

CONTENTS

Introduction

Student Walk-Through

iv

Chapter 1 Phonics and Fluency

Chapter 1 Glossary	1
1 Long and Short Vowels	3
2 Phonics	12
3 Prose and Poetry with Purpose and Expression	22
4 Context Clues	33

Chapter 2 Reading Literature

Chapter 2 Glossary	43
5 Textual Evidence	45
6 Theme or Central Idea	54
7 Plot	63
8 Figurative and Connotative Meanings	77

Chapter 3 Literary Analysis and Response

Chapter 3 Glossary	87
9 Text Structure	89
10 Point of View	96
11 Compare and Contrast Different Versions	104
12 Compare and Contrast Genres	112

Chapter 4 Reading Informational Texts

Chapter 4 Glossary	120
13 Evidence in Informational Texts	122
14 Central Ideas and Key Details	132
15 Meaning of Words and Phrases	142

Chapter 5 Analyzing Informational Texts

Chapter 5 Glossary	152
16 Informational Text Structure	154
17 Point of View in Informational Text	165
18 Different Media and Format	175
19 Argumentative Text	185
20 Compare Presentations on the Same Subject	195

Lesson 1 Long and Short Vowels

Introduction

What Will I Learn?

- What are the vowel sounds?
- How do I know a long vowel sound from a short vowel sound in a word?

Words have long and short vowel sounds. Knowing the sounds and the letter patterns that make the sounds helps you read better.



Break Down the Skills

The alphabet has 26 letters. The letters **a, e, i, o,** and **u** are **vowels**. All of the other letters in the alphabet are called **consonants**.

Each vowel has a **long vowel sound** and a **short vowel sound**. The long vowel sound is the same as the vowel's name. Short vowel sounds are different from the vowel's name. Here are some words that have short vowel sounds.

cap	mat	dog	log	met
sit	dip	run	bun	pen

The letters in the words above all begin with a consonant, have one vowel in the middle, and end with a consonant. These words follow a **pattern** called consonant-vowel-consonant, or **CVC**. The vowel sound in CVC words is always short.

When a word has two consonants with a vowel in the middle, it has a short vowel sound.



Sometimes the CVC pattern repeats in a longer word. Both vowels are short. Read these words.

napkin

submit

picnic

fabric

When you add an **e** to the end of a CVC word, it makes the vowel sound long. It is a **silent e** because you do not hear it. Look at how these words change when silent **e** is added.

cap → cape

cut → cute

bit → bite

rod → rode

Blend the sounds together to say the words below. As you say the words, listen for the long or short vowel sounds.

shelf

made

knot

stuff

kite

home

short e

long a

short o

short u

long i

long o

Sometimes two vowels next to each other work together to make **one** sound. They are called **vowel teams**. Vowel teams make a long vowel sound. The first vowel says its name and the second vowel is silent. Read these examples.

oa	ea	ai	ie	ee
boat	beach	rain	cried	teeth
loaves	lean	train	pie	agree

In words where the vowel is followed by the letter *r*, the sound of the vowel changes. These are called **r-controlled vowels**. Read these words and listen for the vowel sound.

ar	er	ir	or	ur
shark	paper	chirp	morning	turtle
farm	painter	shirt	doctor	purple

In a vowel team, the first vowel usually says its name and the other is silent.



Learning the way **r-controlled vowels** sound makes it easier to read many long and short words.



There are some phonics rules that help you to know if a vowel is long or short.

