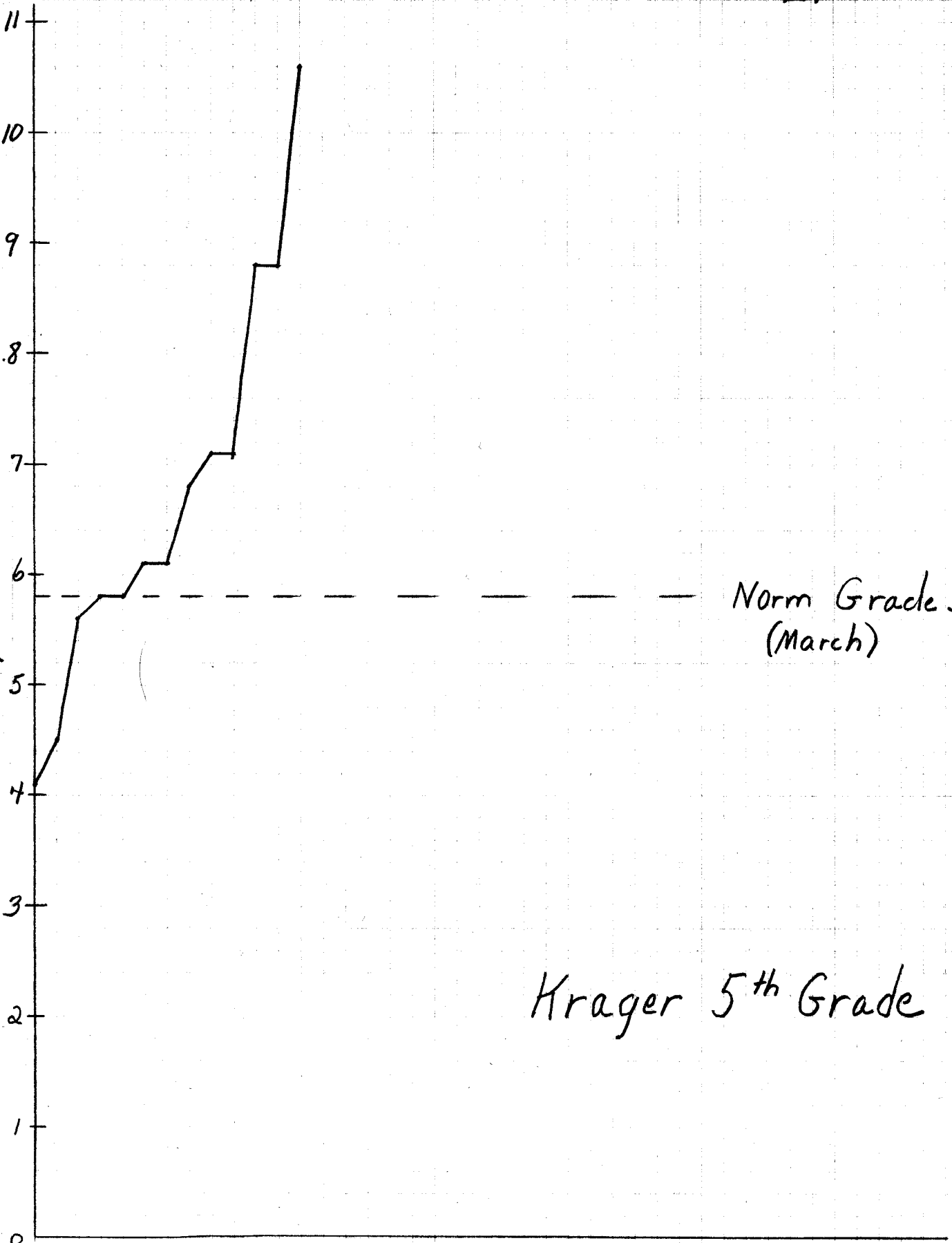
E.

(Tested) Reading Level
Gates-MacGinitie Comprehension

Norm Grade 5
(March)

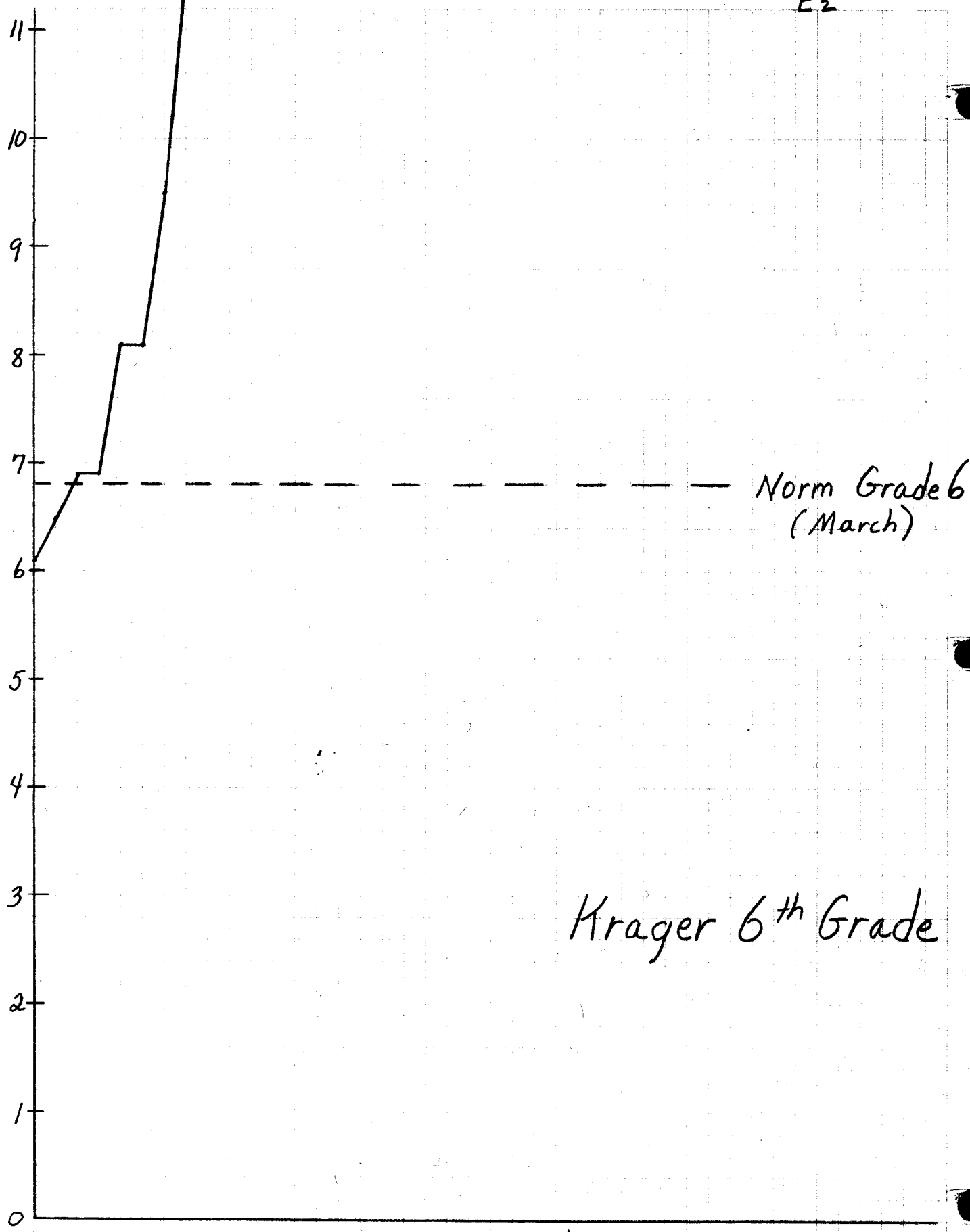
Krager 5th Grade

Students



E2

(Tested) Reading Level
Gates-MacGinitie Comprehension

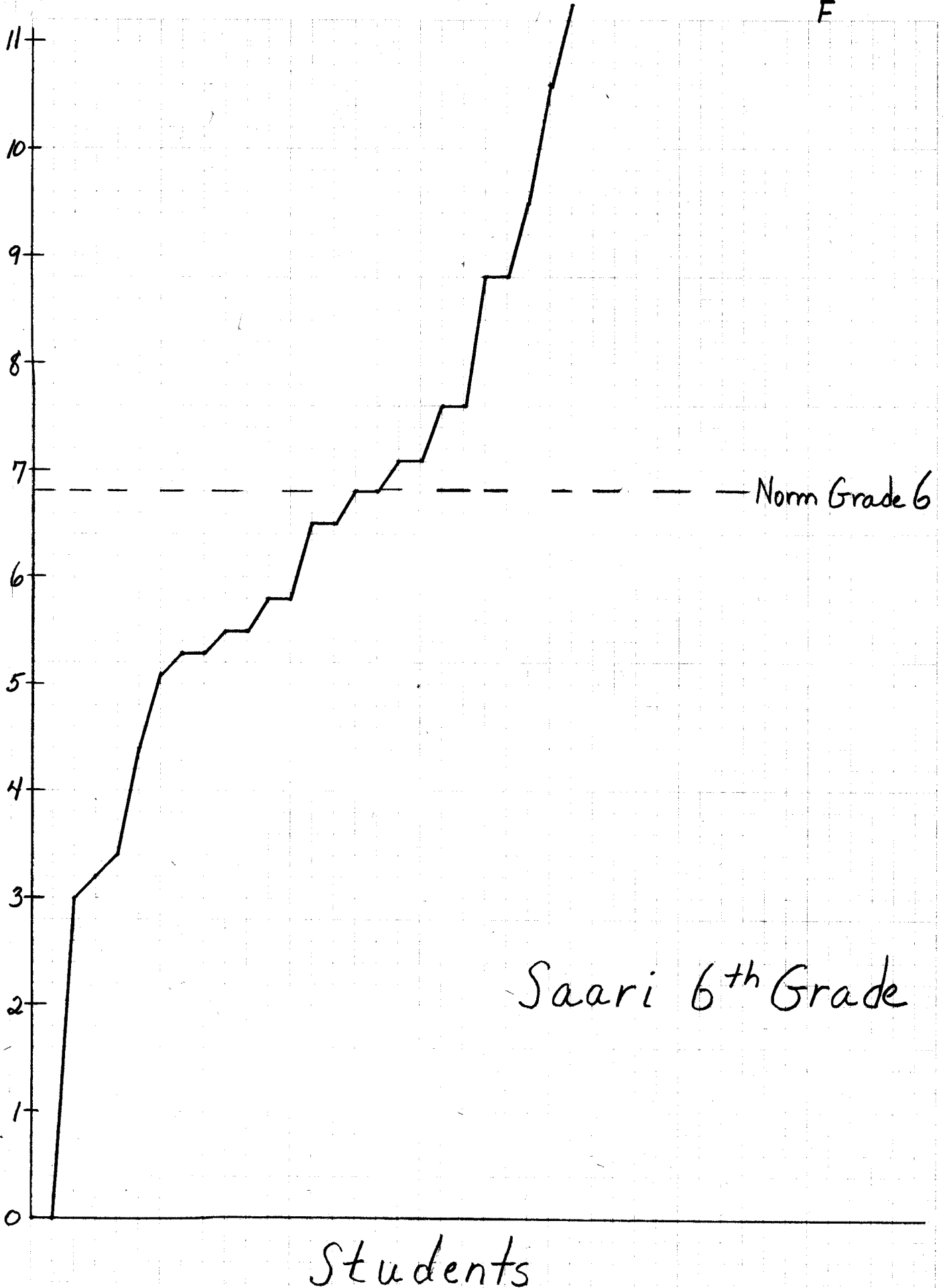


Norm Grade 6
(March)

