

Teacher
Edition

4

Zaner-Bloser



SPELLING CONNECTIONS

A Word Study Approach

ZB Zaner-Bloser

Zaner-Bloser
SAMPLE

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Six Syllable Types

Spelling Connections highlights the six syllable types within and across grade levels to teach students six reliable syllable patterns. Color-coded example words above identify the syllable types within each unit.

Open

Closed

VCe

Vowel Team

Vowel-r

Consonant-le

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Six Syllable Types

Spelling Connections highlights the six syllable types within and across grade levels to teach students six reliable syllable patterns. Color-coded example words above identify the syllable types within each unit.

Open

Closed

VCe

Vowel Team

Vowel-r

Consonant-le

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SKILLS

► Overview

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Short-Vowel Spellings						
Short a	●	●	●	●	●	●
Short e	●	●	●	●	●	●
Short i	●	●	●	●	●	●
Short o	●	●	●	●	●	●
Short u	●	●	●	●	●	●
Long-Vowel Spellings						
Long a Patterns in Grade 4: <i>a, ai, ay, a_e</i>	●	●	●	●	●	●
Long e Patterns in Grade 4: <i>ea, ee, ie, e_e</i>	●	●	●	●	●	●
Long i Patterns in Grade 4: <i>i, i-C-e, y, igh, ey, uy</i>	●	●	●	●	●	●
Long o Patterns in Grade 4: <i>o, oa, ow, o_e</i>	●	●	●	●	●	●
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Vowel Digraph, Diphthong, and Schwa Spellings						
/ô/ (as in <i>walk, law</i>) Patterns in Grade 4: <i>au, augh, ough</i>		●	●	●	●	
/oi/ (as in <i>toy, coin</i>)		●	●	●	●	●
/ö/ (as in <i>good</i>)		●	●	●	●	●
/oo/ (as in <i>moon</i>) Patterns in Grade 4: <i>oo, o, u, ui, u_e</i>	●	●	●	●	●	●
/ou/ (as in <i>ouch, crowd</i>)		●	●	●	●	

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Vowel Digraph, Diphthong, and Schwa Spellings (continued)						
Schwa (as in <i>about</i> , <i>loyal</i>) Patterns in Grade 4: <i>-le</i> , <i>-en</i> , <i>-er</i> , <i>-or</i>		•	•	•	•	•
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/âr/ (as in <i>fair</i>) Pattern in Grade 4: <i>are</i>			•	•	•	•
/îr/ (as in <i>deer</i>) Pattern in Grade 4: <i>ear</i> , <i>eer</i>				•	•	
/ôr/ (as in <i>for</i>) Pattern in Grade 4: <i>or</i>	•	•	•	•	•	•
/ûr/ (as in <i>hurt</i>) Patterns in Grade 4: <i>er</i> , <i>ear</i>	•	•	•	•	•	•
Complex Consonant Spellings						
blends, initial	•	•	•			
blends, final	•	•				
digraphs, trigraphs Patterns in Grade 4: <i>sh</i>	•	•	•	•		
/k/ (as in <i>jacket</i> , <i>chorus</i>)	•	•	•		•	
/kw/, /skw/ (as in <i>quick</i> , <i>squid</i>)				•		
/f/ (as in <i>offer</i> , <i>phrase</i>)						•
soft g /j/ (as in <i>giant</i>)			•	•	•	
soft c /s/ (as in <i>city</i>)			•		•	
/sh/ (as in <i>action</i>)				•	•	

SKILLS OVERVIEW (Continued)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Complex Consonant Spellings (continued)						
/z/ (as in <i>arise</i> , <i>scissors</i>)						●
/zh/ (as in <i>vision</i>)				●		●
silent consonants (as in <i>knife</i> , <i>gnat</i>)		●	●	●		●
Dictionary and Thesaurus Skills						
alphabetizing	●	●	●	●	●	●
using a dictionary	●	●	●	●	●	●
using a thesaurus		●	●	●	●	●
word roots/origins, etymologies				●	●	●
High-Frequency Words						
correcting spelling of high-frequency words	●	●	●	●	●	
spelling high-frequency words from a research-based list	●					
Word Structure Spelling Rules						
abbreviations		●	●			
compound words		●	●	●	●	●
consonant-sound changes with suffixes (as in <i>select</i> , <i>selection</i>)					●	
contractions		●	●			
inflectional endings Endings in Grade 4: -er, -est	●	●	●	●	●	

