

Vowel Chart

e

1. me
2. these
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

i

1. sit
2. _____
3. _____

a

1. baby
2. make
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

ě

1. pet
2. _____

ă

1. cat

i

1. item
2. time
3. _____
4. _____
5. _____

a

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

ü

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

ö

1. fox
2. _____

aw

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

o

1. go
2. vote
3. _____
4. _____
5. _____

u

1. _____
2. put
3. _____

oo

1. _____
2. ruby
3. tube
4. _____
5. _____
6. _____
7. _____

er

1. her
2. fur
3. sir

ar

1. cart







or

1. _____

Consonant Chart

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

Divide It Checklist

Steps for Syllable Division	Example: disconnected
<p>First, check the word for prefixes and suffixes. Circle them. Next, look at the rest of the word:</p>	
<p>1. Underline the 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. 	nap/kin 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. 	sil ^ə ent vcv mar/ket v cv nev ^ə r 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. 	ath/lete 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. 	ne/on vv
c + le	<ul style="list-style-type: none"> • /cle • Count back three and divide. 	crad/le 321

Check It: Reasons/Examples Checklist

IDEAS AND CONTENT

- Is my position clearly stated?
- Did I give three reasons for evidence?
- Did I tell how the reasons support my topic?

ORGANIZATION

- Did I stick to the topic?
- Did I sequence my ideas?
- Did I end with a conclusion sentence?

Conventions

- Did I punctuate correctly?
- Did I capitalize correctly?
- Did I spell correctly?
- Did I use complete sentences?

Writer's Checklist

1. PRE-WRITING

- Did I:*
- Identify what kind of writing I am doing?
 - Think about who my audience is?
 - Generate a list of words and ideas to get me started?
 - Determine what I need to know and gather the resources I need?
 - Decide how my writing should be organized?
 - Create an outline or other framework to organize my ideas?

2. WRITING A FIRST DRAFT

- Did I:*
- Write in pencil to make revising easier?
 - Write from my notes or outline?
 - Let my thoughts roll, without getting hung up on details?
 - Keep my audience and purpose in mind as I wrote?

3. REVISING

I Used (check one):

- the **Checklist for Revising** (if I am revising my work independently)
- the **Peer Writing Review** (if I am revising with a peer)

4. PROOFREADING AND PUBLISHING

- Did I:*
- Punctuate sentences correctly?
 - capitalize first word
 - capitalize proper nouns
 - use correct end marks
 - Check my spelling?
 - words with endings (doubling, drop *e*, change *y*, advanced doubling)
 - easily confused words (*there, their*)
 - place names
 - longer words
 - Check sentence structure?
 - run-ons and fragments
 - verb tense
 - Make a clean, correct, final copy of my work?

Peer Writing Review

IDEAS AND DEVELOPMENT

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

Things That Work Well:

Things You Might Improve:

ORGANIZATION AND FLOW

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

Things That Work Well:

Things You Might Improve:

STRONG SENTENCES

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

Things That Work Well:

Things You Might Improve:

Checklist for Revising

Read your writing with a critical eye. Check to make sure you have done each thing below. Make any necessary revisions.

IDEAS AND DEVELOPMENT: *My writing has...*

- an introduction, body, and conclusion
- clear main ideas or clear story events
- enough details or facts to make my ideas interesting and well supported

ORGANIZATION: *My writing has...*

- a strong beginning that will grab my readers' interest
- an ending that won't leave my readers hanging
- a logical flow of ideas
- transition and signal words
- no repeated ideas
- no sentences that are off the topic

VOICE: *I have used...*

- language that fits my audience
- my personal voice

SENTENCE FLUENCY: *I have included...*

- a variety of sentence lengths
- different kinds of sentence types

WORD CHOICE: *I have made sure to use...*

- colorful adjectives
- specific nouns and verbs
- phrases that create pictures in readers' minds

Word Fluency 1

	Correct	Errors
1st Try		
2nd Try		

courage	debt	herb	honest	honor	hour	herb	courage	honest	hour	10
herb	courage	honor	debt	hour	honest	debt	hour	herb	courage	20
debt	hour	honest	courage	honor	herb	honor	herb	courage	hour	30
honest	honor	herb	hour	debt	courage	honest	courage	hour	debt	40
hour	herb	honest	honor	courage	debt	courage	hour	honest	herb	50
herb	hour	courage	debt	honest	honor	honest	herb	courage	debt	60
courage	debt	honor	herb	hour	honest	herb	hour	honor	courage	70
hour	honor	courage	honest	debt	herb	honest	debt	herb	hour	80
honest	hour	herb	honor	courage	debt	hour	courage	honest	herb	90
herb	honor	courage	debt	honest	honor	honest	hour	courage	debt	100

