

REVIEW E

Area	Skill	Mastery
Phonograms	Write the phonograms from an oral prompt.	1
Spelling Rules	Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.	1
	Single-vowel Y changes to I when adding any ending, unless the ending begins with I.	2
	To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES.	2
Grammar Rules	Write a simple sentence with support.	1
	Know that a sentence begins with a capital letter and ends with an end mark.	2
	Choose the correct punctuation.	2
Spelling	Demonstrate developing mastery of spelling by writing ten words from lists 141-145 that have been practiced.	2
Reading	Make a prediction about the text.	1
	Read at a rate of 40-75 words per minute with a fluency level of 2 or 3.	2
	Retell facts about the text.	2

Assessment

Review E – pages 169-174



Phonograms

1. **er** /er/ the /er/ of her
2. **ee** /ē/ double /ē/ always says /ē/
3. **wh** /wh/
4. **ir** /er/ the /er/ of bird
5. **ng** /ng/
6. **gn** /n/ two-letter /n/ used at the beginning or the end of a base word.

Plurals

Decide if you will add -S or -ES. Then make the noun plural. Be careful! Some of these words may end in a silent final E or a single-vowel Y.

1. kite + s = kites
2. lady + es = ladies
3. song + s = songs
4. bush + es = bushes

Sentences

Combine a noun and a verb to make a sentence. Write it on the lines.

Editing

Read the sentence. Draw a slash through the mistakes. Write the corrections above.

Spelling

Choose ten words from Spelling Lists 141-145. Assess proper spelling of the words. Do not assess the markings. This is a level 2 skill because complete mastery is not required before moving on.

Predicting

Ask the student to read the title and to look at the pictures associated with the text. Then ask the following questions:

What do you think this text will be about?

Do you think this will be a fiction or a nonfiction text?

Teacher Tip

Each assessment quizzes the students on six phonograms. Say the sound and spelling tip while the student writes the phonogram. The phonograms suggested may be substituted. Writing phonograms without a visual prompt demonstrates the deepest level of mastery.

Teacher Tip

Allow students to use the Plurals booklet from 145.1 if needed.

Teacher Tip

Today's fluency text has a higher reading level than previous texts. In addition, the topic is likely unfamiliar to the students. Allow the student to look at the pictures before reading the passage. Then cover the pictures up.

Fluency

Listen to the students read aloud the passage from Review E, “Rabbit Hopping” (225 words). During the reading, evaluate the students’ rate, accuracy, and fluency using the following guidelines:

Rate and Accuracy

Time how long it takes the student to read the passage aloud. Note the number of words that the student misreads. If a student self-corrects, count the word as correct. Subtract the number of words read incorrectly from the total number of words in the passage. Divide the number of words by the time in minutes. Compare to Table 1: Fluency Goals. Keep in mind that this is a short assessment designed to provide a snapshot. Students develop fluency at varying rates, and the same student may score differently depending on the day, the text, background knowledge of the topic, and the vocabulary used in the text.

Table 1: Fluency Goals

Grade	Fall wpm	Spring wpm
1	40	75
2	75	100
3	100	124
4	124	140
5	140	150
6	150	170

As recommended by NAEP
(National Assessment of Educational Progress)

Fluency

When evaluating students for fluency, in addition to the rate of reading, it is beneficial to rate the student’s fluency with expression and the grouping of words. Rate fluency of expression using Table 2: Oral Reading Fluency Scale.

Table 2: Oral Reading Fluency Scale

1	Reads primarily in three- or four-word phrases. Slows down to sound out academic vocabulary and three- and four-syllable words. Reads with some expression.
2	Reads in two- and three-word phrases with some word-by-word reading. Slows down to sound out difficult words. Reads with little expression.
3	Reads primarily word by word without grouping words into phrases. Reads some familiar words without needing to individually sound out each phonogram. Reads with little or no expression.
4	Reads sound by sound, individually sounding out all words.

Comprehension

Ask the student to describe Rabbit Hopping.

- 1 Retold five or more of the facts presented in the text.
- 2 Retold three or four of the facts presented in the text.
- 3 Retold one or two of the facts presented in the text.
- 4 Retold no facts from the text.

Practice Ideas

Phonograms

“Phonogram Bingo” on page 167

“Tag the Teacher” on page 180

“Traffic Cop - Classroom” on page 181

“Phonogram Basketball - Individual” on page 194

Spelling Rules

“Making Words Plural” on page 188

“My Plurals Book” on page 194

Grammar Rules

“Introduction to Sentences” on page 168

“Sentences” on page 176

“Sentences” on page 181

Spelling

“Magic Spelling” on page 172

“Opposite Hand Spelling” on page 179

“Spelling Tic-Tac-Toe Editor - Individual” on page 185

“Spelling Circuit - Individual” on page 192

“Spelling Scramble” on page 198

Fluency and Comprehension

Read additional books from the *Henry and Mudge* series

Read additional books from the *Mr. Putter and Tabby* series.

Read books about frogs, toads, and amphibians.

ASSESSMENT E

Name _____

Phonograms

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

Plurals

- kite + _____ = _____
- lady + _____ = _____
- song + _____ = _____
- bush + _____ = _____

Sentences

Jordan

swims

Kayla

dances

Editing



david and cameron love to play at knox beach?

Spelling

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Rabbit Hopping



Rabbits love to jump. However, most pet rabbits are kept in small cages and do not have room to move very much. A sport called rabbit hopping is changing that!

In rabbit hopping, rabbits jump over hurdles. It is a lot like horse jumping but with smaller hurdles.

The rabbit wears a harness and the trainer leads the rabbit with a leash. The trainer runs in front of the rabbit, showing the rabbit which

jump to take next.

At a rabbit hopping event, rabbits compete in four events: Straight Course, Crooked Course, Long Jump, and High Jump.



In the straight course, the hurdles are set up in a straight line. In the crooked course, the hurdles are set up so the rabbit must turn corners and follow its handler. In straight course and crooked course the rabbit that knocks down the fewest rails wins. If two rabbits knock off the same number of rails, then the fastest rabbit wins.

Rabbits also compete in long jump and high jump. The world record for long jump is just

over ten feet. The world record for high jump is almost three feet.

Rabbit hopping began in Sweden in the 1970s. Today it is popular in much of Europe. Rabbit hopping is a new sport in the United States. There are more than 4,000 races each year.