

# **EDUREALM**

**A Standards Based Resource**

## **Reading Language Arts**

**BOOKS H/I  
TEACHER'S EDITION**

**Compiled by**

**Nancy Nichols**

## **About the Author**

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# . . . . *Teachers Edition*

Edurealm is a standards based, comprehensive, leveled resource for teaching reading and language arts. The **standards**, which comprise the basis upon which Edurealm is composed, were developed by the National Council of Teachers of English and the International Reading Association. The standards reflect the interrelationship of language and are arranged in a **comprehensive** curriculum matrix. The standards are operationally defined in the curriculum matrix as competencies with accompanying skills. Activities are arranged into **leveled** lessons that start at the readiness level and systematically progress through each level until the learner becomes a successful application reader. A **resource**, Edurealm extends and reinforces reading programs and curricula.

## PROGRAM . . . .

The **standards** provide the foundation for all lessons and activities included in Edurealm. With education's increasing emphasis on assessment and reliance on standards formulated by the learned societies, Edurealm has been developed to provide educators with an effective set of teaching - learning materials keyed to the standards. The Reading and Language Arts standards consist of content related to 12 areas which students should know and be able to apply both in their everyday lives and on standardized tests. The 12 areas are related to genres, language expression, language mechanics, listening, media, reading operations, speaking, spelling, study and research skills, viewing, vocabulary, and writing. The standards delineate professional consensus about best practice in the classroom.

In order to facilitate access to the various lessons and activities that address each standard, Edurealm includes a **comprehensive** curriculum matrix. The matrix is based on the 12 areas of the National Council of Teachers of English standards identified above. Areas of each standard are defined, competencies identified, and specific skills that address the competency listed for each level. The competencies and skills were derived directly from state and school system interpretations of standards and guidelines as well as grade level curriculum textbooks and scope and sequence charts. The curriculum matrix provides the framework for building success in reading and language arts sequentially by level.

Edurealm activities progress through successive **levels** of complexity addressing the cognitive domains of knowledge, comprehension, application, evaluation, analysis, and synthesis. In order to ensure that individual needs are addressed at the appropriate levels, the cognitive domains are presented in both a horizontal and vertical manner within Edurealm system.

As a **resource**, Edurealm is valuable to supplement, enrich, extend, practice, individualize and group manage student differences for any existing Reading and Language Arts program or as the basis for curriculum development within Reading and Language Arts. For each competency and accompanying skill in the curriculum matrix, Edurealm contains a specific teaching - learning lesson.

The nine student books of Edurealm, A, B, C, D, E, F, G, H and I are available in consumable hard copy book format and CD-ROM digital computer - printer format. A Teacher's Edition is available for all books.

Each book contains approximately 250 lessons with 2,500 exercises ready for immediate student use. Over 20,000 exercises are available in the eight books. Lessons, arranged one per page, may be completed in the student book or on computer - printer hard copy published as needed.

## **LESSON DESIGN - BOOKS B THROUGH G . . . .**

Each lesson addresses a strand, a competency and a specific skill. Lessons provide a direct practice between what teachers and students are addressing in school and the national, state and school system standards.

Lessons are designed to provide the teacher and the student with a logical presentation of information. Generally, the lesson is designed to fulfill components identified in a lesson plan. Content, examples, and practice are provided for each skill. For many skills, multiple lessons are provided so that the student can build on learning as they progress from one to the next. The lesson format is arranged into:

Strand, Competency, Skill Identification. At the top of each page, in the shaded area, is the identification for the lesson. The left side indicates the Language Arts or Reading strand under which the skill falls. The right side of the shaded area indicates the competency related to the strand. The identifier centered in bold capital letters refers to the specific skill of the lesson.

Definition. Immediately below the shaded area is a brief definition of the skill. Definitions have been written so that the student can read and explore the concept alone, if necessary. Definitions provide a quick and easy reference for teachers, aides, and other classroom personnel.

Example. The box immediately below the shaded area provides an example of the skill related to the definition. The example is arranged so that the student can practice working the problem and then immediately view the correct answer. The example box also allows the student to see the answer first and then determine why that answer is a correct example of the definition.

Exercises. The remainder of the lesson consists of exercises which should be completed by the student to reinforce the skill. The exercises can be used as guided or independent practice, or as a combination of both. However, the exercises should then be expanded upon by the teacher in order to provide students with multiple opportunities for learning. (See suggestions for additional ways to use the materials.) Exercises vary according to skill and level.

## **LESSON DESIGN - BOOKS H & I . . . .**

Books H & I are application of competencies and skills presented in levels B,C,D,E,F, and G. A series of stories, Groups, are presented with targeted lessons that specifically address



story elements. In as much as Books B through G may be addressed as learning “how to read,” Books H & I are “reading to learn.”

Groups. The competencies/skills in the Edurealm curriculum matrix are organized as lesson clusters grouped around a story. The story-lesson-cluster design provides specific application for competencies and skills learned in earlier levels of the program. Each story-lesson-cluster contains a story and nine expanded lessons representing a cross section of competencies and skills that comprise the curriculum matrix derived from the twelve standards based strands.

Story. The stories represent fiction, exposition, social studies content, and science content. Some selections take the form of short stories while others represent factual material from various social sciences. The range of topics forms a foundation of extension and enrichment activities through which language skills are applied and internalized.

Lessons. The nine story-lesson-clusters include two from Reading Operations, two from Vocabulary, and five lessons alternately selected from the remaining strands (Genres, Language Expression, Language Mechanics, Listening, Media, Speaking, Spelling, Study and Reference Skills, Viewing /Representing, and Writing).

## **LESSON USE . . . .**

Lessons provide teachers with essential content for use during Instruction and/or Practice. In planning instruction, whether it is for the year or for the unit, the lessons provide a framework from which learning can be extended. Lessons are especially helpful in aiding the teacher to accomplish curriculum alignment for whatever specific lesson(s) s/he wishes. Suggested ways in which to use the lessons include but should not be limited to:

Direct Instruction. Teachers should provide guidance for students at the beginning of each lesson. Guided practice should be followed by independent practice which is teacher corrected.

Collaborative Learning Groups. After discussing the information at the top of the lesson, and having students provide examples and nonexamples of each skill, divide the class into groups of three to five. Each group should have a variety of ability levels within the group in order to allow for maximum participation and effective group peer tutoring. Each person within the group is assigned a task such as (in a group of four) sentence reader, word reader, recorder, and spelling verifier. Jobs rotate throughout the group so that each person has the opportunity to perform each job at least once. Upon completion of the lesson, answers are checked with the teacher or the class can discuss the lesson together.

Pair Peer Tutoring. Identifying pairs of students to work together on various skills can be mutually beneficial. If a pre-test of skills is completed, it is fairly easy to match students who have opposing skills and weaknesses. By pairing students to work together in this manner, both students have opportunities to be the “one with knowledge” and can share that knowledge with the other person as they work together. Not only does pair peer teaching in this manner serve to enhance self-esteem, it also provides students with opportunities to be involved in speaking and listening experiences as well as reading and writing endeavors. Student pairs may or may not remain the same over periods of time.

Student Review. Using lessons from levels other than the level on which a child currently resides provides the teacher with a way in which to review individual students according to unique needs that are above or below grade level. Peer teaching, collaborative grouping, or direct instruction with small groups can be used for review.

### **USE WITH OTHER PROGRAMS . . .**

The reading and language activities developed in Edurealm are designed to use a variety of skills including the top-down approach to reading (analytic, holistic, and meaning emphasis) as well as the bottom up approach (synthetic, subskill, and code emphasis). Materials focus on the application of skills learned as part of developmental and individual reading programs (functional reading). Lessons can be used to monitor continuous progress in reading, focusing on students' individual reading levels, regardless of the type of program used with the learner.

### **TEACHER'S EDITION . . . .**

The Teacher's Edition contains six sections: standards information, design and use information for the Edurealm materials, the leveled curriculum matrix, strategies and techniques for teaching reading, strategies and techniques for teaching language arts, and answers for Books H and I.

The **Standards Section** contains a listing of the 12 National Council of Teachers of English and the International Reading Association standards. Each standard contains a list of competencies and skills necessary for outcome expectation.

The **Edurealm Materials Section** contains specific information on design and use. Classroom implementation suggestions for both individual and group process are provided. Classroom organization and management techniques are also suggested.

The **Curriculum Matrix Section** contains the specific listing of the strands, competencies and skills arranged by level. Levels are organized vertically and horizontally.

The **Teaching Reading Section** is designed for classroom teachers, reading resource teachers, special education teachers, pre-service teachers, staff developers, and curriculum specialists. The materials address instructional needs for elementary teachers at the activity point in reading lessons. It is not "theory," but rather application, "ready for immediate use." The material, arranged into modules of Word Identification, Vocabulary, Comprehension, and Application (Content Area Reading), contains over 185 strategies, techniques, and processes for teaching reading. Included are dozens of sample activity lessons.

The **Teaching Language Arts Section** is also designed for classroom teachers, resource teachers, special education teachers, pre-service teachers, staff developers, and curriculum specialists. The materials address instructional needs for educators, not as a theory, but as application, "ready for immediate use." The material is arranged in nine modules that include genres, language expression, language mechanics, listening, media, speaking, spelling, viewing, and writing. Together, these modules include over 100 strategies, techniques, and processes for teaching language arts lessons. In addition to the lessons, each module includes sample activity lessons for each identified skill.

The **Answers Section** contains a page by page listing of answers for Books H and I.



### **What are reading and language arts standards?**

Standards are guidelines set forth by learned societies or political entities and provide uniformity of content to assist the learner to effectively become a productive, competent member of society. The reading and language arts standards consist of content related to 12 areas which students should know and be able to effectively apply in their everyday lives. The twelve areas are related to genres, language expression, language mechanics, listening, media, reading operations, speaking, spelling, study and research skills, view, vocabulary, and writing. The standards delineate consensus about best practice in the classroom rather than a prescriptive framework to which teachers adhere.

### **Who develops the standards?**

The International Reading Association and the National Council of Teachers of English have collaboratively derived sets of standards to which the reading and language arts curricula are to adhere. Similarly, state departments of education have individually developed sets of standards for the same purpose. During the developmental process, each of the agencies consults extensively with thousands of teacher practitioners at the national and state levels in order to ensure that the standards are appropriate and necessary to accomplish the overall goals at grade levels.

### **Why use standards?**

General reasons for using standards are to:

- Identify and encourage best practice in teaching,
- Eliminate weaker practices,
- Provide a starting point for curricula - activities,
- Assist in the evaluation of activities and materials currently used in the classroom,
- Provide evidence during external review that nationally recognized and accepted content and strategies are used, and
- Provide a guide for assessment of knowledge and skills deemed appropriate for specific grade levels and individuals.

However, the primary reason for standards is to enable teachers to provide consistent direction toward desirable outcomes with respect to skills in reading and language arts.

### **Where are standards available?**

School districts, state boards of education, and international and national professional organizations provide documentation of the various standards in a variety of forms, from locally

produced booklets to worldwide web sites. In many schools, teachers are provided with a copy of the district or state wide standards. At the very least, a copy of the state standards should be available at a central location in the school.

### **How should standards be used?**

As schools and districts align reading and language arts curricula, the standards provide a framework for the discussion and decisions to be made regarding what content students need to know and how to achieve the goals related to content. Following the standards assures the classroom teacher that s/he is effectively preparing students with the basic information necessary for continued success, both within and outside of the classroom.

### **Does Edurealm relate to standards?**

Yes. The authors of the Edurealm materials reviewed NCTE/IRA standards, state level standards, and school system level standards as a basis to develop a curriculum matrix for grade level placement of competencies and skills. The matrix is the framework for placement and leveling of the lessons.

Each lesson addresses the general strand, the competency and a specific skill. Strands, competencies and skills were derived directly from state and national standards and guidelines as well as grade level curriculum textbooks and scope and sequence charts. The lessons provide a direct practice between what teachers and students should be addressing in school and the national and state organization guidelines.

## . . . . *Materials in Books H & I*

Books H & I are application of competencies and skills presented in levels B,C,D,E,F, and G. A series of stories, Groups, are presented with targeted lessons that specifically address story elements. In as much as Books B through G may be addressed as learning “how to read,” Books H and I are “reading to learn.”

**Groups.** The competencies/skills in the Edurealm curriculum matrix are organized as lesson clusters grouped around a story. The story-lesson-cluster design provides specific application for competencies and skills learned in earlier levels of the program. Each story-lesson-cluster contains a story and expanded lessons representing a cross section of competencies and skills that comprise the curriculum matrix derived from the twelve standards based strands.

**Story.** The stories represent fiction, exposition, social studies content, and science content. Some selections take the form of short stories while others represent factual material from various social sciences. The range of topics forms a foundation of extension and enrichment activities through which language skills are applied and internalized.

**Lessons.** The story-cluster-lessons include: two from Reading Operations, two from Vocabulary, and lessons alternately selected from the remaining strands (Genres, Language Expression, Language Mechanics, Listening, Media, Speaking, Spelling, Study and Reference Skills, Viewing/Representing, and Writing).

### READING OPERATIONS LESSONS

**Word Identification Review.** The Word Identification Review lessons, presented **prior** to reading the story, provide the learner with a quick review of word identification skills acquired at earlier levels.

**Comprehension and Analysis Skills.** The Comprehension and Analysis Skills lesson, presented **after** reading the story, is divided into four different parts, each of which is designed to complement and reinforce concepts introduced in earlier levels and areas of the Edurealm program.

The first part of each Comprehension and Analysis lesson is Language Analysis. This exercise lists the words, phrases, idioms or metaphors, etc. in story paragraphs which may be difficult for the reader. By matching them with the paraphrases closest in meaning to the way in which they were used in the story selections, readers gain deeper understanding of the content of selections and expand their knowledge of word meaning and usage.

Language Analysis is followed by Content Analysis. This consists of a series of questions on the material in the story. The questions are either multiple choice or they require a short written answer. The readers are to base their answers on the selection, **NOT** on their own opinions or previous knowledge. No reader should attempt to complete the exercise without having previously read the story.

Vocabulary Usage is the third part of the Comprehension and Analysis lesson. The types of questions may vary, but they all have the same purpose – to give the reader additional work with vocabulary and word identification skills previously learned.

Supplementary Discussion is the fourth part of the Comprehension and Analysis Skills lesson. The questions in this area provide the reader and opportunity to react to the story in his/her own words.

## VOCABULARY LESSONS

**Vocabulary Prep.** Each Vocabulary Prep lesson, presented **prior** to reading the story, defines the new words used in the story. These entry words also appear later in the Comprehension and Analysis Skills lesson. The vocabulary is presented alphabetically in dictionary-like format. Each word is broken into syllables. The proper syllable is accented. The word has a very short definition. The word is also used in a sentence which illustrates the word meaning.

The definitions of vocabulary words are very short and should be supplemented by a fast-moving discussion which brings out other common meanings for entry word and highlights other words of similar pronunciation and/or configuration with which an entry word might be confused. The following pattern of discussion should be followed to introduce each entry word:

1. Pronounce each word.
2. Pronounce each syllable of the word individually.
3. Practice pronouncing the word by emphasizing the stressed syllable.
4. Briefly discuss the word meaning given in the text.
5. Ask several students to make up sentences using the entry word in the same sense as the definition given.

Following initial presentation of an entry word, use the three sentence exercises as a basis for comparison of various meanings of the word and to present a contextual use of other words frequently confused with the entry word. Present these activities in the following order:

1. Read all three sentence exercises.
2. Direct students to write the entry word in the sentence in which it has the same meaning as that given in the text. (Match)
3. Ask the students to pick out and read aloud any other sentence in which that same entry word might be used, but in which it has a meaning different from that given in the text. (Extend)
4. Have students use the sense of the sentence to formulate a succinct definition of the word in the sentence. Write the definition on the chalkboard (or an overhead)



transparency) and have students note the definition beside the appropriate sentence in the story.

5. If the sentence exercise includes a word which is frequently confused with the entry word, have the students identify that word and pronounce it correctly. Compare the pronunciation of the foil with that of the entry word, seeking to isolate the similarities and differences in sound. (Foil)
6. Write the frequently confused word and the entry word on the chalkboard or transparency so that students may compare the likenesses and differences in the configuration of the two words.
7. Have the students note both the foil and its definition in the story beside the sentence exercise in which it is used.

Students apply the definitions given in the story when they complete the Vocabulary Extend lesson later in the Group. For that reason, the strongest reinforcement is given to the definition of the word by having the student write it in to complete the appropriate sentence, and by giving credit only for that meaning in the Answer Key.

**Vocabulary Extend.** Each Vocabulary Extend lesson, presented **after** reading the story, is composed of multiple-choice questions based on the Vocabulary Prep lesson in the Group. The entries in Vocabulary Prep and Vocabulary Extend lessons are presented alphabetically for easy reference. The definition required in the Vocabulary Extend lesson is the same as the one printed in the text of the Vocabulary Prep lesson. The foils in each exercise usually present words of similar configuration and pronunciation which the student examined in detail while completing the Vocabulary Prep lesson. The Vocabulary Extend lesson thus serves two important instructional concepts. First, it presents a comprehensive review of concepts presented earlier and, second, it provides important diagnostic information which the teacher can use to plan appropriate follow-up activities based on the skills difficulties of individual students.

Vocabulary Extend lessons employ many of the techniques found in standardized tests and require some knowledge a student doesn't usually have. Here are a few "tips" that students will find helpful in examining the alternative responses to test items:

1. **Special Usage.** Occasionally the multiple choice will demand a special usage of a word, or one of several meanings. "Principal," for example, has three meanings. If a student were mentally prepared to see "head of a school," he might not realize that "chief" is also a valid definition of the adjective form of the word. The objective here is to keep an open mind until all of the options have been presented.
2. **Different Forms.** Sometimes the word to be defined is a noun, and the definition is an adjective. This can be confusing if the students expect one-to-one correspondence. They should expect a few choices on the order of "Joy means happy."
3. **Words Which Sound Alike or are Spelled Alike.** These include pairs, such as principal/principle, write/right, soul/sole, etc.

4. **False Tips.** A multiple choice may be constructed to resemble a sentence to be completed. For example, “A dog is: (1) vicious, (2) an animal . . . “ Or it may present another word with which the entry word is commonly associated. For example, “Haste means: (1) waste, (2) to be in a hurry . . . “ The students must remember that they are looking for definitions, or closest meanings.
5. **Difficult Words.** In a moment of panic, it is easy to choose the most unfamiliar word as a definition. Frequently these words have been included as a trap. Students should never choose an unfamiliar word unless they are sure that all of the other choices are incorrect.
6. **Opposite Words.** Usually, students should choose the meaning which is closest to the word given. This may not always be a precise definition. Quite frequently the multiple choice will contain an antonym for the given word. Since many tests ask for opposite words, the students may be tempted to choose the antonym. Emphasize at every opportunity that they must choose the word or phrase which is closest in meaning to the given word.
7. **Similar Configurations.** Multiple choice items will frequently include words of similar spelling and pronunciation to the correct choice, as in the case of various/varicose, principle/principal, or break/brake. Encourage students to take a close look at the various choices to make sure they have the correct word before marking their answers.

Upon completion of the Vocabulary Extend lessons, students should check their answers. Although there is no criterion score for Vocabulary Extend, they should furnish an opportunity for improved language analysis through examination of errors. Take class time to discuss with students the reasons why one choice is better than another. Examine the wrong choices to see if students can figure out why they were included. (The seven points listed above will be a helpful reference as errors are explored with students.) As the student becomes familiar with the logic behind the inclusion of certain choices, they are also building information and skills which will help them achieve greater success in future Vocabulary Extend lessons. These same skills will also help students deal more successfully with the different types of items included on standardized tests of vocabulary achievement.

### SELECTED LESSONS FROM THE REMAINING STRANDS

Each Group contains a variety of lessons representing the ten remaining Strands. The table at the end of this section provides the specific number of lessons for each group. Many lessons build upon one another in order to allow students an opportunity to carry through on an extended project and more fully “see” the integration of the various language arts and reading areas. Many components of individual lessons require individual responses which will promote higher order thinking skills and application of skills to real-life situations.

**Genres Lessons.** These lessons focus on literary elements, realistic fiction, autobiography, biography, fictional and nonfictional informational books, fables, and literary themes. Lessons are multiple choices and short answer. Students must read, analyze, synthesize and apply content.

**Language Expression Lessons.** Lessons address epigrams, formal and informal language, plurals, comparative and superlatives, parts of speech, sentence structure, figurative language, phrasing, and grammar usage. Students are encouraged to analyze and use language in various contexts. While a few lessons provide choices for selection, the majority encourage explaining certain use and generating original sentences or stories to show application.

**Language Mechanics Lessons.** Punctuation of all types, adjectives, contractions, abbreviations, acronyms, proper nouns, and capitalization are addressed in the language mechanics lessons. Use and analysis of standard conventions is stressed.

**Listening and Speaking Lessons.** Book H -- four specific lessons are included in groups 2, 5, 8, and 11. Speaking lessons are found in groups 1,4, and 6. The total number lessons, seven, incorporate both speaking and listening skills. Book I – specific lessons are included in groups 13, 14, 20, and 23. Six speaking lessons are found in groups 13, 16, 19, 20, 21, and 22. The total number of lessons incorporated both speaking and listening skills. Students are encouraged to work with one or more partners. Topics include decision making, providing accurate information, persuasive speaking, critical listening, interviewing techniques, identifying and verifying propaganda, fact, and opinion, and auditory discrimination and analytical listening.

**Media Lessons.** Newspapers, Television, web-based resources and data-based resources provide the focus for the five media lessons. All media lessons are connected to writing, speaking, listening, research, and viewing lessons as well.

**Spelling Lessons.** Spelling lessons reinforce vocabulary development by focusing on word discrimination, pronunciation, and syllabication.

**Study and Research Skills Lessons.** Lessons address locating various information from print and nonprint sources, comparing and contrasting viewpoints of information, and using propaganda and bias in information distribution. The information gathered as a result of these lessons is integrated into various other lessons throughout the specific groups in which this strand occurs.

**Viewing/Representing Lessons.** Viewing and representing lessons encourage use of the information gathered as part of the Media, Study and Research, and Writing lessons. Lessons include decoding and encoding charts, graphs, time lines, and graphic organizers.

**Writing Lessons.** Each group includes writing lessons which address the components of the writing process. Students are encouraged to work individually as well as with a writing partner in order to fully participate in the full process of writing. Writing process lessons provide an additional reinforcement opportunity for use of all skills and topics addressed in the other strand lessons.

## BOOK H LESSON PLAN DISTRIBUTION

STRAND	GROUPS												
	Total Lessons	1	2	3	4	5	6	7	8	9	10	11	12
Genres	4	1			1			1		1			
Language Expression	13	1		1		1	2	1	1	1	2	1	2
Language Mechanics	10	1	1	1	1	1	1	1		1		1	1
Listening	4		1			1			1			1	
Media	5			1			1	1	1				1
Reading Operations	24	2	2	2	2	2	2	2	2	2	2	2	2
Speaking	3	1			1			1					
Spelling	5		1			1			1		1	1	
Study & Research	6		1		1		1		1			1	1
Viewing/Representing	7			1			1	1	1	1		1	1
Vocabulary	24	2	2	2	2	2	2	2	2	2	2	2	2
Writing	12	1	1	1	1	1	1	1	1	1	1	1	1
<b>Total</b>	117	9	9	9	9	9	11	11	11	9	8	11	11

**Note:** Comprehension and Analysis Skills lessons in Reading Operations contains four imbedded lessons.

## BOOK I LESSON PLAN DISTRIBUTION

STRAND	GROUPS												
	Total Lessons	13	14	15	16	17	18	19	20	21	22	23	24
Genres	4					1		1		1	1		
Language Expression	10	1	1	1		1	1	1	1	1	1	1	
Language Mechanics	8	1	1	1	1		1	1			1		1
Listening	4	1	1						1			1	
Media	4		1	1						1			1
Reading Operations	24	2	2	2	2	2	2	2	2	2	2	2	2
Speaking	6	1			1			1	1	1	1		
Spelling	5		1			1			1			1	1
Study & Research	4		1		1		1	1					
Viewing/Representing	4			1			1			1			1
Vocabulary	24	2	2	2	2	2	2	2	2	2	2	2	2
Writing	12	1	1	1	1	1	1	1	1	1	1	1	1
<b>Total</b>	109	9	11	9	8	8	9	10	9	10	9	8	9

**Note:** Comprehension and Analysis Skills lessons in Reading Operations contains four imbedded lessons.



# . . . . Curriculum Matrix

The Curriculum Matrix is based on the twelve areas of the National Council of Teachers of English and the International Reading Association standards. The areas are:

**GENRES** represent the various forms into which literature is classified. Differing sources define genres using a variety of parameters. Generally, typical genres include folk tales, fantasy, realistic fiction, science fiction, nonfiction, and poetry.

**LANGUAGE EXPRESSIONS** include the deliberate use of word selection and mechanics in order to convey more precisely the writer's or speaker's intent. This device is often used to tailor the presentation of information for a particular audience.

**LANGUAGE MECHANICS** refers to the formal and informal rules of usage of punctuation and word forms, such as tenses, capitalization, abbreviations, number, and grammar, which are generally agreed upon by a specific society at a specific time.

**LISTENING** is the active perception of the spoken word in order to obtain (decode) meaning.

**MEDIA** refers to print or nonprint materials through which information can be stored and accessed.

**READING OPERATIONS** involves comprehending and responding to a range of written materials using a variety of strategies: includes developing phonemic awareness and structural analysis.

**SPEAKING** is the act of orally transmitting (encoding) information in the form of meaningful sound.

**SPELLING** refers to the mechanical representation of sounds which encode the words used in a language.

**STUDY AND RESEARCH SKILLS** refers to the locating, selecting, and synthesizing information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

**VIEWING/REPRESENTING** indicates obtaining information through the sense of vision from various graphic and physical (nonverbal) cues.

**VOCABULARY** is the acquisition of the meanings of words and includes the use of context clues, structural analysis, morphemes, knowledge of function words, and multiple word meanings.

**WRITING** involves the process of drafting, revising, editing, and publishing in order to communicate facts, concepts, and emotions through description, persuasion, exposition, and narration.

Each area of the standard, labeled a strand, is defined, competencies identified, and specific skills that address the competency listed for each level. A ● notation on the matrix signifies that a lesson plan is ready to teach that specific skill. A ○ notation on the matrix signifies that the lesson plan to teach the skill is contained under another heading in the matrix. Also, the ○ notation indicates the interactive connections of related lessons.

GENRES . . .								
. . . represent the various forms into which literature is classified. Differing sources define genres using a variety of parameters. Generally, typical genres include folk tales, fantasy, realistic fiction, science fiction, nonfiction, and poetry.								
STRAND - COMPETENCY - SKILL - LEVEL								
Identifying Literature	Ready	1	2	3	4	5	6	Apply
■ Type and form		●	●	●	●	●	●	
● Authors and works		●	●	●	●	●	●	
Responding to Literature	Ready	1	2	3	4	5	6	Apply
● Previous experiences (See Story retelling)		○	○	○	○	○	○	
● Predictions (See Reading Operations)		○	○	○	○	●	●	
● Questioning				●	●	●	●	
● Characters, settings, customs		●	●	●	●	●	●	
● Story sequence (See Reading Operations)		○	○	○	○	○	○	
● Main ideas (See Reading Operations)		○	○	○	○	○	○	
● Fantasy and reality (See Reading Operations)			○	○	○	○	○	
● Cause and effect (See Reading Operations)		○	○	○	○	○	○	
● Story retelling (See Speaking)		○	○	○	○	○	○	
● Writing (See Writing)		○	○	○	○	○	○	
● Themes that cross cultures		●	●	●	●	●	●	
Author Intention	Ready	1	2	3	4	5	6	Apply
● Details (See Reading Operations)		○	○	○	○	○	○	
● Opinion (See Reading Operations)			○	○	○	○	○	
● Purpose (See Reading Operations)			○	○	○	○	○	
Characteristics	Ready	1	2	3	4	5	6	Apply
● Narrative								
- historical				●	●	●		
- science fiction						●	●	
- nonfiction				●	●	●		
- folk tales		●	●	●				



- fantasy (See Reading Operations)			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
- realism (See Reading Operations)			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
● Poetry		●		●		●		
<b>Point of View</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Author's point of view (See Reading Operations)			<input type="radio"/>	<input type="radio"/>	●	●	<input type="radio"/>	
● Bias (See Reading Operations)					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
● Writing style - tone and mood					●	●		

**LANGUAGE EXPRESSIONS . . .**

. . . include the deliberate use of word selection and mechanics in order to convey more precisely the writer's or speaker's intent. This device is often used to tailor the presentation of information for a particular audience.

**STRAND - COMPETENCY - SKILL - LEVEL**

<b>Language Usage/Standard Conventions</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Formal/informal style				●	●	●	●	
● Language patterns and generalizations				●	●	●	●	
<b>Grammar: Parts of Speech</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Nouns								
-proper, improper, common		●	●	●				
- plurals (See Spelling)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
- compound (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
● Verbs (regular)		●	●	●	●	●	●	
- auxiliary verbs				●	●	●	●	
- transitive and intransitive					●	●	●	
- irregular (past participle)			●	●	●	●	●	
- tense and endings		●	●	●	●	●	●	
● Adjectives		●	●	●	●	●	●	
- color words, number words (Spelling)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
- comparative and superlative			●	●				
- articles			●	●	●	●		
● Pronouns (personal, indefinite, & interrogative)			●	●	●	●	●	
● Pronouns (personal & possessive)			●	●	●	●	●	
● Conjunctions			●	●	●	●	●	
● Adverbs			●	●	●	●	●	

● Prepositions (see conjunction lesson)				●	●	●	○	
● Interjections (see conjunction lesson)						○	○	
<b>Grammar: Use</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Plurals (see Spelling)		○	○	○	○	○	○	
● Possessives			●	●	●	●	●	
● Subjects and predicate		●	●	●	●	●	●	
● Subject predicate agreement			●	●	●	●	●	
● Indefinite article (See adjectives)		○	○	○				
● Comparative or superlative adjectives				●	●	●		
● Direct/indirect objects				●	●	●	●	
● Comparatives and superlatives in sentences				●	●	●		
<b>Sentence Structure: Use</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Simple sentence (See Writing)		●	●	○				
● Figurative language (similes, metaphors) (See Vocabulary)		○	○	○	○	○	○	
● Clauses						●	●	
● Paragraphs (See Writing)			○	○	○	○	○	
● Complete/incomplete/run-on		●	●	●	●	●	●	
● Compound		●	●	●	●	●	●	
● Declarative		●	●	●	●	●	●	
● Interrogative		●	●	●	●	●	●	
● Exclamatory		●	●	●	●	●	●	
● Imperative			●	●	●	●	●	

### LANGUAGE MECHANICS . . .

. . . refers to the formal and informal rules of usage of punctuation and word forms, such as tenses, capitalization, abbreviations, number, and grammar, which are generally agreed upon by a specific society at a specific time.

### STRAND - COMPETENCY - SKILL - LEVEL

<b>Capitalization: Application or Rules</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Proper nouns		●	●					
● Beginning of sentences		●	●					
● Pronoun "I"		●	●					
<b>Capitalization</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Written		●	●	●	●	●	●	
<b>Punctuation</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>

● Period		●	●	●				
● Question mark (see period lesson)		●	●	○				
● Exclamation mark (see period lesson)		●	●	○				
● Comma			●	●	●	●	●	
● Apostrophe			●	●	●	●	●	
● Colon						●	●	
● Semicolon							●	
● Quotations				●	●	●	●	
● Underlining			●	●	●			
● Hyphens, parentheses and dashes							●	
● Indentation (See also Writing)			●	●	○	○	○	
<b>Abbreviate: Use/Final Draft</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Abbreviation & acronyms				●	●	●	●	

**LISTENING . . .**

. . . is the active perception of the spoken word in order to obtain (decode) meaning.

**STRAND - COMPETENCY - SKILL - LEVEL**

<b>Auditory Discrimination</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Sound similarities and differences								
- environmental sounds								
- distinguish sounds		●						
● Rhyming words		●	●	●				
● Sound/symbol associations (See Reading Operations)		○	○	○	○	○	○	
<b>Responses</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Informational, student check list			●	●				
- interpreting nonverbal clues		●	●	●	●	●	●	
- identifying details		●	●	●	●	●	●	
- following directions		●	●	●	●	●	●	
- taking notes				●	●	●	●	
- sequencing events		●	●	●	●			
- generating questions		●	●	●	●	●	●	
● Critical								
- distinguishing between fact and opinion		●	●	●	●	●	●	
- speaker's motive, bias, view, purpose					●	●	●	
- identifying main idea		●	●	●	●	●	●	

● Analytical								
- alliteration & onomatopoeia		●	●	●	●	●		
- rhyme	●	●						

**MEDIA . . .**  
. . . refers to print or nonprint materials through which information can be stored and accessed.

**STRAND - COMPETENCY - SKILL - LEVEL**

<b>Media Form: Identification</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Books, print		●						
● Newspapers, magazines			●	●				
● Computer file				●	●			
● Video cassette, cassette tapes, compact disk (CD)/laser disk		●						
<b>Media Form: Organization</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Web site evaluation					●	●	●	
● Electronic media for research				●	●	●	●	
● Online databases, web-based resources				●	●	●	●	
● Propaganda & bias (See Reading Operations)				○	○	○	○	
● Identify messages and products				●	●	●	●	
● Computer features: menus & icons		●	●	●	●	●	●	
<b>Print: Features/Identify</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Table of contents, index, appendices (See Study and Research Skills)					○	○	○	
● Graphic representations (See Viewing/Representing)		○	○	○	○	○	○	
● Thesaurus, dictionaries, encyclopedias (See Study and Research Skills)			○	○	○	○	○	
<b>Print: Features/Use</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Dictionary (See Study and Research Skills)			○	○	○	●	●	
● Index (See Study and Research Skills)				○	○	○	○	
● Using reference works						●	●	
● Political cartoon						●	●	
● Information in a newspaper			●	●	●	●	●	

**READING OPERATIONS . . .**  
. . . involves comprehending and responding to a range of written materials using a variety of strategies: includes developing phonemic awareness and structural analysis.

**STRAND - COMPETENCY - SKILL - LEVEL**

<b>Comprehension: Identify Information</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Details		●	●	●	●	●	●	
● Find facts		●	●	●	●	●	●	
● Main idea - direct		●	●	●	●	●	●	
● Main idea - indirect		●	●	●	●	●	●	
<b>Comprehension: Understand Information</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Cause and effect		●	●	●	●	●	●	
● Compare - contrast		●	●	●	●	●	●	
● Creative reading		●	●	●	●	●	●	
● Critical reading					●	●	●	
● Generalization				●	●	●	●	
● Predict outcome		●	●	●	●			
● Problem solution								
- analogies		●	●	●	●	●	●	
- deduction			●	●	●	●	●	
- inference		●	●	●	●	●	●	
- sequence		●	●	●	●	●	●	
<b>Comprehension: Evaluate Information</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Author's opinion			●	●	●	●	●	
● Author's purpose			●	●	●	●	●	
● Draw conclusions		●	●	●	●	●	●	
● Fact from opinion				●	●	●	●	
● Follow directions (see Speaking)		○	●	●	●	●	●	
● Propaganda, bias					●	●	●	
● Reality - fantasy			●	●	●			
● Skimming and scanning			●	●	●	●	●	
● Sentence combining				●	●	●	●	
● Summarizing				●	●	●	●	
<b>Emergent Reading: Use Print Conventions</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Left to right directionality								
● Top to bottom								
<b>Word Identification: Phonics</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Sight Words		●	●	●	●	●	●	

● Consonants								
- single		●	●	●	●	●	●	
- blends		●	●	●	●	●		
- digraphs		●	●	●	●	●		
- variants		●	●	●	●	●	●	

● Vowels								
- auditory discrimination								
- rhymes								
- long		●	●	●	●	●		
- short		●	●	●	●	●		
- long and short combinations					●	●		
- digraphs - diphthongs		●	●	●	●	●	●	
- special - variants			●	●	●	●	●	
- r-controlled			●	●	●	●	●	
- schwa			●					
- CVC		○	○					
- CVCe		○	○					
- CV		○	○					
- CVVC		○	○					

<b>Word Identification: Structural Analysis</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Prefixes		●	●	●	●	●	●	
● Suffixes		●	●	●	●	●	●	
● Compound Words		●	●	●	●	●	●	
● Contractions		●	●	●	●	●	●	
● Syllables			●	●	●	●	●	

**SPEAKING . . .**  
. . . is the act of orally transmitting (encoding) information in the form of meaningful sound.

**STRAND - COMPETENCY - SKILL - LEVEL**

<b>Techniques</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Inflection				●	●	●	●	
● Comparison and contrast				●	●	●	●	
● Speaking guidelines: oral reports; informal & persuasive tales					●	●	●	
● Student check list				●				

Types	Ready	1	2	3	4	5	6	Apply
● Discussions and conversations		●	●	●	●	●	●	
● Telling a story		●	●	●				
● Using the telephone		●	●	●				
● Choral reading		●	●	●	●			
● Role playing		●	●	●				
● Oral reading		●	●	●	●	●	●	
● Directions		●	●	●	●	●	●	
● Opinions		●	●	●	●	●	●	
● Peer conferencing				●	●	●	●	
● Interviews and surveys				●	●	●	●	
● Descriptive details			●	●	●	●	●	

**SPELLING . . .**

. . . refers to the mechanical representation of sounds which encode the words used in a language.