1. If there is one consonant after the vowel, the vowel will be short.

ship **that**

2. If two consonants follow the vowel, the vowel will be short.

stack **wish**

3. If one vowel stands alone after a consonant, the vowel is long.

we **hi**

4. If an **e** follows a vowel and a consonant, the **e** at the end is silent. The first vowel is long.

bake **plate**

5. If two vowels are together, the first is usually long, and the second is silent.

peach **rain**

6. If an **r** follows a vowel, it changes the vowel sound. It is not the short or long vowel sound.

monster **flavor**

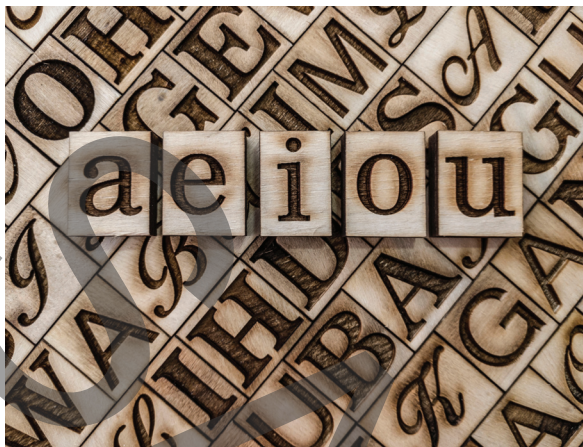
Remember these rules when you are figuring out new words.



You can break apart longer words into shorter parts that you know. This helps you to read longer words. Look for vowel patterns you know in each part.

ladder	→	lad (short)	der (short)	
cupcake	→	cup (short)	cake (long)	
fantastic	→	fan (short)	tas (short)	tic (short)
season	→	sea (long)	son (short)	

Guided Instruction



Read the words below and answer the questions.

setting market plane circle

retrieve unpack recite construct

arrange debate streak float

Guided Questions

Circle the words with the short vowel sounds.

Box the words with the long vowel sounds.

Underline the words with vowel teams.

1 What is the vowel sound in the word **leak**? How do you know?

2 What is an r-controlled vowel? Write two words with an r-controlled vowel.

Practice 2

1 Which phonics rule applies to the word **tape**?

2 Circle the words with **vowel teams**.

party **circus** **teacher** **freedom** **after**

3 Which word has the same vowel sound as **crept**?

- A seed
- B castle
- C peach
- D better

Remember vowel teams are two vowels next to each other that make one sound.



4 Which words have the same vowel sound?

- A **green** and **leaf**
- B **listen** and **life**
- C **mint** and **bride**
- D **yellow** and **yard**

Read each word. Listen to the vowel sounds and look at the vowel patterns you know.



5 Match the words with the vowels.

short o sound	bake
short i sound	creek
vowel team	drop
silent e	this

Exit Ticket

Now that you know about long and short vowels, put the words below in the correct side of the table. Cross out each word as you use it.

ripe meat listen shrub bring
 date picnic float rebate rabbit

Short Vowel Sounds	Long Vowel Sounds

What word can you add to the **short vowel** side of the chart?

TEACHER GUIDE

Lesson 1 Long and Short Vowels

At-a-Glance

Learning Objectives		Why Students May Struggle
<ul style="list-style-type: none">• Distinguish long from short vowel sounds.• Identify and read r-controlled vowel words.• Decode multisyllable words with vowel teams.		Vowel sounds are spelled in many different ways, so students may struggle to determine the difference between short and long vowel sounds.
Academic Vocabulary		
vowel	consonant	long vowel sound
short vowel sound	pattern	CVC
silent e	vowel team	r-controlled vowel

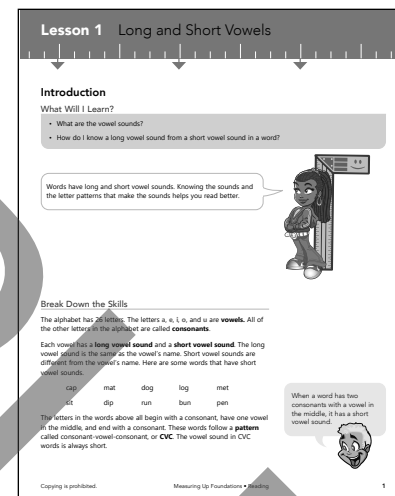
WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Before the lesson, display the alphabet. Ask students if they can identify the vowels and the consonants.
- Put the vowels, *a*, *e*, *i*, *o*, and *u* on the board. Activate students' prior knowledge by asking them what sounds each of these letters can make. Then ask them to brainstorm what words they already know with these letters. Guide them to identify whether the words they named have the long or short vowel sound.
- Have students say single-syllable CVC words such as *cat*, *bin*, and *cup*. See if they can spell the word as you write. If not, spell for them. Write the words on the board as students call them out.
- Repeat the above routine with long vowel words such as *kite*, *same*, and *hope*.

