



# Student Packet

Special Vowel Sounds  
*AU/AW, OU/OW, OI/OY*

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 \_\_\_\_\_.

## Special Vowel Sounds AU/AW, OU/OW, OI/OY

## Skills Review

- Special Vowel Sounds have their own sounds, and they are *not* adjacent vowels.
- Special Vowel Sounds are marked with an x between the two vowels and are then joined with an arc.
- Special Vowel Sounds *au* and *aw*: Both spellings have the same sound, /aw/, as in the words *fault* and *saw*. *Au* is not used at the end of a word. Use *aw* at the end of a word.
- Special Vowel Sounds *ou* and *ow*: Both spellings have the same sound, /ow/, as in the words *count* and *cow*. *Ow* has another sound, long o, such as in the word *snow*. The spelling *ou* is not used at the end of the word except in the words *you* and *thou*. (The spelling *ou* has other sounds: /oo/ as in *could*; short u as in *touch*; long o as in *soul*; /oo/ as in *youth*; and /aw/ as in *cough*, *thought*.) Spell with *ow* at the end of a word.
- Special Vowel Sounds *oi* and *oy*: Both spellings have the same sound, /oy/, as in the words *coin* and *boy*. *Oi* is not used at the end of a word. Use *oy* at the end of a word.

## DECODING

Special Vowel Sounds are marked with an x between the two vowels and are then joined with an arc.

haunt  
cloud  
oil  
saw  
how  
boy  

If *ow* says  $\bar{o}$ , place a long vowel mark above the *o*.

