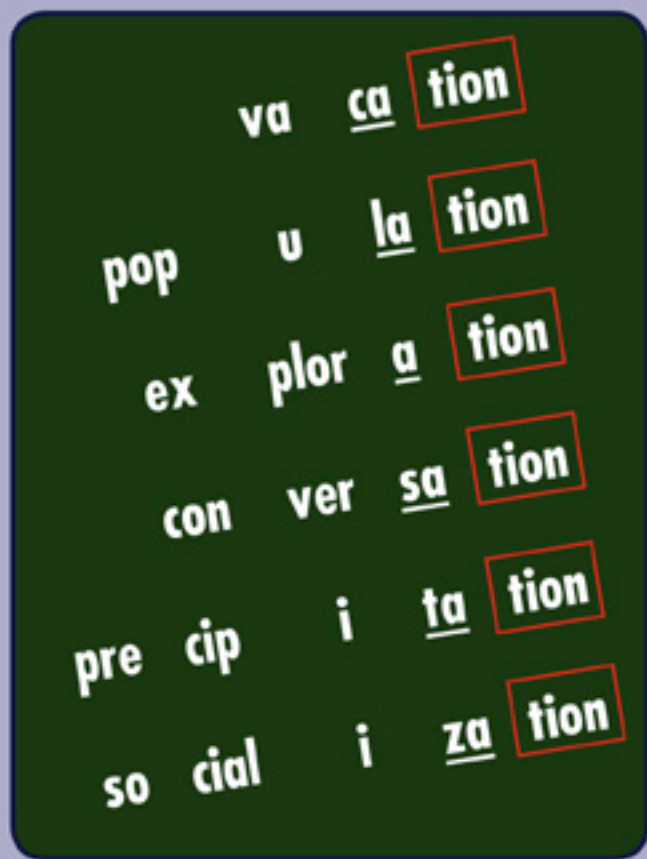


**CONNECTING STUDENTS TO THE CORE CURRICULUM**



# Core Reading

*A Linguistic Reading and Spelling Program for Middle School and High School*



Presenting core and high-frequency words by patterns and in syllables to help students spell and read the "big" words that so often keep them from success in reading and writing

**HELP FOR  
EXIT EXAMS**

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# Introduction

## ● **What is *Core Reading*?**

*Core Reading* is a linguistic reading and spelling program that teaches multisyllable word management skills to increase spelling, reading, vocabulary, and comprehension ability and to connect students to the core curriculum.

Twenty-five programmed lessons take students from two-syllable words to words with five or more syllables and from grade five to grade twelve in timed reading selections. *Core Reading* words are selected from students' junior high school and high school history, science, mathematics, social studies, and English core textbooks.

## ● **For which students is *Core Reading* suitable?**

*Core Reading* is used for students in grades seven through twelve who read and spell significantly below grade level, generally third grade and above. Students at these reading levels usually have trouble decoding multisyllable words in their core textbooks and lack fluent reading skills.

## ● **What results are expected from *Core Reading* ?**

Although the *Core Reading* goal is to connect students to the core curriculum in junior high school or high school, most students also make two or more years growth in reading, and their reading fluency and comprehension improve as they read difficult passages with greater ease.

## ● **In what instructional settings is *Core Reading* used?**

*Core Reading* is used in junior high school and high school regular English to supplement the regular curriculums in classes having a high number of at-risk students. Improved reading and language skills quickly transfer to literature selections and content area textbooks. The program also is used in reading classes, special education resource rooms, and reading intervention and tutoring programs.

## ● **What features make *Core Reading* successful?**

### ✓ **Consistent Spelling Patterns**

*Core Reading* is based on consistent spelling patterns (suffixes and word endings) found at the end of multisyllable words such as **picture**, **lecture**, **fracture** and **manufacture**. Students study the words and their consistent patterns by syllables in a whole-word context, providing them with practice in sound-symbol relationships and in identifying syllable boundaries in a natural context. By recognizing consistent word structure and syllable boundaries in multisyllable words, students learn to spell in an efficient manner that provides them a springboard to improved decoding and reading. Practice in identifying syllable boundaries makes it possible to break long words into parts or syllables for ease in decoding.

### ✓ **Core Word Organization.**

In addition to having words organized by consistent endings or suffixes, *Core Reading* has another unique feature. Many of the words are organized by sound and rhythmic patterns to ease the transition to longer words such as **plastic**, **elastic**, **fantastic**, and **scholastic**.

### ✓ **Sound-Symbol and Reading Fluency Development**

Two *Core Reading* supplements, *Programmed Spelling Review* that presents a systematic review for sound-symbol relationships and *Reading the News* that provides reading fluency practice, are recommended for lower functioning students having difficulty keeping up with the *Core Reading* program.

### ✓ **Core Vocabulary Word Study**

To be efficient readers, students must have knowledge of core vocabulary. Core vocabulary knowledge is particularly important for second language students. The vocabulary/dictionary activity in each lesson helps students develop vocabulary schema necessary for bridging to content area textbooks. *Core Reading* words are based on generic words from English, science, biology, and social studies.

