



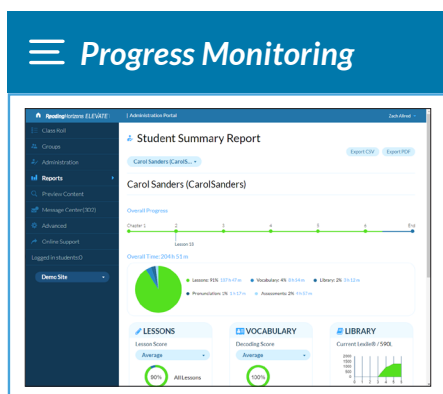
SAMPLE KIT

Grades 4–12 and Adult Education

ReadingHorizons ELEVATE®

Software Features

Reading Intervention for Grades 4–12 and Adult Education



The Reading Horizons Elevate® Software delivers a series of assessments to ensure students are on track for reading improvement:

The **Diagnostic Assessment** prescribes each student a customized lesson track.

The **Reading Library Assessment** powered by the Lexile® Framework for Reading monitors student progress.

Progress Monitoring Assessments measure growth from initial benchmarks.

Chapter Quizzes and Chapter Tests assess understanding during and at the end of each unit.

Software notifications alert instructors when students need additional support.

Assessment data informs direct instruction and reinforcement activities.



The Reading Horizons Elevate® Software uses differentiated instruction to meet the literacy needs of diverse learners:

57 Skill Lessons teach research-based strategies for decoding words.

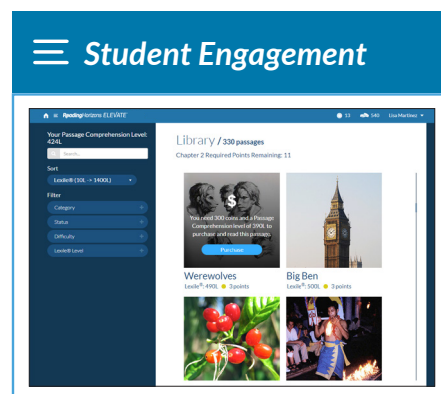
18 Reference Lessons provide basic grammar instruction.

20 Most Common Words Lessons help students master the 300 words most frequently found in text.

Targeted lesson tracks cater instruction to the skill development of each student.

Customizable lesson options allow teachers to target student needs.

Language translations deepen lesson comprehension for ELL students.



The Reading Horizons Elevate® Software engages students in interactive activities that match and build their reading ability:

330 Lexile® leveled reading passages provide reading practice and appeal to the interests of older students.

The **Dictionary Tool** and **Vocabulary activities** help students learn thousands of vocabulary terms.

The **Badge System** fuels motivation by rewarding students for completing achievable and positive goals.

Skill-based games reinforce instruction and reward students for lesson performance.

Pronunciation and Letter Formation Tools help ELL students master the sounds and written letters in the English language.

ReadingHorizons ELEVATE®

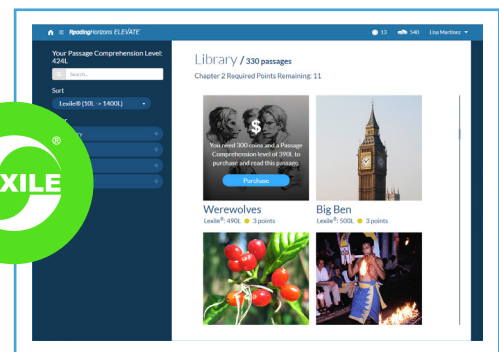
Software Features

What's Inside?

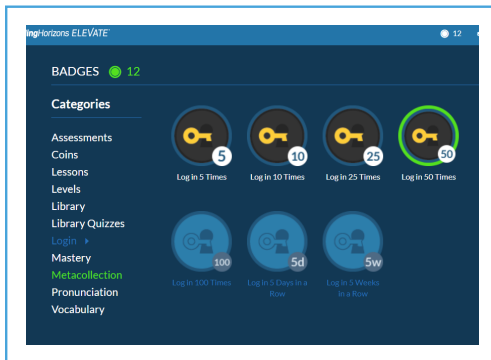
Reading Library

APPEAL TO A WIDE VARIETY OF STUDENT INTERESTS

The Reading Library now contains 330 illustrated passages that have been assigned Lexile® measures beginning with 200L. These passages help students transfer the skills learned in the *Reading Horizons Elevate*® lessons to written text.



Badge System



FUEL STUDENT MOTIVATION

The *Reading Horizons Elevate*® Software works to rebuild the motivation and self-esteem of developing readers through a Badge System that rewards students for completing achievable and positive goals. For example, students can earn badges for logging in and using the software, mastering a skill set, completing a series of related reading passages, and much more.

New Interface

INCREASE STUDENT ACCESS

The new *Reading Horizons Elevate*® Software increases student access both inside and outside of the classroom. The interface was redesigned in HTML5 making it compatible with a wide variety of devices.

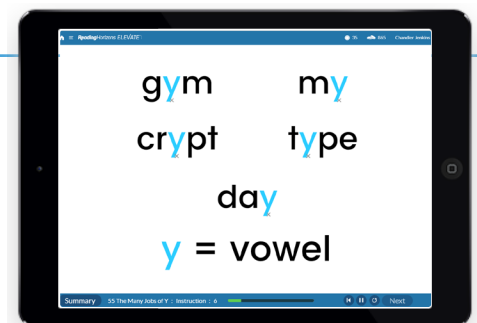


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Lesson Sequence

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Key:

Skill Lessons

Most Common Words Lessons

Reference Lessons

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Chapter 2, Lesson 22: Most Common Word List 6 Sample Lesson

Lesson 22 • Most Common Words List 6

SKILLS OVERVIEW

- Most Common Words are words we often use that do not always follow phonetic rules. This lesson teaches Most Common Words **List 6**: *am, been, call, could, first, its, my, no, now, number, people, than, water, way, who*.

LESSON MATERIALS AND RESOURCES

- MCWs Cards, www.rhaccelerate.com/rhe/enrichment-resources
- Most Common Words Transfer Card: *Most Common Words List 6*
- Most Common Words **List 6**, *Student Book*
- *Reading Horizons Elevate*® Software lesson *Most Common Words List 6*
- Make necessary preparations for any Enrichment Activities you choose to use.

TEACHER INFORMATION

The Most Common Words (MCWs) taught in the *Reading Horizons Elevate*® curriculum are a combination of high-frequency words and sight words; therefore, some of these words do not follow the phonetic rules. Twenty lists of MCWs are presented throughout the course. Teach MCWs in the lists as prescribed, or teach them in smaller sets spread out among lessons. (See the MCWs divided into sublists below.) Teach MCWs as you deem most appropriate, according to your objectives and your students' needs. MCWs should be introduced in isolation first before students are required to identify and use the MCWs in context. Some guidelines are provided in this lesson to assist you with your MCWs instruction.

After studying these pages and considering your students' needs, decide when you will teach each of the words in **List 6**. One instructional mode is as follows:

*These groupings are suggestions. You may want to change the order or teach additional sight words that are not on **List 6**, if needed.*

Frequency Order

- Lesson 18:** number, no, way
- Lesson 19:** could, people, my, than
- Lesson 20:** first, water, been
- Lesson 21:** call, who, am, its, now

TEACHER INSTRUCTION

Teach students that in order to read well, they need to read the Most Common Words (MCWs) very quickly. They need to memorize them. They will memorize a few of these MCWs at a time. Some of these words will follow the phonetic rules that students are learning, but many of them will not.

Most Common Words List 6

am	been	call	could	first	its
my	no	now	number	people	than
water	way	who			

Remember these steps for teaching MCWs:

1. Analyze each word, using questions from the list in the following section.
2. Students do not need to mark MCWs. MCWs are simply underlined; however, if an MCW follows phonetic rules, students can mark it for practice. Remind students when they encounter a Most Common Word on the Transfer Cards that they just need to rewrite the word and underline it.
3. Define the word, whenever possible. Create a visual connection for each word.
4. Teach how the MCW is used in context, and use it in a sentence. Refer to the sample context sentences later in this lesson.

FYI *Students with dyslexia often skip MCWs while reading because they have difficulty forming a pictorial reference for MCWs that are abstract in nature. They can form a picture of words such as dog, hat, and other nouns, but words like and, for instance, are more difficult to reference. To address this concern, have students draw a picture of and. For example, a student might draw himself or herself and a friend, eggs and toast, or brother and sister. This activity helps students obtain a mental image of the word's meaning.*

The following objectives serve as a guide in your MCWs instruction. Students should be able to do each of the following:

1. Associate the appearance of each MCW with its sound/pronunciation (sight-to-sound correspondence). When reading MCWs, students should be able to recognize each word automatically. When encoding (spelling) MCWs, students should be able to spell them accurately.
2. Correctly read and spell MCWs in context.
3. Recognize MCWs with automaticity (rapid recognition).

TEACHER INSTRUCTION: Possible MCWs Analysis

ANALYZE THE WORDS

Analyze each word, using any combination of the following questions. Keep in mind whether the concepts in each question have been taught yet:

1. What do you already know about this word?
2. Does this word have sounds that you already know how to spell?
3. Which parts of this word are decodable? Which parts are not?
4. Can you use this word in a sentence?
5. What is different or unique about this word?
6. When would you use this word?
7. What does this word mean?
8. What is the beginning sound of the word?
9. What is the ending sound of the word?
10. How many sounds are in this word?
11. How many letters are in this word?
12. Which of the 42 Sounds are used in this word? Does this word follow one of the Five Phonetic Skills or Two Decoding Skills?

FYI Ask question #12 only after these particular skills have been taught.

FYI Grammatical terms included in the possible MCWs analysis below are mainly for you. It is not necessary to teach students these terms. However, after introducing the words in isolation, you may wish to demonstrate each word's use in a sentence.

FYI When you analyze MCWs with your students, refer only to the skills that students know. You don't have to explain the reason for the sound. You can return to the words after students have learned the relevant skills, if desired.

Am: This is a two-letter word that starts with a vowel. It follows phonetic rules, and students should be familiar with both letters. This word is the first-person singular form of *be*. It is often a linking verb.

Been: This word has a two-vowel combination enclosed by consonants. The vowels look like they could be adjacent vowels (see Chapter 3, **Lesson 51**), but they don't follow the adjacent vowel rule. Simply teach that the *ee* combination in this word says the sound of *e*, as in *Ed*. This word is the past participle of the verb *be*.

Call: This word follows the *-ll* Special Vowel Combination that will be taught in Chapter 2, **Lesson 25**. Students will learn in this lesson that when *a* is followed by *-ll*, it does not say its sound. The sound of *a* becomes /o/, so the sound is /oll/, like the word *all*. This word can be a noun or a verb that is used with or without an object.

- Could:** This is another word with a two-vowel combination enclosed by consonants. The *c* behaves regularly, but the Special Vowel Sound *ou* does not. It sounds like the Special Vowel Sound *oo*, as in *look*. For an explanation of *ou*, see Chapter 5, **Lesson 81**. For an explanation of *oo*, see Chapter 5, **Lesson 82**. The *l* is silent, and the *d* behaves normally. *Could* is a modal verb that shows possibility and is used to ask permission, to make polite requests, and to describe past ability.
- First:** This word follows phonetic rules, although students may not yet know them. The word looks like a Phonetic Skill 2 word, except for the presence of the Murmur Diphthong *ir*. Because of the Murmur Diphthong, the vowel is neither short nor long. Simply teach students the sound of *ir*, /er/ (see Chapter 5, **Lesson 71**). All of the other letters say their regular sounds. This word is an adjective, an adverb, or a noun. It is the ordinal form of the number *one*.
- Its:** This word starts with a vowel and ends with two consonants. It looks like it follows Phonetic Skill 2: the vowel *i* is short because it has two guardian consonants. However, one of the guardians, the *s*, is really the possessive *s*. This word is the third-person singular, gender-neutral possessive adjective. There is no apostrophe in *its*; this helps to differentiate between *its* and *it's* (*it is*).
- My:** This is another two-letter word that ends with a vowel, although students may not yet recognize *y* when it functions as a vowel. Teach them that *y* can be a vowel when it isn't the first letter in a word. In addition, if *y* is the only vowel at the end of a one-syllable word, the sound of *y* borrows the name of the vowel *i*, as it does here (see Chapter 4, **Lesson 60**). This word is the first-person singular possessive adjective.
- No:** This is a two-letter word that ends in a vowel. This word follows Phonetic Skill 3 and rhymes with *go* and *so*. Explain that the vowel *o* says its name. For an explanation of Phonetic Skill 3, see Chapter 3, **Lesson 43**. This word can be an adverb, a noun, or an article meaning none. It can also be a negative answer to a question. It is the opposite of *yes*.
- Now:** This is another word that ends in the Special Vowel Sound *ow*. It follows phonetic rules, although you may need to teach students the Special Vowel Sound *ow*, which says /ow/, as in *cow* (see Chapter 5, **Lesson 81**). This word can be an adverb, a conjunction, or a noun.
- Number:** This two-syllable word follows Decoding Skill 2 (see Chapter 4, **Lesson 61**). The second syllable contains an *er* Murmur Diphthong that says /er/. (See Chapter 5, **Lesson 71**.) The stress is on the first syllable. This word can be a noun or a verb.