slow  
bowl  

A. Mark the Special Vowel Sound in each word.

hawk

low

boy

point

cow

B. Prove these words. Remember to mark the Blends and Digraphs.

straw

moist

shout

blow

launch

now

joy

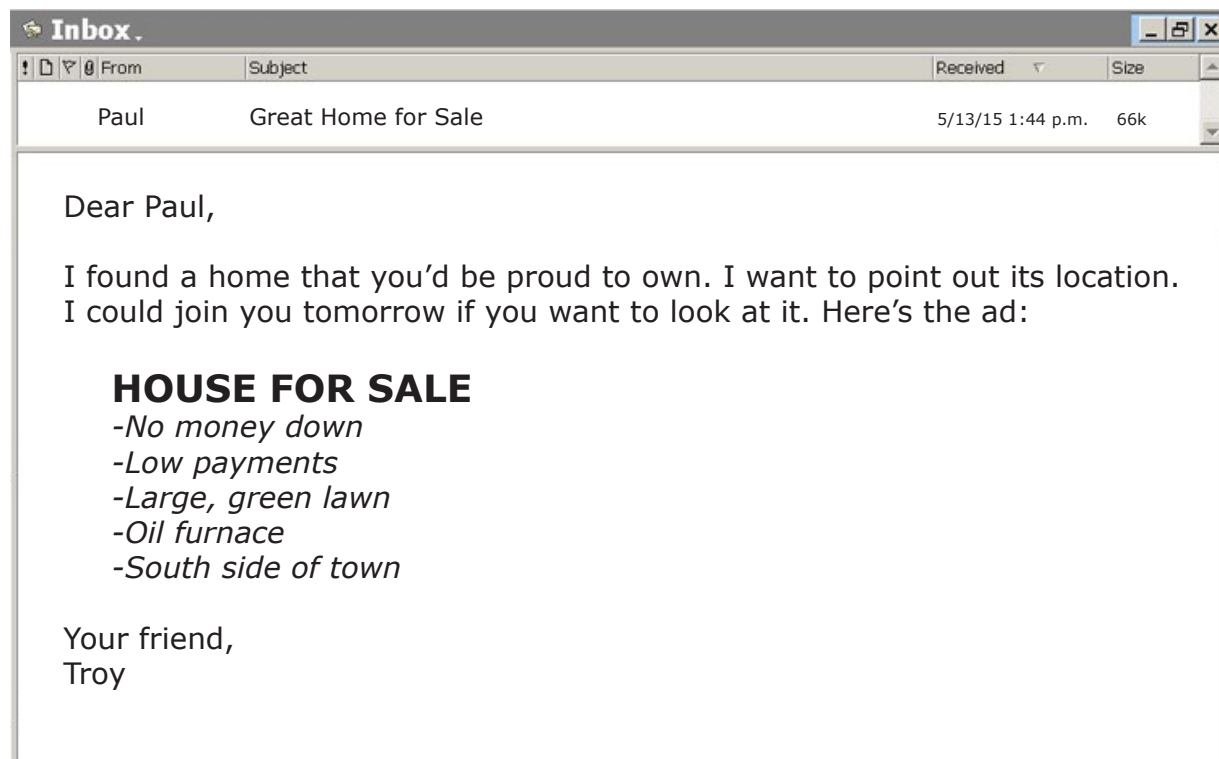
vault

show

oil

**Special Vowel Sounds AU/AW, OU/OW, OI/OY****READING**

Read this e-mail. Notice the words with Special Vowel Sounds.

**APPLICATION ACTIVITIES**

A. Answer the questions about the e-mail above. Circle the best answer.

1. What is for sale?

- |           |             |
|-----------|-------------|
| a. a car  | c. a house  |
| b. a sofa | d. a camera |

2. The e-mail mentioned all of these positive things about this home EXCEPT:

- |                    |  |
|--------------------|--|
| a. free utilities. | c. it has a lawn.                        |
| b. low payments.   | d. you don't need to put any money down. |

3. True or false: This home has many faults and flaws.

- |         |          |
|---------|----------|
| a. true | b. false |
|---------|----------|

## Special Vowel Sounds AU/AW, OU/OW, OI/OY

4. Paul is probably

- a. someone who sells homes.
- b. someone who fixes homes.
- c. someone who wants to buy a home.
- d. someone who is trying to remodel his home.

5. Troy is probably

- a. someone who sells homes.
- b. someone who fixes homes.
- c. someone who wants to buy a home.
- d. someone who is trying to remodel his home.

B. Write the correct word from the box to complete each sentence.

pound	grow	boil	hoist
thaw	soil	plow	haul

1. You need to \_\_\_\_\_ the water before adding the pasta.
2. You need to \_\_\_\_\_ the frozen meat before cooking it.
3. The meat is on sale for \$1.99 a \_\_\_\_\_ this week.
4. The farmer needs to \_\_\_\_\_ the field before planting.
5. He had to prepare the \_\_\_\_\_ before planting seeds in it.
6. This is the time of year the crops begin to \_\_\_\_\_.
7. They used a rope to \_\_\_\_\_ the piano up to the second floor of the apartment building.
8. I have to \_\_\_\_\_ the garbage in my trailer to the dump.

**Special Vowel Sounds AU/AW, OU/OW, OI/OY**

C. Find and circle these words that contain Special Vowel Sounds in the word search. Words can go down ↓, across →, or diagonal ↘↗.

coil      haul      show      toy  
coin      out      town      yawn  
crawl      proud

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

**Lesson 81: Special Vowel Sounds**  
***AU/AW, OU/OW, OI/OY***

house	brown	Paul	raw
shawl	choice	pound	toy
sour	sauce	moist	chow

My friend Paul always invites us to his house for dinner. Tonight he prepared choice roast beef with thick, brown gravy, raw carrots with sweet and sour sauce, and moist pound cake!

**Lesson 81: Special Vowel Sounds**  
***AU/AW, OU/OW, OI/OY***

saw	boil	low	cloud
pawn	vow	fault	crowd
flaw	boy	show	Floyd

Floyd once wrote a story about a boy who became a king with many faults. By the end of the story, the king saw his own flaws and vowed to change.

