

ReadingHorizons
ELEVATE®

Sample Materials

Reading Intervention for Grades 4–12 and Adult Education

Decoding Strategies for Literacy Development

Sample Lesson #1

Phonetic Skill 4

Lesson 44 • Phonetic Skill 4

SKILLS OVERVIEW

- When the letter *e* comes at the end of a word and is preceded by another vowel then a consonant or *th* Digraph, the *e* is *silent*, making the first vowel sound *long*.
- To prove the vowel sound in a Phonetic Skill 4 word: 1) go under the word, moving left to right, and place an *x* under the first vowel and under the ending vowel *e*; 2) move up and over the *e*, and draw a line straight down through it and the *x* below it, making the ending *e* *silent*; 3) move left to the first vowel; 4) the final *e* causes the first vowel sound to be long, so mark it long.
- The consonant between the first vowel and silent *e* cannot act as a guardian consonant because the *e* has already dictated that the first vowel is long, and guardians appear only after short vowels.
- Notice the change in the vowel sound and meaning of a word when the silent *e* is added: *cap/cape*, *hop/hope*, *plan/plane*, *cloth/clothe*.
- Note: These rules are being applied to single-syllable words at this point of instruction.

LESSON MATERIALS

- *Plunk*, Games Supplement
- Five Phonetic Skills Poster
- Phonetic Skill 4, *Student Book*
- Transfer Cards: *Phonetic Skill 4*
- Vocabulary Strategy 6: Sort Vocabulary, *English Language Enhancement*
- *Reading Horizons Elevate*® Software lesson *Phonetic Skill 4*
- Make necessary preparations for any Enrichment Activities you choose to use.

MOST COMMON WORDS

Teach Most Common Words from **List 11** with this lesson.

REVIEW

Ask students to repeat Phonetic Skills 1, 2, and 3. Then use the following procedures to dictate or spell the words from the Word Bank below:

- Write the word *cab*, *cab*. (*cab*, *cab*) Prove the word. Read it. Which Phonetic Skill does it follow?
- Write *c-a-b*, *c-a-b*. Prove the word. Read it. Which Phonetic Skill does it follow?

Use the following lists of words in the Word Bank below for dictation practice. Be sure to dictate words from all of the skills in random order.

Phonetic Skill 1

cāb

lēd

shōp

trīp

Phonetic Skill 2

māst

rēnt

sānd

stōmp

Phonetic Skill 3

hī

mē

sō

wē

Variation: For a more kinesthetic approach, put the words on flashcards, and ask students to group the cards according to the Phonetic Skills that the words follow.

TEACHER INFORMATION

Phonetic Skill 4: When there is a silent *e*, the first vowel is long.

Phonetic Skill 4 is consistent. There are only five frequently used English words that end in *e* that keep the sound of long *e*. These words are: *he*, *me*, *be*, *we*, and *she*, and they all follow Phonetic Skill 3. There are a few other multisyllabic words in which the *e* is sounded, such as *simile* and *apostrophe*, but they are not common.

Most words that end in the sound of long *e* are words ending in *y*, such as *baby* and *happy*. This skill is taught in Chapter 4, **Lesson 60**.

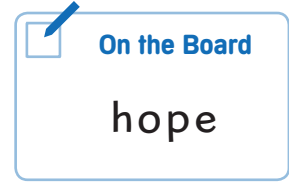
Note: These rules are being applied to single-syllable words at this point of instruction.

TEACHER INSTRUCTION: Phonetic Skill 4

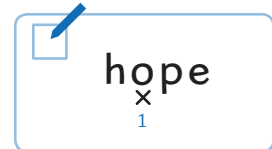
FYI The following instruction will use arrows and numbers to explain the proper sequence for proving words. These arrows and numbers are used to demonstrate to the teacher the direction in which to mark words. **They should not be used by the students when proving words.**

FYI The following instruction uses questions to help students discover the skill for themselves at the board.

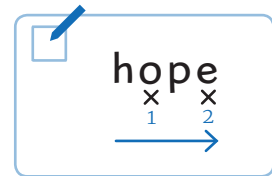
☰ You'll now prove a word that follows Phonetic Skill 4. Write *h-o-p-e*, *h-o-p-e*. Move under the word, left to right. What should you mark first? (*the vowel o*)



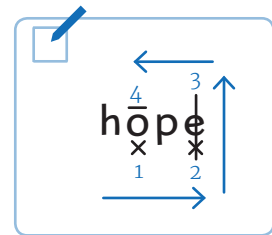
Mark the vowel *o* with an *x*. There's one more vowel in this word. What is it? (*e*)



Mark the *e* with an *x*. This is the first time you've seen two vowels in a word. This second vowel, *e*, will be silent, but it will make the first vowel, *o*, long.



Move up and around the *e*. Draw a line through the *e*, and mark the *o* long. Is the consonant *p* a guardian in this word? (*no*)



Why not? What do guardians do? (*guardians make the vowel short*)

What does silent *e* do? (*it makes the first vowel long*)

Here, the silent vowel *e* is stronger than the consonant *p*. The consonant *p* is no longer a guardian; it just gives the ending sound to the word. The vowel becomes long. What is the sound of long *o*? (*/ō/*)

Read the word. (*hope*)

• Point out Phonetic Skill 4 on the **Five Phonetic Skills Poster**.

This word follows **Phonetic Skill 4: When there is a silent *e*, the first vowel is long.**



FYI *Phonetic Skill 4* words do not have more than one consonant between the first vowel and ending *e*, except the *th* Digraph. If a silent *e* comes after the *th* Digraph at the end of a word, it makes the vowel long, and the *th* is voiced.