- People:** This multisyllabic word has an uncommon vowel combination, *eo* (See Chapter 6, **Lesson 94**). Explain that in this word, the *o* is silent, and the first *e* says its name. Like in the word *little*, the *-le* acts as an extra syllable that sounds like the schwa plus /l/. (For additional explanation, see Chapter 4, **Lesson 58**, and Chapter 4, **Lesson 64**.) Simply teach students the sounds. The first syllable is stressed. This word can be a noun or a verb.
- Than:** This word follows the sound pattern in Chapter 1, **Lesson 3**. *Than* follows phonetic rules, although you may need to teach students how to pronounce the voiced *th* Digraph (see Chapter 2, **Lesson 31**). This word is used to compare things. It is usually followed by a noun or pronoun.
- Water:** Students should know all of the letters in this two-syllable word; however, they may not be familiar with the skills used to decode the word. This word follows Decoding Skill 1, which students will learn in Chapter 4, **Lesson 56**. In addition, this word contains the Exceptional *W* skill, which changes the sound of *a* (see Chapter 5, **Lesson 74**). At this point, simply teach students that the *a* in this word borrows the sound of short *o*. The word also contains an *er* Murmur Diphthong in the second syllable, which students will be learning in Chapter 5, **Lesson 71**. This word is most commonly used as a noun, although it sometimes functions as a verb when used with an object.
- Way:** This word ends in a vowel combination and follows phonetic rules. Structurally, it is similar to and rhymes with the Most Common Word *may* (Chapter 2, **List 7**). Help students identify the *ay* adjacent vowel combination: the *y* will be silent, and the *a* will be long (see Chapter 3, **Lesson 51**, and Chapter 4, **Lesson 55**). This word can be a noun or an adverb.
- Who:** Like *of*, this is another of the three pure sight words: both its vowel and consonants are irregular. It begins with the *wh* Digraph (see Chapter 2, **Lesson 31**), but the Digraph does not have its regular pronunciation. Only the *h* is heard. In addition, the *o* sounds like the double *o* of *zoo* (see Chapter 5, **Lesson 82**). Altogether, the word is /hoo/. It is a pronoun that refers to a person or persons.

STUDENT INVOLVEMENT

There are a variety of activities in which to engage your students to help achieve the objectives. Select from the activities listed below, or create your own activities to best meet your students' needs.

OBJECTIVES

1. Promote Sight-to-Sound Correspondence

- Dictate an MCW, and have students point to or hold up the MCWs Card for the MCW they hear.
- Dictate an MCW, and have students write the MCW they hear on the board or on their papers.
- Use Most Common Words Transfer Cards. MCWs from **List 6** are included on the Most Common Words Transfer Card found on www.rhaccelerate.com/rhe/enrichment-resources. Remember, when students copy MCWs from Transfer Cards, they should underline the words. They should not prove them. Have students read aloud the MCWs with a partner, and then read the sentences to each other. (See the **Student Involvement** section for more information.)
- Write an MCW on the board in the correct letter sequence (e.g., *and*) and another form of the word with the letters scrambled (e.g., *nda*). Have students choose which word is the correctly spelled form of the MCW.

2. Promote Reading MCWs in Context

- Provide students with reading materials that are appropriate to their levels and that can be marked up. Have students circle, underline, or use a marker to highlight the MCWs found in a prescribed reading selection. Ask students to notice how frequently MCWs occur in context.
- Have students scan reading material for a particular MCW. Give them a certain amount of time to do this. Have them count how many times they were able to find the MCW in the time allowed, and see which student or student pair was able to find the MCW the most times. (See *Skill Scan* in the **Games Supplement**, found in **Reading Horizons Elevate® Supplementary Materials**.)
- Write sentences on the board, or prepare a worksheet that contains sentences from reading material being used in class. Insert a blank where an MCW belongs in each sentence. Have students fill in the correct MCW. (Note: If using this activity with English Language Learners, additional instruction on using articles and prepositions may be required for students to be able to successfully complete the activity.)
- Have students write context sentences of their own, using the MCWs learned.

3. Promote Rapid Recognition (recognize MCWs quickly)

- Modify the *Scramble* game by using MCWs in place of slides. (See the **Games Supplement**, found in **Reading Horizons Elevate® Supplementary Materials**.)
- Divide the students into two teams. Have one student from each team at the board. Dictate a word, and have the students write the word as fast as they can. The first student to finish writing the word correctly wins. (See *Panic* in the **Games Supplement**, found in **Reading Horizons Elevate® Supplementary Materials**.)
- Use the 42 Sounds Cards to spell an MCW with the letters scrambled in an incorrect letter sequence. Have students unscramble the letters as fast as they can to make a real MCW.

CONTEXT SENTENCES

To show the MCWs in context, use the sentences below, or create your own.

am	I am hungry.
been	Jordan has been a teacher for six years.
call	My friend will call me after work.
could	Kim could run faster than us all.
first	I watched my nephew take his first step.
its	The dog pushed its empty bowl toward me.
my	The bike belongs to my brother.
no	No, I don't want to go.
now	I'd like that done now, if you don't mind.
number	I put the number three on her cake.
people	Many people live in apartments.
than	I like blue better than red.
water	I need a drink of water.
way	Hold the pencil this way.
who	Who is at the door?

Provide opportunities for students not only to read but to write MCWs in context. In students' writing, look for correctly spelled MCWs that have been taught previously.

STUDENT INVOLVEMENT: Transfer Cards

Project **Most Common Words Transfer Card: Most Common Words List 6** (found on www.rhaccelerate.com/rhe/enrichment-resources). Students should (1) read, write, and underline Most Common Words; and (2) practice reading the sentences at the bottom of the card.

ENRICHMENT ACTIVITIES

Following are some optional Enrichment Activities to reinforce the skills taught in this lesson. For additional suggestions, visit www.rhaccelerate.com/rhe/enrichment-resources.

SPEAKING AND LISTENING

Sentence Completion: Model for students the following activity by filling in the blank to properly complete the sentences containing Most Common Words:

I am _____.

There is no way that people could _____ so fast.

(Example responses: I am 33. There is no way that people could run so fast.)

Discuss possible word choices, addressing parts of speech if desired.

Now have students take turns completing one or both sentences. Note: There should be a one-word answer per blank, although an article or additional descriptive words may also be necessary in some instances.

READING RESPONSE

Transfer Cards: Access the Most Common Words Transfer Card for **List 6** from www.rhaccelerate.com/rhe/enrichment-resources. Put students in pairs, and project the Transfer Card on the wall. Have each student read the Most Common Words to his or her partner. They may also take turns reading aloud the sentence(s) at the bottom of the card. Students could also be instructed to use Most Common Words in a sentence to help build vocabulary knowledge.

WRITING

Games That Aid in Memorizing MCWs: Students can do this activity for one or all of the Most Common Words. Students will need a blank piece of paper. Have students take the piece of paper and fold it in half to make it like a book. First, students should write the Most Common Word on the front cover as you write the word on the board. Next, give an example of a simple sentence using the MCW, and write it on the board. Then ask for the students to come up with two more examples of simple sentences using the word, and write these sentences on the board. Next, guide a discussion about the sentences to help students understand what the word means. Use a word web, if desired. Students can also write down the word web on the insides of their papers. Tell the students to select one of the three sentences on the board and write it on the insides of their papers. Finally, the students could then draw a picture representing the sentence they have chosen.

These are powerful vocabulary cards for students to practice word recognition by simply looking at the word on the front of the card and using the inside to prompt recall and extend word knowledge.

READING/WRITING

Most Common Words **List 6**, *Student Book*

VOCABULARY

See Speaking and Listening and Writing activities.

SPELLING

Possible Spelling Lists: Add appropriate MCWs to the spelling lists for **Lessons 18 to 21**.

MEMORIZATION

MCWs Cards, www.rhaccelerate.com/rhe/enrichment-resources. As you teach each of these words, give each student the corresponding MCWs Card.

Games That Aid in Memorizing MCWs: To improve recognition speed, have students play *Memory*, (**Games Supplement, Reading Horizons Elevate® Supplementary Materials**). Use the MCWs Cards found at www.rhaccelerate.com/rhe/enrichment-resources. Use two identical sets of MCWs Cards. Give each player five cards from one set to hold in his/her hand. Put the remaining cards in a draw pile. Spread the other set of MCWs Cards on the floor or table. From the cards on the table, the first player finds the matching MCWs Card for one of the cards in his/her hand. As a match is made, he/she must say the Most Common Word on the card. He/She may then put the match on the table in front of him/her and draw another card from the draw pile. The second player then finds a match for one of the cards in his/her hand. Continue playing until all cards have been matched.

ELL

Vocabulary Strategy 3: Continue to Create and Use Vocabulary Flashcards, *English Language Enhancement*.

Vocabulary Strategy 4: Decide Which Words You Should Learn, *English Language Enhancement*.

SOFTWARE

Have students complete the *Most Common Words List 6* lesson on the *Reading Horizons Elevate®* Software.

Chapter 4, Lesson 56:

Decoding Skill 1

Sample Lesson

Lesson 56 • Decoding Skill 1

SKILLS OVERVIEW

Decoding words with more than one working (or sounded) vowel:

- If there is just one consonant following the vowel in a multisyllabic word, the consonant will move on to be with the vowel in the next syllable. “One must run.”
- To prove a Decoding Skill 1 word, move under the word, marking each vowel with an *x*. Be sure to arc Blends and Digraphs when you see them. Go back to the first vowel in the word. There is only one consonant following this vowel, so box the first syllable, separating the vowel from its following consonants, and mark that first vowel long. Determine the vowel sound in the next syllable, and then box the syllable.
- You do not need to mark guardian consonants in multisyllabic words.
- These rules are being applied to two-syllable words at this point of instruction.

LESSON MATERIALS AND RESOURCES

- Decoding Skill 1, *Student Book*
- Decoding Skills Poster
- Transfer Cards: *Decoding Skill 1*
- *Reading Horizons Elevate*® Software lesson *Decoding Skill 1*
- Make necessary preparations for any Enrichment Activities you choose to use.
- For additional review, access the Online Workshop and the Online Professional Development Course found at www.rhaccelerate.com.

MOST COMMON WORDS

Teach Most Common Words from **List 13** with this lesson.

REVIEW

Writing Sentences with Words from Lesson 55: Write the following words on the board.

crypt, dry, fly, gray, gym, Lynn, play, ray, spy, stay, yell, yes

Read the list out loud as a class to practice pronunciation. Have students write one or two sentences, using these words or any other words they know that contain *y*. Encourage students to use at least three words with *y* in each sentence. Students can work with a partner, if they choose. When students are finished, have them read their sentences to at least two other students. Have a few students read their sentences in front of the whole class.

Ch. 4 Lesson 56 • Decoding Skill 1

TEACHER INSTRUCTION: Decoding Skills 1 and 2

FYI Words used for teaching Decoding Skills 1 and 2 are somewhat limited since, at this point, they will not contain Murmur Diphthongs (r-controlled vowels) or Special Vowel Sounds. These sounds are taught in later lessons. Students will practice decoding with these sounds only after they are introduced.

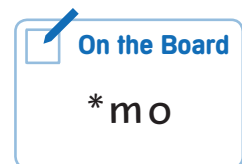
Decoding Skills 1 and 2 should be well explained and practiced. Please review these decoding strategies in the Online Workshop and the Online Professional Development Course found at www.rhaccelerate.com.

These rules are being applied to two-syllable words at this point of instruction.

TEACHER INSTRUCTION: Syllables

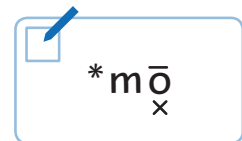
 You can now read many kinds of letter combinations and words that have one working vowel. What is a working vowel? (*a vowel that you hear*)

For example, pronounce this nonsense word. (/mō/)



Which Phonetic Skill does this word follow? (*Phonetic Skill 3*)

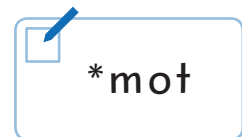
How many working vowels are in *mo*? (*one*)



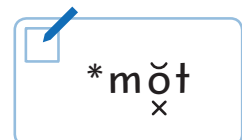
Now, how do you pronounce this word? (/mōt/)

Which Phonetic Skill does this word follow? (*Phonetic Skill 1*)

How many working vowels are in *mot*? (*one*)



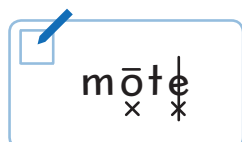
How do you pronounce this word? (/mōte/)



Which Phonetic Skill does it follow? (*Phonetic Skill 4*)

How many working vowels does it have? (*one*)

The *e* is silent, so *o* is the only working vowel.

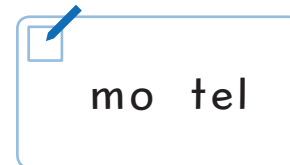


When I add an *l* to the end of this word, the *e* is no longer the last letter, so it is no longer silent. There are now two working, or sounded, vowels in the word. When a word has more than one working vowel, it has more than one syllable.



A **syllable** is a part of a word. **Each syllable has one working vowel or vowel sound.** Because this word has two working vowels, it has two syllables. Words with more than one syllable are called **multisyllabic**.

Not only can you see that there are two syllables, but you can also hear them. Listen for the two syllables as I read the word: *mo–tel*. Tap your finger on your desk for each syllable: *mo–tel*. Pay attention to the sound of each working vowel when you count.



FYI The letter combination *mo* is not a word, but *mot* and *mote* are, although *mot* is of French origin and is pronounced /moh/. Therefore, *mot* is marked as a nonsense word. A *mot* is a witty remark, and a *mote* is a small particle.

ELL If the example word *motel* is not culturally appropriate for your students, replace it with a more appropriate word, such as *rodent* or *widen*.

TEACHER INSTRUCTION: Decoding Skill 1

In order to prove and read a word that has more than one syllable, you need to know where the syllables break. After you have broken a word into syllables, you can then apply the Five Phonetic Skills to each syllable.

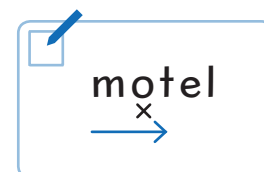
There are two rules for breaking a word into syllables. They are called the Two Decoding Skills.