Krager 6th Grade

Students

(I tested) Reading Level
Gates-MacGinitie Comprehension

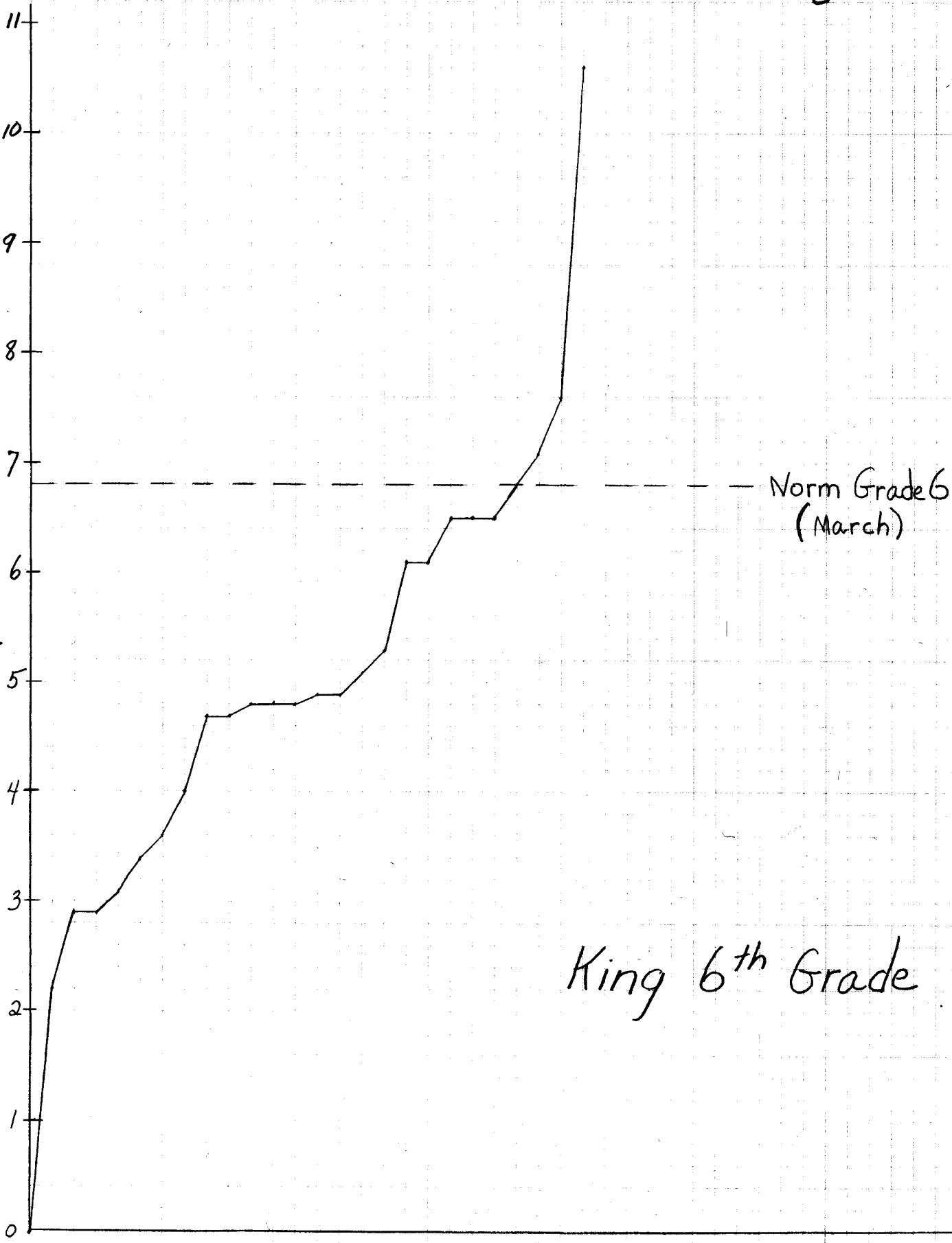


Saari 6th Grade

Students

F

(Testing) Reading Level
Gates-MacGinitie Comprehension



Norm Grade 6
(March)

King 6th Grade

Students

Name _____ Reading Teacher _____ Rm. _____

Classroom Teacher _____

Silent Comprehension Level. March _____ Growth _____

May _____

Alphabet: can write without aid. Yes _____

No _____

SINGLE CONSONANT SOUNDS

b c d f g h j k l m n p q r s t u v w y

CONSONANT TEAMS:

st	gr	sh	br	sm
ch	or	wh	cl	sn
tr	bl	th	pr	so
sl	dr	sp	sw	tw
pl	fl	fr	sk	dw
qu	str	thr	equ	
ph	scr	spr	spl	

VOWEL MARKING: silent /, long ____, short

LONG VOWELS

__A E I O U sound ✓

silent / at the end

SHORT VOWELS

__A E I O U sound

two vowels together "bread"

VOWEL TEAM

ee, ea, ai, ay

oa, oo, ou, ow

oi, oy, ew

VOWEL - CONSONANT TEAMS

er ir ur or ar

Variant sounds of or and ar

OTHER SOUNDS

___ Rhyming Words

___ Variant sounds of a
as in:

ate, eight, steak

day, nail, they, ale

ago, ai, aw

WORD MEANINGS

homonyms: maid = made

Antonyms large = small

Synonyms big = large

SYLLABLES

Hearing syllables

Vowels in syllables

Dividing words

PREFIXES

un; re: effect upon word meaning

dis, in, de, com,:

en, sub, e, mist

con, ex, pro, pre

PREFIXES CONT.

ad, ab, ac, at,

ap, trans, im,

inter, auto

super, per, bi tri

effect upon word meaning

SUFFIXES

s ing est ful ness ish al

ed er y less ment able cur

tion ive sion ist ance ible

or ty ions ure ence

adding an ending to words with silent e

Leon
Head
Tear
Breed
Lead
Boat
Foot
Zoo
Eight
Auto
Joy
Steak
Coat

Scout
Out
Fought
Dough
Owl
Bow
COW
Boy
Veil
Oil
Blew
Law
Nail
Joy

Words used to
assess vowel
teams.

SYLLABLES

pig
dinner
house
grasshopper
engineer
wagon

sweeping
broom
conductor
baby
automobile
twins

Assessment II

DATE: _____

Basic Sight Words

accord addition adopt	construct conversation cultivate	fleet flight foreign	manufacture marvelous mixture	schedule science section
acquire antelope apartment	current cushion dazzled	fortunate freight frontier	modern moist mournful	service shudder slacken
applause arranged article	decorate desperate destroy	frying fuel furious	murmur mustache native	soberly solid squirm
astride avoid barbed	dignity discuss disturb	gasoline generous glory	natural necessary nervous	statue storage subject
beard blizzard burden	divide drowse effect	gracious hardware height	obedient occasion orphan	suffer support suspicious
calm canvas captive	effort emergency exchange	helicopter horizon hover	platform plume polish	system tender terrify
celebrate chole chunk	exercise exhausted experience	human immediate increase	produce quantity realize	thermometer tourist threat
civil clutch coaxed	explode extend extra	indignant information instant	recent refuse region	throb tractor triumph
compare compass condition	failure familiar fathom	interfere inventor knowledge	regret regular retort	tugged twilight type
connect conquer conscious	fertile fever fidget	labor locate magazine	ridiculous scarcely scene	urged weary whimper

NAME: _____

DATE: _____

CONSONANT SOUNDS

Read each word below. Write the beginning, middle, and ending sound of each word. Then write another word that has the same beginning sound.

	Beginning Sound	Middle Sound	Ending Sound	Your Word
1. concern	<u>k</u>	<u>s</u>	<u>n</u>	complain
2. phantom	_____	_____	_____	_____
3. laughter	_____	_____	_____	_____
4. wisdom	_____	_____	_____	_____
5. revolve	_____	_____	_____	_____
6. symbol	_____	_____	_____	_____
7. justice	_____	_____	_____	_____
8. disaster	_____	_____	_____	_____
9. question	_____	_____	_____	_____
10. passage	_____	_____	_____	_____
11. relax	_____	_____	_____	_____
12. fissure	_____	_____	_____	_____
13. horizon	_____	_____	_____	_____
14. gasoline	_____	_____	_____	_____
15. compass	_____	_____	_____	_____
16. kingdom	_____	_____	_____	_____
17. modern	_____	_____	_____	_____
18. suffered	_____	_____	_____	_____
19. locate	_____	_____	_____	_____
20. reduced	_____	_____	_____	_____
21. captive	_____	_____	_____	_____
22. photograph	_____	_____	_____	_____
23. coughed	_____	_____	_____	_____

NAME: _____

DATE: _____

DIGRAPHS AND BLENDS

I. Write three words for each digraph below.

ch as in chop

ch as in chorus

wh as in where

sh as in sheep

th as in thing

th as in this

II. Write the missing digraphs or blends in the following sentences.
Choose your answers from these digraphs and blends.

ch sh th wh ng nk bl gl pl sn sp st tr tw spl spr str

- The _____eight train was unloaded at this _____atform.
- At _____ilght, the parade mar_____ed _____iumphantly into camp.
- He looked _____ the _____ermometer and _____uddered.
- Jack _____ang into the air and _____ashed into the water.
- He _____odded through the _____inding _____ow_____orm.
- The old man _____oke in a _____isper as he _____oked the horse's neck.
- She thi_____s it is a _____orious _____ing day.

