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Personalized Reading Program for Intermediate Grades

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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

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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 selfcontained 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. 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 In order to practice the above philosophy, factors. there was an agreement among the intermediate teachers at Hough Elementary that smaller ability groups were 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:

Group No.	<u>Levels</u>	Number of Students
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

mined 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

ist 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.

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:

Name	Λf	Student	
name	OT	Student	

	NEEDS	MATERIALS
1.	s1, 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 <u>reading specialist</u> 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 <u>student</u> 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
- Sample in front Controlled R and vowels 3.
- Y as a vowel 4.
- Syllabication 5.
- 6. Contractions
- 7. Comprehension
- 8. Homonyms
- 9. Antonyms
- 10. Synonyms

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

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

	(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
11.	Scholastic Book Services	
	(Action Unit)	
	Book 2	2.0
	Book 3	3.0
	"Radar Commandos"	3.0
÷	"My Side of the Mountain"	4.0 - 5.0
12.	Weekly Reader	
	"Map Skills of Today"	2.0 - 6.0
	Y	
13.	Plays:	
	"The Fatal Phone Call"	
	(Bill Cosby Show)	4.0
1	"Officer Kitt and Zeke	
	Zurdley"	2.5
v	"The Winner"	6.0
	"Butch Cassidy and the Sundance Kid"	5.0
		3.0
	"The End of the World or Seventeen Years Later"	5.0
,	"Monsters"	5.0
	"Death After School"	5.0

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 <u>always</u> 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 clad that it was don."
- 13. "This way i don't ever have to have teatchers tell me what to do."

STUDENT SURVEY III

I have <u>usually disliked</u> reading: 17

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

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

No on both of the above: 3

Comments

1.	"It's	to	dul1	in	${ m Mr}$.	1	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.

#6

I have always liked reading This pook

usually liked reading Sook 300ks

usually disliked reading not very and 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 lik

I like it now

Any other comments:

this reading thins is fan

XE

I have	always liked reading	shered in	ng the	looks	
	usually liked reading	Wynter	stallio	n nCrist	
	usually disliked reading always disliked reading	Kiguit	2 DADA	ncinst	t
I like	the present way we have b	een doing reading	g at Hough 👠	Samba	D'mi
I would	d rather do reading as w	e did it before	No	A SCHARA - VARIAGE CONTRACTOR CONTRACTOR	
				rp-1	
Any ot	her comments:	te reac	ling (Uhite	
) X	her comments:	n) was	ausor è	tia	
\mathcal{C}	relier	- Souls	00	las	R

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 TIT

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.

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.

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)
- "1. Children are close to the same reading level.
 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...

- "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 themself to want to read and it seems it has. Lets Proceed." (aide)
- 2. "You bet!" (teacher)
- 3. "Yes." (teacher)

3

- 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:

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:

<u>Undergraduate</u> <u>Study</u>:

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

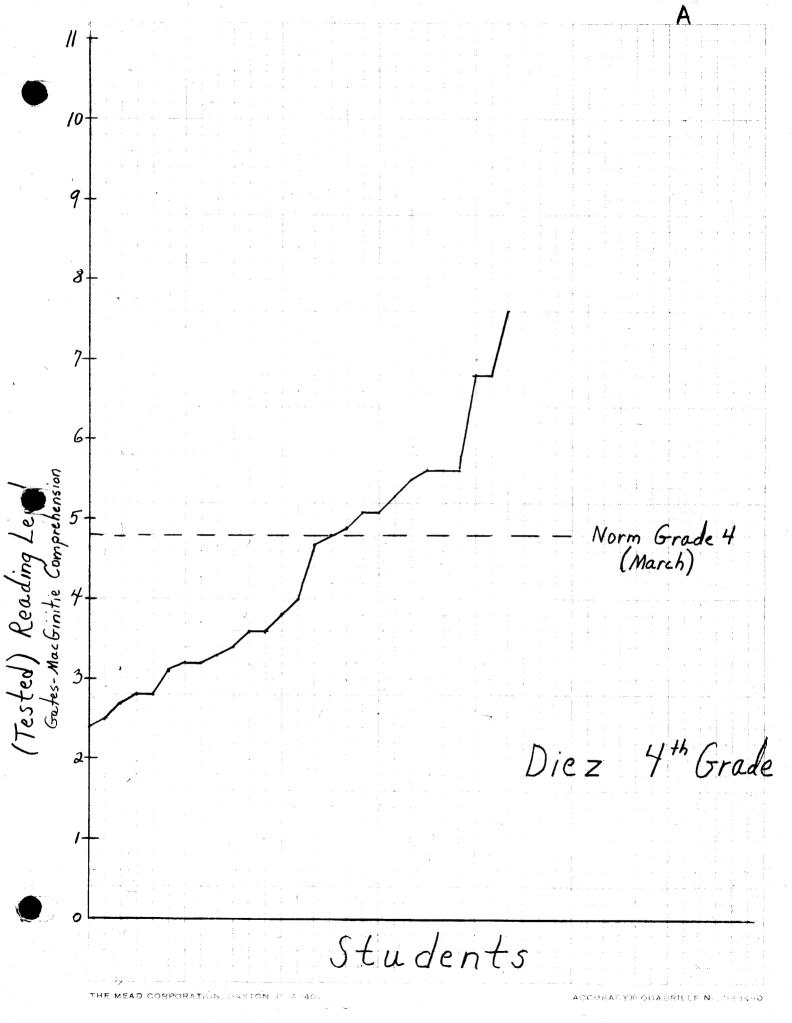
Teacher: Reading Specialist, Elementary School

