## $S y|-|_{\text {Reading Program }}^{0}-d o t$



## Instruction Manual



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| $\cdots$ Day | M Instructions | $\bigcirc$ Answers |
| :---: | :---: | :---: |

I. What do you already know about __? [Mount Everest]
2. Our goal today is to learn more about this location.
3. First, we will read the story together. Be sure to glide your thumb above each word as you read.
4. Next, you will read the passage out loud, on your own.
5. As you read, it is important to form pictures / visual images in your mind. Think of it as creating your own movie. This will help you to remember the information. Always use your gliding thumb when reading.
6. Now that you have read the story on your own, please tell me at least 3 facts that you can remember about $\qquad$ [Mount Everest]
7. Next, I am going to time you as you reread this story independently.
8. The goal is to see how much of the story you can read within I minute.
9. Do you see the vertical red lines throughout the story?
10. These red lines show up after every 25 words. [25,50, 75, ...]
II. These lines will help you count how many words you have read during your I-minute timing.
12. Try your best not to sacrifice quality for speed.
13. Let's start your timing now. Remember to use your gliding thumb.
14. After reading, be sure to count the number of words that you have read.
15. Write the number of words read, on the red line, at the top of the page.

## Teaching Tips

I. If students are not able to recall at least 3 facts correctly, have them refer back to the story for confirmation.

## Comprehension Questions

I. Were you able to form visual images in your mind as you read the story about _ ? [Mount Everest]
2. If you did, answering the following comprehension questions should be an easy task.
3. As we read each question together, it will be your responsibility to provide the best answer. You may go back to the story to confirm your choice(s).
4. Once you have completed this activity, please read out loud, the 5 questions and answers you have chosen. Remember to use your gliding thumb.

## Teaching Tips

I. Encourage students to reread parts of the story if adjustments are needed.

## Syllabication

I. On this page, we are going to practice breaking up longer words into smaller parts. These smaller parts or chunks are called syllables.
2. Let's begin with the first word. [Everest]
3. Put dots (Sylladots) above the vowel sounds that you hear. [ $\dot{E} v \dot{e} r \dot{e} s t$ ]
4. As long as there are not two vowels together, we can place a Sylladot above each one.
5. Now, we are going to read this word together.
6. As we read it, clap each time you hear a syllable. [Evv, er, est]
7. If you listen carefully, you can hear where to divide it.
8. Divide this word into syllables using hyphens. [ $\dot{E} \mathrm{v}-\mathrm{e} \quad \mathrm{r}-\mathrm{e}$ s $\quad \mathrm{t}$ ]
9. When you see 2 vowels together, the Sylladot is centered above these 2 letters. [ re e ad-ing]
10. Whenever you find 2 vowels together (vowel pair), draw a circle around the vowel pair to show that they form I sound together. [reding]
II. There is I exception to this 2 -vowel rule: the letter $u$ is not considered a sounded vowel if it follows the letters $g$ or $q$. [ $p$ enguin]
12. In these instances, gu and qu are considered digraphs just like ch, sh, th, and wh.
13. Sylladots will not be placed above the letter $u$ when you see this exception. [ $\mathrm{p} \dot{\mathrm{e}} \mathrm{n} \mathrm{gu} \mathrm{i} \mathrm{n}$ ]
14. Now, it is time to add Sylladots and hyphens to the entire list. Remember to circle all vowel pairs.
15. Once completed, let's say and clap all 12 words out loud.

## Spelling

I. This page is divided intolor 2 sections; each one contains a specific spelling pattern. Different colored lines represent a new pattern.
2. All of our spelling words will consist of 2 or 3 -syllable words.
3. We will begin with \#l.
4. I will say the first syllable out loud.
5. You will then repeat the same syllable, as you write out the letters that form that syllable.
6. A line is provided for each letter. [ $\underline{d} \underline{a} \underline{m}^{-}{ }_{-}$] $]$
7. Now, I will say the second syllable out loud.
8. Then you will also say and write out the second syllable. [d a m-a ge]
9. Finally, you will need to add Sylladots above all sounded vowels. [ damage ]
10. This same method should be used to complete the remaining words.
II. Once you have finished, please clap out the syllables as you read each word in the spelling list. [dam, age]

## Teaching Tips

I. Be sure to correct any spelling errors before moving on to the next word.
2. Assist students by modeling the spelling (saying / writing) process. As students say each syllable, they should simultaneously write out the letters for that syllable.
3. If there is a third syllable, use the same procedure as described above.
4. Sometimes there are multiple ways to create the same syllable sound. If students choose the wrong combination, discuss other spelling options.

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## Analogies

I. Today, we are going to be comparing groups of words called analogies.
2. The first group of words share a special relationship - they are similar in some way.
3. However, the second group only contains one word. You must select a word that shows the same relationship as the first word group.
4. Let's start with \#1. As we read it together, replace the symbols with words.
[Monday : weekday :: Saturday : - .]
[Monday is to weekday as Saturday is to blank .]
5. What is the relationship between the first two words? [Monday - Friday are weekdays.]
6. The first group of words share a special relationship - they are similar in some way. [Weekends include Saturday and Sunday]
7. Choices can be found in the red boxes at the top of the page.
8. We have just solved the first analogy.
9. Let's complete the remaining analogies using this same process.

