

REWARDS

Reading Excellence: Word Attack & Rate Development Strategies

Multisyllabic Word Reading Strategies



Anita L. Archer
Mary M. Gleason
Vicky Vachon

Sopris West™

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SOPRIS WEST EDUCATIONAL SERVICES
A CAMBIUM LEARNING COMPANY

BOSTON, MA • LONGMONT, CO

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10 09 08 07 21 20 19

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ISBN 13 Digit: 978-1-57035-272-0

ISBN 10 Digit: 1-57035-272-0

Printed in the United States of America

Published and Distributed by

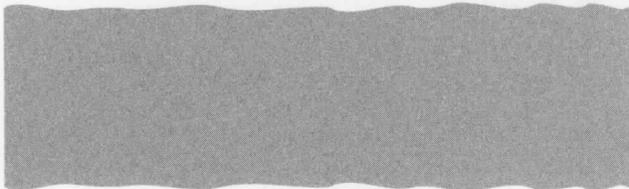


Sopris West[™]
EDUCATIONAL SERVICES

A Cambium Learning Company

4093 Specialty Place • Longmont, CO 80504
(303) 651-2829 • www.sopriswest.com

24061/136/5-07



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Letter to Students from the *REWARDS* Authors

Dear Students,

Welcome to the REWARDS program. This program will teach you how to read long words having two to eight parts. As you proceed through the grades, more and more of the words contain many parts. These longer words are particularly important because they often carry the meaning in content area textbooks.

In addition to learning strategies for reading long words, you will also be building your reading rate or fluency. As you know from your own experience, it is not only important to read words accurately but quickly. As you become a more fluent reader, you will be able to complete your reading assignments more quickly and will find recreational reading more enjoyable.

Hundreds of students have used this program in the past and found it to strengthen their reading skills. We hope that you experience the same gains and have ever increasing confidence in your reading.

May you reap all the REWARDS of this program.

Anita Archer
Mary Gleason
Vicky Vachon

Lesson 1

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

ay
(say)

ai
(rain)

au
(sauce)

Activity C: **Vowel Conversions**

a

i

Activity D: **Reading Parts of Real Words**

- | | | | | |
|----|---------|----------|------|---------|
| 1. | frain | trast | cay | scrip |
| 2. | fa
* | tain | happ | ca
* |
| 3. | vi
* | vict | tist | aud |
| 4. | path | tri
* | aut | min |

Lesson 1

Activity E: **Underlining Vowels in Words**

1.	waistband	fraud	plaything
2.	pigtail	vault	pathway
3.	waylay	launch	railway
4.	midway	blackmail	maintain
5.	applaud	layman	hairpin

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

discover	dis
mistaken	mis
abdomen	ab
advertise	ad

Activity H: **Circling Prefixes and Suffixes**

1.	addict	milkmaid	damp
2.	distract	ad-lib	disclaim
3.	admit	misfit	backspin
4.	mislay	misplay	distraught
5.	mast	banish	display
6.	misprint	distill	digit
7.	disband	abstract	mismatch

Activity I: **Vocabulary**

a.	to not claim (Line 2, Activity H)	_____
b.	a person that does not fit into a group (Line 3, Activity H)	_____
c.	a word or phrase that was not printed correctly (Line 6, Activity H)	_____
d.	to not match (Line 7, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 2

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

er (her)	ir (bird)	ur (turn)	ar (farm)
-------------	--------------	--------------	--------------

1.	ay	au	er	ai
2.	ur	ar	ir	au

Activity C: **Vowel Conversions**

a	i	o
---	---	---

Activity D: **Reading Parts of Real Words**

1.	naut	tern	nay	bo*
2.	ston	auth	cur	turb
3.	fraid	irk	gar	darl
4.	sa*	pert	pi*	sail

Activity E: **Underlining Vowels in Words**

1.	garland	autocrat *	sterling
2.	birthday	verdict	fingernail
3.	goddaughter	whirlwind	modern
4.	pattern	curtail	surcharge
5.	auburn	vertigo *	astronaut *

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

<u>i</u> nsert	in
<u>i</u> mmEDIATE	im
<u>com</u> pare	com

1.	in	com	ab	mis	dis	in
2.	im	mis	ad	im	ab	com

Lesson 2

Activity H: **Circling Prefixes and Suffixes**

1.	complain	indistinct	apron
2.	absurd	insist	discard
3.	disarm	ingrain	dinner
4.	command	imprint	inert
5.	administer	mishap	impact
6.	inlaid	darling	complaint
7.	impair	differ	disaster

Activity I: **Vocabulary**

a.	not clear or distinct (Line 1, Activity H)	_____
b.	to take away arms (guns) (Line 3, Activity H)	_____
c.	a print of a hand in the sand (Line 4, Activity H)	_____
d.	laid into a design (Line 6, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 3

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

a - e (make)	o - e (hope)	i - e (side)	e - e (Pete)	u - e (use)
-----------------	-----------------	-----------------	-----------------	----------------

1.	er	ir	au	ai	a - e
2.	ar	u - e	ay	i - e	au
3.	e - e	ir	ai	o - e	u - e
4.	ur	ay	a - e	au	i - e

Activity C: **Vowel Conversions**

a	i	o	u
---	---	---	---

Activity D: **Reading Parts of Real Words**

1.	cue	ma *	plain	stile
2.	sud	mo *	haul	vate
3.	trode	aut	pede	larm
4.	murd	trac	mu *	bi *

Lesson 3

Activity E: **Underlining Vowels in Words**

1.	turnstile	cauldron	austere
2.	shipmate	sunstroke	backbone
3.	holiday	autumn	umpire
4.	costume	stampede	subscribe
5.	obsolete *	humanize *	frustrate

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

belong	be	return	re
prevent	pre	protect	pro
depart	de	continue	con

1.	pro	be	pre	ad	dis	mis
2.	con	in	im	com	ab	de
3.	re	com	dis	con	pro	pre

Lesson 3

Activity H: **Circling Prefixes and Suffixes**

1.	prepay	decode	readjust
2.	disgust	promote	mistake
3.	beside	conclude	pray
4.	defraud	combine	misplace
5.	intake	reconsider	confine
6.	reprint	impose	prescribe
7.	propose	discuss	advise

Activity I: **Vocabulary**

a.	to pay before you get something (Line 1, Activity H)	_____
b.	to figure out a coded message (Line 1, Activity H)	_____
c.	to think about or consider something again (Line 5, Activity H)	_____
d.	to print a picture again (Line 6, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 4

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

	oi (void)		oy (boy)		or (torn)	
1.	ay	oy	ai	er	ar	ir
2.	au	o - e	ur	i - e	oy	ai
3.	or	e - e	oi	u - e	oy	au

Activity C: **Vowel Conversions**

a	i	o	u
---	---	---	---

Activity D: **Reading Parts of Real Words**

1.	moil	straint	frant	mois
2.	sar	furn	mote	flo *
3.	tor	plete	cott	paup
4.	cate	stroy	saunt	mu *

Lesson 4

Activity E: **Underlining Vowels in Words**

1.	turmoil	saunter	sportsman
2.	backporch	maximum	ordain
3.	murmur	loiter	boycott
4.	tabloid	vermin	tornado * *
5.	stockboy	popcorn	invoice

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

	permit	per
	uncover	un
	above	a

1.	pro	a	pre	com	re	un
2.	in	ab	mis	con	pre	dis
3.	be	com	a	de	ad	per
4.	un	a	con	com	im	pre

Lesson 4

Activity H: **Circling Prefixes and Suffixes**

1.	unchain	discomfort	prefix
2.	conduct	persist	confirm
3.	uncurl	reclaim	unfit
4.	alone	confide	misinform
5.	pertain	protrude	unsafe
6.	afraid	provide	disconfirm
7.	alert	across	demote

Activity I: **Vocabulary**

a.	to remove from chains (Line 1, Activity H)	_____
b.	to remove curl from hair (Line 3, Activity H)	_____
c.	to wrongly inform (Line 4, Activity H)	_____
d.	something that is not safe (Line 5, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 5

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

	ee (deep)	oa (foam)	ou (loud)			
1.	er	a - e	oi	oy	ee	o - e
2.	u - e	ou	au	or	oa	oi
3.	e - e	ir	ai	i - e	ur	or

Activity C: **Vowel Conversions**

a	i	o	u	e
---	---	---	---	---

Activity D: **Reading Parts of Real Words**

1.	gree	dain	des	fe *
2.	proach	snork	rupt	birth
3.	void	mount	spect	aust
4.	vide	teen	plaud	voy

