

ReadingHorizons
ELEVATE®

Student Packet

-LE at the End of the Word
Decoding Words of Any Length

Name: _____

Welcome to the *Reading Horizons Elevate*® Weekly Student Packet!

Each packet contains the following items:

- Practice pages for each skill lesson from the *Reading Horizons Elevate*® Student Book
- Transfer Cards
- Passages with comprehension questions from the *Reading Horizons Elevate*® Reading Library

Some packets will also include practice pages for Most Common Words lessons.

Student Book Practice Pages

Each practice page begins with a brief review of the associated skill or list of Most Common Words. Students may need the support of a fluent reader to read the skill review and the instructions for each activity.

Most Common Words are words that appear so frequently in writing that students need to know them by sight. Until these words become a regular part of the student's vocabulary, the student may require more support from a fluent reader while completing these practice pages.

Transfer Cards

Transfer Cards were designed to be fully decodable, meaning that the student should have learned all the necessary skills to read these independently. These cards provide valuable practice using the skills taught in the program.

Reading Library Passages and Comprehension Questions

Reading Library passages are designed to give students practice reading a variety of nonfiction texts. Each packet will include at least two passages of varying difficulty. Students will benefit from additional support from a fluent reader while working through these passages.

Happy Reading!

The Reading Horizons Team

For more information, contact your instructor at _____.

-LE at the End of a Word**Skills Review**

- Every word or syllable must have a vowel or a vowel sound. In multisyllabic words, some syllables do not have a working vowel—only a vowel sound. This occurs in words that end in *-le*.
- The *-le* becomes its own syllable at the end of a word. The consonant that comes before the *-le* always stays with the *-le* ending. Sometimes the consonant that precedes the *l* makes an *l*-Blend (*simple*; *humble*), and sometimes it does not (*middle*; *little*). Exception: If a word ends in *-ckle*, never separate the *c* and *k*. Divide the syllable *after* the *ck* (*pick|le*; *tack|le*).
- When a word ends in *-le*, the final vowel *e* is silent, but it creates a new sound for the consonant *l*. A schwa sound comes before the *l* and together they make the /ul/ sound (*table*; *eagle*).
- When consonants are doubled before *-le*, do not pronounce the first consonant (*apple*, *bubble*). Mark the first consonant silent by putting a vertical line through it. Even though it is not pronounced, it keeps the first vowel short.

DECODING

If the consonant before the *l* makes an *l*-Blend, then arc the letters together. Remember the consonant must stay with the *l* to create the vowel sound, so divide in front of the consonant. (Exception: *ck*). Put a schwa mark between the consonant and the *l* to show the vowel sound.

A. Prove these words.

pickle

puzzle

cable

eagle

simple

table

uncle

giggle

READING

Read these sentences. Notice the words that have *-LE* at the end of the word.

My uncle and I like to do puzzles at the dining table. We began with simple puzzles that had big pieces. Today we did one with 500 little pieces! It had an image of a flying eagle.

-LE at the End of the Word**APPLICATION ACTIVITIES**

cra-	crum-	lit-	bot-	sad-
ta-	nee-	tum-	sta-	man-

A. Use the syllables listed in the box above, and combine them with the *-le* ending listed to create at least three words.

1. -ble

words: table, _____, _____

2. -tle

words: _____, _____, _____

3. -dle

words: _____, _____, _____

B. Use the correct word to complete the sentence. Write the word in the space provided.

1. He put the baby in the _____ to sleep.

bundle

cradle

bottle

kettle

2. When the lights went out, we lit a _____ so we could see.

fiddle

candle

staple

tumble

3. She put the horse in the _____.

puddle

tumble

stable

puzzle

4. You need a _____ and some thread to sew on a button.

needle

fable

little

puddle

Lesson 64: -LE at the End of a Word

battle staple wobble wiggle *duple
table scramble pickle apple
drizzle little chuckle cycle
*attle bundle jumble cobble

They'll scramble if it rains more than a drizzle.
Jeff wants a pickle, an apple, and a little candy.

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Lesson 64: -LE at the End of a Word

puzzle cycle maple bubble
thimble *deggle truffle title
wiggle little *siddle beetle
paddle apple fickle squiggle

He likes to cycle past the apple and maple
trees on his way to the gym.