**STRAND - COMPETENCY - SKILL - LEVEL**

Spelling: Readiness	Ready	1	2	3	4	5	6	Apply
● Motor Coordination (see Writing)		○						
● Visual Discrimination (see Reading Operations)		○	○	○	○			
● Auditory Discrimination (See Reading Operations, Speaking, Spelling)		○	○	○	○			
● Manuscript and cursive letters (see Writing)		○	○	○	○			
Basic Words: Appropriate Grade Level Words	Ready	1	2	3	4	5	6	Apply
● Rhyming words (See Vocabulary)		○	○	○				
● High frequency words (See Reading Operations)		○	○	○	○	○	○	
● Number words		●	●	●				
● Color words		●	●					
● Days of the week		●	●	●				
● Months of the year			●	●	●			
● Seasons/holidays			●	●	●			
● Direction/position words		●	●	●				
● Spell content area words					●	●	●	
Phonemes (auditory recognition)	Ready	1	2	3	4	5	6	Apply
● Consonants (See Reading Operations)		○	○	○	○	○	○	

● Digraphs (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
● Vowels (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Grapheme</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Single consonants (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
● Vowels (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
● Blends (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
● Consonant, vowel digraphs, diphthongs (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
● Variant consonant and vowel sounds (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
● Special vowels (r-controlled, schwa) (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Structural Analysis</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Suffixes (See also Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
- plurals		<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
- dropping final "e"		<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
- change "y" to "i"		<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
- doubling final consonant		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
● Prefixes (See also Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
● Various word forms		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
- common spelling errors		<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
- contractions (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
- compound words (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
- abbreviations (See Language Mechanics)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Strategies</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Syllables (See Reading Operations)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
● Spelling generalizations and rules		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
- CV pattern		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
- CVC pattern		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
- CVC final "e" pattern		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
- CVVC pattern		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**STUDY AND RESEARCH SKILLS . . .**

. . . refers to the locating, selecting, and synthesizing information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.



**STRAND - COMPETENCY - SKILL - LEVEL**

<b>Graphical Format: Information</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Alphabetical sequence		●	●	●				
● Textbook								
- book parts, features			●	●	●	●	●	
- index				●	●	●	●	
- footnotes and bibliographies				●	●	●	●	
- table of contents		●	●	●	●	●	●	
<b>Graphical Format: Organize/Interpret</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Charts (See also Viewing/Representing)				●	●	●	●	
● Graphs and tables (See also Viewing/Representing)					●	●	●	
● Maps (See also Viewing/Representing)				●	●	●		
● Diagrams (See Viewing/Representing)				○	○	○	○	
<b>Notes</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Produce				●	●	●	●	
<b>Outline</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● General				●	●	●	●	
● Topical					●	●	●	
<b>Process</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Appropriate word for context		●	●	●	●	●	●	
● Classifying		●	●	●	●	●	●	
● Following directions		●	●	●	●			
● Generalization		●	●	●	●			
● Research					●	●	●	
● Summary			●	●	●	●	●	
● Test taking					●	●	●	
● Time and place relationships					●	●	●	
<b>Reference Form</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Encyclopedia, dictionary, glossary, sources			●	●	●	●	●	
● Thesaurus					●	●	●	
<b>Research Technology</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Computer				●	●	●	●	
<b>Source of Information</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>

● Best source of information		●	●	●	●	●	●	
● Card catalog				●	●	●	●	
● Dictionary			●	●	●	●	●	
● Encyclopedia			●	●	●	●		
● Library			●	●	●	●	●	
● Newspapers				●	●	●	●	
● Schedules					●	●		
● Time lines						●	●	

**VIEWING/REPRESENTING . . .**

. . . indicates obtaining information through the sense of vision from various graphic and physical (nonverbal) cues.

**STRAND - COMPETENCY - SKILL - LEVEL**

<b>Interpreting and Analyzing</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Pictures		●	●	●				
● Charts and tables		●	●	●	●	●	●	
● Bar graphs and pie charts			●	●	●	●	●	
● Line graphs					●	●	●	
● Diagrams				●	●	●	●	
● Maps		●	●	●	●	●	●	

**VOCABULARY . . .**

. . . is the acquisition of the meanings of words and includes the use of context clues, structural analysis, morphemes, knowledge of function words, and multiple word meanings.

**STRAND - COMPETENCY - SKILL - LEVEL**

<b>Context</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● How, where, when, who, what		●	●	●	●	●	●	
● Context clues		●	●	●	●	●	●	
● Context use, sentence and definitions		●	●	●	●	●	●	
<b>Word Meaning</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Antonyms		●	●	●	●	●	●	
● Classification		●	●	●	●	●	●	
● Colors								
● Figurative language			●	●	●	●	●	
● Homophones/homonyms		●	●	●	●	●	●	
● Homographs		●	●	●	●	●	●	

● Idiomatic expressions			●	●	●	●	
● Like and different	●	●	●	●	●	●	
● Metaphor			●	●	●	●	
● Multiple meanings		●	●	●	●	●	
● Onomatopoeia	●	●					
● Palindrome	●	●					
● Rhyming words	●	●	●				
● Simile		●	●	●	●	●	
● Synonyms	●	●	●	●	●	●	

**WRITING . . .**

. . . involves the process of drafting, revising, editing, and publishing in order to communicate facts, concepts, and emotions through description, persuasion, exposition, and narration.

**STRAND - COMPETENCY - SKILL - LEVEL**

<b>Awareness/Purposes</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Who, what, where, when, why (See Reading Operations)		○	○	○	○	○	○	
<b>Composition: Original</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Descriptive								
- rhymes and poems			●	●	●	●	●	
- sentences		●	●	●	●	●	●	
- multiple paragraphs				●	●	●	●	
● Expository								
- directions			●	●	●	●	●	
- forms and applications								
- letters				●	●	●	●	
- reports and reviews				●	●	●	●	
● Persuasive								
- persuasive writing					●	●	●	
- advertisements					●	●	●	
● Narrative								
- chronological order			●	●	●	●	●	
- action and realism			●	●	●	●	●	
<b>Dictate: Composition</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Retelling of story		●	●	●				
● Ending to open-ended stories		●	●	●				

● Replies to letters, articles		●	●					
<b>Handwriting</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Upper- and lower- case letters, manuscript and cursive		●	●	●	●			
● Left-to-right, top-to-bottom		●	●					
<b>Main Idea: Write</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Main idea		●	●	●	●	●	●	
● Topic sentence		●	●	●	●	●		
● Supporting details for main idea		●	●	●	●	●		
<b>Questions: Writing</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Reciprocal				●	●	●	●	
● Investigation					●	●	●	
<b>Response: Text</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Sentence summary about a storybook		●	●	●	●		●	
● Personal response to literature		●	●	●	●	●	●	
<b>Sequence</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Sequence events (See Reading Operations)		○	○	○	○	○	○	
● Logical order (See Reading Operations)		○	○	○	○	○	○	
<b>Support: Specific</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Sources of information (See Reading Operations)		○	○	○	○	○	○	
● Citations					●	●	●	
<b>Writing as a Process: Demonstrate</b>	<b>Ready</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Apply</b>
● Pre-writing		●	●	●	●	●	●	
● Drafting		●	●	●	●	●	●	
● Responding/Reviewing		●	●	●	●	●	●	
● Proofreading/Editing		●	●	●	●	●	●	
● Publishing		●	●	●	●	●	●	

# . . . . Teaching Reading

Teaching Reading is designed for classroom teachers, reading resource teachers, special education teachers, pre-service teachers, and staff developers. The materials address instructional needs for elementary teachers at the activity point in reading lessons. It is not “theory,” but rather application, “ready for immediate use.”

The material, arranged into modules for Word Identification, Vocabulary, Comprehension, and Application (Content Area Reading), contain five information features. The features are:

- ▶ **Keep in mind** begins each module and provides a review of information and background material to reinforce the teacher’s knowledge base about reading instruction for module.
- ▶ **Guidelines** introduce the over 185 instructional strategies and techniques and serve as a review by restating instructional suggestions and reminders. Guidelines update the reading knowledge base for the teacher.
- ▶ **Process** provides summarized descriptions of a “process” in reading. Steps in the strategy are included.
- ▶ **Boardwork** , complete and ready for immediate use, provides teachers with explaining tools for presentations and various kinds of group work. Worksheets may be modified and also used as boardwork by the teacher.
- ▶ **Worksheets** are complete and ready for immediate use as activity materials for the learner. Worksheets provide hands on work after students have learned. The learner may use them to supplement, enrich, or reinforce. The teacher may use worksheets for boardwork.

**Module contents** are:

- ▶ **Word Identification.**

Seventy strategies and techniques arranged into groups:

- Initial Decoding
- Sight Words
- Phonics
- Structural Analysis
- Mini lessons
- Songs and Chants
- Substitutions

- ▶ **Vocabulary**

Fifty-five strategies and techniques arranged into groups:

- Context
- Categorization
- Visual
- Figurative Language

- Vocabulary Overview
- Reinforce Definitions
- Extension

▶ **Comprehension**

Forty strategies and techniques arranged into groups:

- Main Idea
- Reading for Information
- Interpreting
- Using Questions
- Guidance
- Retelling
- Teacher Modeling

▶ **Application**

Twenty strategies and techniques arranged into groups:

- Thematic Reading
- Expository Reading
- Write to Read
- Higher Order Reading
- Study Techniques
- Independent Study

- - - - **WORD IDENTIFICATION** - - - -

**Keep in mind, word identification . . . . .**

- is seeking and regaining meaning from print.
- includes sight words and decoded words.
  - sight words are recognized on sight - no analysis.
  - decoded words are translated unknown words - must analyze.
- is essential to vocabulary development.
- is sometimes considered the same as vocabulary.
- is necessary for comprehension.

**Teaching word identification . . . . .**

- must be systematic and planned.
- helps readers understand the written language.
- must provide opportunities to apply skills in meaningful situations - use the words.
- seeks to develop phonics, structural analysis, contextual analysis and whole word recognition.
- seeks automaticity of word identification - becomes intuitive on the reader's part.
- considers that students learning to read rely predominantly on letter-sound relationships to identify words.
- requires oral language achievement as a basis.

**Word Identification . . . . . Initial Decoding**

**Initial decoding skills . . . . .**

- can be developed through . .

- use of picture clues - relating pictures to words and text;
- function words - structure, sight words that hold meaning together;
- prompting - teachers tell children words;
- oral context - hearing other people use words.
- assist students to a fast start in reading.
- make initial reading comfortable and rewarding.
- are used for beginning reading instruction.
- lead to permanent skills - use of context, structural analysis, phonics, and dictionary usage.

**WORKSHEET  
PICTURE DICTIONARY  
(Lower grade levels)**

Draw a picture of each of the words on this sheet.

1. baby
2. dog
3. car

**WORKSHEET  
FUNCTION WORDS  
(Lower grade levels)**

The following sentences contain only structure words. Read each sentence silently. Then write in naming words (nouns) and action words (verbs) that make sense in the sentence.

1. The \_\_\_\_\_ would \_\_\_\_\_ them later.
2. The \_\_\_\_\_ will \_\_\_\_\_ just as soon as he possibly \_\_\_\_\_.
3. The \_\_\_\_\_ have \_\_\_\_\_ done.
4. In the \_\_\_\_\_ it often \_\_\_\_\_.

**WORKSHEET  
FUNCTION WORDS  
(Lower/middle grade levels)**

In the following paragraphs, only certain words appear. In the first paragraph, complete the sentences using nouns and verbs. In the second paragraph, use function words. Then compare the two paragraphs.

1. The \_\_\_\_\_ and the \_\_\_\_\_ \_\_\_\_\_ . The \_\_\_\_\_  
\_\_\_\_\_ with a \_\_\_\_\_ and \_\_\_\_\_ . Their \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ .
2. \_\_\_\_\_ puppy \_\_\_\_\_ \_\_\_\_\_ kitten were friends. \_\_\_\_\_ two played \_\_\_\_\_  
\_\_\_\_\_ ball \_\_\_\_\_ bell. \_\_\_\_\_ names were Shep \_\_\_\_\_ Kit-Kat.

**PROCESS  
PROMPTING SEQUENCE  
(Lower grade levels)**

Prompting sequence . . . .

- provides a guide when an unknown word is encountered.

Steps:

1. Skip/guess.

- Skip word and guess meaning on context clues and continue to read.
2. Sound out.  
If continuing to read results in lost meaning, return to the word and sound it out. If these steps fail.....
  3. Ask/replace.  
Ask for help or replace the word with one that makes sense. Any word will do as long as meaning remains.

**PROCESS  
ORAL CONTEXT  
(All grade levels)**

To develop oral context skills . . . .

- provide a quantity and a variety of activities to use language in an oral context.
- provide activities for students to . . . .
  - listen to others read.
  - assist others in reading.
  - develop skills and content from class discussions.
  - develop skills and content from small group discussions.
- use choral reading, first in pairs (imprinting), small groups, then as larger groups.

**Word Identification** ..... **Sight Words**

**Sight words** . . . .

- provide the basis for beginning reading.
- are the words students need to recognize in print.
- are best taught at the beginning of reading instruction.
- come from high usage words encountered in books and from sight word lists.
- are best learned through usage in a variety of settings.
- are taught extensively as part of a basal reader.

**WORKSHEET  
LIKE AND DIFFERENT  
(Lower grade levels)**

Circle the one word in each line that is different from the rest.

- |    |      |      |      |      |      |
|----|------|------|------|------|------|
| 1. | new  | new  | now  | new  | new  |
| 2. | farm | norm | farm | farm | farm |
| 3. | near | near | near | nest | near |
| 4. | cot  | cot  | cot  | cot  | cat  |
| 5. | fit  | fat  | fit  | fit  | fit  |

**WORKSHEET  
MATCHING  
(Lower grade levels)**

Draw a line between the matching word pairs.

- |      |      |
|------|------|
| high | away |
| near | work |
| away | high |
| came | name |
| name | came |



work

near

**WORKSHEET  
CATEGORIZATION  
(Lower grade levels)**

Circle the words in each group that go together.

dog

tiger

horse

elephant

wagon

lion

zebra

basket

camel

monkey bars

doll

slide

wagon

swing

kite

book

ball

candle

**WORKSHEET  
ALPHABETICAL ORDER  
(Lower grade levels)**

Look at these three groups of words. Two are alphabetized incorrectly and one is correct. Circle the group of words that is alphabetized correctly.

Group 1

Group 2

Group 3

be

dog

be

dog

egg

dog

fort

fort

egg

egg

be

fort

**WORKSHEET  
ALPHABETICAL ORDER  
(Lower grade levels)**

Print each list of five words in correct alphabetical order on the lines below each list.

near

child

below

under

time

paper

river

once

earth

along

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WORKSHEET  
ALPHABETICAL ORDER  
(Lower grade levels)**

Print the words in alphabetical order.

triangle

\_\_\_\_\_

plural

\_\_\_\_\_

forward	_____
oxygen	_____
difficult	_____
chance	_____
smell	_____
afraid	_____
plow	_____
small	_____

**WORKSHEET**  
**ALPHABETICAL ORDER**  
**(Middle grade levels)**

Rewrite the words in each group in alphabetical order.

halo	_____	foot	_____
hand	_____	foil	_____
half	_____	fore	_____
habit	_____	folk	_____
hack	_____	fog	_____
earmuff	_____	mouth	_____
earl	_____	mouse	_____
earth	_____	mourn	_____
earn	_____	mound	_____
earring	_____	moult	_____

**WORKSHEET**  
**CONTEXT**  
**(Middle grade levels)**

Write in the word that fits in each blank in the sentence.

- The game was \_\_\_\_\_.  
(over, once)
- It was their \_\_\_\_\_ to buy a \_\_\_\_\_ for their mother on her birthday.  
(plant, plan)
- The \_\_\_\_\_ had a new \_\_\_\_\_.  
(baby, bootee)
- She fell on the \_\_\_\_\_ because it was so \_\_\_\_\_.  
(steep, step)
- Jack \_\_\_\_\_ to me because he had promised that he would \_\_\_\_\_.  
(wrote, write)

**WORKSHEET**  
**CONTEXT**  
**(Middle grade levels)**

Underline the correct word in each sentence.

- The first colonists arrived in America aboard sailing \_\_\_\_\_ (vassals, vessels).
- Indians in the old west lived in \_\_\_\_\_ (tepees, totems) constructed from animal skins and trees.
- Rob caught the \_\_\_\_\_ (football, baseball) and threw it to home plate to cut off the runner.
- The teacher wrote the vocabulary terms on the \_\_\_\_\_ (sidewalk, chalkboard).

5. All of the \_\_\_\_\_ (cast, case) members knew their parts for the play.
6. Prices on the menu indicated that any meal would be \_\_\_\_\_ (expansive, expensive).

**Word Identification** ..... **Phonics**

**Phonics** . . . .

- are best taught in personalized lessons.
- instruction is enhanced if the student already knows some terms containing the phonics patterns and sounds.
- instruction follows a sequence of oral to written.
- focuses on initial sounds followed by ending sounds.
- instruction provides extra practice for pupils who need developmental activities.

**WORKSHEET**  
**VISUAL DISCRIMINATION - MATCHING LETTERS**  
 (Lower grade levels)

Circle each letter in the row that is the same as the letter in the shaded box in the left column.

<b>C</b>	<b>C</b>	<b>O</b>	<b>Q</b>	<b>O</b>
<b>g</b>	<b>d</b>	<b>g</b>	<b>b</b>	<b>g</b>
<b>B</b>	<b>D</b>	<b>G</b>	<b>H</b>	<b>B</b>
<b>m</b>	<b>n</b>	<b>m</b>	<b>g</b>	<b>r</b>
<b>T</b>	<b>L</b>	<b>U</b>	<b>T</b>	<b>H</b>
<b>a</b>	<b>e</b>	<b>a</b>	<b>o</b>	<b>u</b>

**WORKSHEET**  
**VISUAL DISCRIMINATION - MATCHING CASE**  
 (Lower grade levels)

Draw a line from the capital letter at the left of the box to the matching lowercase letter at the right of the box.

<b>A</b>	<b>b</b> <b>a</b> <b>e</b>	<b>B</b>	<b>b</b> <b>c</b> <b>p</b>	<b>E</b>	<b>a</b> <b>m</b> <b>e</b>
<b>M</b>	<b>m</b> <b>o</b> <b>u</b>	<b>T</b>	<b>p</b> <b>t</b> <b>m</b>	<b>W</b>	<b>w</b> <b>x</b> <b>y</b>
<b>G</b>	<b>g</b> <b>n</b> <b>r</b>	<b>H</b>	<b>d</b> <b>g</b> <b>h</b>	<b>R</b>	<b>d</b> <b>r</b> <b>f</b>

**WORKSHEET**  
**VISUAL DISCRIMINATION - LETTER SEQUENCE**  
 (Lower grade levels)

Circle every word in the row that is the same as the word in the shaded box in the left column.

it	at	in	up	it
on	of	on	no	on
is	as	us	is	s

sat	hat	sat	say	sad
can	cat	pan	can	cap
dug	dug	bug	dog	dug

**WORKSHEET**  
**VISUAL DISCRIMINATION - WORD FORMS**  
**(Lower grade levels)**

Underline every word in the row that is the same as the first word (in the shaded box).

lake	small	the	lake	name
word	take	word	each	word
cat	can	cat	rat	cat
hand	band	sand	hand	hand

**WORKSHEET**  
**AUDITORY DISCRIMINATION - GENERAL RHYMES**  
**(Lower grade levels)**

Listen to the sentence and supply three words that rhyme with the last word in each sentence.

1. Be sure to wear a hat. (bat, mat, cat)
2. What are you going to make?
3. Everyone looked at Ray.
4. The water pipe has a leak.
5. "Open your book."

**WORKSHEET**  
**AUDITORY DISCRIMINATION - NUMBER RHYMES**  
**(Lower grade levels)**

Name a number word that rhymes to complete each sentence.

1. Fine and line rhyme with \_\_\_\_\_.
2. Sore and door rhyme with \_\_\_\_\_.
3. Blue and shoe rhyme with \_\_\_\_\_.
4. Hate and gate rhyme with \_\_\_\_\_.
5. Mix and fix rhyme with \_\_\_\_\_.

**WORKSHEET**  
**AUDITORY DISCRIMINATION - COLOR RHYMES**  
**(Lower grade levels)**

Write a color word that rhymes with the two given words.

Example: "Name the color that rhymes with rink and think. \_\_\_\_\_."

1. dead and head. \_\_\_\_\_ (*red*)

2. clean and lean. \_\_\_\_\_ (*green*)
3. tray and play. \_\_\_\_\_ (*gray*)
4. mellow and bellow. \_\_\_\_\_
5. flack and clack. \_\_\_\_\_
6. mink and sink. \_\_\_\_\_
7. man and pan. \_\_\_\_\_
8. drown and town. \_\_\_\_\_

**WORKSHEET**  
**AUDITORY DISCRIMINATION - DIVIDING SOUNDS**  
**(Lower grade levels)**

Divide words into sounds and pronounce.

Example:            rob        /r/-/o/-/b/  
                       be        /b/-/e/  
                       dine      /d/-/i/-/n/

- |                        |                        |
|------------------------|------------------------|
| 1. no            _____ | 6. so            _____ |
| 2. bat           _____ | 7. by            _____ |
| 3. mob          _____  | 8. tub          _____  |
| 4. pin           _____ | 9. me          _____   |
| 5. cave         _____  |                        |

**BOARDWORK**  
**AUDITORY DISCRIMINATION - FINAL SOUNDS**  
**(Lower grade levels)**

Pronounce pairs of words, some of which end with the same sound. If two words end with the same sound, the students respond "same" and show thumbs up; if the final sounds are different, they say "different" and show thumbs down.

1. set and cat (*same*)
2. can and bat (*different*)
3. fog and pig (*same*)
4. five and four (*different*)
5. lady and boy
6. six and tax
7. three and deer
8. two and duo

**WORKSHEET**  
**INITIAL CONSONANT SOUNDS - MATCHING**  
**(Lower grade levels)**

Draw a line between the two words that begin with the same letter.

need	zoo
book	make
toad	case
meal	flowers
zebra	nest
horse	basket
came	turkey
fish	drink

dream house

**WORKSHEET**  
**INITIAL CONSONANT SOUNDS**  
**(Lower grade levels)**

In each blank space, add the letter above each group of words. Pronounce each word.

c	d	f	l	s
___at	___og	___at	___og	___ob
___up	___ad	___it	___ab	___ad
___ap	___en	___og	___ad	___it
___ot	___oe	___ad	___it	___ag
___od	___ig	___ar	___et	___od

**WORKSHEET**  
**INITIAL CONSONANT SOUNDS**  
**(Lower grade levels)**

In each blank space, write one of the letters *h*, *w*, or *g*. Be sure that the letter you choose makes a word. Pronounce the word.

___im	___ot	___ip	___ub
___et	___un	___ad	___id
___um	___ut	___ig	___ug

**WORKSHEET**  
**INITIAL CONSONANT SOUNDS**  
**(Lower grade levels)**

In each blank space, add any letter that will make a word. Pronounce the word.

___ug	___og	___eg	___at
___ox	___un	___it	___op
___ad	___ig	___ub	___in

**WORKSHEET**  
**INITIAL CONSONANT SOUNDS - SUBSTITUTION**  
**(Lower grade levels)**

Change the first letter and make a naming word for something living.

Example: dish \_\_\_ish (fish)

log	___og	hat	___at
half	___alf	coat	___oat
purse	___urse	nice	___ice

**WORKSHEET**  
**INITIAL CONSONANT SOUNDS - SUBSTITUTION**  
**(Lower grade levels)**

On the line following each word, write a new word by changing the first letter to the next letter in the alphabet. Then pronounce the new word and use it in a sentence.

bake	_____	cot	_____
ball	_____	cry	_____
book	_____	candy	_____

**BOARDWORK**

## CONSONANT BLENDS/DIGRAPHS - BLENDS

(Lower and middle grade levels)

Prepare columns showing three different blends, one of which is correct. Pronounce a word that begins with one of the blends: "blue," "stand," "train," and so on. Students select the blend that is heard at the beginning of the stimulus word.

<i>blue</i>	<i>stand</i>	<i>train</i>	<i>play</i>	<i>smoke</i>
br	st	gl	pr	sn
pl	sl	tr	bl	sm
bl	sm	sk	pl	sp

## BOARDWORK

### CONSONANT BLENDS/DIGRAPHS - BLENDS

(Lower and middle grade levels)

Duplicate a series of key words that emphasize the common letter in a number of consonant blends, such as *r*, *l*, and *s*. Provide each child with a copy. Lead children in seeing and saying the blends and the key words in each column: for example the letter *r* in *br* as in bring, *cr* as in cry, *dr* as in drum.

<i>See the r</i>	<i>See the l</i>	<i>Begins with s</i>
br - bring	bl - blue	sl - sleep
cr - cry	cl - clean	sk - sky
dr - drum	fl - fly	sm - small

## WORKSHEET

### CONSONANT BLENDS/DIGRAPHS - ADD A BLEND

(Lower and middle grade levels)

Write the letters at the top of the column in each of the following blank spaces. Pronounce the words.

<i>br</i>	<i>sp</i>	<i>cl</i>	<i>sw</i>
____ain	____eak	____ean	____im
____ake	____oon	____oth	____eet
____an	____ace	____ay	____ay
____own	____in	____imb	____ell

## WORKSHEET

### CONSONANT BLENDS/DIGRAPHS - CHANGE A BLEND

(Lower and middle grade levels)

In each blank space write the blend shown on the left. Pronounce each word.

(br) ____own	(sp) ____ill	(sk) ____ate
(cr) ____own	(st) ____ill	(pl) ____ate
(dr) ____own	(sk) ____ill	(st) ____ate

## WORKSHEET

### CONSONANT BLENDS/DIGRAPHS - DIGRAPHS

(Lower and middle grade levels)

Read the clue word. Following each clue, complete a word that has the opposite meaning. Use one of the digraphs *ch*, *th*, *sh*, or *wh*. Pronounce the word.

Example: pride \_\_\_\_ame (write *sh* for shame)

1. adult                      \_\_\_\_ild
2. tall                        \_\_\_\_ort

3. open \_\_\_\_\_ut  
 4. fat \_\_\_\_\_in

**WORKSHEET**  
**CONSONANT BLENDS/DIGRAPHS - DIGRAPHS**  
**(Lower and middle grade levels)**

Read the clue. Build a word, using *ch*, *sh*, *th*, or *wh*, that fits the clue. Pronounce the word.

- Example: can dig with this \_\_\_\_\_ovel (sh)  
 1. fits on foot \_\_\_\_\_oe  
 2. not very tall \_\_\_\_\_ort  
 3. round and rolls \_\_\_\_\_eel  
 4. speaking very softly \_\_\_\_\_isper

**WORKSHEET**  
**CONSONANT BLENDS/DIGRAPHS - END DIGRAPHS**  
**(Lower and middle grade levels)**

Read the clue word. Complete the word that follows using one of the digraphs *ch*, *sh*, or *th*. Pronounce the word.

- |       |             |           |             |
|-------|-------------|-----------|-------------|
|       | <i>Clue</i> |           | <i>Clue</i> |
| fruit | pea_____    | vegetable | squa_____   |
| two   | bo_____     | direction | nor_____    |
| month | Mar_____    | meal      | lun_____    |
| trail | pa_____     | worship   | chur_____   |

**WORKSHEET**  
**CONSONANT BLENDS/DIGRAPHS - CONTEXT BLENDS**  
**SENTENCES**  
**(Middle grade levels)**

In each sentence select and write, in the space, the word that begins with the key consonant blend in the underlined word that makes sense.

1. Since I was still very sleepy, my mind seemed to be working very \_\_\_\_\_.  
 quickly  
 slowly  
 poorly
2. Mary had to drive twenty miles to see the \_\_\_\_\_.  
 animals  
 children  
 twins
3. Since the grain was planted several months ago, the field now looks \_\_\_\_\_ and beautiful.  
 green  
 ripe  
 yellow

**WORKSHEET**  
**CONSONANT BLENDS/DIGRAPHS - DIGRAPHS - SENTENCES**  
**(Upper grade levels)**

Select and underline the word that makes sense and begins with the same consonant digraph as the key word.

shape



1. Since the mower had \_\_\_\_\_ new blades, mowing the grass was quick.  
sharp  
heavy  
shipment

- wheeze  
2. A \_\_\_\_\_ is a platform that is built over water to which ships can load and unload.  
wharf  
dock  
whale

**WORKSHEET**  
**PHONICS SKILLS AND CONTEXT SKILLS**  
**(Lower to middle grade levels)**

Read the clue. What do they do? Write the correct word in the space. Pronounce the word.

*Clue*

- |           |       |              |
|-----------|-------|--------------|
| 1. dogs   | _____ | (bark, dark) |
| 2. birds  | _____ | (sly, fly)   |
| 3. boats  | _____ | (hail, sail) |
| 4. towels | _____ | (cry, dry)   |

**WORKSHEET**  
**PHONICS SKILLS AND CONTEXT SKILLS**  
**(Lower to middle grade levels)**

Read the clue. Complete the word that fits the clue. Use one of the letters *c* or *t* to make a word that fits the clue. Pronounce the word.

*Clue*

- |          |       |      |
|----------|-------|------|
| 1. money | _____ | ash  |
| 2. bath  | _____ | ub   |
| 3. brush | _____ | eeth |
| 4. spins | _____ | op   |

**WORKSHEET**  
**PHONICS SKILLS AND CONTEXT SKILLS**  
**(Lower to middle grade levels)**

Read the clue. Add the first letter to make a word that fits the clue. Pronounce the word.

*Clue*

- |                    |       |     |
|--------------------|-------|-----|
| 1. not small       | _____ | ig  |
| 2. lives on a farm | _____ | ig  |
| 3. shopping center | _____ | all |

**WORKSHEET**  
**PHONICS SKILLS AND CONTEXT SKILLS**  
**(Lower grade levels)**

Circle the word that begins with the same letter and makes sense in the sentence.

1. The little k\_\_\_\_\_ did not want to stay in the basket.  
kite  
kitten  
kitchen
2. The baby bird was b\_\_\_\_\_ enough to hop out of the nest.  
brave

brown

barn

3. Jim wanted very much to p\_\_\_\_\_ the game.

play

point

pint

### WORKSHEET

#### PHONICS SKILLS AND CONTEXT SKILLS - FUN WITH WORDS - DOUBLE "D" WORDS (Lower grade levels)

The word *dog* will fit in one space in each sentence below. One other word that also begins with *d* will fit in each of the other spaces. Complete the sentences.

1. \_\_\_\_\_ the \_\_\_\_\_ with the towel.
2. The towel will \_\_\_\_\_ the \_\_\_\_\_.
3. The \_\_\_\_\_ can \_\_\_\_\_ off in the sun.

Write 3 more sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### WORKSHEET

#### PHONICS SKILLS AND CONTEXT SKILLS - FUN WITH WORDS - TRIPLE "D" WORDS (Lower grade levels)

Each sentence has three missing words. Each missing word begins with the letter *d*. The words *dig*, *did*, and *dad* fit in each sentence. Where does each word fit?

1. D\_\_\_\_\_ said he d\_\_\_\_\_ d\_\_\_\_\_ that hole.
2. D\_\_\_\_\_ d\_\_\_\_\_ d\_\_\_\_\_ the hole?
3. When d\_\_\_\_\_ d\_\_\_\_\_ d\_\_\_\_\_ that hole?

Write 3 more sentences:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### HIGH UTILITY GENERALIZATIONS

#### (All grade levels)

1. C rule - (*a, o, u* = k sound; *e, i, y* = s sound)
2. G rule - (*a, o, u* = hard sound: go, garden; *e, i, y* = soft sound: j sound)
3. CVC rule - (vowel has soft sound: hat, pot, cup, sit)
4. Vowel digraphs - (short, diphthongs: *oi* and *ou*)
5. VCE (final E) - (two vowels in same word and one is an e at the end of the word, the first is long and the e is silent: cape, rope)
6. CV rule - (when a vowel follows a consonant it is usually long: no, we, be)
7. R-controlled vowels - (vowels that appear before the letter r are usually neither long nor short but tend to be covered up or swallowed by the sound: person, herself, order, fare)
8. Phonograms - (sound clusters: ack, ay, eat, ide, ill, ing, oke, uck, etc., "Ann ran, A man ran, A ram ran")

### WORKSHEET

#### C RULE

**(Lower grade levels)**

Say each word softly aloud, then on each blank space write *s* or *k* to show the sound of the letter *c*.

- |            |             |             |
|------------|-------------|-------------|
| ___ cat    | ___ comb    | ___ ceiling |
| ___ center | ___ citizen | ___ cuff    |
| ___ color  | ___ cellar  |             |

**WORKSHEET  
C RULE - TRIPLE "C" WORDS  
(Lower grade levels)**

Each sentence has three missing words. Each missing word begins with the letter *c*. The words *Candy*, *candy*, and *cane* fit in each sentence. Where does each word fit?

- Does \_\_\_ have a \_\_\_.
- Yes, the \_\_\_ belongs to \_\_\_.
- Will \_\_\_ eat her \_\_\_?
- \_\_\_ may eat the \_\_\_.

Write 3 more sentences.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**WORKSHEET  
G RULE  
(Lower grade levels)**

Pronounce each word softly, then in each blank space write *g* or *j* to show the sound that *g* represents.

- |            |             |          |
|------------|-------------|----------|
| ___ George | ___ goat    | ___ gem  |
| ___ gum    | ___ giant   | ___ gave |
| ___ garden | ___ general | ___ gold |
| ___ game   | ___ gentle  | ___ gun  |

**WORKSHEET  
CVC RULE  
(Lower grade levels)**

Read the clue. Use one of the vowel letters *a*, *e*, or *o* to spell the word that fits the clue. Pronounce each word.

Example: spider                      w\_\_b      (use *e* to spell web)

*Clue*

- |            |       |
|------------|-------|
| 1. fishing | n__t  |
| 2. chicken | h__n  |
| 3. steal   | r__b  |
| 4. bird    | n__st |
| 5. paper   | b__g  |

Write three clues and the words that go with them.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**WORKSHEET**

**CVC RULE**  
**(Lower grade levels)**

Use one of the vowel letters *i*, *u*, or *e* to spell the word. Pronounce each word.

*Clue*

- |          |       |
|----------|-------|
| 1. chew  | g__m  |
| 2. color | r__d  |
| 3. tops  | sp__n |
| 4. plane | j__t  |
| 5. ruler | k__ng |

**BOARDWORK**  
**VOWEL DIGRAPHS (oi DIPHTHONGS)**  
**(Lower grade levels)**

Place several words on the board that illustrate the diphthong sound *oy* (column A). In column B, change the spelling to *oi*, and in column C, add a final consonant to form a known word.

<u>A</u>	<u>B</u>	<u>C</u>
boy	boi	boi_
toy	toi	toi_
joy	joi	joi_
coy	coi	coi_

**WORKSHEET**  
**VOWEL DIGRAPHS (ou DIPHTHONGS)**  
**(Lower grade levels)**

Circle the words that rhyme in each column.

show	four
slow	pour
now	sour

found	throw
pour	grow
round	how

Write two more groups.

_____	_____
_____	_____
_____	_____

**WORKSHEET**  
**VCE RULE**  
**(Lower grade levels)**

In each sentence, two words need a vowel. The same vowel letter fits in both blanks. One word will have the short sound; the other will have the long sound. Add in the vowel that makes sense.

1. John said, "I would h\_\_te to lose my new h\_\_t."
2. Do n\_\_t forget to leave a n\_\_te.
3. I h\_\_pe the rabbit will not h\_\_p on the flowers.

Write 3 more sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_

**WORKSHEET**  
**VCE RULE**  
**(Lower grade levels)**

Every word with a blank space ends with a silent e. Each blank space needs a vowel. This vowel will have its long vowel sound. Complete all the words so that each sentence makes sense.

1. D\_\_ve, M\_\_ke, and K\_\_te m\_\_de plans for a picnic.
2. M\_\_ke will b\_\_ke a c\_\_ke.
3. K\_\_te will t\_\_ke a l\_\_me-and-lemon drink.

Write 3 more sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**BOARDWORK**  
**CV RULE**  
**(Lower grade levels)**

When the only vowel in a word comes at the end of the word, it usually has a long sound.

1. Place on the board words that contain one vowel in final position.  
we be me she he no
2. Have the students pronounce each word, noting the vowel at the end of the word and the sound it represents.
3. Invite students to supply a generalization covering these words (one final vowel has the long sound).

**BOARDWORK**  
**R CONTROLLED VOWELS**  
**(Lower grade levels)**

Following are some of the more common *r controlled* vowel words for use as board work or seat work exercises. Have students add words to each list.

<i>-ar</i>		<i>-or</i>
car	yard	for
farm	park	corn
march	card	storm
part	far	horn
star	smart	short
_____	_____	_____
_____	_____	_____

<i>-ir</i>	<i>-ur</i>	<i>-er</i>
shirt	fur	her
fir	nurse	person
skirt	hurt	term
first	burn	serve
_____	_____	_____
_____	_____	_____



-can help in understanding word meanings.

**PROCESS  
CONTEXT ANALYSIS  
(All grade levels)**

Context analysis . . . .

- begins and ends with the word in context.
- provides ongoing word meaning emphasis.

Steps:

1. Select a word from context (passage).
2. Write the word on the board.
3. Divide the word (syllables, prefixes, root, etc.)
4. Discuss clues used to divide the word.
5. Return word to context.

