

# Resources





# Resources

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# Vowel Chart

**e**

- 1. me
- 2. these
- 3. see
- 4. eat
- 5. chief
- 6. happy
- 7. key
- 8. \_\_\_\_\_

**i**

- 1. sit
- 2. gym
- 3. build

**a**

- 1. baby
- 2. make
- 3. rain
- 4. play
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. great
- 9. \_\_\_\_\_

**é**

- 1. pet
- 2. head

**ä**

- 1. cat

**i**

- 1. item
- 2. time
- 3. pie
- 4. my
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**e**

- 1. about
- 2. lesson
- 3. elect
- 4. definition
- 5. circus

**ö**

- 1. fox
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**ü**

- 1. cup
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. tough
- 5. \_\_\_\_\_

**aw**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. dog
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**o**

- 1. go
- 2. vote
- 3. boat
- 4. show
- 5. toe
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

**oo**

- 1. \_\_\_\_\_
- 2. put
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**oo**

- 1. \_\_\_\_\_
- 2. ruby
- 3. tube
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

**er**

- her
- fur
- sir

**ar**

- cart

**or**

- sport







<b>oi</b>	<b>oy</b>
<b>ou</b>	<b>ow</b>

- oil
- boy
- out
- cow

# Consonant Chart

Type of Consonant Sound	Mouth Position						
	Lips	Lips/Teeth	Tongue Between Teeth	Tongue Behind Teeth	Roof of Mouth	Back of Mouth	Throat
Stops	/ b / / p /			/ t / / d /		/ k / / g /	
Fricatives		/ f / / v /	/ th / / th /	/ s / / z /	/ sh /		/ h /
Affricatives					/ j / / ch /		
Nasals	/ m /			/ n /		/ ng /	
Lateral				/ l /			
Semivowels	/ w / / hw /			/ r /	/ y /		

## Divide It Checklist

Steps for Syllable Division	Example: disconnected
<p>First, check the word for prefixes and suffixes. Circle them. Next, look at the rest of the word:</p>	
<p>1. Underline the <b>first</b> vowel. Write a <u>v</u> under it.</p>	
<p>2. Underline the <b>next</b> vowel. Write a <u>v</u> under it.</p>	
<p>3. Look at the letters <b>between</b> the vowels. Mark them with a <u>c</u> for consonant.</p>	
<p>4. Look at the pattern and divide according to the pattern.</p>	
<p>5. Place a diacritical mark over the vowels. Cross out the <u>e</u> at the end of final silent <u>e</u> syllables. Listen for schwa in the unaccented syllable, cross out the vowel, and place a ə symbol above it.</p>	
<p>Finally, blend each syllable and read the word.</p>	<p>disconnected</p>

### Diacritical Marks and Symbols

**Diacritical marks** and **symbols** are used to indicate the correct sound for the vowel graphemes.

breve / brĕv /	ă	short vowel phonemes
macron	ā	long vowel phonemes
circumflex	âr	r-controlled phonemes
schwa	ə	schwa phoneme

## Syllable Division Patterns

Pattern	How to Divide	Examples
vccv	vc/cv <ul style="list-style-type: none"> <li>• Divide between the consonants.</li> <li>• The first syllable is closed.</li> <li>• The vowel sound is short.</li> </ul>	năp kĭn vccv
vcv	v/cv <ul style="list-style-type: none"> <li>• <b>Usually</b>, divide after the first vowel.</li> <li>• The first syllable is open.</li> <li>• The vowel sound is long.</li> </ul> <p><b>Note:</b> If the first vowel is followed by an <b>r</b>, the syllable is <b>r</b>-controlled.</p> <p>or vc/v</p> <ul style="list-style-type: none"> <li>• If the first division does not result in a recognizable word, divide after the consonant.</li> <li>• The first syllable is closed.</li> <li>• The vowel sound is short.</li> </ul>	sĭ ēnt vcv mă rkĕt v cv nĕ vĕr vcv
vcccv	vc/ccv or vcc/cv <ul style="list-style-type: none"> <li>• Divide before or after the blend or digraph.</li> <li>• Do not split the blend or digraph.</li> </ul>	ă thlĕte vcccv
vv	v/v <ul style="list-style-type: none"> <li>• Divide between the vowels if they are not a vowel team or diphthong.</li> <li>• The first syllable is open.</li> <li>• The vowel sound is long.</li> </ul>	nĕ ōn vv
c + le	/cle <ul style="list-style-type: none"> <li>• Count back three and divide.</li> </ul>	cră dle 321

## Persuasive Essay Writer's Checklist

Trait	Did I...?	Unit
<b>Ideas and Content</b>	<input type="checkbox"/> Clearly state my position on an issue <input type="checkbox"/> Focus the content of each paragraph on the topic <input type="checkbox"/> Include examples, evidence, and/or explanations that are logically, emotionally, or ethically compelling <input type="checkbox"/> When necessary, include recent, relevant, reliable research to validate my position <input type="checkbox"/> Create a title	29 7 29 29 20
<b>Organization</b>	<input type="checkbox"/> Write an introductory paragraph that captures the reader's interest and contains a clear thesis statement that serves as a "map" for my essay <input type="checkbox"/> Sequence body paragraphs logically and use transition sentences that make clear the relationship between my ideas <input type="checkbox"/> Write a concluding paragraph that restates my position and issues a call to action	29 7 29
<b>Voice and Audience Awareness</b>	<input type="checkbox"/> Write in a voice that is confident and reasonable * <input type="checkbox"/> Write in a tone of voice that suits my audience and my purpose for writing <input type="checkbox"/> Demonstrate that I have considered the beliefs and opinions that others might have on the topic * <input type="checkbox"/> Acknowledge one or more objections that others may make to my own position *	35 35 29 29
<b>Word Choice</b>	<input type="checkbox"/> Use words that are lively, accurate, specific to the content, and convey authority <input type="checkbox"/> Vary the words so that my writing does not sound repetitive	2 13
<b>Sentence Fluency</b>	<input type="checkbox"/> Write complete sentences <input type="checkbox"/> Expand some of my sentences by painting the subject and predicate <input type="checkbox"/> Write complex sentences <input type="checkbox"/> Avoid sentence fragments <input type="checkbox"/> Avoid run-on sentences	1 3, 6 28 29 25
<b>Conventions</b>	<input type="checkbox"/> Edit my work for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Grammar and usage</li> <li><input type="checkbox"/> Spelling</li> </ul> <p>For specific rules governing any of these items, refer to the Handbook section of the <i>Student Text</i>.</p>	