**Lesson 81: Special Vowel Sounds**  
***AU/AW, OU/OW, OI/OY***

found	straw	fraud	coin
out	soy	gown	haunt
foil	sauce	trout	lawn

Tuesday is always the day I wash my clothes. Before I go, I make sure I have enough coins. I found a bad soy sauce stain on one of my gowns. I hope that I can get it out with bleach.

**Lesson 81: Special Vowel Sounds**  
***AU/AW, OU/OW, OI/OY***

noise	down	pouch	crawl
toy	crowd	show	mouth
snow	Dawn	yawn	hound

Dawn went with her hound dog to perform in a dog show. It was cold that day because it had snowed the night before. Many people crowded together on the bleachers to watch her dog.

**Lesson 81: Special Vowel Sounds**  
***AU/AW, OU/OW, OI/OY***

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scout	out	brown	sprawl
boy	noise	hawk	haul
Paul	paw	south	vault

The boy's father, Paul, is a scout leader. Once he led the scouts on a two-mile walk to the south. While out on the walk, they were sure they saw a young hawk in a tree.

**Lesson 81: Special Vowel Sounds**  
***AU/AW, OU/OW, OI/OY***

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crawl	hoist	enjoy	join
shout	thaw	taut	town
saw	sound	crowd	show

My friend and I went to the circus when it was in town. We saw a man get hoisted up on a taut rope high above the crowd. We enjoyed the show very much.

**Lesson 81: Special Vowel Sounds**  
***AU/AW, OU/OW, OI/OY***

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boil	how	south	oil
sound	fault	throw	couch
house	haul	known	draw

Did you have to haul the couch into your house all alone? How sad! That sounds hard. If I had known, I would have shown up to help.

**Lesson 81: Special Vowel Sounds**  
***AU/AW, OU/OW, OI/OY***

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coin	soy	oyster	crown
town	raw	sour	toy
spoil	sauce	pound	loud

Shawna is at the store in town. She has enough coins for a bottle of soy sauce, raw oysters, a moist pound cake, and some sour cream. Sounds like a great dinner!



# The Voyager Probes

In 1977, the United States launched two spaceships. The first was called Voyager 1. The second was called Voyager 2. Both of these spaceships are referred to as *probes*. A **probe** is a small spaceship that gathers information, or data. It sends that data back to its creators. The Voyager probes have a mission to explore the giant planets of our solar system. Their findings have taught scientists much about the sun and the planets.

By July 1979, both probes had been to Jupiter. By August 1981, both had flown past Saturn. Voyager 2 passed by Uranus in 1986. It passed Neptune in 1989. As a team, the probes have explored these four giant planets. They have also collected data from 48 of these planets' moons.

Voyager 1 and Voyager 2 are the third and fourth US spaceships sent to explore our solar system. Before the Voyager probes, Pioneer 10 and Pioneer 11 had been sent out into space. However, Voyager 1 has flown past the Pioneer probes. It is now the most distant human-made object in space.

Scientists have learned much from the mission of the two Voyager probes. By the time they passed Neptune, the probes had sent 5 trillion bits of data back to Earth! Across the planet, several antennae receive this data from the probes. The signals sent from such a long distance are very weak. It takes 33 hours for the probes' signals to reach Earth. It takes another 33 hours for commands from Earth to travel back to the probes.

On August 25, 2012, Voyager 1 left our solar system. It entered a region called *interstellar space*. This is a region of space that is very far from our sun as well as from all other stars. Now, both Voyager probes are billions of miles away from our sun. With each second, that distance grows.

Each Voyager probe carries a message. This message has been recorded on a 12-inch metal disc. Each disc has been covered in gold. The message is a greeting from the people of Earth. This greeting can be heard in 55 languages. The disc also contains music from a variety of cultures. Instructions on how to play the disc are shown on its surface.

Where will these remarkable probes go next? Will the Voyager probes find new planets or stars? Will they find new life forms in space? The answers are sure to be exciting. We will just have to be patient as we wait here on Earth.