Decoding Skill 1 applies to words like *motel*. Write the word *motel*:
m-o-t-e-l, *m-o-t-e-l*.

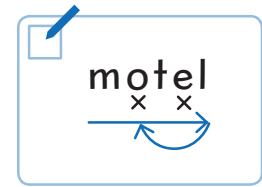


To apply Decoding Skill 1, you begin by proving the word normally: you work under the word, left to right, marking Blends, Digraphs, and vowels. What should you mark first in this word? (*the vowel o*)

Mark it with an *x*. Remember, this word has two working vowels. What is the other one? (*e*)



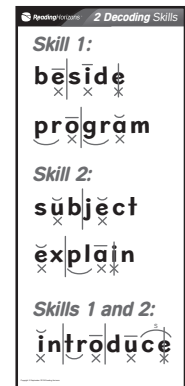
Mark it with an x, as well. After marking under the word, you would normally move up and around the word. However, we can see that *e* is not silent because it is not the last letter. That means it is a working vowel. When the word has more than one working vowel, you return to the first working vowel. What is the first working vowel? (*o*)



Next, you count the number of consonants between the first and second vowels. How many consonants between the *o* and the *e*? (*one*)

- Point out, or uncover, Decoding Skill 1 on the *Decoding Skills Poster*.

Decoding Skill 1 teaches that if there is just one consonant between the vowels, that consonant will move, or run, to the next syllable: *One must run.*



If the consonant *t* moves to the next syllable and joins the vowel *e*, then the first syllable will include the letters *m* and *o*. Draw a box around these letters, dividing the *o* from the *t*.



Next, apply the Five Phonetic Skills to this first syllable, marking above the word, right to left. Which Phonetic Skill does it follow? (*Phonetic Skill 3*)

Is the vowel then short or long? (*long*)

Mark the *o* long. Pronounce this syllable. (*/moʊ/*)




How many more working vowels are there in this word? (*one*)

Now look at the remaining letters as they form the last syllable. Since there is one working vowel per syllable, which Phonetic Skill does this syllable follow? Why? (*Phonetic Skill 1 because there is one guardian consonant*)

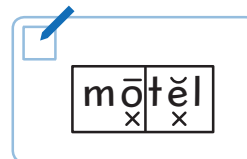
Again, you will mark above the word, right to left, but skip the guardian consonant. It is still a guardian, but you don't mark it or other guardians in multisyllabic words. Just "think" them. It's enough just to identify the guardians in your head.

FYI Students may continue using the guardian star if necessary, but they should aim to quit using it eventually. At this point in the instruction, the software will no longer use it.

 Working right to left, the first thing to mark in this syllable is the vowel. Is the vowel *e* short or long? (*short*)

Mark it short, and box the syllable. Pronounce this syllable. (/tĕl/)

Read both syllables together. (*motel*)



FYI Remember to discuss the meanings for unfamiliar words and to use words in context sentences as you decode the words with your students.

Prove another example word. Like *motel*, the second syllable of this word also follows Phonetic Skill 1. Write the word *p-r-o-g-r-a-m*, *p-r-o-g-r-a-m*. As you prove this word, you'll learn why it's so important to mark Blends with an arc.



Work under the word, left to right. Mark all of the vowels and any Blends. What should you mark first in this word? (*the Blend p-r*)

Arc it. What's next? (*the vowel o*)



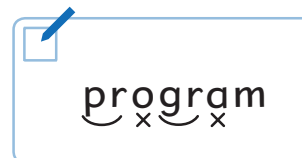
Mark it with an x. What should you mark next? (*the Blend g-r*)



Arc the Blend. What's next? (*the vowel a*)



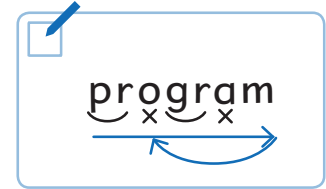
Mark it with an x, as well.



Which of these vowels are working vowels? Why? (*both the o and the a because neither of them is silent*)

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 Return to the first working vowel, o.



How many consonants between the o and the next vowel? (*two*)

You might think you can't use Decoding Skill 1 because it applies to vowels that are followed by only one consonant, but these two consonants are a Blend. Remember, when you are breaking words into syllables, Blends and Digraphs act like one unit and move together when syllables break. The arc helps you remember that they stay together. If the *g-r* Blend moves to the next syllable, which letters should you box for the first syllable? (*p, r, and o*)

Box them. When the Blend moves, it leaves the o standing alone. According to the Five Phonetic Skills, will o be short or long? (*long*)



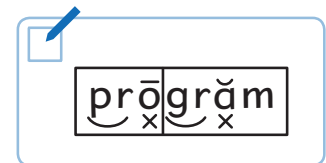
Mark it long. Pronounce this syllable. (*/prō/*)

Move to the last working vowel in the last syllable. As I said before, this syllable follows the First Phonetic Skill. Why? (*because the vowel is followed by one consonant*)



Remember, as you move over the word and begin moving left to right, skip marking the guardian, and move to the vowel. Is the vowel a short or long? (*short*)

Mark it short. Box the syllable. Pronounce this syllable. (*/grām/*)



Read the whole word. (*program*)

Always remember to arc Blends and Digraphs. If you don't, you may break the syllable in the wrong place.

FYI *To help students focus on each syllable as you mark it, cover the other syllable in the word with your hand or a piece of paper.*

Guardian consonants are not marked in multisyllabic words because the consonants in the middle of these words often move. For example, a consonant may initially look like a guardian but then move to the next syllable. This can be confusing for students. Consequently, you should refer to guardians as such only when it helps the student prove that a vowel is short.

Omitting the guardian star should not be a problem for students because they have been marking them long enough to have internalized the principle. However, they should continue to star guardians in one-syllable words.

FYI When students first learn to break words into syllables, it is a good idea to have them box the syllables. Boxes help students see exactly what is contained within that syllable. Later, when they become proficient at recognizing separate syllables, boxes can be replaced with syllable lines, which this Teacher’s Manual employs in later lessons. Examples of both boxing and syllable lines are used throughout the remainder of the manual.

TEACHER INSTRUCTION: Phonetic Skill 2 in the Second Syllable

☰ If a word follows Decoding Skill 1, its first syllable will usually follow Phonetic Skill 3, and its vowel will be long. The second syllable may follow any of the phonetic skills. For example, the second syllable of *motel* follows Phonetic Skill 1.

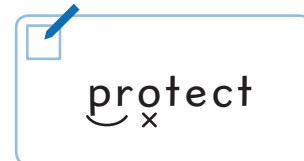
The second syllable of this next word follows Phonetic Skill 2. Write the word *p-r-o-t-e-c-t*, *p-r-o-t-e-c-t*. What should you mark first in this word? (the Blend *p-r*)



Arc this Blend. After the Blend, what’s next? (o)

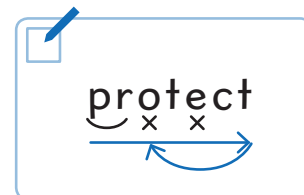


Mark it with an x. What is the other vowel? (e)



Is it a working vowel? Why or why not? (yes, because it’s not a silent e at the end of a word, nor is it the second vowel in an adjacent vowel combination)

Mark it with an x, as well. Where should you go now? (to the first working vowel, o)

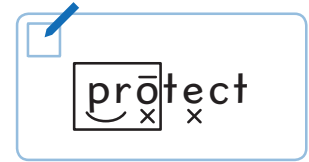


How many consonants between the o and the e? (one)

Remember that when there is only one consonant, one Blend, or one Digraph between two vowels, the consonant moves, or runs, to the next syllable. If the consonant *t* moves to the next syllable, which letters should you box for the first syllable? (*p, r, and o*)

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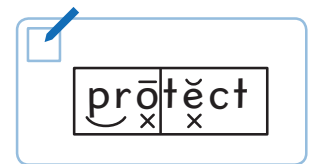
- ☰ Box them. Remember, if a word follows Decoding Skill 1, its first syllable will usually follow Phonetic Skill 3, and its vowel will be long. Mark the *o* long. Pronounce this syllable. (*/prō/*)



Move to the last working vowel in the last syllable. As I said before, this syllable follows Phonetic Skill 2. Why? (*because there are two guardian consonants*)

Move over the word from right to left. Skip the guardians, and move to the vowel. Is the vowel *e* short or long? (*short*)

Mark it short, and box the syllable.
Pronounce this syllable. (*/tĕct/*)

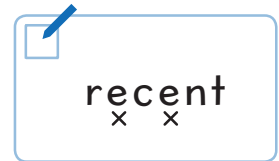


Read the whole word. (*protect*)

Prove another example word. Like *protect*, the second syllable of this next word also follows Phonetic Skill 2, but it's the first two-syllable word you've seen that has a bridge. Write the word *r-e-c-e-n-t*, *r-e-c-e-n-t*. First mark under the word. What should you mark first? (*the two e vowels*)

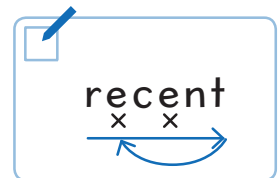


Mark them with xs. Are they both working vowels? (*yes*)



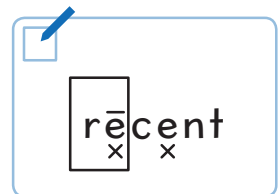
Where should you go now? (*to the first working vowel, e*)

How many consonants between the first *e* and the second *e*? (*one*)



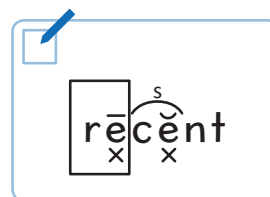
Because *one must run*, the *c* moves to the next syllable.
Which letters should you box for the first syllable? (*r and e*)

Box them. The *e* stands alone, so mark it long. Pronounce this syllable. (*/rē/*)

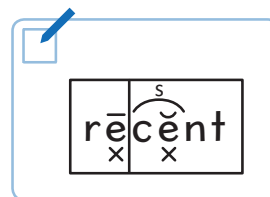


Move to the last working vowel, the second *e*, in the last syllable. Remember, when you mark each syllable of multisyllabic words, you mark above the syllable, right to left. In this syllable, you skip marking the guardian consonants, and move to the vowel. This syllable follows Phonetic Skill 2. Is the *e* short or long? (*short*)

- ☰ Mark it short. Next, you see the *c* before the *e*. How should you mark these letters? (*with a Bridge S*)



Mark the Bridge S and then box this last syllable. Read the syllable. Don't forget to pronounce the Bridge S. (/sĕnt/)



Read the whole word. (recent)

You will see Bridges in many places in multisyllabic words.

- Discuss word meanings, and use words in context sentences.

FYI *The multisyllabic word begin does not form a Bridge J, so you may want to avoid using this word at this point in the instruction.*

STUDENT INVOLVEMENT: Listening and Dictation

FYI *These Student Involvement Word Banks will be the first to use syllable lines instead of boxes to separate syllables. If your students are ready, point out the change, and have them start using lines rather than boxes. Don't feel obligated to switch. Teach your students to use syllable lines only after they are comfortable breaking words into syllables. However, when you do teach syllable lines, be sure that students make them longer than the lines for silent vowels. Otherwise, the two lines could be confused. Boxes are still used in some of the Teacher Instruction sections of the Reading Horizons Elevate® Teacher's Manuals. For additional explanation, see the **FYI** section later in this lesson.*

Use the following procedure to spell each word:

- ☰ • Write *b-a-s-i-s*, *b-a-s-i-s*. Prove the word. Read it. What does it mean? Use it in a sentence.

Choose an equal amount of words from each of the Word Banks that follow. For the first few words, walk students through the process. (For a review of the marking procedure, see the summarized steps in the **FYI** section that follows.) When students are ready, encourage them to work independently. Notice that students are not asked to listen to the whole word and then spell it because the vowel sounds in many multisyllabic words are reduced to the schwa sound (see **Lesson 58** in this chapter).

FYI *Note that the Double S, F, and Z rule applies only to one-syllable words. Multisyllabic words like basis and crisis do not always double a final s, f, or z.*

Ch. 4 Lesson 56 • Decoding Skill 1

Phonetic Skill 1

bā|sĭs

crĭsĭs

hō|tĕl

mĭ|nŭs

prō|pĕl

rĕ|frĕsh

rĕ|pĕl

rō|bōt

Phonetic Skill 2

sĭ|lĕnt

dĕ|mānd

dĭ|gest

lō|cŭst

prĕ|tĕnd

prĕ|vĕnt


prō|tĕst

cŭ|press


FYI If your students are unsure of how to prove a two-syllable word that follows Decoding Skill 1, follow the summarized steps below.

1. Work left to right under the word.
2. Mark all vowels (including silent e) and any Blends or Digraphs.
3. Divide the word into two syllables.
 - a. Return to the first working vowel.
 - b. Count the number of consonants between the two vowels.
 - c. If there is one consonant, Blend, or a Digraph, move it to the next syllable.
 - d. Box the first vowel with any letters before it.
4. Mark the first syllable, including any Bridges, according to the Five Phonetic Skills, and then read it.
5. Mark the second syllable, including any Bridges, and then read it.
6. Read the whole word.

TEACHER INSTRUCTION: Phonetic Skill 4 in the Second Syllable

 Few words have a second syllable that follows Phonetic Skill 3, so we'll move on to proving a word in which the second syllable follows Phonetic Skill 4. Write the word *p-r-o-v-i-d-e*, *p-r-o-v-i-d-e*. Now work under the word. Mark all of the vowels and any Blends or Digraphs. What should you mark first in this word? (*the Blend p-r*)

Arc the Blend. What should you mark next? (*the vowel o*)


provide


provide

☰ Mark it with an x. What is the next vowel? (i)

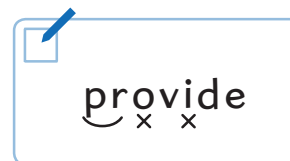


Mark it with an x, as well. Are there any other vowels? (yes)

How many? (one)

What is it? (e)

Mark the e with an x.