Ch. 3 Lesson 44 • Phonetic Skill 4

ELL This is a good time to informally assess whether students can accurately pronounce the long vowel sounds. Remind students that long u can say two sounds: /ū/, as in cute, or /oo/, as in rude.

FYI In the combination -ine, the letter i will sometimes make the sound of long e in multisyllabic words. This occurs in approximately 30 English words, the most common of which are:

gasoline	limousine
machine	magazine
marine	nectarine
figurine	chlorine

STUDENT INVOLVEMENT: Listening and Dictation

Use the following procedures to dictate or spell each word:

- Write the word *grime*, *grime*. (grime, grime) Prove it. Read it. What does it mean? Use it in a sentence.
- Write *c-a-p-e*, *c-a-p-e*. Prove the word. Read it. What does it mean? Use it in a sentence.

Continue dictation, using the Word Bank below. 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 on the next page.) When students spell the words, help them identify the individual sounds and their letter names. When students are ready, encourage them to work independently.

Walk students through the marking system as you dictate the first word or two. Then dictate several more words for students to prove.

phōne	wīfe	cūte	hōme	prīde
bōne	rīde	māke	shāke	plāne

ELL Review the meanings of words with your students as they practice decoding the words.

Comparing the Phonetic Skills: This dictation activity helps students see how silent *e* changes a vowel from short to long. Show students what happens when you add silent *e* to a word that follows Phonetic Skill 1. The word will then follow Phonetic Skill 4, the ending consonant will no longer be a guardian consonant, and the first vowel will be long. Model with *glad* and *glade*. Then dictate from the following Word Bank. Ask students to prove the following Phonetic Skill 1 words. Then rewrite the words, adding a silent *e*. Ask students to prove these new words again as Phonetic Skill 4 words.

Phonetic Skill 1	Phonetic Skill 4	Phonetic Skill 1	Phonetic Skill 4	Phonetic Skill 1	Phonetic Skill 4
h _x ö _p *	h _x ö _p e	p _x ë _t *	P _x ë _t e	r _x ï _p *	r _x ï _p e
c _x ü _t *	c _x ü _t e	c _x ä _p *	c _x ä _p e	S _x ä _m *	s _x ä _m e
t _x wî _n *	t _x wî _n e	sh _x î _n *	sh _x î _n e	f _x î _n *	f _x î _n e
c _x ā _n *	c _x ā _n e	pl _x ā _n *	pl _x ā _n e	t _x ū _b *	t _x ū _b e
f _x ā _d *	f _x ā _d e	sp _x î _t *	sp _x î _t e	str _x î _p *	str _x î _p e

FYI The Word Bank above does not use any example Phonetic Skill 1 words that end in *v* because this letter pattern does not occur in English; the letter *v* at the end of a word is always followed by silent *e*, although not all words ending in *-ve* have long vowels, e.g., give, have, etc.

ELL For practice distinguishing between the long *a* and short *e* sounds, refer to the Minimal Pairs exercise in the **ELL Supplement**, found in **Reading Horizons Elevate® Supplementary Materials** or www.rhaccelerate.com/rhe/enrichment-resources.

FYI If you are unsure of how to prove a word, follow the summarized steps below:

1. Work under the word, left to right.
2. Arc any beginning Blends or Digraphs.
3. Mark the first vowel with an *x*.
4. Mark the second vowel, *e*, with an *x*. Move up and over the word.
5. Draw a straight line through the *e* and the *x* underneath it.
6. Mark the first vowel long.
7. Say the long vowel sound.
8. Read the whole word.

STUDENT INVOLVEMENT: Transfer Cards

Give students **Transfer Card: Phonetic Skill 4**. 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/rhe/enrichment-resources.

PHONEMIC AWARENESS

Vowel Discernment: This activity provides the opportunity for students to auditorily discern between the long and short sounds of the vowels.


- Students can use their whiteboards or a piece of paper to create a vowel marking key. Students should put the short vowel mark, or breve (˘), on one side of their boards or papers and the long vowel mark, or macron (¯), on the other side.
- Teachers pronounce the following words, and students hold up the side of the boards or papers with the short vowel mark (˘) if the vowel sound is short and the long vowel mark (¯) if the vowel sound is long.

cāp	cāke	glād	cāpe
bīte	plān	shīne	cūte
bāke	zīp	bīt	spīn

SPEAKING AND LISTENING

Building Sentences: Teach students how to build sentences. The following exercise, adapted from Berninger (2009)¹, allows students to answer questions—*who*, *what*, *when*, *where*, and *why*—that lead to better reading comprehension and more effective written language.

You can use the model below or come up with other sentences that follow the same pattern and use Phonetic Skill 4 words.

-  What flies in the air and carries people? (*a plane*)
 Add two words—adjectives—to describe the plane. (*a large, gray plane*)
 What did the plane do? Think of one word. (*flew*)
 Put it all together to make a sentence. (*A large, gray plane flew.*)

The Adverbs lesson appears later in this chapter, but if students are already comfortable with adverbs, teachers can ask additional questions to help students add more information to the sentence. Students can take turns adding phrases and can work together to complete the sentence. For example, ask *where* the plane flew, and guide students through the use of prepositions and adverbs of place and direction.