III. Circle the digraph or blend in each word below.

ap**pl**ause

bl**iz**zard

ch**ok**ing

de**st**roy

fr**ie**ndly

cl**ut**ch

ast**ri**de

fl**ee**t

gr**ac**ious

fath**om**

ex**tr**a

cush**io**n

pol**is**n

in**cr**ease

mus**ta**che

prod**uc**e

tw**it**ch

scar**ce**ly

wh**im**per

spl**en**didd

NAME: _____

DATE: _____

VOWEL SOUNDS

i. Change the vowel in each word below to make new words. The first one has been done for you.

pick	<u>pack</u>	<u>peck</u>	spring	_____	_____
stock	_____	_____	hatch	_____	_____
flesh	_____	_____	truck	_____	_____
middle	_____	_____	click	_____	_____
peddle	_____	_____	latter	_____	_____

ii. Mark the vowels in the words below that have a long (—) vowel sound.

finish	temple	crash	steam	sprung
absent	flight	silent	cloth	address
clutch	native	locate	fuel	cultivate
numb	summit	exist	gulf	traffic
mate	maybe	useful	insect	notation

iii. Read each group of words. Underline each word that has the same vowel sound as the boldfaced word.

clump	beate <u>r</u> ap <u>pl</u> ause	tr <u>ou</u> ble beck <u>o</u> n	bed <u>a</u> lam disc <u>u</u> ss	freed <u>o</u> m n <u>o</u> t
shark	pa <u>r</u> k ca <u>r</u> t	spa <u>r</u> k ba <u>r</u> n	sta <u>r</u> s tea <u>r</u> s	da <u>r</u> k a <u>r</u> row
sport	per <u>o</u> rm co <u>u</u> rt	abo <u>a</u> rd so <u>r</u> row	co <u>r</u> rect o <u>r</u> ange	vi <u>o</u> ry co <u>r</u> ed
herd	sp <u>u</u> rt lib <u>e</u> ry	ter <u>r</u> ible wea <u>th</u> er	da <u>n</u> ger st <u>i</u> ring	fu <u>r</u> nace ex <u>p</u> ert
story	th <u>i</u> sty rap <u>i</u> dly	jo <u>u</u> ry ca <u>n</u> yon	rea <u>d</u> y dis <u>p</u> lay	spra <u>y</u> ed d <u>i</u> gnity
soy	hu <u>n</u> gry	fr <u>y</u> ing	co <u>m</u> ply	de <u>s</u> troy

NAME: _____

DATE: _____

RHYMING AND VOWEL COMBINATIONS

i. Write two words that rhyme with each word below.

hail _____

dream _____

seed _____

ground _____

treat _____

soil _____

bought _____

fine _____

ii. Circle the word in each column that has the same vowel sound as the first word.

fawn

bounce

poison

shrew

tooth

auto

bough

choir

strewn

gloomy

faucet

chowder

oyster

truest

poodle

awkward

shower

employ

glued

shook

law

pounce

loiter

newer

foolish

caution

vowels

voyage

guest

kangaroo

iii. Write in the missing words to finish each sentence. Choose your answers from the words below. One word will be left over.

fountain

treasure

amount

dinosaurs

shrewd

destroyed

eagle

decoy

concealed

balloon

foolish

weather

1. The pirate _____ was _____ in an old cave.

2. A great _____ of water sprayed from the _____.

3. The scientist used a _____ to attract the flying _____.

4. He was very _____ to fly a _____ in rainy _____.

NAME: _____

DATE: _____

PLURALS

I. Write the plural of each word below.

human _____

tooth _____

wolf _____

church _____

echo _____

ditch _____

orchard _____

berry _____

cherry _____

article _____

marsh _____

compass _____

schedule _____

elf _____

freight _____

candy _____

clutch _____

mouse _____

shelf _____

bison _____

garage _____

cameo _____

half _____

monkey _____

tourist _____

louse _____

criterion _____

II. Finish each sentence by writing the plural form of the word that follows each sentence.

1. The _____ are fertile places in a desert. (oasis)

2. Those _____ eat more than both of us. (boy)

3. The _____ ran across the brook. (fox)

4. The _____ were loaded for target practice. (torpedo)

5. The baby had his _____ on the wrong _____. (shoe, foot)

6. John and I felt like _____ in a group of _____. (spy, thief)

7. The _____ race through our lawn every morning. (rabbit)

8. How many _____ did those _____ buy? (loaf, woman)

NAME: _____ DATE: _____

ROOT WORDS
Instructional Settings

1. Write the root word of each word below.

puzzled _____

starving _____

gunning _____

admired _____

drainage _____

retold _____

sky _____

happily _____

musician _____

location _____

direction _____

government _____

movable _____

spiteful _____

homely _____

discover _____

speaker _____

untrue _____

smartest _____

summary _____

2. Finish each sentence by writing another form of the root word that follows the sentence.

1. It is _____ that John will get here on time. (like)

2. The lights _____ because of a poor _____. (dim, connect)

3. Mrs. White was _____ when I _____ on her lawn.
(fury, trample)

4. The _____ fish _____ in the water. (shine, sparkle)

5. The doctor said her _____ was very _____.
(operate, success)

6. What _____ have you made for _____?
(arrange, graduate)

7. After _____ on the stage, she received the _____ of
the whole audience. (perform, congratulate)

8. Our _____ caused a great deal of _____.

NAME: _____

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COMPOUND WORDS

Write two compound words using each word below. The first one has been done for you.

light	lighthouse	daylight
shoe	_____	_____
snow	_____	_____
table	_____	_____
rain	_____	_____
tooth	_____	_____
high	_____	_____
night	_____	_____

Write a short definition for each compound word.

1. beeswax _____ wax made by bees
2. rowboat _____
3. earthquake _____
4. downcast _____
5. taxpayer _____
6. river bank _____
7. drawbridge _____
8. daydream _____
9. paintbrush _____
10. outcrop _____

NAME: _____

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CLASSIFICATION -- RELATIONSHIPS

I Draw a line through the word in each line that **does not** belong. Write the word or words on the line to show what the other words have in common. One is done for you.

Cummings	Poe	Whitman	Browning	Peter	poets or writers
Indian	Arctic	Atlantic	Black	Pacific	_____
baseball	swimming	reading	football	racing	_____
launch	orbit	rocket	cage	satellite	_____
milk	eggs	butter	cheese	fish	_____

II Under the correct heading below, write these names: Adams, Beethoven, Picasso, DaVinci, Truman, Bach, Ellington, Michelangelo, Hoover, Madison, Cézanne, Bernstein, Wilson, Brahms, Renoir.

Painters

Musicians

Past U.S. Presidents

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

III Draw a line from each word to the group name to which it belongs. The group names are in circles.

Canada

North America

Europe

Continents

Poland

Brasilia

Countries

Paris

Chicago

Cities

Antarctica

Africa

Mexico

NAME: _____

DATE: _____

CONTRACTIONS — POSSESSIVES — SILENT LETTERS

I. In each sentence, write the contraction for the underlined words.

It is not his fault that they have lost the game.

I am going to the ballet, but she is going home.

You will be sorry if you are not invited.

I will not be late if you do not forget to call me.

You have a secret that I cannot guess.

II. Circle each word that has an apostrophe (') in the wrong place.

A tiger's tail is shorter than an elephants' trunk.

The principal's office and the teacher's room are on the first floor.

Two cat's chased the mouse into it's hole

They'll be late if they do'nt get a ride in Mary's car.

The boys' books were on the teachers' desk.

III. Cross out the silent letters in the words below.

disguise

wrench

gnaw

stretch

deceive

campaign

knight

honor

delight

solemn

ghetto

meadow

trickle

debts

doubt

vogue

aghast

aisle

ensign

shepherd

knuckle

climb

thought

wretched

psalm

thistle

guess

plague

whistle

wreath

autumn

write

NAME: _____

DATE: _____

SYLLABICATION

I. Draw a circle around each syllable in the words below

repented

resolved

approached

compact

bureau

humanity

notify

continent

cease

mixture

parachute

reliable

destination

column

schedule

penalty

familiar

manufacture

idiot

discuss

terrify

thirst

immediate

vacant

II. Read each word below. How many vowels do you see? How many do you hear? How many syllables in each word?

Word

Vowels Seen

Vowels Heard

No. of Syllables

tremble

quality

miserable

telescope

cinnamon

remark

aroused

reliable

thoroughly

vividly

NAME: _____

DATE: _____

PREFIXES AND SUFFIXES I

I. Write the prefixes and suffixes in the words below.

_____ encouragement _____

_____ disgraceful _____

_____ imperfectly _____

_____ incomparable _____

_____ reappearance _____

_____ prearrangement _____

_____ international _____

_____ transported _____

_____ bimonthly _____

_____ unfairness _____

II. Add a prefix to each of these words to finish the sentences below.

plant

natural

precious

zero

historic

1. He wrote tall tales of _____ animals that lived in _____ temperatures.
2. Did you _____ the flowers?
3. He had a gold ring with _____ stones in it.
4. Do you enjoy spooky stories about the _____?

III. Add a suffix to each of these words to finish the sentences below.

agree

thank

profit

brisk

consult

1. The men made an _____ that was _____ to both of them.
2. He walked _____ down the highway.
3. The old lady was very _____ for the _____

NAME: _____

DATE: _____

PREFIXES AND SUFFIXES II

I. Write T before each sentence that is true. Write F before each sentence that is false.

- ____ 1. The prefix non means not, as in nonsense.
- ____ 2. The prefix un means not, as in unlikely.
- ____ 3. The prefix re means again, as in rearrange.
- ____ 4. The prefix anti means extra, as in antisocial.
- ____ 5. The prefix pre means before, as in preschool.
-

II. What does the suffix mean in each of these words? The first one is done for you.

- | | | |
|----------------|---------------------|----------------|
| duckling _____ | little (duck) _____ | backward _____ |
| joyous _____ | | hopeless _____ |
| follower _____ | | graceful _____ |
| beautify _____ | | swiftly _____ |
-

III. Write a word containing a prefix or suffix in place of the underlined words in each sentence.

1. The flowers were arranged again. _____
2. She was not logical in her thinking. _____
3. It was not possible to get tickets for the show. _____
4. The dog looked full of sorrow. _____
5. The food was cooked ahead of time. _____
6. Although she was a teenager, she was like a child. _____

7. He had a rather private room at the hospital.

NAME: _____

DATE: _____

SYNONYMS -- ANTONYMS -- HOMONYMS

In each line underline a synonym for the first word and circle an antonym for that word.

connect	invite	correct	disconnect	join	release
ancient	antique	angry	valuable	new	useless
gloomy	solid	bright	grooming	dark	weight
wretched	miserable	racket	wrecked	flash	happy
obstruct	object	assist	block	build	trailer

II. Finish each sentence by writing a synonym for each underlined word. Choose your answers from these words:

rescued anxious fatal altitude indignant

1. Being careless with poisonous snakes can prove deadly. _____
2. I am curious to know why you are so angry. _____
3. The tired swimmer was fearful about being saved. _____
4. At what height did he fly the plane? _____

III. Finish each sentence by writing the correct homonym which follows the sentence.

1. How do you _____ the name of our _____ speaker?
(guess, guessed)
2. Diamonds are weighed by _____ but _____ are weighed by the pound. (carats, carrots)
3. The walls of the prison _____ were in need of repair. (sells, cells)
4. His back was _____ after _____ing in a plane all day.
(soar, sore)

IV. Use each of these words in a sentence:

cent, cent, scent _____

rais, reigns, reins _____

NAME: _____

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CONTEXT CLUES

I. Finish each sentence below. Choose your answers from these words:

fathoms mule elephant continent unpleasant splashdown tallest

1. The largest living land animal is the gray _____.
2. My mother said I'm as stubborn as a _____.
3. The shortest members of the chorus stood in front while the _____ members stood in back.
4. The astronauts made their _____ on the rough ocean waves.
5. The United States, Canada, and Mexico are located on the North American _____.
6. We measure land distances in miles, and measure ocean depths in _____.
7. Pat did not have a pleasant trip, since everything she mentioned was so _____.