Which of the three vowels are working vowels? (the o and i)

Why is the e not a working vowel? (because it's a silent e at the end of the word)

Mark the e silent.

You've found all of the vowels. Where should you go now?
(back to the first working vowel, o)

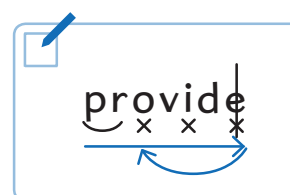


How many consonants between o and i? (one)

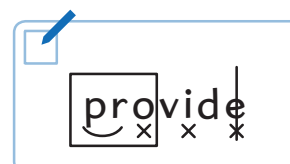
Where will the consonant v go? (to the next syllable)

If the v moves to the next syllable, which letters should you box for the first syllable?
(p, r, and o)

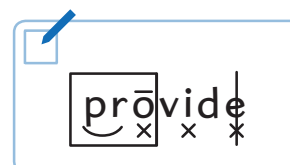
Box them. If a word follows Decoding Skill 1, which skill will its first syllable follow? (Phonetic Skill 3)



So, its vowel will be long. Mark the o long. Pronounce this syllable. (/prō/)

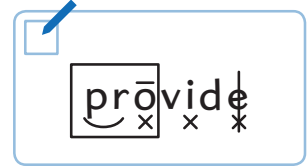


Move to the last working vowel in the last syllable. As I said before, this syllable follows Phonetic Skill 4. Why? (because it has a silent e)



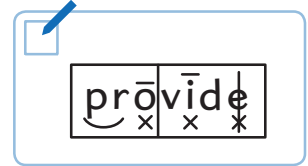
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Does the silent *e* make the vowel *i* short or long? (*long*)



Mark the vowel *i* long. Box the syllable. Read it. (*/vide/*)

Read both syllables together. (*provide*)



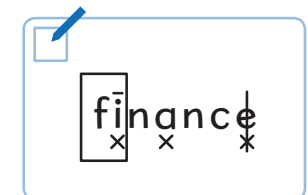
Remember that some silent *e* words have short vowels and Bridges. Prove one of these words. Write the word *f-i-n-a-n-c-e*, *f-i-n-a-n-c-e*.



- Following the model taught in this section, mark this word with students until you reach the second syllable. Be sure to distinguish the working vowels *i* and *a* from the silent vowel *e*.



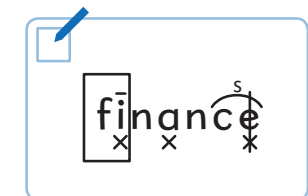
Move to the last working vowel. Remember that the last working vowel is *a* because the *e* is silent, so this is the last syllable.



Which letter is before the *e*? (*c*)

How should you mark the *c* and *e*? (*with a Bridge S*)

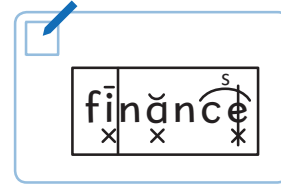
Mark the Bridge. How many consonants are there between the *e* and the *a*? (*two*)



These are guardian consonants, but remember that you don't mark them. Two consonants are strong enough to help the vowel keep its sound. Is the vowel *a* then short or long? (*short*)

- Mark it short, and box this last syllable. Read it. Remember to pronounce a short *a* and a Bridge S. (*/nănce/*)

Read the whole word. (*finance*)



TEACHER INSTRUCTION: Phonetic Skill 5 in the Second Syllable

- Finally, you will prove a word whose second syllable follows Phonetic Skill 5. Write the word *d-e-t-a-i-l*, *d-e-t-a-i-l*. What should you mark first in this word? (*the vowel e*)



Mark the *e* with an *x*. After the *t*, what do you see? (*adjacent vowels*)



What are the two vowels? (*a and i*)

Mark each vowel with an *x*, as well. Go back to the first working vowel. How many consonants are between the *e* and the *a*? (*one*)



If there is just one consonant, what happens? (*it moves to the next syllable*)

If the *t* moves to the next syllable, which letters should you box for the first syllable? (*d and e*)

Box them. If a word follows Decoding Skill 1, which phonetic skill will its first syllable follow? (*Phonetic Skill 3*)




- So, its vowel will be long. Mark the *e* long. Pronounce this syllable. (*/dē/*)

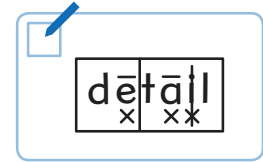


Move to the adjacent vowels. How many working vowels are there? Why? (*one because the i is silent*)

This is the last syllable. Is the *a-i-l* combination short or long? (*long*)

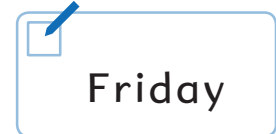
Ch. 4 Lesson 56 • Decoding Skill 1

-  Mark the *i* silent and the *a* long. As I said before, because of the adjacent vowels, this syllable follows Phonetic Skill 5. Box the syllable. Read it. (*/tāI/*)

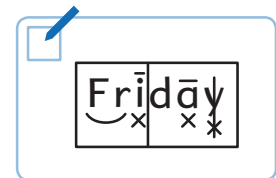


Read the whole word. (*detail*)


Other two-syllable words that follow Phonetic Skill 5 end with adjacent vowels. They don't have a consonant at the end of the word. For example, write the word *F-r-i-d-a-y*, *F-r-i-d-a-y*. Prove this word. Read it.

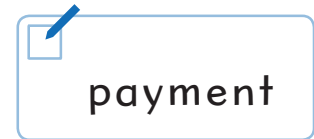


- Following the model taught in this section, mark this word with students. Mark the *fr* Blend, mark the vowels with *x*s, place the syllable box around *Fri*, mark the *i* long, mark the *y* silent, mark the *a* long, and place the syllable box around *day*.



TEACHER INSTRUCTION: Phonetic Skill 5 in the First Syllable

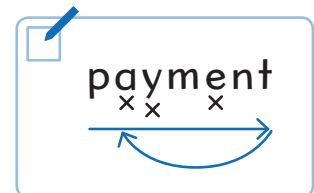
-  Some two-syllable words have adjacent vowels in the first syllable. You prove these words in the same way that you prove other multisyllabic words. Write the example word *p-a-y-m-e-n-t*, *p-a-y-m-e-n-t*. What should you mark first? (*adjacent vowels a-y*)



Write an *x* under each of these vowels. What is the other vowel? (*e*)



Mark the *e* with an *x*, as well. Where should you go now? (*to the first working vowel*)



What is the first working vowel? Why is it the working vowel in its syllable? (*a because the y is silent*)

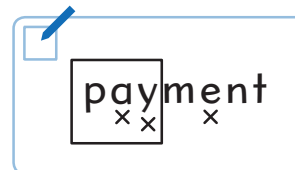
With adjacent vowels, you ask how many consonants follow the whole combination. In other words, how many consonants are between the *a-y* and the vowel *e*? (*one*)

What is the consonant? (*m*)

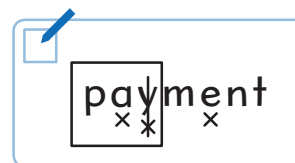
Where will the *m* go? (*to the next syllable*)

Which letters should you box for the first syllable? (*p, a, and y*)

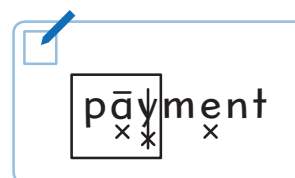
Box them. Now work above the first syllable.



Mark the *y* silent. Is the *a* short or long? (*long*)

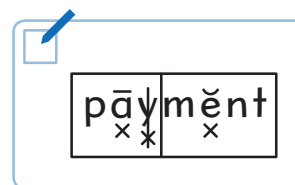


Mark the *a* long. Pronounce this syllable. (*/pā/*)



Move to the next working vowel, *e*.

- Finish proving this word with the students. Mark the *e* short, and place the syllable box around *ment*.



For words with adjacent vowels in the first syllable, remember to count the number of consonants between the whole vowel combination and the next vowel.

STUDENT INVOLVEMENT: Listening and Dictation

Use the following procedure to spell each word:

- Write *b-e-c-a-m-e*, *b-e-c-a-m-e*. Prove the word. Read it. What does it mean? Use it in a sentence.

Choose an equal number of words from each of the following Word Banks. For the first few words, walk students through the process. (For a review of the marking procedure, see the summarized steps in the **FYI** that follows.) When students are ready, encourage them to work independently.

Ch. 4 Lesson 56 • Decoding Skill 1

Phonetic Skill 4

bēcāme | behāve | de^scide | de^scline | dōnāte
fēmāle | migrāte | rē^scite | rē^jvenge | rōmānce^s

Phonetic Skill 5

bē^stween | de^scāy | dō^smain | de^slay | prō^sceed
prō^sclaim | rē^sfrāin | rē^slay | rē^speat | rē^stāin

FYI If your students are unsure of how to prove a two-syllable word that follows Decoding Skill 1, follow the summarized steps below.

1. Work left to right under the word.
2. Mark all vowels (including silent e) and any Blends or Digraphs.
3. Divide the word into two syllables.
 - a. Return to the first working vowel.
 - b. Mark any adjacent vowels.
 - c. Count the number of consonants between the two vowel sounds.
 - d. If there is one consonant or a Blend or Digraph, move it to the next syllable.
 - e. Box the vowel with any letters before it.
4. Mark the first syllable, including any Bridges, according to the Five Phonetic Skills, and then read it.
5. Mark the second syllable, including any adjacent vowels and Bridges, and then read it.
6. Read the whole word.

FYI Be certain students are working under the word, left to right, marking all vowels, Blends, and Digraphs before they begin breaking words into syllables. Remind them that Blends and Digraphs are joined with an arc because they usually stay together and move as a unit when syllables break. Words from the dictation with Blends or Digraphs that move together include decline, migrate, between, degree, and refrain. Finally, ensure that students determine the vowel sound in each syllable before moving to the next syllable.

STUDENT INVOLVEMENT: Transfer Cards

Give students **Transfer Card: Decoding Skill 1**. Students should (1) prove each word, as taught in the lesson; (2) read each word aloud; and (3) practice reading the sentences at the bottom of the card.

ENRICHMENT ACTIVITIES

Following are some optional Enrichment Activities to reinforce the skills taught in this lesson. For additional suggestions, visit www.rhaccelerate.com/resources.

PHONEMIC AWARENESS

Activity 1, *Sound Discrimination: Listening for Syllables*. This activity will help students determine the number of syllables in a word. Create a list of words to read to students. The list could include cities, states, countries, or the students' names. Be sure to include words that have a different number of syllables. Read the list to the students, one word at a time. Have students clap once for each syllable that they hear. Clap with the students at the beginning, if necessary.

Activity 2, *Nonsense Words*: If appropriate, dictate the following nonsense words.

*blōmēt	*brēdīlt	*dētāgē	*frēlōt
*mōchēy	*prōvānce	*simāte	*shilōat
*tāfūd	*trāmēl	*mēdīne	
*rēflīn	*sȳgrāte	*trēfēd	

SPEAKING AND LISTENING

Sentence Completion: Model this activity for students by filling in each blank to properly complete the following sentences:

“Wen decided to donate his _____.”

“Lee became upset when he lost his _____.”

(Examples responses: *Wen decided to donate his old clothes. Lee became upset when he lost his keys.*) Discuss possible word choices, addressing parts of speech if desired.

Now have students take turns completing one or both of the sentences. Note: We are looking for a one-word answer per blank, although an article or additional descriptive words may also be necessary in some instances.

Ch. 4 Lesson 56 • Decoding Skill 1

Complex sentence option: You could have students complete the following sentence, adding as much information as needed to explain *why*:

“Lee became upset when he lost his _____ because _____.”

(Example response: *Lee became upset when he lost his keys because he needed them to drive to work.*)

READING RESPONSE

Skill Scan (Games Supplement, Reading Horizons Elevate® Supplementary Materials): Have students pull out their library books or other reading material. Give them one minute to identify all of the words that follow Decoding Skill 1 and have suffixes added. Students should write the words on their whiteboards or on a piece of paper. Allow each student the opportunity to read the word(s) he/she found to the class or to a partner. If the text is level appropriate for the student, the student could also read the entire sentence in which the word is found.

WRITING

Expanded Writing: This activity will provide students the opportunity to build on oral language skills. Now that students have gone through an overview of the parts of speech, students can practice the different parts of speech to improve their writing.

This activity will focus on the use of adjectives. An adjective modifies a noun, providing description or limiting the noun, adding detail to the exactness and attributes. They can also be comparative or superlative. The adjectives are bolded in the following examples:

- The **quiet** and **cautious** boy entered the room slowly.
- The **brilliant** and **colorful** picture caught the girl’s eye.
- Her coat was **warmer** than my coat.

This activity will focus on the use of adjectives modifying a subject, object, or indirect object.

- Write the following simple sentence on the board: *Carmen stayed at the hotel.*
- Students copy the sentence in a notebook or on a separate piece of paper.
- Then provide students with a list of adjectives either on the board or on a handout (providing the words is critical because most of these words supersede the students’ current decoding/encoding skills). A short suggested list has been provided, but teachers are welcome to add to or adjust the list as they choose: *abandoned, ancient, artistic, austere, colorful, charming, cheerful, clean, comfortable, damaged, dreary, elegant, enchanted, exciting, fancy, flimsy, grand, incredible, magnificent, musty, massive, new, nice, old, old-fashioned, small, sharp, sturdy, tiny, tidy, unique, unpleasant, vacant, and vibrant.*
- Have students then choose two adjectives to describe the hotel and rewrite the sentence adding the adjectives. (Example: *Carmen stayed at the ancient and clean hotel.*)

Additional sentence options (teachers can also come up with their own or have students come up with their own using skill words found in the lesson):

Lin played with a robot.

