

Name: _____

A. Read the syllables below. Circle the silent-e syllables.

clafe	drace	ploce	caft
sprice	scod	cem	chice
cazz	crame	cobe	caze

B. Write the syllables from above in the correct list.

Silent-e Syllables: c makes /k/ sound	Silent-e Syllables: c makes /s/ sound	Closed Syllables
clafe		

C. Look at the silent-e syllables where c makes the /k/ sound. Write the correct syllable.

- Which syllable ends with the same sound as *whiff*? _____
- Which syllable rhymes with *maze*? _____
- Which syllable ends with the same sound as *drum*? _____
- Which syllable rhymes with *robe*? _____

D. Look at the silent-e syllables where c makes the /s/ sound. Write the correct syllable.

- Which syllable begins with the same sound as *plum*? _____
- Which syllable rhymes with *space*? _____
- Which syllable begins with the same sound as *chips*? _____
- Which syllables rhyme with *dice*? _____

E. Look at the closed syllables. Write the answer.

Which syllable rhymes with *raft*? _____

★ On the back, list 2 more words that rhyme with *chips*, *dice*, and *space*.

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F. Write the word that is close in meaning.

chop	wish	chum	den	glide	bell
dull	blaze	step	match	back	gunk

1. mate: <u>chum</u>	2. flame: _____	3. pace: _____
4. spine: _____	5. hope: _____	6. game: _____
7. slice: _____	8. cave: _____	9. slime: _____
10. chime: _____	11. pale: _____	12. skate: _____

G. Put a "v" under each vowel. Divide each word. Write the syllable that is the same in both words.

1. com/plete – com/plex → <u>com</u>	2. estate – escape → _____
3. exhale – inhale → _____	4. attract – distract → _____
5. children – drenching → _____	6. constant – instant → _____
7. mandate – madman → _____	8. sunspot – spotting → _____
9. impede – stampede → _____	10. confuse – confine → _____

H. Mix the syllables below into as many words as you can.

ex	in	tend
hale	cite	clude

exhale	_____
_____	_____
_____	_____
_____	_____

★ Pick 2 of the words you just made. Write a question using each word.

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I. Circle the sentence that shows what happened.

1. Kate got wet.	a. Kate went for a hike by the lake. b. Kate went for a swim in the lake.
2. Mike was baking.	a. Mike added a spice named nutmeg to the crust. b. Mike added a slice of plum cake to his plate.
3. Grace broke her leg.	a. She cast her wishes into the wind. b. She wore a cast to brace her shin.
4. Clive felt brave.	a. He stampeded to the top of the extreme slide. b. He stampeded back home and hid in the kitchen.
5. The frame was dented.	a. It landed on the red stone and the side bent. b. It landed on a soft blanket and was intact.
6. Pete gave a gift.	a. He sent a pile of socks to be fixed. b. He sent a nice set of pencils to his dad.
7. Jade spoke to a pal.	a. She had a long chat with Dave at the dance. b. She had a long nap at the edge of the grass.

J. Add the correct phrase to complete each sentence.

with a big rock he was absent from class riding in the hills next month
in the van to go shopping we did inhale the fresh air that beautiful costume

1. I did not excuse him because _____ .

2. When will you be completing _____ ?

3. The family was piling _____ .

4. Are you hoping to go _____ ?

5. Her new trombone did collide _____ .

6. At the estate by the ocean, _____ .

★ On the back, write sentences using these silent-e words: *hope*, *pile*, and *ride*.

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K. Read the Dropping Rule.