¹ Berninger, V. W. (2009), Highlights of Programmatic, Interdisciplinary Research on Writing. *Learning Disabilities Research and Practice*, 24: 69–80. doi: 10.1111/j.1540-5826.2009.00281.x

Then ask *how* the plane flew, and discuss adverbs of manner. Ask *when* the plane flew, and discuss adverbs of time. An expanded sentence might look like this example: “A large, gray plane flew rapidly from Texas to New York.” If students are doing well with this exercise, take this activity one step further and ask *why*. The sentence might then look like this: “A large, gray plane flew rapidly from Texas to New York to stay on schedule.”

READING RESPONSE

Transfer Cards: Put students in pairs, and pass out the Transfer Cards for this lesson (one card per pair). Each student should select six skill words on the card and read them to his or her partner. The students in each pair should not read the same six words. 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

Transfer Cards: Put students in pairs, and pass out the Transfer Cards for this lesson (one card per pair). Have students write the sentence or sentences that appear on the card in a notebook or on a separate piece of paper. Then have students add two to three additional sentences that relate to the sentence(s) found on the card. The content should make sense. Alternatively, students could write unique sentences using words from the card. Students should be encouraged to use at least two words from the card in their sentences.

Students could share their writing in a small group writer’s circle. The writer’s circle should be a safe environment for students to share what they write, motivating and engaging everyone—especially those students who struggle. This is not a place to critique but to nurture growth through peer response.

READING/WRITING

Activity 1, *Word Sorts* (Listening, Reading, Writing, and Spelling): This activity will help students identify and categorize words according to the Phonetic Skills learned thus far.

- Students should have a category card for each of the four learned Phonetic Skills: Phonetic Skill 1, Phonetic Skill 2, Phonetic Skill 3, and Phonetic Skill 4.
- Dictate a word following Phonetic Skill 1, 2, 3, or 4. Once the student has written and proven the word on the card, the student will place the word in the correct category according to the Phonetic Skill pattern. Note: Ensure that students have spelled the words correctly. (Download word sorts worksheets from www.rhaccelerate.com/rhe/enrichment-resources to use with this activity, if desired.)

Phonetic Skill 1	Phonetic Skill 2	Phonetic Skill 3	Phonetic Skill 4
th [̃] i [*] n [*] x	j [̃] u [*] m [*] p [*] x	g [̄] o [̄] x	s [̄] m [̄] i [̄] l [̄] e [̄] x x
r [̃] u [*] n [*] x	r [̃] e [*] n [*] t [*] x	sh [̄] e [̄] x	m [̄] a [̄] k [̄] e [̄] x x
s [̃] e [*] t [*] x	st [̃] a [*] n [*] d [*] x	m [̄] e [̄] x	r [̄] i [̄] d [̄] e [̄] x x
sl [̃] i [*] t [*] x	m [̃] il [*] k [*] x	s [̄] o [̄] x	c [̄] u [̄] t [̄] e [̄] x x

Activity 2, *Plunk*, **Games Supplement**, found in *Reading Horizons Elevate® Supplementary Materials*. Have students use words that follow Phonetic Skill 4.

Activity 3, *Transfer Cards Extension*: Have students look at the silent *e* words and write words that work as short vowel words when the *e* is removed. For example, if a student sees the word *twine* on the card, he or she would write *twine* and then *twin*.

Activity 4, Phonetic Skill 4, *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 is used to describe how a little baby might look.” Answer: *cute*.)

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

SPELLING

Possible Spelling List: *dime, fine, home, hope, made, same, and shine*. Add appropriate Most Common Words from **List 11**.

See Reading/Writing Activity 1.

ELL

Vocabulary Strategy 6: Sort Vocabulary, *English Language Enhancement*.

SOFTWARE

Have students complete the *Phonetic Skill 4* lesson on the *Reading Horizons Elevate®* Software.

Sample Lesson #2

Decoding Skill 1

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

- 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.


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/)

 **On the Board**
*mō

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

 *mō
x


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

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

 *mot

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


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

 *mōt
x

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

 mote

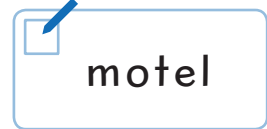
Which Phonetic Skill does it follow? (*Phonetic Skill 4*)

 mōte
x x

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

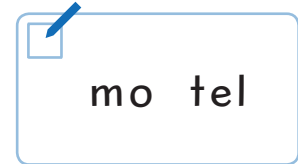
The *e* is silent, so *o* is the only working vowel.

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.

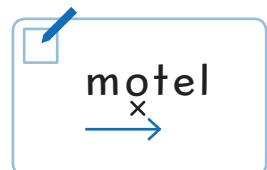
There are two rules for breaking a word into syllables. They are called the Two Decoding Skills.

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

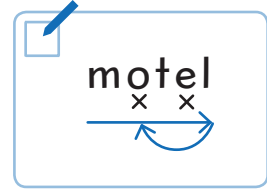


To apply Decoding Skill 1, you begin by proving the word normally: you work under the word, left to right, marking Blends, Digraphs, and vowels. What should you mark first in this word? (*the vowel o*)

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



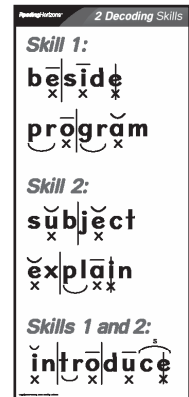
Mark it with an x, as well. After marking under the word, you would normally move up and around the word. However, we can see that *e* is not silent because it is not the last letter. That means it is a working vowel. When the word has more than one working vowel, you return to the first working vowel.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



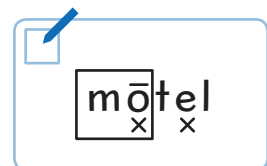
If the consonant *t* moves to the next syllable and joins the vowel *e*, then the first syllable will include the letters *m* and *o*. Draw a box around these letters, dividing the *o* from the *t*.