\*Feature of persuasive writing



## Personal Narrative Writer’s Checklist

Trait	Did I...?	Unit
<b>Ideas and Content</b>	<input type="checkbox"/> Tell a single true story	9
	<input type="checkbox"/> Include enough description and detail to develop the message/lesson learned	9
	<input type="checkbox"/> Include dialog	28
	<input type="checkbox"/> Create a title	20
<b>Organization</b>	<input type="checkbox"/> Write an introductory paragraph that captures the reader’s interest and hints at the message/lesson learned	9
	<input type="checkbox"/> Write middle paragraphs that form the beginning, middle, and end of the story	9
	<input type="checkbox"/> Use story transitions to connect anecdotes/events	9
	<input type="checkbox"/> Write a concluding paragraph that explains the message/lesson learned	9
<b>Voice and Audience Awareness</b>	<input type="checkbox"/> Write in a tone that suits my audience and purpose for writing	6
	<input type="checkbox"/> Write in a clear and engaging way that makes my audience want to read my work: can my reader “hear” me speaking?	6
	<input type="checkbox"/> Use the word <i>I</i> to write about myself *	9
<b>Word Choice</b>	<input type="checkbox"/> Use words that are lively, accurate, and specific to the content	2
	<input type="checkbox"/> Vary the words so that my writing does not sound repetitive	13
<b>Sentence Fluency</b>	<input type="checkbox"/> Write complete sentences	1
	<input type="checkbox"/> Expand some of my sentences by painting the subject and predicate	3, 6
	<input type="checkbox"/> Write complex sentences	28
	<input type="checkbox"/> Avoid sentence fragments	29
	<input type="checkbox"/> Avoid run-on sentences	25
<b>Conventions</b>	<input type="checkbox"/> Edit my work for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Grammar and usage</li> <li><input type="checkbox"/> Spelling</li> </ul>	
	For specific rules governing any of these items, refer to the Handbook section of the <i>Student Text</i> .	

\*Feature of personal narratives

## Problem-Solution Essay Writer's Checklist

Trait	Did I...?	Unit
<b>Ideas and Content</b>	<input type="checkbox"/> Clearly identify a problem	27
	<input type="checkbox"/> Propose workable solutions and their probable results	27
	<input type="checkbox"/> Include recent, relevant, reliable research to validate the problem and the possible solutions	27
	<input type="checkbox"/> Focus each paragraph on the topic	7
	<input type="checkbox"/> Describe the impact of the solution on the problem	27
	<input type="checkbox"/> Create a title	20
<b>Organization</b>	<input type="checkbox"/> Write an introductory paragraph that captures the reader's interest, identifies the problem, and validates its scale	27
	<input type="checkbox"/> Write a second paragraph that explains the problem in detail	27
	<input type="checkbox"/> Write body paragraphs that offer research-backed possible solutions to the problem	27
	<input type="checkbox"/> Use transition sentences that make clear the relationship between my ideas	7
	<input type="checkbox"/> Write a concluding paragraph that draws a conclusion about how my proposed solution will impact the problem	27
<b>Voice and Audience Awareness</b>	<input type="checkbox"/> Write in a voice that is confident and reasonable *	35
	<input type="checkbox"/> Write in a tone of voice that suits my audience and my purpose for writing	35
<b>Word Choice</b>	<input type="checkbox"/> Use words that are lively, accurate, specific to the content, and convey authority *	2, 27
	<input type="checkbox"/> Vary the words so that my writing does not sound repetitive	13
<b>Sentence Fluency</b>	<input type="checkbox"/> Write complete sentences	1
	<input type="checkbox"/> Expand some of my sentences by painting the subject and predicate	3, 6
	<input type="checkbox"/> Write complex sentences	28
	<input type="checkbox"/> Avoid sentence fragments	29
	<input type="checkbox"/> Avoid run-on sentences	25
<b>Conventions</b>	<input type="checkbox"/> Edit my work for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Grammar and usage</li> <li><input type="checkbox"/> Spelling</li> </ul> <p>For specific rules governing any of these items, refer to the Handbook section of the <i>Student Text</i>.</p>	

\*Feature of problem-solution essays

## Literary Analysis Writer’s Checklist

Trait	Did I...?	Unit
<b>Ideas and Content</b>	<input type="checkbox"/> Clearly state the thesis of my essay	7
	<input type="checkbox"/> Analyze and evaluate one element in a work of literature	20
	<input type="checkbox"/> Focus each paragraph on the topic	7
	<input type="checkbox"/> Include effective support for my thesis by giving details, examples, explanations, and quotations from the work	20
	<input type="checkbox"/> Create a title	20
<b>Organization</b>	<input type="checkbox"/> Write an introductory paragraph that captures the reader’s interest and cites the title of the work and the name of the author	20
	<input type="checkbox"/> Include in my introductory paragraph a clear viewpoint on the topic and a “map” for the essay that follows	20
	<input type="checkbox"/> Sequence body paragraphs logically and use transition sentences that make clear the relationship between my ideas	7
	<input type="checkbox"/> Write a conclusion that ties the analysis together and offers my evaluation of the element about which I am writing	20
<b>Voice and Audience Awareness</b>	<input type="checkbox"/> Write in a tone that suits my audience and purpose for writing	6
	<input type="checkbox"/> Write in a clear and engaging way that makes my audience want to read my work: can my reader “hear” me speaking?	6
<b>Word Choice</b>	<input type="checkbox"/> Use words that are lively, accurate, and specific to the content	2
	<input type="checkbox"/> Vary the words so that my writing does not sound repetitive	13
<b>Sentence Fluency</b>	<input type="checkbox"/> Write complete sentences	1
	<input type="checkbox"/> Expand some of my sentences by painting the subject and predicate	3, 6
	<input type="checkbox"/> Write complex sentences	28
	<input type="checkbox"/> Avoid sentence fragments	29
	<input type="checkbox"/> Avoid run-on sentences	25
<b>Conventions</b>	<input type="checkbox"/> Edit my work for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Grammar and usage</li> <li><input type="checkbox"/> Spelling</li> </ul> <p>For specific rules governing any of these items, refer to the Handbook section of the <i>Student Text</i>.</p>	

# Peer Writing Review

## IDEAS AND DEVELOPMENT

- Is the draft focused on the assigned topic?
- Does the draft include an introduction, body paragraphs, and a conclusion?
- Are the main ideas or main events easy to understand?
- Are there enough details to make the ideas clear and well supported?

