

All Units

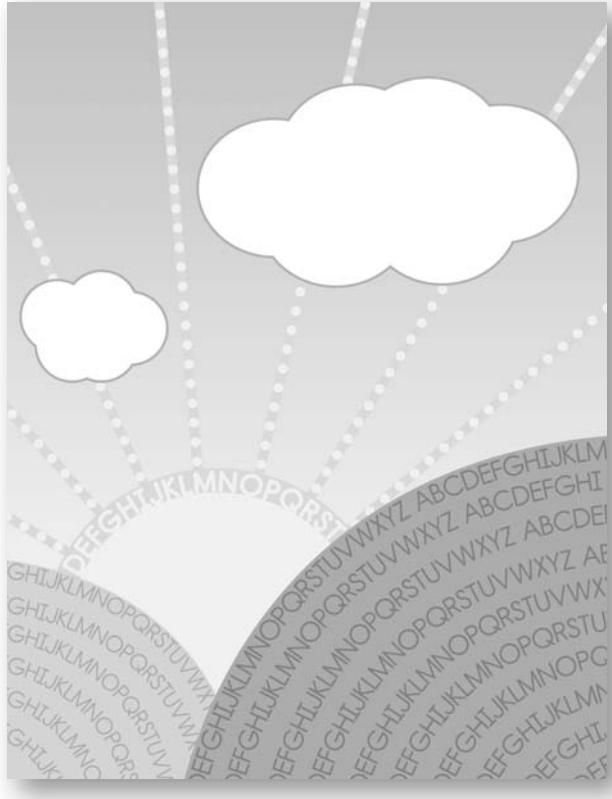
Assessment and Remediation Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 3



All Units

Assessment and Remediation Guide

Skills Strand

GRADE 3

Core Knowledge Language Arts®



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Introduction

Welcome!

Dear Teacher,

Welcome to the Grade 3 *Assessment and Remediation Guide*. While there are many competencies required to be a successful reader able to comprehend, analyze, and synthesize what one reads, one of the key prerequisite components is the ability to automatically apply knowledge of the English letter-sound correspondences when reading unfamiliar text. You will find resources in this Guide to help you provide additional instruction and remediation to students who enter Grade 3 with gaps in their code knowledge and fluency.

This Guide is not intended for use with students who are significantly below grade level. Students in this category will need intensive individualized instruction during their entire language arts period to bring them up to grade level. The Guide is intended for use with students who have mastered some or most of the letter-sound correspondences in the English language, but who are not yet fluent readers because they lack specific decoding skills and/or have not had sufficient practice in reading decodable text.

Assessment is a prerequisite first step to helping struggling readers. It is particularly important that you have a broad overview of each student's strengths and weaknesses at the very beginning of the year—or whenever a new student enters your classroom—so that you can make the best use of instructional time. Placement Assessments and guidelines are included in the Grade 3, Unit 1 teacher and student materials for this purpose. For your convenience, they are also reproduced in this Guide.

In addition, assessments are provided at the end of each section of this Guide. You may use these assessments as both pre-tests and post-tests for each section. While you may sometimes choose not to administer a pre-test, for example, if you have already identified a specific code knowledge gap through use of the Placement Assessments at the beginning of the year, it is strongly recommended that you always administer a post-test following any remedial instruction to document student progress—or lack thereof.

While poor code knowledge is often at the root of many reading problems, it is important to note that some students may experience reading difficulty for other reasons. For example, students for whom English is a second language may have mastered the requisite decoding skills, but may not have a sufficient understanding of the meaning of English words to make sense of what they read. Problems of this nature will need to be addressed by means other than this *Assessment and Remediation Guide*.

Overview

How to Use this Guide

At the beginning of the school year

It is highly recommended that teachers administer the Grade 3 Placement Assessments to all students during the first weeks of school. Detailed explanations as to administration and analysis of these Assessment results are provided in the Unit 1 teacher materials and again in this Guide.

Pay particular attention to students who may be new to your school this year and/or students whom the Grade 2 teachers may have indicated struggled in Grade 2.

Once all students have been assessed, you may want to identify groups of students within your class who have similar code knowledge gaps. After you have identified these groups and their respective needs, refer to the Table of Contents of this Guide to identify those specific sections of the Guide that target the same letter-sounds correspondences for which your students need additional instruction and practice.

The remedial materials in this Guide will be most effective when used either one-on-one or in small group settings with explicit instruction provided by the teacher or an assistant teacher. During any remediation activity, it is important that students have many opportunities to practice reading words with the targeted skill correctly. Practice reading should be done orally so that the teacher can immediately correct any and all errors.

The lessons in this Guide build incrementally, meaning that mastery of the skills taught in earlier lessons is assumed and therefore a prerequisite for success in future lessons. Said another way, while it is possible to isolate and target a specific skill, such as the decoding of words with r-controlled vowels, and provide instruction using only those specific pages from this Guide, you will find other words included on these pages that were presented and reviewed in earlier pages of this Guide.

Therefore, use the sequence of skill instruction as presented in the Table of Contents as the order in which specific gaps should be addressed for students who have multiple gaps.

The materials in this Guide also address a separate category of words designated here as High-Frequency Words. In CKLA Grades K–2, these words were called Tricky Words. Tricky Word instruction was integrated into skills instruction across all three of these early grade levels as needed in order for students to read stories independently in their student Readers.

These words were designated as Tricky Words relative to the specific code knowledge that had been explicitly taught to students at that time. For example, the words *me*, *he*, and *she* were initially taught as Tricky Words in Kindergarten because students had not yet studied the spelling of the /ee/ sound with the letter ‘e’; at that time, students had learned only to associate the /e/ sound with the letter ‘e’. The words were taught by pointing out that students could sound out the initial consonants of each of these words because they had learned those letter-sound spellings, but that the ‘e’ was “tricky.” When students moved into later grades and explicitly learned that the ‘e’ could represent the /ee/ sound in certain circumstances, the words were no longer treated as Tricky Words.

This distinction is less important at this point because all major letter-sound correspondences have been taught in CKLA by the end of Grade 2. We have therefore chosen in this Guide to now call these words High-Frequency Words. Of far greater concern than what they are called is whether you have Grade 3 students who do not immediately recognize these words. Specific targeted remediation, including flash card practice at home, should be provided for any individual words students may have read incorrectly on the Placement Assessment or when reading any text. Additional assessment may be warranted if a student appears to have a global problem in recognizing these High-Frequency Words.

During the school year if new students enter your classroom

It is highly recommended that you administer the Grade 3 Placement Assessments any time during the year that a new student enters your class, in addition to asking the student to read orally from the present Reader you are using with your class. This is the most efficient way to get a quick overview of the new student’s word attack skills. This Guide may then be used if needed to bring new students up to speed with the rest of the class.

Throughout the school year with any student in your classroom

It is possible that a student who appears to perform satisfactorily on the Unit 1 Placement Assessments may begin to exhibit reading difficulties later in the year after being placed in the Grade 3 materials. The Unit 1 materials were deliberately created to provide a gentle reintroduction to reading at the beginning of the school year. You may find that some students who read the Unit 1 *Classic Tales* Reader with no or minimal difficulty experience some problems when presented with the subsequent Grade 3 Readers, which are more challenging in terms of content, vocabulary, and the frequency of multi-syllable words.

Careful observation of each student's daily classroom performance in reading orally, responding to comprehension questions, and/or completing worksheets may suggest general weaknesses. The additional assessment material in this Guide should then be used to identify specific weaknesses, as well as provide specific remediation.

Students who have not mastered earlier skills will face increasing challenges with each new lesson if extra help is not provided immediately. Teachers should take advantage of the day-to-day opportunities to monitor individual student progress and should offer targeted remediation as quickly as possible.

Guide Organization

Immediately following this overview, there are additional resources that will enable teachers to use the remedial materials in this Guide more effectively. A description of the Basic and Advanced Code taught to students using CKLA materials in Grades K–2 will provide insight and context for the Grade 3 teacher as to how phonics skills were taught in the K–2 CKLA materials. We have also included a copy of the student Individual Code Chart that summarizes all the letter-sound correspondences taught in CKLA. We strongly recommend that you review this chart carefully to get a sense of the letter-sound correspondences that students were taught in K–2 and are therefore expected to know in Grade 3.

This is followed by an explanation of types of syllables with guidance on how to chunk multi-syllable words into smaller parts in order to assist students in decoding longer words.

Next is a section on assessment. It includes copies of the Grade 3 Placement Assessments with directions for administration and analysis, as

well as other assessment tools for evaluating the decoding of multi-syllable words. Guidelines for assessing reading fluency are also included.

(Keep in mind that every section of remedial materials within the Guide also includes specific assessments of the targeted letter-sound correspondences in that section.)

Finally we have included a number of game board templates and directions that can be used to provide additional practice in reading words with any letter-sound correspondences.

The remaining materials in the Guide are organized by skill and letter-sound correspondence. Within each section, you will find the following:

Lesson Templates: Each lesson template models the sequence of instructional steps to be followed when reteaching the particular skill(s) included in that section.

Word Lists: Lists of individual words with the specific letter-sound correspondences are provided. These words may be used in teaching a lesson as described in the template. Students may also be asked to simply read the word list aloud for practice and to orally use each word in a sentence. You may also use the list for dictation. Finally, the list can serve as a teacher resource when you are creating word cards for students to use with the various game templates.

Worksheets: Students may be asked to complete these worksheets with guided instruction for practice or they may be asked to complete the worksheets independently as an informal assessment.

Practice Sentences and Stories for Oral Reading: These short sentences and stories offer students practice at the next level of difficulty beyond simply reading lists of individual words and completing worksheets.

Games: In some sections, additional game boards for practicing specific skills are included.

Assessment: An assessment of each skill taught in the section is also included for use following instructional remediation to determine whether students have, in fact, now mastered the skill that was taught. Two versions of each section assessment are included—one evaluates students' ability to read words with the target letter-sound correspondences and must be administered individually. The other assessment is a spelling assessment of the same letter-sound correspondences. Keep in mind that ability to spell words correctly usually lags behind the ability to read the words accurately.

Students who perform well on both versions of the assessment have clearly learned the targeted letter-sound correspondences and are ready to move on. Students who perform poorly on both clearly need additional intervention. Students who perform adequately on the reading version, but not as well on the spelling version are ready to move on in reading, but will benefit from additional writing and spelling opportunities. These students should especially be encouraged to use the Individual Code Chart when writing.

End-of-Section Stories: Stories that are slightly longer and more complex than those provided earlier in the section are included at the very end of each section. These stories include all letter-sound correspondences targeted in the section, as well as any letter-sound correspondences from preceding sections.

The materials and pages for teaching the specific letter-sound correspondences in each section are generally, but not completely, arranged in the sequence in which they should be used. Here is a typical instructional sequence for remediating any letter-sound correspondence:

Pre-test using section Assessment (optional) ↓

Teach lesson(s) using Word Lists; have students read Word List pages ↓

Provide practice with worksheets. Some worksheets may be done with teacher guidance; others, particularly towards the end of the worksheets, should be completed independently by students ↓

Ask students to read aloud the Practice Sentences and Stories ↓

Provide additional practice with Games ↓

Post-test using section Assessment of targeted letter-sound correspondences ↓

Ask students to read longer section Stories ↓

Give section Fluency Assessment (starting with Section III) ↓

The Basic and Advanced Code Understanding How Phonics is Taught in CKLA

The Core Knowledge Language Arts (CKLA) program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, ‘m’ > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, ‘th’ > /th/. Other Basic Code spellings include separated digraphs, such as ‘a_e’ > /ae/, ‘o_e’ > /oe/. The chart on the next page lists the Basic Code as taught in CKLA.

In a **Basic Code Lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

Section 1 of this Guide includes a template for a Basic Code Lesson, as well as needed Word Lists and practice materials. In addition, Basic Code Lesson templates are also found on the following pages of this Guide: 159, 209, 215, 305, 477, and 511.

Basic Code Spellings

Vowel Sounds and Spellings

/a/ as in hat
/o/ as in hot
/i/ as in sit
/e/ as in bed
/u/ as in but
/ee/ as in green
/ae/ as in bake
/ie/ as in bike
/oe/ as in broke
/ue/ as in cute
oo as in soon
/oo/ as in look
/ou/ as in ouch
/oi/ as in boil
/aw/ as in law
/er/ as in her
/ar/ as in car
/or/ as in for

Consonant Sounds and Spellings

/p/ as in pot
/t/ as in top
/d/ as in dog
/k/ as in cat, kid
/g/ as in get
/n/ as in not
/h/ as in hot
/s/ as in sit
/f/ as in fat
/v/ as in vet
/z/ as in zip
/m/ as in man
/b/ as in bat
/l/ as in lip
/r/ as in red
/w/ as in wet
/j/ as in jet
/y/ as in yes
/x/ as in tax
/ch/ as in chop
/sh/ as in ship
/th/ as in thin
th as in them
/qu/ as in quit
/ng/ as in song

The **Advanced Code** consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include ‘mm’ > /m/, ‘ss’ > /s/, ‘c’ > /s/, ‘g’ > /j/, ‘ay’ > /ael/, ‘ey’ > /eel/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

As each spelling alternative is taught in CKLA, the frequency with which students may expect the spelling to occur is communicated in several ways. A “power bar” on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

The long power bar on the card below indicates that the ‘a’ spelling is used frequently to spell /a/, the short vowel sound:



The short power bar on this card signals that the ‘eigh’ spelling is used infrequently to spell /ae/.

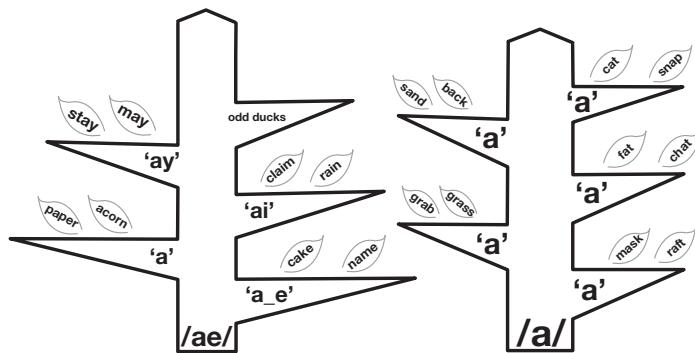


The relative frequency of spellings for any given sound is also communicated in the student Individual Code Chart, a copy of which is included at the end of this section. In this chart, the spellings for a sound are arranged in order from most to least frequent.

Students are introduced to and practice the **Advanced Code** in two types of lessons, **Spelling Alternative Lessons** and **Tricky Spelling Lessons**. In a **Spelling Alternative Lesson**, the teacher first reviews the Basic Code spelling that students have already learned for a particular

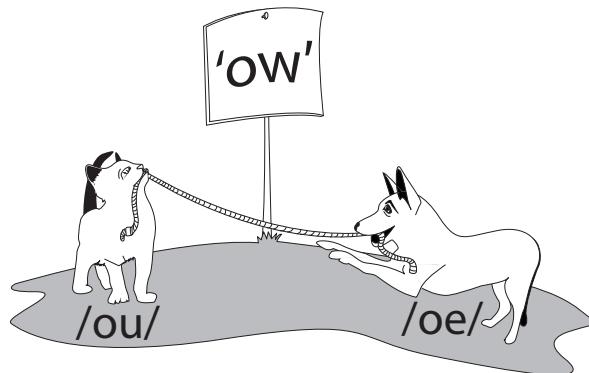
sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.

The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.



Spelling Alternative Lesson templates are included on the following pages of this Guide: 423, 643, 845, 1035, and 1155.

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (*cat*), /ae/ (*paper*), /o/ (*father*) or /ə/ (*about*). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way:



Tricky spellings present a challenge when students are asked to read unfamiliar words since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context.

Tricky Spelling Lesson templates are included on the following pages of this Guide: 643, 845, 1035, and 1155.



Individual Code Chart

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GRADE 3

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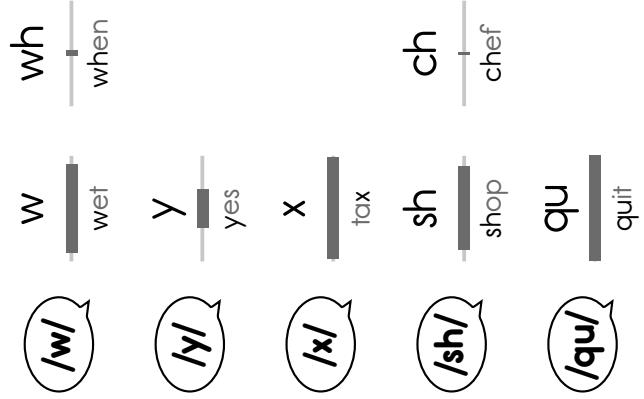
Name: _____

Consonant Sounds and Spellings

/p/	p	pot	pp	pping
/b/	b	bat	bb	rubbing
/t/	t	top	tt	sitting
/d/	d	dot	ed	asked
/k/	c	cat	ck	black
/g/	g	git†	gu	guess
/ch/	ch	chin	gh	ghost
/j/	j	jump	ch	school
/f/	f	fit†	ge	fringe
/v/	v	vet†	dge	judge
			ph	phone
			gh	tough
			dg	judging

Consonant Sounds and Spellings

/s/	s	c	ss	ce	se	st	sc
	sun	cent	dress	prince	rinse	whistle	scent
/z/	s	z	se	zz	ze		
	dogs	zip	pause	buzz		bronze	
/θ/	θ	θ					
	thin	them					
/h/	h						
	hot						
/m/	m		mm		mb		
	mad		swimming		thumb		
/n/	n		nn		kn	gn	
	nut		running		knock	sign	
/ŋ/	ng				n		
	sing				pink		
/r/	r		rr		wr		
	red		ferret		wrist		
/l/	l		ll		ll		
	lip		bell				
/h/	h						
	hot						



Vowel Sounds and Spellings

a	hat	i	Y	myth
/a/				
/ɪ/	it			
e	pet	ea		
/e/	pet	head		
u	but	o	o_e	ou
/u/	but	son	come	touch
ɔ	hop	wa	a	
/ɔ/	hop	water	lava	
a	about	e		
/ə/	about	debate		
d		le	e_l	il
/ə/+/l/	animal	apple	travel	pencil
ɑ	paper	ci	ay	igh
/æ/	paper	cake	day	great
y	funny	e	ea	ea
/eɪ/	funny	me	i	ey
i	biting	i_e	y	e_e
/i/	biting	bite	try	Pete

Vowel Sounds and Spellings

/oə/	o_e	ow	oa	oe	o_e
o	open	snow	boat	toe	
/uə/	u_e	ue			
u	unit	cute			
/oʊ/	oo	u_e	ew	ue	oo
o	soon	student	tune	new	oo
/ʊ/	oo	u			
u	unit	student	push		
/oɔ/	oo	oo	ow	ou	o_e
o	open	look	ow	ou	move
/aʊ/	ou	shout	now	ui	
o	open	shout	now	ui	
/ɔɪ/	oi	oy	oy	ui	
i	ice	oil	toy	ui	
/aʊ/	au	aw	cl	ough	
a	all	paw	wall	bought	
/ɔɪ/	oi	oil	oy	ough	
o	oil	oil	oy	ough	
/aʊ/	au	Paul	cl	ough	
o	oil	Paul	cl	ough	
/ɑːr/	ar	car	ar	ir	ear
o	more	car	ar	ir	ear
/eər/	er	her	ur	ur	
e	her	work	hurt	hurt	
/ɔːr/	or	for	ore	our	oor
o	for	more	war	four	door

Using Chunking to Decode Multi-Syllable Words

Mastering the various letter-sound correspondences taught in CKLA will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multi-syllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, we insert a small dot as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Workbooks and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, we place the dot between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *punt·ed*). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. We do this, however, because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.) and we wish to be consistent in representing these spellings in the way that students have been taught to process them, i.e., as whole entities for a sound. (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multi-syllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)**—*always associated with a “short” vowel sound, e.g., /a/, /e/, /i/, /o/, /u/: let, pad, rod, tin, fun, pic-nic, un-til*
- **Magic ‘E’ Syllables (V-C-E)**—*always associated with a “long” vowel sound, e.g., /ael, /eel, /iel, /oel, /uel: cake, home, like, mule, Pete, mis-take, stam-pede*
- **Vowel Digraph Syllables:** joint, speak, proud, play, dis-may, be-low, coun-sel
- **R-Controlled Syllables:** art, curb, girl, fort, clerk, tur-nip, ar-tist, fe-ver
- **Open Syllables (V or CV)**—*always associated with a “long” vowel sound, e.g., /ael, /eel, /iel, /oel, /uel: go, me, hi, a-pron, fi-nal, com-pre-hend*
- **Consonant -LE Syllables (C -LE):** sim-ple, puz-zle, raffle, ca-ble, ri-fle

In addition, in CKLA, we think it is also helpful to designate one additional syllable type:

- **Schwa Syllables** ben-e-fit, app-e-tite, a-bout, hos-pit-al, e-mo-tion

Note: The consonant -LE syllable is also a schwa syllable, but we distinguish it separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

ad · mit

nap · kin

trum · pet

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic

muff · in

happ · en

- When there are three consonants between two vowels, in general, we divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon · ster

con · tract

pil · grim

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

magnet



magnet

In Grade 1, students encountered other two-syllable words with various combinations of the magic ‘E’ syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get for · get es · cape ig · loo scoun · drel char · coal

In Grade 2, students were introduced to more challenging multi-syllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, we suggest first dividing the word in front of the consonant and sounding it out as an open syllable:

pu · pil

vi · rus

mo · ment

unit



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before, i.e., the word must be in the student’s oral vocabulary. Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam · el

mel · on

pun · ish

lemon



In Grade 2, students were also introduced to consonant –LE syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in consonant –LE, we divide in front of the consonant, creating a first syllable that may be open, closed, or even r-controlled, depending on the other spellings in the words:

ban · gle

twin · kle

sta · ble

cra · dle

tur · tle

simple



In the later part of Grade 2, students were introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’ and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- We divide syllables with a schwa sound in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout de · pos · it med · al e · vil nick · el lo · tion

As noted earlier, the consonant –LE syllable is actually a schwa syllable, but we identify it separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

pre · tend non · sense tri · cycle re · peat self ·-ish sad · ness help · less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multi-syllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Grade 3 Placement Assessment

Teacher Materials

Placement Assessment

The primary focus of the Placement Assessments is to gauge students' reading abilities using the different level assessments provided for Silent Reading and the Word Reading in Isolation Assessments. **Taking this time to assess students is crucial in ensuring their success as readers this school year.** The assessments will help you determine which students have the knowledge and skills needed to profit from Grade 3 Skills instruction and which students need, instead, to be regrouped to an earlier point in the Skills program. The assessments can also provide information about which students are ready to read trade books independently. Details about how to interpret your students' scores for placement are provided on pages 53–57.

Scoring and Placement

There is information in the Scoring section about how to evaluate students' assessment performance. The Scoring section also tells you which students will take the next Silent Reading Assessment and the Word Reading in Isolation Assessment. Information is provided in the Placement section that will guide you in placing students in appropriate reading groups.

If the Placement Assessments indicate that a student is not ready for Grade 3 CKLA, it is imperative that the student be regrouped to get Skills instruction that matches his or her current reading ability and needs.

There is a good spot in the CKLA materials for every reader (and for non-readers, as well), but the beginning of Grade 3 is not the place for students with very limited code knowledge and reading ability or for students who rely on picture clues, whole word recollection, and guessing instead of reading by blending.

Core Knowledge Language Arts K–2 Experience

To accurately place students in reading groups, it is helpful to have a basic overview of the K–2 CKLA program.

Students who did well in CKLA in Grade 2 should be ready for the Grade 3 sequence of instruction. In general, students who have completed and mastered CKLA Grade 2 material from Units 1–4 should have adequate to good preparation for the Grade 3 sequence of instruction. Those who have also completed and mastered Units 5 and 6 should have outstanding preparation for the Grade 3 sequence of instruction.

The following chart provides a broad overview of the phonics skills taught in Grades K–2. Note that each grade level provides for review of basic skills at the start of the year. This review should be adequate, for example, for students who may have learned phonics skills during Grade 2, but have forgotten some skills during the summer months due to lack of practice. The review in these early lessons will *not* be sufficient for those students who may not have been taught phonics skills in the early grades. These students will likely need to be regrouped to receive CKLA instruction at a level other than the Grade 3 sequence of instruction.

Core Knowledge Language Arts K–2 Experience

Kindergarten	
Units 1 and 2 Purely Oral Phonemic Awareness	
Units 3–5 One-to-one letter-sound correspondences, CVC words with “short” vowel sounds like <i>cat, dog, bed</i>	
Unit 6 Consonant Clusters, CCVC words like <i>flag</i> , CVCC words like <i>dust</i> , CCVCC words like <i>blast</i>	
Unit 7 Consonant sounds written with digraph spellings, e.g., ‘sh’, ‘ch’, ‘th’, ‘ng’	Grade 1
Units 8 and 9 Tricky Words, double-letter spellings like ‘ss’, ‘ff’, ‘ck’	Unit 1 Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words
Unit 10 Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words	Unit 2 Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words
	Unit 3 Basic code spellings for vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/; Tricky Words
	Unit 4 Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/), past-tense endings, two-syllable words; Tricky Words
	Unit 5 Common spelling alternatives for consonant sounds, e.g., ‘tch’ for /ch/, ‘g’ for /j/, ‘wr’ for /r/; Tricky Words
	Unit 6 Common spelling alternatives for consonant sounds, e.g., ‘c’ for /s/, ‘kn’ for /n/, ‘wh’ for /wh/
	Unit 7 Spelling alternatives for long vowel sounds, e.g., ‘ai’ and ‘ay’ for /ae/, ‘o’, ‘oe’, and ‘oa’ for /oe/
	Grade 2
	Unit 1 Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /j/, /w/, /r/, /n/, tricky spellings ‘c’, ‘g’, ‘n’
	Unit 2 Review of basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /oo/, /oo/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ee/, /ou/, /oi/
	Unit 3 Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/; tricky spellings ‘a’, ‘o’, ‘i’
	Unit 4 Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/; tricky spellings ‘e’, ‘ow’
	Unit 5 Spelling alternatives for /u/ and /ə/, tricky spellings ‘a’, ‘e’, ‘o’, ‘o_e’, and ‘ou’
	Unit 6 Spelling alternatives for /er/, /o/, /ə/, /k/, /f/

Silent Reading Assessment

“The Bug Hunt” and “The Snake”

- The Silent Reading Assessment assesses the student’s ability to read connected prose and answer multiple-choice questions. Each assessment consists of a story and eight multiple-choice questions. The questions are meant to be relatively easy. The first story “The Bug Hunt” is only 54 words long. It uses only one-syllable words and only a handful of the most basic spellings, all of which are taught in the Kindergarten curriculum, so this particular story and set of questions should be very easy for nearly all of your students.
- Have all students tear out “The Bug Hunt” and the story comprehension questions, Worksheet 6.1, or make copies of p. 69–70 of this Guide for each student.
- Have students read the story to themselves and answer the multiple-choice questions. Tell them that they can look back at the story and use it to help them answer the questions. This is not a timed assessment. Allow enough time for students to answer the questions.
- Tell students that once they complete the “The Bug Hunt” comprehension questions, they should bring their completed worksheet to you. If students score five or more comprehension questions correctly, direct them to return to their seats and read “The Snake” and complete the comprehension questions (Worksheet 6.2), or make copies of p. 71–74 of this Guide for each student as well. “The Snake” is 172 words long and presents a much greater challenge than “The Bug Hunt.” Be sure to encourage students to take their time and do their best, re-reading the story as necessary.

Scoring for “The Bug Hunt” and “The Snake”

- We recommend that you score the “The Bug Hunt” assessment as soon as students complete the assessment. Enter students’ scores on the Placement Planning Chart. Any students who answered fewer than five comprehension questions correctly about “The Bug Hunt” should be given the individually administered Word Reading in Isolation Assessment during the next lesson to help you determine an appropriate placement for those students.

- Answer key for “The Bug Hunt”

1. C	5. B
2. B	6. A
3. A	7. A
4. B	8. B

- Then score “The Snake,” either while students work independently or after class.
- Answer key for “The Snake”

1. C	5. A
2. A	6. C
3. B	7. A
4. B	8. B

- Enter students’ scores on the Placement Planning Chart found on page 39 of this Guide. Those students who were able to answer five or more of the questions correctly on both “The Snake” and “The Bug Hunt” will take the assessment “Moans at Midnight” during the next lesson. Students who answered fewer than five correctly should be given the individually administered Word Reading in Isolation Assessment during the next lesson to help you determine placement for those students.

Flow Chart for Placement Test Administration

Administer “The Bug Hunt” passage and questions to entire class.



PLACEMENT PLANNING CHART

Teacher Name _____

Date _____

Directions for Placement Planning Chart: Record the number of correctly answered questions. If a student scores 0–4, stop with that assessment. If the student scores 5–8, continue to the next assessment. A quick way to see which students should continue with the assessment is to color the chart with highlighters or colored pencils. Assessment scores of 0–4 should be highlighted in red, scores of 5–8 in green.

Silent Reading Assessment

“Moans at Midnight”

- This assessment will be given to students who scored five or more correctly on “The Bug Hunt” and “The Snake.” The story “Moans at Midnight” and the story comprehension sheet is on Worksheet 7.1, or make copies of p. 75–78 of this Guide for each student. Today’s story has 224 words, which is longer than “The Snake.”
- Please follow the instructions previously provided on how to administer the Silent Reading Assessment.

Scoring for “Moans at Midnight”

- Answer key for “Moans at Midnight”

1. B	5. B
2. A	6. B
3. C	7. B
4. A	8. C

- Enter students’ scores on the Placement Planning Chart. Those students who were able to answer five or more of the questions correctly should complete “The Dog Show” during the next lesson. Students who answered fewer than five correctly will take the Word Reading in Isolation Assessment during the next lesson to help you determine placement for those students.

Word Reading in Isolation Assessment

- You will begin to administer the Word Reading in Isolation Assessment to students who scored fewer than five correct on either “The Bug Hunt” or “The Snake.” This assessment will provide further information about where to place students. It will also help you pinpoint specific letter-sound correspondences the student does not know.
- This is a single-word reading assessment that needs to be administered individually.
- Before assessing students, either collect Worksheets 7.4–7.7 from them or make copies of p. 42–45 of this Guide for each student.

Directions for Word Reading in Isolation Assessment

- Turn to the copy of the Word Reading in Isolation Assessment that you prepared in advance. Students will read to you from this copy.
- Cover all of the words before calling a student back to you.
- Tell the student that today, he or she will read words aloud to you.
- Tell the student that it is important to do his/her very best reading.
- Uncover the first row of words by moving the paper down one space.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the copy of Word Reading in Isolation Assessment on Worksheet 7.4 that students brought to you earlier or a copy of p. 42 of this Guide. (You will use Worksheets 7.5–7.7 or copies of p. 43–45 of this Guide to analyze scores at a later time.) Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, simply place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- Continue to call students to read as time permits. Refer to the end of this lesson for analysis directions.

Note: You may wish to administer the assessment to all students before beginning the analysis for placement. The analysis directions follow these directions for your convenience, should you be ready to begin the analysis. The analysis directions are also printed on Worksheets 7.5–7.7.

Word Reading in Isolation Assessment

1.	cloud	hook	joint	spoon	worm
2.	scold	she	grow	paint	fright
3.	barge	knock	whine	cell	graph
4.	away	brother	glove	meant	born
5.	clerk	yard	collar	taxi	biting
6.	acorn	coach	claim	first	cue
7.	dries	oven	owl	slate	hide
8.	scowl	theme	curve	flies	keys
9.	sauce	joy	caught	echo	dote
10.	stay	study	cube	thirst	mile
11.	teach	anchor	wall	decay	sheep
12.	jolt	gym	army	child	knit
13.	alley	health	wand	myth	cover
14.	launch	swam	afloat	blue	price

15.	were	all	no	they	are
16.	great	who	any	some	their

17.	henpeck	stopgap	anthill	sunlit	sandbox
18.	helpless	hunches	biggest	slapping	hotter
19.	outside	beehive	highway	topsoil	faultline
20.	booker	foolish	fifteen	artist	proudest
21.	panic	modern	carpet	mattress	support
22.	leaky	awful	daughter	lightning	southern
23.	include	parents	basic	hockey	hatred
24.	gentle	level	medal	evil	caption

Word Reading in Isolation Scoring Sheet

This sheet is also printed in the Skills Workbook, Worksheet 7.5.

Word Reading in Isolation Scoring Sheet

Word Reading in Isolation Scoring Sheet					
	a	b	c	d	e
1	cloud <i>/k/ /l/ /ou/ /d/</i>	hook <i>/h/ /oo/ /k/</i>	joint <i>/j/ /oi/ /n/ /t/</i>	spoon <i>/s/ /p/ /oo/ /n/</i>	worm <i>/w/ /er/ /m/</i>
2	scold <i>/s/ /k/ /oe/ /l/ /d/</i>	she <i>/sh/ /ee/</i>	grow <i>/g/ /r/ /oe/</i>	paint <i>/p/ /ae/ /n/ /t/</i>	fright <i>/f/ /r/ /ie/ /t/</i>
3	barge <i>/b/ /ar/ /j/</i>	knock <i>/n/ /o/ /k/</i>	whine <i>/w/ /ie/ /n/</i>	cell <i>/s/ /e/ /l/</i>	graph <i>/g/ /r/ /a/ /f/</i>
4	away <i>/ə/ • /w/ /ae/</i>	brother <i>/b/ /r/ /u/ /th/ • /er/</i>	glove <i>/g/ /l/ /u/ /v/</i>	meant <i>/m/ /e/ /n/ /t/</i>	born <i>/b/ /or/ /n/</i>
ə • digraph	closed • r-controlled <i>/k/ /l/ /er/ /k/</i>	closed • r-controlled <i>/y/ /ar/ /d/</i>	digraph <i>/k/ /o/ /l/ • /er/</i>	taxi <i>/t/ /a/ /x/ • /ee/</i>	biting <i>/b/ /ie/ • /t/ /i/ /ng/</i>
5	clerk <i>/ae/ • /k/ /or/ /n/</i>	yard <i>/k/ /er/ /ch/</i>	collar <i>/k/ /l/ /ae/ /m/</i>	closed • r-controlled <i>/k/ /l/ /ae/ /m/</i>	open • closed <i>/f/ /er/ /s/ /t/</i>
6	acorn <i>/ae/ • /k/ /or/ /n/</i>	coach <i>/k/ /oe/ /ch/</i>	claim <i>/k/ /l/ /ae/ /m/</i>	first <i>/f/ /er/ /s/ /t/</i>	cue <i>/k/ /ue/</i>
7	open • r-controlled <i>/d/ /r/ /ie/ /z/</i>	oven <i>/u/ /v/ • /e/ /n/</i>	owl <i>/ou/ /l/</i>	slate <i>/s/ /l/ /ae/ /t/</i>	hide <i>/h/ /ie/ /d/</i>
8	scowl <i>/s/ /k/ /ou/ /l/</i>	theme <i>/th/ /ee/ /m/</i>	curve <i>/k/ /er/ /v/</i>	flies <i>/f/ /l/ /ie/ /z/</i>	keys <i>/k/ /ee/ /z/</i>
9	sauce <i>/s/ /aw/ /s/</i>	joy <i>/j/ /oi/</i>	caught <i>/k/ /aw/ /t/</i>	echo <i>/e/ /k/ • /oe/</i>	date <i>/d/ /oe/ /t/</i>
				closed • open	

a	b	c	d	e
10 stay <i>/s/ /t/ /ae/</i>	study <i>/s/ /t/ /u/ /d/ • /ee/</i>	cube <i>/k/ /ue/ /b/</i>	thirst <i>/th/ /er/ /s/ /t/</i>	mile <i>/m/ /ie/ /l/</i>
	closed • open			
11 teach <i>/t/ /ee/ /ch/</i>	anchor <i>/a/ /ng/ • /k/ /er/</i>	wall <i>/w/ /aw/ /l/</i>	decay <i>/d/ /ə/ • /k/ /ae/</i>	sheep <i>/sh/ /ee/ /p/</i>
	closed • r-controlled		ə • digraph	
12 jolt <i>/j/ /oe/ /l/ /t/</i>	gym <i>/j/ /i/ /m/</i>	army <i>/ar/ • /m/ /ee/</i>	child <i>/ch/ /ie/ /l/ /d/</i>	knit <i>/n/ /i/ /t/</i>
			r-controlled • open	
13 alley <i>/a/ /l/ • /ee/</i>	health <i>/h/ /e/ /l/ /th/</i>	wand <i>/w/ /o/ /n/ /d/</i>	myth <i>/m/ /i/ /th/</i>	cover <i>/k/ /u/ /v/ • /er/</i>
	closed • diagraph			closed • r-controlled
14 launch <i>/l/ /aw/ /m/ /ch/</i>	swam <i>/s/ /w/ /a/ /m/</i>	afloat <i>/ə/ • /f/ /l/ /oe/ /t/</i>	blue <i>/b/ /l/ /oo/</i>	price <i>/p/ /r/ /ie/ /s/</i>
		ə • digraph		
15 were <i>/w/ /er/</i>	all <i>/aw/ /l/</i>	no <i>/n/ /oe/</i>	they <i>/th/ /ae/</i>	are <i>/ar/</i>
	who <i>/h/ /oo/</i>	any <i>/ə/ /n/ • /ee/</i>	some <i>/s/ /u/ /m/</i>	their <i>/th/ /ae/ /r/</i>
		ə • open		
17 henpeck <i>/h/ /e/ /n/ • /p/ /e/ /k/</i>	stopgap <i>/s/ /t/ /o/ /p/ • /g/ /a/ /p/</i>	anthill <i>/a/ /h/ /t/ • /h/ /i/ /l/</i>	sunlit <i>/s/ /u/ /n/ • /l/ /i/ /t/</i>	sandbox <i>/s/ /a/ /n/ /d/ • /b/ /o/ /x/</i>
	closed • closed	closed • closed	closed • closed	closed • closed
18 helpless <i>/h/ /e/ /l/ /p/ • /l/ /e/ /s/</i>	hunches <i>/h/ /u/ /n/ /ch/ • /e/ /z/</i>	biggest <i>/b/ /i/ /g/ • /e/ /s/ /t/</i>	slapping <i>/s/ /l/ /a/ /p/ • /i/ /ng/</i>	hotter <i>/h/ /o/ /t/ • /er/</i>
	closed • closed	closed • closed	closed • closed	closed • r-controlled

a	b	c	d	e
19 outside <i>/ou/ /t/ • /s/ /ie/ /d/</i>	beehive <i>/b/ /ee/ • /h/ /ie/ /v/</i>	highway <i>/h/ /ie/ • /w/ /ae/</i>	topsoil <i>/t/ /o/ /p/ • /s/ /oi/ /l/</i>	faultline <i>/f/ /aw/ /l/ /t/ • /l/ /ie/ /n/</i>
digraph • digraph	digraph • digraph	digraph • digraph	closed • digraph	digraph • digraph
20 booker <i>/b/ /oo/ /k/ • /er/</i>	foolish <i>/f/ /oo/ /l/ • /i/ /sh/</i>	fifteen <i>/f/ /i/ /f/ • /t/ /ee/ /n/</i>	artist <i>/ar/ • /t/ /i/ /s/ /t/</i>	proudest <i>/p/ /r/ /ou/ /d/ • /e/ /s/ /t/</i>
digraph • r-controlled	digraph • closed	closed • digraph	r-controlled • closed	digraph • closed
21 panic <i>/p/ /a/ /n/ • /i/ /k/</i>	modern <i>/m/ /o/ /d/ • /er/ /n/</i>	carpet <i>/k/ /ar/ • /p/ /e/ /t/</i>	mattress <i>/m/ /a/ /t/ • /x/ /e/ /s/</i>	support <i>/s/ /u/ /p/ • /or/ /t/</i>
closed • closed	closed • r-controlled	r-controlled • closed	closed • closed	closed • r-controlled
22 leaky <i>/l/ /ee/ /k/ • /ee/</i>	awful <i>/awl/ • /f/ /ə/ /l/</i>	daughter <i>/d/ /aw/ • /t/ /er/</i>	lightning <i>/l/ /ie/ /t/ • /n/ /i/</i>	southern <i>/s/ /u/ /th/ • /er/ /n/ /ng/</i>
digraph • open	digraph • -le	digraph • r-controlled	digraph • closed	digraph • r-controlled
23 include <i>/i/ /n/ • /k/ /l/ /oo/ /d/</i>	parents <i>/p/ /ae/ /r/ • /e/ /n/ /t/ /s/</i>	basic <i>/b/ /ae/ • /s/ /i/ /k/</i>	hockey <i>/h/ /o/ /k/ • /ee/</i>	hatred <i>/h/ /ae/ • /t/ /r/ /e/ /d/</i>
closed • digraph	r-controlled • closed	open • closed	closed • digraph	open • closed
24 gentle <i>/j/ /e/ /n/ • /t/ /ə/ /l/</i>	level <i>/l/ /e/ /v/ • /ə/ /l/</i>	medal <i>/m/ /e/ /d/ • /ə/ /l/</i>	evil <i>/ee/ • /v/ /ə/ /l/</i>	caption <i>/k/ /a/ /p/ • /sh/ /ə/ /n/</i>
closed • -le	closed • -le	closed • -le	open • -le	closed • closed

Word Reading in Isolation Analysis

This sheet is also printed in the Skills Workbook, Worksheet 7.6.

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included on the Syllabication Analysis.

Score required to meet benchmark of 80%					
Phonemes					
Consonants					
/b/	/d/	/f/	/g/	/h/	
/j/	/k/	/l/	/m/	/n/	251/313
/p/	/r/	/s/	/t/	/v/	
/w/	/x/	/y/	/z/	/ch/	
/sh/	/th/	/th/	/ng/		
Vowels (totals)					149/186
/a/	/e/	/i/	/o/	/u/	50/63
/ae/	/ee/	/ie/	/oe/	/ue/	41/51
/ə/	/oo/	/oo/	/aw/	/ou/	21/26
/oi/	/ar/	/er/	/or/		39/46
/ae//r/		/ə/+/l/			
Syllabication					
Closed Syllable					32/40
Open Syllable					9/11
Digraph Syllable					16/20
R-Controlled Syllable					11/14
ə Syllable					4/4
–le Syllable					4/4

The following sheets are provided for your use in directing remediation.

Write the names of students who missed sounds under each header. This will help you determine what kind of remediation is needed.

Refer to the Table of Contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

Word Reading in Isolation Remediation Guide

This sheet is also printed in the Skills Workbook, Worksheet 7.7.

Phonemes—Consonants		
/b/ (3a, 4b, 4e, 5e, 10c, 14d, 17e, 18c, 19b, 20a, 23c)	/d/ (1a, 2a, 5b, 7a, 7e, 9e, 10b, 11d, 12d, 13c, 17e, 19a, 20e, 21b, 22c, 23a, 23e, 24c)	/f/ (2e, 3e, 6d, 8d, 14c, 19e, 20b, 20c, 22b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/g/ (2c, 3e, 4c, 16a, 17b, 18c)	/h/ (1b, 7e, 13b, 16b, 17a, 17c, 18a, 18b, 18e, 19b, 19c, 23d, 23e)	/j/ (1c, 3a, 9b, 12a, 12b, 24a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/k/ (1a, 1b, 2a, 3b, 5a, 5c, 6a, 6b, 6c, 6e, 8a, 8c, 8e, 9c, 9d, 10c, 11b, 11d, 13e, 17a, 20a, 21a, 21c, 22a, 23a, 23c, 23d, 24e)	/l/ (1a, 2a, 3d, 4c, 5a, 5c, 6c, 7c, 7d, 8a, 8d, 10e, 11c, 12a, 12d, 13a, 13b, 14a, 14c, 14d, 15b, 17c, 17d, 18a, 18d, 19d, 19e, 20b, 22a, 22d, 23a, 24b)	/m/ (1e, 4d, 6c, 8b, 10e, 12b, 12c, 13d, 14b, 16d, 21b, 21d, 24c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/n/ (1c, 1d, 2d, 3b, 3c, 4d, 4e, 6a, 7b, 12e, 13c, 14a, 15c, 16c, 17a, 17c, 17d, 17e, 18b, 19e, 20c, 21a, 21b, 22d, 22e, 23a, 23b, 24a, 24e)	/p/ (1d, 2d, 11e, 14e, 17a, 17b, 18a, 18d, 19d, 20e, 21a, 21c, 21e, 23b, 24e)	/r/ (2c, 2e, 3e, 4b, 7a, 14e, 16a, 20e, 21d, 23e)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/s/ (1d, 2a, 3d, 6d, 7d, 8a, 9a, 10a, 10b, 10d, 14b, 14e, 16d, 17b, 17d, 17e, 18a, 18c, 18d, 19a, 19d, 20d, 20e, 21d, 21e, 22e, 23b, 23c)	/t/ (1c, 2d, 2e, 4d, 5d, 5e, 6d, 7d, 9c, 9e, 10a, 10b, 10d, 11a, 12a, 12e, 14c, 16a, 17b, 17c, 17d, 18c, 18e, 19a, 19d, 19e, 20c, 20d, 20e, 21c, 21d, 21e, 22c, 22d, 23b, 23e, 24a)	/v/ (4c, 7b, 8c, 13e, 19b, 24b, 24d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/w/ (1e, 3c, 4a, 11c, 13c, 14b, 15a, 19c)	/x/ (5d, 17e)	/y/ (5b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/z/ (7a, 8d, 8e, 18b)	/ch/ (6b, 11a, 12d, 14a, 18b)	/sh/ (2b, 11e, 20b, 24e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/th/ (8b, 10d, 13b, 13d)	/th/ (4b, 15d, 16e, 22e)	/ng/ (5e, 11b, 18d, 22d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Phonemes—Vowels		
/a/ (3e, 5d, 11b, 13a, 14b, 17b, 17c, 17e, 18d, 21a, 21d, 24e)	/e/ (3d, 4d, 7b, 9d, 13b, 17a, 18a, 18b, 18c, 20e, 21c, 21d, 23b, 23e, 24a, 24b, 24c)	/i/ (5e, 12b, 12e, 13d, 17c, 17d, 18c, 18d, 20b, 20c, 20d, 21a, 22d, 23a, 23c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/o/ (3b, 5c, 13c, 17b, 17e, 18e, 19d, 21b, 23d)	/u/ (4b, 4c, 7b, 10b, 13e, 16d, 17d, 18b, 21e, 22e)	/ae/ (2d, 4a, 6a, 6c, 7d, 10a, 11d, 15d, 16a, 19c, 23c, 23e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ee/ (2b, 5d, 8b, 8e, 10b, 11a, 11e, 12c, 13a, 16c, 19b, 20c, 22a, 23d, 24d)	/ie/ (2e, 3c, 5e, 7a, 7e, 8d, 10e, 12d, 14e, 19a, 19b, 19c, 19e, 22d)	/oe/ (2a, 2c, 6b, 9d, 9e, 12a, 14c, 15c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ue/ (6e, 10c)	/ə/ (4a, 11d, 14c, 16c, 24e)	/oo/ (1d, 14d, 16b, 20b, 23a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/oo/ (1b, 20a)	/aw/ (9a, 9c, 11c, 14a, 15b, 19e, 22b, 22c)	/ou/ (1a, 7c, 8a, 19a, 20e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/oi/ (1c, 9b, 19d)	/ar/ (3a, 5b, 12c, 15e, 20d, 21c)	/er/ (1e, 4b, 5a, 5c, 6d, 8c, 10d, 11b, 13e, 15a, 18e, 20a, 21b, 22c, 22e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/or/ (4e, 6a, 21e)	/ae//r/ (16e, 23b)	/ə/ + /l/ (22b, 24a, 24b, 24c, 24d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Syllabication (only two-syllable words)	
Closed Syllable (4b, 5c, 5d, 5e, 7b, 9d, 10b, 11b, 13a, 13e, 17a, 17b, 17c, 17d, 17e, 18a, 18b, 18c, 18d, 18e, 19d, 20b, 20c, 20d, 20e, 21a, 21b, 21c, 21d, 21e, 22d, 23a, 23b, 23c, 23d, 23e, 24a, 24b, 24c, 24e)	Open Syllable (5d, 5e, 6a, 9d, 10b, 12c, 16c, 22a, 23c, 23e, 24d)
_____	_____
_____	_____
_____	_____
_____	_____
Digraph Syllable (4a, 4c, 11d, 13a, 14c, 19a, 19b, 19c, 19d, 19e, 20a, 20b, 20c, 20e, 22a, 22b, 22c, 22d, 22e, 23a, 23d)	R-Controlled Syllable (4b, 5c, 6a, 11b, 12c, 13e, 18e, 20a, 20d, 21b, 21c, 21e, 22c, 22e, 23b)
_____	_____
_____	_____
_____	_____
_____	_____
ə Syllable (4a, 11d, 14c, 16c)	-le Syllable (22b, 24a, 24b, 24c, 24d)
_____	_____
_____	_____
_____	_____
_____	_____

Assessment

“The Dog Show”

- This assessment will be given to students who scored five or more correctly on “Moans at Midnight.” This story, “The Dog Show” and the story comprehension questions are on Worksheet 8.1, or make a copy of p. 79–82 of this Guide for each student. Today’s story has 376 words.

Word Reading in Isolation Assessment

- Continue assessing any students who scored less than five correctly on “The Bug Hunt” and “The Snake.” Please follow the instructions previously provided for administering the Word Reading in Isolation Assessment. If time permits, you may also want to administer the Word Reading in Isolation Assessment to students who scored less than five correctly on “Moans at Midnight.”

Scoring for “The Dog Show”

- Answer key for “The Dog Show”

1. B	5. A
2. B	6. C
3. A	7. C
4. C	8. B

- Enter students’ scores on the Placement Planning Chart. Students who answered five or more of the questions correctly will finish the story reading portion of the assessment during the next lesson by reading “Black Diamond.” You should continue with the Word Reading in Isolation Assessment until you have assessed all students who are in need of this assessment.

Black Diamond”

- This assessment will be given to students who scored five or more correctly on the “The Dog Show” story. “Black Diamond” and the story comprehension questions are on Worksheet 9.1, or make a copy of p. 83–86 of this Guide for each student. This is the last story for the Silent Reading Assessment.

Word Reading in Isolation Assessment

- Continue assessing students who scored less than five correctly on “The Bug Hunt,” “The Snake,” or “Moans at Midnight.” Priority should be placed on assessing the lowest performing students.
- When you have finished assessing your students, you can begin the process of placing your students into appropriate reading groups. Guidance on how to go about determining these groups for your students is provided at the end of this section.

Scoring for “Black Diamond”

- Answer key for “Black Diamond”

1. B	5. D
2. B	6. B
3. A	7. D
4. B	8. C

- Enter students’ scores on the Placement Planning Chart to help you determine placement for those students. Your students have finished the Silent Reading Assessment. During the next lesson, however, you should continue to administer the Word Reading in Isolation Assessment until you have assessed all students who are in need of this assessment. Guidance for interpreting the various assessment results is provided at the end of this section.

Interpreting Student Scores from Student Assessments for Placement

The student scores you have been recording for both assessments will be useful in deciding where students should be placed for Skills instruction. Once all scores have been recorded, all Grade 3 teachers will need to meet to place students.

A chart has been provided with specific information about the Silent Reading Assessment. The chart for the Silent Reading Assessment tells you about the length of each story, the code knowledge assumed, and suggested placements for students based on their scores. An overview of how to interpret students' scores follows.

Note: CKLA Skills instruction also includes other areas of skill instruction such as spelling, grammar, and morphology. However, decisions about placement in the CKLA materials are based on evaluating students' reading (decoding) and basic comprehension skills.

Silent Reading Assessment Scores

Students who answered less than six questions correctly on “The Bug Hunt” and “The Snake” have **minimal preparation** for the Grade 3 sequence of Skills instruction. These students likely have fairly significant skills deficits and will need to be regrouped to an earlier point of instruction in the CKLA grade level materials. Additional information from the Word Reading in Isolation Assessment should be used to guide placement.

Students who answered six or more of the questions correctly on “Moans at Midnight” have **adequate preparation** for Grade 3 and may enjoy reading some trade books. Use student results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings and use the *Assessment and Remediation Guide* to provide targeted remediation.

Students who answered at least five questions correctly on “The Dog Show” likely have **strong preparation** for Grade 3 and are ready to read trade books independently.

Students who answered six or more of the questions correctly on “The Black Diamond” have **outstanding preparation** for Grade 3 and are ready to read trade books independently. If there are enough students performing at this level, they may be grouped together for Skills so that they can move at a faster pace.

Note: Grade 2 teachers were asked to pass on a summary of End-of-Year Assessment results for each student to Grade 3 teachers. A strong performance on the Grade 2 End-of-Year Assessment is an indication that the student should be ready for Grade 3 instruction, even if his or her performance on this Placement Assessment is now slightly below his performance at the end of the previous school year. Some slippage is expected during the summer months if students have not been encouraged to continue reading. These students may also benefit from targeted practice with selected pages from the *Assessment and Remediation Guide*.

Word Reading in Isolation Assessment Scores

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is. There are three parts to the Word Reading in Isolation Assessment: One-Syllable Words (with a few two-syllable words included) (lines 1–14), Tricky Words (lines 15 and 16), and Two-Syllable Words (lines 17–24).

One- and Two-Syllable Words

The first 14 lines of the Word Reading in Isolation Assessment are one-syllable words. Students who struggle with many of the words on these early lines may need to be regrouped to an earlier point in the CKLA grade-level materials. Specifically:

Students who score 60–70 out of 70 words correctly have **strong or outstanding preparation** for Grade 3 CKLA materials.

Students who read 49–59 out of 70 words correctly have **adequate preparation** for Grade 3 CKLA materials.

Students who read 48 or fewer words out of 70 correctly have **poor preparation** for Grade 3 CKLA materials.

Tricky Words

Lines 15 and 16 consist of Tricky Words from prior grades. Tricky Words are words that contain a sound-spelling that doesn't follow the basic code or is unusual enough to have not been taught yet. Students who struggle with these words will need remediation on any words read incorrectly. (See the *Assessment and Remediation Guide* for practice worksheets.)

Two-Syllable Words

The remaining lines consist of two-syllable words:

Line 17: compound words with short vowel spellings

Line 18: words made up of short vowel spellings containing common suffixes

Line 19: compound words that use the rest of the basic code spelling for vowel sounds beyond the five short vowels: long vowels and ‘oo’ > /oo/ (*soon*), ‘ou’ > /ou/ (*shout*), ‘oi’ > /oi/ (*oil*), ‘ar’ > (*car*), ‘er’ > /er/ (*her*), ‘or’ > /or/ (*for*)

Line 20: words similar to line 19 but with the second syllable being a common suffix

Line 21: words that are not compound words, do not have root word and suffix format, and are written entirely with basic code spellings

Line 22: words with common vowel spelling alternatives in the first syllable and a common suffix in the second syllable

Line 23: words that are not compound, do not have root word plus suffix format, and use spelling alternatives

Line 24: words that include /ə/

Students who struggle with many of the words on the later lines may need to either be placed back in an earlier point in the CKLA grade level materials or in Grade 3 with remedial tutoring to correct specific problems. Specifically:

Students who read 43–50 out of 50 words correctly have **strong or outstanding preparation** for Grade 3 CKLA materials.

Students who read 35–42 out of 50 words correctly have **adequate preparation** for Grade 3 CKLA materials.

Students who read 34 or fewer words out of 50 correctly have **poor preparation** for Grade 3 CKLA materials.

Borderline Scores

Students with ambiguous or borderline scores are the most challenging to place. In particular, you may have some students who are right on the border between being strong enough readers to benefit from the Grade 3 instruction and not having adequate preparation. This might include students who read the first and second story on the Silent Reading Assessment and answered most of the questions correctly but struggled with the third story, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment.

If possible, please spend additional time with these students before making a placement decision. We encourage you to sit with students and have them read aloud decodable texts like “The Snake” or “Moans at Midnight,” or selected stories from the Grade 2 Readers for Units 3, 4, and 5. How many mistakes do they make? How slow are they in terms of words correct per minute? Are the problems they encounter as they read isolated or pervasive? Here are some guidelines for deciding these borderline cases:

In analyzing results from the **Silent Reading Assessment**, be aware that some students may have limited previous experience with multiple-choice tests. They may struggle to answer the questions even if they read the story and understood it. You may wish to have borderline students read the story aloud to you and then discuss it with you so that you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment** remember that not all poor scores are the same.

A score in the **lower range of poorly prepared** on the one-syllable word section of this assessment probably indicates a major problem reading the words or spellings in question and signals the need for intensive remediation beyond what can likely be provided within a Grade 3 classroom.

However, a score in the **lower range of poorly prepared** for multi-syllable words might result from the student not knowing a small set of letter-sound correspondences or a less than adequate knowledge of syllabication. This sort of problem can often be remediated in supplemental, small-group sessions and may not require placing the student at any earlier point in the sequence of instruction.

A score of **poorly prepared** in the Tricky Words section will result in the need to remediate those words and evaluate knowledge of Tricky Words in general.

Remember that one possibility is to place the student back at an earlier point in the CKLA grade-level materials, but a second possibility is to place him or her in the Grade 3 material and then provide remedial tutoring to correct specific problems. For example, if you can identify the specific letter-sound correspondences causing difficulty, you may be able to practice these in extra sessions while the student gets the Grade 3 instruction with the rest of the class.

If you are considering grouping less-prepared students with stronger students and teaching both groups the Grade 3 sequence, be sure to individualize instruction during small-group time to meet all students' needs.

If you feel you will be unable to provide such additional support sessions, this may be a reason for regrouping the less-prepared students to an earlier point in the CKLA grade-level materials.

Note: See Guidelines for Evaluating Results at the end of this section for more detailed information.

Silent Reading Assessment

Guidelines for Evaluating Results

Code Knowledge Assumed	Correct	Next Steps and Placement Indicated by Assessment Score
1. “The Bug Hunt” (54 words) Single-letter spellings for “short” vowel sounds, including ‘a’ > /a/ (<i>can</i>), ‘e’ > /e/ (<i>leg</i>), ‘o’ > /o/ (<i>on</i>), ‘u’ > /u/ (<i>bug</i>), and ‘i’ > /i/ (<i>six</i>) Single-letter spellings for 19 consonant sounds, including ‘b’ > /b/ (<i>bug</i>), ‘d’ > /d/ (<i>red</i>), and ‘f’ > /f/ (<i>Fred</i>) Double-letter spellings for consonant sounds, including ‘ff’ > /f/ (<i>off</i>), ‘ll’ > /l/ (<i>Jill</i>) and ‘ck’ > /k/ (<i>black</i>) Digraph spellings for consonant sounds, including ‘th’ > /th/ (<i>the</i>) and ‘th’ > /th/ (<i>with</i>) Some Tricky Words first taught in Units 8 and 9 of Kindergarten, e.g., <i>a, the</i> Story is made up entirely of one-syllable words	< 6 Poor	Student was unable to make sense of a selection comparable to the ones in the Reader for Unit 9 of Kindergarten. Student is not ready for Grade 3 Skills. Student should be regrouped and needs intensive remediation. Use the Word Reading in Isolation Assessment score to guide placement.
	6 Borderline	Student most likely understood the story, but there is a chance of getting a 6 by lucky guessing. Give “The Snake” Silent Reading Assessment and use results for placement.
	7–8 Adequate–Strong	Student was able to make sense of a selection comparable to the ones in the Reader for Unit 9 of Kindergarten. Give “The Snake” Silent Reading Assessment and use results for placement.

2. “The Snake” (172 words)			
All of the above plus the following: Basic-code spellings for “long” vowel sounds, including ‘ee’ > /eel/ (<i>queen</i>), ‘a_e’ > /ael/ (<i>snake</i>), ‘o_e’ > /oel/ (<i>woke</i>), and ‘i_e’ > /iel/ (<i>bite</i>)	< 6 Poor	Student was not able to make sense of a story comparable to the ones in the Reader for Unit 6 of Grade 1. Student is probably not ready for Grade 3 Skills. Use Word Reading in Isolation Assessment score for placement.	
Basic-code spellings for other vowel sounds, including ‘oo’ > /oo/ (<i>room</i>), ‘ou’ > /ou/ (<i>out</i>), ‘oi’ > /oi/ (<i>coiled</i>)	6 Borderline	The student most likely understood the story, but there is a chance of getting a 6 by lucky guessing. If the student also received a borderline score on “The Bug Hunt,” administer the Word Reading in Isolation Assessment. If the student had a good score on “The Bug Hunt” but borderline on “The Snake,” give “Moans at Midnight” Silent Reading Assessment.	
Basic-code spellings for /er/ (<i>corner</i>), /ar/ (<i>scarf</i>), /or/ (<i>for</i>) Spelling alternatives for consonant sounds, including ‘c’ > /sl/ (<i>princess</i>) and ‘tch’ > /ch/ (<i>catcher</i>) Tricky Words taught in Units 1–6 of Grade 1 and reviewed in Grade 2, e.g., <i>there, a, said, would, and I</i> Past-tense endings with –ed as in <i>coiled</i> and <i>squinted</i> Two-syllable words	7–8 Adequate–Strong	Student was able to make sense of a story comparable to the ones included in the Reader for Unit 1 of Grade 2. Student has at least adequate preparation for Grade 3 Skills. Administer “Moans at Midnight” Silent Reading Assessment. You may still want to administer the Word Reading in Isolation Assessment, if you have time, to pinpoint specific letter-sound correspondences that need to be reinforced.	

3. “Moans at Midnight” (224 words)			
<p>All of the prior code knowledge, plus common spelling alternatives for /ae/ (<i>crazy, upstairs, stayed</i>), /oə/ (<i>pillow, show, Joe, over, moan</i>), /iə/ (<i>hiding, night, die, lying</i>), /eə/ (<i>Pete, crazy, hear, me, be</i>)</p> <p>Two-syllable words</p>	< 6 Adequate	<p>Student was not able to make sense of a story comparable to the ones in the Readers for Units 3 and 4 of Grade 2.</p> <p>However, student may still have adequate preparation for Grade 3 Skills.</p> <p>Administer “The Dog Show” Silent Reading Assessment and the Word Reading in Isolation Assessment.</p>	
	6 Adequate	<p>The student most likely understood the selection, but there is a chance of getting a 6 by lucky guessing.</p> <p>Give the “The Dog Show” Silent Reading Assessment.</p>	
	7–8 Adequate–Strong	<p>Student was able to make sense of a selection comparable to the ones in the Reader for Unit 8 of Grade 1.</p> <p>Student has at least adequate and possibly strong preparation for Grade 3 and <i>may also be ready to read trade books independently</i>.</p> <p>Give the “The Dog Show” Silent Reading Assessment.</p>	
4. “The Dog Show” (376 words)			
<p>All of the prior code knowledge plus additional spellings taught in Units 4–6 of Grade 2, e.g., <i>during, girl, section, wrinkles</i>, plus some words with unusual spellings, e.g., <i>Seattle, Spitz, only, example, four, fur</i></p> <p>Two- and three-syllable words</p>	< 5 Adequate–Strong	<p>Student was not able to make sense of this selection, which contains some unusual and rare spellings.</p> <p>However, if the student made it this far and performed adequately on “Moans at Midnight,” he or she likely has adequate–strong preparation for Grade 3 and <i>is ready to read trade books independently</i>.</p>	
	5 Strong	<p>The student most likely understood the selection, but there is a chance of getting a 5 by lucky guessing.</p> <p>However, as noted above, this student likely has strong preparation for Grade 3.</p>	
	6–8 Strong–Outstanding	<p>Student was able to make sense of a selection that contains some unusual and rare spellings not taught in the Grade 2 curriculum.</p> <p>Student has strong–outstanding preparation for Grade 3 and is <i>ready to read trade books independently</i>.</p>	

5. “Black Diamond” (384 words)

All of 1–4 plus the additional spellings taught in Units 5 and 6 of Grade 2, e.g., /ə/ spellings; <i>cousin, courage, some, listen, mountain, caution, Phil, ski, learning, thought, ready, toughest, great, and worry</i> Two- and three-syllable words	< 5 Strong	Student was not able to make sense of this selection, which contains some unusual and rare spellings. However, if the student made it this far, he or she has strong preparation for Grade 3 and <i>may also be ready to read trade books independently.</i>
	5 Strong	The student most likely understood the selection, but there is a chance of getting a 5 by lucky guessing. However, as noted above, this student has strong preparation for Grade 3.
	6–8 Strong–Outstanding	Student was able to make sense of a selection and read proficiently. Student has outstanding preparation for Grade 3 and <i>is ready to read trade books independently.</i>

Analyzing Student Skills Scores for Skills Placement

Once you have administered and scored all assessments, enter students' scores on the Placement Planning Chart. Consideration of these scores is critical in determining what Skills instruction students need and how to group students to facilitate the best delivery of this instruction.

We highly recommend that all Grade 3 teachers meet as a grade-level team to examine students' scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students' needs when teaching phonics skills. Once the grade-level team has examined the scores of all Grade 3 students on these assessments, you may find that it makes sense to regroup some students on the basis of their specific decoding skills for purposes of Skills instruction only.

Note: The Skills Assessments and placement recommendations should be used in grouping students for instruction during the Skills strand. These assessments should not be used for regrouping students during the Listening & Learning Strand. In fact, all students should participate in grade level Listening & Learning instruction, regardless of their decoding skills. Limited decoding skills will not prevent a student from learning from the read-alouds, discussions, and activities that are a part of Listening & Learning. It is critical that all students continue to build their oral vocabulary and content knowledge, irrespective of their decoding skills. In fact, the focus on oral language in the Listening & Learning Strand may provide struggling decoders with an opportunity to shine.

Placing Students in Leveled Groups

If a student scores...	s/he should start instruction after Unit 1 with	Group
<i>5 or more correct on “Black Diamond” and 60–70 words correct on lines 1–14 and 43–50 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i>	CKLA Grade 3 Unit 2 This student has OUTSTANDING preparation for Grade 3 Skills.	1
<i>5 or more correct on “The Dog Show,” 0–4 correct on “Black Diamond,” and 60–70 words correct on lines 1–14 and 35–42 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i>	CKLA Grade 3 Unit 2 This student has STRONG preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words.	1
<i>5 or more correct on “The Dog Show,” 0–4 correct on “Black Diamond,” and 49–59 words correct on lines 1–14 and 35–42 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i>	CKLA Grade 3 Unit 2 This student has STRONG preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words. Provide additional practice in specific letter-sound correspondences misread, using selected materials from the <i>Unit 3 Assessment and Remediation Guide</i> .	1 or 2
<i>5 or more correct on “Moans at Midnight,” 0–4 correct on “The Dog Show,” and 60–70 words correct on lines 1–14 and 35–42 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i>	CKLA Grade 3 Unit 2 This student has ADEQUATE and possibly STRONG preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words. Provide targeted small group remediation in the specific vowel digraphs missed, using selected materials from the <i>Grade 3 Assessment and Remediation Guide</i> .	2
<i>5 or more correct on “Moans at Midnight,” 0–4 correct on “The Dog Show” and 49–59 words correct on lines 1–14 and 35–42 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i>	CKLA Grade 3 Unit 2 This student has ADEQUATE preparation for Grade 3 Skills, with good comprehension and adequate decoding of individual words. Provide additional practice in specific letter-sound correspondences and vowel digraphs misread, using selected materials from the <i>Grade 3 Assessment and Remediation Guide</i> .	2
<i>5 or more correct on “The Snake,” 0–4 correct on “Moans at Midnight,” and 60–70 words correct on lines 1–14 and 35–42 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i>	CKLA Grade 3 Unit 2 This student has ADEQUATE preparation for Grade 3 Skills, with good decoding of comprehension and adequate decoding of individual words. Provide additional practice in specific letter-sound correspondences and vowel digraphs misread, using selected materials from the <i>Grade 3 Assessment and Remediation Guide</i> .	2

<p><i>5 or more correct on “The Snake,” and 0–4 correct on “Moans at Midnight,” and 49–59 words correct on lines 1–14 and 35–42 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i></p>	<p>CKLA Grade 3 Unit 2</p> <p>This student has a somewhat ADEQUATE preparation for Grade 3 Skills. Provide targeted small group remediation in the specific letter-sound correspondences and vowel digraphs misread on the Word Reading in Isolation Assessment, as well as materials from <i>Grade 3 Assessment and Remediation Guide</i>. Monitor progress in Unit 2.</p>	<p>2</p>
<p><i>5 or more correct on “The Bug Hunt,” 0–4 correct on “The Snake,” and 49–59 words correct on lines 1–14 and 35–42 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i></p>	<p>This student has QUESTIONABLE preparation for Grade 3 Skills. The Word Reading in Isolation Assessment scores may reveal a tendency to memorize words, rather than apply code knowledge. S/he needs a <u>comprehensive review first of all material from the <i>Grade 3 Assessment and Remediation Guide</i></u>, before starting CKLA Grade 3, Unit 2. If CKLA Grade 2 materials are available, another option may be to use Grade 2 materials before starting CKLA Grade 3, Unit 2.</p>	<p>3</p>
<p><i>4 or less correct on “The Bug Hunt” and/or 48 or fewer words on the first 14 lines of the Word Reading in Isolation Assessment</i></p>	<p>This student has QUESTIONABLE preparation for Grade 3 Skills. S/he needs a <u>comprehensive review first of all material from the <i>Grade 3 Assessment and Remediation Guide</i></u>, before starting CKLA Grade 3, Unit 2. If CKLA Grade 2 materials are available, another option may be to use Grade 2 materials before starting CKLA Grade 3, Unit 2.</p>	<p>3</p>

Placement and Grouping Guidelines

Grade 3 teachers should meet as a team after they have completed the Placement Planning Chart and have assigned a group number to each student in their class. Teachers may wish to write each student’s name and group number on an index card for ease in grouping students. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following guidelines.

<p>If there is only one classroom teacher per grade level...</p>	<p>...the teacher should start all students in Groups 1 and 2 with CKLA Grade 3, Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the <i>Assessment and Remediation Guide</i> as needed. Group 3 needs intensive intervention outside the regular classroom and should not start with CKLA Grade 3, Unit 2.</p>
<p>If there are two classroom teachers per grade level...</p>	<p>...one teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 3, Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Section 1 of the <i>Assessment and Remediation Guide</i>. OR ...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 3, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with CKLA Grade 3, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom would not start with CKLA Grade 3, Unit 2 but rather be provided the needed intervention.</p>

If there are three classroom teachers per grade level...	...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 3, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 3, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Section 1 of the <i>Assessment and Remediation Guide</i> .
If there are four classroom teachers per grade level...	...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 3, Unit 2; another teacher provides Skills instruction to the high-level Group 2 students, starting with CKLA Grade 3, Unit 2; a third teacher provides Skills instruction to the low-level Group 2 students, starting with CKLA Grade 3, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Section 1 of the <i>Assessment and Remediation Guide</i> .

These grouping guidelines are only a starting point; other variables, such as the number of students across the grade level in any given group, will also be considered. If there are disproportionately larger numbers of one or more particular groups of students, these guidelines will need to be modified to ensure that no one teacher has a disproportionately larger class size within the basic guidelines of placement suggestions.

Analyzing Assessment for Additional Instructional Information

Once students have been grouped and placed, teachers are encouraged to conduct a more refined error analysis of student performance on the various assessments as suggested in order to better tailor small group instruction to meet individual students' needs.

- **Word Reading in Isolation Assessment**—See error analysis for each student as documented on the Scoring Sheet for Word Reading in Isolation Assessment, Worksheet 7.5. Provide specific remediation for the letter-sound correspondences and/or Tricky Words missed: see the Table of Contents in the *Assessment and Remediation Guide* for appropriate worksheets.
- **Silent Reading Assessments**—See errors on the comprehension worksheets for the assessments completed by students. Provide support in modeling how to answer multiple choice comprehension questions (both literal and inferential) during small group meetings with students.

Silent Reading Assessment

The Bug Hunt

Six kids went on a bug hunt.

The kids set off with cans and lids.

Sam ran back with a red ant in his can.

Max got a black ant.

Jen got a black bug with six legs.

Fred got a red bug with black spots.

Jill got a moth.

Cal got a slug.

The Bug Hunt

1. What did the kids get on the hunt?
 - A. cats
 - B. dogs
 - C. bugs

2. What did Max get?
 - A. a red ant
 - B. a black ant
 - C. a red bug with black spots

3. What did Sam get?
 - A. a red ant
 - B. a black ant
 - C. a black bug with six legs

4. Which kid got a red bug with black spots?
 - A. Sam
 - B. Fred
 - C. Jen

5. Which kid got a black bug with six legs?

- A. Sam
- B. Jen
- C. Jill

6. Which kid got a slug?

- A. Cal
- B. Jill
- C. Fred

7. The kids kept the bugs in _____.

- A. cans
- B. cups
- C. bags

8. Jill got a _____.

- A. slug
- B. moth
- C. ant

Silent Reading Assessment

The Snake

The queen woke up. She squinted in the dark room. She saw something coiled in the corner.

“Eek!” she shouted. “A snake!”

The king came running.

“What’s the matter?” he asked.

“There’s a snake in my room!” said the queen.

“Goodness!” said the king. “What a shame!”

“Well?” said the queen. “Run in there and get it out!”

“Me?” said the king.

“Yes, you!” said the queen.

“Um,” said the king. “I could get it and I would do it for you, my darling! But I must take care, for the sake of my subjects. The land needs a king! I can’t risk a bite. We had better send for the snake catcher.”

Just then, the princess ran into the room.

“There it is!” she said.

“Look out!” yelled the king.

“Snake!” yelled the queen.

“What snake?” said the princess. She grabbed the coiled thing and kissed it.

The queen passed out. The king did, too.

“It’s not a snake!” the princess said. “It’s that cute black scarf I got last week!”

The Snake

1. What did the queen think she saw in the corner?

- A. a cat
- B. a bug
- C. a snake

2. What was the coiled thing really?

- A. It was a scarf.
- B. It was a hat.
- C. It was a snake.

3. Why did the king say he had to keep safe?

- A. for the queen
- B. for the sake of his subjects
- C. for the princess

4. Who said, “We had better send for the snake catcher”?

- A. the princess
- B. the king
- C. the queen

5. Who picked up the coiled thing in the end?

A. the princess

B. the king

C. the queen

6. Who passed out?

A. the king

B. the queen

C. the king and queen

7. What do we think we know about the princess?

A. She owns a black scarf.

B. She has a pet snake.

C. She passed out.

8. What do we think we know about the king?

A. He is scared of the princess.

B. He is scared of snakes.

C. He is scared of the snake catcher.

Silent Reading Assessment

Moans at Midnight

Joe and Pete were best pals. One night, Pete slept over at Joe's house.

The kids stayed up late to see a scary TV show. When the show ended at midnight, they made their way upstairs to bed.

Joe tossed Pete a pillow. Then, he flipped off the light switch.

The kids were lying quietly in the dark.

Just then, there was a sound. It was a long, low, moaning sound.

“Am I crazy,” Pete said, “or did I just hear moaning?”

“You’re not crazy,” said Joe.

“Was it you who moaned?” Pete asked.

“No,” said Joe.

“Then who was it?”

“Beats me,” said Joe.

By this point, both kids were scared.

“Shhhh!” said Joe. “I hear it!”

The moaning went on for a bit. Then, it stopped.

“Man, that’s creepy!” said Joe. “It sounds like it’s in the closet!”

“Should we go and have a look?” said Pete.

“No way!” said Joe.

Just then, the moaning started again.

“Don’t freak out!” said Pete. “Stay cool!”

The moaning stopped. Then, a hoarse voice said, “Whooo—watch out Joe and Pete! Here we come.”

That was when Joe and Pete lost their cool. They jumped up and screamed, “No! Don’t hurt us! We’re just kids!”

Then, Joe’s sisters, Jean and Mary, jumped out of the closet.

“We got you!” said Jean.

“You fell for our trick!” said Mary.