EXPLICIT INSTRUCTION

- Review the long and short sound of each vowel. Explain that students will learn different ways to spell vowel sounds.
- Start with short vowel sounds in words. Write words with the simple CVC pattern, and guide students to blend and read the words with you. Point out that the short vowel comes between two consonants.



The image shows a preview of the student page for Lesson 1, titled "Long and Short Vowels". The page includes an "Introduction" section with two questions: "What are the vowel sounds?" and "How do I know a long vowel sound from a short vowel sound in a word?". Below this is a cartoon character and a speech bubble that says, "Words have long and short vowel sounds. Knowing the sounds and the letter patterns that make the sounds helps you read better." The "Break Down the Skills" section explains that the alphabet has 26 letters, with 5 vowels (a, e, i, o, u) and 21 consonants. It defines long vowel sounds (e.g., *cat*, *bin*, *cup*) and short vowel sounds (e.g., *mat*, *dog*, *log*, *mat*, *cup*, *dip*, *run*, *bus*, *pin*). It also defines CVC words (consonant-vowel-consonant) and notes that the vowel sound in CVC words is always short. A small cartoon character and a speech bubble explain that a word with two consonants and a vowel in the middle has a short vowel sound. The page footer includes "Copying is prohibited." and "Measuring Up Foundations • Reading".

- After students are confident with short vowel sounds, move on to long vowel sounds. Start with one-syllable words such as *cake*, *bike*, *see*, and *go*. Have students recognize that the vowels say their own name in these words.
- Explain that sometimes an *e* on the end of the word changes the vowel from a short vowel sound to a long vowel sound. Give several examples such as *cap* and *cape*, *bit* and *bite*, and *hug* and *huge*.
- Explain that sometimes two vowels that are together in a word make a long vowel sound. In these words the first vowel says its name and the second vowel is silent. Give examples such as *rain*, *boat*, and *team*.
- Write several long vowel words on the board including both CVCe and CVVC patterns such as *hope* and *float*. Say each word, stretching out the sounds. Point out that the long vowel sound is the same as its name.
- Write several words with r-controlled vowels, such as *bird*, *hurt*, and *smart*. Ask students what they notice about the vowel sound in each word. Underline the *r* in each word. Point out that it comes after the vowel and changes its sound.
- Point out that students can use what they know about vowels to break longer words into parts they know and read the word. Write several multisyllable words. Ask students to identify vowel patterns they know to help them break the words into parts and read the words.

BREAK DOWN THE SKILLS

TEACH ACADEMIC VOCABULARY

- Tell students that all the letters in the alphabet are either **vowels** or **consonants**. The letters *a*, *e*, *i*, *o*, and *u* are vowels. All the other letters are consonants. They are all units of sound.
- Explain that each vowel has a **long vowel sound** and a **short vowel sound**. The long vowel sound is the same as the vowel's name; the short vowel sound is different. Read the short vowel words.
- Guide students to look for any **patterns** they may see in the words. The pattern, or repeated form, is that the words begin with a consonant, have a vowel in the middle, and end with a consonant. Tell them that these are called consonant-vowel-consonant, or **CVC**, words. The vowel in CVC words makes a short vowel sound.

Lesson 1 Long and Short Vowels

Introduction

What Will I Learn?

