

Suffixes -er, -or

The suffixes **-er** and **-or** mean "one who does something."

A **helper** is someone who helps.

A **visitor** is someone who visits.

Words with **-er**

teach + **er** = teacher

write + **er** = writer

run + **er** = runner

Words with **-or**

act + **or** = actor

survive + **or** = survivor

Unit 7 Week 1

Name: _____ Date: _____

Build Automaticity

1. Underline the suffix **-er** or **-or** in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

teacher	lawyer	farmer	driver	banker
actor	mayor	sailor	survivor	inventor
visitor	baker	author	singer	doctor
writer	tailor	waiter	dancer	leader
helper	reader	fighter	swimmer	painter
baker	farmer	inventor	tailor	fighter
singer	driver	survivor	writer	reader
leader	banker	mayor	doctor	helper
swimmer	sailor	actor	author	dancer
painter	teacher	lawyer	visitor	waiter
governor	prisoner	director	explorer	senator
professor	emperor	foreigner	climber	publisher
gardener	investigator	director	announcer	attacker
senator	professor	designer	emperor	foreigner
investigator	director	attacker	publisher	climber
announcer	foreigner	explorer	gardener	announcer
attacker	senator	professor	director	explorer
climber	explorer	emperor	governor	director
investigator	director	climber	designer	prisoner
governor	prisoner	publisher	gardener	investigator

Words per Minute

Date

Partner

Timed Reading 1

Timed Reading 2

Unit 7 Week 2

Homophones Chart, Unit 7, Week 2, Lesson 2

Homophones

Homophones are words that sound the same but have different spellings and meanings.

hear I hear the phone ringing.

here All the students are here today.

to I go to school by bus.

two I have two cats.

too Do you have a cat, too?

Unit 7 Week 2

Name: _____ Date: _____

Build Automaticity

1. Underline three sets of homophones.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

their	they're	there	wear	where
your	you're	wood	would	week
weak	to	two	too	threw
through	son	sun	tail	tale
rose	rows	plain	plane	right
write	road	rode	rowed	pear
pair	pause	paws	one	won
meat	meet	for	four	no
know	knot	not	hour	our
hole	whole	hear	here	bee
flour	flower	hair	hare	due
do	mail	male	doe	dough
close	clothes	cents	scents	sense
by	buy	break	brake	billed
build	beat	beet	ate	eight
you're	their	write	would	pause
two	your	plane	threw	wood
plain	to	they're	tale	paws
right	through	one	there	too
hour	won	know	whole	tail

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Unit 7 Week 3

Variant Vowel /ô/ Chart, Unit 7, Week 3, Lesson 2

Variant Vowel /ô/

The letter **a** followed by **i**, **ll**, or **lk** stands for the /ô/ sound as in **salt**, **ball**, and **walk**.

The spellings **au** as in **fault**, **aw** as in **claw**, **ough** as in **brought**, and **augh** as in **taught** also stand for the /ô/ sound.

salt

fall

talk

author

draw

brought

caught

Unit 7 Week 3

Name: _____ Date: _____

Build Automaticity

1. Underline the vowel /ô/ (**au, aw, al, all, alk, ough, augh**) spelling pattern in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

ball	chalk	salt	caught	draw
fault	small	launch	claw	yawn
straw	crawl	stalk	bought	brought
drawn	vault	thought	gnaw	haunt
draw	salt	ball	fault	straw
chalk	drawn	chalk	small	crawl
caught	vault	salt	launch	stalk
small	thought	caught	claw	bought
launch	gnaw	draw	yawn	brought
yawn	haunt	fault	straw	thought
withdraw	baseball	smallest	strawberry	overall
crosswalk	basketball	rainfall	talking	drawing
lawnmower	recall	sidewalk	distraught	waterfall
baseball	withdraw	crosswalk	overall	distraught
overall	crosswalk	baseball	withdrawing	talking
drawing	lawnmower	basketball	smallest	lawnmower
waterfall	strawberry	recall	rainfall	strawberry
smallest	basketball	distraught	sidewalk	talking
overall	redrawing	recalling	sidewalks	distraught
rainfall	lawnmower	waterfalls	basketball	recalled

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Unit 8 Week 1

Hard and Soft c Chart, Unit 8, Week 1, Lesson 2

Hard and Soft c

Hard **c** makes the **/k/** sound as in **cold**. When **c** is followed by **a**, **o**, or **u**, the sound is usually hard.

