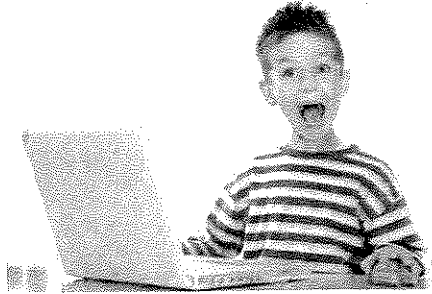




IREAD...TIPS FOR SUCCESS!



- When asked to find a word with the same beginning, middle or ending sound...read all your answer choices aloud and **HEAR** the sounds. Don't choose a word based on the letters.
- Look at all of your choices before picking your answer.
- Eliminate at least one or two answers that you know are wrong before choosing an answer. 
- Read the questions carefully and make sure you understand what is being asked.
- Read the questions first and then read your passage. Highlight any answers you find. 
- If you are not sure about a detail from the passage, reread or skim/scan for important words and find the answer. You will have time!
- If you see the words, "What do you **THINK**...?" you will need to use your background knowledge and clues from the story to choose the best answer.
- Last, but not least... use your

IREAD-3: Blueprint

Based on the 2014 Indiana Academic Standards, the Indiana Reading Evaluation And Determination (IREAD-3) Assessment is a summative assessment that measures foundational reading standards through grade 3.

| Strands Assessed | Description | Percent Range* |
|--|--|----------------|
| Reading: Foundations and Vocabulary | Questions may include identifying beginning, middle, and ending sounds; identifying synonyms, antonyms, homographs, and suffixes; and using context clues to determine the meaning of unknown words in a text. | 25-35% |
| Reading: Nonfiction | Questions may include comparing and responding to grade-level informational text by making connections and/or predictions while reading, and identifying important information within text (e.g., problem and solution, cause and effect, main idea). | 30-40% |
| Reading: Literature | Questions may include comparing and responding to grade-level literary text by recalling and/or describing story elements (e.g., plot, character traits and development, problem and solution), and identifying the theme and narrator of different literary genres. | 30-40% |

* This range represents the approximate degree of emphasis for each reporting category on the assessment.

Indiana Performance Level Descriptors: IREAD-3

| | |
|---------------------------|------------|
| Pass Cut Score | 446 |
|---------------------------|------------|

Grade 3

Pass

Pass students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.

Examples of specific knowledge, skills, and abilities for Grade 3 students scoring at the *Pass* level may include:

- Identify main idea and supporting details in text
- Use information from the text to comprehend basic story plots
- Connect prior knowledge with literal information from nonfiction text
- Recall major points and make predictions about what is read
- Determine what characters are like by what they say or do in the story
- Determine theme or author's message in fiction and nonfiction text
- Distinguish among basic text elements (e.g., problem and solution, fact and opinion, cause and effect)
- Distinguish beginning, middle, and ending sounds made by different letter patterns
- Identify simple multiple-meaning words
- Use sentence clues to find meanings of unknown words
- Determine the meanings of words using knowledge of synonyms and antonyms
- Recognize common genres
- Read words with several syllables

Grade 3

Did Not Pass

Did Not Pass students demonstrate limited understanding when reading and responding to grade-level literary and informational texts. Students have difficulty identifying and comprehending new variations of word meanings and new text-based vocabulary.

Examples of specific knowledge, skills, and abilities for Grade 3 students scoring at the *Did Not Pass* level may include:

- Find answers in text
- Recall major points
- Comprehend at the literal level what is read, including basic plots
- Identify basic text elements (e.g., problem and solution, setting, and main character)
- Recognize beginning, middle, and ending sounds
- Know and use common word families
- Know the meaning of simple prefixes and suffixes
- Use knowledge of individual words to predict the meaning of unknown compound words

Purpose

Fall 2014 Update: To show alignment to the new standards, the headers indicating standard alignment have been updated. The content of the item sampler remains the same.

The purpose of this Item Sampler is to provide teachers and students with examples of the types of questions that may appear on the *Indiana Reading Evaluation And Determination (IREAD-3)* Assessment. The IREAD-3 Assessment is based on the *Indiana Academic Standards* and consists of multiple-choice questions that measure foundational reading skills through grade 3.

Reading: Foundations and Reading: Vocabulary – Word Analysis, Synonyms, Antonyms, Suffixes, Homographs, & Context Clues

➤ **Word Analysis: Beginning & Ending Sounds**

The following items illustrate the type of *word analysis* items that assess students' understanding of beginning and ending sounds. A sample item precedes each set of items in the test.



Note: The teacher reads aloud the boldface directions in the first two sections, as outlined below. Students must read silently the set of answer choices and answer each item on their own. Only the answer choices appear in the student test book.

Beginning Sounds

- Look at the words for Number 1. Find the word that has the same beginning sounds as “grass...grass”. Fill in the circle that goes with the answer you choose.

gray guest glove

Ending Sounds

- Look at the words for Number 2. Find the word that has the same ending sound as “rain...rain”. Fill in the circle that goes with the answer you choose.

sting done tiny

➤ **Word Analysis: Vowel Sounds**

The following item illustrates the type of *word analysis* items that assess students' understanding of vowel sounds. A sample item precedes this set of items in the test; the teacher reads aloud the directions for the sample item, only.



Note: The students read silently the word in bold and choose the word that has the same vowel sound as the underlined part of the word (shown below in **bold**). Only the word in bold and the answer choices appear in the student test book.

Vowel Sounds

sad pain chart crash waste

➤ **Word Analysis: Synonyms, Antonyms, and Homographs**



The following three items illustrate the types of items that assess students' knowledge of synonyms, antonyms, and homographs, respectively. The teacher reviews the directions for completing each section and reads aloud the directions for the sample items *only*. Once students have answered the sample items and asked any questions, the students must read and answer all questions on their own.

Synonyms

- For Number 4, choose the word that means the same, or about the same, as the underlined word.

4.) was sad

- angry
- careful
- excited
- unhappy

Antonyms

- For Number 5, choose the word that means the opposite of the underlined word.

5.) to give away

- help
- take
- offer
- send

Homographs

- For Number 6, read the sentences. Then choose the word that correctly completes both sentences.

6.) The _____ is coming down the track.
You can _____ your dog to fetch the newspaper.

- car
- teach
- train
- horse

➤ **Word Analysis: Suffixes**



The following item illustrates the type of *word analysis* items that assess students' analyses of suffixes. A sample item precedes each set of items. The teacher reads aloud the directions for the sample item *only*. Once students have answered the sample item and asked any questions, the students must answer all questions in this section on their own.

Note: Students must silently read the set of answer choices and answer each item on their own. Only the answer choices appear in the student test book.

- For Number 7, find the word that has the suffix, and **ONLY** the suffix, underlined.

- careless
 beautiful
 quicker
 suddenly

➤ **Context Clues**



The following two items illustrate the type of items that assess students' ability to use context clues. The teacher reads aloud the directions for the sample item *only*. Once students have answered the sample item and asked any questions, the students must read and answer all questions on their own.

- For Numbers 8 and 9, read the story. For each of the blanks, there is a list of words with the same number. Choose the word from each list that best completes the meaning of the story.

Close the front ___(8)___ so the warm air stays inside the house.

You may want to put on an extra ___(9)___ if you are still cold.

- 8.) box
 case
 door
 lid

- 9.) cane
 ring
 shoe
 sweater

**Reading: Vocabulary, Reading: Nonfiction, and Reading: Literature –
Vocabulary and Reading Comprehension**



The following passage and two items illustrate the types of passages and items that assess students' comprehension of literary and nonfiction text and vocabulary. The teacher reads aloud the directions for completing the session and for the sample item *only*. Once students have answered the sample item and asked any questions, the students must read and answer all of these questions on their own.

- Read "Snow Hopper". Then answer Numbers 10 and 11.