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. (*/mō/*)



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*)

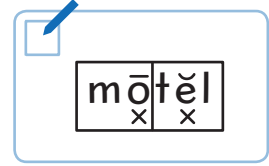
Again, you will mark above the word, right to left, but skip the guardian consonant. It is still a guardian, but you don't mark it or other guardians in multisyllabic words. Just "think" them. It's enough just to identify the guardians in your head.

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*)

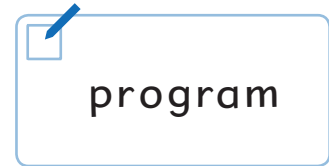
Mark it short, and box the syllable. Pronounce this syllable. (/tĕl/)

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*)

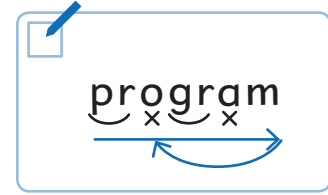


Mark it with an x, as well.



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

 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*)



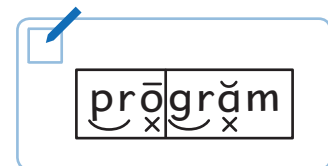
Mark it long. Pronounce this syllable. (*/prō/*)

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. (*/grăm/*)



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*)

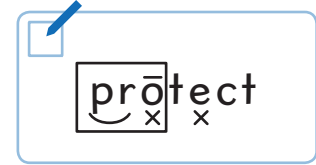


How many consonants between the o and the e? (*one*)

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*)

Ch. 4 Lesson 56 • Decoding Skill 1

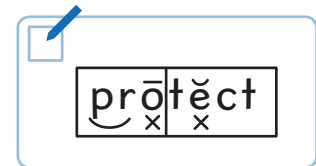
☰ Box them. Remember, if a word follows Decoding Skill 1, its first syllable will usually follow Phonetic Skill 3, and its vowel will be long. Mark the *o* long. Pronounce this syllable. (/prō/)



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/)

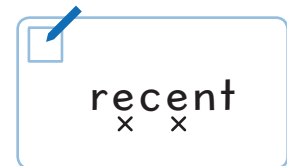


Read the whole word. (*protect*)

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*)

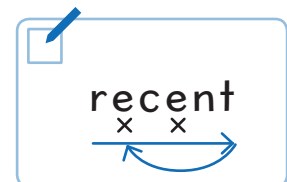


Mark them with xs. Are they both working vowels? (*yes*)



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

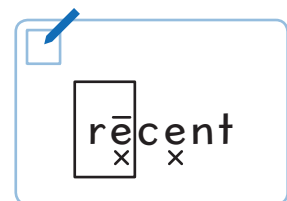
How many consonants between the first *e* and the second *e*? (*one*)



Because *one must run*, the *c* moves to the next syllable.

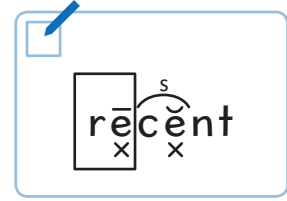
Which letters should you box for the first syllable? (*r and e*)

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



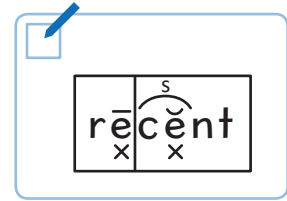
Move to the last working vowel, the second *e*, in the last syllable. Remember, when you mark each syllable of multisyllabic words, you mark above the syllable, right to left. In this syllable, you skip marking the guardian consonants and move to the vowel. This syllable follows Phonetic Skill 2. Is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

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.*

Phonetic Skill 1

bā sĭs	crĭ sĭs	hō tĕl	mĭ nŭs
prō pĕl	rĕ frĕsh	rĕ pĕl	rō bōt


Phonetic Skill 2

sĭ lĕnt	dĕ mānd	dĭ gĕst	lō cŭst
prĕ tĕnd	prĕ vĕnt	prō tĕst	cŭ prĕss

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

1. Work under the word, left to right.
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.
5. Mark the second syllable, including any Bridges, and then pronounce 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*)




provide

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



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.

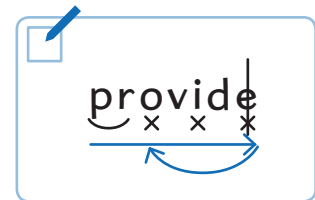


Which of the three vowels are working vowels? (the o and i)

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)

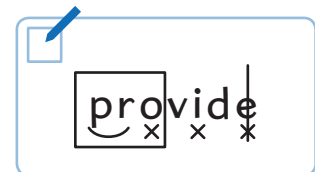


How many consonants between o and i? (one)

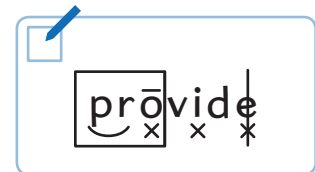
Where will the consonant v go? (to the next syllable)

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)



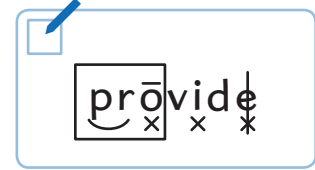
So, its vowel will be long. Mark the o long. Pronounce this syllable. (/prō/)



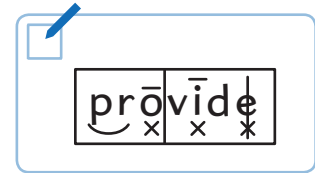
Move to the last working vowel in the last syllable. As I said before, this syllable follows Phonetic Skill 4. Why? (because it has a silent e)