Soft **c** makes the **/s/** sound as in **cent**. When **c** is followed by **e**, **i**, or **y**, the sound is usually soft.

Hard c

card

corn

cube

Soft c

cell

city

cymbal

Unit 8 Week 1

Name: _____ Date: _____

Build Automaticity

1. Underline the hard and soft **c** spelling pattern in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

face	race	place	dance	bounce
cab	call	came	camp	card
brace	chance	choice	fence	force
cart	cave	cash	coast	coin
ice	rice	slice	mice	peace
comb	cool	cough	could	court
pace	since	trace	twice	voice
cube	curve	cute	cow	cold
cell	cent	grace	ounce	space
count	coats	coil	cast	care
ceiling	celery	cellar	cement	center
advice	concert	fancy	groceries	mercy
calling	counted	campground	candles	careless
cooler	coldest	coming	country	costly
cereal	circle	circus	city	citizen
couldn't	coughing	curling	camel	carrot
notice	cycle	office	pencil	bicycle
camera	cloudy	cookies	cancer	cactus
circle	ceiling	advice	cereal	officer
customs	crazy	complete	combine	confused

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Unit 8 Week 2

Hard and Soft g Chart, Unit 8, Week 2, Lesson 2

Hard and Soft g

When the letter **g** is followed by **a**, **o**, or **u**, it usually makes the **/g/** sound as in **gold**.

When the letter **g** is followed by **e**, **i**, or **y**, it usually makes the **/j/** sound as in **germ**.

Hard g

game gorilla guppy

Soft g

gem giant gym

Unit 8 Week 2

Name: _____ Date: _____

Build Automaticity

1. Underline the hard and soft **g** spelling pattern in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

age	page	stage	change	huge
game	geese	girl	gave	gears
large	strange	gem	germs	gym
goal	gone	gold	twig	frog
page	age	game	large	goal
stage	page	geese	strange	gone
change	stage	girl	gem	gold
huge	change	gave	germs	twig
strange	huge	gears	gym	frog
gem	age	gyms	large	germs
garage	general	gentle	giant	giraffe
guitar	giving	golden	digging	dragging
gigantic	cabbage	courage	damage	danger
gossip	gravy	garden	garlic	giggle
stranger	magic	oranges	package	village
cabbage	garage	guitar	gossip	stranger
courage	general	giving	gravy	magic
damage	gentle	golden	garden	orange
dangerous	giant	digging	giggle	packages
garlic	giraffe	dragging	villages	gigantic

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Unit 8 Week 3

Diphthongs /ou/ and /oi/ Chart, Unit 8, Week 3, Lesson 2

Diphthongs /ou/ and /oi/

The /ou/ sound can be spelled with the vowel team **ou** or **ow**.

The /oi/ sound can be spelled with the vowel team **oi** or **oy**.

ou count, about

ow brown, flower

oi spoil, noisy

oy toys, enjoy

Unit 8 Week 3

Name: _____ Date: _____

Build Automaticity

1. Underline the diphthong (**oi**, **oy**, **ou**, **ow**) spelling pattern in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

boil	noise	spoil	boy	broil
couch	mouth	cloud	now	proud
coin	joy	join	moist	point
bounce	south	ground	growl	round
soy	count	howl	mouse	shout
town	boil	brown	couch	drown
joy	noise	coin	mouth	bounce
south	spoil	join	cloud	ground
round	boy	moist	now	growl
shout	broil	point	proud	mouse
spoiling	joining	turmoil	pointed	disappoint
prouder	grouchy	amount	aloud	lighthouse
appointed	noises	moisture	annoyed	enjoy
about	bouncing	without	pronounce	allowed
destroy	overjoy	around	anyhow	surround
meow	downtown	growling	tryouts	countdown
bouncing	spoiling	prouder	appointed	about
without	joining	grouchy	noisy	downtown
pronounced	pointed	amounts	moisture	growling
surrounded	disappointed	aloud	enjoyed	countdown

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Unit 9 Week 1

Suffixes -able, -ful, -less Chart, Unit 9, Week 1, Lesson 2

Suffixes -able, -ful, -less

The endings **-able**, **-ful**, and **-less** are suffixes. The suffix **-able** means "able to"; **-ful** means "full of"; **-less** means "without."