**WORKSHEET  
INFLECTIONAL ENDINGS  
(Lower grade levels)**

Add the endings to the base words. Print each word with its new ending in the right space.  
Pronounce each word.

	<i>s</i>	<i>ed</i>	<i>ing</i>
jump			
look			
pick			
ask			

**WORKSHEET  
SUFFIXES  
(Lower grade levels)**

Write the plural of each word on the line beside the word. Pronounce each word.

wolf	_____	berry	_____
goose	_____	witch	_____
loaf	_____	fox	_____
fly	_____	dress	_____

**WORKSHEET  
SUFFIXES  
(Middle grade levels)**

Underline the word with the proper suffix to make sense in the sentence.

1. We \_\_\_\_\_ the suitcases in the car and started down the driveway.  
stows  
stowed  
stowing
2. The arc of the rainbow was \_\_\_\_\_ than a mountain.  
higher  
highly

- highest
3. Ted was \_\_\_\_\_ up water from the stream with his hand.
- scooped  
scoops  
scooping

**WORKSHEET**  
**PREFIXES AND SUFFIXES**  
**(Middle grade levels)**

Note the underlined word in each clue. Add a prefix and suffix to that word so that the new word fits the clue. Pronounce each word.

Example: to not deserve trust (un)trust(worthy)  
Helpers: (dis- un-) (-ful -able -ment -ness)

- |                                   |                    |
|-----------------------------------|--------------------|
| 1. you can't <u>avoid</u> it      | _____ avoid _____  |
| 2. a failure to <u>agree</u>      | _____ agree _____  |
| 3. can't <u>depend</u> on him     | _____ depend _____ |
| 4. does not tell the <u>truth</u> | _____ truth _____  |

Write 3 more phrases with a prefix/suffix word.

- |          |       |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

**WORKSHEET**  
**COMPOUND WORDS**  
**(Lower grade levels)**

Use the word in the column on the left with each word on the right to make three compound words. Write each compound word on the line under the word you used to make it.

book	keeper	case	worm
fire	_____	_____	_____
play	_____	_____	_____
sun	_____	_____	_____

**WORKSHEET**  
**COMPOUND WORDS - MATCHING**  
**(Lower grade levels)**

Draw a line between the two words that make a compound word.

snow	day
air	ball
barn	print
foot	yard
birth	plane

**WORKSHEET**  
**COMPOUND WORDS**  
**(Upper grade levels)**



Write a new compound word that makes sense in each sentence from using parts of the two compound words under the blank space.

- The strong wind makes the \_\_\_\_\_ go very fast on the choppy lake.  
motorboat  
sailfish
- The pioneer girl on her way West very much desired to have a \_\_\_\_\_.  
houseboat  
playground
- The children who lived in the orphanage made the biggest \_\_\_\_\_ of all.  
snowflake  
stockman

### WORKSHEET CONTRACTIONS

(Lower and middle grade levels)

Write the contraction for each of the following word pairs. Pronounce each contraction.

they - are	_____	I - have	_____
she - is	_____	should - not	_____
must - not	_____	here - is	_____
would - not	_____	they - have	_____
can - not	_____	they - are	_____
is - not	_____	we - are	_____

### WORKSHEET CONTRACTIONS

(Lower and middle grade levels)

Write the two words that make up each contraction.

can't	_____	_____
won't	_____	_____
she's	_____	_____
they'll	_____	_____

### WORKSHEET CONTRACTIONS

(Lower and middle grade levels)

In the blank space following each sentence, write the contraction for the italicized words. Pronounce the word.

Example: She *can not* go to the game. can't

- We will* need to put out the campfire. \_\_\_\_\_
- Jack *did not* do his homework last night. \_\_\_\_\_
- Let us* run to the store. \_\_\_\_\_
- Mary *could not* play out in the rain. \_\_\_\_\_
- Mike's mother *would not* let him go. \_\_\_\_\_
- They are* all going to the mall. \_\_\_\_\_
- Sue *is not* the one with the blue dress. \_\_\_\_\_
- Do not* run in the hall. \_\_\_\_\_

### PROCESS SYLLABICATION

**(Lower and middle grade levels)**

Syllabication . . . .

- helps children deal with longer words.
- is best taught by presenting many examples then leading students to a generalization.

High frequency syllabication generalizations . .

- divide words between a prefix and a root or base word.

*inter-state                      sub-division                      tri-angle*

- divide words between two root or base words.

*foot-ball                      may-be                      moon-beam*

- divide words between a suffix and a root or base word.

*small-est                      play-ing                      high-er*

**BOARDWORK  
SYLLABICATION**

**(Lower and middle grade levels)**

Following is a list of words for group activity. Ask students to say the words aloud and listen for the syllables. Let them clap once for each syllable.

1. joyful
2. cream
3. heartless
4. resort
5. godchild
6. gazebo
7. dream
8. remember

**WORKSHEET  
SYLLABICATION**

**(Lower and middle grade levels)**

Write the number of syllables in the blank following the word.

- noon \_\_\_\_\_
- track \_\_\_\_\_
- rocker \_\_\_\_\_
- disaster \_\_\_\_\_
- simple \_\_\_\_\_
- adventure \_\_\_\_\_
- entertainment \_\_\_\_\_

**Word Identification . . . . . Mini Lessons**

**Mini lessons . . . .**

- are whole class or group lessons that last 5 to 10 minutes.
- allow teachers to quickly get to the point.
- teach from whole to parts to whole.

Steps:

1. Identify need.
2. Model a solution to the need.
3. Directly teach solution.
4. Provide guided and independent practice.

5. Practice format of how “skill” will be evaluated in future.

**Word Identification** ..... **Songs and Chants**

**Songs and chants** . . . .

- can encourage learning selected concepts easily and quickly.
- serve three purposes . . .
  - make rote learning tasks easy to remember.
  - provide a springboard into rich experiences with literature, song, drama, etc.
  - provide variety for rote learning.

**THE “VOWEL” SONG**

Sing to the tune for “Twinkle, Twinkle, Little Star.”

Verse One:     The vowels we know  
                          And you can hear,  
                          That we say them perfectly,  
                          a as in April  
                          a as in and  
                          Don’t you think that is so grand!  
                          e as in end  
                          e as in easy

Verse Two:     Now let us really, really get busy!  
                          i as in if  
                          i as in ill  
                          Let’s go on, if you will!  
                          o as in open  
                          o as in out  
                          One more, so - - don’t you pout!  
                          u as in under  
                          u as in use

                          We are through, what good news!

[Adapted from Reutez, D., Cooter, R. (1996). Teaching Children to Read: From Basals to Books. Merrell]

**THE “SILENT E” SONG**

The “Silent e” song is a rap. Direct students to snap their fingers in a moderately slow, steady rhythm as one child performs the song.

When you have an e at the end of a word,  
The e is silent so it’s never heard.  
The first vowel almost always says it’s name,  
Follow this rule below, you’ll find it’s the same . . .

c-a-m-e, came  
P-e-t-e, Pete  
l-i-k-e, like  
h-o-m-e, home  
c-u-t-e, cute

Remember this and be sure to use  
The first vowel’s name in this reading game!

[Adapted from Reutez, D., Cooter, R. (1996). Teaching Children to Read: From Basals to Books. Merrell]

### THE "VOWEL PAIRS" SONG

The "Vowel Pairs" song is a rap. Direct students to snap their fingers in a moderately slow, steady rhythm as one child performs the song.

When you have two vowels  
you have a pair.  
The first vowel's name  
is the name they share.

When you see two vowels  
side by side,  
The second vowel's name  
will usually hide.

ee says e - - as in meet  
ea says e - - as in read  
ay says a - - as in day  
oa says o - - as in boat  
ai says a - - as in paid

If by chance you find  
that this won't do,  
Then try the second vowel's name  
this might work, too!

[Adapted from Reutez, D., Cooter, R. (1996). Teaching Children to Read: From Basals to Books. Merrell]

### Word Identification ..... Substitutions

#### Substitutions . . . .

- serve as a bridge between memorized, known words and settings into new reading situations.
- help students focus on print.
- help students recognize known words in other settings.

Three types of substitutions:

1. Inventions.
  - take a word from a sentence.
  - substitute it for a word in another sentence.
  - ask students to locate the word that has been substituted.
2. Errors.
  - take a word from a sentence.
  - substitute a word that does not make sense.
  - ask students to find the word that does not make sense.
3. Spoonerisms.
  - take the first letter of two words and transpose them to alter pronunciation.
  - help students focus on initial letter sounds.

### WORKSHEET INVENTIONS (All grade levels)

- Steps:
1. Select a passage:  
"Jack and Jill went up the hill . . ."
  2. Change to:  
"Jack and Jill went down the hill . . ."
  3. Take other passages and change:  
" . . . invent . . . "

**WORKSHEET  
ERRORS  
(All grade levels)**

- Steps:
1. Select a passage:  
"Mary had a little lamb."
  2. Write as:  
"Mary had a little mouse."
  3. Locate errors and correct.
  4. Have students create more.

**WORKSHEET  
SPOONERISMS  
(All grade levels)**

- Steps:
1. Select a passage:  
"Mary had a little lamb."
  2. Write as:  
"Larry had a little mamb."
  3. Have students create more passages on their own.  
(Note: Change initial consonants and consonant blends).

- - - - **VOCABULARY** - - - -

**Keep in mind, vocabulary . . . .**

- involves definition and context.
- must emphasize terms necessary for comprehension.
- provides symbols for experiences.
- allows ownership and development of a personalized language.
- is a label for concepts, thus facilitating thinking processes.

**Vocabulary teaching . . . .**

- usually is situational, based on classroom content and student interests and activities.
- is direct in most instances.
- is enhanced by using teachable moments.
- is most effective when a variety of methods are utilized.
- most include a focus on practice with a variety of techniques.
- requires a positive teacher attitude.

**Vocabulary** ..... **Context**

**Context strategies . . . .**

- assume that words are best taught in context.
- clarify the appropriate definition for a contextual use.
- are necessary for dealing with multi-meaning.
- assist in expanding vocabulary.
- are based on realizing that . . .
  - vocabulary development consists of more than initial decoding strategies.
  - readers must develop the use of context clues to identify words.
  - students should read materials in which at least 90% plus of the words are known.
  - vocabulary includes syntactic and semantic cues.

**PROCESS  
TALK THROUGH  
(All grade levels)**

Talk through . . . .

- encourages pupils to use experiences and effective teacher questioning to discover the meaning of unknown words in context.
- is an informal teaching technique.
- is a spontaneous technique, requiring little teacher preparation.

Steps:

1. Present the new vocabulary terms in a sentence taken from basal or pulled from the text.
2. Talk children through discovery of meaning or write sentence on board or transparency and talk through.
3. Encourage children to develop strategies for discerning unknown word meanings through his/her own experiences.
4. Return to text and read aloud.

**PROCESS  
CONTEXT CLUES  
(All grade levels)**

Context clues . . . .

- are specific context techniques.
- must be practiced in many settings.

Clues include:

1. Definitions -  
    "The biologist, a person who studies ....."
2. Synonyms -  
    "Although Michael was a rookie, a beginner, on the police force ....."
3. Comparison and contrast -  
    "Unlike Tony, who was an expert typist, Joe ....."

**WORKSHEET  
CONTEXT CLUES  
(Lower/middle grade levels)**

Silently read each group of three sentences. Put a check in front of the two sentences in which the underlined word has the same meaning.

Group One:

\_\_\_\_\_ I need more time to finish my project for the school science fair.

- \_\_\_\_\_ Jim thought that his mother was not being fair to him when she grounded him for being late.
- \_\_\_\_\_ My mother thought it was fair for one person to cut the apple and the other have first choice of a piece.

Group Two:

- \_\_\_\_\_ Sally missed her turn on the diving board.
- \_\_\_\_\_ Turn around so that I can see your new haircut.
- \_\_\_\_\_ Mary asked her to turn to the next page in the book.

**WORKSHEET**  
**CONTEXT CLUES**  
**(Middle/upper grade levels)**

Underline the word that makes the best sense in each sentence.

- The doctor hurriedly administered the \_\_\_\_\_ for the poison.  
anecdote  
antidote  
antecedent
- The jeweler was asked to \_\_\_\_\_ the value of the bracelet.  
appraise  
apprize  
appoint
- The explorers began a slow, careful \_\_\_\_\_ down the icy ridge.  
decent  
descent  
dissent

**WORKSHEET**  
**CONTEXT CLUES**  
**(Upper grade levels)**

Read each sentence silently and underline the one word that best answers each question.

- The small amount of rain was not enough to save the Louisiana farmers' corn crops. Which word best describes farm conditions in Louisiana?  
*drought*                      *marsh*                      *abundance*
- When he came on duty, Marsh's final task was to record the amount of food eaten by each monkey. Where does Marsh work?  
*grocery store*                      *Mayor's office*                      *laboratory*
- Sue's final preparations for work included strapping on her pistol and handcuffs. What is Sue's occupation?  
*secretary*                      *policewoman*                      *nurse*

**WORKSHEET**  
**CONTEXT CLUES**  
**(Middle/upper grade levels)**

Read each group of three sentences and use sentence context to determine the meaning of the underlined word. On the line below the three sentences, write a summary of the meaning of the underlined words.

- The teachers announced that the school annual would be delivered Friday.

Sue's mother took her to the doctor for her annual checkup.  
The crawfish festival is an annual event in Breaux Bridge, Louisiana.

2. Fortunately, the tornado swept through a very desolate area of the state.  
The fans were desolate after the team lost its chances for a playoff berth.  
Kate spent a desolate afternoon at home while her friends were at the beach.

**WORKSHEET  
RIDDLES  
(Lower grade levels)**

Read each riddle carefully. Underline the word that best answers the riddle. Pronounce the word.

It lives on a farm.  
It may be brown or black.  
It pulls a wagon or plow.  
It is a \_\_\_\_\_.

camel                  cow                  mule

It lives in the desert or in a zoo.  
It has a huge hump where fat is stored.  
It can go for long periods of time without water.  
It is a \_\_\_\_\_.

zebra                  camel                  elephant

It lives in the water.  
It shoots large spouts of water through a hole in its head.  
It can weigh thousands of pounds.  
It is a \_\_\_\_\_.

shark                  octopus                  whale

**PROCESS  
WRITING IN CONTEXT  
(All grade levels)**

Writing in context . . . .

- is used with anticipated words.
- is similar to the talk-through technique.
- is a teacher directed/lead activity.
- requires prior planning.
- may be used with general activities.

Steps:

1. Write anticipated word on board or transparency.
2. Have students guess meaning.
3. Write suggested definition on board or transparency.
4. Locate and read the word in text.
5. Revise, if necessary, the guessed meaning.

**PROCESS  
CONTEXTUAL REDEFINITION**



**(All grade levels)**

Contextual redefinition . . . .

- uses context to refine and extend definitions of words.
- communicates importance of text to children.
- is simple to use and requires minimum preparation.
- is similar to writing in context.
- is used with specific text.

Steps:

1. Select unfamiliar words from text (prior to reading).
2. Write list on board or transparency.
3. Discuss each word and its meaning through oral group process.
4. Focus on the word in the text and discuss meaning.
5. Use dictionary to verify.

**WORKSHEET  
ANTICIPATION  
(Middle grade levels)**

Underline the words that might be found in a story about a football game.

stadium	quarterback
cathedral	astronaut
referee	touchdown
balloon	glove

Underline the words that might be found in a story about the circus.

garden	tiger
trapeze	island
ocean	clown

Underline the words that might be found in a story about the early colonies.

Pilgrims	settlers
wilderness	skyscrapers
charters	indentured servants
golf courses	planes

**PROCESS  
VOCABULARY SELF-COLLECTION  
(All grade levels)**

Vocabulary self-collection . . . .

- uses basals and/or content books.
- is student driven.

Steps:

1. Students select the word(s).
2. Define words (write on board, discuss as group, add experiences and context around the word, consult dictionary as desired).
3. Determine if word(s) should be maintained as a final list (make a part of a student's journal or word card collection for future review and maintenance).
4. Extend knowledge by reviewing words periodically.

**PROCESS  
MAZE  
(All grade levels)**

Maze . . . .

- involves substituting words for words in the text.
- simplifies task for readers.
- helps prepare students for cloze procedure.

Steps:

1. Select a passage from the text.
2. Delete key words.
3. For each word deleted substitute:
  - a correct word for the deleted word.
  - an incorrect word of the same part of speech as the deleted word.
  - an incorrect word of a different part of speech.
4. Have students select the word which best replaces the deleted word.

**WORKSHEET  
MAZE  
(All grade levels)**

Underline the word which best completes the sentence.

1. During the \_\_\_\_\_ the band \_\_\_\_\_ several new \_\_\_\_\_ that were \_\_\_\_\_.  
songs puppy trips favorites  
marched students name sang  
wrote played game class
2. After the \_\_\_\_\_ stopped, the teacher let the \_\_\_\_\_ out for \_\_\_\_\_.  
animals lunch sun  
students jumping empty  
swimming recess rain

**PROCESS  
CLOZE  
(All grade levels)**

Cloze . . . .

- is a process using passages from the text and systematically deleting from a selection every *nth* word.
- is based upon the assumption that by completing these passages students will experience the use of context to determine which word best fits.
- can be used as an assessment process.
- is excellent for building vocabulary.

Steps:

1. Select an appropriate passage.
2. Define instructional objectives.
  - delete words, such as 5<sup>th</sup>, 7<sup>th</sup>, etc.
  - use surrounding word meanings for completion.
  - discuss possible responses.
  - move from easy to more difficult passages.
3. Move from group to individual practice.

**WORKSHEET  
CLOZE PROCEDURES - SELECTIVE WORDS  
(All grade levels)**

Fill in the word that makes sense in the sentence.

☞ Mac and Jim were \_\_\_\_ who lived on the coast off the Gulf of Mexico. Mac and Jim had a shrimp boat. One day Mac \_\_\_\_ Jim, "Our nets have some big \_\_\_\_\_. We need to go to the \_\_\_\_\_ and buy some new ones. We can go down the channel in the \_\_\_\_\_ and tie up at the \_\_\_\_\_.

**WORKSHEET**  
**CLOZE PROCEDURES -SYSTEMATIC WORDS (7th)**  
**(All grade levels)**

Fill in the word that makes sense in the sentence (every 7<sup>th</sup> word has been deleted).

☞ Mac and Jim climbed aboard the \_\_\_\_\_. Jim started the engine and Mac \_\_\_\_\_ the rope holding the vessel. The boat slowly \_\_\_\_\_ away from the wharf.

**WORKSHEET**  
**CLOZE PROCEDURES - PARTIAL WORDS**  
**(All grade levels)**

Complete the blanks using words that make sense in the sentence.

☞ Mac said, "Do we have enough f\_\_\_\_\_ for the trip? Jim said, "Check the g\_\_\_\_\_ and also bring an extra c\_\_\_\_\_ just in case we need it."

**WORKSHEET**  
**CLOZE PROCEDURES - CONCEPT WORDS**  
**(All grade levels)**

Delete every *nth concept word* - such as all nouns, verbs, or some variation, such as only nouns, only verbs, only modifiers. Below is an example deleting every third noun.

☞ The sixth-grade pupils were excited about the field trip. On \_\_\_\_\_ the class would board a bus and go to the \_\_\_\_\_ in the next town. Visits were scheduled to the \_\_\_\_\_, to the aquarium, and to the astronomy lab. The cafeteria \_\_\_\_\_ would pack sack lunches for the trip. The \_\_\_\_\_ would be eaten at the football stadium while the children watched the football \_\_\_\_\_.

**WORKSHEET**  
**CLOZE PROCEDURES - FUNCTION WORDS**  
**(All grade levels)**

Delete every *nth function word* - such as prepositions and conjunctions to emphasize the little words. Below is an example of preposition deletion.

☞ The sixth-grade pupils were excited \_\_\_\_\_ the field trip. \_\_\_\_\_ Friday the class would board a bus and go \_\_\_\_\_ the college \_\_\_\_\_ the next town.

**WORKSHEET**  
**CLOZE PROCEDURES - PARTIAL WORDS**  
**(All grade levels)**

Delete every *nth partial word* with the exception of its initial sound, stressing the use of the clue in identifying the deleted word. In the following example every fifth word has been partially deleted.

☞ The sixth-grade pupils were e\_\_\_\_\_ about the field trip. O\_\_ Friday the class would b\_\_\_\_\_ a bus and go t\_\_\_\_ the college in the n\_\_\_\_\_ town.

**WORKSHEET**  
**CLOZE PROCEDURE - INITIAL CONSONANTS**

**(All grade levels)**

Delete every *nth initial consonant*, leaving the remainder of the selected word. Using the first sentence of the paragraph, the following example is provided.

☞ The sixth-grade pupils \_\_\_ere excited about the field trip. On Friday \_\_\_he class would board a bus and \_\_\_o to the college in \_\_\_he next town.

**PROCESS**

**OPIN**

**(All grade levels)**

OPIN . . . .

- is a form of the cloze technique.
- uses interaction of students to decide which words best fit a particular context.

Steps:

1. Arrange class into small groups of three or four.
2. Distribute deleted word sentences to the groups (same for each group).
3. Each group discusses and selects the best word to complete the sentences.
4. The class reassembles and each group presents its decision and explains why their choice made sense.

[Greene, F. (1973). OPIN. Unpublished paper, McGill University, Montreal, Quebec, Canada.]

**WORKSHEET**

**OPIN**

**(All grade levels)**

Complete the following OPIN sentences using one of the possible vocabulary words.

1. The football player's \_\_\_\_\_ was torn when he was pulled down during the game. (shirt, jersey, sweater)
2. The new mayor was outspoken about his opponent but most people liked his \_\_\_\_\_. (honesty, morals, independence)
3. The children were \_\_\_\_\_ about going to the circus. (excited, afraid, unhappy)

**PROCESS**

**SUGGESTED SENTENCES**

**(All grade levels)**

Suggested sentences . . . .

- are used to learn new vocabulary.
- encourage recall of the text - emphasize context.
- serve as a guide for reading.

Steps:

1. List key vocabulary.
2. Ask students for suggested sentences; write on board.
3. Involve students in verifying accuracy of sentences .
4. Create additional sentences to extend knowledge.

**Vocabulary** ..... **Categorization**

**Categorization** . . . .

- organizes new experiences and learning related to prior concepts.
- extends and improves on previous learning.
- improves predictions.

- helps students find common characteristics in words.
- includes a number of strategies, such as word fluency, list-group label, and feature analysis.

[For more information, see Searfoss, L. And Readance, J. (1994). Helping Children Learn to Read. Allyn & Bacon.]

**PROCESS  
WORD FLUENCY  
(All grade levels)**

Word fluency . . . .

- an activity in which students name as many words as possible in a short time - usually one minute.

Steps:

1. Assemble paper, pencil, stop-watch.
2. Explain directions: Name as many words as possible in one minute - related to a specific category or concept.
3. Select categories or concepts from content studies. (Examples: explorers, presidents, mammals.)
4. Teacher models by taking first turn.
5. Students take turns or work in small groups.
6. If “any words” are solicited, have students group words that are similar - related to a concept or category.

**PROCESS  
LIST-GROUP-LABEL  
(All grade levels)**

List-group-label . . . .

- is designed expressly for social studies and science areas.

Steps:

1. Write a one or two word topic on the board/paper.
2. Ask students to think of 20-30 words that relate.
3. Record responses - accept all words (teacher may add words needed in an upcoming lesson).
4. Read list pronouncing each word (students may do).
5. Students, in groups, create smaller list of similar or like words from the original list (explain why).
6. Display the new smaller lists developed by students - label the new lists.

[Taba, H. (1967). Teacher’s Handbook for Elementary Social Studies. Addison & Wesley.]

**EXAMPLE  
LIST-GROUP-LABEL  
(All grade levels)**

1. Topic: Federal Government
2. Related words:
 

congress	speaker	court
senate	cabinet	states rights
president	veto	constitution
civil rights	filibuster	amendment
3. Labels for words:  
 Legislative branch - congress, senate, speaker

Executive branch - president, cabinet  
Constitution - amendment, civil rights

**PROCESS  
FEATURE ANALYSIS  
(All grade levels)**

Feature analysis . . . .

- is a cognitive structure list.
- is based on belief that humans categorize knowledge - emphasizes categorization.
- shows how words are related.
- is easy to implement, usually after students are comfortable with fluency and list-group-label strategies.

Steps:

1. Select a category.
2. List words in the category.
3. List features.
4. Indicate feature possession.
5. Add features.
6. Complete and explore the matrix.

[Johnson, D., Pearson. (1984). Teaching Reading Vocabularies. Holt, Rinehart, Winston.]

**WORKSHEET  
FEATURE ANALYSIS  
(All grade levels)**

Complete the following matrix for the category "foods." Place a check mark for the food category in which each item fits.

	meat	vegetable	fruit	bread	milk
ice cream	_____	_____	_____	_____	_____
carrots	_____	_____	_____	_____	_____
chicken	_____	_____	_____	_____	_____
roll	_____	_____	_____	_____	_____
cheese	_____	_____	_____	_____	_____
potato	_____	_____	_____	_____	_____
fish	_____	_____	_____	_____	_____
apple	_____	_____	_____	_____	_____

**WORKSHEET  
FEATURE ANALYSIS  
(All grade levels)**

In the blank space to the right of each feature write all possible choices from the word list.

Words: bee, ant, cricket, grasshopper, wasp.

1. Aids in pollination: \_\_\_\_\_
2. Builds a hill: \_\_\_\_\_
3. Stings: \_\_\_\_\_
4. Chirps: \_\_\_\_\_
5. Has 6 legs: \_\_\_\_\_

**Vocabulary** ..... **Visual Strategies**

**Visual strategies . . . .**

- enhance learning through the sight modality.
- may enhance instruction by combining with the auditory modality.
- are visual frameworks for previewing vocabulary in context.
- usually require teacher involvement.
- convey a map of upcoming text containing difficult vocabulary.

**PROCESS  
GRAPHIC ORGANIZERS  
(All grade levels)**

Graphic organizers . . . .

- use a diagram to depict the vocabulary of a concept.
- arrange text concepts and vocabulary into categories.

Steps:

1. Identify key vocabulary (select words necessary for understanding concepts).
2. Arrange words into a diagram (a visual that shows how the words relate).
3. Present organizer (chalkboard, overhead, poster board).
  - talk students through the picture.
  - allow time to pronounce words and use in a sentence.

[Barron, R. Earle, R. (1973). An Approach for Vocabulary Instruction. In Herber, H. Research in Reading in The Content Areas. Syracuse University.]

**WORKSHEET  
GRAPHIC ORGANIZERS  
(All grade levels)**

animal

wild

domestic

ocean	jungle
-------	--------

house pets	farm animals
------------	--------------

whales	sharks	lions	tigers
--------	--------	-------	--------

dogs	cats	horses	cows
------	------	--------	------

**PROCESS  
WORD MAPS  
(All grade levels)**

Word maps . . . .

- associate new to known.
- are visual renderings of a word's definition.
- answer questions about the word's meaning . .
  - What is it?
  - What is it like?
  - What are some examples?

- show how word concepts relate to each other.
- show sub concepts along with the concepts.
- give examples and non examples: relevant attributes.

Steps:

1. Develop identified concept.
2. Define the concept including all relevant attributes.
3. Present concept and have students give examples and non-examples.
4. Finish the graphic.
5. Guide students to relevant and irrelevant attributes.

[Freyer, D. et.al. (1996). A science for listing the level of context mastery. (Working Paper #16). University of Wisconsin.]

**WORKSHEET  
WORD MAPS  
(All grade levels)**

Concept: Insects

Examples:

- ant
- bee
- grasshopper

Non examples:

- spider
- lizard
- scorpion

Relevant Attributes:

- invertebrates
- 6 (3 pairs) legs
- segmented body  
(3 divisions)

Irrelevant Attributes:

- where they live
- their size
- size of eggs

**WORKSHEET  
WORD MAPS  
(All grade levels)**

insect

invertebrate

6 legs	3 body divisions	2 pairs wings
--------	------------------	---------------

ant	bee	wasp
-----	-----	------

**Vocabulary** ..... **Figurative Language**

**Figurative language** . . . .

- is pervasive in daily communication.
- is difficult for students to interpret and comprehend.
- says one thing and can mean another.



Guidelines:

1. Best taught through direct instruction.
2. Emphasize vocabulary knowledge of the words.
2. Practice distinguishing between literal and nonliteral.

**WORKSHEET  
METAPHOR  
(Middle grade levels)**

Metaphors compare two things but do not use the words “like” and “as.” Carefully examine the examples then write other metaphors.

Examples: “He is faster than a streak of lightning.”  
“Skip is a clown.”  
“His heart is an iceberg.”

Others:

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

**WORKSHEET  
METAPHOR  
(Middle grade levels)**

Write an “L” for literal and an “N” for nonliteral by each statement below.

- \_\_\_\_\_ Most people spend their weekends relaxing and catching up on yard work.  
\_\_\_\_\_ In our discussion about relatives, Joan hit the nail on the head.  
\_\_\_\_\_ The train whistle has a lonesome sound that echoed in his head.  
\_\_\_\_\_ Americans usually try to spend their weekends resting.  
\_\_\_\_\_ Bill says his feet are lead weights when he walks into town.  
\_\_\_\_\_ George is a camel. The heat never stops him from doing anything.

**WORKSHEET  
SIMILE  
(Lower/Middle grade levels)**

A simile is a figure of speech that uses the words “like” and “as” to compare. Carefully examine the examples then write other similes.

Examples: “as busy as a bee.”  
“as cold as ice.”  
“cry like a baby.”  
“fits like a glove.”

Others:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**WORKSHEET  
SIMILE  
(Lower/Middle grade levels)**

Circle the letter of the correct translation of the passage listed below.

☞My aunt’s black hair was falling to her shoulders like a stringy mop.

Circle one:

- 1. Her hair was thick but tangled.
- 2. Her hair was long and straight.
- 3. Her hair was light and thin.

**WORKSHEET**  
**IDIOMATIC EXPRESSIONS**  
**(Middle/upper grade levels)**

Read each expression. Write a translation on the line after it.

- 1. Chip off the old block \_\_\_\_\_
- 2. For the birds \_\_\_\_\_
- 3. Bury the hatchet \_\_\_\_\_
- 4. Asleep at the wheel \_\_\_\_\_
- 5. All burned up \_\_\_\_\_
- 6. Knock your block off \_\_\_\_\_
- 7. Wrong side of the bed \_\_\_\_\_
- 8. Blew his stack \_\_\_\_\_
- 9. Boys on the brain \_\_\_\_\_
- 10. Drop me a line \_\_\_\_\_

**WORKSHEET**  
**IDIOMATIC EXPRESSIONS**  
**(Middle/upper grade levels)**

Idiomatic expressions cannot be understood from the direct meanings of the words. The phrases must be “translated” Silently read each of the following expressions silently. Underline the expression then write your translation in the blank space.

- 1. Nobody likes a backseat driver.  
\_\_\_\_\_
- 2. We need to stick together.  
\_\_\_\_\_
- 3. Alicia drove a hard bargain.  
\_\_\_\_\_
- 4. Lunch was on the house.  
\_\_\_\_\_
- 5. We’re all in the same boat.  
\_\_\_\_\_
- 6. Lilly’s head was in the clouds.  
\_\_\_\_\_
- 7. Debbie saw the writing on the wall.  
\_\_\_\_\_
- 8. He didn’t know the ropes.  
\_\_\_\_\_

**Vocabulary** ..... **Vocabulary Overview**

**Vocabulary overview** . . . .

-is used to anticipate difficult vocabulary.

- is used to teach words through mini lessons.
- is designed to teach students to anticipate which words are needed for understanding and to learn them prior to reading.

**PROCESS  
VOCABULARY OVERVIEW  
(All grade levels)**

Vocabulary overview . . . .

- is teacher directed but student driven.
- is based upon self assessment by the student.

Steps:

1. Student looks through material and selects a word he believes everyone should learn.
2. Student provides reason for needing to learn the word.
3. Student presents to class and tells why the word should be learned.
4. Student leads class in determining word meaning.

**Vocabulary** ..... **Reinforce Definitions**

**Reinforce definitions** . . . .

- is a process used individually or in small groups.
- occurs when independently working students relate their work to others.
- exposes students to others' ideas, enhancing reinforcement.
- provides more participation in small groups than in whole class.
- are recommended as a whole class follow-up.

**WORKSHEET  
MATCHING  
(Middle grade levels)**

Write the letter of the correct definition on the line in front of each vocabulary term.

- |     |       |            |    |                           |
|-----|-------|------------|----|---------------------------|
| 1.  | _____ | azure      | a. | strike out                |
|     |       |            | b. | strip                     |
| 2.  | _____ | delete     | c. | care taken beforehand     |
|     |       |            | d. | like a palace             |
| 3.  | _____ | genius     | e. | scold                     |
|     |       |            | f. | hole                      |
| 4.  | _____ | luminous   | g. | win over                  |
|     |       |            | h. | harsh                     |
| 5.  | _____ | precaution | i. | fall back to former state |
|     |       |            | j. | make a play on words      |
| 6.  | _____ | relapse    | k. | blue                      |
|     |       |            | l. | special character         |
| 7.  | _____ | epitaph    | m. | full of light             |
|     |       |            | n. | short tombstone statement |
| 8.  | _____ | chide      | o. | not steady                |
|     |       |            |    |                           |
| 9.  | _____ | austere    |    |                           |
|     |       |            |    |                           |
| 10. | _____ | cavity     |    |                           |

**WORKSHEET  
MATCHING  
(Middle grade levels)**

The list on the left consists of skin disorders we have studied. The list on the right consists of definitions. Unscramble the words and write in the adjoining space, then write the number of the matching definition.

- |                    |   |
|--------------------|---|
| 1. selmo _____     | _____ a. Fungus infection: most common on feet.                 |
| 2. rwtas _____     | _____ b. Irritation of skin from rubbing clothing.              |
| 3. cerflkse _____  | _____ c. Blemish on body from birth.                            |
| 4. ncae _____      | _____ d. Small elevation of skin caused by a virus.             |
| 5. rwriginmo _____ | _____ e. Scaly sore or blister caused by bacteria.              |
|                    | _____ f. Skin lesion caused by body oil and skin glands.        |
|                    | _____ g. Brownish spots on skin caused by exposure to sunlight. |

**WORKSHEET  
CROSSWORD PUZZLE  
(Middle grade levels)**

The following puzzle is from mathematics. Complete the puzzle using math terms.

1			2			3	
4			5	6			
		7					
8							

Across:

- Two \_\_\_ two equals four.
- Abbreviation for inch.
- Ten \_\_\_ one equals nine.
- In the decimal system base \_\_\_ is used.

Down:

- A decimal \_\_\_ shows place value.
- Total.
- The same amount in all containers, or \_\_\_ amounts.
- 1/12 of a foot.
- One x \_\_\_ = one.

[Burns, P. et al. (1984). Teaching Reading in Today's Elementary School. Houghton Mifflin.]

**PROCESS  
WORD SEARCH  
(All grade levels)**

Directions . . . .

- use graph paper.
- type one word answers to five questions in an array.
- insert random letters to complete the rectangle.
- The following is an initial array.

F O R D  
E  
A

G  
A  
N I X O N

L I N C O L N  
A  
M  
U  
R  
T

**PROCESS  
WORD SEARCH  
(All grade levels)**

This is word search for presidents. Clues are below the puzzle. Circle names of the presidents. The names may be vertical, horizontal, or diagonal.

F	O	R	D	E	R	T	R	B
Z	K	E	N	G	E	C	W	J
E	H	A	O	R	G	X	K	D
R	N	G	S	C	L	S	L	X
D	W	A	L	A	P	O	I	H
M	T	N	I	X	O	N	E	Q
U	G	L	I	N	C	O	L	N
C	K	I	V	D	Q	P	A	S
H	O	B	F	R	S	M	J	E
L	P	K	I	V	U	J	O	Z
V	G	Y	Z	R	Z	Y	I	T
N	M	U	T	X	E	F	W	N

1. First president to visit China.
2. Formerly a movie star.
3. Sixteenth president of the United States.
4. First name is Gerald.
5. Ordered the drop of the first atomic bomb.

**WORKSHEET  
WORD FUN  
(All grade levels)**

Use Hink Pinks, Hinky Pinkies, and Hinkety Pinketies - rhyming definitions for terms with one, two, and three syllables, respectively. Give a definition, tell whether it is a Hink Pink, Hinky Pinky, or Hinkety Pinkety, and let the children guess the expression. Then let the students make up their own terms.

Examples:

1. Hink Pink:  
Delayed dinner - Late plate.
2. Hinky Pinky:  
Covered dish supper - Eating meeting.  
Feather weight boxer - Lighter fighter.
3. Hinkety Pinkety:  
Pig with a jig - Jiggley piggley.

**Extension activities . . . .**

- provide essential varied practice for retention.
- are situational.
- provide more practice for lower achieving students.
- should immediately follow learning.
- support the concept that vocabulary is acquired by using it - not studying about it.

**WORKSHEET  
ANALOGIES  
(Middle grade levels)**

Read each analogy silently. Complete the analogy by writing the correct word in the blank.

1. Finger is to hand as toe is to \_\_\_\_\_.
2. Man is to woman as boy is to \_\_\_\_\_.
3. Hair is to head as skin is to \_\_\_\_\_.
4. Day is to night as light is to \_\_\_\_\_.
5. Tiger is to kitten as wolf is to \_\_\_\_\_.

Write 5 analogies of your own.