Ch. 4 Lesson 56 • Decoding Skill 1

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



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

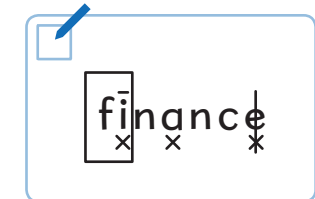


Read both syllables together. (*provide*)

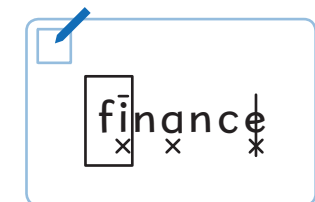
Remember that some silent *e* words have short vowels and Bridges. Prove one of these words. Write the word *f-i-n-a-n-c-e*, *f-i-n-a-n-c-e*.



- 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*.



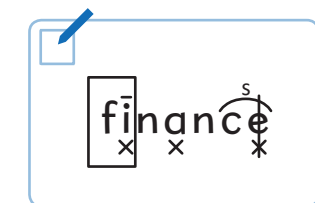
Move to the last working vowel. Remember that the last working vowel is *a* because the *e* is silent, so this is the last syllable.



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/*)

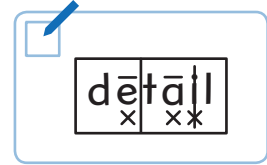


Move to the adjacent vowels. How many working vowels are there? Why? (*one because the i is silent*)

This is the last syllable. Is the *a-i-l* the 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. (*/tā/*)

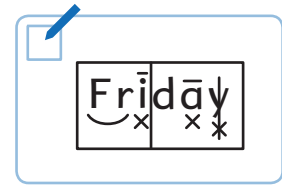


Read the whole word. (*detail*)

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.

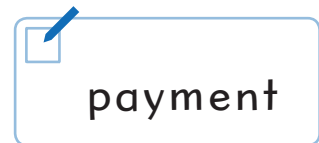


- Following the model taught in this section, mark this word with students. Mark the *fr* Blend, mark the vowels with *x*s, place the syllable box around *Fri*, mark the *i* long, mark the *y* silent, mark the *a* long, and place the syllable box around *day*.

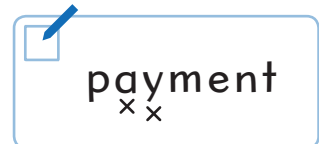


TEACHER INSTRUCTION: Phonetic Skill 5 in the First Syllable

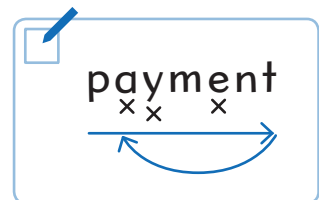
☰ Some two-syllable words have adjacent vowels in the first syllable. You prove these words in the same way that you prove other multisyllabic words. Write the example word *p-a-y-m-e-n-t*, *p-a-y-m-e-n-t*. What should you mark first? (*adjacent vowels a-y*)



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*)

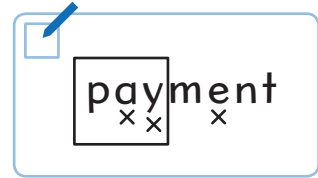
With adjacent vowels, you ask how many consonants follow the whole combination. In other words, how many consonants are between the *a-y* and the vowel *e*? (*one*)

What is the consonant? (*m*)

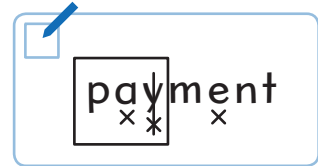
Where will the *m* go? (*to the next syllable*)

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

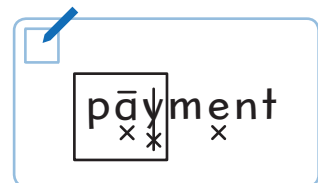
Box them. Now work above the first syllable.



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

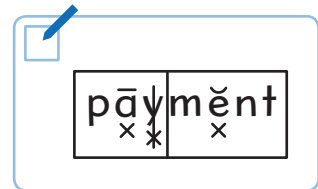


Mark the *a* long. Pronounce this syllable. (*/pā/*)



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.

Phonetic Skill 4

bēcāme bēhāve dēcīde^s dēclīne dōnāte

fēmāle mīgrāte rēcīte^s rēvēnge^j rōmānce^s

Phonetic Skill 5

bētweēn dēcāy dōmāin dēlāy prōcēed^s

prōclāim refrāin relāy rēpeat rētāin

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

1. Work under the word, left to right.
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.
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/or 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.

*blō _x mĕt _x	*brēd _x ĭlt _x	*dēt _x tāgē _x	*frēl _x ōt _x
*mō _x chēy _x	*prōv _x āncē _x	*sīm _x āte _x	*shīl _x ōāt _x
*tā _x fūd _x	*trām _x ĕl _x	*mēd _x īnē _x	
*rē _x flīn _x	*sī _x grāte _x	*trēf _x ēd _x	

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.

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/or 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.

Sample Resource

Transfer Cards

Lesson 44: Phonetic Skill 4

bike	cube	late	robe
plate	globe	flute	broke
cape	smoke	mile	home
white	cave	skate	rode

I think that flute came in a white box.
I rode my bike about one mile, and then it broke.
He smelled smoke in the cave.

1

Lesson 44: Phonetic Skill 4

mine	whine	grate	scribe
take	grape	home	spoke
shade	game	Dave	slide
wife	date	brave	dine

Did Dave walk home in the shade?
Did he take his wife on a date?