Snow Hopper

Take a walk in the woods on a sunny winter's day. You might find tiny insects, called snow fleas, hopping on snow.

Crowds of snow fleas travel together. They look like grains of pepper popping up and down. If you put your hand on the snow, some may hop on top. Lift your hand up, and snow fleas jump off.

How do snow fleas hop? Each snow flea has two tiny tails. The tails bend under a snow flea's body and are held by little hooks. When the hooks open, the tails spring out, and the snow flea leaps up. Snow fleas are also called springtails.

In the winter, snow fleas chew dead leaves and plants buried beneath the snow. When they can't find enough food, they hop to some place new.

A million snow fleas may move together. Some hop on top of the snow. Most crawl under leaves below the snow.

In a few days, their journey is done. The tiny travelers may have moved 25 meters, about the length of a swimming pool. Then the huge group disappears. Where do all the snow fleas go? No one knows for certain, but their snow-hopping days are done.

10.) The author writes that no one knows for certain where snow fleas go. Which of

these words means the of certain?

- clear
- unsure
- worried

11.) Which of these sentences from the passage **best** tells where snow fleas search for food?

- "Lift your hand up, and snow fleas jump off."
- "They look like grains of pepper popping up and down."
- "When the hooks open, the tails spring out, and the snow flea leaps up."
- "In the winter, snow fleas chew dead leaves and plants buried beneath the snow."

Answer Key

1. gray
2. done
3. crash
4. unhappy
5. take
6. train
7. careless
8. door
9. sweater
10. unsure
11. "In the winter, snow fleas chew dead leaves and plants buried beneath the snow."

Name: _____

Date: _____

Find the Evidence

Can you find the PROOF for your answers? Use a crayon in the color shown to underline where you found each answer in the text.

April Fools!

I woke up to my alarm, feeling much sleepier than usual. *That's strange*, I thought, but it was almost time for school, so I jumped out of bed and started to get ready. Just then, my mom poked her head around the door. "April fools!" she said cheerfully. "It's not 7:30= it's 6:30!"

"Mooooom!" I whined. "That's mean!"

"Oh, it's just for fun," she replied. "It's April Fools' Day!"

An hour later, I got up at the real time. I trudged downstairs to the kitchen and grabbed my box of cornflake cereal... but as I started to pour from the box, cereal with little marshmallows came out instead! Mom must have switched the bags inside the cereal boxes!

"Mooooom! Come ON!" I shouted. She giggled and gave me the right kind.

While my mom woke up my little sister, I had a brilliant idea. I grabbed a rubber band out of the junk drawer and wrapped it around the faucet.

Mom came back and picked up my bowl to do the dishes. She turned on the faucet and the water sprayed everywhere! "April Fools!" I shouted.

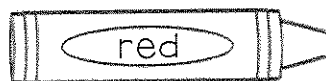
Mom wiped off her face and laughed uncontrollably. "You got me!"



Who had switched the bags of cereal?



What did he wrap around the faucet?



Where did the narrator eat breakfast?



Why did the wrong cereal come out?



How did he feel when he awoke?



When did the narrator wake up?

Name: _____

Date: _____

Find the Evidence

Can you find the PROOF for your answers? Use a crayon in the color shown to underline where you found each answer in the text.

First Day of School

Gerry was so nervous, he was shaking a little! Today was the first day of school, and normally, Gerry loved getting to see his friends again. Today was different, though. Gerry had moved in July, and he didn't know anyone yet at his new school.

As Gerry stood at the bus stop on the corner, he wondered about his new school. Would the teacher be nice? Would his principal be scary? Would he still get to go to P.E., music, and art like at his old school? Most importantly... would he have any friends?

Just then, Gerry spotted the big yellow bus rounding the corner. The bus slowed to a stop, its brakes squeaking loudly, and the bus driver leaned out to open the door with a big smile. "Gerry Roberts?" she called.

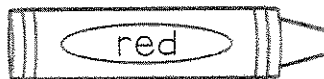
Gerry nodded, gulped, and took a step onto the bus. As Gerry walked slowly down the center aisle, he saw a sea of unfamiliar faces staring back at him. Finally, a boy smiled. "Hey, sit here," he said, scooting over to offer a seat. With a sigh of relief, Gerry sat down and smiled. "Hi, I'm Kevin. Nice to meet you!" Thank goodness- Gerry had made a friend.



Who is Gerry's new friend?



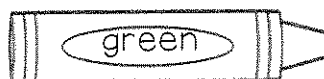
What was Gerry most worried about?



Where was Gerry's bus stop?



Why was this first day of school different?



How did Gerry feel about the first day?



When did Gerry move to his new house?

Name: _____

Date: _____

Find the Evidence

Can you find the PROOF for your answers? Use a crayon in the color shown to underline where you found each answer in the text.

Remembering Pearl Harbor

On December 7, you might notice American flags at half-mast, or only halfway up the flagpole. This commemorates December 7, 1941, which President Franklin D. Roosevelt called "a day that will live in infamy."

Pearl Harbor is a naval base on the island of Oahu in Hawaii. In 1941, many members of the Navy were living on base. The base also stored many ships and supplies for the United States Navy.

December 7 of that year began as a typical day at Pearl Harbor, but at 7:48 a.m. about 350 Japanese planes attacked the base. Because the United States had not yet entered World War II, the base was completely surprised by the attack and suffered heavy losses. Over 2,000 Americans died and 181 Navy ships were destroyed.

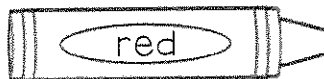
Before the attack, most Americans wanted to stay out of World War II, but the shocking attack on Pearl Harbor changed their minds. The next day, December 8, 1941, the United States joined World War II by declaring war on Japan. Today, you can visit Pearl Harbor to remember the Navy sailors who bravely fought that day, especially those who lost their lives.



Who called December 7 "a day that will live in infamy"?



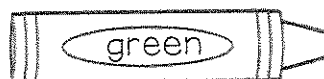
What does it mean for a flag to be at half-mast?



Where is Pearl Harbor?



Why might you visit Pearl Harbor today?



How many Americans lost their lives?



When did the planes arrive at Pearl Harbor?

Name: _____

Date: _____

Find the Evidence

Can you find the PROOF for your answers? Use a crayon in the color shown to underline where you found each answer in the text.

Martin Luther King, Jr.

Dr. Martin Luther King, Jr. is famous for being a peaceful civil rights leader. Civil rights are the basic opportunities that all people deserve.

In January 1863, President Abraham Lincoln declared the end of slavery in the United States. When Martin Luther King, Jr. was a little boy in Mississippi, over 60 years later, African Americans were still not treated the same way as white Americans, especially in the South. Black Americans had to go to separate schools, separate restrooms, and even separate water fountains. Restaurants or businesses were allowed to deny black customers, or to not hire them because of their skin color.

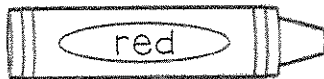
Even though Martin was free and not a slave, the laws said it was acceptable for people to treat him unfairly based on the color of his skin. He didn't like this, and wanted peaceful change. Martin led white and black people in peacefully protesting the unfair laws. Martin is most famous for his powerful speeches, like the "I Have A Dream" speech in Washington, D.C. on August 28, 1963. Although he died in 1968, before much change occurred, King received the Nobel Peace Prize for his civil rights work.



Who declared the end of slavery in the U.S.?



What are civil rights?



Where did Martin Luther King, Jr. grow up?



Why were black people sometimes denied a job?



How did King want people to protest?



When was the "I Have a Dream" speech?

Name: _____

Date: _____

Find the Evidence

Can you find the PROOF for your answers? Use a crayon in the color shown to underline where you found each answer in the text.