Kiara is a female.

READING/WRITING

Decoding Skill 1, *Student Book*

VOCABULARY

Word Meanings: During listening and dictation, have students keep the words dictated on their boards to play the Eraser Game (**Games Supplement, Reading Horizons Elevate® Supplementary Materials**) to build vocabulary knowledge. Provide the meaning of a word, and have students erase the word that corresponds to the definition provided. (Example: “Erase the word that means to repeat out loud something that you have memorized.” Answer: *recite*.)

For additional activities, see Speaking and Listening, Reading Response, and Writing.

SPELLING

Possible Spelling List: *became, Friday, digest, robot, pretend, program, recite, and refresh*. Add appropriate Most Common Words from **List 13**.

SOFTWARE

Have students complete the *Decoding Skill 1* lesson on the *Reading Horizons Elevate®* Software.

Chapter 4, Lesson 56:

Decoding Skill 1

Transfer Card

Lesson 56: Decoding Skill 1

provide robot icon
produce digest rotate
logo minus student
bonus spoken locate

His boss will provide a bonus to the one who can produce a new logo.

Lesson 56: Decoding Skill 1

bonus locust potent
thesis behave student
minus pretend relax
tripod spoken focus

That student tries to behave well, focus, and do all of his work.

Lesson 56: Decoding Skill 1

moment program donut
define cyclone typo
Friday repeat whiten
hotel detail hyrax

Did you get all of the details for the program before you left on Friday?

Lesson 56: Decoding Skill 1

beneath result prevent
helix behave robot
detail digest omit
hydrate female silo

You need to hydrate before you begin your run.

Chapter 4, Lesson 56:

Decoding Skill 1

Student Book Pages

Skills Review

Decoding words with more than one working (or sounded) vowel:

- If there is just *one* consonant following the vowel in a multisyllabic word, the consonant will move on to be with the vowel in the next syllable. “*One* must run.”
- You do not need to mark guardian consonants in multisyllabic words.

DECODING

1. Mark under the word, left to right, marking each vowel with an x. Be sure to arc Blends and Digraphs when you see them.

beside

2. Go back to the first vowel.

beside

3. Only one consonant, the letter *g*, follows the vowel *e*, so it goes on to the next syllable. Box the first syllable after the vowel. The *e* is long because it stands alone in the first syllable, so mark the vowel *e* long.

beside

4. The first vowel in the second syllable is long because it is followed by a consonant and a silent *e*. Mark the vowel *i* long, and box the final syllable.

beside

A. Prove these words.

robot

student

provide

decide

delay

behave

demand

refrain

READING

Read the article.
Notice the Decoding
Skill 1 words.

NEWS FLASH A recent event at a local hotel is making the news. A student who was staying at the hotel could not locate her phone. She went to the front desk to report her missing phone to a sales agent. After she described the details of her phone, she began to notice that the agent did not respond. She thought he was pretending to not notice her, but in reality, he had fainted! She called out for help. Another agent called 9-1-1, and a medical team came to his rescue. As a result of losing her phone, this woman may have saved his life!

Decoding Skill 1

APPLICATION ACTIVITIES

A. Match the first syllable on the left with the correct second syllable on the right to make a word.

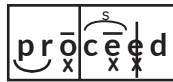
- | | |
|--------|-------|
| 1. pro | grate |
| 2. mi | lent |
| 3. re | sis |
| 4. pre | gram |
| 5. cri | cline |
| 6. si | tend |

B. Write each word from Activity A on the lines below.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

C. The words have been divided incorrectly. Put the syllable line in the correct place to make your syllable boxes. Then prove the word.

Example: pro|c|eed



Incorrect:

Correct:

- | | |
|------------|--------|
| 1. don ate | donate |
| 2. robo t | robot |
| 3. rece nt | recent |
| 4. deta il | detail |
| 5. dige st | digest |

D. Use two of the words from Activity C above to complete the paragraph.

The _____ event at the hotel surprised me. I have stayed at that hotel many times. The sales agents are caring and helpful. I read every _____ of the news story with interest. I am glad the agent was saved.

Name: _____

Date: _____

Define Your Dream

Nonfiction; Word Count: 180

Lesson 56:
Decoding Skill 1

Chapter 4

Skill Words

begin	provide	robot	protect	cyclones
focus	digest	donut	define	reject
omit	migrate	robust	hotels	motels
relax	reside	belong	detail	bonus
minus	focus	produce	reflect	event
prevent	finances	logo	become	icon

Challenge Words

thought	own	business	superb	diet
idea	wrong	yourself		

What is your dream? Have you thought about starting your own business? Many people make this dream come true each day. You can too! Begin with a superb idea. Do you want to provide a robot that can protect people by predicting cyclones? Do you want to focus on a drink that will help people digest the fat in a donut? That way, we do not have to define and reject the snack as bad for us and omit it from our diet. Would you like to help people who are moving with a robust chain of

hotels or motels? Folks can relax and reside while they wait for a new place to belong.

Once you have your big idea, detail it. Come up with all the bonus and minus points. Reflect on each event: what could go right and what could go wrong. And protect yourself. Try to prevent a loss in your finances. Focus on your goals and produce a clear plan. Starting a business is a big risk. But who knows? Your logo could become an icon!

Comprehension Questions

1. This story is about
 - a. creating your own business.
 - b. traveling the world.
 - c. unhealthy snack foods.
2. Which part of a business often becomes an icon?
 - a. the headquarters
 - b. the logo
 - c. the employees
3. In the context of this passage, what does it mean to reflect on something?
 - a. shine light off the surface
 - b. deny you know it
 - c. think about it carefully

4. This passage suggests that
- a. not all new businesses are successful.
 - b. starting your own business will definitely lead to success.
 - c. you should create a robot if you want to succeed.

Name: _____

Date: _____

Secret Agent

Fiction; Word Count: 123

Lesson 56:
Decoding Skill 1

Chapter 4

Skill Words

Roman	secret	detail	detect	students
predict	agent	unit	begun	focus
devote	locate	item	event	prevent
crisis	evade	respect	repeat	relate
proclaim	restrain			

Challenge Words

private	himself	until	paper	simply
investigate	greatest			

Roman liked a good secret. No one could keep any private detail from him because he would detect it in no time. Many of Roman's pals and the students in his class could predict that he would become a secret agent in a spy unit one day. Once he had begun to focus on a secret, he would devote himself to it until he could locate the item or find out about the event or prevent the crisis. No one could evade him. But Roman had respect for these secrets. He did not repeat them

or relate them to others. He did not proclaim them in the student paper. He could restrain himself. He simply wanted to investigate. That was his greatest skill.

Comprehension Questions

1. This passage is about a boy who
 - a. is a secret agent.
 - b. loves to investigate secrets.
 - c. has a lot of friends.
2. What do Roman's friends and classmates predict his career will be?
 - a. secret agent
 - b. police detective
 - c. teacher
3. If you evade something, you
 - a. pursue or go after it.
 - b. ignore it.
 - c. dodge or avoid it.
4. Roman continued to investigate everyone's secrets because
 - a. he liked doing something he knew he was good at.
 - b. he enjoyed sharing gossip with others.
 - c. he wanted to become a newspaper reporter one day.

Chapter 5, Lesson 86: Root Words, Prefixes, and Suffixes Sample Lesson

Lesson 86 • Root Words, Prefixes, and Suffixes

SKILLS OVERVIEW

- The root of a word is the main or basic part of the word. Each root in a word means something (e.g., *play* = participate in a game; *player* = the person who plays).
- A prefix is one or more letters added to the beginning of a root word that change the meaning of the word.
- A suffix is one or more letters added to the end of a root word. Suffixes can add more information to the meaning of a root word or make a new word.

LESSON MATERIALS AND RESOURCES


- Root Words, Prefixes, and Suffixes; *Student Book*
- Vocabulary Strategy 7: Study Prefixes and Roots, *English Language Enhancement*
- *Reading Horizons Elevate*® Software lesson *Root Words, Prefixes, and Suffixes*
- Make necessary preparations for any Enrichment Activities you choose to use.

This is a Reference lesson. Teach the information provided in its entirety, or select only those components of the lesson that meet your curriculum objectives. Resources to assist with the teaching of this lesson are available at www.rhaccelerate.com/rhe/enrichment-resources.

TEACHER INSTRUCTION: Root Words and Prefixes

FVI *While English is a Germanic language, a significant portion of the English vocabulary comes from Greek and Latin sources. Many root words, prefixes, and suffixes have a basis in one of these languages.*

ELL *Romance languages (like Italian, French, Spanish, and Portuguese) are based in Latin, so English Language Learners from countries where these languages are spoken will see similarities between words in their languages and some English words.*

 When we hear the word *root*, we often think of trees and other plants. Another meaning of *root* is the main part of a word that can be used to make other words. **Root words** can be combined with other word parts, such as **prefixes** and **suffixes**, to make new words.

The root is the smallest part of meaning within a word. We can add other word parts to roots to make new words. All English words contain a root word. Some roots, such as *make*, can be words on their own.

Ch. 5 Lesson 86 • Root Words, Prefixes, and Suffixes

Some roots must be combined with other word parts. For example, *transmit* has both a root and a prefix. A prefix is a word part added to the front of a root word.

The root *mit* means *send*. The prefix *trans* means *across*. So the root and prefix in this word combine to mean *send across*, which is very close to the meaning we use for *transmit* today: *send from one person or place to another*.

On the Board

transmit
mit = send
trans = across

FYI *Just 20 prefixes account for 97 percent of all words with prefixes, and nine of those 20 account for 75 percent. Students may come across other prefixes while reading, but knowing at least these most common prefixes will be helpful.*

- Tell students that the prefixes listed are the 20 most common prefixes. For each prefix, explain its meaning.
- To guide your discussion of prefixes and suffixes, choose some or all of the examples listed to write on the board. You can also access these lists on www.rhaccelerate.com/rhe/enrichment-resources.

<u>Rank</u>	<u>Prefix</u>	<u>Percentage of All Prefixed Words</u>
1	un- (<i>opposite</i>)	26
2	re- (<i>again</i>)	14
3	in-, im-, il-, ir- (<i>not</i>)	11
4	dis- (<i>not</i>)	7
5	en-, em- (<i>put into</i>)	4
6	non- (<i>not</i>)	4
7	in-, im- (<i>in</i>)	3
8	over- (<i>excessive</i>)	3
9	mis- (<i>bad or incorrect</i>)	3
10	sub- (<i>below</i>)	3
11	pre- (<i>before</i>)	3
12	inter- (<i>between</i>)	3
13	fore- (<i>earlier</i>)	3
14	de- (<i>reverse</i>)	2
15	trans- (<i>across</i>)	2
16	super- (<i>above</i>)	1
17	semi- (<i>half</i>)	1
18	anti- (<i>opposite</i>)	1
19	mid- (<i>middle</i>)	1
20	under- (<i>too little</i>)	1
All Others		4

STUDENT INVOLVEMENT: Identifying Prefixes and Their Meanings

Write some of the example words listed below, and have students practice identifying prefixes by underlining the prefix in each word.

Don't worry about decoding the example words. Many of them use skills that haven't been taught yet. Focus on meaning. Discuss the example words that contain root words that are recognizable by your students.

ELL *For English Language Learners, choose familiar or common root words that they may have already seen in context.*

<u>Prefix</u>	<u>Example words</u>
un- (not)	unable, uncover, undo, unequal, unfair, unhappy, unkind, unlock, unwrap, uncertain
re- (again)	reappear, rearrange, recount, redo, refill, refresh, reheat, replay, retell
in-, im-, il-, ir- (not)	impatient, imperfect, impolite, impossible, impure, inactive, incomplete, immovable, independent, invisible, illiterate, illogical, irregular, irreverent, irreplaceable
dis- (not)	disagree, disappear, disconnect, dishonest, dislike, disobey, disorder, distrust
en-, em- (put into)	enjoy, endure, entrust, empathy, embrace
non- (not)	nonverbal, nonsense, nonstop
in-, im- (in)	incorporate, influx, import
over- (excessive)	overdue, overboard, overburden, overact, overcrowd, overlook, overpass
mis- (bad)	misbehave, misinform, misjudge, mislead, misplace
sub- (below)	subconscious, subway, subzero, submarine
pre- (before)	predict, predate, predetermine, preoccupy
inter- (between)	interact, interchange, interstate
fore- (earlier)	forecast, foreknowledge, foresight
de- (reverse)	defrost, debone, decrease

Ch. 5 Lesson 86 • Root Words, Prefixes, and Suffixes

(continued)

<u>Prefix</u>	<u>Example words</u>
trans- (across)	transform, transportation, transact
super- (above)	supernatural, supermarket, superstar
semi- (half)	semicircle, semiannual, semiprivate, semicolon, semiconductor
anti- (opposite)	antibiotic, antibody, antifreeze
mid- (middle)	midday, midnight, midsummer, midway, midwinter
under- (below or beneath)	underdeveloped, underestimate, understudy

TEACHER INSTRUCTION: Suffixes

 As you know, a suffix is a word part that comes at the end of a word.

Let's look at an example of a word with a suffix. The root of this word, *global*, is *globe*, which means *round object* or *world*. The suffix *-al* changes the word from a noun to an adjective. *-Al* means *relating to* or *about*.



So the suffix and root of this word combine to mean *relating to a round object or the world*. This is very close to the meaning we use for *global* today, which is *relating to the whole world*.

Identifying and recognizing roots, prefixes, and suffixes can sometimes help us predict, or guess, the meaning of unfamiliar words.