2

Lesson 44: Phonetic Skill 4

bake	wade	time	theme
cake	ride	spoke	stove
stroke	hive	mule	shape
glide	sale	Jane	plane

Jane will bake a cake.
These songs all have the same theme.
What shape is the plate?

3

Lesson 44: Phonetic Skill 4

hole	while	trade	wade
stripe	quake	line	pipe
tone	sale	those	kite
Eve	crate	bake	blame

I think the pipe has a big hole in it.
We can chat while we stand in the long
line at the bake sale.

4

Sample Resource

Student Book Worksheet

Skills Review

- When the vowel *e* comes at the end of a word, the *e* is *silent*, making the first vowel sound *long*.
- The consonant between the first vowel and silent *e* cannot act as a guardian consonant because the *e* makes the first vowel sound long.
- If a silent *e* comes after the *th* Digraph, it makes the vowel sound long.

DECODING

To prove the vowel sound in a Phonetic Skill 4 word:

1. Move *under* the word, moving left to right. Place an *x* under the first vowel and under the vowel *e*.
2. Move up and over the *e*. Draw a line straight down through the vowel *e* and the *x* below it, making it silent.
3. Move left across the consonant to the first vowel.
4. The *e* causes the first vowel sound to be long, so mark the vowel long.

bone lake

A. Circle the words that have a long vowel sound.

state plan bathe side man same
late can vote life red sun

B. Prove these words.

cute safe make time
drive clothe home name

READING

Read the ad.
Notice the
Phonetic Skill
4 words.

Jane's Travel Co.

Do you want to go
on a fun trip, but don't want
to spend a lot of time and money to plan it?

We'll help you plan your trip for a great price!

<p>On your trip, you'll:</p> <ul style="list-style-type: none"> - Take a nice plane flight. - Stay in a cute home on the lake. - Go on a nine-mile bike ride around the lake. - Enjoy fine dining at night. - Go on a drive to a cave. 	<p>You'll like your trip so much that you'll hate to go home!</p>
---	---

Phonetic Skill 4

APPLICATION ACTIVITIES

A. Add a silent *e* to each word to make a new word.

Example: cap cape

1. quit _____

5. cub _____

2. tap _____

6. not _____

3. cod _____

7. hop _____

4. tub _____

8. rip _____

B. Write the correct word by adding a silent *e* to the end of the word in parentheses.

Example: If you want to go on a trip, call Jane. (Jan)

1. We'll choose the best _____ for your trip! (**sit**)

2. Enjoy every _____ of your meals! (**bit**)

3. Go on a trip _____ for you! (**mad**)

4. Get the best _____ in town! (**rat**)

5. You'll like your trip so much that you'll _____ to go again next year! (**hop**)

C. Find and circle the silent *e* words in the word search. Words can go down ↓, across →, or diagonal ↘ ↗.

S	A	L	E	E	U	O
S	M	I	L	E	O	C
S	T	O	V	E	E	Q
I	H	Q	K	E	D	G
Z	L	I	N	E	A	A
E	C	U	T	E	T	M
T	T	W	A	V	E	E

date

line

wave

cute

sale

stove

game

size

tune

hole

smile

Sample Resource

Reading Library Passage (Book 1)

Clouds

Look up high. Look up at the sky. Do you see clouds?

Clouds are white or gray. They are interesting. They have many shapes. Clouds are made of water. They can bring rain.

How are clouds made? Rivers, lakes, and seas are full of water. The sun shines. It warms the water. The water gets hot. Small drops of water turn into gas. The gas **rises**, or goes up, to the sky. This water gas makes clouds.

Up in the sky, it is cold. The water drops touch each other. They stick together. They are still small, so they can stay in the air. When it gets colder, the water drops get bigger. Together, the water drops make a cloud. The cloud gets heavy. The water drops fall down. This is rain.

Clouds help our world. Clouds move water from the seas to the mountains. Clouds give water to plants. This helps trees grow. The water helps our food grow. Animals and people drink the water. We need clouds!

Answer comprehension questions on page 119.



weather, nature, oceans

*Lexile®: 270L
Word Count: 169*

Time: _____

Clouds

Comprehension Questions

Circle the best answer.

1. This passage is mostly about
 - a. fish in the sea.
 - b. water in the sky.
 - c. plants on the land.

2. Water becomes gas when it is
 - a. hot.
 - b. gray.
 - c. cold.

3. Rain falls down when water is
 - a. light.
 - b. white.
 - c. heavy.

4. Clouds help move
 - a. water.
 - b. plants.
 - c. animals.

5. If something *rises* (paragraph 3), it
 - a. is cold.
 - b. moves up.
 - c. gets close.

Check your answers on page 223.

Sample Resource

Reading Library Passage (Book 2)



technology, nature, business

Lexile®: 790L
Word Count: 384

Time: _____

Hybrid Cars

In many countries, people drive cars. Cars save time. Before cars, people had to travel by horse or bicycle or by walking. With cars, people can travel in just a few hours to places that used to take several days to reach.

Though cars do a lot of good, they come with some problems. Cars can be expensive. A new car can cost tens of thousands of dollars. Also, both the cost of car repairs and gasoline fuel can be high. However, the main problem is that cars make pollution. The exhaust that comes from cars pollutes the air, creating smog. Smog can make it hard for people to breathe. Air pollution can also increase global warming, or climate change.

In contrast to gasoline fuel cars, some people use electric cars. Electric cars are usually powered by batteries, so electric cars are very quiet and produce little pollution. However, electric batteries need to be recharged, and recharging can take a long time. Also, finding an electric charging station is not as easy as finding a gasoline station.