**Things That Work Well:**

**Things You Might Improve:**

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## ORGANIZATION AND FLOW

- Does the beginning catch your interest? How can it be improved?
- Do the ideas flow in an order that makes sense?
- Has the writer used transition words to help make the flow of ideas clear? Give examples.
- Does the writing have a strong ending? How could the ending be stronger?

**Things That Work Well:**

**Things You Might Improve:**

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## STRONG SENTENCES

- Has the writer used a variety of sentence types? Give examples.
- If any sentences seem unclear, how can they be improved?
- Has the writer used specific verbs and nouns? What are some examples of these?
- Has the writer used colorful adjectives to create pictures in readers' minds? Can any be added or changed?

**Things That Work Well:**

**Things You Might Improve:**

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## Six Elements of Poetry

Element of Poetry	Definition	Example	Unit
thought			
imagery			
mood			
melody			
meter			
form			

## Word Fluency 1

Correct		Errors
1st Try		
2nd Try		

carriage machine shoes pigeon marriage surgeon shoes carriage pigeon surgeon	10
shoes carriage marriage machine surgeon pigeon machine surgeon shoes carriage	20
machine surgeon pigeon carriage shoes marriage shoes marriage carriage surgeon	30
pigeon shoes marriage surgeon machine carriage pigeon carriage surgeon machine	40
surgeon marriage pigeon marriage carriage machine carriage surgeon pigeon shoes	50
shoes surgeon carriage machine pigeon marriage pigeon shoes carriage machine	60
carriage machine shoes marriage surgeon pigeon shoes surgeon shoes carriage	70
surgeon shoes carriage pigeon machine shoes pigeon machine marriage surgeon	80
pigeon surgeon shoes marriage carriage machine surgeon carriage pigeon shoes	90
marriage shoes carriage machine pigeon shoes pigeon surgeon carriage machine	100

# Word Fluency 2

Correct	Errors
1st Try	
2nd Try	

cent	center	except	excess	nice	niece	race	rice	fudge	judge	10
except	race	cent	rice	center	fudge	excess	judge	nice	niece	20
race	excess	except	center	cent	nice	rice	niece	fudge	judge	30
center	nice	race	excess	except	judge	cent	fudge	niece	rice	40
rice	fudge	nice	niece	race	center	except	excess	cent	judge	50
excess	niece	fudge	race	nice	judge	rice	center	except	cent	60
nice	rice	excess	niece	fudge	except	race	cent	judge	center	70
niece	race	nice	except	judge	cent	center	excess	fudge	rice	80
race	cent	center	rice	nice	fudge	niece	except	judge	excess	90
fudge	nice	race	cent	niece	excess	judge	rice	center	except	100

## Word Fluency 3

Correct	Errors
1st Try	
2nd Try	

general	generous	manage	message	stage	oxygen	strange	village	voyage	origin	10
manage	strange	general	village	generous	voyage	message	origin	stage	oxygen	20
strange	message	manage	generous	general	stage	village	oxygen	voyage	origin	30
generous	stage	strange	message	manage	origin	general	voyage	oxygen	village	40
village	voyage	stage	oxygen	strange	generous	manage	message	general	origin	50
message	oxygen	voyage	strange	stage	origin	village	generous	manage	general	60
stage	village	message	oxygen	voyage	manage	strange	general	origin	generous	70
oxygen	strange	stage	manage	origin	general	generous	message	voyage	village	80
strange	general	generous	village	stage	voyage	oxygen	manage	origin	message	90
voyage	stage	strange	general	oxygen	message	origin	village	generous	manage	100



# Word Fluency 4

Correct	Errors
1st Try	
2nd Try	

eligible	illegible	passive	positive	receptive	recessive	explicit	implicit	precede	exceed	10
passive	explicit	eligible	implicit	illegible	precede	positive	exceed	receptive	recessive	20
explicit	positive	passive	illegible	eligible	receptive	implicit	recessive	precede	exceed	30
illegible	receptive	explicit	positive	passive	exceed	eligible	precede	recessive	implicit	40
implicit	precede	receptive	recessive	explicit	illegible	passive	positive	eligible	exceed	50
positive	recessive	precede	explicit	receptive	exceed	implicit	illegible	passive	eligible	60
receptive	implicit	positive	recessive	precede	passive	explicit	eligible	exceed	illegible	70
recessive	explicit	receptive	passive	positive	eligible	illegible	exceed	precede	implicit	80
explicit	eligible	illegible	implicit	receptive	precede	recessive	passive	positive	exceed	90
precede	receptive	explicit	eligible	recessive	positive	exceed	implicit	illegible	passive	100

## Passage Fluency 1

Errors		
Correct		
	1st Try	
	2nd Try	

based on “Stonehenge: Secrets of an Ancient Circle”

Stonehenge has puzzled people for thousands of years. This circle of large, upright stones in southern England is one of the world’s great mysteries. It holds the secrets of an ancient people. Over time, discoveries have been made about how it was built. Why it was built remains a puzzle.

8  
17  
28  
37  
48  
50

What do we know about the Ancient Circle? One fact that we know about Stonehenge is that it was built over a period of almost 2,000 years. Scientists believe that its construction had three stages.

60  
71  
81  
85

The building of Stonehenge began around 5,000 years ago. Starting about 3100 BC, a circular ditch was dug. Dirt from the ditch was piled up into a bank, or *henge*. Inside of the bank, fifty-six holes were dug. There may have been a wooden building inside the circle, but not many stones were used in the first stage.

93  
103  
115  
125  
135  
143

Stage Two began about 2500 BC. The builders built more wooden structures in the circle, and they built an avenue into the circle. They also set up pillars of stone. They used bluestones, which are named for their color. These are the smaller stones we still see today.