### ✓ **Oral and Silent Timed Reading Practice**

Reading passages reinforce specific word patterns for each lesson and provide reading fluency practice through timed and repeated readings. They also reinforce important topics and become bridging activities to junior high school and high school core curriculums.

## ✓ **Connected Reading**

The program encourages students to read books at their independent reading levels. A key feature for many students in *Core Reading* is that as they progress in the program and master the skills, their junior high school and high school core textbooks become the connected reading texts, the texts in which they are able to read independently.

## ✓ **Activity Based Adult Oriented Approach**

Many struggling students have become emotionally fragile from years of reading failure and frustration. Core Reading addresses these students by focusing activities on the individual and the group. Students work individually or with a partner on materials that are adult in nature: spelling and reading multisyllable words, dictionary research, and timed reading activities.

## ✓ **Word Search Puzzles**

Although the word search puzzles are optional, using them is an enjoyable way to reinforce words from the lesson and to provide visual tracking and visual discrimination practice.

## ✓ **Greek and Latin Roots**

Most lessons include Greek and Latin roots. Having students start a Greek and Latin root word and prefix notebook, organized from A to Z, will help them identify words and develop vocabulary.

## ● **How is *Core Reading* used?**

### **Student Lesson Packets**

*Core Reading* is easy to use. Teachers simply copy lesson masters to make lesson packets for each student. Structure is essentially the same for each lesson. The activity-based lesson packets keep students involved and focused.

### **Sample Lesson Script and Teacher Notes**

*Core Reading* is easy to present. The first lesson has all of the instructions scripted. Because the format for each lesson is the same, all that is necessary after the first lesson is to refer to the teacher notes before presenting each lesson.

*Core Reading* can be used in a group having a range of reading skills and abilities because it simplifies the structure of multisyllable words by organizing words by consistent endings and syllables

### **Introducing the Program, Teacher and Student Motivation**

When presenting *Core Reading*, teachers should tell students that they will complete twenty-five lessons taking them to words and passages of a grade 12 level and above, and that if they study, they can read their core textbooks with greater ease and comprehension, and their writing will improve. With older students having reading difficulty, moving to larger words enhances their self-esteem and motivates them to stay in the program. When introducing the program, teachers should write some bonus words from later lessons on the chalkboard to show students that they are in an adult program that will require their attention and effort. Teacher and student motivation is also influenced by teacher enthusiasm. If students see that teachers are enthusiastic about the program, they will be enthusiastic, too. Throughout the program, it is important for teachers to ask students if they notice that skills learned in the program make it easier for them to read their textbooks.

# LESSON 1 (Lesson Script)

## Consonant plus -LE

mid dle

### (FOR THE TEACHER) (MATERIALS, LESSON 1)

- **Core Reading** Lesson Masters, Lesson 1, Part 1, Pages 1 to 5, and Lesson 1, Part 2, Pages 6 to 10, copied and stapled into two lesson packets for each student.
- One piece of lined paper for each student.
- Student Dictionary for each student or pair of students (If dictionaries are not available, use the Vocabulary Test on Page 5 as a definition source.)
- Watch or clock, with second hand, or stopwatch

### (PART 1)

- (STEP 1 SPELLING CHART, WORD EXPLORATION)

(WRITE THE **LESSON 1** SPELLING WORDS ON A CHART OR A CHALKBOARD.)

#### (READ TO STUDENTS.)

Look at the **Spelling Chart** on **page 1** of the Lesson 1 packet. I am going to say each word syllable by syllable because this helps with spelling. After I say each word, you say the word. The first word is **rid dle**. Say it, **riddle**. Good. The next word is **mid dle**. Say it, **middle**. (CONTINUE WITH THE REST OF THE WORDS.) There are two bonus words for this lesson. The bonus words are **im pos si ble** and **as sem ble**.

#### (CONSONANT PLUS -LE WORDS)

What do you notice about the words? (PAUSE FOR ANSWERS.)

Yes, they all end in the letters **l-e**. They are called **consonant plus le** words. The **le** is pronounced /ul/ as in the word **pull**.

#### (CLOSED SYLLABLES)

The vowel sound in the first syllable of each word is short because it is closed by a consonant letter. Remember that a syllable is a word or part of a word that has a vowel sound. Look, again, at the first word, **riddle**. In the first syllable of the word **rid dle**, the vowel letter **i** is closed on the right by the consonant letter **d**. The vowel letter **i** stands for a short vowel sound as in **rid**. Underline the vowel letter **i** and the consonant letter **d**.

Underline the letter for the vowel sound and the consonant that closes it in the first syllable of each word. Pronounce each syllable to yourself as you underline the vowel letter and the consonant letters, **r-i-d**, **m-i-d**, and so forth. Remember that when words have this pattern, the vowel letter usually has the sound you hear in these words, a short vowel sound.

● (STEP 2 SPELLING PRACTICE)

**(READ TO STUDENTS.)**

Using the Spelling Chart on **page 1**, write each word on a sheet of paper, without a space between the syllables. Then draw an arc or loop under each syllable.

**riddle**

When you are finished, study the words carefully. In a few minutes we will take the **Practice Spelling Test**.