Biography: Dr. Seuss

On March 2, 1904, Theodor Seuss Geisel was born in Springfield, Massachusetts. When he was in high school, Theodor enrolled in an art class. While attending Dartmouth College, he worked on a humor magazine and even served as the editor-in-chief. At one point, Theodor broke a rule and Dartmouth College refused to let him continue working for the magazine. Theodor began using the pen name, "Seuss," so he could secretly continue writing and creating cartoons for the magazine.

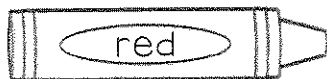
Theodor graduated and considered becoming an English teacher, but his wife Helen encouraged him to pursue drawing. He was published in magazines and even created ads for things like bug spray, oil, the TV network NBC, and the government during World War II. Next, he began publishing children's books as "Dr. Seuss." A publisher challenged Theodor to write an interesting book with 250 words or less- and he used only 236 different words to write The Cat in the Hat. He continued to write silly children's books with rhyme and rhythm. Dr. Seuss' books are so famous today that his birthday is now celebrated as Read Across America Day!



Who encouraged him to pursue drawing?



What items did Geisel's drawings advertise?



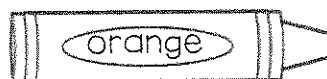
Where did Theodor go to college?



Why did he start writing as Seuss?



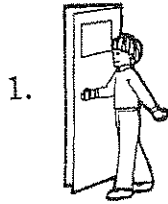
How many different words are in The Cat in the Hat?



When is Read Across America Day?

Context Clues

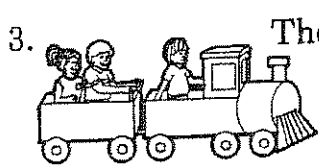
Directions: Read the sentences below. Then choose the correct word to complete each sentence and write it in the blank.



He can _____ the door.
only open



She will take that _____ her.
will with



They like to _____ the train.
ride right



This is how you _____ it.
hot hold



One of them will have to get _____.
on off



She will _____ him do that.
help here



Where did they _____ it?
find first



They will put the rabbit _____ there.
in if





Strategy 4

Strategy 4a. Use beginning letters, vowels, and ending letters to sound out unfamiliar words.

Strategy 4b. Look at vowel patterns and try out sounds for letter combinations

Strategy 4c. Separate the word into syllables.

Use letter-sound clues to read words correctly.

Name _____ Date _____

Reading Detective Practice #11

Directions: Read these sentences to your teacher.
Use context clues and letter-sound clues to correctly read the words in **bold**.

Example:

The **air** conditioning is turned on to cool the house on hot summer days.

Clues:

- "air," "cool the house," "hot summer days"
- The beginning letters tell us to say "con."
- A vowel sound is needed for *i*, the letters *tion* make the "shun" sound, and the ending suffix is *-ing*

Answer: conditioning (con*DI*shun*ing).

1. Many years had passed and Jim did not **recognize** his old friend.
2. That big, shiny car is very **expensive**.
3. We **celebrate** the holiday with a big family dinner.
4. Mrs. Smiley told the students to use their **imagination**s and write about living in space.
5. Jack was in a difficult **situation** and needed help.
6. The doctor wants Bill to take this **medication** for his allergies.
7. Jason was very **thirsty** at the end of the race.
8. The game is **canceled** if it rains.
9. Mr. Biggins **demonstrates** the correct way to test **chemicals** in the science experiment.



Strategy 4

Strategy 4a. Use beginning letters, vowels, and ending letters to sound out unfamiliar words.

Strategy 4b. Look at vowel patterns and try out sounds for letter combinations.

Strategy 4c. Separate the word into syllables.

Use letter-sound clues to read words correctly.

Name _____ Date _____

Reading Detective Practice #12

Directions: Follow Strategy 4 to be sure the word you choose is correct.

1. The school band is getting ready to march in the holiday p_____.
party parade
2. Felix gets plenty of ex_____ at the gym.
exercise excitement
3. Last week our class had a s_____ because the teacher was sick.
submarine substitute
4. Dad parked the car in the g_____ so it did not get covered with snow.
garbage garage
5. Paul is too big to fit into his brother's l_____ wagon.
listen little
6. The wonderful sm_____ is coming from the cake baking in the oven.
smell smoke
7. The kids like to r_____ the leaves in the yard.
rattle rake
8. A dentist tells the boys and girls to use a t_____ after each meal.
toenail toothbrush
9. Our team tied the s_____ at half time.
score scare



Strategy 4

Strategy 4a. Use beginning letters, vowels, and ending letters to sound unfamiliar words.

Strategy 4b. Look at vowel patterns and try out sounds for letter combinations.

Strategy 4c. Separate the word into syllables.

Use letter-sound clues to read words correctly.

Name _____ Date _____

Reading Detective Practice #13

Directions: Follow Strategy 4 to be sure the word you choose is correct.

1. The men were ready to climb the highest _____ in the world.

mouse mountain moose

2. There was _____ on Mike's hand from the cut.

brook blood broom

3. The pirate ship was searching for the sunken _____.

treasure treaty trapeze

4. The campers went _____ riding on the new trail.

horseback houseboat horseshoe

5. The _____ boy returned the lost money to the owner.

hairy horrible honest

6. Mr. and Mrs. Cooper went to the _____ store to buy a new sofa and chair for the living room.

furniture furnace future

7. The weather _____ predicts snow for tomorrow.

forward forecast forest

8. Use _____ when crossing a busy street.

cattle coast caution



Strategy 4

Strategy 4a. Use beginning letters, vowels, and ending letters to sound out unfamiliar words.

Strategy 4b. Look at vowel patterns and try out sounds for letter combinations.

Strategy 4c. Separate the word into syllables.

Use letter-sound clues to read words correctly.

Name _____ Date _____

Reading Detective Practice #14

Directions: Use Strategy 4 to see if the word in **bold** is correct.

Circle Yes or No to show your answer.

If the word is incorrect, write the correct word on the line provided.

| | Is the word correct? | | Write the correct word. |
|---|----------------------|----|-------------------------|
| 1. The school nurse put a banana on my cut. | Yes | No | _____ |
| 2. City streets have lots of traffic . | Yes | No | _____ |
| 3. Multiply 7 and 5 and the answer is 35. | Yes | No | _____ |
| 4. The hospital flew over the highway to report on the accident. | Yes | No | _____ |
| 5. Raven said, "I am flat from eating so much." | Yes | No | _____ |
| 6. Carlos won first place for running the funniest . | Yes | No | _____ |
| 7. You can wash the movie on television. | Yes | No | _____ |
| 8. Some birds flip south in winter. | Yes | No | _____ |
| 9. The president is the leader of our country. | Yes | No | _____ |

Name _____

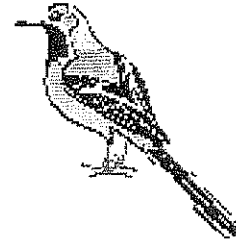
Date _____

Prefixes

Add one of these prefixes to the words below.

un, re, dis

| |
|--|
| <p>un means the opposite re means to do again dis means not or opposite</p> |
|--|



1. Mother will _____ wrap the gift.
2. My dad had to _____ connect the light.
3. John had to _____ plant the seeds.
4. The teacher told Ann to _____ fold the paper.
5. The man _____ loaded the truck.
6. He _____ did his shoes.
7. Kim _____ likes eating fruit.
8. The bottle is hard to _____ open.
9. The rope is hard to _____ tie.

Name _____

Adding ed and ing... Suffixes

When a word ends with the letter **y**, change the **y** to **i** before adding **ed**.

Print each word with the ending **ed**.

study = _____



carry = _____

fry = _____

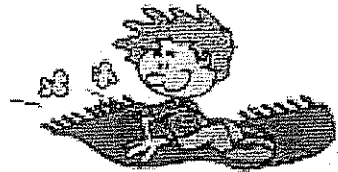
cry = _____

worry = _____

copy = _____

Do not take away the **y** when adding **ing**.