Activity E: **Underlining Vowels in Words**

1.	freedom	filigree	voucher
2.	sweepstake	forlorn	canteen
3.	railroad	cloudburst	scapegoat
4.	spellbound	starboard	greenhouse
5.	outboard	roadside	textile

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

	example	ex
	entail	en

1.	per	con	dis	a	pre	de
2.	com	pro	en	ab	im	mis
3.	ex	con	un	com	a	pre

Activity H: **Circling Prefixes and Suffixes**

1.	exact	reproduce	beseech
2.	enclose	exceed	perturb
3.	expert	reconstruct	edit
4.	enlist	protest	engrave
5.	disagree	export	defame
6.	pretend	exclude	unpaid
7.	extreme	pester	imperfect

Activity I: **Vocabulary**

a.	to build or construct again (Line 3, Activity H)	_____
b.	to send goods to a port in another country (Line 5, Activity H)	_____
c.	to take away someone's good name or fame (Line 5, Activity H)	_____
d.	the opposite of include (Line 6, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 6

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

OW
(low) (down)

1.	ou	ur	i - e	oy	ow	oa
2.	a - e	au	ai	ir	oi	ow
3.	ee	or	ar	oy	ow	u - e

Activity C: **Vowel Conversions**

a i o u e

Activity D: **Reading Parts of Real Words**

1.	dow	ster	ke*	spair
2.	feeb	slo*	croach	trow
3.	laud	flow	tope	aug
4.	coun	hale	fect	vent

Activity E: **Underlining Vowels in Words**

1.	pillow	chowder	shallow
2.	crossroad	flowerpot	sundown
3.	elbow	bowstring	fellowship
4.	outgrowth	trowel	nowadays
5.	electrode	windowpane	thirteenth

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

birds	s	frantic	ic
running	ing	regulate	ate
landed	ed	selfish	ish
		artist	ist
kindness	ness	realism	ism
useless	less	biggest	est

1.	com	a	pre	con	mis	de
2.	en	ex	per	dis	pro	be
3.	ness	ish	ist	ate	ism	ic
4.	less	ate	ish	est	ness	ist

Lesson 6

Activity H: **Circling Prefixes and Suffixes**

1.	softness	astonish	extrinsic
2.	predominate	regardless	famish
3.	unselfish	ethnic	faddism
4.	alarmist	careless	loudest
5.	classic	abolish	degree
6.	hardness	exhaust	enthroned
7.	unhappiness	comprehend	hopeless

Activity I: **Vocabulary**

a.	not selfish (Line 3, Activity H)	_____
b.	without care (Line 4, Activity H)	_____
c.	to place on a throne (Line 6, Activity H)	_____
d.	without hope (Line 7, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 7

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

OW
(low) (down)

1.	oy	ow	ee	oa	ou	oi
2.	au	ur	ai	ay	i - e	ow
3.	a - e	ir	ar	oy	u - e	ur

Activity C: **Vowel Conversions**

i e u a o

Activity D: **Reading Parts of Real Words**

1.	stow	creet	cor	fir
2.	cloist	struc	vi *	low
3.	crow	floun	stay	lope
4.	sau	cu *	daunt	fide

Activity E: **Underlining Vowels in Words**

1.	snowflake	cowboy	flounder
2.	shallow	frown	showdown
3.	township	outgrow	showmanship
4.	boatload	rainbow	marshmallow
5.	downhill	stowaway	outstrip

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

care <u>ful</u>	ful	farm <u>er</u>	er
tail <u>or</u>	or	fin <u>al</u>	al

1.	a	com	con	dis	pre	re
2.	im	ex	un	per	pro	a
3.	est	ic	ful	or	al	er
4.	ish	ism	less	ate	ness	ist

Activity H: **Circling Prefixes and Suffixes**

1.	abnormal	organism	tremor
2.	dishonor	ungrateful	proposal
3.	unfaithful	respectful	historical
4.	inventor	redeemer	untruthful
5.	personal	stiffest	programmer
6.	exaggerate	bemoan	regretful
7.	energetic	unfortunate	exotic

Activity I: **Vocabulary**

a.	not normal	(Line 1, Activity H)	_____
b.	full of respect	(Line 3, Activity H)	_____
c.	a person who invents	(Line 4, Activity H)	_____
d.	full of sorrow and regret	(Line 6, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 8

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

				oo		
		(moon)		(book)		

1.	ow	oa	oi	oo	oy	ee
2.	ou	er	ir	au	ay	oo
3.	a - e	ur	ai	ar	oo	ow

Activity C: **Vowel Conversions**

u	e	i	a	o
---	---	---	---	---

Activity D: **Reading Parts of Real Words**

1.	ploy	wood	lude	stound
2.	draul	perm	lo*	pool
3.	ti*	root	chowd	plore
4.	tron	plaint	tray	duce

Activity E: **Underlining Vowels in Words**

1.	boomerang	toadstool	loophole
2.	cartoon	shampoo	backwoodsman
3.	lampoon	hoodwink	roommate
4.	toothpick	footprint	tattoo
5.	whirlpool	macaroon	bridegroom

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

action	tion	attentive	tive
mission	sion	expensive	sive
million	ion		

1.	com	a	ad	com	pre	ex
2.	en	im	per	in	ab	mis
3.	ism	ist	ic	ion	tive	sion
4.	tion	ful	al	sive	or	ate

Lesson 8

Activity H: **Circling Prefixes and Suffixes**

1.	unintentional	distasteful	deductive
2.	misconception	reestablish	billion
3.	preconception	opinion	conditional
4.	expansive	possession	exhaustive
5.	delightful	protection	external
6.	repulsive	percussion	provisional
7.	complication	adhesion	expressionless

Activity I: **Vocabulary**

a.	done without intention (Line 1, Activity H)	_____
b.	full of delight (Line 5, Activity H)	_____
c.	the act of protecting from harm (Line 5, Activity H)	_____
d.	without expression (Line 7, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 9

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

oo
(moon) (book)

- | | | | | | | |
|----|-------|----|-------|-------|----|----|
| 1. | ow | oa | ee | au | ur | ai |
| 2. | oo | oi | ar | oy | or | oo |
| 3. | u - e | au | i - e | e - e | er | ow |

Activity C: **Vowel Conversions**

a i u e o

Activity D: **Reading Parts of Real Words**

- | | | | | |
|----|-------|-------|------|---------|
| 1. | foot | vir | part | to
* |
| 2. | blow | ize | curd | plot |
| 3. | sault | press | hood | poon |
| 4. | coll | vail | deem | ber |

Activity E: **Underlining Vowels in Words**

1.	balloon	classroom	raccoon
2.	goose	scrapbook	woodchuck
3.	toothbrush	buffoon	uproot
4.	kangaroo	outlook	girlhood
5.	platoon	rooftop	stateroom

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

industry	y	military	ary
safely	ly	oddity	ity

1.	com	be	en	a	ab
2.	con	im	dis	per	pre
3.	er	ary	or	y	tive
4.	ion	ity	ly	sion	ary
5.	ic	sive	or	al	ful

Activity H: **Circling Prefixes and Suffixes**

1.	profoundly	absurdity	involuntary
2.	perfectionist	deliberate	collective
3.	liberalism	dictionary	contaminate
4.	incorporate	individuality	disability
5.	gladly	precautionary	personality
6.	independently	offensive	immortality
7.	incentive	confectionary	property

Activity I: **Vocabulary**

a.	one who demands perfection (Line 2, Activity H)	_____
b.	unique to individual person (Line 4, Activity H)	_____
c.	to do something with gladness or joy (Line 5, Activity H)	_____
d.	causing anger; giving offense (Line 6, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 10

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

		ea			
	(meat)		(thread)		

1.	oo	ow	ea	ou	oa	oi
2.	ai	au	ir	or	a - e	ee
3.	ea	oy	oo	ea	or	ay
4.	ow	o - e	ir	ar	ea	er

Activity C: **Vowel Conversions**

e	o	i	a	u
---	---	---	---	---

Activity D: **Reading Parts of Real Words**

1.	head	proof	trate	pow
2.	te *	bean	vant	mead
3.	oid	ped	vout	laun
4.	bard	bide	strain	glam

Activity E: **Underlining Vowels in Words**

1.	peanut	coffeebean	beard
2.	yearling	steamboat	leather
3.	northeastern	steadfast	widespread
4.	farmstead	fountainhead	seashell
5.	headstrong	meadow	please