II. Draw a line from each unfinished sentence to its proper ending.

1. If a person does not obey, he is said to _____ **irritated**
2. Vital to land transportation was the invention of the round _____ **luck**
3. To be upset by someone's teasing is to feel _____ **five dollars**
4. If fifty pennies equal a half-dollar, then five hundred pennies equal _____ **wheel**
5. Do you believe that walking under a ladder will cause you to have bad _____? **disobey**
6. When you mix sugar in water, the sugar will _____ **dissolve**

NAME: _____

DATE: _____

READING AND THINKING

Literal Recall and Inference

Read each sentence. Then answer the questions that follow by writing in the answers.

A. In 1858, a wandering band of Cherokee Indians found gold at the present site of Denver.

1. Who discovered gold? _____
2. Where was gold discovered? _____
3. When was the discovery made? _____
4. How did the discovery help in settling the area? _____

B. New Mexico has the largest known reserve of uranium which is important to nuclear energy.

1. What ore is mentioned? _____
2. In our country, where is the largest reserve of it? _____
3. Why is this ore important? _____

C. To learn more about growing food for the world's population, three men lived in a metal home on the ocean floor for a week.

1. How many men lived in a metal home? _____
2. Where was the metal home? _____
3. How long did the men live there? _____
4. Why did the men live there? _____

D. Mexico, our nearest southern neighbor, is an interesting country because much of the early Aztec civilization and culture remains.

1. What country is mentioned? _____
2. Where is it located? _____
3. Why is it interesting? _____
4. How can countries be called neighbors? _____
5. For what other reasons might Mexico be interesting? _____

NAME: _____

DATE: _____

SEQUENCE AND MAIN IDEAS

i. Read the sentences below. Number the sentences in the order in which they happened.

- _____ Out lunged the horse—snorting, arching its back, and jumping into the air.
- _____ The cowboy sat firmly in the saddle inside the chute.
- _____ "Turn him loose," the cowboy shouted, and the chute gate swung wide open.
- _____ Ten seconds later, a gun was fired, and two "pickup" men on fast horses caught up with the bucking bronco.
- _____ The cowboy's chaps flopped as he clung with his knees to the saddle.
- _____ Then the cowboy slid from the horse to the ground as the crowd raved.
- _____ The cowboy slipped over onto the back of one of the pickup horses.

Underline the best title for the story above.

The Wild Bronco

The Cowboy and the Bronco

A Roaring Crowd

ii. Read each sentence. Then write a sentence to show what might happen next.

1. I told Peter not to interfere in the fight between Jim and Brad.

2. We were ten fathoms deep when I discovered the treasure chest.

3. We were searching for a fertile spot in the desert when we got lost.

iii. Read each story. Then write the main idea of each story.

Janus was one of the early Roman gods. In statues he is represented with two faces. Because Janus faced both ways, he became a symbol of open mindedness. Since he looked both backward and forward, he was able to have a just view of all kinds of questions.

Berkeley Pit is located in Butte, Montana. It is called the richest hill on earth because about 15 billion pounds of copper have been taken from the mines, in addition to gold, silver, lead, zinc, and manganese. More than 6,000 men earn their living by working in Berkeley Pit.

NAME: _____

DATE: _____

SELECTING PERTINENT FACTS

Underline each sentence that "tells" about

1. Mae's Favorite Dinner

Mae really enjoys food. Her favorite dinner is roast beef and mashed potatoes. With these, she has buttered corn and string beans. On her salad, she puts rich Russian dressing. For dessert, she eats a big piece of walnut cream pie and two cups of coffee. She also likes ice cream and chocolate cake. Would you believe Mae is underweight?

2. Qualifications for President of the U.S.A.

To be elected President, a person must be at least 35 years of age. He must be a natural-born citizen of the United States. He must have lived in our country for a minimum of 14 years. He is elected to office for four years. He is limited to two terms as President.

3. Hoover Dam

The Hoover Dam is in Boulder Canyon on the Colorado River. For six years, about 600 men worked on the dam. They poured more than a quarter million cubic yards of concrete to build this 726-foot high dam. It supplies water for electric power and irrigation. A good deal of hard work goes into the preparation of a field for irrigation. The dam also regulates the flow of water in the river to prevent floods. Arizona has eight major dams which serve the same purpose.

4. The Formation of Sedimentary Rock

Under heat and pressure, igneous and sedimentary rock changes to metamorphic rock. Shells from shellfish, skeletons of other water animals, and remains of water plants have formed from sedimentary rock. Limestone and chalk are sedimentary rock formed from animal remains. Coal is sedimentary rock formed by pressure on plant remains. Some shells and skeletons of water animals are very old. Sedimentary rocks also are formed through chemical breakdown of rocks which were later pressed together again, such as sand and flint.

NAME: _____

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OUTLINING

Read the story. Then finish the outline below.

A hurricane is a storm with winds exceeding 75 miles an hour, and always starts above the ocean in the tropics. Hurricane winds whirl in a huge circle, and may extend to 500 miles wide.

Many hurricanes die out over water without doing any damage. The trouble starts when the whirling winds move toward land. Then the storm may lash coastal areas with a downpour of rain, high waves and tides, and winds up to 150 miles an hour.

Some scientists are hurricane hunters who try to stop hurricanes. They also try to steer them away from land. Even if hurricanes cannot be stopped, much damage can be prevented. Lives and property can be saved if enough early warning is given.

Hurricanes and Hurricane Hunters

I. What is a hurricane?

- A. _____
- B. Origin above ocean in tropics
- C. Movement may extend to 500 miles

II. What happens _____

- A. Some die out over water
- B. _____

III. What may hurricanes do on land?

- A. Lash coastal areas with rain
- B. _____
- C. _____ up to 150 m.p.h.

IV. _____

- A. Stop hurricanes
- B. Steer hurricanes away from land

V. What happens if hurricanes can't be stopped?

- A. _____
- B. Lives and property saved by _____

NAME: _____

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FACT, FICTION, OR OPINION

Write A before each sentence if it is a fact. Write B if it is fiction. Write C if it is an opinion. You may check your answers with a dictionary or an encyclopedia.

- _____ 1. Delaware was the first state to ratify the U.S. Constitution.
- _____ 2. Russian dressing is a mixture of vinegar and mayonnaise.
- _____ 3. The sports column is the best part of a newspaper.
- _____ 4. A diamond is weighed in carats.
- _____ 5. The circumference of the earth is more than 25,000 miles.
- _____ 6. Great wealth will not make a person happy.
- _____ 7. A ring around the moon always means fair weather ahead.
- _____ 8. The Nautilus was the first atomic submarine.
- _____ 9. A poor person is usually an unhappy person.
- _____ 10. The South Pole was first reached by Roald Amundsen in 1911.
- _____ 11. Mars is closer to the sun than is Earth or Venus.
- _____ 12. People hate to be teased.
- _____ 13. One fathom is equal to six feet.
- _____ 14. Braised meat is first seared and then simmered.
- _____ 15. A democracy is the best form of government for everyone.
- _____ 16. The first Olympic games for which there is a record were held in 776 B.C.
- _____ 17. Corned beef is beef that has never been pickled in brine.
- _____ 18. Magicians are the greatest entertainers.
- _____ 19. Some fishes do not have gills.
- _____ 20. The first written language known is Sumerian, dating back to 3100 B.C.

Which sentences can be checked with a dictionary? an encyclopedia or almanac?

Dictionary: _____

Encyclopedia or Almanac: _____

NAME: _____

DATE: _____

FIGURATIVE LANGUAGE

I. What do the underlined words in each sentence mean?

Below each sentence, circle the words that mean **about** the same thing.

1. The two teams stopped fighting and decided to bury the hatchet.

go to court make peace get even later

2. Jean received the lion's share of her father's will.

smallest part cat's share best or largest part

3. She got a white elephant at the county fair.

stuffed animal burdensome possession white statue

II. Write the number of the words in Column 1 that mean **about** the same thing as the words in Column 2. One is done for you.

Column 1

Column 2

- | | |
|-------------------------|---|
| 1. to cry wolf | _____ something whose true value is unknown |
| 2. pig in a poke | _____ a vulnerable point |
| 3. play possum | <u>1</u> to give alarm without occasion |
| 4. Achilles' heel | _____ a private hidden source of shame or grief |
| 5. skeleton in a closet | _____ to deceive or pretend illness with intent |

III. Draw a line from the unfinished sentence to the right word.

- | | |
|--|---------|
| 1. She felt as fresh as a _____ | lion |
| 2. Before the game Jack was as frisky as a _____ | lamb |
| 3. Jane may be as meek as a _____ but her brother is as brave as a _____ | feather |
| 4. The cake was tasty and as light as a _____ | colt |
| | daisy |

IV. Read the first sentence. Then write your own endings to the unfinished sentences. (Use as many of the words as you can.)

The moon is a balloon floating in the sky.

The flickering stars _____

The shimmering goldfish _____

NAME: _____

DATE: _____

DICTIONARY II

7. Write each word below in syllables. Then add the primary accent mark after the proper syllable.

ac-tion _____

ex-change _____

dis-miss _____in-ven-tion _____ma-lady _____daz-zle _____quan-tity _____quan-tity _____fam-il-iar _____fam-il-iar _____

8. Read each sentence. Then put the accent mark (') after the right syllable of each underlined word or heteronym.

1. The ob-ject of this lesson is to test your intelligence.

2. The ob-ject," said the lawyer in court.

3. Did the jury con-vict the man sus-pect-ed of robbery?

4. The con-vict has a three year sentence to finish.

5. The pro-duce will go bad if it isn't refrigerated.

6. How many cars can your company pro-duce this year?

7. Sue's es-cort failed to es-cort her to the dance.

8. Were you con-tent with the con-tent of the packages?

9. To each word below, the first or secondary accent mark is shown. Mark the syllable that has the primary or heavy accent.

pock-et _____head quar-tersgun pow-dergo-rod _____mo-tor boat

nev-er the less

pro-vid-al _____hand writ-ing

dan-de-lion

a-tion _____in-ter-rog-ation

de-mon-stration

DATE _____

DICTIONARY III

Write the correct form of the word in the blank space. The first one is done.

roughly _____

mountainous _____

countly _____

launch _____

fashion _____

tough _____

disguise _____

solemn _____

gross _____

wrench _____

paint _____

gramma _____

Write the correct form of the word in the blank space. Before each sentence, write the letter of the word that fits in the sentence.