<u>Suffix</u>	<u>Example words</u>
-able, -ible (can be or do)	comfortable, reliable, unable, understandable, credible, divisible
-al, -ar, -ial (about)	natural, presidential, central, circular, lunar
-ic (about)	acidic, phonetic, syllabic
-ful (full of)	beautiful, graceful, hopeful, prideful, wonderful
-less (without)	careless, endless, fearless, restless

(continued)


<u>Suffix</u>	<u>Example words</u>
-ly (in what manner)	happily, perfectly, quickly
-ate (act as)	dominate, donate, hydrate, migrate
-y (having)	messy
-th (ordinal number)	fourth, fifth, sixth, seventh
-er, -or (that, who does)	computer, runner, swimmer, radiator
-ment (action of)	movement, entertainment, employment
-ism (action, belief, or attitude)	mechanism, heroism, tourism, criticism
-ness (quality of)	darkness, happiness, kindness, sickness
-ity, -ty (quality of)	electricity, security
-ize (make)	authorize, generalize, specialize

ENRICHMENT ACTIVITIES

Following are some optional Enrichment Activities to reinforce the skills taught in this lesson. For additional suggestions, visit www.rhaccelerate.com/rhe/enrichment-activities.

SPEAKING AND LISTENING

What Am I Thinking? You will discuss the meaning of a particular prefix or suffix orally. Then you will ask the student what prefix or suffix he/she is thinking of. If helpful, you can give three options—one correct and two incorrect—and the student should then identify the correct prefix. Next, allow two to three students a chance to come up with a word using that prefix or suffix. Students should come up with a word, and then use the word in a sentence.

-  I'm thinking of a prefix that means "above." What am I thinking of? (If needed: Am I thinking of *super-*, *sub-*, or *dis-*?) (*the prefix super*)
I need an example of a word that contains this prefix. (*answers will vary*)

READING RESPONSE

Activity 1, *Act a Word—Variation*: Choose one root word and 1–2 prefixes and suffixes per student. Type them up, one to a page, and print them before class. Distribute the printed root words, prefixes, and suffixes to each student. (Note: You could also allow students to choose their own root words, prefixes, and suffixes from a list, and write them on their own papers. Consider using the words on pp. 199–201 as a starting point.)

Next, give the definition of a word that contains a root word and at least one prefix or suffix. When students hear a word that contains the root word, prefix, or suffix in their possession, they should go to the front of the class to form the word. Follow the model below with the words you’ve chosen.

 Root: To act in a particular way. (*behave*)

Whichever student has the word *behave* comes to the front of the class and holds up his/her word.

Prefix: Means “wrongly” or “incorrectly.” (*mis*)

The student with that prefix will come up and stand to the right of the person with *behave* and hold up his or her prefix so that students in the class can read the new word correctly, left to right.

Have the class read the new word chorally twice. Discuss the meaning of the word.

Activity 2, *Scan and Recognition*: Have students take any passage from the *Reading Horizons Elevate® Reading Library* and identify all of the words with prefixes. Students can write the words in a notebook or on their whiteboards.

WRITING

Creative Writing: Have students write their own paragraph or short story about a superhero. They can write about a well-known superhero or make one up. The paragraph/story should contain at least three other words with prefixes or suffixes (the words used in Reading Response Activity 1 can be provided for students, if helpful). This paragraph/story should be more descriptive in nature. The focus should be on what makes this superhero “super.” Students’ own actions and experiences can be part of the examples, but their writing does not need to be a narrative.

Prewriting: Identify three characteristics of the superhero that make him or her “super” or above average. Write those characteristics down, along with one example for each characteristic describing how the superhero portrays these characteristics in his/her actions. (Note: You can provide students with a copy of the Cluster/Word Web graphic organizer from www.rhaccelerate.com/rhe/enrichment-resources to help students organize their ideas.)

READING/WRITING

Root Words, Prefixes, and Suffixes, *Student Book*

SOFTWARE

Have students complete the Root Words, Prefixes, and Suffixes lesson on the *Reading Horizons Elevate*® Software.

Chapter 5, Lesson 86:
Root Words, Prefixes, and Suffixes
Student Book Pages

Root Words, Prefixes, and Suffixes

Skills Review

- The **root** of a word is the main or basic part of the word. Each root in a word means something (*play* = participate in a game; *player* = the person who plays).
- A **prefix** is one or more letters added to the beginning of a root word that changes the meaning of the word.
- A **suffix** is one or more letters added to the end of a root word. Suffixes can add more information to the meaning of a root word or make a new word.

List of Common Prefixes		List of Common Suffixes	
re-	(again)	-ed	(past tense verb form)
pre-	(before)	-able	(can be or do)
over-	(excessive)	-ing	(present participle verb form)
un-	(opposite)	-ness	(quality of)
dis-	(not)	-ment	(action of)
en-	(put into)	-al, -ar	(about)
non-	(not)	-less	(without)
mis-	(bad; incorrect)	-y	(having)
sub-	(below)	-ism	(action, belief, or attitude)
de-	(reverse)		
semi-	(half)		

APPLICATION ACTIVITIES

- A. All of the following words have a root. Some of the words have a prefix, some have a suffix, and some have both a prefix and a suffix. For each word, write the prefix (if there is one) in the first box, the root word in the second box, and the suffix (if there is one) in the third box.

1. refilled

re	fill	ed
----	------	----

2. predictable

--	--	--

3. overpass

--	--	--

4. writing

--	--	--

Root Words, Prefixes, and Suffixes

5. unkindess

--	--	--

6. disagreement

--	--	--

7. entrust

--	--	--

8. unnatural

--	--	--

B. Match the prefix or suffix with the correct root word. Use the sentence as a clue. Write the word in the blank to complete the sentence.

1. **non-** : life stop act due

I like nonstop flights because I don't like layovers.

2. **-able** : comfort danger nice grace

My bed is so _____ that I want to lie in it all the time.

3. **re-** : plant bend pay scribe

Thank you for your help. How can I ever _____ you?

4. **-less** : good well fun pain

I was afraid to get the flu shot, but it was _____.

5. **mis-** : think place buy want

I often _____ my car keys, and it takes hours to find them.

Root Words, Prefixes, and Suffixes

C. Complete each word by adding the correct prefix or suffix. Use the definition in parentheses as clues.

re-	un-	-y	-ism
------------	------------	-----------	-------------

- | | |
|---|--|
| 1. <u>re</u> play (to play again)
2. _____ happy (not happy)
3. _____ kind (not kind)
4. _____ tell (to tell again)
5. _____ fair (not fair)
6. _____ try (to try again) | 7. mess _____ (having a mess)
8. hero _____ (the action or attitude of a hero)
9. tour _____ (the action of providing tours)
10. hill _____ (having hills)
11. smell _____ (having a bad smell)
12. critic _____ (the action of being critical) |
|---|--|

D. **Circle** the word with the prefix or suffix in each sentence. Then write the prefix or suffix on the line below the sentence.

1. I don't drive. I take the subway.
Prefix: sub
2. Even though we disagree on some things, we are still good friends.
Prefix: _____
3. The bus near my home is always on time. It is very reliable.
Suffix: _____
4. The meat is frozen, so I will defrost it.
Prefix: _____
5. I do not feel well and hope that this sickness passes soon.
Suffix: _____
6. I am excited to see the lunar eclipse next week.
Suffix: _____
7. The students' desks were in the shape of a semicircle so they could all see the teacher.
Prefix: _____

Teacher Supplement

Suggested Time Frames

Suggested Timeframes

Overall, the amount of time teachers need to spend teaching any concept is based on the ability of their students to master that concept. Therefore, the timeframe presented in this manual is primarily a basic guideline regarding the amount of material to cover and the amount of time to spend teaching it.

The focus is mastery. Teach as much as possible while ensuring that students achieve mastery of the skills.

Generally speaking, sessions of 30 to 45 minutes three times per week are recommended for students 4th grade and up, with the time being divided between computer work, direct instruction, review and practice, and reinforcing games and activities. Examples of reinforcing activities can be found in the Games Supplement in this manual. See also www.rhaccelerate.com/rhe/enrichment-resources.

Older students can usually complete the course within three to six months. Remember that the time spent learning Reading Horizons® is not only focused on phonics. Instruction also includes developing skills in phonemic awareness, handwriting, spelling, pronunciation, vocabulary, grammar, listening, fluency, and analytical thinking.

English Language Enhancement Sample Pages

Use with *Reading Horizons Elevate*® Chapter 1, Lessons 3-17.

Vocabulary Strategy 2: Use a Vocabulary Notebook


Why:

- You can personalize your vocabulary learning by using a vocabulary notebook.
- Vocabulary notebooks provide a way for you to review and organize the vocabulary you are learning.

How:

- Use a vocabulary notebook when learning new vocabulary from the *Reading Horizons Elevate*® Software, in class, or when studying on your own.
- Choose vocabulary words that are important for you to learn or that are interesting to you.
- First, write the word. Second, draw a picture and/or write a definition of the word to learn its meaning. Third, mark the word to help you remember the sounds in the word and how to pronounce it.
- You can write vocabulary words that begin with the same sound on the same page. You can also re-write words in alphabetical order.

Example:

Word	Picture or Definition	Mark the Word
sun		sun x

Apply:

Try it on your own. Fill the vocabulary notebook entries on the next two pages with vocabulary words you learn over the next few days from the *Reading Horizons Elevate*® Software, from class, or from studying on your own. Choose words that are important for you to learn or that are interesting to you. Copy this table into your Language Learning Notebook, and continue writing more vocabulary words as you learn them.

Review:

- Review your vocabulary notebook often.
- You can make changes or additions to your vocabulary notebook as you learn more about the vocabulary words.

Use with *Reading Horizons Elevate*® Chapter 5, Lessons 69-71, 76, and 81-82, and to review Chapter 2, Lesson 31.

Pronunciation Practice 10: Minimal Pairs

Why:

- Minimal Pairs are words that are similar in sound except for one phonemic difference.
- Minimal Pairs help you practice and improve pronunciation of the sounds of English.

How:

- Choose some sounds that you have difficulty with. Each of the following Minimal Pairs exercises contains Murmur Diphthongs, Digraphs, or Special Vowel Sounds.
- Use these activities with a partner, or practice them on your own.
- If you are working with a partner, have one person read the word out loud while the other points to the word he/she hears.
- If you are working by yourself, say each sound. Can you hear the difference between the two sounds? Self-monitor your pronunciation to make sure you are pronouncing each sound correctly.

Apply:

- Practice pronouncing Murmur Diphthongs, Digraphs, and Special Vowel Sounds on the *Pronunciation* tab on the *Reading Horizons Elevate*® Software, or have a fluent English speaker help you practice each sound.
- Decide which sounds are difficult for you to pronounce.
- Choose Minimal Pairs exercises from the list below to help you practice sounds that are difficult. (The letters between the slash marks “/ /” represent sounds.)
- Practice with a partner or on your own.

Long and short vowels with Murmur Diphthongs	/ar/ with /er/	/ō/ with /ar/	/or/ with /er/
had hard	far fur	dock dark	for fur
bid bird	star stir	lock lark	born burn
fen fern	barn burn	mock mark	form firm
am arm	cart Kurt	pock park	torn turn
con corn	dart dirt	shock shark	bored bird
hut hurt	farm firm	box barks	court Kurt
cub curb	park perk	knock nark	pork perk
gill girl	shark shirk		store stir
cave carve	hard heard		short shirt
lad lard	heart hurt		warm worm
fist first			
pet pert			
ham harm			
sot sort			
luck lurk			
gem germ			
stoke stork			

/sh/ with /ch/	/s/ with /sh/	/sh/ with /j/	/th/⊖ with /th/Ⓜ	/d/ with /th/Ⓜ
bash batch she's cheese hash hatch hush hutch lash latch mash match marsh march mush much dish ditch wish witch wash watch cash catch crush crutch shop chop shoes choose ship chip share chair Shane chain shin chin sheep cheap	mass mash sake shake same shame save shave seat sheet sip ship plus plush self shelf sell shell crust crushed fist fished rust rushed sack shack cell shell sock shock said shed sigh shy sort short sore shore sign shine	shade jade shake Jake sheep jeep shell gel shin gin shot jot shack Jack bash badge marsh Marge shirk jerk	thigh thy loath loathe wreath wreathe sheath sheathe teeth teethe ether either	breed breathe dare their Dave they've day they den then dine thine doze those doe though tide tithes udder other wordy worthy
/s/ with /th/⊖	/z/ with /th/Ⓜ	Special Contrasts: consonants including Digraphs	/j/ with /ch/	/t/ with /ch/
mass math moss moth pass path seam theme sin thin face faith sank thank sink think tense tenth force forth sigh thigh gross growth mouse mouth saw thaw worse worth some thumb	Zen then close clothe breeze breathe lows loathe she's sheathe tease teethe ties tithes wizard withered	sin shin tin thin wit with gin chin wish which lass lash cheap jeep sheer cheer vim whim tree three tank thank flung flunk cinch singe badge batch lathe laze singer sinker	jeer cheer joke choke jeep cheap Jane chain jump chump jest chest gin chin Jess chess	hut hutch out ouch cat catch wit witch mat match coat coach tease cheese tin chin top chop talk chalk tick chick tip chip tore chore two chew

/oo/ (as in <i>look</i>) with /oo/ (as in <i>zoo</i>)	Special Contrasts: vowels including Special Vowel Sounds
full fool	crone crown
pull pool	fool foul
look Luke	calf cough
soot suit	hack hawk
wood wooded	stack stalk
could cooed	tack talk
hood who'd	sit sight
should shoed	crowd crowed
	boot bout
	hat halt
	nuke nook
	soul soil
	laughed loft

Evaluate:

Can you hear the difference between each Minimal Pair? Which sounds are difficult for you to distinguish between?

_____	_____
_____	_____
_____	_____
_____	_____

Now tell a teacher or friend about your experience, or write about it here.

United States Currency

Currency in the United States is based on a system in which one dollar is worth 100 cents. Here is a visual guide to United States currency.