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

dorm <u>ant</u>	ant	disturb <u>ance</u>	ance
consist <u>ent</u>	ent	ess <u>ence</u>	ence
argu <u>ment</u>	ment		

1.	ab	con	a	com	en
2.	al	or	ly	sive	ance
3.	tive	ary	ence	ent	ant
4.	ity	ment	y	ion	est
5.	ful	ism	sion	ance	ant

Lesson 10

Activity H: **Circling Prefixes and Suffixes**

1.	resentment	disinfectant	advertisement
2.	responsive	permanent	combatant
3.	excitement	disagreement	promotion
4.	compliance	informality	exuberant
5.	importance	insurance	continent
6.	rebellion	admittance	incoherence
7.	inconsistently	incidentally	experience

Activity I: **Vocabulary**

a.	an informal or relaxed act (Line 4, Activity H)	_____
b.	act of rebelling against authority; uprising (Line 6, Activity H)	_____
c.	admitting or allowing entry (Line 6, Activity H)	_____
d.	not acting consistently (Line 7, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 11

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

		ea	
	(meat)		(thread)

1.	oo	ea	ow	ee	er	ai
2.	au	ay	e - e	oy	ea	ur
3.	oa	i - e	ir	ea	ar	oi
4.	ow	ur	ea	oo	oi	au

Activity C: **Vowel Conversions**

e	u	o	i	a
---	---	---	---	---

Activity D: **Reading Parts of Real Words**

1.	plor	hist	feath	cul
2.	read	gain	drift	bute
3.	pede	gart	ne *	stead
4.	ro *	story	caust	cen

Activity E: **Underlining Vowels in Words**

1.	earshot	bread	breakfast
2.	feather	letterhead	streamline
3.	readership	blockhead	jetstream
4.	seamstress	streambed	moonbeam
5.	meant	threadbare	headboard

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

nerv <u>ous</u>	ous	spec <u>ial</u>	cial
prec <u>ious</u>	cious	part <u>ial</u>	tial
caut <u>ious</u>	tious		

1.	im	a	com	con	en
2.	tive	ous	ion	or	y
3.	ary	tial	tious	ist	al
4.	ance	ment	ent	ly	ity
5.	ant	cial	cious	tion	sive

Activity H: **Circling Prefixes and Suffixes**

1.	tremendous	judicial	vicious
2.	spacious	social	substantial
3.	entertainment	marvelous	glacial
4.	compulsion	racial	initial
5.	pretentious	excessive	inconclusive
6.	continuous	gracious	indecision
7.	official	robbery	delicious

Activity I: **Vocabulary**

a.	having much space (Line 2, Activity H)	_____
b.	produced by ice or glaciers (Line 3, Activity H)	_____
c.	full of grace and kindness (Line 6, Activity H)	_____
d.	of or relating to a public office (Line 7, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 12

Activity A: **Oral Activity—Blending Word Parts Into Words**

Activity B: **Vowel Combinations**

1.	oo	ea	oi	ow	er	ou
2.	oy	au	i - e	oa	ay	ir
3.	u - e	or	ou	ee	oo	ai
4.	ur	ar	ow	ea	au	o - e

Activity C: **Vowel Conversions**

a	i	e	u	o
---	---	---	---	---

Activity D: **Reading Parts of Real Words**

1.	thread	nore	ceal	ceed
2.	town	pun	pell	board
3.	cau	glor	na *	claim
4.	zoid	bount	gard	marv

Activity E: **Underlining Vowels in Words**

1.	waiter	daunt	monorail *
2.	prime-time	sidetrack	oilcloth
3.	torpedo * *	solitude	cockroach
4.	magnet	downstream	milkmaid
5.	marketplace	closet	bookcase

Activity F: **Oral Activity—Correcting Close Approximations Using Context**

Activity G: **Prefixes and Suffixes**

courage	age	disposable	able
picture	ture	reversible	ible
		cradle	le

1.	per	a	con	com	ex
2.	ous	able	ment	le	ent
3.	al	age	ture	cious	tial
4.	ion	ible	y	ance	or
5.	ity	ary	ence	ant	ment

Activity H: **Circling Prefixes and Suffixes**

1.	average	incombustible	inflexible
2.	conjecture	feeble	uncomfortable
3.	advisable	premature	mishandle
4.	predictable	adorable	inexhaustible
5.	nature	competition	incapable
6.	culinary	disadvantage	descriptive
7.	dependence	unobtrusive	unconventionality

Activity I: **Vocabulary**

a.	cannot flex or be bent; stiff (Line 1, Activity H)	_____
b.	easily foreseen or predicted (Line 4, Activity H)	_____
c.	worthy of being adored, delightful (Line 4, Activity H)	_____
d.	being unconventional or different (Line 7, Activity H)	_____

Activity J: **Spelling Dictation**

1.	2.
3.	4.

Lesson 13

Activity A: Vowel Combinations Review

- | | | | | | | |
|----|----|----|----|-------|-------|----|
| 1. | oa | ay | oo | ee | a - e | er |
| 2. | or | oy | ir | i - e | ar | ou |
| 3. | au | oi | or | e - e | ur | ow |

Activity B: Vowel Conversions Review

i	e	a	o	u
---	---	---	---	---

Activity C: Prefixes and Suffixes Review

- | | | | | | |
|----|------|------|------|------|-----|
| 1. | un | ab | dis | com | im |
| 2. | be | con | pro | a | en |
| 3. | age | able | le | cial | ent |
| 4. | ence | al | sion | ant | ary |
| 5. | ity | sive | ous | ment | ly |

Activity D: **Strategy Instruction**

1.	propeller	construction
2.	infection	suddenness
3.	befuddle	instruction
4.	exterminate	commitment

Activity E: **Strategy Practice**

1.	expansion	unspeakable
2.	container	effective
3.	performance	consultant
4.	reunion	fraction
5.	furnish	inartistic

Activity F: **Spelling Dictation**

1.	2.
3.	4.

Activity G: **Sentence Reading**

1. The performance was very artistic.
2. Our new plane propeller is very effective.
3. The cruel words in the letter were unspeakable.
4. When construction is finished, we can furnish the house.
5. Everyone is sick because the infection spread.
6. Did you make a commitment to finish the work?
7. Can you exterminate the ants before they eat all the food?
8. The food consultant will help the people plan their dinner.
9. The man gave them instructions about how to furnish their house.
10. The container leaked; it was not effective for holding water.
11. The awful painting was completed by an inartistic person.
12. The new construction will result in expansion of the school.

Activity H: **Passage Preparation**

Part 1—Tell	
1. although	believed
2. justice	Europeans
3. Christian	language

Part 2—Strategy Practice	
1. escape	profitable
2. indenture indentured	colony colonies colonists
3. racism	superior
4. inferior	marketplace
5. Middle Passage	plantation

Activity I: **Passage Reading and Comprehension**

“Growth of Slavery”	
9 21 30 39 49 54 64 74 83 95 107 115 122	<p>Tidewater planters needed many workers to make their land profitable. At first, they tried to make Indians work the land. Or they brought indentured servants from England. By the late 1600s, however, planters were buying large numbers of African slaves. Although people in other colonies owned some slaves, most slaves lived in the South. (#1)</p> <p>Why did southern planters turn to African slave labor? The English saw how slave labor earned profits for the Spanish colonists. Planters believed that Africans were used to warm climates. Then, too, it was hard for blacks to escape because their skin color made it easy to find them. Unlike the Indians, Africans did not know the forests of North America. (#2)</p> <p>Planters preferred slaves to indentured servants because buying a slave was a one-time expense. Indentured servants</p>

132 could leave after they completed their years of service. But
 142 planters owned and controlled their slaves as well as their slaves'
 153 children forever. Colonists passed slave codes, or laws that
 162 controlled the behavior of slaves and denied them basic rights.
 172 Slaves were seen as property, not as human beings. (#3)

181 Most English colonists accepted slavery. They did not
 189 question the justice of owning slaves because of racism. Racism is
 200 the belief that one race is superior to another. White Europeans
 211 believed that black Africans were inferior to them. They claimed
 221 to be helping their slaves by teaching them Christian beliefs. A
 232 few colonists, however, protested that slavery was unjust. (#4)

240 During the 1700s, the slave trade grew into a major
 250 business. White slave traders built forts on the African coast.
 260 They offered guns and other goods to African rulers who brought
 271 slaves to the coast. Slaves were forced on board ships and packed
 283 into small spaces below decks with hardly enough room to sit up.
 295 Often, they were chained together two by two. Once or twice a
 307 day, they were taken up on deck to eat and exercise. (#5)

