

*ReadingHorizons*  
**ELEVATE**®

# Student Packet

Phonetic Skills 1–2

Name: \_\_\_\_\_

Welcome to the *Reading Horizons Elevate*® Weekly Student Packet!

Each packet contains the following items:

- Practice pages for each skill lesson from the *Reading Horizons Elevate*® Student Book
- Transfer Cards
- Passages with comprehension questions from the *Reading Horizons Elevate*® Reading Library

Some packets will also include practice pages for Most Common Words lessons.

### **Student Book Practice Pages**

Each practice page begins with a brief review of the associated skill or list of Most Common Words. Students may need the support of a fluent reader to read the skill review and the instructions for each activity.

Most Common Words are words that appear so frequently in writing that students need to know them by sight. Until these words become a regular part of the student's vocabulary, the student may require more support from a fluent reader while completing these practice pages.

### **Transfer Cards**

Transfer Cards were designed to be fully decodable, meaning that the student should have learned all the necessary skills to read these independently. These cards provide valuable practice using the skills taught in the program.

### **Reading Library Passages and Comprehension Questions**

Reading Library passages are designed to give students practice reading a variety of nonfiction texts. Each packet will include at least two passages of varying difficulty. Students will benefit from additional support from a fluent reader while working through these passages.

Happy Reading!

The Reading Horizons Team

For more information, contact your instructor at \_\_\_\_\_.

## Skills Review

- When a vowel is followed by one guardian consonant, the vowel sound is *short*.
- The term *guardian consonant* is used to identify the consonant following the vowel and to distinguish it from other consonants in a word.
- A guardian consonant is marked with a *guardian star* (\*).
- Because Digraphs make a single new sound, both letters count as one guardian consonant. Mark a Digraph with one *guardian star*.

## DECODING

To prove the word:

1. Move *under* the word left to right. Place an x under the vowel. If there is a Blend in the word, mark it with an arc. (If a Blend begins the word, arc it before marking the vowel.)
2. Continue moving to the right and see if there is a guardian consonant (and nothing else) following the vowel. Move up and mark the guardian consonant with a guardian star (\*).
3. Move left to the vowel. Mark the vowel short with the short vowel mark (˘). The guardian consonant makes the vowel short.

st<sup>o</sup>p\*

m<sup>a</sup>n\*

pa<sup>t</sup>h\*

A. Mark the guardian consonant with a guardian star (\*).

h<sup>a</sup>t\*

dog

rug

wish

B. Prove these words.

such

box

big

step

run

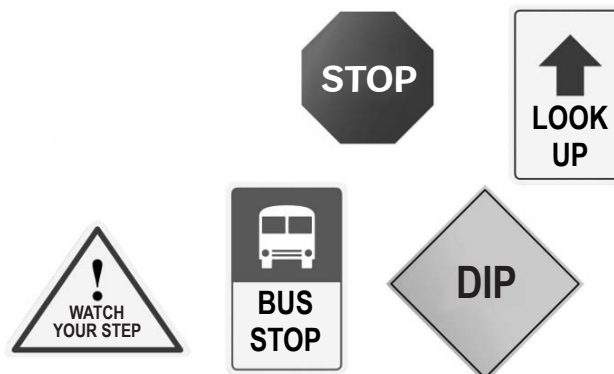
quit

plan

cash

## READING

Read these signs. Notice the Phonetic Skill 1 words.



## Phonetic Skill 1

## APPLICATION ACTIVITIES

A. Write the word from the box next to the word it rhymes with.

cup	trip	plus	pen	drop	*kep
-----	------	------	-----	------	------

1. men \_\_\_\_\_

4. step \_\_\_\_\_

2. stop \_\_\_\_\_

5. bus \_\_\_\_\_

3. up \_\_\_\_\_

6. dip \_\_\_\_\_

B. Change the vowel to make a new word.

Example: cat: a → u = cut

1. cut: u → o = \_\_\_\_\_

4. tip: i → a = \_\_\_\_\_

2. man: a → e = \_\_\_\_\_

5. mat: a → e = \_\_\_\_\_

3. chop: o → i = \_\_\_\_\_

6. beg: e → a = \_\_\_\_\_

C. **Circle** the three words that rhyme.

1. **bad**: mad      big      glad      get      sad      lid2. **fit**: fun      it      lip      split      mat      sit

## Lesson 34: Phonetic Skill 1

---

red dog can peg cup  
set rod map bug fin  
plug swim grab stop much  
shed drop Don bed fed

The dog can swim.  
I set the map on the bed.  
Don't grab that red bug.