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**WORKSHEET  
EXPAND VOCABULARY  
(Middle grade levels)**

There are some topics on this page. For each topic list all of the terms you can think of that are related to it.

- |   |  |   |
|---|--|---|
| circus<br>_____<br>_____<br>_____<br>_____<br>_____ | furniture<br>_____<br>_____<br>_____<br>_____<br>_____ | people<br>_____<br>_____<br>_____<br>_____<br>_____ |
| plants<br>_____<br>_____<br>_____<br>_____<br>_____ | clothing<br>_____<br>_____<br>_____<br>_____<br>_____  | pets<br>_____<br>_____<br>_____<br>_____<br>_____   |

**WORKSHEET  
HOMOGRAPHS  
(Lower/middle grade levels)**

Homographs are words that have identical spellings but not the same meaning. For example: fly (insect) and fly (move through the air). Here is a partial list. Following group work, have your students find others.

Examples:

can (able to)	chow (breed of dog)
can (metal container)	chow (slang for food)
clip (cut)	date (day, month, year)
clip (fasten)	date (sweet dark fruit)
duck (large wild bird)	fan (device to stir air)
duck (lower suddenly)	fan (admirer)

Others:

---

---

---

### WORKSHEET HOMOGRAPHS (Middle grade levels)

Homographs are words that have identical spellings but not the same meaning. Read each of the following pairs of sentences. Pronounce the underlined word and explain how the pronunciation is different in each sentence.

1. I will describe the content of the story.  
I will be content to stay at home.
2. I like to play at recess.  
I am in the school play.
3. I will present my paper to the class.  
John gave me a present for my birthday.
4. I have a contract signed by the president.  
I didn't know it would contract as it cooled.

### WORKSHEET HOMOPHONES (Lower/middle grade levels)

Homophones are words that sound the same but are spelled differently. For example: ate (did eat) and eight (number). Here is a partial list. Following group work, have your students find others.

Examples:

bail (scoop out water)	beach (shore)
bale (bundle)	beech (tree)
close (shut)	capital (money, city)
clothes (clothing)	capitol (building)
die (expire)	hear (listen)
dye (color)	here (at this place)

Others:

---

---

---

**WORKSHEET  
HOMOPHONES  
(Lower/middle grade levels)**

Read the following pairs of sentences. Fill in the words that complete the sentence correctly. (Words that are pronounced the same but spelled differently.)

1. She read the \_\_\_\_\_ in the newspaper. (add, ad)  
The teacher told them to \_\_\_\_\_ the two numbers. (add, ad)
2. She has \_\_\_\_\_ books. (to, too, two)  
Did you go \_\_\_\_\_ the game? (to, too, two)  
We have \_\_\_\_\_ much homework. (to, too, two)
3. The horse pulled away from the \_\_\_\_\_. (rain, reign, rein)  
Because of the \_\_\_\_\_ the teacher cancelled recess. (rain, reign, rein)  
The Queen's \_\_\_\_\_ was the longest in the history of the empire. (rain, reign, rein)

**WORKSHEET  
HOMOPHONES  
(Middle grade levels)**

Read the following pairs of sentences. For each set of sentences fill in the words that complete the sentence correctly. (Words that are pronounced the same but spelled differently.)

1. I walked \_\_\_\_\_ the door.  
The boy \_\_\_\_\_ the baseball.
2. I want to \_\_\_\_\_ a doctor.  
That \_\_\_\_\_ almost stung me.
3. She has \_\_\_\_\_ brothers.  
Will you go \_\_\_\_\_ the show with me?
4. I can \_\_\_\_\_ the bird singing.  
Maurice, you sit over \_\_\_\_\_.

**WORKSHEET  
PALINDROMES  
(Middle/upper grade levels)**

A palindrome is a word or sentence that reads the same way forward and backward. Here is a partial list. Following group work, have your students find others.

Words:

Mom	Dad	pop	noon	did
level	Anna	deed	radar	peep
toot	dud	tot	Bob	Otto

Others: \_\_\_\_\_  
\_\_\_\_\_

Sentences:

1. Step on no pets.
2. Never odd or even.
3. Madam I'm Adam.

Others: \_\_\_\_\_  
\_\_\_\_\_

**WORKSHEET  
ONOMATOPOEIA**



**(Middle/upper grade levels)**

Onomatopoeia words sound like the real sound they refer to. For example, a car horn *beeps*. Here is a partial list. Following group work, have your students find others.

Examples:

bang	clatter	bong	chirp
buzz	clang	moo	hum
ping	plop	rip	roar
hiss	crash	slurp	zip

Others: \_\_\_\_\_  
\_\_\_\_\_

**WORKSHEET  
INCREASE WORD MEANINGS - LIST  
(Middle grade levels)**

Read each word in the word list silently. Write it under the one category where it fits the best.

stoop	blister	gloomy	bow
fiery	flex	torrid	ample
turn	burn	dim	great
heat	dusky	large	crook
gigantic	shadowy	huge	shady
<hr/>			
BEND	HOT	DARK	BIG

**WORKSHEET  
INCREASE WORD MEANINGS - SENTENCES  
(Middle grade levels)**

Read the sentences silently. Look at the words below the sentences. Put the letter of the correct word meaning on the line after each sentence.

- The horse is an animal that walks in a rhythmic cadence. \_\_\_\_\_
- Mary walks very slowly down the street. \_\_\_\_\_
- James was hired to sweep off some of the walks along the river. \_\_\_\_\_
- The little girls in the Easter Parade will make two walks around the park. \_\_\_\_\_
- The Boy Scout walks on the parade ground. \_\_\_\_\_

- 
- |            |               |
|------------|---------------|
| a. strolls | d. paths      |
| b. marches | e. promenades |
| c. canters |               |

**WORKSHEET  
INCREASE WORD MEANINGS - SENTENCES  
(Middle grade levels)**

Read the sentences silently. Look at the words below the sentences. Put the letter of the correct word meaning on the line after each sentence.

- Alligators have been known to run as fast as a horse. \_\_\_\_\_
- After several pulls of the cord, Joe decided the lawn mower engine would not run. \_\_\_\_\_
- The tourist watched the water from the river run down the canyon wall. \_\_\_\_\_
- Seeing the patrol car, the burglar began to run across the park. \_\_\_\_\_
- The animals tried to run from the raging forest fire. \_\_\_\_\_

-----

- |              |         |
|--------------|---------|
| a. escape    | d. flow |
| b. move fast | e. flee |
| c. operate   |         |

**WORKSHEET  
LOCATE WORDS  
(Upper/Middle grade levels)**

Look up each of the following words in your dictionary. On the lines beside each word write the guide words that are found on that page.

copyright	_____	_____
delightful	_____	_____
rapport	_____	_____
tundra	_____	_____
persecution	_____	_____
zoology	_____	_____
uranium	_____	_____

**WORKSHEET  
MORPHEMES  
(Middle/Upper grade levels)**

Write the correct meaning next to each morpheme (smallest unit of meaning).

un- _____	(unhappy, uncertain)
auto- _____	(autopilot, automobile)
-less _____	(careless, tireless)
-ful _____	(careful, joyful)

Others: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**WORKSHEET  
MORPHEMES  
(Middle/Upper grade levels)**

Write the correct meaning next to each morpheme.

re- _____	-est _____
by- _____	-over _____
de- _____	-est _____
mis- _____	-able _____

Others: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**WORKSHEET  
MORPHEMES  
(Middle/Upper grade levels)**

Fill in the blanks using these words.

*illegible      development      absence*  
*ambition      helpless*

- The book was so old that many words were \_\_\_\_\_.
- His \_\_\_\_\_ was to compete in the Olympics.

3. The new industrial \_\_\_\_\_ created additional jobs.
4. After locking her keys in the car, she felt \_\_\_\_\_.
5. The band's \_\_\_\_\_ from the parade was disappointing to the crowd.

**WORKSHEET**  
**MULTIPLE WORD MEANINGS**  
**(Middle grade levels)**

Read each sentence silently then look up the underlined word in your dictionary. Write the number of the dictionary definition that corresponds to each underlined word above it.

1. Sue asked her mother to drive her to the golf course so she could practice her drive.
2. The coach sent in a pinch hitter who could run fast, hoping the next batter could get a home run.
3. The cheerleaders listened for the drum roll to signal the difficult roll.
4. Roy had to make a difficult decision to either play basketball or audition for a role in the school play.

**WORKSHEET**  
**MULTIPLE WORD MEANINGS**  
**(Middle grade levels)**

In each of the following sentences, find the special meanings for the words and write these meanings on the lines provided.

1. Oil and lemon juice were used to *baste* the fish.  
\_\_\_\_\_
2. Frederick Smith has decided to *run* for mayor.  
\_\_\_\_\_
3. The bank officer agreed to provide *capital* for the projects.  
\_\_\_\_\_
4. The park was near the *mouth* of the Little Bear River.  
\_\_\_\_\_
5. She began to *play* after the third quarter began.  
\_\_\_\_\_
6. The management of the company was unable to avert a *strike*.  
\_\_\_\_\_
7. The evacuation plans are not made: the storm will *maroon* the people on the east side of the coast.  
\_\_\_\_\_

**WORKSHEET**  
**OVERWORKED WORDS**  
**(Middle grade levels)**

Each of the words on this page is used too much. For each overworked word you should write as many words as possible that can be used in its place.

cute	_____	_____	_____	_____
swell	_____	_____	_____	_____
nice	_____	_____	_____	_____
great	_____	_____	_____	_____
amaze	_____	_____	_____	_____
like	_____	_____	_____	_____
put	_____	_____	_____	_____

understand \_\_\_\_\_

**WORKSHEET  
SYNONYMS**

**(Middle grade levels)**

Read each group of two sentences silently. Look at the four words found below the two sentences and write the synonym to each underlined word on the line.

1. The vacant house stood on a wooded hill across from the cemetery. \_\_\_\_\_  
A balanced diet provides energy for daily activities. \_\_\_\_\_  
strength      empty      fragile      appreciation
2. Arriving late at the airport, Joe had to carry his suitcase on to the plane. \_\_\_\_\_  
A large carton of toys was placed next to the Christmas tree. \_\_\_\_\_  
box      atlas      basket      luggage

**WORKSHEET  
SYNONYMS**

**(Middle grade levels)**

Write as many synonyms for each of these words as possible in \_\_\_\_\_ minutes.

little	_____	_____	_____
big	_____	_____	_____
tell	_____	_____	_____
happy	_____	_____	_____
walk	_____	_____	_____

**WORKSHEET  
ANTONYMS**

**(Lower grade levels)**

Draw a line from the word on the left to the word on the right that has the opposite meaning.

up	night
day	down
front	play
work	back
black	cold
hot	white

**WORKSHEET  
ANTONYMS**

**(Middle grade levels)**

Select an antonym, word with an opposite meaning, for the underlined word in the following sentences.

1. The temperature was below freezing. \_\_\_\_\_
2. Her dress was very cheap. \_\_\_\_\_
3. The water was deep at the north shore. \_\_\_\_\_
4. She was awake when the alarm sounded. \_\_\_\_\_
5. Do you doubt his word? \_\_\_\_\_
6. The old woman curled the rain. \_\_\_\_\_
7. He was found innocent on all charges. \_\_\_\_\_
8. The day old bread was fresh. \_\_\_\_\_
9. He is a slow runner. \_\_\_\_\_

**PROCESS  
WORD CARDS  
(All grade levels)**

Word cards . . . .

- can be teacher/student made or purchased.
- can be 3x5 cards, if teacher/student made, with teacher selected vocabulary.
- can be used to build sentences.
- can be used to test word-recognition accuracy.
- can be used in quick-exposure techniques.
- can be used for independent study and self-teaching.
- can be adjusted to picture word cards . .
  - nouns are easiest to depict.
  - stick figures can be used for action words.
  - abstract words are very difficult.

- - - - **COMPREHENSION** - - - -

**Keep in mind, comprehension . . . .**

- is the second level of cognition: the ability to understand groups of information.
- is the goal of reading.
- allows connections between what is known and what is learned.
- is a step towards application.

**Comprehension . . . .**

- can be taught through appropriate instructional strategies.
- depends on an accumulation of skills.
- improves with extensive practice in reading easy material.
- must be taught at the level on which the reader can understand the material.
- occurs best when materials are used in which the reader knows over 90% of the words.

**Comprehension** ..... **Main Idea**

**Main idea (paragraph) . . . .**

- is the central topic.
- is stated as the topic.
- is supported by details.
- is often found in the first sentence and occasionally at the end or middle.
- is not always stated as a topic sentence.
- if not stated, can be determined by discerning the topic to which details are related.

**PROCESS  
SENTENCES  
(All grade levels)**

Main idea (sentence) . . . .

- usually only one per sentence.
- usually relates to one of the following:
  - who a person or what an object is.
  - what a person or an object does.

Steps:

1. Ask who or what the sentence is about.
2. Ask what the person or object is doing or what is happening to the person or object.
3. Example: Mrs. Allison was the substitute teacher for the earth science class.

**WORKSHEET**  
**SENTENCE COMPREHENSION**  
**(Lower grade levels)**

Circle the word that tells the answer to the underlined word.

1. The author was scheduled for a book signing.  
when            why            how            what            who            where
2. The wind blew Bob's kite high in the air.  
when            why            how            what            who            where
3. The movie was about a search for a lost dog.  
when            why            how            what            who            where
4. The book was about the many different kinds of dogs.  
when            why            how            what            who            where
5. The class goes to lunch at 11:45.  
when            why            how            what            who            where

**WORKSHEET**  
**SENTENCE COMPREHENSION**  
**(Middle grade levels)**

Silently read each sentence. Answer each question about the sentence.

1. An island is a piece of land surrounded by water.  
Yes? \_\_\_\_\_ No? \_\_\_\_\_
2. A myth is a story that is told to explain things that happen in the world.  
What is a myth? \_\_\_\_\_
3. A horse may be tame or wild as a wild animal.  
Yes? \_\_\_\_\_ No? \_\_\_\_\_
4. Since a porpoise is a water animal, at Sea World a tank is used for performances.  
At Sea World, what is used for a performance by a porpoise? \_\_\_\_\_
5. The United States has launched satellites into space.  
What is a satellite? \_\_\_\_\_

**WORKSHEET**  
**SENTENCE STRUCTURE**  
**(Middle grade levels)**

Read each group of three sentences silently. Underline the one sentence in each group that does not have the same meaning as the other two sentences.

Sue has a red sports car.  
Sue's car is old.  
Sue's car is a sports car.

There was a happy old lady who owned a store.  
A store was owned by a happy old man.  
A happy old lady owned a store.

The puppy played with an old cloth doll.  
The puppy played with an old doll.  
The old cloth doll was tossed in the trash.

The long wharf extended several yards into the lake.  
The wharf extended into the lake.  
Extending several yards into the water, the wharf was long.

**WORKSHEET**  
**SENTENCE STRUCTURE**  
**(Upper grade levels)**

Read each group of two sentences silently. Complete the blanks in the second sentence so that the two sentences in each group have the same meaning.

1. The class spent several weeks studying the continents of the world.  
The \_\_\_\_\_ of the world were studied by the class over a period of several \_\_\_\_\_.
2. While searching for riches in the far east, early explorers arrived in North America.  
\_\_\_\_\_ searching for the far east, reached \_\_\_\_\_.
3. Several students were exposed to the measles and were placed in isolation.  
Some \_\_\_\_\_ were placed in \_\_\_\_\_ because of exposure to the \_\_\_\_\_.

**WORKSHEET**  
**SENTENCE STRUCTURE**  
**(Upper grade levels)**

You will find a part of each sentence that is misplaced. On the following space, write a new sentence that makes sense.

1. She caught the school bus arriving at the corner at 6:00 for the field trip.  
\_\_\_\_\_
2. The boys headed for the lake leaving their lunch that was a mile away.  
\_\_\_\_\_
3. Mrs. Armand was selected as Teacher of the Year, who taught middle school mathematics.  
\_\_\_\_\_
4. The tornado seemed to come from clear skies that devastated the town.  
\_\_\_\_\_

**WORKSHEET**  
**SENTENCE CONTEXT**  
**(Lower grade levels)**

Underline the one word that best answers each question.

1. What goes underground and is used in big cities for transportation?  
subway                      trolley                      train
2. Which one is used to power a portable radio?  
gas                              electricity                      battery
3. Which one shows the directions to the next town?  
atlas                              thesaurus                      glossary

**PROCESS**  
**PARAGRAPH TOPICS**  
**(All grade levels)**

A topic . . .

- is the general point of a paragraph.
- is present in each paragraph.
- is usually found prior to locating main idea.

Steps:

1. Ask - What is the subject or topic of the paragraph?
2. What general point does the paragraph make?
3. State the topic in a few words, your own.

**PROCESS  
DIRECTLY STATED  
(All grade levels)**

A directly stated main idea . . .

- is easily discerned.
- extends from the paragraph topic.
- appears as a sentence.
- usually appears at the beginning of the paragraph.
- may be at the beginning, middle, or end of the paragraph.

Steps:

1. Pick a general topic.
2. Ask what the reading material indicates about the topic.
3. Locate the sentence that states what the paragraph is indicating about topic.

**WORKSHEET  
DIRECTLY STATED  
(Lower grade levels)**

Read the passage below then place an "x" in the blank by the best main idea sentence.

☞ A dog walked on its back legs. A bear rode a bicycle. A seal balanced a ball on its nose.

Which sentence is the best main idea sentence?

1. \_\_\_\_\_ An animal walked on its back legs.
2. \_\_\_\_\_ The animals wanted food.
3. \_\_\_\_\_ The animals did tricks.
4. \_\_\_\_\_ A dog did a trick.

**WORKSHEET  
DIRECTLY STATED  
(Middle/upper grade levels)**

Read the passage below then place an "x" in the blank by the best main idea sentence.

☞ Most of the regular television programs were cancelled. A debate between the two candidates for governor was scheduled for 7:00. The League of Women Voters, hosting a panel of reporters, was on at 8:00. Then at 9:00 a special government program was showing.

Which sentence is the best main idea sentence?

1. \_\_\_\_\_ The candidates had a debate.
2. \_\_\_\_\_ Most of the regular television programs were cancelled.
3. \_\_\_\_\_ The League of Women Voters hosted a panel.
4. \_\_\_\_\_ A documentary about government was on at 9:00.



**WORKSHEET  
DIRECTLY STATED  
(Lower grade levels)**

Read the following passage then write a sentence that best states the main idea.

☞ Mr. Smith dug holes for the rose bushes. Mr. Jones put rose bushes in the holes. Mr. Adams put dirt back in the holes around the rose bushes.

Write a sentence best describing the main idea.

---

**WORKSHEET  
DIRECTLY STATED  
(Lower/middle grade levels)**

Read the following passage then write a sentence that best states the main idea.

☞ Bill Andrews helped his dad build a fence. Mr. Andrews dug holes with the attachment on his tractor. Bill put the posts in the holes. Mr. Andrews nailed the cross pieces to the posts while Bill held each in place.

Write a sentence best describing the main idea.

---

**WORKSHEET  
DIRECTLY STATED  
(Upper grade levels)**

Read the following paragraph silently. Put a check in front of the sentence that best expresses the main idea.

☞ The early pioneers who settled the west faced immense obstacles. Preparing for the trip was a major task in itself. Many decisions, some difficult, had to be made. A large amount of money was necessary to purchase wagons, horses, and animals to start new farms and supplies. Vast supplies were necessary for a trip that might last months. A guide who knew the trails and was trustworthy had to be located and hired. Many personal belongings that would not fit on the wagons had to be left behind.

Which sentence best describes the main idea?

- The trip west took several months.
- Many supplies were necessary for a westward trip.
- The early pioneers faced many obstacles in their trip to the west.

**PROCESS  
IMPLIED  
(All grade levels)**

Implied main idea is . . .

- suggested rather than stated.
- developed by content from several sentences.
- then stated or understood using the reader's own words.

Steps - Read the selection and guide students with the following:

1. Identify ideas and details of the paragraph.
2. What do the ideas and details indicate?
3. Do they refer to a single person, object?
4. Ask students to make a specific, not general, statement about the main idea.

**WORKSHEET**

**IMPLIED**  
**(Lower/middle grade levels)**

Read the rule then answer the item questions.

Generalization: The faster you run, the more air you use.

Item A:

- ☞ Bob and Mike had a race. Bob lost the race.
1. Who used more air?
  2. How do you know?

Item B:

- ☞ Jill and Sarah ran a race. Jill breathed more air than Sarah.
1. Who ran faster?
  2. How do you know?

Item C:

- ☞ Ralph ran 3 miles in 15 minutes. Tom ran 3 miles in 12 minutes.
1. Who used more air?
  2. How do you know?

**WORKSHEET**  
**IMPLIED**  
**(Middle grade levels)**

Read the rule then answer the item questions.

Generalization: Candidates in an election who receive the most votes win.

Item A:

- ☞ Edward and Joe were candidates in an election. Joe won.
1. Who got the most votes?
  2. How do you know?

Item B:

- ☞ Bill and Mildred were opponents in an election. Mildred got more votes than Bill.
1. Who won the election?
  2. How do you know?

Item C:

- ☞ Ralph won both his elections running against Mike.
1. Who got the most votes?
  2. How do you know?

**WORKSHEET**  
**IMPLIED**  
**(Lower/Middle grade levels)**

Read the passage then circle the best answer. Common relationship, no pre-teaching is required.

☞ Jill had been grouchy all day. At breakfast she fussed that the toast had too much butter on it. On the school bus, Jill snapped at Marie when she asked her about a homework problem. Then at lunch she refused to share her dessert with Kate. That evening her mother said, "I want you to go to bed earlier tonight than last night."

Item: Circle the best answer.

Jill \_\_\_\_\_

1. is probably catching a cold.
2. did not finish her homework.

3. went to bed late and did not get enough sleep.

**WORKSHEET  
IMPLIED**

**(Lower/Middle grade levels)**

Read the passage then circle the best answer. For readings with less common relationship, preteaching is required.

☞ Tom bought his mother some house plants, a cactus and two ferns, for her birthday. He watered the plants every day for two weeks. He wanted the plants to look nice when he gave them to his mother.

Item: Circle the best answer.

Tom \_\_\_\_\_

1. probably will be very happy when he gives his mother the plants.
2. will be disappointed because one of the plants will be dead.
3. probably took a course in how to care for the plants.

**BOARDWORK  
IMPLIED**

**(Middle/upper grade levels)**

Model the process for identifying the main idea in a paragraph. Select a paragraph for a text that has an unstated main idea. Show how each sentence in the paragraph supports the main idea identified. Display a copy of the following paragraph and the main idea choices.

☞ Politicians use different techniques to conduct their campaigns. However, they often attack their opponents. Many times a candidate does not even address the issues. Some of these politicians exaggerate their own qualifications and successes. However, many have been involved in political scandals and ethics violations. How can voters select the best candidate?

The implied main idea of the passage is:

1. Many politicians conduct negative campaigns.
2. Because of campaign strategies used by some politicians, voters have a difficult time selecting good candidates.
3. Issues are not addressed in political campaigns.
4. Politicians are guilty of ethics violations.

Students explain the reason for the choice.

**WORKSHEET  
IMPLIED**

**(Upper grade levels)**

Read this paragraph silently. Underline the sentence below that best expresses the main idea.

☞ The Girl Scouts gathered around the campfire to cook dinner. Some had prepared the vegetables, wrapping them in foil. Others had gathered wood for the fire, while several prepared sharpened sticks to roast the wieners and marshmallows. Amanda placed a pot of water on the fire to heat for cocoa and to wash dishes.

Check the main idea:

- \_\_\_\_\_ Hot dogs were on the menu.
- \_\_\_\_\_ Wood for the fire and sticks to roast wieners were difficult to find.
- \_\_\_\_\_ Each Girl Scout had a task related to preparing the meal.

**Comprehension** ..... **Reading for Information**

### Reading for information . . .

- provides details for developing a specific understanding.
- requires skills in . . .
  - locating facts.
  - understanding order or sequence.
  - separating major and minor facts and details.

### PROCESS READING FOR INFORMATION (All grade levels)

#### Reading for information . . . .

- requires active participation and concentration by the student.
- requires analysis to determine if a fact is important.
- works best if the student . . .
  - has a purpose for reading.
  - identifies the main idea first.
  - looks for information clustered in groups or units.
  - questions during reading.
  - uses the five w's: who, where, when, what, why.
  - thinks about questions someone could ask about the selection.

### WORKSHEET FINDING FACTS (Middle grade levels)

Read the following passage and then complete questions on the blank line. Be able to show where you found the answer.

☞ Mary was an avid reader. She liked to read a story when she got home from school, after dinner, in bed before she went to sleep, at recess, and any other time. Her grandmother would give her books for her birthday and for holidays. Mary had so many books that the bookshelf was full. Her mother suggested that Mary pick out some of the books to give to the school library.

Answer the following questions:

1. What did Mary like to do? \_\_\_\_\_
2. Where did Mary get some of her books? \_\_\_\_\_
3. What did Mary's mother suggest that she do with some of the books? \_\_\_\_\_

### WORKSHEET FINDING FACTS (Middle grade levels)

Students in small groups read the article and answer the questions which follow. Each group member must agree to the answer chosen.

☞ The entire South is suffering from the effects of this summer's drought. Water shortages in several towns have caused local officials to prohibit watering of lawns and car washing. Several lakes are covered with new weed growth that causes fish to die and contaminates the water. Farmers have lost entire crops. Hardest hit are those farmers who grow peach trees, corn, cotton, and rice.

Answer the following:

1. What was the main topic?
2. Where did it take place?

3. When did it take place?
4. What has happened as a result?
5. Who is most affected?

(Conduct a whole-class discussion of the article. Members from different groups give their groups' answers and reasons for the answers.)

**WORKSHEET  
FINDING FACTS  
(Middle grade levels)**

Distribute copies of a menu. After showing students how to locate items and prices, direct them to answer the following questions.

1. What is the price of a cup of coffee?
2. Can you order a salad separately? If so, under what heading is it found?
3. What else do you get when you order a steak?
4. What are some of the desserts?
5. Is a child's plate available?
6. What is the most costly item on the menu?

**WORKSHEET  
CONCLUSION FROM FACTS  
(Middle grade levels)**

Silently read the facts stated below. On the lines below write the conclusion that you can logically draw from all these facts.

Bob is in the fourth grade at East Elementary.  
Bob is an intelligent young man.  
Bob earned high grades in the first and second grade.  
Bob began having trouble with school in the fourth grade.  
Bob's grades are all low in the fourth grade.  
Bob holds his books close to his face when he reads.  
Bob sits on the back row in the fourth grade.

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**PROCESS  
SEQUENCING  
(All grade levels)**

Sequencing . . . .

- is based upon understanding that writers put ideas and information in a sequence, an order.
- improves the reader's understanding and remembering of information when the pattern that a writer uses is known.
- uses patterns of . . .
  - time order,
  - space order, and
  - order of importance.

Guide: look for *order* clue words:

- time: now, then, before, after, soon, next, etc.
- place: near, far, in front, behind, etc.

-order of importance: first, in first place, to start, next, most important, etc.

**WORKSHEET  
SEQUENCING  
(Lower grade levels)**

Read all of the steps listed below. Then, think about a person's actions on an ordinary school day. Put all of the steps in the right order. Put a number 1 in front of the thing completed first. Put a number 2 in front of the next step. Put all the things in the right order.

- \_\_\_\_\_ I leave for school.
- \_\_\_\_\_ I do my homework.
- \_\_\_\_\_ I go to bed.
- \_\_\_\_\_ I put on my school clothes.
- \_\_\_\_\_ I wake up in the morning.
- \_\_\_\_\_ I brush my teeth.
- \_\_\_\_\_ I take a bath.
- \_\_\_\_\_ I eat my supper.
- \_\_\_\_\_ I get ready for bed.
- \_\_\_\_\_ I get up and wash my hands and face.
- \_\_\_\_\_ I eat breakfast.
- \_\_\_\_\_ I put on pajamas.
- \_\_\_\_\_ I come home from school.
- \_\_\_\_\_ I play or watch television in the evening.

**WORKSHEET  
SEQUENCING  
(Lower grade levels)**

Read the following passage.

☞ Mark got home from school at 4:00. After a snack, he went outside to play ball. His neighbors Joe and Mike came over. They threw passes and practiced punting. Mark's mother called him in for dinner at 6:00.

Directions:

Write 1 in front of what happened first, a 2 in front of what happened next, a 3 in front of what happened third, and a 4 in front of what happened fourth:

- \_\_\_ Mark played ball with his friends.
- \_\_\_ Mark had a snack after school.
- \_\_\_ Mark's mother called him in to dinner.
- \_\_\_ Mark came home from school.

**WORKSHEET  
SEQUENCING  
(Middle/Upper grade levels)**

Read the passage then number the story events in order.

☞ Immediately after breakfast, we piled into the car. Dad started the car and backed out of the driveway. We were moving around and making so much noise that Dad didn't hear or see the truck coming down the street. The truck driver honked his horn, but it was too late. Dad backed right into the side of the truck. The angry driver jumped out of his truck, but when he saw the crowd of us in the car, he calmed down. He and Dad talked to each other for awhile, staring at the damaged side of the truck occasionally. They went into the house to report the accident to the police.

Number the following events in order.

- \_\_\_ The truck driver honked his horn.
- \_\_\_ Dad backed out of the driveway.
- \_\_\_ Dad backed into the side of the truck.
- \_\_\_ Dad and the truck driver went into the house.
- \_\_\_ The driver jumped out of his truck.
- \_\_\_ Immediately after breakfast we got into the car.

**WORKSHEET  
FOLLOWING DIRECTIONS  
(Lower/Middle levels)**

Read all the items before you begin to carry out each instruction. Work as quickly as you can; you have five minutes to finish this activity.

1. Write your name at the top of this paper.
2. Turn the paper over and subtract 10 from 35. Write the answer you get on this line: \_\_\_
3. Stand and turn around three times. Place a check by this item.
4. Count the number of times the word *the* is written on this page. Put the answer on this line: \_\_\_\_\_
5. Go to the board and write your name.
6. Now that you have read all the directions, take your paper to the teacher. It should have no marks on it.

**WORKSHEET  
FOLLOWING DIRECTIONS  
(Lower grade levels)**

Read the following directions carefully. Follow the directions.

1. Draw a picture of the building where you live.
2. Draw your family standing at the right side of the building.
3. Draw smoke coming out of a chimney on the building.
4. If you have a pet, draw a picture of it standing at the left side of the building. If you don't have a pet draw a picture of the pet you would like to have standing in front of the building.

**WORKSHEET  
FOLLOWING DIRECTIONS  
(Lower/Middle grade levels)**

Read the following directions carefully. Follow the directions.

1. Draw a large circle.
2. Put a box around the circle.
3. Put five small circles inside of the large circle.
4. Color the five small circles green.
5. Color the large circle yellow.
6. Color the box purple.

**WORKSHEET  
WRITING DIRECTIONS  
(Lower/Middle grade levels)**

Decide on something that you want one of your friends to make (such as a paper airplane, a kite, a bookshelf, a cake, some cookies, etc.). Write detailed directions so that he/she will

know exactly what to do in order to achieve the correct result. Write all the directions in the correct order for him/her. Have the friend try to follow the directions. Did the product turn out the way that you thought it would?

Steps in the directions.

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

**PROCESS**  
**SORTING MAJOR - MINOR DETAILS**  
**(Middle/upper grade levels)**

Sorting major - minor details . . . .

- helps avoid having too much information.
- emphasizes the more important details over the less important ones.
- indicates a major detail as related to the main idea.
- uses minor details to help fill out a picture.
- uses major details to increase basic understanding of the selection.
- allows the reader to overlook a minor detail and still understand the passage.

Steps:

1. State the main idea in your own words.
2. Look for information to directly support the main idea.
3. Look for signal words emphasizing information (the facts are, the most important is, etc.).
4. Underline the major details.
5. Look for punctuation (parentheses, commas, brackets) which may signal minor details.

**PROCESS**  
**LOCATING SPECIFIC ANSWERS**  
**(All grade levels)**

After pupils finish reading a passage, conduct an informal discussion. First discuss the main ideas; then call attention to significant details by posing questions such as:

1. What did \_\_\_\_\_ do when \_\_\_\_\_? Why?
2. How did \_\_\_\_\_ feel when she heard the news? Why?
3. What did \_\_\_\_\_ have to do before he could \_\_\_\_\_?
4. What examples for that generalization did the author provide? Name a few examples that wouldn't fit.
5. What evidence did the author provide to substantiate the conclusion? Do you accept the conclusion? Why?

**PROCESS**  
**LOCATING SPECIFIC ANSWERS**  
**(All grade levels)**

Scan and skim . . . .

- to rapidly read a selection.
- to locate specific information.

Scan . . . .



- when you know exactly what you want to find.
- for key words in a question.
- to find key words quickly.
- when speed can be adjusted to the purpose.
- in this order . . .
  - start with oral practice: find one answer.
  - move to written practice: find answers to a list of questions.

Skim . . . .

- to get an overall general impression by rapidly reading a selection.
- when more attention is paid to meaning.
- to determine if a more thorough reading is desirable.

**BOARDWORK**  
**LOCATING INFORMATION**  
**(Middle/upper grade levels)**

Select materials that contain the following items and talk-through how to use each. Use questions that require active use of each textbook feature.

- Preface/Introduction
- Table of Contents
- Index
- Appendix
- Glossary
- Footnote and Bibliography

**Comprehension** ..... **Interpreting**

**Interpreting** . . . .

- depends on background (schema).
- depends upon a reader evaluating the following factors . .
  - timeliness
  - appropriateness
  - distinguishing between fact and opinion
  - recognizing propaganda techniques
  - making value judgments

**PROCESS**  
**PROPAGANDA**  
**(Middle/upper grade levels)**

Propaganda (systematic spread of a given doctrine or allegation). . . .

- techniques are used in much of what we read.
- must be understood to interpret and evaluate current information.

Explain and give examples of the following techniques:

1. Name calling - using derogatory labels.
2. Glittering generalities - using phrases to influence.
3. Transfer technique - associating a person with a product.
4. Plain-folks talk - relating to common people.
5. Testimonial technique - endorsement by famous person.
6. Bandwagon technique - indicating that everyone is doing it.
7. Card stacking - telling one side of the story.

8. Emotionally toned words - expressing biased beliefs, values.

**WORKSHEET**  
**CLASSIFYING PROPAGANDA**  
**(Middle/Upper grade levels)**

After reading the definitions, read each statement and put the number of the appropriate propaganda technique in front of the statement.

1. Bandwagon technique - everyone is doing it.
2. Testimonial - famous person to endorse.
3. Emotionally toned words - biased beliefs, values.
4. Name calling - using derogatory labels.
5. Card stacking - telling only one side of the story.
6. Glittering generalities - using vague phrases to influence.
  - \_\_\_ 1. Nike and Michael Jordan are a team.
  - \_\_\_ 2. The democrats accused the republican candidate of McCarthy-like tactics.
  - \_\_\_ 3. This is the dress style that all girls will select for the prom.
  - \_\_\_ 4. The candidate listed only the positive points in the proposal.
  - \_\_\_ 5. Joe was in a fight at school; he is just a troublemaker.
  - \_\_\_ 6. Our plan will create thousands of jobs, cut unemployment, and reduce inflation.

**BOARDWORK**  
**EXAMPLES OF PROPAGANDA**  
**(Middle/upper grade levels)**

Use an activity to engage students in a search for propaganda techniques. Label boxes or baskets with each of the eight propaganda techniques. Ask students to find examples of each technique from a variety of sources (newspapers, advertisements, television and radio programs, magazines, etc.) and drop the examples into the boxes. As a class activity, evaluate each example for appropriateness to the category in which it was placed.

**WORKSHEET**  
**CAUSE AND EFFECT**  
**(Middle grade levels)**

After reading each sentence, write a statement that describes the *cause* and a statement that describes the *effect*.

1. Joan spent several hours editing and rewriting her essay. She was thrilled when she received an A.  
What is the cause? \_\_\_\_\_  
What is the effect? \_\_\_\_\_
2. When they came around the curve, a deer was standing in the road. Joe's dad swerved to avoid the animal, ran into a ditch, and was stuck in the mud.  
What is the cause? \_\_\_\_\_  
What is the effect? \_\_\_\_\_

**BOARDWORK**  
**SENTENCE COMBINING**  
**(Middle grade levels)**

Write on the board, or as a transparency, the sentences to be combined and then model possible combinations. Point out that all sentences combine information from both sentences. Follow-up with additional groups of sentences to combine.

Sentences:

Beth is on a basketball team.

The team's mascot is the cardinal.

Discuss possible combinations:

1. Beth's basketball team is called the CARDINALS.
2. The cardinals are the mascot for Beth's basketball team.
3. The mascot for Beth's basketball team is the cardinal.
4. Beth's basketball team has as its mascot a cardinal.

### **WORKSHEET SUMMARIZING**

**(Lower/middle grade levels)**

Read this passage silently. Then write a one-sentence summary of it on the lines given.

☞ Mrs. Jones had a number of nice fruit trees in her yard. However, every year the squirrels and the birds destroyed much of the fruit. Climbing the tree the squirrels would break the ripe fruit to the ground or would nibble on several apples and peaches. The birds would peck first one piece of fruit and then another. Many of the apples and peaches had places where either the squirrels or birds had taken bites.

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### **WORKSHEET SUMMARIZING**

**(Middle/upper grade levels)**

Silently read the following paragraph very carefully. Then write the best one sentence summary of the ideas contained in the paragraph.