● (STEP 3 PRACTICE SPELLING TEST)

**(READ TO STUDENTS.)**

Turn to **page 2** of the Lesson 1 packet, **Practice Spelling Test**. I will say each word. Write the letters on the lines to complete each word. (BE SURE THAT STUDENTS FOLD BACK THE SPELLING CHART.) Number 1 is **riddle**. (CONTINUE.)

- |              |   |          |
|--------------|---|----------|
| 1. riddle    | a clever <b><u>riddle</u></b>           | riddle   |
| 2. middle    | <b><u>middle</u></b> of the road        | middle   |
| 3. brittle   | some <b><u>brittle</u></b> candy        | brittle  |
| 4. puzzle    | difficult <b><u>puzzle</u></b> to solve | puzzle   |
| 5. bottle    | <b><u>bottle</u></b> of mineral water   | bottle   |
| 6. battle    | will win the <b><u>battle</u></b>       | battle   |
| 7. dribble   | to <b><u>dribble</u></b> the ball       | dribble  |
| 8. drizzle   | cold winter <b><u>drizzle</u></b>       | drizzle  |
| 9. juggle    | learned to <b><u>juggle</u></b>         | juggle   |
| 10. struggle | the long <b><u>struggle</u></b>         | struggle |



(BONUS WORDS) Under the last spelling word, **struggle**, write the numerals **11** and **12** for the bonus words. Number **11** is **impossible**. (CONTINUE.)

11. impossible    an **impossible** job            impossible  
12. assemble     **assemble** the bike            assemble

(CORRECT THE PRACTICE SPELLING TEST.)

We will correct the Practice Spelling Test. I will spell each word. If you misspelled a word, write the correct letters above the word. (SPELL EACH WORD INCLUDING THE ENDINGS.) At the bottom of your paper, write the number of words you spelled correctly.

● **(STEP 4 CORE VOCABULARY STUDY)**

(PASS OUT A DICTIONARY TO EACH STUDENT OR PAIR OR STUDENTS. IF DICTIONARIES ARE NOT AVAILABLE, USE THE VOCABULARY QUIZ ANSWER KEY ON PAGE 11 TO HELP STUDENTS FIGURE OUT AND WRITE DEFINITIONS.)

(READ TO STUDENTS.)

Turn to **page 3** in your Lesson 1 packet, **Vocabulary Study**. Write a dictionary definition for each word. You may work alone or in pairs on the dictionary definitions. As you work, study the definition for each word. Many words have more than one definition. Usually, you will write the first, or most common, definition for each word. Study the definitions as you write them because you will be tested on them in **Part 2**. When you complete the dictionary definitions, go to the **Sentences** activity at the bottom of the page.

● **(STEP 5 VOCABULARY IN VISUAL CONTEXT)**

(READ TO STUDENTS.)

Turn to **page 4** in your lesson packet, **Vocabulary in Visual Context**. For this activity, you will choose four words from the Word Study or the Vocabulary Study. For each word, draw a picture, a symbol, or a cartoon, or make an ad. Not all words can be pictures. For such words, write the word in an interesting way.

Choose the more difficult words. Drawing pictures of words can help you understand the word meanings.

● **(STEP 6 WORD STUDY 1, TIMED WORD READING)**

(FOR SMALL GROUP, 15 OR FEWER STUDENTS)

(AS STUDENTS FINISH THE VOCABULARY IN VISUAL CONTEXT ON PAGE 4, HAVE THEM COME TO YOUR DESK INDIVIDUALLY AND READ THE WORD STUDY WORDS

(READ TO INDIVIDUAL STUDENTS AT YOUR DESK.)

**Turn to page 5** in your Lesson 1 packet, **Word Study 1**. Are there any words that you want to review before we do the timed word reading? (PAUSE FOR RESPONSE.) Look at the underlined part of each word. We say that part a little louder because it is the accented, or stressed, syllable. When I say “Start,” begin at the top of the page and read aloud the words in each row from left to right while I time you. If you finish before one minute, you can go to the beginning and continue reading. Get ready. Start. (TIME FOR 1 MINUTE)

(AS INDIVIDUAL STUDENTS READ THE WORDS, CIRCLE THE WORDS THEY MISS, AND MARK THEIR READING TIMES ON THE WORD STUDY SHEETS. SOME TEACHERS PREFER TO TIME STUDENTS FOR THE ACTUAL READING TIME TO READ THE WORD LIST.)

(CHALLENGE WORDS)

Look at the Challenge Words at the bottom of the page. You can earn one extra credit point for each word you read correctly.

(LARGE GROUP, MORE THAN 15 STUDENTS)

**(READ TO STUDENTS.)**

**Turn to page 5** in the lesson packet. Look at the words on the page. Each word has an underlined part. We say that part of the word a little louder because it is the accented, or stressed, syllable. Point to each word as I say it. (SAY EACH WORD ON PAGE 5 WHILE STUDENTS POINT TO IT AND FOLLOW ALONG. FROM TIME TO TIME ASK A STUDENT THE NEXT WORD. THIS HELPS THEM TO FOCUS ON THE WORDS.) You may work with a partner for the timed word reading. Choose your partner now. (PAUSE FOR PARTNER CHOOSING.) As one partner reads, the other partner listens and offers help to the one who is reading. Then change. The partner who read the words now listens and helps as the other partner reads. When I say “Start,” begin at the top of the page and read each row from left to right. Read as many words as you can in 60 seconds.