## Context Clues

I. Today, we will learn how to use context clues to complete the missing vocabulary words used in our recent story. [Mount Everest]
2. These missing words have been replaced by a blank space with either a red or purple line.
3. Let's read the entire story together. Remember to say the word "blank" when we come across a missing word. It is important to use your gliding thumb.
4. Now, you will fill in these blanks using the color-coded vocabulary words found at the top of the first page.
5. Vocabulary words should only be written on blank lines of the same color.
6. After all the blanks are filled, we will read the completed version to make sure that each word choice makes sense. Remember to use your gliding thumb.
7. We will correct any errors that we find.

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## Homophone Definitions

I. This page is broken up into 2 sections: top and bottom. These sections will be completed separately from each other.
2. Words that sound the same but have different spellings are called homophones. The word homophone means same sound.
3. We will be reviewing commonly used homophones and their definitions. [brake, break]
4. You will notice that the homophone pairs are separated. One word is found in the top section, while the other is found in the bottom.
5. Let's start with the top section.
6. Using your gliding thumb, we will read the homophones and definitions.
7. For this activity, you will be drawing lines to connect each word with its correct definition.
8. When drawing your lines, connect both ends to the color-coded circles.
9. Once finished, review your answer choices.
10. Correct any errors that you find.
II. We will now complete the bottom section using the same procedure.

## Teaching Tips

I. If students are not sure of a particular definition, they should move on to the next word and come back later to make their final selection.

## Comparing Homophones

I. This activity uses the same homophones from the previous page.
2. Instead of being separated, the homophones are now shown together.
3. Using your gliding thumb, let's read the 2 sentences presented in ${ }^{\#} \mid$.
4. Remember to say "blank" when coming to a blank line in a sentence.
5. Write the correct homophone on each color-coded line.
6. You can always refer to the previous definition page if you are unsure about a homophone pair.
7. We will now complete the rest of this page using the same method.

## Teaching Tips

I. Spelling accuracy is most important; allow students to adjust errors.

## Spelling Definitions

I. This page focuses on words selected from your most recent spelling list.
2. You will be matching each word with its corresponding definition.
3. First, we will read out loud all 6 words at the top of the page. Please use your gliding thumb.
4. Now, let's read definition *| together. [injury or harm that reduces value or usefulness]
5. Which spelling word fits this definition? [damage]
6. Next, say the word and its definition out loud. [Damage is the injury or harm that reduces value or usefulness.]
7. Continue matching the remaining spelling words with their definitions.

## Teaching Tips

I. If students use their gliding thumb while reading their responses out loud, they will be better able to retain that same information for later retrieval.

## Writing Questions

I. We will be forming questions from the 4 statements on this page.
2. Let's begin by reading answer ${ }^{*}$ | together.
3. Try to create a question that this statement would answer.
4. Most questions need to begin with a word such as who, what, when, where, why, or how.
5. The rest of the page should be completed in the same manner.
6. Be sure to reread each pair of questions and answers out loud when you are finished.

## Teaching Tips

I. Students should follow basic writing principles, including punctuation and spelling.
2. Questions should be close in content as those provided in the answer key.

## Combining Sentences Using Conjunctions

I. Today, we are going to practice combining sentences together using conjunctions.
2. Common conjunctions include and, but, for, or, so, yet, and because.
3. The sentences that need to be combined are in red and blue boxes.
4. The conjunctions that we are going to use to combine these sentences are found in the purple boxes.
5. We will be focusing on 3 different ways to combine sentences.
6. It is important to know that all combined sentences only use the bold word(s) found in both sentences.
7. Question *I: Both sentences are identical except for the bold word(s) in the second sentence. To combine them, simply add the conjunction and insert the bold word(s) into the first sentence.
8. Question *2: Both sentences have the same subject. You combine sentence I and sentence 2 with the conjunction. Do not include the repeated subject from the second sentence.
9. Question \#3: These 2 sentences express separate thoughts; no words should be deleted when combining them. However, we need to add a comma before adding the conjunction.
10. After completing this activity, let's read the combined sentences out loud.
I. Cut out all 20 playing cards and shuffle them well.
2. We will be playing 2 games today using these cards.

## Go Fish

I. Both players ( $\mathrm{P} \mid$ and P 2 ) receive 5 cards.
2. Any pairs found in your hand should be placed to the side.
3. The remaining 10 cards are placed in the center draw pile.
4. Pl reads a card in their hand.
5. Does $P 2$ have this card?

Yes - Pl receives the card and places this pair to the side.
No - P2 says "Go Fish". Pl then draws a card from the pile.
6. Players take turns until all of the cards have been matched.
7. Both PI and P2 read all of their word pairs out loud.
8. The player with the most word pairs wins.