## Lesson 34: Phonetic Skill 1

---

skit blog path leg scrub  
twin bad big box shin  
plum swim drag stop frog  
clam cat flag red split

Is there a frog or a clam in the box?  
They had a big, red flag.  
The cat had a bad leg.

## Lesson 34: Phonetic Skill 1

---

not spin hot bus slip  
rush slim get clap trap  
trim flat box fit frog  
strap sun plan when drum

I will get hot on the bus.  
Trim it so it can fit in the box.  
Do not trap that frog.

## Lesson 34: Phonetic Skill 1

---

rig sun clog spit Sam  
chip stub map cut spin  
leg swim flag stop fog  
brim plug hot can then

Sam will not see very well in the fog.  
He cut his leg on a twig.  
We can get hot in the sun.

## Lesson 34: Phonetic Skill 1

---

strap pin can Rex dog  
sit slid big spot Meg  
plug swim win shop math  
flag sled mud plan flap

Rex has a plan to sit on the sled.  
He slid in the mud.  
His big dog is a good pet.

## Lesson 34: Phonetic Skill 1

---

skin red hot blot set  
tan leg mug step sun  
sash scab plot top this  
met Meg wax scrub crab

He set his tan mug on the step.  
Meg will scrub the wax off.  
His skin is hot and red from the sun.

## Lesson 34: Phonetic Skill 1

---

mud dog gum job cop  
such pop slap grub slip  
frog swim grab stop crib  
strut brag shin grin scrap

The dog and frog are in the mud.  
The cop is good at his job.  
He will stop to grab a drink of pop.

## Lesson 34: Phonetic Skill 1

---

hug spot squid six get  
sit tip flag mash can  
big club scrub rug frog  
that gas van grab split

Can you scrub that spot off the rug?  
He saw six squid in the big tank.  
I will get gas for the van.



# Hollywood

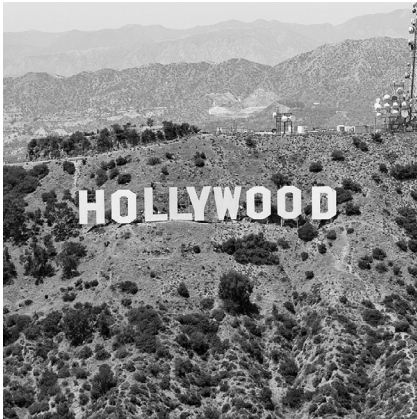
Do you like movies? Do you know where movies come from? Many movies are made in a city called Hollywood. It is a very famous place. **Famous** means that many people know about it.

Hollywood is a city in California, USA. A long time ago, it was not a big city. It was a little city. Before that, it was just one farm!

In 1910, movie makers went there. They loved it! Many more movie makers came. They made a lot of movies. They made funny movies. They made sad movies. They made movies about love. They made movies about adventure.

Movie stars lived there. They built big houses. They drove nice cars. It was very fancy. There were big parties every night.

People still like to visit Hollywood. They like to see the Hollywood sign. They visit the famous movie theater. Do you want to go there? Maybe you will see a movie star!



*landmarks, arts, USA*

*Lexile®: 290L*

*Word Count: 155*

**Time:** \_\_\_\_\_

# Hollywood

## Comprehension Questions

Circle the best answer.

1. This passage is mostly about
  - a. a city.
  - b. a party.
  - c. a person.
  
2. Hollywood used to be
  - a. a river.
  - b. a farm.
  - c. a forest.
  
3. Many people in Hollywood make
  - a. cars.
  - b. toys.
  - c. movies.
  
4. People visit Hollywood to see
  - a. a dog.
  - b. a sign.
  - c. a house.
  
5. If something is *famous* (paragraph 1),
  - a. it is very beautiful.
  - b. it makes people feel sad.
  - c. many people know about it.



## Skills Review

- When a vowel is followed by two guardian consonants, the vowel sound is *short*.
- Blends can come at the end of the word. Mark them with two guardian stars because you hear two sounds.
- Digraphs count as one guardian consonant. Often, Digraphs follow another consonant such as *t* or *n* (*match*, *bench*). Mark both the first consonant and the Digraph with a guardian star.
- Words that end in double *s*, *f*, or *z* should be marked with a guardian star for each ending consonant.

