

Vowel Chart

e

- 1. _____
- 2. **these**
- 3. _____

i

- 1. **sit**
- 2. _____

a

- 1. _____
- 2. **make**
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

é

- 1. **pet**
- 2. _____

ä

- 1. **cat**

i

- 1. _____
- 2. **time**
- 3. _____
- 4. _____
- 5. _____

o

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

ö

- 1. **fox**
- 2. _____

ü

- 1. **cup**
- 2. _____
- 3. _____
- 4. _____
- 5. _____

aw

- 1. _____
- 2. _____
- 3. _____
- 4. **dog**
- 5. _____

o

- 1. _____
- 2. **vote**
- 3. _____
- 4. _____
- 5. _____

oo

- 1. _____
- 2. **put**
- 3. _____

oo

- 1. _____
- 2. _____
- 3. **tube**
- 4. _____
- 5. _____
- 6. _____
- 7. _____

| | |
|--|--|
| | |
| | |







| | |
|--|--|
| | |
| | |
| | |

Consonant Chart

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

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Divide It Checklist

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

Diacritical Marks and Symbols

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

breve / brĕv /

ă

short vowel phonemes

macron

ā

long vowel phonemes

circumflex

âr

r-controlled phonemes

schwa

ə

schwa phoneme

Syllable Division Patterns

| Pattern | How to Divide | Examples |
|---------|---|--|
| vccv | vc / cv <ul style="list-style-type: none"> • Divide between the consonants. • The first syllable is closed. • The vowel sound is short. | năpkĭn vccv |
| vcv | v/cv <ul style="list-style-type: none"> • Usually, divide after the first vowel. • The first syllable is open. • The vowel sound is long. <p>Note: If the first vowel is followed by an <u>r</u>, the syllable is <u>r</u>-controlled.</p> or vc/v <ul style="list-style-type: none"> • If the first division does not result in a recognizable word, divide after the consonant. • The first syllable is closed. • The vowel sound is short. | sĭlĕnt vcv mâr/kĕt v cv nĕvĕr vcv |
| vcccv | <ul style="list-style-type: none"> • vc/ccv or vcc/cv • Divide before or after the blend or digraph. • Do not split the blend or digraph. | äthlĕte vcccv |
| vv | <ul style="list-style-type: none"> • v/v • Divide between the vowels if they are not a vowel team or diphthong. • The first syllable is open. • The vowel sound is long. | nĕ/on vv |
| c + le | <ul style="list-style-type: none"> • /cle • Count back three and divide. | crădle 321 |

Word Fluency 2

| | Correct | Errors |
|---------|---------|--------|
| 1st Try | | |
| 2nd Try | | |

| | | | | | | | | | | |
|-----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|---------|-----|
| compact | complex | conduct | conflict | construct | consult | contact | content | subject | suspect | 10 |
| conflict | content | suspect | conduct | subject | construct | consult | compact | contact | complex | 20 |
| conduct | subject | contact | content | consult | complex | suspect | construct | conflict | compact | 30 |
| construct | consult | complex | suspect | compact | subject | conduct | conflict | content | contact | 40 |
| suspect | conduct | subject | complex | content | conflict | construct | contact | compact | consult | 50 |
| contact | conflict | content | consult | suspect | compact | subject | complex | construct | conduct | 60 |
| consult | complex | compact | subject | contact | conduct | conflict | construct | suspect | content | 70 |
| complex | conduct | conflict | contact | construct | suspect | content | subject | consult | compact | 80 |
| content | contact | consult | compact | conflict | conduct | complex | suspect | construct | subject | 90 |
| compact | complex | conduct | conflict | construct | consult | contact | content | subject | suspect | 100 |