## Memory Game

I. Place all of the cards face down on a table.
2. PI flips over 2 cards and reads them out loud.
3. Do these 2 cards match?

Yes - Pl takes both cards and places this pair to the side.
No - Pl flips both cards face down.
4. Players take turns until all of the cards have been matched.
5. Both PI and P2 read all of their word pairs out loud.
6. The player with the most word pairs wins.
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Comprehension Questions Answer Key

| 4 | 22 | 36 |
| :---: | :---: | :---: |
| I. 29,032 | I. ribbons and circles | I. Colorado |
| 2. Nepal | 2. sun | 2. erosion |
| 3. $1 / 4$ inch | 3. randomly | 3. Rhode Island |
| 4. summit | 4. 20 miles | 4. sightseeing |
| 5. falling and avalanches | 5. December | 5. 5 million |
| 50 | 64 | 78 |
| I. coral and algae | I. lowest point | 1. 500 |
| 2. coral | 2. Israel and Jordan | 2. Old Faithful |
| 3. Australia | 3. 10 times | 3. volcano |
| 4. space | 4. algae and bacteria | 4. 100 yards |
| 5. 1,500 | 5. floating | 5. bison |
| 92 | 106 | 120 |
| 1. largest curtain | I. protection | I. France |
| 2. less than I | 2. 13,000 miles | 2. 350 |
| 3. moonbow | 3. popular spots | 3. penny |
| 4. animals | 4. $2 / 3$ | 4. oxidation |
| 5. tour | 5. humans | 5. stairs |

Comprehension Questions Answer Key

| 134 | 148 | 162 |
| :---: | :---: | :---: |
| I. crops | I. circle | I. chariot races |
| 2. Boulder | 2. firetruck | 2. more brutal |
| 3. turbines | 3. bulldozer | 3. food and entering |
| 4. generators | 4. 1,500 years | 4. 1/3 |
| 5. droughts | 5. no one knows | 5. 50,000 |
| 176 |  |  |
| I. gates |  |  |
| 2. Pacific and Atlantic |  |  |
| 3. 2 weeks |  |  |
| 4. weight |  |  |
| 5. \$0.36 |  |  |



## 37

I. es-sen-tial
2. pow-er-ful
3. Col-o-rad-o
4. e-ro-sion
5. o-ver-night
6. can-yon
7. sight-see-ing
8. pop-u-lar
9. ad-ven-ture
10. cre-at-ed
11. $\AA_{r-i-z o-n a}^{\circ}$
12. nat-u-ral


## 93

1. Vic-to-ri-a
2. con-sid-ered
3. pro-duc-es
4. cur-tain
5. stretch-es
6. moon-bow
7. de-scribes
8. wa-ter-fall
9. croc-o-diles
10. pre-pare
11. Zim-bab-we
12. $\dot{A} f-r i-c a$

## 107

1. un-want-ed
2. Chi-na
3. at-tack-ers
4. Mon-go-li-ans
5. cen-tu-ry
6. con-tin-u-ous
7. main-tained
8. tour-ists
9. $\sec -$-tions
10. dis-ap-peared
II. sur-viv-al
11. pre-serve

## 121

1. lib-er-ty
2. stat-ue
3. in-ter-est-ed
4. of-fered
5. en-tire-ly
6. sculp-tor
7. ox-i-da-tion
8. en-ter-ing
9. vis-i-tors
10. $\dot{\text { el-e-va-tors }}$
11. cel-e-brate
12. ex-er-cise

## 135

I. moun-tains
2. o-ver-flowed
3. Boul-der
4. Hoo-ver
5. pres-i-dent
6. con-crete
7. tur-bines
8. gen-er-a-tors
9. ${ }^{\bullet}$-lec-tric-i-ty
10. dwin-dling
11. af-fect-ed
12. en-er-gy

## 149

I. mys-ter-y
2. col-lec-tion
3. im-pres-sive
4. Stone-henge
5. chis-els
6. to-geth-er
7. com-plet-ed
8. re-al-ly
9. the-o-ries
10. cal-en-dar
II. grave-yard
12. bur-ied

## 163

1. en-ter-tain-ment
2. tel-e-vi-sions
3. Col-os-se-um
4. glad-i-a-tor
5. char-i-ot
6. cit-i-zens
7. his-to-ry
8. sur-pris-ing
9. en-dur-ing
10. van-dal-ism
11. im-ag-i-na-tion
12. spec-ta-tors

Syllabication Answer Key
177

1. dif-fer-ent
2. sur-round-ing
3. low-ered
4. pro-ceed
5. des-ti-na-tion
6. Pa -cif-ic
7. At-lan-tic
8. $\dot{A}-$ mer-i-ca
9. $P \stackrel{\circ}{\circ}-\stackrel{\circ}{a}-m a$
10. how-ev-er
II. per-son-al
11. av-er-age
12. dam-age
13. man-age
14. band-age
15. cour-age
16. link-age
17. pack-age
18. post-age
19. stor-age
20. teen-age
21. short-age
II. bev-er-age
22. cov-er-age
23. lev-er-age
24. en-cour-age
25. per-cent-age