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Word Structure Spelling Rules (continued)						
inflectional endings with spelling changes (change y to i, double final letters, drop e)		●	●	●	●	●
irregular plurals				●	●	
prefixes Prefixes in Grade 4: <i>dis-, im-, in-, non-, un-</i>		●	●	●	●	●
possessives				●		
suffixes Suffixes in Grade 4: <i>-en, -er, -est, -ful, -less, -ment, -ness, -tion</i>			●	●	●	●
Greek roots and suffixes					●	●
Latin roots and suffixes					●	●
syllable division patterns Patterns in Grade 4: VCV, VCCV, VCCC		●	●	●	●	
syllable types (closed, open, VCe, vowel team, vowel-r, consonant-le)	●	●	●	●	●	●
vowel-sound changes with suffixes (as in <i>define, definition</i>)					●	
Types of Words Frequently Misspelled						
commonly misspelled words					●	●
commonly confused terms					●	●
homographs						●
homophones			●	●		
more letters than sounds (as in <i>ready, build</i>)				●		

Homophones

Materials

- Student Edition, pp. 122–127

For Differentiated Practice and EL Support go to MyZBPortal.com for:

- Teacher Resource Book, pp. 193–202
- Spelling Support for English Learners, pp. 62–64
- Unit 22 Online Games & Activities
- Unit 22 Online Word Sort Activity or Word Sort Cards

WORD STUDY

In this unit, students will explore the sounds, structure, and meaning of homophones.

Hands-on Practice on MyZBPortal.com

- Have partners or small groups use the **Spelling Game Mats** for fun practice with the spelling patterns and words.
- Create flip folders for students to use when studying the spelling patterns and words.

INTRODUCTION

..... About the

..... ► **SPELLING PATTERNS**

In this unit, students will study **homophones**. A homophone is a word that sounds like another word but is spelled differently and has a different meaning. Some homophones are also multiple-meaning words. For example, **roll** and **role** are homophones, and **roll** can mean both “to turn” and “a type of bread.”



1 Give the Pretest

Begin the unit by giving the pretest to all students. Use the **Pretest Routine** or have students take the pretest online at MyZBPortal.com. After all students have completed the pretest, determine the appropriate word list to assign to each student based on the pretest results.

Pretest Sentences

Pretest Routine: Say the spelling word, read the sentence aloud, and say the word again. Have students self-check their pretests.

1. The glass jar will **break** if you drop it.
2. The man wore a belt around his **waist**.
3. After you have **passed** fourth grade, you will go into fifth grade.
4. A ball will **roll** down a hill.
5. I drove **past** the zoo.
6. Shanelle took the **role** of the big bad wolf in the school play.
7. The frame of that building is made of **steel**.
8. How will you stop if your bike has no **brake**?
9. A crow will **steal** shiny objects.
10. We try not to **waste** water.
11. In our front yard stood a **lone** pine tree.
12. After I ran, my muscles were **sore**.
13. These potatoes can be stored in the **cellar** all winter.
14. The plant **died** from lack of water.
15. Aretha would rather eat chicken than **steak**.
16. Will you please **loan** your pencil to me?
17. He **dyed** his white shirt blue.
18. That children’s magazine is a good **seller**.
19. The eagle was able to **soar** above the treetops.
20. The surveyor will mark the property line with a **stake**.

Pretest Score	Word List to Assign
9/20 or lower	● Emerging
10/20–17/20	◆ On Level
18/20 or higher	■ Challenge

2 Teach, Practice, & Differentiate

Consult the tabbed unit planner for 3-day and 5-day plans and choose the plan that fits best with your literacy block, or determine your own daily plan. Students at all levels of proficiency should complete the pages in the **Student Book**, regardless of which word list they have been assigned. Differentiated practice is provided in the **Teacher Resource Book** and online spelling games on **MyZBPortal.com**.

EL Support: Activities to support English Learners are available on **MyZBPortal.com**.

3 Assess

Give the unit posttest at the end of the unit. The posttest is differentiated by level so students are assessed only on the words that appear on their assigned word list (on level, emerging, or challenge). Use the **Posttest Routine** and posttest sentences (see pages 126–127 in this book) or have students take the posttest online at **MyZBPortal.com**.

Unit 22 Spelling Words

◆ On Level	● Emerging	■ Challenge
1. lone	1. they're	1. lone
2. break	2. break	2. guessed
3. waist	3. waist	3. guest
4. passed	4. passed	4. sore
5. sore	5. their	5. cellar
6. cellar	6. there	6. missed
7. roll	7. roll	7. died
8. died	8. it's	8. mist
9. past	9. past	9. steak
10. steak	10. its	10. vein
11. role	11. role	11. vane
12. steel	12. steel	12. loan
13. loan	13. brake	13. dyed
14. dyed	14. steal	14. seller
15. seller	15. waste	15. vain
16. brake		16. soar
17. soar		17. capitol
18. steal		18. stake
19. stake		19. capital
20. waste		

6 Syllable Types

Point out that the spelling words **break, waist, steel, steal, steak,** and **loan** contain vowel teams that stand for long vowels.