Get ready. Start. **(TIME STUDENTS FOR ONE MINUTE.)** Stop. On the line below the words, write the number of words you read correctly.

**(CHALLENGE WORDS)**

Now, without being timed, take turns reading the Challenge Words at the bottom of the page.

END OF LESSON 1, PART 1.

**(PART TWO FOR LESSON ONE SHOULD BE COMPLETED AFTER A BREAK OR ON ANOTHER DAY.)**

## **CORE READING, LESSON 1 LESSON SCRIPT**

### **PART 2**

#### ● **(STEP 7 SPELLING TEST)**

#### **(READ TO STUDENTS.)**

Before we take the spelling test for **Lesson 1**, you may review the words with a partner. Choose a partner. One partner will say the words, and the other will spell the words orally or write them. **ALLOW 5 TO 10 MINUTES.) (ALTHOUGH THE WORDS ARE PRESENTED WITH DEFINITIONS, YOU MAY USE THEM IN A PHRASE OR SENTENCE.)**

On a sheet of paper, **number from 1 to 12**. Words 1 through 10 are the regular spelling words, and words 11 and 12 are Bonus Spelling Words.

Number 1 is **riddle**. **(CONTINUE.)**

1. <b>riddle</b>	a puzzling question, statement, or problem	riddle
2. <b>middle</b>	halfway between; in the center	middle
3. <b>brittle</b>	very easily broken	brittle
4. <b>puzzle</b>	a problem or task to be done for fun (for example, a crossword puzzle)	puzzle
5. <b>bottle</b>	a container for liquids, usually made of glass	bottle
6. <b>battle</b>	any fight or contest	battle
7. <b>dribble</b>	to move a ball along by bouncing	dribble
8. <b>drizzle</b>	to rain gently in very small drops	drizzle
9. <b>juggle</b>	to keep objects in the air at the same time	juggle
10. <b>struggle</b>	to work hard against difficulties	struggle

(BONUS SPELLING WORDS)

- |                       |                           |            |
|-----------------------|---------------------------|------------|
| 11. <b>impossible</b> | not possible              | impossible |
| 12. <b>assemble</b>   | to gather or put together | assemble   |

● **(STEP 8 VOCABULARY REVIEW AND TEST)**

(SMALL GROUP REVIEW, 15 OR FEWER STUDENTS)

Before we take the Vocabulary Quiz on page 6 of the lesson packet, we will play a game to review the words. I will go around the room, and each of you will have a chance to earn extra credit points for knowing the word for a definition that I read. If you do not know the answer, say “Pass.” Then, the first one of you to raise your hand has a chance to answer. You can earn one point for each word you answer correctly. We will begin the game. (READ THE VOCABULARY DEFINITIONS FROM PAGE 6 TO THE STUDENTS FOR THE VOCABULARY REVIEW GAME.)

(LARGE GROUP REVIEW, MORE THAN 15 STUDENTS)

Before we take the Vocabulary Quiz on page 6 of the lesson packet, we will play a game to review the words. I will read the definition of a word. You will have a chance earn extra points by raising your hand when you know the word. Those of you who answer earn one point for each correct word. (READ THE VOCABULARY DEFINITIONS FROM PAGE 6 TO THE STUDENTS FOR THE VOCABULARY REVIEW GAME. RANDOMLY CALL ON STUDENTS AROUND THE ROOM, GIVING MANY STUDENTS A CHANCE TO ANSWER.)

(PASS OUT THE SECOND HALF OF LESSON PACKET ONE, PAGES 6 THROUGH 10.)

Complete the **Vocabulary Test** on **page 6** of the lesson packet.

On the bottom of the page is **Synonym Quiz 1**. A synonym is a word that has the same or a similar meaning as another word. Let us try the first one together. Which two words have the same or a similar meaning as the word **drizzle**? That is correct, the words **mist** and **sprinkle** have a similar meaning to the word **drizzle**. Complete the rest on your own.

● **(STEP 9 RAPID READING PRACTICE)**

(THIS ACTIVITY WILL HELP STUDENTS GET READY TO READ THE PASSAGE, THE SPACE SHUTTLE, ON PAGE 8.)

Turn to **page 7**. The activities on this page are to help you get ready to read the **Timed Reading Passage** on **page 8**.

● **Part 1** (READ THE WORDS AT A RAPID PACE AS THE STUDENTS UNDERLINE THE WORD PARTS.)

There are three word parts above a line of words. I will read the words as you underline the word parts. If I am going too fast, let me know, and I will read more slowly.

● **Part 2**

Underline the vowel letters in the words as I read the words.

● **Part 3**

As I read each sentence, draw a line between the syllables in each underlined word.

● **Part 4**

We will practice reading the words and word parts together. Then I will read them at a fast pace. See if you can read them as fast as I can, or if you can read faster than I can.

● **(STEP 10 ORAL TIMED READING)**

● **(Instruction 1.** BEFORE THE TIMING, YOU AND ALL STUDENTS READ THE PASSAGE ON PAGE 8 TOGETHER.)