## 24

1. com-ic
2. $\log$-ic
3. mag-ic
4. mim-ic
5. top-ic
6. clin-ic
7. frol-ic
8. stat-ic
9. trop-ic
10. graph-ic
11. dy-nam-ic
12. nu-mer-ic
13. or-gan-ic
14. his-tor-ic
15. mag-net-ic

## 38

1. o-dor
2. con-dor
3. ven-dor
4. splen-dor
5. cor-ri-dor
6. $\dot{\mathrm{a}} \mathrm{ab}$-ra-dor
7. doc-tor
8. fac-tor
9. men-tor
10. rap-tor
II. ed-i-tor
11. mon-i-tor
12. vis-i-tor
13. con-trac-tor
14. pro-trac-tor

## 52

I. ban-ish
2. fin-ish
3. pun-ish
4. rel-ish
5. van-ish
6. pink-ish
7. self-ish
8. cred-it
9. prof-it
10. spir-it
11. de-pos-it
12. ex-hib-it
13. in-hab-it
14. re-vis-it
15. pro-hib-it

## 66

I. ac-tion
2. cap-tion
3. sec-tion
4. suc-tion
5. frac-tion
6. trac-tion
7. de-vo-tion
8. mu-ta-tion
9. va-ca-tion
10. de-ten-tion
II. di-rec-tion
12. pre-ven-tion
13. pro-duc-tion
14. pro-jec-tion
15. pro--tec-tion

## 80

1. de-liv-er
2. em-pow-er
3. re-cov-er
4. air-lin-er
5. com-mut-er
6. com-put-er
7. gar-den-er
8. law-mak-er
9. $\operatorname{tax}-$ pay-er
10. will-pow-er
II. brain-pow-er
11. mis-gov-ern
12. post-mod-ern
13. north-east-ern
14. south-west-ern

94

1. at-tain
2. de-tain
3. do-main
4. ob-tain
5. re-main
6. re-tain
7. con-tain
8. per-tain
9. sus-tain
10. ter-rain
11. main-tain
12. re-ex-plain
13. mul-ti-grain
14. coun-ter-stain
15. scat-ter-brain

## 108

1. joy-ous
2. jeal-ous
3. zeal-ous
4. cu-ri-ous
5. en-vi-ous
6. se-ri-ous
7. pre-vi-ous
8. nu-mer-ous
9. dan-ger-ous
10. haz-ard-ous
|l. mar-vel-ous
11. poi-son-ous
12. e-nor-mous $^{\circ}$
13. stu-pen-dous
14. tre-men-dous

## 122

1. ac-tive
2. mo-tive
3. na-tive
4. cap-tive
5. fes-tive
6. cur-sive
7. mas-sive
8. mis-sive
9. de-fen-sive
10. ex-pen-sive
11. in-ten-sive
12. of-fen-sive
13. ag-gres-sive
14. im-pres-sive
15. re-spon-sive

| 136 | 150 | 164 |
| :---: | :---: | :---: |
| 1. beg-gar | I. fis-sion | l. ad-just-ment |
| 2. col-lar | 2. man-sion | 2. de-part-ment |
| 3. dol-lar | 3. mis-sion | 3. en-roll-ment |
| 4. mor-tar | 4. pas-sion | 4. in-stru-ment |
| 5. nec-tar | 5. pen-sion | 5. re-tire-ment |
| 6. pil-lar | 6. ses-sion | 6. com-mit-ment |
| 7. gram-mar | 7. ver-sion | 7. gov-ern-ment |
| 8. pop-u-lar | 8. de-ci-sion | 8. man-age-ment |
| 9. reg-u-lar | 9. di-vi-sion | 9. pun-ish-ment |
| 10. $\operatorname{sim}-\mathrm{i}$-lar | 10. il-lu-sion | 1O. set-tle-ment |
| II. gran-u-lar | \|l. in-va-sion | II. ap-point-ment |
| 12. cel-lu-lar | 12. oc-ca-sion | 12. im-prove-ment |
| 13. cir-cu-lar | 13. ad-mis-sion | 13. re-fresh-ment |
| 14. mus-cu-lar | 14. di-men-sion | 14. re-place-ment |
| 15. $\sin -g u-l a r$ | 15. ex-pan-sion | 15. re-quire-ment |