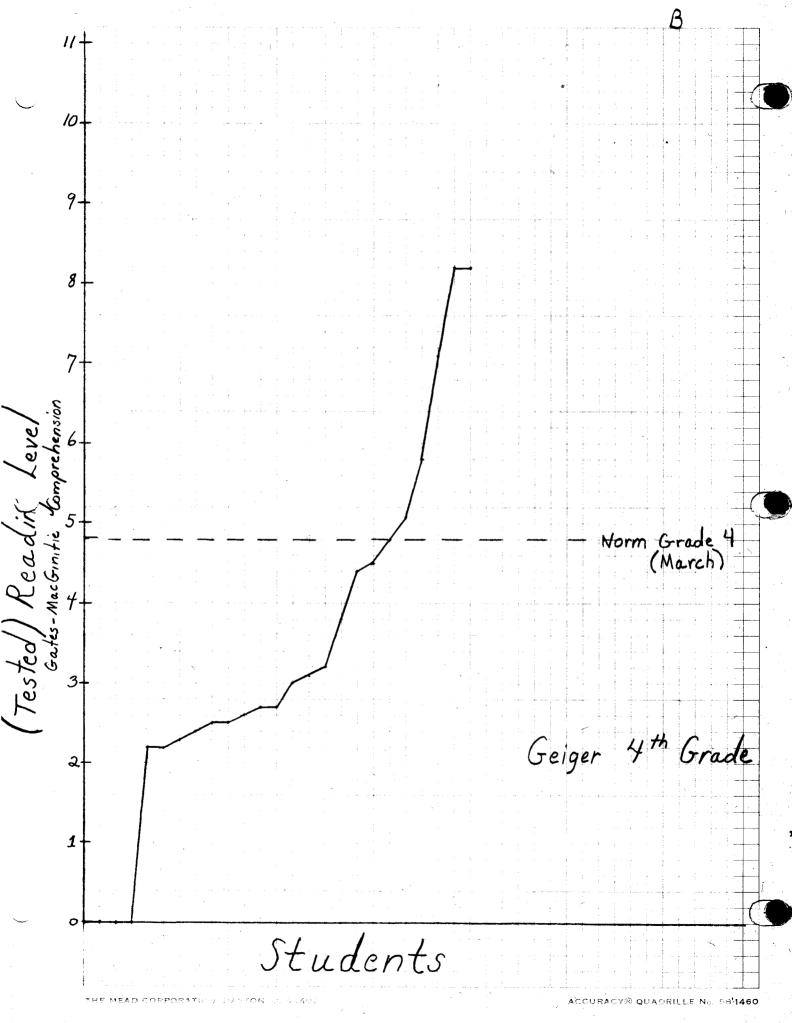
Vancouver, Washington, January, 1973 -

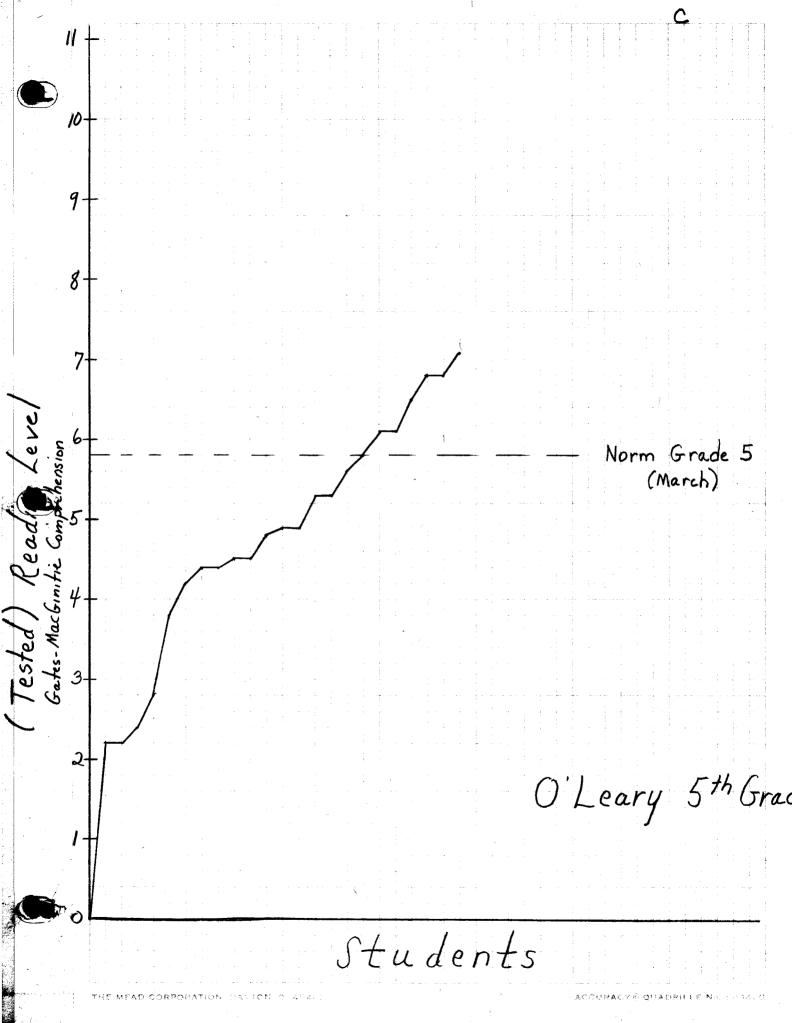
June, 1973

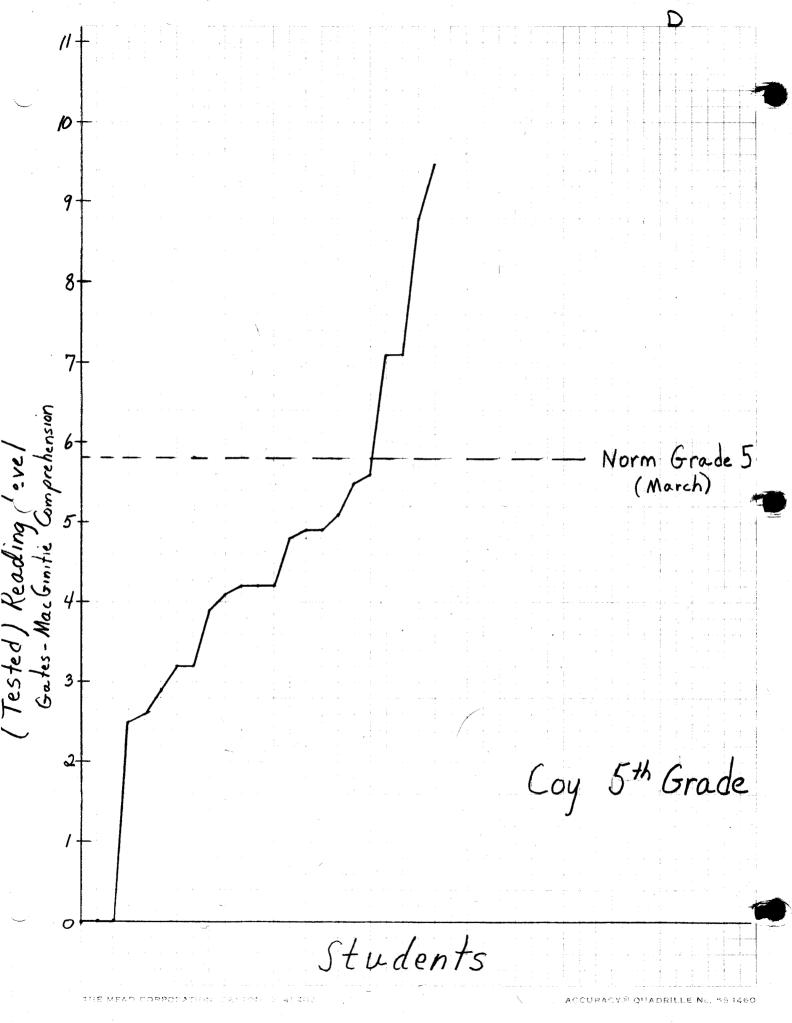
Certification:

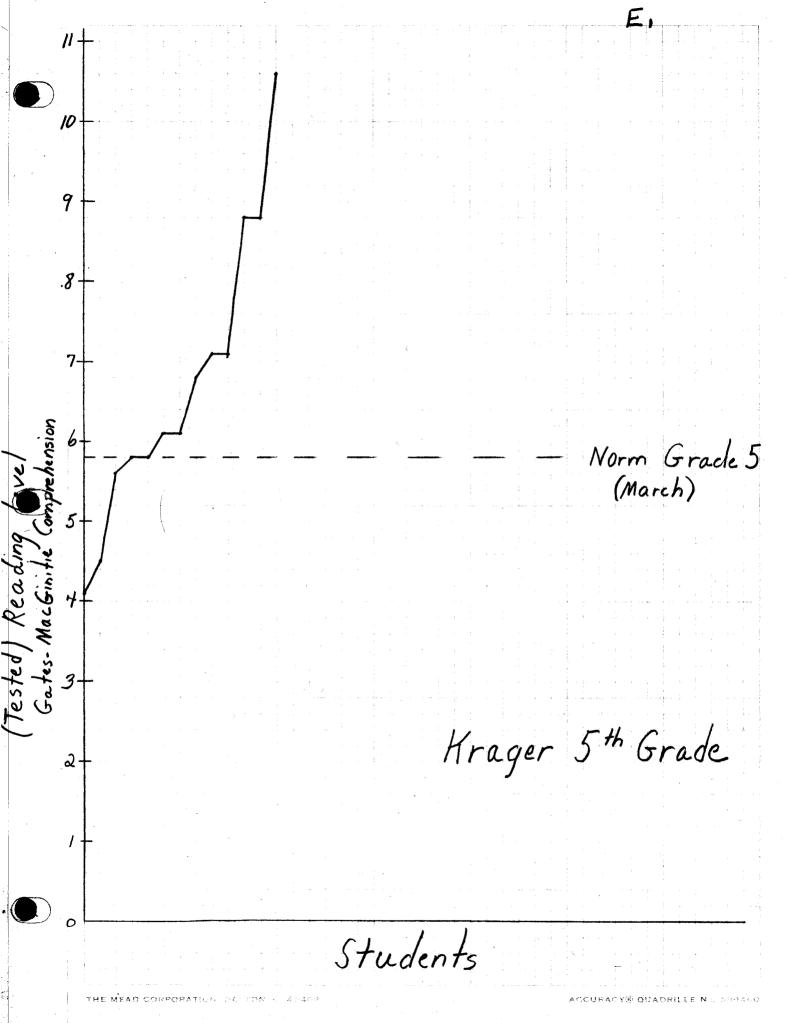
Standard Certificate

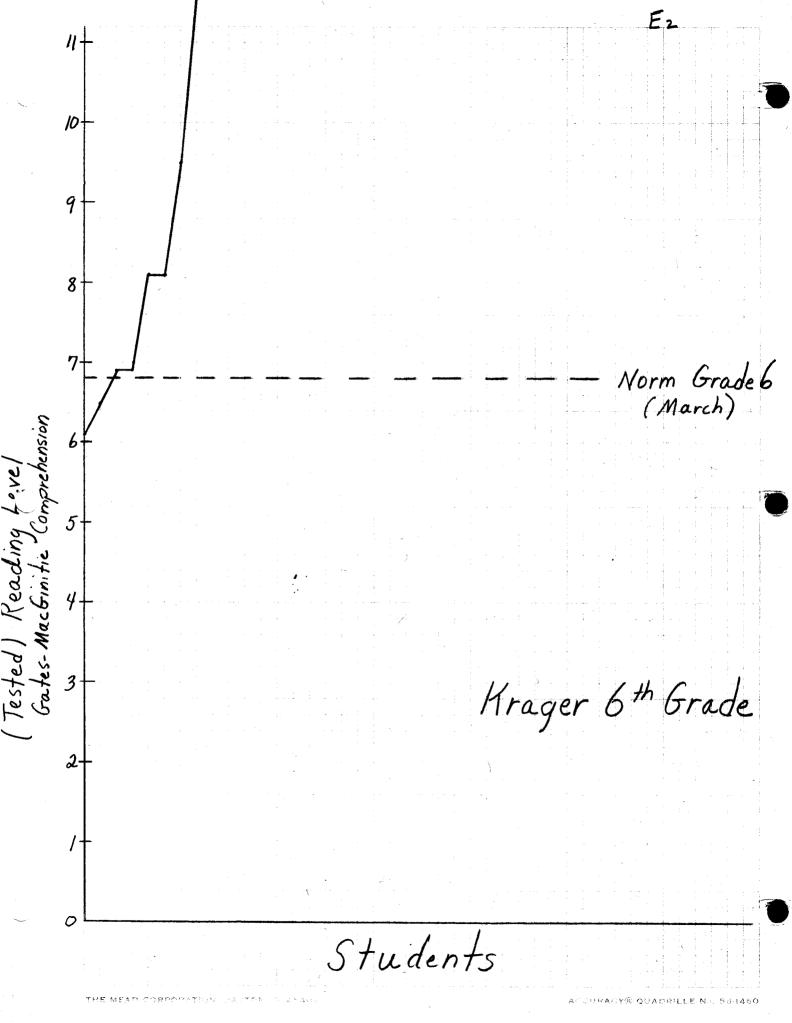


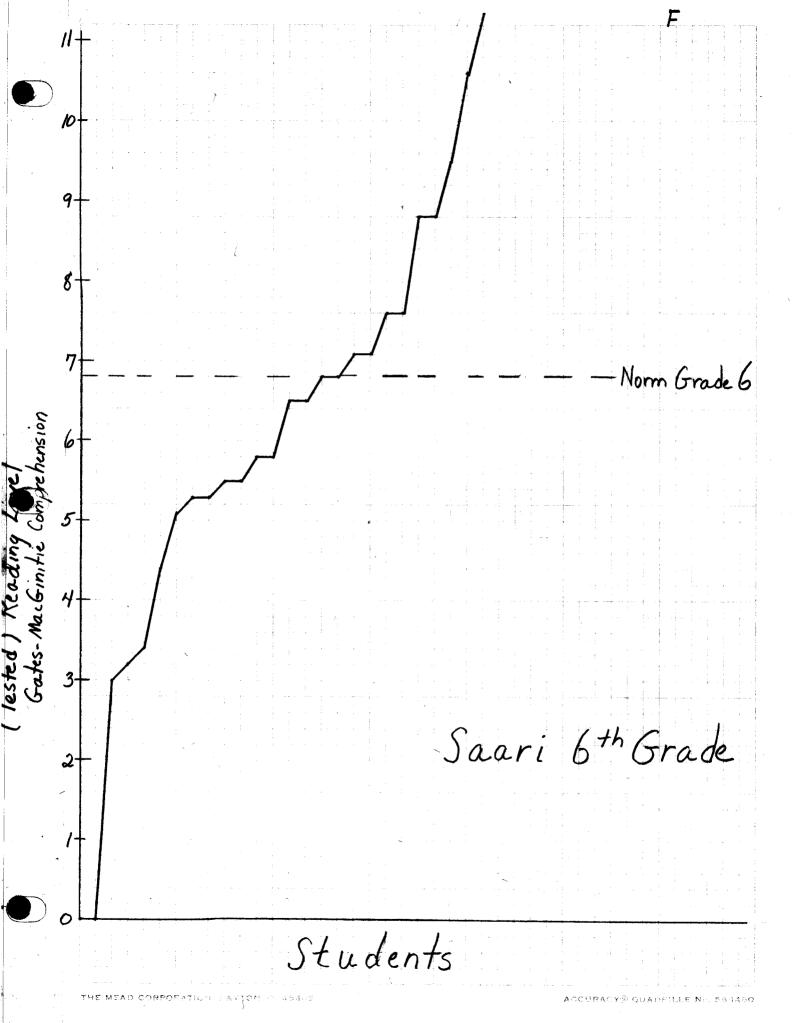


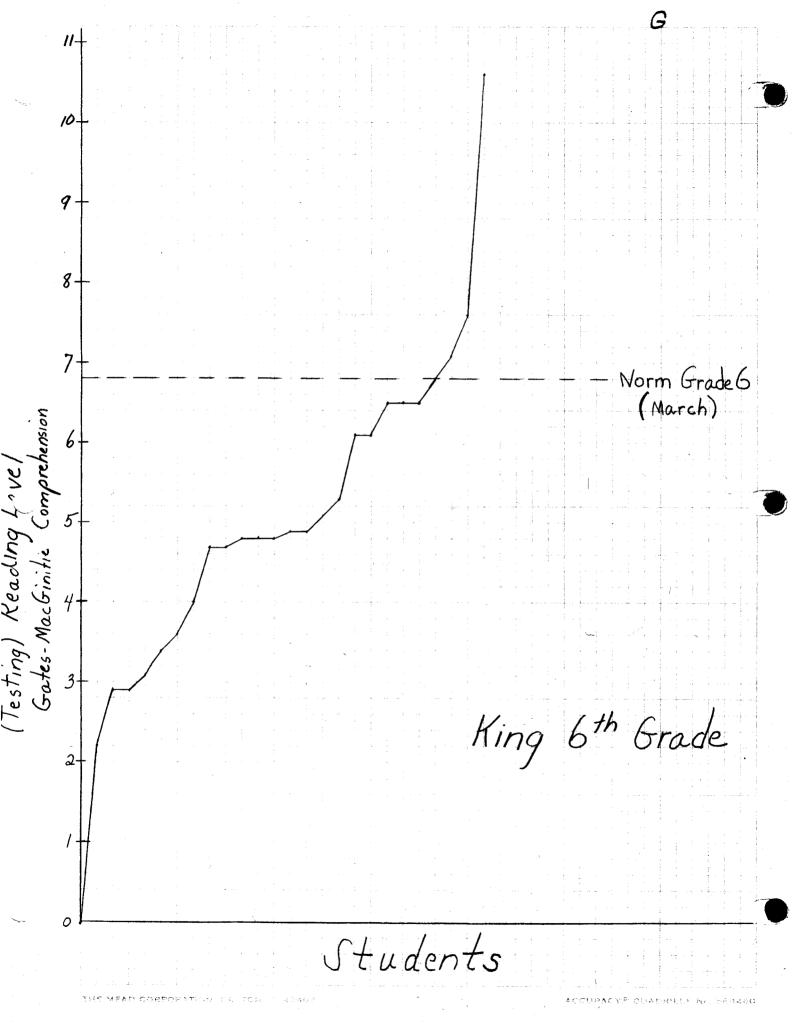












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Alphabet:	an write without	s aid.	Yes	Martine City (Martine Martine) (Martine) (Martine) (Martine) (Martine) (Martine) (Martine) (Martine) (Martine)
SINGLE CONSC	NANT SOUNDS		and the state of t	
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		y n b		
CONSONANT TE				
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tr	bl	th	M	
s1	47	ap		
pl	21	fr	· •k	
qu	etr	thr	eq u	
çà	sor	spr	*pl	
VOWEL MARKIN	G: silent /, 1	ong	, shert	