*space, technology*

Lexile®: 790L  
Word Count: 418

Time: \_\_\_\_\_

# The Voyager Probes

## Comprehension Questions

*Circle the best answer.*

1. This passage is mainly about
  - a. four giant planets.
  - b. two brave scientists.
  - c. two small spaceships.
  - d. four mysterious moons.
2. The Voyager probes left Earth in the year
  - a. 1963.
  - b. 1977.
  - c. 1989.
  - d. 2012.
3. The Voyager 1 probe has collected information about
  - a. Mars and Pluto.
  - b. Jupiter and Saturn.
  - c. Mercury and Venus.
  - d. Neptune and Uranus.
4. The metal disc on each probe contains
  - a. data collected from the giant planets.
  - b. a rock from each moon in the solar system.
  - c. music from alien cultures beyond our planet.
  - d. a message from the people on Earth.
5. The passage suggests that, compared to other human-made objects, the probes
  - a. have traveled the farthest from Earth.
  - b. have taken the most photos of the moon.
  - c. are the biggest objects ever built.
  - d. are the smallest objects ever sent into space.
6. The author concludes by
  - a. describing the outside appearance of the probes.
  - b. listing the names of the people who created the probes.
  - c. asking how long the probes will work before breaking.
  - d. wondering what the probes will find in the future.
7. A *probe* (paragraph 1) is a
  - a. star in another system.
  - b. person who builds ships.
  - c. device for collecting data.
  - d. message of peace and love.

# Wind Power

What would you do if nothing happened the next time you turned on a light switch? What if our phones could no longer charge because our local power plants ran out of fuel? Most of the electricity in the world is created using fossil fuels such as coal, oil, and gas. These sources of energy are limited and will be gone sometime in the future. How will we get electricity when all of this fuel is gone?

People have been concerned about this issue for a long time. Scientists are looking for new ways to make power. One possible solution is renewable energy, which means energy that comes from sources that do not run out and which will continue to be available over and over. There are various sources of renewable energy including the sun, water, and the wind.

Wind energy has been used for thousands of years. Sailors have used the wind to make their ships move across the water. This is done by using large pieces of cloth to catch the movement of the wind and using that force to push the ship. In recent decades, scientists have learned to use the wind to create electricity. And unlike gas, oil, or coal, wind power is renewable since wind is always moving around the planet. Wind energy is also clean, meaning that it does not pollute the air, so wind power has fewer harmful effects.

One of the most useful forms of energy is electricity, but wind power is not electricity. However, wind power can be transformed, or changed, into electricity using a windmill, also called a wind turbine. Kinetic energy, which is energy that comes from the movement of the wind, moves the blades of a wind turbine. As the blades move, they start producing mechanical energy. This moves, or transfers, the energy to a generator, which turns mechanical energy into electricity. This electricity is then sent to homes and businesses when it can be used to power electronic devices.

The use of wind energy as a source of electricity became more realistic beginning in 1979. That year, a company in Denmark began building wind turbines that could make large amounts of electricity. Since that time, the use of wind turbines has expanded all over the world.

The spread of wind energy was slow at first, but it has become increasingly popular. In 2015, the global production of electricity from wind power was about 3.5 percent. Although this seems small, it represents a big change in the way countries create electricity since previous sources of electricity were almost exclusively powered by fossil fuels.

*Continued on the next page.*



*technology, weather, business*

*Lexile®: 1030L*

*Word Count: 697*

**Time:** \_\_\_\_\_

## Wind Power (continued)

Today, the majority of the total wind energy production around the world comes from large countries like the United States and China. But even though Denmark produces much less total electricity from wind, compared to these large countries, nearly 50 percent of all electricity in Denmark comes from wind turbines. In the United States, only about 5 percent of all electricity comes from wind turbines. Many governments around the world have a goal to increase the number of wind turbines in their country.