Print each word with the ending **ing**.



cry = _____

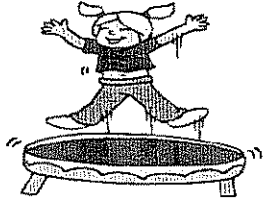
copy = _____

worry = _____

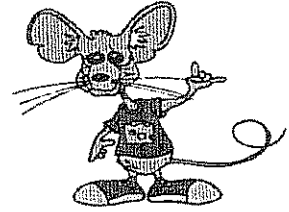
bury = _____

fly = _____

spy = _____



Suffix – Word Endings



A suffix is a syllable added to the end of a word to change its meaning.

walked – Add ed to the end of a word to show that it happened in the past.

walking – Add ing to the end of a word to show that it is happening now.

Directions: Use the words in the box to complete the sentences below.

| | | | | |
|---------|---------|---------|---------|---------|
| walked | talked | showed | jumped | looked |
| walking | talking | showing | jumping | looking |

- I am _____ on the phone with my grandparents.
- My brother and I _____ on the trampoline yesterday.
- My friends and I _____ to school last week.
- The mouse is _____ around the house for the cat.
- Jack _____ on the phone last night.
- I _____ my dad what I found last week.
- Megan is _____ all over the mall and shopping.
- My grandpa is _____ up and down right now!
- It has been two weeks since I _____ in the attic.
- Tom is _____ me where to put my books.

Name: _____

Synonyms & Antonyms

Synonyms are words that have almost the same meaning.

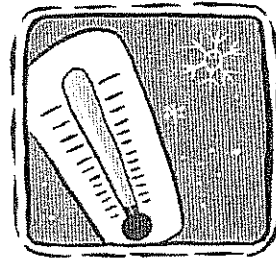
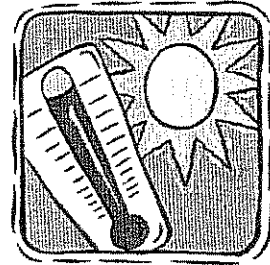
example: The words big and large are synonyms.

Antonyms are words that have opposite meanings.

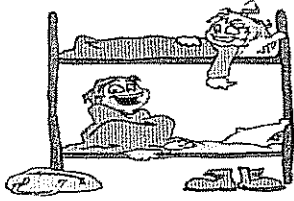
example: The words open and closed are antonyms.

Tell whether each pair of words are synonyms or antonyms.

1. agree, disagree _____
2. cold, freezing _____
3. easy, difficult _____
4. argue, squabble _____
5. guess, estimate _____
6. bottom, top _____
7. tired, energetic _____
8. huge, gigantic _____
9. sink, float _____
10. windy, calm _____
11. noisy, quiet _____
12. unhappy, sad _____



Write one complete sentence that includes two words that are antonyms.
Choose antonyms that are different from the ones listed above.



Name: _____

Antonyms

Directions: Read the sentences below. In the blanks, write the antonym of the underlined word in each sentence.

| |
|--|
| happy above top in high first empty old hard old open |
|--|

1. Every time I close the cookie jar, my sneaky brother goes over to _____ it.
2. When I was little, my sister slept on the _____ bunk and I slept on the bottom.
3. Yesterday when my friend came over to play, I was _____, but when she left, I was sad.
4. Kyle taught us that you can roll a ball low, along the grass, or toss it really _____ in the air.
5. When my glass of milk is _____, I'll fill it up again until it is full.
6. The subway travels below the ground and the passenger train travels _____.
7. Allison Acquisto is always _____ in line and Zachary Zween is always last.
8. We go _____ through the front door and out through the back door.
9. Grandma Caroline is funny and very _____, but baby Caroline is tiny and very young.
10. The rock that is in this box is _____, however, the feather here is soft.

Name: _____

Antonyms

Cut out the word tiles at the bottom of the page. Glue them into the box with the correct antonym.

| | | | | | |
|--------|--|-------|--|-------|--|
| long | | never | | full | |
| fast | | over | | sink | |
| pretty | | old | | wet | |
| hot | | far | | messy | |

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| | | | | | |
|--------|-------|-------|-------|-------|-------|
| always | cold | empty | short | under | dry |
| slow | close | float | neat | ugly | young |

Synonyms

A synonym is a word that has almost the same meaning as another word.

Read each sentence and circle the word in parentheses that has almost the same meaning as the underlined word.

Can you think of another synonym for the underlined word? If so, write it on the blank line.

1. Many people enjoy holidays.
(like, need, hate) _____
2. I really admire my music teacher.
(respect, dislike, recommend) _____
3. The courageous firefighter went into the burning house to save the people.
(humble, brave, cheap) _____
4. He dresses in the most modern fashions.
(handsome, out-dated, current) _____
5. Some people like to sleep on the bus.
(snooze, talk, rest) _____
6. I am responsible for my actions.
(accountable, known, reasonable) _____
7. You are a very remarkable person.
(ungrateful, outstanding, selfish) _____
8. This is a magnificent story you have written.
(horrible, huge, great) _____
9. He has a keen sense of humor.
(sharp, funny, tasteless) _____

Name: _____

Synonyms

Cut out the word files at the bottom of the page. Glue them into the box with the correct synonym.

| | | | | | |
|-------|--|--------|--|---------|--|
| small | | toasty | | strange | |
| thin | | slow | | tasty | |
| huge | | sleepy | | mean | |
| quick | | cold | | simple | |

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| | | | | | |
|-------|----------|---------|-------|-----------|--------|
| warm | large | easy | tired | delicious | skinny |
| nasty | freezing | unusual | fast | tiny | pokey |

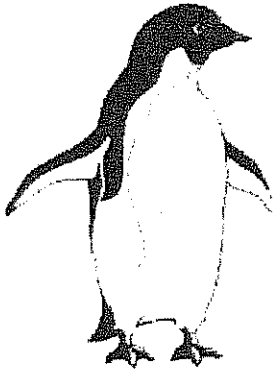
Penguins

Penguins are birds that can not fly. Their wings are flippers which they use to help them travel up to thirty miles per hour in water. They also use their flippers for balancing as they walk.

Penguins eat fish. They spend most of their time in the water. Penguins lay their eggs and raise their young on land.

There are many different kinds of penguins. Emperor penguins are the largest species of penguin and can grow to be about four feet tall, and weigh about one hundred pounds. Some other well known penguins are the king Penguin, the Macaroni Penguin and the Adelie Penguin.

Complete each sentence to make a true statement.



A Penguin is a _____.
(bird, reptile, fish)

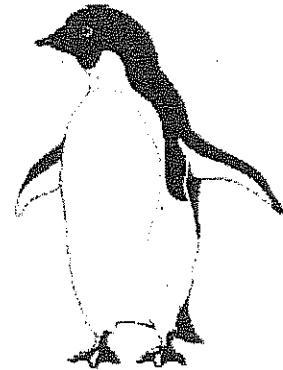
A penguin can swim up to _____ miles per hour.
(twenty, thirty, fifty)

Penguins like to eat _____.
(pizza, eggs, fish)

Penguins spend most of their time in the _____.
(desert, zoo, water)

The _____ penguin is the largest penguin.
(Emperor, Macaroni, King)

A penguin is a bird that can't _____.
(walk, fly, swim)



Name: _____

First Airplane Trip

by Sara Matson

Jake is going on a trip. He and Mom take a taxi to the airport.

"It's my first plane trip," he tells the taxi driver.

"That's great!" the taxi driver says.

Jake rolls his suitcase onto the plane.

"It's my first plane trip," he tells the pilot.