Penny - 1 cent

Nickel - 5 cents

Dime - 10 cents

Quarter - 25 cents



Half Dollar - 50 cents



One Dollar - 100 cents



Currency in Writing:

- Since one dollar equals 100 cents, anything over 99 cents is written as a dollar amount. A period is used to separate dollars and cents.
- A dollar sign (\$) is used in writing to show when a number represents money. The dollar sign appears before the number. For example, five dollars and thirty cents would be written as \$5.30.
- A cent sign (¢) is used for amounts under one dollar, this sign appears after the number. A period is still used before the number to further illustrate the number is cents and not dollars. For example, eighty-seven cents would be written as .87¢.
- Occasionally, when a dollar amount does not include cents, as in five dollars, the amount may be written as \$5, leaving off the .00 signifying cents. In this case, the term “even” is often used to show the dollar amount does not include additional cents. In the example above, you may hear someone say, “It is \$5 even.”
- Just like in cardinal numbers, a comma is used to separate dollar values over 999. The comma should always be followed by three digits. For example, one thousand dollars would be written as \$1,000.00 or \$1,000.

Fun Facts:

- Currency is produced by the Bureau of Engraving and Printing (BEP), and coins are produced by the U.S. Mint.
- Mutilated or damaged currency can be redeemed at the Bureau of Engraving and Printing, either by mail or in person.
- The U.S. Secret Service is responsible for detecting counterfeiting.
- Currency notes in denominations of \$500, \$1,000, \$5,000, and \$10,000 were last printed in 1945 and last issued in 1969. They are legal tender and may be found in circulation today. Most, however, are likely owned by collectors.
- \$2 bills account for less than one percent of all U.S. Federal Reserve notes currently produced.
- The highest denomination printed on a U.S. Federal Reserve note is \$100.

Reading Horizons Elevate[®]
Reading Library
Sample Passages

Chocolate

Chocolate tastes good. Many people enjoy this food. It is popular all around the world.

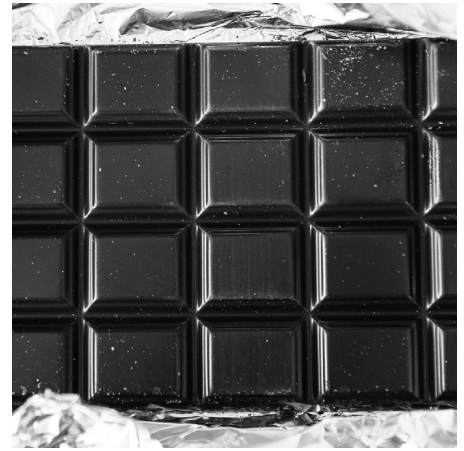
Chocolate comes from the cacao tree. This tree comes from warm places in the Americas. Now many cacao tree farms are in Africa. Some are in Asia. Large pods grow on the tree. This is the tree's fruit. The pods look like footballs. They are yellow or purple. Inside the **pod** are cacao seeds.

Long ago, people in Central America discovered cacao. They grew the trees. They picked the pods. They dried the seeds. They crushed the seeds. They made a powder. They mixed the powder with water. They added spices. They made a special warm drink.

Then Europeans learned about cacao. They took it back to Europe. They added sugar. They added milk. They called it hot chocolate. It became very popular. Soon people made other treats with cacao and sugar. These treats are called chocolate.

Today, many people like food made with chocolate. They bake chocolate cake. They make chocolate ice cream. They eat chocolate cookies. They like chocolate candy. Do you have a favorite chocolate food?

Answer comprehension questions on page 127.



nature, food, Americas, Europe

*Lexile®: 330L
Word Count: 184*

Time: _____

Chocolate

Comprehension Questions

Circle the best answer.

1. This passage is about
 - a. baking a chocolate cake.
 - b. the history of chocolate.
 - c. chocolate candy factories.

2. Cacao was first grown in
 - a. South Asia.
 - b. West Africa.
 - c. the Americas.

3. The fruit from a cacao tree looks like a
 - a. cookie.
 - b. banana.
 - c. football.

4. Europeans changed the cacao drink by adding
 - a. ice and fruit.
 - b. spices and tea.
 - c. milk and sugar.

5. A *pod* (paragraph 2) is a
 - a. special drink.
 - b. type of candy.
 - c. part of a plant.

Check your answers on page 223.

Roller Derby

Roller derby is a tough, fast sport in which players wear roller skates. Players must be quick, strong, and able to work well as a team. Most roller derby teams are female.

Each roller derby game is called a *bout*. In a bout, two teams compete against each other. Each team has five players: three blockers, a jammer, and a pivot. The jammer wears a helmet cover with a star on each side. The pivot wears a helmet with a striped cover. The blockers wear helmets but no covers.

Each bout consists of several small sections called *jams*, which last two minutes each. At the start of a jam, both teams race around a track in the same direction, but the teams begin on opposite sides of the track. The blockers and the pivot from both teams begin skating first, followed by each team's jammer. The referee then blows the whistle twice which means that the jammer can race through her team's pack to score points. The jammer earns a point for each member of the opposing team she **laps**, or passes, on the track. To help, the blockers and pivot on a team will pull and throw their jammer forward. The other team will use their bodies to block the jammer. But they must not block with their heads, arms, or hands. Players who break the rules or fight are sent to the penalty box. They must sit and wait before they can return to the game.

Roller derby players wear quad skates, which have two wheels at the front of each skate and two at the back, unlike inline skates that have all four wheels in a single line. Quad skates are not as fast as inline skates, but they give players better control and reduce the chance of tripping. Women in roller derby teams often wear uniforms of tank tops and shorts. They also wear helmets, elbow and knee pads, and gloves.

Roller derby dates back to roller skating contests in the 1930s. Mixed teams of men and women would race to complete a certain number of laps around a track. Through the 1940s and 1950s, these races gained in popularity. People loved the crashes between skaters. Over time, these events became today's roller derbies.

Now, most roller derby leagues are played between all-female teams. However, there are now some mixed leagues with men and women. Fans agree that the best way to learn roller derby is to go to a bout. Is there a roller derby bout near your neighborhood?



sports

Lexile®: 610L
Word Count: 424

Time: _____

Roller Derby

Comprehension Questions

Circle the best answer.

1. This passage is mainly about
 - a. a team racing sport.
 - b. a group of ice skaters.
 - c. a famous female athlete.
 - d. a car race across the USA.
2. The jammer wears
 - a. red gloves.
 - b. blue skates.
 - c. a helmet with stars.
 - d. a shirt with a stripe.
3. The job of a jammer is to
 - a. push the pivot.
 - b. pull the blockers.
 - c. pass the other team.
 - d. block the other jammer.
4. The main difference between inline and quad skates is
 - a. the number of wheels.
 - b. the color of the skates.
 - c. the height of the skates.
 - d. the position of the wheels.
5. We can infer that roller derby players must be
 - a. tall.
 - b. funny.
 - c. tough.
 - d. good swimmers.
6. The author introduces the topic by
 - a. stating where roller derby is played.
 - b. describing roller derby players.
 - c. summarizing roller derby history.
 - d. explaining the rules of roller derby.
7. If a player *laps* someone (paragraph 3), that player
 - a. hits someone from behind.
 - b. moves in front of someone.
 - c. stops someone from skating.
 - d. pushes someone to the ground.

Basketball

Have you ever seen a game of basketball? The game is played between two teams. They play on an area called a *court*. Only five players from each team are allowed on the court at one time. There are three types of positions that players perform. These positions include two guard positions, one center position, and two forward positions. The object of the game is to move a ball down the court toward a basket that is 10 feet (3 meters) off of the ground. Then, one of the players is supposed to throw the ball through the basket. This gives the team points. At the end of the game, the team with the most points wins.

This game was developed in 1891 by a college professor in Springfield, Massachusetts, USA. Dr. James Naismith was looking for a game that his students could play indoors. It was winter, and the weather was too cold for students to play games outside.

Naismith first tried to **modify**, or change, popular sports, such as soccer and football, for indoor play. But they did not seem to work well indoors. So, he decided to create his own game. He nailed a peach basket to a wall so that the basket was 10 feet (3 meters) high. Then, he wrote a list of 13 very basic rules for his new game. These rules were designed so that players would need strength, speed, and quick thinking to win. He also wanted players to work well as a team. Because of this, his rules stated that players had to throw the ball to each other in order to move the ball toward the basket.

Naismith called his game *Basket Ball*. The first official game of basketball was played early in 1892. The baskets used in this game still had the bottoms in them. Thus, the game was stopped after each basket to recover the ball. Before long, the basket bottoms were removed, and by 1906, the baskets were replaced by metal hoops that are very similar to the ones that are used today.

Soon, basketball spread to other colleges. Competitions between schools became very popular. Additional rules about physical contact were added. Basketball became so popular that professional teams were formed in the 1940s. Many women's teams were also created.

In time, other changes were introduced. The game switched from using a brown ball to a bright orange one. This was much easier for players to see. Also, dribbling became an important new rule in the game. Dribbling allows players to move the ball down the court by bouncing the ball on the floor with their hands, one hand at a time. Today, basketball players use a combination of passing and dribbling.

Today, basketball is played by people all around the world. Professional basketball players are some of the best athletes in the world. Basketball has been an official Olympic sport since 1936. Because basketball can be played indoors or outdoors and in a relatively small space, basketball courts can be found in many places. In fact, people enjoy playing basketball throughout the year. Naismith's game has evolved into one of the most popular sports in the world.



sports, USA, history, Olympics

Lexile®: 810L
Word Count: 531

Time: _____

Basketball

Comprehension Questions

Circle the best answer.

1. The main purpose of this passage is to explain
 - a. the complete rules of basketball.
 - b. how basketball competitions work.
 - c. how basketball has changed over time.
 - d. the life of a professional basketball player.
2. Naismith invented basketball because
 - a. football was too dangerous.
 - b. he felt soccer was a boring sport.
 - c. his students did not like running.
 - d. students needed an indoor game.
3. In the original rules, players moved the ball by
 - a. hitting it with a stick.
 - b. kicking it with their feet.
 - c. passing it to one another.
 - d. bouncing it on the ground.
4. The first basketball game was played in
 - a. 1864.
 - b. 1892.
 - c. 1906.
 - d. 1940.
5. We can infer the sport was called basketball based on
 - a. the fruit baskets that were nailed to the wall.
 - b. the lunch baskets that players brought to games.
 - c. the name of the area where the game was played.
 - d. the first name of the man who invented the game.
6. The author begins the passage by describing
 - a. the benefits of sports.
 - b. Naismith's childhood.
 - c. a famous basketball player.
 - d. the basic rules of the game.
7. To *modify* (paragraph 3) means to
 - a. study hard.
 - b. run quickly.
 - c. make changes.
 - d. think carefully.



*biography, scientists,
history, Europe*

*Lexile®: 1000L
Word Count: 604*

Time: _____

Gregor Mendel

In the 19th century, the scientific world believed that a person's physical traits were a mix of the characteristics of the parents. For example, a mother with light blonde hair and a father with dark brown hair were expected to have a child with a light brown hair color. People believed that this mix of characteristics happened with animals and plants. However, a man named Gregor Mendel was not sure whether characteristics really worked in this way.

Today, Mendel is known as the "father of genetics." Using pea plants that he grew in a garden, Mendel conducted a series of experiments. He concluded that specific characteristics, called *genetic traits*, are passed from parent plants to baby plants through a process called *inheritance*. This important discovery led to the beginning of the study of heredity, the process of passing genetic traits from parents to babies.

Mendel was born in 1822, in a small town in eastern Europe. His father was a farmer who wanted Mendel to manage the family farm. However, Mendel chose to attend university instead. Upon graduation, Mendel became a monk. A monk is a man who devotes his life to serving others. Mendel moved to a monastery, which is a group of buildings where monks live and work. At the monastery, Mendel worked in the garden. He continued his study of science. He taught science and began experimenting with pea plants in the monastery gardens.

Between 1856 and 1863, Mendel conducted experiments with more than 30,000 plants. In these experiments, he often mixed plants that had very distinct traits. For example, he would use one tall parent plant and one short parent plant to see what size the baby plants would be. He also combined plants with green seeds and plants with yellow seeds. Additionally, he was interested in the position and color of the pea plant flowers.

These experiments led Mendel to two important conclusions. First, he discovered that genetic traits come in pairs. For each trait, a baby plant receives one gene from each parent. Genes are either **dominant**, meaning stronger, or **recessive**, meaning weaker. When a plant has both a dominant and a recessive gene for a genetic trait, only the dominant gene is used. The recessive gene stays hidden. For example, one parent plant with purple flowers could be mixed with a parent plant with white flowers. The baby plant would have a genetic flower color trait with one purple gene and one white gene. However, if the purple gene were dominant, the baby plant would have purple flowers because the white gene was recessive and would be hidden. A baby plant would only have white flowers if both flower color traits were white. Then there would be no dominant gene to overpower the recessive white color.

Continued on the next page.

Gregor Mendel (continued)

Mendel's second important conclusion showed that genetic traits are passed independently of other traits. So even if one parent plant had purple flowers and green seeds and the other parent had white flowers and yellow seeds, the baby plant could gain purple flowers from one parent and yellow seeds from the other.

Even though his experiments had been conducted with pea plants, Mendel believed that the heredity of all living creatures, including people, operated under these two laws.

During Mendel's lifetime, his research was not well known. Even after his death, in 1884, few scientists had read about his experiments. Then, in 1900, a group of scientists discovered one of Mendel's papers. They learned that many of Mendel's conclusions were true. Today, Mendel's findings have become an important part of modern biology. His theories have since become known as Mendel's laws.

Gregor Mendel

Comprehension Questions

Circle the best answer.