☞ The old hardware store had been in operation since the early 1900's. An elderly man, who started working there as a young man, owned and operated the store. Tourists wandered through the store looking at the items. They asked a lot of questions because they had not seen many of the items and did not know how they were used. The store really was a historical museum.

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### **WORKSHEET CONDENSING A PARAGRAPH (Middle/Upper grade levels)**

Silently read the following paragraph. Then condense all the main points of the paragraph by writing one sentence about it.

☞ Mike was helping his grandfather on the farm. Late that afternoon, his grandfather called him and pointed to some dark clouds on the horizon. "A storm is headed our way. Let's get on the porch and watch it from there." Soon they could hear the rumble of distant thunder. Jagged rays of electricity highlighted the black clouds. Gusts of wind swept dry leaves from the trees and pushed rolls of dust across the yard. The rain began as a few isolated drops and then poured down in a solid sheet of fat and noisy drops.

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**PROCESS  
FACT AND OPINION  
(All grade levels)**

Fact and opinion . . . .

- appear in most selections.
- selections state facts describing what really happened.
- selections have opinions that relate to beliefs, judgements, or feelings.

Steps:

1. Look for words that interpret (the brilliant prosecutor, the dog had black and white spots).
2. Look for words that are clues to opinions (probably, perhaps, usually, often, think, feel).
3. Test an opinion by asking if another viewpoint is possible.

**WORKSHEET  
FACT AND OPINION  
(Middle/upper grade levels)**

Silently read the following passage. Underline the part or parts that are statements of opinion. Write a sentence describing what can be told about the main character from both the facts and opinion.

☞ Students wanting to run for an office on the Student Council had to register by Friday. After reading the statements of those students who had declared for president, Bill decided to run. He told Jack that he was better qualified than any of the others. "I will be the best president in the history of the Student Council. Everyone will like my ideas. The other candidates are not as qualified or committed as I am."

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**PROCESS  
INFERENCE TO INTERPRET  
(All grade levels)**

Inference . . . .

- utilizes hints to gather information.
- goes beyond details.
- requires reading between the lines.
- applies personal background and experiences to gain understanding.

Guidelines . . .

- read beyond the words and fill in details.
- ask questions during reading.
- look for hints provided by the writer.

**WORKSHEET  
INTERPRETIVE ANALOGIES  
(Middle/Upper grade levels)**

Read each of the analogies found on this sheet very carefully and then complete the sentence.

1. A counselor is often like a \_\_\_\_\_ of a church.

2. A painter without a brush would be like a fisherman without a \_\_\_\_\_.
3. Roads that cars travel on are like \_\_\_\_\_ that trains use.
4. The position of mayor of a city is like the governor of a \_\_\_\_\_.
5. The bark of a watch dog is like the \_\_\_\_\_ of an alarm system.
6. The manager of a factory is like the \_\_\_\_\_ of a school.
7. The leaves on a tree are similar to the \_\_\_\_\_ on a bird.
8. The siding on a house is like the \_\_\_\_\_ on a person.

**PROCESS**  
**PREDICTING OUTCOMES**  
**(All grade levels)**

Predicting outcomes . . . .

- involves interpreting reading content by drawing conclusions.
- occurs when information from the selection is used to expect what happens next.

Steps:

1. Identify the main idea.
2. Identify facts and details.
3. Identify the logic of the action.
4. Ask what may happen as a result of the actions or events.
5. Support the prediction with evidence.

**PROCESS**  
**AUTHOR'S PURPOSE**  
**(All grade levels)**

Author's purpose . . . .

- is to . . .
  - inform,
  - entertain,
  - persuade, or
  - accomplish some other goal.
- is discussed when students answer the question, "Why was this written?"

Steps:

1. Present a series of stories; explain the purpose of each one.
2. Provide additional stories and ask students to identify the purposes.
3. Lead students in a discussion of reasons for the answers.

**BOARDWORK**  
**AUTHOR'S PURPOSE**  
**(All grade levels)**

Display the following list of reading selections. Ask students if the author is trying to inform, entertain, or persuade.

- Baseball In April and Other Stories.*
- Dancing Teepees: Poems of American Indian Youth.*
- The Cat in the Hat.*
- Investing in the Stock Market: Tips for Small Investors.*
- Field Guide for Bird Watching.*
- I Know Why the Caged Bird Sings.*
- Touch of Light: The Story of Louis Braille.*
- Voyager: The Story of a Space Mission.*

Ask students to share responses.

**Comprehension** ..... **Questions**

**Questioning** . . . .

- is traditionally the most used technique to promote comprehension.
- serves to . . . .
  - guide and focus learning,
  - evaluate learning,
  - lead to more effective learning.
- should . . . .
  - be used at various comprehension levels.
  - be based on comprehension factors, source of answer, or story grammar.
  - follow a taxonomy from lower to higher order.
  - include wait time.
- is especially effective when a question is planned for each student.
- is not effective as a measure to correct student misbehavior.

**PROCESS**  
**COMPREHENSION FACTORS FOR QUESTIONS**  
**(All grade levels)**

Comprehension factors . . . .

- are used to plan questions to analyze different types of comprehension.

Comprehension factors include . .

1. Main idea - identification of the theme and topic.
2. Detail -- identification of directly stated facts.
3. Vocabulary - understanding of words.
4. Sequence - description of the order of events.
5. Inference - interpretation of implied information.
6. Evaluation - assessment of ideas presented.
7. Creative response - development of new ideas.

**PROCESS**  
**SOURCE OF ANSWER FOR QUESTIONS**  
**(All grade levels)**

Source of answer . . . .

- is used to develop skills in student interaction between experiences and text.

Source of answer factors . .

1. Text explicit -- answers directly stated in the text.
2. Text implicit -- answers implied by text that require inferences on the part of the reader.
3. Script implicit -- answers come from the reader's own experiences and background.

[Person, P. & Johnson, D. (1978). Teaching Reading Comprehension. Holt, Rinehart & Winston.]

**BOARDWORK**  
**SOURCE OF ANSWER FOR QUESTIONS**  
**(All grade levels)**

Select a short story and either read aloud to the class or have the students each read individually. Ask the following questions and discuss the answers in a group setting.

Questions:

1. When did the story take place? (setting)
2. Where did the story take place? (setting)
3. Who was involved in the story? (characters)
4. What created the chain of events in the story? (initiating event)
5. What was the main character's reaction to the event? (reaction)
6. What did the main character do about it? (action)
7. What happened as a result of what the main character did? (consequences)

**PROCESS**  
**STORY GRAMMAR FOR QUESTIONS**  
**(All grade levels)**

Story grammar . . . .

-is used to develop story schemata . . .  
expectations about events in a story  
organization of information.

Components:

1. Setting - when and where story took place and who was involved.
2. Initiating event - event that started story sequence.
3. Reaction - main character's reaction to the initiating event.
4. Action - main character's actions caused by the initiating event and subsequent events.
5. Consequence - result of main character's actions.

[Sadow,M.(1982). The use of story grammar in the design of questions. Reading Teacher, 35(2),518-22.]

**BOARDWORK**  
**QUESTIONS BASED ON STORY GRAMMAR**  
**(Lower/Middle grade levels)**

Teacher directed group work. Read the paragraph and answer the questions. Discuss the analysis in a group setting.

☞ Dave rode his horse slowly over the sand. The air was turning cool as the sun sank over the horizon. The horse kept up her search for a few blades of grass while Dave struggled to stay on her.

Questions:

1. What was Dave riding?
2. What time of the day is it?
3. What do you think will happen to Dave? Why do you think so?

Analysis:

1. "His horse." Directly from passage. Text explicit.
2. "Early evening." Implied from passage. Text implicit.
3. "Dave will die if he doesn't find food and water." Not derived from text. Prior knowledge. Experience based.

**BOARDWORK**  
**QUESTIONS BASED ON STORY GRAMMAR**  
**(Middle grade levels)**

Teacher directed group work. Read the paragraph and answer the questions. Discuss the analysis in group setting.

☞ The sails on the small boat popped as a gust of wind hit them. Joe, drowsy from the bright sun beaming directly on the water, reacted slowly. The boat, moving swiftly now, bounced across some rough waves created by the power boats racing across the water. Joe realized that he was some distance from the shore and had crossed the boundary reserved for swimmers and sailboats. Fighting with the sails against the strong winds, he saw a large boat heading directly toward him.

Questions:

- What vessel was Joe using?
- What time of day was it?
- What could happen to Joe?

Analysis:

1. "A sailboat." Directly from story. Text implicit.
2. "Midday, noon." Implied from story. Text implicit.
3. "He could be hit by the boat or swamped by waves." Not derived from text. Prior knowledge. Experienced based.

### **PROCESS TEACHER MODELING (All grade levels)**

Teacher modeling . . . .

- is teacher directed: formatting, guiding and directing.
- is an example of the Directed Reading Activity in basal readers.
- uses questions throughout the DRA.
- uses questions to set purpose.
- uses questions to check comprehension.
- provides student experiences with effective questioning behavior.
- requires the development of questions in addition to those provided by the basal.
- uses lower order questions as a base for higher order questions.

### **PROCESS RECIPROCAL QUESTIONING (All grade levels)**

Reciprocal questioning . . . .

- involves students in silently reading portions of the text and then alternately asking and answering questions concerning the material.
- provides a high level of student participation.
- encourages students to develop questions.
- gives an opportunity for a student lead activity.

Steps:

1. Select appropriate material that can be used to make predictions. Identify key sentences.
2. Describe the rules for the activities. Teacher and students ask questions based on sentences.
3. Direct the questioning sequence. Move from teacher to student questions.
4. Select appropriate questions, covering all levels of learning.
5. List student predictions on chalkboard.
6. Direct silent reading of the complete selection.



7. Compare predictions.

**PROCESS  
QUESTIONING BY STUDENTS  
(All grade levels)**

Questioning by students . . . .

- encourages students to set individual purposes for reading.
- provides an opportunity for students to initiate questions rather than merely responding to them.
- assumes that questioning by students assists in developing comprehension.
- utilizes students' backgrounds and experiences.

Steps:

1. Predicting - develop questions to encourage students to examine text and make predictions.
2. Reading - students read silently to verify predictions and answer questions.
3. Proving - students close the text, examine evidence gained from reading, and relate to prediction questions.

**PROCESS  
SURVEY TECHNIQUE  
(All grade levels)**

Survey technique . . . .

- asks students to formulate a purpose for reading as they preview the reading selection.
- should be modeled and conducted with the entire class at first.
- develops effective reading habits.
- develops skills in analyzing the selection prior to reading.

Steps:

1. Analyze title and subtitles.
2. Analyze other visual aids: pictures, charts, graphs, maps, etc.
3. Read the introductory and concluding paragraphs.
4. Identify the main idea.

**Comprehension** ..... **Guidance**

**Guidance strategies** . . . .

- are used to stimulate reading process.
- are used to focus attention or activate prior knowledge.
- are used before and during reading.
- are especially helpful with difficult material.
- are statements that direct attention to the major ideas in text.

**PROCESS  
ANTICIPATION GUIDE  
(All grade levels)**

Anticipation guides . . . .

- activate thoughts and concepts to be discussed in the text.
- stimulate curiosity and motivation.
- are teacher directed and facilitated.

Steps:

1. Identify concepts to be learned.
2. Determine how concepts support or challenge your student beliefs.
3. Create 3-5 statements that support or challenge student beliefs.
4. Write statements on transparency for group discussion.
5. Discuss each statement.
6. Direct students to read text.

**WORKSHEET  
ANTICIPATION GUIDE  
(Lower grade levels)**

Below are some sentences about sports utility vehicles. Read each sentence. Do you agree with the sentence? If you do, place a check mark on the line before the sentence. We will talk about each one.

- 1. Many people drive sports utility vehicles.
- 2. Only young people, 18-35, own and drive sports utility vehicles.
- 3. Sports utility vehicles are not as safe as most cars.
- 4. People especially like sports utility vehicles for trips and vacations.
- 5. Sports utility vehicles are replacing trucks as one of the most popular vehicles.
- 6. Costly damage caused to sports utility vehicles in accidents may incur insurance costs for owners.

**WORKSHEET  
ANTICIPATION OF PHRASES  
(Middle/Upper grade levels)**

Put an X in front of all the lists of words that answer each question.

1. Which of the following words would you expect a computer nerd to use?
  - space station and satellite
  - gigabytes and memory chips
  - camcorders and videotape
2. Which of the following words would you expect a tennis player to use?
  - deuce, love, and tie breakers
  - breast stroke and back stroke
  - goalie, birdie, and par
3. Which of the following words would you expect a park ranger to use?
  - ore and gold mines
  - mountain climbing
  - camp sites and conservation

**PROCESS  
READING GUIDE  
(All grade levels)**

Reading guides . . . .

- are created by the teacher.
- direct attention to major ideas in the text.
- build comprehension strategies.
- stimulate interest in reading.
- are used during the reading process.

Steps:

1. Analyze the content and list the major ideas students are to learn.

2. Develop construct statements (personalized statements of major ideas).
3. Decide on level of assistance teacher will provide.
4. Make the assignment.
5. Provide planned assistance during reading.
6. Lead group or class follow-up discussions.

**PROCESS**  
**STUDENT GUIDED READING**  
**(All grade levels)**

Student guided reading . . . .

- develops independent reading principles.
- helps students read and recall text in a teacher directed but student dominated discussion.

Steps (student activities):

1. Set purpose for reading - identify questions.
2. Read the selection.
3. Recall the selection by answering questions.
4. Reread for corrections and additions.
5. Organize information.
6. Synthesize information.
7. Check comprehension through group discussion.

**RETELLING**  
**(All grade levels)**

Retelling . . . .

- is a valuable aid for developing comprehension.
- involves students transforming text into their own words.
- helps students recall text to confirm understanding.
- can be teacher directed or free-form.

Forms of retelling:

1. Oral.
2. Written.
3. Development of pictures and projects.

**TEACHER MODELING**  
**(All grade levels)**

Teacher modeling . . . .

- demonstrates the reading process for students.
- includes selecting a passage, reading it aloud to students, and explaining the reading process.
- shows students how the teacher reads.
- occurs by inference when the teacher participates in SSR and comments about reading activities.
- portrays the reasoning process by describing aloud the process used by the teacher in the act of reading.

----- APPLICATION -----

**Keep in mind, application . . . .**

- is the goal of most instruction, especially related to reading.
- is the process of reading to learn.
- involves extending reading skills to written materials and obtaining messages.
- requires utilization of skills and processes learned in word identification, vocabulary, and comprehension activities to the “real world of reading.”
- involves skills such as those related to whole language, content area reading, reading across the curriculum activities.
- enables a student as an independent reader.
- is the use of reading to solve problems, locate information, communicate, and utilize multiple written materials.

**Application teaching . . . .**

- is the responsibility of both reading teachers and content teachers.
- involves many skills and processes best taught via “content” materials.
- includes a number of skills and processes that are only taught in “content” materials.
- is the responsibility of teachers at all grade levels.
- is usually best addressed through materials other than a basal series.
- may require instructional grouping.

**Application . . . . . Thematic**

**Thematic reading materials . . . .**

- are organized around a central theme topic.
- are items written to tell a story.
- usually contain story elements:
  - character information,
  - conflict or problem,
  - resolution,
  - reactions and theme.
- are found in both basal materials and trade books.
- usually contain limited data and details.
- are successfully utilized in a class interaction format.

**PROCESS  
 PAIRED READING  
 (All grade levels)**

**Paired reading . . . .**

- involves two students taking turns reading to each other from a favorite book.
- usually involves a less proficient reader teamed with a stronger reader.
- is the use of books on each reader’s level.
- is designed for students to practice reading.

**Steps:**

1. Teacher assigns pairs.
2. Teacher determines objectives and identifies purpose to students.
3. Students take turns reading to each other.
4. Teacher monitors and provides guidance.
5. Students assist each other.
6. Teacher designs a 10-15 minute activity.

**PROCESS  
FREE READING  
(All grade levels)**

Free reading . . . .

- is silent reading.
- is a whole class activity.
- may be formal or informal.
- must utilize self selection of material.
- may be recreational or informational.

Steps:

1. Identify goal(s) for reading.
2. Read.
3. Guide students' reading.
4. Write in response journal as a follow-up exercise.

**PROCESS  
INDIVIDUALIZED READING CONFERENCES  
(All grade levels)**

Individualized reading conferences . . . .

- provide opportunities to meet individually with students.
- allow students to discuss reading with teachers.
- encourage student participation and diminish teacher domination.
- are followed with anecdotal records.

Steps:

1. Student selects material (teacher may guide or make suggestions).
2. Student reads the material.
3. Student confers with teacher (may include teaching students process involved).
  - student volunteers when ready
  - teacher utilizes a sign-up procedure
  - teacher uses a checklist based on purpose of reading (note taking is another option)
4. Student and teacher collaboratively react and extend.

**PROCESS  
INDIVIDUALIZED WRITING CONFERENCES  
(All grade levels)**

Individualized writing conferences . . . .

- may be formal or informal.
- utilize similar procedures as individual reading conferences.
- may be conducted individually or in small groups.

Types:

1. On the spot conference with teacher direction and guidance.
2. Drafting conference.
3. Rewriting/revising/editing conference.
4. Instructional "mini-lesson" conference addressing discerned needs.
5. Assessment conference with specific feedback about student efforts including strengths and weaknesses.

**BOARDWORK**

## **INDIVIDUALIZED WRITING CONFERENCES**

### **(Middle/upper grade levels)**

Assign students to read a passage then *write a paragraph describing the main idea addressed in the material*. Monitor the activity and as children complete the writing, conduct a writing conference with each student using the following questions.

1. What is the best part of the writing?
2. What do you think could be improved?
3. Did you have any difficulty writing this paragraph?
4. Were you surprised by anything in your analysis and writing? Explain.
5. What came out differently from the way you expected?
6. What did you learn about the topic in this writing?

## **PROCESS**

### **LANGUAGE EXPERIENCE**

#### **(All grade levels)**

Language experience . . . .

- allows students to have reading materials on an appropriate level.
- provides students with reading materials utilizing personal language and experiences.

Steps:

1. Provide a specific student experience to form the basis of a story.
2. Record the experience in a story format as related by the students.
3. Read the story (individual or group).
4. Practice reading: students to each other and in groups.
5. Reread and review the material as a follow-up.

## **PROCESS**

### **READING ALOUD BY TEACHER**

#### **(All grade levels)**

Reading aloud by teacher . . . .

- provides opportunities to incorporate literature into the classroom.
- provides teacher modeling related to reading skills and interests.
- assists in developing listening comprehension.
- increases independent reading.
- provides vocabulary development.
- improves reading comprehension.

Guidelines for the teacher:

1. Select a story appropriate to class and related to activities.
2. Build an anthology of selections, ensuring topics that appeal to all students.
3. Pre-read selection to ensure that you can pronounce, define, explain each word in the story.
4. Say each word clearly and distinctly.
5. Pause in the right places.
6. Pay attention to punctuation.
7. Emphasize important words.

## **PROCESS**

### **RESPONSE JOURNALS**

#### **(All grade levels)**

Response journals . . . .

- are used as a technique for students to individually respond to what they have read.
- are an excellent systemic activity and should be a regular activity.

Steps:

1. Students, with guidance, prepare a journal (spiral notebook, etc.).
2. Students read a story, book, or poem (teacher may select or assist in selection).
3. Students write reactions and responses to what was read in the journal.
4. Teacher reviews journal and provides feedback to the student. Questions to encourage reflection are especially appropriate. Positive and participatory responses are necessary.
5. Return journal to the student for review and reaction.

**PROCESS**  
**SUSTAINED SILENT READING (SSR)**  
**(All grade levels)**

Sustained silent reading (SSR) . . . .

- involves a quiet time when everyone, teachers and students, read.
- allows each reader to select material of interest.
- contains no testing - no pressure.
- may be scheduled by classroom or whole school.

Steps:

1. Discuss with class and develop "rules."
2. Provide a wide selection of reading materials or have students select something from home or the library.
3. Everyone participates in the activity at the same time.
4. Adjust time to fit class involvement and intensity.
5. Be consistent and follow the developed rules.
6. Encourage students to share reading experiences. Maintain a list of "best" titles. Prepare a bulletin board with headings and have students list "good and interesting" titles under each heading.

**PROCESS**  
**STORY GRAMMAR**  
**(All grade levels)**

Story grammar . . . .

- focuses on comprehending four basic categories . . . .
  - character information.
  - conflict or problem.
  - resolution.
  - reaction to resolution and theme.

Steps:

1. Locate information about significant characters.
2. Identify the conflict or problem.
3. Locate attempts at problem resolution and identify final resolution.
4. Examine reactions to resolution and verbalize theme.

**WORKSHEET**  
**STORY GRAMMAR**  
**(All grade levels)**

Assign a specific story (teacher or student selected) and then complete the following study sheet after reading.

1. Name the problem(s) or conflict. \_\_\_\_\_
2. Identify and briefly tell about the main characters. \_\_\_\_\_
3. How do the characters try to solve the problem? \_\_\_\_\_
4. How is the problem solved? \_\_\_\_\_
5. Identify any added twist or complication at the end of the story. \_\_\_\_\_
6. What is the theme of the story? \_\_\_\_\_
7. What is the author trying to say? \_\_\_\_\_

**Application** ..... **Expository**

**Expository reading . . . .**

- is the reading of content area and reference books designed to convey factual information or explain difficult concepts in a comprehensive format.
- is very different from thematic reading because . . .
  - new organizational structures are used,
  - vocabulary is more difficult,
  - unique graphics are introduced, and
  - a larger density of concepts exists.
- is more difficult for the reader because . . .
  - more information must be retained, and
  - vocabulary is more specialized.

**PROCESS  
CONTENT LESSONS  
(All grade levels)**

Content area lessons . . . .

- promote comprehension of basic, important information.
- promote critical reading skills.
- promote independence in the reader.

Steps:

1. Teacher prepares for instruction and:
  - determines critical content,
  - designs chapter examination,
  - divides chapter into teachable units.
2. Prereading activities are conducted to:
  - address anticipated difficult materials,
  - survey the passages content.
3. Reading activities:
  - are teacher directed,
  - involve guided or reciprocal reading,
  - provide independent reading.
4. Post reading activities are designed to:
  - answer chapter questions,
  - summarize the selection,
  - provide closure relative to chapter examination.



**PROCESS**  
**PRE-READING - PREVIEWING CONTENT**  
**(All grade levels)**

Previewing . . . .

- is teacher directed.
- is scanning information laden portions of the chapter.
- provides the reader with an idea of the content and the organization of the material.
- provides a framework for reading the selection.

Consists of:

1. Reviewing the chapter title.
2. Analyzing the subtitles.
3. Reviewing the visual aids.
4. Reading the introductory paragraph.
5. Reading the concluding paragraph.
6. Identifying the main idea.

**PROCESS**  
**PRE-READING - WARM-UP**  
**(All grade levels)**

Warm-up activities are designed to . . . .

- direct attention to the selection.
- recall schema.
- provide frames of reference.
- provide reasons for reading.

Reading activities are designed to:

1. Develop objective or purpose for reading.
2. Identify questions to be answered.
3. Identify a key vocabulary list.
4. Assist in making a word map.
5. Brainstorm about the selection.
6. Initiate free writing related to content.

**PROCESS**  
**PRE-READING - PREVIEWING A SELECTION**  
**(All grade levels)**

Previewing a selection . . . .

- is a process for reviewing a selection prior to reading.
- allows for students to “know” a selection.
- is an independent reading process.

Steps:

1. Preview title.
2. Describe goals, objectives, etc.
3. Preview pictures, charts, graphs, or drawings.
4. Preview first sentence of paragraphs.
5. Read first paragraph.
6. Preview any questions at end of selection.
7. Look for key words in bold print.
8. Read the summary.

**PROCESS**  
**PRE-READING - PREVIEWING A BOOK**  
**(All grade levels)**

Previewing a book . . . .

- calls for examining a book prior to reading.
- allows students to “know” a book.
- is an independent reading process.

Steps:

1. Preview title.
2. Preview table of contents.
3. Preview preface.
4. Preview index.
5. Preview special features.
6. Preview the introduction.

**PROCESS**  
**PRE-READING - PREVIEWING VISUAL AIDS**  
**(All grade levels)**

Previewing visual aids . . . .

- may require teaching specific skills related to use and comprehension.
- helps students understand how sentences and visual aids are tied together.
- assists with understanding and comprehending illustrations, charts, etc.
- enables understanding of how the author uses “other” print forms to communicate.

Steps:

1. Focus on visual aids in the selection.
2. Carefully read captions, titles, etc.
3. Focus on connecting words to illustrations.
4. Orally restate visual information.

**PROCESS**  
**READING ACTIVITIES**  
**(All grade levels)**

Reading activities . . . .

- are developed to relate to the students’ reading and comprehension skills.
- may involve teacher direction in the lower grades, reciprocal reading in the middle grades, and independent reading in the upper grades.
- include most of the strategies addressed under comprehension.

**PROCESS**  
**READING ACTIVITIES - GUIDED READING**  
**(Middle/Upper grade levels)**

Guided reading . . . .

- is a teacher directed strategy similar to comprehension formats presented in “comprehension strand.”
- is patterned after basal Directed Reading Lessons.

Steps:

1. Teacher states goal for reading the material.
2. Teacher states objectives for reading and questions to be answered.
3. Teacher introduces new vocabulary.

4. Teacher directs review of vocabulary.
5. Teacher uses glossing for difficult material.
6. Students read material silently.
7. Teacher directs class activities as a reading laboratory.
8. Class discusses material.
9. Students reread orally as needed.

**PROCESS**  
**READING ACTIVITIES - RECIPROCAL TEACHING**  
**(Middle/Upper grade levels)**

Reciprocal teaching . . . .

-is similar to guided reading except that the teacher and students share responsibility for asking questions.

-involves directly teaching skill: questioning, summarizing, clarifying, and predicting.

Components:

1. Questioning - students identify important information and develop questions relative to it.
2. Summarizing - ongoing; GIST technique is an example.
3. Clarifying - students identify unclear elements and attempt to clarify.
4. Predicting - schema, earlier material, and current items, are used to predict future events and activities relative to the reading assignment.

**PROCESS**  
**POST READING**  
**(Middle/Upper grade levels)**

Post reading . . . .

-includes activities designed to integrate, synthesize, and consolidate the information read in the selection.

Two activities of particular merit:

1. Answering written questions.
2. Writing a summary.

**PROCESS**  
**POST READING - ANSWERING QUESTIONS**  
**(Middle/Upper grade levels)**

Answering written questions . . . .

-should depend on context contained in the passage.

-should involve significant facts and relationships.

-should be based upon the question "What is important for students to remember from this selection?"

Questions should:

1. Reflect major concepts presented in the material.
2. Include both literal and inferential comprehension responses.
3. Go beyond "yes" and "no" responses.
4. Be clearly worded for ease of interpretation.

**PROCESS**  
**POST READING - SUMMARIZING**  
**(Middle/Upper grade levels)**

Summarizing . . . .

- helps students understand the organization of the text material.
- provides practice in determining main ideas and critical concepts in the selection.
- helps students remember ideas.

Steps for summarizing content material:

1. Skim a passage.
2. List key points.
3. Combine points in related labels.
4. Delete least important points.
5. Reread list.
6. Combine and delete to condense points.
7. Number a list of remaining points in logical order.
8. Write a paragraph utilizing the points.

**BOARDWORK**  
**POST READING - SUMMARIZING**  
**(Lower/middle grade levels)**

Select a "story" or "passage" conducive to summarizing and follow the listed steps.

1. Read the selection aloud.
2. Answer the following:
  - Who?
  - Where?
  - What happened first?
  - What happened next?
  - How did the story end?
3. Reread to find or confirm answers.

**PROCESS**  
**MATHEMATICS CONTENT READING**  
**(Middle/Upper grade levels)**

Mathematics content . . . .

- is more difficult to read than any other content area.
- is difficult because students must translate mathematical language into everyday language.
- may be made easier through drawings and diagrams.
- is most difficult when solving word problems.
- stated in word problems is more difficult in the area of comprehension rather than math calculations.

Steps for reading math problems:

1. Read to visualize or understand the problem.
2. Reread and note specific facts.
3. Identify new or difficult concepts or terminology; ask for help if needed.
4. Reread and identify mathematical operations necessary to arrive at a solution.
5. After finding an answer, reread once more, check the process, and ascertain reasonableness of the solution.

**PROCESS**  
**SCIENCE CONTENT READING**  
**(Middle/Upper grade levels)**

Science content . . . .

- requires methodical, slow, and careful reading.
- comprehension is often adversely affected by a student's prior beliefs and preconceptions.
- requires special effort to build and maintain appropriate schemata.

**PROCESS**  
**SOCIAL SCIENCE CONTENT READING**  
**(Middle/Upper grade levels)**

Social science content . . . .

- books are often difficult to read because of ineffective writing patterns.
- textbook questions, due to ambiguity and generalities, are often difficult to comprehend.
- achievement scores can be improved through appropriate reading and study skills instruction.

Successful social science reading programs include:

1. Many and varied activities.
2. Multiple and differentiated reading materials.
3. Direct teaching by the instructor.

**PROCESS**  
**LISTEN/READ/DISCUSS (LRD)**  
**(All grade levels)**

Listen/read/discuss . . . .

- provides varied repetition.
- is effective with readers with reading problems.
- promotes discussion activity.

Steps:

1. Listen - teacher selects a portion of text and explains or lectures.
2. Read - students then read the section.
3. Discuss - teacher conducts a discussion about the material to:
  - answer questions.
  - raise new questions.

Sample questions . .

- What did you understand from your reading?
- Which parts did you have difficulty with?
- What new questions do you have?

[Ivermann, D. (1987). Using Discussion to Promote Reading Comprehension. IRA, (34-42).]

**PROCESS**  
**EXTENSION TECHNIQUES FOR CONTENT READING**  
**(Middle/Upper grade levels)**

Extension techniques for content reading . . . .

- are designed to extend learning to a higher cognitive level and includes content beyond basic information.
- include items from earlier strands . .
  - word identification
  - vocabulary
  - comprehension.
- incorporate . .
  - motivation techniques

- study guides
- questioning strategies
- structured overviews
- readers' theater
- sustained silent reading (SSR)
- unit teaching
- manipulative materials

**Application** ..... **Write to Read**

**Write to read . . . .**

- converts words in a selection into the reader's language.
- provides opportunities to use both visual and kinesthetic modalities.
- converts a selection into more easily reviewed material.
- encourages development of unexpected ideas and insights through focus on writing.

**PROCESS  
UNDERLINING  
(All grade levels)**

Underlining . . . .

- is used to mark the main points of meaning in a selection.
- actively engages the reader.

Steps:

1. Underline only in special materials - not textbooks.
2. Mark the main ideas and major details differently (use a predetermined key - special characters such as !, ?, \* or colored markers).
3. Identify the main idea sentences.
4. Use special marks for important items (!! , bold or heavy underline).
5. Write short notes or comments in margins.

**PROCESS  
LISTING  
(All grade levels)**

Listing . . . .

- is a process where the reader writes main points in own words.
- actively involves the reader.

Steps:

1. Find paragraph topics.
2. Find paragraph main ideas - stated and implied.
3. List paragraph main ideas.
4. Find major details and list under main ideas.
5. List selection main ideas.
6. List selection major details. Place under selection main ideas.

**PROCESS  
SEMANTIC MAPPING  
(All grade levels)**

Semantic mapping . . . .

- structures information by categories in graphic form.

- forms a diagram showing how words are related.
- is generally more free flowing than graphic organizers.
- represents the reader's comprehension of concepts.
- is a post reading summarization.
- may include a number of lower level supporting details.

Three levels of information include:

1. Main topic becomes the central hub.
2. Major ideas or categories are used as labels branching from the hub.
3. Branches contain specific supporting details.

[See Heimlich, Joan. (1996). Semantic Mapping: Classroom Applications. IRA.]

### **PROCESS SUMMARIZATION (GIST) (All grade levels)**

Summarization (GIST) . . . .

- denotes getting the "gist" of a selection.
- reduces a paragraph/selection to its essential elements.
- requires connecting ideas together.

Steps:

1. Select a short passage of 3-5 paragraphs that has an important main idea and easy to read.
2. Place the paragraph on an overhead transparency.
3. Display only the first paragraph, have students read, then write a summary of 20 words or less.
4. Display the second paragraph and have students write a composite summary of 20 words or less of both paragraphs.
5. Continue this procedure paragraph by paragraph.
6. End with a "gist" summary of the selection.
7. Select another similar passage and repeat.
8. Continue with longer and more difficult passages.

### **PROCESS CUBING (Middle/Upper grade levels)**

Cubing . . . .

- is useful exploring topics from various dimensions using a concrete visual: a cube.
- is useful as a pre-writing brainstorming activity.
- is best introduced with a familiar topic (pets, favorite food, friends, etc.)
- can move from a whole-class to an individual activity.

Steps:

1. Construct cubes either on paper, from milk or juice cartons, or construction paper.
2. Select a topic (simple and then complex).
3. Instruct students to use the six sides of the cube to:
  - Describe the topic (colors, shapes, sizes).
  - Compare the topic (similar to or different from).
  - Associate topic (what does it remind you about).
  - Analyze topic (how is it made, composed of what).
  - Apply topic (what can you do with it, how used).
  - Argue for or against topic (take a stand).

**PROCESS  
WRITING ROULETTE  
(Middle/Upper grade levels)**

Writing roulette . . . .

- is sequential writing of a story.
- is conducted in groups of three.
- is designed for each person to write one part of a three- part story structure.
- is a free association form of writing.

Steps:

1. Teacher provides a general story structure:
  - a setting or characters.
  - a problem or goal for the main character.
  - a resolution.
2. Teacher sets writing time for each story part.
3. Each student writes a setting or describes the characters.
4. Students exchange papers, read then continue writing the story line as written.
5. Students exchange papers, read paper, continue story by writing resolution.

**PROCESS  
RESEARCH PAPERS  
(All grade levels)**

Research paper skills . . . .

- involve guiding students through selecting a topic, using library resources, and organizing and writing the paper.
- extend from other “write to read” strategies.
- provide a springboard for success in middle grade content areas.
- may start with cooperative groups and move to an independent activity.

Steps:

1. Select and narrow a topic.
2. Plan how to investigate the topic.
3. Develop questions.
4. Identify and collect sources of information.
5. Share collected information.
6. Write the first draft.
7. Edit.
8. Complete the final draft.

**Application . . . . . Higher Order Reading**

**Higher order reading . . . .**

- includes both critical and creative reading skills and involves:
  - analyzing the content for the purpose of evaluating what is read (critical),
  - meaning beyond comprehension to arrive at new ideas and conclusions (creative).
- relates to problem solving and decision making process.

**PROCESS  
CRITICAL READING**



**(All grade levels)**

Critical reading . . . .

- is probably the most important skill related to preparing students for life.
- is best taught by sequencing from simple to complex.
- is best developed by practicing from simple to complex.
- is best addressed by teaching a strategy.

Steps:

1. What does the author want the reader to believe?
2. What facts are presented. Are these facts based on absolutes or opinion?
3. Can the reader trust the author? Why or why not?
4. Does the conclusion derive from evidence? Tell why.

**BOARDWORK**  
**CRITICAL READING - FICTION**  
**(All grade levels)**

Select a story conducive to the questions listed below. Either read aloud or have students read the selection. Discuss the questions in a class or group setting.

1. Could this story really have happened?
2. Are the characters believable within the story setting?
3. Is the dialogue realistic?
4. Did the plot hold your interest? Why or why not?
5. Was the ending reasonable or believable? Why or why not?
6. Was the title well chosen? Why or why not?

**WORKSHEET**  
**CRITICAL READING**  
**(Middle grade levels)**

Silently read each of these questions. Answer each question in the space. Since there is no right or wrong answer, you can answer in any way that makes sense to you.

1. What would happen if the earth's average temperature continued to rise?
2. What would happen if you never ate any food besides sweets, such as coke and candy?
3. What would happen if a major drought occurred over the whole world?
4. What would happen to travel if there were no airplanes?
5. How could people get food if there were no grocery stores?

**BOARDWORK**  
**CRITICAL READING - NON-FICTION**  
**(All grade levels)**

Select a passage from content material conducive to the questions listed below. Either read aloud or have students read the passage. Discuss the questions in a class or group setting.

1. Why did the author write this material?
2. How familiar or knowledgeable is the author about this subject?
3. Is the material current or outdated?
4. Does the author's approach seem logical or emotional?
5. Is the author using propaganda techniques? Which ones?

**WORKSHEET**  
**CRITICAL READING**  
**(Middle/Upper grade levels)**

Silently read the following passage then answer the questions listed below.

☞Mrs. Asper was talking to her neighbor, Mr. Trump. Mrs. Asper told him she thought it would be terrible if he sold his house to the Parkinson family. Mrs. Asper said that the Parkinsons were from that terrible country, Lispania. Her husband had been in the war against Lispania. She had worked with a person from Lispania who always came late to work and did not dress neatly. She said that if the Parkinsons moved into the neighborhood, it would never be the same.

Questions:

1. What is Mrs. Asper's conclusion? \_\_\_\_\_
2. Did Mrs. Asper use evidence? If so, what? \_\_\_\_\_
3. Would you be suspicious of Mrs. Asper's evidence? \_\_\_\_\_ If so, explain.  
\_\_\_\_\_

**WORKSHEET**  
**CRITICAL READING**  
**(Middle/Upper grade levels)**

Critically read each of these statements. If you believe the statement is factual write *agree* in the space. If you believe the statement is not factual write *disagree* in the space. Be prepared to defend your answer.