- What are the vowel sounds?
- How do I know a long vowel sound from a short vowel sound in a word?

Words have long and short vowel sounds. Knowing the sounds and the letter patterns that make the sounds helps you read better.

Break Down the Skills

The alphabet has 26 letters. The letters *a*, *e*, *i*, *o*, and *u* are vowels. All of the other letters in the alphabet are called consonants.

Each vowel has a **long vowel sound** and a **short vowel sound**. The long vowel sound is the same as the vowel's name. Short vowel sounds are different from the vowel's name. Here are some words that have short vowel sounds.

cap	mat	dog	log	met
kit	dip	run	bun	pan

The letters in the words above all begin with a consonant, have one vowel in the middle, and end with a consonant. These words follow a **pattern** called consonant-vowel-consonant, or **CVC**. The vowel sound in CVC words is always short.

When a word has two consonants with a vowel in the middle, it has a short vowel sound.

Copying is prohibited. Measuring Up Foundations • Reading

- Explain to students that the CVC pattern can repeat in two-syllable words. Read the two-syllable short vowel words.
- Tell students that when a **silent e** is added to the end of a CVC word, the final e has no sound and the vowel becomes long. Read the words to demonstrate how adding silent e makes a short vowel word into a long vowel word.
- Direct students' attention to the next row of words. Ask them to touch and blend the sounds in these words and say the words. As they say the words, have them listen for the long or short vowel sounds and identify them.
- Explain to students that sometimes when there are two vowels together, they are called a **vowel team**. In a vowel team the letters make only one sound. The first vowel says its name and the second vowel is silent. Point out the vowel team examples, and have students read them. Have them identify the vowel team and the sound it makes in the words.
- Tell students that certain letters next to a vowel can change the sound of the vowel. Explain that words that have a vowel followed by the letter *r* make different sounds. These are called **r-controlled vowels**. R-controlled vowels sound different from short or long vowel sounds. Read the examples and go over the sound they make. Point out how the *r* is after the vowel in these words.
- Tell students that there are some phonics rules to know that can help them figure out words. Read the rules and examples.
- Explain to students that knowing phonics rules helps them to decode and read longer words. Tell them they can break apart words like multisyllable words and compound words and apply the rules to each part. Read the examples and the patterns they include: ladder (CVC and CVC), cupcake (CVC and CVCe), fantastic (CVC, CVC, CVC), and season (CVV, CVC).
- If time allows, have students complete the On Your Own chart at the end of these notes.

Lesson 1 • Long and Short Vowels

Sometimes the CVC pattern repeats in a longer word. Both vowels are short. Read these words:

nugget	submit	picnic	fabric
--------	--------	--------	--------

When you add an *e* to the end of a CVC word, it makes the vowel sound long. It is a **silent e** because you do not hear it. Look at how these words change when silent *e* is added:

cap	→ cape	cut	→ cute
bit	→ bite	rod	→ rode

Blend the sounds together to say the words below. As you say the words, listen for the long or short vowel sounds:

shell	made	knit	stuff	kite	home
-------	------	------	-------	------	------

short e long a short o short u long i long o

Sometimes two vowels next to each other work together to make one sound. They are called **vowel teams**. Vowel teams make a long vowel sound. The first vowel says its name and the second vowel is silent. Read these examples:

oa	ea	ai	ie	ee
boat	beach	rain	crad	teeth
loved	lean	train	pie	agree

In words where the vowel is followed by the letter *r*, the sound of the vowel changes. These are called **r-controlled vowels**. Read these words and listen for the vowel sound:

ar	er	ir	or	ur
shark	paper	chip	morning	turtle
farm	painter	stir	doctor	purple

In a vowel team, the first vowel usually says its name and the other is silent.

Learning the way r-controlled vowels sound makes it easier to read many long and short words.

2 Level F Copying is prohibited.

Chapter 1 • Phonics and Fluency

There are some phonics rules that help you to know if a vowel is long or short.