318 Some Africans fought for their freedom during the trip.
 327 Others refused to eat. But sailors pried open their mouths and
 338 forced them to swallow food. Still others leaped overboard. They
 348 chose to die rather than to live as slaves. Many died of diseases
 361 that spread quickly in the hot, filthy air below deck. (#6)

371 The horrible trip from Africa to the Americas was called the
 382 Middle Passage. When slave ships reached American ports,
 390 captains sold their human cargo in the marketplace. Planters
 399 inspected the slaves to find healthy, strong workers. On the
 409 plantation, slaves had to adjust to a strange language and
 419 culture—and to a life without freedom. (#7)

426

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- | | | |
|----|----------------------|--|
| A. | <input type="text"/> | Total number of words read |
| B. | <input type="text"/> | Total number of underlined words (mistakes) |
| C. | <input type="text"/> | Total number of words read correctly |

Lesson 14

Activity A: Vowel Combinations Review

1.	au	ee	a - e	ou	i - e	oo
2.	er	or	oa	oy	ay	ur
3.	ow	oi	ai	ir	ea	e - e

Activity B: Vowel Conversions Review

e	o	i	u	a
---	---	---	---	---

Activity C: Prefixes and Suffixes Review

1.	en	con	re	un	pre
2.	ab	ex	mis	de	a
3.	ness	er	ity	ism	ary
4.	ish	ture	tious	tion	ate
5.	al	tive	ent	ance	able

Activity D: **Strategy Instruction**

1.	commander	invention
2.	saintly	indifferent
3.	consolidate	adventure
4.	redecorate	projector

Activity E: **Strategy Practice**

1.	redundant	defensive
2.	proclaim	investment
3.	informative	concealment
4.	remission	fundamentally
5.	deliverance	determination

Activity F: **Word Reading Review**

1.	unspeakable	commitment
2.	effective	befuddle
3.	inartistic	exterminate
4.	fraction	propeller
5.	reunion	performance

Activity G: **Spelling Dictation**

1.	2.
3.	4.

Activity H: **Sentence Reading**

1. Will you redecorate the house with new furnishings?
2. The book about engines was very informative.
3. Though Jane liked to paint, she was quite inartistic.
4. The commander who kept us fighting had great determination.
5. It would be a good investment to redecorate.
6. The defensive backs on the football team are explosive.
7. The invention will make the movie projector better.
8. Saying it over again is redundant.
9. The saintly commander helped the people find food.
10. What did the consultant proclaim he would accomplish?
11. Can you consolidate the cups into one container?
12. The colonists faced many dangerous adventures.

Activity I: **Passage Preparation**

Part 1—Tell

- | | |
|---------------|---------|
| 1. liquid | notice |
| 2. surface | reduced |
| 3. kilometers | process |

Part 2—Strategy Practice

- | | |
|-----------------|-------------------------|
| 1. vaporization | evaporate
evaporated |
| 2. evaporation | perspiration |
| 3. strenuous | particle
particles |
| 4. ordinary | temperature |
| 5. conditions | altitudes |

Activity J: **Passage Reading and Comprehension**

“Liquid-Gas Phase Changes”

12 Have you ever left a glass of water standing on the kitchen
 24 counter overnight? If so, did you notice that the water level was
 36 lower the next morning? Some of the liquid in the glass changed
 phase and became a gas. The gas then escaped into the air. (#1)

48 The change of a substance from a liquid to a gas is called
 61 vaporization. During this process, particles in a liquid absorb
 70 enough heat energy to escape from the liquid phase. If
 80 vaporization takes place at the surface of the liquid, the process is
 92 called evaporation. So some of the water you left in the glass
 104 overnight evaporated. (#2)

106 Evaporation is often thought of as a cooling process. Does
 116 this sound strange to you? Think for a moment about perspiration

Lesson 14

127 on the surface of your skin. As the water in perspiration
138 evaporates, it absorbs and carries away heat energy from your
148 body. In this way, your body is cooled. Can you explain why it is
162 important for you to sweat on a hot day or after you perform
175 strenuous exercise? (#3)

177 Vaporization does not occur only at the surface of a liquid. If
189 enough heat energy is supplied, particles inside the liquid can
199 change to a gas. These particles travel to the surface of the liquid
212 and then into the air. This process is called boiling. The
223 temperature at which a liquid boils is called its boiling point. The
235 boiling point of water under normal conditions at sea level is
246 100°C. The boiling point of table salt is 1413°C, and that of a
259 diamond is 4827°C! (#4)

262 The boiling point of a liquid is related to the pressure of the
275 air above it. Since the gas particles must escape from the surface
287 of the liquid, they need to have enough “push” to equal the
299 “push” of the air pressing down. So the lower the air pressure (the
312 less the “push” of the air pressing down), the more easily the
324 bubbles of gas can form within the liquid and then escape. Thus,
336 lowering the air pressure lowers the boiling point. (#5)

344 At high altitudes, air pressure is much lower, and so the
355 boiling point is reduced. If you could go many kilometers above
366 the Earth’s surface, the pressure of the air would be so low that
379 you could boil water at ordinary room temperature! However, this
389 boiling water would be cool. You would not be able to cook
401 anything in this water. For it is the heat in boiling water that
414 cooks food, not simply the boiling process. (#6)

421

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- A. **Total number of words read**
- B. **Total number of underlined words (mistakes)**
- C. **Total number of words read correctly**

Lesson 15

Activity A: Vowel Combinations Review

1.	ea	oi	oy	oa	ee	a - e
2.	oo	ur	ai	ow	i - e	o - e
3.	ow	oi	ai	ir	ea	e - e

Activity B: Vowel Conversions Review

a	e	i	o	u
---	---	---	---	---

Activity C: Prefixes and Suffixes Review

1.	in	dis	per	im	re
2.	con	un	en	de	com
3.	ful	sion	ly	ture	ant
4.	tial	ible	le	ence	y
5.	cial	al	ment	ary	ity

Activity D: **Strategy Instruction**

1.	consistent	amendment
2.	readdress	pavilion

Activity E: **Strategy Practice**

1.	intermission	dependent
2.	reflective	confederate
3.	amusement	intolerable
4.	potential	defender
5.	instructor	administrative
6.	discussion	unprofessional
7.	expectant	investigation

Activity F: **Word Reading Review**

1.	exterminate	effective
2.	consolidate	informative
3.	indifferent	adventure
4.	deliverance	investment
5.	concealment	fundamentally

Activity G: **Spelling Dictation**

1.	2.
3.	4.

Activity H: **Sentence Reading**

1. The instructor led the discussion.
2. The confederate army was the defender in the battle.
3. It was important to readdress the letters.
4. The amendment was passed after some discussion.
5. There was an odd expression on the instructor's face.
6. She is dependent on the consultant for help.
7. Lee had a commitment to the Confederate Army.
8. Four defenders on the defensive team were hurt.
9. There will be an investigation of the consultant's unprofessional acts.
10. Should we consolidate our investments?
11. At intermission, Trevor and Janis had an important discussion.
12. The performance was held in the Arts Pavilion.

Activity I: **Passage Preparation**

Part 1—Tell	
1. influence	bulimia
2. anorexia nervosa	periodically
3. psychological	nutrients

Part 2—Strategy Practice	
1. disorders	overeating
2. appearance	overexercise
3. extremely	essential
4. malnutrition	starvation
5. medication	abnormality abnormalities

Activity J: **Passage Reading and Comprehension**

“What Are Eating Disorders?”	
	<p>You can probably tell when your body needs food because</p>
10	you feel hungry. Sometimes other factors might influence when
19	and how much you eat. For example, you might tend to eat more
32	when you are bored. Different people can have different eating
42	habits, but most people are able to control the way they eat.
54	However, some people have serious eating disorders that cause
63	them to lose control over their patterns of eating. Anorexia
73	nervosa, bulimia, and overeating are three such eating disorders. (#1)
82	Anorexia nervosa is a serious disorder that occurs when a
92	person avoids eating. Both boys and girls can suffer from
102	anorexia nervosa, but this disorder is more common among
111	teenage girls. (#2)
113	Typically, people in the early stages of anorexia begin to diet.
124	Some people diet to improve their appearance. Sometimes,
132	athletes go on strict diets to quickly reach or maintain a certain
144	weight for an athletic event. However, people with anorexia do
154	not stop dieting. They eat less and less. Soon they complain about

Lesson 15

166 feeling full after eating only a bite or two of food. Often, anorexic
179 people overexercise to use up calories. Anorexics have an intense
189 fear of becoming fat, and continue to think of themselves as fat
201 even though they are extremely thin. (#3)

207 People with this eating disorder deprive their bodies of
216 essential nutrients. This disease leads to severe malnutrition and
225 can even cause death by starvation. (#4)

231 A doctor's treatment is needed to overcome anorexia. A
240 doctor may need to prescribe medication for malnutrition. In
249 addition, people with anorexia need psychological counseling to
257 deal with the causes of this eating disorder.