1. Most rich people inherited their money. \_\_\_\_\_
2. Most parents love their children and want the best for them. \_\_\_\_\_
3. There is dignity in any work. \_\_\_\_\_

**PROCESS**  
**CREATIVE READING**  
**(All grade levels)**

Creative reading . . . .

- is a form of divergent thinking.
- requires thinking as one reads.
- requires combining prior knowledge with ideas from the text.

Activities:

1. Stop the students at a given point in the story and ask them to formulate the ending.
2. After finishing a story, ask students to devise a different ending.
3. Ask students to use the plot of the story, but to change the setting.
4. Change a specific event in a story and discuss how it alters the outcome.

**WORKSHEET**  
**CREATIVE READING/WRITING**  
**(All grade levels)**

Write a story on a sheet of paper about a topic of your choice.

Lower/Middle grade levels:

1. What I Would Do If I Had A Million Dollars
2. My Favorite Dream
3. What I Really Wish
4. My Favorite Holiday
5. The Time I Had The Most Fun
6. The Time I Was The Most Afraid

Middle/Upper grade levels:

1. When I Grow Up

2. What Makes Me The Happiest
3. The Most Important Thing I Have Ever Done
4. The Person Whom I Would Most Like To Be Like
5. What I Think School Should Be Like
6. If I Never Had To Go To School

**BOARDWORK  
CREATIVE READING  
(All grade levels)**

Following are activities that encourage creative reading. In place of a book report, have students:

1. Create a time line to illustrate the events in the story.
2. Create a cover for the book, complete with illustrations and brief descriptions.
3. Create an ad for the book.
4. Dramatize the major points of the book.
5. Develop a multi-media presentation, using slides, music, videos, to illustrate the book.
6. Write a short story or play based on a sequel to the book or a new adventure for the characters.
7. Write a book review to submit to the school or local newspaper.
8. Start a monthly book review letter for the class, with students taking turns contributing.
9. Write an imaginary letter to the author telling why you liked the book, your favorite parts, what you would have done with the plot.
10. Write another ending for the story based on a character or incident revision.
11. Write a biography of the leading character, using information from the book.
12. Dress up as a favorite character in the story.
13. Make a bulletin board describing a book/story.
14. Make a list of similes, metaphors, or other figurative expressions found in the book.

**BOARDWORK  
CREATIVE READING  
(All grade levels)**

Creative readers relate the reading content to solving personal problems. For instance, after reading *Billy Budd* students with speech problems may relate to his problems while others may develop an understanding of how others feel. To work on problem solving, teachers can use books in which different problems are solved. Let students read and follow with a discussion using these questions:

1. What problem did the character(s) in the story face?
2. How did he/she/they handle the problem?
3. Was the solution a good one? Why or why not?
4. What other possible solutions might work?
5. Do you prefer the solution in the book or one of the others?

[An excellent source for locating books to use is *The Bookfinder* by Sharon Dryer, published by American Guidance Service.]

**Application** ..... **Study Techniques**

**Study techniques** . . . .

- are strategies used to enhance comprehension and retention of information.
- are retained longer when applied.

- are student directed.
- begin in the lower grades and grow through the middle and upper grade levels.
- in the lower grades include . . .
  - developing an awareness for a need to study,
  - keeping assignment books,
  - making free form outlines, and
  - locating information.
- in the middle and upper grades include . . .
  - taking notes,
  - outlining,
  - developing skills related to specific activities (SQ3R, KWL, tests, etc.),

**PROCESS**  
**SQ3R**  
**(All grade levels)**

SQ3R . . . .

- is the best known study method.
- is a study method for expository material.
- is best taught through teacher modeling.
- produces best results when time is taken to teach each step in depth.

Steps:

1. Survey. Read and think through material.
2. Question. Write prediction questions.
3. Read. Look for answers to prediction questions.
4. Recite. After reading and answering questions, self test on the material.
5. Review. Periodically review information learned. Can do a peer review.

**PROCESS**  
**PReP**  
**(All grade levels)**

PReP . . . .

- is a study system.
- can be adjusted to fit the grade level and subject.
- is used to prepare and motivate for text reading.

Steps:

1. Lead students in previewing the selection.
  - develop list of topics and concepts to be covered
  - develop questions to be answered
2. Students read the selection.
  - to find topics, concepts
  - to answer identified questions
  - if applicable, teach note taking and take notes
3. Examine content through questioning.
  - develop additional questions
  - answer who, what, when, how, and why
  - develop "test" questions
4. Use self prompting with memory aids.
  - self quizzing
  - explaining to peers

-reciting

**PROCESS  
KWL  
(All grade levels)**

KWL . . . .

- is a structured teaching model for assessing prior knowledge as a part of reading expository material.
- the K stands for "What do I *know*."
- the W stands for "What do I *want* or need to learn."
- the L stands for "What did I *learn*?"

Steps:

1. Discuss what is known about the topic.
  - brainstorm to activate prior knowledge
  - generate categories as labels for generated points of knowledge
2. Discuss what students want to learn.
  - develop a clear purpose for reading
  - generate questions to be answered
  - read to answer the questions
3. Record what has been learned.
  - answer questions during reading
  - examine new and/or unidentified information located during reading

**PROCESS  
SQRQCQ  
(All grade levels)**

SQRQCQ . . . .

- is a study method for math reading problems.
- is the SQ3R adjusted to mathematics content.
- is best taught through teacher demonstration (modeling).
- is best taught through whole class instruction first.

Steps:

1. Survey. Read the problem.
2. Question. Ask questions about the problem.
  - What problem needs to be solved?
  - What do I need to find out?
  - What information is provided?
3. Read. Reread giving close attention to details.
4. Question. "What mathematical operation is needed to solve the problem?"
5. Compute. Do computation associated with operation decided on in previous question.
6. Question. "Does the answer make sense?"

**PROCESS  
OUTLINING  
(All grade levels)**

Outlining . . . .

- is writing down information.
- may be either sentence or topic.

Steps:

1. Select the main ideas from the material and list beside Roman numerals.
2. Write supporting details beside capital letters below the main idea.
3. Details that support main details are indented in the listing to show subordination.
4. The next level is indicated by lower-case letters.
5. The level to which the outline is completed depends upon complexity of the material.

**PROCESS  
OUTLINING - FORMAT  
(All grade levels)**

The following is a sample outline form.

- TITLE
- I. Main idea
    - A. Detail supporting I
    - B. Detail supporting I
      1. Detail supporting B
      2. Detail supporting B
        - a. Detail supporting 2
        - b. Detail supporting 2
      3. Detail supporting B
    - C. Detail supporting I
  - II. Main idea
    - A. Detail supporting II
    - B. Detail supporting II
    - C. Detail supporting II

**PROCESS  
NOTE TAKING  
(All grade levels)**

Note taking . . . .

- is a technique for identifying key terms and concepts and reading content.
- includes outline, sentence, or paragraph formats.
- should be used when one can not write on or underline reading material.
- initiates learning to outline and summarize.

Students should be taught:

1. To include key words and phrases in the notes.
2. To include enough of the context to make notes understandable.
3. To identify a bibliographical source for the notes.
4. To indicate which notes are direct quotations.

**PROCESS  
TEST TAKING  
(All grade levels)**

Test taking . . . .

- instruction begins from the time a child enters school.
- skills become more important as grade levels increase.
- instruction focuses on taking all types and formats of tests.

Test preparation includes . .

- reviewing material to be tested.
- using short frequent reviews rather than a few lengthy cramming sessions.

- using notes.
- developing practice test questions.
- getting plenty of rest the night before a test.

Taking the test includes . . .

- knowing how to take the test.
- reading all directions carefully before beginning the exam.
- budgeting time during the test.
- skipping difficult items and coming back to them at the end of the test.

### **PROCESS** **TEST TAKING - MULTIPLE CHOICE** **(All grade levels)**

Multiple choice tests . . . .

- are the most used format in testing.
- probably utilize the greatest variety in formats.

Teach the following guidelines:

1. Answer every question (unless a penalty is associated with incorrect answers).
2. If the correct answer is unknown, eliminate choices known to be incorrect and select from the remaining items.
3. When two choices are identical, neither is correct.
4. When two choices are opposite, one is probably incorrect and one is probably correct.
5. An answer given to one question may appear in the answer to another question.
6. When two choices seem correct, select the one that provides the most information.

### **PROCESS** **TEST TAKING - TRUE-FALSE** **(All grade levels)**

True-false items . . . .

- can appear deceptively simple.
- seldom comprise an entire test but are usually included on a test.

Teach the following guidelines:

1. Answer every question (unless there is a penalty for incorrect answers).
2. If part of the item is false, the whole item is false.
3. Look for words such as “never” and “always;” absolutes often indicate a wrong answer.
4. Long statements are more likely to be true than short ones.

### **PROCESS** **TEST TAKING - ESSAY** **(All grade levels)**

Essay tests . . . .

- are among the most difficult to take.
- require the recall of information, good writing skills, and organization.

Teach the following guidelines:

1. Spend more time on questions worth the most points.
2. Always give some kind of response.
3. Never give a minimal answer such as “yes” or “no.”
4. Use the *vocabulary* of the “discipline.”
5. Proofread and edit the answer.

**Independent study** . . . .

- is guided and supported by the teacher but is basically an individual activity.
- addresses the need for students to read, interpret, and apply reading skills individually.
- is included at all levels of the curriculum.
- is especially appropriate for self-directed students who may need higher level activities or special reinforcement of a skill.

**PROCESS  
INQUIRY UNITS  
(All grade levels)**

Inquiry units . . . .

- are the same as independent study or research papers.
- allow students to independently study a topic of choice.
- is a nonstructured strategy.
- involve questioning and seeking answers.
- are especially appropriate when definitive answers are not involved.
- provide opportunities for collaboration with the librarian.

Steps:

1. Identify topics.
  - animals, foods, holidays, plants, weather, etc.
2. Formulate research questions.
  - questions sustain about four weeks of activities.
  - example: "What causes the wind to blow?"
3. Locate information.
  - typical reference sources and firsthand experiences.
4. Share results.
  - before groups.
  - through a variety of formats, single and combined.
  - in staggered sessions.

**PROCESS  
PROCESS UNITS  
(All grade levels)**

Process units . . . .

- focus on a process ( how to do something) . .
  - drawing,
  - inventing,
  - acting,
  - making a map, etc.
- include both learning centered and doing the process.
- may be an individual or small group activity.

Steps:

1. Determine the objective/purpose.
2. Identify the appropriate process.
3. Learn the process.
4. Do the process.
5. Critique the outcome.



# . . . . Teaching Language Arts

Teaching Language Arts is designed for classroom teachers, reading resource teachers, special education teachers, pre-service teachers, curriculum supervisors, and staff developers. The materials address application of skills and knowledge rather than imparting theory. All lessons are “ready for immediate use.”

The material is arranged into nine modules for genres, language expression, language mechanics, listening, media, speaking, spelling, viewing, and writing. **Module contents** are:

- ▶ **Genres:** *Activities related to various genres of literature encourage students to develop imagination and creativity as well as provide students with vicarious experiences related to life and to promote lifelong reading habits.*
  - Identifying Literature
  - Responding to Literature
  - Author Intention
  - Characteristics
  - Point of View
  
- ▶ **Language Expressions:** *Without an understanding of sentence structure it would be difficult for anyone to communicate in either written or oral form in a way that would be understood to a reader or a listener.*
  - Language Usage and Standard Conventions
  - Grammar: Parts of Speech
  - Grammar: Use
  - Sentence Structure
  
- ▶ **Language Mechanics:** *As a component of language expressions, appropriate use of language mechanics is necessary in helping writers convey meaning to a reader. Language expression and language mechanics work together to form the basis of language use.*
  - Capitalization: Application or Rules
  - Capitalization: Written
  - Punctuation
  - Abbreviations and Acronyms
  
- ▶ **Listening:** *The most frequently used communication skill, listening is a complex skill because of the combination of auditory acuity, auditory perceptions, auditory appreciation, auditory comprehension, and auditory focus.*
  - Auditory Discrimination
  - Responses: Informational, Critical, Analytical
  
- ▶ **Media:** *Analysis of print and nonprint media forms assists in changing generally passive activities into active participation.*
  - Media Form: Identification
  - Media Form: Organization
  - Print: Features & Identity

- Print: Features & Use
- ▶ **Speaking:** *Oral language activities are among the most crucial parts of the language arts curriculum. Oral skills are essential for success in every part of life.*
  - Types
  - Techniques
- ▶ **Spelling:** *As part of the mechanics of language and language expression, spelling words correctly helps students communicate more effectively with their intended audience.*
  - Spelling Readiness
  - Basic Words: Appropriate Grade Level Words
  - Phonemes
  - Graphemes
  - Structural Analysis
  - Strategies
- ▶ **Viewing & Representing:** *The ability to encode and decode various printed forms is a necessary skill in all content areas as well as in life.*
  - Interpretation & Analysis of Pictures, Charts, Tables, Graphs, Diagrams and Maps
- ▶ **Writing:** *A life skill, writing can be improved upon through interactions with others and the development of self-evaluation. There is no one best approach to the teaching of writing.*
  - Awareness & Purposes
  - Composition: Original
  - Dictation: Composition
  - Handwriting
  - Main Idea
  - Questions
  - Text Response
  - Sequence
  - Specific Support
  - Writing Process

### Organizing for Language Arts Instruction

Because the teacher is the most important element in the effective teaching of language arts, evaluation of the teacher must be an integral component of the literacy environment assessment.

Respond to the items in the following checklist.

		Never	Sometimes	Always
1)	Do you provide opportunities for learners to work in situations that involve individual instruction?	_____	_____	_____
	peer tutoring?	_____	_____	_____
	small group instruction?	_____	_____	_____
	interest groups?	_____	_____	_____
	ability groups?	_____	_____	_____

	special needs groups?	_____	_____	_____
	whole class instruction?	_____	_____	_____
		Never	Sometimes	Always
2)	Are students provided opportunities to work in learning centers and group activities?	_____	_____	_____
3)	Is language arts instruction balanced? Does it include activities in			
	listening?	_____	_____	_____
	speaking?	_____	_____	_____
	reading?	_____	_____	_____
	creative writing?	_____	_____	_____
	critical writing?	_____	_____	_____
	media use?	_____	_____	_____
	media analysis?	_____	_____	_____
	punctuation?	_____	_____	_____
	parts of speech?	_____	_____	_____
	literature?	_____	_____	_____
	viewing?	_____	_____	_____
4)	Is language arts specifically integrated into the rest of the curriculum?	_____	_____	_____
5)	Are formal and informal methods of instruction used?	_____	_____	_____
6)	Are guided practice and independent practice included in all activities?	_____	_____	_____
7)	Are the language arts abilities of the students regularly assessed?	_____	_____	_____
8)	Is "adequate" instructional time provided for			
	oral communications?	_____	_____	_____
	written communications?	_____	_____	_____
	listening?	_____	_____	_____
	reading?	_____	_____	_____
	spelling?	_____	_____	_____
	literature?	_____	_____	_____
	usage and grammar?	_____	_____	_____
	media?	_____	_____	_____
	viewing?	_____	_____	_____
	handwriting?	_____	_____	_____

In addition to identifying the degree to which all of the language arts components are addressed in the total curriculum, teachers should also examine the amount of time spent on various tasks associated with the language arts skills. In order to make sure that a sufficient amount of time is allotted to the skills, as well as making sure that all areas are thoroughly covered, specific items should be addressed when implementing language arts instruction.

Definition of the skill should be presented so that the student can read, understand, and continue to explore the concept alone if necessary. Skill definitions should provide a quick and easy reference for teachers, aids, and other classroom personnel working with the students.

Examples of the skill related to the definition should be arranged so that the student can practice working the problem and then immediately view the correct answer. The example

should also serve the purpose of inductively or deductively arriving at generalizations related to the skill being studied.

Exercises completed by the student must thoroughly reinforce the skill through guided or independent practice, or as a combination of both. However, the exercises should then be expanded upon by the teacher in order to provide the students with multiple opportunities for learning.

Before beginning language arts instruction, students' abilities should be evaluated so that instruction can be directed to individual needs. Once identified, one way to efficiently meet the language arts needs of all students is to group students into flexible categorized based on specific needs. Without flexible grouping methods, the language arts teacher has two possibilities: individualize instruction for every student (a nearly impossible task) or teach identical language arts skills to the entire class at the same time. Neither of these two alternatives provides for the best use of time - especially considering that many language arts activities (for example, listening and speaking) require group interaction in order to be effective. Therefore, the educator's method of presenting language arts instruction and content inclusion must also be assessed.

Edurealm language arts lessons should be used in a variety of ways in order to increase student participation.

### Direct Instruction

Provide students with examples and non-examples of the specific skill to be addressed, using information at the top of the lesson page. Assist students with Guided Practice through example items on a page, working together to identify correct responses. Complete the lesson by having students involved with Independent Practice, working independently to arrive at responses which can then be checked individually by the teacher or corrected as a group. Focus on Direct Instruction first.

### Collaborative Learning Groups

After discussing the information at the top of the page, and having students provide examples and non-examples of each skill, divide the class into groups of three to five. Each group should have a variety of ability levels within the group in order to allow for maximum participation and effective group peer tutoring. Each person within the group should be assigned a task such as (in a group of five) sentence reader, word reader, recorder, answerer and spelling verifier. Jobs should rotate throughout the group so that each person has the opportunity to perform each job at least once. Upon completion of the lesson, answers may be checked with the teacher or the class can discuss the lesson together.

### Pair Peer Tutoring

Identifying pairs of students to work together on various skills can be mutually beneficial. If a pre-test of skills is completed, it is fairly easy to match students who have opposing skills and weaknesses. By pairing students to work together in this manner, both students have opportunities to be the "one with knowledge" and can share that knowledge with the other person as they work together through the lesson skill sheet. Not only does pair peer teaching in this manner serve to enhance self-esteem, it also provides students with opportunities to be

involved in speaking and listening experiences as well as reading and writing endeavors. Student pairs may or may not remain the same over periods of time.

### Student Review

Using books from levels other than the level on which a child currently resides provides the teacher with a way in which to review individual students according to unique needs that are above or below grade level. Peer teaching, collaborative grouping, or direct instruction with small groups can be used for review.

### Creative Uses

**Bulletin Boards** - Use the information on any individual lesson to develop an interactive bulletin board for use by students upon completing the lessons.

**Learning Centers** - Laminate lessons and make into folder games for review purposes in a learning center.

**Word Cards and Sentence Strips** - Create sentence strips with matching word cards. Have students respond to the tasks interactively first, then fill in the information on the lesson as a follow-up.

**Game Show Format** - Use a set of lessons to construct a set of items in television game-show format.



# ..... Answer Key Book H

## GROUP ONE .....

### WORD IDENTIFICATION REVIEW (page 8)

1. - 12. answers vary
13. boys, game, hide
14. kicked, football, down, field
15. cows, like
16. policeman, jail
17. Most, nails, bag
18. big, dog, cat, roof
19. not, many, fish, pond
20. looks, high, moon
21. jump, from, up
22. Not, even, if, kick
23. Then, let's, go, club

### VOCABULARY PREP (pages 9-10)

Defines new words used in the story.

### COMPREHENSION AND ANALYSIS SKILLS (pages 13-14)

Language Analysis...

1. b
2. d
3. f
4. e
5. a
6. c

Content Analysis. . .

1. to travel
2. charge account
3. Harry
4. Answers will vary

Vocabulary Usage. . .

- |                     |          |
|---------------------|----------|
| 1. of course        | 1. high  |
| 2. begin            | 2. force |
| 3. didn't stop      | 3. high  |
| 4. get bigger       | 4. judge |
| 5. escape           | 5. force |
| 6. decide upon      | 6. judge |
| 7. most of the time |          |

### VOCABULARY EXTEND (page 15)

- |             |                      |
|-------------|----------------------|
| 1. take     | 8. make clear        |
| 2. consent  | 9. make larger       |
| 3. quantity | 10. a greater amount |
| 4. start    | 11. authority        |
| 5. choose   | 12. an explanation   |
| 6. get free | 13. spend            |
| 7. trained  | 14. ordinarily       |

### GENRES - Literary Elements (page 16)

1. Saving money
2. Bob
3. Focus of the story
4. Bob and Harry do the talking (not you or I)
5. Yes
6. Ways to save money

7. Answers will vary
8. To save money for a trip and also have money for living experiences
9. Bob decides to save money for a trip (but the conflict is not truly resolved because of the last statement in the story)

LANGUAGE EXPRESSION - Expressions (page 17)

Answers will vary. Some examples are:

1. If a person saves money he has earned it because saving is hard work.
2. If a person doesn't spend money carefully, he won't have any left to spend for the things he really wants.
3. Always be able to take care of yourself.
4. Saving small amounts but not looking at the big picture.
5. Little amounts of money gradually add up to large amounts.
6. Sometimes things that seem nice or expensive are not.

LANGUAGE MECHANICS - Dialogue Punctuation (page 18)

1. Bob went home that night and during diner brought up the idea of a trip to Europe to his wife, Sue. "What would you think," he said, "if you and I took a vacation to Europe this summer?"
2. "How exciting!" Sue exclaimed. "Ever since I was sixteen I have wanted to go to Paris."
3. "It will take some time, you now," Bob replied. "We'll have to be careful about what we spend so that we can save the money and afford to make the trip one we will always remember."
4. Smiling, Sue said, "Maybe it won't take quite as long as you think." What Bob didn't know was that she'd been saving money all along, hoping to get to be able to take her dream-trip to Paris.

SPEAKING - Decision Making (page 19)

Answers will vary.

WRITING - Writing Process (page 20)

Answers will vary.

**GROUP TWO . . . . .**

WORD IDENTIFICATION REVIEW (pages 22-23)

Page 22

- |       |      |            |             |                                |
|-------|------|------------|-------------|--------------------------------|
| 1. qu | 2. t | 3. t, t, v | 4. y, ex, z | (Answers may vary with 3 & 4.) |
| r     | v    | v, w, v    | y, z, ex    |                                |
| s     | w    | w, v, t    | z, y, ex    |                                |

- |  |  |
|--|--|
| 5. <u>w</u> ould, <u>e</u> xchange, <u>v</u> est, <u>q</u> uilt  | 8. <u>b</u> een, <u>l</u> ong, <u>s</u> ince, <u>s</u> een   |
| 6. <u>y</u> our, <u>z</u> innias, <u>s</u> unny                  | 9. <u>w</u> ore, beautiful, to, dance                        |
| 7. <u>r</u> ecord, <u>t</u> oo                                   | 10. <u>w</u> ould, <u>k</u> now, <u>p</u> aint               |
| 11. <u>j</u> et, <u>z</u> ooms, <u>t</u> oward, <u>s</u> un      | 13. <u>r</u> ed, <u>f</u> ox, <u>q</u> uietly, <u>z</u> ebra |
| 12. <u>R</u> alph, <u>w</u> earing, <u>v</u> elvet, <u>v</u> est | 14. <u>e</u> xtra, <u>y</u> ellow, <u>z</u> innias           |

Page 23

Missing consonant letter words - answers may vary



Xray Developing Corp.  
1251 Beaver Road  
New Hyde Park, N.Y. 11040

Feb. 21, 1999

Mr. Zachary Yardley  
27 Lake Boulevard  
Manhasset, N.Y. 11020

Dear Sir:

It has been quite a long time since you were billed, but we haven't received payment. Dr. Fox states that the various negatives were clear and provided the key to your treatment and recovery. Please mail your check in full payment today.

Yours very truly,

Beverly Ryder,  
Accounts Receivable

VOCABULARY PREP (pages 24-25)  
Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 28-29)

Language Analysis . . .

- |      |       |
|------|-------|
| 1. b | 7. a  |
| 2. d | 8. c  |
| 3. f | 9. e  |
| 4. h | 10. g |
| 5. j | 11. i |
| 6. l | 12. k |

Content Analysis . . .

- |                     |                        |             |          |
|---------------------|------------------------|-------------|----------|
| 1. it is the custom | 2. wanted to serve God | 3. churches | 4. union |
| 5. progress         |                        |             |          |

Vocabulary Usage . . .

General, path, edge, forest, joined, guide, Union, divided, rush, destroying

- |             |            |             |            |
|-------------|------------|-------------|------------|
| 1. seasoned | 2. settled | 3. seasoned | 4. settled |
|-------------|------------|-------------|------------|

VOCABULARY EXTEND (page 30)

- |                   |                      |
|-------------------|----------------------|
| 1. to go forward  | 8. belief            |
| 2. order          | 9. flavored          |
| 3. a small number | 10. relocate         |
| 4. complete       | 11. different        |
| 5. many trees     | 12. correct          |
| 6. bring together | 13. joining together |

7. an award

14. heaviness

LANGUAGE MECHANICS - Commas and Quotation Marks (page 31)

1. To separate a phrase from the rest of the sentence
2. To separate a list of items within a sentence
3. To separate a list of three items within a sentence  
To separate the introductory phrase (dependent clause)
4. To indicate an unknown word which has a meaning different from that which is normally used
5. To set off the phrase that describes the town
6. To separate a dependent and independent clause
7. To emphasize the use of the word as the focus of the sentence

LISTENING - Information Retelling (page 32)

Answers will vary depending on the paragraphs selected from the story.

SPELLING (page 33)

1. advance
2. destroy
3. common
4. beautiful
5. consider
6. settle
7. industry
8. special
9. opinion
10. honored

STUDY AND RESEARCH - Sources of Information (page 34)

1. Internet, Encyclopedia
2. Internet, Encyclopedia
3. Dictionary
4. Cook Book, Internet
5. Thesaurus
6. Encyclopedia, World History Text
7. Internet, Encyclopedia
8. Atlas
9. Internet, Encyclopedia
10. Internet, Encyclopedia
11. Road Map

Discuss how most information can be located on the internet but that sometimes other sources are more reliable.

WRITING - Descriptive Writing (page 35)

Answers will vary.

**GROUP THREE . . . . .**

WORD IDENTIFICATION REVIEW (page 38)

1. ask                      4. us                      7. odd                      10. bet                      13. tub                      16. cut

- |         |        |         |          |         |         |
|---------|--------|---------|----------|---------|---------|
| 2. elm  | 5. egg | 8. up   | 11. fill | 14. hat | 17. dot |
| 3. inch | 6. add | 9. itch | 12. fat  | 15. set | 18. dim |

- |              |                         |
|--------------|-------------------------|
| bat = 1, yes | cotton = 1, 1, yes, yes |
| bait = 2, no | figure = 1, 2, yes, no  |
| not = 1, yes | obtain = 1, 2, yes, no  |
| note = 2, no | reason = 2, 1, no, yes  |

19. El, fell, and, sev, en, ribs
20. Car, is, act, ress, cast
21. Bob, got, clock, dot
22. But, tons, buck, mod, fash

VOCABULARY PREP (pages 39-40)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 41-43)

Language Analysis (page 43) . . .

- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1. d | 2. b | 3. h | 4. f | 5. g | 6. e | 7. c | 8. a |
|------|------|------|------|------|------|------|------|

Content Analysis . . .

- |          |                    |                                 |
|----------|--------------------|---------------------------------|
| 1. poor  | 2. 9 years         | 3. she wanted to earn her money |
| 4. alone | 5. losing her home |                                 |

Vocabulary Usage (page 44) . . .

- |           |          |                    |
|-----------|----------|--------------------|
| 1. plumes | 6. prime | 1. burning=urgent  |
| 2. twin   | 7. plan  | 2. object=thing    |
| 3. slop   | 8. bride | 3. sound=solid     |
| 4. fare   | 9. carve | 4. plain=simple    |
| 5. stag   | 10. brim | 5. favor=prefer    |
|           |          | 6. ship=large boat |

VOCABULARY EXTEND (page 45)

- |                                   |                       |
|-----------------------------------|-----------------------|
| 1. feeling fear                   | 8. feeling of hurting |
| 2. production for monetary profit | 9. piece              |
| 3. personality                    | 10. recalled          |
| 4. not wet                        | 11. abandon           |
| 5. near the beginning             | 12. an answer         |
| 6. in particular                  | 13. go back           |
| 7. an object having shape or form | 14. part of a play    |

LANGUAGE EXPRESSION - Formal and Informal Language (page 46)

Answers will vary. Some examples of responses are:

1. She was a very frail person.
2. She was always on the same corner.
3. She always worked from early in the day until late at night all year long.
4. She was consistent and professional.
5. The true story surprised them
6. The old lady did not accomplish what she set out to do.
7. No one could help because they did not know her address.

LANGUAGE MECHANICS - Adjectives (page 47)

1. large, blue
2. tiny, glass, yellow
3. old, lady's little
4. wooden, bright
5. old, many, her
6. former, her, late
7. real, estate, beloved
8. Answers will vary.

MEDIA - Modeling Newspaper Writing (page 48)

Answers will vary.

VIEWING/REPRESENTING - Decoding Chart Information (page 49)

1. Dog
2. \$5.50
3. Friday
4. Tuesday
5. Tuesday
6. 21
7. Dog, bird, duck, pig

WRITING - Process Writing - (page 49)

Answers will vary. This page can be duplicated to use with written lessons involves the writing process in other subject areas.

**GROUP FOUR . . . . .**

WORD IDENTIFICATION REVIEW (page 52)

- |         |            |          |           |          |           |
|---------|------------|----------|-----------|----------|-----------|
| 1. east | 6. ukelele | 11. bike | 16. pure  | 21. way  | 26. dry   |
| 2. ate  | 7. ice     | 12. cane | 17. cloak | 22. die  | 27. neat  |
| 3. use  | 8. ape     | 13. boat | 18. game  | 23. tree | 28. throw |
| 4. idle | 9. each    | 14. deep | 19. dine  | 24. due  | 29. flea  |
| 5. oval | 10. owe    | 15. huge | 20. seal  | 25. glow | 30. nail  |
32. belt = 1, short e, none  
33. meat = 2, long e, not pronounced  
34. float = 2, long o, not pronounced  
35. know = 1, long o, none

VOCABULARY PREP (pages 53-54)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS (pages 58-60)

Language Analysis . . .

- |      |      |       |       |       |       |       |
|------|------|-------|-------|-------|-------|-------|
| 1. b | 2. d | 3. f  | 4. h  | 5. a  | 6. c  | 7. e  |
| 8. g | 9. j | 10. n | 11. l | 12. i | 13. m | 14. k |

Content Analysis . . .

- |   |                      |
|---|----------------------|
| 1. the man tells you what happened to him | 2. time to relax     |
| 3. the children's                         | 4. the father, Henry |

Vocabulary Usage . . .

- |              |           |              |              |
|--------------|-----------|--------------|--------------|
| 1. need      | 5. bigger | 1. degree    | 7. view      |
| 2. look for  | 6. hit    | 2. Minute    | 8. condition |
| 3. a few     | 7. sure   | 3. view      | 9. proper    |
| 4. take away | 8. try    | 4. condition | 10. minute   |
|              |           | 5. degree    | 11. suit     |
|              |           | 6. suit      | 12. proper   |

VOCABULARY EXTEND (page 61)

- |                |                              |
|----------------|------------------------------|
| 1. permit      | 8. state of being            |
| 2. inquire     | 9. land without cities       |
| 3. try         | 10. unit of measure of angle |
| 4. hit         | 11. illumination             |
| 5. sure        | 12. good feeling             |
| 6. round shape | 13. correct                  |
| 7. not dirty   | 14. reject                   |

GENRES - Realistic Fiction (page 62)

The items which should be checked as realistic fiction are 1, 4, 5, 6, 9, and 10. All other items include impossible situations which label them as fantasy.

LANGUAGE MECHANICS - Contractions (page 63)

- |             |              |
|-------------|--------------|
| 1. Did not  | 7. Would not |
| 2. I will   | 8. I would   |
| 3. Do not   | 9. It is     |
| 4. Can not  | 10. There is |
| 5. Was not  | 11. You will |
| 6. I am     | 12. I have   |
| 13. She's   | 14. Isn't    |
| 15. They're | 16. I'd      |
| 17. Won't   | 18. You're   |
| 19. You'll  | 20. They've  |
| 21. Doesn't | 22. Hadn't   |

There are 35 contractions within the story.

SPEAKING - Persuasive Speaking (page 64)

Answers will vary .

STUDY AND RESEARCH - Comparing and Contrasting Viewpoints (page 65)

Answers will vary.

WRITING - Persuasive Writing (page 66)

Answers will vary.

**GROUP FIVE** . . . . .

WORD IDENTIFICATION REVIEW (pages 68-70)

- |           |           |                 |                  |
|-----------|-----------|-----------------|------------------|
| 3. long e | 7. long i | 11. icy, long e | 14. tidy, long e |
|-----------|-----------|-----------------|------------------|

- |                |                 |                   |                   |
|----------------|-----------------|-------------------|-------------------|
| 4. long i      | 8. long e       | 12. spicy, long e | 15. shiny, long e |
| 5. long e      | 9. long i       | 13. shady, long e |                   |
| 6. long i      | 10. long e      |                   |                   |
| 16. st, misty  | 21. mp, jumpy   | 1. n, runny       | 6. d, daddy       |
| 17. st, crusty | 22. ft, crafty  | 2. p, snappy      | 7. t, ratty       |
| 18. st, rusty  | 23. sk, frisky  | 3. b, gabby       | 8. b, flabby      |
| 19. ck, sticky | 24. ck, plucky  | 4. p, sloppy      | 9. n, sunny       |
| 20. ck, lucky  | 25. ch, crunchy | 5. p, floppy      | 10. g, buggy      |
| 11. ai, brainy | 16. ee, cheery  | 21. bratty        | 26. trashy        |
| 12. ea, creamy | 17. ea, dreamy  | 22. blurry        | 27. bloody        |
| 13. ee, creepy | 18. ee, needy   | 23. crazy         | 28. shiny         |
| 14. oo, gloomy | 19. ee, greedy  | 24. woody         | 29. needy         |
| 15. ee, sleepy | 20. oo, roomy   | 25. snappy        | 30. skinny        |
| 31. studying   | 36. partied     |                   |                   |
| 32. grassiest  | 37. greedier    |                   |                   |
| 33. emptying   | 38. fried       |                   |                   |
| 34. jazziest   | 39. scurried    |                   |                   |
| 35. dirtying   | 40. cloudier    |                   |                   |

VOCABULARY PREP (pages 71-72)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 75-76)

Language Analysis . . .

- |      |       |       |       |       |       |       |       |
|------|-------|-------|-------|-------|-------|-------|-------|
| 1. f | 2. k  | 3. a  | 4. n  | 5. p  | 6. b  | 7. g  | 8. l  |
| 9. c | 10. h | 11. m | 12. d | 13. i | 14. e | 15. j | 16. o |

Content Analysis . . .

- |                                      |  |
|--------------------------------------|--|
| 1. oil, cigarettes, shipping vessels | 2. to find out if people can perform job |
| 3. you need skills to get a job      |  |

Vocabulary Usage . . .

- |                |                |
|----------------|----------------|
| 1. obvious     | 6. begin again |
| 2. rope        | 7. student     |
| 3. begin       | 8. bondage     |
| 4. basic       | 9. carry       |
| 5. threatening | 10. strength   |

VOCABULARY EXTEND (page 77)

- |                 |                |                   |                  |
|-----------------|----------------|-------------------|------------------|
| 1. obvious      | 5. close study | 9. liquid metal   | 13. carry across |
| 2. wire rope    | 6. basic       | 10. the beginning | 14. healthy      |
| 3. begin        | 7. agreeable   | 11. parallel      |                  |
| 4. distribution | 8. poorer      | 12. start again   |                  |

LANGUAGE EXPRESSION - Plurals (page 78)

techniques	receipts
hatches	children

employees                      people  
chairmen                      ladies  
gentlemen                      transports  
applies                      companies

1. techniques
2. hatches
3. receipts
4. applies
5. transports
6. children (or people)
7. people, ladies, gentlemen
8. chairmen, companies, employees

LANGUAGE MECHANICS - abbreviations and acronyms (page 79)

Answers will vary.

LISTENING - Critical Listening (page 80)

Answers will vary.

SPELLING - Syllabication (page 81)

oxygen - 3	breathe - 1	receipt - 2
fundamental - 4	Hawaii - 3	achievements - 3
examination - 5	mercury - 3	origin - 3
resume - 3	inferior - 4	apparent - 3
capable - 3	parallel - 3	transport - 2

The number of vowel sounds determine the number of syllables per word.

Other answers will vary.

WRITING - Main Idea (page 82)

The wording of the answers will vary. Some examples are:

1. The world is closely linked through communication and transportation methods.
2. Travel is so inexpensive and easy to access that many more people are able to travel than ever before.
3. Without an adequate education, it is difficult to locate a good job.

**GROUP SIX . . . . .**

WORD IDENTIFICATION REVIEW (pages 84-85)

- |                             |                             |                              |
|-----------------------------|-----------------------------|------------------------------|
| 1. maker, ruler, closer     | 6. rider                    | 9. passer, splinter, sucker  |
| 2. shaver, miner, diner     | 7. wager                    | 10. seller, banker, pitcher  |
| 3. writer, trader, roper    | 8. skater                   | 11. thriller, helper, camper |
| 4. loner, piper, driver     |                             | 12. dresser, locker, speller |
| 5. glider, liner, smoker    |                             | 13. farmer, rocker, burner   |
| 14. shutter, winner, dipper | 16. fibber, chatter, robber |                              |
| 15. digger, clipper, potter | 17. batter, shipper, logger |                              |

VOCABULARY PREP (pages 86-87)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS (page 90-93)

Language Analysis . . .