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Lesson 64: -LE at the End of a Word

staple cable shuffle ample
*spribble noble uncle fable
simple cattle riddle dabble
table *doffle giggle candle

Mom will set a candle on the table.
I giggle at Uncle Cliff's riddles.

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Lesson 64: -LE at the End of a Word

tremble scramble gentle *prackle
humble wiggle uncle idle
grumble muzzle tumble settle
*gupple jiggle crumble ladle

The gentle puppy doesn't need a muzzle.
Uncle Bill is so humble that he never grumbles.

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Lesson 64: -LE at the End of a Word

able *simple bridle stable
chuckle gobble eagle meddle
*grible scuffle cuddle sprinkle
saddle bundle table bubble

Ken was not able to get the bubble gum.
The bridle is in the stable next to the saddle.

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Lesson 64: -LE at the End of a Word

fiddle whittle handle *frodle
rumble *fragle dribble scuffle
topple candle little ample
table maple feeble puddle

Max will light the little candle on the table.
Strong winds could topple that maple tree.

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Lesson 64: -LE at the End of a Word

candle gamble uncle cradle
kettle crumble able cycle
*chiffle shuffle eagle pickle
peddle snuffle *rodle wiggle

Did the baby wiggle in her cradle?
Uncle Joe would like a pickle with his lunch.

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Lesson 64: -LE at the End of a Word

puddle table cuddle brittle
cradle needle beetle *cabble
bumble pimple fizzle gobble
*miffle gentle sprinkle tattle

Penny dropped the needle from the table.
Cuddle the baby, then put her in the cradle.

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Sunburn

Summer is a time for outdoor fun. There are many things to do in the summer. Many people swim, hike, picnic, and play sports.

During the summer, there is a great deal of sunlight. In small amounts, sunlight is good for the body. The sun's rays help the body make vitamin D. Sunshine lowers health risks such as depression and high blood pressure.

However, too much sunlight can be bad for the body. The sun's ultraviolet (UV) rays can be dangerous. They can turn the skin red. Then it becomes painful and itchy. This is called *sunburn*. Each year, 70 percent of children in the United States get sunburn. Half of all adults get sunburn, too. A very bad sunburn can lead to heat stroke. This is when the body gets too hot. Heatstroke can damage the brain and the heart.

Over time, too much sun creates wrinkles. It makes skin age faster. It can also cause skin cancer. People with fair skin are more at risk. So are people with freckles (small brown spots on the skin).

A sunburn can happen quickly. It can happen from just 15 minutes in the sun! Sunburn **dehydrates** the body, so those who play outdoors should drink a lot of water. A cream or aloe gel can help with the pain. A cool bath may also help you feel better.

The best way to treat sunburn is to prevent it. Do not let your skin get burned! Wear long clothes to cover your arms and legs. Put on sunscreen before going outside. Use sunscreen with a sun protection factor (SPF) of 30 or more. After you go swimming, put on more sunscreen. Even on a cloudy day, it is possible to get sunburn. Wear a hat or sunglasses to protect your eyes and head. Be smart, and take good care of your skin!



health

Lexile®: 560L
Word Count: 310

Time: _____

Sunburn

Comprehension Questions

Circle the best answer.

1. This passage is mainly about
 - a. studying to be a skin doctor.
 - b. protecting skin from the sun.
 - c. participating in summer sports.

2. Some sunlight is good because it
 - a. helps make vitamin D.
 - b. makes hair grow longer.
 - c. stops cancer from growing.

3. The percentage of children in the USA who get sunburn each year is
 - a. 15.
 - b. 50.
 - c. 70.

4. One way to prevent sunburn is to
 - a. wear a hat and other clothing.
 - b. go outside only on cloudy days.
 - c. play in the water and not on land.

5. If something *dehydrates* (paragraph 5), it
 - a. makes something move faster.
 - b. changes the color of something.
 - c. dries up the water in something.

Christopher Reeve

To film fans in the 1970s and 1980s, Christopher Reeve was Superman. A successful actor, he landed the title role in the successful 1978 movie *Superman*, which brought him worldwide fame. Over the next decade, he again played the well-loved superhero in three more Hollywood films. However, upon suffering a fall in a 1995 horse riding accident, his spinal cord was damaged beyond repair, leaving him paralyzed from the neck down. During the remaining years of his life, his actions redefined what it means to be a hero.