	Correct	Errors
1st Try		
2nd Try		

boy	boil	soy	soil	joy	join	allow	aloud	sour	shower	10
soy	allow	boy	aloud	boil	sour	soil	shower	joy	join	20
allow	soil	soy	boil	boy	joy	aloud	join	sour	shower	30
boil	joy	allow	soil	soy	shower	boy	sour	join	aloud	40
aloud	sour	joy	join	allow	boil	soy	soil	boy	shower	50
soil	join	sour	allow	joy	shower	aloud	boil	soy	boy	60
joy	aloud	soil	join	sour	soy	allow	boy	shower	boil	70
join	allow	joy	soy	shower	boy	boil	soil	sour	aloud	80
allow	boy	boil	aloud	joy	sour	join	soy	shower	soil	90
sour	joy	allow	boy	join	soil	shower	aloud	boil	soy	100

Word Fluency 3

	Correct	Errors
1st Try		
2nd Try		

disappoint	exploit	annoy	enjoy	mouse	anyhow	mouth	shower	however	tower	10
annoy	mouth	disappoint	shower	exploit	however	enjoy	tower	mouse	anyhow	20
mouth	enjoy	annoy	exploit	disappoint	mouse	shower	anyhow	however	tower	30
exploit	mouse	mouth	enjoy	annoy	tower	disappoint	however	anyhow	shower	40
shower	however	mouse	anyhow	mouth	exploit	annoy	enjoy	disappoint	tower	50
enjoy	anyhow	however	mouth	mouse	tower	shower	exploit	annoy	disappoint	60
mouse	shower	enjoy	anyhow	however	annoy	mouth	disappoint	tower	exploit	70
anyhow	mouth	mouse	annoy	tower	disappoint	exploit	enjoy	however	shower	80
mouth	disappoint	exploit	shower	mouse	however	anyhow	annoy	tower	enjoy	90
however	mouse	mouth	disappoint	anyhow	enjoy	tower	shower	exploit	annoy	100

	Correct	Errors
1st Try		
2nd Try		

perform	perfect	prefer	difficult	defector	disinfect	reject	object	memorize	legalize	10
prefer	reject	perform	object	perfect	memorize	difficult	legalize	defector	disinfect	20
reject	difficult	prefer	perfect	perform	defector	object	disinfect	memorize	legalize	30
perfect	defector	reject	difficult	prefer	legalize	perform	memorize	disinfect	object	40
object	memorize	defector	disinfect	reject	perfect	prefer	difficult	perform	legalize	50
difficult	disinfect	memorize	reject	defector	legalize	object	perfect	prefer	perform	60
defector	object	difficult	disinfect	memorize	prefer	reject	perform	legalize	perfect	70
disinfect	reject	defector	prefer	difficult	perform	perfect	legalize	memorize	object	80
reject	perform	perfect	object	defector	memorize	disinfect	prefer	difficult	legalize	90
memorize	defector	reject	perform	disinfect	difficult	legalize	object	perfect	prefer	100

Passage Fluency 1

Correct		
Errors		
	1st Try	
	2nd Try	

We can measure length by using a ruler. We can measure heat and cold with a thermometer. We can measure how fast a car is going with a speedometer. But what if we want to measure a car's power? What would we use? Believe it or not, we would use horses.

10
18
28
37
46
51

Cars are often described as having "horsepower." Why do we compare the power of cars to the power of horses? The rise of many civilizations throughout the world has happened with the help of horses. Approximately 50,000 years ago, some of the earliest people kept horses for food. When early humans started farming, they tamed the horse. For centuries, people have used horses to move things.