Moans at Midnight

1. Why was Pete at Joe's house?
 - A. Joe was sleeping over.
 - B. Pete was sleeping over.
 - C. It is Pete's house, too.

2. Why did the kids stay up late?
 - A. They stayed up to see a scary TV show.
 - B. They stayed up reading comics.
 - C. They stayed up playing chess.

3. What sound did Joe and Pete hear?
 - A. a buzz
 - B. a scream
 - C. a moan

4. Were Joe and Pete scared?
 - A. Yes, they were both scared.
 - B. No, they were not scared.
 - C. Pete was scared but Joe was not.

5. Did Joe and Pete look in the closet?

- A. Yes
- B. No
- C. Pete did, but Joe did not.

6. Who or what was in the closet?

- A. a moaning ghost
- B. Joe's sisters
- C. Joe's mom and dad

7. Which statement best sums up what happened in the story?

- A. Joe and Pete scared Jean and Mary by moaning.
- B. Jean and Mary scared Joe and Pete by moaning.
- C. Jean and Joe scared Mary and Pete by moaning.

8. What did the hoarse voice say?

- A. “No! Don’t hurt us! We’re just kids!”
- B. “Whooo—watch out Mary and Jean! Here we come.”
- C. “Whooo—watch out Joe and Pete! Here we come.”

Silent Reading Assessment

The Dog Show

During summer vacation, Jill and Rachel went to the Seattle Dog Show.

It was Rachel's first time at a dog show, so her pal Jill explained things to her.

"That section over there is the show ring," she explained. "That's where the action is. The handlers lead the dogs into the ring one at a time. Each handler leads the dog over to the far side. Then, he turns the dog and leads it back."

The first handler was a girl in a tweed skirt and jacket. She was leading a dog with thick, puffy fur. The girl was jogging. The dog was trotting at her side.

"What sort of dog is that?" Rachel asked.

"That's a chow chow," said Jill. "It's a Chinese breed."

"Aw!" said Rachel. "He's so cute! I like his fur."

The next dog was smaller and closer to the ground. He had a long body and four, short, little legs.

"What breed is that?" Rachel asked.

"That's a basset hound," said Jill. "They were bred to be hunting dogs. They are short and low to the ground so they can chase foxes."

The next dog was bigger. It had golden fur, pointy ears, and a face like a fox.

"That's a Finnish spitz!" said Jill.

"Ooooo!" said Rachel. "I like her, too!"

Next came a pug. It was a short, strong-looking dog with lots of wrinkles on his face.

"He's so ugly that he's cute!" Rachel said. "I like him!"

"He might win," said Jill. "He came in third last year."

"How can they choose only one winner?" Rachel asked. "All of the dogs are so cute! I could never pick just one!"

“It’s not easy,” said Jill.

“It’s not like they are all the same breed,” Rachel said. “I see how you could pick the best of ten beagles. But how can you say this spitz is better than that beagle?”

Jill explained, “They are looking for the dog that is the best example of its breed. There are lots of traits for each breed. They look at the legs, the paws, and the teeth. The ears need to look right. The fur needs to be just right. Lots of things have to be right to win Best in Show.”

The Dog Show

1. What happens in the story?
 - A. A mom and dad go to a dog show.
 - B. Two girls go to a dog show.
 - C. Two sisters go to a dog show.

2. Who is at a dog show for the first time?
 - A. Jill
 - B. Rachel
 - C. Jill and Rachel

3. In the story, Rachel _____.
 - A. likes all of the dogs
 - B. likes only one of the dogs
 - C. tells Jill all about dog shows

4. In the dog show _____.
 - A. all of the dogs were beagles
 - B. all of the dogs were spitz dogs
 - C. there were lots of breeds of dogs

5. The handler's job is to _____.
- A. bring a dog into the ring
 - B. pick the winning dog
 - C. handle the set up for the dog show
6. Which dog does Rachel say is “so ugly it’s cute”?
- A. the chow chow
 - B. the spitz
 - C. the pug
7. At the end of the story, _____.
- A. the spitz wins first prize
 - B. the beagle wins first prize
 - C. Jill explains how prizes are given
8. Why did Jill say basset hounds are short and low to the ground?
- A. so they can chase pugs
 - B. so they can chase foxes
 - C. so they can be in dog shows

Silent Reading Assessment

Black Diamond

My cousin Phil has more courage than sense. Last winter, we went skiing. Phil and I were just learning to ski. We had taken four lessons. Then, Phil started thinking that he was hot stuff. He thought he was ready to ski the toughest trails. I tried to tell him he was not ready, but he would not listen.

One frosty day, we were standing at the top of the mountain. There was a sign that said, “Great Gorge.” There was a big black diamond next to the words “Great Gorge.” A second sign said, “Caution! Black Diamond Trails are for Advanced Skiers Only!”

Phil said, “I think I’ll ski Great Gorge!”

“Are you nuts?” I asked. “You’re not ready for black diamond trails.”

“Sure I am!” said Phil. “I’ve totally got the hang of this! Want to ski it with me?”

“No way!” I said, shaking my head.

“Oh, well!” Phil said. “Enjoy the easy trail!”

Phil slid up to the edge. Then, he gave a push with his ski poles.

“See you at the bottom of the mountain!” he called, as he slid off.

Phil went shooting down the mountain. The trail was very steep. I saw him swerve to the left to avoid a big boulder. I watched him weave back and forth, dodging other skiers. Then, he went over a ridge. I could not see him anymore.

I skied down the mountain on an easier trail. Halfway down, I saw a friend from school.

“Hey Clyde!” I yelled. “Have you seen Phil?”

“Yeah!” Clyde said. “He flew past a couple of minutes ago. He was really moving!”

I skied on until I got to the bottom. I searched for Phil everywhere, but I could not find him. I was starting to get worried when I saw a man pull up in

a snowmobile. He was a member of the ski patrol. He was towing a round sled. There, on the sled, lay Phil. He was groaning.

“Is he okay?” I asked the man.

“He’s banged up, but OK,” said the ski patrol guy. “Tell him to stay off the black diamond trails. He took a pretty bad fall back there. It looks like he bruised his knee. It could have been a lot worse! He could have broken his leg!”

Black Diamond

1. Who tells this story?
 - A. Phil
 - B. Phil's cousin
 - C. Phil's mom
 - D. We don't know.

2. Which sentence best describes Phil?
 - A. He is an expert skier.
 - B. He has more courage than sense.
 - C. He is scared of everything.
 - D. He tells the story about his cousin Dave.

3. When does the story takes place?
 - A. on a chilly winter day
 - B. on a wet spring day
 - C. on a hot summer day
 - D. on a windy fall day

4. What does a black diamond sign mean in this story?
 - A. It marks an easy ski trail.
 - B. It marks a hard ski trail.
 - C. It shows the way to the ski lodge.
 - D. It shows the way to the ski patrol office.

5. How does Phil get to the bottom of the mountain?

- A. He skis all the way down by himself.
- B. He trips, falls, and then skis the rest of the way down.
- C. He skis down with his cousin.
- D. He skis part of the way, falls down, and is carried down on a sled the rest of the way.

6. How does Phil's cousin get to the bottom?

- A. He skis down "Great Gorge" trail with Phil.
- B. He skis down a different trail.
- C. He takes a chair lift down.
- D. He takes a snowmobile down.

7. Which of the following is most accurate?

- A. Phil made it to the bottom unhurt.
- B. Phil broke his leg.
- C. Phil broke his arm.
- D. Phil hurt himself but did not break his leg.

8. What did Phil's cousin try to tell him?

- A. that Phil lost a ski pole when he fell
- B. that Phil was ready for difficult trails
- C. that Phil was not ready for difficult trails
- D. that Phil had good sense but no courage

Grade 3 Multi-Syllable Word Assessment

Directions for Multi-Syllable Word Reading in Isolation Assessment

Before assessing students, make copies of p. 90–92 of this Guide for each student.

Turn to the Word List for the Multi-Syllable Word Reading in Isolation Assessment that you prepared in advance.

Cover all of the words before calling a student back to you.

Call on one student and ask him or her to join you in the assessment area.

Tell the student that today, he or she will read some words aloud to you.

Tell the student that it is important to do his/her very best reading.

Uncover the first word by moving the paper down one space.

As the student reads the word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Scoring Sheet you copied in advance. Also note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, simply place a check mark above the word.

If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.

When the student has finished reading the Word List, look over the chart to note any patterns that might appear to indicate gaps in phoneme knowledge or syllabication difficulties.

Word Reading In Isolation Assessment

1.	twitch	cherry	squid	approve	bruise
2.	align	castle	affirm	waffle	thumb
3.	stutting	masked	guesses	movies	ghastly
4.	flooring	toughen	snoozed	smidges	confused
5.	fuzzy	butchers	lodging	prewar	jewels
6.	grapple	lawful	formal	twinkle	label
7.	tobacco	parachute	cashew	coupon	neighbor
8.	immense	laughter	scenery	pinafore	Maintain
9.	stewpot	fruitfly	ghostlike	earthquake	lightweight
10.	outsource	footloose	rosebush	wristwatch	seafloor
11.	suitcase	foresight	spacewalk	buttercrunch	sunbathe
12.	headache	wheelhouse	walkways	rubberband	honeycomb
13.	commonplace	headquarters	spokesperson	grandnephew	thunderstorm

Word Reading in Isolation Scoring Sheet

	a	b	c	d	e
1 twitch <i>/t/ /w/ /i/ /ch/ closed</i>	cherry <i>/ch/ /ae/ /r/ • /ee/</i>	squid <i>/s/ /k/ /w/ /i/ /d/ closed • open</i>	approve <i>/ə/ • /p/ /r/ /oo/ /v/</i>	bruise <i>/b/ /r/ /oo/ /z/</i>	
	castle <i>/k/ /a/ /sl/ • /ə/ /l/ closed • -le</i>	affirm <i>/ə/ • /f/ /er/ /m/ ə • closed</i>	waffle <i>/w/ /o/ /f/ • /f/ /ə/ /l/ ə • r-cont.</i>	closed • sep. digraph <i>closed • -le</i>	separated digraph <i>closed</i>
2 align <i>/ə/ • /l/ /ie/ /n/ ə • closed</i>	masked <i>/m/ /a/ /s/ /k/ /t/ closed • closed</i>	guesses <i>/g/ /e/ /sl/ • /e/ /z/ closed</i>	ghastly <i>/m/ /oo/ /v/ • /ee/ /z/ closed • open</i>	ghastly <i>/g/ /a/ /s/ /t/ • /l/ /ee/</i>	
	toughen <i>/t/ /u/ /b/ • /i/ /ng/ closed</i>	snoozed <i>/s/ /n/ /oo/ /z/ /d/ closed • closed</i>	smidges <i>/s/ /m/ /i/ /j/ • /e/ /z/ closed • closed</i>	confused <i>/k/ /u/ /n/ • /f/ /ue/ /z/ /d/</i>	
4 flooring <i>/f/ /l/ /or/ • /i/ /ng/ r-controlled • closed</i>	toughen <i>/t/ /u/ /f/ • /e/ /n/ closed • closed</i>		closed • closed <i>closed • closed</i>	closed • open	
			smidges <i>/s/ /n/ /oo/ /z/ /d/ closed • closed</i>	closed • closed <i>closed • closed</i>	
5 fuzzy <i>/f/ /u/ /z/ • /ee/</i>	butchers <i>/b/ /oo/ /ch/ • /er/ /z/ closed • open</i>	lodging <i>/l/ /o/ /j/ • /i/ /ng/ digraph • r-controlled</i>	prewar <i>/p/ /r/ /ee/ • /w/ /or/ closed • closed</i>	jewels <i>/j/ /oo/ • /ə/ /l/</i>	
	lawful <i>/gl/ /r/ /a/ /p/ • /ə/ /l/ closed • -le</i>	formal <i>/f/ /or/ • /m/ /ə/ /l/ r-controlled • -le</i>	r-controlled • -le <i>r-controlled • -le</i>	twinkle <i>/t/ /w/ /i/ /ng/ • /k/ /ə/ /l/</i>	
6 grapple <i>/g/ /r/ /a/ /p/ • /ə/ /l/ closed • -le</i>	parachute <i>/p/ /ae/ /r/ • /ə/ • /sh/ /oo/ /t/</i>	cashew <i>/k/ /a/ /sh/ • /oo/</i>	coupon <i>/k/ /oo/ • /p/ /ol/ /n/ closed • digraph</i>	label <i>/l/ /ae/ • /b/ /ə/ /l/ open • -le</i>	
	parachute <i>/t/ /u/ /b/ • /a/ /k/ /k/ /oe/</i>		coupon <i>/n/ /ae/ • /b/ /er/ digraph • r-controlled</i>	neighbor <i>/n/ /ae/ • /b/ /er/ digraph • r-controlled</i>	

a	b	c	d	e
8 immense <i>/i/ /m/ • /e/ /n/ /s/</i>	laughter <i>/l/ /a/ /f/ • /t/ /er/</i>	scenery <i>/s/ /ee/ /n/ • /er/ • /ee/</i>	pinafore <i>/p/ /i/ /n/ • /ə/ • /f/ /or/ /n/</i>	maintain <i>/m/ /ae/ /n/ • /t/ /ai/ /n/</i>
closed • closed	closed • r-controlled	closed • r-cont. • open	closed • Θ • r-controlled	digraph • digraph
9 stewpot <i>/s/ /t/ /oo/ • /p/ /o/ /t/ /f/ /r/ /oo/ /t/ • /f/ /l/ /ie/ /ie/ /k/</i>	fruitfly <i>/f/ /r/ /oo/ /t/ • /f/ /l/ /ie/ /ie/ /k/</i>	ghostlike <i>/g/ /oe/ /s/ /t/ • /l/ /ie/ /ae/ /k/</i>	earthquake <i>/er/ /th/ • /k/ /w/ /ae/ /t/ /ae/ /k/</i>	lightweight <i>/l/ /ie/ /t/ • /w/ /ae/ /t/ /</i>
digraph • closed	digraph • open	closed • sep. digraph	r-cont. • sep. digraph	digraph • digraph
10 outsource <i>/ou/ /t/ • /s/ /or/ /s/ /f/ /oo/ /t/ • /l/ /oo/ /s/</i>	footloose <i>/r/ /oe/ /z/ • /b/ /oo/ /sh/ /ch/</i>	rosebush <i>/r/ /oe/ /z/ • /b/ /oo/ /sh/ /ch/</i>	wristwatch <i>/r/ /i/ /s/ /t/ • /w/ /o/ /ch/</i>	seafloor <i>/s/ /ee/ • /f/ /l/ /or/ /ch/</i>
digraph • r-controlled	digraph • sep. digraph	sep. digraph • digraph	closed • closed	open • r-controlled
11 suitcase <i>/s/ /oo/ /t/ • /k/ /ae/ /f/ /or/ • /s/ /ie/ /t/ /s/</i>	foresight <i>/s/ /p/ /ae/ /s/ • /w/ /aw/ /k/</i>	spacewalk <i>/s/ /p/ /ae/ /s/ • /w/ /aw/ /k/</i>	butterscotch <i>/b/ /u/ /t/ • /er/ • /s/ /k/ /o/ /ch/ /th/</i>	sunbathe <i>/s/ /u/ /n/ • /b/ /ae/ /th/</i>
digraph • sep. digraph	r-controlled • digraph	sep. digraph • digraph	closed • r-controlled	closed • sep. digraph
12 headache <i>/h/ /e/ /d/ • /ae/ /k/ /w/ /ee/ /l/ • /h/ /ou/ /s/</i>	wheelhouse <i>/w/ /aw/ /k/ • /w/ /ae/ /z/</i>	walkways <i>/w/ /aw/ /k/ • /w/ /ae/ /z/</i>	rubberband <i>/r/ /u/ /b/ • /er/ • /b/ /a/ /n/ /d/ /c/ /oe/ /m/</i>	honeycomb <i>/h/ /u/ /n/ • /ee/ • /c/ /oe/ /m/</i>
closed • separated	closed • sep. digraph	digraph • digraph	closed • r-controlled	closed • digraph • closed
13 commonplace <i>/k/ /o/ /m/ • /u/ /n/ • /p/ /l/ /ae/ /s/</i>	headquarters <i>/h/ /e/ /d/ • /k/ /w/ /or/ /t/ • /er/ /z/</i>	spokesperson <i>/s/ /p/ /oe/ /k/ /s/ • /p/ /er/ • /s/ /u/ /n/</i>	grandnephew <i>/g/ /r/ /a/ /n/ /d/ • /n/ /e/ /f/ • /ue/ /s/ /t/ /or/ /m/</i>	thunderstorm <i>/th/ /u/ /n/ • /d/ /er/ • /s/ /t/ /or/ /m/</i>
closed • closed • separated digraph	digraph • r-controlled • r-controlled	separated digraph • r-controlled • closed	closed • closed • digraph	closed • r-controlled • r-controlled

Word Reading in Isolation Analysis

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word reading.

Score required to meet benchmark of 80%					
Phonemes					
Consonants					173/215
/b/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /r/ /s/ /t/ /v/ /w/ /z/ /ch/ /sh/ /th/ /th/ /ng/					
Vowels					107/133
/a/ /e/ /i/ /o/ /u/ /ae/ /ee/ /ie/ /oe/ /ue/ /ə/ /oo/ /oo/ /aw/ /ou/ /er/ /or/ /air/ /ə/ + /l/					
Syllabication					
Closed Syllable					35/43
Open Syllable					8/9
ə Syllable					4/4
-le Syllable					6/8
R-controlled Syllable					15/19
Magic E and Digraph Syllable					27/33

The following sheets are provided for your use in directing remediation. Make a copy of each page.

Write the names of students who missed particular sounds under each header. This will help you determine what kind of remediation is needed.

Refer to the Table of Contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

Word Reading in Isolation Remediation Guide

Phonemes—Consonants		
/b/ (1e, 3a, 5b, 6e, 7a, 7e, 10c, 11d, 11e, 12d)	/d/ (1c, 4c, 4e, 12a, 12d, 13b, 13d, 13e)	/f/ (2c, 2d, 4a, 4b, 4e, 5a, 6b, 6c, 8b, 8d, 9b, 10b, 10e, 11b, 13d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/g/ (3c, 3e, 6a, 9c, 13d)	/h/ (12a, 12b, 12e, 13b)	/j/ (4d, 5c, 5e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/k/ (1c, 2b, 3b, 4e, 6d, 7a, 7c, 7d, 9c, 9d, 11a, 11c, 11d, 12a, 12c, 12e, 13a, 13b, 13c)	/l/ (2a, 3e, 4a, 5c, 6b, 6e, 8b, 9b, 9c, 9e, 10b, 10e, 12b, 13a)	/m/ (2c, 2e, 3b, 3d, 4d, 6c, 8a, 8e, 12e, 13a, 13e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/n/ (2a, 4b, 4c, 4e, 7d, 7e, 8a, 8c, 8d, 8e, 11e, 12d, 12e, 13a, 13c, 13d, 13e)	/p/ (1d, 5d, 6a, 7b, 7d, 8d, 9a, 11c, 13a, 13c)	/r/ (1b, 1d, 1e, 5d, 6a, 9b, 10c, 10d, 12d, 13d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/s/ (1c, 2b, 3a, 3b, 3c, 3e, 4c, 4d, 8a, 8c, 9a, 9c, 10a, 10b, 10d, 10e, 11a, 11b, 11c, 11d, 11e, 12b, 13a, 13c, 13e)	/t/ (1a, 3a, 3b, 3e, 4b, 6d, 7a, 7b, 8b, 8e, 9a, 9b, 9c, 9e, 10a, 10b, 10d, 11a, 11b, 11d, 13b, 13e)	/v/ (1d, 3d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/w/ (1a, 1c, 2d, 5d, 6d, 9d, 9e, 10d, 11c, 12b, 12c, 13b)	/z/ (1e, 3c, 3d, 4c, 4d, 4e, 5a, 5b, 5e, 10c, 12c, 13b)	/ch/ (1a, 1b, 5b, 10d, 11d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/sh/ (7b, 7c, 10c)	/th/ (2e, 9d, 13e)	/th/ (11e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ng/ (3a, 4a, 5c, 6d)		

Phonemes—Vowels		
/a/ (2b, 3b, 3e, 6a, 7a, 7c, 8b, 12d, 13d)	/e/ (3c, 4b, 4d, 8a, 12a, 13b, 13d)	/i/ (1a, 1c, 3a, 4a, 4d, 5c, 6d, 8a, 8d, 10d)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/o/ (2d, 5c, 7d, 9a, 10d, 11d, 13a)	/u/ (2e, 3a, 4b, 4e, 5a, 7a, 11d, 11e, 12d, 12e, 13a, 13c, 13e)	/ae/ (6e, 7e, 8e, 9d, 9e, 11a, 11c, 11e, 12a, 12c, 13a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ee/ (1b, 3d, 3e, 5a, 5d, 8c, 10e, 12b, 12e)	/ie/ (2a, 9b, 9c, 9e, 11b)	/oe/ (7a, 9c, 10c, 12e, 13c)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ue/ (4e, 13d)	/ə/ (1d, 2a, 2c, 7b, 8d)	/oo/ (1d, 1e, 3d, 4c, 5e, 7b, 7c, 7d, 9a, 9b, 10b, 11a)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/oo/ (5b, 10b, 10c)	/aw/ (6b, 11c, 12c)	/ou/ (10a, 12b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/er/ (2c, 5b, 7e, 8b, 8c, 9d, 11d, 12d, 13b, 13c, 13e)	/or/ (4a, 5d, 6c, 8d, 10a, 10e, 11b, 13b, 13e)	/ae/ /r/ (1b, 7b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ə/ + /l/ (2b, 2d, 5e, 6a, 6b, 6c, 6d, 6e)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

Syllabication	
Closed (1a, 1b, 1c, 1d, 2a, 2b, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4d, 4e, 5a, 5c, 6a, 6d, 7a, 7c, 7d, 8a, 8b, 8c, 8d, 9a, 9c, 10d, 11d, 11e, 12a, 12b, 12d, 12e, 13a, 13c, 13d, 13e)	Open (1b, 3e, 5a, 5d, 6e, 7a, 8c, 9b, 10e)
_____	_____
_____	_____
_____	_____
/ə/ (2a, 2c, 7b, 8d)	-le (2b, 2d, 5e, 6a, 6b, 6c, 6d, 6e)
_____	_____
_____	_____
_____	_____
R-Controlled (2c, 4a, 5b, 5d, 6c, 7b, 7e, 8b, 8c, 8d, 9d, 10a, 10e, 11b, 11d, 12d, 13b, 13c, 13e)	Magic E and Digraph (1d, 1e, 3d, 4c, 4e, 5b, 5e, 6b, 7b, 7c, 7d, 7e, 8e, 9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, 11a, 11b, 11c, 11e, 12a, 12b, 12c, 12e, 13a, 13b, 13c, 13d)
_____	_____
_____	_____
_____	_____

Grade 3 Fluency Assessment

Fluency Assessment

In addition to assessing student knowledge of individual letter-sound correspondences, it is also important to assess the fluency with which students read. Measures of reading fluency typically take into account both the accuracy and rate at which students read. Reading fluently requires automaticity in decoding text. The extent to which students are not able to decode quickly, accurately, and automatically will impact their understanding of what they read.

Fluency can be assessed easily by providing students with grade level text that they have not previously read or practiced, asking them to read the text aloud. The teacher notes both the time required to read the passage and any errors made while reading aloud. Fluency Assessment passages and procedures are provided following each section of this Guide, beginning with Section III.

It may be useful to compare a student's performance on measures of fluency to norms for other Grade 3 students. One particular set of norms is provided here. When using the table on the next page, be sure to take into account the time of the year in which the student is assessed.

Students who perform below the 50th percentile on Fluency Assessments may benefit from specific remediation designed to improve fluency. While it is beyond the scope of this Guide to provide detailed suggestions for improving fluency, the following best practices are highly recommended:

- Model fluent reading for students by reading passages aloud with expression, demonstrating how to use punctuation as a guide for pauses.
- Provide opportunities for students to re-read passages, after corrective feedback on any decoding errors has been provided. Pairing students for partner reading and using Reader's Theater are both strategies that can be used to encourage re-reading. Occasional choral reading may also be effective.

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
2	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
3	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
4	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
5	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
6	90	185	199	199	0.4
	75	151	161	173	0.5
	50	123	146	151	0.6
	25	106	115	124	0.6
7	90	185	199	199	0.4
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
8	90	185	199	199	0.4
	75	150	161	173	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
10	90	177	184	197	0.6
	75	151	161	173	0.5
	50	123	146	151	0.6
	25	106	115	124	0.6

*WCPM = Words Correct Per Minute

**Average words per week growth

Game Directions and Templates

Game Directions and Templates

Struggling readers need repeated practice decoding and reading specific letter-sound correspondences in words. Reading the Word Lists included in this Guide will provide some practice, but often additional practice will be necessary. Most students will find it more enjoyable to practice reading words when a game format is provided.

Games also provide an opportunity for differentiated instruction. Students who need practice reading words with different letter-sound correspondences may still play the same game, with each student having his own specific deck of word cards to be read as part of the game. Use the Word Lists in each section of this Guide to create card decks for your students.

Directions are provided for each game, followed by templates for the game boards and word cards.

Word Block

- Use the provided grid and template word cards or create a grid of equal size squares on a poster board and two sets of square cards with a word written on one or both sides. The cards should fit into the squares on the grid. Each set of cards should either be a different color or the words should be a different color to differentiate between players.
- Have students take turns drawing a card from their pile and then reading the word on the card. If the student correctly reads the card, he/she may place it in any square on the grid.
- The object of the game is to try to get five cards in a straight line (horizontally or vertically) before the other player. Students can use their cards to block an opponent from getting five in a row, as well as try to get five of their own cards in a row.

Moon Shot

Also need: Tokens or playing pieces for each player

- Use the provided game board or create a similar playing board on a poster board.

- Then create three sets of cards using the templates:
 - Word Cards
 - Good to Go Cards
 - Problem Cards
- You will also need to provide some kind of small marker or token as playing pieces for each student.
- Have students take turns drawing word cards. If a student reads the word card correctly, then he/she can draw a Good to Go card and follow the directions on the card. If a student does not read the word correctly, then he/she will draw a card from the Problem pile and follow the directions on that card.
- The first student to make it to the “moon” is the winner.

Roll, Flip, Read

- Create a set of cards for each player (see template) that has a word to be read on one side and a number on the other side.
- Call out a number at random and have each student take turns finding a card with that number on it in his or her stack. The student then reads the card aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points he or she receives.
- The student with the most points is the winner.
- An alternate way to play that does not involve dice is for each card to have a preassigned point value based on the difficulty of the word.

Race against the Clock

- Create a set of word cards for each player (see template). Assign each word a point value based on the difficulty of the word; you may want to assign 1 point for one-syllable words, 2 points for two-syllable words, 3 points for three-syllable words, and so on.
- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they get wrong or skip.
- The student with the most points is the winner.

Crazy Eights Variation

- Create a deck of word cards. Each word should be one of four colors (suits) and there should be an equal number of each color.
- Give each player five cards to start. Put the rest of the deck in the middle and flip the top card over next to the deck. This face-up card becomes the discard pile.
- Taking turns, each student can either play a card that is the same color or that starts with the same letter as the card at the top of the discard pile. To be able to play a card, a student must correctly read the card or they lose their turn.
- If a student does not have a card that is either the same color or that starts with the same letter as the top card of the discard pile, then he or she can draw from the deck. If there are no more cards left in the deck, shuffle the discard pile and that becomes the new deck.
- The first student to run out of cards is the winner.
- You may also wish to include skip, add, draw 1, draw 2, draw 3, and reverse cards.

Journey through Space

- Using the card templates, create a set of cards as follows. Write one word on each card. Some cards will only have words; others may have words with an alien symbol or comet symbol. (See card templates.)
- Place all of the cards in a container. Pass the container around, having each student draw a card and read the word aloud. If he or she reads the word correctly, then he/she gets to keep the card. If he/she does not read the word correctly, he/she places the card back into the can. If a student correctly reads a word on a card with an alien symbol, he/she can take a card from another player. If a student correctly reads a word on a card with a comet symbol, he/she gets a second turn.
- The student with the most cards at the end of the game wins.

Flip

- To play, either call out a number or have the student roll a die (one or two) and then read the word that corresponds to the number rolled. If the student reads the word correctly, then have him or her “flip” the word (fold the row over).
- The first student to flip all of the words is the winner.

Checkers

- Use the provided checkerboard and checkers template or a store bought checkerboard with a set of checkers.
- Create a set of words cards for each student.
- The rules are the same as regular checkers except that in order to make a move, the student must first draw and read a word card correctly. If the student reads the card correctly, then he/she may make a move. If he/she misreads the word, the turn is lost.
- The first player to take all of the other player's pieces is the winner.

Race to the Top

- Make a set of words cards for each player.
- Each student gets his/her own ladder and a set of word cards. Students flip over a card and if they read the word correctly, they can move their marker up a space; if they misread a word, they fall down a rung. First one who gets to the top wins.

Over the Rainbow

- Create a set of clue envelopes for each player. Each envelope should contain a card with either a word or instructions on it. Make as many envelopes as there are spaces from the start place to the pot of gold.
- To play, have each student take turns opening his/her first clue. The student opens the first clue and does what the clue says (e.g., read these words); if he/she completes the task correctly, then he/she can move on the board to the next space, where he/she will receive their next clue. The first one to the pot of gold wins.

Swim to the Finish

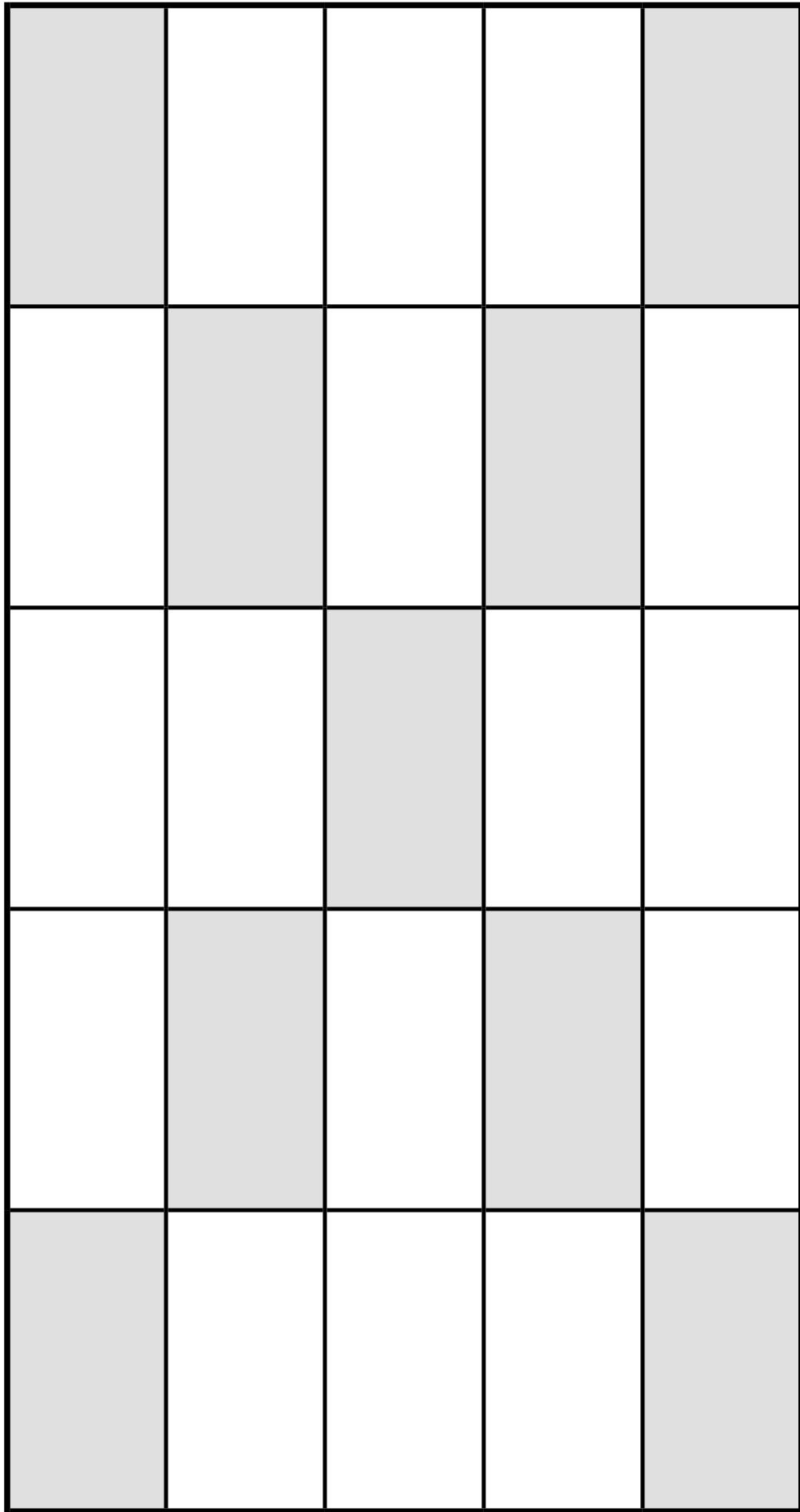
- Make a copy of the template game board.
- Each student should write his/her name at the top of a column or “swim lane.”
- Pick out a word for a student to read aloud.
- If the student reads the word correctly, then he/she may place a check mark in one of the squares of his or her “swimming lane.” If a student does not read the word correctly, he/she may not check a square.

- Each student gets only one chance to read a word during his/her turn. Regardless of whether the student reads his/her word correctly, play then moves to the next student.
- The first person to reach the end of the pool wins.

Baseball Game

- Write target words on cards. You may wish to also assign value to the card based on the difficulty of the word. Examples include: base hit, double, triple, homerun, etc.
- Use the game board on the template with playing pieces or draw a baseball diamond similar to the template on the board.
- Divide the group into two teams, having one team come to the front of the room and line up in front of the board
- Each team takes a “turn at bat” as follows:
 - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of the team’s line, while the next player comes forward to read the next card. If he/she reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly, a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
 - As in the actual game of baseball, any “players left on base” when a word is misread, do not count or add to the score.

Word Block



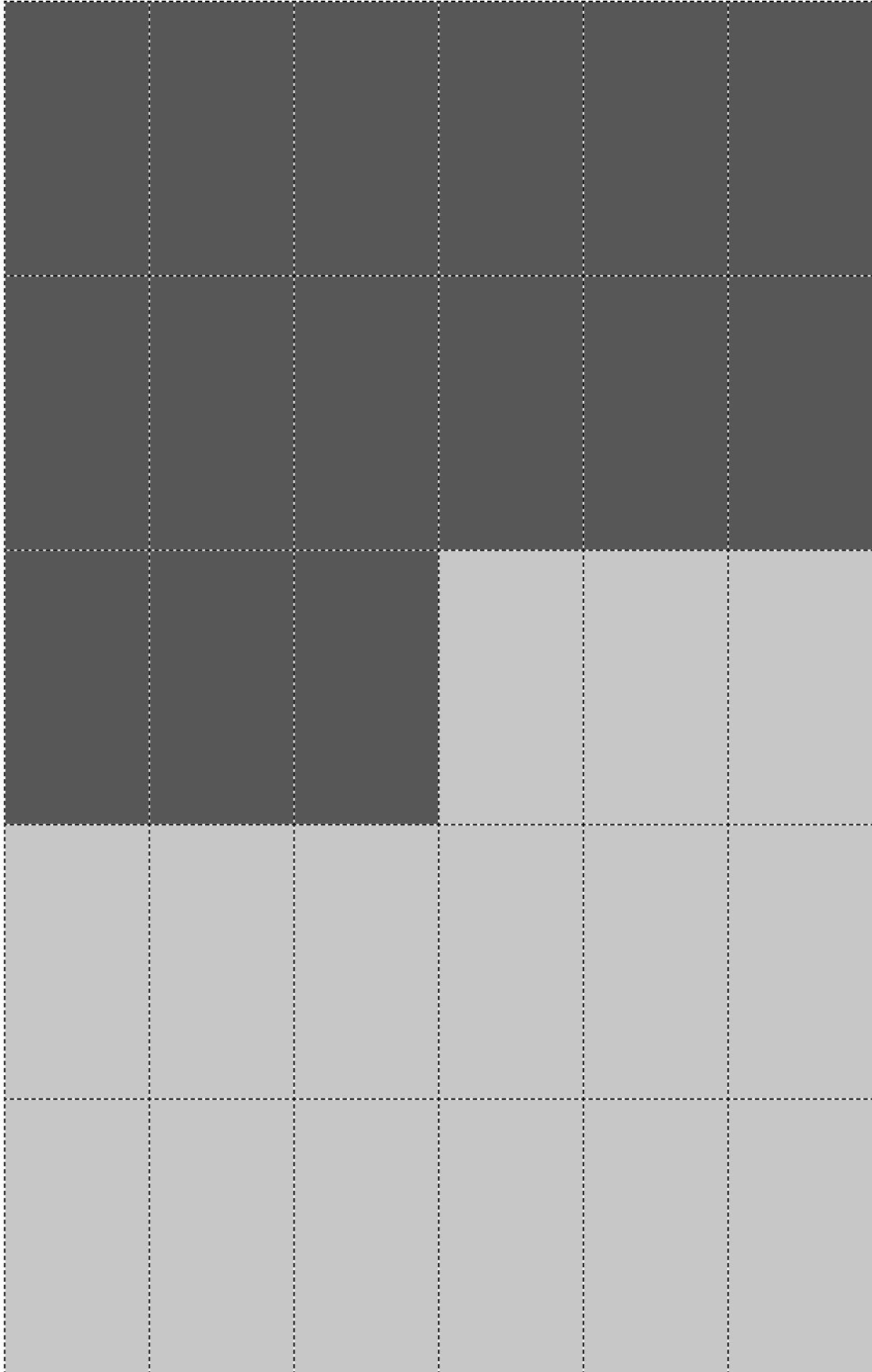
Player One
Cards
↑

place cards here

Player Two
Cards
↓

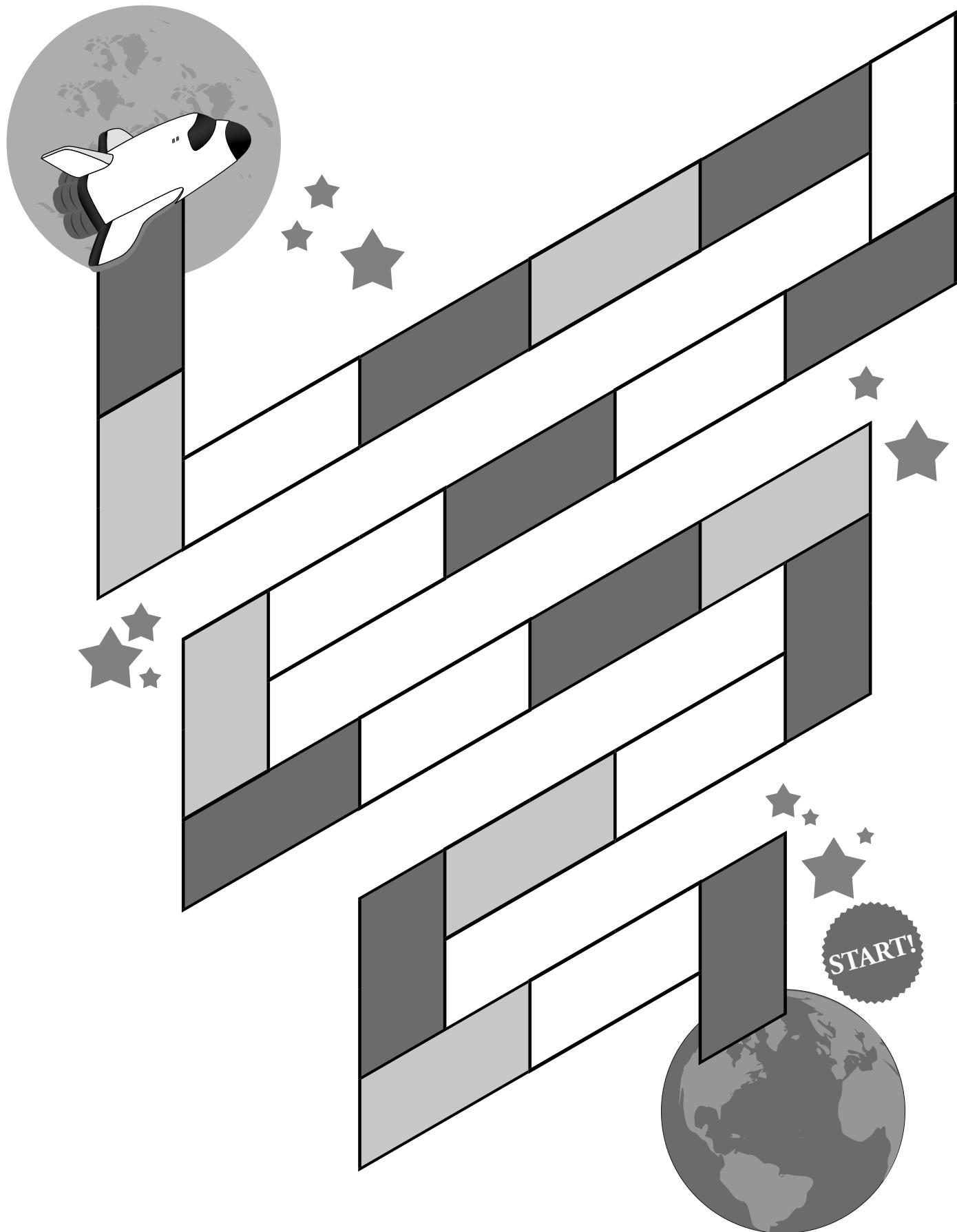
place cards here

Word Block Template Cards



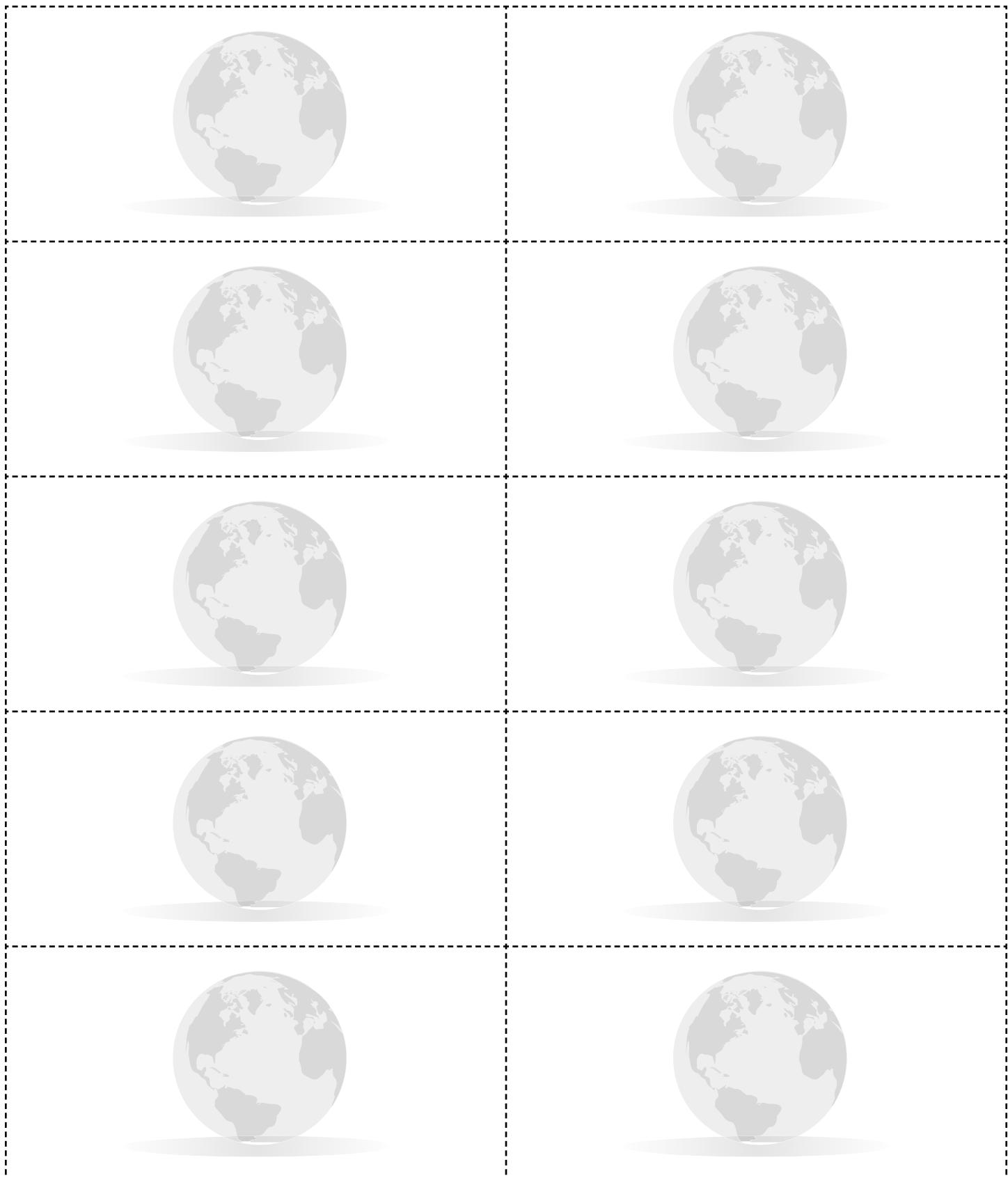
Directions: Copy template and then write different words on each card, according to the letter-sound correspondences students need to practice. Then cut cards apart.

Moon Shot



Template for Moon Shot Word Cards

Directions: Copy the template several times and then write different words on the cards for different students. Cut out the cards.



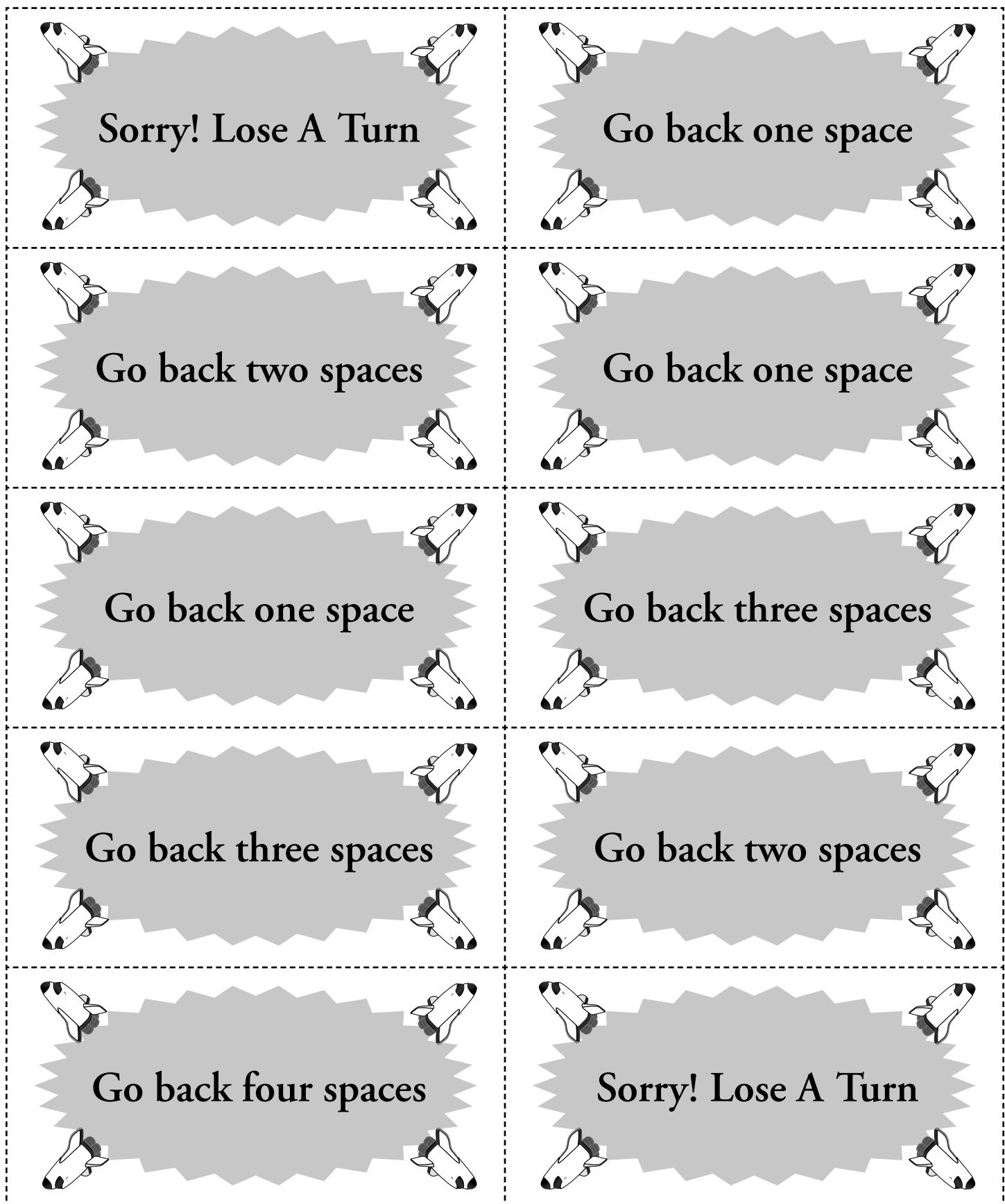
Moon Shot Good To Go Cards

Directions: Copy the template and cut out the cards.



Moon Shot Problem Cards

Directions: Copy the template and cut out the cards.



Word Card Template for Roll, Flip, Read

Directions: Copy one template for each student. Cut out cards and write words on the back of each card.

1

2

3

4

5

6

7

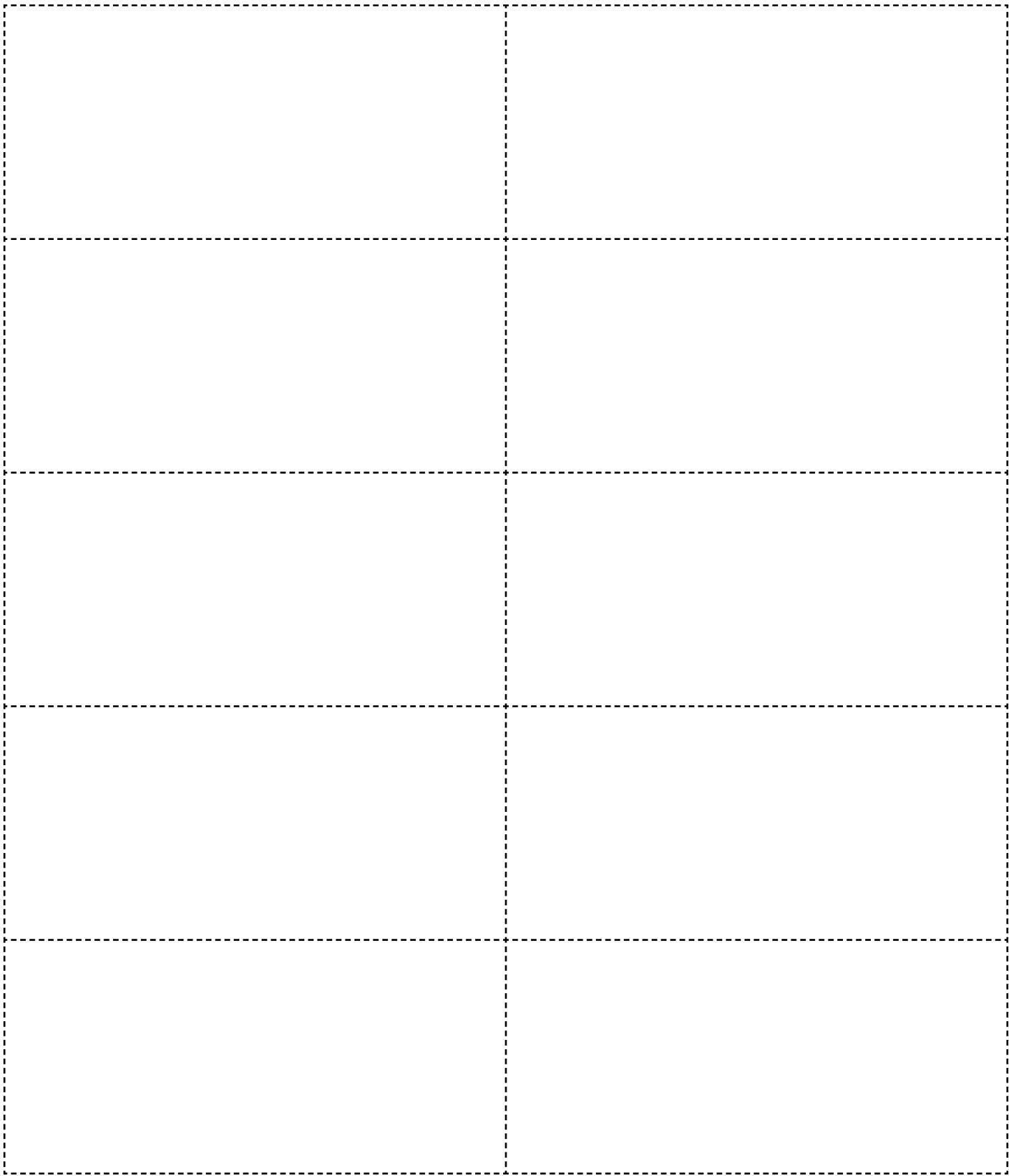
8

9

10

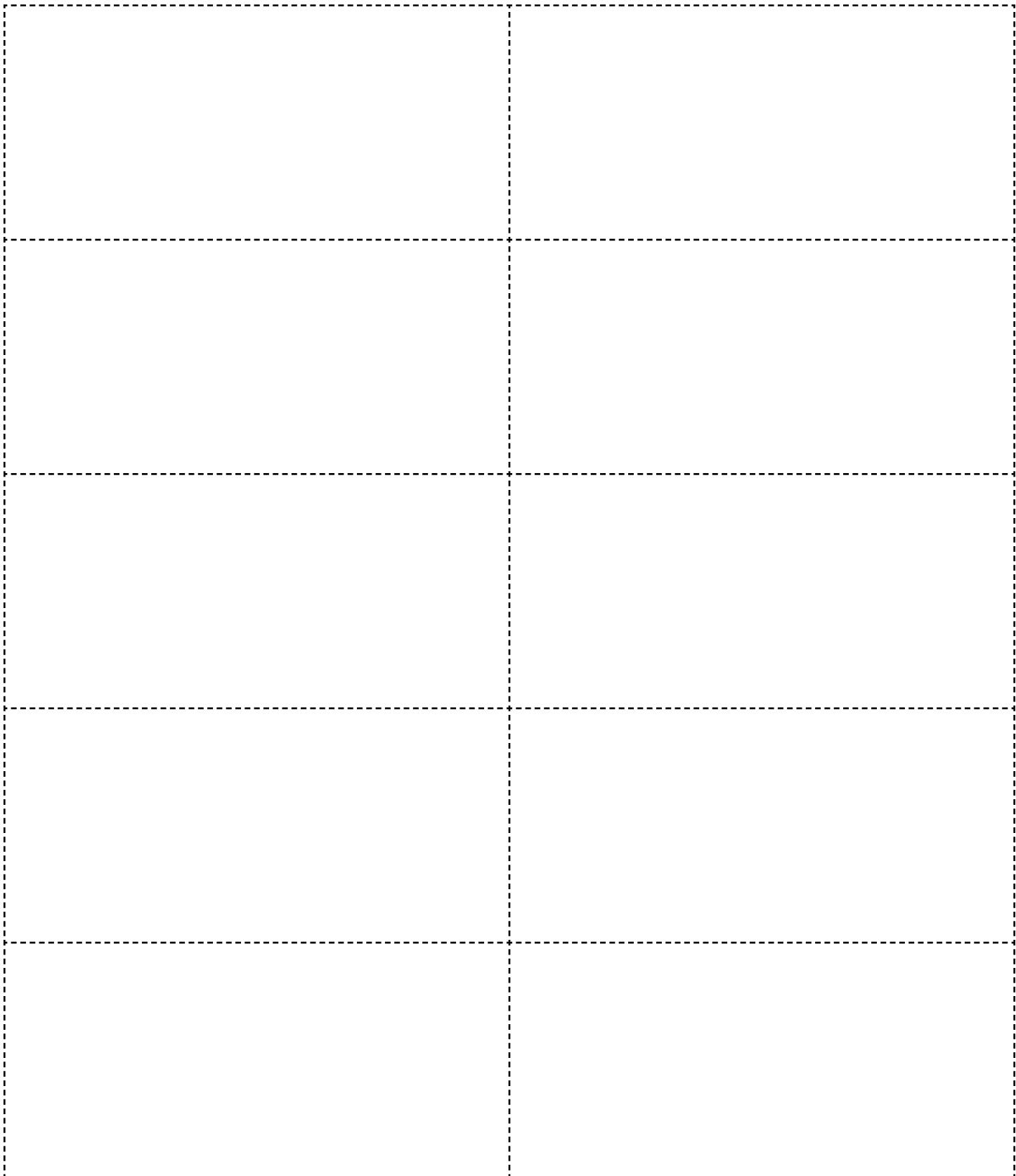
Race against the Clock

Directions: Copy template several times and write words on each card. Also write a point value based on the difficulty of the word. Cut out the cards.



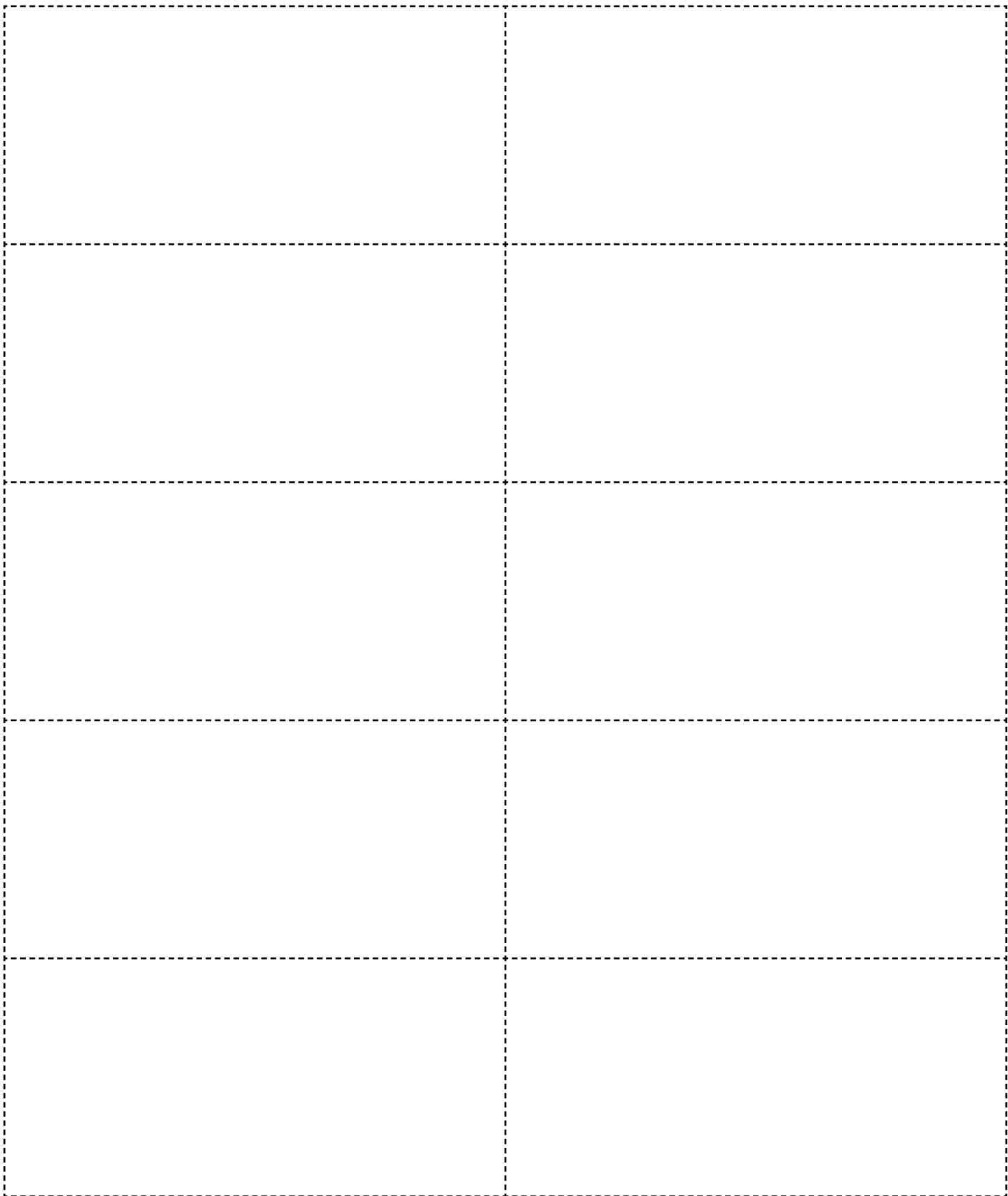
Crazy Eights/Variation

Directions: Copy template several times on four different colors of paper. Write words on each card; cut out the cards.



Journey through Space

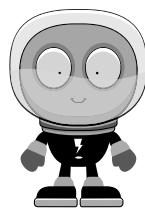
Directions: Copy the template several times and write words on each card. Cut out the cards



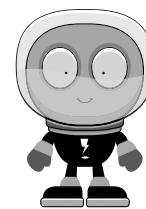
Journey through Space (Steal a Card)

Directions: Copy the template several times and write words on each card. Cut out the cards.

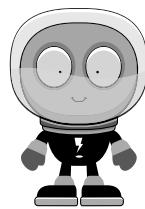
Steal a Card



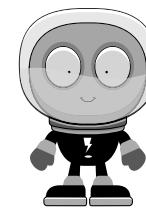
Steal a Card



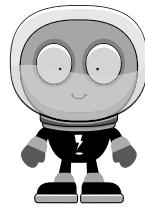
Steal a Card



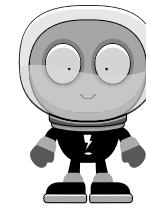
Steal a Card



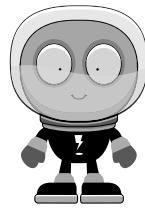
Steal a Card



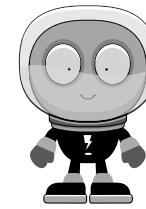
Steal a Card



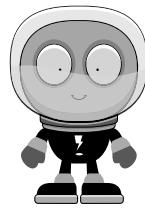
Steal a Card



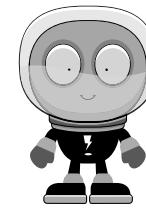
Steal a Card



Steal a Card



Steal a Card



Journey through Space (Second Turn)

Directions: Copy the template several times and write words on each card. Cut out the cards.

Take Another Turn



Take Another Turn



Take Another Turn



Take Another Turn



Take Another Turn



Take Another Turn



Take Another Turn



Take Another Turn



Take Another Turn

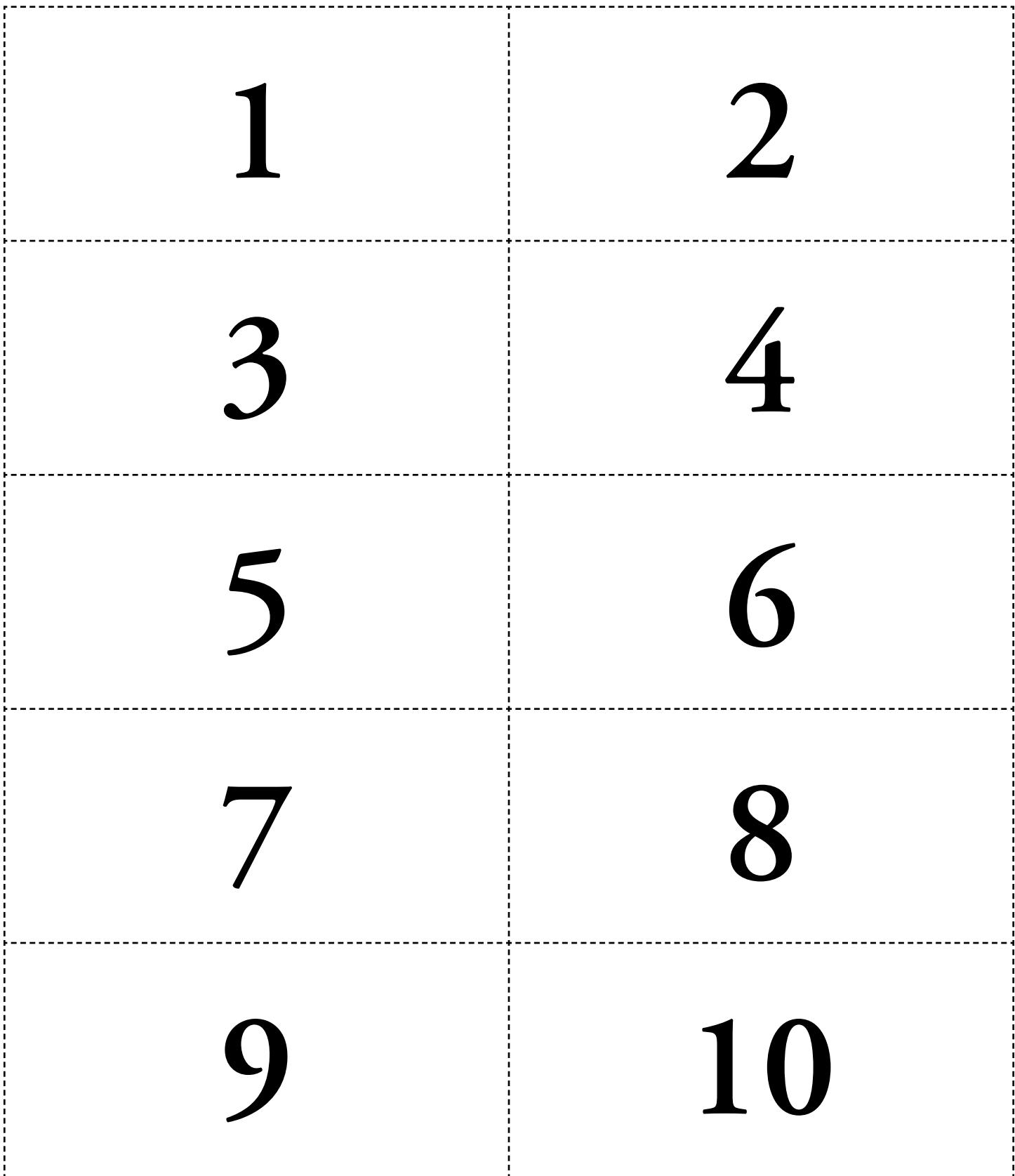


Take Another Turn

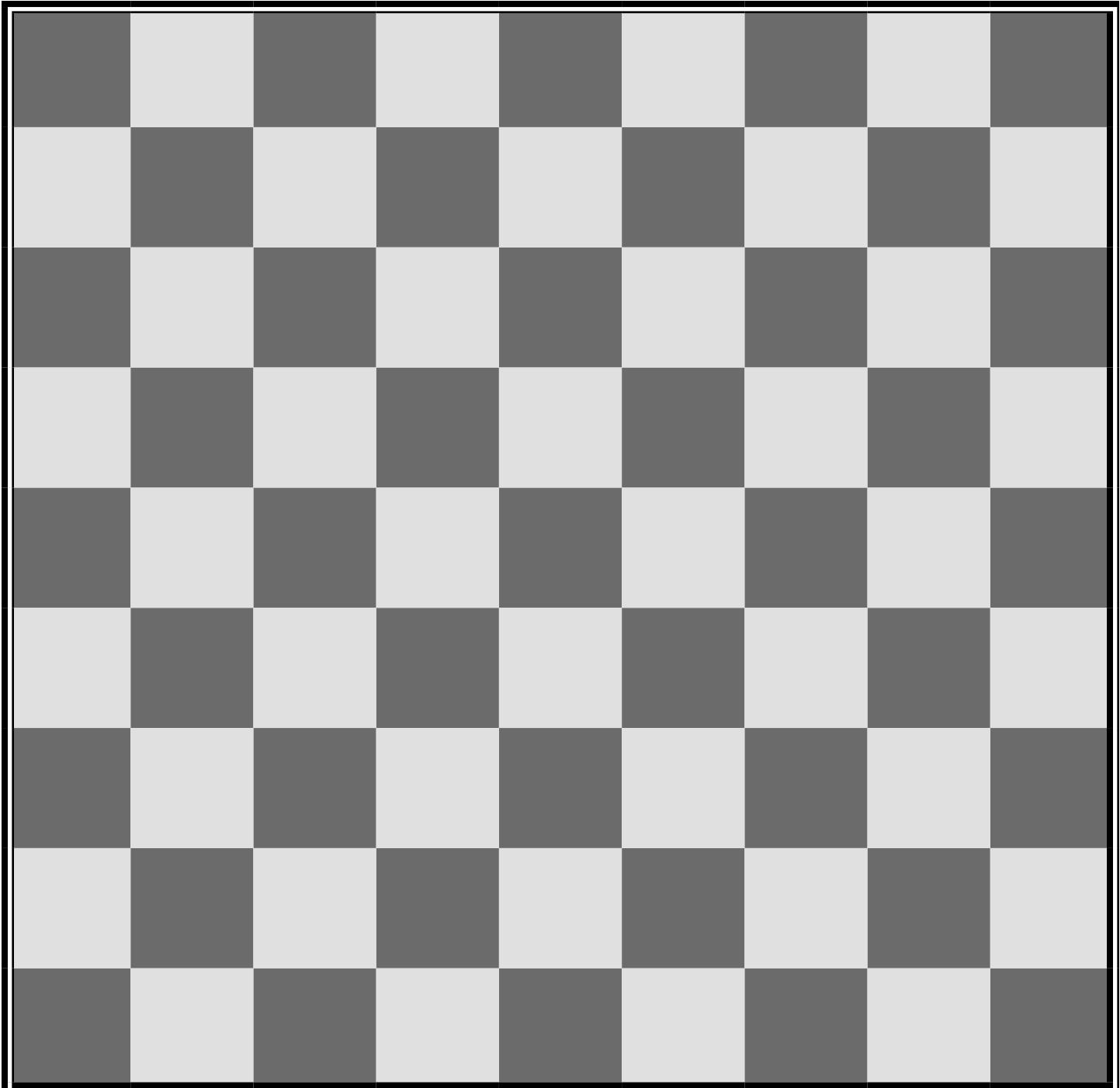


Flip

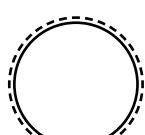
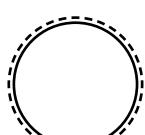
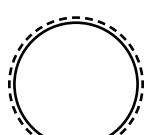
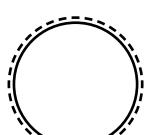
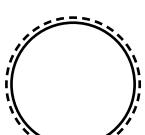
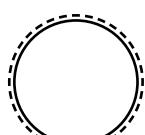
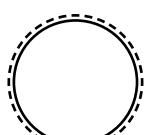
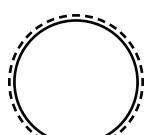
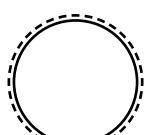
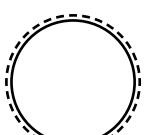
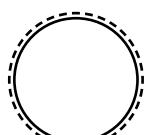
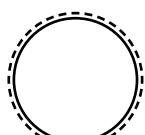
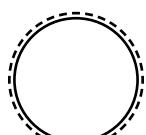
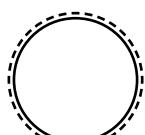
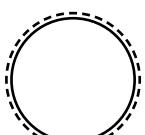
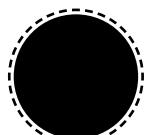
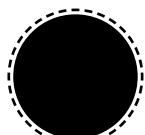
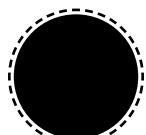
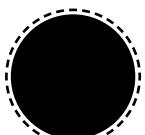
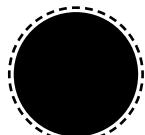
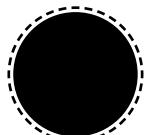
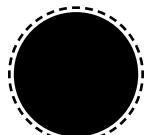
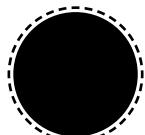
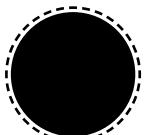
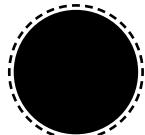
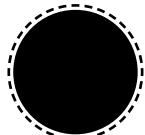
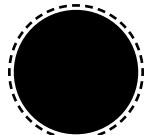
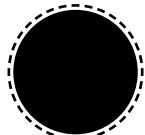
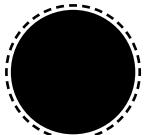
Directions: Copy a template for each student and then write words on the back of each card. Cut out the cards.