A native of New York City, Reeve was born in 1952. Growing up in Princeton, New Jersey, he developed a love for the theater early in his life. At age nine, he appeared in his first theatrical production, *The Yeoman of the Guard*. After that production, Reeve decided that he wanted to work in the field of acting for the rest of his life. By the time of his high school graduation in 1970, he had already joined the Actors' Equity Association, a professional organization for actors.

Upon graduating from Cornell University in 1974, Reeve pursued an acting career. For a brief time, he appeared in the TV daytime drama *Love of Life*. Then, in 1975, he made his Broadway debut in the play *A Matter of Gravity*, which also starred the legendary actress Katharine Hepburn. Reeve was still relatively unknown when he tried out (auditioned) for and won the coveted role of Superman. In addition to his performances in the four Superman movies, Reeve's memorable performances include roles in *Noises Off*, *The Remains of the Day*, and *Somewhere in Time*.

Reeve's life forever changed in 1995, when a tragic accident occurred. While horse riding, two of Reeve's upper vertebrae in his back were shattered. Over the next five weeks, Reeve fought to stay alive through various illnesses and surgeries. He also needed assistance from a ventilator—a machine to help him breathe. Doctors were unsure whether he would live. Amazingly, he survived. Although he was mostly paralyzed, meaning he could not move, he recovered some control over his physical movements through therapy and exercises. He learned how to talk between breaths. He also learned to control a wheelchair by operating a device with his mouth.

In 1997, Reeve returned to the film industry with *In the Gloaming*. This time, however, he worked as a director, instead of an actor. Praised by critics, this film won six Cable Ace Awards and was nominated, meaning the film was selected as a possible winner, for five Emmy Awards. In 1998, Reeve returned to acting in a remake of Alfred Hitchcock's *Rear Window*. This film marked Reeve's first major starring role since his accident. Reeve's performance in this film earned him a Screen Actors Guild Award for Outstanding Performance by a Male Actor in a Miniseries or Television Movie. He was also nominated for a Golden Globe Award.

Continued on the next page.



biography, arts, health, USA

Lexile®: 1050L
Word Count: 824

Time: _____

Christopher Reeve (continued)

Also in 1998, Reeve wrote his life story, *Still Me*. The book spent 11 weeks on the New York Times Best Sellers List. In 1999, he won a Grammy Award for Best Spoken Word Album for his audio recording of that book. His second book, *Nothing Is Impossible: Reflections on a New Life*, was published in 2002. His audio recording for this second book also received a Grammy nomination. About the same time, a TV documentary titled *Christopher Reeve: Courageous Steps* aired on ABC TV in the United States. The program was directed by Reeve's son Matthew Reeve.

During this same time, Reeve was doing important work raising awareness of spinal cord injuries and research. In 1999, he became chairman of the board of the Christopher and Dana Reeve Foundation. A charity organization created by Reeve and his wife, the foundation has a mission to support research into finding a cure for **paralysis** of the spinal cord and other illnesses and injuries of the central nervous system. The foundation also donates a portion of its funds to improve the quality of life for people with disabilities.

Reeve supported other important causes. He directed and appeared in various public service announcements, including an ad in which he encouraged people to donate both their blood and their time to the Red Cross organization. In September 2003, Reeve was given the Mary Woodard Lasker Award for Public Service in Support of Medical Research and the Health Sciences.

Reeve's final creative project was directing *The Brooke Ellison Story* in the summer of 2004. The film tells the story of Brooke, who was paralyzed at age 11. Like Reeve, she achieved great things in spite of physical challenges. She accomplished one of her most important goals when she graduated from Harvard University.

Reeve passed away (died) from heart failure October 10, 2004, at age 52. *The Brooke Ellison Story* first aired on TV just two weeks after his death. It was a final tribute to the remarkable life and work of a real-life Man of Steel.

Christopher Reeve

Comprehension Questions

Circle the best answer.