LONG VOWELS

at the end

SHORT VOWELS

_A E I O U sound two vowels together "bread"

VOWEL TEAM

ee, ea, al, ay

04, 00, 04, OW

oi, oy, ew

VOWEL - CONSONANT TRANS

er ir

ur or

Variant sounds of or and ar

OTHER SOUNDS

__Rhyming Words

____Variant sounds of a

ate, eight, steak

day, mail, they, ale

ago, al, 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, mis: 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 mess ish al ed er y less ment able our

tion ive sion ist ance ible
or ty loas ure ence
__adding an ending to words with silent (

Leon
Tear
Breed
Lead
Boot
Foot
Zoo
Auto
Joy
Steak
Coat

Words Scout Out assess vowel Fought teams. Dough OW Bow _ () ₩ Boy Veil 0:1 Blew Ldw Nail Jay

SYLLABLES

pig dinner house grosshopper engineer wagon

sweeping broom conductor baby automobile twins

Assessment

DA	îË:	 	 	

Basic Sight Words

accord	construct	fleet	manufacture	schedule
addition	conversation	flight	marvelous	science
adopt	cultivate	foreign	mixture	section
cociem	current	fortunate	modern	service
onielope	cushion	freight	moist	shudder
opartment	cazzled	frontier	mournful	slacken
opplause	riecorate	frying	murmur	soberly
omanged	desperate	fuel	mustache	solid
article	destroy	furious	native	squirm
ostride	dignity	gasaline	natural	statue
ovoid	discuss	generous	necessary	storage
barbed	disturb	glory	nervous	subject
beard	divide	gracious	obedient	suffer
blizzare	drowse	hardware	occasion	support
burden	effect	height	orphan	suspicious
calm	effort	helicopter	platform	system
canvis	emergency	horizon	plume	tender
captive	exchange	hover	poli s h	terrify
culebrate	exarcise	human	produce	thermometer
cholie	exhausted	immediate	quantity	tourist
chunk	experience	increase	realize	threat
civil	explode	indignant	recent	throb
clutch	extend	information	refuse	tractor
coaxed	extra	instant	region	triumph
compare	failure	interfere	regret	tugged
compass	familiar	inventor	regular	twilight
condition	faths m	knowledge	retori	type
conquer	fortile	labor	ridiculous	urged
conquer	(ever	locate	scarcely	weary
conscious	fidget	magazine	scene	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.	con <u>c</u> ern	k	S	n	complain
2.	phantom	physical angles with a debugger	many spiritual regions and the spiritual regions are		
3.	laugh <u>t</u> er	and delication of the state of		Paradologica and Allegen and	
4.	wi <u>s</u> dom	nes reconstitute and market and p		glade de antique de de l'insperior de	
5.	revolve	nak daga kalabanga palabanga panga banga bang	Walterway and a Companying System William	Secretarion (Section Control of C	Way man burndang naggar mindagangan) islanda islandag, naggah mindadan manandalakan
6.	sym <u>b</u> ol			Transport of the Control of the Cont	
7.	jus <u>t</u> ice		engling? Solice and complete complete comp	gar-harrid PABO "Mandada-Ay-Mar-At- &	
8.	di <u>s</u> aster		Annual Section		
9.	que <u>s</u> tion	Version many majority gards, algability di ns is	Hades dury did rifled Histolikolori direlle	gigan ang Analongsipi Palikanon.	
10	pas <u>s</u> age	digati yang salah han han kalendari sa	janupura ya kanganini Manani	pro Novertilla Maria (a) PAA	Life of the second control of the second control of the second of the se
13.	relax	Supposition registrate registrate (SC-1)	Many description of the State o		
12.	fi <u>ss</u> ure	ige emplotescalab est totale - althoris - ide - 4	one regular annimalism of Hill Interviews	And the same of the same of	
13.	hori <u>z</u> on	-th-showards was recovery later	wan no asa ay a mandada da madada da mada da m	parameter from an appropriate	
14,	gasoline	States strapped at the STA STATES	Harpert von villerligte geginde der Heine	grundpungsvilled bildelikalatis ylvar et Hjadh	
15.	compass	faggy na negyaldin amir adisk at negyap		-কামানুমান নিশা - বিশিক্ষাকৃত্যক বুলী -	Analization approximation on the second view of their confidence in the second
16.	king <u>d</u> om	general of the special particles of the special of	and account of the second of t	Again stand Samuranya - of Adapturya,	NO. 10. PROVIDED TO THE SERVICE SERVIC
17.	mo <u>đ</u> ern	name of common common of the	ereni asarra delli dilliperi fote?	an and the discovery and advantage are 1.0 mg.	Approximation also high springs of the day is a marketing and a substitute
18.	suficred	CARROLLER STOCK OF STREET	- damaton and School and School & Add	Bodd claim for a fill spill all spills be a sea of the	and the major to help on the self of the proper substantial transfer and the self-of-self of self-or s
19.	lo <u>c</u> ate	sagingsandermon is that the right than		allede grange de l'Administration en comme	engang papan saudangka na Aria na Sana na Ilay naga p amanana na paka na na kana dag Taba na
20.	reduced				and the second of the second s
21.	captive	hadrings continuous accounts	Appendix of the second	was resident and the second	
22.	pho <u>t</u> ogra p h		annually differ to addition to the same of	and the state of t	Accessive distance. The least start lives and or designation that dates we then, implementally all distances of starting
23,	coughed		s ration and Property Mills of Mills of Control	ann opgyg dyrillio dan i valla diddi 14 Arr 6.	ANNEXAGOS, CO. SANCES C.

	ana dipantangan ang magapan ang manahara kabupatan kabupatan na mangangan kapadagan bitaga at dipantan mangan		DATE:
	DIGRAPHS	AND BLENCS	
Write three words for ea	ach digraph below.		
ch as in chop	<u>ch</u>	as in chorus	wh as in where
sh as in sheep	<u>th</u>	as in thing	th as in this
The second secon		- The second section of the section	
	The state of the s	- Anna Carlo	managoriale infranți de la și verm metale (1). V Appalația (1964) de relative de colorede are desare
			generalization de mandra arrech que de mandré de la description de
Choose your answers to ch sh th wh n 1. Theeight	rom these digraphs at g nk bl - gl train 2-3 unloaded	pl sn sp st tr l at thisatform.	tw spi spr str
Choose your answers to ch sh th wh n 1. Theeight 2. Atilight, to	g nk bl .^ gl train w.s unloaded tr parade mar	pl sn sp st tr l at thisatformediumphantly	, ,
Choose your answers to ch sh th wh n 1. Theeight 2. Atilight, t	g nk bl .^ gl train w.s unloaded tr parade mar	pl sn sp st tr l at thisatform.	, ,
choose your answers to ch sh th wh notes that the management of the choose of the choo	g nk bl . gl trains unloaded parade mar ermometer	pl sn sp st tr l at thisatformediumphantly	into camp.
choose your answers to choose your answers to choose your answers to choose the looked the looked the looked.	g nk bl .4 gl train w.3 unloaded parade mar ermometer nto the air and	pl sn sp st tr l at thisatformediumphantly anduddered.	into camp.
choose your answers to choose your answers to choose your answers to choose the looked t	g nk bl . gl train w.s unloaded parade mar ermometer nto the air and through the	pl sn sp st tr l at thisatformediumphantly andudderedashed into the wate	into camp. r. orm.
ch sh th wh n Theeight Atilight, t He looked the Jarang i: Heodded t The old man	g nk bl . gl train v.s unloaded parade mar ermometer nto the air and through the oke in a	pl sn sp st tr l at thisatform,ediumphantly anduddered,ashed into the wate _indingowisper as heokeo	into camp. r. orm.
Choose your answers to ch sh th wh not the eight. The eight are looked the lo	g nk bl . gl train w.s unloaded parade mar ermometer nto the air and through the is aorious	pl sn sp st tr l at thisatform,ediumphantly anduddered,ashed into the wate _indingowisper as heokeding day.	into camp. r. orm.
1. Theeight 2. Atilight, t 3. He looked the 4. Jarang is Heodded t 5. The old man 7. Sne this it	g nk bl . gl train w.s unloaded parade mar ermometer nto the air and through the is aorious	pl sn sp st tr l at thisatform,ediumphantly anduddered,ashed into the wate _indingowisper as heokeding day.	into camp. r. orm.