Both gasoline cars and electric cars have problems. This is why some people like hybrid cars. A hybrid car is powered by both gasoline and an electrical battery. The engine in a hybrid car is smaller. It requires less energy. As a result, a hybrid car can travel farther before refueling and does not pollute much. In some countries, the government will give a tax credit to people who buy a hybrid car. This encourages some people to buy a hybrid car.

As with other kinds of cars, there are also some concerns about hybrid cars. They cost more than gas-powered cars. And a new battery can be expensive. Since they have two engines, there are more parts that can break. And some customers may not live close to a place that sells hybrid cars. Hybrid cars weigh less than other cars. Because of this, some people wonder how safe they might be in a crash.

There are pros and **cons**, or advantages and disadvantages, to owning any kind of car. Are there more pros than cons with a hybrid car? That is a choice that each driver will have to make. In the meantime, car designers keep looking for new and better ways to build cars.

Answer comprehension questions on page 127.

Hybrid Cars

Comprehension Questions

Circle the best answer.

1. This passage is mostly about
 - a. a new type of car.
 - b. driving a race car.
 - c. a class for car drivers.
 - d. getting to work by car.
2. The main problem with gasoline engines is that
 - a. they have quiet engines.
 - b. they add to air pollution.
 - c. there are few refueling stations.
 - d. there are few places that sell them.
3. One important concern with electric engines is that
 - a. most countries do not allow these engines.
 - b. recharging them can take a lot of time.
 - c. they make too much pollution.
 - d. they are only available in one color.
4. Some people are afraid that a hybrid car
 - a. may not protect people during a crash.
 - b. does not work on normal roads.
 - c. only works in warm, sunny weather.
 - d. will cause too much water pollution.
5. We can infer from this passage that
 - a. car technologies will continue to improve.
 - b. new cars are better for families than old cars.
 - c. soon people will no longer need to use cars.
 - d. driving to work is healthier than walking to work.
6. The author introduces the topic by
 - a. comparing cars to trucks.
 - b. describing one benefit of cars.
 - c. summarizing the history of cars.
 - d. telling about a famous car inventor.
7. Cons (paragraph 6) are
 - a. old things.
 - b. bad things.
 - c. new things.
 - d. good things

Check your answers on page 142.

Sample Resource

Reading Library Passage (Book 3)



jobs, oceans, animals, scientists

Lexile®: 920L
Word Count: 577

Time: _____

Marine Biologists

Many people enjoy visiting the ocean. They may lie down on the sandy beach and listen to the waves. They may watch the beautiful sunsets or sunrises. But some people are interested in other activities when they visit the coast. They want to study the animals and plants that live there. This is the job of marine biologists. Biology is the scientific study of life. The word marine means “related to the sea.” Thus, *marine* biologists are scientists who study sea life.

The planet’s seas are filled with many large animals, including dolphins, whales, and sharks. Some marine biologists study these large animals. But their jobs may include much more. Many marine biologists study small plants and small animals. These small organisms have a big **impact**, or influence, on the health of the ocean.

The health of sea life is important to marine biologists. They work carefully to protect the plants and animals they work with. When possible, they take cell samples from dead or injured animals so that no healthy organisms are harmed. They are also careful to maintain balance in marine environments whenever they remove or add organisms.

Some biologists specialize in the human impact on ocean habitats. Others work directly with sick or injured animals with the goal of rehabilitating them. This means that they try to help these animals get better so that these animals can return to life at sea. Marine biologists also do their best to educate the public on ways to learn about, respect, and protect marine wildlife.

Many marine biologists study the structure, habits, and needs of a specific plant or animal. This type of research not only helps us to learn more about ocean life, but it can also benefit human life. Marine biologists may invent new products or medicines for human use as a result of marine research.

If you want to become a marine biologist, you can start now. Visit a beach and explore. You can learn by studying the animals and plants near the shore. If the ocean is too distant for a visit, you might consider buying a small aquarium and filling it with seawater and animals or plants. This way, you can study marine life at home.

Continued on the next page.

Marine Biologists (continued)

You can also study fresh water life. The rivers, lakes, or streams close to your house might be home to thousands of creatures and plants. You can try to identify interesting things that you find under rocks and at the water's edge.

Another option is to visit a local aquarium. Here, you can observe animals and ask aquarium workers your questions. Most aquariums will allow you to take pictures or video so you can review your observations later. Many aquariums have both salt water and fresh water wildlife.

In addition to independent study, future marine biologists can study at a school. Marine biologists benefit from training in many fields of science including chemistry, zoology, physics, mathematics, engineering, and computer science. Marine biologists must be good communicators, so they need to learn the skills taught in language and writing classes.

If you are serious about your desire to become a marine biologist, you need a combination of education and experience. As you prepare yourself for study, look for ways to get involved in local marine biology work. For example, you may be able to volunteer at a local wildlife institute. These opportunities provide valuable experience and help people decide whether this is the right career for them.

Answer comprehension questions on page 161.

Marine Biologists

Comprehension Questions

Circle the best answer.