152  
162  
173  
182  
191

Stage Three began about 2100 BC. During this stage, most of the stones we see today were placed. In Stage Three, they brought in even bigger stones. Five sets of two sandstone pillars were set up. How did they get the stones in an upright position? How did they lift the top stones into place? We are not sure. The heaviest stones weighed about 45 tons, which is *90,000 pounds!*

200  
211  
221  
232  
243  
253  
261

# Word Fluency 1

Correct	Errors
1st Try	
2nd Try	

four	lose	prove	movie	move	movement	prove	four	movie	movement	10
prove	four	move	lose	movement	movie	lose	movement	move	four	20
lose	movement	movie	four	prove	move	prove	move	four	movement	30
movie	move	prove	movement	lose	four	movie	four	movement	lose	40
movement	prove	movie	move	four	lose	four	movement	movie	move	50
prove	movement	four	lose	movie	prove	movie	move	four	lose	60
four	lose	move	prove	movement	movie	prove	movement	move	four	70
movement	prove	four	movie	lose	move	movie	lose	prove	movement	80
movie	movement	move	prove	four	lose	movement	four	movie	move	90
move	prove	four	lose	movie	move	movie	movement	four	lose	100

## Word Fluency 2

Correct	Errors
1st Try	
2nd Try	

avenue	argue	fruit	juice	pool	proof	stood	took	group	tour	10
fruit	stood	avenue	took	argue	group	juice	tour	pool	proof	20
stood	juice	fruit	argue	avenue	pool	took	proof	group	tour	30
argue	pool	stood	juice	fruit	tour	avenue	group	proof	took	40
took	group	pool	proof	stood	argue	fruit	juice	avenue	tour	50
juice	proof	group	stood	pool	tour	took	argue	fruit	avenue	60
pool	took	juice	proof	group	fruit	stood	avenue	tour	argue	70
proof	stood	pool	fruit	tour	avenue	argue	juice	group	took	80
stood	avenue	argue	took	pool	group	proof	fruit	tour	juice	90
group	pool	stood	avenue	proof	juice	tour	took	argue	fruit	100

# Word Fluency 3

Correct	Errors
1st Try	
2nd Try	

cook	cool	spoon	stood	foot	food	soup	suit	loose	look	10
spoon	soup	cook	suit	cool	loose	stood	look	foot	food	20
soup	stood	spoon	cool	cook	foot	suit	food	loose	look	30
cool	foot	soup	stood	spoon	look	cook	loose	food	suit	40
suit	loose	foot	food	soup	cool	spoon	stood	cook	look	50
stood	food	loose	soup	foot	look	suit	cool	spoon	cook	60
foot	suit	stood	food	loose	spoon	soup	cook	look	cool	70
food	soup	foot	spoon	look	cook	cool	stood	loose	suit	80
soup	cook	cool	suit	foot	loose	food	spoon	look	stood	90
loose	foot	soup	cook	food	stood	look	suit	cool	spoon	100

## Word Fluency 4

Correct	Errors
1st Try	
2nd Try	

heredity integrity academic analytic object except occupy obtain continue conceit	10
academic occupy heredity obtain integrity continue analytic conceit object except	20
occupy analytic academic integrity heredity object obtain except continue conceit	30
integrity object occupy analytic academic conceit heredity continue except obtain	40
obtain continue object except occupy integrity academic analytic heredity conceit	50
analytic except continue occupy object conceit obtain integrity academic heredity	60
object obtain analytic except continue academic occupy heredity conceit integrity	70
except occupy object academic analytic heredity integrity conceit continue obtain	80
occupy heredity integrity obtain object continue except academic analytic conceit	90
continue object occupy heredity except analytic conceit obtain integrity academic	100

# Passage Fluency 1

Correct		
Errors		
	1st Try	
	2nd Try	

## based on “Tsunamis”

What is a tsunami? A tsunami is a giant wave. Earthquakes are the most common cause, but landslides and volcanic eruptions can also cause tsunamis.

The Earth’s crust is divided into several large pieces, which are called plates. Plates make up the continents and the seafloor, and sometimes, the edges of the plates rub against one another. The edge of one plate can push down and under the edge of another plate. This movement is slow—usually only a few centimeters a year. Sometimes, there is a much faster, bigger shift that results in an earthquake. Suddenly, one ocean crust plate pushes under another, and the upper crust springs up. Vast amounts of water are displaced, and a massive wave is born.

The wave’s energy can travel at the speed of a jet, but because the movement happens below the surface, it’s hardly noticeable in the deep sea. Then the wave nears the shore. The shoreline is much more shallow, and so the wave gains height. Some come in as giant waves, while others come in as a series of strong floods.

Scientists are finding better ways to predict these deadly waves. Stations in the Pacific record earthquake activity. They measure changes in sea level and track changes in water pressure. These changes can indicate a tsunami.

We cannot avoid disasters such as tsunamis, but we can build more warning systems and learn about tsunamis so that we are better prepared when the next one comes.

## Word Fluency 1

Correct		Errors
1st Try		
2nd Try		

billion	million	opinion	union	region	opinion	billion	union	region	10
opinion	billion	region	million	region	union	region	million	region	20
million	region	union	billion	opinion	region	opinion	billion	region	30
union	region	opinion	region	million	billion	union	region	million	40
region	opinion	union	region	billion	million	billion	region	union	50
opinion	region	billion	million	union	opinion	union	billion	million	60
billion	million	region	opinion	region	union	opinion	region	billion	70
region	opinion	billion	union	million	region	union	opinion	region	80
union	region	region	opinion	billion	million	region	billion	union	90
region	opinion	billion	million	union	region	union	billion	million	100



## Word Fluency 2

Correct	Errors
1st Try	
2nd Try	

guide	guise	grey	they	boulder	shoulder	receive	deceive	veil	vein	10
grey	receive	guide	deceive	guise	veil	they	vein	boulder	shoulder	20
receive	they	grey	guise	guide	boulder	deceive	shoulder	veil	vein	30
guise	boulder	receive	they	grey	vein	guide	veil	shoulder	deceive	40
deceive	veil	boulder	shoulder	receive	guise	grey	they	guide	vein	50
they	shoulder	veil	receive	boulder	vein	deceive	guise	grey	guide	60
boulder	deceive	they	shoulder	veil	grey	receive	guide	vein	guise	70
shoulder	receive	boulder	grey	vein	guide	guise	they	veil	deceive	80
receive	guide	guise	deceive	boulder	veil	shoulder	grey	vein	they	90
veil	boulder	receive	guide	shoulder	they	vein	deceive	guise	grey	100

## Word Fluency 3

		Correct	Errors
1st Try			
2nd Try			

nation	notion	social	special	partial	patient	artificial	associate	amino	chili	10
social	artificial	nation	associate	notion	amino	special	chili	partial	patient	20
artificial	special	social	notion	nation	partial	associate	patient	amino	chili	30
notion	partial	artificial	special	social	chili	nation	amino	patient	associate	40
associate	amino	partial	patient	artificial	notion	social	special	nation	chili	50
special	patient	amino	artificial	partial	chili	associate	notion	social	nation	60
partial	associate	special	patient	amino	social	artificial	nation	chili	notion	70
patient	artificial	partial	social	chili	nation	notion	special	amino	associate	80
artificial	nation	notion	associate	partial	amino	patient	social	chili	special	90
amino	partial	artificial	nation	patient	special	chili	associate	notion	social	100