When a base word ends in e, drop the e before adding a vowel suffix.
Checkpoints: 1. final e 2. vowel suffix

L. Spell each word by adding the suffix to the base word.

Base Word	Suffix	Completed Word
1. glide	-ed	_____ <i>glided</i> _____ on ice
2. strike	-ing	_____ _____ a match
3. dine	-ing	_____ _____ with a pal
4. shade	-ed	_____ _____ under a hut
5. code	-ed	_____ _____ in class
6. state	-ing	_____ _____ a fact
7. smile	-ing	_____ _____ twice
8. mandate	-ed	_____ _____ by a rule
9. mute	-ed	_____ _____ the song
10. slice	-ing	_____ _____ eggs

M. Put each phrase above in the correct list.

Happened in the Past	Happening Currently
glided on ice	_____
_____	_____
_____	_____
_____	_____
_____	_____

★ On the back, write the phrases that have a word where *c* says the /s/ sound.

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N. Write the Dropping Rule.

O. Read the sentences and circle the words that follow the Dropping Rule. Then, underline each base word and add a small "e". Write the base word and the suffix.

Sentence	Base Word	Suffix
1. Will you be <u>riding</u> with me to the shop?	ride	-ing
2. The black dress was voted the most beautiful.		
3. I hope you are not biting into that scone!		
4. Will we be making a craft in this class?		
5. We voted to change the rules. .		
6. He stated that the blocks were on the side of the bed.		
7. The brand new bikes were shining in the sun.		
8. At ten o'clock, I will be driving to the ocean.		
9. Are you piping frosting on the cupcake? Yum!		
10. The cat collided with the fast dog.		
11. At lunch, she traded her milk for a shake.		

P. Add each suffix to the base word. Write the new words.

Base Word	-ed	-s	-ing
1. skate	skated	skates	skating
2. plate			
3. state			
4. drone			
5. upgrade			

★ **On the back, use 4 of the words with suffixes in sentences.**

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Q. Write a sentence to answer the questions below. Use the word *because* in each answer.

1. Should you **dispose** of a snack that will **expire** in a month? Why or why not?

2. Would you **confuse** someone if you were in a **costume**? Why or why not?

3. Does your school **mandate** that you **compete** in games or matches? Why or why not?

4. Would you **excuse** a pal for **consuming** your lunch? Why or why not?

5. Would you go **insane** if someone left you a big **estate**? Why or why not?

6. Would you **concede** your prized **trombone** to someone in need? Why or why not?

★ On the back, write the bold words in alphabetical order.

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R. Read each sentence out loud. Then, rewrite the underlined words on the provided lines.

Read	Write		
1. <u>Everyone</u> has done <u>enough</u> <u>talking</u> !	_____	_____	_____
2. <u>Sometimes</u> I am <u>scared</u> to <u>climb</u> .	_____	_____	_____
3. Will <u>someone</u> shine a <u>light</u> here to <u>search</u> ?	_____	_____	_____
4. I cannot <u>breathe</u> well when I have a <u>cold</u> .	_____	_____	_____
5. They can have <u>another</u> <u>minute</u> to <u>work</u> .	_____	_____	_____
6. We are <u>talking</u> about <u>something</u> <u>new</u> .	_____	_____	_____
7. <u>Most</u> bats <u>spread</u> their wings at night.	_____	_____	_____
8. <u>Everyone</u> will like the <u>new</u> <u>family</u> .	_____	_____	_____
9. Is <u>anyone</u> <u>scared</u> of <u>their</u> cat?	_____	_____	_____
10. Can you <u>find</u> <u>another</u> <u>piece</u> of fabric?	_____	_____	_____
11. Ten <u>minutes</u> is <u>enough</u> time to <u>search</u> .	_____	_____	_____
12. My <u>family</u> <u>comes</u> before <u>anything</u> .	_____	_____	_____
13. Will the <u>warm</u> and <u>cold</u> <u>air</u> mix?	_____	_____	_____
14. <u>Most</u> songs last <u>several</u> <u>minutes</u> .	_____	_____	_____

★ Make a list of words above that are hard to read or spell. Make flashcards to use for practice.

Name: _____

S. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks.	1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

High Tide

Sam had never been to the ocean before his trip to Mussel Cove.