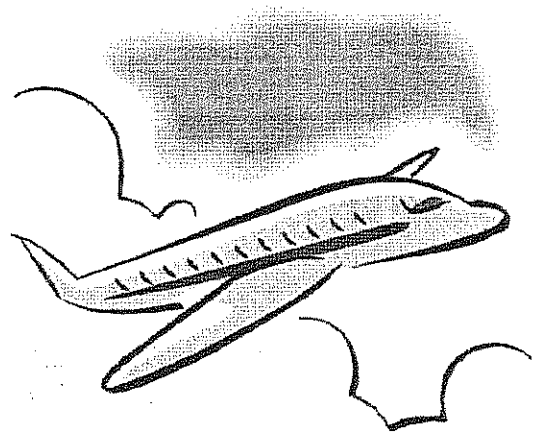
"Welcome aboard," the pilot says.

Jake finds his seat and buckles his seatbelt. The plane's engines rumble and roar. Jake opens his backpack and pulls out Panda.

"It's my first plane trip," he whispers. He holds Panda's paw.

The plane moves faster and faster. Then—Whoosh! On the ground, cars and houses look like toys.

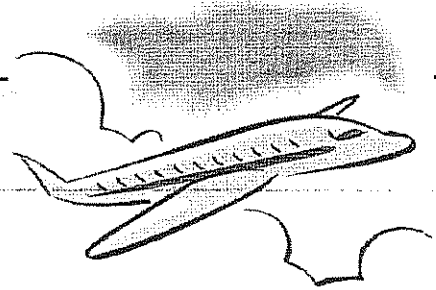
Jake smiles. "Guess what, Panda?" he says. "Flying is fun!"



Name: _____

First Plane Trip

by Sara Matson



1. How does Jake and his mom travel to the airport?
- a. in a plane
 - b. in their car
 - c. in a taxi
 - d. in a bus

2. What does a pilot do?

3. What does the pilot say to Jake?

4. Who is Panda?

- a. Jake's brother
- b. a large animal
- c. Jake's pet
- d. a stuffed animal

5. What does Jake whisper to Panda?

6. Read this sentence from the story:

On the ground, the cars and houses look like toys.


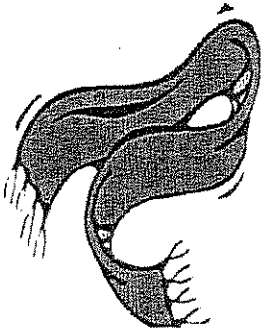
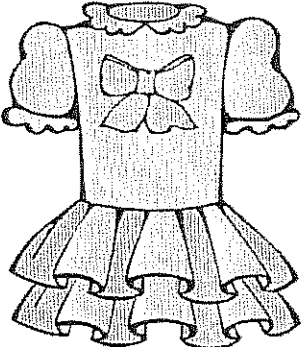
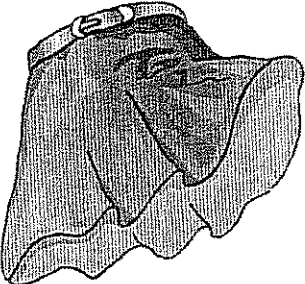
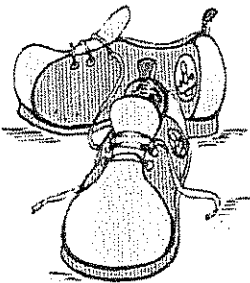


What does this mean?

- a. The cars and houses looked very big.
- b. The cars and houses looked very small.
- c. The cars and houses did not move.
- d. Jake could not see the cars and houses.

Name: _____

What's the Beginning Blend?

Directions: Say the clothing in each picture. Listen to the first sound you hear. Write the letter for that sound on the line. sh sk dr sc sw

| | | | |
|---|---|--|---|
|  |  |  |  |
| _____ ----- _____ | _____ ----- _____ | _____ ----- _____ | _____ ----- _____ |
|  |  |  |  |
| _____ ----- _____ | _____ ----- _____ | _____ ----- _____ | _____ ----- _____ |

Name: _____

Date: _____

Skill: Beginning Consonants: B, C, D



Which Letter Comes First?

B b, C c, D d



Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

 ook

 at

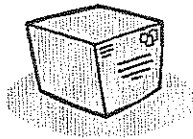
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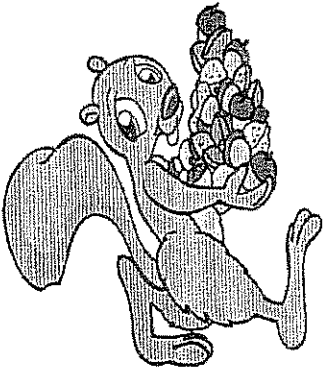

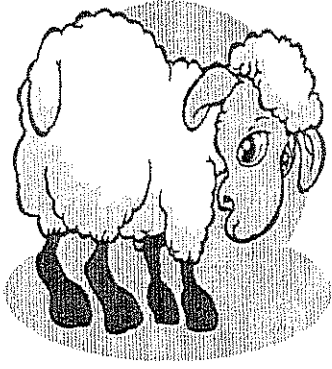
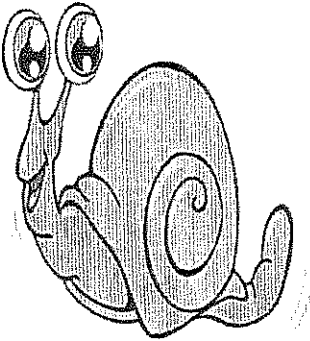

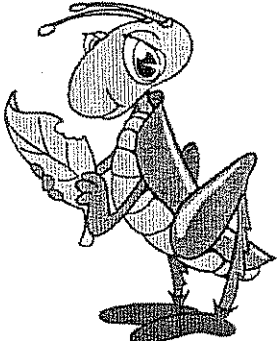
 oat



Name: _____

Beginning Sounds Animals

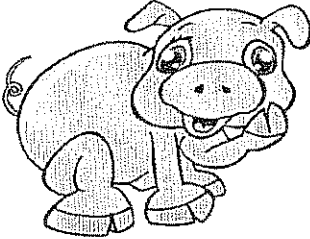
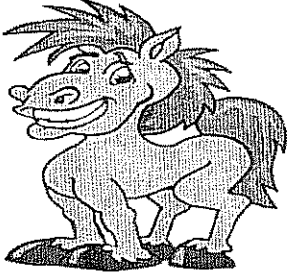



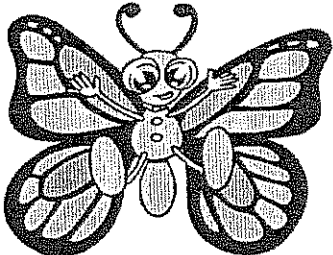
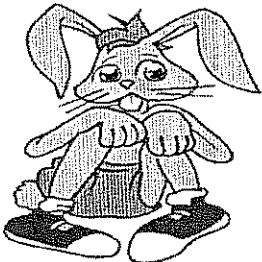
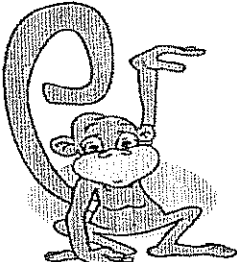

Directions: Look at each animal below. Say the animal's name. What sound do you hear at the beginning of each animal's name? Circle the letters for the sound you hear.

| | | |
|---|---|---|
|  <p>br squ sh</p> |  <p>tr fr cr</p> |  <p>sk sh pr</p> |
|  <p>fr sn dr</p> |  <p>fr sh sk</p> |  <p>sh tr cr</p> |