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## Spelling Lisłs

## 178

1. bright-ness
2. ea-ger-ness
3. ex-act-ness
4. bit-ter-ness
5. ten-der-ness
6. wil-der-ness
7. fool-ish-ness
8. help-ful-ness
9. play-ful-ness
10. self-ish-ness
11. slen-der-ness
12. wish-ful-ness
13. clean-li-ness
14. earth-li-ness
15. friend-li-ness
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8

| 7 | 25 | 39 | 53 |
| :---: | :---: | :---: | :---: |
| I. weekend | I. nose | I. nearby | l. rear |
| 2. write | 2. triangle | 2. share | 2. knife |
| 3. lose | 3. weigh | 3. breeze | 3. crowd |
| 4. simple | 4. fruit | 4. tractor | 4. tiny |
| 5. herd | 5. piece | 5. middle | 5. speak |
| 6. bread | 6. bird | 6. clear | 6. paper |
| 7. pedal | 7. higher | 7. lamb | 7. evening |
| 8. wring | 8. flute | 8. thunder | 8. pull |
| 9. head | 9. thirst | 9. ankle | 9. jungle |
| 67 | 81 | 95 | 109 |
| I. movement | 1. lead | I. leaves | l. paragraph |
| 2. movie | 2. car | 2. reasonable | 2. answer |
| 3. protein | 3. woman | 3. shelter | 3. steam |
| 4. stream | 4. kept | 4. listen | 4. remain |
| 5. arctic | 5. gym | 5. mouth | 5. held |
| 6. brave | 6. careless | 6. neighborly | 6. thankful |
| 7. mountain | 7. oyster | 7. frighten | 7. subtraction |
| 8. knee | 8. correct | 8. short | 8. reptile |
| 9. moist | 9. tickle | 9. automobile | 9. joined |

Analogies Answer Key


## 179

I. reveal
2. weird
3. nourish
4. dwelling
5. perceived
6. engrave
7. cold
8. chips
१. decrease

| 8 | 26 | 40 | 54 |
| :---: | :---: | :---: | :---: |
| I. Everest | I. experienced | I. essential | I. underwater |
| 2. Located | 2. circular | 2. powerful | 2. Barrier |
| 3. elevation | 3. combination | 3. Colorado | 3. spectacle |
| 4. continues | 4. spectacular | 4. erosion | 4. individual |
| 5. conditions | 5. interacts | 5. overnight | 5. represent |
| 6. Temperatures | 6. atmosphere | 6. Canyon | 6. visible |
| 7. oxygen | 7. completely | 7. Sightseeing | 7. perspective |
| 8. difficult | 8. suggested | 8. popular | 8. attraction |
| 9. easier | 9. September | 9. adventure | 9. vacation |
| 10. Avalanches | 10. ideal | 10. created | 10. United |
| II. ascent | II. impractical | II. Arizona | II. Australia |
| 12. hazardous | 12. amazing | 12. natural | 12. reality |


| 68 | 82 | 96 | 110 |
| :---: | :---: | :---: | :---: |
| I. countries | I. Yellowstone | I. Victoria | I. unwanted |
| 2. concentration | 2. national | 2. considered | 2. China |
| 3. contains | 3. geysers | 3. produces | 3. attackers |
| 4. actually | 4. eruptions | 4. curtain | 4. Mongolians |
| 5. saltiest | 5. predictable | 5. stretches | 5. century |
| 6. environment | 6. otherwise | 6. moonbow | 6. continuous |
| 7. animals | 7. volcano | 7. describes | 7. maintained |
| 8. bacteria | 8. Visiting | 8. waterfall | 8. tourists |
| 9. properties | 9. fantastic | 9. crocodiles | 9. sections |
| 10. asthma | 10. strictly | 10. prepare | IO. disappeared |
| II. diseases | II. bison | II. Zimbabwe | II. survival |
| 12. Whatever | 12. Drivers | 12. Africa | 12. preserve |

Context Clues Answer Key

| 124 | 138 | 152 | 166 |
| :---: | :---: | :---: | :---: |
| I. Liberty | I. Mountains | I. mystery | I. entertainment |
| 2. statue | 2. overflowed | 2. collection | 2. televisions |
| 3. interested | 3. Boulder | 3. impressive | 3. Colosseum |
| 4. offered | 4. Hoover | 4. Stonehenge | 4. gladiator |
| 5. entirely | 5. president | 5. chisels | 5. chariot |
| 6. sculptor | 6. concrete | 6. together | 6. citizens |
| 7. oxidation | 7. turbines | 7. completed | 7. history |
| 8. entering | 8. generators | 8. really | 8. surprising |
| 9. Visitors | 9. electricity | 9. theories | 9. enduring |
| 10. elevator | 10. dwindling | 10. calendar | 10. vandalism |
| II. celebrate | II. affected | II. graveyard | II. imagination |
| 12. exercise | 12. energy | 12. buried | 12. spectators |

Context Clues Answer Key
180
I. different
2. surrounding
3. lowered
4. proceed
5. destination
6. Pacific
7. Atlantic
8. America
9. Panama
10. However
II. personal
12. average