break + able = breakable

color + ful = colorful

spot + less = spotless

Unit 9 Week 1

Name: _____ Date: _____

Build Automaticity

1. Underline the suffix (**-able**, **-ful**, **-less**) in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

useful	healthful	colorful	careful	tearful
timeless	spotless	hopeless	ageless	careless
washable	sizable	enjoyable	fixable	lovable
graceful	hopeful	thankful	joyful	helpful
fearless	harmless	movable	usable	washable
sizable	useful	timeless	graceful	fearless
enjoyable	healthful	spotless	hopeful	harmless
fixable	colorful	hopeless	thankful	movable
lovable	careful	ageless	joyful	usable
washable	tearful	careless	helpful	washable
delightful	fanciful	successful	beautiful	doubtful
penniless	colorless	shapeless	thoughtless	weightless
valuable	affordable	profitable	acceptable	capable
peaceful	thoughtful	wonderful	worthless	unbelievable
capable	penniless	delightful	peaceful	valuable
thoughtful	colorless	fanciful	wonderful	affordable
worthless	shapeless	successful	doubtful	profitable
weightless	thoughtless	beautiful	beautifully	acceptable
successfully	thoughtlessly	weightlessness	invaluable	unacceptable
incapable	peacefully	thoughtfully	wonderfully	worthlessness

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Unit 9 Week 2

Prefixes dis-, un- Chart, Unit 9, Week 2, Lesson 2

Prefixes dis-, un-

A prefix is added to the beginning of a word and changes the meaning of the word. The prefixes **dis-** and **un-** both mean “not” or “opposite of.”

dis (not, opposite of)

dis + like = dislike

dis + honest = dishonest

un (not, opposite of)

un + fair = unfair

un + afraid = unafraid

Unit 9 Week 2

Name: _____ Date: _____

Build Automaticity

1. Underline the prefix (**dis-**, **un-**) in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

dislike	distrust	dishonest	disappear	disagree
unhappy	unlucky	uneven	unwrap	unsure
disprove	disown	disgrace	discolor	disconnect
unafraid	unaware	unclean	unclear	unhurt
unclean	dislike	unhappy	disprove	unafraid
unlucky	distrust	unlucky	disown	unaware
dislike	dishonest	uneven	disgrace	unclean
disagree	disappear	unwrap	discolor	unclear
unhurt	disagree	unsure	disconnect	unhurt
disappear	unclear	unhappy	dishonest	disprove
disagreeable	disobey	disappeared	disbelief	disassembled
unfamiliar	unfinished	unfriendly	unsalted	unwanted
displeased	disabled	disadvantage	disqualify	disturbed
unprotected	uninteresting	unhealthy	unexpected	uncomfortable
unwanted	disagreeable	uncomfortable	disbelief	displeased
disassembled	unfamiliar	disobey	disabled	disappeared
disturbed	displeased	unfinished	disappeared	disqualified
unexpected	unprotected	disabled	unfriendly	disbelief
disobeyed	unwanted	uninteresting	disadvantage	unsalted
unfriendly	unfamiliar	disadvantage	unhealthy	disqualify

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Prefixes pre-, re-

A prefix is added to the beginning of a word and changes the meaning of the word.

The prefix **pre-** means "before." The prefix **re-** means "again."

pre (before)

pre + dawn = predawn

pre + order = preorder

re (again)

re + write = rewrite

re + appear = reappear

Unit 9 Week 3

Name: _____ Date: _____

Build Automaticity

1. Underline the prefix (**pre-**, **re-**) in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

preheat	preview	prepay	precut	pregame
rewrite	restate	rethink	recycle	rebuild
premix	preplan	prewash	prepack	premade
redraw	refill	reheat	rename	reread
preview	redraw	premix	rewrite	preheat
prepay	refill	preplan	restate	preview
preplan	reheat	prewash	rethink	prepay
prewash	rename	prepack	recycle	precut
prepack	reread	premade	rebuild	pregame
recycle	rewrite	rebuild	reread	reheat
prepackaged	prearrange	prekindergarten	prejudge	premeasure
restocked	reconsidered	reappear	rearrange	reproduce
preorder	preseason	preapprove	predict	precede
reopen	restate	retold	reunite	rewrap
reconsidered	prepackaged	preorder	reopen	premeasured
reappear	prearrange	preseason	restate	reappeared
rearrange	prekindergarten	preapprove	retold	rearranged
reproduce	prejudge	predict	reunite	reproduced
restocked	premeasure	precede	rewrap	reopened
preapproved	preordered	predicted	preceded	rewrapped

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Unaccented Final Syllables

Words with -en

The gold/en rays of the sun lit up the sky.