Checkers

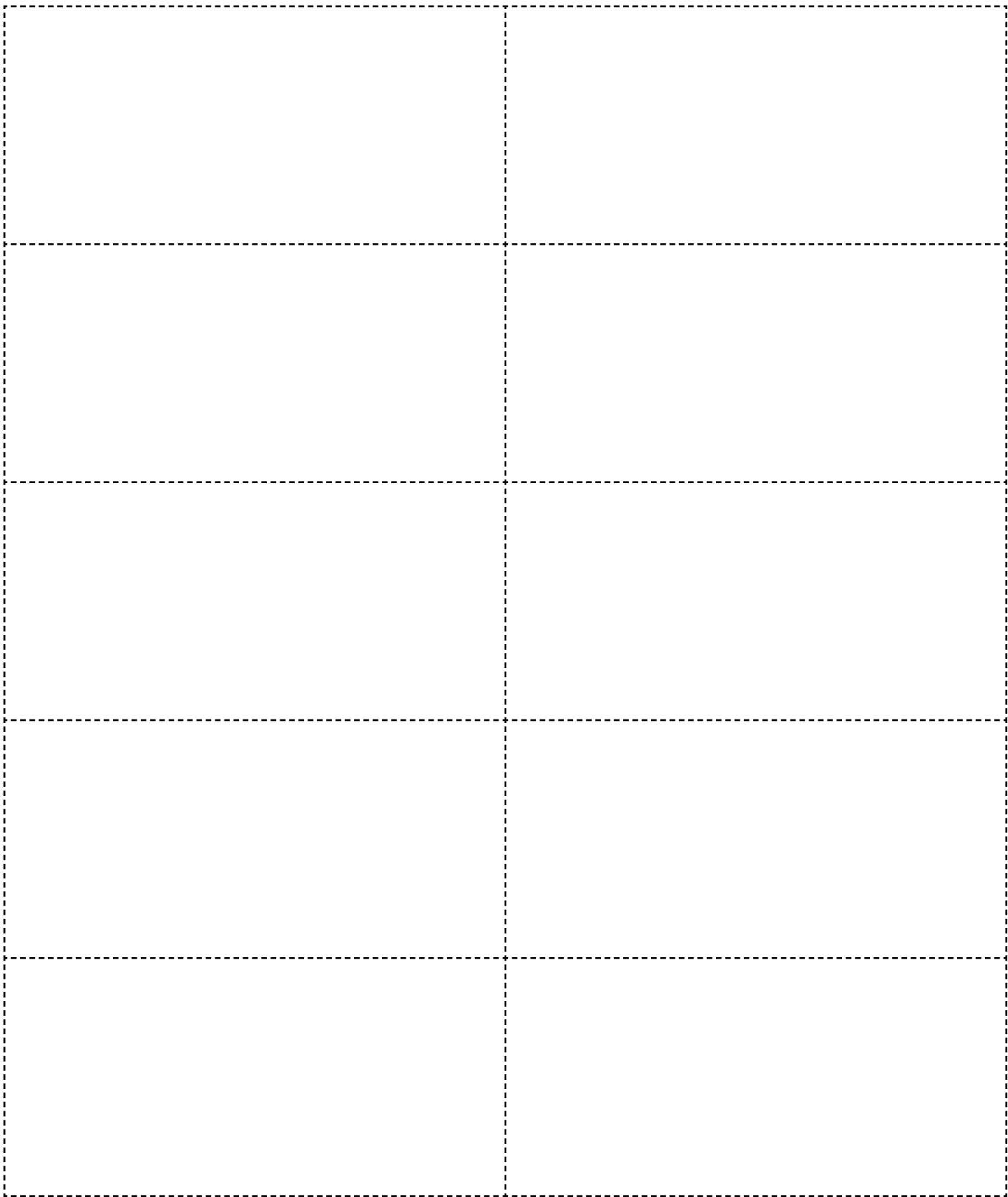


Checkers Pieces

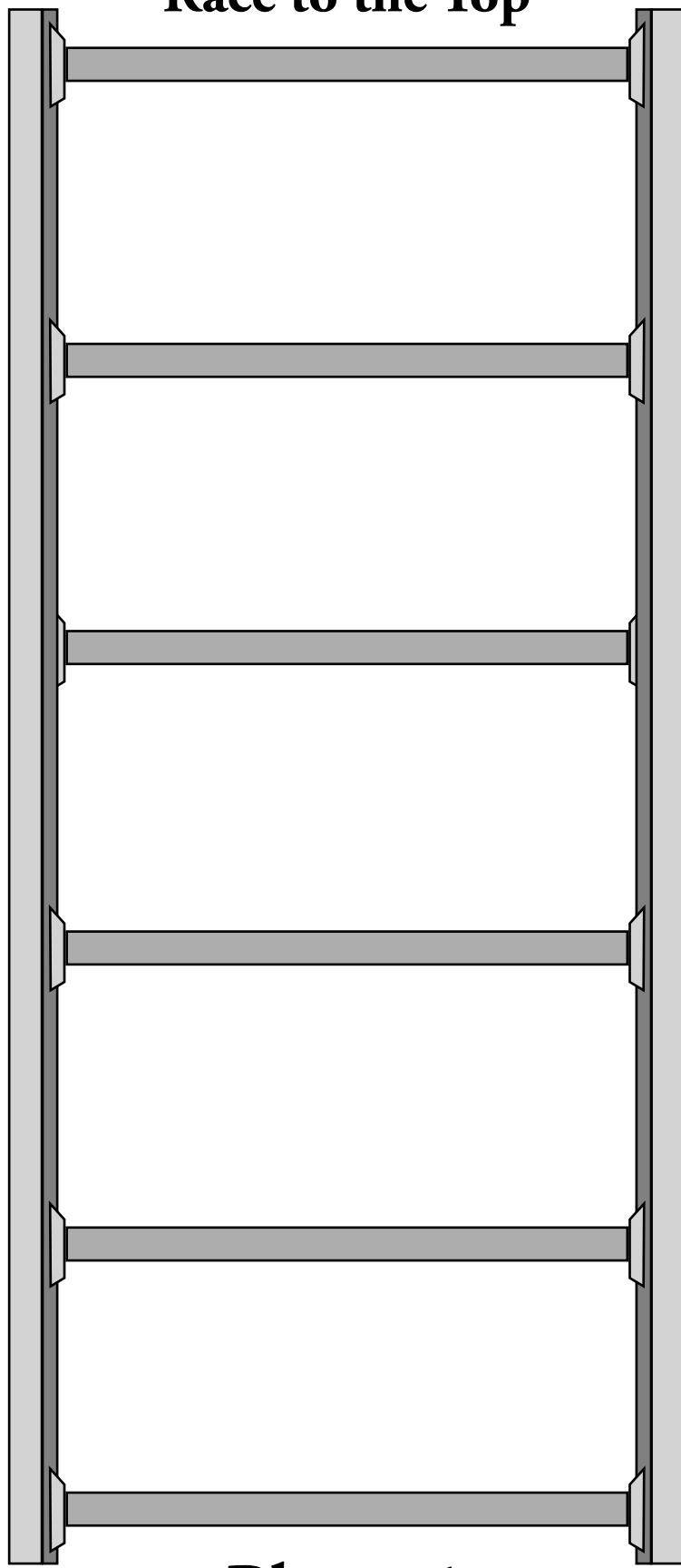


Checkers Word Cards

Directions: Copy template several times and write words on each card. Cut out the words.

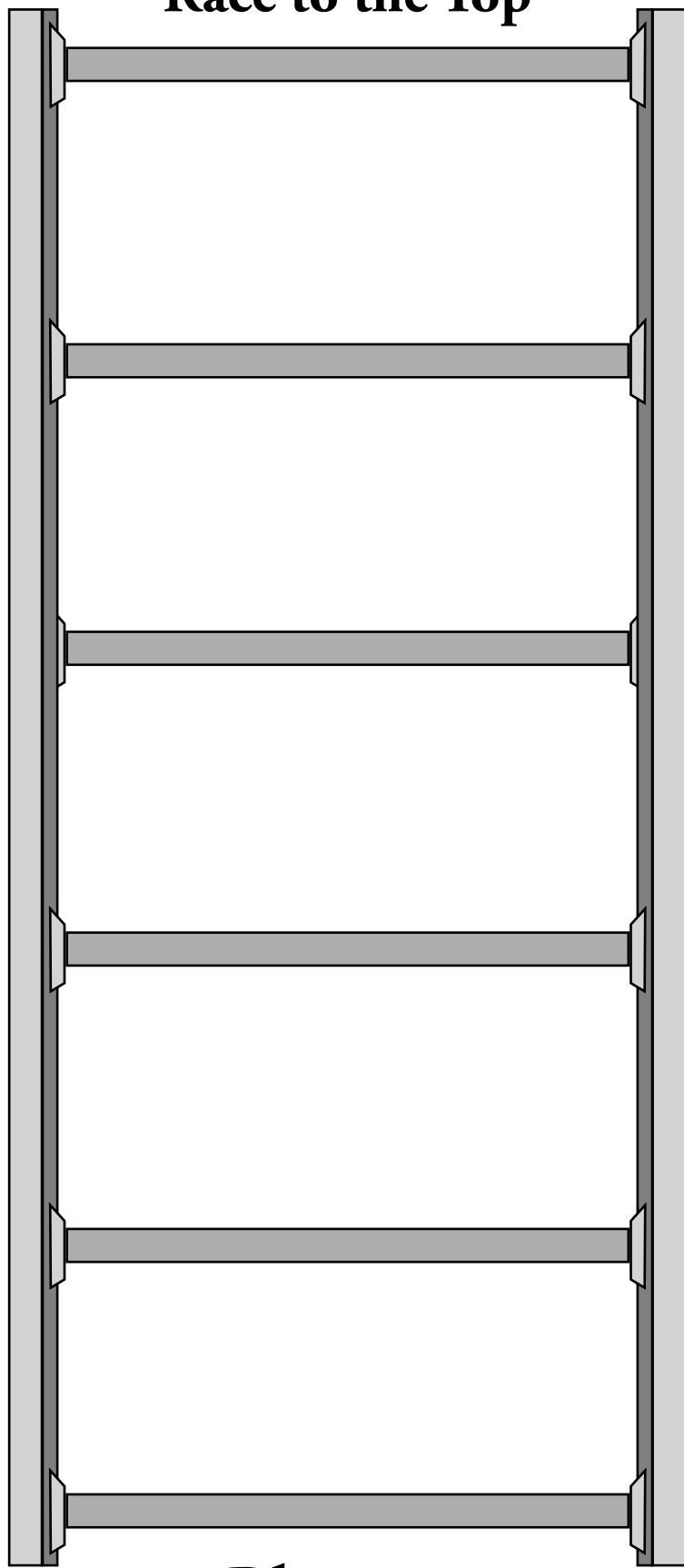


Race to the Top



Player 1

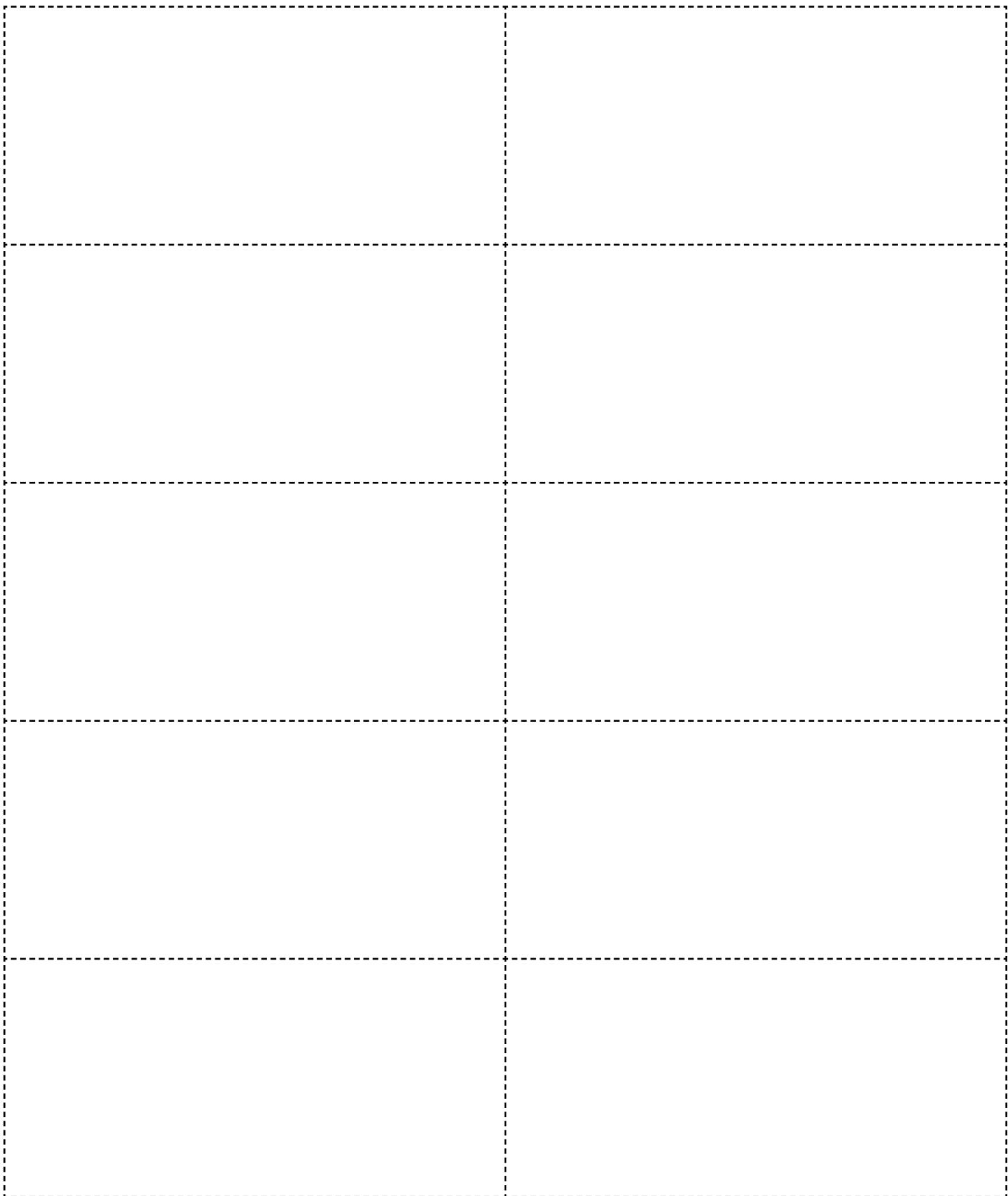
Race to the Top



Player 2

Race to the Top Word Cards

Directions: Copy template several times and write words on each card. Cut out the words.



Over the Rainbow

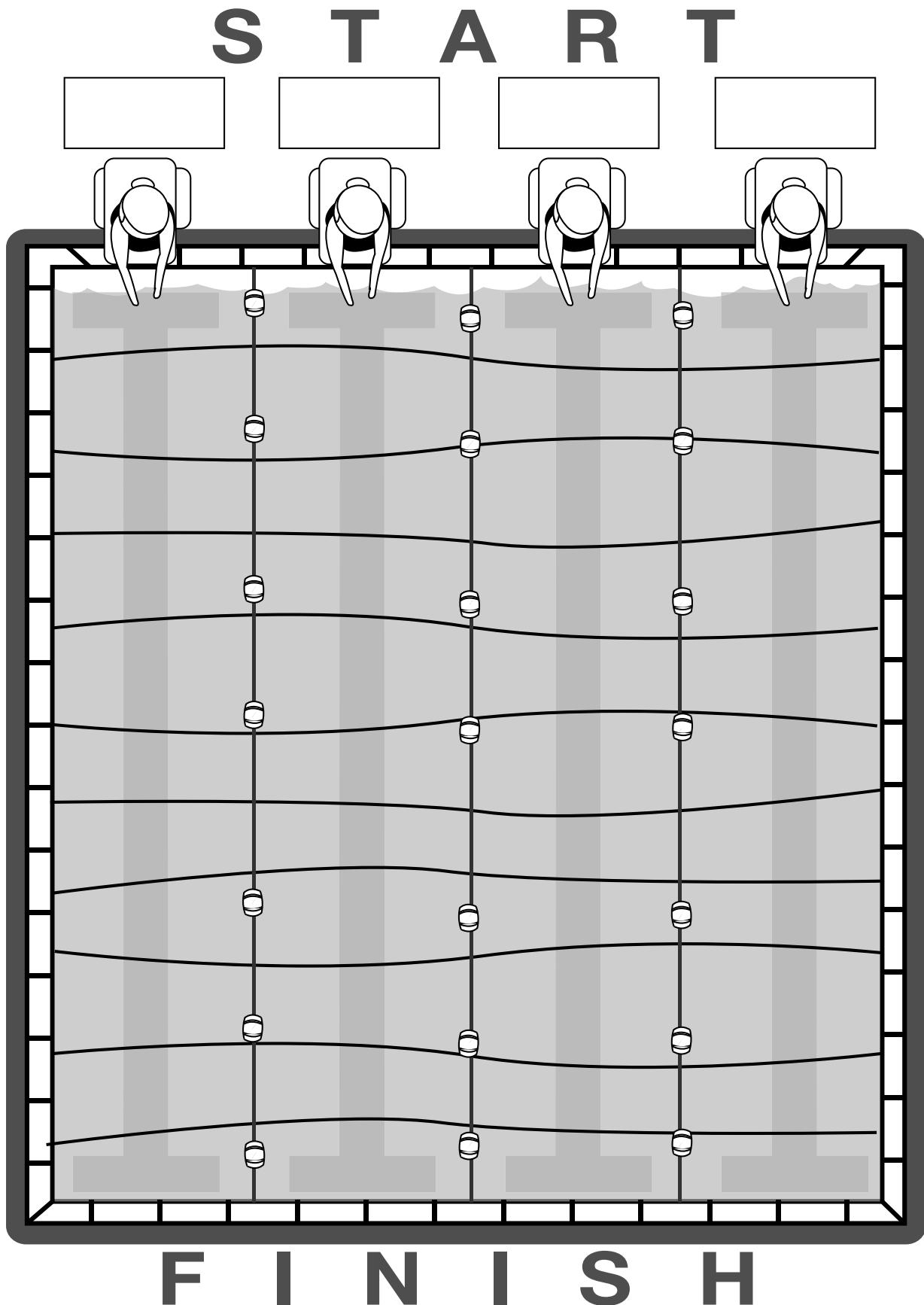


Over the Rainbow Word Cards

Directions: Copy template several times and write words or clues on each card. Cut out the words.

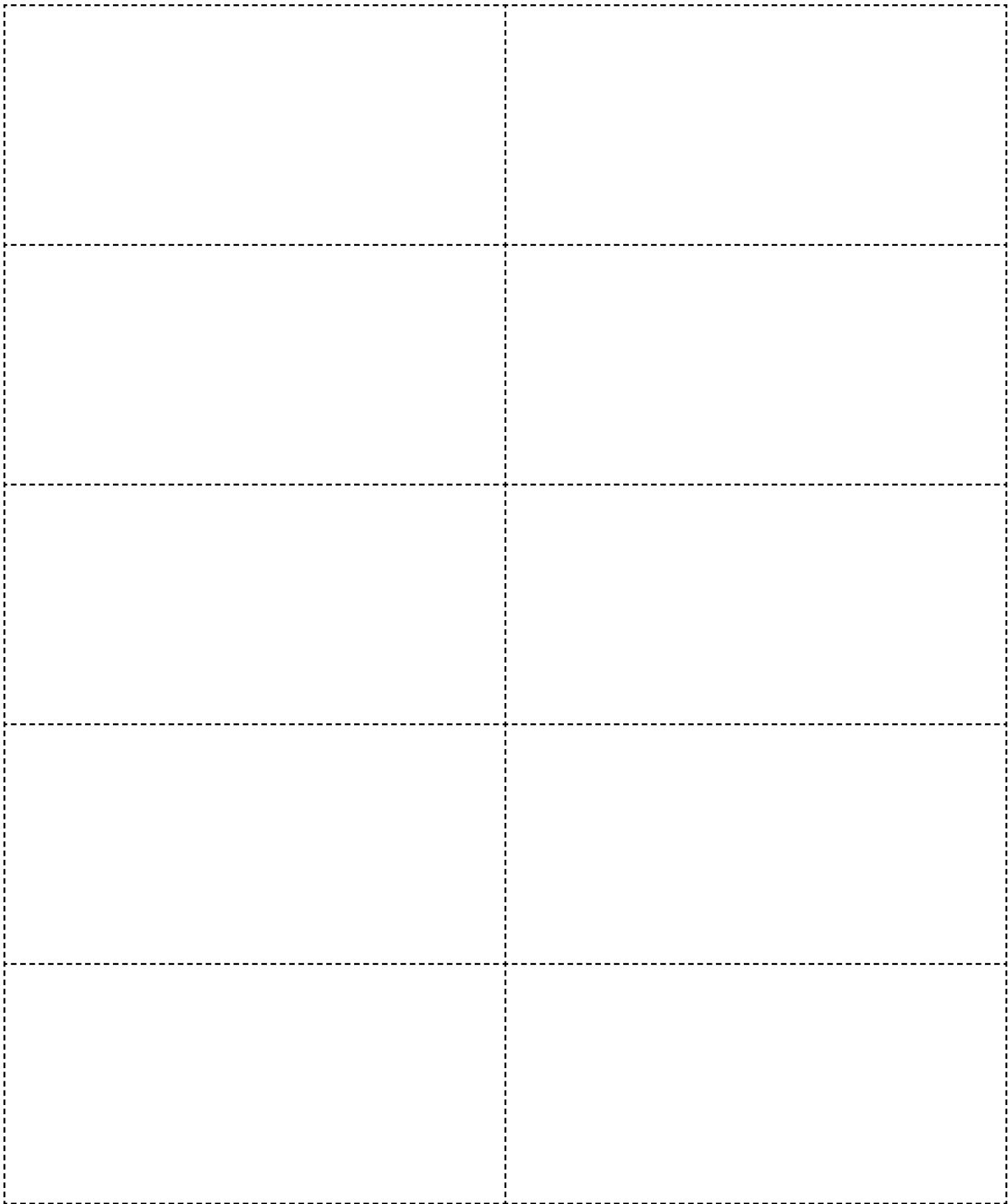
A large dashed rectangular frame divided into four equal quadrants by a vertical and horizontal dashed line, serving as a template for writing words or clues.

Swim to the Finish

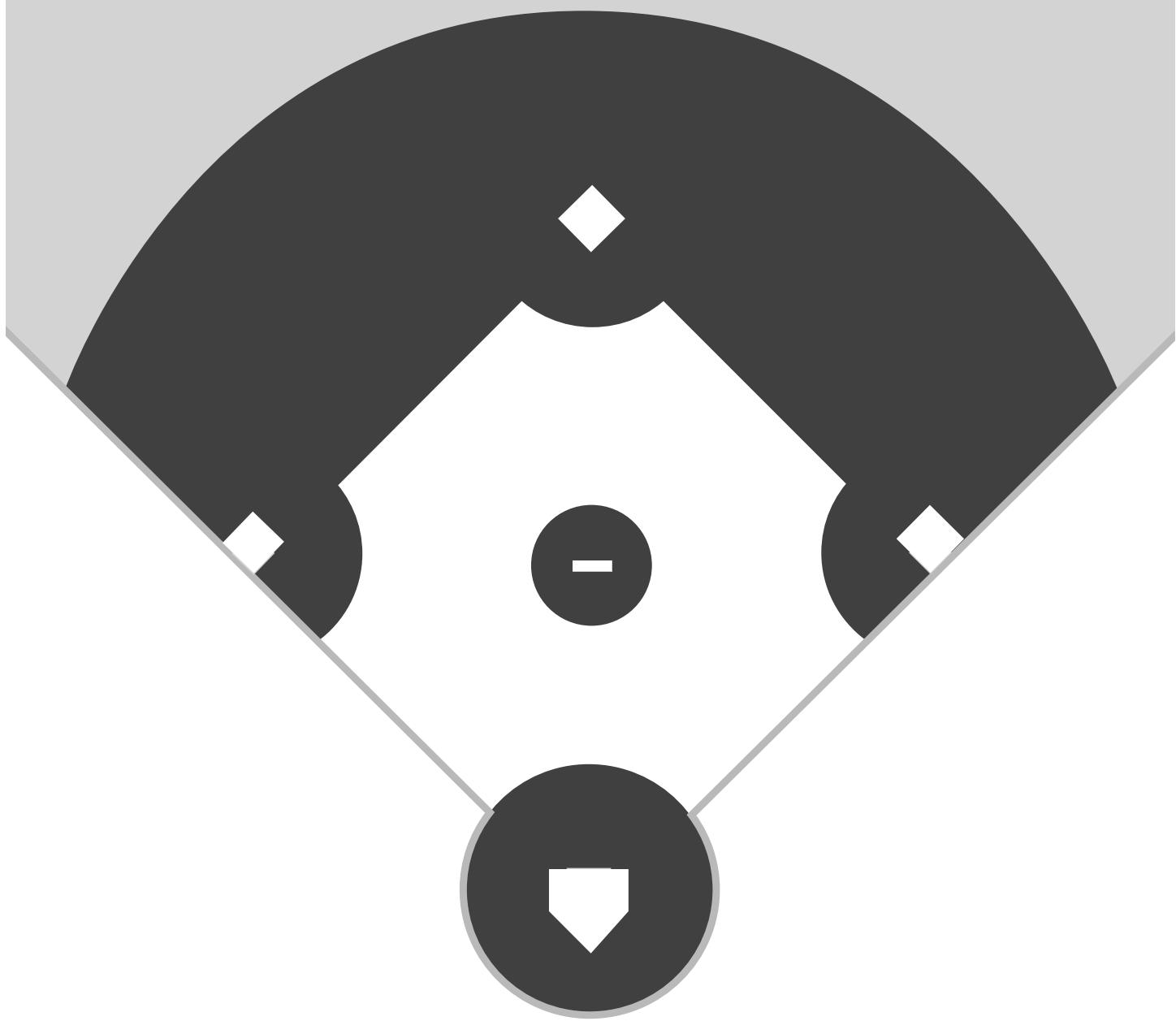


Swim to the Finish Word Cards

Directions: Copy template several times and write words on each card. Cut out the words.

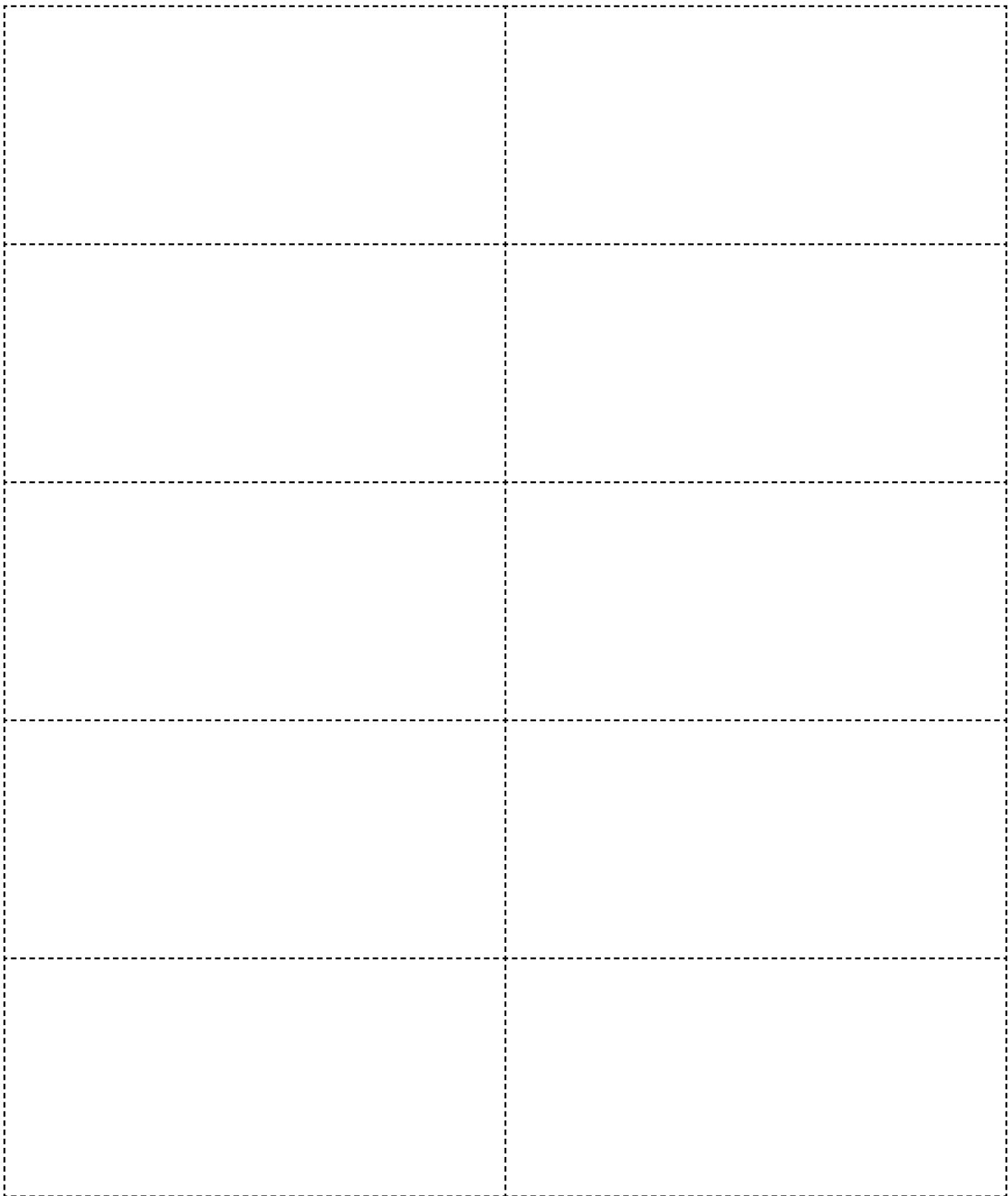


Baseball Game



Baseball Game Word Cards

Directions: Copy template several times and write words on each card. Cut out the words.



Section I

**One-Syllable Short Vowel Words
Past Tense with *-ed*
Basic High-Frequency Words**

Section I-A

CVC and CVC Plurals

Lesson Templates

CVC Word Section

Sample Lesson Template

Basic Code: Consonant and Short Vowel Sound-Spellings

Focus: Sound-Spelling	Teaching	Materials
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat or have students say the sound as you show them the Spelling Card.	previously taught Spelling Cards and Flip Books
Teaching	Show students the Spelling Card for the new sound to be taught. Tell students the sound. Students repeat. Tell students different words with the targeted sound in the beginning, middle, and end of the words. Students repeat the words. Repeat the words and ask the students where the target sound is. Tape the Spelling Card to the appropriate page and space in the Code Flip Book, as students refer to their own Individual Code Chart.	new Spelling Cards Code Flip Books Individual Code Chart
Guided Practice	Ask students to give words with the target sound. Ask students to write decodable words with the target sound.	dry erase boards and markers OR paper and pencil
Independent Practice	Students read words with targeted sound. Students can read lists of words or phrases with targeted sound; more proficient students can read connected decodable text with targeted sound.	Word Lists practice sentences practice stories

Note: You may use the Spelling Cards provided with the CKLA materials. Alternatively, you may use index cards to create your own Spelling Cards as needed.

CVC Word Section

Sample Remedial Lesson

Basic Code: 'f' > /f/

Focus: 'f' > /f/	Teaching	Materials
Warm-Up	Show students previously reviewed Spelling Cards and have them tell the sound each letter represents. If additional practice is still needed, show the card and say the sound of each letter, having the students repeat each sound.	previously taught Spelling Cards
Teaching	Show the picture of the sound /f/, i.e. 'f'. Tell students the sound of the letter 'f'. Tell students you will say and they will hear words with the /f/ sound in the beginning of the word. Say the words <i>fat, fig, fun</i> . Repeat with words the /f/ sound in the middle... <i>muffin, gift, goofy</i> . Repeat with words with /f/ sound in the end... <i>cliff, half, muff</i> . Tape the 'f' > /f/ card to the appropriate space in the Consonant Code Flip Book as students refer to the Individual Code Chart.	Spelling Code Card 'f' > /f/ Consonant Flip Book Individual Code Chart
Guided Practice	Have students number their paper from 1–6 and then draw three horizontal lines for each row. Tell students that you will say a word with three sounds. Have them write the spelling for each sound on the line. Focus on the /f/ sound. Dictate words one at a time: <i>fig, fat, fun, fit, fin, fan</i> . To check spelling, ask students to orally spell the word while you write the word on the board or chart paper.	paper and pencil

CVC Word Section

Sample Remedial Lesson

Basic Medial Vowel Sounds

Focus: Medial Vowel Sounds	Teaching	Materials
Warm-Up	<p>Explain to students that you will say words and that you want them to segment and blend the words into sounds. Use one of the blending motions (shoulder, elbow, wrist or tapping).</p> <ol style="list-style-type: none">1. cat /k/ /a/ /t/2. bat /b/ /a/ /t/3. bet /b/ /e/ /t/4. tan /t/ /a/ /n/5. ten /t/ /e/ /n/6. Ben /B/ /e/ /n/	Letter Cards with 'i', 'e', 'a' written on them for each student
Teaching	<p>Explain to students that the sounds /i/, /e/, and /a/ are made with the mouth open.</p> <p>Explain that to make the /i/ sound, we open our mouth just a little bit and gently push air out. To make the /e/ sound, we open our mouth a bit more and gently push air out. To make the /a/ sound, we open our mouth even more and gently push air out.</p> <p>Repeat the progression /i/, /e/, /a/ several times and have students put their hand under their chins so they can feel their mouths opening wider with each new sound. As they make each sound, display the appropriate Spelling Card and tape it to the appropriate page and space in the Vowel Code Flip Book.</p> <p>Say the following words and ask students to identify the vowel sound they hear in the middle: <i>sit, pet, mat, net, rest, sat, cat, flick, peg, pig</i>. Again, display the appropriate Spelling Card as students refer to the Individual Code Chart.</p>	Spelling Cards 'i', 'e', 'a' Vowel Code Flip Book Individual Code Chart
Guided Practice	Give students Letter Cards 'i', 'e', 'a'. Say the following words and have students show the card for the sound they hear: <i>pet, pat, met, miss, bit, bat, net, nit, bet, sat, sit, end, and, in, fin, fan</i> .	Letter Cards with 'i', 'e', 'a' written on them for each student

CVC Word Section

Sample Remedial Lesson

CVC Words

Focus: CVC Words	Teaching	Materials
Warm-Up	<p>Oral blending: Explain to students that you will say sounds and that you want them to blend the sounds into words. Use one of the blending motions (shoulder, elbow, wrist, or tapping).</p> <p>/f/ /o/ /g/ - fog</p> <p>/f/ /i/ /g/ - fig</p> <p>/b/ /i/ /g/ - big</p> <p>/m/ /a/ /sh/ - mash</p> <p>/k/ /a/ /sh/ - cash</p> <p>/ae/ /p/ /s/ - apes</p> <p>/b/ /ee/ /z/ - bees</p> <p>Present students the letter cards 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i' and have them say the sound for each letter. If students are having difficulty with the sounds, say the sound and have them repeat.</p>	Letter Cards or magnetic letters 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'
Guided Practice	<p>Tell students that you will read words together. Use Letter Cards to spell a word. Model for students by touching each letter and saying its sound. 'M', 'a', 't' would be /m/ /a/ /t/. Then, blend the sounds into a word and read the word while running your finger under the letters from left to right. Do several more samples and have students do some with you. Have them help you make up words and read them.</p>	Letter Cards
Independent Practice	<p>Have students use the Letter Cards to form words. They can use the words you presented or their own. They can also make up words. Have students read their words to you individually.</p>	individual letters for each student

Section I-A

CVC and CVC Plurals

Word Lists

Name: _____

a

m

t

at

mat

tat

am

tam



Name: _____

d

a

m

t

ad

at

mat

tat

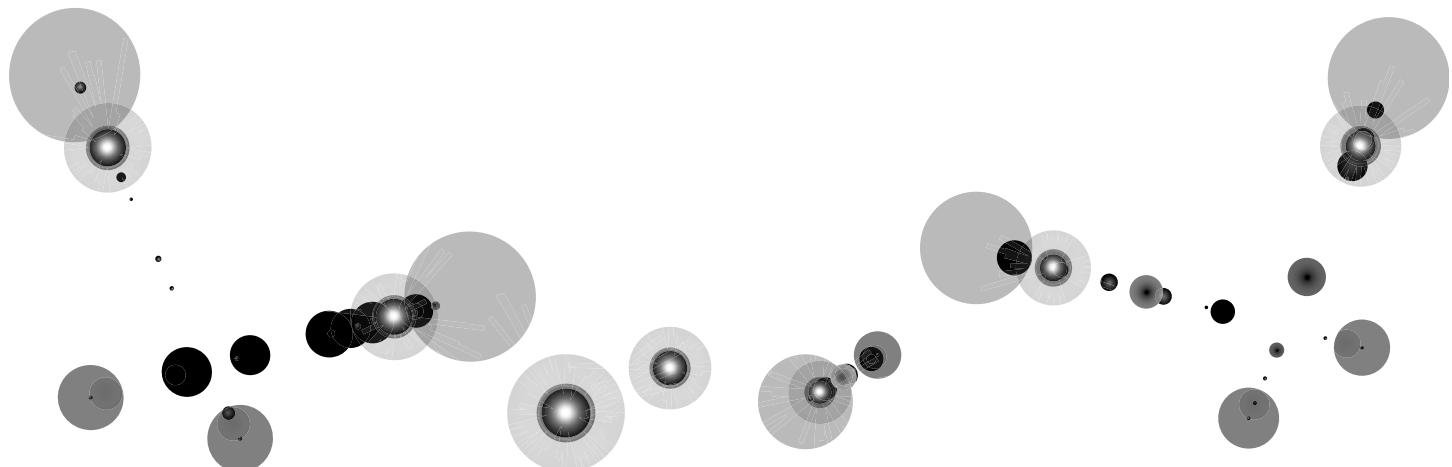
mad

am

ad

dad

dam



Name: _____

o

d

a

m

t

dot

tot

at

ad

dad

mat

tat

mad

mom

dam

mad mom



Name: _____

c

o

d

a

m

t

cat

cot

tot

dad

cod

mom

mat

at

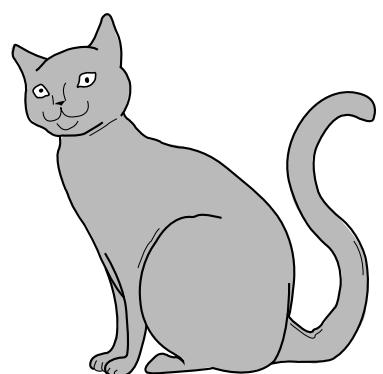
mad

tat

doc

mom

mad cat



Name: _____

g

c

o

d

a

m

t

got

god

dog

cat

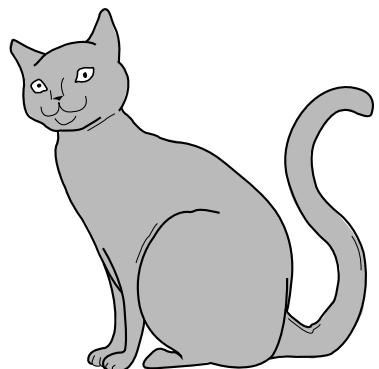
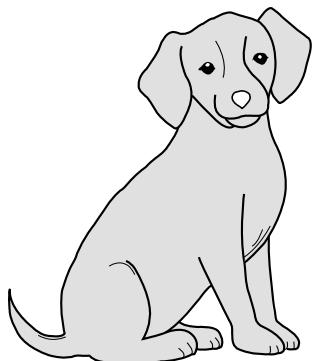
cot

tot

dad

mom

mad at mom



Name: _____

i

g

c

o

d

a

m

t

it

got

dot

dig

god

dog

cat

cot

dad

mom

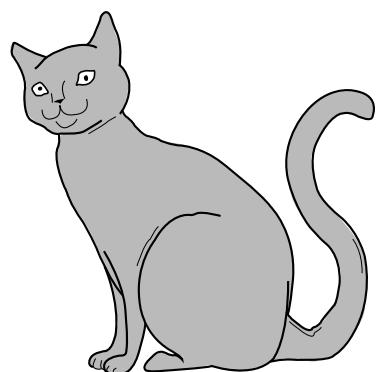
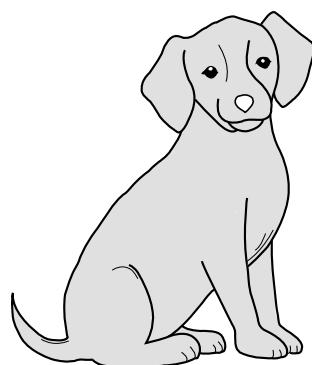
tag

dim

got it

dad did it

dig it



Name: _____

n i g c o d a m t

not	it	in	on
an	and	can	cat
got	did	dig	mom
dad	man	tan	tin

mom and dad	cat on cot	dog and cat
-------------	------------	-------------

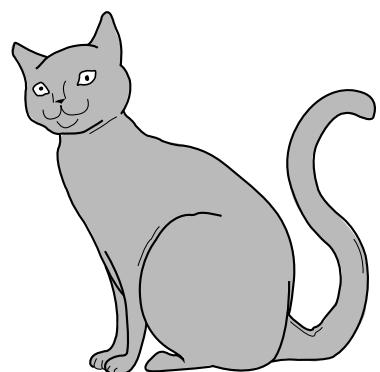
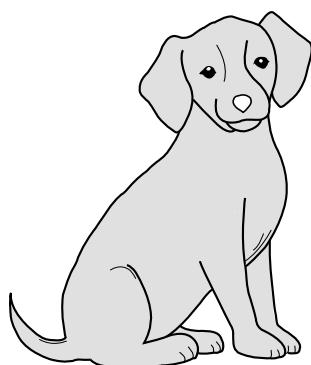


Name: _____

h n i g c o d a m t

hot	not	it	hit
in	on	had	him
an	and	can	cat
ham	hog	hat	hid
did	dig	mom	dad
man	tan	tin	

hit it not ham hot dog



Name: _____

s h n i g c o d a m t

sad

mad

sit

sat

not

hot

it

its

tot

in

gas

had

him

cat

can

hat

hid

did

hog

dad

mom

tan

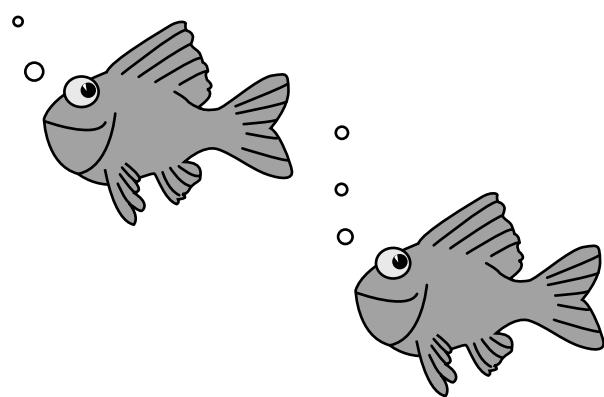
cod

sod

sit on it

tan dad

gas can



Name: _____

f s h n i g c o d a m t

fog

fig

mad

sit

sat

it

if

fit

fat

hot

not

had

in

fin

fan

dad

him

sad

did

hat

mom

tan

cod

fat cat

not mad

sit on it



Name: _____

v f s h n i g c o d a m t

van

vat

if

it

fat

hot

not

tan

fog

mom

mad

sit

in

fan

had

him

hat

dad

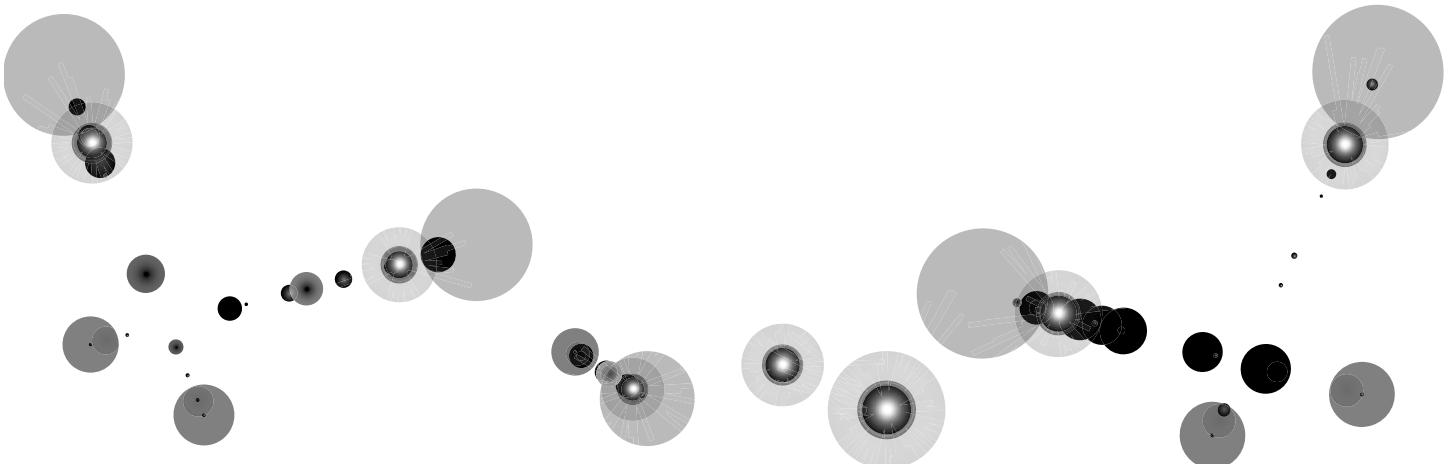
did

sad

man in van

hot vat

fan him



Name: _____

z v f s h n i g c o d a m t

zig zag vat van mad

had dad did sad in

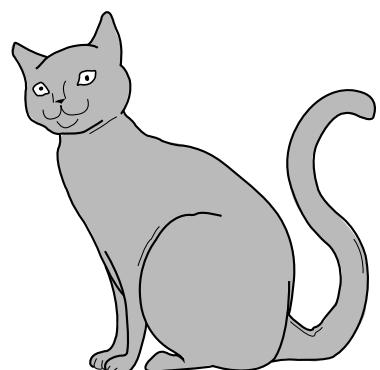
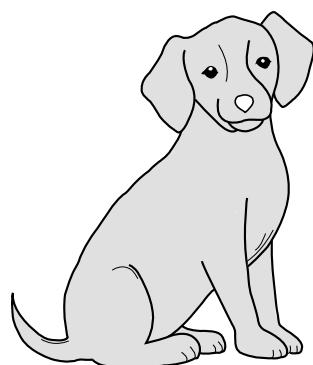
if it fat hot fog

vat not van sit dot

fat cat

hot van

zig zag



Name: _____

p z v f s h n i g c o d a m t

pig

pad

zig

pin

had

pop

pip

did

sad

mom

zag

vat

pat

nap

if

it

not

dip

top

van

mad

vet

sit

in

hop on pop

fat pig



Name: _____

e p z v f s h n i g c o d a m t

pet	pig	zig	had
did	sad	mom	zag
vat	met	if	it
not	dip	pop	set
mad	vet	ten	sit
in	get	top	map
men	net	hen	end

mad dad	hot pot
sad man	pet pig
pig in pen	dog and cat
hop on pop	did not
tin can	pig pen
mom and dad	pet pig
get on top	top end
ten men	bet on it
dad did it	up on top

Name: _____

b	e	p	z	v	f	s	h	n
i	g	c	o	d	a	m	t	

bag	pig	pet	bad	zig
van	had	met	set	bed
did	sad	end	mom	bit
vat	mad	hen	not	pop
bet	dad	tab	vet	ten
bat	beg	men	top	map

bad cat	get in bed
in bed	bit him
big bag	big fan

Name: _____

l	b	e	p	z	v	f	s	h
n	i	g	c	o	d	a	m	t

leg	bag	end	pig	bad
lot	sad	beg	pet	man
did	had	bat	mom	let
vat	dad	lid	not	log
bet	led	hen	vet	ten
men	set	met	lip	map

fat lip

ten men

let him in

Name: _____

u	l	b	e	p	z	v	f	s	h
n	i	g	c	o	d	a	m	t	

nut	rat	leg	but
up	us	sun	run
red	lot	cut	fun
bus	mud	ran	cup
rug	let	rob	rip
rub	log	bat	led
rag	rot	mug	rib
lip	map	lid	hug

big bug

red rug

Name: _____

w	u	l	b	e	p	z	v	f	s
h	n	i	g	c	o	d	a	m	t

wet	nut	rat	but
up	us	win	sun
run	red	lot	wig
cut	fun	wag	bus
mud	ran	cup	rip
rug	let	rob	

bad wig	red cup	wet dog
---------	---------	---------

Name: _____

j	w	u	l	b	e	p	z	v	f	s
h	n	i	g	c	o	d	a	m	t	

job	jet	wet	jam
but	up	us	jug
win	jog	sun	run
red	wig	cut	fun
bus	mud	cup	pad
rug	rip	rub	log
led	bat	rob	lip
rag	rot	mug	rib
	end	job	

Name: _____

y	j	w	u	l	b	e	p	z	v	f
s	h	n	i	g	c	o	d	a	m	t

yes	jet	job	wet
jam	yet	fun	run
yam	jug	pad	lid
mug	log	hot	us
sun	cut	up	but
yap	win	rib	red
rug	rip	rub	wig
bus	mud	cup	led

not yet	yes man
fun run	red mug
wet wig	bad job
hot sun	big jet

Name: _____

x	y	j	w	u	l	b	e	p	z	v	f
s	h	n	i	g	c	o	d	a	m	t	

six	box	rob	fax
mug	log	but	us
ax	sun	dog	fox
up	yes	fix	mix
jet	job	wet	run
wax	mom	yet	fun
ox	run	six	mix
rug	rip	rib	wig
bus	mad	cap	led

Name: _____

k	x	y	j	w	u	l	b	e	p	z	v
f	s	h	n	i	g	c	o	d	a	m	t

kid	rip	rob	ask
kit	hid	had	bad
mad	sat	mom	kid
dad	bat	hat	sad

CVC - Fast Reads

To help students distinguish between /i/ and /e/, have them work in pairs to practice reading these words. Let each student read through the list once without timing. Then, ask students to time each other as they read the lists. If a reader makes a mistake, he/she must start over at the beginning. Have students do multiple readings to try to improve their time.

red	hit	big	led
let	pen	fin	did
rid	get	hen	hit
vet	sit	set	bet
hex	fix	six	mix
	beg	bit	

Student Name	#1 _____	#2 _____
1st Read	Untimed	Untimed
2nd Read		
3rd Read		
4th Read		
5th Read		

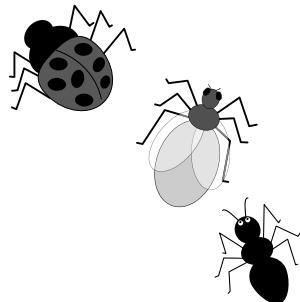
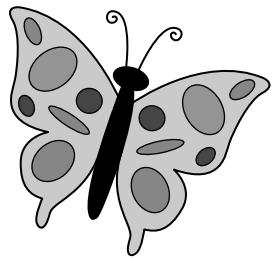
CVC - Plurals with *-s* (*cats, dogs*)

cats	dots	hats	maps
caps	pets	bats	cups
rats	jets	pups	nuts
hips	lips	huts	sets
mats	pots	lots	tops

Name: _____

Plurals with *-s*

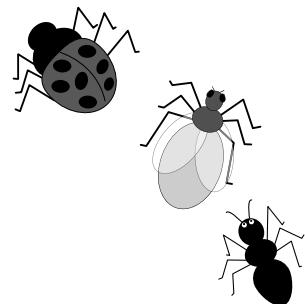
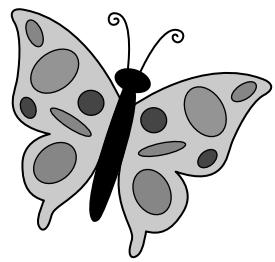
dogs	cans	rags	rugs
moms	dads	legs	hogs
hams	fans	bugs	tags
pens	pals	jobs	kids
bags	beds	ribs	logs



Name: _____

Plurals with *-s*

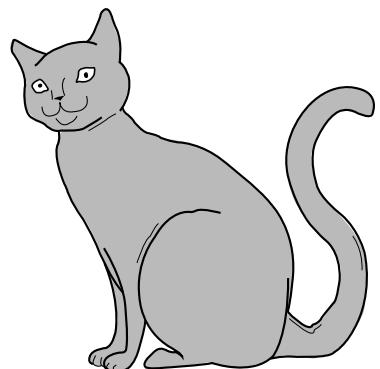
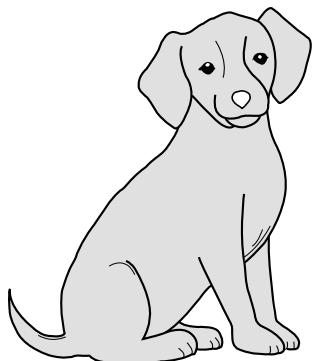
caps	pads	pigs	cans
hats	hits	hugs	hens
bats	beds	bugs	bins
cats	cuts	pots	pans
wigs	pins	tops	taps



Name: _____

Plurals with *-s*

dogs	jugs	rags	rugs
moms	dads	legs	hogs
hams	fans	bugs	kits
pens	pals	jobs	kids
bags	beds	ribs	logs



Name: _____

Plurals with *-s*

pots

pads

pigs

pans

hats

hits

hugs

hens

bats

beds

bugs

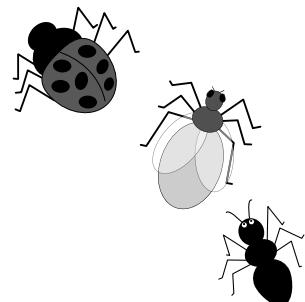
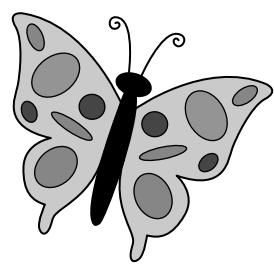
bins

cats

cuts

cans

cups



Name: _____

Plurals with *-es*

dishes

boxes

foxes

glasses

wishes

benches

branches

ranches

dresses



Section I-A

CVC and CVC Plurals Worksheets

Name: _____

Write each word under its matching picture.

cap

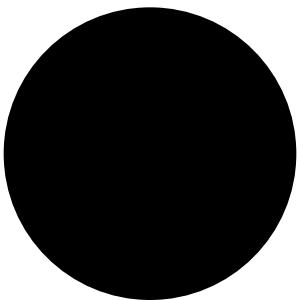
cat

dad

dot

pot

mop



dot



Name: _____

Write each word under its matching picture.

pan

cot

dad

pod

pin

nap



pod



Name: _____

Write each word under its matching picture.

fin

hand

gift

hog

sand

fan



—
— — — —
—
— — — — —
—

—
— — — — —
—
— — — — — —
—

—
— — — — —
—
— — — — — —
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— — — — —
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— — — — — —
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— — — — —
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— — — — — —
—

—
— — — — —
—
— — — — — —
—

Name: _____

Write each word under its matching picture.

map

dig

pit

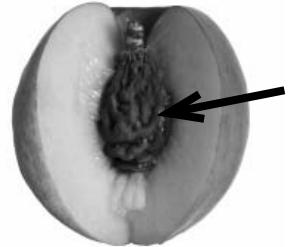
ham

mop

fist



ham



Name: _____

Write each word under its matching picture.

1. bed







2. cab







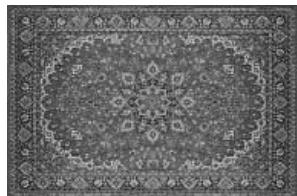
3. vet







4. rug







Name: _____

Write each word under its matching picture.

tub

bug

rat

nuts

sun

wig



Name: _____

Write each word under its matching picture.

1. yes



2. yam



3. jet



4. jog



Name: _____

Write each word under its matching picture.

1. box



2. mix



3. kid



4. six

6



Name: _____

Mixed Plurals Practice

ducks

dishes

fans

cans

ribs

bugs

1. “Quack, quack,” said the _____.
2. _____ bit Ben on his legs.
3. He kept his things in six tin _____.
4. When it gets hot, we set up _____.
5. Kevin was scrubbing the _____.
6. Dad was munching on a big rack of _____.

Name: _____

Sentence Reading Final 's' Practice

is

as

has

his

It **is** **his** pet.

Max **is** not **as** big **as** Ken.

Jen **has** red pants.

Dan cut **his** lip.

Dad **is** in **his** bed.

Section I-B

CVCC and CCVC and Simple Consonant Spelling Alternatives

Section I-B

CVCC and CCVC Consonant Clusters

Lesson Template

Initial and Final Consonant Clusters (*clip, risk*)

Sample Lesson Plan Consonant Clusters

Focus: Consonant Clusters	Teaching	Materials
Warm-Up	Gather Letter Cards ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘y’, ‘x’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’. Show students each card, one at a time. Say two sounds. Have students say the correct sound. Alternatively, have students repeat the sound after you, say each sound, or say the sound as you flash the cards.	Letter Cards
Teaching	Place Letter Cards ‘i’, ‘a’, ‘o’, ‘n’, ‘t’, ‘d’, ‘c’, ‘s’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’ in a middle row on a table. Place the ‘i’, ‘a’, ‘o’ on top and the remaining consonants along the bottom. Review the sounds for each card by pointing and saying the sound. Have students repeat the sounds. Move the ‘b’, ‘a’, ‘t’ cards to the center of the table to spell <i>bat</i> . Read the word, ask them to read the word. Remove the ‘a’ card and add the ‘i’ card. Say, “If that was <i>bat</i> , what is this?” Ask a student to read a word. Continue with the words, including two consonants at the beginning or the end of a word. For example, go from <i>sit</i> to <i>spit</i> , telling students that you have two consonants in the beginning of the word that each make a sound. Sound out <i>spit</i> /s/ /p/ /i/ /t/ and then read it. Continue with the word chain and remind them each time there is a consonant cluster, each letter makes a sound.	small Letter Cards
Guided Practice	Give students paper and pencil. Tell them you are going to say some words. Explain that each word will be similar to the previous word but one sound will be different. Tell them to write each word you say. As you say the word, hold up one finger for each sound. Ask students to count the sounds and draw a line for each sound on their paper. For two sounds, they should draw two lines: __ __. Once they draw the lines, ask them to write the letters those sounds make. Have them read the word back to you.	paper, pencil
Independent Practice	Have students read the following phrases: <ol style="list-style-type: none">1. bulb in lamp2. soft plum3. slid on sled4. mom in pants5. jump in pond6. snug in bed7. red stamp8. dad naps9. rat in nest10. lost hat	

Section I-B

CVCC and CCVC Consonant Clusters Word Lists

Name: _____

Initial Consonant Clusters

blob	bled	brim	bred
clam	clap	clip	club
crab	crib	crop	drag
drip	drop	drug	drum
flag	flap	flat	flip
flop	frog	glad	grab
grin	grim	grip	grub
grit	plan	plop	plot
plug	plum	plus	scab
scum	skid	skin	skip
slam	slap	sled	slid
slip	slop	slug	snag
snap	snip	spin	spit
stab	stem	step	stop
swim	swam	trim	trot

Name: _____

Final Consonant Clusters

just	must	dust	last
past	fast	vast	cast
test	best	rest	west
nest	cost	list	mist
band	land	hand	sand
tend	send	bend	went
bent	sent	tent	hunt
help	next	felt	belt
back	fact	kept	held
mask	desk	task	risk
milk	silk	camp	lamp
jump	pump	bump	film
left	lift	soft	gift

Name: _____

Mixed Review: Initial and Final Consonant Clusters

plant	stand	steps	spent
spend	crops	slept	print
spots	crust	craft	grant
tests	trust	pants	tasks
lists	trips	frost	masks
twist	clips	twins	split
slant	blast	sips	stamp

Section I-B

CVCC and CCVC Consonant Digraphs Lesson Templates

Digraphs (*chop, ship, sing*)

Intervention Lesson Template

Digraphs

Focus: Consonant Clusters	Teaching	Materials
Warm-Up	<p>Gather Spelling Cards of sounds previously taught (Spelling Cards representing the two letters that make up the digraph should be included). Show students each card. Say the sounds. If students have learned digraphs, ask for the sound of the digraphs. Show them two letters and ask them to tell you the sound of the digraph. Alternatively, have students repeat the sound after you say each one or say the sound as you flash the cards.</p>	previously taught Spelling Cards Code Flip Books
Teaching	<p>Show students the two letters that make up the targeted digraph.</p> <p>Draw a square, a triangle, and a house (triangle on top of square) in a row on the board. Point to each shape and ask students what it is (a square, a triangle, and a house). Explain that a square by itself is a square and a triangle by itself is a triangle, but a square with a triangle on top is something completely different: a house. Write the first letter of the target digraph under the square you drew. Ask for the sound it makes. Write the second letter of the target digraph under the triangle. Ask for the sound.</p> <p>Write the target digraph under the house. Tell students the sound made by the digraph. Explain rapidly that each letter individually makes a sound, but together make one sound.</p> <p>Show students the target Consonant Digraph Spelling Card and tell them the sound. Have students repeat the sound. Tell students different words with the targeted sound at the beginning and end of words. Students identify target sound. Tape the Spelling Card to the appropriate page and space in the Consonant Code Flip Book.</p>	board or chart paper consonant digraph Spelling Card(s) Consonant Code Flip Book Individual Code Chart
Guided Practice	<p>Word Dictation: Dictate the words with target sound. Instruct students to draw a line for each sound they hear. Write each word, putting one sound on each line. For example, the word <i>think</i> would take up four lines /th/ /i/ /ng/ /k/. Remind students that the digraphs go on one line. Repeat the exercise for as many words as you can fit into your time frame.</p>	paper and pencil
Independent Practice	<p>Read words that have the target digraph sound and other digraphs previously taught. Have students write the words they find with digraphs.</p>	

Intervention Sample Lesson

Consonant Digraph /th/

Focus: Consonant clusters	Teaching	Materials
Warm-Up	<p>Gather letter cards ‘s’, ‘h’, ‘c’, ‘t’, ‘n’, ‘g’, ‘sh’, ‘ch’, ‘th’, ‘ng’.</p> <p>Show students each card. Say two sounds. Have students say the correct sound. Alternatively, have students repeat the sound after you say each one or say the sound as you flash the cards.</p>	<p>Spelling Cards ‘s’, ‘h’, ‘c’, ‘t’, ‘n’, ‘g’, ‘sh’, ‘ch’, ‘th’, ‘ng’</p> <p>Code Flip Books</p>
Introduction	<p>Show the picture of the sound /th/.</p> <p>Tell students the sound and have them repeat it. Say the following words in which students will hear the /th/ sound at the beginning of the word: <i>thumb, thanks, theft, think, thin, thrust</i>. Have students repeat each word as you say it. Help them realize that the sound is at the beginning of the word. Repeat the process with words that end in /th/: <i>path, cloth, fifth, bath, math, tenth, moth</i>.</p> <p>Tape the ‘th’ > /th/ card to the appropriate page and space in the Consonant Code Flip Book.</p> <p>Mix It Up: Say a /th/ word. Have students identify where they hear the sound, at the beginning or the end of the word.</p>	<p>Spelling Card ‘th’ > /th/</p> <p>Consonant Code Flip Book</p> <p>Individual Code Chart</p>
Guided Practice	<p>Have students write the spelling for /th/.</p> <p>Word Dictation: Dictate the words listed above. Instruct students to write each word, putting one sound on each line. For example, the word <i>think</i> would take up four lines, as follows /th/ /i/ /ng/ /k/. Remind students that the /th/ in the word <i>think</i> makes one sound. Repeat the exercise for as many words as you can fit into your timeframe.</p>	paper and pencil
Independent Practice	<p>Give students a Word List page.</p> <p>Have students practice reading the words. Then, have them underline the /th/ sound in each word.</p> <p>Listen to individual students read to determine student progress and next steps in intervention, if necessary.</p>	Word List page of your choice to fit the activity

Section I-B

CVCC and CCVC Consonant Digraphs Word Lists

Name: _____

Digraph ‘ch’

chop

chip

chips

champ

chat

chest

such

much

hunch

lunch

bunch

brunch

rich

inch

pinch

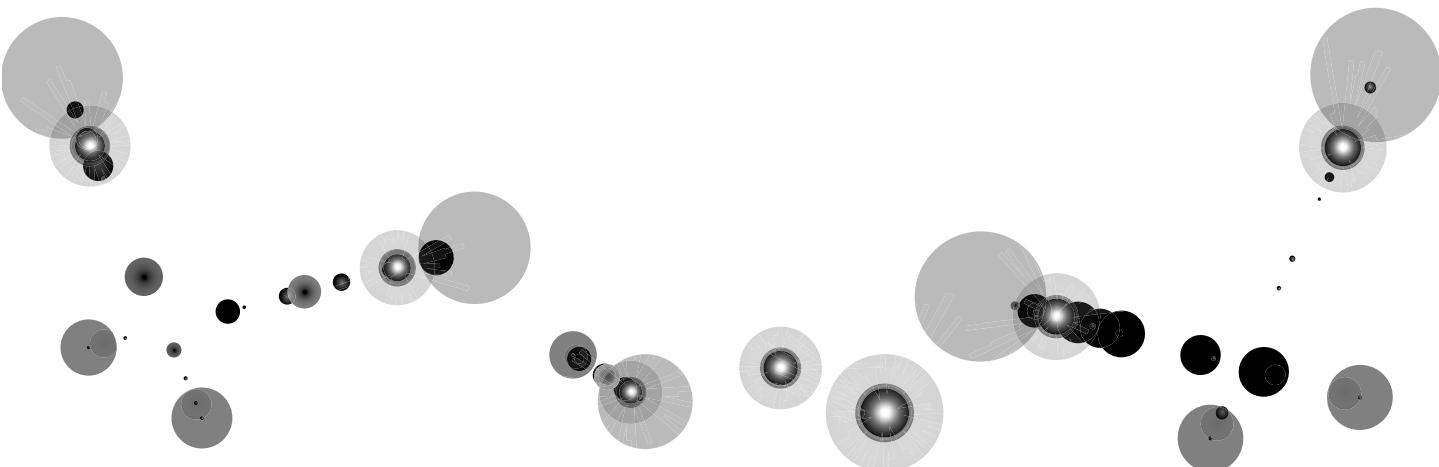
punch

stench

French

ranch

bench



Name: _____

Digraph 'sh'

ship

shop

shot

shut

shift

shelf

shed

fish

wish

dish

fresh

brush

hush

cash

flash

dash

splash

rash

crash

trash



Name: _____

Digraph ‘th’

thin

thud

thump

theft

thrust

with

fifth

sixth

tenth

moth

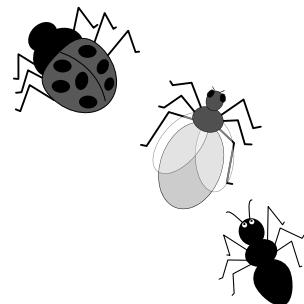
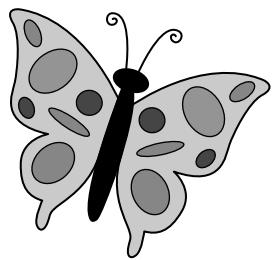
cloth

this

path

bath

math



Name: _____

Mixed Review: Digraphs

that

this

them

then

than

thus

this fish

that fish

this moth

that moth

this brush

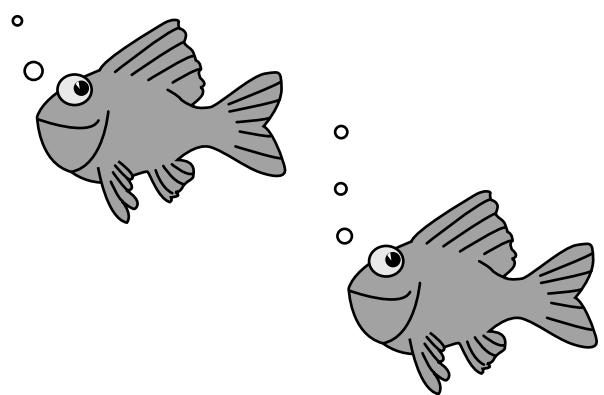
that brush

this bench

that bench

this path

that path



Name: _____

Digraph ‘qu’

quiz

quit

quilt

squid

squint

quits

quest

squints

quests

Mixed Review: Digraphs

this quiz

that quiz

this quilt

that quilt

Quit it!

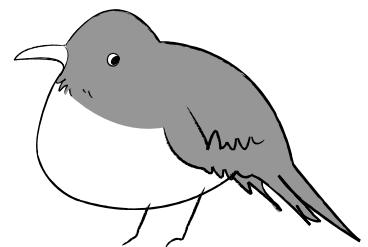
Quit that!



Name: _____

Digraph ‘ng’

long	song	strong	ring
king	wing	sing	thing
things	bring	swing	spring
string	hang	bang	sang
ding	fangs	hung	lungs
sting	stung	song	sling



Name: _____

Mixed Review: Digraphs

shop

chat

chin

long

path

quiz

thing

quit

strong

king

thin

with

ship

song

gong

rich

wish

wing

such

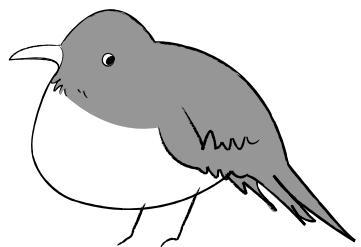
much

chop

this

splash

crash



Name: _____

Mixed Review: Digraphs

bad song

pop quiz

ding dong

ten ships

fresh fish

pinch an inch

strong king

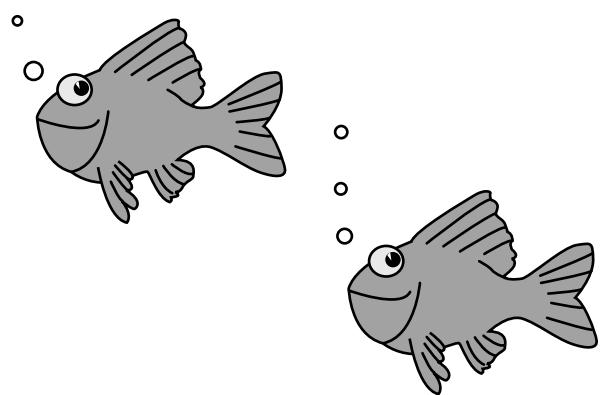
long song

sing that song

bang that gong

splish splash

rich man



Section I-B

CVCC with Double Consonant Spellings Lesson Template

Double Consonant Spellings

Sample Lesson Template

Double Consonant

Focus: Sound Spelling	Teaching	Materials
Warm-Up	Show students Spelling Cards previously taught. Say the sound and students can repeat or have students say the sound as you show them the Spelling Card.	Spelling Cards
Introduction	<p>Tell students the targeted sound. Students repeat. Tell students different words with the targeted sound at the end of the word. Students repeat the words. Repeat the words and ask students where the target sound is.</p> <p>Ask students how they would expect to write or spell the sound at the end of each of these words. Students will likely respond with the single letter corresponding to the sound. Point out that in these particular words, the single ending sound is represented by two of the same consonants. Say each word aloud again, this time displaying the appropriate double consonant spelling. Tape the Spelling Card to the appropriate page and space in the Consonant Code Flip Book, as students refer to the Individual Code Chart.</p>	double consonant Spelling Cards 'ss', 'ff', 'zz', 'dd', 'tt', 'gg' Consonant Code Flip Book Individual Code Chart
Guided Practice	Ask students to read and then spell decodable words with the target sound and double consonant spelling.	dry erase boards and markers, or paper and pencil
Independent Practice	Students will read words with targeted sound. Students can read list of words or phrases with targeted sound and spelling; more proficient students can read connected decodable text with targeted sound.	

Section I-B

CVCC with Double Consonant Spellings Word Lists

Name: _____

Double Consonant 'ss'

less

mess

dress

class

glass

pass

grass

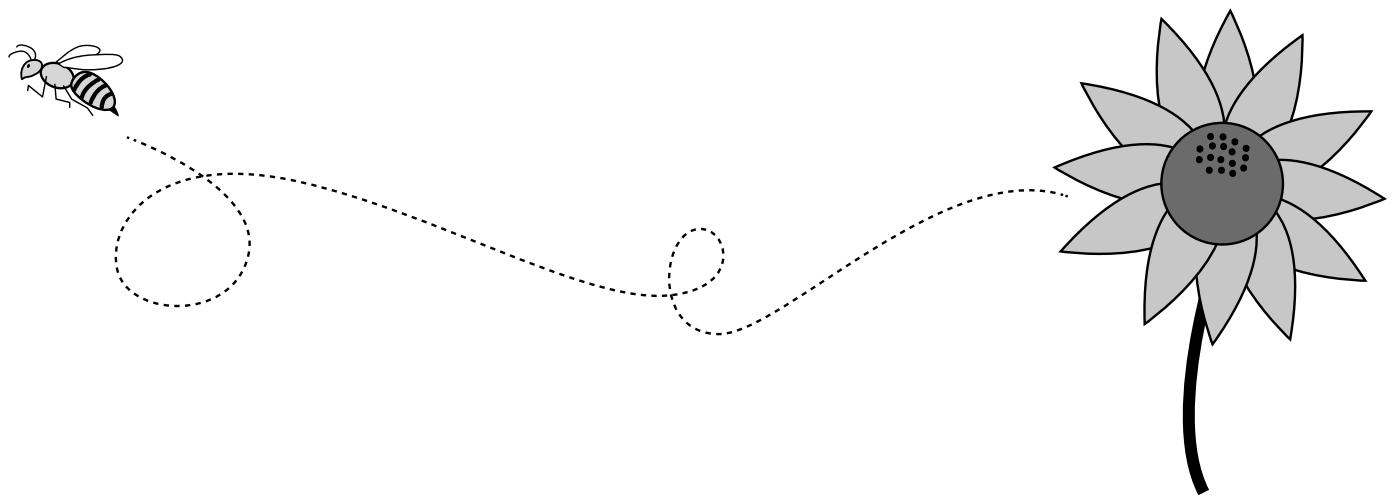
loss

miss

kiss

fuss

hiss



Name: _____

Double Consonants

off

stuff

puff

staff

cliff

stiff

sniff

egg

buzz

fuzz

fizz

jazz

add

odd

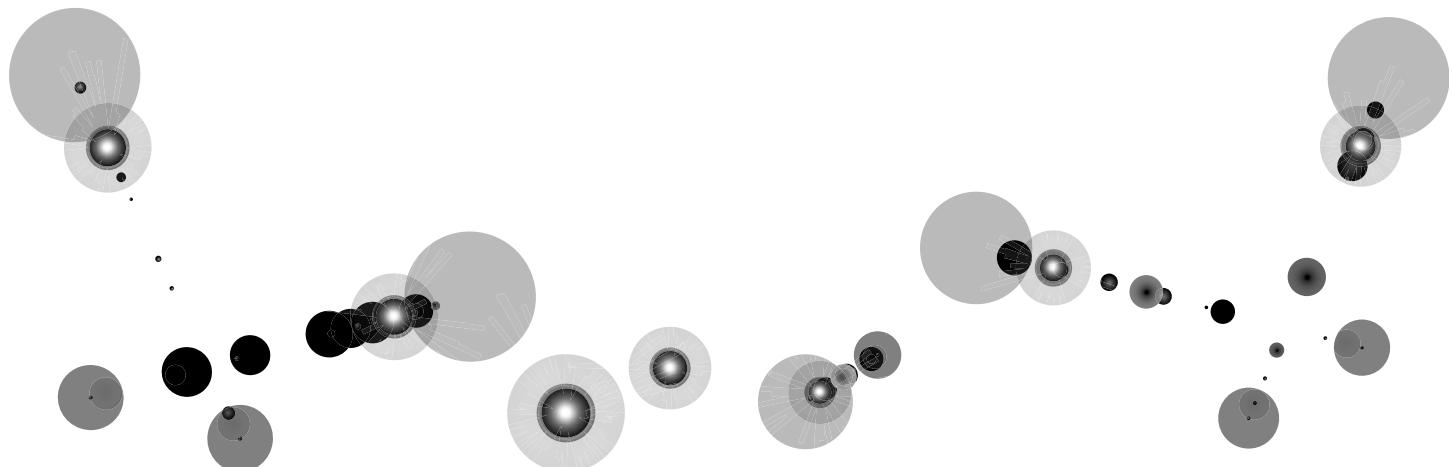
mitt

mutt

butt

Matt

inn



Name: _____

Double Consonant ‘ll’

ill

will

bill

hill

fill

kill

still

skill

well

tell

fell

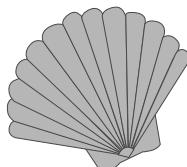
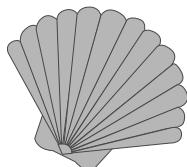
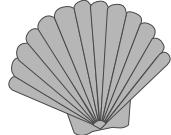
sell

bell

smell

swell

shell



Name: _____

Digraph 'ck'

back

sack

black

track

crack

lock

rock

sock

block

clock

pick

sick

kick

stick

thick

quick

trick

neck

check

luck

duck

truck

lick

bricks



Section I-B

CVCC and CCVC Worksheets

Name: _____

Write each word under its matching picture.

ship

chimp

chips

fish

bench

dish





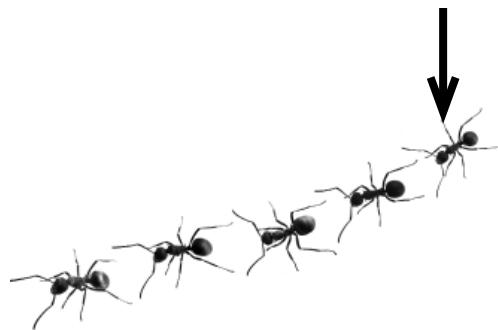
Name: _____

Write each word under its matching picture.

bath



moth



cloth



fifth



Name: _____

Write each word under its matching picture.

quilt

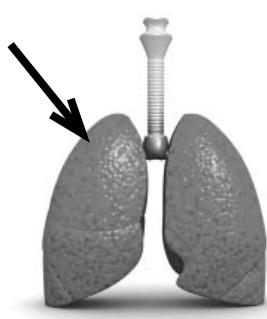
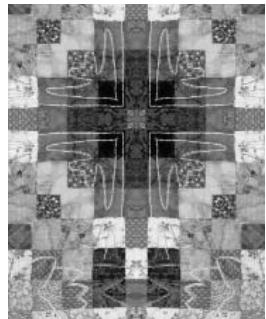
lung

king

swing

fang

strong



Name: _____

Write the nouns that name a person under the picture of the person and the nouns that name a thing under the picture of the brush.

brush

pal

plum

twin

clock

nest

Bob

man



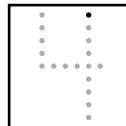
Bob

paintbrush

Name: _____

Count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then, have the student copy the words on the lines.