1. If there is one consonant after the vowel, the vowel will be short.

ship	that
------	------
2. If two consonants follow the vowel, the vowel will be short.

stack	wish
-------	------
3. If one vowel stands alone after a consonant, the vowel is long.

we	hit
----	-----
4. If an *e* follows a vowel and a consonant, the *e* at the end is silent. The first vowel is long.

bake	plate
------	-------
5. If two vowels are together, the first is usually long, and the second is silent.

peach	rain
-------	------
6. If an *r* follows a vowel, it changes the vowel sound. It is not the short or long vowel sound.

master	flavor
--------	--------

You can break apart longer words into shorter parts that you know. This helps you to read longer words. Look for vowel patterns you know in each part.

ladder	→	lad	(short)	der	(short)		
cupcake	→	cup	(short)	cake	(long)		
fantastic	→	fas	(short)	tac	(short)	tic	(short)
season	→	sea	(long)	son	(short)		

Remember these rules when you are figuring out new words.

Copying is prohibited. Measuring Up Foundations • Reading 3

Differentiate for Struggling Readers

Students can play vowel bingo. Make bingo cards using different long and short vowel words. Give students counters or bingo chips. Make several slips of paper with "short vowel," "long vowel," "vowel team," "silent e," and so on rather than the actual words. This way, when called, they will be analyzing all the words on their cards, not just listening for a certain word. Place slips in a bag or bowl and call them out. Students can find a word on their board that fits the description and place a chip on their word.

Differentiate for English Learners

English learners may have a difficult time with English vowel sounds because the vowel letters may have different names and sounds in their home language. For example, the *a* sound in the word *cat* and the *u* sound in the word *but* do not exist in Spanish. It might benefit them to work in pairs or groups to create a list of words with these sounds. Read the words aloud with them to hear and practice the pronunciations.

GUIDED INSTRUCTION

Guided Reading Activity


- Some students may benefit from hearing you read the activity aloud. If necessary, have students follow along as you read aloud. Otherwise, direct students to read the activity quietly to themselves.

Guided Reading Questions

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

Lesson 1 • Long and Short Vowels

Guided Instruction



Read the words below and answer the questions.

setting market plane circle
retrieve unpack recite construct
arrange debate break float

Guided Questions

Circle the words with the short vowel sounds.
Box the words with the long vowel sounds.
Underline the words with vowel teams.

1 What is the vowel sound in the word *leak*? How do you know?
It is a long e sound. I know because there are two vowels together and the e is first.

2 What is an r-controlled vowel? Write two words with an r-controlled vowel.
R-controlled vowels are vowels that have an r after them. The r makes them say a different sound. Some r-controlled words are *write, mirror, ocean, hurry, and shirt.*

4 Level F Copying is prohibited.

Differentiate for Struggling Readers and English Learners

In the multisyllable words, highlight or underline the vowel or vowel team on which students are focusing. For example, in the word *setting*, highlight the *e*. In the word *recite*, highlight the *i*.

If students struggle to come up with r-controlled vowel words on their own, offer them some choices and have them identify the words with the r-controlled vowels. Practice saying the words and the vowel sounds together and pointing to where the *r* comes after the vowel in the word.

INDEPENDENT PRACTICE

Practice 1 Questions

- Read the questions and answer choices aloud as students select the answers. Review the answers and provide reminders and reteach as needed.

Chapter 1 • Phonics and Fluency

Independent Practice

Answer the questions that follow.

Practice 1

1 Which word has the same vowel sound as the word *blouse*?
A park B bowl C table D perfect

2 Which word has an r-controlled vowel sound?
A rope B drive C bridge D surts

3 Which word has a silent e?
A perfect B reply C lake D garden

4 Which words have the same long vowel sound?
A gift and bike
B mark and lake
C room and hope
D seen and shed

5 Circle the words with the long e sound.
listen able beach enjoy greedy

Remember: when the r comes after a vowel, the vowel has an r-controlled sound.