Name: _____

Beginning Sounds Animals

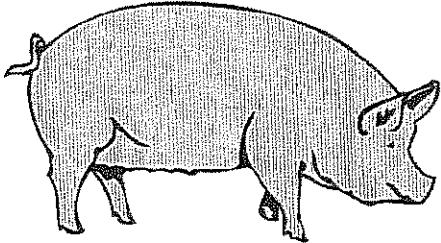
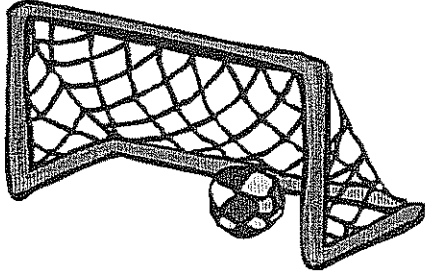
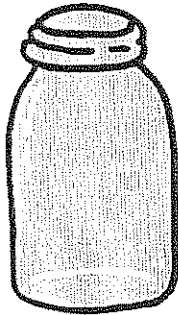
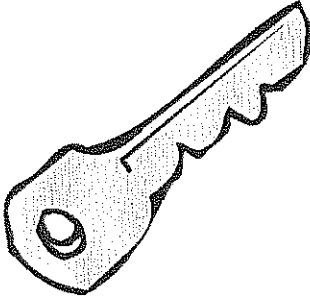
Directions: Look at each animal below. Say the animal's name. What sound do you hear at the beginning of each animal's name? Circle the letter for the sound you hear.

| | | |
|---|---|---|
|  g t p |  h r m |  h l w |
|  m n t |  m b p |  r b d |
|  r l d |  p m r |  d m r |

Name _____

Ending Consonant Sounds Worksheet

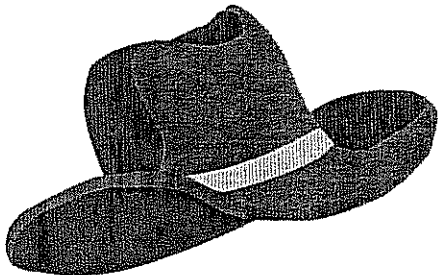
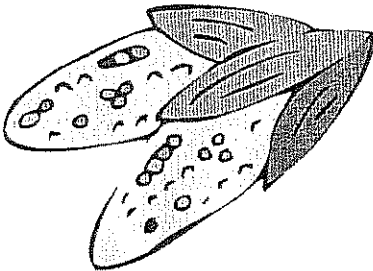

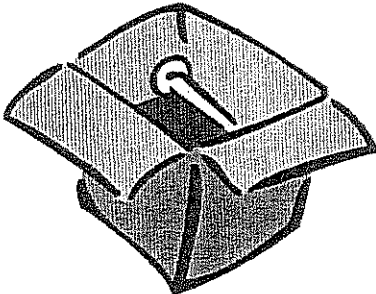
Look at each of the pictures below and circle the letter that makes the ending sound for each picture.

| | |
|---|---|
|  <p data-bbox="337 974 711 1100">g p</p> |  <p data-bbox="932 949 1198 1094">h t</p> |
|  <p data-bbox="363 1598 680 1682">m r</p> |  <p data-bbox="911 1556 1214 1696">y j</p> |

Name _____

Ending Consonant Sounds Worksheet

Look at each of the pictures below and circle the letter that makes the ending sound for each picture.

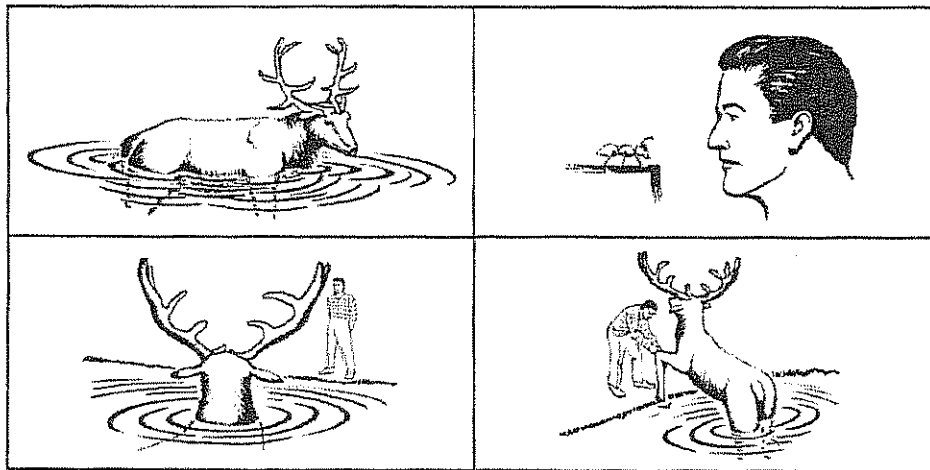
| | |
|---|--|
|  k t |  n m |
|  s v |  n x |

Name _____

THE ELK AND THE ANT

Fill in letters from the blend box to complete the story. Use the pictures to help you.

An elk we - - - for a jog, but he su - - - in the po - - -. An ant went to a - - - a man for help. The elk ke - - - his head up until the ant got help from the man. The man did his be - - - and got the elk out.



Blend Box

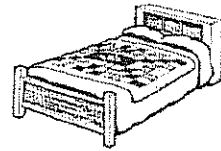
nd nk nt pt sk st

Name _____

MATCH 'EM!

Fill in letters from the blend box to complete the sentence.
Then draw a line from the sentence to its picture.

1. The qui- - - - sits on the bed.



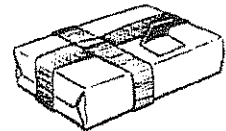
2. Dad got a gi- - - - from us.



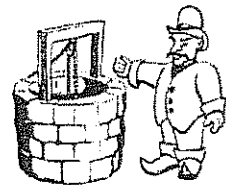
3. An e- - - - will toss a nut in the well.



4. The red pants are made of si- - - -.



5. Mom will he- - - - me when I am cut.



6. I pass the hot dogs when we ca- - - -.



Blend Box

lk ft lf lp lt mp

Name _____

PICTURE BLENDER

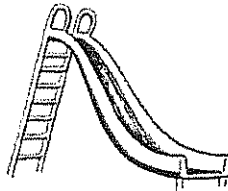
Draw a line from the picture to its beginning letters.

sk



sp

sl



st

sm



tr

sn



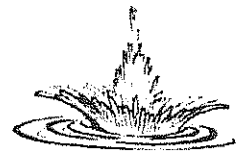
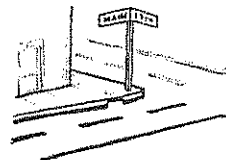
tw

scr

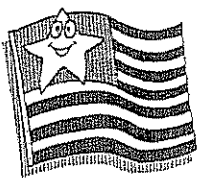
spr

spl

str



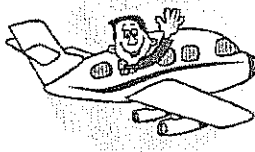
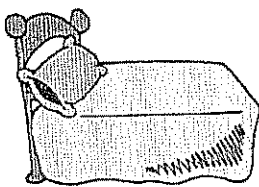
-t



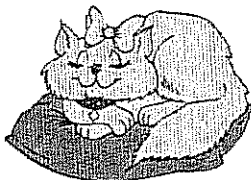
-n



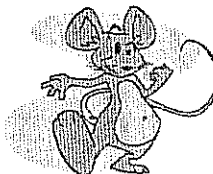
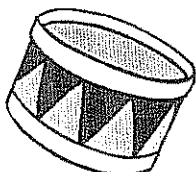
-d