1. The _____ (a) agreement (b) to reach (c) agreement between two parties

2. I _____ the contract with my parents

3. _____ the contract what it is worth?

4. _____ the contract the parties

5. _____ the contract make _____ the product

6. _____ the contract the product _____

7. _____ the contract the product _____

NAME _____

DATE _____

PUNCTUATION

Put commas in the sentences below.

1. He looked cheerful although he was exhausted
2. Will you help your neighbor but we must get home early
3. Slipping in her wet shoes Mary began to sneeze
4. The tourists driving down the wrong road finally asked for help
5. We can't dance there isn't enough floor space
6. While shouting from the porch decided to quiet down
7. They connected the hose watered the lawn and repaired the garage
8. Robert the tall speedy shortstop on our team is a freshman
9. Find the directions on the map the natural features the political symbols
10. We did not register therefore we could not vote in the election
11. What did you put in the casserole Mother
12. Did the ladies and men read and write
13. The ladies read and the men wrote
14. Can you read these words familiar conscious and fertile
15. Three articles a comb an umbrella and a scarf have been found in the locker room
16. He said that was a terrible thing to do
17. John fixing his shoe got a late start in the race
18. What our team has won again
19. Would you rather do wash the dishes or fix them
20. He went out the door and

NAME: _____

DATE: _____

PARTS OF SPEECH

In each sentence, tell how the underlined words are used. The first one is done for you.

1. The factory roared loudly.
adjective noun verb adverb

2. Writing a letter takes time.

3. Writing can be fun or work.

4. There was a black dog here.

5. The terrible horned lizard lashed its tail rapidly.

6. In the morning, you and I will buy the groceries.

7. Yippee, the young cowboy rode the wild horse in the rodeo.

8. The nervous cat quickly lost its temper.

9. She will go with you, but I will meet you later.

10. The thirsty bear grunted after he drank from the pond.

11. Yippee, our astronauts have landed softly on the moon.

NAME: _____

DATE: _____

TENSE: PRESENT AND PAST

1. Write the past tense of each of these words.

cut _____

teach _____

wear _____

hurry _____

please _____

trim _____

dress _____

drive _____

accept _____

skate _____

bring _____

agree _____

deny _____

terrify _____

miss _____

regret _____

invest _____

silence _____

2. Fill in each sentence by writing the correct form of the word that follows the sentence.

1. The _____ to pay her bill which _____ to fifty dollars.
(refuse, amount)

2. He had _____ which book he _____ for a book report.
(forget, choose)

3. Who _____ the plants you are _____? (buy, hold)

4. Who _____ the piano when you _____ at the party?
(play, sing)

5. We _____ in line for an hour before she _____ here.
(stand, get)

6. The racoon _____ in a tree because it was _____.
(hide, fight)

7. The passengers _____ in the slightly _____ car.
(take, damage)

8. Whoever _____ this cake can _____ one for me anytime.
(make, bake)

9. Who _____ you _____ the jar much too hard. (think, shake)

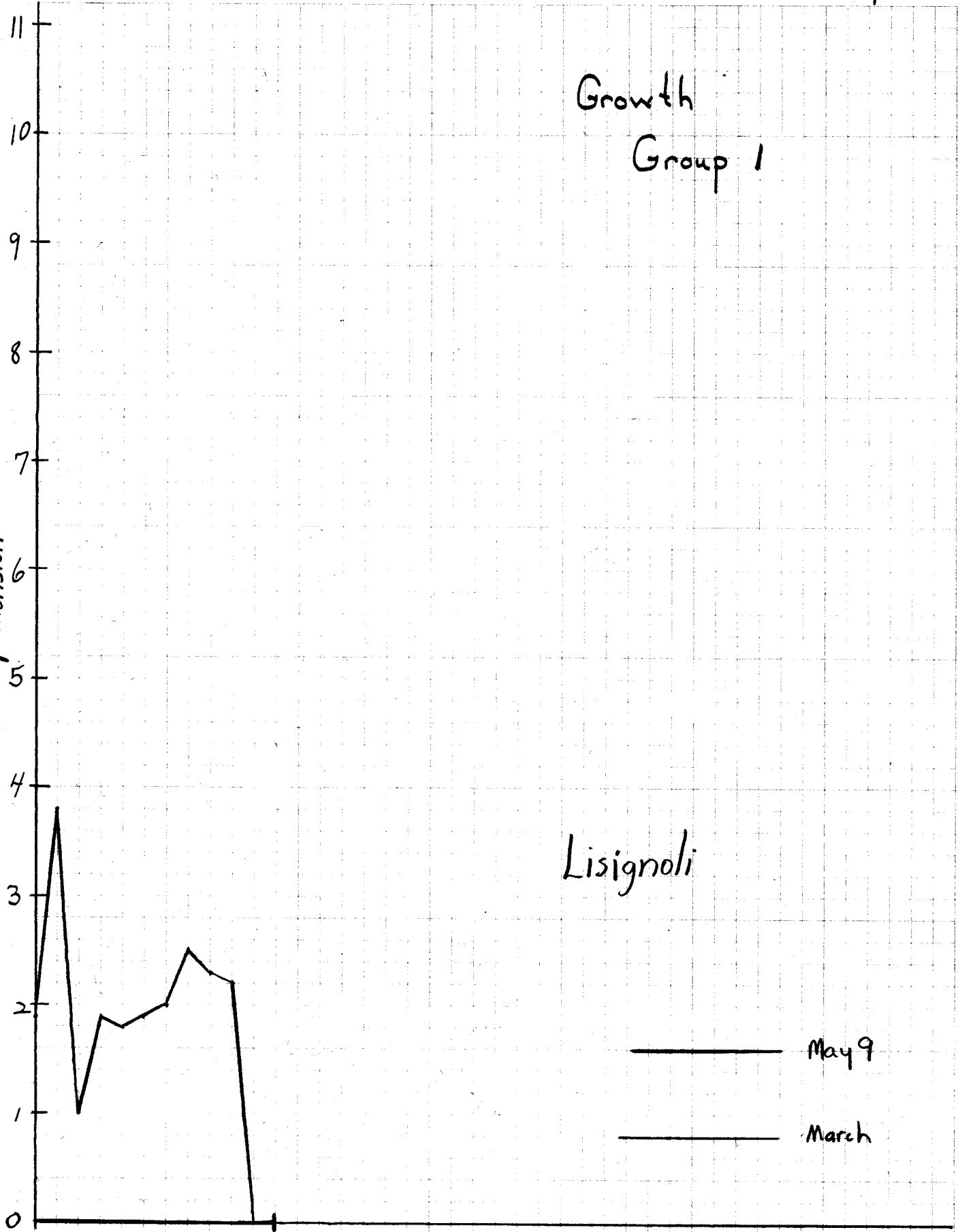
10. He _____ the room before he _____ the door. (finish, lock)

(Tested) Reading Level
Gates-MacGinitie Comprehension

Growth
Group 1

Lisignoli

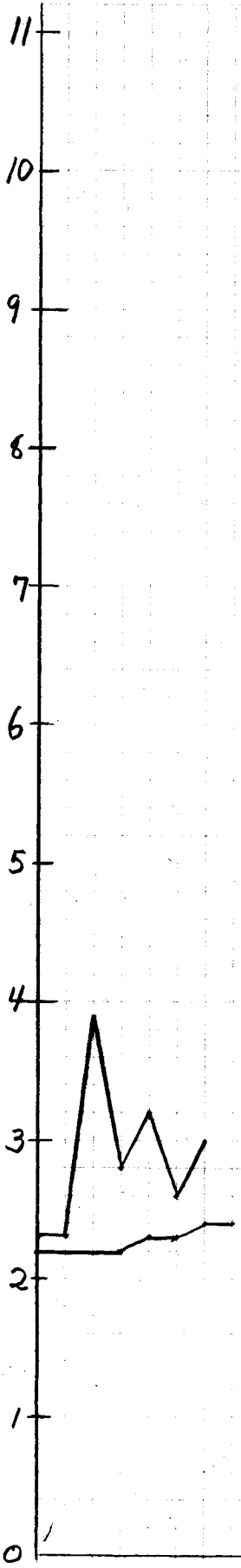
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Students