1. **c**liff



cliff

2. tell



tell

3. press



press

4. toss



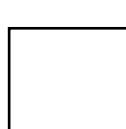
toss

5. trash



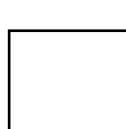
trash

6. fluff



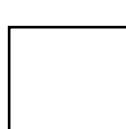
fluff

7. bring



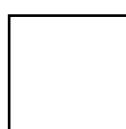
bring

8. this



this

9. sing



sing

10. still



still

Section I-C

CVC, CVCC, and CCVC

Practice Sentences for Oral Reading

Name: _____

Practice Sentences

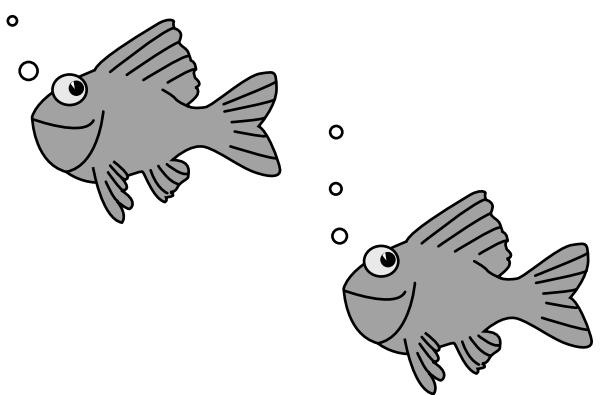
1. Grant trusts Brent.
2. Slim has milk left in his cup.
3. Fran has soft vests.
4. Fred has six frogs.
5. Trip can grab it.
6. Brad slept in his crib.
7. It is as soft as silk.
8. Stef got us fins and swim masks.



Name: _____

Practice Sentences

1. At lunch Rich had fish and chips.
2. Chip hid his cash in his box.
3. Chad got milk on his chin.
4. Chad is rich.
5. Chip can pinch an inch.
6. Shep shot at tin cans.
7. Trish went in two shops.



Name: _____

Practice Sentences

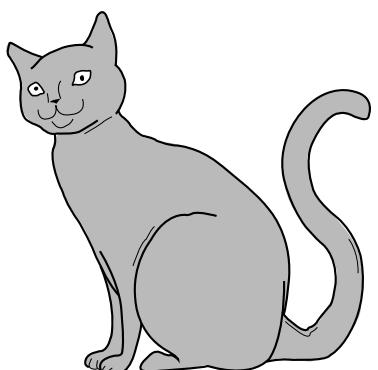
1. Will Bill get up the hill?
2. Miss Duff had to kiss a frog!
3. Will the shells sell well?
4. The bad man fell off a cliff.
5. Matt had a crick in his back.
6. The black truck went to pick up bricks.
7. Quick, grab that duck!
8. Jack is the best at Pick up Sticks.
9. What's in the black sack?
10. This black rock has a big crack.



Name: _____

Practice Sentences

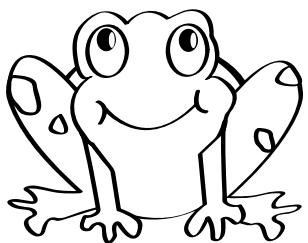
1. Are the kids up?
2. The kids are up.
3. Are the ducks in the pen?
4. The ducks are in the pen.
5. Are the cats in the den?
6. The cats are in the den.
7. Are the pigs in the pen?
8. The pigs are in the pen.



Name: _____

Practice Sentences

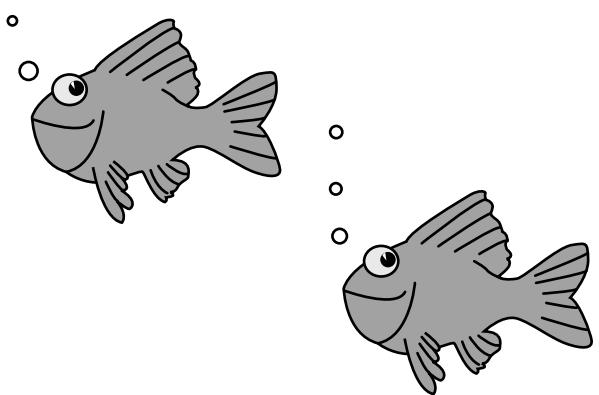
1. I got a frog.
2. The frog hid in the bath tub.
3. I went to the track and ran ten laps.
4. Ben got mud on his pants.
5. Dan got milk on Mom.
6. The cat bit the dog.
7. When the sun sets, I will get in bed.



Name: _____

Practice Sentences

1. Dan went to the shop.
2. Rex went to the bus stop.
3. It is ten to six.
4. Ed went to get a hot dog.
5. It's fun to run.
6. It's fun to splash.
7. It's fun to swim.
8. It's not fun to get sick.



Name: _____

Shep at Camp



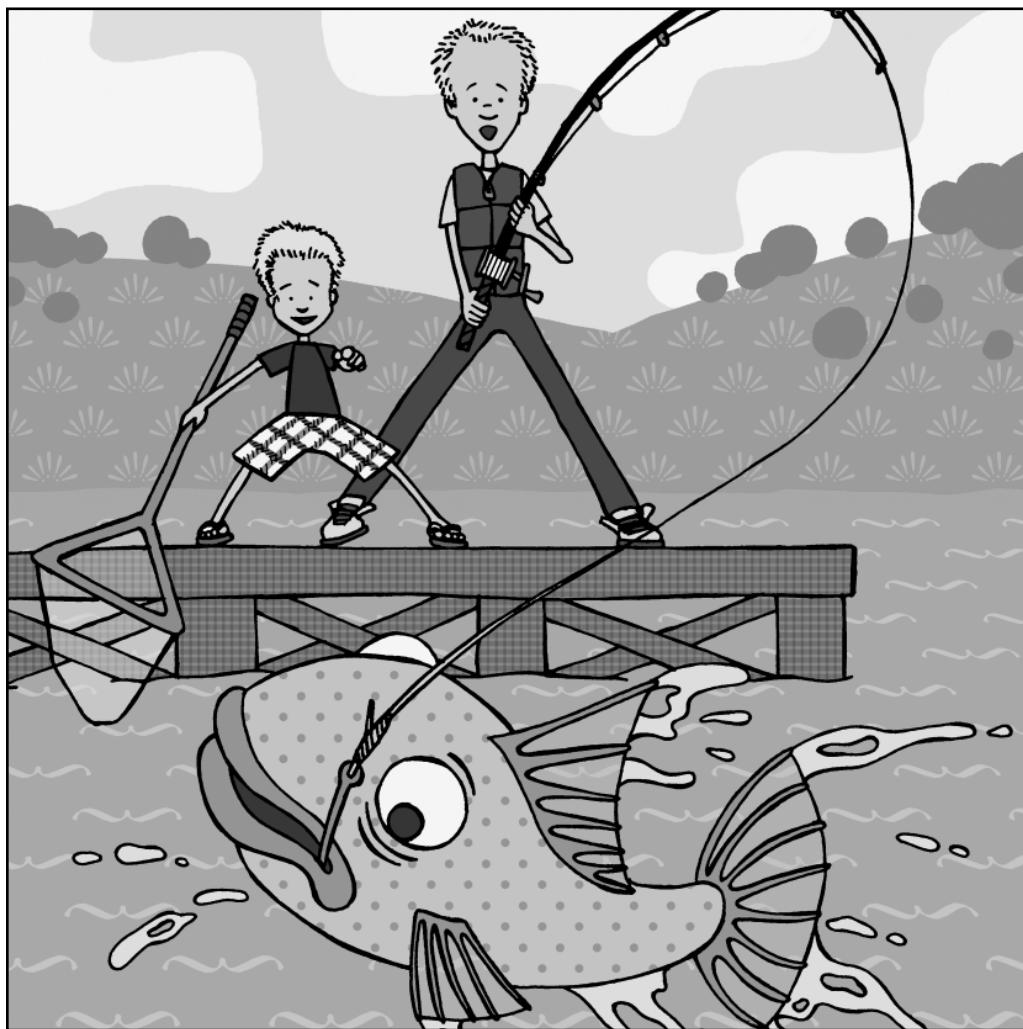
Shep's mom drops him at camp.

Shep's pal Chet is at camp. Chet and Shep can run fast.

Shep is glad camp is fun.

Name: _____

Fish at the Pond



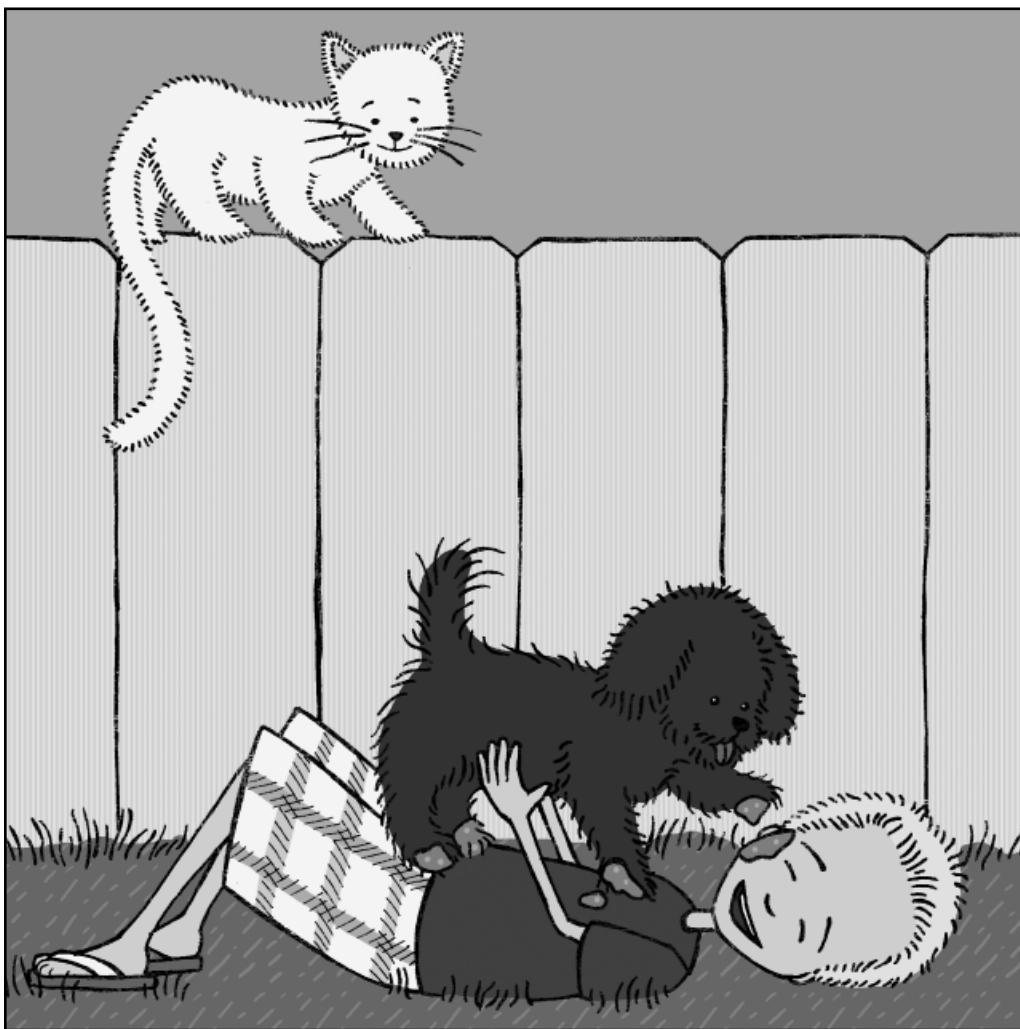
Shep can fish with his dad in the pond.

Shep's dad gets a big, big fish.

Shep helps his dad put the fish in the net.

Name: _____

Shep's Pets



Shep has 3 pets.

Shep has 1 cat, 1 dog, and 1 bug.

Champ, the dog, can run and dig in the mud.

Fran, the cat, can nip at the quilt.

His bug, King Tut, can run from the dog and cat.

Name: _____

Fun at the Pond



Shep is at the pond with Pam, Chet, and Meg.

The kids hunt for bugs and things.

Shep spots a frog in the mud. Pam spots a bug on the log.

The kids had fun at the pond.

Name: _____

The Van



Shep and his pal Chet get in the van with Mom.

The van runs, but then it stops.

Shep ran to get the fix-it man.

The fix-it man can't fix the van.

Name: _____

On the Bus



Mom has to get on the bus.

The bus hits a dip, but Mom hangs on.

Mom rings the bell to get off at her stop.

The bus stops and Mom gets off.

Name: _____

Shep in Class



Shep is in Miss Mack's class. Miss Mack is strict.

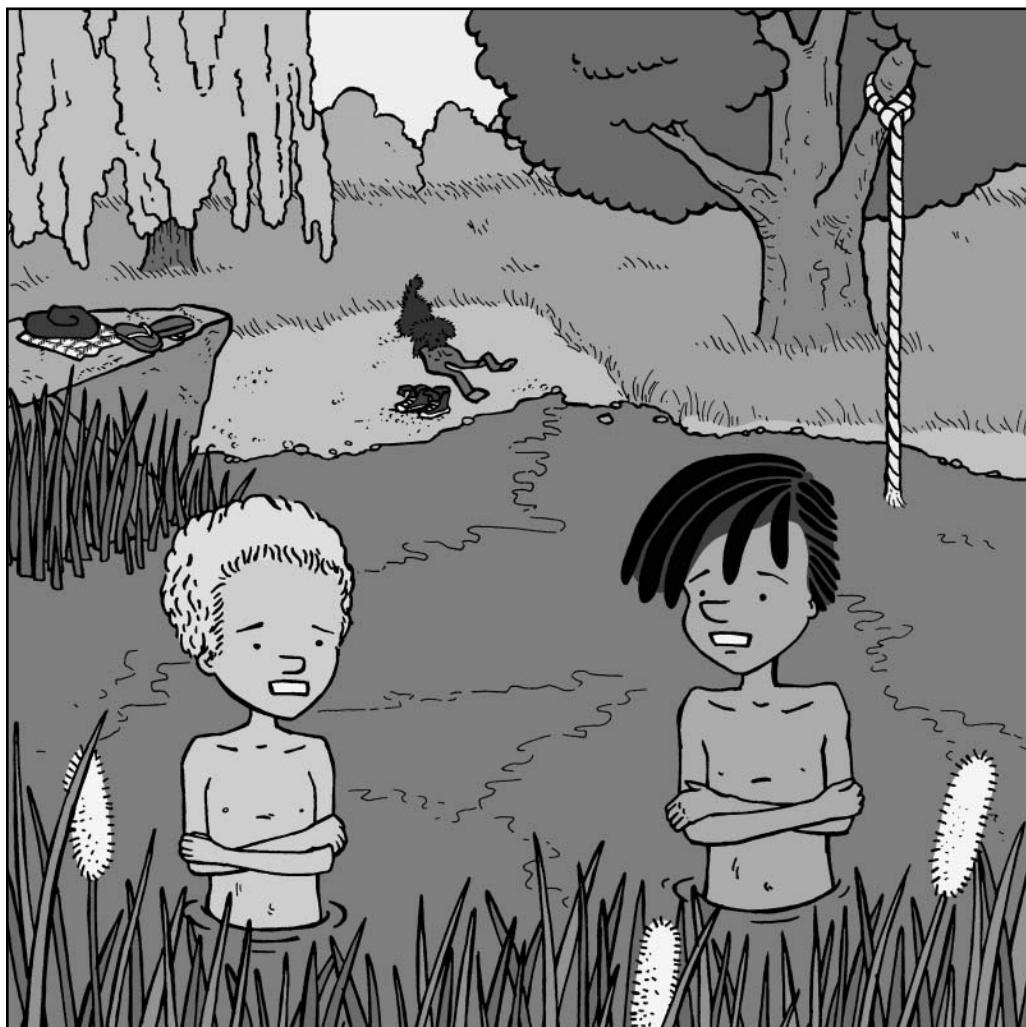
On 3, all the kids ran to the pond.

Not Shep. Shep had to fix his print.

Then Shep ran to splash in the pond with the kids.

Name: _____

The Chills



Shep and Chet went in the pond.

The pond was not hot.

Shep and Chet got the chills.

Shep and Chet ran to the sand.

Name: _____

Tasks



Shep has a list of tasks.

Shep has to scrub and mop.

Then Shep has to help Dad plant and fix the drip.

Shep naps first. Then Shep gets up to help Dad with the tasks.

Name: _____

Stop That Bus



Shep's clock did not ring.

Mom and Shep had to rush.

They ran fast. Shep yells, "Stop that bus."

The bus man stops. Shep gets on the bus at last.

Name: _____

Shep and the Duck



Shep's class went on a trip.

The class got to run in the sand.

But the kids can not pet the duck.

Shep and Chet dig in the sand.

Name: _____

Shep and the Duck, continued



Shep digs up a ring.

The duck spots the ring.

Then the duck grabs the ring from Shep.

Shep yells, "That is one bad duck."

Name: _____

Seth

Seth must rush to get in bed but not past ten.



Seth's mom went to the shop.



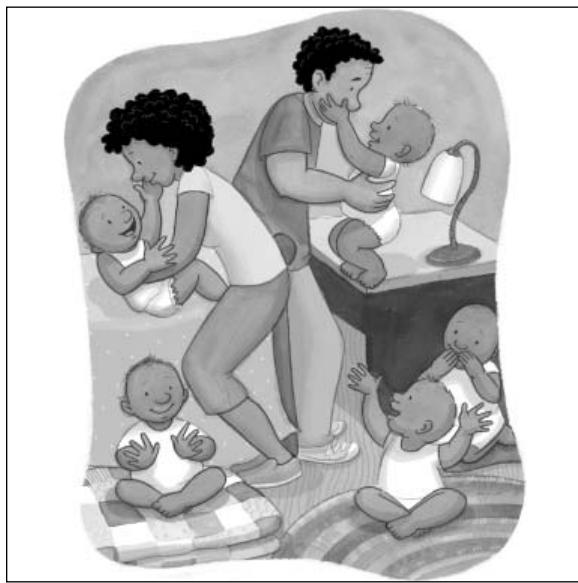
Mom got fish and squid.

Name: _____

Ted is Seth's dad. Ted can flex and clench.

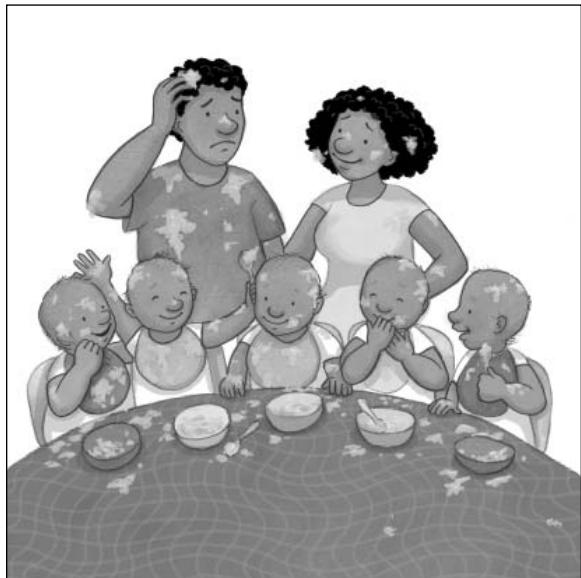


Seth's mom Pat had quints. That's 5 kids!



Name: _____

Seth's mom and dad had lunch with the quints.



Seth's sled went fast.

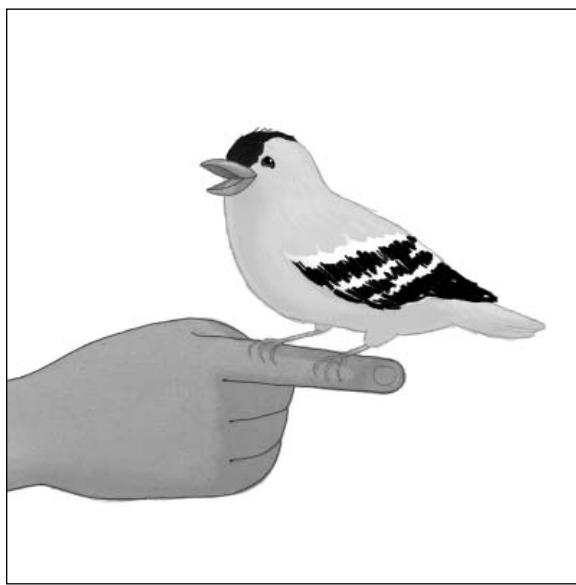


Name: _____

Seth had lunch with Mom and Dad.



Seth has a pet finch. It can hop on his hand.



Name: _____

Seth's pet finch Chip got lost. Chip hid in the red hat.



Seth can jam with Mom and Dad.



Section I-D

CVC, CVCC, and CCVC Stories for Oral Reading

Name: _____

Kim and Beth

Kim runs with Beth.

Kim is fast.

But Beth is just as fast.

Kim sprints.

Beth sprints.

Beth wins!



Name: _____

The Vet

A vet helps pets that get sick.

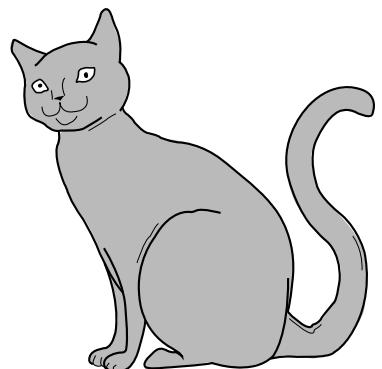
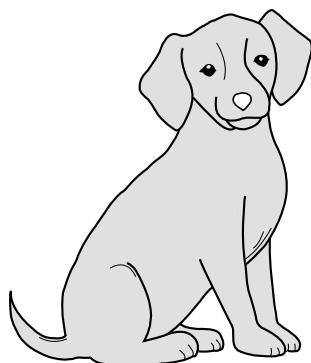
If a cat gets sick, a vet can help.

If a fish gets ill, a vet can help.

If a frog can't hop, a vet can help.

If a dog has the chills, a vet can help.

If a pig has the mumps, a vet can help.



Name: _____

Pals

Pals must help pals.

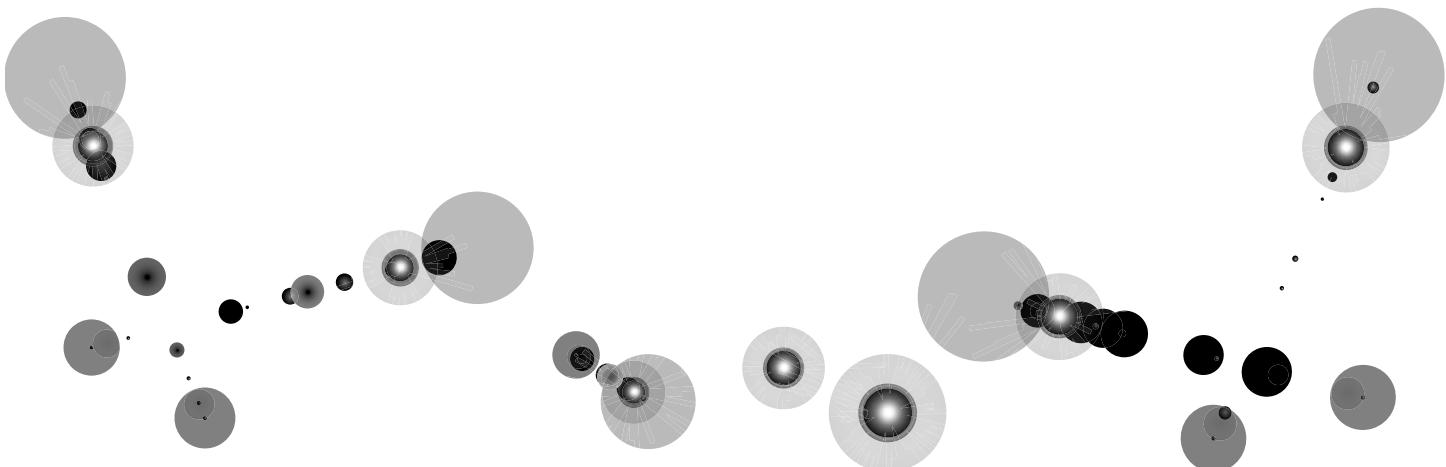
Mel can swim, but Pam can't.

Mel must help Pam swim.

Pam can skip, but Mel can't.

Pam must help Mel skip.

Pals must help pals.



Name: _____

A Kid

A dog can run.

A fish can swim.

A frog can jump.

A chimp can grin.

A pig can grunt.

But so what?

I am a kid, and I can run and swim and jump and grin and grunt!



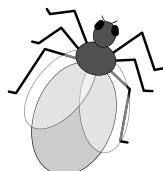
Name: _____

Bugs

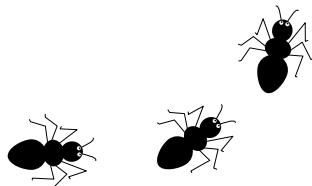
There are bugs in the grass and bugs on the plants.



There are bugs with wings and bugs with legs.



There are bugs that spin webs, bugs that dig in mud, bugs that jump, and bugs that run on top of ponds.



There are bugs that help us and bugs that are bad.



There are lots of bugs!

Name: _____

Pets

I had a frog, but then I got a dog.

I had a dog, but then I got a cat.

I fed the frog bugs.

I fed the dog chops.

I fed the cat fish.

The frog slept in a box.

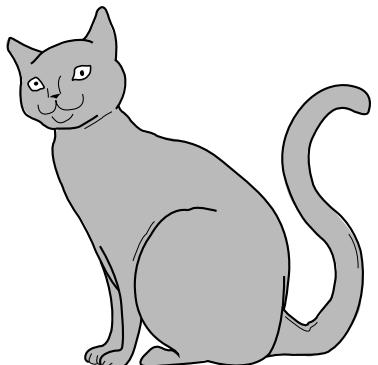
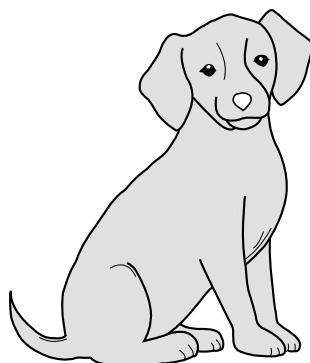
The dog slept in a pen.

The cat slept on the rug.

The frog ran off.

The dog ran off.

But the cat did not!



Name: _____

The Fox and the Man

A red fox has its den in the glen.

The mom has six fox pups.

The pups run and jump and twist and romp.

The dad runs off on a hunt.

A man has his den on the hill.

The man has six kids.

The kids run and jump and twist and romp.

The man runs off and gets lunch.



Name: _____

The Band

Todd's dad is in a band with Matt's dad.

Matt's dad sings.

Todd's dad bangs the drums.

When the band jams in the den, Todd's dog yaps.

Yap, yap, yap!

Bang, bang, bang!

Yap, yap, yap!

At last Todd's mom yells, "Ack! I can't stand it! Hush up that band!

And hush up that mutt!"

Todd's dad gets the hint.

The drums stop.

The songs stop.

The yaps stop.

That is the end of the band's big jam.

Name: _____

Ann Spann

Ann Spann is a math champ.

Ann is in the math club.

Ann went to math camp.

Ann can add one plus six.

Ann can add ten plus ten.

Ann says a math quiz is fun.

Ann says a math test is a blast.

Let's ask Ann to help us with math.

$$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$$

Name: _____

Fred French, the Fix-It Man

Fred French is a fix-it man.

Fred has a fix-it shop.

His shop has belts and clamps and drills.

Fred can fix a grill with his drill.

Fred can fix lamps with his clamps.

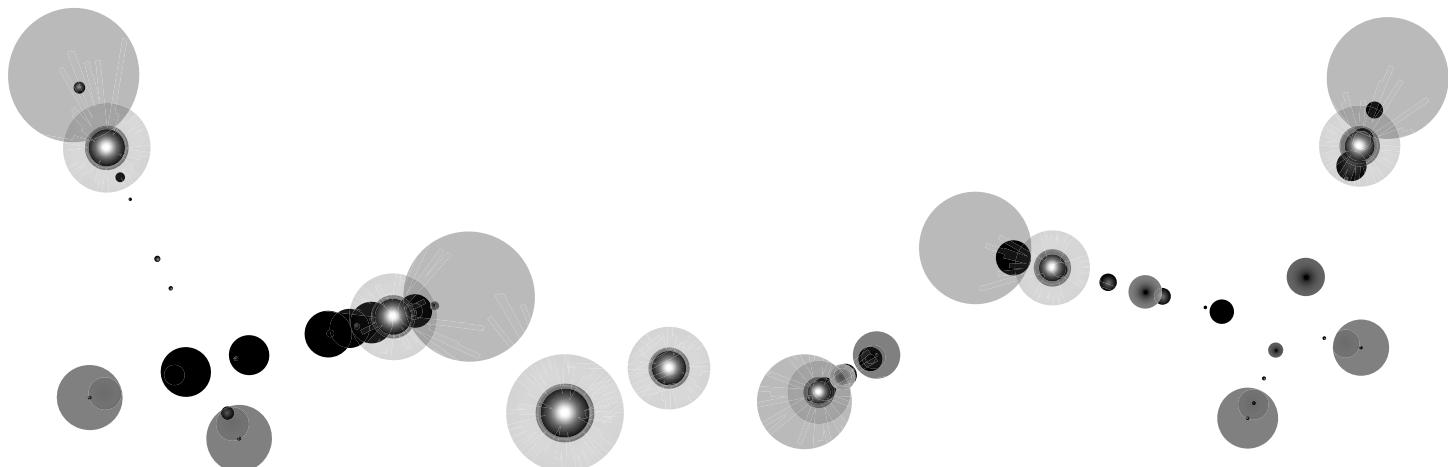
Fred can fix a van that has a dent.

Fred can get rust off a bed.

If it's bent, send it to Fred.

If it has a dent, get Fred.

Fred can fix it.



Name: _____

Sam's Lunch

Sam's lunch was ham, chips, and milk.

But Sam had an ant on his dish.

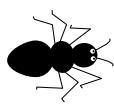
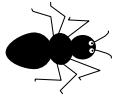
The ant sat on the ham.

It ran on the chips.

It ran from the chips to the cup.

It swam in the milk.

And that was the end of Sam's lunch.



Name: _____

Bob's Bed

Bob had a lot of cash.

Bob got a big bed with his cash.

But the bed was so big it did not fit.

Bob was mad.

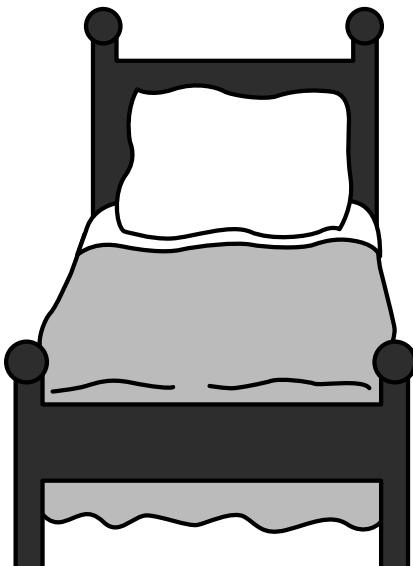
Then Bob said, “That’s it!”

Bob got the big bed in bits.

Bob got one bit in, then the next, then the next.

When the bits were all in, Bob set the bed up.

Then Bob had a nap in his big bed.



Name: _____

Clint Cash

Clint Cash is a rich man.

Clint has a ranch in the West.

Clint has a big ship.

Clint has a fast jet.

Clint has rings on his hands and silk pants on his legs.

Clint has a hot tub.

Clint is a big man at his golf club.

Clint sits in the sun and gets a tan.

Clint has six thin dogs that bask in the sun with him.



Name: _____

Jim's Ship

Jim had a ship.

It was a big ship.

It had lots of nets and traps.

Jim went on a trip to get fish.

In went the nets.

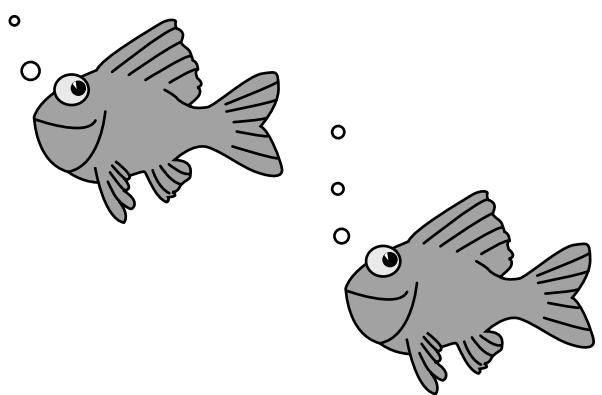
Splash!

In went the traps.

Splash!

When Jim got the nets and the traps back up, what was in them?

One crab, one fish, six clams, one squid, ten shells, and a lot of kelp.



Name: _____

Ted's Fish

Ted has a fish in his net.

It's a cod.

Ted grabs the fish with his hand.

It's a big fish.

Ted grins and says, "That's lunch!"

Ted brings the fish back to land.

Ted gets his grill hot and cuts up the fish.

Then Ted sets the fish on the hot grill.

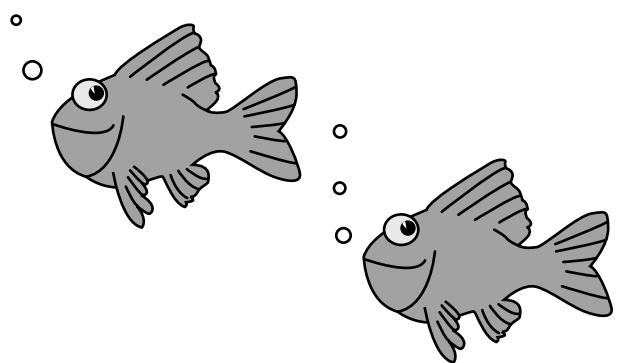
Ted gets tongs and flips the fish.

Ted smells the fish.

Ted grins.

When the fish is crisp, Ted sets it on a dish.

Then Ted has lunch.



Name: _____

Fran and the Vet Van

This is Fran.

Fran is a vet.

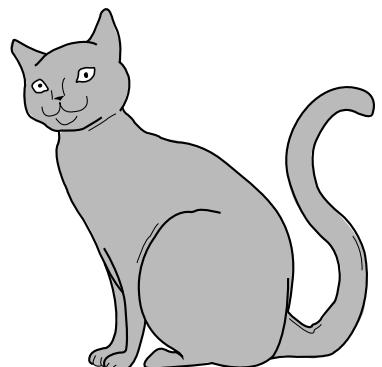
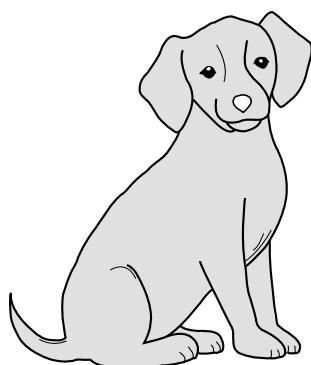
A vet can help a pet that gets ill.

If a fish is not well, if a cat has the chills, if a dog gets the mumps, then a vet can help that pet get well.

Fran has a van.

If a fish is not well, if a cat has the chills, if a dog gets the mumps, then Fran will get in the van and step on the gas.

And then Fran will fix up that pet.



Name: _____

Egg Toss

Sam and Beth are the egg toss champs.

Sam can toss the egg and it will land in Beth's hands.

Beth can toss the egg and it will land in Sam's hands.

Sam and Beth are the best.

But the egg has a crack.

It lands in Sam's hands.

Crack!

Plop, slop, glop!

Egg glop lands on Sam's pants!



Name: _____

Hot Stuff

Tom, Tim, and Ted had lunch.

Tom said, “What’s that red stuff in the pot?”

Tim said, “That’s dad’s stuff. And it is red hot.”

Tom stuck a cup in the pot and had a sip
of the red stuff.

His lips got red.

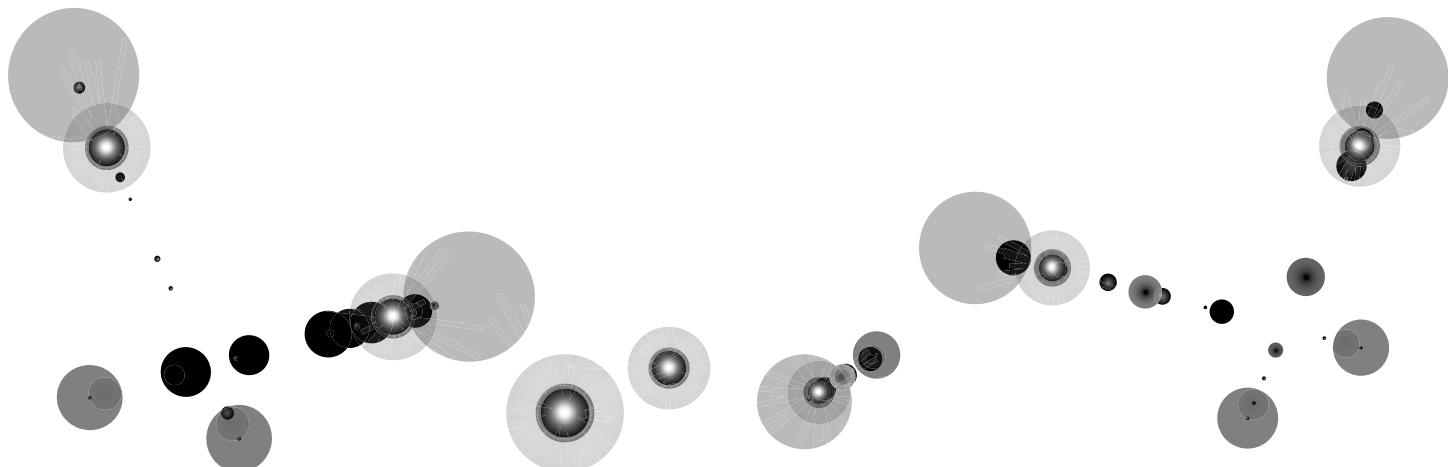
His neck got red.

“Hot! Hot!” said Tom with a gasp.

Ted said, “Tom’s a wimp. I can gulp that hot stuff.”

Then Ted had a sip of the red stuff.

“Ack!” Ted said. “It’s hot! Pass the milk!”



Name: _____

Ann's Bag

Ann is a mom.

Ann has a big bag.

This is a list of the stuff in Ann's bag:

1. a brush
2. lip gloss
3. snap shots of Dad, the kids, the dog, and the cat
4. pills
5. pens
6. a bag of nuts
7. a stick of gum
8. a pack of mints
9. ten bucks in cash
10. stamps
11. socks
12. lots of clips and pins
13. a list of tasks

Six kids can lift Ann's bag, if the six kids are big and strong.

Name: _____

King Fred

King Fred had lots of cash.

The cash was in a big chest.

King Fred got a man to help him stash his cash.

“Dig a big trench,” said King Fred.

“Where?” said the man.

“Here,” said King Fred.

The man dug a big trench.

“Drop the chest in the trench,” said King Fred.

“What chest?” said the man.

“This chest,” said King Fred.

The man set the chest of cash in the trench.

“Sh!” said the king.

“Tell no one where I hid the chest!”

“What chest?” said the man.

Name: _____

Gifts

Dad got us gifts.

He got me a truck.

He got Quinn a mitt and a bat.

He got Mom a box.

Mom held the box and said, “What can this be?”

He said, “Lift up the lid.”

She did.

“It’s a dress!” she said.

We said, “Dad is the best!”

Name: _____

Brad Briggs

Brad Briggs has not slept.

He was up at ten.

He was still up at one.

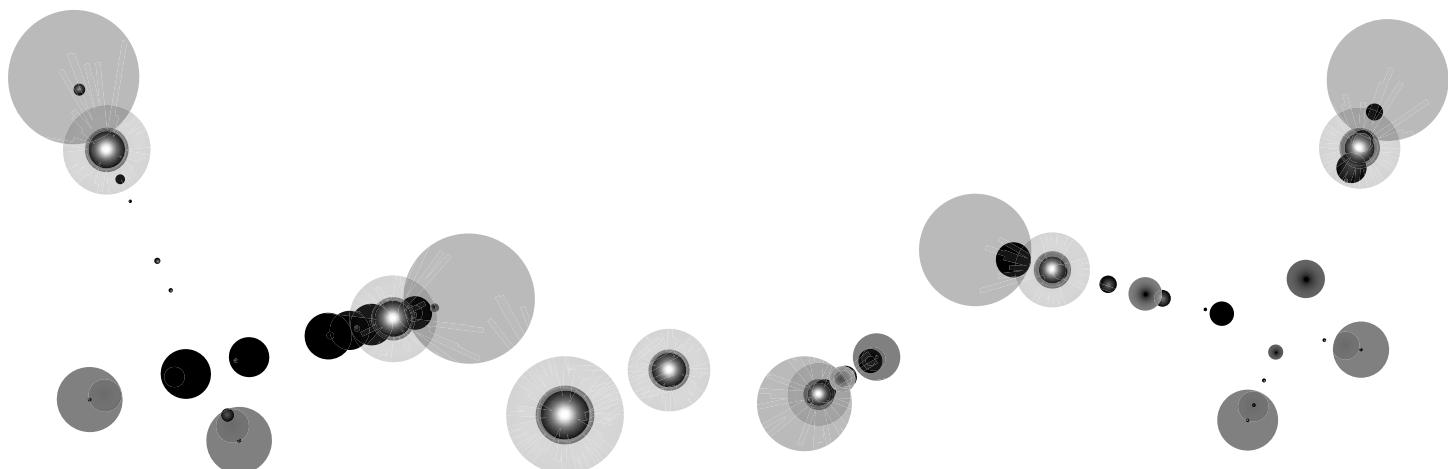
He was still up at six when his mom got up.

Brad is not well.

His legs hang limp.

His chest sags.

His chin flops on his desk.



Name: _____

King Kong

King Kong was a chimp—a big chimp.

He got mad and sat on a bus.

Smash!

Then he sat on a cab.

Crunch!

“A big chimp just sat on a bus!” a man said.

“This chimp is mad.

This chimp is bad.

It sits on things!

It stomps on things!

Who can tell what it will do next?

Who will stop it?”

“We will stop that chimp!” said the man.

“Stop,” said the man.

King Kong did.



Name: _____

Who Did It?

Smash! The glass cracked.

Dad ran out and asked, “Who did this?”

Fran said, “Ted did it.”

Ted said, “Beth did it.”

Beth said, “Max did it.”

Max said, “Tex did it.”

Tex was the dog.

Tex said, “Yap, yap!”

Dad got mad.

“Tex did not do this!” he said.

“Tex is a dog!

A kid did this!

Tell me, who did it?”

At last, Ted said, “It was me.”

Bud, the Cat

That is a snap shot of Nat's cat,
Bud.

Nat got Bud from a vet.

Bud had a bad leg.

The vet had to fix Bud's leg.



The vet left Bud in a pen with
the rest of the lost cats.

Bud sat and sat.

No one ran in to get him.

Then Nat said, “Mom, can I have
him? Can I? Can I? Can I? ”

At last Dot said yes.



The Fish

Nat got six fish.

Nat got them from a pet shop.

The fish swim and splash and
munch on fish snacks.

That is a snap shot I got of Nat
and the fish.



A lid sits on top of the fish.

Dot set the lid on top so Bud
can't munch on the fish!

The cat can smell the fish.

It can press on the glass.

It can grab at the fish.

But it can't get them.



The Bus

Nat said, “Can Beth and I get on a bus?”

“Yes,” Dot said, “there is a bus stop just up the hill.”

So all of us went up the hill to the bus stop.

At the bus stop, there was a thrush.

Mom got this snap shot of us and the thrush.



At the bus stop, Nat said, “Beth, this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it’s not that fast.”

“Then why is it the best?”

Nat just sat there with a big grin.

At last Nat said, “There it is!”

It was a big red bus with a top deck.

Nat and I sat up there. It was the best bus!



Section I-E

One-Syllable Short Vowel Words Assessment

Name: _____

Read the following words aloud to your teacher.

- | | |
|------------|------------|
| 1. dot | 14. spots |
| 2. cod | 15. splash |
| 3. tin | 16. thump |
| 4. vet | 17. sixth |
| 5. mug | 18. quests |
| 6. pots | 19. fangs |
| 7. junk | 20. buzz |
| 8. hogs | 21. jazz |
| 9. benches | 22. dash |
| 10. skid | 23. cliff |
| 11. bump | 24. smell |
| 12. tests | 25. bricks |
| 13. stamp | |

_____ / 25 correct

Mastery: 20/25 correct

Provide students with the worksheet on the following page. Tell students that you are going to say a word and that they should write the word that they hear you say.

- | | |
|-------------|------------|
| 1. jazz | 14. skid |
| 2. dot | 15. tests |
| 3. bump | 16. cod |
| 4. mug | 17. spots |
| 5. cliff | 18. thump |
| 6. vet | 19. sixth |
| 7. quests | 20. buzz |
| 8. pots | 21. tin |
| 9. fangs | 22. dash |
| 10. splash | 23. smell |
| 11. junk | 24. hogs |
| 12. stamp | 25. bricks |
| 13. benches | |

Analyze students' spelling errors to identify specific spellings that may be problematic. Note that spelling mastery of letter-sound correspondences often lags behind the ability to read the same correspondences.

Name: _____

Spell the words on the following blanks.

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Section I-F

CVCC and CCVC with *-ed*

Section I-F

CVCC and CCVC with *-ed* Lesson Template

CVCC and CCVC with *-ed*

Sample Lesson

Focus: Alternative Spellings	Teaching	Materials																											
Warm-Up	<p>Write <i>-ed</i> on the top of the board.</p> <p>Draw this chart on the board. You will use it in three different steps to demonstrate the different pronunciations of <i>-ed</i>:</p> <table border="1" data-bbox="262 593 1041 730"> <thead> <tr> <th colspan="3"><i>-ed</i></th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<i>-ed</i>			1	2	3				board																		
<i>-ed</i>																													
1	2	3																											
Introduction Teaching	<p>Tell students that when something happened in the past, we add a two-letter suffix to the verb. Ask students where suffixes go on words (the end) and if they know which suffix shows when something happened in the past (<i>-ed</i>).</p> <p>The letters ‘ed’ are added to the end of a verb. The <i>-ed</i> suffix is called the “past-tense marker” or the “past-tense ending.” Underline the marker <i>-ed</i>.</p> <p>Explain that these letters, ‘ed’, are pronounced differently depending on the sounds that come before them:</p> <p>The letters ‘ed’ may be pronounced the expected way: /e/ + /d/. Write the word <i>acted</i> on the board under the first column.</p> <table border="1" data-bbox="262 1132 1041 1269"> <thead> <tr> <th colspan="3"><i>-ed</i></th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td><u>acted</u></td> <td></td> <td></td> </tr> </tbody> </table> <p>Underline the past-tense marker <i>-ed</i> and number this pronunciation 1. Read the word <i>acted</i> and use it in a sentence.</p> <p>The letters ‘ed’ may be pronounced as /d/. Write the word <i>filled</i> on the board under the second column. Underline the past-tense marker <i>-ed</i>. Read the word <i>filled</i> and use it in a sentence.</p> <table border="1" data-bbox="262 1491 1041 1628"> <thead> <tr> <th colspan="3"><i>-ed</i></th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td><u>acted</u></td> <td><u>filled</u></td> <td></td> </tr> </tbody> </table> <p>The letters ‘ed’ may be pronounced as /t/. Write the word <i>asked</i> on the board under the third column.</p> <table border="1" data-bbox="262 1723 1041 1860"> <thead> <tr> <th colspan="3"><i>-ed</i></th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td><u>acted</u></td> <td><u>filled</u></td> <td><u>asked</u></td> </tr> </tbody> </table> <p>Underline the past-tense marker <i>-ed</i>. Read the word <i>asked</i> and use it in a sentence.</p>	<i>-ed</i>			1	2	3	<u>acted</u>			<i>-ed</i>			1	2	3	<u>acted</u>	<u>filled</u>		<i>-ed</i>			1	2	3	<u>acted</u>	<u>filled</u>	<u>asked</u>	
<i>-ed</i>																													
1	2	3																											
<u>acted</u>																													
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<u>acted</u>	<u>filled</u>																												
<i>-ed</i>																													
1	2	3																											
<u>acted</u>	<u>filled</u>	<u>asked</u>																											

Section I-F

CVCC and CCVC with *-ed* Word Lists

Name: _____

Past-tense verbs with *-ed*

tilted

added

fitted

landed

ended

dented

sanded

handed

mended



Name: _____

Past-tense verbs with *-ed*

filled

planned

robbed

grabbed

rubbed

smelled

spilled

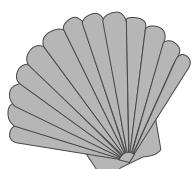
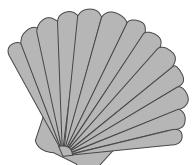
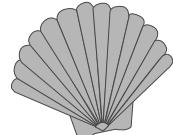
begged

grinned

fanned

banged

yelled



Name: _____

Past-tense verbs with *-ed*

asked

passed

stopped

helped

picked

dropped

dressed

mixed

fixed

missed

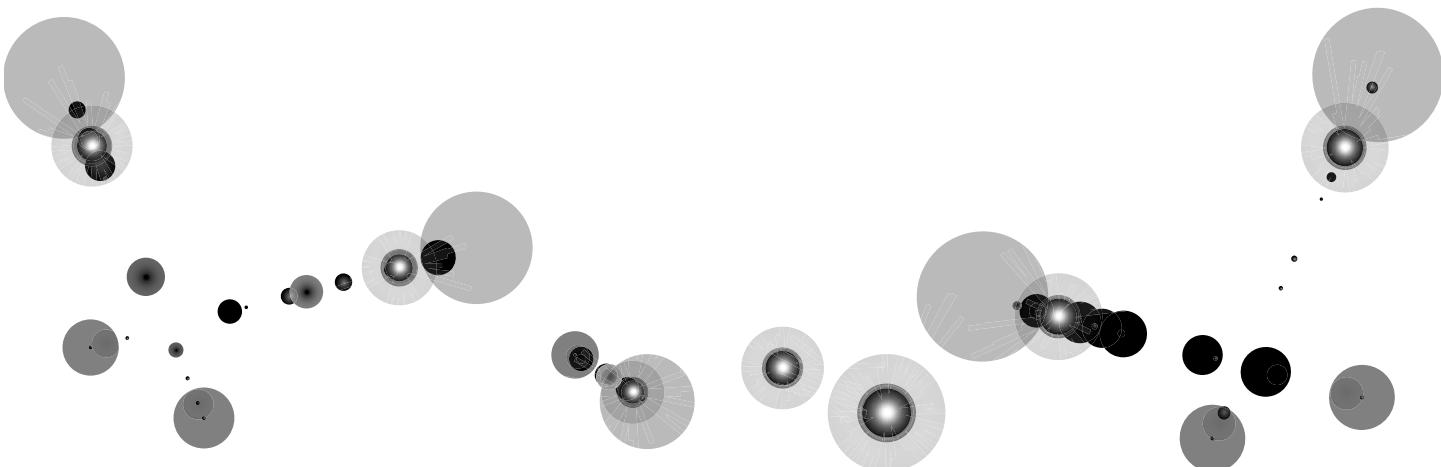
stuffed

shocked

slipped

tripped

dripped



Section I-F
CVCC and CCVC with *-ed*
Worksheets

Name: _____

Fill in the Blanks

added spilled dressed handed

landed missed filled

1. The bird _____ on its nest.
2. She _____ her glass with milk.
3. He woke up and got _____.
4. In math class Jack _____ ten plus six.
5. Mom _____ Dad his hat.
6. I slept past ten and _____ the bus.
7. He hit the cup and _____ what was in it.

Name: _____

Fill in the Blanks

dropped

wished

robbed

mended

picked

1. I _____ up my pen when it fell.
2. She _____ it was not so hot.
3. My hands were wet so the bag _____ from my hand.
4. She had a rip in her dress but her mom _____ it.
5. The man got her purse when he _____ her.

Name: _____

Sort the ‘ed’ words based on how the ending is pronounced.

~~landed~~

quacked

flapped

spotted

tossed

grabbed

crammed

jogged

/e/ + /d/

acted

/d/

filled

/t/

asked

landed

Name: _____

Choose a word from the box for each sentence. You will need to add *-ed* to each word.

like

ask

shrug

slump

limp

yank

plop

pat

yell

1. “Zip! Zing!” he _____. “Take that, T. Rex!”
2. He _____ back the drapes.
3. “Ugh!” Mike said. He _____ and let his chin drop on his chest.
4. “What if I tell you a bedtime tale?” he _____.
5. Mike did not think it would help much. Dad _____.
6. “When I was a kid, your gramp would tell me bedtime tales. I _____ them.”
7. Mike’s dad sat down on the bed and _____ Mike on the back of the neck.
8. Mike _____ to his bed and _____ down on it.

Section I-F

CVCC and CCVC with *-ed* Game

The Past-Tense Marker *-ed*

Whole Group or Small Group

- Write the following sentences on the board and have students read them aloud. Point out that the verb *dusts* is in the present tense, while *dusted* is the past tense.

Mom dusts the shelf.

Mom dusted the shelf.

- Underline the ending *-ed* in *dusted*. Point out that *-ed* is read as /e/ /d/, just as one would expect. Explain that *-ed* is the past-tense marker that shows that the action has already happened.
- Write the sentences below on the board and have students read them aloud.

Ben spells the word.

Ben spelled the word.

- Ask students if they see a difference between the two sentences.
- Point out that the verb in the first sentence is in present tense and the verb in the second sentence is in past tense.
- Underline the ending *-ed* in *spelled*, which is pronounced /d/ in this example. Again, point out *-ed* is the past-tense marker that shows that the action has already happened.
- Write the following sentences, including the omission, on the board.

Jen brushes the dog.

Jen _____ the dog.

- Tell students that the sentence with the omission is in past tense.
- Ask students to fill in the blank with the verb *brush* in past tense. Have a student come up to the board and write the word in the blank. (*brushed*)
- Point out that in this example, the past tense marker *-ed* is pronounced /t/.
- Repeat with the sentences below.

Pat plants the grass.

Pat _____ the grass. (*planted*)

Dad grills two hot dogs.

Dad _____ two hot dogs. (*grilled*)

Section I-G

CVCC and CCVC with *-ed*

Assessment

Name: _____

Read the following words.

1. handed
2. banged
3. asked
4. tripped
5. tilted
6. rubbed
7. passed
8. grinned
9. mixed
10. smelled
11. wished
12. patted
13. spilled
14. helped
15. ended

_____ /15 correct

Mastery: 12/15 correct

Section I-H

Basic High-Frequency Words

**all, be, by, could, do, down, from, have, he, here, how, I, me, one, once,
picture, said, says, she, should, there, they, their, to, two, was, we, what,
when, where, which, who, why, word, would, your**

Section I-H

Basic High-Frequency Words

Lesson Template

Teaching High-Frequency Words as a Remedial Intervention in Grade 3

The focus for students receiving early reading instruction in the CKLA K–2 materials is on systematically learning the letter-sound correspondences that will allow them to decode words in the English language. Unlike most reading programs, in CKLA in these early grades, students are not taught to memorize a list of high-frequency words such as those found on the Dolch or the Fry Lists. In fact, many of the words on these lists are “decodable” once students learn the specific letter-sound correspondences.

Of course, it is next to impossible very early on to write coherent stories without using some words that include letter-sound elements that students have not yet been taught. When non-decodable words were needed to advance a story line, students were taught that these words were *Tricky Words*. In most instances, they could sound out parts of the word, but not all of it, i.e., the *tricky* part. Students practiced reading, copying, and then writing these words from memory as a way to learn them. When first introduced in reading selections, the words were also underlined throughout several stories.

If you find that you have students who do not quickly and automatically recognize some or all of these high-frequency words, it is important first to identify whether this is reflective of a global deficit in word attack skills or whether the problem is limited to specific high-frequency words. Students who have difficulty with high-frequency words who also demonstrate no or very limited knowledge of the letter-sound correspondences of the basic code need intensive overall remedial instruction in all word attack skills, not just high-frequency words. They will most likely benefit from being placed in a lower level of Skills instruction than Grade 3. You should use results from the Grade 3 Placement Assessment to guide placement.

You may find, however, students who have a specific problem recognizing high-frequency words. These students will benefit from targeted instruction using the materials in this section of the *Assessment and Remediation Guide*. You will first want to determine which specific words are problematic. If you have administered the Grade 3 Word Reading in Isolation Placement Assessment, you can refer to these results. If you have not yet formally assessed a student’s knowledge of high-frequency words, you may want to administer the assessment that is included at the end of this section as a pre-test, prior to intervention. We have also included a complete list of the 220 Dolch Sight Words if you think that a student needs assessment and instruction on additional high-frequency words beyond the words targeted in this section.

In terms of remedial instruction for Grade 3 students, it will be most efficient to directly teach three to five unknown high-frequency words at a time as sight words, using the lesson template provided.

High-Frequency Words

Focus: High-Frequency Words	Teacher	Materials/ Resources
Warm-Up	<p>Explain to students that most words in English “play by the rules” and are pronounced exactly the way you would expect, based on the letter-sound spellings that have been taught. But some words, or parts of words, do not play by the rules. In the earlier grades of CKLA, these words were called Tricky Words.</p>	
Introduction/ Guided Practice	<p>One at a time, display and say each targeted high-frequency word.</p> <p>Use the word orally in a sentence and point to the word on the card when you say it in the sentence.</p> <p>Tell students that they will now practice saying and writing the high-frequency word as a way to remember the word.</p> <p>Display the targeted word and tell students to:</p> <p>Look at and say the word on the card.</p> <p>Copy the word on the left side of their worksheet.</p> <p>Fold the worksheet in half and then write the word from memory on the right side of their worksheet.</p> <p>Unfold the worksheet to check their spelling. Say the word again and correct any errors.</p> <p>Continue until all words have been copied and practiced.</p>	three to five index cards with targeted high-frequency words Copy and Write Worksheet (following this template)
Guided/Independent Practice	<p>Have students practice reading phrases, sentences, and short stories that include the high-frequency words.</p> <p>Use high-frequency word cards as flash cards and/or to play various games, such as Bingo, Concentration or a variation of “War.”</p>	

Name: _____

Copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

6. _____

6. _____

7. _____

7. _____

8. _____

8. _____

9. _____

9. _____

10. _____

10. _____

Name: _____

Complete Dolch Word List Sorted Alphabetically

a	cold	grow	may	said	too
about	come	had	me	saw	try
after	could	has	much	say	two
again	cut	have	must	see	under
all	did	he	my	seven	up
always	do	help	myself	shall	upon
am	does	her	never	she	us
an	done	here	new	show	walk
and	don't	him	no	sing	want
any	down	his	not	sit	warm
are	draw	hold	now	six	was
around	drink	hot	of	sleep	wash
as	eat	how	off	small	we
ask	eight	hurt	old	so	well
at	every	I	on	some	went
ate	fall	if	once	soon	were
away	far	in	one	start	what
be	fast	into	only	stop	when
because	find	is	open	take	where
been	first	it	or	tell	which
before	five	its	our	ten	white
best	fly	jump	out	thank	who
better	for	just	over	that	why
big	found	keep	own	the	will
black	four	kind	pick	their	wish
blue	from	know	play	them	with
both	full	laugh	please	then	work
bring	funny	let	pretty	there	would
brown	gave	light	pull	these	write
but	get	like	put	they	yellow
buy	give	little	ran	think	yes
by	go	live	read	this	you
call	goes	long	red	those	your
came	going	look	ride	three	
can	good	made	right	to	
carry	got	make	round	today	
clean	green	many	run	together	

Section I-H

Basic High-Frequency Words

Word Lists

Name: _____

Basic High-Frequency Words

to

why

where

when

be

he

four

well

me

would

could

how

do

should

she

we

was

word

who

what

the

from

which

here

once

one

said

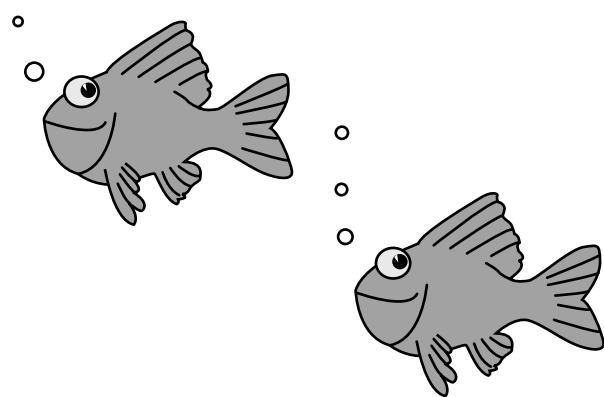
says

two

down

there

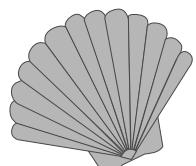
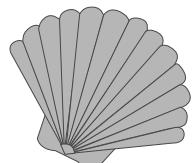
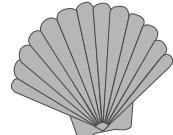
picture



Name: _____

Basic High-Frequency Words

two	down	do	should
was	word	who	what
me	would	could	how
she	we	our	from
which	here	of	once
one	said	says	there
to	why	where	when
be	he	too	first



Name: _____

Mixed Review: Basic High-Frequency Words

to

why

I

see

where

your

when

first

by

be

but

you

he

would

could

how

do

should

she

have

me

was

word

who

all

what

my

did

from

which

get

go

once

one

said

says

there

two

down

ask

Section I-H

Basic High-Frequency Words Worksheets

Name: _____

Fill in the Blanks

she

down

should

to

do

two

1. Mom said _____ was mad at me.
2. Max got _____ cans of ham.
3. Dad had _____ run to get the bus.
4. _____ we pick up a bag of chips?
5. What should we _____?
6. Stan fell _____ and got a cut.

Name: _____

Fill in the Blanks

Why

What

Where

1. _____ is in the bag?
2. _____ did Dad set his cup?
3. _____ did Stan hit him?

Name: _____

Fill in the Blanks

word	was	says	there	of
------	-----	------	-------	----

1. Mom said just one _____, “Run!”
2. Kat _____ that Beth has one of them.
3. Mom was _____ at ten.
4. One _____ us has to run and get it.
5. It _____ a lot of fun.

Name: _____

Fill in the Blanks

one once from said of

1. Ken ran up and _____, “Stop it!”
2. The cat ran _____ the dog.
3. Stan has six _____ them.
4. Dan has six pups, but Stan has just _____.
5. _____ Dan got a red hat.

Name: _____

Fill in the Blanks

are

were

some

so

go

no

1. Last week Dan and Bill _____ mad at me.
2. I am _____ glad that she is not mad at me.
3. It is time to _____ to bed.
4. _____ of us are not like that.
5. We have got _____ chance to win.
6. Dogs _____ the best pets.

Name: _____

Fill in the Blanks

I

your

have

by

who

all

1. When she yelled at me, _____ felt sad.
2. You can't have _____ of them.
3. You must be there _____ ten.
4. _____ said that?
5. _____ you got ten bucks you could lend me?
6. Is that _____ mom?

Section I-H

Basic High-Frequency Words

Practice Sentences and Stories for Oral Reading

Name: _____

From, of

1. **from** Stan

7. **from** dad

2. **from** him

8. **from** them

3. **from** us

9. **from** then on

4. lots **of** cats

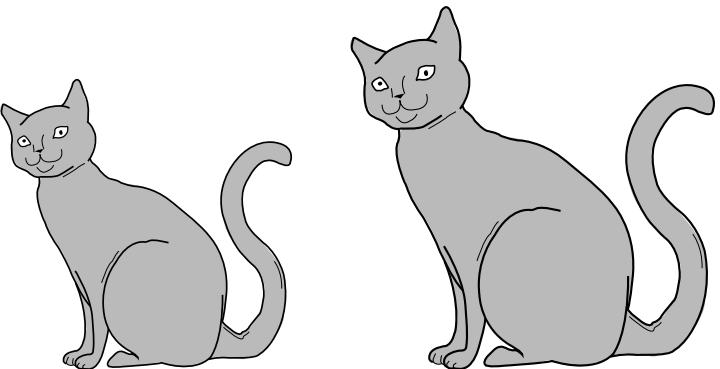
10. a box **of** hats

5. a bag **of** chips

11. lots **of** fun

6. lots **of** them

12. a list **of** tasks



Name: _____

Once, one

1. **Once** Dan got a gift.
2. I got **one** gift.
3. **Once** Ben got mud on his pants.
4. She has **one** sister.
5. **Once** the cat bit the dog.
6. **Once** Brad went on his sled.
7. There is **one** book.
8. **Once** Val got in, it got hot.



Name: _____

Said, says

1. Dad **said** no, but Mom **said** yes.

2. Dad **said** get a cat.

3. Jen **said** that's not it.

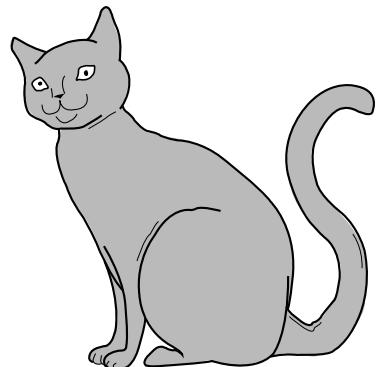
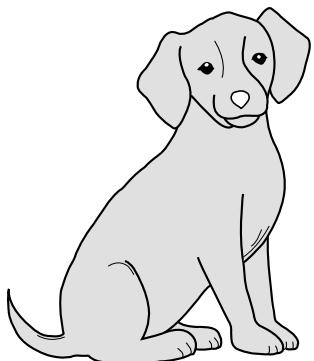
4. Rich **says** it is not ten yet.

5. Glen **says** Dad is in bed.

6. Chip **says** Mom is in the den.

7. Vic **says** the pot is hot.

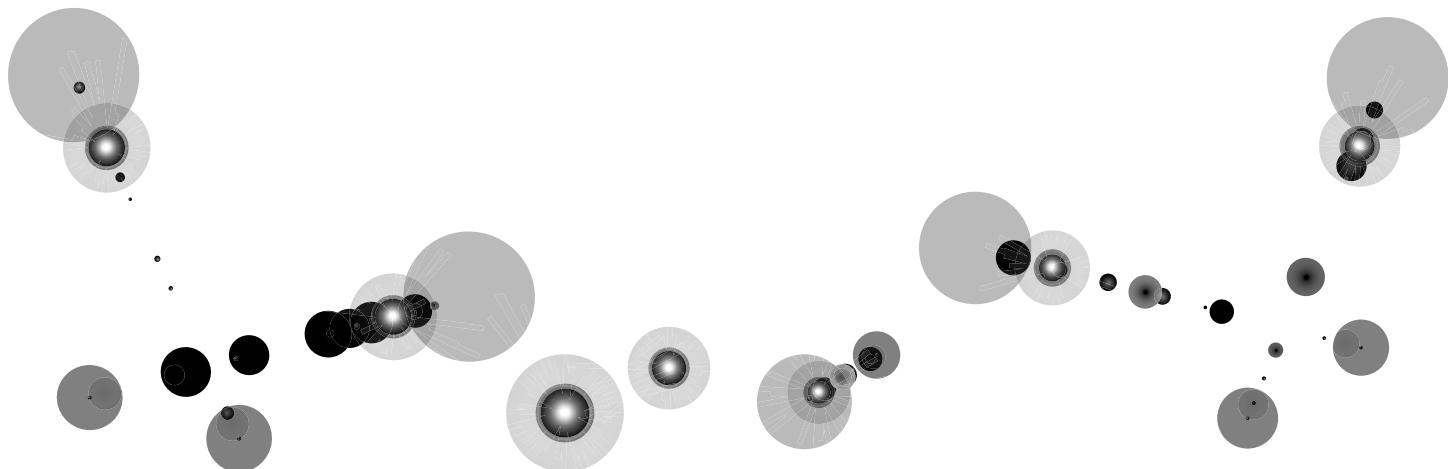
8. Ted **said** to sit by him.



Name: _____

Here, when, which, where, there

1. **There** it is.
2. **Where** is Len?
3. **When** will Beth come?
4. **Which** one is it?
5. **Here** is the pizza.
6. **There's** a fox in **there**.



Name: _____

Was

1. It **was** him.
2. It **was** wet.
3. It **was** strong.
4. It **was** shut.
5. It **was** us.
6. It **was** long.
7. It **was** big.
8. It **was** fresh.
9. It **was** them.
10. It **was** hot.



Name: _____

What, when, where, why

1. **What** is that?

7. **What** was that song?

2. **What** was that crash?

8. **What's** the word?

3. **What's** next?

9. **What's** in his hand?

4. **Where** is the hat?

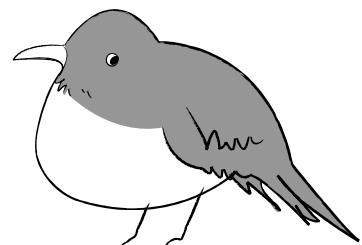
10. **Where** is Jack?

5. **Why** must you go?

11. **When** will she sleep?

6. **When** will we eat?

12. **Why** get that one?



Name: _____

He

1. **He** has big hands.
2. **He** sat on the bench.
3. **He** got mad.
4. **He** said yes.
5. **He** went to class.
6. **He** can swim.
7. **He** got a plum.
8. **He** is glad.



Name: _____

She

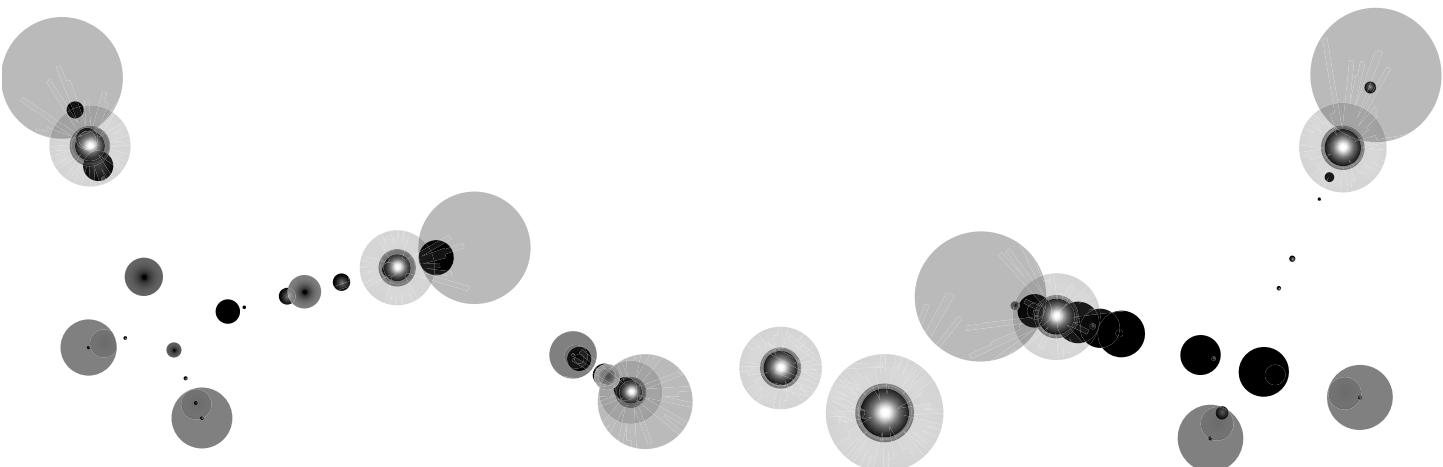
1. **She** is thin.
2. **She** went on a trip.
3. **She** was sad.
4. **She** is ten.
5. **She** is on the bed.
6. **She** has a red vest.
7. **She** can jump.
8. **She** is resting.



Name: _____

We

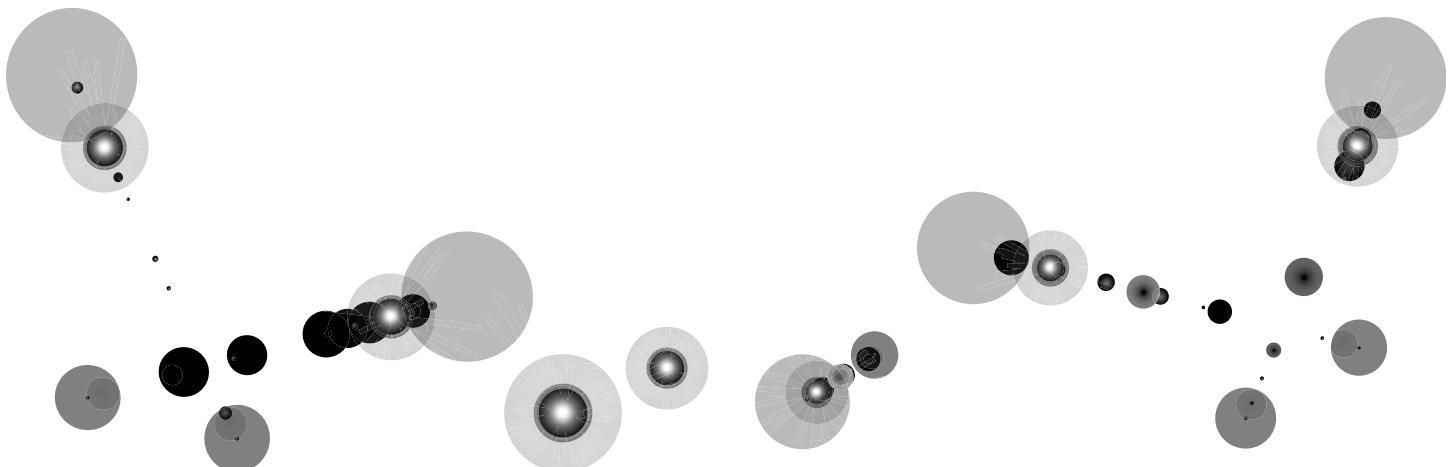
1. **We** sat up.
2. **We** went to bed.
3. **We** will help.
4. **We** went up the hill.
5. **We** had one.
6. **We** rang the bells.
7. **We** ran.
8. **We** can yell.



Name: _____

Be

1. Let him **be**!
2. There will **be** snacks.
3. That will **be** fun!
4. He will **be** back.
5. We will **be** there.
6. It will **be** fun.
7. She can't **be** there.
8. She will **be** sad.



Name: _____

Could, should, would

1. **Should** he get one?
2. She **could** get up there.
3. **Could** we help him?
4. **Would** that help?
5. We **should** stop.
6. He **should** get up.
7. We **would** if we **could**.
8. **Could** this be the end?



Name: _____

The Cat

Brad said, “Can we get a pet?”

Mom said, “We can. **Should** we get a cat?”

Dad said, “Dan’s cat had kittens.

We **could** get one of them.”

“**Would** he sell us one?” Mom said.

“Yes, he **would**,” said Dad.

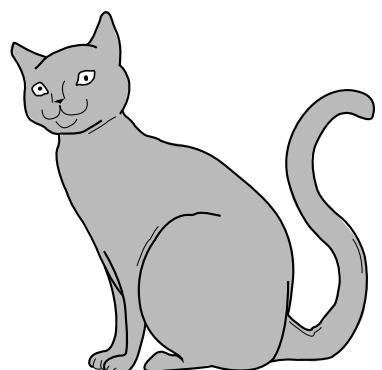
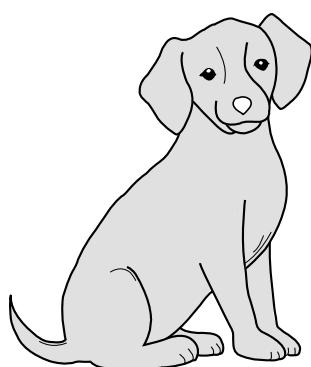
“We **could** get a cat, then,” said Mom, “but **should** we get one?”