265 Bulimia is an eating disorder in which a person periodically
275 eats overly large amounts of food within a short period of time.
287 The person often vomits. Bulimia can cause serious health
296 problems, including severe weight loss, malnutrition, tooth decay,
304 and heart abnormalities. Medical and psychological treatment is
312 needed to help a person overcome this disorder. (#5)

320 You probably can think of some times when you ate too
331 much food. Perhaps you tried a dessert because it looked good
342 even though you were not hungry. Maybe you ate too much at a
355 large meal during special holidays. Most people overeat once in a
366 while.

367 For some people, however, overeating becomes a regular
375 practice. These people often eat when they are not hungry, and
386 they frequently eat without enjoying their food. People with this
396 eating disorder seem to lose control over the way they eat. (#6)

407 Overeating can cause a person to become overweight. In
416 addition, overeating can lead to malnutrition. While people with
425 this eating disorder eat large amounts of food, they do not always
437 eat food that provides them with the necessary nutrients. (#7)

446

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| A. | <input type="text"/> | Total number of words read |
| B. | <input type="text"/> | Total number of underlined words (mistakes) |
| C. | <input type="text"/> | Total number of words read correctly |

Lesson 16

Activity A: Vowel Combinations Review

1.	a - e	ay	oy	oo	er	i - e
2.	ir	ow	o - e	au	or	oi
3.	oo	ea	ar	ow	ai	e - e

Activity B: Vowel Conversions Review

o	i	e	a	u
---	---	---	---	---

Activity C: Prefixes and Suffixes Review

1.	ab	de	mis	in	com
2.	con	ad	per	un	im
3.	ness	ence	y	ate	or
4.	ant	ment	able	age	ion
5.	ary	ist	le	est	tive

Activity D: **Strategy Instruction**

1.	completeness	lamine
2.	tentatively	decompression

Activity E: **Strategy Practice**

1.	distrustful	unmanageable
2.	missionary	intentional
3.	completely	dissatisfaction
4.	reduction	absorbent
5.	astonishingly	discriminate
6.	glamorously	immediately
7.	apartment	enlightenment

Activity F: **Word Reading Review**

1.	instructor	potential
2.	amendment	intermission
3.	informative	determination
4.	intolerable	unprofessional
5.	investigation	administrative

Activity G: **Spelling Dictation**

1.	2.
3.	4.

Activity H: **Sentence Reading**

1. The unmanageable work led to job dissatisfaction.
2. People who pray hope to gain enlightenment.
3. The instructor's corrections to the test were intentional.
4. We couldn't tell how she was feeling because her face was completely expressionless.
5. The astonishingly high heat in the desert is almost intolerable.
6. The students and the instructors came to the reunion.
7. Was there a reduction in the apartment's rent?
8. Apartment managers cannot discriminate against people.
9. At intermission, go immediately to the front desk.
10. The apartment was decorated very glamorously.
11. The athlete showed great determination during training.
12. How Mr. Hernandez completed his administrative tasks led to great satisfaction among the other teachers.

Activity I: **Passage Preparation**

Part 1—Tell

- | | |
|-----------------|-----------|
| 1. Emerald Isle | Ireland |
| 2. famine | machinery |
| 3. European | ancestry |
| 4. Celts | Gaelic |

Part 2—Strategy Practice

- | | |
|---------------|----------------|
| 1. surrounded | capital |
| 2. uniform | Protestant |
| 3. pasture | manufacture |
| pastureland | manufacturing |
| 4. emigrate | industry |
| 5. disaster | transportation |
| 6. equipment | official |

Activity J: **Passage Reading and Comprehension**

“The Emerald Isle”

12 If you could fly over Ireland on a summer day, you would
 22 see lush green meadows and tree-covered hills. Surrounded on
 33 three sides by the Atlantic Ocean, Ireland’s green color is so
 striking that it was named the Emerald Isle. (#1)

The Landscape

41 At Ireland’s center lies a wide, rolling plain dotted with low
 43 hills. Forests and farmland cover this central lowland. Much of
 54 the area is rich in peat, or wet ground with decaying plants that
 64 can be used for fuel. Peat is dug from bogs, or swampy lands. (#2)
 77

90 Along the Irish coast, the land rises in rocky highlands. In
 101 some places, however, the central plain spreads all the way to the
 113 sea. Dublin, Ireland’s capital, is on an eastern stretch of the plain.

The Climate

125 Whether plain or highland, no part of Ireland is more than
 127 70 miles from the sea. This nearness to the sea gives Ireland a
 138 uniform climate. Like the United Kingdom, Ireland is warmed by
 151 moist winds blowing over the North Atlantic Current. The mild
 161

Lesson 16

171 weather, along with frequent rain and mist, makes Ireland's
180 landscape green year-round. (#3)

184 **The Economy**

186 Ireland has few mineral resources. The country, however,
194 does have rich soil and pastureland.

200 The mild and rainy climate favors farming. In the mid-
210 1800s, Irish farmers grew potatoes as their main food crop. When
221 too much rain and a blight caused the potatoes to rot in the fields,
235 famine struck, bringing hardship to the Irish. This disaster forced
245 many Irish to emigrate to other countries, especially to the United
256 States. (#4)

257 Although farming is still important to Ireland, industry now
266 also contributes to economic development. The economy depends
274 on the manufacturing of machinery and transportation
281 equipment exported to the United Kingdom and the European
290 mainland. Ships bringing mineral and energy resources to
298 Ireland dock at the country's many ports, including Dublin and
308 Cork. (#5)

309 **The People**

311 Most of the Irish trace their ancestry to groups of people
322 who settled Ireland more than 7,000 years ago. The Celts and
333 British made the biggest impact. Their languages—Gaelic and
342 English—are Ireland's two official languages today. Most Irish,
351 however, speak English as their everyday language. (#6)

358 **Influences of the Past**

362 Stormy politics mark Ireland's history. From the 1100s to the
372 early 1900s, the British governed Ireland. Religion and
380 government controls mixed to cause disagreement. The Irish
388 people resisted British rule and demands that the Roman Catholic
398 country become Protestant. British officials seized land in Ireland
407 and gave it to English and Scottish Protestants. At one time the
419 British drove out Irish Catholics to make room for the new
430 settlers. (#7)

431

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- A. **Total number of words read**
- B. **Total number of underlined words (mistakes)**
- C. **Total number of words read correctly**

Lesson 17

Activity A: Vowel Combinations Review

1.	ay	a - e	au	oo	o - e	er
2.	ee	oi	ur	o - e	ai	ow
3.	ir	oy	ou	or	ea	u - e

Activity B: Vowel Conversions Review

a	u	e	i	o
---	---	---	---	---

Activity C: Prefixes and Suffixes Review

1.	a	pre	re	un	mis
2.	re	ab	con	com	per
3.	ic	ful	ly	ary	ate
4.	tion	ous	ist	ance	able
5.	al	sive	tial	age	ture

Activity D: **Strategy Practice**

1.	depression	exemption
2.	defendant	persistent
3.	destructive	communication
4.	commemorate	instrumentalist

Activity E: **Independent Strategy Practice**

1.	surrender	incorrectly
2.	expansion	government
3.	flattery	cultivate
4.	consistence	contentment
5.	unpredictable	inadmissible

Activity F: **Word Reading Review**

1.	completeness	reduction
2.	dependent	intermission
3.	discriminate	intentional
4.	tentatively	unmanageable
5.	investigation	dissatisfaction

Activity G: **Spelling Dictation**

1.	2.
3.	4.