## Homophone Definitions Answer Key

| 10 |  | 28 |  | 42 |  | 56 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. brake: | $4^{\text {th }}$ | 1. waist: | $3^{\text {rd }}$ | 1. meet: | $2^{\text {nd }}$ | 1. right: | $\left.\right\|^{\text {st }}$ |
| 2. cellar: | $3^{\text {rd }}$ | 2. lone: | $2^{\text {nd }}$ | 2. horse: | $\\|^{\text {st }}$ | 2. sea: | $3^{\text {rd }}$ |
| 3. hear: | $2^{\text {nd }}$ | 3. steak: | $\left.\right\|^{\text {st }}$ | 3. tail: | $3^{\text {rd }}$ | 3. week: | $2^{\text {nd }}$ |
| 4. mail: | $\left.\right\|^{\text {st }}$ | 4. mist: | $4^{\text {th }}$ | 4. flower: | $4^{\text {th }}$ | 4. knot: | $4^{\text {th }}$ |
| 5. break: | $1{ }^{\text {st }}$ | 5. waste: | $3^{\text {rd }}$ | 5. meat: | $4^{\text {th }}$ | 5. write: | $2^{\text {nd }}$ |
| 6. seller: | $3^{\text {rd }}$ | 6. loan: | $\left.\right\|^{\text {st }}$ | 6. hoarse: | $1{ }^{\text {st }}$ | 6. see: | $3^{\text {rd }}$ |
| 7. here: | $2^{\text {nd }}$ | 7. stake: | $4^{\text {th }}$ | 7. tale: | $3^{\text {rd }}$ | 7. weak: | $4^{\text {th }}$ |
| 8. male: | $4^{\text {th }}$ | 8. missed: | $2^{\text {nd }}$ | 8. flour: | $2^{\text {nd }}$ | 8. not: | $1{ }^{\text {st }}$ |
| 70 |  | 84 |  | 98 |  | 112 |  |
| I. wear: | $1{ }^{\text {st }}$ | 1. pour: | $2^{\text {nd }}$ | 1. eight: | $4^{\text {th }}$ | I. doe: | $3^{\text {rd }}$ |
| 2. fair: | $2^{\text {nd }}$ | 2. cent: | $3^{\text {rd }}$ | 2. son: | $1{ }^{\text {st }}$ | 2. threw: | $4^{\text {th }}$ |
| 3. sum: | $4^{\text {th }}$ | 3. won: | $4^{\text {th }}$ | 3. peace: | $2^{\text {nd }}$ | 3. wail: | ${ }^{\text {st }}$ |
| 4. led: | $3^{\text {rd }}$ | 4. new: | $\left.\right\|^{\text {st }}$ | 4. stair: | $3{ }^{\text {rd }}$ | 4. peek: | $2^{\text {nd }}$ |
| 5. where: | $\mathrm{l}^{\text {st }}$ | 5. pore: | $3^{\text {rd }}$ | 5. ate: | \|st | 5. dough: | $2^{\text {nd }}$ |
| 6. fare: | $3^{\text {rd }}$ | 6. scent: | $2^{\text {nd }}$ | 6. sun: | $4^{\text {th }}$ | 6. through: | ${ }^{\text {st }}$ |
| 7. some: | $2^{\text {nd }}$ | 7. one: | $\left.\right\|^{\text {st }}$ | 7. piece: | $3{ }^{\text {rd }}$ | 7. whale: | $4^{\text {th }}$ |
| 8. lead: | $4^{\text {th }}$ | 8. knew: | $4^{\text {th }}$ | 8. stare: | $2^{\text {nd }}$ | 8. peak: | $3^{\text {rd }}$ |

## Homophone Definitions Answer Key



## 182

I. knight: $3^{\text {rd }}$
2. tern: $\left.\right|^{\text {st }}$
3. suite: $4^{\text {th }}$
4. wait: $\quad 2^{\text {nd }}$
5. night: $3^{\text {rd }}$
6. turn: $4^{\text {th }}$
7. sweet: $\left.\right|^{\text {st }}$
8. weight: $2^{\text {nd }}$

Comparing Homophones Answer Key

| 11 | 29 | 43 |
| :---: | :---: | :---: |
| I. brake, break | I. waste, waist | I. meat, meet |
| 2. seller, cellar | 2. loan, lone | 2. horse, hoarse |
| 3. Here, hear | 3. stake, steak | 3. tale, tail |
| 4. mail, male | 4. mist, missed | 4. flower, flour |
| 57 | 71 | 85 |
| I. right, write | I. Where, wear | I. pour, pore |
| 2. see, sea | 2. fare, fair | 2. scent, cent |
| 3. weak, week | 3. sum, some | 3. one, won |
| 4. knot, not | 4. led, lead | 4. knew, new |
| 99 | 113 | 127 |
| I. eight, ate | I. doe, dough | I. bear, bare |
| 2. son, sun | 2. threw, through | 2. blew, blue |
| 3. piece, peace | 3. whale, wail | 3. tea, tee |
| 4. stare, stair | 4. peek, peak | 4. beat, Beet |
| 141 | 155 | 169 |
| I. plane, plain | I. rain, reign | I. dear, deer |
| 2. feet, feat | 2. pale, pail | 2. tide, tied |
| 3. board, bored | 3. four, for | 3. hole, whole |
| 4. No, know | 4. heard, herd | 4. peer, pier |