“**Would** it cost a lot?” Brad said.

“It **would** not cost that much,” Dad said.

“Well, then, we **should** get one,” Brad said

“Let’s get one!” said Mom.



Name: _____

How, down

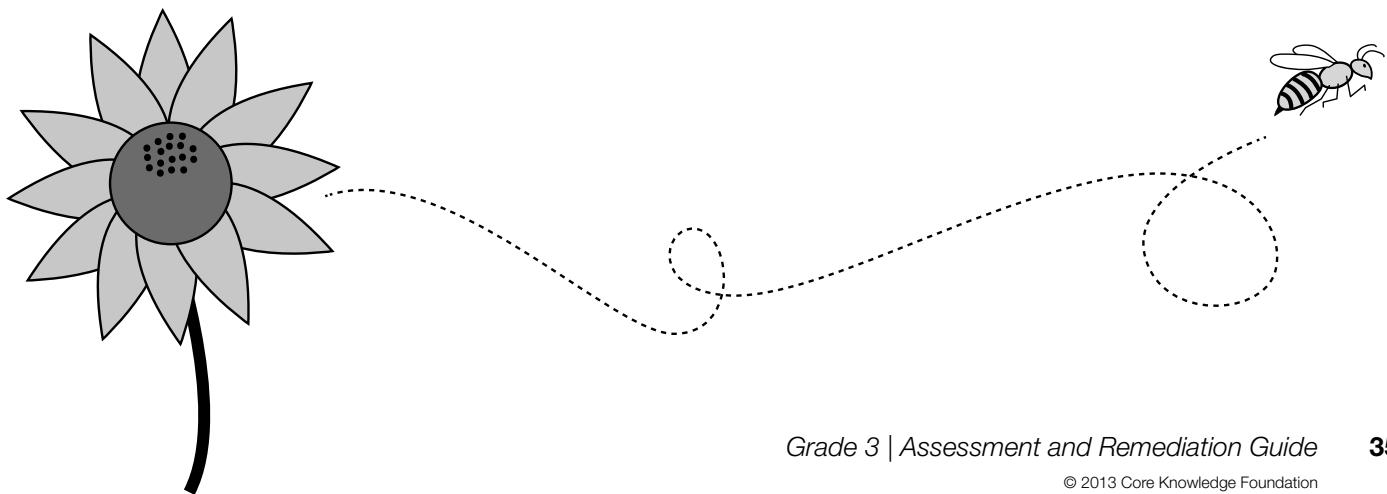
1. **How** hot is it?
2. **How** did she get up there?
3. **How** could he tell?
4. That's **how** he did it.
5. We had to jump up and **down**.
6. We went on a trip **down** south.
7. **How** will he get **down**?
8. It fell **down**.



Name: _____

Do

1. Let's **do** it.
2. What did he **do**?
3. We **do** not run there.
4. **Do** bees sting?
5. **Do** the kids get one?
6. Just **do** it.
7. **Do** the kids get one?
8. What should we **do** next?
9. Can we **do** that thing we **do**?
10. **Do** you think he is sad?



Name: _____

What Should We Do?

Dan: It went **down** there.

Beth: What **should** we **do**?

Dan: Let's jump **down** and get it.

Beth: **How** will we get back up?

Dan: **There** must be steps.

Beth: But **what** if **there** are no steps?

Dan: Then we can yell for help.

Beth: We could get stuck **down there**.

Dan: Let's just **do** it.

Beth: That's a bad plan. Let's run and get Dad.

Name: _____

High-Frequency Word: *Two*

1. **two** dogs

4. **two** hens

7. **two** kids

2. **two** cats

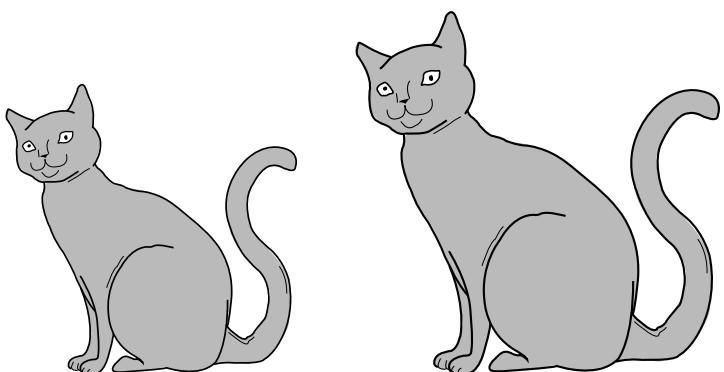
5. **two** maps

8. **two** cups

3. **two** hams

6. **two** of us

9. **two** of them



Name: _____

High-Frequency Words: *you* and *your*

1. Did **you** get **your** present?

5. Did **you** get **your** hat back?

2. **You** can't catch me.

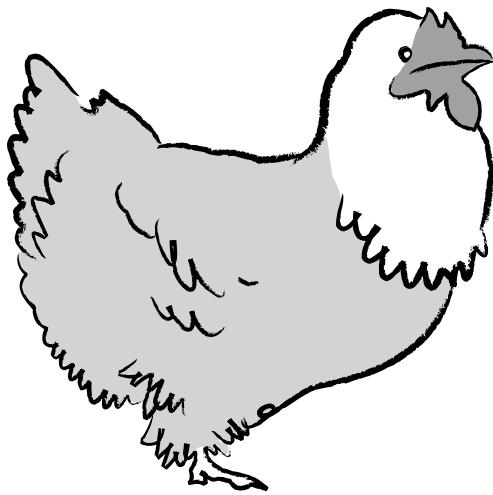
6. **You** must pick up **your** socks.

3. **You** did that well.

7. Do **you** like this hat?

4. Do **your** best.

8. Is that **your** chicken with the eggs?



Name: _____

High-Frequency Word: *by*

1. That was written **by** my dad.
2. **By** then I was hot.
3. **By** then it was a big mess.
4. We got there **by** six.
5. I will be there **by** ten.
6. Let's sit down **by** the big rock.
7. **By** and **by** we went in.
8. She will be here **by** two.



Name: _____

High-Frequency Word: *all*

1. **all** of it

5. **all** of them

2. **all** of us

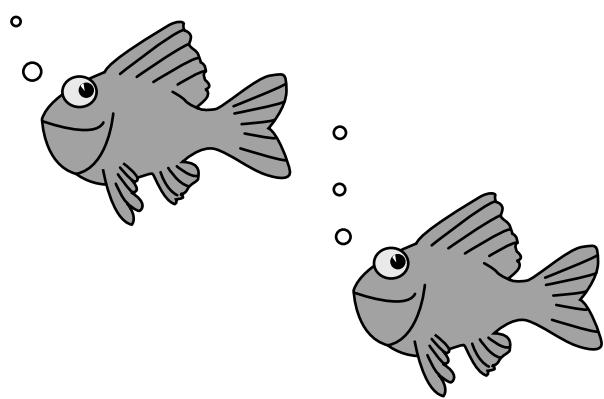
6. **all** the frogs

3. **all** the hats

7. **all** the cats

4. **all** the trash

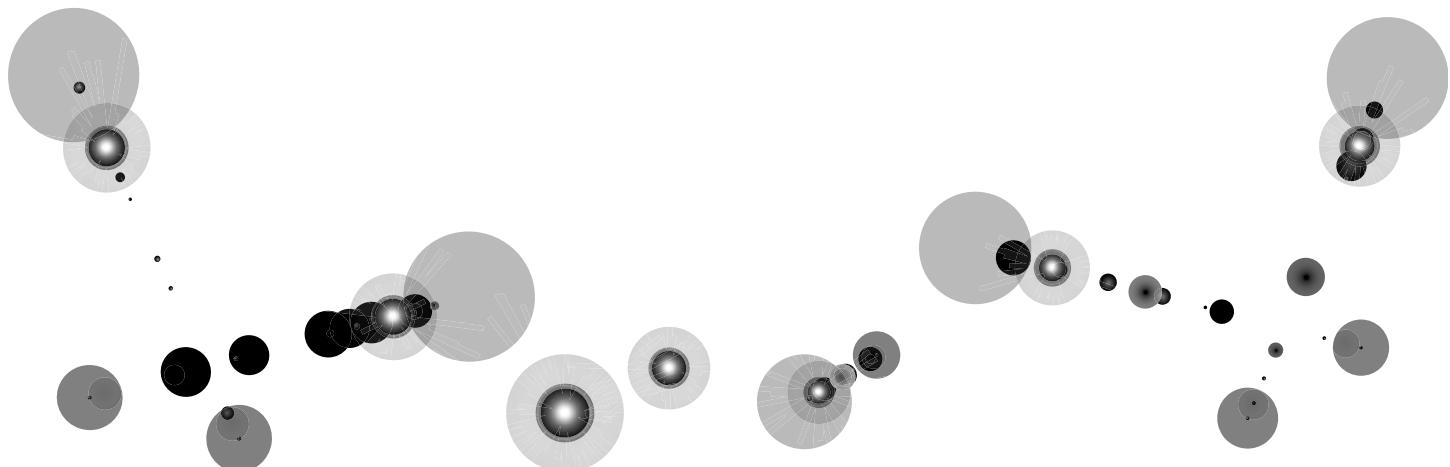
8. **all** of the fish



Name: _____

High-Frequency Word: *who*

1. **Who** is he?
2. **Who** can help me with this?
3. **Who** said that?
4. **Who** has my trumpet?
5. **Who** did this?
6. Is that the man **who** ran so fast?
7. **Who** can run the fastest?
8. **Who** will help me?



Name: _____

High-Frequency Word: *have*

1. **Have** you got pets?

5. I **have** a cat.

2. We **have** two dogs.

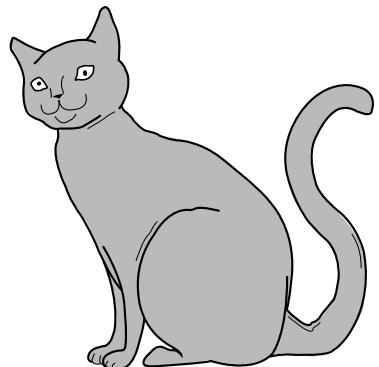
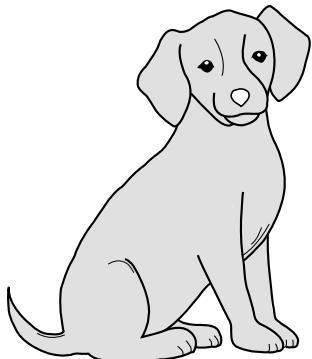
6. We **have** fun with him.

3. Do you **have** a cup?

7. **Have** you fixed the lamp?

4. **Have** a blast!

8. Can we **have** one?



Name: _____

High-Frequency Words: *would, could, should*

I Said, He Said

I said there was one word.

He said there were two.

I said, “What were the two words?”

He said, “One word was **would**.

One word was **could**.”

“No,” I said.

“There was one word.

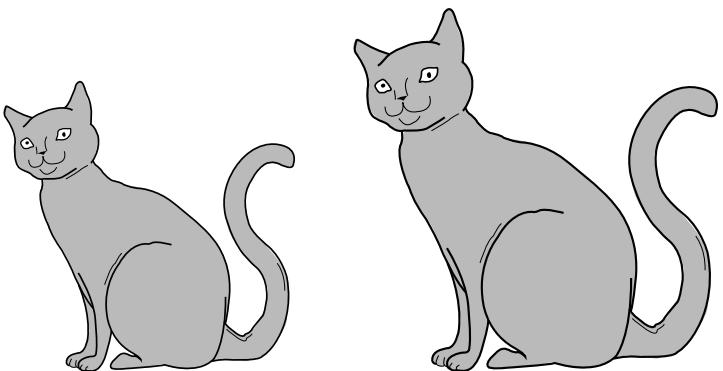
The word was **should**.”



Name: _____

High-Frequency Words: *they* and *their*

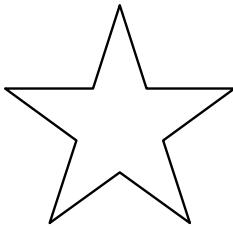
1. **They** made us cake.
2. What did **they** sing?
3. **They** got their cat back.
4. The dogs are in **their** pen.
5. They were late to **their** class.
6. **They** said **they** did not see it.
7. Did **they** play?
8. Is it **theirs**?
9. **They** like to swim.
10. The **cats** sat in **their** bed.

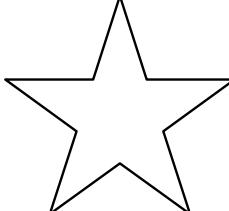


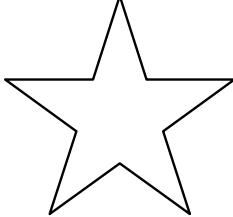
Section I-H

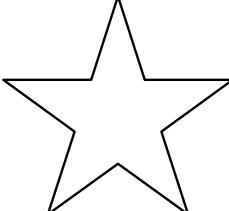
Basic High-Frequency Words

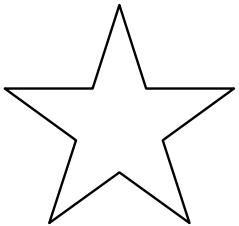
Bingo Game Boards

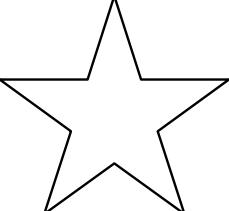
she	be	word	how	a
he	could	of	was	we
from	said		says	why
down	two	should	the	would
do	one	where	me	once

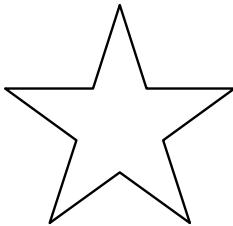
what	down	there	do	one
once	how	the	could	from
would	where		to	she
says	be	a	we	word
why	of	said	two	me

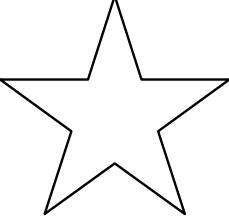
could	to	should	there	she
a	word	one	said	two
why	would		he	once
down	how	was	we	be
the	from	says	of	what

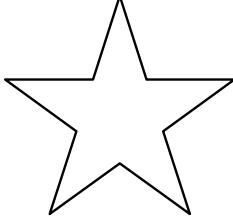
word	of	one	could	says
me	two	he	a	from
do	how		the	be
should	we	was	she	where
said	down	why	once	what

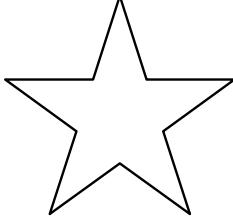
we	why	of	word	what
was	a	two	how	down
could	should		says	do
said	the	me	she	be
there	would	where	he	from

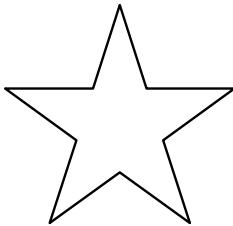
we	she	of	a	to
me	how	he	once	was
what	be		where	said
from	two	why	word	should
the	would	could	one	down

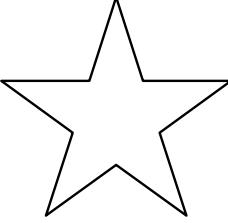
she	word	why	said	could
we	a	one	once	the
me	should		where	was
down	do	how	there	would
from	what	he	be	two

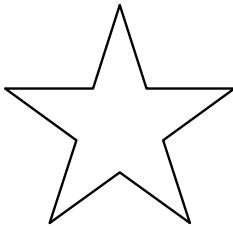
be	was	there	to	do
two	why	she	word	one
the	would		a	from
says	where	said	we	what
could	me	he	once	of

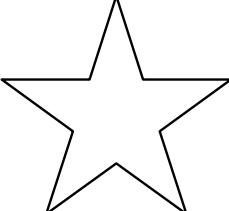
how	down	word	from	two
she	to	the	he	be
there	could		one	should
of	once	what	why	would
a	we	said	me	do

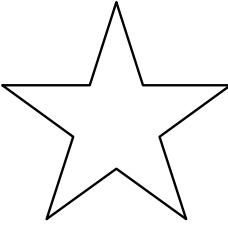
word	once	of	what	she
how	a	why	one	me
from	where		to	says
the	we	two	could	he
there	should	do	be	was

says	two	to	would	he
be	down	once	do	could
was	how		me	there
what	the	said	we	word
a	she	of	why	one

how	he	down	of	why
be	says	would	a	said
do	one		word	two
could	we	where	to	there
once	was	from	should	me

he	to	where	once	says
would	a	why	what	should
how	down		said	could
word	there	we	two	do
the	she	of	me	was

to	how	there	was	do
says	of	word	the	would
where	one		she	should
could	down	two	we	be
a	said	why	once	from

from	where	we	said	would
be	down	was	she	one
why	me		do	once
of	a	what	he	how
should	there	says	two	could

Section I-I
Basic High-Frequency Words
Assessment

Name: _____

Read the following words.

- | | |
|-----------|-------------|
| 1. all | 19. I |
| 2. your | 20. me |
| 3. be | 21. we |
| 4. would | 22. one |
| 5. could | 23. was |
| 6. work | 24. picture |
| 7. do | 25. two |
| 8. why | 26. once |
| 9. down | 27. they |
| 10. who | 28. said |
| 11. from | 29. to |
| 12. which | 30. she |
| 13. have | 31. their |
| 14. where | 32. says |
| 15. he | 33. there |
| 16. when | 34. should |
| 17. how | 35. the |
| 18. what | |

_____ / 35 Correct

Mastery: 28/35 Correct

Section II

Two-Syllable Short Vowel Words: Closed Syllables

Section II-A

Closed Syllables

Lesson Template

Two-Syllable Short Vowel Words

Sample Lesson Template

Two-Syllable Words

Focus: Two-Syllable Words	Teaching	Materials
Warm-Up	<p>Remind students that words can be broken into chunks called syllables. A syllable has one, and only one, vowel sound. This means that a word has as many syllables as it has vowel sounds. For example, a word with one vowel sound has one syllable, and a word with two vowel sounds has two syllables.</p>	
Introduction Teaching	<p>Tell students that today they will read two-syllable words, i.e., words with two vowel sounds.</p> <p>Remind students that one way to figure out how to chunk letters into syllables is to first point to the two vowels. If there are two consonants between the vowels, divide the word into syllables by dividing between the consonants. If there is only one consonant, try dividing after the consonant.</p> <p>Students should read the words by blending the sounds in the first syllable, then blending the sounds in the second syllable, and then putting the two syllables together.</p> <p>Ask students to sound out the word by first sounding and blending the sounds in the first syllable, then sounding and blending the sounds in the second syllable, and then putting the two syllables together.</p>	board or chart paper
Guided Practice	Repeat this process with additional two-syllable words.	

Note: You may want to scaffold early instruction and practice in reading two-syllable words by either leaving a space between syllables when writing the word or inserting a dot between the syllables. Be sure that students understand that this is not how the word is conventionally written. You are writing it this way to help students in chunking the syllables for decoding.

Section II-A

Closed Syllables

Word Lists

Name: _____

Two-Syllable Short Vowel Words

lunchbox

sandbox

himself

sunset

zigzag

backpack

milkman

madman

handbag

snapshot

hilltop

checkup

kickoff

anthill

windmills



Name: _____

Two-Syllable Short Vowel Words

problem

chicken

rocket

kitten

rabbit

picnic

basket

goddess

trumpet

dentist

plastic

traffic

napkin

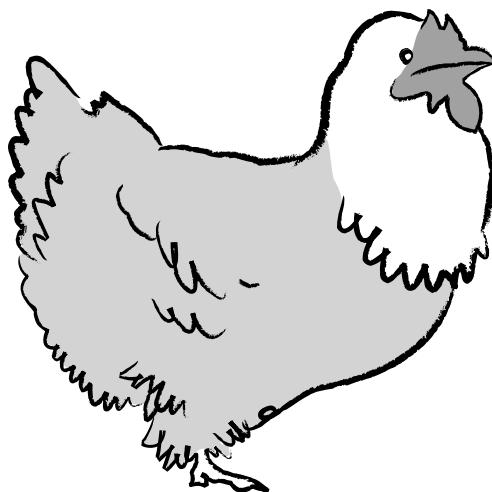
endless

madman

walnut

children

pumpkin



Name: _____

Two-Syllable Short Vowel Words

signal

magnet

hectic

bandit

discuss

tennis

husband

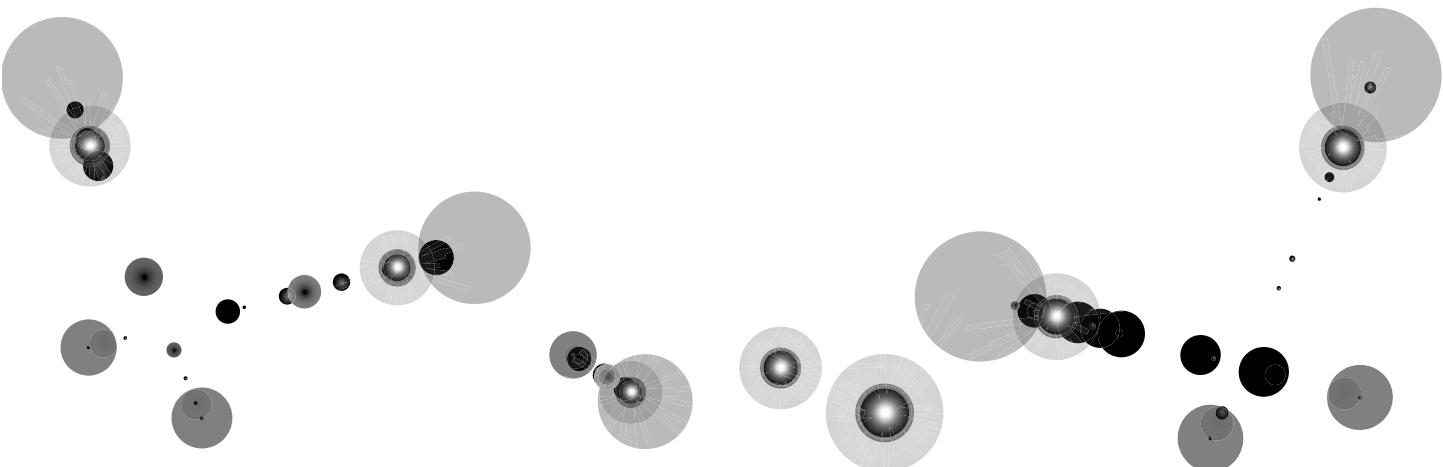
address

convict

comment

bucket

gallon



Name: _____

Two-Syllable Short Vowel Words

lesson

public

ribbon

tunnel

happen

velvet

hundred

blanket

tantrum

attic

contest

sandal



Name: _____

Two-Syllable Short Vowel Words

witness

chipmunk

ticket

puppet

goblin

helmet

confess

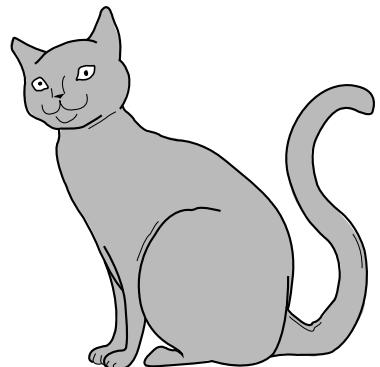
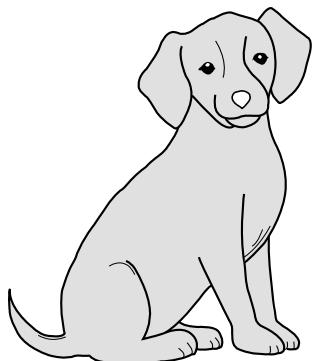
falcon

insult

cactus

kennel

subject



Section II-A

Closed Syllables Worksheets

Name: _____

Write each word under its matching picture.

1. bathtub



2. magnet



3. insect



Name: _____

Write each word under its matching picture.

1. picnic



2. rocket



3. tennis



Name: _____

Fill in the Blanks

attic

address

sandal

velvet

husband

ribbon

blanket

tantrum

1. The _____ dress felt soft.
2. My dad is my mom's _____.
3. He stores old clothes in the _____.
4. I got a rock in my _____.
5. The girl had a pink _____ on her dress.
6. The small child had a _____ and yelled!
7. I slept with a fluffy _____.
8. We got lost without the _____.

Name: _____

Match the word with the appropriate picture.

basket

helmet

bucket

ticket

pumpkin

cactus

walnut

chipmunk

falcon

muffin

1. _____



6. _____



2. _____



7. _____



3. _____



8. _____



4. _____



9. _____



5. _____



10. _____



Name: _____

Fill in the Blanks

problem

insects

plastic

signal

kennel

napkin

1. My dog has a _____.
2. Bees and ants are _____.
3. We stopped at the traffic _____.
4. The fork snapped because it was _____, not metal.
5. In class she had to add to do the math _____.
6. I unfolded my _____ and placed it in my lap before dinner.

Section II-A

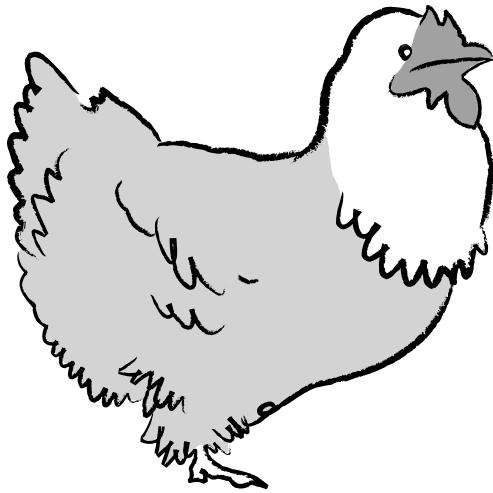
Closed Syllables

Practice Sentences and Stories for Oral Reading

Name: _____

Two-Syllable Short Vowel Words

1. The fork stuck to the magnet.
2. He was upset that he was stuck in traffic.
3. She is a dentist.
4. The kitten is missing.
5. This is a snapshot of the trip.
6. There's a chicken in the bathtub!
7. A British man was having a big sandwich.
8. We went to a wedding.
9. Dan has a bat in his attic.



Name: _____

Two-Syllable Short Vowel Words

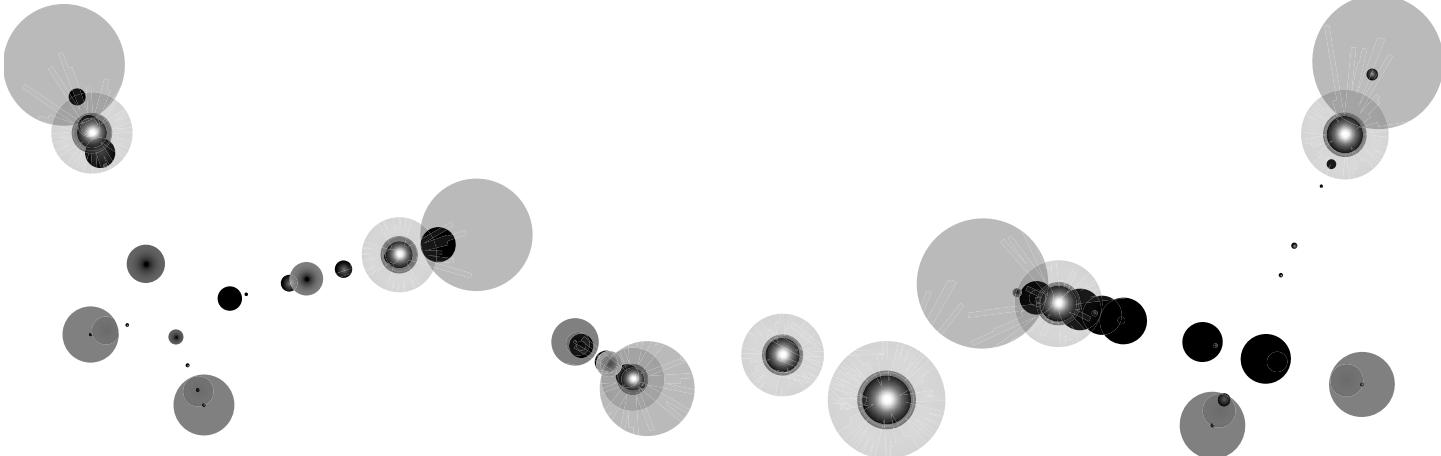
1. I won the contest.
2. She has six puppets in her class.
3. The king dropped his goblet.
4. Sam's car had a dent and he was upset.
5. Will you buy a gallon of milk?
6. They did not expect to win the match.
7. Math is the best subject.
8. My dad put his musket in a box.
9. Tell me what will happen next.
10. That is a strong magnet.



Name: _____

Two-Syllable Short Vowel Words

1. Sally wants a trip in a rocket.
2. The path felt endless.
3. He walked in the tunnel.
4. I will go to the public park.
5. I did not wash the cloth napkin.
6. Tennis is a fun thing to watch on TV.
7. I want a velvet blanket.
8. I stepped in a basket.
9. Did Jan get the ticket?
10. Did she drop the muffin on the mat?



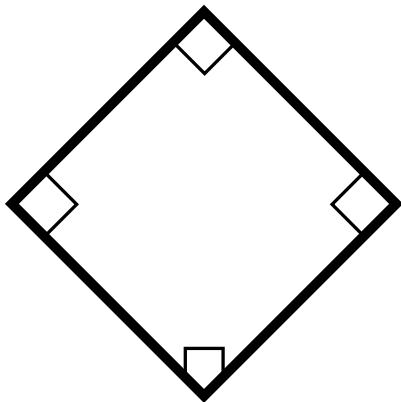
Section II-A

Closed Syllables Game

Two-Syllable Words
Two-Syllable Baseball
Whole Group or Small Group

Write 10–20 two-syllable words from the Two-Syllable Word Lists on index cards.

Draw a baseball diamond similar to the picture below on the board.



Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board.

Each team takes a “turn at bat” as follows:

Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his team’s line, while the next player comes forward to read the next card. If he reads the word correctly, draw a line from first to second base. Play continues in this way, so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.

Note: As in the actual game of baseball, any “players left on base” when a word is misread do not count or add to the score.

Section II-B

Closed Syllables

Word Lists

Name: _____

Two-Syllable Short Vowel Words

rapid

wagon

metal

limit

lemon

punish

static

timid

travel

comet

prison

salad

vanish

panel

closet

finish

model

radish



Name: _____

Two-Syllable Short Vowel Words

credit

polish

satin

level

cabin

melon

novel

planet

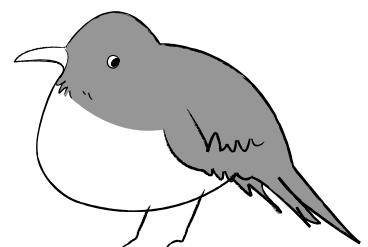
habit

robin

gravel

camel

second



Section II-B

Closed Syllables Worksheets

Name: _____

Match the word with the appropriate picture.

comet

radish

cabin

novel

planet

robin

wagon

camel

melon

salad

1. _____



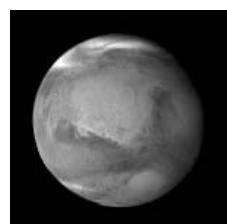
2. _____



3. _____



4. _____



5. _____



Name: _____

6. _____



7. _____



8. _____



9. _____



10. _____



Name: _____

Fill in the Blanks

credit

lemons

satin

travel

prison

level

timid

polish

1. I want to _____ to Brazil.
2. She wanted to _____ her wedding ring.
3. She didn't get _____ on the test.
4. The little dog was _____.
5. The bag is full of _____.
6. The dress is made of _____.
7. Fix the shelf so it is _____ or things will fall.
8. The bandit went to _____.

Section II-C

Two-Syllable Short Vowel Words

Practice Sentences for Oral Reading

Name: _____

Two-Syllable Short Vowel Words

1. The children had a picnic.
2. The rabbit vanished from the magic hat.
3. My trumpet is in the closet.
4. My mom hates insects.
5. Stop at the second traffic signal.
6. Sam was upset and had a tantrum.
7. Mom will punish Sam.
8. The chipmunk is munching a walnut.
9. When did it happen?
10. The comet went past the sun.

Name: _____

Two-Syllable Short Vowel Words

1. The path has gravel on it.
2. I have walnuts on my salad.
3. My husband wants to visit his mom.
4. What subject do you want help on first?
5. Josh has a model of the planets in the contest.
6. In the novel, there is a goblin who picks lemons.
7. To what address can I send the travel plans?
8. Tim wants to polish his metal rocket.
9. Kim got the tickets for the tennis match.
10. Jill will cut the pumpkin.

Name: _____

Two-Syllable Short Vowel Words

1. The horse was timid when it was next to the wagon.
2. The magnet was stuck to the metal.
3. The chickens clucked and clucked.
4. Dad put my stuffed camel in the attic.
5. The lemon muffin is in the napkin.
6. I didn't pick a radish.
7. I filled the bucket and went to the cabin.
8. I have a dog, but want a kitten as a second pet.
9. There are six robins, but no falcons.
10. The velvet dress has a lot of static.

Section II-D

Two-Syllable Short Vowel Words Assessment

Name: _____

Read the following words aloud to your teacher.

- | | |
|-------------|-------------|
| 1. rapid | 14. habit |
| 2. melon | 15. tantrum |
| 3. hundred | 16. wagon |
| 4. prison | 17. punish |
| 5. vanish | 18. closet |
| 6. model | 19. public |
| 7. musket | 20. mascot |
| 8. cactus | 21. goblin |
| 9. upset | 22. salad |
| 10. gallon | 23. puppet |
| 11. discuss | 24. insult |
| 12. comet | 25. second |
| 13. invent | |

Score: ____ / 25

Mastery: 20/25

Provide students with the worksheet on the following page. Tell students that you are going to say a word and that they should write the word they hear you say.

- | | |
|-------------|-------------|
| 1. rapid | 14. habit |
| 2. melon | 15. tantrum |
| 3. hundred | 16. wagon |
| 4. prison | 17. punish |
| 5. vanish | 18. closet |
| 6. model | 19. public |
| 7. musket | 20. mascot |
| 8. cactus | 21. goblin |
| 9. upset | 22. salad |
| 10. gallon | 23. puppet |
| 11. discuss | 24. insult |
| 12. comet | 25. second |
| 13. invent | |

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

Name: _____

Spell the words on the following blanks.

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Section II-E

Consonant Spelling Alternatives

‘g’ > /j/

‘c’ > /s/

‘ce’ > /s/

‘se’ > /s/

‘s’ > /z/

‘kn’ > /n/

‘tch’ > /ch/

‘ve’ > /v/

‘wh’ > /w/

‘wr’ > /r/

Section II-E

Consonant Spelling Alternatives

Lesson Template

Consonant Spelling Alternatives

Sample Lesson Template

Spelling Alternatives

Focus: Alternative Spellings	Teaching	Materials
Warm-Up	<p>Working in a small group, show students Spelling Cards previously taught.</p> <p>Say the sound and have students repeat or have students say the sound as you show them the letter card.</p>	previously taught Spelling Cards Code Flip Books
Introduction Teaching	<p>Ask students for the basic spelling they know for the particular sound, such as /j/, /s/, /z/, etc.</p> <p>Write the spelling and write several words with that spelling.</p> <p>Introduce the spelling alternative as another way to spell the same sound. Display the target Spelling Card for the spelling alternative and tape it to the appropriate page and space in the Consonant Code Flip Book as students refer to their own Individual Code Chart.</p> <p>Write words with the alternate spelling.</p>	board or chart paper Spelling Card(s) for Spelling Alternative Consonant Code Flip Book Individual Code Chart
Guided Practice	<p>Have a pocket chart with a column for each spelling alternative.</p> <p>Give students cards with words with the different spellings of the target sound.</p> <p>Students read their words and place them under the correct column by spelling.</p>	pocket chart word cards with the same sound spelled with the basic spelling and with the spelling alternative
Independent Practice	<p>Students read words with targeted sound.</p> <p>Students can read list of words or phrases with targeted sound.</p> <p>More proficient students can read connected decodable text with targeted sound.</p>	

Section II-E

Consonant Spelling Alternatives Word Lists

Name: _____

Spelling Alternative: ‘g’ > /j/ (*gem*)

gem

plunge

singe

fringe

hinges

grunge

bulge

bulging

gems

legend

challenge

college

logic

large

magic



Name: _____

Spelling Alternative: ‘c’ > /s/ (*cent*)

cell

cents

dancing

prancing

fencing

process

accept

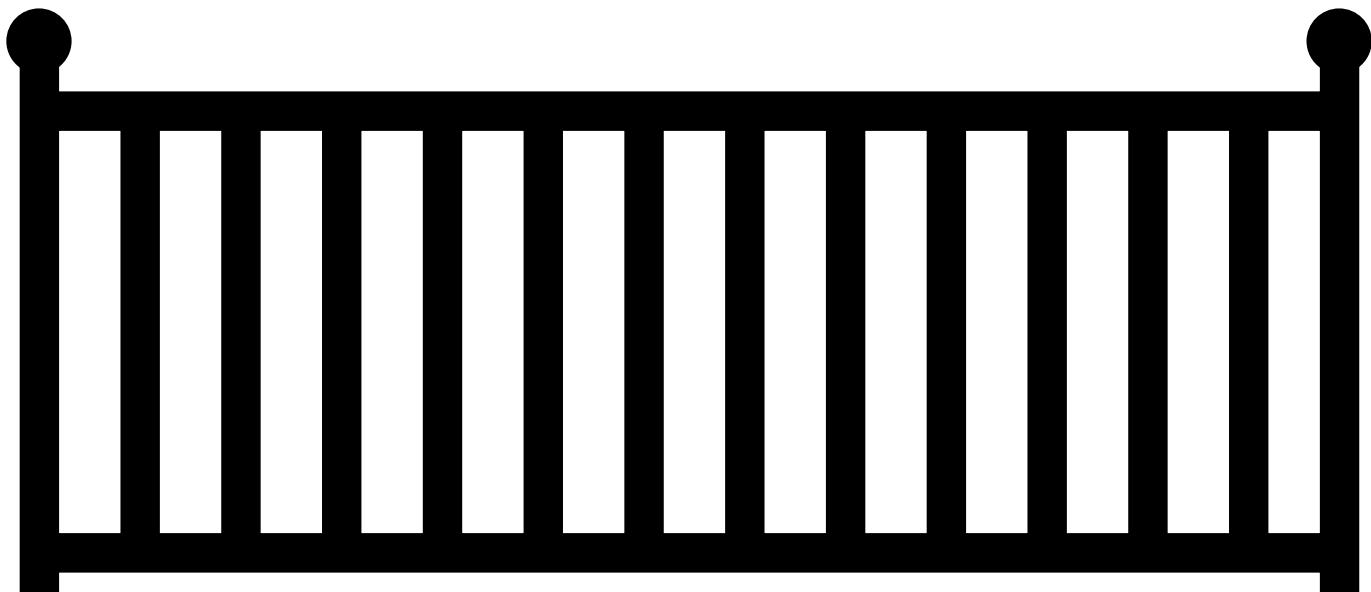
Francis

dances

chances

fences

princess



Name: _____

Spelling Alternatives: ‘ce’ and ‘se’ > /s/ (*prince, rinse*)

rinse

since

prince

else

fence

sense

chance

dance

prance

France

sentence

presence

tense

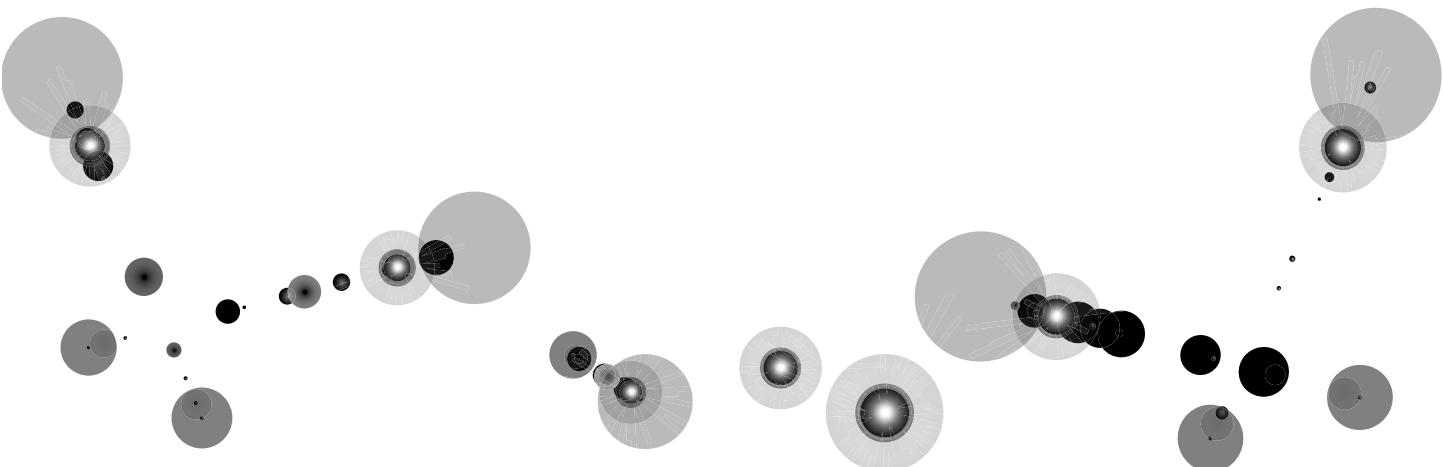
absence

nonsense

Vince

glance

lettuce



Name: _____

Spelling Alternative: ‘s’ > /z/ (*dogs*)

as

things

presents

pins

has

muffins

riches

bugs

his

pals

eggs

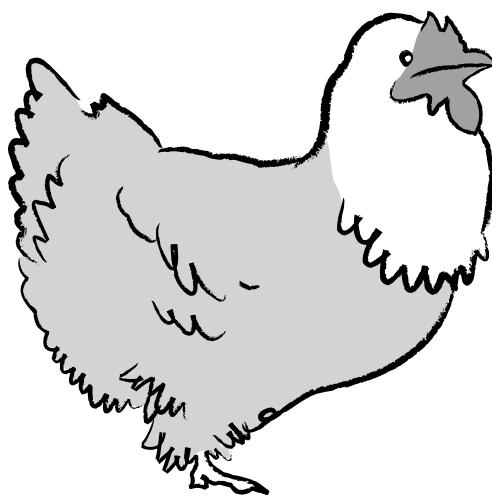
hogs

wings

ducklings

fishes

benches



Name: _____

Spelling Alternative: ‘kn’ > /n/ (*knock*)

knit

knot

knob

knock

knack

knitting

knocked

knocking

knotted



Name: _____

Spelling Alternative: ‘tch’ > /ch/ (*itch*)

catch

match

hatch

patch

batch

scratch

itch

pitch

ditch

witch

Dutch

fetch

matches

patches

scratches

itching

scratching

pitching

hatching

itches

kitchen



Name: _____

Spelling Alternative: ‘ve’ > /v/ (*twelve*)

twelve

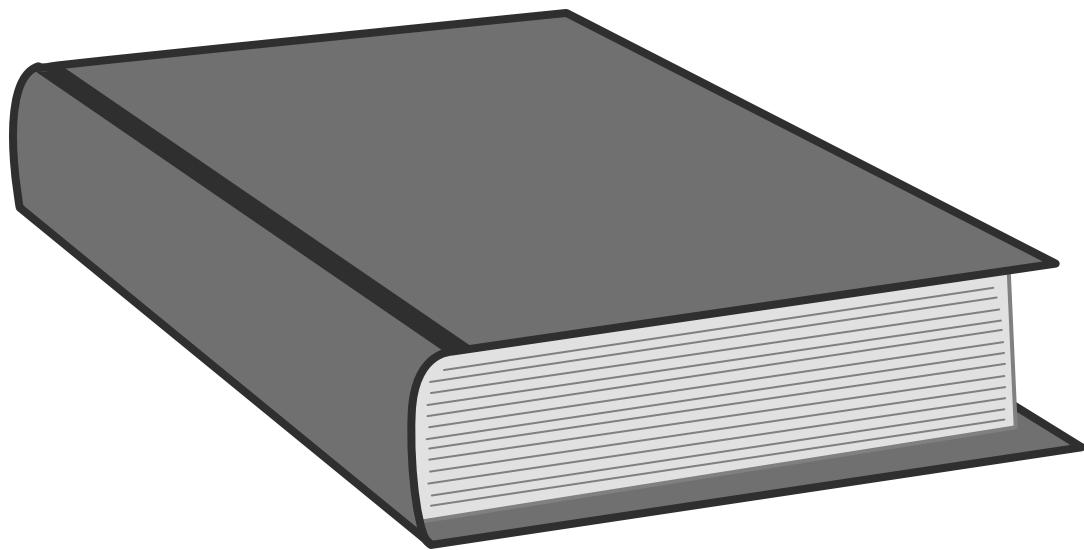
solve

bookshelves

elves

involve

themselves



Name: _____

Spelling Alternative: ‘wh’ > /w/ (*when*)

when

which

whip

whipping

what

why

where

whack

whisk



Name: _____

Spelling Alternative: ‘wr’ > /r/ (*wrist*)

wrong

wrist

wrap

wrench

written

wreck

wrapped

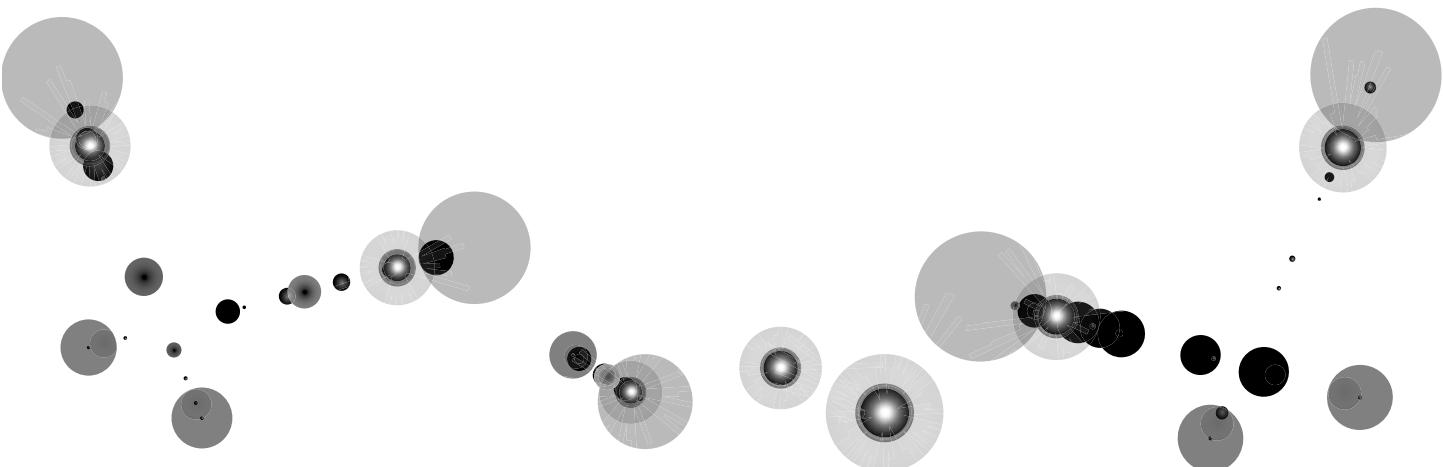
wrecked

wrapping

wrecking

wrath

unwrap

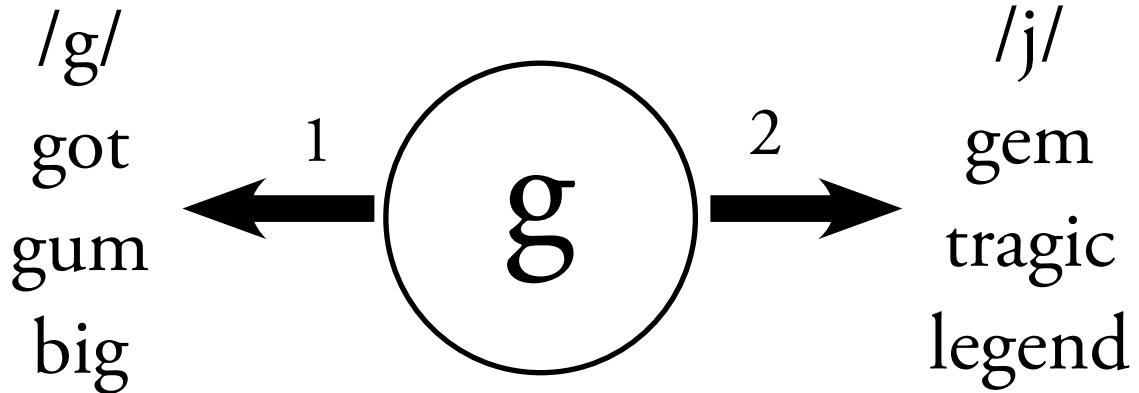


Section II-E

Consonant Spelling Alternatives Worksheets

Name: _____

Circle the 'g' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'g' under the heading *got* if the tricky spelling is pronounced /g/ or *gem* if it is pronounced /j/.



1. He did a magic trick.

/g/
got

/j/
gem

2. This fish has gills.

magic

3. Dad is the best at golf.

4. The cat is in a cage.

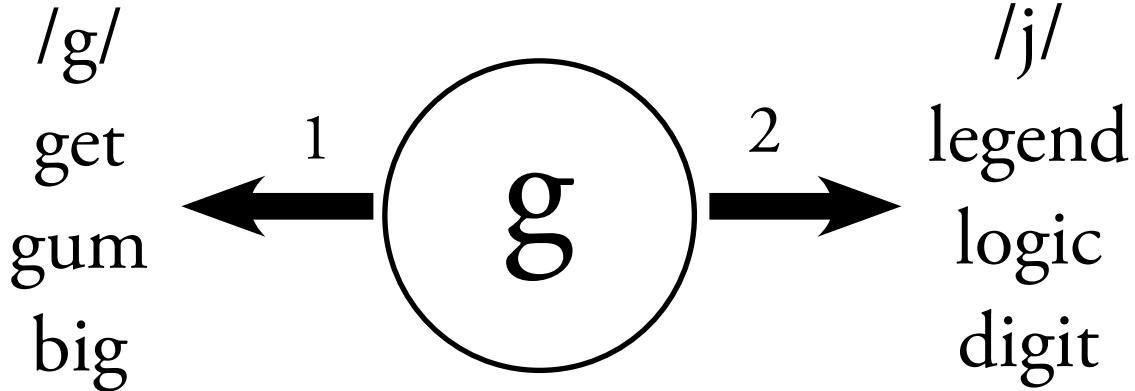
5. Brr! That pond was frigid!

6. A present is a gift.

7. Mom had a stick of gum.

Name: _____

Circle the ‘g’ in each word found in the sentences. Then read each sentence and write the word with the tricky spelling ‘g’ under the heading *get* if the tricky spelling is pronounced /g/ or *legend* if it is pronounced /j/.



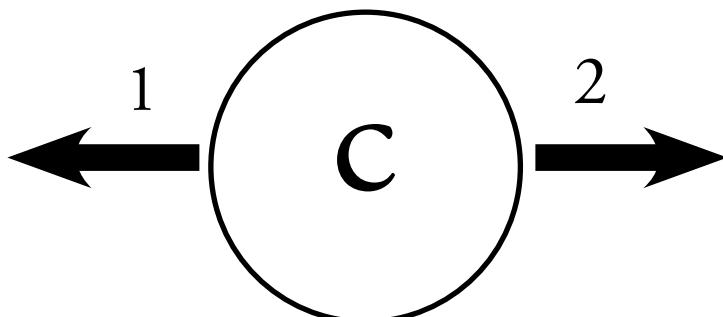
	/g/ get	/j/ legend
1. Was it a trick, or was it magic?		magic
2. Drink from a glass.		
3. In the pond, there was a frog.		
4. I can't bend this branch, it's rigid.		
5. Beth had a stick of gum.		
6. Dad got Mom a gift.		
7. My dad went to two colleges.		

Name: _____

Circle the ‘c’ in each word found in the sentences. Then read each sentence and write the word with the tricky spelling ‘c’ under the heading *can* if the tricky spelling is pronounced /k/ or *cent* if it is pronounced /s/.

/k/

can
cap
cot



/s/

cent
citrus
cell

/k/
can

/s/
cent

- | | | |
|--|------------|-------------|
| 1. The king got the princess a kitten. | /k/
can | /s/
cent |
| 2. We slept in a log cabin. | | princess |

3. As the band was singing, she was dancing.

4. Mom swept up the dust and cobwebs.

5. Fill up that cup.

6. He had six chances to stop.

7. Liz spotted a skunk at camp.

Name: _____

Circle the ‘c’ in each word found in the sentences. Then have the student read each sentence and write the word with the tricky spelling ‘c’ under the heading *can* if the tricky spelling is pronounced /k/ or *dances* if it is pronounced /s/.

/k/

can

cap

cot

/s/

dances

citrus

princess

1

2

C

1. It cost ten cents.

/k/
can

/s/
dances

cents

2. My pals are in a club.

3. Don yelled and got a cab.

4. Pam traced the stencil with a
pencil.

5. On his left leg he has a cast.

6. She was a nun in the convent.

7. His best pal is Francis.

Name: _____

Parent/Teacher Instructions: Have the student write the words with the tricky spelling ‘c’ pronounced /k/ under *can* and the words with the tricky spelling ‘c’ pronounced /s/ under *cent*.

process

cram

clap

panic

dances

camp

credit

cell

cot

scan

princess

cab

/k/

can

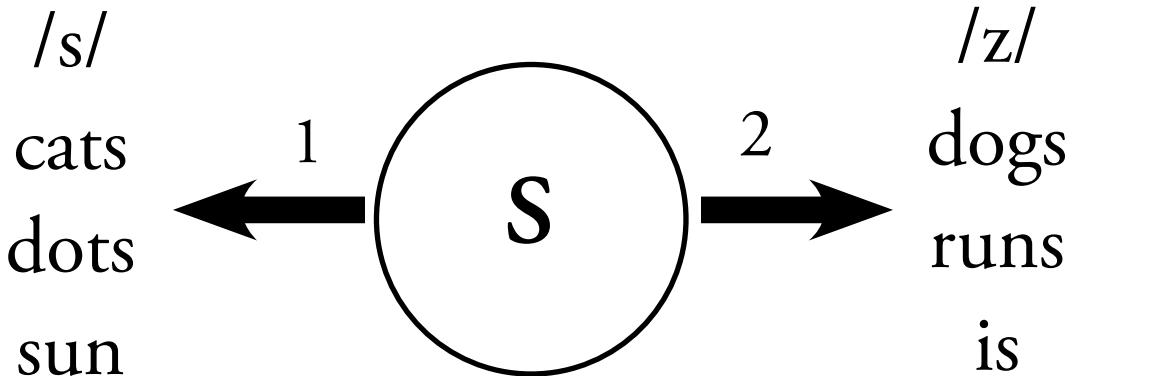
/s/

cent

process

Name: _____

Circle the ‘s’ in each word. Then read each sentence and write the word with the tricky spelling ‘s’ under the heading *cats* if the tricky spelling is pronounced /s/ or *dogs* if it is pronounced /z/.



1. He handed me his pet pig.

/s/
cats

/z/
dogs

2. Ben can swim.

3. Will he visit?

4. The cat got in the basket.

5. He did it himself.

6. Kevin will mop and dust.

Name: _____

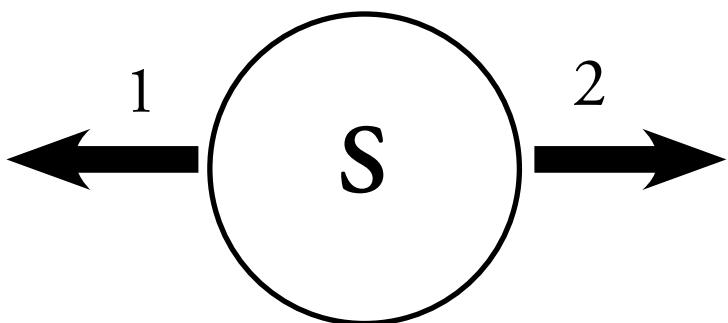
Circle the ‘s’ in each word found in the sentences. Then read each sentence and write the word with the tricky spelling ‘s’ under the heading *set* if the tricky spelling is pronounced /s/ or *his* if it is pronounced /z/.

/s/

set

sit

sap



/z/

his

has

pigs

/s/
set

/z/
his

1. The robin flapped its wings.

wings

2. Get a pen from the desk.

3. Ring the bells.

4. The kitten is soft.

5. Toss the egg shells in the trash can.

6. What did the shop sell?

7. Get in the pond and swim.

Name: _____

Read and circle the spelling in each word that stands for the sound printed above.

/j/	/v/
jumping	vast
magic	twelve
plunge	shelves
lunge	having
jacket	visit
jet	solve
legend	vet
hinge	elves

Name: _____

Write each word under its matching picture.

fringe

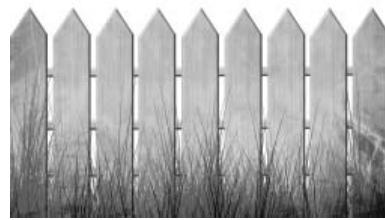
prince

shelves

twelve

fence

dance



fringe



12



Name: _____

Write each word under its matching picture.

shells

lettuce

pulse

rinse

bandage

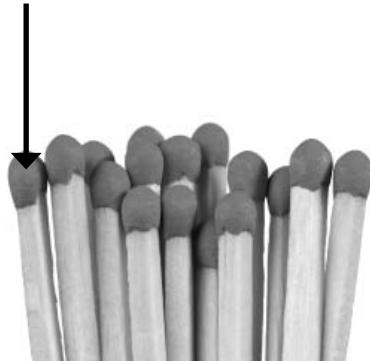
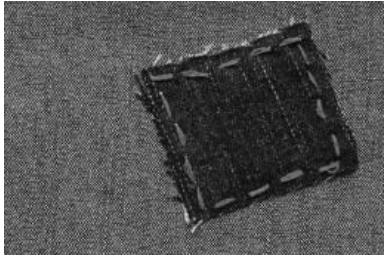
elves



Name: _____

Write each word under its matching picture. There will be words that will not be used.

patch match catch pitch kitchen
hatch scratch itch stretch stitch



Name: _____

Read and circle the spelling in each word that stands for the sound printed above.

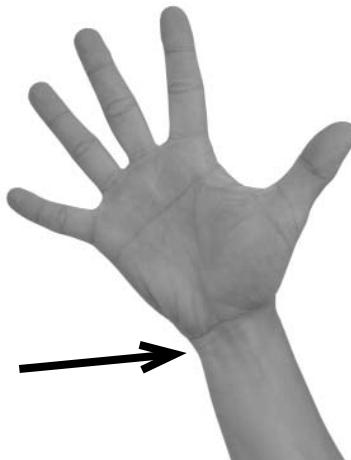
/s/	/ch/
pockets	itch
tense	catchy
miss	batch
chance	rematch
sudden	stretching
cell	butcher
cent	pitcher
prince	stitch

Name: _____

Write each word under its matching picture. There will be words that will not be used.

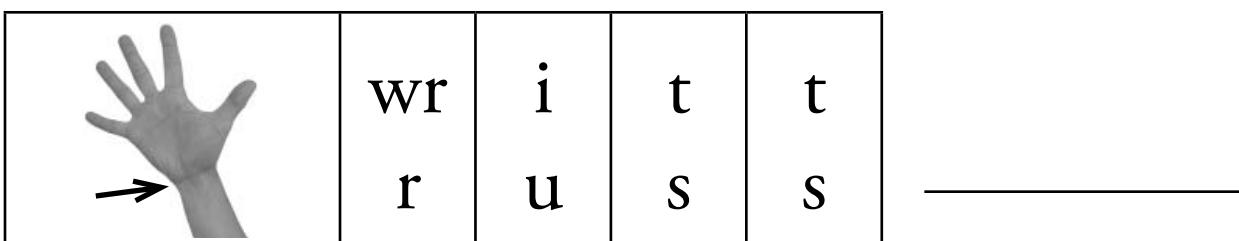
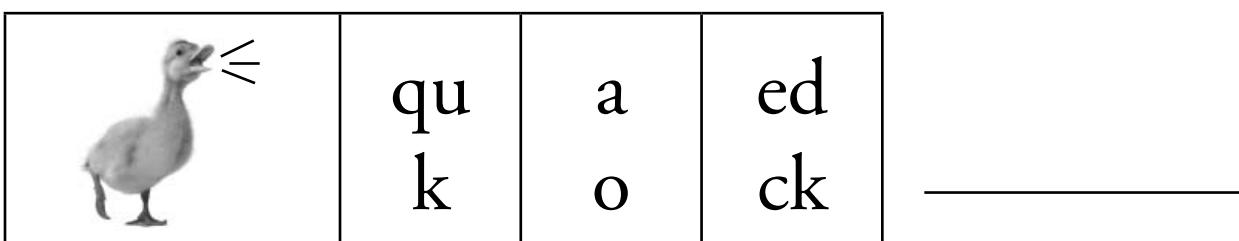
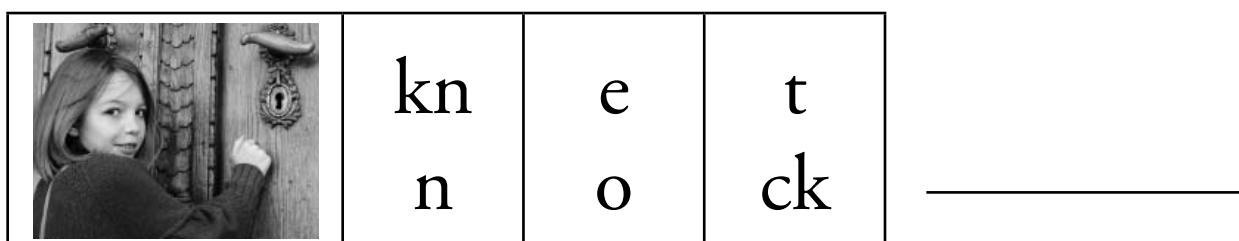
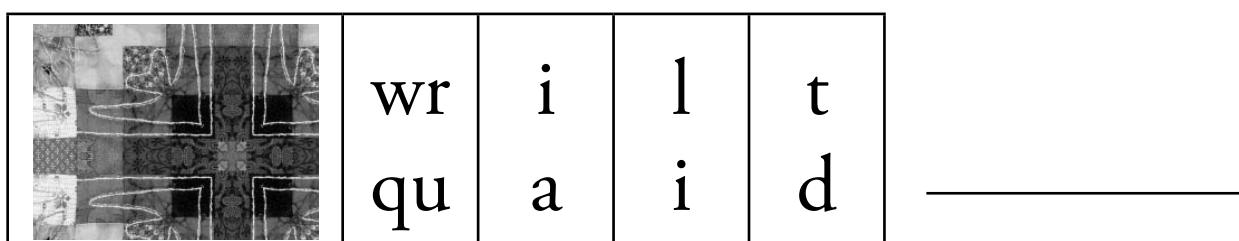
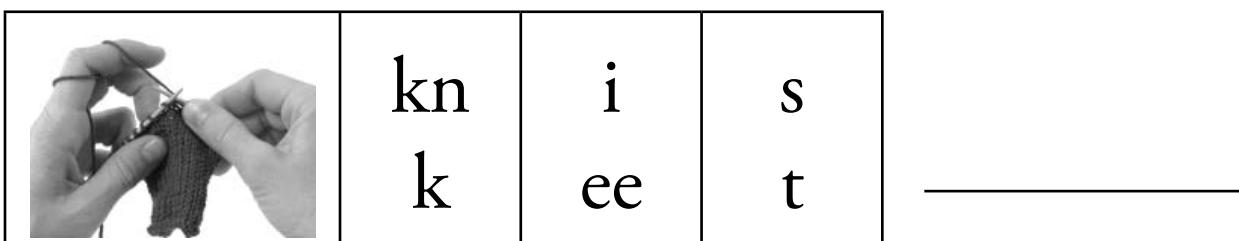
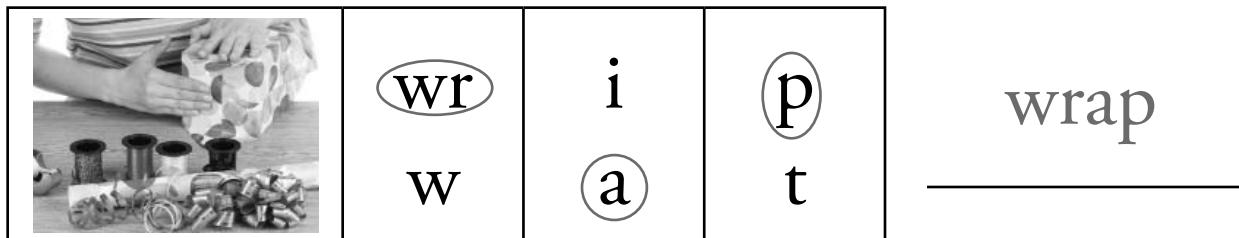
knob knot wrist knapsack wrapping

knitting wrench wrong which knock

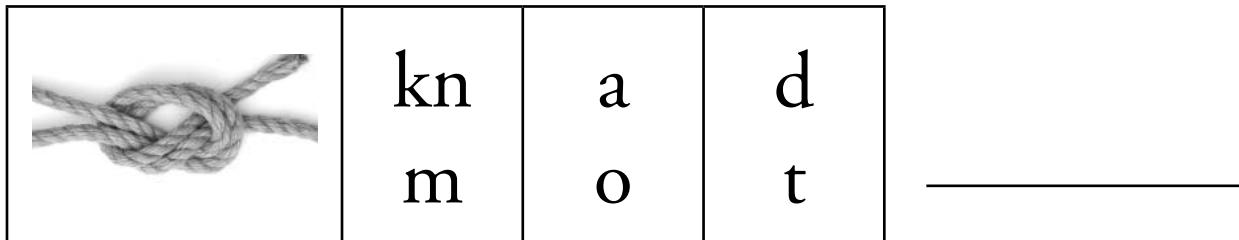
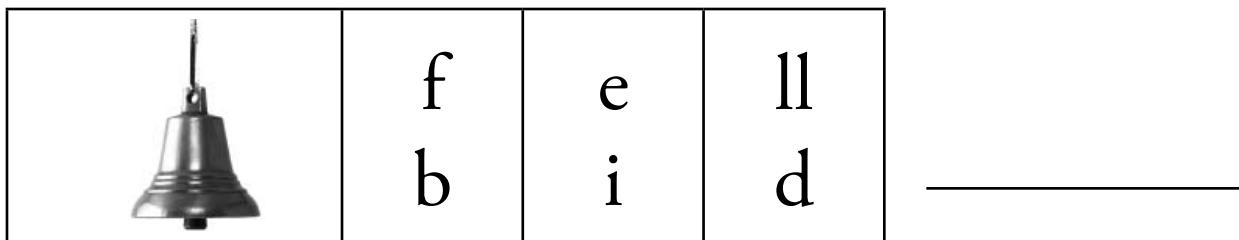
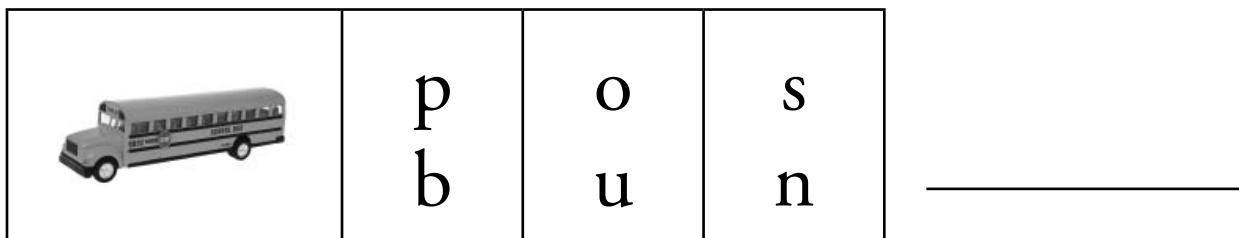
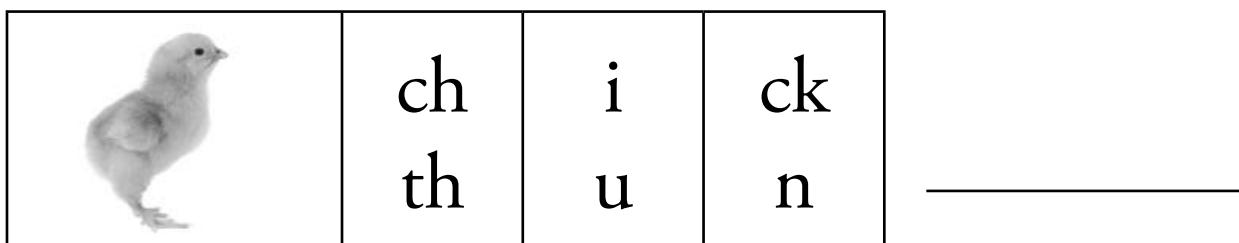
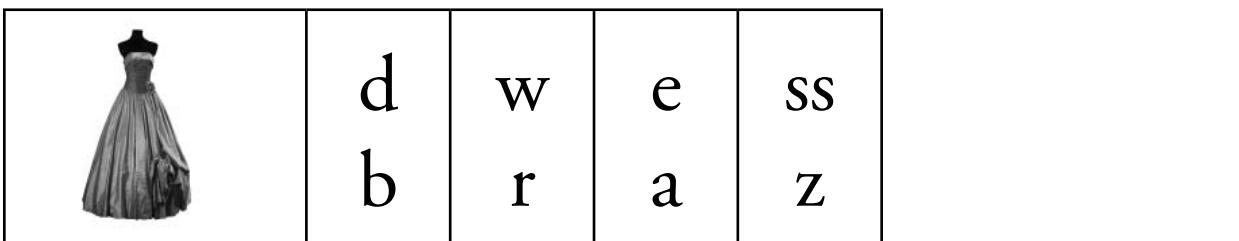
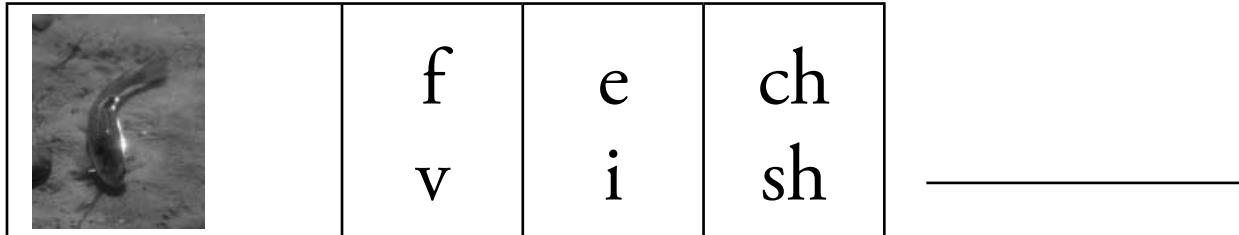


Name: _____

Circle the letters that spell the name of the depicted item. Then write the name of the item on the line.



Name: _____



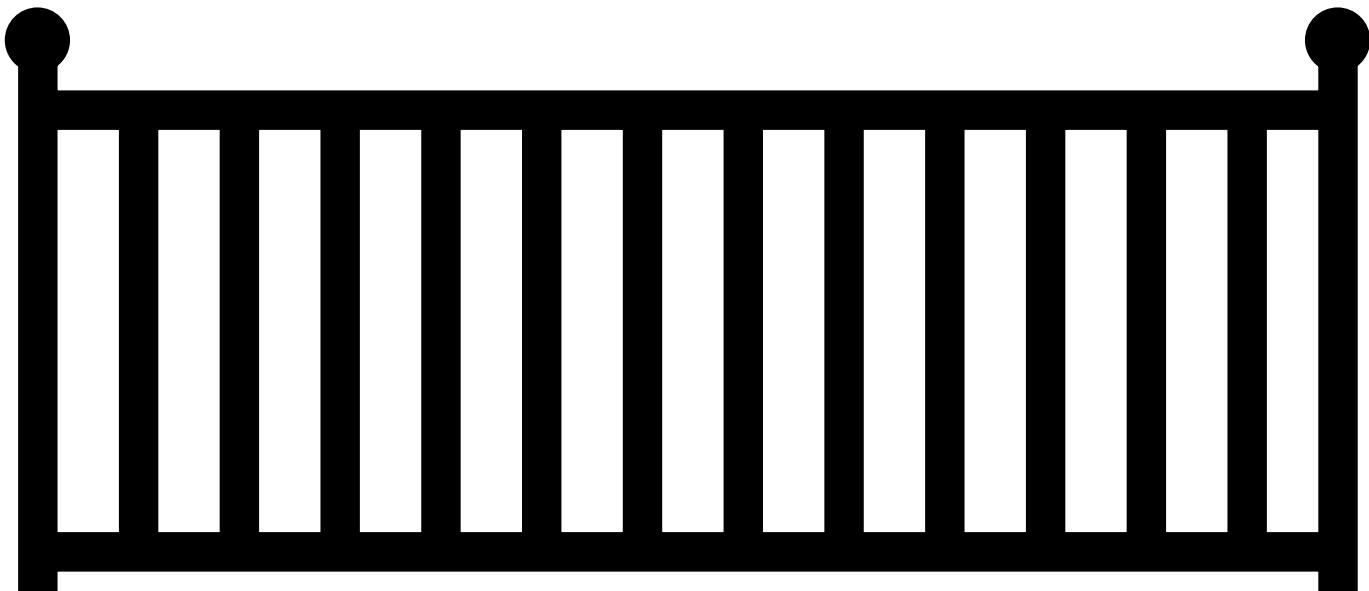
Section II-E

Consonant Spelling Alternatives

Practice Sentences and Stories for Oral Reading

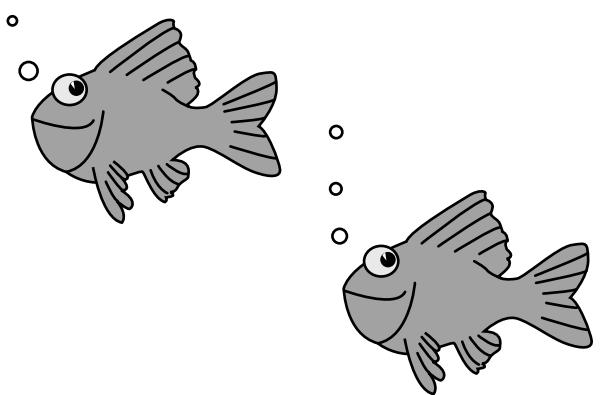
Name: _____

1. The man did a magic trick with a rabbit.
2. The Prince of France got up to dance.
3. Vince can't stand lettuce.
4. This thing cost us ten cents.
5. The princess got stuck on the fence.
6. Cedric is at college.
7. He thinks he can dance.
8. What's the chance of us winning?
9. He was in a trance.
10. The sentence was a challenge.



Name: _____

1. The cat scratched me.
2. The skunk left his stink on Dad.
3. A witch sat in the kitchen knitting a blanket.
4. What's in the trunk?
5. Send that junk to the dump.
6. She was itching and scratching.
7. A fish swam in the tank.
8. The tank sank in the mud.
9. The last chick is hatching.
10. He has bedbugs in his bed.



Name: _____

1. He has a cast on his wrist.
2. He fixed it with his wrench.
3. She yelled and cracked the whip.
4. He unwrapped his present.
5. The elves were singing and dancing.
6. It was twelve when we met.
7. She wrecked the van.
8. He sang the wrong song.



Section II-E

Consonant Spelling Alternatives Games

Name: _____

Spelling Search Game: ‘s’, ‘ss’, ‘c’, ‘ce’, and ‘se’

Whole Group or Small Group

This game is intended for groups of two to six students who have learned the spellings ‘s’ as in *sun*, ‘ss’ as in *kiss*, ‘c’ as in *cent*, ‘ce’ as in *fleece*, and ‘se’ as in *moose*. This game can also be played in larger groups, but the game board may need to be enlarged slightly to accommodate additional tokens.