Activity H: **Sentence Reading**

1. Clear communication is important in relationships.
2. The Confederate Army had to surrender to the Union Army.
3. Most people cultivate their gardens in the spring.
4. The government commemorated the man's life with a special stamp.
5. Her actions were unpredictable, not consistent.
6. The investigation will focus on the main defendant.
7. The worker incorrectly connected the cables causing a power outage.
8. The government helped the people after the destructive earthquake.
9. The defendant was not given an exemption from paying the fine.
10. Jared no longer suffered from depression; he felt contentment.
11. Marty is an instrumentalist not a singer.
12. Maria showed great potential during her dance performance.

Activity I: **Passage Preparation**

Part 1—Tell		
1.	circuits	chemists
2.	pancreas	diabetes
3.	bacteria	medicines

Part 2—Strategy Practice		
1.	laboratory laboratories	aluminum
2.	customer	experiment
3.	contaminate contaminating	unavoidable unavoidably
4.	astronauts	resistant
5.	advantages	eliminate

Activity J: **Passage Reading and Comprehension**

“Factories Beyond Earth”	
10	The sun’s intense rays bounced off giant mirrors and were
22	instantly focused on the lump of iron hanging in space. As the
33	temperature of the iron rose, it began to melt. Quickly, two
44	white-suited astronauts floating out of range of the hot rays
54	added a little carbon and aluminum to the molten iron. (#1)
64	“Maybe we should add some nickel from that last asteroid
75	the space miners brought back,” one of the astronauts radioed to
87	her co-worker. “We want that steel we’re making to be tough and
89	acid-resistant.” (#2)
101	“I’ll call the customer on my long-range radio and let you
112	know,” the other astronaut replied. “Just let the steel hang there
121	in a molten lump until I get an answer.”
130	Meanwhile, inside a nearby space factory, a chemist was
141	busy growing crystals for electronic circuits. “I wonder what it was
	like to grow crystals like these on Earth, where gravity kept them

153 from forming the perfect shape they form here in space,” he
164 thought to himself. “I guess chemists had problems in the days
175 when there were no gravity-free laboratories or processing plants.
185 The crystals I’m growing will be used to make the very best
197 computers in the solar system. (#3)

202 Down the hall from the chemist, a biology professor was
212 telling her medical students about the advantages of making
221 medicines in space. “We know from an experiment performed in
231 space way back in 1975 that kidney cells produce much more of a
244 special chemical when they are grown in space than when they
255 are grown on Earth,” she explained. “We have recently discovered
265 that, like kidney cells, human pancreas cells will produce more of
276 their special chemical, insulin, when they are grown in space labs.
287 We are also growing bacteria in space that can produce human
298 insulin. Bacteria grow faster in space than on Earth. Growing
308 more human insulin at a faster rate is a big help to people who
322 have diabetes. (#4)

324 “We’re also making purer vaccines and medicines here in
333 space than we ever made on Earth,” the professor continued. (#5)

343 “Why is that?” asked a student.

349 “Because we don’t need to use containers to hold the
359 materials we’re mixing,” she responded. “Without gravity, they
367 hold together all by themselves. And because we can eliminate
377 containers, we avoid contaminating the materials we’re working
385 with. On Earth, microscopic pieces of containers unavoidably got
394 mixed in with the products. There was no such thing as a really
407 pure product on Earth—whether it was a medicine, cosmetic,
417 metal, or glass.” (#6)

420

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- A. **Total number of words read**
- B. **Total number of underlined words (mistakes)**
- C. **Total number of words read correctly**

Lesson 18

Activity A: Vowel Combinations Review

1.	ow	ee	ir	oy	ay	or
2.	au	ou	oo	i - e	oi	o - e
3.	oa	er	ur	ea	ai	ar

Activity B: Vowel Conversions Review

i	e	a	o	u
---	---	---	---	---

Activity C: Prefixes and Suffixes Review

1.	ad	im	be	com	de
2.	con	per	dis	ab	pro
3.	le	al	ity	ence	ly
4.	or	ible	age	ture	ful
5.	ary	able	le	tious	ent

Activity D: Strategy Practice

- | | | |
|----|---------------|-----------------|
| 1. | rejection | disrespectful |
| 2. | tenacious | collectively |
| 3. | exaggerate | premeditated |
| 4. | comprehensive | disorganization |

Activity E: **Independent Strategy Practice**

- | | | |
|----|----------------|----------------|
| 1. | complaining | culminate |
| 2. | forgetfulness | establishment |
| 3. | captivate | inconsiderate |
| 4. | commandment | unconventional |
| 5. | impressionable | inspirational |

Activity F: **Word Reading Review**

- | | | |
|----|----------------|-----------------|
| 1. | government | instrumentalist |
| 2. | reflective | surrender |
| 3. | exemption | destructive |
| 4. | administrative | contentment |
| 5. | unpredictable | intolerable |

Activity G: **Spelling Dictation**

1.	2.
3.	4.

Activity H: **Sentence Reading**

1. The commander was very inconsiderate of the troops.
2. He was not only inconsiderate but also unpredictable and intolerant.
3. His forgetfulness was astonishing.
4. Michael's inventiveness culminated in the design of a new kind of car.
5. Young children are very impressionable and copy everything they see.
6. Terrell's collection of poems is inspirational to all readers.
7. The school's administration was quite unconventional.
8. Because of their forgetfulness and disorganization, we missed the show.
9. The playfulness of the chimp can captivate even indifferent people.
10. Jason is very persistent. His teacher is proud that he is tenacious with his schoolwork, always trying to succeed.
11. Unlawful discrimination can be very destructive.
12. The jury agreed that the murder was premeditated.

Activity I: **Passage Preparation**

Part 1—Tell		
1.	climate	biomes
2.	ecosystem	lichens
3.	taiga	acidic

Part 2—Strategy Practice		
1.	organisms	characteristic
2.	determine determined	property properties
3.	temperature	precipitation
4.	centimeters	permafrost
5.	deciduous	abundant

Activity J: **Passage Reading and Comprehension**

“Land Biomes”	
12 25 35 47 54 63 74 75 86 94 103 113 125 137 148 162 172	<p>Would you be surprised to see a polar bear living in a desert? Of course you would. You know that polar bears live in a different kind of area. Scientists have determined that Earth can be divided into eight different areas called biomes. A biome is a large ecosystem with characteristic organisms and nonliving factors throughout. Each biome has certain properties, such as the amount of sunlight, range of temperature, and the amount of precipitation. (#1)</p> <p>The tundra is a land biome with an annual precipitation of nearly twenty centimeters and with mosses and plantlike organisms called lichens. The temperature in the tundra ranges from -60°C in the winter to 15°C in the summer.</p> <p>Most precipitation in the tundra is in the form of snow, and most of the ground is also frozen. During the short summer, the soil thaws through just the top few centimeters. Deeper than that is the permafrost, a layer of soil that is frozen all year. Because of the permafrost, no plants with deep-reaching root systems can grow. Trees can't grow in the tundra. (#2)</p>

Lesson 18

179 The taiga (TI guh) is a land biome with an annual
188 precipitation of nearly fifty centimeters. Conifers are the
196 characteristic plants. They are the main kind of tree. The
206 temperature in the taiga ranges from -35°C in the winter to 20°C
218 in the summer.

221 Much of the precipitation is in the form of rain. There is also
234 a lot of fog. Because the temperature is above 0°C for a longer
247 period of time in the taiga than it is in the tundra, the soil thaws
262 completely each year. The soil, though, is very wet and acidic. The
274 acid condition is caused by peat mosses and conifers that grow in
286 the taiga. (#3)

288 The temperate forest is a land biome with an annual
298 precipitation of one hundred centimeters. Deciduous trees are the
307 characteristic plants. The temperature in the temperate forest
315 ranges from -30°C in the winter to 40°C in the summer. The
327 temperate forest biome has four distinct seasons each year:
336 spring, summer, autumn, and winter. (#4)

341 The tropical rain forest is a land biome with an annual
352 precipitation of nearly two hundred to four hundred centimeters
361 of rainfall. Vines and broadleaf trees are the characteristic plants.
371 The temperature in the tropical rain forest is nearly the same all
383 year, around 25°C . Rainfall is abundant all year in a tropical rain
395 forest.