Wind power, of course, has both advantages and disadvantages. Along with being better for the environment, wind power can be easy to harvest, or collect. Wind farms, which are places with many wind turbines, can generate a great deal of electricity. Depending on how strong the wind is, and how often it is windy, each windmill can produce 50 to 300 kilowatts of electricity. The biggest problem is that these turbines need wind to work. Since wind is not constant, wind power is not very dependable. Sometimes there is a lot of wind, and other times there is none. Moreover, windy locations that are good for wind farms may be far from cities where electricity is needed. So long transmission lines may be need to carry that electricity to cities.

Scientists are looking for better ways to carry and store electricity from wind power, so it can be used at times and places where it is needed. Many people think that wind power technologies will help protect our environment and provide a reliable source of electricity in the future.

# Wind Power

## Comprehension Questions

*Circle the best answer.*

1. The main purpose of this passage is to explain
  - a. the science and benefits of wind energy.
  - b. the best way to create a simple windmill.
  - c. the dangers and problems with wind power.
  - d. the creation of the world's first wind turbine.
2. An appropriate, alternative title for this passage is
  - a. Running out of Time and Money.
  - b. Advice for Building a Better Car.
  - c. Living Near the Quiet Countryside.
  - d. A Cleaner Way to Power the Future.
3. All of the following are renewable sources of energy EXCEPT
  - a. sun.
  - b. coal.
  - c. wind.
  - d. water.
4. Wind power as a source of electricity first become popular in
  - a. China.
  - b. France.
  - c. Denmark.
  - d. the United States.
5. In 2015, the percentage of global production of electricity by wind power was about
  - a. 3.5 percent.
  - b. 13.5 percent.
  - c. 25.5 percent.
  - d. 45.5 percent.
6. The passage suggests that in the future,
  - a. a greater percent of global electricity will be created by wind power.
  - b. electricity from oil and gas will be cleaner and safer than wind energy.
  - c. all of the electricity in the United States will come from wind turbines.
  - d. Denmark will create more wind energy than China and the United States.
7. The author's attitude toward wind power is mostly
  - a. funny.
  - b. fearful.
  - c. hopeful.
  - d. disappointed.
8. The author introduces the topic of the passage by
  - a. telling a funny joke.
  - b. asking some questions.
  - c. describing a famous person.
  - d. explaining a scientific process.
9. The author mentions cities (paragraph 8) when discussing
  - a. how a wind turbine works.
  - b. problems related to wind power.
  - c. successful wind power companies.
  - d. how wind travels around the planet.
10. To *harvest* (paragraph 8) means to
  - a. push.
  - b. build.
  - c. record.
  - d. gather.

# Pawnbrokers

A person's car breaks, and this person takes it to an auto shop to be fixed. The bill comes, and the repairs are \$500 more than expected. This person does not have enough money to pay for the repairs but needs the car to travel to work each day. Then, this person remembers the box of valuable coins that came as a gift several years ago. This person takes the box to the pawn shop, trades the box for a pawn loan of \$500, and has the money needed to fix the car. The pawn shop helped solve the problem.

A pawn shop is a business that buys and sells a variety of things. At a pawn shop, customers can trade their valuables for pawn loans, or money. Once pawn loans are made, customers have a certain amount of time to return and repay the loan if they want to get their valuables back. Often, customers are able to repay the loan, and the valuables returned. However, when customers cannot repay the loan or wait too long to repay, pawnbrokers (people who own and operate pawn shops) can keep or sell the valuables.

People who come into a pawn shop are usually there for one of three reasons. One, they may wish to obtain a pawn loan. Two, they may want to quickly sell a piece of property that they no longer need and hope to get a fair price for it. Three, they may hope to purchase items that pawnbrokers offer for sale.