The apple was old and rot/ten, so I threw it away.

Words with -on

Shirts made of cot/ton are very soft.

I could smell the salm/on on the grill.

Words with -ain

My parents always enjoy finding a good bar/gain at the store.

The hikers climbed up the tall moun/tain.

Words with -in

We stay in a small cab/in every summer.

Every autumn, my cousins and I help make pump/kin pie.

Unit 10 Week 1

Name: _____ Date: _____

Build Automaticity

1. Underline the **-en**, **-on**, **-ain**, or **-in** spelling pattern in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

when	then	pen	men	den
main	Spain	sprain	brain	drain
spin	thin	chin	grin	win
hen	stain	grain	bin	pain
son	ton	won	done	gone
grain	spin	brain	won	main
sprain	when	pain	chin	men
ton	stain	win	hen	grin
then	drain	pen	bin	Spain
thin	den	son	done	gone
rotten	apron	broken	eleven	hidden
cotton	dragon	common	ribbon	gallon
bargain	mountain	captain	curtain	fountain
cabin	cousin	napkin	dolphin	muffin
button	spoken	certain	pumpkin	raisin
broken	mountain	muffin	fountain	certain
dragon	dolphin	ribbon	captain	common
cousin	rotten	cotton	napkin	pumpkin
hidden	button	raisin	apron	gallon
spoken	curtain	bargain	cabin	eleven

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Suffixes -ing, -ment, -ness

A suffix is a word part added to the end of a word. When you add the suffix **-ing**, **-ment**, or **-ness** to a word, you form a new word that is often a noun. The **-ing** suffix is also used to form verbs.

teach	+	ing	=	teach <u>ing</u>
enjoy	+	ment	=	enjoy <u>ment</u>
clever	+	ness	=	clever <u>ness</u>

Unit 10 Week 2

Name: _____ Date: _____

Build Automaticity

1. Underline the suffix (**-ing**, **-ment**, **-ness**) in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

making	brushing	eating	floating	teaching
agreement	movement	payment	statement	treatment
sadness	goodness	illness	kindness	weakness
painting	baking	riding	driving	darkness
illness	making	agreement	painting	payment
kindness	brushing	movement	baking	illness
weakness	eating	payment	riding	movement
goodness	floating	statement	driving	kindness
sadness	teaching	treatment	darkness	agreement
treatment	sadness	statement	goodness	weakness
warning	remaking	training	sweeping	reaching
amazement	contentment	announcement	argument	development
happiness	brightness	closeness	silliness	ugliness
fainting	parking	retaking	entertainment	improvement
argument	fainting	warning	amazement	happiness
development	retaking	remaking	contentment	brightness
entertainment	brightness	training	announcement	closeness
improvement	closeness	happiness	argument	silliness
retaking	parking	reaching	development	ugliness
happiness	silliness	sweeping	announcement	amazement

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Related Words

When you add a suffix or prefix to a base word, you make a new word. The new word has a related, but slightly different meaning.

Base Word	Related Words
educate	education, educator
invent	invented, invention, inventor
sad	sadly, sadness
help	helpful, helpless, unhelpful

Unit 10 Week 3

Name: _____ Date: _____

Build Automaticity

1. Underline three sets of related words.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words.
Keep practicing to improve your speed.

predict	predicting	prediction	magnet	magnetic
digest	digested	digestion	invent	inventor
operate	operated	operation	happy	happiness
observe	observing	observation	happily	happier
attract	attractive	attraction	create	creative
magnetic	predict	happy	observation	attractive
inventor	digest	predicting	happily	create
happiness	operate	digested	prediction	attraction
happier	observe	operated	digestion	magnet
creative	attract	observing	operation	invent
investigate	investigation	investigated	problem	problematic
electric	electricity	electrical	solve	solution
oppose	opposing	opposition	transform	transformation
appreciate	appreciation	celebrate	celebrating	celebration
compete	competition	competitive	pollute	pollution
solve	oppose	investigate	celebrate	competitive
appreciation	investigation	solution	problem	celebrating
investigated	electric	opposing	compete	problematic
transformation	appreciate	electricity	opposition	pollute
celebration	competition	pollution	electrical	transform

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____