Word Fluency 3

| Correct | Errors |
|---------|--------|
| 1st Try | |
| 2nd Try | |

| | | | | | | | | | | |
|------------|----------|------------|------------|------------|------------|------------|------------|------------|------------|-----|
| disrupt | distinct | instruct | invent | nonfat | nonstop | unlock | unplug | uncommon | disconnect | 10 |
| invent | unplug | disconnect | instruct | uncommon | nonfat | nonstop | disrupt | unlock | distinct | 20 |
| instruct | uncommon | unlock | unplug | nonstop | distinct | disconnect | nonfat | invent | disrupt | 30 |
| nonfat | nonstop | distinct | disconnect | disrupt | uncommon | instruct | invent | unplug | unlock | 40 |
| disconnect | instruct | uncommon | distinct | unplug | invent | nonfat | unlock | disrupt | nonstop | 50 |
| unlock | invent | unplug | nonstop | disconnect | disrupt | uncommon | distinct | nonfat | instruct | 60 |
| nonstop | distinct | disrupt | uncommon | unlock | instruct | invent | nonfat | disconnect | unplug | 70 |
| distinct | instruct | invent | unlock | nonfat | disconnect | unplug | uncommon | nonstop | disrupt | 80 |
| unplug | unlock | nonstop | disrupt | invent | instruct | distinct | disconnect | nonfat | uncommon | 90 |
| disrupt | distinct | instruct | invent | nonfat | nonstop | unlock | unplug | uncommon | disconnect | 100 |

Word Fluency 4

| Correct | Errors |
|---------|--------|
| 1st Try | |
| 2nd Try | |

| | | | | | | | | | | |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----|
| gone | look | water | most | see | people | most | gone | water | people | 10 |
| look | see | people | gone | look | most | water | see | most | look | 20 |
| gone | water | see | people | gone | look | most | water | people | see | 30 |
| water | gone | people | see | look | most | see | gone | water | people | 40 |
| look | most | gone | water | people | water | look | see | people | most | 50 |
| gone | water | see | look | most | see | people | water | look | gone | 60 |
| most | people | look | gone | see | water | most | gone | water | people | 70 |
| look | most | see | people | water | gone | people | look | see | water | 80 |
| people | gone | most | look | see | water | look | people | most | gone | 90 |
| water | look | gone | most | people | most | see | water | look | most | 100 |

Passage Fluency 1

| | | |
|---------|---------|--|
| Correct | | |
| | | |
| Errors | | |
| | | |
| | 1st Try | |
| | 2nd Try | |

Some inventions were made just for fun. Some of them are odd. Many of them have odd names. What do we call inventions like these? They are “off-the-wall.” They are just not useful. Not many of them will sell. They will not have any impact. They are not supposed to! But many “off-the-wall” inventions have become fads. A fad is a quick craze. Fads become the rage. People like them. Fads are fun, but not for long.

Do you know someone who comes up with “off-the-wall” inventions? Meet Mr. Robinson. He has invented lots of nutty things. One of his inventions stretches pasta! Another one puts a square peg in a round hole! How useful is that? Are you impressed? No. But you are amused. That’s why Mr. Robinson invents this nutty stuff. He just loves tinkering. He loves odd things. Robinson is the king of “off-the-wall” inventions!