- This passage is mostly about
 - an award for people who do amazing things.
 - an organization that helps disabled children.
 - the career of an actor who survived an accident.
 - the making of a movie about a popular superhero.
- The best alternative title for this passage is
 - Theatrical Productions.
 - The Best Comic Books.
 - Recovering from Tragedy.
 - Meeting the Love of My Life.
- Reeve was born in
 - Princeton, New Jersey.
 - Hartford, Connecticut.
 - Hollywood, California.
 - New York City, New York.
- Reeve's most famous acting role was in
 - Superman*.
 - In the Gloaming*.
 - A Matter of Gravity*.
 - The Yeoman of the Guard*.
- Reeve was injured
 - while driving his car.
 - at an award ceremony.
 - when he fell from a horse.
 - during the filming of a movie.
- The author begins this passage by
 - listing Reeve's theatrical awards.
 - telling about Reeve's hometown.
 - describing Reeve's best-known work.
 - comparing Reeve's life with Superman's.
- The author mentions Brooke Ellison (paragraph 9) to
 - explain Reeve's reasons for becoming an actor.
 - highlight people's ability to overcome challenges.
 - illustrate the importance of preparing for one's career.
 - contrast the lives of doctors with the lives of educators.
- We can infer that Reeve's wife, Dana,
 - helped him in his charity work.
 - died from heart failure in 2004.
 - became a famous US politician.
 - wrote books about health science.
- In the years after his injury, Reeve
 - spent time helping others.
 - recovered the ability to walk.
 - refused to talk about his illness.
 - never returned to acting in films.
- Paralysis* (paragraph 7) refers to
 - an organization that funds research.
 - a program that teaches parenting skills.
 - a loss of ability to move part of the body.
 - an exhaustion resulting from performance.

Decode Words of Any Length

Skills Review

- Words of any length can be decoded using both Decoding Skills 1 and 2.

DECODING

Mark everything under the word, working left to right. Go back to the beginning of the word and divide the word into syllables according to Decoding Skills 1 and 2, and prove one syllable at a time.

con|tem|plate in|tro|duce

A. Prove these words.

independence

volcano

equipment

absolute

*tramsomime

concentrate

READING

Read the ads. Notice the multisyllabic words.

Do your badminton athletes struggle? Is it hard for them to concentrate?

Get an advantage over your opponents with our equipment. You will see an increase in your team's performance.

Connect with one of our agents for more details.
1-800-555-5432.

Decoding Words of Any Length

APPLICATION ACTIVITIES

A. Count the syllables in each word. Write each word in the correct column.

~~equipment~~

instruct

impossible

independence

consonant

communicate

submit

vitamin

transit

cryptogram

potato

instrument

2 syllables	3 syllables	4 or more syllables
	equipment	

B. Read the words and the definitions. Circle "yes" if the definition is correct. Circle "no" if the definition is not correct.

- Yes No **romantic:** a man who lives in Rome
- Yes No **committee:** a group of people officially delegated to perform a function
- Yes No **submit:** to present for the approval or consideration of another
- Yes No **vitamin:** a type of bug
- Yes No **equipment:** to give power to
- Yes No **introduce:** to acquaint people with each other

Lesson 65: Decoding Words of Any Length

ambulance isolate compensate
vacancy badminton agency
advantage exercise equipment

Did you get the badminton equipment?
Is there a vacancy at that agency?

Lesson 65: Decoding Words of Any Length

adjacent instrument advantage
accomplish agent styrofoam
recycle daffodil introduce

Can you recycle styrofoam?
Would you introduce me to your agent?

Lesson 65: Decoding Words of Any Length

independent volcano consonant
cryptogram coconut calculate
buffalo antelope fantasy

He saw an antelope and a buffalo at the zoo.
She drank coconut milk near a volcano!

Lesson 65: Decoding Words of Any Length

reptile aluminum agency
vitamin tomato utensil
potato equipment cubicle

The cubicle is made out of aluminum.
This potato and tomato have vitamins.

Lesson 65: Decoding Words of Any Length

implement complicate occupy
instrument resemble aluminum
recycle contemplate agenda

I need to contemplate ways to implement the new program to recycle aluminum.

Lesson 65: Decoding Words of Any Length

recycle ambulance receptacle
resemble integrate frequently
vitamin explain obstacle

She will explain which receptacle to use when you recycle frequently.