extra

mustache

whimper

fathom

increase

scarcely

gracious

pclisn

twitch

M-6-4

cushion

produce

splendid

NAME:				DA	TE:			
			VOWEL SOUN	IDS				
į.	Change the vo	wel in each word be	low to make new	words. The first one h	nas been done for you			
	pick pack peck		peck	spring	Management of the state of the			
	stock	Addressed distributions of the second section of the second secon		hatch				
	flesh	under der vertille der vertille der der der vertille der vertille der der der vertille der der der der der der	annan an pagasar annan an	truck				
	middle	and the state of t	anggin gara-maphalifipinasian'i silang disembah si	click				
	peddle			latter				
	Wark the vowels in the words below that have a long () vowel sound.							
	finish	temp le	crash	steam	sprung			
	absent	flight	silent	cloth	a d d r e s s			
	clutch	native	locate	fuel	cultivate			
	កម្ព _ា ន	summit	exist	gulf	traffic			
	mate	m a y b e	useful	insect	notation			
:(1	Read each group of words. Underline each word that has the same vowel sound as the boldfaced word							
	clump			bedl <u>a</u> m				
		<u>a</u> pplaus e	beckon	disc <u>u</u> ss	n <u>o</u> t			
	shark	p <u>a</u> rk	spark	stars	dark			
		cart	b <u>a</u> rn	t <u>ea</u> rs	<u>a</u> rrow			
	sport	perform	ab <u>oa</u> rd	correct	victory			
		c <u>ou</u> rt	sorrow	orange	c <u>o</u> red			
	herd	sp <u>u</u> rt	terrible	danger	f <u>ur</u> nace			
		lib <u>e</u> rty	weath <u>e</u> r	stirring	expert			
	story	thirsty	journey	ready	sprayed			
		rapid <u>ly</u>	canyon	display	dignit <u>y</u>			

frying

hungry

restroy

comply

NΑ	ME:				DATE	to the plant of the state of th
		RHYMIN	IG AND VOWEL	COMBINAT	IONS	
i.	Write two word	s that rhyme wit	n each word below.			
	hail	ad and divining an acquisit the relativistic for the second second second second second second second second se	agyunngumber in muur- ayuhihi Silingi agan ingi Abb	dream _		many provided to a which a shadow through to some on the confidence of the confidenc
	seed	ydodas sa sanna as s		ground	And governous visition than the contract the track of the contract of the co	produce conducting the angular production of the control of the co
	treat	de paraglicate de la Maria		soil		Englishmen an Additional Medicine, which place describes the Fr.
	bought			fine	4,000	
<u> </u>	Circle the word	in each column	that has the same	vowel sound as	the first word	
	fawn	b <u>ou</u> nce	p <u>oi</u> son	shr	ew	tooth
	<u>au</u> to	b <u>ou</u> gh	ch <u>oi</u> r	stre	<u>ew</u> n	gl <u>oo</u> my
	f <u>au</u> cet	ch <u>ow</u> der	<u>oy</u> ster	tr <u>ue</u>	est	p <u>oo</u> dle
	<u>aw</u> kward	shower	empl <u>oy</u>	glud	ed	shook
	law	pounce	l <u>oi</u> ter	n <u>ev</u>	ver	f <u>oo</u> lish
	caution	v <u>ow</u> els	v <u>oy</u> age	gue	st	kan gar<u>oo</u>
1 1 1 1 1	Write in the mis		inish each sentence.	. Choose your	answers from	the words below.
	fountain	treasure	amount	dinosaurs	shr e wd	destroyed
	eagle	decoy	concealed	balloon	foolish	weather
	1. The pirate		was	in	an old cave.	
•	2. A great		_ of water sprayed	from the		powerful 2
	3. The scienti	st used a	to a	attract the fly	ing	ang ang paggagananahatan sa waka b
	4. He was ver	y	to fly a		_ in rainy	radi kacaman, danagan adalahan kalangan kalangan kalangan kalangan kalangan kalangan kalangan kalangan kalanga

N.A	AME:		DATE:
		PLURALS	
į	Write the plural of each word be	ło∿v.	
	human	tooth	woif
	church	echo	ditch
	orchard	berry	cherry
	article	marsh	compass
	schedule	elf	freight
	candy	clutch	mouse
	shelf	bison	garage
	cameo	half	monkey
	tourist	louse	criterion
11.	Finish each sentence by writing th	e plural form of the word that follow	ws each sentence.
	1. The	are fertile places in a desert. (oasis)
	2. Those	eat more than both of us. (bo	oy)
	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 mo	orning. (rabbit)

S For many _______buy? (loaf, woman)

MΔ	AME:	Control of the Contro	UATE Commence	
		ROOT WORDS Extentional Intings		
;	We are the root word of each w	cra hei ow .		
	puzzied	starving		
	Enwand	admired		
	Grainage	retold		
	- SX/	happily		
	musician	location		
	oirection	government		
	provable	spiteful		
	homely .	discover	nec substitute transporte to be acquired to the country of the cou	
	speaker	untrue	ussamuussamuutus jä ka vastinata väytettä vivit, viitaviinna einest a. Et siyrittä väitet einest aasta oli si	
	smartest	summary		
11	Found, page sentence by writin	g another form of the root word that follow	ows the sentence.	
	'. It is	that John will get here on time	, (like)	
	P The lights	because of a poor	(dim. connect)	
	3 Mrs. White was (fury, trample)	when I	on her lawn.	
	4. The	fish in the	ne water. (shine, sparkle)	
	The doctor said her (operate, success)	was very		
	o. What (brange, graduate)	have you made for		
	7. Afterthe whole audience. (p.	on the stage, she received the legionm, congratulate)	6f	

Caused a great deal of

NA	ME:	Takan 1. Da van home nega albertario propego e velos se charel	an a a man man ang man an an pamalikan ka mangapangapan kanaharan pangan di a manat ana an a na manat a limbah alimba di bibba. Ina mpanasan da ang	DATE:
			COMPOUND WORDS	
	Wr:	c two compound	f words under each word terow. The first c	one has been done for you.
	light		fignthouse	daylight
	stroi	ð.		where the transmission and the contract of the
	snov	<i>N</i> -	ompali antinatari kan kang panganan kan kan manganan sak salah kan	
	tabi	e .		
	rain			
	toot	h _	onesidad accidentation occurrency and respectation of the Co. Section	
	high)		·
	nigt	nt .		
,** *** **	na nem ser a serenda kan serte	en har man di salahan kenggalangan kengan kengan kengan menanggalan kengan kengan kengan kengan kengan kengan	processors where a place with the same than the same place with the same and the same same and the same same as	
·i	Wint	e à short descat	con for each compound word.	
	1.	beeswax	wax made by bee	S
	2.	rowboat	instruction and the control of the c	
	3.	earthquake		
	5.			
	6.			
	7.			
	8.	daydream		
	9.	paintbrush		