59
68
76
84
91
100
107
115
117

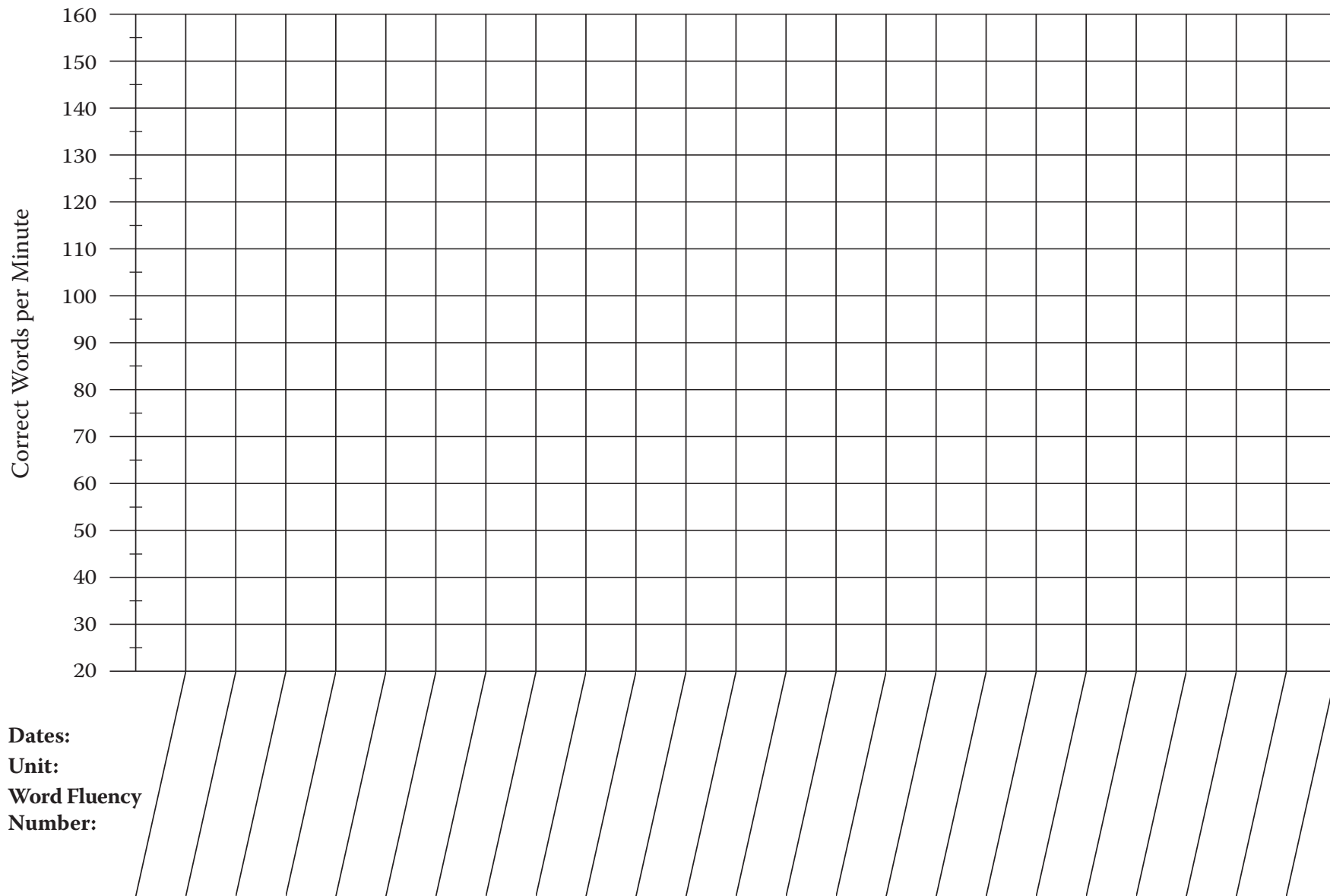
James Watt was the first person to coin the term "horsepower." He invented a new kind of steam engine in the 18th century. When he was ready to sell it, he wanted a way to say how much power the engine had. He wanted to say that the engine could do the work of so many horses. To do this, he had to figure out the power of one horse doing a task. By watching a horse pull a mill, Watt calculated that one horse could pull 33,000 pounds, one foot, in one minute. This became the definition for "horsepower."