# Word Fluency 4

Correct		Errors
1st Try		
2nd Try		

attach	attract	adopt	adapt	admit	submit	package	passage	direction	duration	10
adopt	package	attach	passage	attract	direction	adapt	duration	admit	submit	20
package	adapt	adopt	attract	attach	admit	passage	submit	direction	duration	30
attract	admit	package	adapt	adopt	duration	attach	direction	submit	passage	40
passage	direction	admit	submit	package	attract	adopt	adapt	attach	duration	50
adapt	submit	direction	package	admit	duration	passage	attract	adopt	attach	60
admit	passage	adapt	submit	direction	adopt	package	attach	duration	attract	70
submit	package	admit	adopt	adapt	attach	attract	duration	direction	passage	80
package	attach	attract	passage	admit	direction	submit	adopt	adapt	duration	90
direction	admit	package	attach	submit	adapt	duration	passage	attract	adopt	100

## Passage Fluency 1

Correct		
Errors		
	1st Try	2nd Try

based on "Wolf Society"

In a wolf society, each member has its own social standing, or rank. This rank is not necessarily pre-determined or fixed. A typical wolf pack has two leaders. In a breeding pack, one is male, and one is female. These two are called the alpha pair. They often decide where the pack goes and when the pack hunts. They almost always are the only wolves in the pack allowed to have pups.

10  
18  
26  
37  
47  
57  
67  
72

If a pack is large, there may be beta wolves beneath the alpha pair. To show their lower rank, beta wolves often keep their tails hanging down and keep their ears flat. If a beta wolf approaches an alpha wolf, it may put its tail between its legs. This signals that it knows who is the boss.

83  
93  
112  
123  
134  
139

At the bottom of the social structure is the omega wolf. The omega wolf is often mistreated by the rest of the pack. Omega wolves are not always allowed to get close to the rest of the pack, and they usually must eat last, after the others have had their fill. An omega wolf might by nature be shyer than other wolves, or it might be sick.

149  
159  
169  
181  
192  
203  
206

The wolves in a pack work together as a family unit. They hunt together. They play together. They protect their territory together. Wolf packs as a group raise the young of the alpha pair.

217  
225  
234  
240

Wolves act in certain ways depending on their rank within a pack. These behaviors guarantee their place in the pack and their survival in the wild.

249  
257  
266

# Word Fluency 1

Correct	Errors
1st Try	
2nd Try	

view	source	caught	brought	bought	aunt	caught	view	brought	aunt	10
caught	view	bought	source	aunt	brought	source	aunt	caught	view	20
source	aunt	brought	view	bought	caught	bought	caught	view	aunt	30
brought	bought	caught	aunt	source	view	brought	view	aunt	source	40
aunt	caught	brought	bought	view	source	view	aunt	brought	caught	50
caught	aunt	view	source	brought	bought	brought	caught	view	source	60
view	source	bought	caught	aunt	brought	caught	aunt	bought	view	70
aunt	bought	view	brought	source	caught	brought	source	caught	aunt	80
brought	aunt	caught	bought	view	source	aunt	view	brought	caught	90
caught	bought	view	source	brought	bought	brought	aunt	view	source	100

## Word Fluency 2

Correct	Errors
1st Try	
2nd Try	

sauce	cause	saw	straw	new	grew	situate	statue	century	saturate	10
saw	situate	sauce	statue	cause	century	straw	saturate	new	grew	20
situate	straw	saw	cause	sauce	new	statue	grew	century	saturate	30
cause	new	situate	straw	saw	saturate	sauce	century	grew	statue	40
statue	century	new	grew	situate	cause	saw	straw	sauce	saturate	50
straw	grew	century	situate	new	saturate	statue	cause	saw	sauce	60
new	statue	straw	grew	century	saw	situate	sauce	saturate	cause	70
grew	situate	new	saw	saturate	sauce	cause	straw	century	statue	80
situate	sauce	cause	statue	new	century	grew	saw	saturate	straw	90
century	new	situate	sauce	grew	straw	saturate	statue	cause	saw	100

# Word Fluency 3

Correct	Errors
1st Try	
2nd Try	

draw	drew	few	flew	virtuous	virtual	graduate	educate	educate	congratulate	10
few	graduate	draw	educate	drew	educate	flew	congratulate	virtuous	virtual	20
graduate	flew	few	drew	draw	virtuous	educate	virtual	educate	congratulate	30
drew	virtuous	graduate	flew	few	congratulate	draw	educate	virtual	educate	40
educate	educate	virtuous	virtual	graduate	drew	few	flew	draw	congratulate	50
flew	virtual	educate	graduate	virtuous	congratulate	educate	drew	few	draw	60
virtuous	educate	flew	virtual	educate	few	graduate	draw	congratulate	drew	70
virtual	graduate	virtuous	few	congratulate	draw	drew	flew	educate	educate	80
graduate	draw	drew	educate	virtuous	educate	virtual	few	congratulate	flew	90
educate	virtuous	graduate	draw	virtual	flew	congratulate	educate	drew	few	100

## Word Fluency 4

Correct	Errors
1st Try	
2nd Try	

actual gradual neutral natural medial medical progress regress audition audience	10
neutral progress actual regress gradual audition natural audience medial medical	20
progress natural neutral gradual actual medial regress medical audition audience	30
gradual medial progress natural neutral audience actual audition medical regress	40
regress audition medial medical progress gradual neutral natural actual audience	50
natural medical audition progress medial audience regress gradual neutral actual	60
medial regress natural medical audition neutral progress actual audience gradual	70
medical progress medial neutral audience actual gradual natural audition regress	80
progress actual gradual regress medial audition medical neutral audience natural	90
audition medial progress actual medical natural audience regress gradual neutral	100



# Passage Fluency 1

Correct		
Errors		
	1st Try	
	2nd Try	

## based on "A View of the Eye"

Sometimes we call the eye an "eyeball." It is a ball about one inch in diameter. Most of the ball is covered by a tough white bag called the *sclera*, or the white of the eye. At the front of the ball is a hole that lets in light. This hole is called the *pupil*, and appears as a black dot in the middle of your eye.

10  
19  
29  
40  
52  
62  
67

Like a window, your eye has a curtain to control the amount of light that enters it. The colored ring around the pupil acts like a curtain. It is called the *iris*. In dim light, the iris opens to let in more light, and in bright light, the iris closes to let in less light.