NΑ	ME:	a and a representative of the figure and an experience	andres standing allegate an estimate and the standing and the standing asset.	and the state of the	DATE:
		CLA	SSIFICATION	RELATIONS	SHIPS
i		nrough the word what the other wo			ng. Write the word or words on the for you.
	Summings	Poe	Whitman	Browning	Peter poets or writers
	Indian	Arctic	Atlantic	Black	Pacific
	baseball	swirnming	reading	football	racing
	launch	orbit	rocket	cage	satellite
	milk	eggs	butter	c hee se	fish
	Pain	ters	M	usicians	Past U.S. Presidents
	Brahms, Ren		, J	·	ı, Cézanne, Bernstein, Wilson,
	Maiii	ters	141	usicians	rast U.S. Fiesiuents
	en en myslegen de deur en	a yang gagagan da akan kalan sakar sak	jan view til, miler 16-t enakelegisk fra dittend 1996 rigisk folklin	na - san aki sala - a mahambak di Mahayar sanada na ayanin dalamba da Marinina	
	, e and victoria en designatura - place i un designatura designatura e	agan a ana ng pang ang kalangan ang a pang mang mang mang mang mang mang mang m	gan ya naganan din dan dan naga sa waka ka ƙafa ƙasar ƙafa ƙasar ƙafa ƙasar ƙafa ƙasar ƙafa ƙasar ƙafa ƙasar ƙ	vi vi kasaga usa kasugagu usang usang menguntuk dalah dalah dalah menden persek.	
	CONTRACTOR AND	- Maridia adam de amerie e de 1774 de este 1474 de este	ig vindanskripsvindrika (d. 124.) 1	nuur vuorigi – valt een uurungan vuoten aas aanan vari Pervisionikon kontrol	
	a control of the second	Secret Major one Second State State 5	is an and mark to proceedings for the set of the standard way.		the standard was a self-related and a self-related
		a de antique de la companya del la companya de la c	in kan san san san san san san san san san s		
11	Draw a line fro	om each word to	the group name	to which it belo	ongs. The group names are in circle
	Qanada 💮	•	The second section is a second section of the sec		North America
	Europe		Continents		Poland
	Brasilia		Co.		Paris
	Chicago		Countries)	Antarctica
	Africa		Cities)	Mexico
			A 15151001	1	

NA	ME:	andron) v.v., gelever historie is do valegije as humas, go dir volgo aktor bija pasagasajaninisti	rundigh fin fall (17 Think All Fallan, also desmourns en haint est no. 1 m.	DATE:
	CON	TRACTIONS — POSSE	SSIVES — SILENT LE	TTERS
ί.	h, each sentence, writ	te the contraction for the	underlined words.	
	is not his fault tr	nat they have lost the g	game.	NATIONAL COMMISSION AND AND AND AND AND AND AND AND AND AN
	larm going to the I	ballet, but <u>she is</u> going	g home.	
	You will be sorry if	you are not invited.	grain - Bearn Malarch and Shearch	
	whit not be late if	you do not forget to d	all me.	
	You have a secret t	that I <u>cannot</u> guess.	- Annual Communication Conference	
 	Circle each word that	has an apostrophe (') in	the wrong place.	
	A tiger's tail is sh	orter than an el ephan	ts' trunk.	
	The principal's offi	ce and the teacher's	room are on the first	t floor.
	Two cat's chased t	the mouse into it's ho	ole	
	They'll be late if t	hey do'nt get a ride	in Mary' s car.	
	The boys' books w	ere on the teachers' o	desk.	
111.	Cross out the silent lo	etters in the words below		A CONTRACTOR OF THE PROPERTY O
	disguise	wrench	gnaw	stretch
	deceive	campaign	knight	honor
	delight	solemn	ghetto	m e a d o w
	trickle	debts	doubt	vogue
	aghast	aisle	e n s i g n	shepherd
	knuckle	climb	thought	wretched
	φ s a l m	thistle	guess	рІадие

autumn

W/ 1 1 1 5

1 1 1 1 1 1 1

mreath.

NA	ME:		and an extension of the section as a second section of the section	DATE	a. Orași dintra anticentrul de la constitucio della constitucio d
		SYLLABIC	ATION		
	Draw a circle around	each syllable in the words	beicw		
	repented	resolved	!	appro	ached
	c o m p a c t	bureau		huma	nity
	notify	contine	n t	cease	
	mixture	parachu	t e	reliat	o l e
	destination	column		sched	ule
	penalty	familiar		manu	facture
	idiet	discuss		terrif	у
	thirst	i m m e d i a		vacan	
11	Read each word below in each word?	r. How many vowels do you	see? How many do		
	Word	Vowels Seen	Vowels Heard		No. of Syllables
	tremble			values.	hada saasa da
	quality	The strip fine is a fact that the strip is the strip in t	And and additional topic through the state of the state o	All consistences and	- Address Market are explained and Address community and activities and a second contract of the second contract o
	miserable		AND CONTRACTOR OF THE PROPERTY	namer (do	
	telescope		Names and the control of the state in a great and the control of t	nadi Balandar	
	cinnamon	AN INC. Solver in the processor department of the resolution and the Processor of the Proce		nerfolgenomen	a — garden ang andre ang de l'anguard de l'a
	remark	Access (MESSA) is transcriptioned interfere that with the field of the Proceeding of the Messale for the	in a company representational state of the purchase and consistence of the	Austria, p. 65 pint	gint and a sit of management of the state of
	aroexed	giore parco atropia for alto planto della control a control a control della control	engantagggy av Agle niven Manuto, deg ne trendskriven i 1881. de	v •••	, gad i kar ga i araha sariji i rihar yang ka ng pang da ba nda banka kanananan kale na ing kananan kale na
	reliable		weeter soo ale sin, palaanse dan op de de help Bour on gidden Astronom wert van	· · · · · · · · · · · · · · · · · · ·	Windowskin handoompaganagan abadamada kaliga ah kaliga ah la kaliga ah

thoroughly

vividly

NAME	en er a resonationer, gegengenstelle kommer verse i have het er de kommer verse i den.		Transcript Plants destructions		DATE:
		PREFIXES	AND SU	IFFIXES !	
< VVille th	e pratixes and suffi	ves in the va	ords below.		
Erik scales Lampingalan dalagidan da	encouragemen	1t	•	William Colonia de Maria de Cara de Ca	disgraceful
***************************************	impertectly	a o ha challe supercolor de la children		Company of the Compan	incomparable
and the second of the second	reappearance	t Policis (aga hilawallik shi qiban saa yyyami (jamilikhiya ga	.com	where the depotent is by making with designated before the	prearrangement
h dhirinda aa dhaqqada madaanaa	international	maker stadenska averagelen oder til samten av e	~	Processor of the state of the s	transported
Market or printer that the last to proper year of the	bimonthly	· · · · · · · · · · · · · · · · · · ·			unfairness
1. He				histo r in imals that	lived in
	peratures.				
2. Did	you	the	riowers?		
3. He	had a gold ring v	with		stones in i	t.
4. Do :	you enjoy spooky	stories abou	ut the	alliande de Artice de la compansa d	_?
II. Add a su	uff.x to each of thes			tences below.	
agree	thank	profit	brisk	consult	
1. The	men made an	and and the special section	that w	/as	to both of them.
2. He	walked	do	wn the hig	thway.	
3 The	old lady was very		for	the	- Company of the Comp

NA	ME: DATE:
	PREFIXES AND SUFFIXES II
1.	Write T before each sentence that is true Write F before each sentence that is false
	1. The prefix <u>non</u> means <u>not</u> , as in <u>nonsense</u> .
	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.
11.	What does the suffix mean in each of these words? The first one is done for you.
	ducklinglittle (duck) backward
	joyous hopeless
	follower graceful
	beautifyswiftly
[!	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 <u>not logical</u> in her thinking.
	3. It was not possible to get tickets for the show.
	1. The dog looked <u>full of sorrow</u> .
	The food was cooked ahead of time
	Although she was a teenager, she was like a thild.