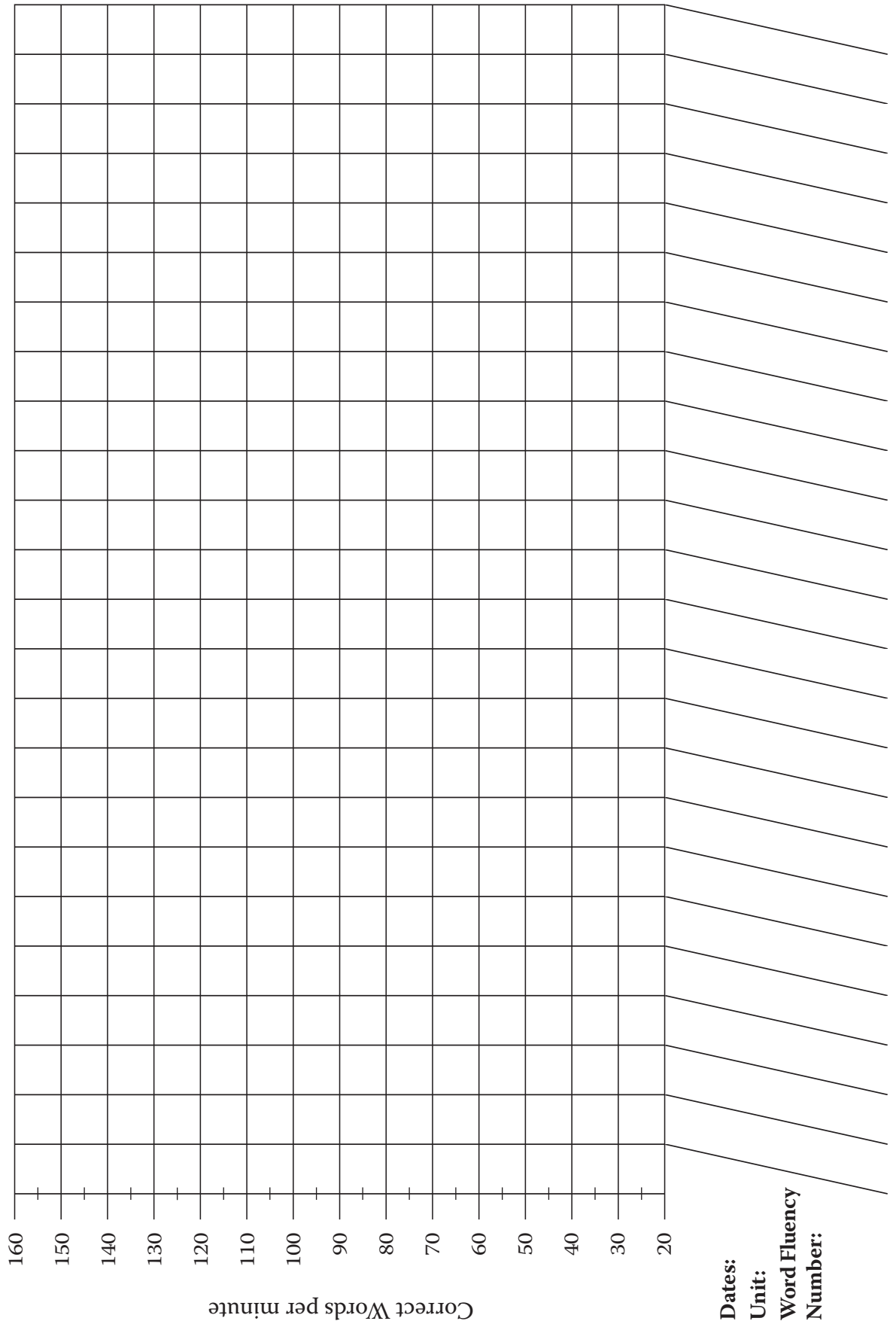
Step back in time to 1985. In England, a man is making a small 3-wheeled bike. This bike isn’t ridden. It’s driven! It’s called the C5. The C5 runs on batteries, not gas. It emits no gas fumes. Lots of ships use the C5. Why? The small C5s can drive across the decks of big ships. A C5 helps move things on a ship. But there is a problem. If you drive the C5 in traffic, you’ll find that it’s too small. It’s too sluggish. The driver is too exposed. Passing cars emit gas fumes. Drivers inhale the fumes!

10
21
28
39
49
56
67
77

85
90
100
107
118
127
136
145
148

159
167
178
189
200
212
224
234
243
247

Word Fluency Chart



Dates:

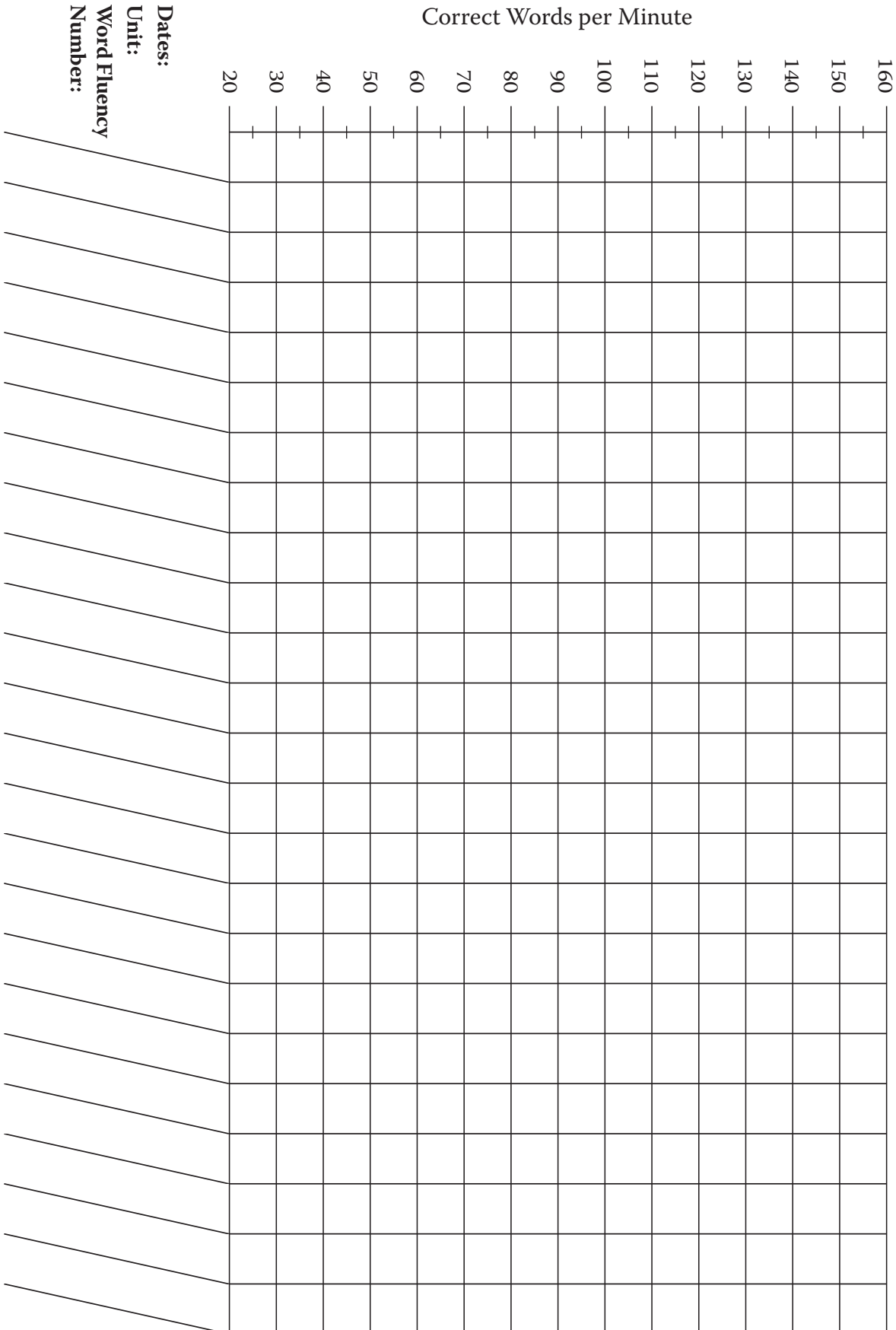
Unit:

Word Fluency

Number:

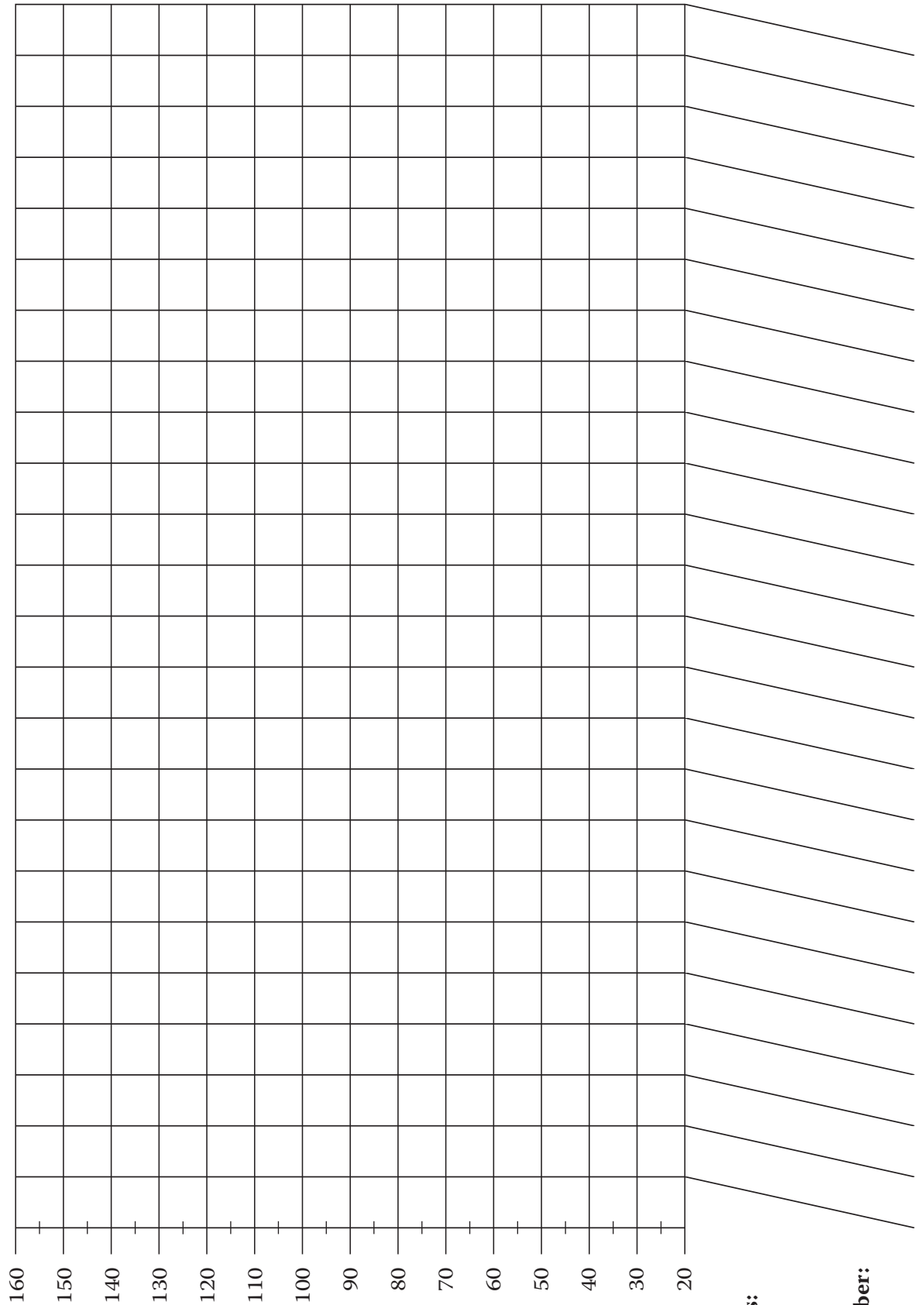
Fluency Charts

Word Fluency Chart



Passage Fluency Chart

Correct Phrases Per _____



Dates:

Number:

Essential Word Cards

Unit 13

| | | |
|--------|------|-------|
| gone | look | most |
| people | see | water |

Unit 14

| | | |
|-----|--------|-----|
| day | little | may |
| new | say | way |



Word Building Letter Cards

| | | | | | | |
|----|----|----|----|----|----|----|
| a | a | b | b | c | c | d |
| d | f | f | g | g | h | h |
| i | i | j | j | k | k | l |
| l | m | m | n | n | o | o |
| p | p | qu | qu | r | r | s |
| s | t | t | v | v | w | w |
| x | x | y | y | z | z | ck |
| ck | ll | ll | ss | ss | ff | ff |
| zz | zz | ar | er | ir | or | ur |



Word Building Letter Cards

| | | | | | | |
|---|---|---|----|----|---|---|
| D | C | C | B | B | A | A |
| H | H | G | G | F | F | D |
| L | K | K | J | J | I | I |
| O | O | N | N | M | M | L |
| S | R | R | Qu | Qu | P | P |
| W | W | V | V | T | T | S |
| | Z | Z | Y | Y | X | X |
| | | | | | | |
| | | | | | | |