Growth Group 2

(Tested) Reading Level
Gates-MacGinitie Comprehension



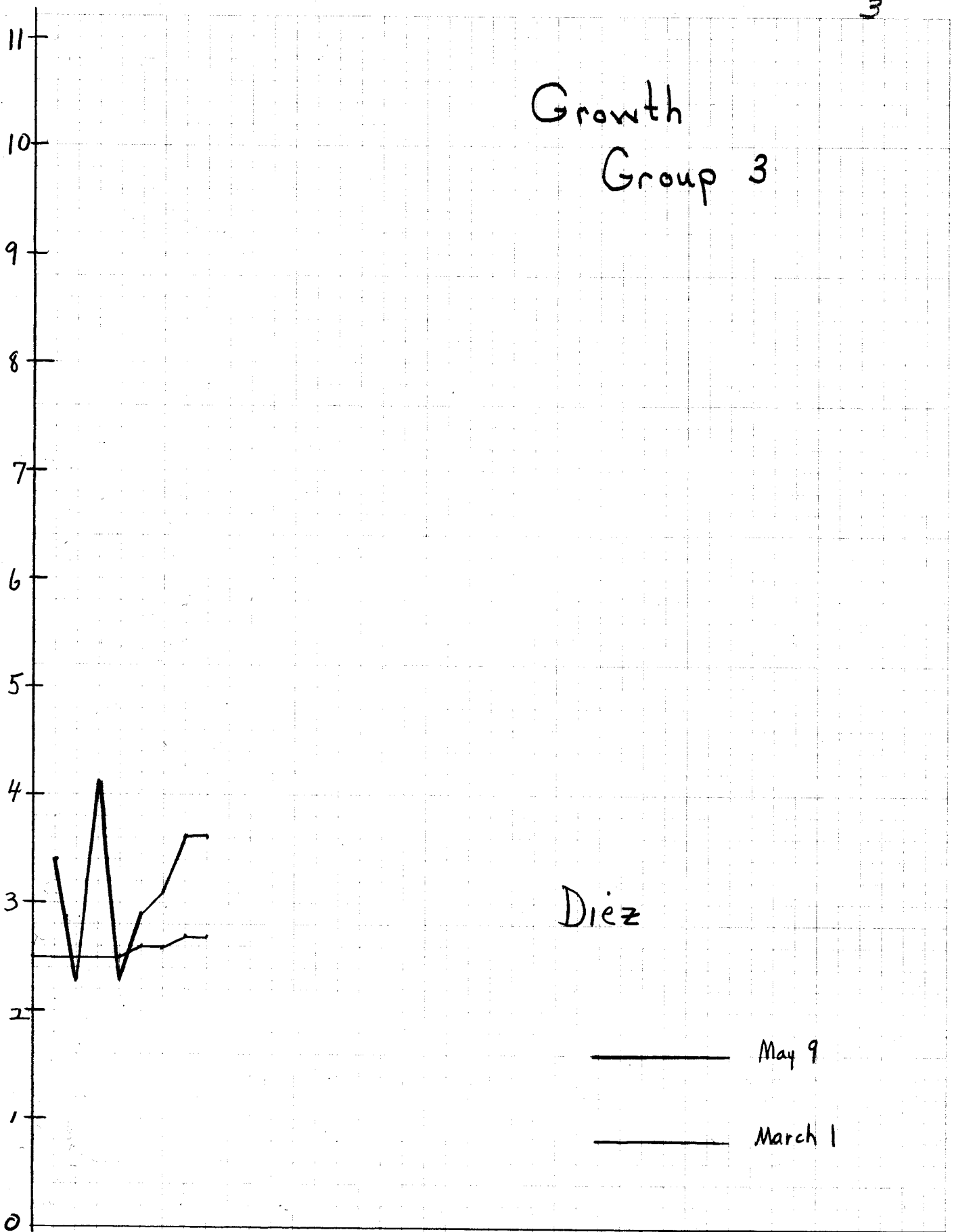
Saari

————— May 9
 - - - - - March 1

Students

Growth Group 3

(Tested) Reading Level
Gates-MacGinitie Comprehension



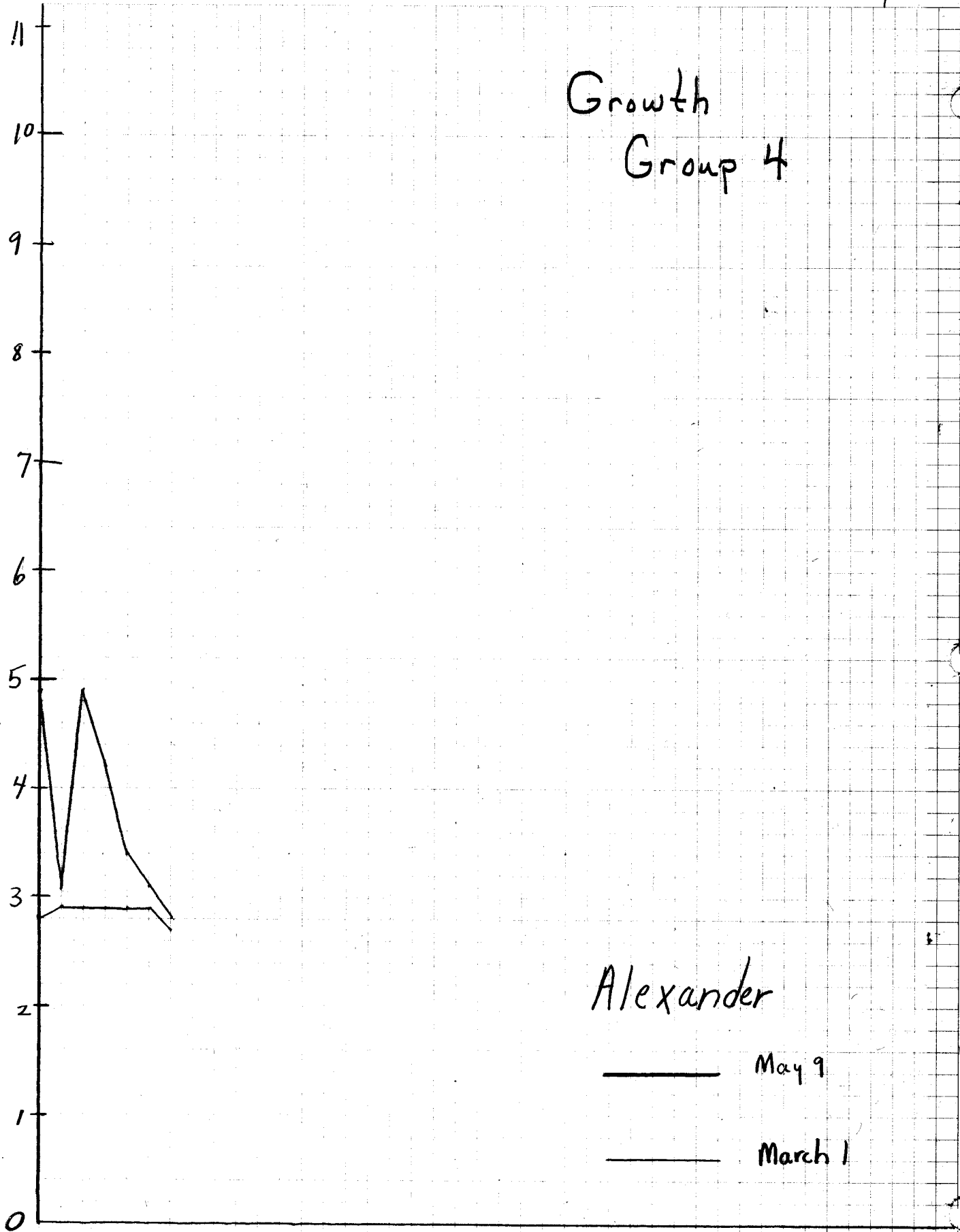
Diez

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 _____ March 1

Students

Growth Group 4

(Tested) Reading Level
Gates-MacGrinthe Comprehension



Alexander

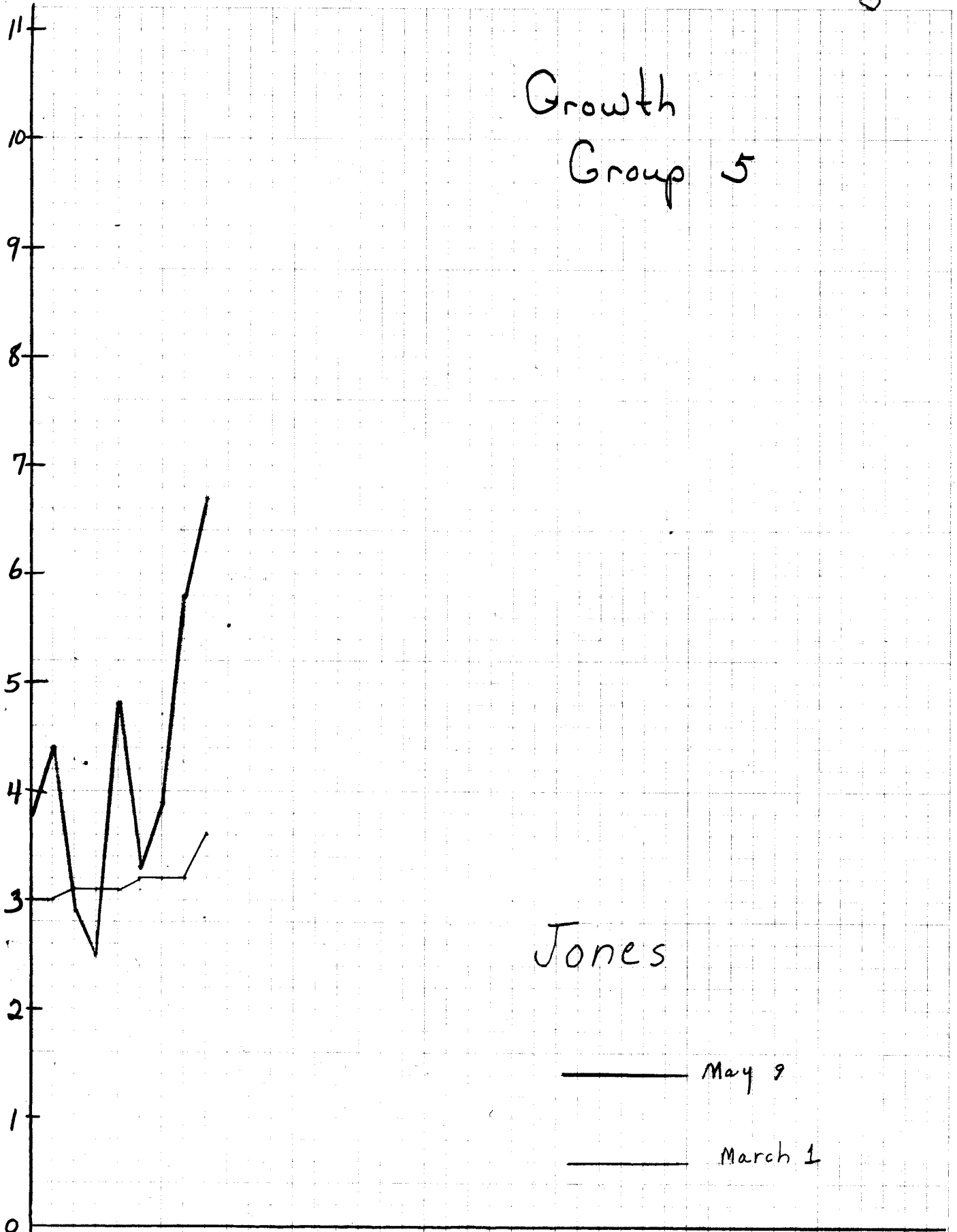
— May 9

— March 1

Students

Growth Group 5

(Tested) Reading Level
Gates-MacGinitie Comprehension



Jones

— May 9

— March 1

Students

Growth Group 6

(Tested) Reading Level