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ME	Commenters in the second of the control of the second of t			_ DATE:.	
	SYNON	YMS ANTON	YMSHOMO	IYMS	
u. eara i ine	ondorline a synon	lym for the first w	verd, and encle as	antonyna f or :	that word.
consect	invite	correct	disconnect	join	release
ancient	antique	angry	valuable	new	useless
gloomy	solid	bright	grooming	dark	weight
wretched	miserable	rac ke t	wrecked	flash	happy
obstruct	object	assi s t	block	build	trailer
Finish each s these words:	entence by writin	g a synonym for	each underlined	word. Choose	your answers fron
rescued	anxi ous	fatal a	l titude in	dignant	
1. Being ca	areless with pol	sonous snakes d	can prove deadi	y	de region area, tibrillion with high back and reliable and reliable and reliable
2 Lamicu	ricus to know w	hy you are so a	ingry.	ad-dia mana distribution di superiora di una maggi commissiona pintanggia negativa.	
3. The tree	d swimmer was	fearful about b	peing saved	one againment - Topic again ag Erich Berlinder (Berlinder) againment againment againment againment againment a	n i Alfred Parketter metalonia
4. At what	height did he f				
Emert oat s	entence by writing				e.
		the name o	of our	spea	ker?
			but		are weighed
3. The war	s of the prison	- medicing emille, a programate state 1990 Pri Tim vision in the transport of the annual end	were in need	d of repair. (s	sells, cells)
(sear se	re)				•
			and a second	ku dalamanis dia kancera ku da misi Sama (ka pingi da da misi da da misi da da misi da misi da misi da misi da	Artikalan kalan (an 1988) bi aran kalanga kalan (an 1984) (an 1984) an Aran (an 1984) an Aran (an 1984) an Ara
cont. seid. s	cent	may diable to the first of the street that the street of t	energia de la composición del composición de la composición del composición de la co	rocky and discount of the same of the same	and the second of the second s
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rams reigns.	PER CONTRACTOR	an humaning (Angus sangaran an grado) ng pri pangaran an grado () ng pangaran an angus sangaran an angus s		FROM SOLES AND ALEXANDER (METANGLASSER & 27 Abon	
	ancient gloomy wretched obstruct Finish each sthese words: rescued 1. Being ca 2. Lam cu 3. The tires 4. At what Finish each sthese words: rescued 1. Being ca 2. Lam cu 3. The tires 4. At what Finish each sthese words: rescued 1. His back (soar so Use ones of the century of the centu	SYNON The end fine tenderline a synon connect invite ancient antique gloomy solid wretched miserable obstruct object Finish each sentence by writin these words: rescued anxious 1. Being careless with poin 2. Lam curious to know w 3. The tired swimmer was 4. At what height did he f Finish outh sentence by writin 1. His overl (guest guessed) 2. Diamonds are weighed by the pound (carats, cars) 3. The war's of the prison 4. His back was (soar scre) Use each of these words in a second, sent, scent	consect invite correct ancient antique angry gloomy solid bright wretched miserable racket obstruct object assist Finish each sentence by writing a synonym for these words: rescued anxious fatal a 1. Being careless with poisonous snakes of a sentence by writing a synonym for these words: 1. Being careless with poisonous snakes of a sentence by writing a synonym for these words: 1. Being careless with poisonous snakes of a sentence by writing the correct how and the first height did he fly the plane? 1. He does not be the control of the prison the plane of the pound. (carats, carrots) 2. Diamonds are weighed by the plane of the pound. (carats, carrots) 3. The war's of the prison first pack was after (coar scre) Use each of these words in a sentence: 1. The first scent.	SYNONYMS — ANTONYMS — HOMOR to ever the first word, and circle as consent invite correct disconnect ancient antique angry valuable gloomy solid bright grooming wretched miserable racket wrecked obstruct object assist block Finish each sentence by writing a synonym for each underlined where words rescued anxious fatal altitude in 1. Being careless with poisonous snakes can prove deading 1. Being careless with poisonous snakes can prove deading 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? Finish each sentence by writing the correct homonym which follows. The each sentence by writing the correct homonym which follows. The each sentence by writing the correct homonym which follows. The pound fearats, carrots) 3. The war's of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in need to the each of the prison were in the each of the each of the prison were in the each of the each of the prison were in the eac	SYNONYMS — ANTONYMS — HOMONYMS to each line texterbase a synonym for the first word, and direle an antenyor for consent invite correct disconnect join ancient antique angry valuable new gloomy solid bright grooming dark wretched miserable racket wrecked flash obstruct object assist block build. Fibrish each sentence by writing a synonym for each underlined word. Choose where words rescued anxious fatal altitude indignant. 1. Being careless with poisonous snakes can prove deadly. 2. Lam 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? First each sentence by writing the correct homonym which follows the sentence. 1. His even the name of our spear (guest guessed). 2. Diamonds are weighed by but by the people (carats, carrots). 3. First each soft the prison were in need of repair. (see the back was after ing in a plant (coar scre).

NA	ME		and the second s			DATE:	
			(CONTEXT CL	JES		
1.	Fir	nish each sentence b	elow. Choose	your answers fro	m these words:		
	fat	thoms mule	elephant	continent	unpleasant	splashdown	tailest
	1.	The largest living	g la nd anima	is the gray _			
	2.	My mother said	I'm as stubbo	orn as a			
	3.	The shortest me members stood		chorus stood i	n front while th	e	
	4.	The astronauts n	nade their		on the ro	ugh ocean wave	es.
	5.	The United State	,	nd Mexico are	located on the	North American	
	6.	We measure Loc		miles, and m	ieasure ocean d	epths in	
	7.	Pat did not have	Dirin Magdina Japangan pagagan paga aka nadanan K	rip, since every	thing she ment	ioned was	`
!!	Dra	nw a line from each	unt/inshed sent	rence to its prop	er ending	egingen - avergreight des invesses visitation - in visitation - avergreight in investigation - avergreight in	
	1.	If a person does	not obey, he	is said to		irrita	ted
	2.	Vital to land tran	•		 -	luck	
	3.	To be upset by se	omeone's teas	ing is to feel _		five	dollars
	4.	If filty pennies e five hundred per	·			whee	·I
		No your behave to will cause you to	· ·		?	diśot	ey

dissolve

When you may make me after the sugar will

NΑ	ME: DATE:
	READING AND THINKING Literal Recall and Inference
Rea	dieach 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. Wire discovered gold'
	Where was gold discovered?
	3. When was the discovery made?
	4. How did the discovery help in settling the area?
В.	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 targest reserve of it?
	3 Why is this ore important?
2.7 N.J	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?

For what other reasons might Mexico be interesting?

NΑ	ME: DATE:
	SEQUENCE AND MAIN IDEAS
	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 norse to the ground as the crowd raved.
	The cowboy stipped 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
11	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.
Matthewson I area	

ill. 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 outh centerice dust "tells" about

1. Mue's Favorite Dinner

Mae really enjoys food. Her favorite dinner is roast beef and mashed polatoes. With these, she has buttered corn and string beans. On her saiad, she puts rich Russian dressing. For dessert, she ears along piece of a conditioned two cups of coffee. She also likes are 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 Dami

The Horver Cam is in Boulder Canyon on the Colorade River, for tax years, about 600 men worked on the dam. They neured more than a quarter militen cubic vards 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 this 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, sheldons of other water abimals, and remains of water plants have born from a toward a sedimentary rock formed that are sedimentary rock formed from anomal or other. That is sed mentary rock formed by pressure on plant remains. Some on its 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 such and faint.

NAME:		DATE:
	OUTLINING	
Read the story. Then finish the outline be	elow.	