Tape the left side of the same board onto the right side. Make copies of the record cards printed four to a page.

Set up the board and make sure that each student has a record card, a game token, and a pencil. (You can use chips or small squares of colored paper for game tokens). You will also need one regular six-sided die.

Explain that the goal of the game is to be the first player to collect two examples of each of the spellings listed on the record card.

Have students place their tokens on the star. Have each student roll the die. The student with the highest score goes first.

Have the first player roll the die and move his or her token the number of spaces indicated on the die. Note that, after moving onto the board, the player will be able to choose to move up or down. Students can move up or down, left or right. Diagonal moves are not permitted.

Ask the player to read the word he or she landed on and then copy the word onto his or her record card on one of the lines for the spelling it contains.

Have the next player (moving clockwise) roll the die and move his or her token.

Play continues until a student fills the record card with two examples of each spelling.

Note: Spaces with an asterisk contain words that have more than one spelling for the /s/ sound. Students who land on a space with an asterisk can copy the word onto their card twice. By navigating to these spaces, students can fill up their record cards more quickly.

Spelling Search Game: ‘j’, ‘g’, and ‘ge’

Whole Group or Small Group

This game is intended for groups of two to six students who have learned the spellings ‘j’ as in *jet*, ‘g’ as in *rage*, and ‘ge’ as in *twinge*. It is played the same way as the game described above.

Spelling Card Game

Whole Group or Small Group

Give one or two students a subset of the Spelling Cards reviewed in this unit representing two to six sounds and six to fifteen spellings for those sounds. (Use the extra cards supplied).

Ask students to sort the cards by sound, so that each sound has its own row, e.g., there is one row for /s/, one row for /z/, one row for /k/, etc.

's
'ss'
'c'
'ce'
'se'

bankss

fit·ness

sink

lettuce

prancee

dis·cuss*

wrist

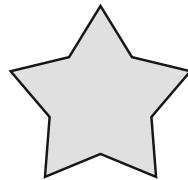
densese

cells

princece

sen·tence*

dancing



<u>chance</u>	<u>cent</u>	<u>rinse</u>	<u>citrus</u>
	<u>swimming</u>		<u>trunks</u>
	<u>class</u>		<u>snatch</u>
	<u>France</u>		<u>pulse</u>
<u>sense*</u>	<u>whisk</u>	<u>fence</u>	<u>glass</u>

Name _____

's'

'ss'

'c'

'ce'

'se'

‘j’
‘g’
‘ge’

just

hinge

fringe

legend

jumped

cringe

junk

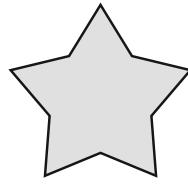
gel

logic

magic

plunge

binge



tragic	subject	gem	challenge
	digit		twinge
	job		jam
	cringed		project
college	jot	gems	jacket

Name _____

j g ge

Section II-F

Consonant Spelling Alternatives Assessment

Name: _____

Read the following words aloud to your teacher.

1. scratch

11. glance

21. knot

2. fence

12. Francis

22. dancing

3. wring

13. valve

23. kitchen

4. involve

14. hatching

24. whisk

5. whip

15. legend

25. fringe

6. logs

16. solve

26. wrench

7. dense

17. process

27. nonsense

8. knock

18. tense

28. wings

9. magic

19. wreck

29. knitting

10. cell

20. pins

30. whack

Score: ____/30 Students who correctly read 24 out of 30 words have mastered this skill.

g: ____/5 c: ____/5 ce: ____/2 se: ____/2 s: ____/7

kn: ____/3 tch: ____/3 ve: ____/3 wh: ____/3 wr: ____/3

Provide students with the worksheet on the following page. Tell students that you are going to say a word and that they should write the word that they hear you say.

- | | | |
|------------|--------------|--------------|
| 1. scratch | 11. glance | 21. knot |
| 2. fence | 12. Francis | 22. dancing |
| 3. wring | 13. valve | 23. kitchen |
| 4. involve | 14. hatching | 24. whisk |
| 5. whip | 15. legend | 25. fringe |
| 6. logs | 16. solve | 26. wrench |
| 7. dense | 17. process | 27. nonsense |
| 8. knock | 18. tense | 28. wings |
| 9. magic | 19. wreck | 29. knitting |
| 10. cell | 20. pins | 30. whack |

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

Name: _____

Spell the words on the following blanks.

1. _____

16. _____

2. _____

17. _____

3. _____

18. _____

4. _____

19. _____

5. _____

20. _____

6. _____

21. _____

7. _____

22. _____

8. _____

23. _____

9. _____

24. _____

10. _____

25. _____

11. _____

26. _____

12. _____

27. _____

13. _____

28. _____

14. _____

29. _____

15. _____

30. _____

g: ____ /5 c: ____ /5 ce: ____ /2 se: ____ /2 s: ____ /7

kn: ____ /3 tch: ____ /3 ve: ____ /3 wh: ____ /3 wr: ____ /3

Section II-G

Stories

The Cat Bandit

(from Grade 2, Unit 1)

The Cat Bandit and the Hot Dog

Mom had a hot dog.

She left the hot dog on a shelf in the den.

The hot dog sent up a smell.

The smell drifted and drifted.

The cat bandit sat on the deck,
wishing he had a snack.

Then the hot dog smell hit him.

Such a smell!

Sniff, sniff, sniff!

The cat bandit ran in the den.

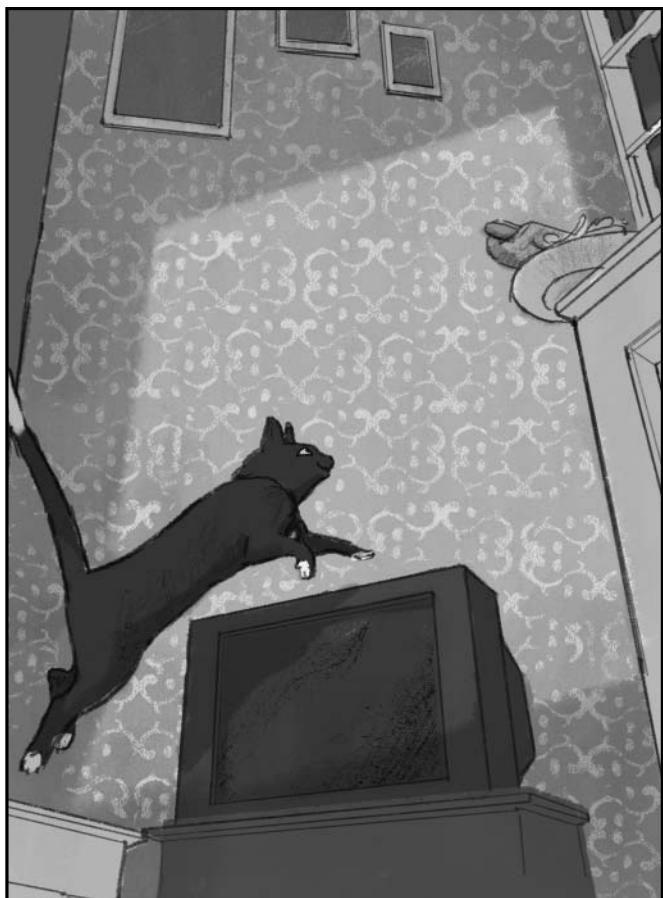
He spotted the hot dog up on the shelf.

He got up on a bench.

Then he sprang up on the TV set.

Then, with a big jump, he sprang up and landed on the shelf.

Then—munch, munch, munch—the cat bandit had himself a picnic lunch.



The Cat Bandit and the Ham

Mom left a pink ham sitting in a big black pan.

The cat bandit was resting on a quilt when he got a whiff of the ham.

What was that smell?

It was ham!

Where was the ham?

The cat bandit set off, sniffing as he went.

He went on sniffing until he spotted the ham.

But the ham was up on top.

How was he to get it down?

That was the problem.



The cat bandit ran to the closet and got a belt.

Then he ran to the shed and got a strong magnet.

He stuck the magnet on the end of the belt.

The magnet stuck to the belt.

Then the cat bandit swung the belt.

Clang! The magnet on the end of the belt hit the pan.

It stuck to the pan.

In a flash, the cat bandit was tugging on the belt.

Tug, tug, tug!

Yank, yank, yank!

At last, the pan slid off.

It fell down and landed with a clang.

Then—munch, munch, munch—that was the end of the ham.



The Cat Bandit and the Chicken Nugget

Hank set his dish in the sink.

He left a big chicken nugget on the dish.

The nugget was still hot.

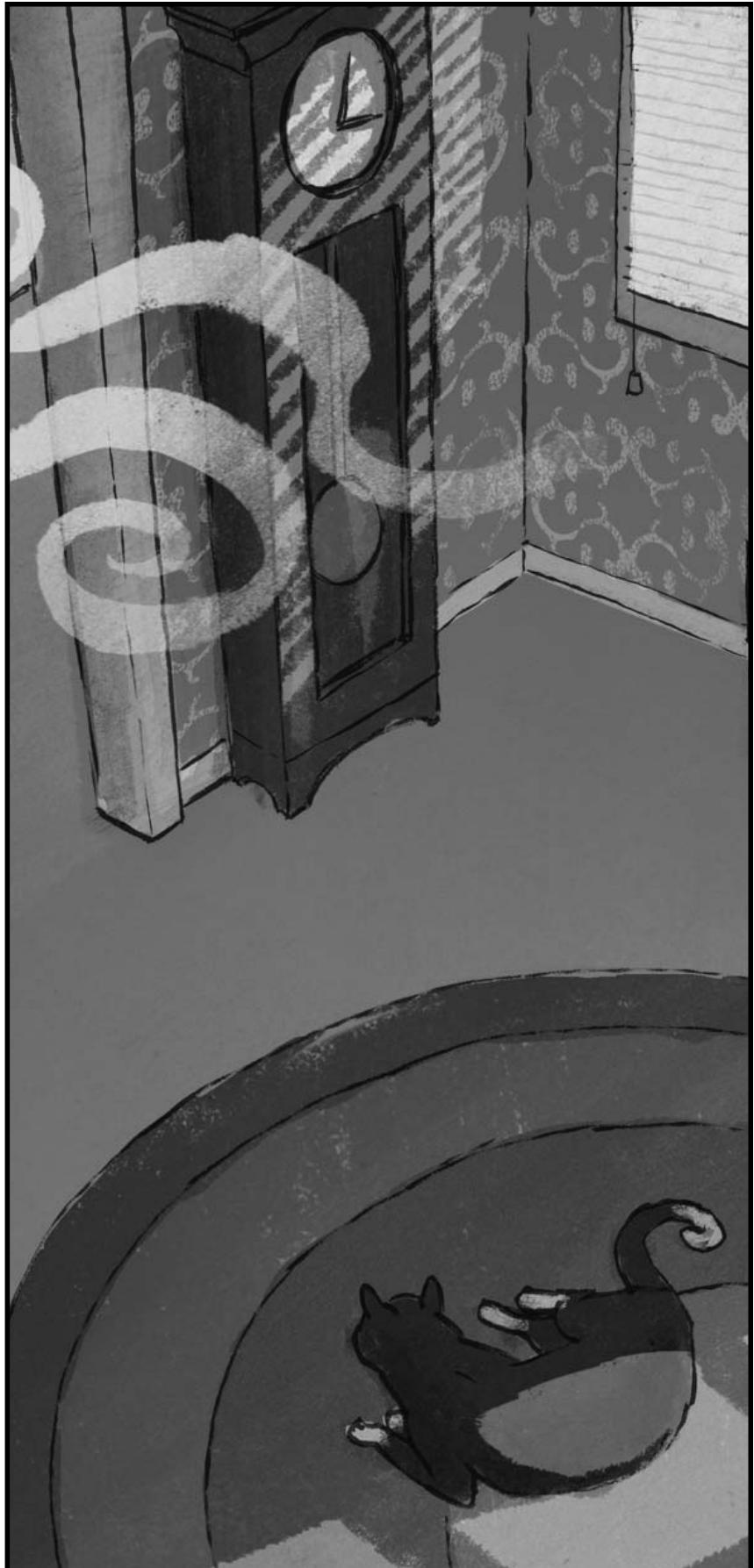
The smell of chicken drifted up from the sink.

It drifted into the den.

The cat bandit was napping in the den.

But he was sniffing as he slept.

Sniff, sniff, sniff!



The cat bandit sprang up.

He ran in and spotted the nugget in the sink.

He sat a bit, thinking up a plan.

Then he went to the closet and got a bunch of boxes.

He set up a box.

Then he set a big box next to that box.

Then he set the biggest box next to the sink.

The cat bandit set off running.

He ran up the boxes, hopping from box to box.

Then—munch, munch, munch—that was the end of the chicken nugget.



Section III

Vowel Digraphs

One-Syllable Words with Separated Digraphs (Magic E)

More One-Syllable Vowel Digraphs and R-Controlled Vowels

‘ee’ and ‘ea’ > /ee/

‘oo’ > /oo/ or /oo/

‘oi’ and ‘oy’ > /oi/

‘ou’ and ‘ow’ > /ou/

‘er’ > /er/

‘ar’ > /ar/

‘or’ > /or/

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels

Section III-A

One-Syllable Words with Separated Digraphs (Magic E) Lesson Template

One-Syllable Words with Separated Digraph Spellings (Magic E)

Sample Lesson Template

Digraphs

Focus: Digraphs	Teaching	Materials
Warm-Up	<p>Review the short vowel sounds from Sections I and II: /i/, /e/, /a/, /u/, and /o/ using the Vowel Code Flip Book. You can make a list of the sounds on the board or a piece of paper. Provide a few example words for each vowel spellings: <i>pit, sit, fit, bed, pet, bell, hat, sat, cap, pot, mop, sock, cut, run, fun.</i></p>	board or chart paper Vowel Code Flip Book
Teaching	<p>Write the word <i>at</i> and sound it out with students, emphasizing that the vowel sound in this word is /a/. Tell students that they are going to learn to read words with the vowel sound /ae/.</p> <p>Write the word <i>ate</i>. Explain that even though the ‘a’ and ‘e’ are separated, they work together to stand for the /ae/ sound. Tell students that we call this kind of spelling a “separated digraph.”</p> <p>Display the Spelling Card ‘a_e’ > /ae/, saying the sound. Tape the card on the appropriate page and space of the Vowel Code Flip Book, as students refer to the Individual Code Chart.</p> <p>Circle each spelling in <i>ate</i> as you say its sound, drawing a horseshoe around the ‘a’ and ‘e’. Point to each spelling and say its sound again; point to the ‘a’ with your index finger while simultaneously pointing to the ‘e’ with your middle finger, saying /ae/.</p> <p>Continue this procedure for the following words: <i>name, late, safe.</i></p>	board or chart paper Spelling Card ‘a_e’ > /ae/ Vowel Code Flip Book Individual Code Chart
Guided Practice	<p>Pop-Out Chaining: Write the word <i>fat</i> and ask students to read it. While adding an ‘e’ to the word, ask students “If that was <i>fat</i> and I add an ‘e’, how do we now say this word?” (<i>late</i>).</p> <p>Continue with this procedure with the following words: <i>pan, rat, cap, mad, tap.</i></p>	board or chart paper
Independent Practice	Read words that have the target digraph sound and other digraphs previously taught (you may use the Reader or stories provided in this guide). Have them write the words they find with digraphs.	paper
For Other Separated Digraphs	<p>This lesson can be used for more pop-out chaining.</p> <p>/ee/: <i>these, theme, Pete, Steve</i></p> <p>/ie/: <i>time, mine, shine, ride</i> / <i>rip, pin, grip, bid</i></p> <p>/oe/: <i>home, stone, note, shone</i> / <i>rod, hop, mop, glob</i></p> <p>/ue/: <i>cube, cute</i> / <i>cub, cut</i></p>	

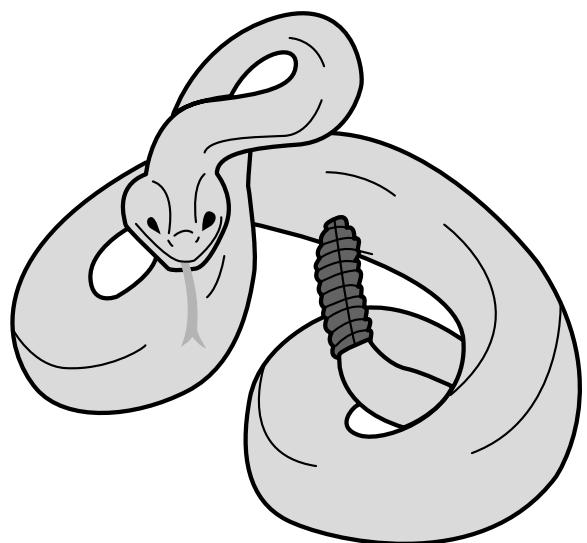
Section III-A

One-Syllable Words with Separated Digraphs (Magic E) Word Lists

Name: _____

Separated Digraph: 'a_e' > /ae/ (*cake*)

ate	state	made	fade
trade	grade	make	take
fake	lake	bake	cake
snake	late	date	plate
fate	same	came	waves
game	gave	wave	save
cave	case	base	shape
safe	plane	sale	shave
shame	fame	rake	cape



Name: _____

Separated Digraph: 'a_e' > /ae/ (*cake*)

age	cape	place
plane	cave	rake
amaze	take	same
bake	late	sale
brake	made	snake
tape	wake	whale
fake	grave	lane
name	pane	race
shame	flake	state

bake cake



Name: _____

Mixed Practice

cap

cape

can

max

bat

came

sat

take

cake

tab

hat

hate

bad

made

mad

tap

wake

had

fake

fat

lane

lad

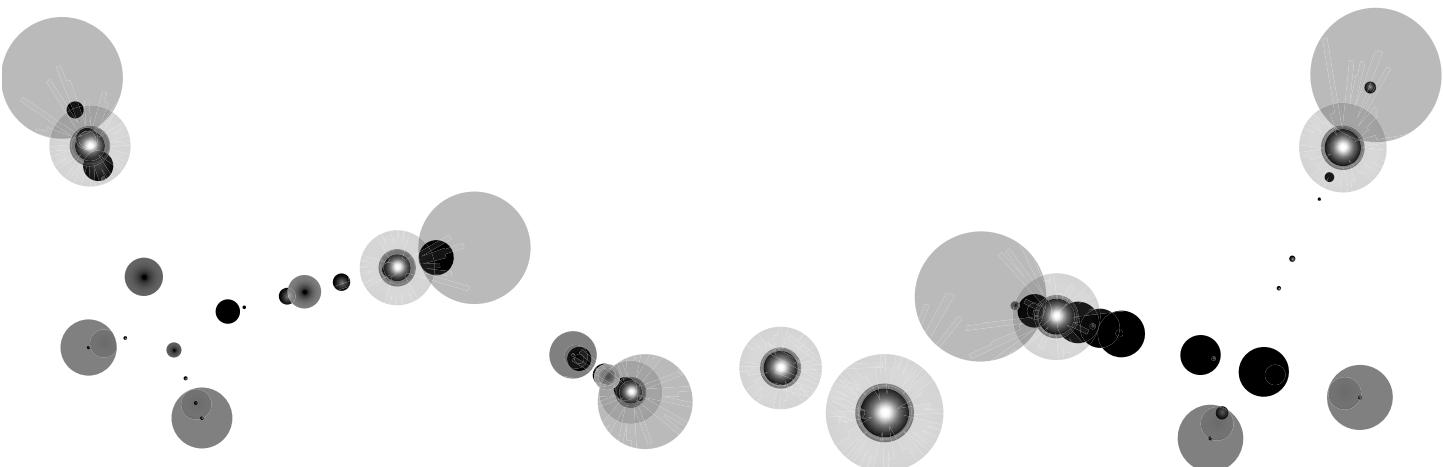
pan

race

shame

tape

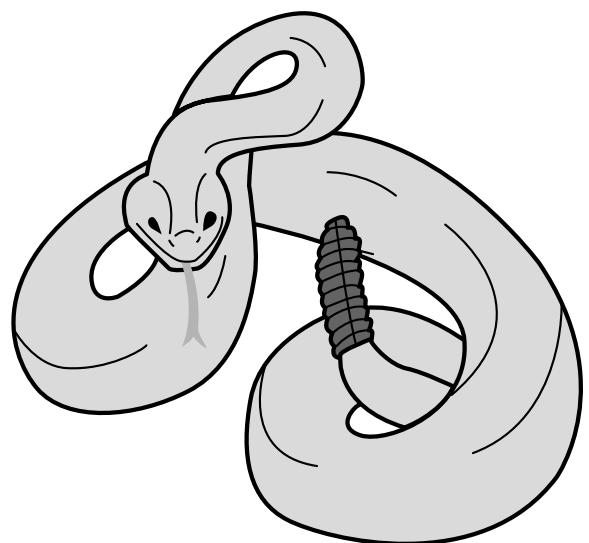
sap



Name: _____

Separated Digraph: 'a_e' > /ae/ (*cake*)

ate	state	made	fade
trade	grade	make	take
fake	lake	bake	cake
snake	late	date	plate
fate	same	came	waves
game	gave	wave	save
cave	case	base	shape
safe	plane	sale	ape



Name: _____

Separated Digraph: 'o_e' > /oe/ (*home*)

nose

rose

those

chose

close

closed

froze

home

stone

bones

hope

rope

pope

note

vote

hole

pole

spoke

broke

stove

globe

joke

poke

smoke



Name: _____

Separated Digraph: 'u_e' > /ue/ (*cute*)

use

used

mule

cute

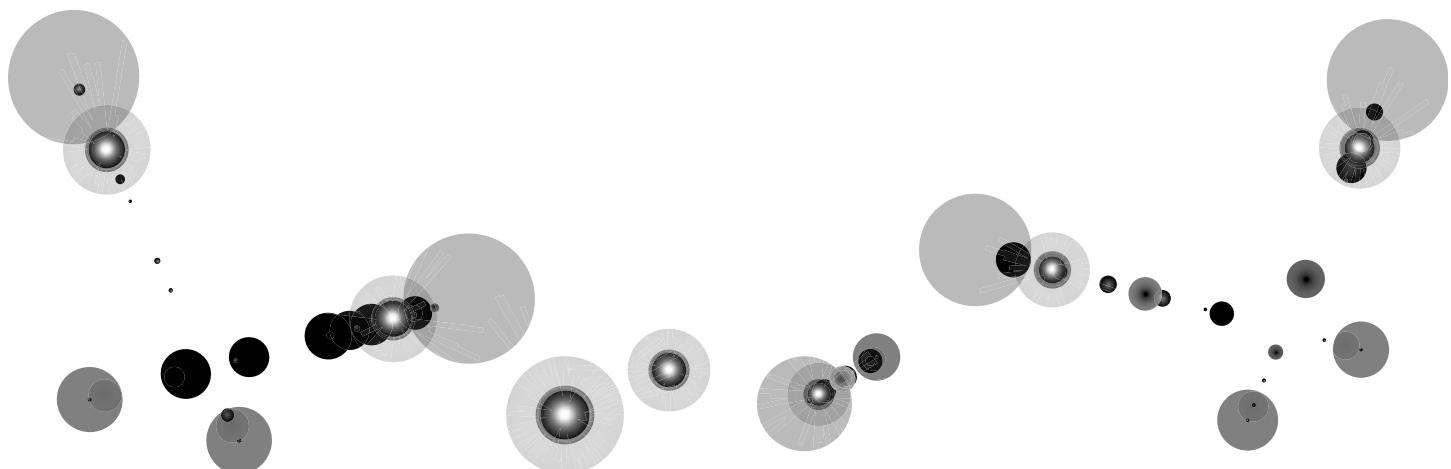
cube

cubes

fumes

fuse

mute



Name: _____

Separated Digraph: 'e_e' > /ee/ (*Pete*)

Pete

these

Steve

theme

stampede

trapeze

extreme

compete

concrete

athlete

adhere

complete



Section III-A

One-Syllable Words with Separated Digraphs (Magic E) Worksheets

Name: _____

Fill in the Blanks

plane

bake

tape

wake

snake

whale

sale

rake

1. Will you help me _____ the cut grass?
2. Cake is on _____.
3. I will need _____ so I can stick this to the wall.
4. _____ up! It's time to get up and go.
5. A long _____ passed me in the grass.
6. My dad went on a trip and rode on a _____.
7. I like to help my mom _____ cakes.
8. A _____ can swim.

Name: _____

Fill in the Blanks

gave

drive

smile

like

cake

1. Mike _____ Dad a hot dog.
2. “Let’s go for a _____,” said Dad.
3. “Would you _____ to go to the game?” asked Dad.
4. “Yes,” said Mike with a _____.
5. “I like the _____ best,” Dad said.

Name: _____

Directions: 1) Teacher reads the word. 2) Students write letter ‘e’ on word. 3) Teacher says, “Alakazam!” 4) All students read the new word.

slid__

slim__

plan__

grim__

spin__

mad__

pin__

glad__

quit__

Jan__

rat__

twin__

fat__

sit__

win__

rip__

fad__

hid__

Name: _____

Directions: 1) Teacher reads the word. 2) Students write letter ‘e’ on word. 3) Teacher says, “Alakazam!” 4) All students read the new word.

cub____

slop____

us____

hop____

not____

cut____

hat____

fat____

slid____

pop____

rob____

wok____

mop____

tap____

plan____

Name: _____

Fill in the Blanks

hope

tune

note

rope

poke

broke

shone

nose

1. Can you hum a _____?
2. The sun _____ on the rock.
3. I _____ I can get a ride.
4. The cup _____ when it dropped.
5. Did you _____ him in the side?
6. Let's jump _____!
7. My _____ is red.
8. I will write a _____ to Mom.

Name: _____

Circle the word that matches the picture.



dim

kit

fin

dine

kite

find

dime

kiss

fine



rate

cute

pin

rake

cap

pint

rat

cut

pine

Name: _____

Circle the word that matches the picture.



rod

cap

mate

rode

cane

mat

red

cape

male

10



ten

can

pale

teen

cane

pane

tent

cape

pan

Name: _____

Print the words in the box on the lines where they fit best. Horseshoe-circle the separated digraphs in each word.

lines

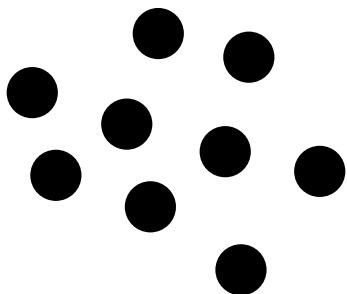
bike

gate

kite

nine

plate



nine



Name: _____

Print the words in the box on the lines where they fit best. Horseshoe-circle the separated digraphs in each word.

dime

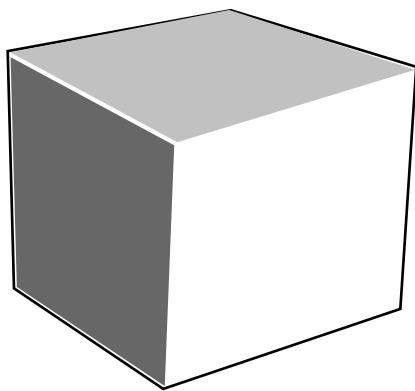
cube

grapes

globe

cone

cake



Name: _____

Draw a picture that matches the paragraph.

The snake was sitting on a rock in the sun. It had red stripes and black stripes on its skin. The scales on the snake's skin glinted in the sunshine. The snake got nice and hot in the sun. The snake will catch mice for a snack. Snakes like to munch on mice. When the snake gets big, the snake will shed its skin. When the sun sets and it is bedtime, the snake will be safe hiding in the sand.



Name: _____

Print *yes* or *no* on the lines.

1. Can a mule make a kite? no
2. Can you wave your hand? _____
3. Can a cat rake? _____
4. Can you swim in a lake? _____
5. Is a dime less than five cents? _____
6. Is a cake wet? _____

Name: _____

7. Can a plane be late? _____

8. Can you hum a tune? _____

9. Can a cat ride a bike? _____

10. Can a rock swim? _____

11. Can a stove be hot? _____

12. Will you smile at a joke? _____

Section III-A

One-Syllable Words with Separated Digraphs (Magic E) Practice Sentences and Stories for Oral Reading

Name: _____

Separated Digraph: 'a_e' > /ae/ (*cake*)

1. Abe baked a cake and gave it to Jake.
2. Jake ate the cake on his plate.
3. Kate made a game.
4. There was a snake in the lake.
5. It was a fake snake.
6. His name is James.
7. Jake and Kate went on a date.
8. The man has a cape.
9. Was it bad luck or just fate?

Name: _____

Separated Digraph: 'a_e' > /ae/ (*cake*)

Jane Makes a Cake

Jane made a cake. She got eggs and a cake mix from a box.

She said, "What shape can I make this cake?"

"I got it!" Jane said. "I will make a square cake!"

Jane made the mix and set it in the square pan.

Then Jane let the cake bake.

She made a glaze to frost the cake.

Then she ate the cake. Yum, yum!



Name: _____

Separated Digraphs: 'i_e' > /ie/ (*bite*) and 'a_e' > /ae/ (*cake*)

Kate's Boss

Kate had a nine to five job.

But it was a bad job.

Kate's boss was not nice to Kate.

Kate's boss yelled at Kate all the time.

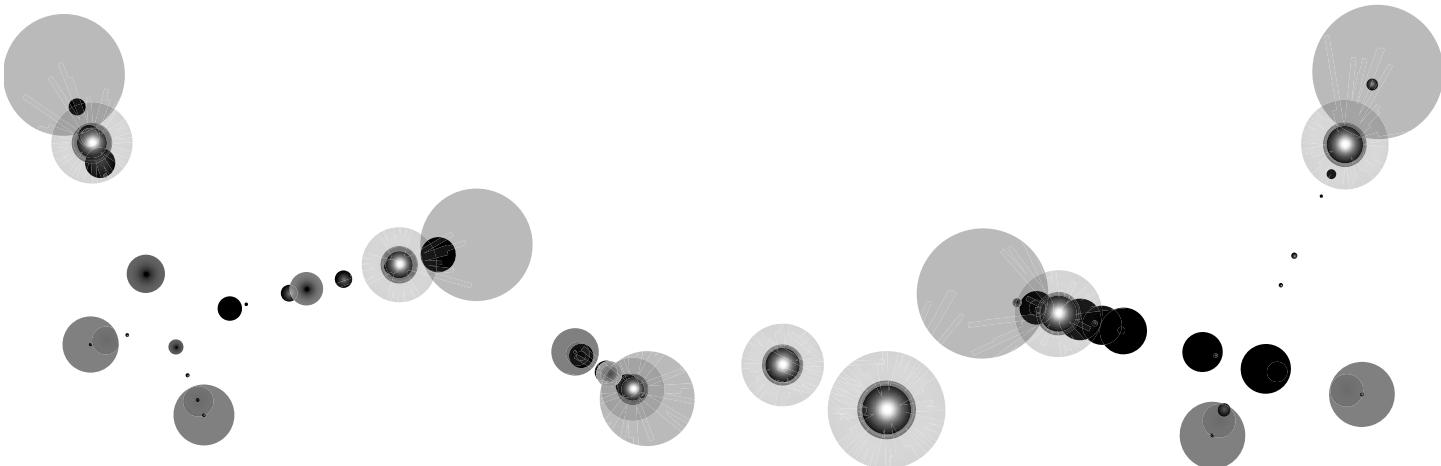
"Kate," he yelled, "run and get me my lunch!"

"Kate," he yelled, "run and get me a slice of cake!"

"Kate," he yelled, "fill up this mug!"

"Kate," he yelled, "scrub my golf club till it shines."

At last, Kate said, "That's it! I quit!"



Name: _____

Separated Digraphs: ‘o_e’ > /oe/ (*home*) and ‘i_e’ > /ie/ (*bite*)

Nice and Not Nice

It's nice when you smile.

It's nice when you care.

It's nice when you joke.

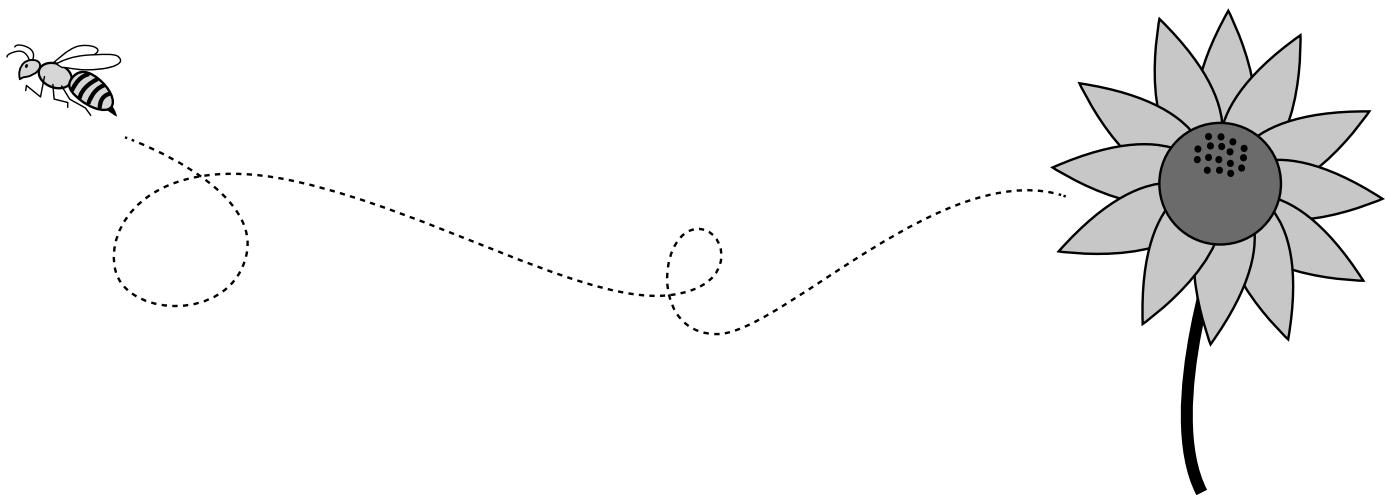
It's nice when you share.

It's nice when you get me a gift.

It's nice when you get me a rose.

But what is not nice,

Is when you spray me with a hose.



Section III-A

One-Syllable Words with Separated Digraphs (Magic E) Game

Slap the Spelling

Small Group

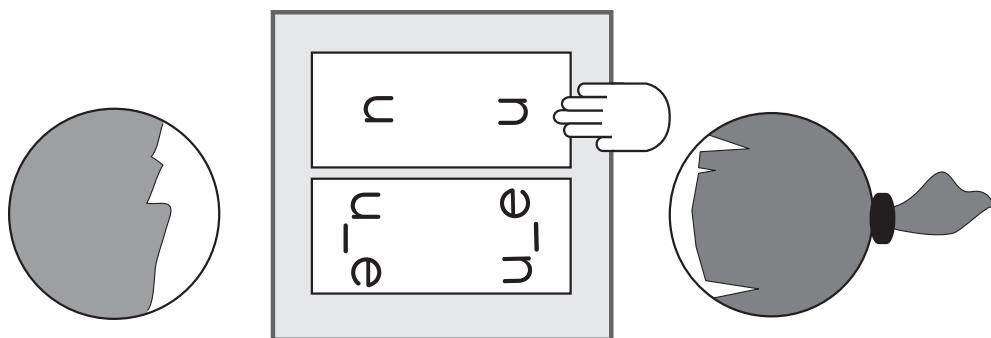
Cut out a long, rectangular slip of paper and write ‘u_e’ (as in *cute*) on each end. The spellings should face away from each other (see illustration). Repeat for ‘u’ (as in *cut*).

Place the slips of paper in a row on the floor between two children who are facing each other.

Explain that you will say words with different vowel sounds and that you want the students to whack the spelling for that sound as fast as possible.

Use any of the word lists in this section to call out words.

Note: You can use this activity to review any of the spellings covered in this unit.



Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels

‘ee’ and ‘ea’ > /ee/

‘oo’ > /oo/ or /oo/

‘oi’ and ‘oy’ > /oi/

‘ou’ and ‘ow’ > /ou/

‘er’ > /er/

‘ar’ > /ar/

‘or’ > /or/

Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels

Lesson Templates

More Vowel Digraphs

Focus: Sound-Spelling	Teaching	Materials
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat or say the sound as you show them the Spelling Card.	previously taught spelling cards Vowel Code Flip Book
Teaching	<p>Show students the target Spelling Card for the sound. Tell students the sound and have them repeat it. Tell students different words with the targeted sound in the beginning, middle, and end of the word, if applicable. Have students repeat the words. Repeat the words and ask students where the target sound is.</p> <p>Tape the target Spelling Card to the appropriate page and space in the Vowel Code Flip Book, as students refer to their own Individual Code Chart. Briefly review previously taught letter-sound spellings for the same spelling.</p>	Target Vowel Digraph Spelling Cards Vowel Code Flip Book Individual Code Chart
Guided Practice	Ask students to give you words with the target sound. Ask students to write decodable words with the target sound.	dry erase boards and markers <i>or</i> paper and pencil
Independent Practice	Students will read words with targeted sound. Students can read lists of words or phrases with targeted sound; more proficient students can read connected decodable text with targeted sound.	

Basic Code ‘ee’ > /ee/ (*bee*)

Focus: ‘ee’ > /ee/ (<i>bee</i>)	Teaching	Materials
Warm-Up	<p>Show students previously reviewed Spelling Cards and have them tell the sound each letter represents. If additional practice is still needed, the teacher should show the card and say the sound of each letter, having the students repeat each sound.</p>	<p>previously reviewed Spelling Cards Vowel Code Flip Book</p>
Teaching	<p>Show card with ‘ee’ on it. Tell students the sound of the letters ‘ee’ (/ee/). Tell students you will say and they will hear words with the /ee/ sound in the middle or end of the word. Say the words <i>bee</i>, <i>sweet</i>, <i>trees</i>. Have students repeat the words after you. Ask where they hear the /ee/ sound?</p> <p>Tape the ‘ee’ > /ee/ Spelling Card to the appropriate page and space in the Vowel Code Flip Book, as students refer to their own Individual Code Chart.</p>	<p>Spelling Card for ‘ee’ > /ee/ Vowel Code Flip Book Individual Code Chart</p>
Guided Practice	<p>Have students number their paper from one to six and then draw three horizontal lines for each row. Tell students that you will say a word with three sounds. Have them write the spelling for each sound on the line. Focus on pronouncing the /ee/ sound.</p> <p>Dictate words one at a time: <i>beet</i>, <i>bleed</i>, <i>tree</i>, <i>deep</i>, <i>feet</i>, <i>keep</i>. To check spelling, ask students to orally spell the word while you write the word on board or chart paper.</p>	<p>paper</p>
Independent Practice	<p>Have students read word lists and practice sentences and stories as well as complete worksheets with the ‘ee’ spelling.</p>	<p>word lists, worksheets, etc. from this Guide</p>

Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels Word Lists

Name: _____

Basic Code Spelling: 'ee' > /ee/ (*bee*)

see

bee

free

tree

three

need

seed

feed

speed

keep

deep

sleep

sheep

steep

teen

seen

green

feet

meet

street

feel

steel

seems

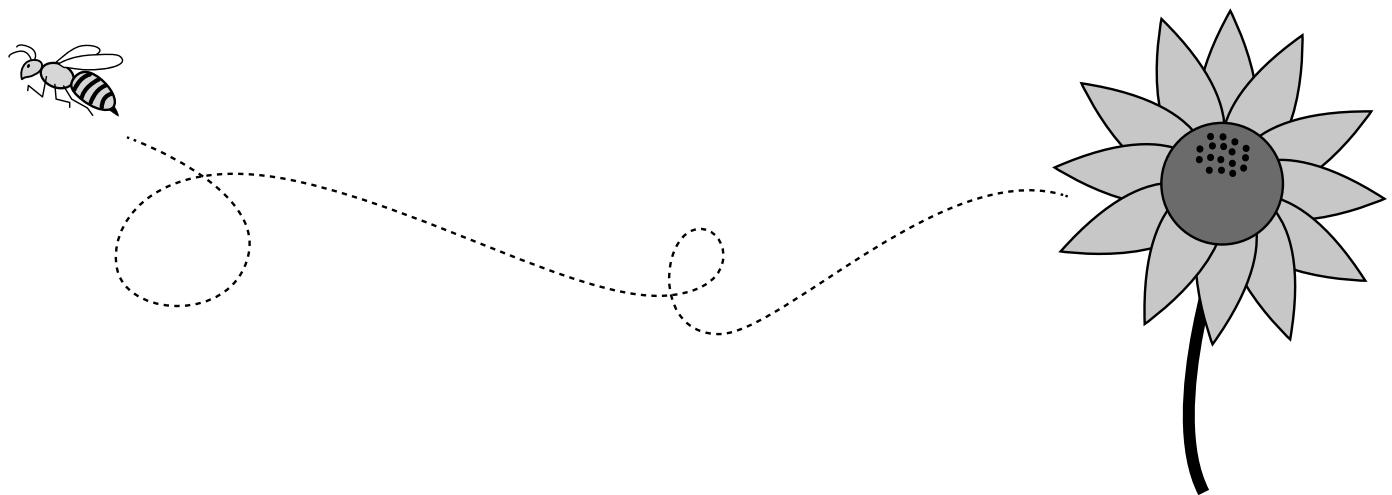
week

teeth

beef

sleeping

green trees



Name: _____

Basic Code Spelling: 'ea' > /ea/ (*beach*)

beach

reach

teach

each

sea

seal

tea

deal

real

read

east

leak

feast

yeast

dream

least

steal

steam

seat

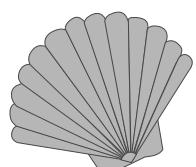
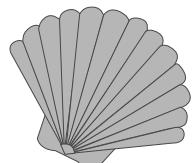
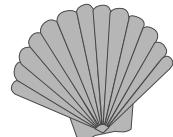
eat

reading

teaching

dreaming

beast



Name: _____

Basic Code Spelling: 'oo' > /oo/ (*soon*)

too

food

room

soon

moon

tools

cool

spoon

pool

noon

zoo

broom

zoom

loop

shampoo

scoop

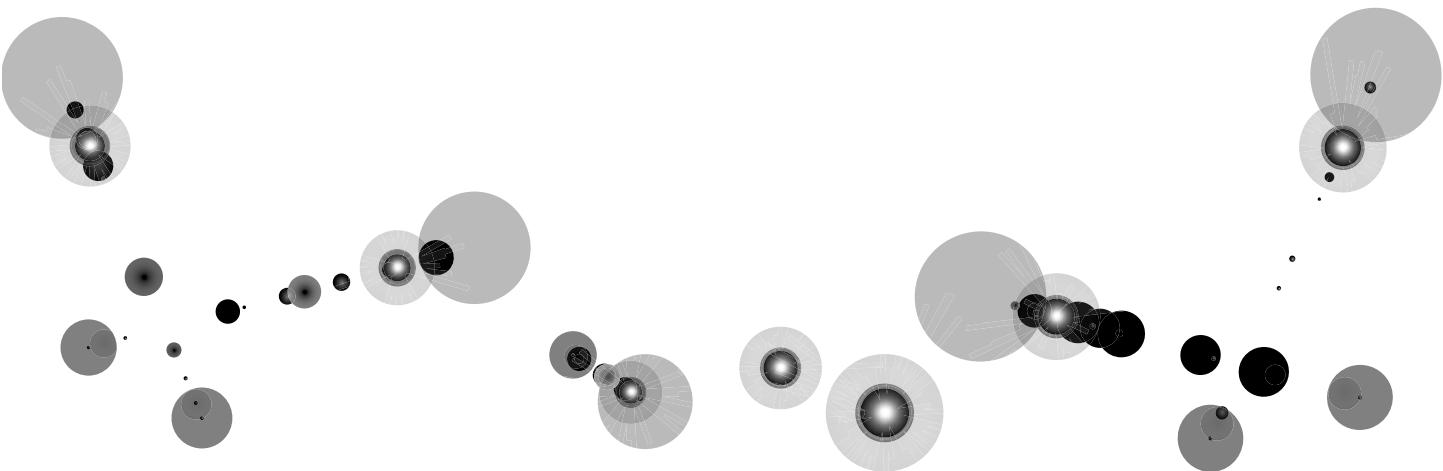
bedroom

bathroom

classroom

rooms

The raccoon is fast.



Name: _____

Basic Code Spelling: ‘oo’ > /oo/ (*look*)

look

book

took

cook

good

wood

stood

foot

shook

wooden

cookbook

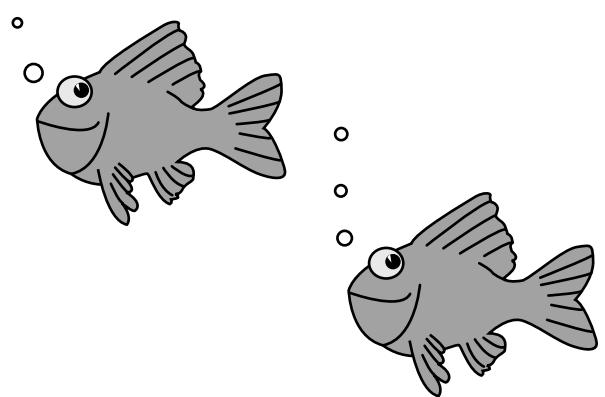
books

notebook

footprint

fishhook

The man is cooking.



Name: _____

Spelling Alternative: 'oy' > /oi/ (*toy*)

boy

joy

toy

soy

Roy

Troy

boys

toys

soybeans

enjoy

boyish

toyland



Name: _____

Basic Code: 'oi' > /oi/ (*oil*)

oil

boil

coil

foil

point

join

voice

moist

coin

joining

tinfoil

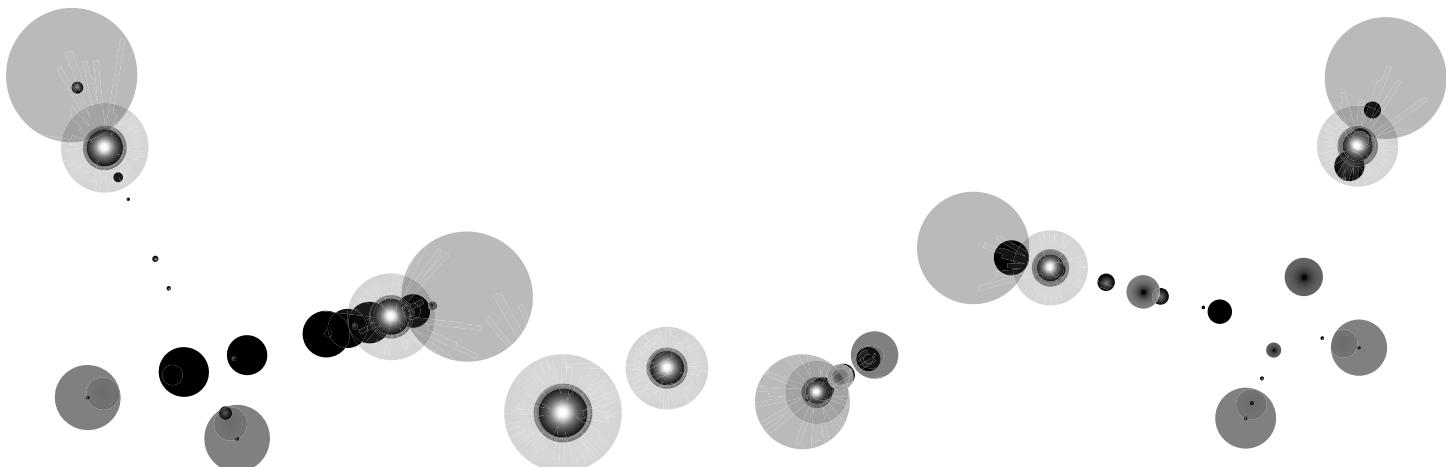
boiling

voices

coins

pointing

She is pointing.



Name: _____

Basic Code Review

x:

tax

lax

max

z:

zip

zoo

zoom

qu:

queen

squeak

squeal

oi:

soil

oil

boil

wr:

wrong

wrist

wrench

kn:

knife

kneel

knob

tch:

itch

scratch

batch

ve:

sleeve

leave

heave

Name: _____

Spelling Alternative: ‘ow’ > /ou/ (*now*)

wow

cow

how

plow

now

brown

town

gown

down

frown

growl

fowl

clown

crowd

crown

crowded

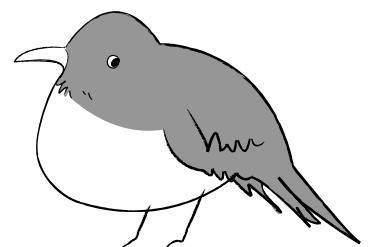
downtown

growled

cowboy

howling

owl



Name: _____

Spelling Alternative: ‘ou’ > /ou/ (*shout*)

out

shout

grouch

loud

proud

found

ground

south

mouth

count

cloud

ouch

couch

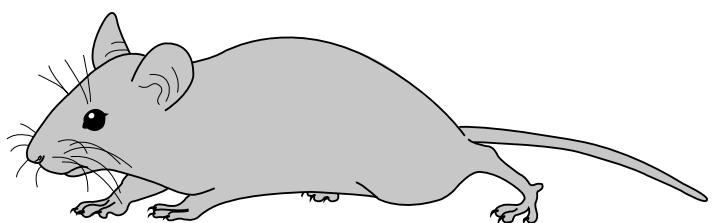
house

outhouse

without

outside

mouse



Name: _____

R-Controlled Vowel: 'er' > /er/ (*her*)

her

hers

term

verb

herd

jerk

nerve

after

serve

swerve

perch

merge

faster

deeper

sooner

cooler

bigger

louder

richer

quicker

big green fern

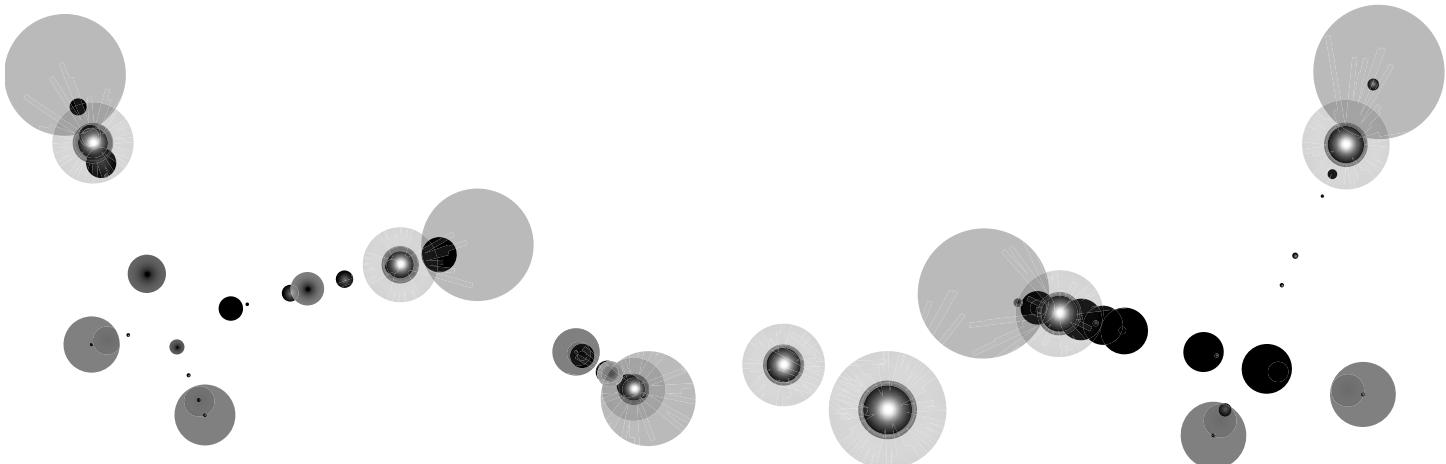


Name: _____

R-Controlled Vowel: 'er' > /er/ (*her*)

after	never	under	number
river	center	whether	winter
sister	teacher	leader	enter
member	letter	proper	pattern
summer	chapter	silver	ever

I had dinner with pals.



Name: _____

R-Controlled Vowel: 'ar' > /ar/ (*car*)

art	arm	farm	harm
car	far	jar	star
dark	mark	park	bark
sharp	hard	yard	card
yarn	barge	march	barn
start	large	larger	farmer
darkness	marker	harvest	partner
parking	target	artist	

The barber works hard.



Name: _____

R-Controlled Vowel: 'or' > /or/ (for)

or

for

form

fort

sort

short

shorts

sports

born

corn

horn

torn

thorn

storm

horse

cord

north

porch

fork

pork

force

order

morning

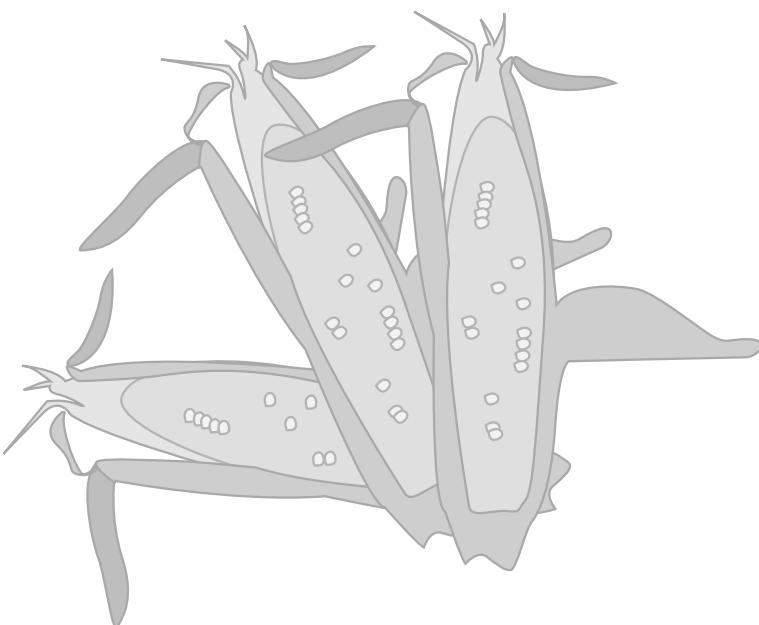
corner

border

forest

support

horses



Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels Worksheets

Name: _____

Pick the word that matches the picture. Then write it on the line.

grapes gate

coin corn



grapes

sleep slope

slide dive



Name: _____

Pick the word that matches the picture. Then write it on the line.

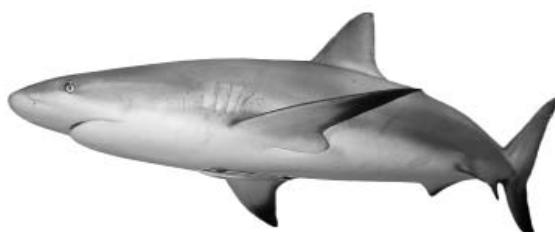
book cook



drive dive



short shark



home hill



Name: _____

Print the words from the box on the lines where they fit the best.

mule

cake

spoon

~~kite~~

house

tree



kite



Name: _____

Print the words from the box on the lines where they fit the best.

coin

rope

hook

cloud

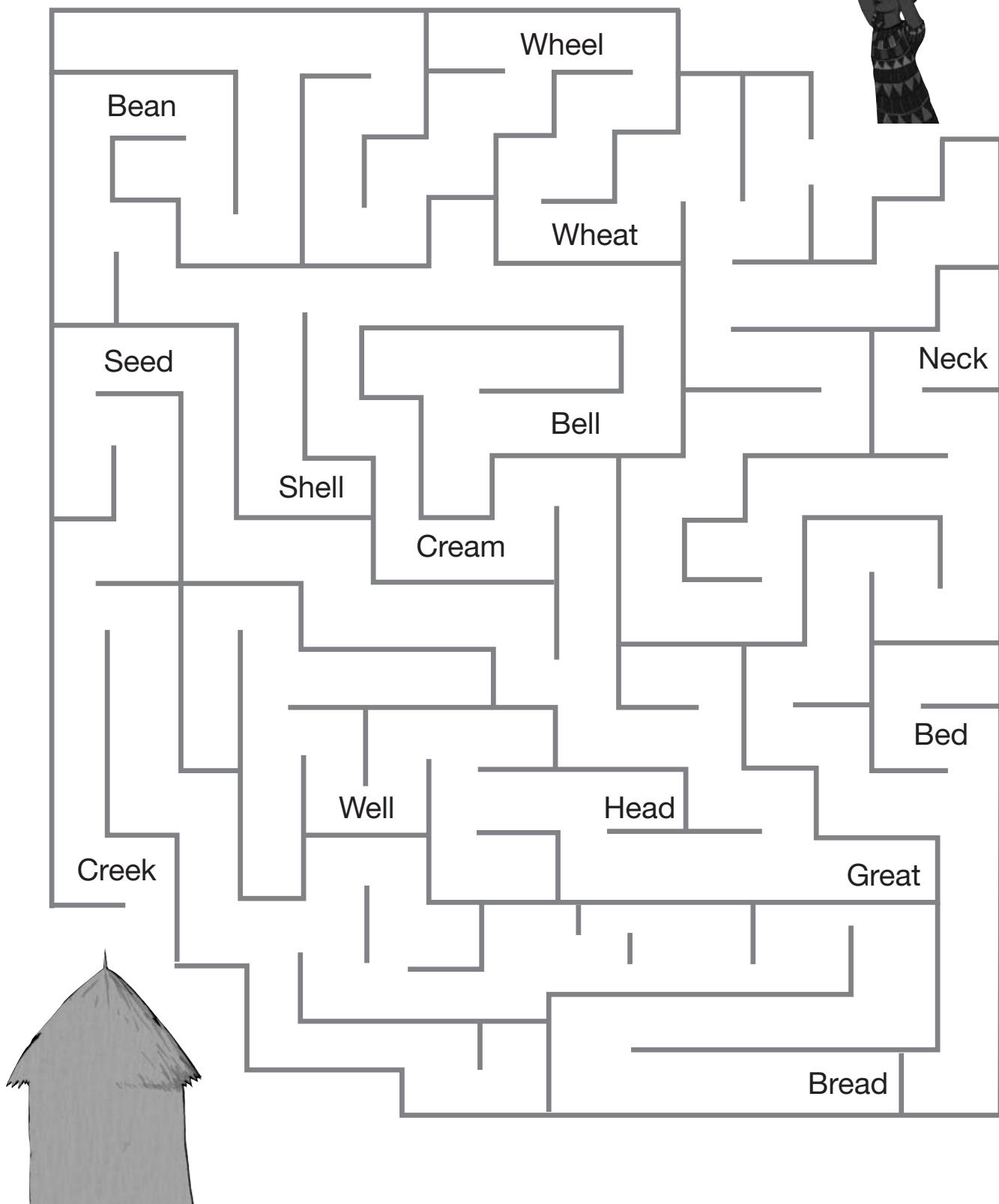
fern

vase



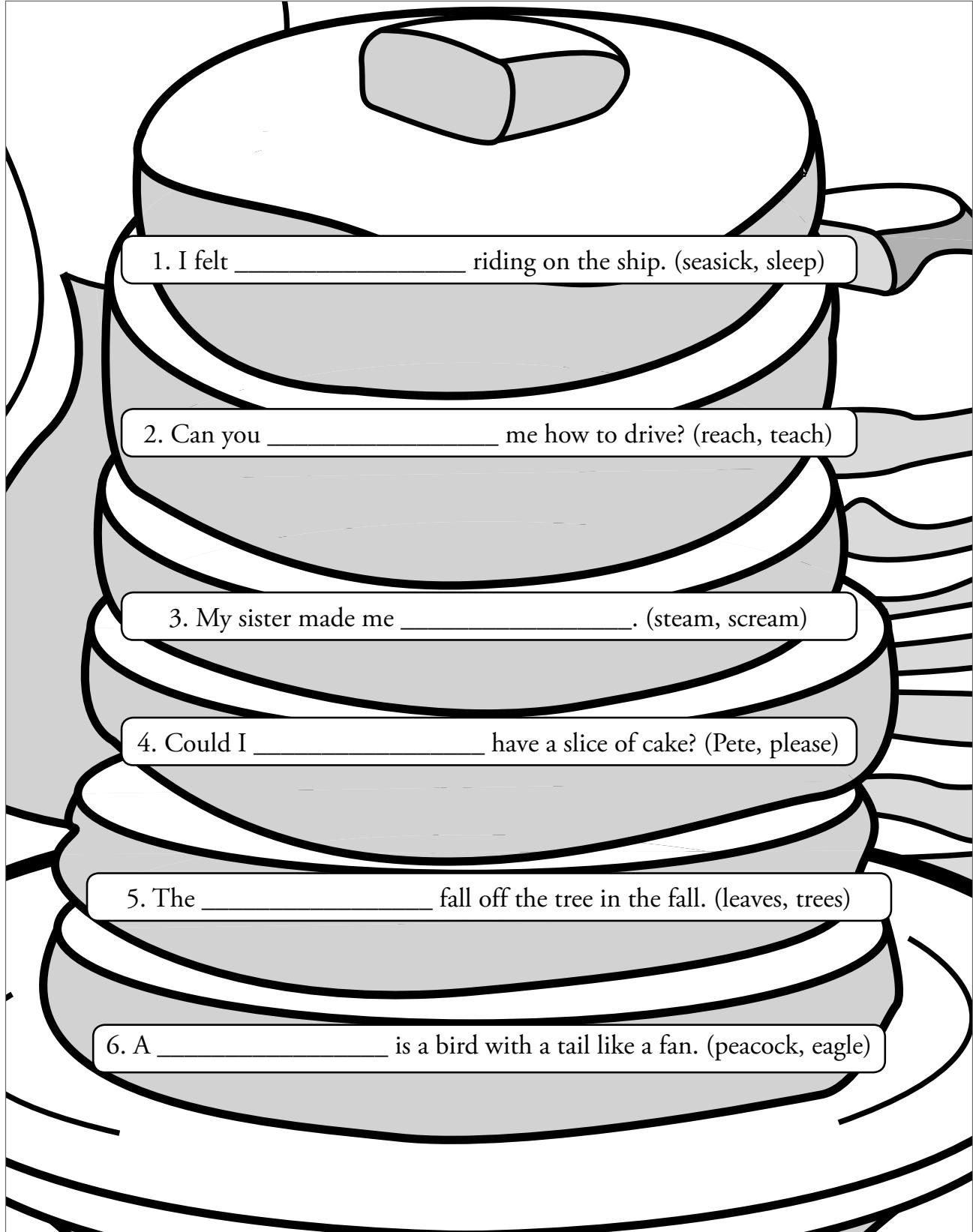
Name: _____

Read each word and circle only the words that have the /ee/ sound so Jane can follow the path to go back home.

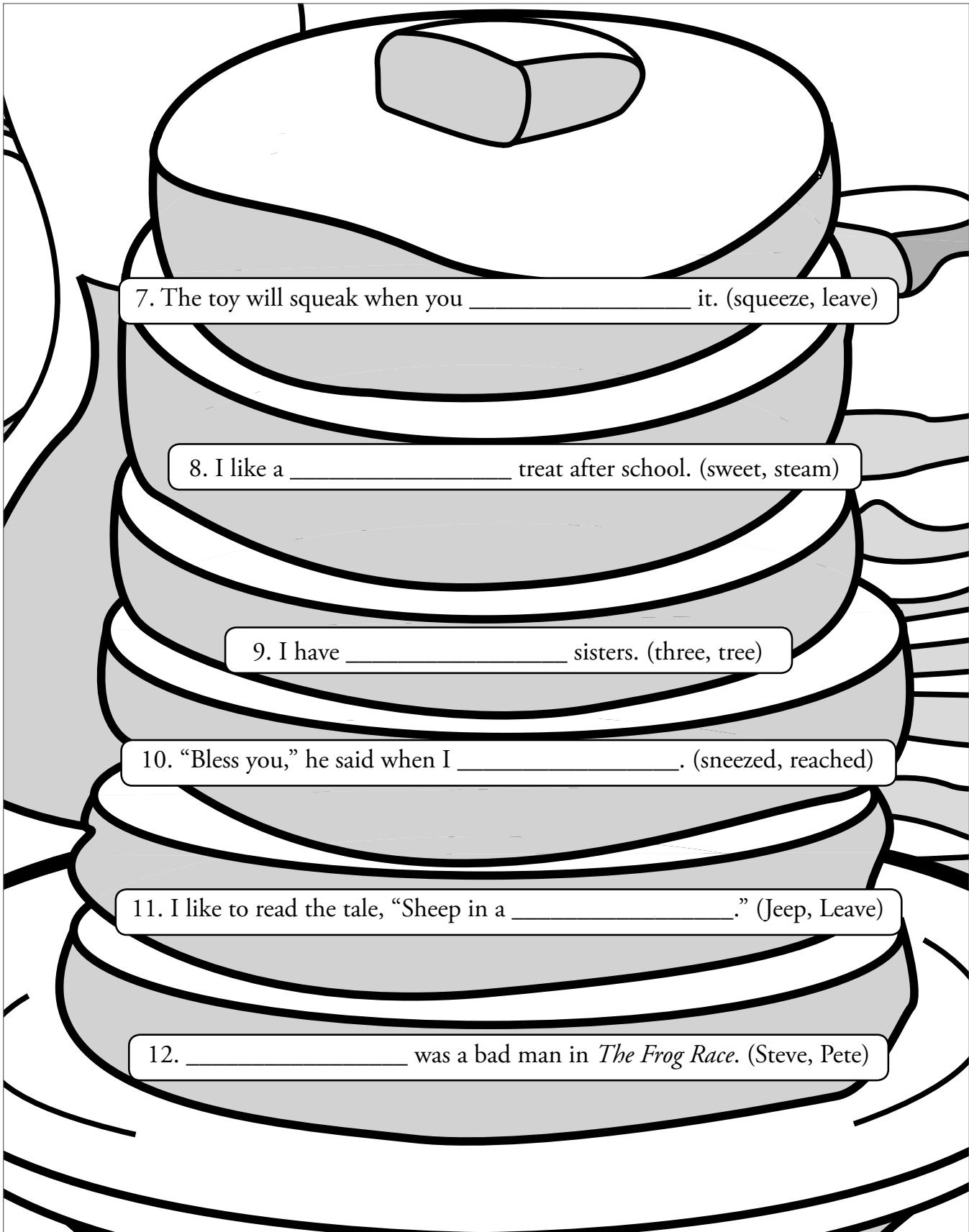


Name: _____

Directions: Circle the word that best completes each sentence.



Name: _____



Name: _____

Write *yes* or *no* on the lines to answer each question.

1. Can a pepper be green? _____ yes

2. Do pigs moo? _____

3. Is ice hot? _____

4. Can you use a pen to write? _____

5. Do words have letters? _____

6. Can a fish oink? _____

Name: _____

7. Is nineteen a number? _____

8. Is it hot at the South Pole? _____

9. Do fish have feet? _____

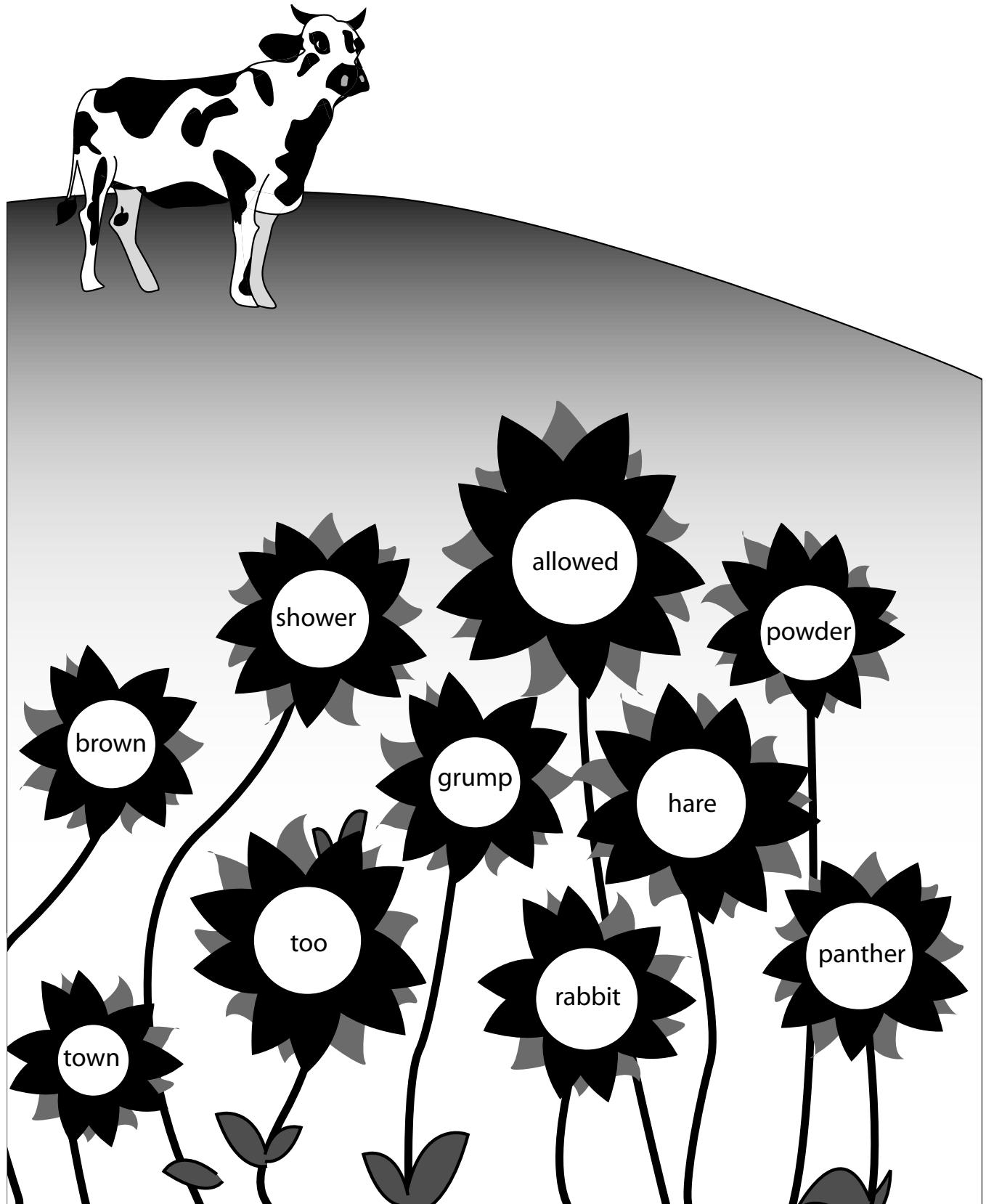
10. Is shouting loud? _____

11. Is a panther a fish? _____

12. Do raccoons have fins? _____

Name: _____

Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.



Name: _____

Complete the crossword puzzle.

owl	now	out	shout	cow
mouse	howl	brown	frown	trout

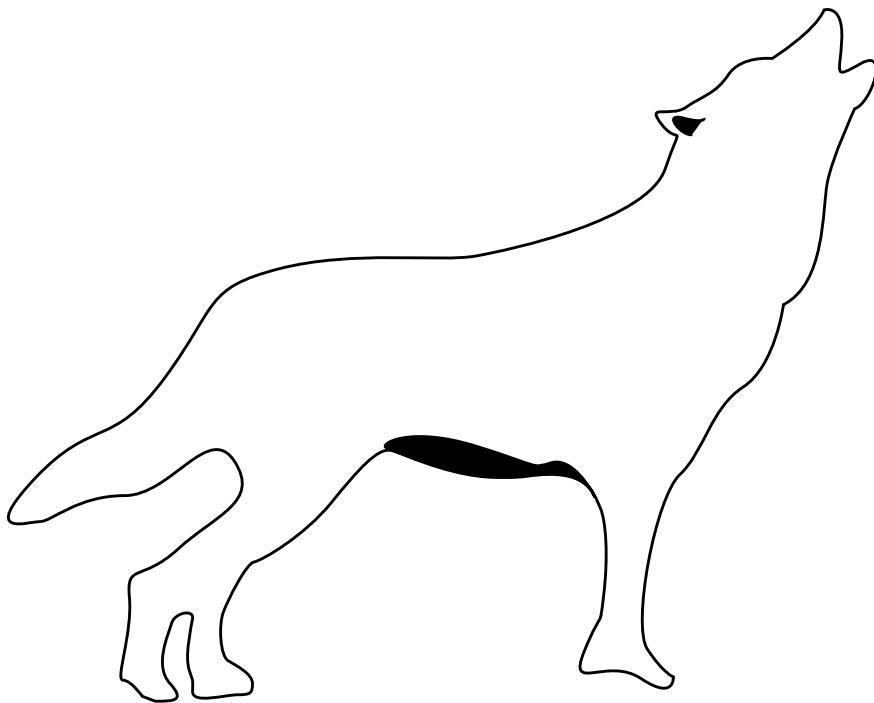
Across

3. A fish
4. not a smile
6. a loud voice
9. a bird
10. “Go to bed _____,” said Mom.

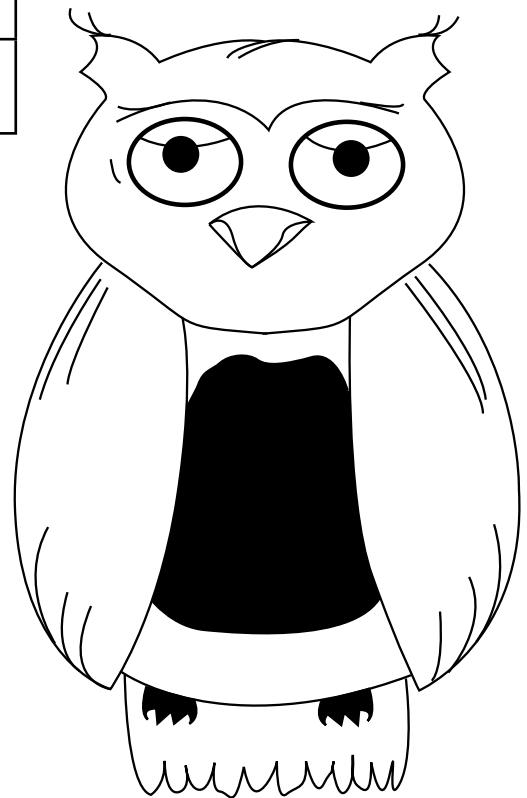
Down

1. One _____, two mice
2. How now, _____ cow
5. not inside but _____ side
7. A dog will _____ at the moon.
8. “Moo,” said the _____.

Name: _____



1			
	2		
		3	
	4		5
	6	7	
	8		
	9		
10			



Name: _____

Fill in the Blanks

batboy

toybox

toys

coiled

soil

boiling

coins

1. The sun is _____ hot outside.

2. Did you see the snake all _____ up?

3. The _____ will keep the baseball bats neat.

4. We will plant the seeds in the _____.

5. Pick up the toys and place them in the_____.

6. Could you help me count my _____?

7. Are the stuffed _____ on the bed?

Name: _____

Circle the spellings that make up the word in the box. Then write the word on the line.

	h w	oo ou	se ze	_____
---	--------	----------	----------	-------

	m w	oo ou	se ze	_____
---	--------	----------	----------	-------

	h m	ow oo	t l	_____
---	--------	----------	--------	-------

	t d	ow oe	l el	_____
---	--------	----------	---------	-------

	c s	t r	ow ou	n m	_____
---	--------	--------	----------	--------	-------

Name: _____

Circle the spellings that make up the word in the box. Then write the word on the line.

	c s	oi oe	t n	z s	_____
--	--------	----------	--------	--------	-------

	c s	l w	ee e	r p	_____
---	--------	--------	---------	--------	-------

	ch sh	e oe	l ll	f p	_____
---	----------	---------	---------	--------	-------

	p b	t r	oo u	n m	_____
---	--------	--------	---------	--------	-------

	k c	r wr	ow oy	ed d	_____
---	--------	---------	----------	---------	-------

Name: _____

Circle the word that has the ‘er’ spelling in each sentence.

1. Last summer was hot.
2. Who is that person?
3. The water is so cold!
4. The book is under the bed.
5. My mother’s name is Ann.