Explain that these are examples of **vowel team syllables** because they use two letters to spell a single vowel sound.

DAY 1

Student Objectives

Read, identify, and write words that are homophones.

Teach

Write **lone** and **loan** on the board. Explain that words that sound the same but are spelled differently are called **homophones**. Tell students that the word **homophone** comes from the Latin roots **homo**, meaning "same," and **phone**, meaning "sound."

WORD STUDY

Have students sort the spelling words under your direction using the Unit 22 Online Word Sort Activity or the Word Sort Cards.

Practice

Using page 122, have students read each spelling word and context sentence to a partner. Then have them complete the page independently.

Differentiate

Give each student the appropriate differentiated word list from the **Teacher Resource Book**. Have students take one list home and keep the other at school.

WORD STUDY



Homophones

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

READ the spelling words and sentences.

- | | |
|------------|---------------|
| 1. lone | <i>lone</i> |
| 2. break | <i>break</i> |
| 3. waist | <i>waist</i> |
| 4. passed | <i>passed</i> |
| 5. sore | <i>sore</i> |
| 6. cellar | <i>cellar</i> |
| 7. roll | <i>roll</i> |
| 8. died | <i>died</i> |
| 9. past | <i>past</i> |
| 10. steak | <i>steak</i> |
| 11. role | <i>role</i> |
| 12. steel | <i>steel</i> |
| 13. loan | <i>loan</i> |
| 14. dyed | <i>dyed</i> |
| 15. seller | <i>seller</i> |
| 16. brake | <i>brake</i> |
| 17. soar | <i>soar</i> |
| 18. steal | <i>steal</i> |
| 19. stake | <i>stake</i> |
| 20. waste | <i>waste</i> |

There was a **lone** clerk in the store.
Lift but do not **break** the cover.
Around his **waist** he wore a belt.
We **passed** a school crossing.
I hiked until my feet were **sore**.
In the **cellar** was an old chest.
Would you like a muffin or a **roll**?
The flower **died** from lack of water.
My father drove **past** your house.
He likes his **steak** well done.
What **role** did he play in the movie?
Aluminum is lighter than **steel**.
They needed a **loan** to buy the house.
The feather had been **dyed** yellow.
The buyer gave the **seller** money.
Step on the **brake** to stop.
Eagles **soar** across the sky.
Do not **steal** or damage goods.
A **stake** supports each plant.
Recycling does not **waste** material.



SORT the spelling words on a separate piece of paper.

- 1–20. Write each homophone and its partner. Think about how the spelling affects meaning.



122

Spelling Practice at Home



Go Digital!

Throughout the week, students can scan the QR codes with a mobile device to study their spelling words.

EL Support

- EL activities are available on **MyZBPortal.com**. They can be used anytime during the unit to reinforce and deepen English Learners' understanding of the spelling patterns.

Connect to

ABC

VOCABULARY

Unit 22

Word Meanings

Write the spelling word that goes with each meaning.
Check your answers in a dictionary.

- without company; by itself or oneself lone
- a slice of beef steak
- the middle part of the body waist
- colored with dye dyed
- the part played by an actor role
- earlier than the present time past
- to come apart break



Word Categorization

Write the spelling word that belongs in each group of words below.

- car, stop, brake
- spin, turn, roll
- lend, banker, loan
- outraced, left behind, passed
- failed, broke down, died
- marker, post, stake
- garbage, litter, waste



Dictionary Check

Write two spelling words for each dictionary respelling. Check the respellings in a dictionary.

- /sôr/ sore soar
- /stēl/ steel steal
- /sēl' or/ cellar seller

123

3-Day Plan

If you are using the 3-day plan, teach the lessons for Days 1 and 2 on the first day.

DAY 2

Student Objectives

- Identify the meanings of spelling words.
- Categorize spelling words based on meaning.
- Use a dictionary to find respellings.

Teach

Explain how to complete the activities on page 123.

For items 1–7, ask students to think of oral sentences using the homophone of the defined spelling word. Then challenge students to come up with a sentence that uses both homophones.

Practice

Have students complete page 123.

WORD STUDY

Have partners use the Unit 22 Word Sort Cards to do a **Buddy Sort**.