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 brouble 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

	B. Origin above ocean in tropics
	C. Movement may extend to 500 miles
11.	What happens
	A. Some die out over water
	В.
	Mark was transferred do on land?
111.	What may hurricanes do on land?
	A. Lash coastal areas with rain
	8
	0 up to 150 m.p.h.
{V	
V	A. Stop hurricanes
₩.	
	A. Stop hurricanes B. Steer hurricanes away from land
V	A. Stop hurricanes

NAME	Marie Marie 4	DATE:
		FACT, FICTION, OR OPINION
		each sentence it it is a <u>fact</u> . Write B_i if it is <u>fiction</u> . Write C_i if it is an <u>opinion</u> . You answers with a dictionary or an encyclopedia.
as of space respectively.	1.	Delaware was the first state to ratify the U.S. Constitution.
Spine Committee	2.	Russian dressing is a platter of vinegar and mayonnaise.
र शक्काकः र	3.	The sports column is the best part of a newspaper.
no er emeldjæreige er	4.	A diamond is weighed in carats.
renerale por .	5.	The circumference of the earth is more than 25,000 miles.
Marker in the	6.	Great wealth will not make a person happy.
the state of the	7.	A ring around the moon always means fair weather ahead.
codesigna(1 daniel to sie	8.	The Nautilus was the first atomic submarine.
. Care Marks	9.	A poor person is usually an unhappy person.
. ** .	÷ 12.	The South Pole was first reached by Roald Amundsen in 1911.
er en e		Mara is closer to the sun than is Earth or Venus.
p, A, Sa,, 199 dec	12.	People hate to be teased.
i va sellekkeleri Mirohini	13.	One fathom is equal to six feet.
a square sees a	14.	Braised meat is first seared and then simmered.
r , y z maret v	15.	A democracy is the best form of government for everyone.
N/number/Parkinero	16.	The first Olympic games for which there is a record were held in 776 B.C.
-social principal	17.	Corned beef is beef that has never been pickled in brine.
-167 + 1810-1-16 <mark>8</mark>	18.	Magicians are the greatest entertainers.
خاند سائيان در در وادان	19.	Some fishes do not have gills.
Name your provides about it To	20.	The first written language known is Sumerian, dating back to 3100 B.C.
Which sen	tence	es can be checked with a dictionary? an encyclopedia or almanac?
Dicti	onar	y:

Encyclopedia or Almanac:

NΑ	ME	The state of	DATE:				
		FIGURATIN	/E LANGUAGE				
<u>6</u>	What do the underlined words in each sentence mean? Below each sentence, circle the words that mean about the same thing						
	The two teams stopped fighting and decided to bury the hatchet. go to court make peace get even later						
	3	Jean received the lion's share of her smallest part cat's share	father's will. best or largest part				
	3	She got a <u>white elephant</u> at the cour stuffed animal <u>burdensome</u>					
3.5		rate the number of the words in Column 1 the is done for you.	at mean about the same thing as the words in Column 2.				
		Column 1	Column 2				
) 2 -	to cry wolf	something whose true value is unknown				
	2	pig in a poke	a vulnerable point				
	3	play possum	$\frac{1}{2}$ to give alarm without occasion				
	\$.	Achilles' heel	a private hidden source of shame or grief				
	٠,	skeleton in a closet	to deceive or pretend illness with intent				
1:	:)-	as a line from the unfinished sentence to	the right word.				
		She felt as fresh as a	lion				
	,1	Before the game Jack was as hisky	as a lamb				
	in Jane may be as meek as a bu		t her feather				
		brother is as brave as a	colt				
	÷ .	The cake was tasty and as light as a	daísy				
1//		ை the first sentence. Then write your ow ங்க words as you can."	n endings to the unfinished sentences. (Use as many				
		The moon is a balloon noating in th	e sky.				
		The flickering stars					
		he shimmering goldfish					

4.			F.
	- 2	٠.	

DA	TE		IF in the control of
100	-	4	With Committee and an expension of the Committee of the C

DICTIONARY I

and the second second). See turbuler the wor	ds in alphabetical order
. Biran I	Column 2	Column 3
-:X\Y:	onstruct	:nformation
ALMIN.		interfere
1.45°	authvate	Increase
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steni	cnu nk	indignant
, Print pur	ciutch	instant
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	Part 2.	e. f. g. h. L. j. i. l
$\{Q_{i,j}(x_i), x_{i,j}(x_j)\}$	Fart 4	s, t. u v w, . v. z
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81 S.DV	16:		DATE:
3.2. 486	Harasa Araba araba araba	DICTIONARY	
	19 as eac word below in s	yl ables. Then add the p	primary accent mark after the proper syllable.
	ecolinal		exchange
	d 3/16%		invention
	-mische	AND THE PROPERTY OF THE PROPER	dazzle
	::::::::::::::::::::::::::::::::::::::		quantity
	non ediate	and the second s	familiar
11	Fead each sentence. Then to beteronym.	p t the accept mark (') a	Ifter the right syllable of each underlined word
	The object of this	leuson is to lest your in	ntelligence.
	and object," said the	e lawyer in court.	
	and the jusy convic	ne nan sus pect ed	of robbery?
	The convict has a	three year sentence to	finish.
	the produce willie	bad if it isn't refriger	rated.
	- How many (ar ca:	your company produc	ce this year?
	7. Sue's escrt failed	to es cort her to the d	lance.
	8. Were you content	the content of the	e packages?
	to each word below, the orimally or heavy acce.		mark is shown. Mark the syllable that has the
	pock et land	head quar ' ters	gun pow der
	rod: gn¹	mo tor boat	nev er the less
	of provial	hend writ' ing	dan de li' on

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a lion

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NAM	The second second second second second	• • • •	\$ 7 Co. Commission of the species are absorbed, and commission decreases the commission control of the commission of the	DATE	- der en expression e expression est est en en en expression en expression en	
را سرام ا	The state of the s	• • • •	A TO SEE STREET AND AND ADDRESS OF THE PROPERTY OF THE PROPERT	F-2 - 1 - 1 - 1	Anthropological Company and Control of the State of the Control	

PUNCTUATION

The common his sector co below.

- It is maked cheerful a though he was exhausted
- A thine group bewelvate but we must get home early
- I wering in her wet shoes Mary began to sheeze
- A like torrists driving down the wrong road finally asked for help
- the second result dance there isn't enough floor apace
- I alter shouting from the porch dicided to quiet down
- To very connected the hose watered the lawn and repaired the garage
- 2. Mobert the tall speedy shortstop on our team is a freshmon
- is using the directions on the map the natural features the political symbols
- A like old not register therefore we could not vote in the election
- What d'd you put in the casserole Mother
- 2 Bid the ladies and men read and write
- ... The ladies read and the men wrote
- 13. Can you read these words familiar conscious and fertile
- .%. Three articles a comb an umbrella and a scarf have been found in the locker room.
- is intell same from was a terrible thing to do
- The same fixing this shoe got a late start in the race
 - Board for team has won again
 - world would you rather to wash the dishes or the them
 - Here the common of the state of the dear and the

NAME:	DATE:
PARTS OF SPEECH	
en saph seconds, tell love the entertined words are used. The first o	one is done for you.
the light hal odired loudly.	
adjective pour verb adverb	
Andring a letter tokes time.	
S. Writing can be fun or work.	
A fibere was a black dog nere	
3. The terrible homed fizard lashed its tail rapidly.	allina alla e esta «Alle»
S to the morning, you and I will buy the groceries.	and the second s
Yappee, the volume cowboy rade the wird horse in	the roder
The nervous call guickly lost its temper.	
9 She will go with you but I will meet you later.	
16 the thirsty bear grunted after he drank from the	pose.

reach, rain astronauts have landed softly on the moon!

MARIE		DATE:
	TENSE: PRESENT AND PAST	
We to the past tenso of had	ਤੀ of these w ords	
	teach	and produced like the second or the second s
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Savest		oste momentensk nombreks p. 2. sent kan 1880 – dalakki sest,
1. The <u> </u>	to pay her bill which	to fitty dollars
C. He had	which book he	. ior a book report
3 Who	the plants you are	? (buy, hold)
	the piano when you	
5. We(stand, get)	in line for an hour before she	here
 The raicoon (hide right) 	in a tree because it was	. The CP - CP
7. Th. Lissengers (a. a. damage)	in the slightly	car.
8 Winever	this cake can	

the jar much too hard. (think, shake)