- This passage is mainly about a man who
 - worked in a restaurant.
 - built beautiful buildings.
 - was interested in science.
 - traveled around the world.
- Mendel's father worked
 - on a farm.
 - in a school.
 - at a hospital.
 - for a monastery.
- One of Mendel's first jobs at the monastery was to
 - teach history classes.
 - build a new university.
 - sell food at the market.
 - take care of the garden.
- Mendel's laws explain
 - why families in the country move to cities.
 - how traits are passed from parent to child.
 - how children learn to follow their parents' rules.
 - why children often do the same jobs as their parents.
- The passage suggests that at the time of his death, Mendel
 - was working as a university professor.
 - was not very well known as a scientist.
 - had returned home to his father's house.
 - had created a second set of genetic laws.
- The author concludes by
 - discussing how Mendel's work helped future scientists.
 - giving examples of genetic traits in other flowering plants.
 - comparing Mendel's childhood to Mendel's life as an adult.
 - describing the appearance of the monastery's garden today.
- If something is *dominant* (paragraph 5), it
 - is more colorful.
 - is more powerful.
 - has a better taste.
 - has a longer shape.

Kangaroos

Kangaroos are large animals that are native to Australia. They are very important to the people of Australia for many reasons. These animals are so important to the history and culture of the continent that you can even find pictures of kangaroos on Australian money!

Kangaroos are curious creatures both in their appearance and their movement. Their legs and feet are long and strong. In fact, kangaroos' legs are similar to rabbits' legs. Because of their body shape, kangaroos have difficulty walking. Instead of walking, they prefer to jump from place to place, and kangaroos are the only large animal on Earth that uses jumping, or hopping, as a normal way to move around. Their thick tails help them stay balanced when moving. When they hop quickly, kangaroos can go as fast as 44 miles (70 kilometers) per hour! This hopping is not something that they do simply because it is fun, but rather, they hop because it does not require much energy, and they can do it very quickly. Because of their ability to hop, kangaroos can quickly travel far distances when searching for food and water without putting themselves in danger of becoming hungry or thirsty.

Kangaroos can also use their strong tails to help support the weight of their bodies. Adult kangaroos have tails that are almost as long as the rest of their bodies. To move slowly, kangaroos lean forward and place their arms on the ground. Then they push the ends of their tails onto the ground to lift their legs into the air. This action helps kangaroos swing their legs forward. Male kangaroos sometimes fight by leaning back on their tails and kicking each other with their legs. They also use their arms to punch or grab at their opponents. Some people say that this style of fighting looks like kickboxing. Adult kangaroos are so strong that other animals rarely attack them.

Adult kangaroos can weigh up to 200 pounds (90 kg), which means that they need to eat lots of food. Kangaroos are herbivores, which means that they only eat plants. Kangaroos spend most of the day sleeping, and they typically only eat in the morning and evening when it is not as hot. Their diet tends to consist of grass and leaves that they pull from short trees.

Kangaroos belong to a group of animals called *marsupials*. Female marsupials have pouches, or pockets made of skin and flesh, for holding their babies. Unlike most warm-blooded animals, kangaroo mothers are pregnant for only about a month. After this month, their babies (called joeys) are born, but the babies cannot leave their mothers' pouches for nine months after birth. The joeys are too small and weak, so they grow for several months in the safety of their mothers' pouches. Even after they are strong enough to leave the pouches to eat and jump around, joeys typically return to their mothers' pouches periodically during their first year of life.

Continued on the next page.



animals, Oceania

Lexile®: 1010L
Word Count: 729

Time: _____

Kangaroos (continued)

When explorers arrived in Australia, they were surprised to find such creatures. Nothing like kangaroos could be found anywhere else in the world. When the explorers came home, they described an animal that had a head like a deer but stood up and hopped like a frog. No one believed them! In fact, most people who heard stories of the unfamiliar creature from Australia thought that the explorers were just telling a joke. The people of Europe finally believed in kangaroos when Captain James Cook brought one home to England after a long trip.

For many years, some people believed a funny myth about Captain Cook and kangaroos. According to the myth, when Captain Cook first visited Australia, he was very interested in kangaroos. He asked a native Australian man, called an *aboriginal*, “What is the name of these creatures?” The man said, “Kangaroo,” which, according to the myth, meant “I do not understand you.” And so Captain Cook used kangaroo or “I don’t understand you” as the name for these creatures! However, **linguists** have studied the native languages of Australia and have found that this myth is not true. The aboriginal word for kangaroo is very similar to the English word that we use today.

Those who visit Australia rarely miss the chance to see kangaroos in their native environment. They are remarkable animals and one of the most recognized symbols of Australia.

Kangaroos

Comprehension Questions

Circle the best answer.

- The main purpose of this passage is to give information about
 - farmers who raise kangaroos.
 - the region where kangaroos live.
 - the unique qualities of kangaroos.
 - special efforts to protect kangaroos.
- An appropriate alternative title for this passage is
 - Funny Animal Stories.
 - The History of Australia.
 - Marsupials Around the World.
 - The Large, Hopping Creature.
- Kangaroos mostly travel by
 - flying.
 - walking.
 - jumping.
 - swimming.
- As a baby, a marsupial
 - lives in the ocean.
 - has wings and feathers.
 - hides in its mother's pouch.
 - leaves its parents to live alone.
- The native Australian word for kangaroo
 - is no longer known.
 - means "strong kicker."
 - is similar to the English word.
 - means "rabbit with a long tail."
- The passage suggests that kangaroos are most likely to eat
 - birds.
 - grass.
 - insects.
 - worms.
- From this passage, we can infer that kangaroos are rare because they
 - only live in one country.
 - cannot find enough food.
 - are eaten by large animals.
 - are dying from new diseases.
- The author begins the passage by
 - explaining the climate of Australia.
 - describing a kangaroo's unusual appearance.
 - telling an old Australian story about kangaroos.
 - stating the importance of kangaroos in Australia.
- The author mentions a deer (paragraph 6) to explain a kangaroo's
 - diet.
 - call.
 - movement.
 - appearance.
- A *linguist* (paragraph 7) is someone who studies
 - tails.
 - jokes.
 - languages.
 - kangaroos.

Solar Flares

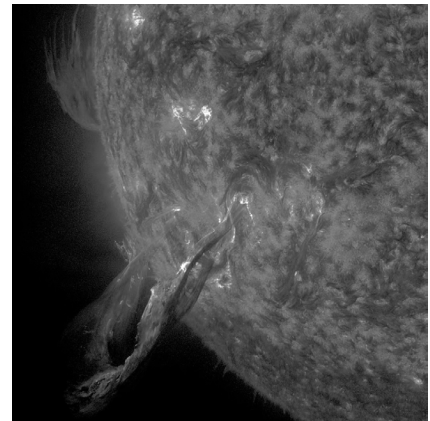
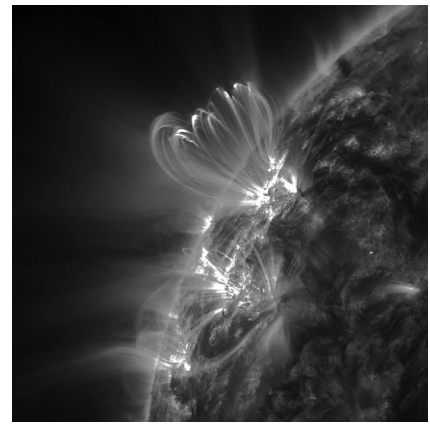
Sometimes magnetic energy accumulates in the sun's solar atmosphere and is suddenly released. This energy release results in an abrupt and intense change in brightness, and this phenomenon is referred to as a *solar flare*. Solar flares are some of the strongest events that occur on the surface of the sun, and they can be very violent eruptions. Just how violent can these eruptions be? Solar flares will most commonly last for the space of a few minutes in length, and during that time, they can release an amount of energy equal to millions of hydrogen bombs. This is an amount that equates to approximately 10 million times the energy that is released during a volcanic eruption on Earth. As impressive as these figures are, the energy from a solar flare is still only less than 10 percent of the total energy that the sun emits each second of each day.

Perhaps another **astounding** statistic is the temperature to which the sun may soar during a solar flare. Scientists estimate that the sun normally has a temperature of approximately 9941 Fahrenheit (5778 Kelvin) at its surface. However, when solar flares occur, the temperature inside these flares is believed to reach somewhere between 18 and 36 million degrees Fahrenheit (10 and 20 million degrees Kelvin). Some of the hottest flares that have been observed have even achieved a shocking 180 million degrees Fahrenheit (100 million degrees Kelvin). These figures make the hottest day of the summer in the hottest desert on Earth look only mildly warm by comparison and not at all uncomfortable.

Typically, there are three distinct stages of a solar flare, and each can last anywhere from a few seconds to a few hours in length. First comes the precursor stage, during which the process of the release of magnetic energy is begun, and some "soft" X-ray emission can be detected. Next is the impulsive stage, when gamma rays, radio waves, and "hard" X-rays are produced. The third and final stage is called the *decay stage*, and it consists of the buildup and decay of soft X-rays.

Because they are difficult to see due to the bright emission from the sun's photosphere, solar flares cannot be viewed from Earth simply by looking up at the sun. Regardless, it is never a good idea to attempt to look directly at the sun because rather harmful damage to the eyes can occur by doing so. Specialized scientific instruments such as telescopes can be used to observe both the optical and radio emissions from solar flares. In order to see such solar emissions as gamma rays and X-rays, scientists need to use telescopes that have been sent into space, as these emissions do not enter Earth's atmosphere.

Continued on the next page.



space, technology, geography

Lexile®: 1390L
Word Count: 963

Time: _____

Solar Flares (continued)

The first recorded solar flare was observed separately by Richard C. Carrington and Richard Hodgson on September 1, 1859. This first known solar flare, sometimes called the Solar Storm of 1859 or the “Carrington Event,” was also the most powerful solar flare to have been observed so far. Both Carrington and Hodgson witnessed a large flare of white light when they were using telescopes to examine sunspots, which are places on the sun’s surface that appear dark because they are cooler in temperature than the photosphere, meaning the outside area of the sun, which surrounds them. The flare that these men witnessed was such a powerful release of energy that it disrupted several telegraph systems on Earth. Many telegraphs were damaged, and some telegraph operators experienced electrical shocks from their equipment that had been overloaded by energy emanating from the solar flare. Reports from locations closer to the polar regions of the planet indicated that particularly spectacular auroras, meaning the northern lights and southern lights, were seen as a result of the solar flare. Observers remarked that the movement, size, and color of the auroras were unusually remarkable, a trend that has since been observed with additional solar flare instances.

As with the Carrington Event, solar flares have been known to cause problems on and around Earth. Occasionally, solar flares have been associated with coronal mass ejections, or CMEs, which are massive bursts of solar wind—a stream of charged particles expelled from the sun’s upper atmosphere. CMEs can be harmful because they can affect the Earth’s magnetosphere, sometimes knocking out electrical power or disrupting shortwave radio communication. They can also present radiation hazards to astronauts and spacecraft. The threat of these disruptions is troubling to scientists who plan future space travel, including trips to the moon or Mars. Experts have estimated that, due to society’s heavy dependence on electrical and digital technologies, if Earth were hit today with a solar flare the size of the one during the Carrington Event, the cost would exceed 1 billion dollars in damage to the United States alone.

The cause of solar flares is something that scientists do not completely understand at present, although these flares are believed to be produced in the sun’s magnetic fields. Some of these magnetic fields will occasionally point in opposite directions from each other and will react strongly together, which results in solar flares. These reactions are more likely to occur during periods when the sun is more “active,” which refers to times when the movement of materials on the sun’s surface create an abundance of solar flares, which in turn results in an increase of solar flares. In contrast, when the sun goes through a “quiet” period, there is typically an average of less than one solar flare per week.

Because scientists’ understanding of solar flares is limited, the prediction of solar flares is difficult, and experts do not know exactly where or when solar flares will occur. However, when solar flares do happen, observers can expect a fascinating show in the sky.

Solar Flares

Comprehension Questions

Circle the best answer.

- This passage is mostly about
 - explosions of energy from the sun.
 - earthquakes on Earth caused by the sun.
 - skin diseases that result from too much sun.
 - how people's attitude is influenced by the sun.
- The main purpose of this passage is to
 - teach about the effects and causes of solar flares.
 - explain how scientists study solar flares from space.
 - encourage readers to help lower the impact of solar flares.
 - describe technologies that protect people from solar flares.
- The number of stages in the creation of a solar flare is
 - 2.
 - 3.
 - 4.
 - 5.
- Richard Carrington and Richard Hodgson
 - worked together to create a solar flare.
 - cooperated on a book about solar flares.
 - independently observed the same solar flare.
 - disagreed on the date of the same solar flare.
- Solar flares affect auroras by
 - causing them to stay still.
 - making them more colorful.
 - moving them to polar regions.
 - preventing them from appearing.
- The passage suggests that the temperature on the surface of the sun is
 - much hotter than anything humans have felt.
 - cooler than the temperature inside Earth's core.
 - similar to the temperature on a hot summer day.
 - expected to remain constant throughout the year.
- We can infer that major solar flare events on Earth
 - are not very frequent.
 - bring many useful benefits.
 - only affect the polar regions.
 - result in strange animal behavior.
- The author mentions telescopes (paragraph 4) as
 - the most common cause of solar flare events.
 - a safe and useful tool to observe solar flares.
 - the best way to study how solar flares affect other planets.
 - an example of technologies that are destroyed by solar flares.
- The author mentions telegraph machines (paragraph 5) to
 - explain how scientists looked at the first solar flare.
 - describe the negative effects of solar flares on Earth.
 - tell how scientists share information about solar flares.
 - give an example of a device that can predict solar flares.
- If something is *astounding* (paragraph 2), it is
 - not true.
 - surprising.
 - dangerous.
 - not important.