Differentiate

Have students complete the Extra Pattern Practice Masters from the **Teacher Resource Book** for differentiated practice with their spelling words.

DAY 3

Student Objectives

- Make inferences to identify and write the correct spelling words.
- Use context clues to complete sentences with spelling words.

Teach

Explain how to complete the activities on page 124.

In the "Use Context Clues" section, tell students to use context to determine the first homophone and then read the second part of the sentence to decide if the remaining homophone makes sense.

Practice

Have students complete page 124 independently.

Differentiate

Have students do a written word sort using their word lists from Day 1 (My School Word List) and the Word Sort Practice Master from the **Teacher Resource Book**.



Homophones

Choose the Homophones

Choose the correct homophone for each sentence.

1. Please pass me a (roll, role) to eat. **roll**
2. When I go sledding, I use my foot as a (break, brake). **brake**
3. We try not to (waist, waste) the paper. **waste**
4. We need one more (steak, stake) to secure this tent. **stake**
5. She is playing the (roll, role) of the princess in the school play. **role**
6. These paintings are on (lone, loan) from the museum. **loan**
7. Pele's knee was (sore, soar) after he fell. **sore**
8. He ate the soup before the (steak, stake). **steak**
9. A (lone, loan) horse stood in the field. **lone**
10. Please (brake, break) the seal to open the jar. **break**
11. The dress with the black belt at the (waste, waist) looks nice. **waist**
12. Look at those seagulls (soar, sore) over the waves. **soar**

Use Context Clues

Write a homophone pair to complete each sentence.

13. I remember that on our **past** trips we **passed** that farmhouse.
14. Why would anyone want to **steal** a truckload of **steel**?
15. The **seller** showed us what was for sale in her **cellar**.
16. The flower **died** when the florist **died** it green.

lone
break
waist
passed
sore
cellar
roll
died
past
steak
role
steel
loan
died
seller
brake
soar
steal
stake
waste

Online Practice!

- Online games and activities that give students more practice with this unit's spelling words are available on **MyZBPortal.com**.

Connect to

WRITING

Unit 22

Correspondence: Proofread a Postcard

Circle eight words that are not spelled correctly in the postcard below. Then rewrite the postcard on the lines using correct spelling. Make the corrections shown by the proofreading marks, too.

Hi, Folks ^

Greetings from the (passed) o I'm in historic Williamstown, where a plate of (stake) and eggs once cost a few cents. ^ We pay more than that. Today for a buttered (role), I'm having fun, although my feet are (soar) from walking. I bought you a (steal) horseshoe. The (cellar) said it should bring you luck. I'm trying not to (waist) Money on things for myself. This was a great (brake) from my studies. See you soon.

love,
Ted

Proofreading Marks

- ≡ Make uppercase
- / Make lowercase
- ^ Add
- o Delete
- o Add a period
- ≡ Indent

Hi, Folks,

Greetings from the past. I'm in historic Williamstown, where a plate of steak and eggs once cost a few cents. We pay more than that today for a buttered roll. I'm having fun, although my feet are sore from walking. I bought you a steel horseshoe. The seller said it should bring you luck. I'm trying not to waste money on things for myself. This was a great break from my studies. See you soon.

Love,
Ted

DAY 4

Student Objectives

Reinforce spelling skills by proofreading a postcard containing errors in words that are homophones.

Teach

Read the directions on page 125 with students. Review proofreading marks as needed.

Practice

Discuss with students why people still send postcards. Ask them whether a postcard likely contains formal or informal language and why. (It contains informal language because the recipient is a friend or relative of the sender and it is a short, friendly note.)

Have students complete page 125 independently.

WORD STUDY

Have students use the Unit 22 Word Sort Cards to do an **Individual** or **Speed Sort**.

Differentiate

Have students play any of the Unit 22 online games to practice for the unit posttest. The games are differentiated by level (emerging, on level, and challenge).

3-Day Plan

If you are using the 3-day plan, teach the lessons for Days 3 and 4 on the second day.

DAY 5

Student Objectives

- Demonstrate mastery of the unit spelling words.
- Review and generalize spelling patterns.

Assess

Use the **Posttest Routine** below to give the unit posttest or have students take the posttest online at **MyZBPortal.com**. Posttests are differentiated by level.

Optional Extra Practice

The Extend Word Study activities give students practice with the emerging, on-level, and challenge words in this unit.

WORD STUDY



Homophones

its
it's
there
their
they're
break
waist

passed
roll
past
role
steel
brake
steal

waste
lone
sore
cellar
died
steak
loan

dyed
seller
soar
stake
capital
capitol
vain

vane
vein
mist
missed
guest
guessed

Meaning Mastery

Check your answers in a dictionary or thesaurus.