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Comparing Homophones Answer Key

## 183

I. knight, night
2. turn, tern
3. suite, sweet
4. weight, wait

R

## Spelling Definitions Answer Key

| 12 | 30 | 44 | 58 |
| :---: | :---: | :---: | :---: |
| I. damage | I. historic | I. factor | I. exhibit |
| 2. postage | 2. static | 2. contractor | 2. profit |
| 3. teenage | 3. magic | 3. condor | 3. relish |
| 4. beverage | 4. topic | 4. monitor | 4. vanish |
| 5. shortage | 5. organic | 5. vendor | 5. deposit |
| 6. courage | 6. frolic | 6. mentor | 6. banish |
| 72 | 86 | 100 | 114 |
| I. caption | I. deliver | I. remain | I. dangerous |
| 2. direction | 2. misgovern | 2. attain | 2. numerous |
| 3. section | 3. commuter | 3. terrain | 3. enormous |
| 4. vacation | 4. willpower | 4. sustain | 4. zealous |
| 5. devotion | 5. lawmaker | 5. multigrain | 5. serious |
| 6. protection | 6. recover | 6. scatterbrain | 6. curious |
| 128 | 142 | 156 | 170 |
| I. cursive | I. popular | I. admission | I. improvement |
| 2. responsive | 2. dollar | 2. mansion | 2. commitment |
| 3. festive | 3. pillar | 3. mission | 3. instrument |
| 4. native | 4. similar | 4. expansion | 4. refreshment |
| 5. intensive | 5. muscular | 5. occasion | 5. government |
| 6. expensive | 6. singular | 6. decision | 6. enrollment |

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## Spelling Definitions Answer Key

## 184

I. selfishness
2. friendliness
3. cleanliness
4. helpfulness
5. eagerness
6. wilderness

## Writing Questions Answer Key

## 13

I. How long does it take to climb Mount Everest?
2. How much does it cost to climb Mount Everest?
3. Who helps carry equipment and guide climbers to the top?
4. How many people have died trying to climb Mount Everest?

## 31

I. Do other planets have lights similar to the northern lights?
2. How far above the earth do the northern lights occur?
3. What time of day are the northern lights visible?
4. What noise do the northern lights produce?

## 45

I. How many people are rescued from the Grand Canyon each year?
2. What is the most dangerous animal found in the Grand Canyon?
3. How many people live in the town at the base of the canyon?
4. How many caves are hidden throughout the Grand Canyon?

## 59

I. What is a major threat to the Great Barrier Reef?
2. What time of year should you visit to avoid being stung by jellyfish?
3. What percentage of the world's fish species can be found in the Great Barrier Reef?
4. How many islands make up the Great Barrier Reef?

## Writing Questions Answer Key

## 73

I. Does the salt found in the Dead Sea taste different than table salt?
2. What was the Dead Sea called centuries ago?
3. What is very uncommon to happen at the Dead Sea?
4. What makes swimming extremely difficult in the Dead Sea?

## 87

I. What does hydrothermal mean?
2. Where are half of the world's hydrothermal features found?
3. How many waterfalls can be found throughout the park?
4. How many earthquakes occur here each year?

## IOI

I. Victoria Falls is found along which river?
2. How deep is the water at the base of Victoria Falls?
3. How many national parks is Victoria Falls found in?
4. When does the water level of the river drop?

## 115

I. What was used as mortar to connect the stones of the wall together?
2. How did the watchtowers send messages along the wall?
3. Construction of the wall ended during which dynasty?
4. Wall construction was a common punishment for whom?

## Writing Questions Answer Key

## 129

I. How many times a year does lightning strike the statue?
2. Which parts of the statue were damaged in World War I?
3. What is the statue's real name?
4. What is the name of the island that the statue stands on?

## 143

I. What city was created to house the Hoover Dam builders?
2. The concrete found in this dam could build how many miles of road?
3. What was first used during the construction of the Hoover Dam?
4. How many states helped gather materials to build this dam?

## 157

I. What are the larger stones at Stonehenge called?
2. What are the smaller stones at Stonehenge called?
3. How far were the bluestones hauled by boat?
4. How much did Stonehenge sell for at auction in 1915?

## 171

I. How long did the first games at the Colosseum last?
2. Under which emperor did these games start?
3. What was built to provide spectators with shade?
4. What can you find under the Colosseum?

Writing Questions Answer Key
185
I. How many ships use the Panama Canal every year?
2. When did the United States give control of the canal to Panama?
3. How many workers died while building the Panama Canal?
4. Where did we first want to build the Panama Canal?

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## Combining Sentences Using Conjunctions Answer Key

## 14

I. All gym and art classes will meet outside today.
2. The children knew about the secret treasure map yet would not tell anyone.
3. Are your parents able to drive you, or do you need a ride?