**(READ TO STUDENTS.)**

Look at page 8, the timed reading entitled *The Space Shuttle*, I will read the passage, and you will follow along carefully because you will have two timed readings of the passage. First, you will read orally. Then you will read silently.

(READ THE PASSAGE AT A SLIGHTLY SLOWER-THAN-NORMAL PACE AND PAUSE SLIGHTLY AT THE END OF EACH SENTENCE.)

(FOR A TECHNIQUE TO HELP STUDENTS FOCUS ON READING THE PASSAGE, STOP TWO OR THREE TIMES AND ASK VARIOUS STUDENTS TO READ THE NEXT WORD.)

● **Instruction 2.** (YOU CHOOSE OR STUDENTS CHOOSE PARTNERS AND DECIDE WHO WILL READ FIRST.)

**(READ TO STUDENTS.)**

Now we will have the oral timed reading. Go to the beginning of the passage. When I say **start**, read the passage to your partner, out loud, but not too loudly, until I say **stop**. If your partner makes a mistake on a word or leaves out a word, help her or him say the word. If you finish reading the passage, start again at the beginning, and add the number of words you read to the total.

**Start.** (TIME STUDENTS FOR 1 MINUTE.) **Stop.**

Put a dot next to the last word you read. Now count the number of words you read. On the line next to Oral Reading, write the number of words you read in 1 minute.

Now change partners. The partner who was listening, now reads.

(REPEAT ORAL TIMED READING INSTRUCTIONS FOR THE PARTNER CHANGE.)

(On graph paper, some teachers have students graph their scores.)

**(OPTIONAL, BUT RECOMMENDED)**

**SILENT TIMED READING**

(NOTE: IF YOU ARE NOT DOING THE SILENT TIMED READING, GO TO STEPS 11 AND 12 ON PAGE 14 TO COMPLETE THE LESSON PACKET.)

● **Part 1.** (PRACTICE)

**(READ TO STUDENTS.)**

The Silent Timed Reading will train your eyes for silent, fast reading. You will learn to see words in groups, or clumps. You can stop regressions, having your eyes go back as you are reading. To do this, try not to subvocalize, to say the words in your heads.

(STUDENTS COMPLETE THE SILENT TIMED READING PRACTICE BEFORE TAKING THE TEST.)

(READ AND DEMONSTRATE TO STUDENTS.)

● First, you will complete the Silent Timed Reading Practice. Then you will take the Silent Timed Reading Test.

● To minimize visual regressions, slide a card or a piece of paper down the page, covering each line after you read it.

- Try to look at the words in groups, or clumps, as you go down the page. Try to see the words in groups of three or more. Seeing words in groups trains your peripheral vision, the area of vision just outside the line of direct sight.
- Try not to subvocalize, to say the words in your head.
- When I say **start**, you will practice for 1 minute, and I will time you until I say **stop**. If you finish, start again at the beginning and add to the total number of words you have already read.
- **Start**. (TIME FOR 1 MINUTE.) **Stop**.

(NOTE: USE THE CARD OR PAPER FOR TEMPORARY PRACTICE FOR PASSAGES 1 THROUGH 4 ONLY.)

● **Part 2**. (TEST)

**(READ TO STUDENTS.)**

● Now we will take the Silent Timed Reading Test. For this timing do not use a card or paper. Try to look at the words in groups, or clumps, as you go down the page. Try to see the words in groups of three or more. Seeing multiple words trains your peripheral vision, the area of vision just outside the line of direct sight. When I say **start**, I will time you for 1 minute until I say **stop**. If you finish reading the passage, start again at the beginning and add the number of words you read to the total.

● **Start**. (TIME FOR 1 MINUTE.) **Stop**.

Put a dot next to the last word you read. Now count the number of words you read. On the line next to Silent Reading, write the number of words you read in 1 minute.

**STEP 11, STEP 12** COMPREHENSION QUESTIONS,  
WORD SEARCH

Turn to page 9 in your lesson packet, and complete the comprehension questions. When you have completed the comprehension questions, complete the Word Search on page 10.

(CONNECTED READING)

(PROVIDE STUDENTS WITH CONNECTED READING PRACTICE IN BOOKS AT THEIR INDEPENDENT READING LEVELS.)

## **SPELLING CHART 1**

**rid**

**dle**

**mid**

**dle**

**brit**

**tle**

**puz**

**zle**

**bot**

**tle**

**bat**

**tle**

**drib**

**ble**

**driz**

**zle**

**jug**

**gle**

**strug**

**gle**



# SPELLING PRACTICE TEST 1

1.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le
2.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le
3.    \_\_\_ \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le
4.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le
5.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le
6.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le
7.    \_\_\_ \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le
8.    \_\_\_ \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le
9.    \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le
10.    \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ / \_\_\_ le

**NUMBER CORRECT** \_\_\_

# VOCABULARY STUDY 1

Write a dictionary definition for each word.