Gates-MacGinzie Comprehension



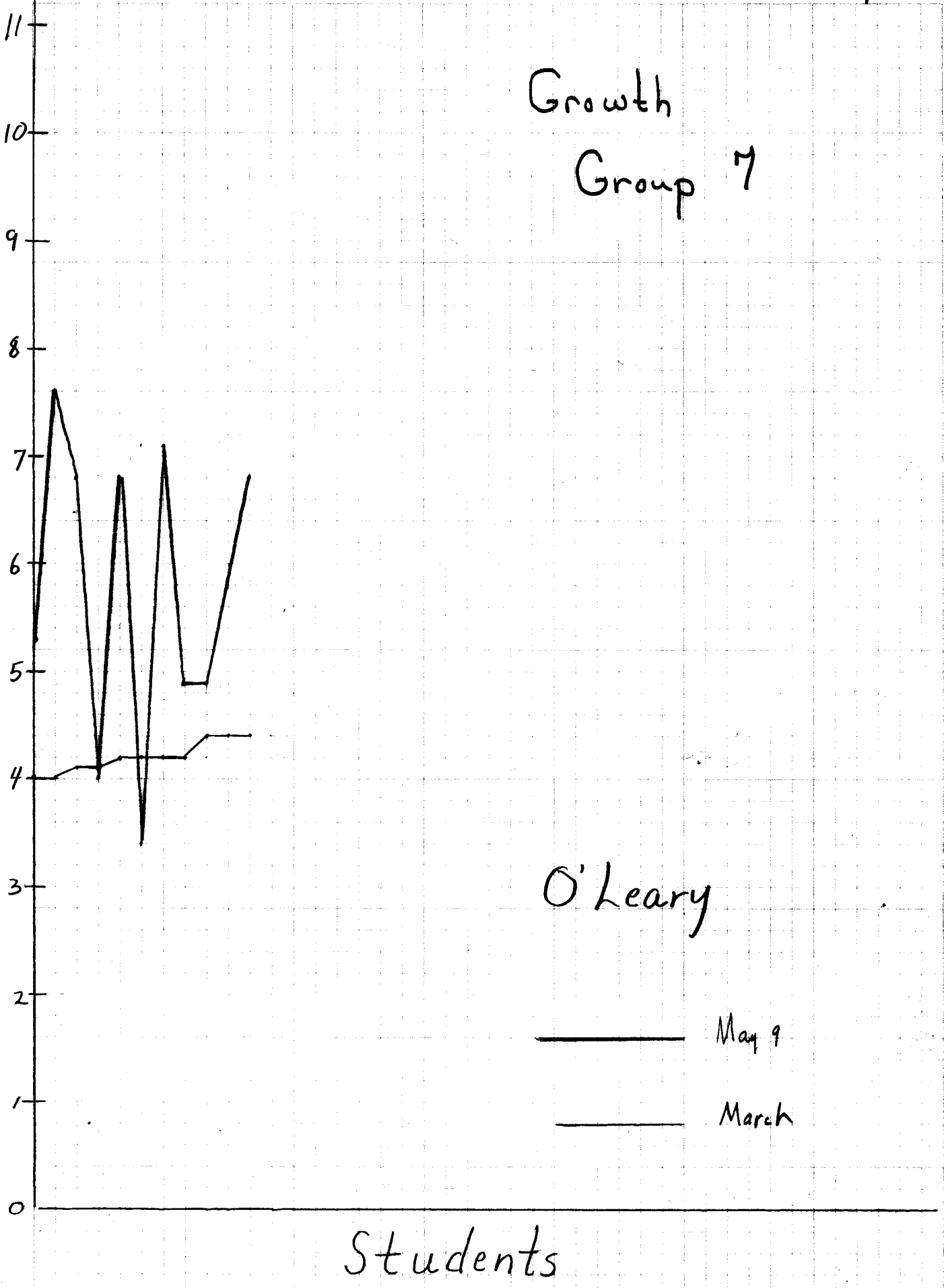
Russum

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Students

Growth Group 7

(Tested) Reading Level
Gates-MacGinitie Comprehension



O'Leary

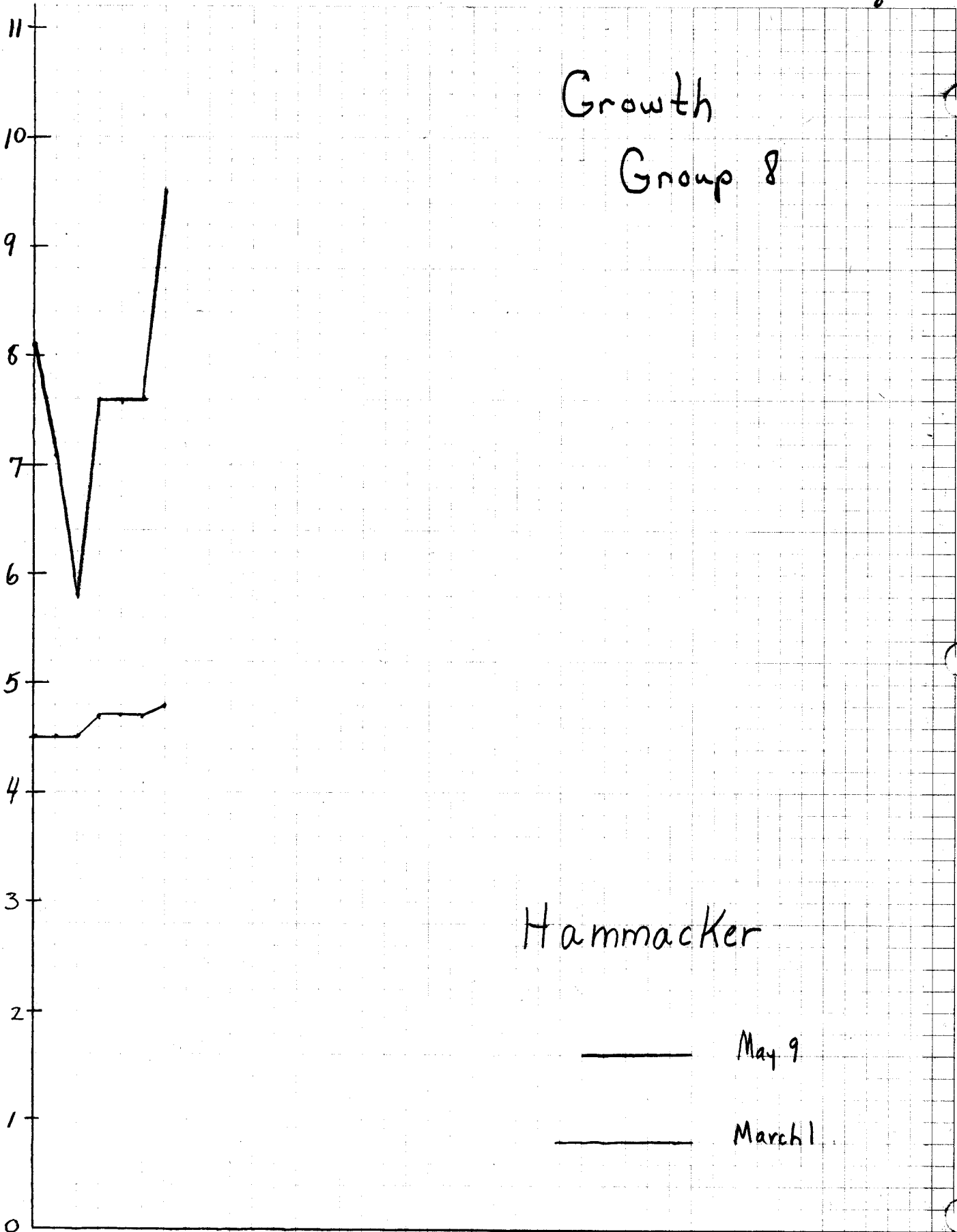
————— May 9

————— March

Students

Growth Group 8

(IESTED) Reading Level
Gates-MacGinitie Comprehension



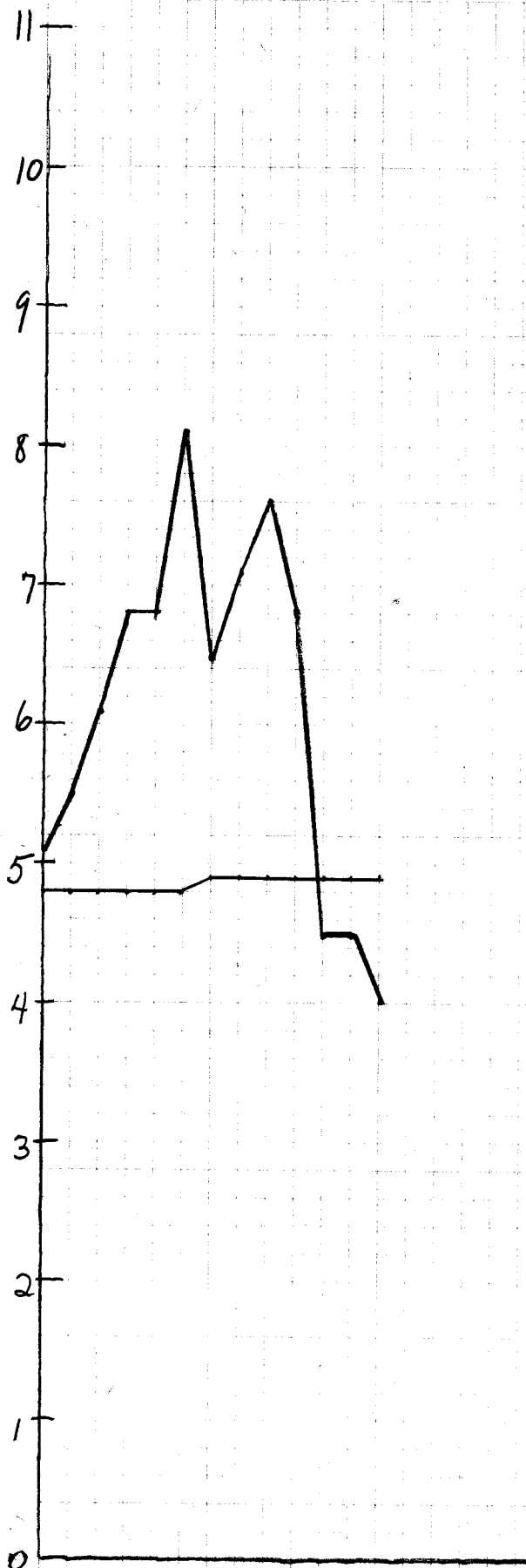
Hammacker

_____ May 9
 _____ March 1

Students

Growth Group 9

(Tested) Reading Level
Gates-MacGrinithie Comprehension



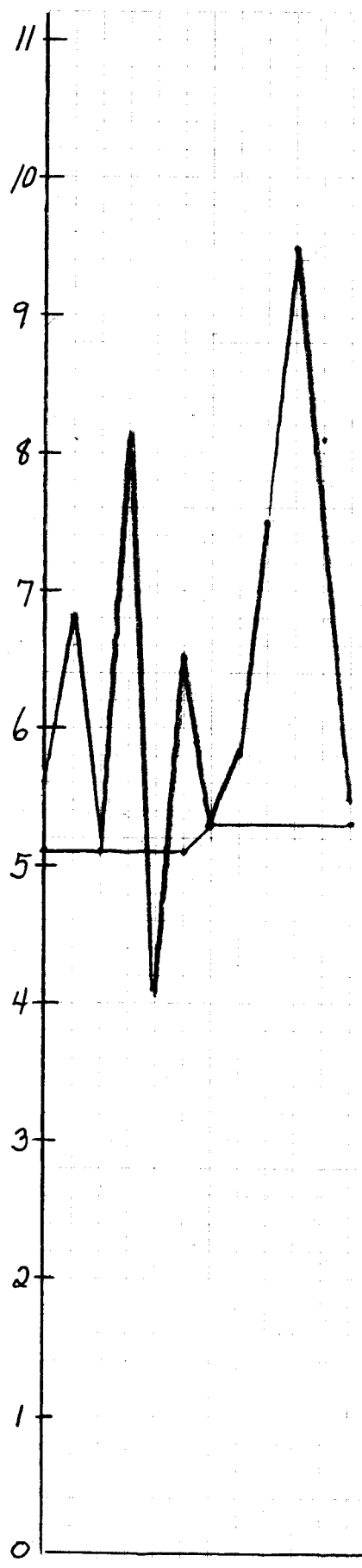
Graser

— May 9
 — March 1

Students

Growth Group 10

(Tested) Reading Level