1. This passage is about scientists who study
 - a. sea life.
 - b. water sports.
 - c. the ocean's waves.
 - d. underwater machines.
2. The word *marine* means related to
 - a. plants.
 - b. sharks.
 - c. whales.
 - d. oceans.
3. Marine biologists protect nature by doing all of the following EXCEPT
 - a. teaching others.
 - b. planting new trees.
 - c. helping animals return to the wild.
 - d. taking samples from dead animals.
4. All of the following are examples of freshwater EXCEPT
 - a. seas.
 - b. lakes.
 - c. rivers.
 - d. streams.
5. The passage suggests that volunteering at a wildlife institute can help people
 - a. become more convincing writers.
 - b. learn to speak in a foreign language.
 - c. decide whether they like this type of work.
 - d. earn enough money to pay for university study.
6. The author introduced the topic by describing
 - a. different beach activities.
 - b. how beaches become dirty.
 - c. the benefits of beach sports.
 - d. the world's most popular beach.
7. The *impact* (paragraph 2) of something refers to its
 - a. physical beauty.
 - b. usefulness to humans.
 - c. effects on something else.
 - d. similarities to something else.

Check your answers on page 196.

Sample Resource

English Language Enhancement Activity

Use with *Reading Horizons Elevate*® Chapter 5, Lesson 86.

Vocabulary Strategy 7: Study Prefixes and Roots

Why:

- Dividing words into parts helps you understand the meanings of unknown words. You can guess the meanings of words you don't know more easily. It also helps you learn new vocabulary.
- NOTE: A **prefix** is one or more letters added to the beginning of a word. It changes the meaning of the word (example: **un** + happy = **un**happy). A **root** is the main word; it carries the most meaning (example: un + **happy** = unhappy). (You may also hear "root words" referred to as "base words.")

How:

- Break a word into parts.
- Study the meanings of prefixes and roots.

un-	(opposite)	over-	(excessive)	trans-	(across)
re-	(again)	mis-	(bad; incorrect)	super-	(above)
in-, im-, il-, ir-	(not)	sub-	(below)	semi-	(half)
dis-	(not)	pre-	(before)	anti-	(opposite)
en-, em-	(put into)	inter-	(between)	mid-	(middle)
non-	(not)	fore-	(earlier)	under-	(too little)
in-, im-	(in)	de-	(reverse)		

Example:

I will restate my question.

Word with a prefix: restate **Prefix:** re **Root word:** state

Meaning of prefix: again **Meaning of root word:** say

Meaning of the new word: to say something again using different words

Apply:

- Choose a few reading passages from the *Reading Horizons Elevate*® *Reading Library*, or select reading passages from class or from something you're reading on your own.
- When reading the passages, see how many times you encounter prefixes.
- Write each word you read that has a prefix. Then write the prefix and its meaning, the root word and its meaning, and the meaning of the new word. Use the lines on the next page.
- You can transfer words that are important to your vocabulary notebook or make vocabulary flashcards to help you remember them.

Review:

- Review the meanings of prefixes often until you learn them.
- Use your knowledge of prefixes to help you learn the meanings of unknown words.

1. Word with a prefix: _____ Prefix: _____ Root word: _____
 Meaning of prefix: _____ Meaning of root word: _____
 Meaning of the new word: _____
2. Word with a prefix: _____ Prefix: _____ Root word: _____
 Meaning of prefix: _____ Meaning of root word: _____
 Meaning of the new word: _____
3. Word with a prefix: _____ Prefix: _____ Root word: _____
 Meaning of prefix: _____ Meaning of root word: _____
 Meaning of the new word: _____
4. Word with a prefix: _____ Prefix: _____ Root word: _____
 Meaning of prefix: _____ Meaning of root word: _____
 Meaning of the new word: _____
5. Word with a prefix: _____ Prefix: _____ Root word: _____
 Meaning of prefix: _____ Meaning of root word: _____
 Meaning of the new word: _____
6. Word with a prefix: _____ Prefix: _____ Root word: _____
 Meaning of prefix: _____ Meaning of root word: _____
 Meaning of the new word: _____
7. Word with a prefix: _____ Prefix: _____ Root word: _____
 Meaning of prefix: _____ Meaning of root word: _____
 Meaning of the new word: _____

Transfer words you want to remember into your vocabulary notebook, or make vocabulary flashcards.

Words I will transfer to my vocabulary notebook:

Words I will make into vocabulary flashcards:

Evaluate Vocabulary Strategy 7: Study Prefixes and Roots

A. Evaluate

Use the scale below to decide how helpful this strategy was for you:

- 4 = I strongly agree. This strategy helped me a lot.
- 3 = I agree. This strategy was of some help.
- 2 = I disagree. This strategy did not help me very much.
- 1 = I strongly disagree. This strategy did not help me at all.
- N/A = Not applicable or not sure.

1) Studying prefixes and roots helped me understand vocabulary.

4 3 2 1 N/A

2) Studying prefixes and roots helped me remember vocabulary.

4 3 2 1 N/A

3) Studying prefixes and roots helped me practice and use vocabulary.

4 3 2 1 N/A

4) Studying prefixes and roots helped me classify vocabulary.

4 3 2 1 N/A

Add up the numbers you circled. Score: ____. (The higher your score, the more effective this strategy is for you.) Record your evaluation on the *Vocabulary Strategies Evaluation Form* on page 44.

B. Reflect

Will you use this strategy again? Why or why not?

C. Transfer

If this strategy worked well for you and you want to use it again, when will you use it? Describe the situation.

D. Sign Off

Discuss studying prefixes and roots with your teacher or a friend. Show him or her your word lists on the previous page. Then ask your teacher or friend to sign your evaluation and fill in the date below.

Name

Date

Sample Resource

Reference Poster

1. s ū ñ
x

2. h ä ñ d
x

3. g ō
x

4. s m ī l e
x x

5. t r ā i n
x x

Want to learn more?

Contact your account representative to set up a product demo, contact a current customer, or host a local event.

1.800.333.0054