- |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. c  | 2. e  | 3. a  | 4. f  | 5. i  | 6. b  | 7. g  | 8. l  | 9. d  |
| 10. m | 11. h | 12. o | 13. q | 14. j | 15. k | 16. w | 17. n | 18. t |
| 19. y | 20. p | 21. u | 22. x | 23. r | 24. v | 25. z | 26. s |       |

Content Analysis . . .

- |  |                                     |
|--|-------------------------------------|
| 1. a. a good medium for education      | 2. a. write                         |
| b. to wake you from a sleep            | b. catch up on your reading         |
| c. pay salaries of actors and TV crews | c. buy a device to turn your TV off |

Vocabulary Usage . . .

- |              |                  |                     |              |        |         |
|--------------|------------------|---------------------|--------------|--------|---------|
| 1. ing       | 2. ed            | 3. ed               | 4. ing       | 5. ed  |         |
| 1. tell      | 2. uninteresting | 3. a court decision | 4. announce  | 5. odd | 6. huge |
| 1. solid     | 2. plot          | 3. cocked           | 4. tempered  |        |         |
| 5. cock      | 6. column        | 7. dull             | 8. solution  |        |         |
| 9. committed | 10. plot         | 11. solid           | 12. solution |        |         |

VOCABULARY EXTEND (page 93)

- |                |               |
|----------------|---------------|
| 1. caught      | 8. deserve    |
| 2. row         | 9. strange    |
| 3. make happen | 10. one cent  |
| 4. swear       | 11. declare   |
| 5. break up    | 12. an answer |
| 6. not sharp   | 13. verse     |
| 7. forever     |               |

LANGUAGE MECHANICS - Proper Nouns (page 94)

1. Proper name of a branch of the armed services.
2. Proper name/acronym for television. Acronyms are capitalized.
3. Proper name of a product.
4. Pronoun "I" is always capitalized.  
Word comes at the beginning of a sentence.
5. Proper title and name of a person.
6. Beginning of sentence.

LANGUAGE EXPRESSION - Comparatives and Superlatives (page 95)

1. better; Comparative
2. most; Superlative
3. safest; Superlative
4. best; Superlative
5. fastest; Superlative
6. most; Superlative
7. smoothest; Superlative



8. more; Comparative

Comparative language compares two items by adding /er/ to a word or using more in front of a word. Superlative language compares three or more items by adding /est/ to a word or by using most in front of a word.

MEDIA - Television Viewing Part I: Gathering Data (page 96)

Answers will vary.

STUDY AND RESEARCH - Television Viewing Part II: Propaganda and Bias (page 97)

Answers will vary and are determined by the information gathered on page 95.

VIEWING AND REPRESENTING - Television Viewing Part III: Graphing (page 98)

Answers will vary and are based on the information from pages 95 and 96.

WRITING - Ad Campaigns (page 99)

Answers will vary depending on information gathered on page 96.

**GROUP SEVEN . . . . .**

WORD IDENTIFICATION REVIEW (pages 102-103)

- |              |                |               |                |               |
|--------------|----------------|---------------|----------------|---------------|
| 1. is ruling | 2. are begging | 3. is sipping | 4. are zipping | 5. am getting |
| 6. am        | 7. are         | 8. are        | 9. is          | 10. is        |
| 11. are      | 12. is         | 13. are       | 14. are        |               |

- |              |        |          |        |         |
|--------------|--------|----------|--------|---------|
| 15. shrugged | hopped | called   | dimmed | scraped |
| tamed        | kicked | splashed | tipped |         |

- |            |            |            |           |           |
|------------|------------|------------|-----------|-----------|
| 16. signed | 17. danced | 18. missed | 19. taped | 20. asked |
|------------|------------|------------|-----------|-----------|

- |         |          |         |
|---------|----------|---------|
| 21. was | 22. were | 23. was |
|---------|----------|---------|

VOCABULARY PREP (pages 104-105)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 108-110)

Language Analysis . . .

- |       |       |       |       |       |       |       |       |      |       |
|-------|-------|-------|-------|-------|-------|-------|-------|------|-------|
| 1. e  | 2. k  | 3. a  | 4. f  | 5. l  | 6. b  | 7. g  | 8. m  | 9. o | 10. q |
| 11. c | 12. h | 13. n | 14. p | 15. r | 16. d | 17. i | 18. j |      |       |

Content Analysis . . .

1. You might find a job more suited to your abilities.
2. YMCA
3. sales person in a small shop
4. Kim. She quit her last job because she had to work irregular hours.
5. all of these are important

Vocabulary Usage . . .

- |              |          |            |
|--------------|----------|------------|
| 1. drafted   | 1. coach | 5. rude    |
| 2. repairing | 2. draft | 6. draft   |
| 3. advising  | 3. stems | 7. stemmed |

- |               |            |           |
|---------------|------------|-----------|
| 4. discussing | 4. drafted | 8. drafty |
| 5. instructed |            |           |

VOCABULARY EXTEND (page 111)

- |                      |                    |
|----------------------|--------------------|
| 1. give advice       | 8. tools           |
| 2. ambition          | 9. element         |
| 3. worried           | 10. not succeeding |
| 4. precisely limited | 11. excite         |
| 5. word picture      | 12. teach          |
| 6. discuss           | 13. replace        |
| 7. conscript         | 14. risk           |

GENRES - Informational Books and Stories (page 112)

1. Autobiography
2. Biography
3. Nonfiction Informational
4. Nonfiction Informational
5. Nonfiction Informational
6. Fiction Informational

The four types differ in the way the information is presented:

Autobiography - told by the person about whom the story is written

Biography - told by someone other than the person about whom the story is written

Nonfiction Informational - straight facts with no embellishments, constructed dialogue, or fictional elements

Fiction Informational - facts told through fictional characters and/or events and constructed dialogue

Informational can focus on people places or events.

Biography and autobiography focus on people.

The four types are similar in that they all provide accurate (true) information about the topic that can be verified.

LANGUAGE EXPRESSION - Parts of Speech (page 113)

1. Pronoun - used in the place of a noun
2. Adverb, used as an adjective
3. Adjective - describes the word which follows
4. Adverb - modifies the verb
5. Verb - action of the subject
6. Conjunction - joins two phrases
- 7-13. Responses will vary depending upon sentences selected.

LANGUAGE MECHANICS - Punctuation (page 114)

1. Separates "in fact" from remainder of sentence (in fact = prepositional phrase)
2. Ends the interrogative sentence
3. Ends all sentences that are statements
4. Separates 2 independent phrases prior to the conjunction
5. Separates "then" from the rest of the sentence in the middle (then = adverb)
6. Separates a series of items within a sentence
7. Separates a phrase which describes the preceding sentence

8. Separates “too” from the remainder of the sentence
9. Indicates a relationship to the preceding part of the sentence

MEDIA - Classified Ads: Help Wanted/Job Seeking (page 115)

Responses will vary.

SPEAKING - Interviewing Techniques (page 116)

Responses will vary.

VIEWING AND REPRESENTING - Data Information Chart (page 117)

Responses will vary.

WRITING - Professional Writing: Job Seeking (page 118)

Responses will vary.

**GROUP EIGHT . . . . .**

WORD IDENTIFICATION REVIEW (pages 120-121)

- |                             |                           |                        |
|-----------------------------|---------------------------|------------------------|
| 2. farmed, farming, farmer  | 13. teaching, past tense  | 19. are, present tense |
| 3. pray, praying, prayer    | 14. talked, past tense    | 20. are, present tense |
| 4. work, worked, worker     | 15. tricked, past tense   | 21. is, present tense  |
| 5. clutched, clutching      | 16. taking, present tense | 22. were, past tense   |
| 6. to write, writing        | 17. tripped, past tense   | 23. was, past tense    |
| 7. owned, owning, owner     |                           | 24. was, past tense    |
| 8. drive, driver            |                           | 25. were, past tense   |
| 9. to play, playing, player |                           |                        |
| 10. to rule, ruled, ruling  |                           |                        |
| 11. catch, catcher          |                           |                        |
| 27. batter, present tense   | 34. I, present            |                        |
| 28. planter, past tense     | 35. state, present        |                        |
| 29. catcher, present tense  | 36. you, present          |                        |
| 30. shipper, past tense     | 37. He, past              |                        |
| 31. packer, present tense   | 38. ranger, past          |                        |
| 32. camper, past tense      | 39. They, present         |                        |
|                             | 40. They, past            |                        |

VOCABULARY PREP (pages 122-123)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 125-126)

Language Analysis . . .

- |      |      |      |       |       |      |
|------|------|------|-------|-------|------|
| 1. b | 2. g | 3. a | 4. h  | 5. c  | 6. k |
| 7. d | 8. e | 9. i | 10. f | 11. j |      |

Content Analysis . . .

1. The driver of a moving van.
2. People don’t realize how dangerous a car can be.
3. The police might be able to stop it before it causes an accident.

Vocabulary Usage . . .

- |            |               |
|------------|---------------|
| 1. older   | 1. atmosphere |
| 2. sharper | 2. chased     |
| 3. farmer  | 3. hesitate   |
| 4. greater | 4. bold       |
| 5. boldest | 5. estate     |
| 6. ripe    |               |

VOCABULARY EXTEND (page 127)

- |               |                     |
|---------------|---------------------|
| 1. atmosphere | 8. private property |
| 2. daring     | 9. pause            |
| 3. follow     | 10. mayor           |
| 4. bend       | 11. special payment |
| 5. abandoned  | 12. mature          |
| 6. sent away  | 13. van             |
| 7. domestic   |                     |

LANGUAGE EXPRESSION - Sentence Structure (page 128)

1. Formal
2. Informal
3. Paragraph 5 is composed of all opinion and is written entirely in the first person. Paragraph 1 has only 1 sentence as an opinion, but bases the opinion on facts presented in the rest of the paragraph. The paragraph is written in the 3<sup>rd</sup> person.
4. Driving a lethal weapon
5. Showing a comparison without using like or as (simile)
6. Last sentence of paragraph 5
7. A pigeon
8. They do not respect cars

LISTENING - Fact and Opinion (page 129)

Items 1-7

Paragraph	Sentence	Fact or Opinion
1	1	Opinion
	2	Fact
	3	Opinion
2	1	Fact
	2	Fact
	3	Fact
3	1	Opinion
	2	Opinion
	3	Opinion
4	1	Opinion

	2	Fact
	3	Fact
	4	Fact
	5	Fact; Opinion
	6	Fact
	7	Fact

8. Responses will vary.
9. Opinions cannot always be substantiated; facts can.
10. Yes
11. By providing substantiation.
- 12-14. Responses will vary.

SPELLING - Word Discrimination (page 130)

1. lethal
2. carriages, dangerous
3. pigeons
4. Professionally
5. although, professional, accidents
6. potential
7. sentiment, license
8. vehicles, license
9. Opinions, careless

MEDIA, STUDY AND RESEARCH, VIEWING - Internet Accessed Info. (page 131)

Responses will vary.

WRITING - Awareness and Purpose (page 132)

1. Drivers
2. Driving can be dangerous.
3. Anywhere
4. Any time
5. To encourage safe driving practices
6. Narrative and Persuasive
7. Narrative tells a story.  
Persuasive tries to convince the reader to agree with the author.

**GROUP NINE** .....

WORD IDENTIFICATION REVIEW (pages 134-135)

- |                    |                       |
|--------------------|-----------------------|
| 2. taller, tallest | 7. fatter, fattest    |
| 3. madder, maddest | 8. grimmer, grimmest  |
| 4. purer, purest   | 9. longer, longest    |
| 5. sorer, sorest   | 10. thinner, thinnest |
| 6. sicker, sickest | 11. tamer, tamest     |

- |                    |                         |             |                       |
|--------------------|-------------------------|-------------|-----------------------|
| 2. red, reddest    | 7. wider, widest        | 11. A       | 15. colder, adjective |
| 3. black, blacker  | 8. sicker, sickest      | 12. A, N    | 16. ruler, noun       |
| 4. wider, widest   | 9. shorter, shortest    | 13. N, A, N | 17. joker, noun       |
| 5. fatter, fattest | 10. brighter, brightest | 14. A, N    |                       |
| 6. sick, sicker    |                         |             |                       |

VOCABULARY PREP (pages 136-137)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 140-141)

Language Analysis . . .

- |      |      |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|------|------|
| 1.b  | 2.d  | 3.g  | 4.a  | 5.h  | 6.c  | 7.i  | 8.k  | 9.e  | 10.f |
| 11.j | 12.p | 13.l | 14.t | 15.x | 16.y | 17.m | 18.v | 19.q | 20.u |
| 21.n | 22.w | 23.r | 24.o | 25.s |      |      |      |      |      |

Content Analysis . .

1. discontented
2. they reveal people as they really are
3. he believed in enjoying life while he could

Vocabulary Usage . . .

- |           |            |
|-----------|------------|
| 1. expose | 4. plant   |
| 2. joy    | 5. rest    |
| 3. agree  | 6. poverty |

VOCABULARY EXTEND (page 142)

- |                     |              |
|---------------------|--------------|
| 1. sour             | 8. reveal    |
| 2. dispute          | 9. sorrow    |
| 3. state positively | 10. gather   |
| 4. hide             | 11. slighted |
| 5. tell the truth   | 12. proclaim |
| 6. mistake          | 13. pity     |
| 7. necessary        | 14. work     |

GENRES - Themes (page 143)

1. Preparation
2. Greed
3. Truth
4. Rationalization
5. By what the stories were trying to show through example.
6. Responses will vary.

LANGUAGE EXPRESSION - Epigrams (page 144)

Responses will vary but some possibilities are:

1. Sometimes it is a mistake to get involved in situations that have nothing to do with you.
2. Make yourself ready for the future while you are able.
3. When a person stays busy, they continue to be able to stay busy.
4. Something good can come out of something that is not very good.
5. Try to find something good in everything.
6. Responses will vary.

LANGUAGE MECHANICS - Capitalization and Punctuation (page 145)

1. Title of a story and the name of a main character
2. Proper noun
3. Beginning of a sentence
4. Seasonal name
5. It's the name of a story, not a book.
6. It is the name of a person (character) rather than the name of a story.
7. It shows that the curiosity is associated with the husband (possessive).
8. Separates a descriptive phrase from the part of the sentence being described.
9. Contractions: wasn't, it's they're
10. was not, it is, they are
11. Indicates a conversation.

VIEWING AND REPRESENTING - Venn Diagrams (page 146)

Responses will vary.

WRITING - Story Retelling (pages 147-148)

Responses will vary.

**GROUP TEN . . . . .**

WORD IDENTIFICATION REVIEW (pages 150-151)

- |         |               |       |       |
|---------|---------------|-------|-------|
| 1. hard | 2. soft/hard  | 11. i | 12. y |
| 3. soft | 4. soft       | 13. e | 14. y |
| 5. hard | 6. hard       |       |       |
| 7. hard | 8. hard       | 15. u | 16. a |
| 9. soft | 10. soft/hard | 17. o | 18. a |

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 19. <u>circuit, condenser</u> | 20. <u>cycle, coast</u>               |
| 21. <u>cupola, canary</u>     | 22. <u>cyclone, capable, concrete</u> |

- |          |          |       |       |       |       |
|----------|----------|-------|-------|-------|-------|
| 23. hard | 24. hard | 29. a | 30. k | 35. y | 36. y |
| 25. hard | 26. hard | 31. o | 32. a | 37. y | 38. y |
| 27. hard | 28. soft | 33. u | 34. o |       |       |

- |             |             |             |             |
|-------------|-------------|-------------|-------------|
| 39. soft, e | 40. soft, e | 41. hard, e | 42. hard, i |
|-------------|-------------|-------------|-------------|

- |                           |                                 |
|---------------------------|---------------------------------|
| 43. <u>gypsy, giggled</u> | 44. <u>Geology, geometry</u>    |
| 45. <u>gone, gin</u>      | 46. <u>girl, golden, geisha</u> |

VOCABULARY PREP (pages 152-153)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 153-157)

Language Analysis . . .

- |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. g  | 2. n  | 3. a  | 4. h  | 5. o  | 6. b  | 7. i  | 8. p  | 9. v  |
| 10. c | 11. j | 12. q | 13. w | 14. d | 15. k | 16. r | 17. x | 18. e |
| 19. s | 20. l | 21. t | 22. f | 23. m | 24. u | 25. z | 26. y |       |

Content Analysis . . .

1. the wind was so strong and cold that it seemed alive and determined to kill them.
2. they are trying to keep up their courage
3. this is a description of the way the snow looked in the twilight
4. the inspection crew for the radio tower

Vocabulary Usage . . .

1. sparkled
2. arrange
3. plainly
4. serious
5. Converging
6. insight

VOCABULARY EXTEND (page 160)

1. church official
2. watercourse
3. get advice
4. how deep
5. separate
6. meet
7. last
8. special instance
9. fun
10. arrange
11. anger
12. save
13. cut
14. glitter

LANGUAGE EXPRESSION - Figurative Language and Phrasing (pages 161-162)

Responses will vary but possibilities include:

(161)

1. The wind blew across the cold, still snow drifts.
2. The plane hit the ground, bounced and crumpled.
3. It was a loud and fierce storm.
4. It could kill them.
5. He fell down.
6. There were many snowflakes.
7. A sheet of ice covered their bodies.

(162)

1. Your clothes are torn.
2. That should make you feel better.
3. It was broken and couldn't be repaired.
4. Laughter kept them from focusing on their fear.
5. It was very, very hot.
6. The flies are terrible.
7. Speechless.

SPELLING - Compound Words and Inflectional Endings (page 163)

Alphabetical arrangement of responses:

Compound Words

airplane  
bedroom  
fireplace  
landlord  
outside  
shotgun  
snowflakes  
takeoff  
telegraph

Inflectional Endings

acrobatic  
fixes  
glittered  
hopeless  
neatly  
straighten  
thoughtful  
whirling



WRITING - Point of View (page 164)

Responses will vary.

**GROUP ELEVEN** . . . . .

WORD IDENTIFICATION REVIEW (pages 166-168)

1-66 oral responses with a partner needed

- 67. need      68. led      69. seam      70. team      71. wear
- 72. cheap    73. great

VOCABULARY PREP (pages 169-171)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS(pages 176-178)

Language Analysis . . .

- 1.k      2.v      3.a      4.l      5.w      6.b      7.c      8.m      9.d
- 10.n     11.e     12.o     13.f     14.p     15.x     16.q     17.g     18.r
- 19.h     20.y     21.s     22.i     23.t     24.z     25.u     26.j

Content Analysis . . .

1. He was intelligent and perceptive.
2. Graves from his time contain weapons and food for the deceased in their new home.
3. Villages
4. He believed the spirits of the dead animals lived in the paintings.

Vocabulary Usage . . .

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. peered</li> <li>2. veins</li> <li>3. pits</li> <li>4. peer</li> <li>5. erect</li> <li>6. divine</li> <li>7. Veins</li> <li>8. pits</li> <li>9. erect</li> </ol> | <ol style="list-style-type: none"> <li>1. advice</li> <li>2. affection</li> <li>3. descend</li> <li>4. missed</li> <li>5. Boost</li> <li>6. perish</li> </ol> |
|---|---|
- Adjectives 1-4 Answers may vary

VOCABULARY EXTEND (pages 179-180)

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. recommendation</li> <li>2. love</li> <li>3. ascend</li> <li>4. brag</li> <li>5. judge negatively</li> <li>6. subjugate or master</li> <li>7. opposite</li> <li>8. give</li> <li>9. fool</li> <li>10. come down</li> <li>11. urgent</li> <li>12. repetition</li> </ol> | <ol style="list-style-type: none"> <li>16. huge</li> <li>17. a heavenly place</li> <li>18. die</li> <li>19. suddenly going down</li> <li>20. prosperity</li> <li>21. keep</li> <li>22. harsh</li> <li>23. yield</li> <li>24. call</li> <li>25. distrust</li> <li>26. incapable</li> <li>27. veins</li> </ol> |
|---|--|

- |                      |                 |
|----------------------|-----------------|
| 13. feeling          | 28. a bad habit |
| 14. trip             | 29. beat        |
| 15. willing to share | 30. evil        |

LANGUAGE EXPRESSION - Grammar and Sentence Structure (page 181)

Responses will vary.

LANGUAGE MECHANICS - Punctuation (page 182)

Answers will vary.

LISTENING - Auditory Discrimination and Analytical Listening (page 183)

Section B Responses:

kind  
ferried  
new, flew  
inhibition  
lace  
cinch  
teams, dreams  
sashay, array  
none  
highlight

SPELLING - Word Discrimination (page 184)

1. past
2. acceptance
3. peer
4. advice
5. existence
6. creep
7. own
8. adapt
9. devised
10. angels
11. image
12. weaved
13. conscience
14. aspect

STUDY AND RESEARCH - Research Sources (page 185)

Responses will vary.

VIEWING AND REPRESENTING - Time Lines (page 186)

Responses will vary.

WRITING - Sequencing (page 187)

Responses will vary.

## GROUP TWELVE .....

### WORD IDENTIFICATION REVIEW (page 190-191)

- |                   |                    |                    |
|-------------------|--------------------|--------------------|
| 1. circumlocution | 6. circumnavigate  |                    |
| 2. circumrotate   | 7. circumfuse      |                    |
| 3. circumsolar    | 8. circumsolar     |                    |
| 4. circumnavigate | 9. circumlocution  |                    |
| 5. circumfuse     | 10. circumrotate   |                    |
| 11. fuse          | 12. circumlocution | 13. circumnavigate |
| 14. solar         | 15. circumrotate   | 16. circumsolar    |
| 17. circumfuse    | 18. rotate         | 19. navigate       |
| 20. both          | 25. periscope      |                    |
| 21. both          | 26. peripatetic    |                    |
| 22. around        | 27. Peristalsis    |                    |
| 23. around        | 28. perimeter      |                    |
| 24. both          | 29. periodontia    |                    |
|                   | 30. peripheral     |                    |

### VOCABULARY PREP (pages 192-193)

Defines new words used in the story.

### COMPREHENSION AND ANALYSIS SKILLS(pages 196-197)

- |      |       |
|------|-------|
| 1. d | 8. l  |
| 2. h | 9. b  |
| 3. k | 10. f |
| 4. a | 11. c |
| 5. e | 12. g |
| 6. i | 13. j |
| 7. n | 14. m |

### Content Analysis . . .

1. limes
2. bravery
3. U.S. Food & Drug Administration
4. Captain Cook

### Vocabulary Usage . . .

- |             |                |
|-------------|----------------|
| 1. transfer | 5. countenance |
| 2. loom     | 6. furious     |
| 3. bolster  | 7. trifle      |
| 4. reaction |                |

### VOCABULARY EXTEND (page 198)

- |                 |               |                  |
|-----------------|---------------|------------------|
| 1. shocked      | 8. angry      | 12. rule or law  |
| 2. not fruitful | 9. poorness   | 13. ruler        |
| 3. support      | 10. ancient   | 14. change       |
| 4. chemical     | 11. reduction | 15. small amount |
| 5. Countenance  |               |                  |

6. unable to hear
7. exhaustion

LANGUAGE EXPRESSION - Phrases (page 199)

Responses will vary, but some possibilities include:

1. Times in the past weren't really always good.
2. The men on ship only had a limited food supply to eat.
3. Sometimes the crew got sauerkraut and sometimes they did not.
4. By looking at primitive people, we can learn things that apply to people today.
5. Dragons didn't really exist.

LANGUAGE EXPRESSION AND MECHANICS - Standard Conventions, Sentence Structure, and Grammar (page 200)

1. Part of the information in the paragraph applies to the past but some applies to the present as well.
2. It describes the time period.
3. The first sentence uses informal language. The sentence speaks directly to the reader.
4. The sentence which reads "we do not believe in this nonsense today".
5. Responses will vary. One possibility is "what constitutes modern times".

MEDIA - On-Line Data Bases and Web-Based Resources (page 201)

Responses will vary.

STUDY AND RESEARCH - Using Internet Resources (page 202)

Responses will vary.

VIEWING AND REPRESENTING - Graphic Organizers (page 203)

Responses will vary.

WRITING - Writing Process: Annotated Citations (page 204)

Responses will vary.

..... *Answer Key Book I*

**GROUP THIRTEEN** .....

WORD IDENTIFICATION REVIEW (pages 8-9)

- |                |                |                   |
|----------------|----------------|-------------------|
| 1. monochord   | 6. monochord   | 11. monotone      |
| 2. monotone    | 7. monochrome  | 12. monochromatic |
| 3. mononuclear | 8. monoculture | 13. monoculture   |
| 4. monochrome  | 9. mononuclear | 14. mononuclear   |
| 5. monoculture | 10. monotone   | 15. monochord     |
| 16. bicycle    | 21. bicycle    | 25. bicycle       |
| 17. biweekly   | 22. biweekly   | 26. bivalve       |
| 18. bimonthly  | 23. bivalve    | 27. biweekly      |
| 19. biannually | 24. bimonthly  | 28. biannually    |
| 20. bivalve    |                | 29. bimonthly     |
| 30. triangle   | 35. triangle   |                   |
| 31. tricycle   | 36. trisect    |                   |
| 32. trisect    | 37. trilingual |                   |
| 33. tricolor   | 38. tricolor   |                   |
| 34. trilingual | 39. tricycle   |                   |

VOCABULARY PREP (pages 10-11)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 14-16)

Language Analysis...

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1. d  | 2. n  | 3. k  | 4. a  | 5. e  | 6. i  |
| 7. b  | 8. f  | 9. l  | 10. j | 11. t | 12. g |
| 13. p | 14. c | 15. w | 16. y | 17. m | 18. q |
| 19. u | 20. z | 21. x | 22. n | 23. r | 24. o |
| 25. s | 26. v |       |       |       |       |

Content Analysis. . .

1. some                      2. yes                      3. yes

Vocabulary Usage. . .

- 1-9 should be underlined
- |                      |                      |
|----------------------|----------------------|
| 10. prompt, prompt   | 14. digest, digest   |
| 11. medium, medium   | 15. harmony, harmony |
| 12. warrant, warrant | 16. sheer, sheer     |

VOCABULARY EXTEND (page 17)

- |                   |            |                   |
|-------------------|------------|-------------------|
| 1. accomplish     | 7. tease   | 13. authorization |
| 2. an amendment   | 8. lecture |                   |
| 3. dare           | 9. delay   |                   |
| 4. recommendation | 10. medium |                   |

- 5. make smaller
- 6. discontent
- 11. prominent
- 12. reverse

LANGUAGE EXPRESSION - Grammar Identification and Sentence Structure (page 18)  
Responses will vary.

LANGUAGE MECHANICS - Punctuation (page 19)  
Responses will vary.

LISTENING - Critical and Evaluative Listening (page 20)  
Responses will vary.

SPEAKING - Debating/Persuasive Speaking (page 21)  
Responses will vary.

WRITING - Persuasive Writing (page 22)  
Responses will vary.

All responses for activities associated with group 13 are dependent upon individual choices made by students as identified in activity directions.

**GROUP FOURTEEN . . . . .**

WORD IDENTIFICATION REVIEW (pages 24-26)

- |      |       |                  |                |               |
|------|-------|------------------|----------------|---------------|
| 1. b | 6. g  | 11. not the same | 17. unlike     | 23. unsealed  |
| 2. a | 7. h  | 12. not clean    | 18. unsanitary | 24. unknown   |
| 3. d | 8. e  | 13. not glad     | 19. unhappy    | 25. unguarded |
| 4. c | 9. j  | 14. not ready    | 20. unprepared |               |
| 5. f | 10. i | 15. not latched  | 21. unlock     |               |
|      |       | 16. not firm     | 22. unsteady   |               |

- |              |                    |                                   |
|--------------|--------------------|-----------------------------------|
| 26. dishonor | means not honored  | 30.-33. Answers may slightly vary |
| 27. disorder | means not in order | 30. not in order                  |
| 28. disable  | means not able     | 31. not in favor of               |
| 29. disown   | means not own      | 32. not fixable                   |
|              |                    | 33. not claim                     |

- |                |                                     |
|----------------|-------------------------------------|
| 34. disallow   | 37. inattentive means not attentive |
| 35. disagree   | 38. inaudible means not audible     |
| 36. dishonored | 39. incapable means not capable     |
|                | 40. indirect means not direct       |

- |                 |                   |
|-----------------|-------------------|
| 41. ineffective | 46. nonconductive |
| 42. inedible    | 47. nonfictional  |
| 43. inflexible  | 48. nonstop       |
| 44. insolvent   |                   |
| 45. inefficient |                   |

VOCABULARY PREP (pages 27-28)  
Defines new words used in the story.

**COMPREHENSIVE AND ANALYSIS SKILLS (pages 31-32)**

**Language Analysis . . .**

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1. h  | 2. n  | 3. a  | 4. p  | 5. b  | 6. i  |
| 7. c  | 8. j  | 9. d  | 10. k | 11. e | 12. l |
| 13. f | 14. o | 15. g | 16. m |       |       |

**Content Analysis . . .**

1. broad horizons                      2. scarce                                      3. brought later

**Vocabulary Usage . . .**

- |               |                |
|---------------|----------------|
| 1. border     | 5. not at war  |
| 2. lucky      | 6. hard to get |
| 3. polite     | 7. branch      |
| 4. unfriendly | 8. kill        |

**VOCABULARY EXTEND (page 33)**

- |                 |                 |
|-----------------|-----------------|
| 1. available    | 8. horizon      |
| 2. border       | 9. unfriendly   |
| 3. a large gun  | 10. shown to be |
| 4. a carpenter  | 11. invade      |
| 5. costing much | 12. supplies    |
| 6. lucky        | 13. hard to get |
| 7. polite       | 14. kill        |

**LANGUAGE MECHANICS - Capitalization (page 34)**

1. Proper noun - name of country
2. Proper noun - name of ethnic group
3. Proper noun - name of a location
4. Proper noun - Word begins sentence
5. Proper noun - name of state
6. Proper noun - name of a location
7. Common noun - direction (not a location)

**LANGUAGE EXPRESSION - Verb Tense (page 35)**

- |            |          |             |
|------------|----------|-------------|
| 1. know    | knew     | will know   |
| 2. was     | were     | will be     |
| 3. build   | built    | will build  |
| 4. dig     | dug      | will dig    |
| 5. become  | became   | will become |
| 6. hire    | hired    | will hire   |
| 7. import  | imported | will import |
| 8. make    | made     | will make   |
| 9. grow    | grew     | will grow   |
| 10. defeat | defeated | will defeat |
| 11. serve  | served   | will serve  |
| 12. find   | found    | will find   |
- 13-15. Responses will vary.

SPELLING - Content Words (page 36)

- |               |                 |
|---------------|-----------------|
| 1. inevitable | 6. precious     |
| 2. haphazard  | 7. absorb       |
| 3. pioneers   | 8. construction |
| 4. irrigation | 9. existing     |
| 5. boughs     | 10. isolation   |

MEDIA - On-line Data Bases & Web-Based Resources (page 37)

Responses will vary.

STUDY AND RESEARCH - Using Internet Sources (page 38)

Responses will vary dependent upon the responses to media activity.

WRITING - Annotated Citations (page 39)

Responses will vary depending on previous two activities.

**GROUP FIFTEEN . . . . .**

WORD IDENTIFICATION REVIEW (pages 42-43)

- |                   |                         |                                    |
|-------------------|-------------------------|------------------------------------|
| 1. preview        | view beforehand         | 6. premature                       |
| 2. presuppose     | assume beforehand       | 7. preview                         |
| 3. prearrange     | arrange beforehand      | 8. package                         |
| 4. preboil        | boil ahead of time      | 9. prejudice                       |
| 5. preexamine     | examine beforehand      | 10. prescription                   |
| 11. antedate      | before the date         | 15. anteroom, antebellum, antedate |
| 12. antebellum    | existing before the war | antedecede                         |
| 13. anteroom      | a waiting room          |                                    |
| 14. antecede      | go before in time       |                                    |
| 16. postdate      | after the date          | 21. postwar, postscript, postdate, |
| 17. postwar       | after the war           | postmortem                         |
| 18. postoperative | after the operation     |                                    |
| 19. postscript    | an addition to writings |                                    |
| 20. postmortem    | after the death         |                                    |

VOCABULARY PREP (pages 44-45)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 47-48)

Language Analysis . . .

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1. g  | 2. a  | 3. k  | 4. b  | 5. h  | 6. c  |
| 7. l  | 8. d  | 9. i  | 10. o | 11. e | 12. m |
| 13. p | 14. f | 15. j | 16. n |       |       |

Content Analysis . . .

- |                               |                          |
|-------------------------------|--------------------------|
| 1. people eat the wrong foods | 2. Americans are stupid. |
|-------------------------------|--------------------------|

Vocabulary Usage . . .

- |           |         |
|-----------|---------|
| 1. coarse | 6. harp |
|-----------|---------|



- |           |          |
|-----------|----------|
| 2. shiver | 7. moss  |
| 3. jest   | 8. sweat |
| 4. mend   | 9. tame  |
| 5. derive | 10. acre |

VOCABULARY EXTEND (page 50)

- |                |                     |
|----------------|---------------------|
| 1. plentiful   | 8. repair           |
| 2. aching      | 9. misery           |
| 3. confess     | 10. with good sense |
| 4. use up      | 11. thin            |
| 5. diet        | 12. screams         |
| 6. a foreigner | 13. mentally slow   |
| 7. joke        | 14. perspiration    |

LANGUAGE EXPRESSION - Figurative Language (page 51)

Answers will vary but should be consistent with the examples provided below.

1. She's the best one of the group.
2. Being nice is more appealing to others than being mean.
3. They are exactly alike.
4. Eating healthy food will help a person from becoming ill and needing medical attention.
5. Make the best out of all situations.
6. That's just a little something extra.
7. The best always comes out ahead.
8. Sometimes you have to give up one thing in order to have something you want just as much.
9. There are many choices in life.

LANGUAGE MECHANICS - Punctuation (page 52)

1. The cradle of democracy is another way to refer to America.
2. A natural pause in speech.
3. Shows the completion of a thought.
4. Takes the place of the letter /o/ in a contraction.
5. Separates two related sentences on the same topic - one of which is an extension of the other.
6. Replaces the letter /i/ in a contraction.
7. It is an interrogative sentence.
8. Separates clarifiers from the main idea of the base sentence.
9. Answers will vary. There are several possibilities. All are correct as long as they can be justified.
10. For example: Toast and sandwiches with meals add a lot of bread to a diet, but not much nutritional variety.

MEDIA - Internet and Newspapers (page 53)

Responses will vary.

VIEWING & REPRESENTING - Pie Graph (page 54)

Responses will vary.

WRITING - Writing Process (page 55)

Responses will vary.

**GROUP SIXTEEN . . . . .**

WORD IDENTIFICATION REVIEW (pages 58-59)

- |      |       |       |
|------|-------|-------|
| 1. 2 | 6. 3  | 11. 4 |
| 2. 1 | 7. 3  | 12. 2 |
| 3. 3 | 8. 2  | 13. 1 |
| 4. 1 | 9. 1  | 14. 3 |
| 5. 2 | 10. 2 | 15. 1 |

VOCABULARY PREP (pages 60-61)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 64-66)

Language Analysis . . .

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1. c  | 2. d  | 3. a  | 4. e  | 5. b  | 6. f  |
| 7. l  | 8. r  | 9. w  | 10. g | 11. m | 12. h |
| 13. n | 14. s | 15. i | 16. o | 17. t | 18. z |
| 19. j | 20. p | 21. u | 22. x | 23. q | 24. y |
| 25. k | 26. v |       |       |       |       |

Content Analysis . . .

- |           |           |       |               |
|-----------|-----------|-------|---------------|
| 1. fairer | 2. killed | 3. no | 4. high taxes |
|-----------|-----------|-------|---------------|

Vocabulary Usage . . .

- |             |             |
|-------------|-------------|
| 1. sorrow   | 1. carry    |
| 2. release  | 2. thick    |
| 3. loyal    | 3. anger    |
| 4. useless  | 4. unhappy  |
| 5. forgive  | 5. weak     |
| 6. wise     | 6. run      |
| 7. honor    | 7. pain     |
| 8. increase | 8. change   |
| 9. hurry    | 9. help     |
|             | 10. suggest |
|             | 11. area    |

VOCABULARY EXTEND (page 67)

- |             |                 |
|-------------|-----------------|
| 1. abuse    | 8. faithfulness |
| 2. blame    | 9. dishonor     |
| 3. pain     | 10. workable    |
| 4. change   | 11. frail       |
| 5. carry    | 12. small piece |
| 6. belief   | 13. uneducated  |
| 7. delegate | 14. wretched    |

LANGUAGE MECHANICS - Irregular Verbs (page 68)

- |          |      |           |
|----------|------|-----------|
| 1. found | find | will find |
| 2. were  | was  | will be   |
| 3. bound | bind | will bind |
| 4. sat   | sit  | will sit  |

5. seen see will see
6. wept weep will weep
7. been be will be
8. thrown throw will throw
9. beaten beat will beat
10. came come will come
11. became become will become
12. kneeled kneel will kneel
13. Responses will vary.

SPEAKING - Opinion (page 69)  
Responses will vary.

STUDY AND RESEARCH - Sources of Information (page 70)

1. Internet, Encyclopedia, History Text
2. Internet, Encyclopedia, History Text
3. Dictionary
4. Atlas
5. Thesaurus
6. Internet, Encyclopedia, History Text
7. Internet, Encyclopedia, History Text
8. Internet, Encyclopedia, History Text
9. Internet, Encyclopedia, History Text, Who's Who . . .
10. Internet, Encyclopedia, History Text
11. Thesaurus
12. Physicians Desk Reference
13. Thesaurus

Copies of print media can also often be accessed on the Internet. Discuss advantages and nonadvantages of using print vs. nonprint.