Gates-MacGinitie Comprehension



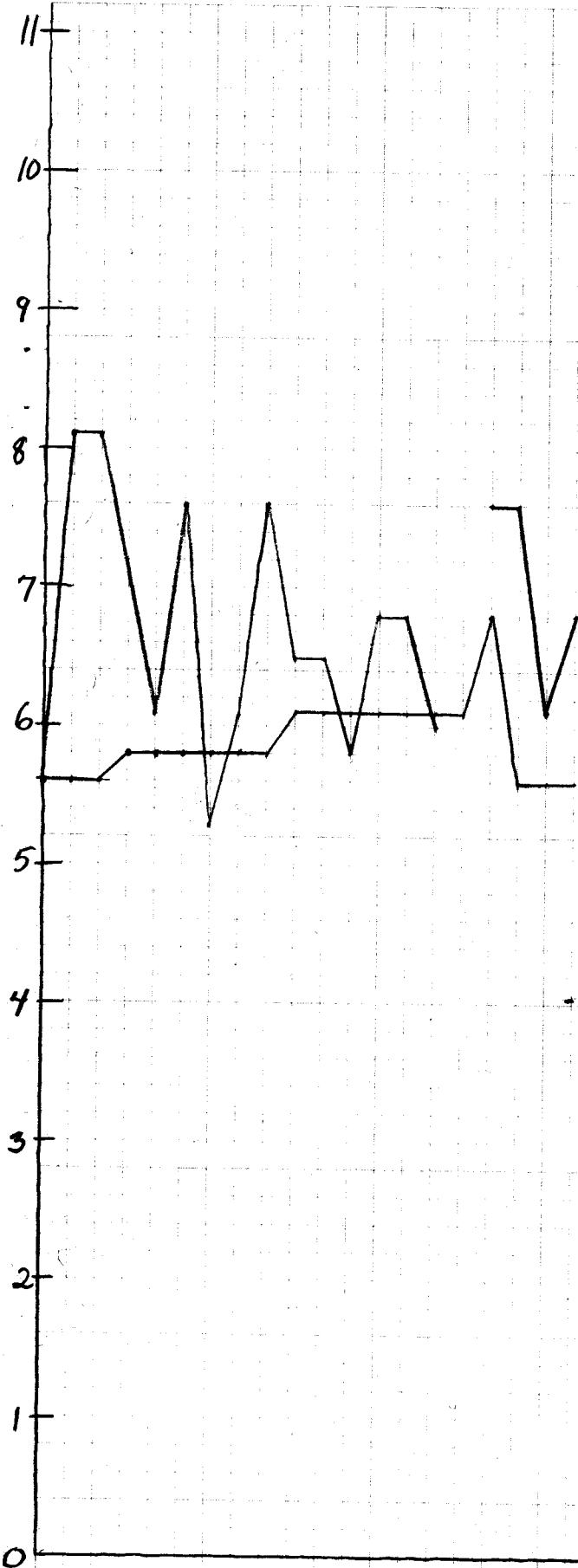
Geiger

————— May 9
 - - - - - March 1

Students

Growth Group II

(Tested) Reading Level
Gates-MacGinitie Comprehension



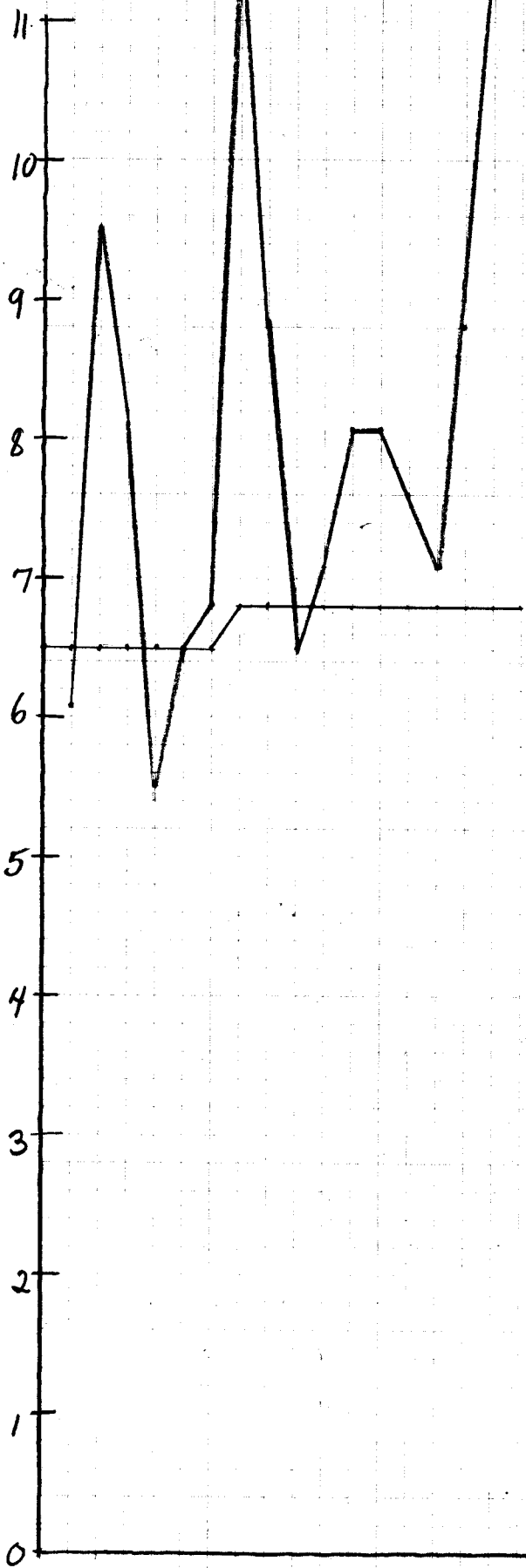
Krager

— May 9
 - - - March 1

Students

(Tested) Reading Level
Gates-MacGinitie Comprehension

Growth
Group 12



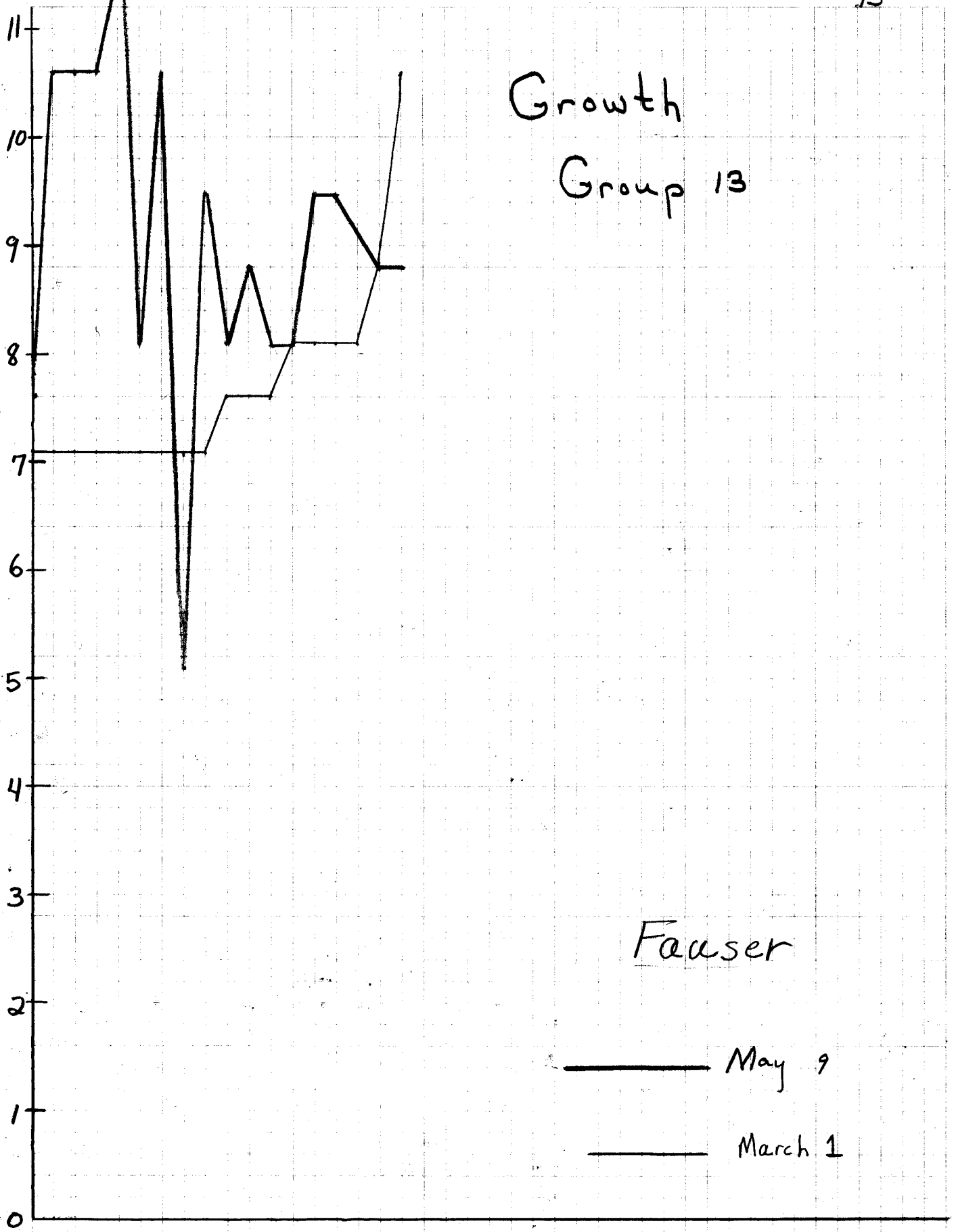
King

— May 9
 - - - March 1

Students

Growth Group 13

(Tested) Reading Level
Gates-MacGinitie Comprehension



Fauser

— May 9

- - - March 1

Students

Growth Group 14

Gates-MacGinitie Comprehension

11
10
9
8
7
6
5
4
3
2
1
0

Students

Day

_____ May 9
 _____ March 1