396 The growing season lasts all year long in the tropical rain
407 forest. Plants grow very well in the warm, wet climate. More kinds
419 of plants grow in this biome than in any other. (#5)

429

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- | | | |
|----|----------------------|--|
| A. | <input type="text"/> | Total number of words read |
| B. | <input type="text"/> | Total number of underlined words (mistakes) |
| C. | <input type="text"/> | Total number of words read correctly |

Lesson 19

Activity A: Vowel Combinations Review

1.	oo	er	ou	ur	ow	or
2.	au	ai	ea	oy	au	a - e
3.	ee	oa	ar	e - e	oi	ir

Activity B: Vowel Conversions Review

o	i	u	a	e
---	---	---	---	---

Activity C: Prefixes and Suffixes Review

1.	ad	com	a	in	be
2.	pre	pro	ab	im	un
3.	ic	tion	ist	ent	le
4.	ful	sive	ary	cial	ture
5.	est	er	ity	able	tious

Activity D: **Strategy Practice**

1.	estimation	punishable
2.	occupation	meaningfulness
3.	incorruptible	misinformation
4.	individuality	accomplishment

Activity E: **Independent Strategy Practice**

1.	inference	masterfully
2.	circumstantial	murderous
3.	evaluate	environmentally
4.	impracticality	excommunicate
5.	proportionate	departmental

Activity F: **Word Reading Review**

1.	comprehensive	fundamentally
2.	disorganization	premeditated
3.	inconsiderate	communication
4.	inspirational	tentatively
5.	unconventional	investigation

Activity G: **Spelling Dictation**

1.	2.
3.	4.

Activity H: **Sentence Reading**

1. It is a great accomplishment to masterfully read longer words.
2. It is inconsiderate to interrupt a conversation.
3. Misinformation should not be part of good communication.
4. Organization, not disorganization, is needed in most occupations.
5. As you read, you constantly make inferences and evaluations.
6. The scientist will communicate the results of the investigation.
7. The comprehensive test evaluated students' reading and math skills.
8. The corporate department determines if the building plans are environmentally safe.
9. A person is excommunicated when the church removes him or her from the rolls.
10. Music can be meaningful as well as inspirational.
11. Marlene tentatively estimated the room's area as eight square feet.
12. The boss asked each person who worked for her to maintain his or her individuality.

Activity I: **Passage Preparation**

Part 1—Tell		
1.	typhoid	frontier
2.	journeyed	westward
3.	cholera	European

Part 2—Strategy Practice		
1.	tornado	century centuries
2.	settlement	expedition
3.	possessions	territory
4.	romanticize romanticized	resident residency
5.	homesteaders	terrestrial
6.	navigators	accessible

Activity J: **Passage Reading and Comprehension**

“Pioneer Life”	
12	The sky turned red and clouds of dust began to sweep across
21	the prairie. From inside the tiny Kansas schoolhouse, India
31	Harris Simmons and her frightened students watched as a black,
40	funnel-shaped cloud moved straight toward them. They were
53	miles away from the nearest house, in one of the first schools on
56	the Kansas frontier.
66	Suddenly a child standing in the doorway, his face drained
77	of color, cried out, “It’s done turned, teacher. It’s going straight
84	north.” The tornado had shifted its course. (#1)
93	The children opened their books and returned to work.
104	Having journeyed with their families into a vast new land where
113	schools, papers, and books were scarce, they desperately wanted
	to learn. (#2)

115 In the early 1840s, restless young people, many of them
125 farmers with families, saw westward settlement as an adventure.
134 They wanted to escape heavy taxes, and sometimes debts, for a
145 new life away from what they thought of as the crowds back East.

158 But settling the frontier presented serious hardships for men
167 and women alike. Not everyone undertook the dangerous and
176 demanding expedition with enthusiasm. Women left behind,
183 usually forever, relatives, neighbors, and most of their
191 possessions, to be near their husbands and keep their young
201 families together. (#3)

203 Since the Plains Indians did not build upon the land they
214 had inhabited for centuries, European Americans considered
221 Indian territory to be free land. Plains Indians roamed over a
232 wide area searching for buffalo and carrying most of their
242 possessions with them. The early pioneers were often frightened
251 by the Indians and traveled in large groups for protection. But
262 most Indians, while resentful, were curious about the intruders.
271 They readily exchanged salmon and buffalo meat for blankets,
280 cash, and clothing. (#4)

283 In later years, Congress passed laws that enabled
291 homesteaders to claim frontier property if they established
299 residency and made improvements on the land. Gradually, white
308 settlers took most of the Indian lands. (#5)

315 Guidebooks and early settlers' accounts romanticized (gave
322 an appealing quality to) the Pacific Coast. One man who traveled
333 to the Oregon Territory in 1834 described it as a "terrestrial
344 paradise." But the journey was difficult. Women hiked up steep
354 mountains, sometimes carrying small children in their arms,
362 while men hoisted the covered wagons up rocky cliffs with ropes
373 and pulleys. Together they crossed arid deserts and traversed
382 rolling streams in canoes with the help of Indian navigators.
392 Women nursed children and husbands through illness after
400 illness.

401 Clean water was not always accessible and diseases spread
410 rapidly. Cholera and typhoid, carried across the continent by
419 emigrants (people who leave one country to settle in another),
429 proved to be the most deadly illnesses. (#6)

436

From *Old Hate—New Hope: Volume Two 1825 to 1876* by Ira Peck with Steven Deyle.
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A.	<input type="text"/>	Total number of words read
B.	<input type="text"/>	Total number of underlined words (mistakes)
C.	<input type="text"/>	Total number of words read correctly

Lesson 20

Activity A: Vowel Combinations Review

- | | | | | | | |
|----|-------|-------|-------|-------|-------|----|
| 1. | a - e | ow | oi | ay | ee | au |
| 2. | ar | o - e | oo | i - e | or | ea |
| 3. | ai | oy | u - e | ou | i - e | oa |

Activity B: Vowel Conversions Review

e	o	i	a	u
---	---	---	---	---

Activity C: Prefixes and Suffixes Review

- | | | | | | |
|----|-------|------|------|------|-----|
| 1. | re | ab | con | im | de |
| 2. | pro | per | dis | com | ad |
| 3. | le | ence | tial | ance | ism |
| 4. | al | ism | le | ary | ly |
| 5. | cious | able | ible | ic | ate |

Activity D: **Strategy Practice**

1.	invitation	optical
2.	pardonable	perseverance
3.	unpredictable	deliberation
4.	trepidatiously	repercussion

Activity E: **Independent Strategy Practice**

1.	population	sarcastic
2.	spectator	inconspicuous
3.	incompetent	dissimilarity
4.	contaminate	examination
5.	impressionistic	insurmountable

Activity F: **Word Reading Review**

1.	administrative	dissatisfaction
2.	impracticality	environmentally
3.	tentatively	unpredictable
4.	consistence	communication
5.	government	impressionable

Activity G: **Spelling Dictation**

1.	2.
3.	4.

Activity H: **Sentence Reading**

1. As an attempt to reduce the size of the federal government, administrative departments will be consolidated.
2. He did not find his companion's sarcastic comments entertaining.
3. The written communication contained a number of misconceptions, and was, therefore, confusing.
4. The children watched the evening performance hiding behind curtains, trying to be inconspicuous.
5. Consistency and professionalism are qualities needed in all occupations.
6. The defendant could not submit the circumstantial evidence from the investigation.
7. All corporations thrive on effective organization and environmentally-safe conditions.
8. Historically, our population has always been environmentally concerned.
9. I think the estimate of the number of spectators was exaggerated.
10. Most impressionable children do not act independently.
11. The instrumentalist's recordings were truly inspirational.
12. While the instructor's methods were unconventional, the results were tremendous.

Activity I: **Passage Preparation**

Part 1—Tell		
1.	symphonies	South Korea
2.	Huang He River	Tigris River
3.	Euphrates River	society

Part 2—Strategy Practice		
1.	Arabic	classical
2.	ancestors	agriculture
3.	irrigate irrigating	civilizations
4.	culture cultural	diffusion
5.	geographers	authoritarian
6.	democracy	constitution

Activity J: **Passage Reading and Comprehension**

“What is Culture?”	
12 22 34 47 55 65 74 87	<p>If you wake up to rock music, put on denim jeans, drink orange juice for breakfast, and speak English, those things are part of your culture. If you eat flat bread for breakfast, speak Arabic, and wear a long cotton robe to protect you from the hot sun, those things are part of your culture. (#1)</p> <p>When some people hear the word culture, they think of priceless paintings and classical symphonies. Culture, as used in geography, is the way of life of a group of people who share similar beliefs and customs. These people may speak the same</p>

97 language, follow the same religion, and dress in a certain way.
 108 The culture of a people also includes their government, their
 118 music and literature, and the ways they make a living. (#2)
 128 A colorfully dressed dancer in South Korea reflects certain
 137 customs that are important to her. Many of her beliefs and
 148 customs have been passed down from distant ancestors. All of us
 159 hold certain beliefs and act certain ways because of what we've
 170 learned in our culture. What things are important in your
 180 culture? (#3)

181 Some 4,000 to 5,000 years ago, at least four cultures arose
 192 in Asia and Africa. One developed in China along a river called
 204 the Huang He. Another developed near the Indus River in South
 215 Asia, a third between the Tigris and Euphrates rivers in
 225 Southwest Asia, and a fourth along the Nile River in North
 236 Africa.