1. **middle** \_\_\_\_\_
2. **brittle** \_\_\_\_\_
3. **struggle** \_\_\_\_\_
4. **smuggle** \_\_\_\_\_
5. **drizzle** \_\_\_\_\_
6. **dribble** \_\_\_\_\_
7. **battle** \_\_\_\_\_
8. **humble** \_\_\_\_\_
9. **riddle** \_\_\_\_\_
10. **bottle** \_\_\_\_\_
11. **assemble** \_\_\_\_\_
12. **impossible** \_\_\_\_\_

## SENTENCES

Use each word in a complete sentence.

(You may use the endings **s**, **d**, or **ing**, where appropriate.)

**middle   struggle   dribble   humble   battle**

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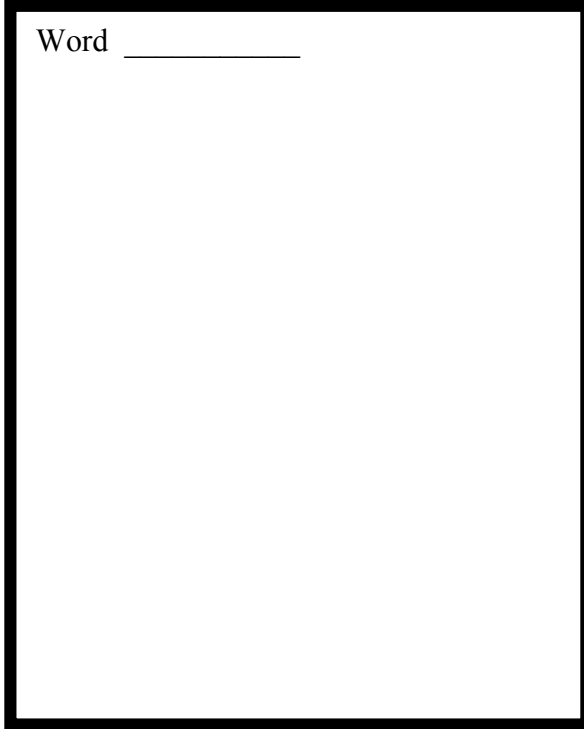
# VOCABULARY IN VISUAL CONTEXT 1

Using personal visual context to remember a word

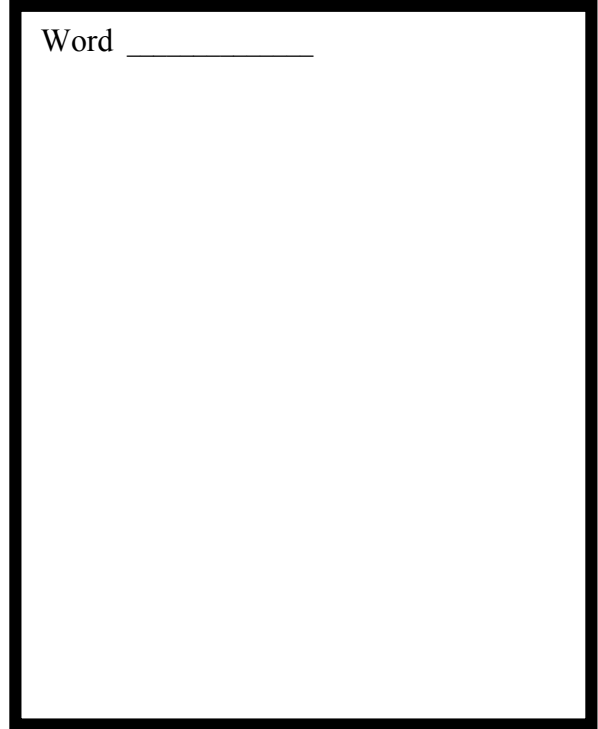
**Direction:** Choose four words from the **Vocabulary Study** to illustrate.

For each word: draw a picture, a symbol, a cartoon, or an ad, or write the word in an interesting way.