77  
86  
96  
107  
117  
122

The pupil is covered with a clear layer of skin called the *cornea*. Behind the cornea is a clear disk called the *lens*. The job of the lens and the cornea is to gather light and focus it on a spot at the back of the eye. This spot is called the *retina*.

132  
141  
152  
162  
173  
175

The retina is a special layer of cells about the size of a nickel. If you thought of the eye as a movie camera, the retina would be the film in the camera. When you take a picture with a camera, you must develop the film. To develop this "film," the light focused onto the retina is changed into nerve impulses. These impulses are sent to the brain through the *optic nerve*. The brain then develops the impulses into visual images.

185  
197  
206  
215  
223  
232  
238  
247  
254  
256

## Word Fluency 1

Correct	Errors
1st Try	
2nd Try	

oh	straight	whole	whom	whose	wolf	whole	oh	whom	wolf	10
whole	oh	whose	straight	wolf	whom	straight	wolf	whole	oh	20
straight	wolf	whom	oh	whose	whole	whose	whole	oh	wolf	30
whom	whose	whole	wolf	straight	oh	whom	oh	wolf	straight	40
wolf	whole	whom	whose	oh	straight	oh	wolf	whom	whole	50
whole	wolf	oh	straight	whom	whose	whom	whole	oh	straight	60
oh	straight	whose	whole	wolf	whom	whole	wolf	whose	oh	70
wolf	whose	oh	whom	straight	whole	whom	straight	whole	wolf	80
whom	wolf	whole	whose	oh	straight	wolf	oh	whom	whole	90
whole	whose	oh	straight	whom	whose	whom	wolf	oh	straight	100

## Word Fluency 2

Correct	Errors
1st Try	
2nd Try	

also	all	tall	wall	work	world	hall	halt	salt	talk	10
tall	hall	also	halt	all	salt	wall	talk	work	world	20
hall	wall	tall	all	also	work	halt	world	salt	talk	30
all	work	hall	wall	tall	talk	also	salt	world	halt	40
halt	salt	work	world	hall	all	tall	wall	also	talk	50
wall	world	salt	hall	work	talk	halt	all	tall	also	60
work	halt	wall	world	salt	tall	hall	also	talk	all	70
world	hall	work	tall	talk	also	all	wall	salt	halt	80
hall	also	all	halt	work	salt	world	tall	talk	wall	90
salt	work	hall	also	world	wall	talk	halt	all	tall	100

## Word Fluency 3

Correct	Errors
1st Try	
2nd Try	

water	watch	always	already	walk	warm	forward	qualify	word	quality	10
always	forward	water	qualify	watch	word	already	quality	walk	warm	20
forward	already	always	watch	water	walk	qualify	warm	word	quality	30
watch	walk	forward	already	always	quality	water	qualify	warm	word	40
word	qualify	walk	warm	forward	watch	always	already	water	quality	50
already	warm	qualify	forward	walk	quality	word	watch	always	water	60
walk	word	already	warm	qualify	always	forward	water	quality	watch	70
warm	forward	walk	always	quality	water	watch	already	word	qualify	80
forward	water	watch	word	walk	qualify	warm	always	quality	already	90
qualify	walk	forward	water	warm	already	quality	word	watch	always	100

# Word Fluency 4

Correct	Errors
1st Try	
2nd Try	

structure	fracture	juncture	rupture	entrance	excellence	semiannual	convenience	confidence	semiannual	10
juncture	semiannual	structure	convenience	fracture	confidence	rupture	semiannual	entrance	excellence	20
semiannual	rupture	juncture	fracture	structure	entrance	convenience	excellence	confidence	semiannual	30
fracture	entrance	semiannual	rupture	juncture	semiannual	structure	confidence	excellence	convenience	40
convenience	confidence	entrance	excellence	semiannual	fracture	juncture	rupture	structure	semiannual	50
rupture	excellence	confidence	semiannual	entrance	semiannual	convenience	fracture	juncture	structure	60
entrance	convenience	rupture	excellence	confidence	juncture	semiannual	structure	semiannual	fracture	70
excellence	semiannual	entrance	juncture	semiannual	structure	rupture	confidence	convenience	convenience	80
semiannual	structure	fracture	convenience	entrance	confidence	excellence	juncture	semiannual	rupture	90
confidence	entrance	semiannual	structure	excellence	rupture	semiannual	convenience	fracture	juncture	100

## Passage Fluency 1

Errors		
Correct		
1st Try		
2nd Try		

based on "Advertisements: It's Your Call"

How much do you know about advertising? Chances are that you already know a lot. An average American sees or hears 560 advertisements each day!

Ads come in many forms. One form is the print ad. Print ads use pictures and words to persuade readers to buy products and services. Other ads are broadcast on the radio. Between songs, companies try to sell products and services. TV is another medium filled with ads. Shows are frequently interrupted for commercials. Some companies even pay to have their products appear in the shows themselves. This strategy is called product placement. It is a way for companies to slip their products into consumers' minds.

Advertising is often aimed at young people. Young people spend billions of dollars every year. They also influence how their parents spend money. It is important to look critically at ads that are aimed at you. While ads do inform you about products, they also try to persuade you to buy them. Advertisers try to make you think that buying their product will make you happy and improve your life. Of course, not many products will really do this.

How can you look at ads critically? When you see or hear a commercial, think about what its message is. Think about who created it. Think about what they want you to do or buy. Also, think about the strategy the ad is using to grab your attention. Recognizing these strategies will make it easier for you to evaluate products in ads.

# Word Fluency 1

Correct	Errors
1st Try	
2nd Try	

behalf	bouquet	broad	mountain	sew	shepherd	broad	behalf	shepherd	mountain	shepherd	10
broad	behalf	sew	bouquet	shepherd	mountain	bouquet	shepherd	broad	behalf	shepherd	20
bouquet	shepherd	mountain	behalf	sew	broad	sew	broad	behalf	shepherd	shepherd	30
mountain	sew	broad	shepherd	bouquet	behalf	mountain	behalf	shepherd	bouquet	bouquet	40
shepherd	broad	mountain	sew	behalf	bouquet	behalf	shepherd	mountain	broad	broad	50
broad	shepherd	behalf	bouquet	mountain	sew	mountain	broad	behalf	bouquet	bouquet	60
behalf	bouquet	sew	broad	shepherd	mountain	broad	shepherd	mountain	sew	behalf	70
shepherd	sew	behalf	mountain	bouquet	broad	mountain	bouquet	broad	shepherd	shepherd	80
mountain	shepherd	broad	sew	behalf	bouquet	shepherd	behalf	mountain	broad	broad	90
broad	sew	behalf	bouquet	mountain	sew	mountain	shepherd	behalf	bouquet	bouquet	100