237 All four river-valley cultures developed agriculture and
 245 ways of irrigating or bringing water to the land. Why was irrigation
 257 important? Farming produced more food than hunting and
 265 gathering, which meant that larger populations could develop.
 273 People then learned trades, built cities, and made laws. (#4)

282 The river-valley cultures eventually became civilizations,
 289 which are highly developed cultures. These civilizations spread
 297 their knowledge and skills from one area to another, a process
 308 known as cultural diffusion. (#5)

312 The kind of government, or political system, a society has
 322 reflects its culture. Until a few hundred years ago, most countries
 333 had authoritarian systems in which one person ruled with
 342 unlimited power.

344 When the people of a country hold the powers of
 354 government, we think of that government as a democracy.
 363 Citizens choose their leaders by voting. Once in power, leaders in
 374 a democracy are expected to obey a constitution or other long-
 385 standing traditions that require them to respect individual
 393 freedoms. (#6)

394 Language is a powerful tool, offering a way for people to
 405 share information. Sharing a language is one of the strongest
 415 unifying forces for a culture. Languages spoken in a culture region
 425 often belong to the same language family, or group of languages
 436 having similar beginnings. Romance languages, for example, come
 443 from Latin, the language of ancient Rome. Spanish, Portuguese,
 452 French, Italian, and Romanian are in the Romance language
 461 family. (#7)
 464

From *Geography: The World and Its People*.
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Lesson 20

- A. Total number of words read
- B. Total number of underlined words (mistakes)
- C. Total number of words read correctly

Strategies for Reading Long Words

Overt Strategy

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

EXAMPLE

reconstruction

Covert Strategy

1. Look for prefixes, suffixes, and vowels.
2. Say the parts of the word.
3. Say the whole word.
4. Make it a real word.

Prefixes, Suffixes, and Vowel Combinations

	Decoding Element	Key Word	Decoding Element	Key Word	Decoding Element	Key Word
Prefixes	a	above	de	depart	mis	mistaken
	ab	abdomen	dis	discover	per	permit
	ad	advertise	en	entail	pre	prevent
	be	belong	ex	example	pro	protect
	com	compare	im	immediate	re	return
	con	continue	in	insert	un	uncover
Suffixes	able	disposable	est	biggest	ment	argument
	age	courage	ful	careful	ness	kindness
	al	final	ible	reversible	or	tailor
	ance	disturbance	ic	frantic	ous	nervous
	ant	dormant	ing	running	s	birds
	ary	military	ion	million	sion	mission
	ate	regulate	ish	selfish	sive	expensive
	cial	special	ism	realism	tial	partial
	cious	precious	ist	artist	tion	action
	ed	landed	ity	oddity	tious	cautious
	ence	essence	le	cradle	tive	attentive
	ent	consistent	less	useless	ture	picture
er	farmer	ly	safely	y	industry	
Vowel Combinations	ai	rain	oo	moon, book	or	torn
	au	sauce	ou	loud	ur	turn
	ay	say	ow	low, down	a—e	make
	ea	meat, thread	oy	boy	e—e	Pete
	ee	deep	ar	farm	i—e	side
	oa	foam	er	her	o—e	hope
	oi	void	ir	bird	u—e	use

REWARDS Chart

Name _____

Lesson	First Page Activities A, B, C, D	Second Page Activities E, F, and G	Third Page Activities H, I, and J	Reading Check Activity G	Bonus Points	Total Points	Lesson Grade
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Lesson 5							
Lesson 6							
Lesson 7							
Lesson 8							
Lesson 9							
Lesson 10							
Lesson 11							
Lesson 12							
Lesson	Initial Activities	Sentence Reading	Passage Reading	Reading Check	Bonus Points	Total Points	Lesson Grade
Lesson 13							
Lesson 14							
Lesson 15							
Lesson 16							
Lesson 17							
Lesson 18							
Lesson 19							
Lesson 20							
						Total Points	Overall Grade

Participation Points

- Following behavioral guidelines
- Paying attention and participating
- Responding accurately

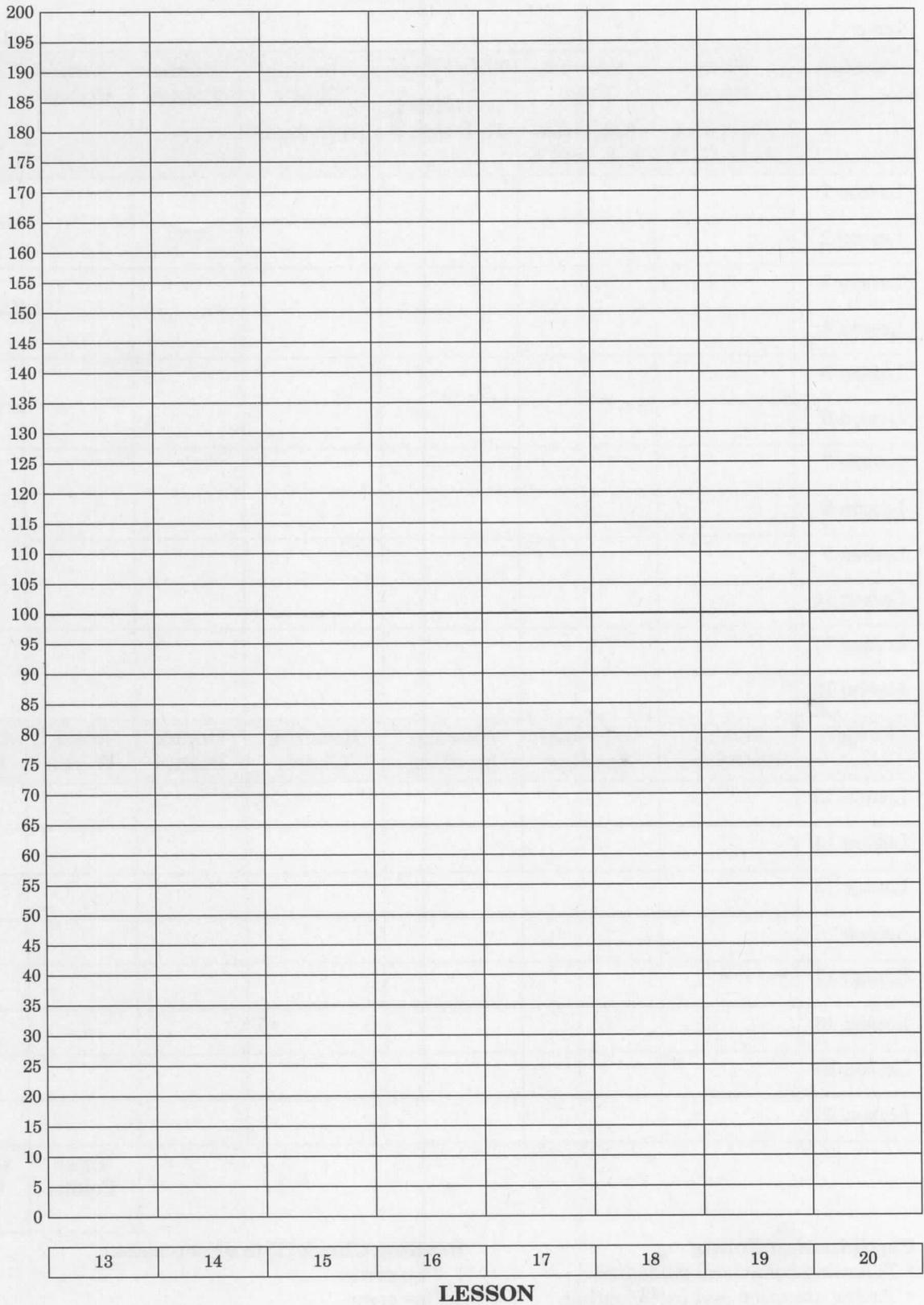
Reading Check (line or sentence)

1. Two errors
2. One error
3. No errors

Student Name: _____

Fluency Graph

Number of Words Read Correctly Per Minute





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