## DECODING

To mark and prove the word:

1. Move *under* the word left to right. Place an x under the vowel. If a Blend begins the word, arc it before marking the vowel.
2. Continue moving to the right. Note that there are *two* guardian consonants. Move up and around, and mark each consonant with a guardian star.
3. Move left to the vowel. Mark the vowel short with the short vowel mark (◡). The *two* guardian consonants make the vowel sound short.

hint  
◡ \*\*  
x

blend  
◡ \*\*  
x

bench  
◡ \* \*  
x

fizz  
◡ \*\*  
x

- A. Mark each guardian consonant with a guardian star (\*). Remember that when Blends are guardians, each letter gets a guardian star; when Digraphs are guardians, the two letters get a single guardian star.

last  
\* \*  
x

help

soft

must

match

- B. Prove these words. Be sure to mark Blends and Digraphs.

list  
◡ \* \*  
x

mess

next

stand

ask

pitch

dust

lift

## READING

Read this ad. Notice the Phonetic Skill 2 words.



## Phonetic Skill 2

## APPLICATION ACTIVITIES

A. List four words that follow Phonetic Skill 2 from the ad on the previous page.

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

B. Write the Phonetic Skill 2 words that rhyme.

land	twist	fast	send	best	dust
past	rest	spend	just	mist	band

1. last \_\_\_\_\_

2. trust \_\_\_\_\_

3. end \_\_\_\_\_

4. test \_\_\_\_\_

5. sand \_\_\_\_\_

6. list \_\_\_\_\_

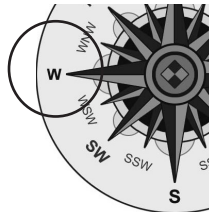
C. Add the two final consonants to form the word in the picture.



h a \_ \_



l a \_ \_



w e \_ \_



p l a \_ \_

D. Write a sentence using one of the words from Activity C.

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## Lesson 35: Phonetic Skill 2

off rest stamp plant  
next thump film Grant  
milk gift best sent  
just pump odd bench

She sent the gift to Grant.  
I just saw the best film.  
He can pump the gas at the next rest stop.

Published by Reading Horizons  
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## Lesson 35: Phonetic Skill 2

gust wind scrimp swept  
task shift clasp list  
felt squint glass held  
cramp hand print match

He felt a cramp in his hand when he held the glass.  
She had to squint when the gust of wind swept in.  
I will print the task list.

Published by Reading Horizons  
ISBN 978-1-62382-166-1

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## Lesson 35: Phonetic Skill 2

stuff list test scratch  
whisk dress trust best  
hand egg lend crisp  
tent kept quilt help

She kept the best quilt.  
He will lend a hand with the test.  
Can you help lift the tent?

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ISBN 978-1-62382-166-1

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## Lesson 35: Phonetic Skill 2

mend best plump silk  
dress self grasp next  
bulb whiff pond plant  
twist chest sprint boss

Could you mend my silk dress?  
I will plant the bulb next to the pond.  
My boss said to be my best self.

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ISBN 978-1-62382-166-1

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## Lesson 35: Phonetic Skill 2

lost plant milk camp  
desk sent stamp fond  
just belt shaft crisp  
stand trench hand glass

Set the glass and the plant on the desk.  
I just sent him to get some milk.  
He lost his belt at camp.

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ISBN 978-1-62382-166-1

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## Lesson 35: Phonetic Skill 2

stuff soft hand spend  
lamp rent cast craft  
trust thrust script itch  
desk dust less clasp

Do you want to spend less on rent?  
Will you hand the script to the cast?  
I will dust the lamp and desk.

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## Lesson 35: Phonetic Skill 2

grass tent lost chant  
next stress left plant  
camp ask ranch crisp  
jazz gold grasp quilt

The tent was left at camp.  
The quilt is on the grass.  
He lost at golf.

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## Lesson 35: Phonetic Skill 2

jump Brent stiff rest  
chess text lift went  
off sand wind dress  
fact blend damp catch

The sand is damp, so don't jump in it.  
We will text Brent to see where he went.  
I must get off of my stiff leg and rest.

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# Fast Food

Fast food is food that is cooked and served quickly. It is often eaten without forks or spoons. It can be bought in restaurants and stores. You can even buy it from machines or food trucks.

Fast food first appeared many years ago. One of the earliest kinds of fast food was the sandwich. It was named for the Earl of Sandwich. The earl was British. He was a busy man. In fact, he was so busy that he did not often stop what he was doing to eat. To save time, he would put meat between two pieces of bread. He would then eat the sandwich while he worked. Today, people all over the world eat sandwiches.