-p



-m













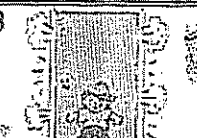









Name _____

Date _____

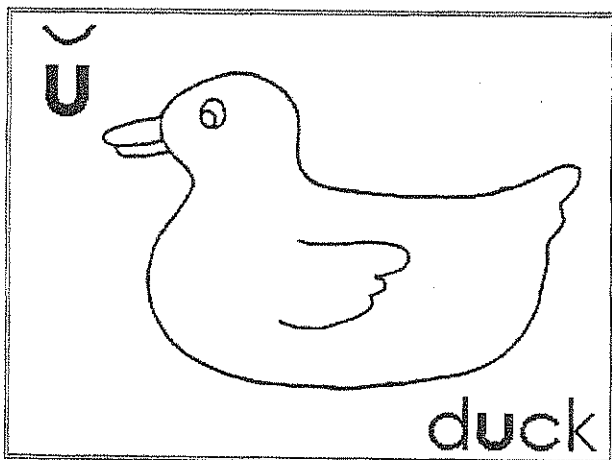
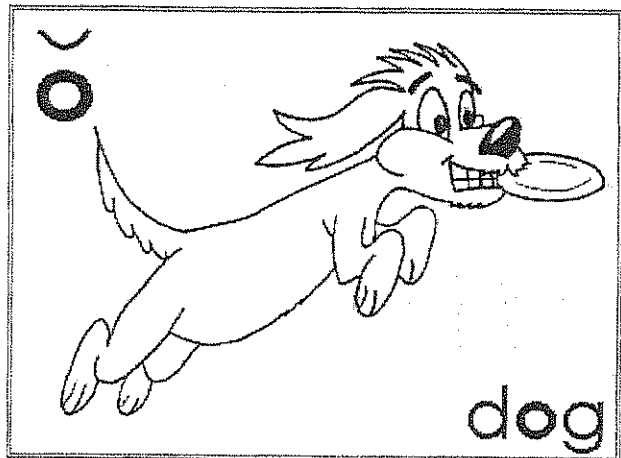
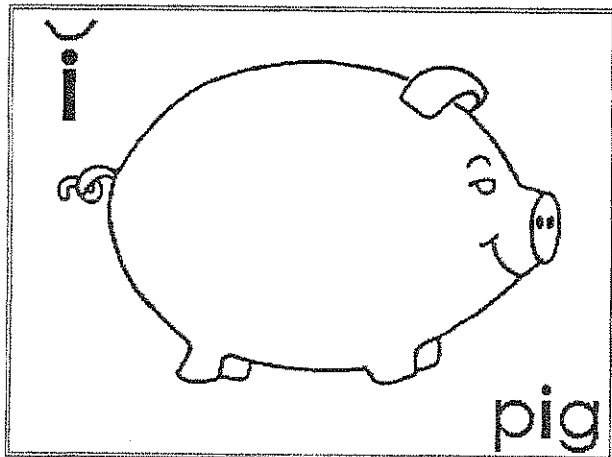
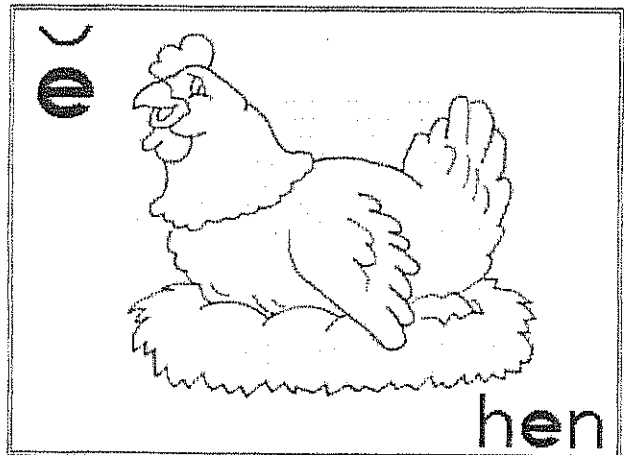
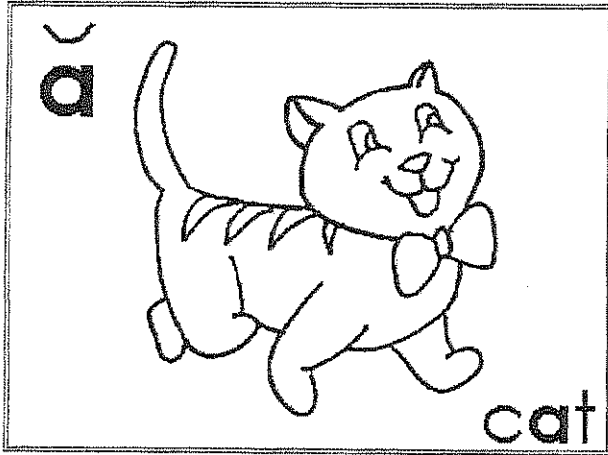
Lesson 4 - Skill 1 - **DIGRAPHS** - ch sh th wh - Recognition Memory

Directions: Circle the correct letter or letters from each column below to spell the word seen in the picture. Then write the word in the space below the letters.

| | | | | |
|---|---|---|--|---|
| <p>1 </p> <p>f i ch r a sh</p> <p>_____</p> | <p>2 </p> <p>d a ch f i sh</p> <p>_____</p> | <p>3 </p> <p>n o th m a sh</p> <p>_____</p> | <p>4 </p> <p>d i ch b a th</p> <p>_____</p> | <p>5 </p> <p>c o sh d a ch</p> <p>_____</p> |
| <p>6 </p> <p>sh e p th i n</p> <p>_____</p> | <p>7 </p> <p>fr o ch br u sh</p> <p>_____</p> | <p>8 </p> <p>th i ck ch o sh</p> <p>_____</p> | <p>9 </p> <p>sh o ck ch e ch</p> <p>_____</p> | <p>10 </p> <p>sh o n ch i m</p> <p>_____</p> |
| <p>11 </p> <p>sh a ck ch e st</p> <p>_____</p> | <p>12 </p> <p>sh a p ch o pe</p> <p>_____</p> | <p>13 </p> <p>ch a t sh u t</p> <p>_____</p> | <p>14 </p> <p>sh o n th i m</p> <p>_____</p> | <p>15 </p> <p>cr o sh cl a th</p> <p>_____</p> |
| <p>16 </p> <p>wh i t sh a te</p> <p>_____</p> | <p>17 </p> <p>l u nch l a nsh</p> <p>_____</p> | <p>18 </p> <p>r a nsh s u nch</p> <p>_____</p> | <p>19 </p> <p>w i p wh u d</p> <p>_____</p> | <p>20 </p> <p>w a ke wh e le</p> <p>_____</p> |

Receive access to all worksheets by clicking here or visit TampaReads.com

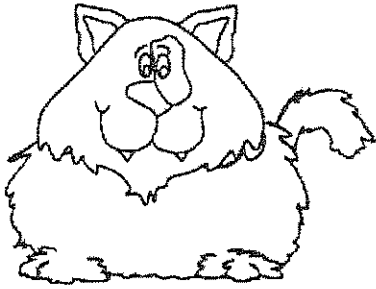
Name: _____



Say the vowel's name and make the sort vowel sound that goes with it. Say the name of each picture and listen to the middle sound. Color the pictures.

Name: _____

Say the name of the pictures out loud. Circle the letter in the row that is the middle short vowel of the picture.



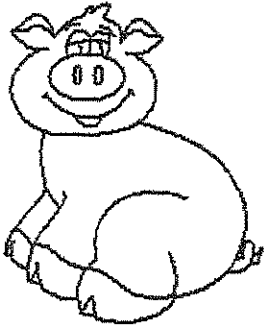
u

a



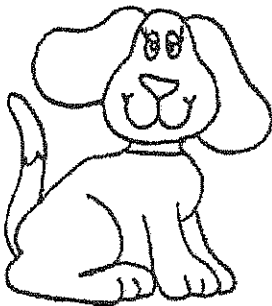
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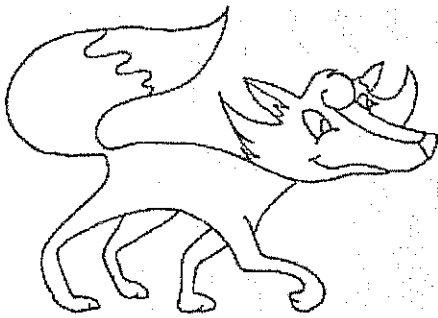
Name: _____

Say the name of the pictures out loud. Circle the letter in the row that is the middle short vowel of the picture.