127
135
145
156
166
177
188
198
205
214
217

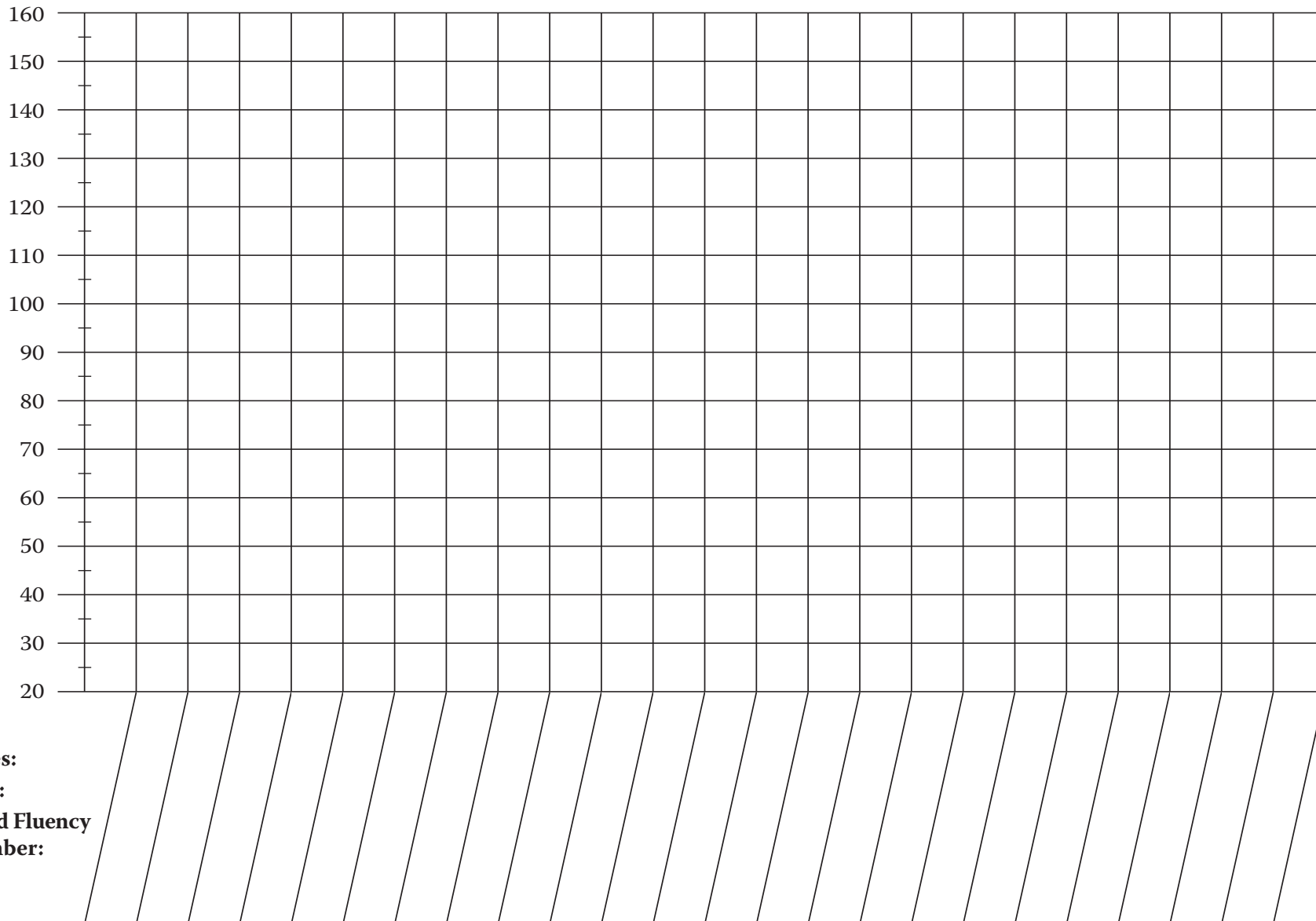
We now measure the power of cars, lawn mowers, vacuums, and many other machines using horsepower.