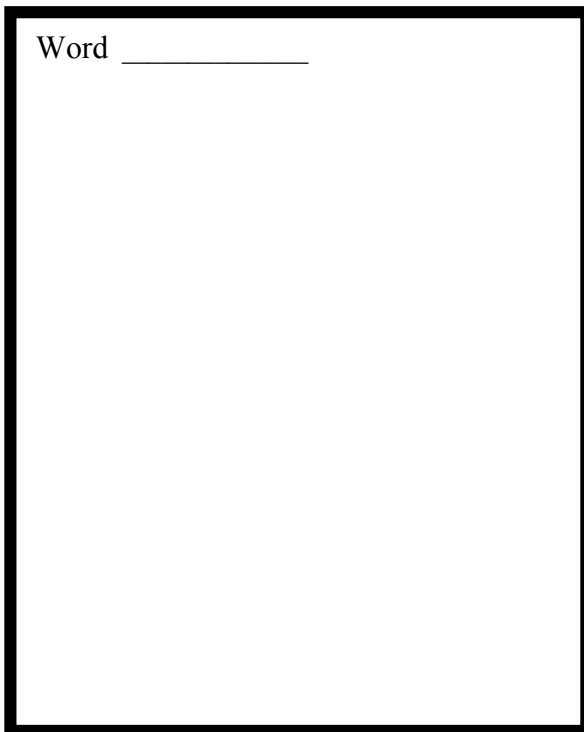
Word \_\_\_\_\_



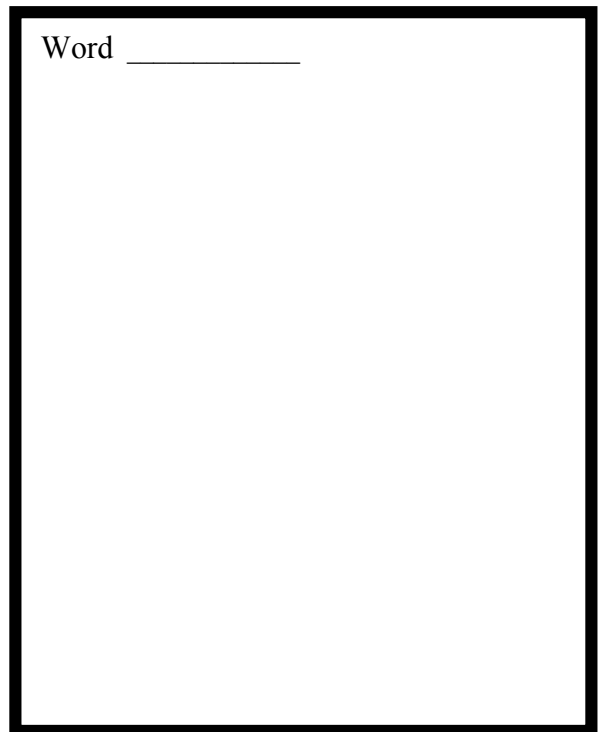
Word \_\_\_\_\_



Word \_\_\_\_\_



Word \_\_\_\_\_



## WORD STUDY 1

riddle

middle

apple

little

saddle

settle

juggle

struggle

bottle

cattle

bubble

puzzle

wiggle

brittle

shuttle

drizzle

dribble

scribble

juggles

juggled

juggling

dribbles

dribbled

dribbling

Correct \_\_\_\_\_

Time \_\_\_\_\_

## CHALLENGE WORDS

assemble

flammable

impossible

## VOCABULARY QUIZ 1

## LESSON PACKET 1, PART 2

Write the word for the definition.

---

assemble	battle	struggle	middle	smuggle	brittle
possible	dribble	drizzle	riddle	humble	shuttle

---

1. \_\_\_\_\_ halfway between; in the center
2. \_\_\_\_\_ very easily broken
3. \_\_\_\_\_ to work hard against difficulties
4. \_\_\_\_\_ to bring in or to take out of the country secretly and against the law
5. \_\_\_\_\_ to rain gently in very small drips
6. \_\_\_\_\_ to move a ball along by bouncing it
7. \_\_\_\_\_ any fight or contest
8. \_\_\_\_\_ courteous and respectful
9. \_\_\_\_\_ a puzzling question, statement, or problem
10. \_\_\_\_\_ that can exist, happen, or be done
11. \_\_\_\_\_ to move quickly back and forth
12. \_\_\_\_\_ to gather or put together

## SYNONYM QUIZ 1

Circle two synonyms for the first word.

1. drizzle                      mist                      storm                      sprinkle
2. battle                      combat                      fight                      give up
3. impossible                      possible                      hopeless                      not possible
4. assemble                      rally                      stumble                      put together

## Rapid Reading Practice, Lesson 1

**PART 1** Underline the word parts.

shut - strug - im

shuttle struggle impossible shuttle struggle impossible shuttle struggle

pos - re - ve

possible reusable vehicle possible reusable vehicle possible reusable

trav - ex - sta

travel experiments station travel experiments station travel experiments

space - take - them

spacecraft takeoff themselves spacecraft takeoff themselves spacecraft

---

**PART 2** Underline the vowel letters in the words.

a - e - i - o - u

that lands lasts plants craft when then lifts jobs drop up lifts

a - e - i - o - u

take plane place space like cone use used take plane place space

---

**PART 3** Read the sentences. Mark the syllables in the underlined words.

1. The space shut/tle is like a plane that can travel into space.
2. The launch of the first space shuttle was in 1981.
3. It showed that a reusable vehicle could go into space.
4. Space shuttles have been used for many jobs.
5. Experiments that are impossible on earth can be performed in space

---

**PART 4** Read the words or word parts. The dotted letters are long vowels. They say their own names.

shut

strug

im

pos

trav

mem

ex

re•

ve•

sta•

## The Space Shuttle

The space shuttle is like a plane that can travel into space. It takes off like a rocket and lands like a plane. It reaches speeds of over 17,000 miles per hour.

The launch of the first space shuttle was in 1981. It showed that a reusable vehicle could go into space. When the shuttle spacecraft lifts off, it has a fuel tank and two rocket boosters. Large, heavy spacecraft need powerful rocket boosters to launch them. The rocket boosters and fuel tank drop off soon after takeoff. Then like the spacecraft, they are used again.

Space shuttles have been used for many jobs. Crew members gather information about the earth, the stars, and the sun. They also perform experiments on plants, animals, and themselves. Experiments that are impossible on earth can be performed in space. Some space shuttles take supplies to space stations. A shuttle mission lasts about seven days and has a crew of up to eight people.