Remember: the rule for silent e.

Recall the different ways letters can make a long vowel sound.

Copying is prohibited. Measuring Up Foundations • Reading 5

Practice 2 Questions

- Ask students to read the questions and select the answers independently. Review the answers and provide reminders and reteach as needed.

Lesson 1 • Long and Short Vowels

Practice 2

1 Which phonics rule applies to the word tape? Silent e. The e at the end of the word makes the letter a have a long vowel sound.

2 Circle the words with vowel teams. party circus teacher freedom after

3 Which word has the same vowel sound as creep?
 A seed
 B castle
 C peach
 D better

4 Which words have the same vowel sound?
 A green and leaf
 B listen and life
 C mint and bride
 D yellow and yard

5 Match the words with the vowels.
 short o sound —> bake
 short i sound —> creek
 vowel team —> drop
 silent e —> this

6 Level F Copying is prohibited.

EXIT TICKET

- Have students fill in the chart by writing new long and short vowel words using vowel patterns they have learned.

Chapter 1 • Phonics and Fluency

Exit Ticket

Now that you know about long and short vowels, put the words below in the correct side of the table. Circle each word as you use it.

ripe meat listen shrub bring
 date picnic float rebate rabbit

Short Vowel Sounds	Long Vowel Sounds
listen	ripe
shrub	meat
bring	date
picnic	float
rabbit	rebate

What word can you add to the short vowel side of the chart?
big, can, stop, shut, bend

Copying is prohibited. Measuring Up Foundations • Reading 7

ADDITIONAL SUPPORT

SUPPORT FOR STRUGGLING LEARNERS

- Have students make a T-chart on a board, piece of paper, or in their notebook. Label one side "short vowel sounds" and the other "long vowel sounds." Have students collect several objects from around the room. Then have them name each item, identify the vowel sound in the word, and write the word on the T-chart on the correct side. If the word has multiple syllables with both long and short sounds, write the word on both sides of the chart.
- Give students a highlighter or colored pencil. Have them pick five or six words from a text and highlight the vowel they see in each word. Ask them if they know the word and if they can tell you if the vowel makes a long or short sound.
- Have students make memory cards using vowel sound labels such as "short a," "long a," "short e," and "long e." Then have them write some short and long vowel words on cards so that each vowel sound card has a match. See examples below. Next, have them use the cards to play a memory game with a partner.

short a – path, long a – plate, short e – pen, long e – green, short i – chin, long i – nice

SUPPORT FOR ENGLISH LEARNERS

- English learners can also play the vowel bingo game. Provide them with bingo cards with words and pictures for extra support or discuss each word before beginning.
- Have students look at pictures of animals and say each animal's name. Let them create a picture chart of the animals, sorting them into the categories of long and short vowels. Some good choices for short vowel examples are *fox, cat, dog, rabbit, fish, and frog*. Some examples for long vowels are *goat, whale, bee, tiger, and eagle*.
- Have students make anchor charts with examples of the vowel rules to use as a reference as they work.

EXTENSION ACTIVITIES

- Students can research and write interesting facts about a topic (animal, sport, and so on) of their choice. Have them pick out two or three words per sentence and highlight the vowels. They can highlight short vowels one color and long vowels another color and share their facts with partners.
- Students can work in groups to create their own vowel game or activity. Then let the groups play their games and teach them to other groups.
- Write long and short vowel sounds on strips of paper and place them in a hat or basket. Have them choose a strip. Next, give them 60 seconds to look at their strip and write a silly sentence with that vowel sound as many times as possible. Finally, ask volunteers to share their silly sentences.

Name _____

Date _____

On Your Own

For each letter, write words with long and short vowel sounds.

Long and Short Vowel Words		
Letter	Long Vowel Sound	Short Vowel Sound
a		
e		
i		
o		
u		