Lesson 65: Decoding Words of Any Length

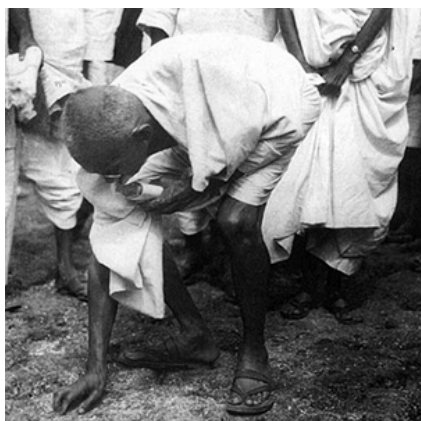
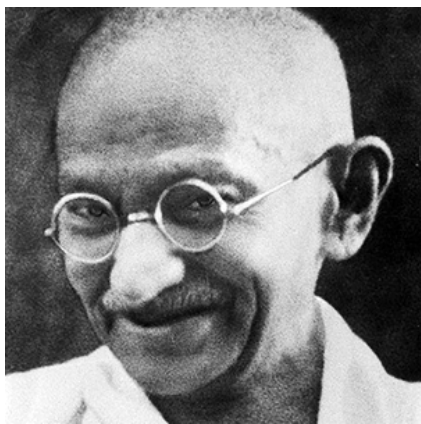
complicate tendency utensil
advantage accomplish concrete
agenda tomato Idaho

What is the advantage of using this utensil? I can accomplish cutting a tomato with ease.

Lesson 65: Decoding Words of Any Length

equipment introduce isolate
identify cryptogram fantasy
contradict agency concentrate

I can't concentrate when the equipment that we use to communicate is broken.



*Asia, leaders,
biography, history*

*Lexile®: 710L
Word Count: 398*

Time: _____

Mohandas Gandhi

You may have heard the name *Mohandas Gandhi* mentioned as one of the world's greatest leaders. Why was Gandhi such a powerful leader? He fought for the equal rights of all people. But he did not use his fists or weapons to fight. Rather, he used what he called *passive resistance*. He believed that equal rights could be gained through the use of peaceful protests. This was also how he led the people of India to their independence.

Gandhi was born in India in 1869. His father was a political leader in the country. As a child, Gandhi enjoyed learning traditional stories about Indian heroes who were full of wisdom and love.

At age 18, Gandhi went to Great Britain to study law. A few years later, he took a job with a law firm in South Africa. Over the next three decades, he lived and worked in that country. During that time, he saw a lot of **discrimination** against people, including Indians, because of their skin color. Because he was Indian, he was removed from trains. He could not stay at certain hotels. He was attacked by mobs, too. Gandhi chose to fight back. But he did not use violence to do so. He organized protests. Gandhi's actions helped some people realize that discrimination was wrong.

In 1915, Gandhi came back to India. At the time, India was ruled by the British. Many Indians wished to rule their own country. Gandhi joined their cause. He was chosen as the new leader of the Indian National Congress (INC), one of the major political parties. He was often sent to jail for protesting. But, again, he refused to use violence when fighting against the government. Instead, he chose to speak about his beliefs. He also went on hunger strikes, meaning that he refused to eat until the government listened to his requests.

Gandhi became a great hero to many Indians. They began to call him *Mahatma*. It means "great soul" in the Sanskrit language. Gandhi's actions helped India win its independence in 1947.

In January 1948, Gandhi was shot and killed. His death was mourned by people all over the world. Martin Luther King Jr. and Nelson Mandela are just two of the many leaders who followed Gandhi's peaceful teachings. His birthday, October 2, is a holiday in India. It is also known as the *International Day of Non-Violence*.

Mohandas Gandhi

Comprehension Questions

Circle the best answer.