## Word Fluency 2

Correct	Errors
1st Try	
2nd Try	

chronic	scene	chorus	clique	enough	tough	opaque	zero	zebra	scent	10
chorus	opaque	chronic	zero	scene	zebra	clique	scent	enough	tough	20
opaque	clique	chorus	scene	chronic	enough	zero	tough	zebra	scent	30
scene	enough	opaque	clique	chorus	scent	chronic	zebra	tough	zero	40
zero	zebra	enough	tough	opaque	scene	chorus	clique	chronic	scent	50
clique	tough	zebra	opaque	enough	scent	zero	scene	chorus	chronic	60
enough	zero	clique	tough	zebra	chorus	opaque	chronic	scent	scene	70
tough	opaque	enough	chorus	scent	chronic	scene	clique	zebra	zero	80
opaque	chronic	scene	zero	enough	zebra	tough	chorus	scent	clique	90
zebra	enough	opaque	chronic	tough	clique	scent	zero	scene	chorus	100



# Word Fluency 3

Correct	Errors
1st Try	
2nd Try	

conditions	continued	scholar	school	telephone	telegaph	photograph	microphone	science	scientists	10
scholar	photograph	conditions	microphone	continued	science	school	scientists	telephone	telegaph	20
photograph	school	scholar	continued	conditions	telephone	microphone	telegaph	science	scientists	30
continued	telephone	photograph	school	scholar	scientists	conditions	microphone	telegaph	science	40
science	microphone	telephone	telegaph	photograph	continued	scholar	school	conditions	scientists	50
school	telegaph	microphone	photograph	telephone	scientists	science	continued	scholar	conditions	60
telephone	science	school	telegaph	microphone	scholar	photograph	conditions	scientists	continued	70
telegaph	photograph	telephone	scholar	scientists	conditions	continued	school	science	microphone	80
photograph	conditions	continued	science	telephone	microphone	telegaph	scholar	scientists	school	90
microphone	telephone	photograph	conditions	telegaph	school	scientists	science	continued	scholar	100

## Word Fluency 4

Correct	Errors
1st Try	
2nd Try	

facility	fideliy	corrosion	excursion	compliance	continuance	persistent	resistant	corruption	obstruction	10
corrosion	persistent	facility	resistant	fideliy	corruption	excursion	obstruction	compliance	continuance	20
obstruction	excursion	corrosion	fideliy	facility	compliance	resistant	continuance	corruption	persistent	30
fideliy	compliance	persistent	excursion	corrosion	obstruction	facility	corruption	continuance	resistant	40
resistant	corruption	compliance	continuance	persistent	fideliy	corrosion	excursion	facility	obstruction	50
excursion	continuance	corruption	obstruction	compliance	persistent	resistant	fideliy	corrosion	facility	60
compliance	resistant	excursion	continuance	corruption	corrosion	obstruction	facility	persistent	fideliy	70
continuance	persistent	compliance	corrosion	obstruction	facility	fideliy	excursion	corruption	resistant	80
persistent	facility	fideliy	resistant	compliance	corruption	continuance	corrosion	obstruction	excursion	90
corruption	compliance	persistent	facility	continuance	excursion	obstruction	resistant	fideliy	corrosion	100

# Passage Fluency 1

Correct		
Errors		
	1st Try	
	2nd Try	

## based on “The Eighteenth Camel”

A tale is told of a certain wealthy Bedouin who, upon his death, left seventeen camels. These were to be divided among three sons. The first son was to get half of the camels. The second would get a third. The third son would get one-ninth of the lot.

By such a division, the first son would get eight and a half camels. The second son would get five and two-thirds camels. The third son would inherit only one and eight-ninths of a camel. The situation seemed impossible to solve. None of the sons would sell his share to the others. Tempers flared. Angry words were spoken.

Now, in the area lived a wealthy Arabian woman. Distressed by the fighting, she offered the brothers one of her own camels. She hoped it would help to settle the dispute.

They now had eighteen camels to share. The first son received his half. This consisted of nine camels. The second son received six camels—his one-third share. And the last son received two camels, one-ninth of the eighteen.

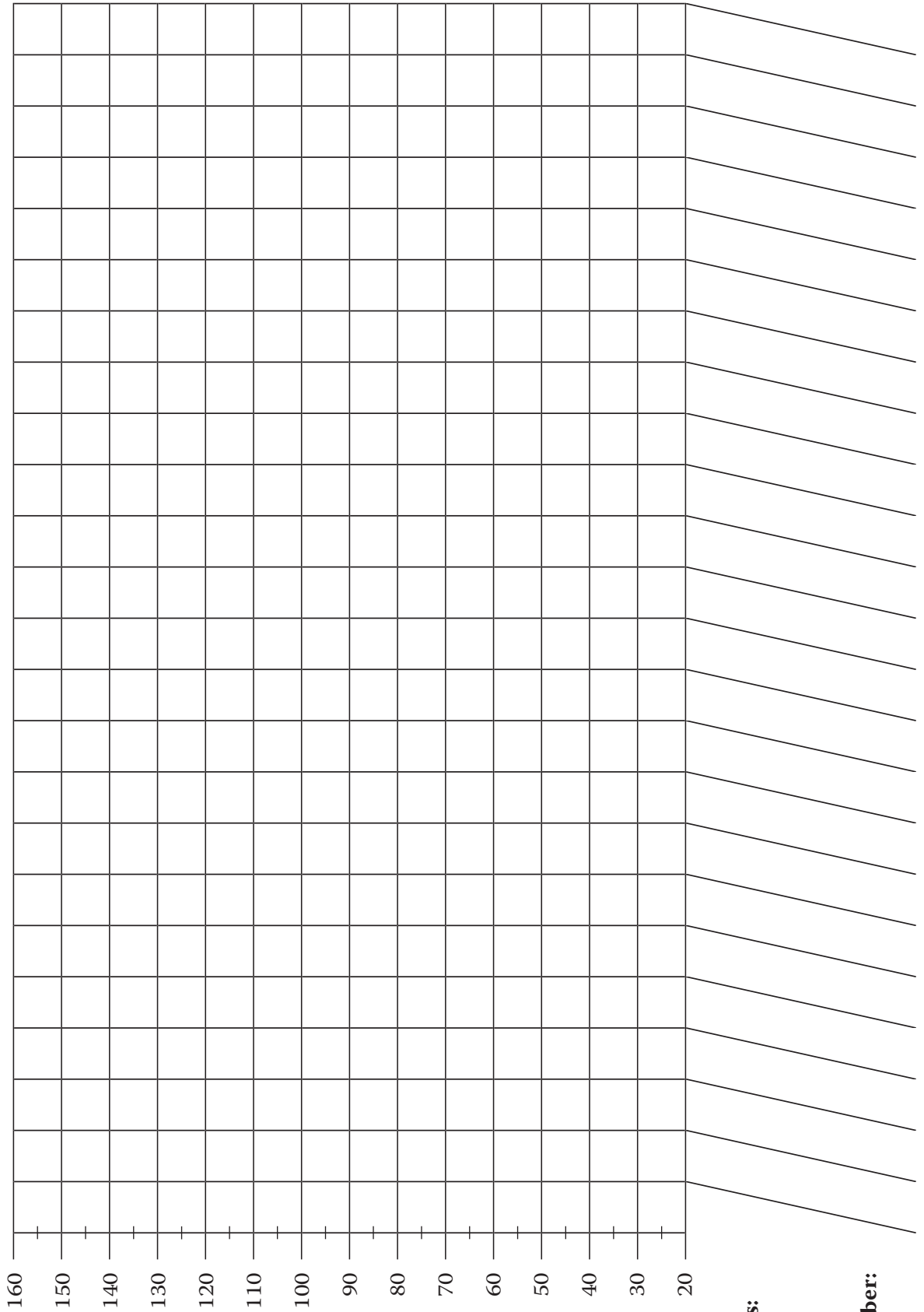
To their surprise, they found that there was one camel left. So they returned the woman’s camel with their thanks.