226
232
233

Word Fluency Chart



Word Fluency Chart

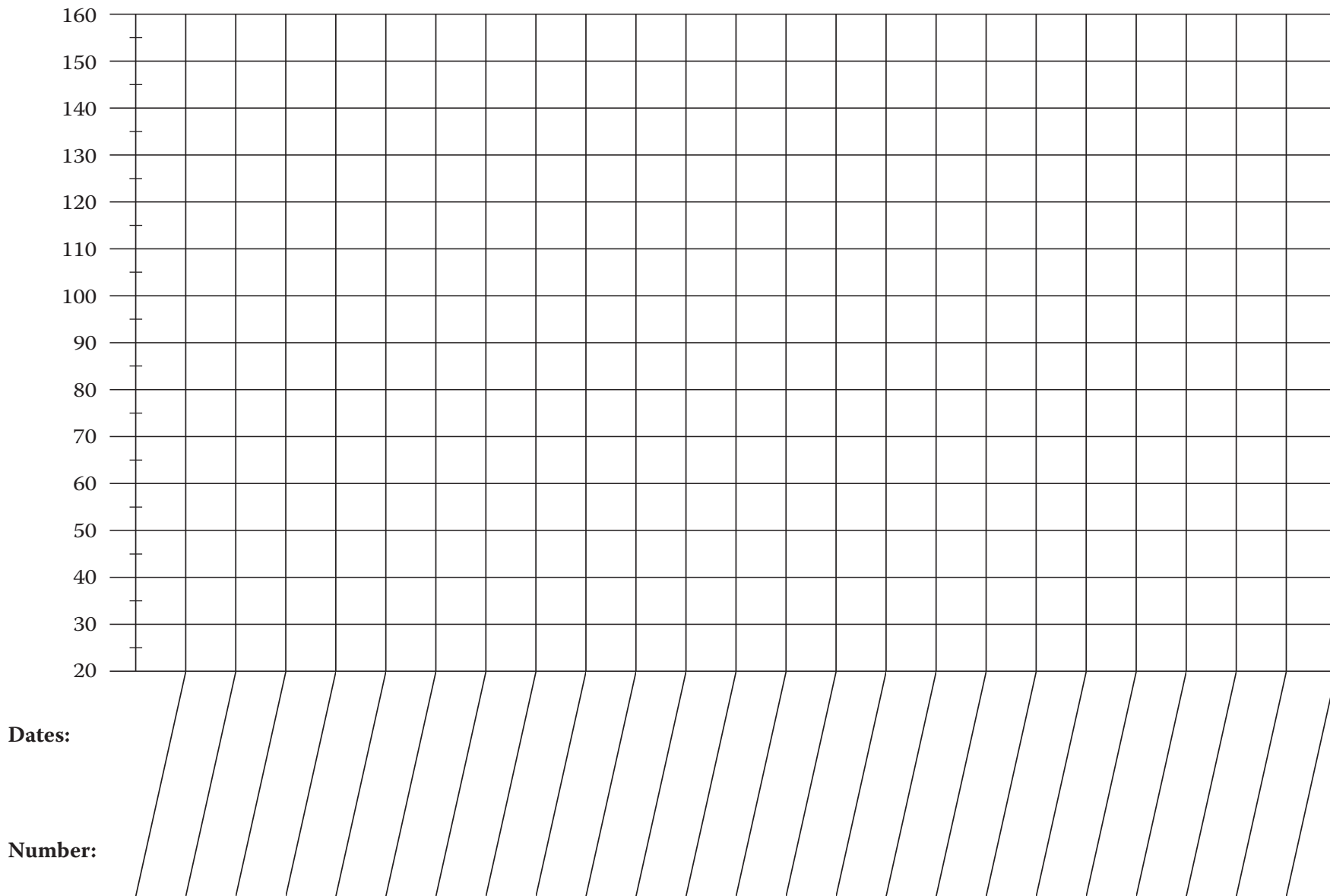


Word Fluency Chart R43

Dates:
Unit:
Word Fluency
Number:

Passage Fluency Chart

Correct Phrases Per _____



Dates:

Number:

Essential Word Cards

Unit 23

courage	debt	herb
honest	honor	hour

Unit 24

half	limousine	listen
pour	tambourine	villain



Word Building Letter Cards

Unit 19

ai

ai

oa

oa

ee

ee

Unit 20

ay

ay

ea

ea

ie

ie

ey

ey

ow

ow

oe

oe

Unit 22

ui

ui

ou

ou

ea

ea

Unit 23

oi

oi

oy

oy

ow

ow

ou

ou



Morphemes for Meaning and Challenge Morphemes

Unit 22 dic	Unit 22 dict	Unit 22 spect
Unit 22 puls	Unit 22 pel	
Unit 23 per-	Unit 23 e-	Unit 23 ef-
Unit 23 -ate	Unit 23 -ize	Unit 23 fac

Morphemes for Meaning and Challenge Morphemes

Unit 23 fec	Unit 23 fic	Unit 23 fact
Unit 23 ject	Unit 23 lumen	

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