1. This passage is about a man who is famous for
 - a. creating political change without violence.
 - b. improving the speed and safety of trains.
 - c. building the most beautiful hotel in India.
 - d. writing popular music while living in jail.
2. In school, Gandhi studied
 - a. art.
 - b. law.
 - c. biology.
 - d. religion.
3. After graduation, Gandhi worked in
 - a. Saudi Arabia.
 - b. South Africa.
 - c. Great Britain.
 - d. New Zealand.
4. October 2 is the day that
 - a. Gandhi was born.
 - b. Gandhi was killed.
 - c. India gained independence.
 - d. Indians celebrate the new year.
5. The passage suggests that Gandhi showed people the power of
 - a. physical power.
 - b. constant energy.
 - c. peaceful protest.
 - d. lifelong happiness.
6. The author mentions Nelson Mandela (paragraph 6) to
 - a. show that Gandhi had many friends in South Africa.
 - b. explain how Gandhi inspired other leaders.
 - c. compare peaceful and violent political groups.
 - d. describe how Indians were poorly treated in Africa.
7. *Discrimination* (paragraph 3) refers to
 - a. world travel.
 - b. healthy food.
 - c. unfair treatment.
 - d. traditional stories.



Elvis Presley

Elvis Presley is one of the most successful musicians in American history. His music was so popular that he was often called “the King of Rock and Roll.” In addition to recording several albums and performing in live concerts, he also starred in many Hollywood movies. During his career, he won numerous awards for his musical talent. He is one of the best-selling artists of all time.

Presley was born in 1935 in Mississippi, USA. Presley was first introduced to music through Sunday church attendance. As a child, he was shy and quiet. He enjoyed singing but rarely sang in public. When he was ten years old, his teacher encouraged him to enter a singing contest at the state fair. He came in fifth place.



USA, arts, biography

Lexile®: 820L
Word Count: 489

Time: _____

When he was 11 years old, Presley received a guitar for his birthday. His uncles and church leaders taught him how to play it. In 1948, a teenage Presley moved with his family to Memphis, Tennessee. Over the next couple of years, Presley carried his guitar with him everywhere he went. Despite his shyness, he played in small restaurants. In high school, his music teacher did not appreciate Presley’s style of music. With little formal training, Presley learned music by ear. He listened to the radio and visited churches all over Memphis to learn from others. He especially liked to **combine** different musical styles. He mixed the country music of his childhood with the gospel style of church music and the rhythm and blues of African-American musicians.

In 1952, Presley had his first taste of success when he won a high school talent contest. Suddenly, he became very popular at school. When he was 18, Presley recorded his first two songs, as a gift to his mother. Within six months, he was back in the recording studio. He had been invited to record with some other local musicians. During a break between recordings, Presley began playing a song called “That’s All Right,” by Arthur Crudup. Sam Phillips, the head of Sun Records, loved Presley’s version and recorded it. When this recording was played on the radio, listeners loved it, too.

Soon, Presley became a musical success! He played music on a morning radio show that was hosted by a family friend. His performance on this radio show was so successful that he was invited to perform on popular TV programs. He recorded many albums, which sold very well. He even starred in a few movies.

In 1958, Presley took a two-year break from performing music to serve in the military. Following his military service, Presley returned to his music. In addition to releasing new albums, Presley also continued to star in Hollywood movies. Presley appeared in over 30 movies. In most of these movies, Presley sang and danced.

During the 1970s, Presley continued with his music, and he won several awards. Presley died in 1977. His fans will always remember him as “the King.”

Elvis Presley

Comprehension Questions

Circle the best answer.

1. An appropriate alternative title for this passage is
 - a. The King of Rock and Roll.
 - b. The Leader of Moviemaking.
 - c. The Best Actor on Television.
 - d. The President of Music Records.
2. As a child, Presley was very
 - a. shy.
 - b. sick.
 - c. wild.
 - d. angry.
3. At the age of 11, Presley began learning how to play
 - a. chess.
 - b. piano.
 - c. guitar.
 - d. football.
4. Presley took a two-year break from his career to
 - a. care for his father.
 - b. travel with his wife.
 - c. study at a university.
 - d. serve in the military.
5. The passage suggests that most of Presley's movies were
 - a. musicals.
 - b. about war.
 - c. unpopular with the public.
 - d. filmed outside of the USA.
6. The author mentions a state fair (paragraph 2) to explain
 - a. why Presley did not like watching TV.
 - b. how Presley began performing in public.
 - c. how Presley was chosen to star in a movie.
 - d. why Presley moved to Memphis, Tennessee.
7. To *combine* (paragraph 3) means to
 - a. win.
 - b. find.
 - c. mix.
 - d. show.