## 15

I. Do you plan on walking or riding the bus to school?
2. I walked along the sandy beach and found many clam shells.
3. Liam won the roller blading event, so he earned the gold medal.

## 32

I. We welcome students and parents to our school carnival.
2. They needed to get groceries yet decided to wait until tomorrow.
3. Aunt Jessie rarely has time to watch television, for she is always busy writing stories.

## 33

I. Mother prepared hot dogs and potato salad for lunch.
2. We thought about stopping at the mall but decided to go home instead.
3. The bus is almost ready to depart, yet we are still missing eight passengers.

## 46

I. Would you like to go shopping now or later?
2. The wolf was extremely hungry but was unable to get into the chicken coop.
3. Many students were absent for the test, so the teacher changed the date.

## Combining Sentences Using Conjunctions Answer Key

## 47

I. Children and adults enjoy visiting the local zoo.
2. The principal tried calling my parents but was not successful.
3. Amelia read two mystery books last week, because she loves to read.

## 60

I. Our dog enjoys playing and resting in the backyard.
2. Please call for an appointment or leave a message on my voicemail.
3. Amanda put on the brakes too late, so she drove past the driveway.

## 61

I. I might order a jacket or a pair of shoes today.
2. The girls finished their homework early and had time to relax.
3. Try not to break your glasses, for they are expensive to replace.

## 74

I. Park the tractor and lawn mower inside the barn.
2. The deer heard sounds of thunder yet continued to graze.
3. Continue working on your art project, or you might not finish in time.

## 75

I. Is it more expensive to travel by train or plane?
2. Casey carefully studied for the history test and received a perfect score.
3. Martin tries to practice his tuba daily, because he wants to be prepared for his lesson.
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## Combining Sentences Using Conjunctions Answer Key

## 88

I. Ryan and Sarah like to eat chocolate chip cookies.
2. I searched for the missing library book but could not find it anywhere.
3. Our family is leaving tomorrow for vacation, so we need to start packing.

## 89

I. Play rehearsal could start on Tuesday or Thursday.
2. The car came around the corner and entered the finishing stretch.
3. Has the dog been fed its dinner, or should I feed it now?

## 102

I. Many students like participating in basketball and soccer.
2. The youngster injured his knee yet wanted to try walking again.
3. The weather report said it was supposed to rain, but it is still sunny outside.

## 103

I. Their father and mother left for work early this morning.
2. Jason accepted the invitation but did not suspect the surprise party.
3. Lauren has been my best friend for many years, because she is such a loyal person.

## 116

I. There is a storage closet in the hall and under the stairs.
2. Meredith considered math to be easy but struggled with social studies.
3. The basketball would no longer bounce, because it had a small puncture.

## Combining Sentences Using Conjunctions Answer Key

## 117

I. Are we scheduled for a field trip today or tomorrow?
2. Terry participated in a drawing and won two free pizzas.
3. The principal had not given them permission, yet the students took a longer lunch break.

## 130

I. The fall parade should be held in September or October.
2. Linda bought presents for her family and wrapped them when she got home.
3. Timothy currently plays on a basketball team, but he really prefers football.

## |3|

I. Do you want to exercise or eat first?
2. The gorilla pounded his hairy chest and ran off into the jungle.
3. The movie lasted for three hours, yet most of the audience stayed until the end.

## 144

I. The farmer needs to plow the fields and plant his crops.
2. Our team played a great game but did not score in the second half.
3. We have to go home now, for it is getting late.

## Combining Sentences Using Conjunctions Answer Key

## 145

I. Your flight from Dallas could be arriving early or late.
2. Ben struggled throughout the cycling race but managed to complete all six miles.
3. The teacher asked some difficult questions, but Richard knew most of the answers.

## 158

I. Dad is cleaning and organizing the garage.
2. I had made a complete list of school supplies yet was unable to find it.
3. The wrecking ball hit the old building, and it came crashing down.

## 159

I. Is spring or autumn your favorite season?
2. The lifeguard rescued the child and pulled him to safety.
3. My older sister does not like grapefruit, but she does like pineapple.

## 172

I. Please do not bring any food or drinks to the concert.
2. Nocturnal animals hunt for food at night and sleep during the day.
3. Everyone thinks Rebecca will win the race, because she is such a fast runner.

## Combining Sentences Using Conjunctions Answer Key

## 173

I. It rained throughout the morning and afternoon.
2. You must provide the correct password or unlock the door with a key.
3. Our soccer team only made two goals, yet we beat the opposing team.

## 186

I. We made Grandma a card and a cake for her birthday.
2. Denton tried horseback riding at camp but fell off on the trail ride.
3. Julie could solve the math problems, but she could not explain the process.

## 187

I. Our mathematics class is learning multiplication and division.
2. The local group had musical talent but were not yet popular.
3. Students were dismissed early for vacation, yet Melissa stayed after school.


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