He did not know how to swim, but he felt safe hiking on a wide strip of sand in the water. The sand strip led to a high pile of rocks. The water would rise up to the top of the rocks when the tide came in, but Sam did not know about ocean tides.

Sam spent some time sitting on the rocks and watching the gulls.

He fed them some nuts from his pocket. Then he squinted at the path he had taken to get to the rocks.

The sand strip was less wide than it had been before. The waves were crashing on the sand, and the water kept rising. Sam waded down from the rocks. He felt the water lapping at his legs. He began to jog, then run. Sam raced back to land as fast as he could, splashing and yelling.

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That was how Sam found out that ocean water rises at high tide.

He also made a plan to take swimming lessons.

T. Check your understanding by answering the questions in the space provided.

1. What is the setting of this text?

2. What happens to the sand strip as the water keeps rising?

3. Why might Sam begin to run as the water rises?

Name: _____

U. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
<ol style="list-style-type: none"> 1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks. 	<ol style="list-style-type: none"> 1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Sinkholes

A bus is driving down a lane. In a blink, there is no lane! There is just a big hole. A sinkhole is to blame.

A sinkhole takes shape when water dissolves rocks that are embedded in the land. The water makes spaces or tunnels in the rocks. Then, the top slab of land collapses into those spaces. This cave-in can happen very fast. Some sinkholes are small. Other sinkholes are as large as a whole block of buildings.

Sinkholes happen all around the world. Places with a lot of limestone have a high rate of sinkholes. Water acts fast on limestone to dissolve it. Pipes that channel water into the land or pump water out of the land can bring about a sinkhole. The best plan to stop new sinkholes from happening is to stop building anything on land with a lot of limestone.

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V. Check your understanding by answering the questions in the space provided.

1. According to the example given in the text, what happens to the lane?

2. When does a sinkhole take shape?

3. How can new sinkholes be stopped?

Name: _____

W. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks.	1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Will Elwin Sing?

I have a friend who has been singing his whole life. Elwin was singing before he was talking. Well, that’s what his mother has said. He can sing just about every song and make it sound beautiful. He also composes new songs. When Elwin sings, everyone tells him how gifted he is. “Singing lifts me up,” Elwin admits. “There is nothing else I like as much as singing.”

Elwin is always humming a tune. He sings in class. He sings on the bus. He sings when he is taking a bath. But Elwin won’t sing if someone is judging him. “I choke if a judge is watching me,” he confesses. “The sight of someone taking notes while I sing makes my insides shake.”

A singing contest will be held next month at a club close to Elwin’s

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home. The prize will be a chance to compete on a TV show. I know that Elwin could win. I wish he would take my advice and sing in that contest. What can I tell him that would convince him to do it?

X. Check your understanding by answering the questions in the space provided.

1. What skill does Elwin have?

2. What scares Elwin?

3. What does the narrator want Elwin to do?

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Y. First, follow the Before You Read steps. Then read the passage aloud, keeping the As You Read tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.

Before You Read	As You Read
<ol style="list-style-type: none"> 1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks. 	<ol style="list-style-type: none"> 1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

Nine Lives

From big cats that live in grasslands to pets that live in a home, cats are gifted athletes. A cat’s body is made for jumping. Its backbone can flex and twist. Cat legs are like springs. These spring-like legs help cats get into high places. A cat can run and jump a long distance, or it can sit still and jump. Its strong back legs thrust its body up. Cats love to climb, as well.

Cats are deft but sometimes they drop from high places. When this happens, the cat can twist its body to right itself so it lands on its feet. The cat extends its long legs as it drops.

Cats climb and jump all the time, so it makes sense that they can drop without getting hurt. Because of this skill, many people say the cats have nine lives!

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Z. Check your understanding by answering the questions in the space provided.

1. What are a cat's legs compared to in the first paragraph?

2. How does a cat land on its legs when it drops?

3. What is the author's main purpose for writing this text?