Name: _____

Create sentences with the words containing the ‘er’ spelling.

flower never river after later

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____

Circle the spelling of either ‘or’ or ‘ar’ in the words in the word box. Next, write the words in the appropriate sentence.

park	car	short	shower	shark
------	-----	-------	--------	-------

1. We like to go to the _____ to eat a picnic lunch.
2. Kate is not tall, she is _____.
3. We had a rain _____.
4. The _____ is red and fast.
5. A _____ is in the sea.

Name: _____

sports

flower

fork

dark

barking

6. I need a _____ to eat my food.

7. The dog will not stop _____!

8. Do you enjoy _____ like soccer?

9. The _____ smells nice.

10. The lamp is on since it is _____ and hard
to see.

Name: _____

‘er’

Choose the correct word that fits best in the sentence. After writing the word in the blank, circle the ‘er’ spelling.

after

sister

marker

chapter

herd

fern

perch

number

1. Ten is the _____ I like best.
2. The _____ of cows ate grass.
3. Do you have the red _____?
4. The green _____ needs water and sun.
5. My big _____ Jan is tall.
6. The bird is sleeping on its _____.
7. _____ class, I like to take a nap.
8. That _____ of the book was long.

Name: _____

'or' and 'ar'

Choose the best word to complete the sentence. After writing the word in the blank, circle either the 'or' or 'ar' spelling.

arm	shark	farmer	car	torn
corn	yarn	cart	thorn	

1. The red _____ went down the street fast.
2. Mark has a cut on his _____.
3. Do you like to eat _____ in the summer?
4. The _____ had pigs and cows on his land.
5. Did he place the food in his shopping _____?
6. The _____ on the rose was sharp.
7. My mom uses _____ when she knits.
8. That is a big _____ in the sea!
9. His shirt was ripped and _____.

Name: _____

‘or’, ‘er’, and ‘ar’

Read each word aloud, write the word under the correct header, and circle the 'or', 'er', or 'ar'.

north	letter	garlic	morning	better
car	porch	cartoon	ladder	swimmer
short	far	river	form	garden

Name: _____

‘or,’ ‘ar,’ and ‘er’

Choose words from the box and use them to write sentences.

north

letter

garlic

morning

better

car

porch

cartoon

ladder

swimmer

short

far

river

form

garden

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____

Check the sentence that matches the picture.

1.		<input checked="" type="checkbox"/> Roses have thorns. <input type="checkbox"/> Roses have horns.
2.		<input type="checkbox"/> My house has a yard. <input type="checkbox"/> My cloud has a yard.
3.		<input type="checkbox"/> I can knit mittens. <input type="checkbox"/> I can knit kittens.
4.		<input type="checkbox"/> Dentists fix teeth. <input type="checkbox"/> Dentists fix sheep.
5.		<input type="checkbox"/> This pup is cute. <input type="checkbox"/> This duck is cute.
6.		<input type="checkbox"/> I swim in the pool. <input type="checkbox"/> I run on the moon.

Name: _____

7.		<input type="checkbox"/> Trees are green. <input type="checkbox"/> Bees are green.
8.		<input type="checkbox"/> He rides a bike. <input type="checkbox"/> He rides a horse.
9.		<input type="checkbox"/> I have a dime. <input type="checkbox"/> I have a lime.
10.		<input type="checkbox"/> The band is loud. <input type="checkbox"/> The fan is loud.
11.		<input type="checkbox"/> This is a good book. <input type="checkbox"/> He is a good cook.
12.		<input type="checkbox"/> The artist can paint. <input type="checkbox"/> The artist can faint.

Name: _____

Read each word and circle the letter or letters that stand for the vowel sound in the word.

catch

green

spend

boil

trick

spoon

cord

foot

bunch

cloud

space

broil

lime

fern

slope

thorn

cute

yard

Name: _____

Count the sounds in the word. Write the number of sounds in the box. Print the word on the line.

1. cloud

cloud

2. grapes

3. twitch

4. foil

5. crow

Name: _____

6. short

7. teeth

8. joke

9. parking

10. choice

11. winter

Name: _____

Print the words on the lines where they fit the best. Use each word in a sentence.



1. fork



fork

The fork is sharp.



2. slide



3. coin



Name: _____



4. igloo



5. pancakes



6. rooster

Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels

Practice Sentences and Stories for Oral Reading

Name: _____

Basic Code Spelling: 'ee'

The Cranes

A crane wades in the mud.

It is a male crane.

He has long legs and a long black bill.

He stands in a maze of reeds.

He feeds on fish, frogs, and snakes.

Then he lifts his wings and flaps them.

He glides up.

The crane lands in his nest.

His mate is there with him.

She sits on three eggs.

The male crane shares a fish with his mate.

In a week, there will be five cranes in the nest.

Name: _____

Basic Code Spelling: ‘ee’

Biff and his Blimp

Biff has a blimp.

He likes to ride in the blimp with his pets.

They all get in the blimp.

Biff makes the blimp lift off.

The blimp drifts up.

It drifts with the wind. They feel free!

Biff and his pets can see the land as they drift. They see pigs and sheep.

They see trees.

At last Biff has to land the blimp.

The cat and the dog are sad.

“No need to feel sad!” says Biff.

“The next blimp ride will be just as much fun!”

Name: _____

Basic Code Spelling: 'ea'

The Dream

Dean was in class.

He was tired.

He drifted off to sleep.

He had a dream.

In his dream he was having a feast at the beach.

He felt the sand on his feet.

He could see a hot dog.

It was steaming hot.

He could smell it.

It smelled fine.

Yum, yum!

Dean reached out to grab the hot dog.

Just then his teacher tapped him on the back.

Dean woke up.

“Rats!” he said.

“Where did my hot dog go?”

Name: _____

Basic Code Spelling: ‘oo’

By the Brook

I like to camp with my mom and dad.

We camp out in the woods.

We look for a good spot close to a brook.

Then we pitch our tent.

Once the tent is up, we fish in the brook.

We slip bugs on our hooks.

If we catch fish, we cook them.

They are so good on the grill.

Camping is fun!

Name: _____

Basic Code Spelling: ‘oo’ > /oo/ (*soon*) and ‘oo’ > /oo/ (*look*)

For class he has to read ten textbooks.

What you did was foolish.

Is Mom cooking chicken?

Do you like to eat seafood?

The cooks made good food.

At the wedding we saw the groom.

If we do not get help, we are doomed!

Mom, can I loop the loop?

This wood is no good.

It’s too crooked.

Name: _____

R-Controlled Vowel: ‘er’ > /er/ (*her*)

Fern

Fern is mean.

She never asks.

She just grabs things.

She eats her dinner.

Then she grabs her sister’s dinner.

Fern never says, “Thanks.”

She will not do what her teacher tells her.

When her mom asks her to stop yelling, Fern yells louder.

When her dad asks her to stop shouting, Fern shouts louder.

Name: _____

R-Controlled Vowels: Mixed Review

1. Norm is a farmer.
2. Marge is an artist.
3. The horse is eating the corn.
4. Fern had to sit in the corner.
5. It was winter in the forest.
6. There are sharks at that beach.
7. My sister is a teacher.
8. What sort of fort should we make?
9. Stars shone in the darkness.

Name: _____

R-Controlled Vowels: Mixed Review

The Grilling Artist

Last week Dad made **pork** for dinner.

“Yes, yes!” he said. “The Grilling Artist is in the house! Step back and let the Grilling Artist have some room.”

He rubbed some **garlic** and a spice mix on the **pork**. Then he set the **pork** on the grill.

“There!” he said, “that’s **perfect**! Now that this is all set, the Grilling Artist will just see what’s on TV.”

There was a big game on TV. Dad started rooting **for** his team.

Time passed. The **pork** got **darker** and **darker**. Dad sat on the couch, eating popcorn and sipping a drink.

After a while, mom came in and asked, “When will the **pork** be finished? I’m **starving**.”

“Ack!” Dad said, “The **pork**!”

He ran out on the **porch**. When he came back in, the **pork** was sitting on a big **silver** platter. It was **dark** black. Black smoke was streaming out of it. Dad had to wave his hand to get rid of the smoke.

“It’s fine!” he said. “The Grilling Artist will slice into it with his **carving** knife and, you will see, it will be **tender** and moist on the inside.”

Name: _____

Dad grabbed a big **fork** and a **carving** knife. He **started** hacking at the **pork** with the **carving** knife. The **pork** was **hard** to cut. At last he hacked off five slabs of **pork**. It was brown on the inside and jet black on the outside. He set one slab on my plate, one on my sister's plate, and one on Mom's plate.

Mom took one look at the **pork** and said, "I will **never** eat this. Kids, get in the **car**. Let's go get some take-out food."



Name: _____

Spelling Alternatives and Basic Code: ‘oy’ > /oi/ (*toy*) and ‘oi’ > /oi/ (*oil*)

Boiled or Broiled?

Roy got a fish.

“Let’s broil this fish in oil,” Joyce said.

“I’ll get the oil.

You line the pan with tinfoil.”

“No, no,” said Roy.

“I do not enjoy broiled fish.

The trick to keeping fish moist is to boil it.”

Joyce acted as if Roy had not said this.

“Get the foil and we will broil it,” she said.

“I said, let’s boil it!” said Roy.

“Broil!” said Joyce, a loud voice.

“Boil!” shouted Roy.

Joyce grabbed at the fish.

Roy grabbed at it too.

The fish fell.

Name: _____

Floyd the cat grabbed the fish.

The cat ate the fish, all but the bones.

“Yum,” said Floyd.

“That was a good fish!”

“It did not need to be boiled or broiled.”

Name: _____

Spelling Alternatives and Basic Code: ‘ou’ > /ow/ (*shout*) and ‘ow’ > /ow/ (*now*)

Mouse in the House

“Eek!” Beth **shouted**.

“There’s a **mouse** in the **house**!”

Beth ran **outside**.

Ben ran **out** too.

Dad came **out** and asked, “What’s wrong?”

“There’s a **mouse!**” **howled** Beth.

“In the **house!**” added Ben.

“Get it **out!**” **shouted** Beth.

“**Now!**” added Ben, with a **frown**.

The kids sent Dad in to get the **mouse out**.

Dad looked in the kitchen.

He did not see the **mouse**.

He looked in the den.

There was no **mouse** there.

He looked in the bathroom.

Name: _____

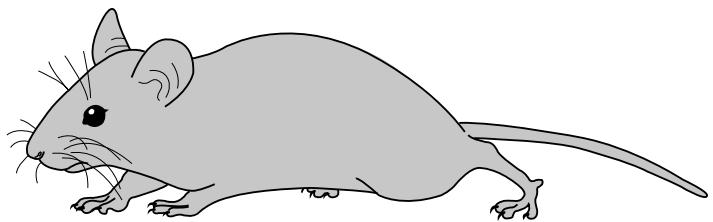
There was a **brown mouse**!

Dad got a box and swept the **mouse** into the box.

He took the box **out** of the **house**.

Then he let the **mouse** go.

When the **mouse** was **out**, the kids went back in.



Name: _____

Spelling Alternatives: Mixed Review

Tips to Win at Hide and Seek

Run from “It.”

Run and hide.

Hide in the bedroom.

Hide **o**utside.

Hide in a closet.

Hide in the shed.

Hide in the kitchen.

Hide in your bed.

Make like a **m**ouse,

Make like a bug.

Get **d**own on the **g**round,

As flat as a rug.

If you wish

Not to be **f**ound,

Make no **n**oises,

Name: _____

Make no **sounds**.

Do not yell,

Do not **shout**

(If **you** do, **you**'ll be **found out**.)

Hide your legs.

Hide your feet.

That's **how you** win

At hide and seek.

Name: _____

Mixed Review

The Bike Ride

Dan has a bike.

The bike is green.

It has a bell that Dan likes to ring when he rides fast.

Dan rides his bike on a bike path.

He rides at top speed and rings his bell.

It is fun.

But then Dan hits a bump.



Name: _____

His tire slips.

He lands with a thud and scrapes his leg.

Dan's leg bleeds a bit.

But it is not a bad cut.

It is just a scrape.

Dan is brave.

He gets back on the bike.

He rides up a steep hill.

He pumps his legs till he gets to the top.

At last he spots his home.

He rings the bell.

Dan's mom spots him.

She helps him fix up the scrape.

Name: _____

Mixed Review

At the Ranch

It's fun to camp at the ranch.

You can wade in the creek.

You can ride on a mule.

You can pet the sheep.

You can take a hike.

You can sit on a log and have your lunch.

You can smell the pine trees.

You can sit by the fire.

You can sleep in a tent.

The ranch is lots of fun.

So grab your cap.

Bring your pals.

It's ranch time!

Name: _____

Mixed Review

The Long Hike

Kate and Mike set off on a hike.

Mike likes to hike but not as much as Kate likes it.

They hike up to the top of a cliff.

“Let’s take this path next!” Kate says.

“Back to the campsite?” asks Mike.

“No!” says Kate. “Not yet.”

“Let’s hike up this hill!” Kate says.

“Ug!” says Mike.

“That’s a big one!”

Kate hikes up the hill.

And so must Mike.

“Let’s cross this creek!” says Kate.

“But what if I slip?” says Mike.

“Hush!” says Kate.

“Just run on the log!”

Name: _____

Kate runs on the log.

Mike runs on the log, but his feet slip.

Splash! Mike's feet get wet.

“Let’s hike back,” says Mike.

“I have wet feet!”

“Not yet!” says Kate.

They hike up a hill.

Name: _____

“It’s late,” says Mike. “Can we hike back?”

At last Kate says yes.

Kate and Mike hike and hike.

At last, Mike spots the campsite.

He is glad to be back.

“That was best hike of all time!” Kate says.

“Not quite!” says Mike.

Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels Games

Slap the Spelling

Small Group

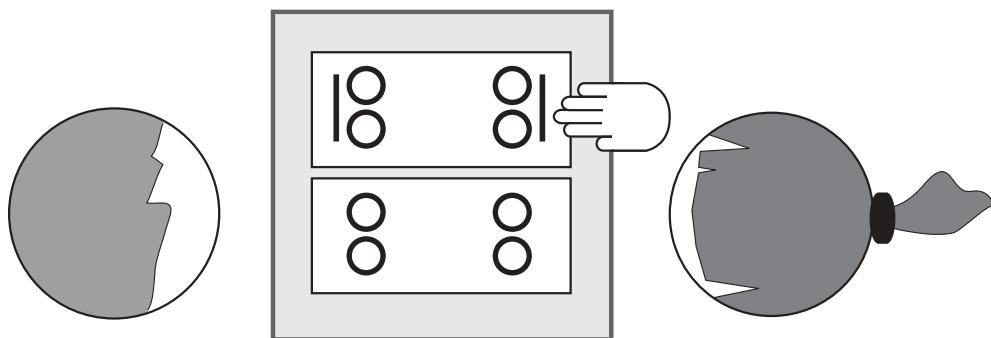
Cut out a long, rectangular slip of paper and write ‘oo’ (as in *root*) on each end. The spellings should face away from each other (see illustration). Repeat for ‘oo’ (as in *look*).

Place the slips of paper in a row on the floor between two children who are facing each other.

Explain that you will say words with different vowel sounds and that you want the students to whack the spelling for that sound as fast as possible.

Use any of the word lists in this section for this activity.

Note: You can use this activity to review any of the spellings covered in this unit.



Wiggle Cards

Whole Group or Small Group

If your students enjoy reading and acting out the Wiggle Cards, here are some additional decodable words and phrases that you may want to add to your inventory of Wiggle Cards. Feel free to pull from this stack of cards any time during the day, not just the language arts period, when students need an active transition.

- | | |
|--------------------------|-----------------------------------|
| 1. slide like a snake | 24. grab a tooth |
| 2. hike up a hill | 25. bounce up and down |
| 3. smile twice | 26. join hands |
| 4. run in place | 27. slouch |
| 5. shake your legs | 28. point to your mouth |
| 6. drive a truck | 29. oink like a pig |
| 7. stare at me | 30. point at the flag |
| 8. shake a fist | 31. count to ten |
| 9. lick your lips | 32. shout your name |
| 10. make a cute face | 33. batter up |
| 11. smell a rose | 34. wave ten fingers |
| 12. poke your nose | 35. count to five on your fingers |
| 13. jump three times | 36. shiver |
| 14. feel your knees | 37. pucker your lips |
| 15. kneel | 38. start clapping |
| 16. sweep up a mess | 39. march in place |
| 17. tug on one sleeve | 40. scratch your arm |
| 18. shoot hoops | 41. bark like a dog |
| 19. act cool | 42. lift an arm |
| 20. act like a goof | 43. snort like a hog |
| 21. look up | 44. beat a drum |
| 22. look down | 45. scream without making a noise |
| 23. swing your left foot | |

Section III-C

One-Syllable Vowel Digraphs and R-Controlled Vowels Assessment

Name: _____

Read the following words aloud to your teacher.

- | | |
|-----------|-----------|
| 1. feast | 16. boy |
| 2. foil | 17. shook |
| 3. dark | 18. rope |
| 4. smile | 19. leak |
| 5. cube | 20. serve |
| 6. fort | 21. trade |
| 7. mouth | 22. sleep |
| 8. waves | 23. froze |
| 9. steep | 24. mute |
| 10. scoop | 25. thorn |
| 11. jerk | 26. joy |
| 12. clown | 27. foot |
| 13. march | 28. growl |
| 14. zoom | 29. voice |
| 15. drive | 30. shout |

Score: _____ /30 Students who correctly read 25 out of 30 words have mastered this skill.

a_e: _____ /2 i_e: _____ /2 o_e: _____ /2 u_e: _____ /2 ee: _____ /2 ea: _____ /2 oo: _____ /2
oo: _____ /2 er: _____ /2 ar: _____ /2 or: _____ /2 oy: _____ /2 oi: _____ /2 ow: _____ /2 ou: _____ /2

Provide students with the worksheet on the following page. Tell students that you are going to say a word and that they should write the word that they hear you say.

- | | |
|-----------|-----------|
| 1. feast | 16. boy |
| 2. foil | 17. shook |
| 3. dark | 18. rope |
| 4. smile | 19. leak |
| 5. cube | 20. serve |
| 6. fort | 21. trade |
| 7. mouth | 22. sleep |
| 8. waves | 23. froze |
| 9. steep | 24. mute |
| 10. scoop | 25. thorn |
| 11. jerk | 26. joy |
| 12. clown | 27. foot |
| 13. march | 28. growl |
| 14. zoom | 29. voice |
| 15. drive | 30. shout |

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

Name: _____

Spell the words on the following blanks.

1. _____

16. _____

2. _____

17. _____

3. _____

18. _____

4. _____

19. _____

5. _____

20. _____

6. _____

21. _____

7. _____

22. _____

8. _____

23. _____

9. _____

24. _____

10. _____

25. _____

11. _____

26. _____

12. _____

27. _____

13. _____

28. _____

14. _____

29. _____

15. _____

30. _____

Section III-D

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels

Section III-D

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels

Lesson Template

Two-Syllable Words with Vowel Digraphs

Focus: Two-Syllable Words	Teaching	Materials
Warm-Up	<p>Remind students that words can be broken into chunks called syllables. Each syllable has one vowel sound. For example, a word with one vowel sound, such as <i>cat</i>, is a one-syllable word; a word with two vowel sounds, such as <i>catnip</i>, has two syllables.</p> <p>Remind students that they have worked previously with reading two-syllable words in which both syllables had short vowel sounds, such as /a/, /e/, /i/, /o/, or /u/.</p> <p>Write the following words on the board and guide students in chunking them into syllables by pointing to the two vowel sounds and dividing between the consonants to chunk the words into syllables: <i>catfish</i>, <i>picnic</i>, <i>contest</i>, <i>suntan</i>. The two syllables in each word have short vowel sounds.</p>	board or chart paper
Introduction/ Teaching	<p>Tell students that today they will practice reading more two-syllable words, but these two-syllable words will include vowel digraphs.</p> <p>Write the words <i>base</i>, <i>rise</i>, and <i>home</i>. Ask the students to read each word and tell how many syllables it has. Each word has only one syllable because there is only one vowel sound in each word. Point out to students that these words are spelled with separated digraphs/magic e.</p> <p>Now write <i>basement</i>, <i>sunrise</i>, and <i>homeroom</i>. In each word, guide students in pointing to the vowel sounds and then chunking the words into syllables to read. For example, for <i>basement</i>, point out that the spelling ‘a_e’ represents one vowel sound—/ae/ as a separated diagraph—and the other vowel sound is represented by ‘e’. The word can be chunked into two syllables as follows—<i>base ment</i>. Help students read the word.</p> <p>Continue in the same manner chunking and reading <i>sun rise</i> and <i>home room</i>.</p> <p>Now write the words <i>real</i>, <i>soy</i>, and <i>car</i>. Ask students to read each word and tell how many syllables it has. Each word has only one syllable because there is only one vowel sound in each word. Point out to students that these words are all spelled with vowel digraphs—‘ea’ > /ee/, ‘oy’ > /oi/, and ‘ar’ > /ar/. Note: ‘ar’ > /ar/ is also known as an r-controlled vowel, but it is technically a digraph, i.e., two letters represent one sound.</p> <p>Now write the words <i>sidebar</i>, <i>soybean</i>, and <i>carpet</i>. Guide students in recognizing the vowel digraphs so that they can chunk these words into syllables as follows and read them:</p> <p style="padding-left: 40px;"><i>side bar soy bean car pet</i></p>	board or chart paper
Guided and Independent Practice	Provide additional practice reading two-syllable words with digraphs in Word Lists, worksheets, practice sentences, and stories.	materials from this section of the <i>Assessment and Remediation Guide</i>

Section III-D

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels

Word Lists

Name: _____

Mixed Review

stampede

compute

person

scoundrel

perform

mushroom

combine

treason

igloo

confuse

steamboat

expire

shampoo

popcorn

hamster

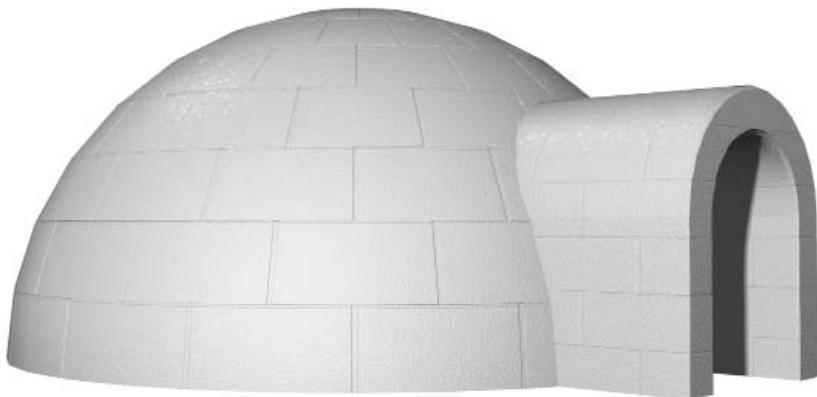
chapter

oyster

counter

translate

athlete



Name: _____

Mixed Review

panther escape season leapfrog soybean

carpet reptile ignite barber tower

insane seashore bookmark woodchuck border

extreme mistake stubborn beaver pattern

snowflake between outside spider seaside



Name: _____

Mixed Review

complete

subscribe

retire

empire

oyster

shutter

structure

artist

sunrise

poison

enclose

compete

invite

rooster

shower

power

leader

suppose



Section III-D

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels Worksheets

Name: _____

Print the words in the box on the lines where they fit best.

artist

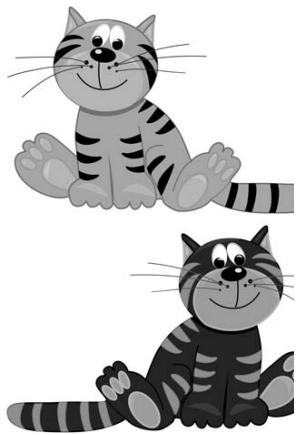
barefoot

tadpole

duckling

comics

checkers



duckling



Name: _____

Print the words in the box on the lines where they fit best.

bookcase

broomstick

dentist

fireplace

handshake

iceberg



Name: _____

Horseshoe circle the pattern at the top of the column.

a_e	i_e
cupcake	sunshine
pancake	reptile
mistake	sunrise
fateful	timeline
bracelet	inside
cascade	pastime
snakeskin	combine
inflate	subscribe
translate	hostile

Name: _____

Print the words on the lines where they fit the best.

1. winter



winter

2. river



3. forest

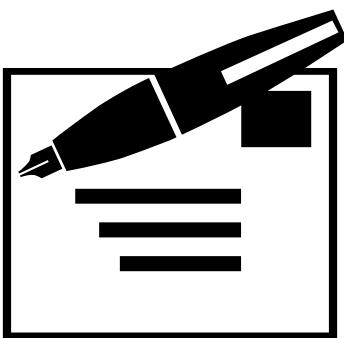


Name: _____

4. farmer



5. ladder



6. collar



Name: _____

Print the words in the box on the lines where they fit the best.

children

number

winter

kitchen

garden

fingers

38



number



Name: _____

Print the words in the box on the lines where they fit the best.

writing

coffee

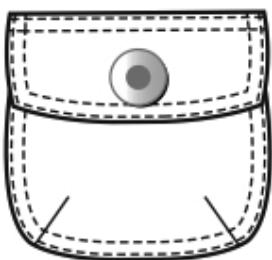
pocket

fireplace

fifteen

soccer

15



Name: _____

Print the words in the box on the lines where they fit best.

bee

beans

leaf

peanuts

teacup

—seashell



seashell



Name: _____

Print the words in the box on the lines where they fit best.

wheat

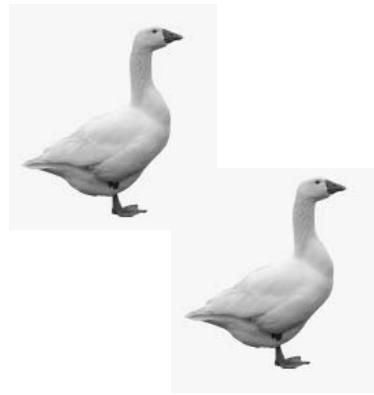
chimpanzee

eel

athlete

cheese

geese



Name: _____

Spell the word. Then print it on the line.



ar

r

t

d

i

c

k

s

t

f

artist



h

d

ar

a

k

p



p
b

u
ar

x
k



qu
k

oo
ee

n
m



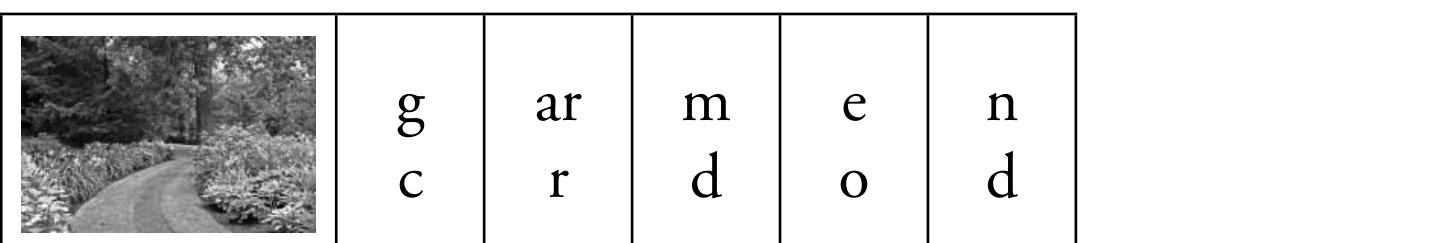
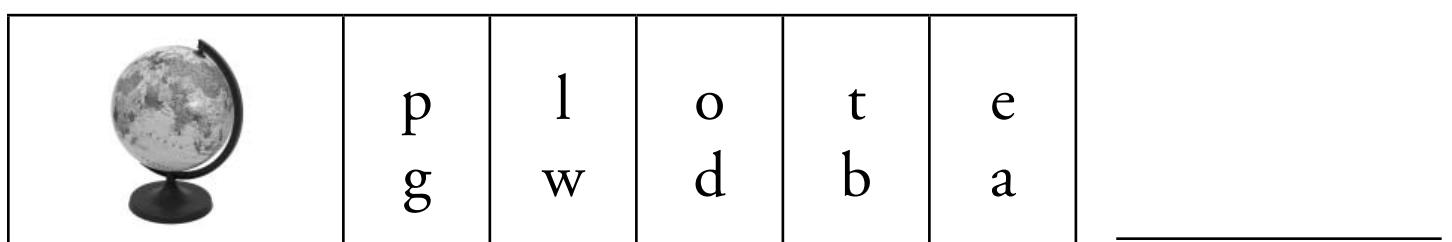
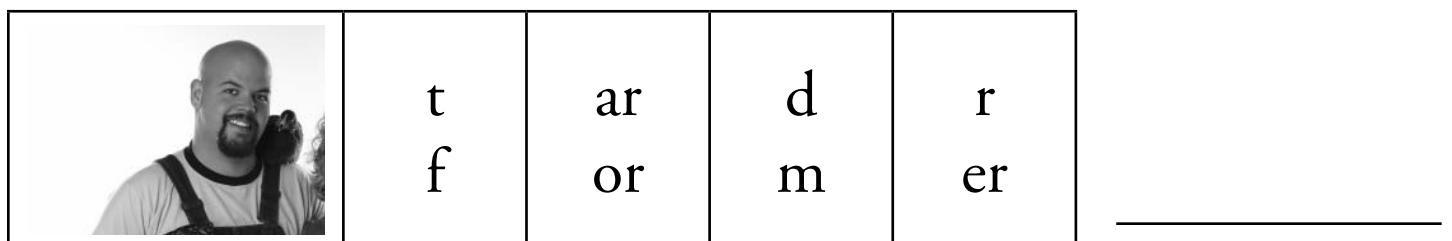
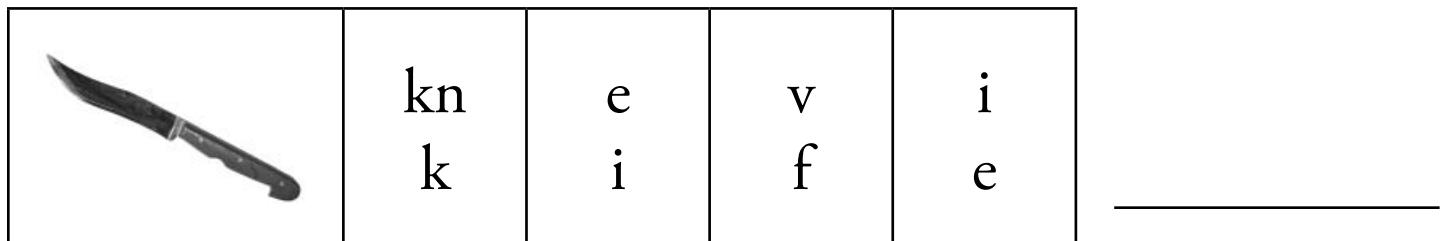
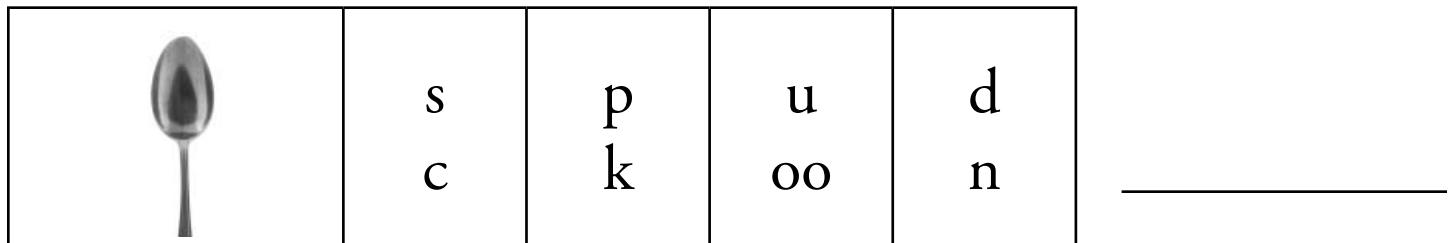
b
d

oo
ou

t
k

Name: _____

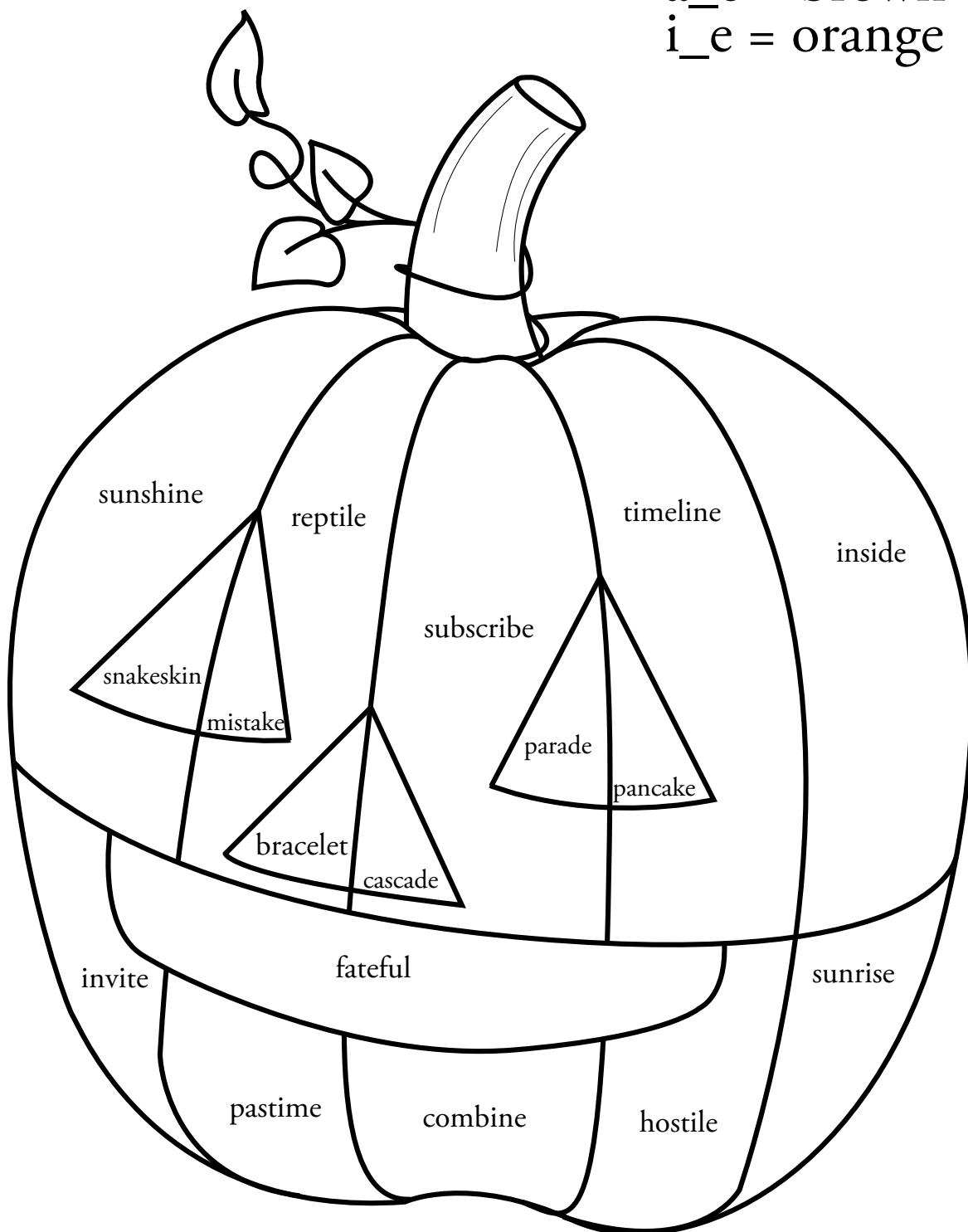
Spell the word. Then print it on the line.



Name: _____

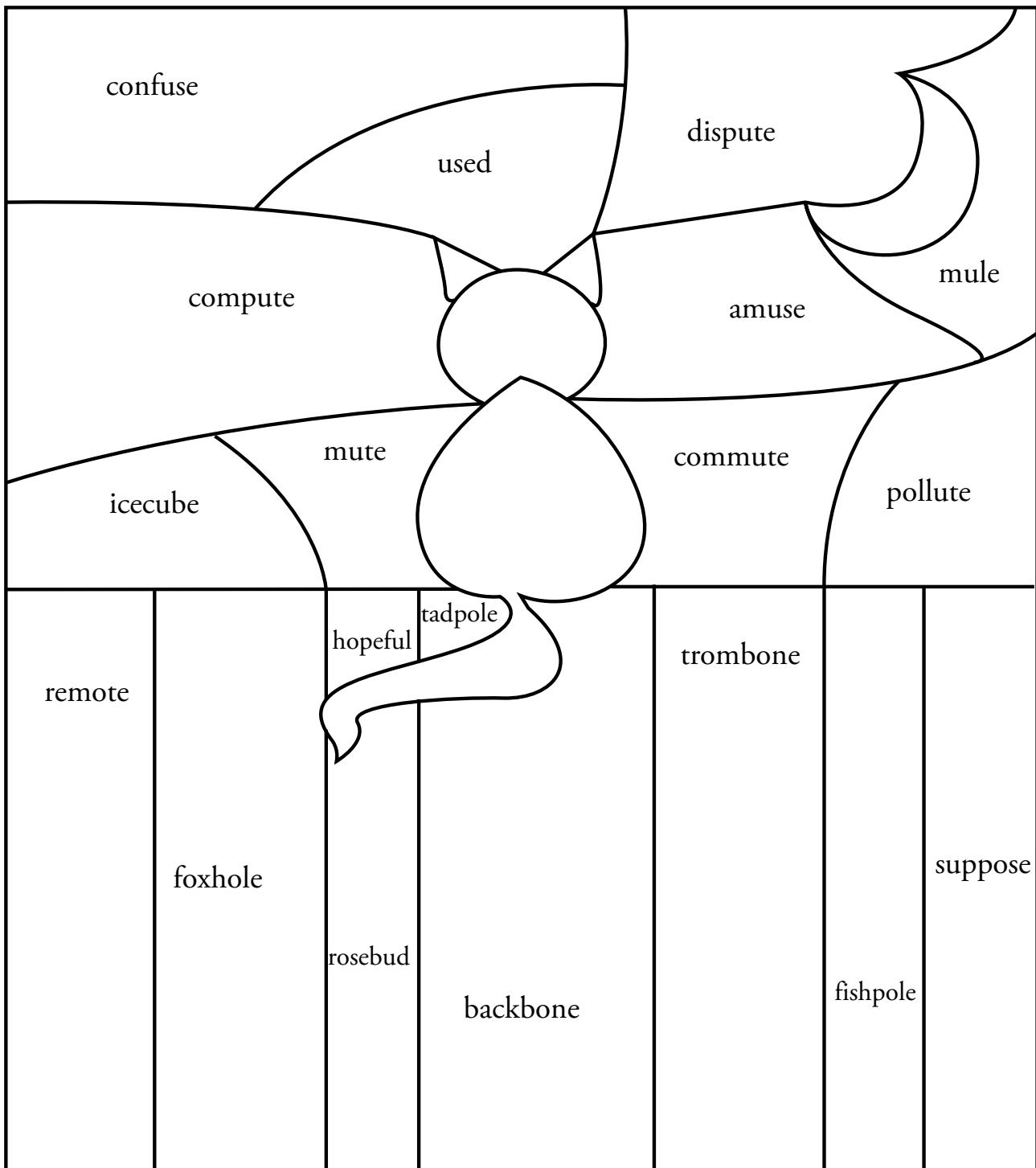
Read each word and then color the spaces of words with /ae/ brown and the spaces of words with /ie/ orange.

a_e = brown
i_e = orange



Name: _____

Color the areas with /oe/ words light brown and /ue/ words blue.

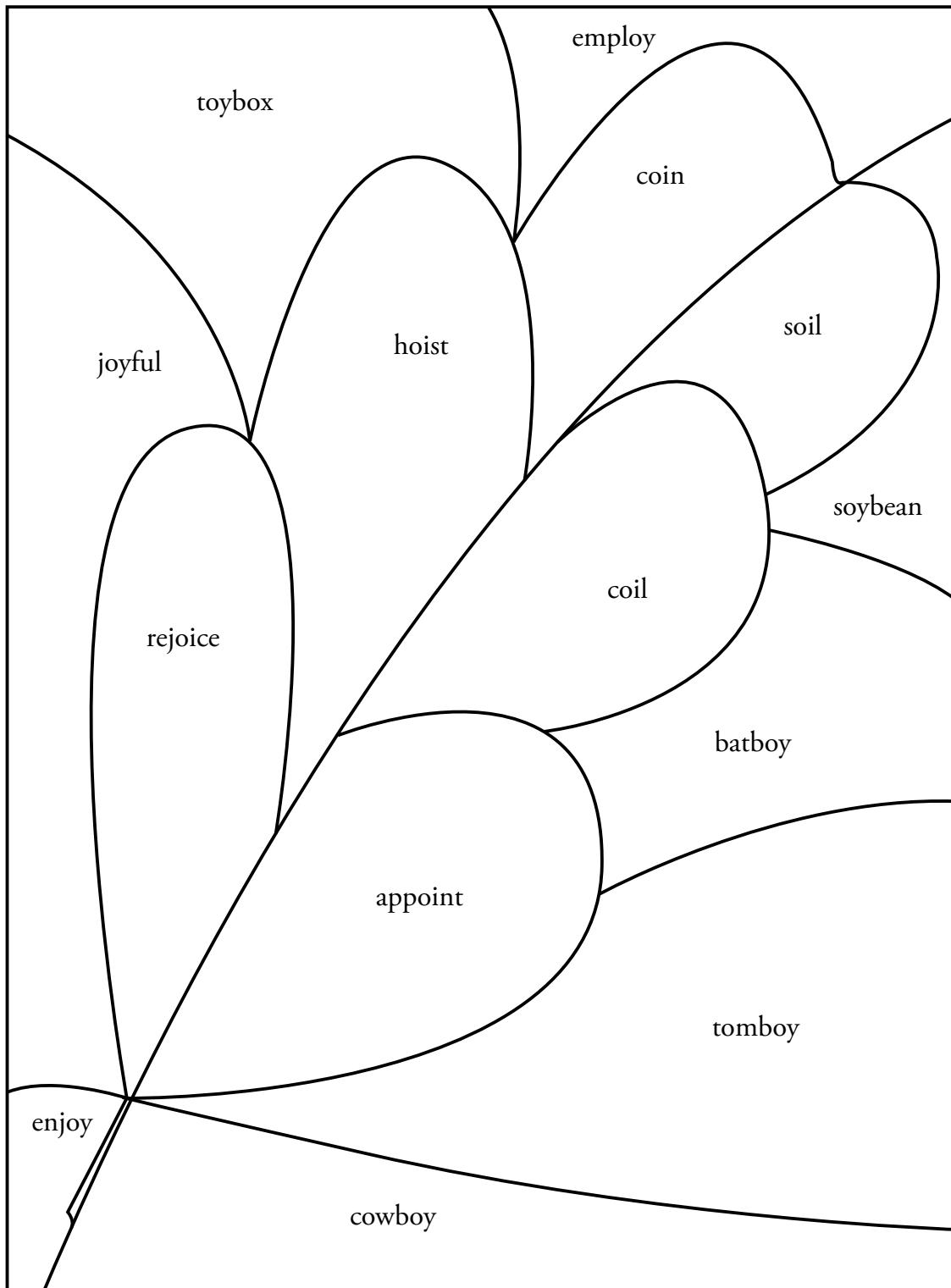


/oe/ = light brown

/ue/ = blue

Name: _____

Color the words with the /oi/ sound spelled ‘oy’ blue and the words with the /oi/ sound spelled ‘oi’ green.



Section III-D

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels

Practice Sentences and Stories for Oral Reading

Name: _____

Practice Sentences

1. The man wants to start a fire in the igloo because it is so cold.
2. That rooster is such a scoundrel! He wakes me up at sunrise.
3. The expired eggs were sitting on the counter.
4. Can you tell a beaver from a woodchuck?
5. James likes to play leapfrog with his pals.
6. He was confused and made a mistake on the math problem.
7. The athlete wanted to compete in the tennis match.
8. I season my popcorn with butter.
9. Chapter three is the best in the book.
10. The spider is on its web outside.

Name: _____

Practice Sentences

1. The artist drew a cool picture of a steamboat.
2. Sam wants to see panthers and big reptiles at the zoo.
3. The princess lives at the top of the tower with her pet hamster.
4. My dad subscribes to a sports channel and watches extreme sports.
5. Close the shutters if you want to keep the glare out of the room.
6. Jim got the barber to shave his face.
7. The leader of the empire has a lot of power.
8. Jill likes to catch snowflakes as they fall.
9. The stampede of cows made the ground shake.
10. Those beams support the house.

Name: _____

Practice Sentences

1. My teacher corrected the mistakes on my test.
2. I like to eat mushrooms in my salad.
3. Please combine all of the second graders on the same team.
4. Mom will shampoo the carpet to clean it.
5. The farmer planted soybeans.
6. I did not realize he was retired.
7. We ate oysters when we were at the seashore.
8. Who will perform on stage next?
9. The convict escaped from prison.
10. The expert said some spiders inject poison when they bite.

Section III-E

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels

Assessment

Name: _____

Read these words to your teacher.

- | | |
|-------------|---------------|
| 1. person | 14. popcorn |
| 2. empire | 15. target |
| 3. mistake | 16. compute |
| 4. shampoo | 17. oyster |
| 5. deepen | 18. scoundrel |
| 6. support | 19. shower |
| 7. suppose | 20. poison |
| 8. power | 21. woodchuck |
| 9. insane | 22. footstool |
| 10. invite | 23. carpet |
| 11. enclose | 24. thousand |
| 12. treason | 25. amuse |
| 13. soybean | |

Score: _____ /30 Students who correctly read 24 out of 30 words have mastered this skill.

a_e: _____ /2 i_e: _____ /2 o_e: _____ /2 u_e: _____ /2 ee: _____ /1 ea: _____ /2 oo: _____ /2

oo: _____ /4 er: _____ /4 ar: _____ /2 or: _____ /2 oy: _____ /2 oi: _____ /1 ow: _____ /2 ou: _____ /2

Name: _____

Provide students with the worksheet on the following page and ask them to write each word after you say it.

- | | |
|-------------|---------------|
| 1. person | 14. popcorn |
| 2. empire | 15. target |
| 3. mistake | 16. compute |
| 4. shampoo | 17. oyster |
| 5. deepen | 18. scoundrel |
| 6. support | 19. shower |
| 7. suppose | 20. poison |
| 8. power | 21. woodchuck |
| 9. insane | 22. footstool |
| 10. invite | 23. carpet |
| 11. enclose | 24. thousand |
| 12. treason | 25. amuse |
| 13. soybean | |

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

Name: _____

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

Score: _____ /30 Students who correctly read 24 out of 30 words have mastered this skill.

a_e: _____ /2 i_e _____ /2 o_e: _____ /2 u_e: _____ /2 ee: _____ /1 ea: _____ /2 oo: _____ /2

oo: _____ /4 er: _____ /4 ar: _____ /2 or: _____ /2 oy: _____ /2 oi: _____ /1 ow: _____ /2 ou: _____ /2

Section III-F

Stories

Bedtime Tales

(from Grade 2, Unit 2)

Name: _____

The Frog Race

“Dad,” Mike said when he woke up, “what happened with the jumping frog? I missed the end of the tale. I was sleeping.”

“I did not tell it to the end,” said his dad. “When you drifted off to sleep, I stopped.”

“Oh, tell the ending!” said Mike.

Mike’s dad picked up the tale where he had left off.

Big Jim handed his frog to Pete and ran off to the stream.

Pete held Big Jim’s frog in his hand. Pete looked at the frog. Then Pete reached into his pocket and got a pile of limes. Yum—Big Jim’s frog drooled. The frog ate the whole pile of limes from Pete’s hand! Then Pete set the frog down.

While Pete was feeding the frog limes, Big Jim was down at the stream. He tossed off his boots and went frog hunting. At last he nabbed a nice green frog. He ran back and handed the frog to Pete.

“There’s your frog!” said Jim. “Just set him down there next to my frog. Then we will let them compete to see which one of them is the fastest!”

Pete set his frog down.

“All set?” said Jim.

“All set,” said the man.

Then Jim yelled, “Jump, frogs, jump!”

Pete gave the two frogs a tap to get them jumping. His frog hopped off nice and quick. But Jim's frog just sat there. Once he hitched up his legs like he was fixing to jump. But it was no use. With all those limes in him, he was planted there just as solid as a rock. His tummy was full!

Pete's frog hopped and hopped till it got to the finish line.

"Fine race!" said Pete. He took Jim's ten bucks and slipped the cash in his pocket. Then Pete tipped his hat and set off.

Well, Big Jim was stunned. "What happened to my frog?" he said. "I hope he's not sick."

He bent down and picked up the frog and rubbed his tummy.

"Goodness!" said Jim. "He must have had a big lunch!"

"I think Pete tricked me! He fed my frog too much to eat!" Jim said. Big Jim let out a whoop. His face got red. Jim ran to catch Pete. But it was no use. Pete had run off. Pete had tricked Big Jim!



Name: _____

How the Hedgehog Tricked the Hare

"Where was it I left off?" asked Mike's dad.

"The hedgehog was telling his wife the plan to trick the hare," said Mike.

"Got it!" said his dad.

The hedgehog made a map of his plan. He pointed to the map and outlined his plan to trick the hare.

"The hare and I will race from down by the fence up to the house on the hill," the hedgehog said to his wife. "I need you to stand next to the house. Stand in a spot where the hare can't see you. And be on the lookout, my dear!"

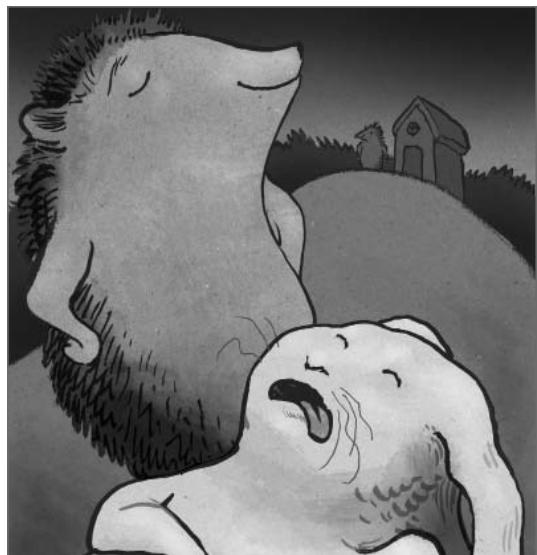
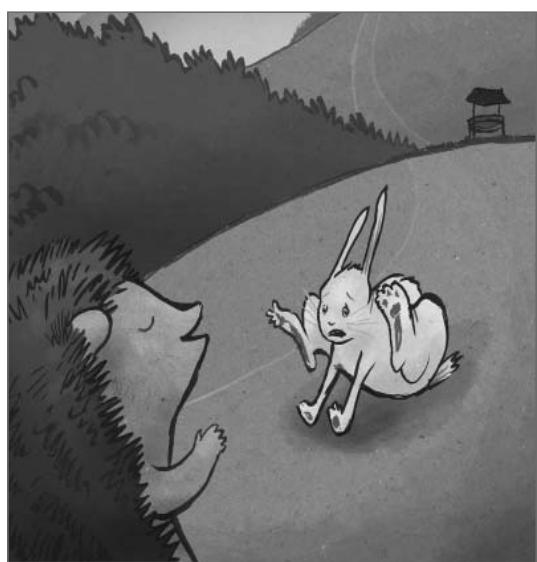
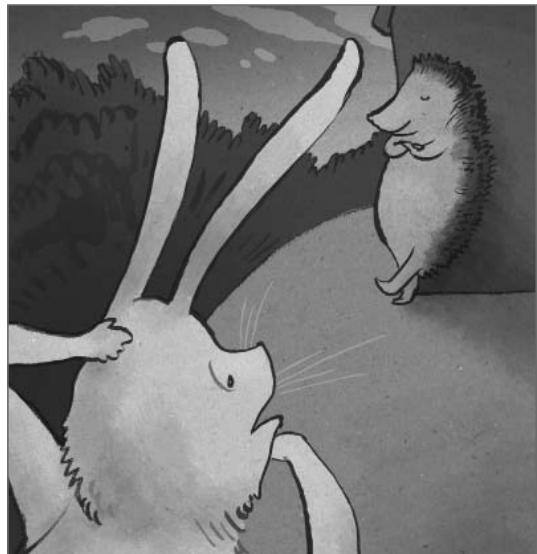
The hedgehog's wife nodded and said, "Your map is clear. I will be there."

The hedgehog went on, "When the hare gets close, you must pop out and shout, 'There you are! What took you so long?' But when you do this, make your voice deep and stern like my voice. The hare can't tell one hedgehog from the next. If you sound like me, he will think you are me. And he will think that he has lost the race!"

"What a clever plan!" said his wife. "It's perfect!"

She puckered up and kissed him on one of his cheeks, where he had no spikes. The hedgehog handed his wife the map.

After his meal, the hedgehog went to the fence. His wife went up to the house on the hill.



Name: _____

The hedgehog and the hare lined up.

“All set?” said the hare.

“All set,” said the hedgehog.

“Run!” said the hare.

The hare bounded off. He was a fast and powerful runner. In a flash he ran down the hill, past the well, and up to the house.

When he got to the top of the hill, there was a hedgehog standing next to the house.

It was the hedgehog’s wife, but she spoke in a deep, stern voice like a male hedgehog. “There you are!” she said. “What took you so long?”

The hare was stunned. “It can’t be!” he said. “How did you get here so fast? I will race you back to the fence!”

And so the hare ran back past the well and up the hill until he got back to the fence.

And what did he see when he got there?

A hedgehog! This time it was the male hedgehog. The hedgehog said, “There you are! What took you so long?”

“No, no, no!” screamed the hare. The hare lost his temper. “It can’t be. It can’t be. I am faster. I will race you back to the house! You can’t beat me!”

So the hare ran back up the hill, past the well, and up to the house.

And what did he see when he got there?

A hedgehog! This time it was the hedgehog’s wife. In a deep, stern voice, she said, “There you are! What took you so long?”

The hare ran to the fence and back ten times. But it was the same all ten times. At last he was so tired out that he fell on the ground next to the male hedgehog. He could not stop huffing and puffing. He frowned and said, with a gasp, “I feel weak. You are faster and better than me!”

The hedgehog just smiled.

Name: _____

The Pancake, Part I

"Did you enjoy the tale of the hedgehog and the hare?" asked Mike's dad.

"Yes, I liked it," said Mike. "The hedgehog came up with a good trick."

"The tale I'd like to tell you next has a trick in it, too."

"Cool!" said Mike. "Is there a hedgehog in it?"

"Nope," said his dad. "But there is a pancake in it!"

"A pancake?"

"Yep."

"Neat! Tell it!"

"But the sun has not set yet! The street lamp is not on yet!"

"Please! I would like to hear it! Will you tell the pancake tale!"

Once upon a time there was a mom who had six kids. One morning the mom was grilling a pancake for the kids. The kids looked at the pancake. They got out their forks and started licking their lips.

The pancake looked back at the kids. He was scared. He feared the kids would eat him.



Name: _____

When the mom was not looking, the pancake jumped out of the pan and ran off.

The pancake ran out of the house.

"Stop, pancake!" shouted the mom from the porch.

"Stop, pancake!" shouted the six kids.

All seven of them chased the pancake as he ran out of the yard.

But the pancake was too fast. He outran them all.

The pancake ran north on a foot path. He zoomed past a barn and two farmers who were plowing the ground.

"Why are you running, pancake?" the farmers asked.

The pancake shouted, "I've outrun a mom and six kids, and I can outrun you too! I'm too fast and too smart for you."

"You think so?" said the farmers. They started running. But the pancake was too fast. He outran the farmers.

Just then Mike's sister Ann came in. She was just three. She had on her gown for bed.

"Dad," she said, "will you tell it to me, too?"

"Yes, I will," said her dad. "You can sit up here with Mike and hear the rest of the tale."



Name: _____

The Pancake, Part II

"Let's see," said Mike's dad. "Where did I stop?"

"The pancake was running," said Mike. "He had just outrun the two farmers."

"OK," said Mike's dad. "Let's start there."

The pancake ran on until, by and by, he ran past a pig.

"Why are you running, pancake?" the pig asked.

The pancake shouted, "I've outrun a mom, six kids, and two farmers, and I can outrun you too! I am too fast and too smart for you."

"You think so?" said the pig. Then it snorted and started running. The pig chased the pancake. But the pancake was too fast.

The pancake ran on until, by and by, he ran past a hen.

"Why are you running, pancake?" the hen asked.

The pancake shouted, "I've outrun a mom, six kids, two farmers, and a pig, and I can outrun you too! I am too fast and too smart for you."

"You think so?" said the hen. Then she set off, clucking as she ran. The hen chased the pancake. But the pancake was too fast.

The pancake went on until, by and by, he ran past a fox.

"Why are you running, pancake?" the fox asked.



Name: _____

The pancake said, "I've outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!"

The fox did not get up. He just sat there and said, "What was that you said? I could not quite make it out."

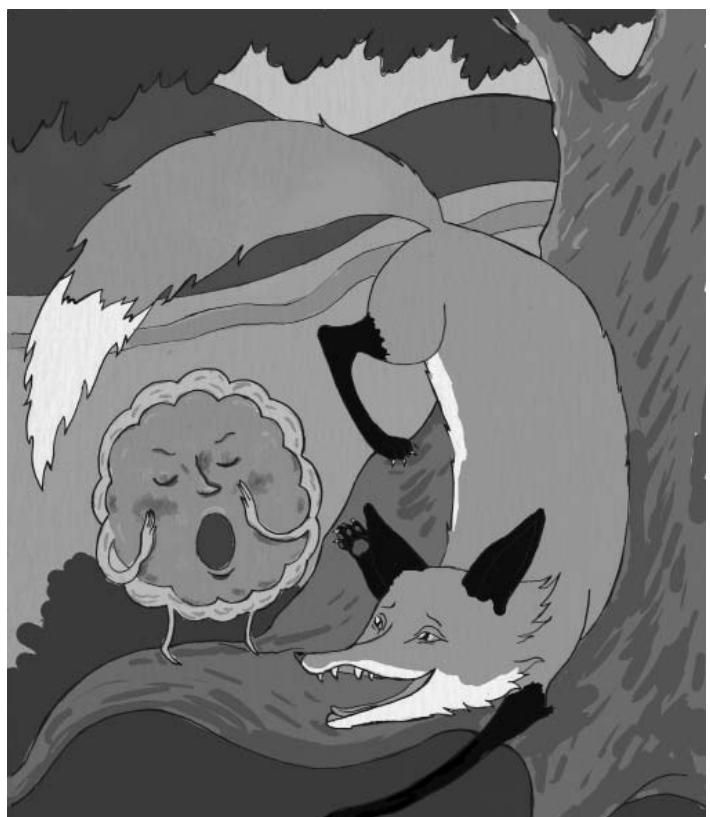
The pancake stopped running and yelled, "**I've outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!"**

The fox squinted and said, "What was that you said? I still could not quite hear you. Why do you stand so far off? Stand nearer to me so I can hear you."

The pancake ran up near to the fox. Then he shouted at the top of his lungs: **"I'VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU TOO! I AM TOO FAST AND TOO SMART FOR YOU!"**

"You think so?" said the fox. "I think you made a mistake and got a bit too close." Then he scooped the pancake into his mouth and ate it for dinner.

And that was the end of the pancake. And that is the end of the tale.



Name: _____

The Panther

Mike and Ann ran in.

“Dad,” said Mike, “Please tell us a bedtime tale!”

“Yes,” said Ann, clapping her hands. “Tell us a pancake tale.”

“I would if I could,” said their dad. “But I can’t.”

“Why not?” asked Mike.

“As far as I can tell, there is just one pancake tale.”

“Oh no!” said Mike. “Now I’m in a sad mood.”

“Let’s sit down on Mike’s bed,” said their dad. “I’ll see if I can think of a good bedtime tale that you will enjoy. Would you kids like a tale that has a panther in it?”

“What’s a panfer?” Ann asked. Since she was just three, sometimes when she said /th/ it came out sounding like /f/.

“It’s panther,” said Mike with a smile.

“Panfer!” said Ann.

“Ug!” said Mike.

“Mike,” said their dad. “Don’t be mean. Be nice to your sister. She’s just three. When you were her age, you made mistakes too.”

“I did?”

Their dad nodded. Then he spoke to Ann. “A panther is a huge black cat that has sharp teeth.”

“Tell it!” said Ann. “Tell the panfer tale!”

“OK,” said their dad. “The name of this tale is *The Panther*.”

Once there was a panther who could no longer hunt. His legs were just too tired. His joints were just too stiff. So he went in his cave and sat down near the mouth of the cave.

The panther still had to get food to eat. But how could he get food without hunting? At last he came up with a plan.

Soon, an owl came up to the mouth of the cave.

“How are you feeling, Panther?” the owl asked.

Name: _____

"Not so well," said the panther. "I am sick and can't leave my cave. Will you visit me in my cave? When someone is sick, it is so nice to have a pal visit." The owl went in for a visit. He stepped inside. But he did not step out.

Next a hare came hopping by.

"How are you feeling, Panther?" the hare asked.

"Not so well," said the panther. "I am sick. Will you visit me in my cave? When someone is sick, it is so nice to have a pal visit." The hare went inside the cave for a visit. He hopped inside. But he did not hop out.

Next a fox ran up.

"How are you feeling, Panther?" the fox asked.

"Not so well," said the panther. "I am sick. Will you visit me in my cave? When someone is sick, it is so nice to have a pal visit."

"Thanks," said the fox, "but no thanks!"

"Why not?" asked the panther.

"You can't fool me," said the fox. "I see lots of footprints going into your cave, but there are no footprints going out of it."

Moral: Be careful who you trust.

"What a clever fox," said Mike.

"I don't understand," shouted Ann. "What happened?"

"It seems that Mike is as smart as the fox," said the dad. "Perhaps he can tell you the reason the fox said 'No thanks!' to the panther."

"The fox is smart," Mike said. "He tricked the pancake and could tell that the panther was tricking him. You can't trick a trickster like the fox!"



Name: _____

Cat and Mouse Keep House

“Dad,” said Mike, “can you tell us a bedtime tale that has a trick in it?”

“A trickster tale?” asked the dad.

“Yes!” shouted the kids with one voice.

“OK,” said the dad. “The name of this tale is *Cat and Mouse Keep House*.”

Once, a cat and a mouse set up house.

“We must get some food for the winter,” said the mouse.

“Yes,” said the cat. “We must indeed.”

So the two of them went out and got a jar of jam.

“Where can we hide this jar of jam to keep it safe?” asked the cat.

“Let’s hide it in the house next door,” said the cat. “No one is in that house.”



Name: _____

"Yes," said the mouse. "The old house next door is just the place!"

So the cat and the mouse hid the jar of jam in a dark corner of the house next door. They said that they would let it sit there until winter came.

A week passed. The cat felt a pang of hunger. He started thinking of the jar of jam. What if he went and had just a bit of jam for a snack? There would still be a lot left.

The cat made a plan to trick the mouse.

"Mouse," said the cat, "I must run off for a bit. Will you keep the house while I am out?"

The cat ran to the house next door and got out the jar. He started licking the jam. He licked and licked. When he stopped there was just a bit of jam left. Then he ran back home.

A week passed. This time it was the mouse who felt a pang of hunger.

"The cat is napping," he said to himself. "I think I will visit the house and get myself a snack. I will just have a bit of the jam. What's the harm in that? There will still be a lot left."

The mouse ran to the house next door. When he got there, what did he see? A jar with no jam! The cat had tricked him. The mouse was mad. He ran back and woke up the cat.



Name: _____

"You tricked me!" said the mouse.

"Did I?" said the cat.

"You ate the jam we said we would save for winter! You had it for a snack!" the mouse yelled.

"Yes!" said the cat. "I could have you for a snack!"

But the mouse was too mad to stop.

"You tricked me!" he shouted. "Now we have no jam! Now we. . . ."

But he did not have time to finish his sentence. The cat pounced on the mouse and made an end of him.

Moral: Be careful who you trust.

"What do you think is the point of the tale?" asked the dad. "Is there a point?"

Mike said, "I think that the point is that mice should not keep house with cats."

"I like that!" said the dad. "My dad used to tell me that tale when I was a kid. He said the point of it was: *Be careful who you trust.*"

Then the dad got up and tugged on the drapes.

"Look there!" he said. "It's dark outside. The street lamp is on. The tale is finished. It's time for bed."



Section III-G

Fluency Assessment

Fluency Assessment

The second assessment for Section III that you may choose to give students is a Fluency Assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Fox and Cat." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately three minutes to read the story. If the student cannot read the story in three minutes, this is a clear indication that he or she is struggling and needs to work on fluency. **Note:** You may allow more time (up to six minutes) for a student to finish reading the story. Three minutes is a sufficient amount of time to conduct the assessment, but some students may be frustrated if they do not have the opportunity to finish reading the story.

Directions: Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the students read the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table found on the page following the story to find students' fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

Name: _____

The Fox and the Cat

Once a fox and a cat were drinking from a river. 11

The fox started bragging. 15

“I am a clever one,” said the fox. “There are lots of beasts out there
that would like to eat me, but they can’t catch me. I have lots of tricks
that help me escape from them. I can run. I can swim. I can dig a hole
and hide. Why, I must have a hundred clever tricks!” 46
73

“I have just one trick,” said the cat. “But it is a good one.” 87

“Just one?” said the fox. “That’s all? Well, that is too bad for you!” 101

Just then there was a loud sound. It was the sound of barking dogs. 115
A hunter was leading a pack of hunting dogs by the side of the river. 130

The cat scampered up a tree and hid in the leaves. 141

“This my plan,” said the cat. “What are you going to do?” 153

The fox started thinking which of his tricks he should use. Should
he run? Should he swim? Should he dig a hole and hide? He had such
a long list of tricks. It was hard to pick just one. But while he was 165
thinking, the hunter and his dogs were getting nearer and nearer. Soon 180
they spotted the fox and then it was too late. 195
208
218

The cat said, “It’s better to have one trick you can count on than a
hundred you can’t.” 233
236

WCPM Calculation Worksheet

Student: _____

Date: _____

Story: *The Fox and the Cat*

Total words in story (not including title): 236

<p>Words</p> <p>Words Read <input type="text"/> <input type="text"/></p> <p>Uncorrected Mistakes - <input type="text"/> _____</p> <p>Words Correct <input type="text"/></p>	<p>Time</p> <p>Minutes <input type="text"/> <input type="text"/> - <input type="text"/> Seconds <input type="text"/> <input type="text"/> Finish Time</p> <p>Start Time - <input type="text"/> Elapsed Time <input type="text"/> <input type="text"/></p> <p>$(\boxed{} \times 60) + \boxed{} = \boxed{}$ Time in Seconds</p>
<p>W.C.P.M.</p> <p><input type="text"/> ÷ <input type="text"/> × 60 = <input type="text"/> Words Correct Time in Seconds W.C.P.M.</p>	

Compare the student's WCPM score to national norms for Fall of Grade 3 (Hasbrouck and Tindal, 2006). See chart in the Introduction of this Guide.

Section IV

Vowel Spelling Alternatives and Tricky Spellings

Spelling Alternatives for /ae/

Tricky Spelling 'a'

Spelling Alternatives for /oe/

Tricky Spelling 'o'

Spelling Alternative for /ie/

Tricky Spelling 'i'

Spelling Alternative for /ue/

Tricky Spelling 'u'

Spelling Alternatives for /aw/

Section IV-A

Vowel Spelling Alternatives and Tricky Spellings

Lesson Templates

Spelling Alternatives

Focus: Spelling Alternatives	Teaching	Materials
Warm-Up	<p>Working in a small group, show students Spelling Cards previously taught.</p> <p>Say the sound and have students repeat or have students say the sound as you show students the Spelling Card.</p>	Spelling Cards
Introduction/ Teaching	<p>Ask students for the spelling they already know for the particular sound.</p> <p>Write the spelling and write several words with that spelling.</p> <p>Introduce the spelling alternative, using the Spelling Card and Code Flip Book.</p> <p>Write words with the alternate spelling.</p> <p>Go over the alternative spelling by reviewing the spelling of the target sound and words that are written with that spelling.</p> <p>Have students repeat the words and refer to their Individual Code Chart.</p>	board or chart paper Spelling Card(s) Vowel Code Flip Book Individual Code Chart
Guided Practice	<p>Have a pocket chart or chart paper or use the board with a column for each spelling alternative.</p> <p>Give students cards with words with different spellings of the target sound.</p> <p>Have students read their words and sort them under the correct column by spelling.</p>	pocket chart or chart paper on board
Suggested Independent Practice	<p>Students can read isolated words with targeted sound.</p> <p>Students can read lists of words or phrases with targeted sound.</p> <p>More proficient students can read connected decodable text with targeted sound.</p>	

Two-Syllable Words with a Tricky Vowel Spelling (Open vs. Closed Syllables)

Sample Lesson

Tricky Spellings

Focus: Tricky Spellings	Teaching	Materials
Warm-Up	Remind students that in multi-syllable words, they need to look at the words and try to break them apart into syllables and sound them out in chunks.	
Introduction/ Teaching	<p>Write a target word with the tricky spelling on the board but do not read the word aloud or ask students to say the word (e.g., <i>robot</i>).</p> <p>Write the words on the board divided into two syllables. (i.e., <i>rob ot</i> and <i>ro bot</i>).</p> <p>Tell students “I am going to say a sentence using this word. I want you to listen carefully and decide how to say this word.”</p> <p>Say a sentence (e.g., “The _____ can open doors and windows.”). Note: Do not write the sentence on the board—this is to be done orally as the emphasis is on decoding the target word, NOT decoding the words in the sentence.</p> <p>Point to the syllables of the first word and model how to sound out each syllable as it is divided (/r/ /o/ /b/ /o/ /t/).</p> <p>Then point to the syllables in the second word and model how to sound out each syllable as it is divided. (/r/ /oe/ /b/ /o/ /t/).</p> <p>Ask students which pronunciation makes sense.</p> <p>Circle the correct word.</p>	board
Guided Practice	Repeat the above procedure: write the target word on the board and then write the two different ways it can be broken into syllables. Use the word in an oral sentence, pronouncing it two different ways based upon how the word is divided.	board
Suggested Independent Practice	Independent practice is accomplished for this skill as students read unknown words in unfamiliar text such as trade books.	

Section IV-B

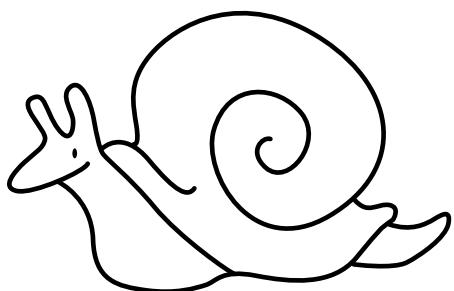
**Spelling Alternatives 'ai' and 'ay' > /ae/
Mixed Review with 'a_e'
Word Lists**

Name: _____

Spelling Alternative: ‘ai’ > /ae/ (*wait*)

chain	snail	fail	praise	nail
aim	raise	faint	braid	paid
brain	saint	gain	grain	pain
detail	waist	jail	wait	paint
drain	sail	maid	rail	plain

plain train



Name: _____

Mixed Practice /ae/

chain	cave	rake	rain	shade
bake	state	brain	tape	lane
paid	nail	flake	rail	made
brake	detail	plane	tail	faint
shame	name	sail	grave	wake
same	pain	paint	raise	whale
grain	braid	fake	praise	pane
waist	waste	saint	snail	race
wait	plain	maid	drain	jail
sale	aim	amaze	take	gain
late	rain	snake	pale	

Name: _____

Spelling Alternative: 'ay' > /ae/ (*day*)

day	way	pay
clay	essay	play
decay	gray	pray
delay	hay	ray
jay	lay	say
okay	may	spray
stay	stray	x-ray
tray	hurray	bay

play day



Name: _____

Mixed Practice /ae/

essay	chain	day	cave	rake
paid	rail	bake	pray	state
brain	okay	tape	lane	say
paid	nail	lay	flake	hurray
decay	made	spray	brake	play
detail	plane	tail	stray	faint
shame	tray	name	gray	sail
grave	wake	same	pay	pain
paint	snake	may	whale	grain
braid	fake	praise	pane	stay
x-ray	waist	way	waste	saint
ray	snail	race	wait	plain
delay	maid	drain	clay	jail
sale	aim	hay	amaze	take
gain	late	jay	pain	pave
raise	pale	gray	pail	slate

Section IV-B

**Spelling Alternatives 'ai' and 'ay' > /ae/
Mixed Review with 'a_e'
Worksheets**

Name: _____

Fill in the Blanks

aim

gain

drain

tail

braid

nail

plain

raise

1. Will you help me _____ up the soccer goal?
2. The boy is going to _____ the lead in the race!
3. _____ with care for the basketball goal.
4. Will you help me _____ my hair?
5. Can you pound the _____ into the board?
6. I like my hot dog _____ with no bun.
7. Don't step on the cat's _____!
8. Let the water from the tub go down the _____.

Name: _____

Fill in the Blanks

day

may

stay

hay

stray

pay

play

say

1. Will you _____ me to help you paint your home?
2. I just stopped by to _____ “Hi!”
3. The sun is shining and it is a nice _____ outside.
4. Can you _____ here and play with me?
5. _____ I have a bite of your cake?
6. Let’s jump into the big stack of _____.
7. I like to _____ with my jump rope.
8. A cat that does not have a home may be a _____.

Name: _____

Sort the words by their spellings. Write the words with the /ae/ sound spelled ‘ai’ under *rain*, the words with the /ae/ sound spelled ‘ay’ under *day*, and the words with the /ae/ sound spelled ‘a_e’ under *cake*.

stain	paid	playing	raining	plate	trait
train	strayed	brains	say	rake	daytime
clay	bait	tray	make	paints	mistake

/ae/ spelled ‘ai’
as in *rain*

/ae/ spelled ‘ay’
as in *day*

/ae/ spelled ‘a_e’
as in *cake*

stain

Name: _____

Read the pair of words. Write *yes* if the underlined letters stand for the same sound, and *no* if they do not.

Word 1	Word 2	Are the sounds the same? Yes or No
r <u>a</u> k <u>e</u>	r <u>a</u> i <u>n</u>	Yes
1. m <u>a</u> i <u>n</u>	w <u>a</u> y <u>s</u> i <u>d</u> e	
2. w <u>r</u> ist	w <u>e</u> t	
3. s <u>a</u> y	s <u>a</u> i <u>d</u>	
4. k <u>n</u> ock	n <u>o</u> t	
5. b <u>r</u> a <u>k</u> e	st <u>a</u> i <u>n</u>	
6. t <u>a</u> il	t <u>a</u> l <u>e</u>	
7. c <u>l</u> ay	c <u>l</u> a <u>m</u>	
8. s <u>a</u> i <u>l</u> or	t <u>r</u> a <u>y</u>	
9. b <u>e</u> a <u>n</u>	b <u>e</u> n <u>d</u>	

Name: _____

Circle the spelling for the vowel sound and then read each word. Then write *yes* if the words have the same sound, and *no* if they do not.

Word 1	Word 2	Are the vowel sounds the same?
train	track	No
1. cap	cape	
2. wag	wade	
3. rate	rain	
4. stake	wait	
5. sand	sad	
6. hate	hat	
7. paid	paper	
8. faint	play	
9. pat	pay	

Name: _____

Word 1	Word 2	Are the vowel sounds the same?
10. shave	faint	
11. pain	pan	
12. chain	chat	
13. stay	stain	
14. hay	hat	
15. plate	pain	
16. flag	flat	
17. fat	fate	
18. aim	am	

Section IV-B

**Spelling Alternatives 'ai' and 'ay' > /ae/
Mixed Review with 'a_e'**

Practice Sentences and Stories for Oral Reading

Name: _____

Wait, Snail, Wait!