There are many other types of fast food. Hamburgers, fries, hot dogs, and chicken are some of the most popular. So are tacos and pizza. Different places around the world have different types of fast food. Fried fish is common in some parts of Europe. Doner kebab is one name for a type of meat sandwich that is popular in the Middle East. There are many noodle fast food dishes in Asia.

People enjoy eating fast food because it saves time. They can prepare or order food quickly. They can eat a meal in a few minutes. Fast food is usually **inexpensive**. This means that it does not cost much money. But some fast food may not be healthy. Fast food often has lots of sugar, fat, and salt. Eating too much sugar, fat, and salt is not good for our bodies. People who eat fast food should not eat it too often.



*health, food, culture*

*Lexile®: 530L  
Word Count: 268*

**Time:** \_\_\_\_\_

# Fast Food

## Comprehension Questions

Circle the best answer.

1. This passage is mostly about
  - a. ways to learn how to cook meals at home.
  - b. food that can be prepared and eaten quickly.
  - c. restaurants that serve people unusual foods.
  - d. people who like to try food from other countries.
  
2. The word *sandwich* comes from
  - a. a busy man.
  - b. a food truck.
  - c. a type of meat.
  - d. a British restaurant.
  
3. Fast food is popular for all of the following reasons EXCEPT
  - a. it is easy to eat.
  - b. it is not expensive.
  - c. it is difficult to find.
  - d. it can be ready quickly.
  
4. The biggest problem with fast food is that
  - a. it is not very healthy.
  - b. it does not taste good.
  - c. it requires a knife and fork.
  - d. it has too many vegetables.
  
5. If something is *inexpensive* (paragraph 4), it has a
  - a. low price.
  - b. long shape.
  - c. sweet taste.
  - d. strong smell.

## Most Common Words List 9

## Skills Review

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

## Most Common Words List 9

name   good   sentence   man   think   say   great  
 where   help   through   much   before   line   right   too

A. Read the story. Circle the Most Common Words from List 9. Words can be used more than once.

Today I went to a fast food restaurant for lunch. It wasn't too crowded. I saw a man right before me in line. The cashier was ready to help the man through his order. I think I heard the man say that his name was Ben, and he could not hear. His sentence was a little hard to understand. Ben asked for a pen and paper. The cashier walked to the back of the restaurant where he spoke with a woman. The woman knew sign language, so she took Ben's order. Ben signed, "Thank you very much." It was great to see someone helping another person. It made me feel good.

B. Write the missing letters to complete the Most Common Words.

1. m \_ \_ n

6. s \_ \_ \_

11. b \_ \_ f \_ \_ r \_ \_

2. h \_ \_ l \_ \_

7. s \_ \_ n t \_ \_ n c \_ \_

12. m \_ \_ \_ h

3. t h \_ \_ n \_ \_

8. t \_ \_ \_

13. w h \_ \_ \_ \_

4. n \_ \_ m \_ \_

9. \_ \_ in \_ \_

14. t h \_ \_ o \_ \_ g \_ \_

5. g \_ \_ \_ d

10. g r \_ \_ \_ t

15. r \_ \_ \_ \_ t

---

**Most Common Words List 9**

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C. **Circle** the Most Common Word to complete each sentence. Write the word on the line to complete the sentence.

1. There was someone \_\_\_\_\_ in front of me at the restaurant.  
a. right                      b. through
2. It was a \_\_\_\_\_.  
a. where                      b. man
3. He was in \_\_\_\_\_.  
a. line                        b. great
4. He was ordering his lunch \_\_\_\_\_ I ordered mine.  
a. before                      b. sentence
5. I \_\_\_\_\_ he wanted to order a hamburger.  
a. man                        b. think
6. I couldn't tell what he was trying to \_\_\_\_\_.  
a. much                        b. say
7. His \_\_\_\_\_ was a little hard for me to understand.  
a. sentence                      b. right
8. The restaurant was not \_\_\_\_\_ crowded.  
a. too                         b. name
9. The cashier tried to \_\_\_\_\_ the man.  
a. through                      b. help
10. He walked the man \_\_\_\_\_ his order.  
a. good                        b. through
11. I heard the man say that his \_\_\_\_\_ was Ben and that he could not hear.  
a. name                        b. before
12. The cashier went to the back \_\_\_\_\_ he spoke to a woman who knew sign language.  
a. line                         b. where
13. After the woman helped Ben, he signed, "Thank you very \_\_\_\_\_."  
a. much                        b. man
14. It was a \_\_\_\_\_ thing to see.  
a. before                        b. great
15. It made me feel \_\_\_\_\_.  
a. sentence                      b. good