To be successful, pawnbrokers must possess a range of skills and knowledge. They must have an extensive knowledge of a wide variety of items and the potential value of those items. Pawnbrokers need to quickly give a fair assessment of the value of these items. Pawnbrokers typically pay customers from one-third to one-half of the estimated value of the items. If pawnbrokers have to sell the items later, the items must be priced high enough so that pawnbrokers earn money on the sale. Most pawn loans average between \$70 and \$100; however, depending on the value of the items, pawn loans can also be worth thousands of dollars. The length of the loan period may vary from state to state, though 90 days is common.

Pawnbroking is a profession that dates back more than 3,000 years as shown in records from ancient China. There were also pawnbrokers in ancient Greece and throughout the Roman empire. In 1415, British King Henry V pawned his jewels to raise money for a war with France. In the same century, Queen Isabella of Spain pawned her jewels to help send Christopher Columbus on his trip across the Atlantic. During the Great Depression in the United States, pawn shops were among the few places that paid cash, as many banks had failed. Today, there are more than 12,000 pawn shops in the United States alone.

*Continued on the next page.*



*jobs, business*

Lexile®: 1070L  
Word Count: 713

Time: \_\_\_\_\_



## Pawnbrokers (continued)

Many pawnbrokers have a good education that includes a college degree. However, much of what successful pawnbrokers need to know is acquired through regular interactions with customers. Pawnbrokers learn valuable social skills as they interact with a range of people. They also learn how to read body language, which can often reveal, or show, more about people than their words do. As pawnbrokers assess the value of items, they learn to distinguish between items that are **authentic** (real) and items that are counterfeit (fake). Pawnbrokers must be kind and courteous to customers, but they must also be firm and confident when negotiating a price or refusing a loan.

By working with people who may be in desperate need of cash, pawnbrokers learn how to budget their own money. They see firsthand the importance of spending less than they earn and managing their money. As a result, many pawnbrokers have a reputation for paying their bills on time and staying out of debt.

Pawnbroking is an interesting job. Each day at work, pawnbrokers come across a wide variety of items that customers want or need to sell. These items may be gold, jewels, antiques, musical instruments, and even automobiles. The variety of items is also a big reason that people come to pawn shops looking for a bargain. You never know what you will find in a pawn shop.

# Pawnbrokers

## Comprehension Questions

*Circle the best answer.*

1. This passage is mostly about a job that involves
  - a. making jewelry.
  - b. teaching classes.
  - c. buying and selling.
  - d. fixing old machines.
2. An appropriate alternative title for this passage is
  - a. Friends for Life.
  - b. Performing Onstage.
  - c. Cash for Treasures.
  - d. Enjoying the Outdoors.
3. If customers fail to repay the loan, pawnbrokers
  - a. throw the items in the trash.
  - b. get to keep or sell the items.
  - c. mail the items to the customers.
  - d. must give the items to the police.
4. The oldest records of pawnbrokers come from
  - a. ancient China.
  - b. Medieval Europe.
  - c. Depression-era USA.
  - d. the Roman civilization.
5. Most pawn loans are for
  - a. \$5 to \$10.
  - b. \$70 to \$100.
  - c. \$200 to \$500.
  - d. \$1,000 to \$4,000.
6. The passage suggests that King Henry V pawned his jewels because
  - a. he did not want them anymore.
  - b. he needed some money quickly.
  - c. he was afraid France would steal them.
  - d. he did not know that they were valuable.
7. We can infer that pawnbrokers are good at
  - a. lifting heavy objects.
  - b. speaking other languages.
  - c. interpreting people's actions.
  - d. working with computer systems.
8. The author begins the passage by describing
  - a. a fairytale character.
  - b. an old office building.
  - c. a government meeting.
  - d. an imaginary situation.
9. The author concludes the passage by emphasizing
  - a. the variety of items in a pawn shop.
  - b. the poor health of most pawnbrokers.
  - c. the best way to become a pawnbroker.
  - d. the dangers of working in a pawn shop.
10. If something is *authentic* (paragraph 6), it is
  - a. real.
  - b. fake.
  - c. rich.
  - d. poor.