WRITING - Writing Process (page 71)  
Responses will vary.

**GROUP SEVENTEEN . . . . .**

WORD IDENTIFICATION REVIEW (pages 74-75)

- |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| 1. transcontinental  | 4. transnational     | 6. transchannel      | 9. transmental       |
| 2. transchannel      | 5. transmental       | 7. transconscious    | 10. transcontinental |
| 3. transconscious    |                      | 8. transnational     |                      |
| 11. transchannel     | 16. ultraexclusive   | 21. ultraexclusive   | 26. ultraexclusive   |
| 12. transcontinental | 17. ultrafastidious  | 22. ultrafastidious  | 27. ultrafastidious  |
| 13. transconscious   | 18. ultrafashionable | 23. ultrafashionable | 28. ultrahonorable   |
| 14. transmental      | 19. ultrahonorable   | 24. ultrahonorable   | 29. ultraliberal     |
| 15. transnational    | 20. ultraliberal     | 25. ultraliberal     | 30. ultrafashionable |
| 31. extracurricular  | 36. extraplanetary   | 41. extraplanetary   |                      |
| 32. extramarital     | 37. extralegal       | 42. extralegal       |                      |
| 33. extralegal       | 38. extraparental    | 43. extracurricular  |                      |
| 34. extraparental    | 39. extramarital     | 44. extramarital     |                      |

35. extraplanetary      40. extracurricular      45. extraparental

VOCABULARY PREP (pages 76-77)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 83-85)

Language Analysis . . .

- |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|
| 1. i  | 2. n  | 3. b  | 4. j  | 5. c  | 6. k  | 7. d  |
| 8. l  | 9. e  | 10. f | 11. g | 12. h | 13. m | 14. a |
| 15. z | 16. u | 17. p | 18. o | 19. q | 20. r | 21. v |
| 22. s | 23. w | 24. y | 25. t | 26. x |       |       |

Content Analysis . . .

- |                         |                |                   |
|-------------------------|----------------|-------------------|
| 1. a ghost              | 2. at an inn   | 3. no             |
| 4. The weather was bad. | 5. the painter | 6. find her Bible |

Vocabulary Usage . . .

- |             |              |
|-------------|--------------|
| 1. politely | 1. dye       |
| 2. lonesome | 2. brood     |
| 3. mournful | 3. confirmed |
| 4. laziness | 4. quest     |
| 5. painless | 5. mourn     |
|             | 6. vapor     |

VOCABULARY EXTEND (page 86-87)

- |                    |                      |                       |                |
|--------------------|----------------------|-----------------------|----------------|
| 1. happily pleased | 8. proper            | 15. shine             | 22. figure out |
| 2. brood           | 9. courteous         | 16. mix with          | 23. an image   |
| 3. chapel          | 10. a precious stone | 17. covered with mold | 24. rural      |
| 4. grasp           | 11. authentic        | 18. pitcher           | 25. serious    |
| 5. prove           | 12. gesture          | 19. to polish         | 26. tendency   |
| 6. dwarf           | 13. legend           | 20. has good manners  | 27. tramp      |
| 7. cloth           | 14. loom             | 21. search            | 28. not sure   |
|                    |                      |                       | 29. a vapor    |

GENRE - Literary Elements (page 88)

Responses will vary. Some possibilities include:

1. Gallantry, valor, service
2. Sir Author, a beautiful lady, a witch
3. (Sir Author) The story begins and ends with his actions.  
(A beautiful lady or a witch) There would be no story if this character did not exist.
4. Third person - Sir Arthur does not tell the story.  
First person - The story is told primarily by the beautiful lady.  
Third person - The narrator tells the story.
5. Yes
6. The plot consists of the story told to Arthur by the beautiful lady to gain his assistance.
7. Responses will vary but must include a sentences describing the beginning of the story, one describing the middle of the story, and one describing the end of the story.
8. To bring the Bible to the lady and be of service.
9. The lady did not exist, so the Bible could not be delivered.

LANGUAGE EXPRESSION - Verb Tense (page 89)

quiver	quivered	will quiver
lend	lent	will lend
complain	complained	will complain
nodding	nodded	will nod
bring	brought	will bring
muse	mused	will muse
grow	grew	will grow
dive	dove	will dive
pledge	pledged	will pledge
enter	entered	will enter
hear	heard	will hear
accept	accepted	will accept

/ing/ will make future tense future imperfect

SPELLING - synonyms (page 90)

1. anxiety
  2. cruel
  3. moist
  4. procession
  5. cathedral
  6. sensation
  7. quest
  8. flirtation
  9. genuine
  10. ambassador
11. Answers will vary but could include such words as:  
anxiety = apprehension, concern, distress  
cruel = heinous, abusive, hard  
moist = damp, humid, liquid  
procession = cavalcade, march, pageant  
cathedral = temple, shrine, chapel  
sensation = emotion, impression, sense  
quest = search, crusade, pursuit  
flirtation = courtliness, gallantry, wooing  
genuine = authentic, exact, accurate  
ambassador = delegate, emissary, envoy

WRITING - Awareness and Purpose (page 91)

Responses will vary. Examples should be included such as:

1. An audience interested in Medieval Times
2. Sir Arthur was a brave and gallant man who wished to provide assistance to someone in need.
3. Anywhere; England
4. During the Dark Ages
5. To entertain; to inform; to teach about chivalry
6. Narrative; Descriptive
7. Descriptive language, including adjectives and adverbs is included; A story is told by a narrator.

## GROUP EIGHTEEN . . . . .

### WORD IDENTIFICATION REVIEW (pages 94-95)

- |                |                 |                  |               |                    |               |                    |    |
|----------------|-----------------|------------------|---------------|--------------------|---------------|--------------------|----|
| 1. <u>feel</u> | 6. <u>meet</u>  | 11. <u>break</u> | 16. <u>ea</u> | seating            | 21. <u>oo</u> | root               |    |
| 2. <u>heap</u> | 7. <u>yield</u> | 12. sour         | 17. <u>ai</u> | baiting            | 22. <u>ie</u> | shield             |    |
| 3. soil        | 8. <u>boat</u>  | 13. boy          | 18. <u>ea</u> | smearing           | 23. <u>ai</u> | mail               |    |
| 4. cow         | 9. sound        | 14. <u>sleep</u> | 19. <u>ee</u> | creeping           | 24. <u>ou</u> | sound              |    |
| 5. draw        | 10. <u>mean</u> | 15. boot         | 20. <u>ai</u> | sailing            | 25. <u>ai</u> | gain               |    |
|                |                 |                  |               |                    |               |                    |    |
| 26. <u>ai</u>  | jailed          | 30. <u>ea</u>    | heap          | 34. <u>bleeder</u> | ee            | 39. <u>freight</u> | ei |
| 27. <u>ai</u>  | paired          | 31. <u>ea</u>    | reap          | 35. <u>breaker</u> | ea            | 40. <u>sleep</u>   | ee |
| 28. <u>ai</u>  | baited          | 32. <u>ea</u>    | fear          | 36. <u>cheater</u> | ea            | 41. <u>speak</u>   | ea |
| 29. <u>ea</u>  | sealed          | 33. <u>ie</u>    | shriek        | 37. <u>creamer</u> | ea            | 42. <u>train</u>   | ai |
|                |                 |                  |               | 38. <u>dreamer</u> | ea            | 43. <u>teach</u>   | ea |
|                |                 |                  |               |                    |               |                    |    |
| 44. baked      | verb            | 49. recorders    |               | 54. telephones     | z             |                    |    |
| 45. wiping     | verb            | 50. chairs       |               | 55. clocks         | s             |                    |    |
| 46. neatest    | adjective       | 51. boxes        |               | 56. ribbons        | z             |                    |    |
| 47. deeper     | adjective       | 52. buses        |               |                    |               |                    |    |
| 48. kidding    | verb            | 53. shoes        |               |                    |               |                    |    |

### VOCABULARY PREP (pages 96-97)

Defines new words used in the story.

### COMPREHENSION AND ANALYSIS SKILLS (pages 99-100)

#### Language Analysis . . .

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1. e  | 2. i  | 3. a  | 4. f  | 5. b  | 6. g  |
| 7. c  | 8. h  | 9. d  | 10. j | 11. m | 12. q |
| 13. k | 14. n | 15. x | 16. o | 17. r | 18. s |
| 19. v | 20. l | 21. u |       |       |       |
| 22. p | 23. s | 24. w |       |       |       |

#### Content Analysis . . .

- |           |        |                             |
|-----------|--------|-----------------------------|
| 1. family | 2. yes | 3. lend money to each other |
|-----------|--------|-----------------------------|

#### Vocabulary Usage . . .

- |              |                 |
|--------------|-----------------|
| 1. condensed | 5. constitution |
| 2. relative  | 6. relations    |
| 3. lame      | 7. Constitution |
| 4. condense  | 8. relative     |

### VOCABULARY EXTEND (page 101)

- |                 |                  |                       |               |
|-----------------|------------------|-----------------------|---------------|
| 1. harmony      | 5. a code or law | 9. smart              | 13. back away |
| 2. same         | 6. ruin          | 10. stiff and painful |               |
| 3. make smaller | 7. oppose        | 11. make a loan       |               |
| 4. meeting      | 8. arouse        | 12. connected         |               |

### LANGUAGE EXPRESSION - Fact and Opinion (page 102)

Reasons for the following responses will vary.

- |            |         |
|------------|---------|
| 1. Opinion | 4. Fact |
|------------|---------|

- 2. Opinion    5. Opinion
- 3. Fact        6. Opinion

LANGUAGE MECHANICS - Capitalization (page 103)

- 1. Egypt                      8. United States
- 2. Republic                 9. china
- 3. United Nations         10. China
- 4. independence         11. Soviet Union
- 5. nations                    12. international
- 6. Russia                    13. Republic of China
- 7. countries                14. International Date Line

Sentences for each word will vary.

STUDY AND RESEARCH - Comparison (page 104)

Responses will vary.

VIEWING AND REPRESENTING - Pictographs (page 105)

Responses will vary.

WRITING - Point of View (page 106)

Responses will vary.

**GROUP NINETEEN . . . . .**

WORD IDENTIFICATION REVIEW (pages 108-109)

- |                 |                    |               |
|-----------------|--------------------|---------------|
| 1. mor'-al      | moralize           | mor'-al-ize   |
| 2. spe'-cial    | specialize         | spe'-cial-ize |
| 3. sta'-ble     | stabilize          | sta'-bi-lize  |
| 4. e-con'-o-my  | economize          | e-con'-o-mize |
| 5. au'-thor     | authorize          | au'-thor-ize  |
| 6. modern       | mod'-ern           | mod'-ern-ize  |
| 7. memory       | mem'-o-ry          | mem'-o-rize   |
| 8. scandal      | scan'-dal          | scan'-dal-ize |
| 9. subsidy      | sub'-si-dy         | sub'-si-dize  |
| 10. summary     | sum'-ma-ry         | sum'-ma-rize  |
| 11. dra'-ma     | 16. dra'-ma-tize   | 21. ise       |
| 12. crys'-tal   | 17. crys'-tal-lize | 22. ize       |
| 13. ox'-y-gen   | 18. ox'-i-dize     | 23. ise       |
| 14. use'        | 19. u'-ti-lize     | 24. ize       |
| 15. hyp-not'-ic | 20. hyp'-no-tize   | 25. ise       |

VOCABULARY PREP (pages 110-111)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS . . . (pages 114-116)

Language Analysis . . .

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1. h  | 2. n  | 3. u  | 4. a  | 5. y  | 6. b  |
| 7. i  | 8. o  | 9. c  | 10. p | 11. v | 12. q |
| 13. d | 14. j | 15. e | 16. r | 17. k | 18. w |

19. f            20. l            21. s            22. t            23. m            24. x  
 25. z            26. t

Content Analysis . . .

1. Many friends and relatives still lived in England.  
     England was the source of their traditions.  
     They feared a double front.  
     They remembered the slaughter during the Indian Wars.
2. They looked like trees.  
     Their clothes blended into the scenery and made it difficult to see them.  
     The colonists knew the countryside well.  
     The British were far from home in a strange, wild land.

Vocabulary Usage . . .

1. alert-N, motorized- A, combat- N
2. ballots-N, magistrate-N
3. tempest-N, shattered-V, docks-N, heaved-V, surpassed-V
4. shattered-V, profound-A, repeated-V, oath-N
5. gradual-A, melancholy-N
6. reservations-N, combat-V
7. assured-V, representation-N
8. imply-V, various-A, reservations-N, blend-V
9. esteem-N, defy-V
10. bait-N, cot-N

VOCABULARY EXTEND (page 117)

- |                   |                     |
|-------------------|---------------------|
| 1. watchful       | 8. deep             |
| 2. bait           | 9. said again       |
| 3. oppose         | 10. representation  |
| 4. high regard    | 11. dwelling place  |
| 5. suggest        | 12. deep respect    |
| 6. civil official | 13. being destroyed |
| 7. sad            | 14. exceed          |

GENRES - Author Intention (page 118)

Responses will vary. Possibilities include:

1. To provide a memorial about events in America.
2. Any sentence except the first is acceptable and can be identified as an opinion.
3. Ships with tea were docked in Boston Harbor.  
     Citizens threw the tea overboard.  
     The King's militia were sent to quell the uprising.
4. Any 3 fact are acceptable.
5. To show why people revolted against authority.
6. Yes - facts can be proven; details provide proof.

LANGUAGE EXPRESSION - Phrases (page 119)

Responses will vary. Some possibilities include:

1. Small storm
2. Very nice; poignant
3. The other people who agreed with their ideals



4. They would not change their decision once it was made
5. Those people who designed the Constitution
6. Promotes human dignity; increases the amount of human dignity

LANGUAGE MECHANICS - Questioning (page 120)

Responses will vary.

SPEAKING - Modeling Speech Characteristics (page 121)

Responses will vary.

STUDY AND RESEARCH - Research Speeches on the Internet (page 122)

Responses will vary.

WRITING - Informal Written Language: Writing Process (page 121)

Responses will vary.

**GROUP TWENTY . . . . .**

WORD IDENTIFICATION REVIEW (pages 126-127)

- |                        |                    |                    |            |               |
|------------------------|--------------------|--------------------|------------|---------------|
| 1. musical             | 4. matrimonial     | 7. inform          | 10. intern |               |
| 2. medical             | 5. burial          | 8. tide            | 11. memory |               |
| 3. bridal              | 6. marginal        | 9. season          | 12. critic |               |
| 13. mu'-sic            | 16. mu'-si-cal     | 19. tribe          | tribal     | tri'-bal      |
| 14. med'-ic            | 17. med'-i-cal     | 20. na'-ture       | natural    | nat'-u-ral    |
| 15. sea'-son           | 18. bur'-i-al      | 21. trib'-une      | tribunal   | tri-bu'-nal   |
|                        |                    | 22. sign           | signal     | sig'-nal      |
| 23. ag -ri-cul'-tur-al | agriculture        | ag-ri-cul'-ture    |            |               |
| 24. cul'-tur-al        | culture            | cul'-ture          |            |               |
| 25. test-ti-mo'-ni-al  | testimony          | tes'-ti-mo-ny      |            |               |
| 26. co-lo'-ni-al       | colony             | col'-o-ny          |            |               |
| 27. partial            | 32. facial         | 37. tropical       | adjective  | 42. judge     |
| 28. differential       | 33. racial         | 38. cultural       | adjective  | 43. nature    |
| 29. senatorial         | 34. substantial    | 39. financial      | adjective  | 44. face      |
| 30. dictatorial        | 35. influential    | 40. matrimonial    | adjective  | 45. substance |
| 31. financial          | 36. circumstantial | 41. circumstantial | adjective  | 46. triumph   |

VOCABULARY PREP (pages 128-130)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 135-138)

Language Analysis . . .

- |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|
| 1. c  | 2. a  | 3. d  | 4. b  | 5. e  | 6. n  | 7. u  |
| 8. f  | 9. o  | 10. v | 11. g | 12. p | 13. w | 14. h |
| 15. q | 16. z | 17. r | 18. i | 19. s | 20. j | 21. t |
| 22. k | 23. y | 24. l | 25. x | 26. m |       |       |

Content Analysis . . .

- |      |      |   |      |
|------|------|---|------|
| 1. C | 2. S | C | 3. F |
| S    | S    | C | T    |
| C    |      |   | F    |
| S    |      |   | T    |
| C    |      |   | F    |
| C    |      |   | T    |
| S    |      |   | T    |
| S    |      |   | F    |

Vocabulary Usage . . .

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1. tend, shrink                       | 6. cordially                  |
| 2. plundered, profitable, accumulated | 7. location, perilous         |
| 3. adjust, intensely, wither          | 8. expand, extension          |
| 4. demonstration, minimum             | 9. complicated, comprehending |
| 5. documentary, Era, prime            | 10. ignore, subsequent        |
- 
- |           |              |
|-----------|--------------|
| 1. gloomy | 4. control   |
| 2. saying | 5. clumsy    |
| 3. costly | 6. limitless |

VOCABULARY EXTEND (page 139-140)

- |                   |                  |                        |                   |
|-------------------|------------------|------------------------|-------------------|
| 1. do away with   | 8. important     | 15. a saying           | 22. very able     |
| 2. bring together | 9. needing help  | 16. dangerous          | 23. round shape   |
| 3. correct        | 10. gloomy       | 17. rob                | 24. following     |
| 4. clumsy         | 11. expand       | 18. to gain by selling | 25. one of a kind |
| 5. complex        | 12. continuation | 19. control            | 26. transgress    |
| 6. understand     | 13. huge         | 20. revive             | 27. volcano       |
| 7. contemporary   | 14. endless      | 21. getting smaller    | 28. dry up        |

LANGUAGE MECHANICS - Punctuation and Sentence Structure (page 141)

Responses will vary.

LISTENING AND SPEAKING - Oral Retelling (page 142)

Responses will vary.

SPELLING - Antonyms (page 143)

- |                 |                |
|-----------------|----------------|
| 1. abolish      | 8. gigantic    |
| 2. infinite     | 9. violate     |
| 3. expanding    | 10. subsequent |
| 4. precede      | 11. plunder    |
| 5. contemporary | 12. skillful   |
| 6. dreary       | 13. profitable |
| 7. maxim        | 14. accumulate |

WRITING - Process Writing (page 144)

Responses will vary.

## GROUP TWENTY-ONE .....

### WORD IDENTIFICATION REVIEW (pages 146-147)

- |              |               |                |          |          |
|--------------|---------------|----------------|----------|----------|
| 1. <u>er</u> | 4. <u>ing</u> | 7. <u>ness</u> | 10. hood | 13. like |
| 2. ward      | 5. less       | 8. <u>est</u>  | 11. ful  | 14. ly   |
| 3. <u>ed</u> | 6. ment       | 9. some        | 12. ship | 15. less |

16-18 need no answers

19 example is provided

- |                |              |           |               |       |
|----------------|--------------|-----------|---------------|-------|
| 20. engagement | 27. peaceful | peaceless | 33. tasteful  | 39. 1 |
| 21. sadness    | 28. hopeful  | hopeless  | 34. tasteless | 40. 2 |
| 22. sickness   | 29. faithful | faithless | 35. hopeful   | 41. 2 |
| 23. friendship | 30. sinful   | sinless   | 36. hopeless  | 42. 1 |
| 24. parenthood | 31. truthful | truthless | 37. truthful  |       |
| 25. leadership | 32. tasteful | tasteless | 38. truthless |       |
| 26. illness    |              |           |               |       |

### VOCABULARY PREP (pages 148-149)

Defines new words used in the story.

### COMPREHENSION AND ANALYSIS SKILLS (pages 152-154)

Language Analysis . . .

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1. j  | 2. a  | 3. p  | 4. w  | 5. b  | 6. k  |
| 7. c  | 8. q  | 9. x  | 10. d | 11. l | 12. e |
| 13. r | 14. s | 15. f | 16. m | 17. y | 18. t |
| 19. g | 20. n | 21. u | 22. h | 23. o | 24. v |
| 25. z | 26. i |       |       |       |       |

Content Analysis . . .

1. plants react to sound
2. Every time they were fed the bell was rung until the dogs were trained to think the bell meant food.

Vocabulary Usage . . .

- |            |              |
|------------|--------------|
| 1. pain    | 5. n/a       |
| 2. n/a     | 6. circulate |
| 3. n/a     | 7. n/a       |
| 4. torrent | 8. n/a       |

1. classic
2. comedy, chorus, audience
3. notable, apparatus
4. painful, stimulates
5. torrents
6. stressed, incredible
7. circulation, steadily, reconciled

### VOCABULARY EXTEND (page 155)

- |                  |               |
|------------------|---------------|
| 1. mechanism     | 8. remarkable |
| 2. singing group | 9. hurting    |

- |                 |                  |
|-----------------|------------------|
| 3. distribution | 10. reconcile    |
| 4. famous       | 11. aloneness    |
| 5. funny        | 12. kind         |
| 6. animal       | 13. arouse       |
| 7. unbelievable | 14. to emphasize |

GENRES - Informational Stories (page 156)

Responses will vary.

LANGUAGE EXPRESSION - Poetry (page 157)

Responses will vary.

MEDIA - The Farmer's Almanac (page 158)

Responses will vary.

SPEAKING - Cinquains and Diamantes (page 159)

Responses will vary.

VIEWING AND REPRESENTING - Decoding Graphic Information (page 160)

1. 1<sup>st</sup> quarter
2. 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarters
3. Squash
4. 2<sup>nd</sup>
5. 4<sup>th</sup>
6. Drought
7. Soybean
8. Steady increase

WRITING - Writing Process/Revising and Editing - (page 161)

Responses will vary.

**GROUP TWENTY-TWO** .....

WORD IDENTIFICATION REVIEW (pages 164-165)

- |                 |              |                   |                      |
|-----------------|--------------|-------------------|----------------------|
| 1. cubic        | 5. alcohol   | 9. ter'-ri-fy     | 14. ter-rif'-ic      |
| 2. scenic       | 6. history   | 10. har'-mo-ny    | 15. har-mon'-ic      |
| 3. terrific     | 7. telegraph | 11. al'-co-hol    | 16. sce'-nic         |
| 4. photographic | 8. atom      | 12. pho'-to-graph | 17. pho-to-graph'-ic |
|                 |              | 13. tel'-e-graph  | 18. tel-e-graph'-ic  |

- |                   |             |                 |
|-------------------|-------------|-----------------|
| 19. e-con'-o-my   | economic    | ec-o-nom'-ic    |
| 20. maj'-es-ty    | majestic    | ma-jes'-tic     |
| 21. mel'-o-dy     | melodic     | me-lod'-ic      |
| 22. at'-mos-phere | atmospheric | at-mos-pher'-ic |
| 23. ath-let'-ic   | athlete     | ath'-lete       |
| 24. i-ron'-ic     | irony       | i'-ro-ny        |
| 25. or-gan'-ic    | organ       | or'-gan         |
| 26. sul-fu'-ric   | sulphur     | sul'-fur        |
| 27. stra-te'-gic  | strategy    | strat'-e-gy     |

- |                 |                    |               |
|-----------------|--------------------|---------------|
| 28. sym'-me-try | 33. sym-met'-ric   | 38. adjective |
| 29. spas'm      | 34. spas-mod'-ic   |               |
| 30. met'-al     | 35. me-tal'-lic    |               |
| 31. prose       | 36. pro-sa'-ic     |               |
| 32. sci'-ence   | 37. sci-en-tif'-ic |               |

VOCABULARY PREP (pages 166-167)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 171-174)

Language Usage . . .

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1. e  | 2. a  | 3. b  | 4. f  | 5. c  | 6. g  |
| 7. d  | 8. h  | 9. y  | 10. i | 11. p | 12. j |
| 13. t | 14. v | 15. k | 16. x | 17. z | 18. l |
| 19. q | 20. w | 21. m | 22. r | 23. u | 24. n |
| 25. s | 26. o |       |       |       |       |

Content Analysis . . .

- |            |              |       |                 |                            |
|------------|--------------|-------|-----------------|----------------------------|
| 1. a house | 2. an orphan | 3. no | 4. was murdered | 5. the insurance detective |
|------------|--------------|-------|-----------------|----------------------------|

Vocabulary Usage . . .

- |                |                |          |          |
|----------------|----------------|----------|----------|
| 1. guilt       | 7. initials    | 13. both | 19. both |
| 2. extracted   | 8. admission   | 14. P    | 20. S    |
| 3. initial     | 9. accented    | 15. S    | 21. P    |
| 4. accent      | 10. attraction | 16. P    | 22. P    |
| 5. extractions | 11. allowance  | 17. both | 23. both |
| 6. admission   | 12. accent     | 18. P    | 24. P    |

- |                 |                 |
|-----------------|-----------------|
| 25. mellow      | 33. tributary   |
| 26. inject      | 34. marsh       |
| 27. participant | 35. rumors      |
| 28. formal      | 36. renown      |
| 29. savage      | 37. riots       |
| 30. terminal    | 38. indifferent |
| 31. confident   |                 |
| 32. acquit      |                 |

VOCABULARY EXTEND (page 175)

- |                   |                 |
|-------------------|-----------------|
| 1. stress         | 8. never ending |
| 2. postpone       | 9. prisoner     |
| 3. right to enter | 10. shame       |
| 4. allowance      | 11. take out    |
| 5. bother         | 12. fragrant    |
| 6. agree          | 13. bordered    |
| 7. cultured       | 14. fame        |

GENRES - Literary Elements (page 176)

Other responses are also acceptable.

1. Neglect; cruelty; revenge

2. John; John's grandfather
3. The story of John's life; the story of John's grandfather's hatred
4. Narrator; no
5. Yes
6. How did John's grandfather die? What circumstances contributed to John's grandfather being the type of person he appeared to be?
7. Responses will vary.
8. John's life with his grandfather; The grandfather's relationship with John.
9. The grandfather was killed

LANGUAGE MECHANICS - Formal Language, Capitalization, Punctuation, Grammar (page 177)

Responses will vary. Examples are:

1. Men liked to be around her.
2. He's not generous with his money.
3. The excited people who were watching spoke negatively among themselves.
4. They didn't believe he was innocent; They were disappointed that he was not condemned to die.
5. The law did not punish the boy.
6. His face was expressionless.
7. People talked about something of which they had no real information and caused the story to be more than it really was.

SPEAKING - Explanations (page 178)

Responses will vary.

WRITING - Awareness and Purposes (page 179)

Responses will vary. Possibilities include the following. Dependent upon the response to item 1, all following responses should be in alignment.

1. John; Private Detective; The Grandfather; The old man
2. Lived with his grandfather; called the police; admitted killing his uncle; found John's diary; provided a home for John
3. In the mansion; from the mansion; at the mansion; in his diary; in his home
4. As a child and an adult; on the night his grandfather died; after the grandfather died; when he investigated the death of the old man; from the time John was born
5. Because he had no money; to report his grandfather's death; because he said he was going to write a story about it; because he wanted vengeance; because he wanted the truth to be told

**GROUP TWENTY-THREE** .....

WORD IDENTIFICATION REVIEW (pages 182-183)

- |               |                |                   |                |                |
|---------------|----------------|-------------------|----------------|----------------|
| 1. realize    | realization    | 6. organization   | 11. patriotism | 16. organism   |
| 2. organize   | organization   | 7. specialization | 12. heroism    | 17. journalism |
| 3. civilize   | civilization   | 8. realization    | 13. idealism   | 18. socialism  |
| 4. specialize | specialization | 9. civilization   | 14. capitalism | 19. militarism |
| 5. legalize   | legalization   | 10. legalization  | 15. magnetism  | 20. fanaticism |
| 21. mystic    | mys-ti-cism    | mys-tic           |                |                |
| 22. national  | na-tion-al-ism | na-tion-al        |                |                |

- |                |              |                     |                    |
|----------------|--------------|---------------------|--------------------|
| 23. skeptic    | skip-ti-cism | skep-tic            |                    |
| 24. heroism    |              | 29. crit'-i-cize    | 36. crit'-i-cism   |
| 25. criticism  |              | 30. bap'-tize       | 37. bap'-tism      |
| 26. journalism |              | 31. an-tag'-o-nize  | 38. an-tag'-o-nism |
| 27. magnetism  |              | 32. op-ti-mis'-tic  | 39. op'-ti-mism    |
| 28. radicalism |              | 33. pes-si-mis'-tic | 40. pes'-si-mism   |
|                |              | 34. wit'-ty         | 41. wit'-ti-cism   |
|                |              | 35. a'-the-ist      | 42. a'-the-ism     |

VOCABULARY PREP (pages 184-185)

Defines new words used in the story.

COMPREHENSION AND ANALYSIS SKILLS (pages 187-189)

Language Analysis . . .

- |      |      |      |       |       |       |
|------|------|------|-------|-------|-------|
| 1. d | 2. a | 3. e | 4. h  | 5. b  | 6. f  |
| 7. i | 8. c | 9. g | 10. j | 11. l | 12. k |

Content Analysis . . .

- |                       |           |          |             |             |
|-----------------------|-----------|----------|-------------|-------------|
| 1. tired; feeling ill | 2. Sweden | 3. proud | 4. an award | 5. sailboat |
|-----------------------|-----------|----------|-------------|-------------|

Vocabulary Usage . . .

- |                 |                    |             |              |
|-----------------|--------------------|-------------|--------------|
| 1. slam         | 1. berth           | 5. schooner |              |
| 2. foil         | 2. raucous         | 6. javelin  |              |
| 3. gauge        | 3. node            | 7. ladle    |              |
| 4. tarry        | 4. seafarer        | 8. fiord    |              |
| 1. nonchalant   | 5. belligerent     | 1. company  | 6. lacerate  |
| 2. inverting it | 6. "your lordship" | 2. deride   | 7. testimony |
| 3. nullify it   | 7. meek            | 3. direct   | 8. cite      |
| 4. disperse     | 8. suffrage        | 4. line     | 9. tickle    |
|                 |                    | 5. preside  |              |

VOCABULARY EXTEND (page 190)

- |                        |                   |
|------------------------|-------------------|
| 1. beds                | 8. invalidate     |
| 2. mention             | 9. with oxygen    |
| 3. divisor             | 10. anger         |
| 4. inlet               | 11. boat          |
| 5. javelin             | 12. sailor        |
| 6. a title of nobility | 13. voting rights |
| 7. swelling            | 14. delay         |

LANGUAGE EXPRESSION - Synonym Differences (page 191)

Differences in synonyms will vary depending upon the words identified by the respondents.

1. Boats
2. Sailors
3. Trip
4. Beds
5. Sliced
6. Hunger

7. Inlet
8. Vote
9. Mention
10. Fight - A fight can be between two people on an individual basis. A battle generally refers to a military crisis. Battles are usually considered more serious than fights.
11. Hooks
12. Wind
13. Always
14. Swelling

LISTENING - Imagery (page 192)

Responses will vary.

SPELLING - Base (root) Words (page 193)

- |              |   |
|--------------|---|
| 1. month     | add s   |
| 2. puppy     | change <i>y</i> to <i>i</i> and add <i>es</i>     |
| 3. infect    | add <i>ed</i>                                     |
| 4. oxidize   | drop the <i>e</i> ; add <i>ation</i>              |
| 5. fit       | double the <i>t</i> , add <i>ing</i> and <i>s</i> |
| 6. gentle    | drop the <i>e</i> and add <i>y</i>                |
| 7. brave     | drop the <i>e</i> and add <i>ery</i>              |
| 8. grease    | drop the <i>e</i> and add <i>y</i>                |
| 9. serious   | add <i>ly</i>                                     |
| 10. warp     | add <i>ing</i>                                    |
| 11. berth    | add <i>s</i>                                      |
| 12. die      | drop the <i>e</i> and add <i>ed</i>               |
| 13. seafarer | add <i>s</i>                                      |
| 14. eternal  | drop the <i>al</i> and add <i>ity</i>             |

WRITING - Point of View (page 194)

Responses will vary.

**GROUP TWENTY-FOUR** .....

WORD IDENTIFICATION REVIEW (page 196)

- |                |                  |                 |
|----------------|------------------|-----------------|
| 1. u'-ni-verse | university       | u-ni-ver'-si-ty |
| 2. se-cure'    | security         | se-cu'-ri-ty    |
| 3. pros'-per   | prosperity       | pros'-per-i-ty  |
| 4. an-tique'   | antiquity        | an-tiq'-ui-ty   |
| 5. mor'-tal    | mortality        | mor-tal'-i-ty   |
| 6. vis'-i-ble  | 11. su-pe'-ri-or | 16. density     |
| 7. di-vine'    | 12. rap'-id      | 17. publicity   |
| 8. ca'-pa-ble  | 13. ob-scure'    | 18. activity    |
| 9. in-tense'   | 14. cave         | 19. capability  |
| 10. e'-qual    | 15. lo'cal       |                 |

VOCABULARY PREP (pages 197-200)

Defines new words used in the story.



**COMPREHENSION AND ANALYSIS SKILLS (pages 201-203)**

**Language Analysis . . .**

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 1. c  | 2. h  | 3. f  | 4. i  | 5. j  | 6. a  |
| 7. d  | 8. g  | 9. b  | 10. e | 11. k | 12. q |
| 13. v | 14. l | 15. m | 16. n | 17. s | 18. w |
| 19. p | 20. o | 21. t | 22. x | 23. u | 24. y |
| 25. z | 26. r |       |       |       |       |

**Content Analysis . . .**

- dodo bird
- thick skin
- coal
- desert
- The lumberjacks in the past never bothered to replant trees where they cut down the old.

**Vocabulary Usage . . .**

- |                |              |                             |                               |
|----------------|--------------|-----------------------------|-------------------------------|
| 1. adverse     | 6. extinct   | 1. <u>anthracite</u> (hard) | 6. (delectable) <u>peach</u>  |
| 2. arid        | 7. feint     | 2. <u>apathy</u> (bored)    | 7. <u>calamity</u> (dreadful) |
| 3. corroborate | 8. loam      | 3. (soft) <u>bituminous</u> | 8. (dirty) <u>silt</u>        |
| 4. depleted    | 9. immigrate | 4. (steep) <u>gradient</u>  | 9. <u>suds</u> (foamy)        |
| 5. dormant     | 10. viscous  | 5. <u>vacuum</u> (empty)    | 10. (sacred) <u>relic</u>     |

- |             |               |              |                 |
|-------------|---------------|--------------|-----------------|
| 1. guess    | 6. freeze     | 1. latitude  | 6. preservation |
| 2. help     | 7. demand     | 2. callous   | 7. interference |
| 3. continue | 8. scream     | 3. mill      | 8. petrified    |
| 4. stumble  | 9. wash       | 4. wholesale | 9. cascaded     |
| 5. eat      | 10. embarrass | 5. sanctuary |                 |

- |             |             |                |              |             |
|-------------|-------------|----------------|--------------|-------------|
| 1. antecede | 2. conserve | 3. deteriorate | 4. eliminate | 5. empathy  |
| 6. habitat  | 7. lumber   | 8. nourish     | 9. pot       | 10. repulse |

- |            |         |
|------------|---------|
| 1. N, A    | 5. N    |
| 2. N,N     | 6. V, V |
| 3. N, N, V | 7. N    |
| 4. N, V    |         |

**VOCABULARY EXTEND (page 208-209)**

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| 1. skillful     | 11. a waterfall | 21. charge      |
| 2. opposed      | 12. awkward     | 22. meddling    |
| 3. lighten      | 13. confirm     | 23. lumberjack  |
| 4. hard coal    | 14. dig         | 24. feeling     |
| 5. indifference | 15. exhaust     | 25. harden      |
| 6. dry          | 16. get worse   | 26. disgraceful |
| 7. property     | 17. ecology     | 27. thermometer |
| 8. soft         | 18. infringe    | 28. vacuum      |
| 9. disaster     | 19. cold        | 29. viscous     |
| 10. hardened    | 20. gradient    | 30. large size  |

**LANGUAGE MECHANICS - Syllable (page 210)**

- |                 |   |
|-----------------|---|
| 1. e col o gy   | 4 |
| 2. en croach es | 3 |
| 3. bi ol o gy   | 4 |
| 4. hab i tats   | 3 |

5. pres er va tion 4
6. nour ish 2
7. mea sure 2
8. lat i tudes 3
9. dor mant 2
10. feint 1
11. cas cade 2
12. an thra cite 3
13. de struc tion 3
14. cor ro bor ates 4

MEDIA - Newspapers (page 211)

Responses will vary.

SPELLING - Suffixes (page 212)

	Root Word	Suffix	Word Meaning
a.	care	ful	full of care
b.	shame	ful	full of disgrace
c.	populate	ation	the process of inhabiting
d.	preserve	ation	the act of maintaining
e.	pollute	ion	the action of spoiling
f.	situate	ion	the action of locating
g.	frequent	ly	having the form of occurrence
h.	clumsy	ly	having the form of awkward
i.	mandate	ory	a place in which to direct
j.	expose	itory	a place/way in which to show

VIEWING AND REPRESENTING - Diagrams (page 213)

1. Tropical
2. Tomatoes
3. Bananas
4. Corn
5. No
6. Responses will vary.

WRITING - Awareness and Purpose (page 214)

Responses will vary but possibilities include:

1. Anyone with an interest in science.
2. Food as a staple of life.
3. Anywhere
4. The world
5. To describe changes to the environment
6. Narrative, persuasive, descriptive
7. Responses will vary.

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