A. Write a spelling word from the list that goes with each meaning.

1. part of a car that makes it stop **brake**
2. fall apart **break**
3. stopped living **died**
4. gave color to something **dyed**
5. something borrowed **loan**
6. single **lone**
7. pointy stick **stake**
8. a slice of meat **steak**
9. strong metal **steel**
10. take without permission **steal**
11. place to wear a belt **waist**
12. use up carelessly **waste**

B. Write a spelling word from the list that is a synonym for each word. Circle the words that contain double consonants in the middle.

13. basement **cellar**
14. merchant **seller**
15. fly **soar**
16. painful **sore**
17. transferred **passed**
18. earlier **past**
19. character **role**
20. spin **roll**

POSTTEST SENTENCES

Posttest Routine: Say the word, read the sentence aloud, and say the word again.

◆ On Level

1. Do not let the ball **roll** into the street.
2. You will have to pay for that if you **break** it.
3. I will play the main **role** in the school show.
4. Step on the **brake** if you want the car to stop.
5. Do not try to **steal** second base if there is not time.
6. The skydiver has a harness around her **waist**.
7. The teacher smiled at me as I walked **past** him.
8. The **steel** pipe is very heavy.
9. You will **waste** the food if you throw it away.

10. Lucy **passed** me the ball.
11. I can take a ride while I have the **loan** of her bike.
12. The eagle can **soar** higher than most other birds.
13. We were stranded when the car engine **died**.
14. That meat tastes like **steak**.
15. A **lone** animal walked through the forest that night.
16. His leg became **sore** after he fell on it.
17. This shirt is another color because I **dyed** it.
18. Push the **stake** into the ground so it holds down the tent.
19. The **cellar** in our home is dug out of dirt.
20. Will the **seller** reduce the price of the house?

Apply to

CONTENT

Areas

Unit 22

Informational Text: Social Studies

The text below has a lot of words that are **homophones**. Read the text and then answer the questions.

Barbara Jordan was the first African American woman from the South elected to Congress. In 1972, that was a historic feat. Much has changed since then, but let's look back at the past.

Barbara Jordan was born in Houston, Texas, in 1936. She was a top student in high school and college. Jordan worked for the election of President John F. Kennedy. His election moved her to run for Texas State Senate, and she won. She was the first black woman to serve in that post.

Later she ran for Congress, and she won. "What the people want is very simple," she often said. "They want an America as good as its promise." Barbara Jordan aimed to keep that promise. She fought for fair treatment for all.

In 1979, Jordan left Congress to teach. She said, "The world is not a playground, but a schoolroom." She taught at the University of Texas, a university she was once banned from attending. America had changed, however. Barbara Jordan helped the country heal past injustices.



1. What historic feat did Barbara Jordan accomplish in 1972?

She was the first African American woman from the South elected to Congress.

2. Write the sentence from the end of the text that describes how Barbara Jordan helped the country. Circle any words that are homophones in your answer.

Barbara Jordan helped the country **heal** **past** injustices.

3. What did Barbara Jordan fight for?

fair treatment for all

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DAY 5

Student Objectives

- Recognize words that are homophones in an informational text.
- Answer text-dependent comprehension questions about an informational text.

Optional Extra Practice

Tell students that the text on page 127 includes several words that are homophones studied in this unit. Ask a volunteer to read the first paragraph aloud and identify any words that are homophones. (**past, feat**) Point out that this an informational text because it gives information about a real person, Barbara Jordan.

Have students read the text and answer the comprehension questions. Remind them to circle any words that are homophones in their answer to the second question.

Emerging

Use **On-Level** sentences 1–10 and the following five sentences:

1. The bird is cleaning **its** feathers.
2. I think **it's** going to be a sunny day.
3. Look over **there** on the table and see if you can find your book.
4. Joe and Sue will take a gift to **their** grandparents.
5. If **they're** late, they will miss the funny part of the show.

Challenge

Use **On-Level** sentences 11–20 and the following nine sentences:

1. Use a **capital** letter to start each sentence.
2. The **capitol** building is in the next block.
3. He was so **vain** he combed his hair every few minutes.
4. There is a weather **vane** on our roof.
5. The nurse found a good **vein** in my arm for the medication.
6. A fine **mist** fell softly on the still lake.
7. She **missed** the train for the third time this month.
8. Mother will invite a **guest** to dinner.
9. He **guessed** the right answer on the first try.

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