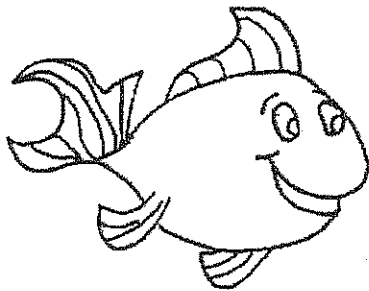
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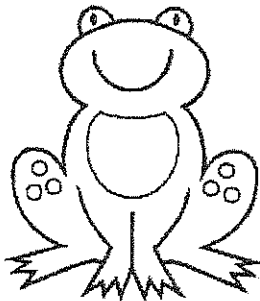
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i



o

u

Name: _____

Some words are spelled the same but have different meanings.

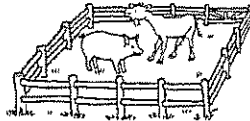
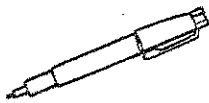
| Word | Meaning | Example |
|------|--|---|
| fly | <ul style="list-style-type: none"> • a bug • to move through the air | <p>A fly landed on my sandwich!</p> <p>Grandma will fly on an airplane.</p> |

Look at each set of pictures.

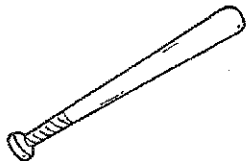
Write the word that names both pictures.

Then read the sentence and circle the correct picture.

bat fly pen



1. I write with a pen.



2. A bat can fly in the dark.



3. That fly sat on my food.

Name: _____

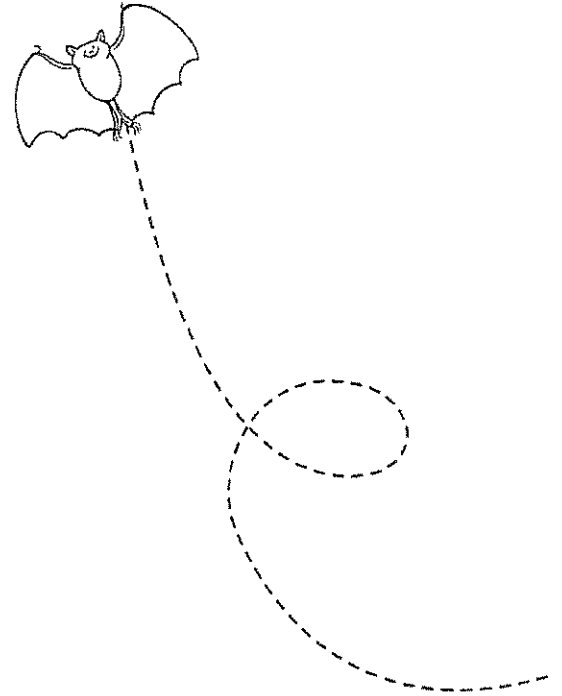
Homographs

Unit 1

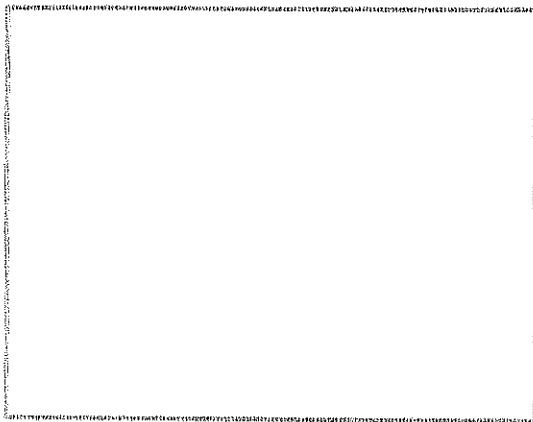
Some words are spelled the same but have different meanings.

A. Read the two meanings of the underlined word.
Circle the correct meaning.

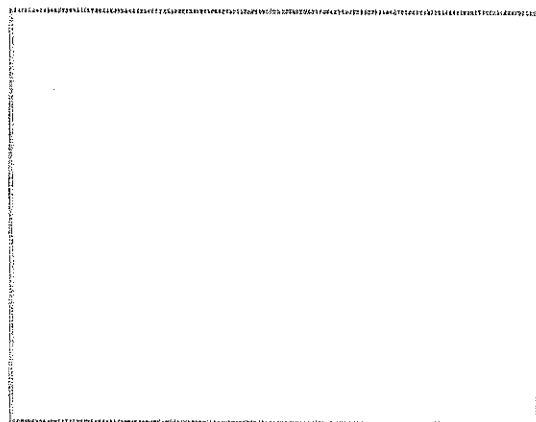
1. Ron wishes he could fly.
 - a bug
 - to move through the air
2. Rosa likes to hit the ball with a bat.
 - a stick for playing baseball
 - a small animal with wings
3. Color the picture with a pen.
 - a place to keep animals
 - something you write or draw with



B. Draw pictures that show two meanings for the word fly.



fly



fly

Name: _____

Homographs

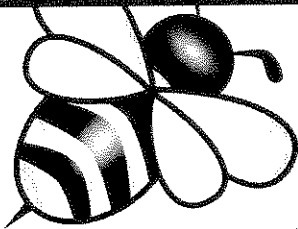
Unit 1

Fill in the bubble next to the correct answer.

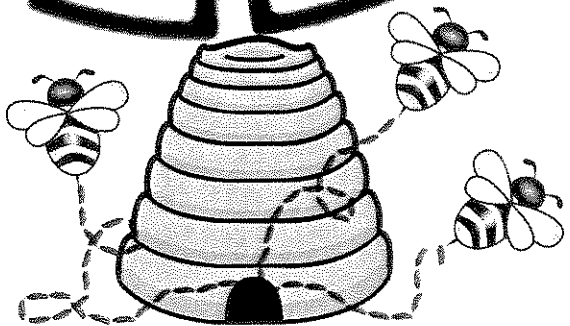
1. Which one is a meaning of **bat**?
 - (A) a small meal
 - (B) a card game
 - (C) something to play music with
 - (D) something to play baseball with
2. Which of these are two meanings of **fly**?
 - (A) a bird with wings, to move in the water
 - (B) a bug with wings, to move through the air
 - (C) a box with wheels, to talk fast
 - (D) a number, to pay money for something
3. Which word has more than one meaning?
 - (A) sad
 - (B) fun
 - (C) bat
 - (D) cat
4. Which word does not have more than one meaning?
 - (A) fly
 - (B) shout
 - (C) pen
 - (D) bat
5. Which one is not a meaning of **pen**?
 - (A) a place to keep animals
 - (B) something you write with
 - (C) a place to keep cars
 - (D) something you draw with

BEEHIVE

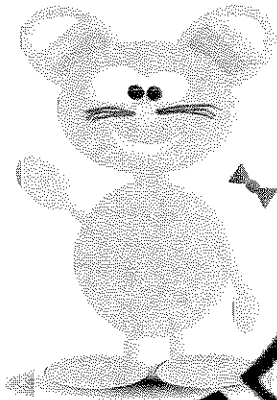
Help the bee get to its beehive!
1. Put your place marker on start. 2. Take turns throwing the dice and moving that many spaces on the game board. 3. Say the sound of the blend that you land on and say a word that begins with that sound. 4. If you land on a star take another turn. **The first person to get to the beehive wins!**



fr tr sm gl cl gr sn bl pl er st pr fr fl cl dr sc sp br er cr pl bl sw sk dr squ str sl fl br



Give the mouse a cookie



Give your mouse a cookie! 1. Put your place marker on start. 2. Take turns throwing the dice and moving that many spaces on the game board. 3. Say the sound of the digraph that you land on and say a word that begins with that sound. 4. If you land on a star take another turn. **The first person to get to the cookie wins!**