Oral Reading (WPM) \_\_\_\_\_ Silent Reading (WPM) \_\_\_\_\_

## The Space Shuttle

1. What is the passage mostly about?

(For questions 2, 3, and 4, fill in the missing words from the passage.)

2. The launch of the first \_\_\_\_\_ was in \_\_\_\_\_.  
It showed that a \_\_\_\_\_ vehicle could go into space.

3. Large, heavy \_\_\_\_\_ need powerful rocket \_\_\_\_\_ to  
\_\_\_\_\_ them.

4. A \_\_\_\_\_ mission lasts about \_\_\_\_\_ days and has a \_\_\_\_\_  
of up to \_\_\_\_\_ people.

5. Why was the launch of the first space shuttle in 1981 important?

6. What kinds of jobs do the crew members of the space shuttle perform?

7. Would you ever want to travel into space? Why or why not?

8. Explain what "reusable" means in this sentence. "It showed that a  
**reusable** vehicle could go into space."



# The Space Shuttle (1)

e o u t o x x q y t t s l p h  
x l q h s d o s h c n u a l j  
p l m q o p e r f o r m s a w  
e j o b s l a m i n a r u n j  
r e f o w t o t r x e d p t h  
i n f o r m a t i o n w p s q  
m a o s y t n r p h f e l x j  
e l e t s e v o s b e r i r v  
n p k e a l w l i q z c e u p  
t f a r c e c a p s e u s p t  
s z t s r e h t a g s s n e r  
t h m f k n s d n a l i k o a  
s h u t t l e n b t q c m p v  
l v e h i c l e m o h l l e c  
k s e h c a e r g r u f u e l

animals

boosters

crew

earth

experiments

fuel

gathers

information

jobs

lands

launch

mission

people

performed

performs

plane

plants

powerful

reaches

reusable

rocket

shuttle

space

spacecraft

stars

stations

supplies

takeoff

travel

vehicle

## VOCABULARY QUIZ 1

## Answer Key

Write the word for the definition.

---

assemble	battle	struggle	middle	smuggle	brittle
possible	dribble	drizzle	riddle	humble	shuttle

---

1. MIDDLE halfway between; in the center
2. BRITTLE very easily broken
3. STRUGGLE to work hard against difficulties
4. SMUGGLE to bring in or to take out of the country secretly and against the law
5. DRIZZLE to rain gently in very small drips
6. DRIBBLE to move a ball along by bouncing it
7. BATTLE any fight or contest
8. HUMBLE courteous and respectful
9. RIDDLE a puzzling question, statement, or problem
10. POSSIBLE that can exist, happen, or be done
11. SHUTTLE to move quickly back and forth
12. ASSEMBLE to gather or put together

## SYNONYM QUIZ 1

Circle two synonyms for the first word.

1. drizzle mist ~~storm~~ sprinkle
2. battle combat fight ~~give-up~~
3. impossible ~~possible~~ hopeless not possible
4. assemble rally ~~stumble~~ put together

## The Space Shuttle      ANSWER KEY

1. What is the passage mostly about?

*The passage is mostly about space shuttles, the kinds of jobs shuttle crew members perform, and the advantages of a reusable space vehicle.*

(For questions 2, 3, and 4, fill in the missing words from the passage.)

2. The launch of the first SPACE SHUTTLE was in 1981.  
It showed that a REUSABLE vehicle could go into space.

3. Large, heavy SPACECRAFT need powerful rocket BOOSTERS to LAUNCH them.

4. A SHUTTLE mission lasts about SEVEN days and has a CREW of up to EIGHT people.

5. Why was the launch of the first space shuttle in 1981 important?

*It showed that a reusable vehicle could go into space.*

6. What kinds of jobs do the crew members of the space shuttle perform?

*They gather information about the earth, the stars, and the sun. They also perform experiments on plants, animals, and themselves.*

7. Would you ever want to travel into space? Why or why not?

*Answers will vary.*

8. Explain what "reusable" means in this sentence. "It showed that a reusable vehicle could go into space."

*"Reusable" means able to be used again.*

# The Space Shuttle (1) ANSWER KEY

e o u t o x x q y t t s l p h  
 x l q h s d o s h c n u a l j  
 p l m q o p e r f o r m s a w  
 e j o b s l a m i n a r u n j  
 r e f o w t o t r x e d p t h  
 i n f o r m a t i o n w p s q  
 m a o s y t n r p h f e l x j  
 e l e t s e v o s b e r i r v  
 n p k e a l w l i q z c e u p  
 t f a r c e c a p s e u s p t  
 s z t s r e h t a g s s n e r  
 t h m f k n s d n a l i k o a  
 s h u t t l e n b t q e m p v  
 l v e h i c l e m o h l l e c  
 k s e h c a e r g r u f u e l

animals  
 boosters  
 crew  
 earth  
 experiments  
 fuel  
 gathers  
 information  
 jobs  
 lands

launch  
 mission  
 people  
 performed  
 performs  
 plane  
 plants  
 powerful  
 reaches  
 reusable

rocket  
 shuttle  
 space  
 spacecraft  
 stars  
 stations  
 supplies  
 takeoff  
 travel  
 vehicle