Without her camel, the inheritance would not have been peacefully resolved. It seemed that she had done nothing—for she had neither lost nor gained an animal. But the woman was a wise individual. An individual can be a catalyst. The catalytic effect had great value. Its worth was greater than any other gift she might have given to the brothers.



# Passage Fluency Chart

Correct Phrases Per \_\_\_\_\_



Dates:

Number:



# Essential Word Cards

## Unit 25

carriage

machine

marriage

pigeon

shoes

surgeon



## Unit 26

four

lose

move

movement

movie

prove







# Essential Word Cards

## Unit 27

**billion**

**carriage**

**million**

**opinion**

**region**

**religion**



## Unit 28

**aunt**

**bought**

**brought**

**caught**

**source**

**view**





# Essential Word Cards

## Unit 29

oh

straight

whole

whom

whose

wolf



## Unit 30

behalf

bouquet

broad

mountain

sew

shepherd





# Word Building Letter Cards

Unit 25

c

g

-dge

Unit 26

oo

oo

ou

ue

ui

Unit 27

ui

ou

ey

ei

ei

Unit 28

au

aw

eu

ew

Unit 29

wa

al

all

walk

war

wor

qua

Unit 30

ph

gh

sc

ch





# Morphemes for Meaning and Challenge Morphemes

Unit 25 <b>post</b>	Unit 25 <b>-ible</b>	Unit 25 <b>plic</b>
Unit 25 <b>vid</b>	Unit 25 <b>-ive</b>	Unit 25 <b>vis</b>
Unit 25 <b>plex</b>	Unit 25 <b>cede</b>	Unit 25 <b>pli</b>
Unit 25 <b>cess</b>	Unit 25 <b>pon</b>	Unit 25 <b>ceed</b>





# Morphemes for Meaning and Challenge Morphemes

Unit 25 <b>pound</b>	Unit 25 <b>pos</b>	Unit 25 <b>cred</b>
Unit 26 <b>ob-</b>	Unit 26 <b>-ity</b>	Unit 26 <b>ten</b>
Unit 26 <b>vert</b>	Unit 26 <b>oc-</b>	Unit 26 <b>-ic</b>
Unit 26 <b>tin</b>	Unit 26 <b>vers</b>	Unit 26 <b>of-</b>



# Morphemes for Meaning and Challenge Morphemes

Unit 26 <b>tain</b>	Unit 26 <b>op-</b>	Unit 26 <b>cept</b>
Unit 26 <b>cap</b>	Unit 26 <b>ceit</b>	
Unit 27 <b>ad-</b>	Unit 27 <b>-tion</b>	Unit 27 <b>sist</b>
Unit 27 <b>flect</b>	Unit 27 <b>ac-</b>	Unit 27 <b>-sion</b>



# Morphemes for Meaning and Challenge Morphemes

Unit 27  <b>sta</b>	Unit 27  <b>flex</b>	Unit 27  <b>af-</b>
Unit 27  <b>-age</b>	Unit 27  <b>stit</b>	Unit 27  <b>gen</b>
Unit 27  <b>ag-</b>	Unit 27  <b>mis</b>	Unit 27  <b>al-</b>
Unit 27  <b>mit</b>	Unit 27  <b>an-</b>	Unit 27  <b>ap-</b>



# Morphemes for Meaning and Challenge Morphemes

Unit 27  <b>ar-</b>	Unit 27  <b>as-</b>	Unit 27  <b>at-</b>
Unit 27  <b>sub-</b>	Unit 27  <b>suc-</b>	Unit 27  <b>suf-</b>
Unit 27  <b>sug-</b>	Unit 27  <b>sup-</b>	Unit 27  <b>sus-</b>
Unit 28  <b>anti-</b>	Unit 28  <b>-al</b>	Unit 28  <b>fer</b>





# Morphemes for Meaning and Challenge Morphemes

Unit 28  <b>spir</b>	Unit 28  <b>mal-</b>	Unit 28  <b>-ial</b>
Unit 28  <b>tend</b>	Unit 28  <b>capit</b>	Unit 28  <b>-ual</b>
Unit 28  <b>tens</b>	Unit 28  <b>capt</b>	Unit 28  <b>tent</b>
Unit 28  <b>aud</b>	Unit 28  <b>grad</b>	Unit 28  <b>gress</b>



# Morphemes for Meaning and Challenge Morphemes

Unit 29 <b>semi-</b>	Unit 29 <b>-ure</b>	Unit 29 <b>struct</b>
Unit 29 <b>frac</b>	Unit 29 <b>-ance</b>	Unit 29 <b>rupt</b>
Unit 29 <b>junct</b>	Unit 29 <b>-ence</b>	

























## Unit 25

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### Circle Poems Take Many Forms

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