Wait, Snail, wait!

Don't go so fast!

You could get a ticket and have to go to jail.

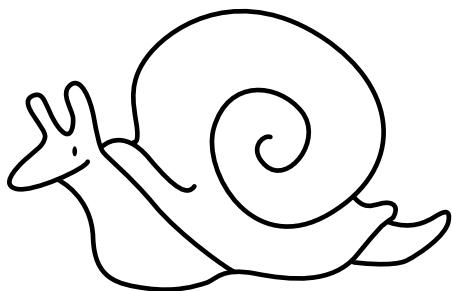
Wait, Snail, wait!

Don't go over the rail with your tail.

You could get a pain in your tail.

You could get a chain stuck to your tail.

Wait, Snail, wait!



Name: _____

Hurray! It's a Play Day!

Hurray! It's a Play Day!

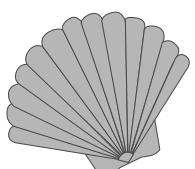
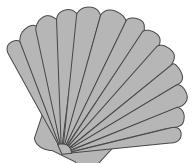
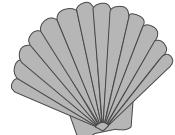
What will you play?

Will you play with some clay?

Will you play in the haystack?

Is it okay to play in the spray of the sea?

What will you play?



Name: _____

Practice Sentences for Spelling Alternatives for /ae/

1. Raindrops fell all day on the pavement.
2. The painter placed his pail of paint next to the mailbox.
3. The airplane came down the runway.
4. The waiter gave us a tray of hot dogs with some plates.
5. I daydreamed that there was a mermaid in the sea.
6. We played with crayons.
7. When I stepped on the nail, I felt a lot of pain.
8. The dog escaped from the basement.
9. The maid made a cake for my birthday.
10. We went for a sail on the lake.

Name: _____

Practice Sentences for Spelling Alternatives for /ae/

1. Do not be afraid to raise your hand.
2. The mailman explained that the mail was late.
3. There is a stain on the cape and the cap.
4. The waitress made a mistake and gave us grapes, so we did not pay.
5. Can you stay at the gate next to the lake to wait for me?
6. Dad ate the snails, but I hate them!
7. The tail of the snake started to shake.
8. What will we use for bait when we fish in the bay?
9. The man had a chain on his waist.
10. I tasted the raisins in the snack.

Section IV-C

Tricky Spelling 'a' > /a/ or /ae/ Word Lists

Name: _____

Tricky Spelling 'a'

satin

haven

wager

wagon

acorn

acid

fragrant

fragment

agent

absent

vanish

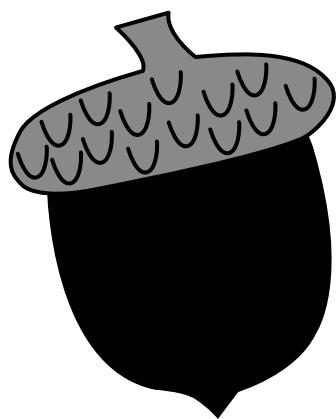
vacant

radish

raven

basin

basket



Name: _____

Tricky Spelling ‘a’

cabin

salad

paper

apron

halo

magic

flavor

label

planet

bacon

vacant

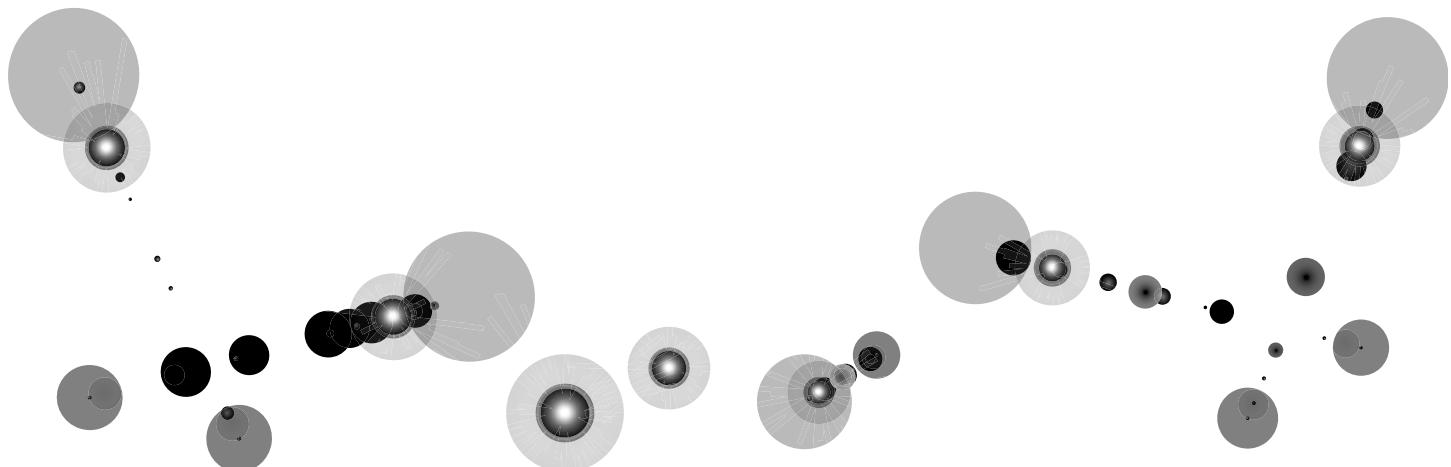
wafer

habit

major

crater

radar



Section IV-C

Tricky Spelling 'a' > /a/ or /ae/ Worksheets

Name: _____

Sort the words by spelling. Write the words with the /a/ sound spelled ‘a’ under *cat*, the words with the /ae/ sound spelled ‘a’ under *paper*, the words with the /ae/ sound spelled ‘a_e’ under *cake*, the words with the /ae/ sound spelled ‘ai’ under *paid*, and the words with the /ae/ sound spelled ‘ay’ under *tray*.

cat	paper	cake	paid	tray
shame	agent	race	acorn	cap
day	play	strain	radar	late
crane	faint	pain	snake	pray
napkin	basic	frame	tablet	David

'a'

'a'

'a e'

‘ai’

‘ay’

cat

paper

cake

paid

tray

Name: _____

Fill in the Blanks

salad

habit

acorns

April

bacon

radish

baker

camel

later

label

1. There were many _____ on the ground next to the tree.
2. I will do that job at a _____ time.
3. I asked the waitress to put a _____ in my _____ for lunch.
4. Did you ever ride a _____?
5. _____ showers bring May flowers.
6. Biting your nails is a bad _____.
7. The _____ made a cake for us.
8. I like to eat _____ and eggs in the morning.
9. Please write your name in the space on the _____.

Name: _____

This chart lists words with the /ae/ sound spelled four different ways. Use the chart to fill out the worksheet.

	'a_e'	'a'	'ai'	'ay'
a	ape	acorn	aim	
b	brake	bacon	bait	bay
c	cake		chain	clay
d	date			day
f	fake		faint	fray
g	gaze	gazing	Gail	gray
h	hate	hating		hay
j	James		jail	Jay
l	late	laser		lay
m	made	making	maid	May
n		naked	nail	
p	plane	paper	plain	pray
r	race	ratings	raisin	ray
s	stake		sail	Sunday
t	take	taking	train	tray
w	wade	waking	wait	way

Name: _____

Use the chart to fill in the blanks.

1. Which word on the chart is one of the days of the week?

2. Which word on the chart is a place where we lock up robbers and crooks?

3. Which word on the chart names something you write on?

4. Which three words on the chart are foods?

_____ _____ _____

5. Can you track down three words that have the suffix *-ing*?

_____ _____ _____

6. Can you track down two words that sound the same but are not spelled the same way and have a different meaning?

_____ _____

7. Which word is the name of a nut that falls from a tree?

8. Which word on the chart is the thing you step on to stop a car?

9. Can you track down two words that are names?

_____ _____

Name: _____

10. Which word on the chart is something that you can ride in down the railroad tracks? _____
11. Where is the 'ay' spelling used in words? _____
12. Is the 'ai' spelling used at the end of words? _____
13. Write a sentence using a word from the chart.

14. Write a sentence using at least two words from the chart.

Name: _____

Write *yes* or *no* to the questions. On the last two lines, create your own questions.

1. Can a dog shake its tail? _____

2. Can a raisin sing? _____

3. Do airplanes eat hay? _____

4. Can Jay bake a cake? _____

5. Can you sail a tree? _____

6. Are acorns from trees? _____

7. Do cakes sleep in parks? _____

8. Can you race a horse? _____

9. Do you have fingernails? _____

Name: _____

10. Can you make a sad face? _____

11. Can a rake shake a leg? _____

12. Do books have pages? _____

13. Can a crayon smile? _____

14. Is Sunday a day in the weekend? _____

15. Can you read a tale? _____

16. Can you use a rake to sweep
leaves into a pile? _____

17. _____

18. _____

Name: _____

Mark the Vowel Spelling

If a square has a word with the letter ‘a’ sounded /a/, make it red. If a square has a word with the letter ‘a’ sounded /ae/, make it green.

hayride	after	happen	cape	mermaid
yesterday	later	stamp	basic	subway
payment	acorn	fragrant	major	fragment
places	pad	snail	mattress	math
caper	rainstorm	packing	making	painted

Section IV-C

**Tricky Spelling 'a' > /a/ or /ae/
Practice Sentences and Stories for Oral Reading**

Name: _____

Practice Sentences for Tricky Spelling ‘a’

1. The angel has a halo.
2. My dad is a major in the army.
3. I like to eat radishes in my salad.
4. My mom has a gray and black apron.
5. How many craters are on the moon?
6. My dress is velvet with a satin ribbon.
7. Radar can show how fast a car is going.
8. I dipped my wafer in my tea.
9. The label on my shirt says it is made of cotton.
10. I washed my hands in the basin.

Name: _____

Practice Sentences for Tricky Spelling ‘a’

1. The acid in the rain dulled the paint on the car.
2. The travel agent said we were late and missed the airplane.
3. The teacher said to correct the mistake on my paper.
4. I would wager all of my cash on that bet.
5. The perfume smelled fragrant.
6. I like the flavor of bacon and eggs.
7. The parking lot is vacant. There are no cars there today.
8. The teacher said not to make a habit of being late.
9. There were lots of acorns next to the tree.
10. Who is absent today?

Section IV-C

Tricky Spelling 'a' > /a/ or /ae/ Game

Name: _____

Game Cards: Focus Sound /ae/

Cut out the cards. Sort them into rows based on the sound of /ae/ or /a/.

mermaid	at	may	cap
paper	fat	danhish	pain
cake	rainstorm	taper	naptime
ray	wager	crab	rapping
train	caper	painter	stay
acorn	ape	lapping	mail
pray	batboy	daytime	basic
faking	subway	baking	batting
snail	grade	wait	hayride
waving	hag	play	mapping
snapped	yesterday	grab	payment

Section IV-D

**Spelling Alternatives 'oa' and 'oe' > /oe/
Mixed Review with 'o_e'
Word Lists**

Name: _____

Spelling Alternative: ‘oa’ > /oe/ (*boat*)

coach	coal	coast
coat	float	foam
goal	road	roast
throat	toaster	roach
goat	load	loaf
loan	oak	oats
roam	soak	toad
croak	groan	moan
soap	toast	poach

oak boat



Name: _____

Spelling Alternative: ‘oe’ > /oe/ (*toe*)

goes

heroes

hoe

Joe

toe

tomatoes

doe

foe

woe

doe toes



Name: _____

Mixed Practice /ae/ and /oe/

waist

coach

ray

snail

coast

race

coat

pay

cake

float

foam

flake

make

may

okay

x-ray

road

snake

lake

say

braid

toaster

roach

praise

pane

gain

pain

load

nail

essay

loan

cave

oak

hay

oats

roam

sale

spray

toad

faint

croak

groan

moan

roast

fray

Name: _____

Mixed Practice /oe/

goat

goes

toaster

heroes

throat

hoe

Joe

coach

toe

toad

tomatoes

oak

float

doe

load

foe

woe

oats

Section IV-D

Spelling Alternatives 'oa' and 'oe' > /oe/ Mixed Review with 'o_e' Worksheets

Name: _____

Fill in the Blanks

globe	coach	goal	chose	cone
grade	train	name	may	tray

1. My sister's _____ is Jane.
2. We have a _____ in our classroom.
3. I am in first _____.
4. Mom's shaved ice _____ has melted.
5. I _____ the dress I wanted to wear today before going to bed.
6. _____ I have a snack?
7. Place the paper in the _____.
8. Our team needs a _____.
9. The soccer player made a _____.
10. What time will the _____ get here?

Name: _____

Fill in the Blanks

Joe

hoe

goes

tomatoes

toe

foe

woe

doe

1. The bus _____ down that street for a stop.
2. Use the _____ to chop the weeds.
3. Someone who does not like you may be a _____.
4. A female deer is called a _____.
5. _____ is a name of a boy or man.
6. You stepped on my _____!
7. _____ are good to eat.
8. “_____ is me,” said the sad girl.

Name: _____

Fill in the Blanks

goal

throat

goat

soap

coal

soak

roast

toad

1. I need some _____ to wash my hands.
2. _____ is black and is used as a fuel.
3. My _____ hurts when I talk.
4. My pet _____ does not eat tin cans.
5. Mom likes to _____ in the bath tub.
6. It is so hot, I feel like I am about to _____.
7. The big _____ is green and croaks.
8. Can you make a _____ for the team?

Name: _____

Sort the words by their spellings. Write the words with the /oe/ sound spelled 'oa' under *load*, the words with the /oe/ sound spelled 'oe' under *doe*, and the words with the /oe/ sound spelled 'o_e' under *home*.

toes	choke	boat	goes	coat
hoe	tote	coast	foe	toenail
tiptoe	Joe	road	vote	coach
poke	doze	loading	float	hope

/oe/ spelled 'oa'
as in *load*

/oe/ spelled 'oe'
as in *doe*

/oe/ spelled 'o_e'
as in *home*

Section IV-D

Spelling Alternatives 'oa' and 'oe' > /oe/

Mixed Review with 'o_e'

Practice Sentences and Stories for Oral Reading

Name: _____

Do you want toast, Goat?

Oh Goat, can you float over here on your oak boat?

Goat, do you want toast?

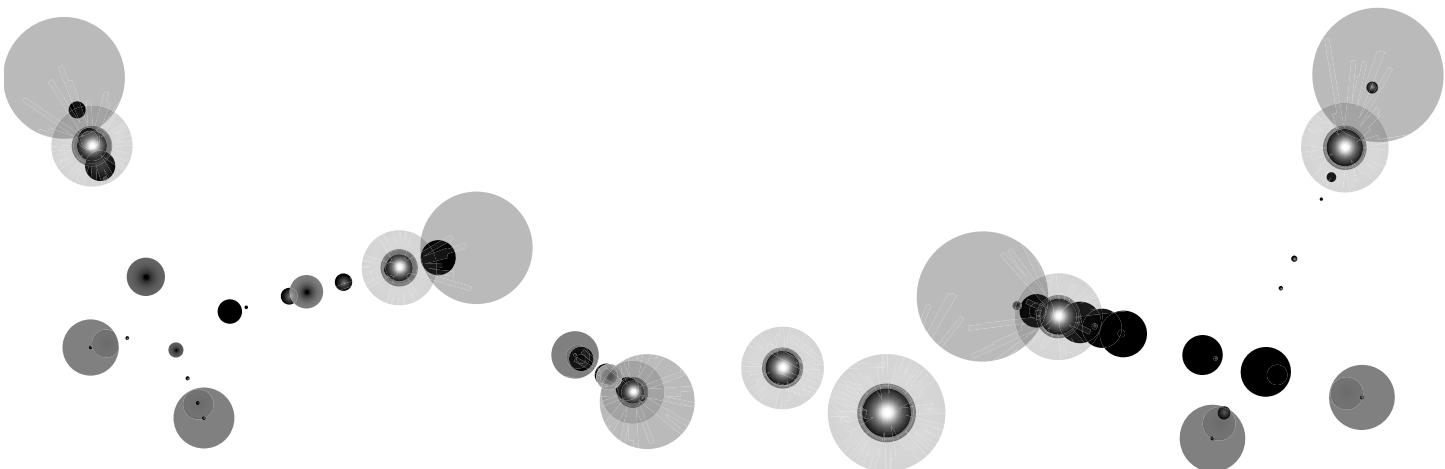
Or Goat, would you rather have oats?

Oh Goat, what will you do?

Will you eat oats or toast or will you groan?

Oh Goat, don't roam away from home.

Oh no, Goat – don't eat my coat!



Name: _____

Joe's Tomato Plants

Joe planted six tomato plants in his garden.

He tilled the soil and pulled the weeds.

Joe used his hoe to kill the horn worms.

Horn worms are a foe of tomato plants.

Joe was glad and went to bed.

In the dark, the doe smelled the tomato plants.

The doe ate all of the tomato plants.

Joe was sad the next day.



Name: _____

Practice Sentences for Spelling Alternatives for /oe/

1. Joe wrote a note about a steamboat.
2. I groaned when I stubbed my toe.
3. The coach hoped the baseball players would win the game.
4. He played the trombone.
5. Do you suppose that I will need my raincoat today?
6. We went for a ride on the roller coaster.
7. We drove to the cove by the bay.
8. The men did not approach the king on the throne.
9. I like to eat meat loaf and oatmeal.
10. I chose to wash with the soap on the rope that was in the tub.

Name: _____

Practice Sentences for Spelling Alternatives for /oe/

1. The farmer loaded a hoe and a rake in his truck.
2. While I floated in the boat, I could hear the toads croaking.
3. The tadpoles were also croaking.
4. My mom forgot the toast in the toaster until she smelled smoke.
5. I had to tiptoe as my dad was dozing.
6. A foe is not a pal.
7. My throat is sore.
8. Hang your coat on the oak coat rack in the hall.
9. He made the winning goal in the game.
10. We drove down the coast.

Section IV-E

Tricky Spelling 'o' > /o/ or /oe/ Word Lists

Name: _____

Tricky Spelling ‘o’

model

robot

solo

hotel

moment

comic

local

solid

solar

total

bonus

omit

bonnet

motto

frozen

hippo



Name: _____

Tricky Spelling ‘o’

oval

donate

polite

polish

politics

romantic

program

object

rotate

protect

jumbo

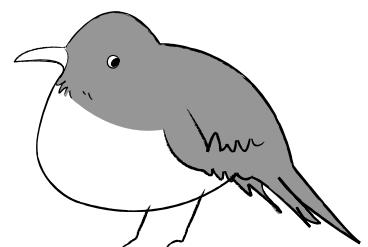
robin

locate

cola

Robert

yodel



Section IV-E

Tricky Spelling 'o' > /o/ or /oe/ Worksheets

Name: _____

The words shown below contain the /oe/ sound (*road, toes, stroke*) and /o/ (*hot, top, box*) sound. Read the words and tally how many times the spelling occurs in the box below.

toast	stroke	shopper	goes	coat
road	robber	loan	stone	home
foal	soap	toes	toad	oats
boat	shot	cot	coal	chomp
Rome	Joe	foe	goal	pose

‘o_e’ (<i>hope</i>)	
‘oe’ (<i>hoe</i>)	
‘oa’ (<i>boat</i>)	
‘o’ (<i>hop</i>)	

Name: _____

Sort the words by spelling. Write the words with the /oe/ sound spelled ‘o’ under *go*, the words with the /oe/ sound spelled ‘oa’ under *foal*, the words with the /oe/ sound spelled ‘oe’ under *toe*, and the words with the /oe/ sound spelled ‘o_e’ under *bone*.

bone

rope

home

over

coal

provide

go

soap

hole

focus

opened

robot

foal

doe

choke

donate

moment

floating

toe

note

Joe

coat

load

mole

‘o’

‘oa’

‘oe’

‘o_e’

go

foal

toe

bone

Name: _____

Combine two of the three syllables to create a word that completes the sentence and write the word on the line provided.

a) One thing that is bad for your lungs is _____.

b) Beth was sleeping until Sam started _____ her.

2. ver o kay

a) The airplane zoomed _____ our house.

b) I was sick yesterday, but this morning I feel _____.

3. ro dents bot

a) The _____ made beeping noises.

b) Rats, and mice, and voles are all _____.

4. tect gram pro

a) Please hand me the TV _____.

b) The firemen will _____ us from the fire.

5. sol id rap

a) The ice was frozen _____.

b) A plane is faster and more _____ than a bike.

Name: _____

Circle the correct pronunciation.

6. My teacher is Po lish.
Pol ish.

7. My mom asked me to po lish
pol ish the desk.

8. Dan likes to collect mo del
mod el cars.

9. Mr. Chang is the gro cer
groc er at the corner store.

10. The chairs were made of so lid
sol id oak wood.

Name: _____

This chart lists words with the /oe/ sound spelled four different ways. Use the chart to fill out the worksheet.

	'o_e'	'o'	'oa'	'oe'
b	bone	bonus	boast	
c	close	cola	coach	
d	dope	donate		doe
f		frozen	foam	
g		going	groan	goes
h	home	halo		hoe
j	joke	jumbo		Joe
l	lone	locate	loaf	
			loan	
m	mope	moment	moan	mangoes
n	note			
o		open	oatmeal	
p		program		
r	rode	robot	road	
s	slope	solo	soap	
t	tone		toad	toes
			toast	
w	wrote			

Name: _____

Use the chart to fill in the blanks.

1. Which word means the same thing as a “deer?” _____
2. Which word on the chart is stuff you use to get clean when you take a shower? _____
3. Write three foods listed on the chart.
_____ _____ _____

4. Which words sound the same, but are not spelled the same?
_____ _____

5. Which word means big? _____

6. Which word on the chart names things that are on your feet?

7. Which word on the chart names something that is a lot like a frog?

8. Which word on the chart is a man’s name? _____

9. Which word on the chart names a tool farmers use to dig up the ground? _____

Name: _____

BONUS:

1. Count the words on the chart that have the sound /oe/ spelled ‘o_e’ and write the number here. _____
2. Count the words on the chart that have the sound /oe/ spelled ‘o’ and write the number here. _____
3. Count the words on the chart that have the sound /oe/ spelled ‘oa’ and write the number here. _____
4. Count the words on the chart that have the sound /oe/ spelled ‘oe’ and write the number here. _____

Name: _____

Fill in the Blanks

angel	explain	solar	cockroach	entire	panel
yesterday	halo	explode	invite	umpire	

1. The _____ said the batter was out!
2. I asked the teacher to _____ the math problem.
3. If today is Sunday, what day was it _____?
4. Let's _____ Ted and Carl to dinner.
5. A _____ is an insect.
6. Mister Smith drank so much cola, he said he felt as if he would
_____.
7. The _____ on the roof heats the house.
8. There is a _____ over the _____.
9. Sam ate the _____ cake.

Name: _____

Match the Picture

toad

tornado

hoe

airplane

bathrobe

mailman



Name: _____

Mark the Vowel Spellings

If a square has a word with letter ‘o’ sounded /o/, make it red. If a square has a word with the letter ‘o’ sounded /oe/, make it green.

hotel	pole	open	shop	soak
oboe	comment	moment	drop	omit
bonus	poster	problem	lot	program
opal	chop	hippo	socks	polo
block	clock	oak	halo	oath

Name: _____

Crossword Puzzle

Use the clues to fill in the crossword.

coat	broke	home	over	open
coach	hole	moaned	smoke	soap

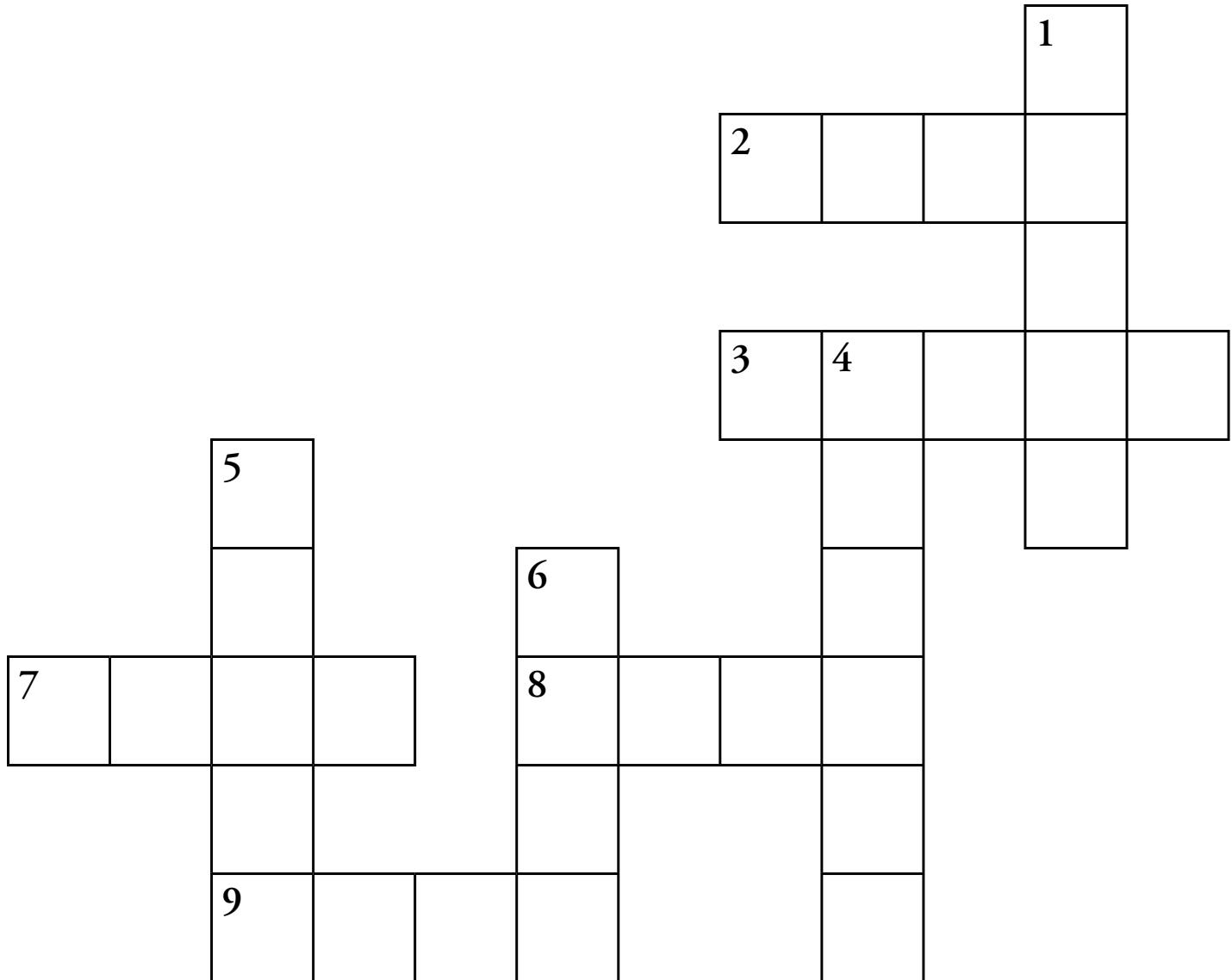
Across

2. When winter is _____, it is spring.
3. There is _____ from the fire.
7. I need some _____ to clean my hands.
8. Is the gate _____?
9. There is a _____ in my pocket.

Down

1. I _____ mom's vase when I dropped it.
4. I _____ because my leg hurt.
5. The soccer _____ is Mr. Dave.
6. I would like to go _____ after class.

Name: _____



Name: _____

Sound Quest /oe/

Read the story and circle all the spellings for /oe/. Then sort the circled words in the chart at the bottom of the page.

Jo, the Eskimo, has a home not so far from the North Pole. Her home is an igloo. It is made from solid ice blocks. You may not think it, but her home is snug inside. Jo's dad keeps a fire going inside the ice home. There is a hole in the roof to let the smoke from the fire escape.

It is freezing at the North Pole. There are lots of frozen slabs of ice. The wind tosses things around as it swoops down from the Pole. If you go to visit Jo, take lots of thick clothing. Take an overcoat and a scarf. Take boots, too. If you don't, you could end up with frozen toes.

Section IV-E

**Tricky Spelling 'o' > /o/ or /oe/
Practice Sentences and Stories for Oral Reading**

Name: _____

Practice Sentences for Tricky Spelling ‘o’

1. Robert opened the door.
2. The model polished her nails.
3. Joe played a solo on the oboe.
4. There are solar spots on the sun.
5. The robin hopped over the object.
6. We stopped at the hotel for a moment.
7. There were a total of three rooms left.
8. Can you yodel?
9. The ice was frozen solid.
10. I like to read comic books.

Name: _____

Practice Sentences for Tricky Spelling 'o'

1. The program omitted the name of the singer.
2. Open the map so I can try to locate this road.
3. A polite man polished our car.
4. Maybe someday a robot will take the place of a maid at a motel.
5. Will you donate any cash?
6. Please provide your name and address.
7. The cops will protect us.
8. The man said we should rotate the tires on the car.
9. I smelled the crocus.
10. My motto is "look before you leap."

Section IV-E

**Tricky Spelling 'o' > /o/ or /oe/
Game**

(Use with any game board.)

Name: _____

Game Cards: Focus Sound /oe/

frozen	blossom	omit	robber
poker	soon	robot	bonus
tadpole	oatmeal	woeful	comment
explode	sailboat	spoon	halo
omit	oboe	over	locate
hippo	raccoon	moment	hotel
slope	raincoat	goat	copper
rope	polo	open	hoedown
spoke	stone	poem	soap
rosebud	roadway	bathrobe	stepmom
without	toes	lobster	comet

Section IV-F

**Spelling Alternative 'ie' > /ie/
Mixed Review with 'i_e'
Word Lists**

Name: _____

Mixed Practice

pip

live

lit

pill

time

crime

price

side

dim

pride

bit

dive

rice

like

till

rip

bike

mine

drill

ride

nine

fill

fin

pride

five

hid

nice

hit

kit

smile

mice

mile

spice

Name: _____

Spelling Alternative: ‘ie’ > /ie/ (*tie*)

die

lie

pie

tie

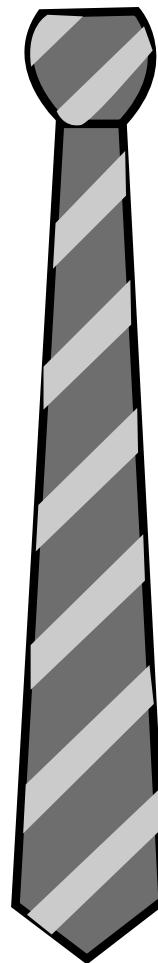
tied

pies

lied

untie

untie tie



Name: _____

Mixed Practice /ie/

invite

untie

entire

fries

cries

termite

agile

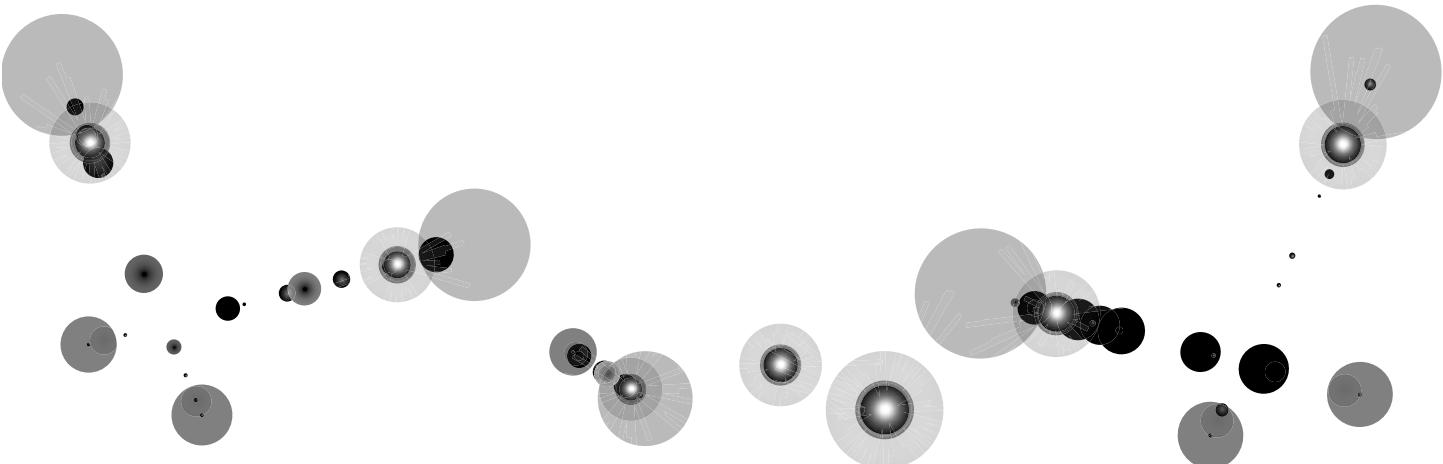
hemline

tried

ignite

advise

spies



Section IV-F

Spelling Alternative 'ie' > /ie/ Mixed Review with 'i_e' Worksheets

Name: _____

Fill in the Blanks

die

lie

pie

tie

tied

pies

lied

untie

1. Would you like a slice of _____ to eat?
2. Would you help me _____ my mixed up shoe laces?
3. The plant will _____ without sunshine.
4. We have _____ the rope to the post.
5. “I can not tell a _____,” said George Washington.
6. I can bake six _____ in one day!
7. My dad’s _____ is red.
8. Jane _____ and said that Max ate the cake, but Jane ate it.

Name: _____

Fill in the Blanks

rice

five

mice

bite

bike

dime

mine

nice

1. She smiles a lot and is so _____.
2. Do you have _____ sheets of paper?
3. May I have a _____ of your cake?
4. _____ is good to eat.
5. I need one more _____ to pay for the toy.
6. That doll is _____, not yours.
7. May I have a turn to ride your _____?
8. The _____ ate the rice.

Name: _____

Fill in the Blanks

invite

untie

sunshine

flies

fries

cries

reptile

spies

umpire

combine

1. The baby _____ all day.
2. The _____ made us think it would be a good time to have a picnic.
3. Can you help him _____ his laces?
4. A snake is a _____.
5. Would you like to eat some French _____?
6. Mom asked me to _____ the milk and eggs and mix them well.
7. The FBI put the _____ in jail.
8. The _____ yelled, “Strike three!”
9. Who will you _____ to your home to play on Sunday?
10. The _____ were buzzing around the food.

Section IV-F

**Spelling Alternative 'ie' > /ie/
Mixed Review with 'i_e'
Practice Sentences and Stories for Oral Reading**

Name: _____

My Dad's Tie

My dad puts on a tie to go to work.

My dad ties his tie in front of the mirror.

Sometimes my dad gets a spot of pie on his tie.

My dad's tie gets untied when my dad comes home.



Name: _____

Mice on a Bike

Nine mice went for a hike.

The mice came upon a bike on the path.

All the mice wanted to ride the bike at the same time.

The mice did not like to take turns to ride the bike.

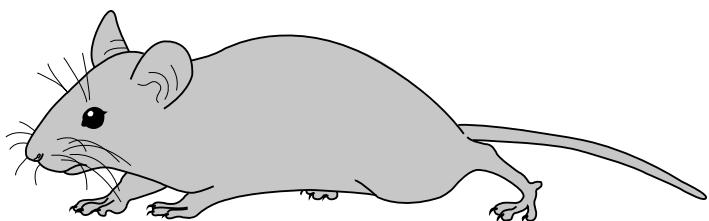
The mice needed to be nice.

Three of the mice sat on the path and ate rice.

The mice on the bike could not stay in a line.

The mice crashed into the tree.

Oh no! No more bike!



Name: _____

Practice Sentences for Spelling Alternatives for /ie/

1. I admire firemen because they are so brave.
2. Do you subscribe to a newspaper?
3. We ate the entire pie!
4. The date on the ice cream was expired.
5. He tried to open the can, but could not.
6. Ted ignited the bonfire.
7. The spies are confined to jail.
8. My mom fried some French fries for dinner.

Section IV-G

Tricky Spelling 'i' > /i/ or /ie/ Word Lists

Name: _____

Spelling Alternative: 'i' > /ie/ (*biting*)

Friday

spider

liking

miner

silent

ivy

library

biting

fiber

rising

final

item

digest

hiding

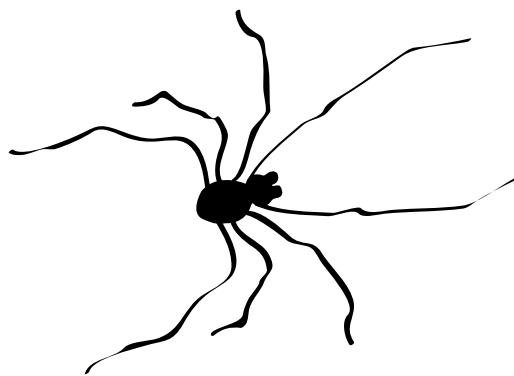
diver

icy

invited

idea

biting spider



Name: _____

Mixed Practice

pip

Friday

live

diver

lit

pill

time

crime

miner

invited

price

side

dim

fiber

silent

item

pride

bit

dive

idea

rice

spider

like

till

hiding

rip

final

bike

mine

spice

drill

liking

ride

nine

mile

fill

fin

digest

side

mice

five

hid

nice

biting

smile

Name: _____

Mixed Practice

untie

pip

die

Friday

live

pies

diver

pill

time

lie

crime

miner

invited

lit

tied

price

pie

side

dim

fiber

silent

item

pride

bit

tie

lied

dive

idea



Name: _____

Mixed Practice

dinner

diner

silver

silent

lilac

final

limit

iris

visit

spiral

virus

timid

river

pilot

horizon

item



Section IV-G

Tricky Spelling 'i' > /i/ or /ie/ Worksheets

Name: _____

Sound Quest /ie/

Read the story and circle all the spellings for /ie/. Then sort the circled words in the chart at the bottom of the page.

Last Friday, Mike and his dad visited the zoo in Ohio. Mike was excited at the idea of seeing the tigers, but as soon as he saw them, he became scared. (Mike is only five.) His dad tried to tell Mike that it would be fine, but Mike started weeping. He was scared of the tigers! At last, Mike's dad asked Mike if he'd like to see the hippos instead. Mike nodded and his sobs went away. He was quiet as he and his dad tried to find the hippos. Once they found them, Mike started smiling and chatting with his dad.

Name: _____

Fill in the Blanks

fried	reptiles	umpire	lie	siren	tie
cried	spider	exercise	pie	pilot	decide

1. The airplane _____ said we were going to take off.
2. At the game, the _____ said the player was out.
3. Please _____ a strong knot in the string on the kite.
4. A _____ has eight legs and can weave a web.
5. I like to eat _____ after dinner.
6. My teacher is scared of _____ like snakes.
7. I cannot tell a _____!
8. He fell and _____.
9. Did you _____ what to wear today?
10. We had _____ chicken for dinner.
11. My dad likes to jog in the morning for _____.
12. A fire truck has a loud _____.

Name: _____

This chart lists the words with the /ie/ sound spelled three different ways. Use this chart to fill out the worksheet.

	'i_e'	'ie'	'i'
b	bike		bicep
c	crime		cider
d	dine	die	diner
f	fine		finest
h	hide		hijack
i	ice		iris
k	knife		
l	like	lie	lilac
m	mice		mining
p	prize	pie	
q	quite		quiet
r	ride		riding
s	side		silent
	smile		spider
t	time	tie	tiger
v	vine		Viking
w	write		writing

Name: _____

Use the chart to fill in the blanks.

1. Which word on the chart is something you do when you are glad?

2. Which two words on the chart means there is no sound?

3. Which word on the chart is something that you place in a drink to make it cooler? _____

4. Which word on the chart has two wheels? _____

5. Which word on the chart is a plant that has grapes?

6. Which word on the chart is an animal that growls?

7. Which word on the chart is the name of a place you could go to eat lunch or dinner?

8. Can you track down three words that end with /ie/?

Name: _____

9. Count the words on the chart that have the sound /ie/ spelled ‘i_e’ and write the number here.

10. Count the words on the chart that have the sound /ie/ spelled ‘ie’ and write the number here.

11. Count the words on the chart that have the sound /ie/ spelled ‘i’ and write the number here.

Name: _____

Fill in the Blanks

hiding

biting

liking

final

spider

item

rising

Friday

1. I spell my words on _____ at school.
2. Did you see the balloon _____ up in the sky?
3. The _____ is making a web.
4. The rabbit is _____ in the thicket.
5. I want to stop _____ my finger nails.
6. “This is your _____ warning, stop that now!” said Mom.
7. We need to take one _____ out of the cart.
8. We are _____ our new home very much.

Section IV-G

Tricky Spelling 'i' > /i/ or /ie/

Practice Sentences and Stories for Oral Reading

Name: _____

The Biting Spider

The spider needs to eat.

The spider makes a web in the tree to catch food.

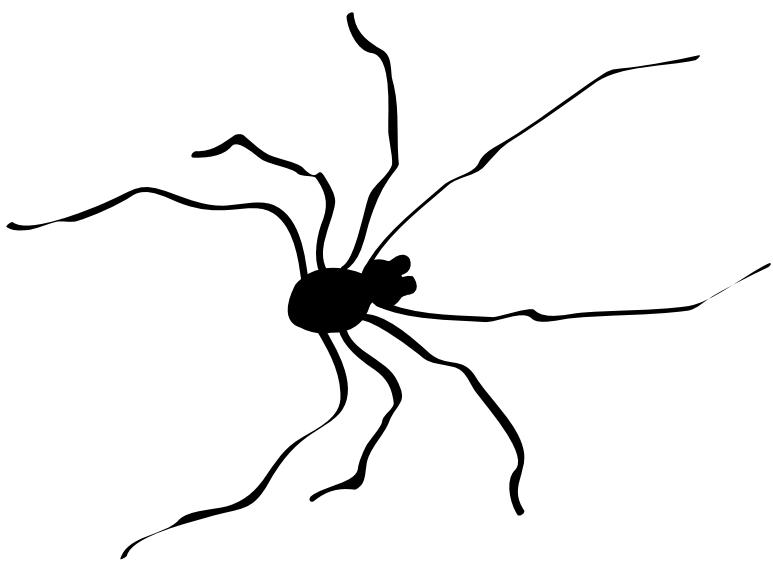
The silent spider is hiding and waiting for food to come to the web.

When the food comes to the web, the spider bites it.

The spider will use its spinnerets to keep the food.

The spider will eat the food.

When the spider is full, it will digest the food.



Name: _____

Practice Sentences for Tricky Spelling 'i'

1. We want to visit the lions and tigers when we go to the zoo.
2. Some animals hibernate in the winter.
3. The pilot is making his final approach to the runway.
4. What is the limit to the number of items we can get on sale?
5. The spider bite was a minor problem.
6. I think I am sick with a virus.
7. I see an iris on the other side of the river.
8. The lilacs are blooming.
9. The teacher said we each need three spiral notebooks.
10. The fire truck siren was loud.

Section IV-G

**Tricky Spelling 'i' > /i/ or /ie/
Game**

(Use with any game board.)

Name: _____

Game Cards: Focus Sound /ie/

life	price	visit	spider
dining	quiet	timeline	siren
river	lifetime	limestone	igloo
bridesmaid	limit	pinecone	hippo
spine	minus	bidding	sliding
wisecrack	singing	linebacker	lining
Viking	tide	grapevine	pie
lipstick	sideline	bitesize	ping-pong
hi	sister	die	bedtime
item	silent	winter	wishbone
lie	slime	milestone	pipeline

Section IV-H

**Spelling Alternative 'ue' > /ue/
Mixed Review with 'u_e'
Word Lists**

Name: _____

Mixed Practice

mule	utilize	menu	Utah
pun	huge	tub	unit
humor	uniform	cubic	fun
compute	unified	abuse	document
dispute	fusion	music	mutt
future	cute	pupil	cut
fumes	amuse	dump	unite
cube	confuse	but	universe
perfume	refuse	January	commute
popular	excuse	human	nun

Name: _____

Spelling Alternative: 'ue' > /ue/ (*cue*)

argue

fuel

rescue

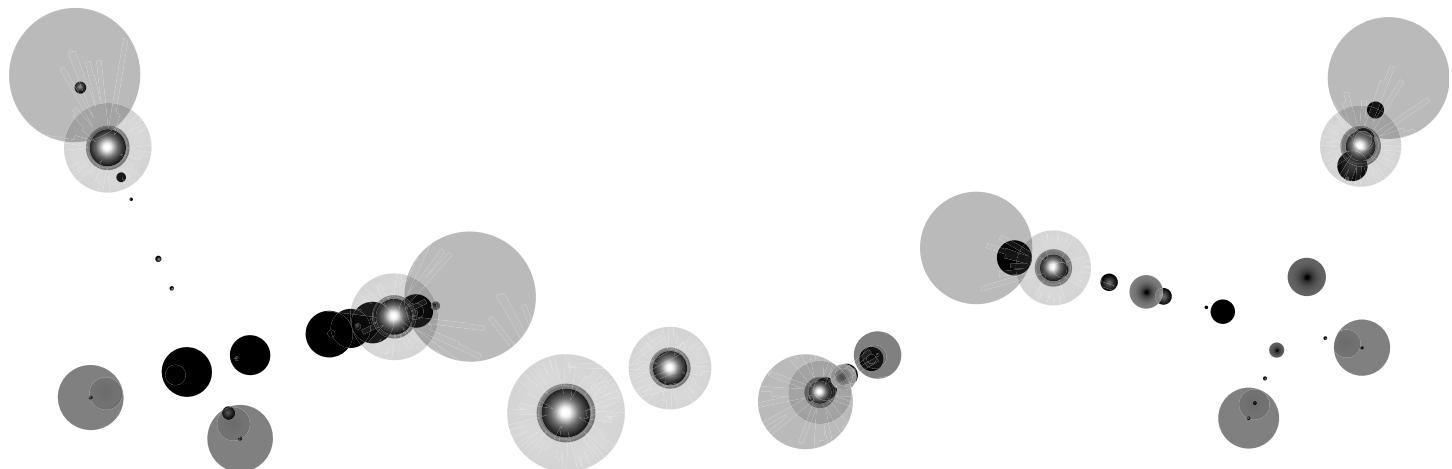
tissue

value

barbecue

cue

tissue box



Name: _____

Mixed Practice

fuel

dump

rescue

cut

argue

January

Cuba

music

pun

barbecue

unit

cue

future

tissue

humor

value



Name: _____

Mixed Practice

mutt

mule

but

abuse

cut

amuse

dump

confuse

fun

cube

cute

strut

refuse

stun

commute

compute

nun

perfume

pun

huge

dispute

run

excuse

sun

fumes

sub

fuse

tub

use

mute

Section IV-H

Spelling Alternative 'ue' > /ue/ Mixed Review with 'u_e' Worksheets

Name: _____

Fill in the Blanks

mule

cube

cute

huge

use

fumes

fuse

mute

1. What a _____ little kitten!
2. The _____ from the fresh paint made my nose hurt.
3. May I _____ your pencil?
4. Nell, the _____, pulled the cart.
5. We have a _____ bag of sweets from trick or treats!
6. A _____ is a shape that is square.
7. Push the _____ button on the TV remote so I can talk to you.
8. The flame is so hot, it may _____ the two bits of glass into one.

Name: _____

Fill in the Blanks

argue

fuel

rescue

tissue

value

barbecue

cue

1. My dad likes to grill on the _____.
2. You use a _____ stick to play the game of pool.
3. Please don't _____ with your sister.
4. Can we _____ the hurt dog?
5. Gas is a _____ used in trucks.
6. May I have a _____ for my nose?
7. What is the _____ of a dime?

Name: _____

Fill in the Blanks

cute

fuse

confused

refused

fumes

compute

accused

mute

1. There is too much noise. Please put the TV on _____.
2. If there is a gas leak, you will smell _____.
3. In math class, we learn how to _____.
4. Dad checked the _____ box when the power went off in the storm.
5. I asked to stay up later, but my mom _____ and said it was time for bed.
6. I still felt _____ even after the teacher explained how to do the worksheet.
7. Pam said my dress was _____.
8. The robber was _____ of stealing cash from the bank.

Section IV-H

Spelling Alternative 'ue' > /ue/

Mixed Review with 'u_e'

Practice Sentences and Stories for Oral Reading

Name: _____

The Cute Mule

Nell is a mule who lives with Farmer Ted.

Nell is cute.

Nell has huge long ears.

Nell likes to eat sugar cubes.

Nell is a good pal with the cows.



Name: _____

Dad Cooks!

Dad cooks outside.

Dad cooks on the barbecue grill.

Dad uses gas for fuel.

Dad cooks hot dogs.

Dad makes good food.



Section IV-I

Tricky Spelling 'u' > /u/ or /ue/ Word Lists

Name: _____

Spelling Alternative: ‘u’ > /ue/ (*unit*)

utilize	menu	Utah
unit	universe	Cuba
humor	uniform	cubic
unified	document	January
fusion	music	popular
future	pupil	human
unite	regular	humid

music pupil



Name: _____

Tricky Spelling 'u'

music

punish

human

humid

tuna

pupil

puppet

unit

until

student

unite

tulip

stupid

supper

super

humor



Section IV-I

Tricky Spelling 'u' > /u/ or /ue/ Worksheets

Name: _____

Fill in the Blanks

unit

menu

Cuba

uniform

music

unite

pupil

human

1. Our math _____ is about adding numbers.
2. Can you play _____ with your horn?
3. I am a _____ in Miss Smith's class.
4. Our team _____ is green and red.
5. _____ is a proper noun.
6. Are hot dogs on the _____?
7. I will _____ the two teams into one.
8. We are all _____ beings.

Name: _____

Fill in the Blanks

barbecued	unicorn	argue	argument	using
fuel	menu	unit	United	

1. A _____ has a horn between its ears.
2. We will be _____ pens today.
3. Our _____ in math is on adding two numbers.
4. I had an _____ with my mom about what I would wear today.
5. I don't like to _____ with my mom.
6. What is on the _____ for lunch today?
7. We are in the _____ States of America.
8. Dad stopped to get _____ for the car.
9. I like to eat _____ chicken.

Name: _____

This chart shows spellings for the /ue/ sound. Use the chart to fill in the worksheet.

‘u_e’

‘u’

‘ue’

a

argument

argue

b

barbecue

c

confuse

cue

cube

cute

f

fumes

fuel

fuse

h

humid

hue

j

June

m

mule

menu

mute

music

p

pure

pupil

r

refuse

refusing

rescue

t

tulip

u

use

using
unicorn
uniform

v

value

Name: _____

Use the chart to fill in the blanks.

1. Which spelling for /ue/ is the least common?

2. Where does the spelling ‘ue’ tend to be found in a word?

3. Which word in the chart is the name of a flower?

4. What word in the chart is a shape that looks like a box or square?

5. What word in the chart is the name of something you would use at a diner to order lunch?

6. What word on the chart means to cook on a grill outside?

Name: _____

7. Pick a word from the chart that can be used as a verb. Write a sentence that uses that verb.

8. Pick a word from the chart that can be used as a noun. Write a sentence that uses that noun.

Name: _____

Sound Quest /ue/

Read the story and circle all the spellings for /ue/. Then sort the circled words in the chart at the bottom of the page.

Last week, my sister and I argued about whether or not unicorns exist. I tried to tell my sister that unicorns are not real, but she did not listen to me. She said that they are just as real as humans. She said that she's seen one. If you ask me, I think she has confused a horse or a mule with a unicorn. We continued our dispute, but then I realized that arguing with her is useless. I will never be able to get her to understand that unicorns don't exist. Besides, it's sort of cute that she thinks unicorns are real.

Section IV-I

**Tricky Spelling 'u' > /u/ or /ue/
Practice Sentences and Stories for Oral Reading**

Name: _____

The Music Pupil

Cuba is a boy who likes to make music.

Cuba plays the tuba and makes up songs.

When Cuba marches with the band, he has a uniform.

In the future, Cuba would like to play the piano.



Name: _____

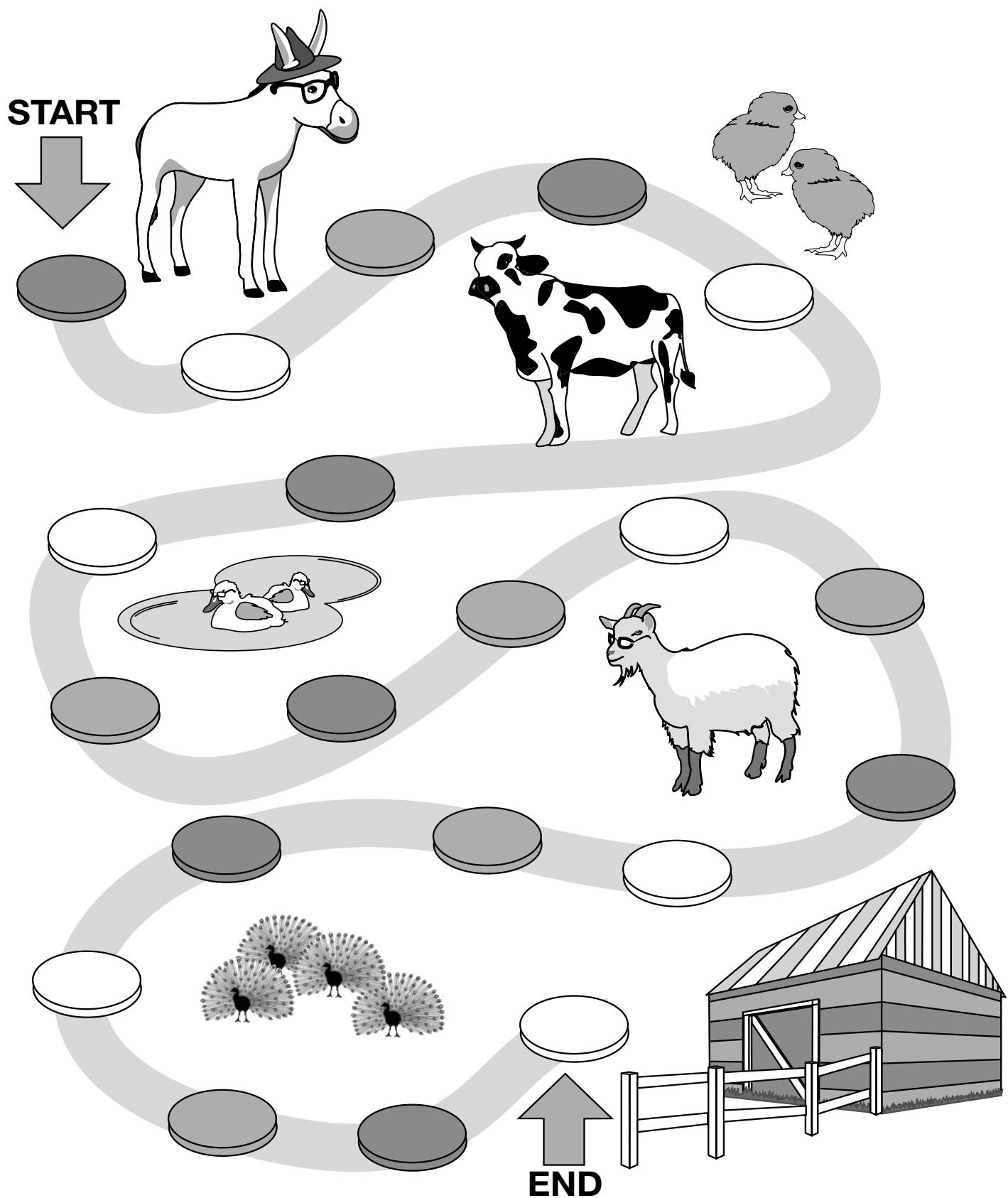
Practice Sentences for Tricky Spelling ‘u’

1. The students listened to the music.
2. It is very hot and humid in the summer.
3. Another word for student is pupil.
4. I need extra help in reading so I am going to a tutor.
5. Everyone in the army unit has a uniform.
6. He has a super sense of humor.
7. Mom praised me for doing something cute.
8. We had tuna for supper.



Section IV-I

Tricky Spelling 'u' > /u/ or /ue/ Game



Help Farmer Chester Get Sunshine the Mule Back to the Barn!

Farmer Chester is in a fix. Sunshine, the mule, has escaped from the barn again! Help Farmer Chester get Sunshine to the barn.

Teacher Directions:

1. Group students in pairs or small groups to play. Make a copy of the previous page for each player.
2. Make a copy of the next two pages for each player.
3. Explain that the first student should choose and read any “card” on the page. After the student reads the word, all players should cross out the card on their own page.
4. If the student reads the card correctly, he or she may place a checkmark on one space of his or her own game board. If the student can also answer the question correctly, he or she may place another checkmark on another space on the game board.
5. After the first student finishes his or her turn, the other player(s) should take a turn.
6. The first player to lead Sunshine back to the barn wins.

Help Farmer Chester Get Sunshine the Mule Back to the Barn!

Would you kiss a mule?	Do you add in a math unit?	Can corn on the cob rescue you?
Is a unicorn real?	Are we in the United States?	Should you argue with your mom?
Is the moon red?	Does a unicorn have 3 horns?	Do mules wear uniforms?
Can a mule sing a song?	Can a boy be named Sue?	Do you eat bacon in the bathtub?
Can you place mail in a mailbox?	Can you read a menu at a diner?	If you are seen in public, are you hiding?
Can a cucumber play a song?	Is gas a sort of food?	Can it be humid on a hot summer day?
Can a cute cat eat a dog?	Can a unicorn use a crayon?	Can you argue with a spider?
Can you write with a pencil on paper?	Are you using your brain?	Can you eat corn on a cob?

Would you use a stick to cut a slice of cake?	Can a mule point to a book?	Could a powerful king wear a crown?
Can you cook an ice cube?	Can a cow be rescued by an ant?	Can you play music with an ice cube?
Can a mouse count out loud?	Could a huge eggplant be in a garden?	Could you hear the TV if it is on mute?
Will it be quiet if you press mute on your TV?	Can you eat a cube of fudge?	Would an ice cube start a fire?
Can you eat a raisin?	Would a dog rescue a shark?	Would a cube of ice be a good snack?
If your book is overdue, do you have to pay a fine?	Can you act sad?	Can a mule dance a jig?
Are you a cube?	Have you patted a unicorn?	Can you knit a set of books?
Can you dance to the music?	Can beans have three wheels?	Are you a duck?

Section IV-J

Spelling Alternatives 'aw', 'au', and 'augh' > /aw/ Word Lists

Name: _____

Spelling Alternative: 'aw' > /awl/ (*paw*)

saw

law

raw

draw

straw

jaws

paws

claws

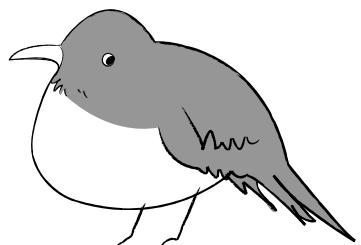
lawn

yawn

crawl

hawk

hawk claw



Name: _____

Mixed Practice

sat

saw

late

law

hay

straw

shape

jaws

fame

lawn

yawn

can

rate

raw

date

draw

paws

pan

claws

day

crawl

hat

hawk

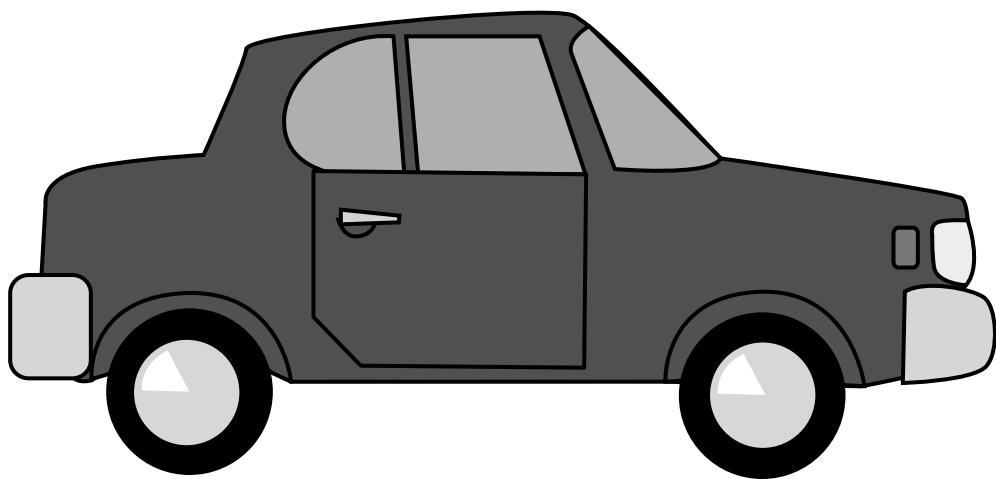
slaw

Name: _____

Spelling Alternative: 'au' > /aw/ (*Paul*)

August	faucet	sauce
vault	sausage	pause
saucer	haunted	applause
author	auto	autumn
launch	haul	cause
fault	clause	laundry

haul auto



Name: _____

Mixed Practice /aw/

August

haunted

launch

auto

raw

fault

autumn

straw

saucer

jaws

law

lawn

yawn

cause

crawl

applause

faucet

author

sauce

saw

pause

haul

laundry

hawk

claws

vault

paws

clause

sausage

draw

Name: _____

Spelling Alternative: 'augh' > /aw/ (*caught*)

caught

daughter

taught

caught daughter



Name: _____

Mixed Practice /aw/

August

caught

haunted

daughter

draw

taught

raw

claw

Section IV-J

Spelling Alternatives 'aw', 'au', and 'augh' > /aw/ Worksheets

Name: _____

Fill in the Blanks

straw

jaws

paws

draw

claws

lawn

yawn

crawl

1. Please help me wipe our dog's wet _____.
2. A shark has sharp teeth in its _____.
3. The grass on the _____ needs to be cut.
4. I _____ when it is close to bedtime.
5. Can you _____ under the sink and get the rag?
6. The sharp _____ of the cat grabbed the leaf.
7. I like to _____ with pencils.
8. The hen will line the nest with _____ for her eggs.

Name: _____

Fill in the Blanks

August

vault

launch

fault

haul

sauce

pause

autumn

1. In _____, leaves fall from the trees.
2. I like the _____ my mom puts on noodles.
3. A bank will have a _____ that will keep things safe.
4. We will _____ the rocket into space.
5. It is my _____ that the vase is broken.
6. The truck will _____ the big rocks away.
7. _____ is a summer month.
8. A small break is called a _____.

Name: _____

Fill in the Blanks

caught

daughter

taught

1. A girl can be a _____.
2. My mom _____ me how to bake.
3. I got _____ taking a slice of cake.

Name: _____

Crossword Puzzle

paw	claw	August	author	faucet
saucepan	Claus	pause	lawn	Autumn

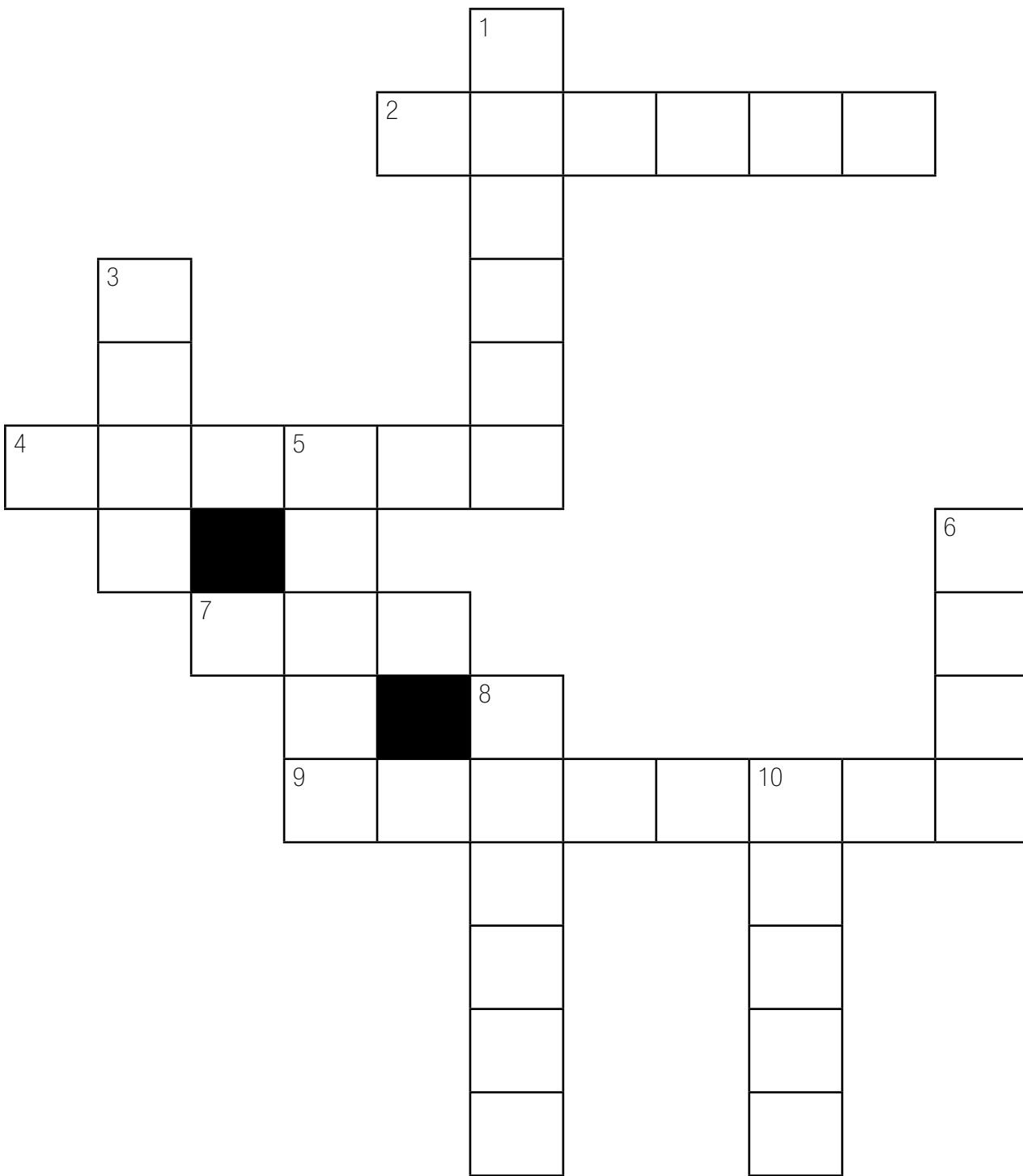
Across

2. Summer, _____, Winter, Spring
4. This is at the sink.
7. The cat's _____ is cut.
9. You cook in this.

Down

1. _____, September, October
3. The tiger's _____ is sharp.
5. Santa _____
6. You cut the grass of a _____.
8. An _____ writes a book.
10. This is a short rest.

Name: _____



Name: _____

Write *yes* or *no* to each question.

1. Can you applaud after a play? _____
2. Does an author draw the different parts of a book? _____
3. Can a dump truck haul rocks? _____
4. Could a fisherman tell a tale about a fish he caught? _____
5. Could you help a dog with a thorn in his paw? _____
6. Has your teacher taught you how to write? _____
7. Does the exhaust from a bus smell like peaches? _____
8. Can you launch a pumpkin? _____

9. Do ice cubes make drinks cool? _____
10. Could there be a tiger on your lawn? _____
11. Can a faucet drip? _____
12. Could you pause to look at the sunset? _____
13. Is it good to get in an argument with your sister? _____
14. Would a mule drink from a straw? _____
15. Could a shark bite with the teeth in his jaws? _____

Name: _____

Fill in the Blanks

paw

taught

awful

lawn

caught

daughter

hawk

faucet

saw

yawn

1. Miss Smith _____ us to add and subtract numbers.
2. I baited the hook, cast the rod, and _____ a fish.
3. Karen is her parents' _____.
4. That was an _____ storm.
5. Can you cut the grass on the _____?
6. The sink _____ in the kitchen is dripping.
7. I saw you _____ and then I yawned, too.
8. Did you see the _____ chase the mouse?
9. The dog cut his _____.
10. Dad used a _____ to cut the wood.

Name: _____

Crossword Puzzle

paw

taught

dawn

lawn

caught

yawn

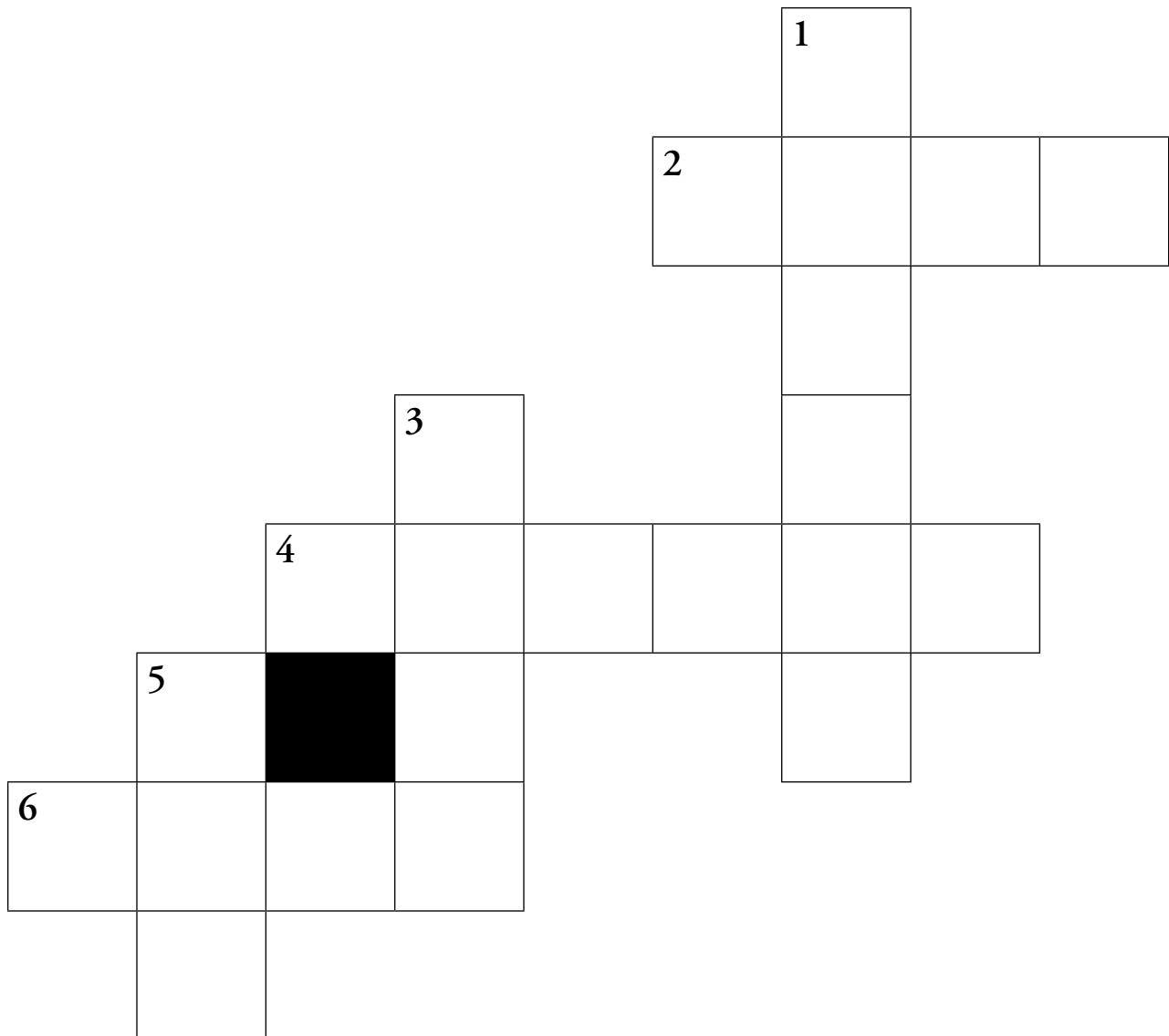
Across

2. Grass
4. She _____ me to ride a bike.
6. You do this with your mouth when you are tired.

Down

1. I _____ a fish.
3. This is when the sun rises.
5. An animal's foot

Name: _____



Name: _____

Fill in the Blanks

taught

caught

daughter

applaud

sauce

argument

auto

bacon

1. My sister and my mom had an _____ over her messed up room.
2. My sister is my mom's _____.
3. I like to eat _____ and eggs.
4. We picked tomatoes and made _____.
5. My dad _____ me how to tie my laces.
6. We will _____ when the singers finish.
7. I got _____ taking cake from the cake plate.
8. Another word for a car is an _____.

Section IV-J

**Spelling Alternatives 'aw', 'au', and 'augh' > /aw/
Practice Sentences and Stories for Oral Reading**

Name: _____

The Hawk

We saw a hawk floating on the wind.

The hawk has strong jaws and claws.

The hawk uses its claws to snag food.

The hawk has wide wings.

Name: _____

Paul's Auto Tow Truck

In August, Paul takes his tow truck to the school.

Paul uses his truck to haul the autos from the lot.

In the autumn, Paul sells the autos.

Paul puts the cash in the vault after the sale.

Name: _____

Jill, the Daughter

Jill listens to her mom.

Jill's mom taught her to be nice.

Jill gets caught being sweet to the dog.

Jill is doing what her mom taught her.



Section IV-K

Vowel Spelling Alternatives and Tricky Spellings Assessment

Vowel Spelling Alternatives and Tricky Spellings Assessment

Provide students with the sheet that has 14 rows of words.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. goes
2. beach
3. shawl
4. cue
5. caught
6. wait
7. boast
8. fraud
9. fail
10. hay
11. thaw
12. pilot
13. music
14. pupil

Mastery: 12/14 words correct

Below are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation. For example, students who spell *beach* as *beetch*, or *thaw* as *taw*, may need help with digraphs.

1. 'oe' > /oe/
2. 'ea' > /ee/
3. 'aw' > /aw/
4. 'ue' > /ue/
5. 'augh' > /aw/
6. 'ai' > /ae/
7. 'oa' > /oe/
8. 'au' > /aw/
9. 'ai' > /ae/
10. 'ay' > /ae/
11. 'aw' > /aw/
12. 'i' > /ie/
13. 'u' > /ue/
14. 'u' > /ue/

(Alternate Administration: Ask each individual student to read all of the words aloud in rows 3–14. Mastery: 39/48 words correct)

Name: _____

Section IV Assessment

Circle the word your teacher says.

- | | | | | |
|-----|--------|-------|--------|----------|
| 1. | goes | gaze | go | Gus |
| 2. | bake | brook | beach | beat |
| 3. | sell | sauce | shawl | saw |
| 4. | caught | cup | cue | cute |
| 5. | taught | coat | caught | daughter |
| 6. | wait | white | wade | way |
| 7. | best | boast | boat | bones |
| 8. | fraud | freed | fray | frame |
| 9. | fail | fray | frail | fame |
| 10. | hail | hill | hay | hate |
| 11. | thaw | than | teach | taught |
| 12. | pale | pile | pilot | pills |
| 13. | music | muse | mute | mud |
| 14. | place | pup | puppet | pupil |

Section IV-L

Stories

Kids Excel

(from Grade 2, Unit 3)

Name: _____

A Letter From the Publisher

Kids,

My name is Mark Deeds, and I have a fun job. I visit with kids who *excel* at what they do.

When you *excel* at something, you are good at it.

The kids I visit all excel at different things. Some of them excel at sports like running or jumping.

Some of them excel at math. Some of them excel at skipping rocks or standing on their hands. All of them are good at something.

I visit with the kids. I chat with them. I ask them how they got started doing what they do and how they got good at it. Sometimes I chat with their moms and dads, too. I jot down notes and take snapshots. Then I write up what they tell me so I can share it with you.

In *Kids Excel* you will meet a lot of kids who excel. I had fun meeting them. I think you will like meeting them, too.



Name: _____

When I meet someone who excels at something, it inspires me to be as good as I can be. I hope the kids in *Kids Excel* have the same effect on you, too!

Mark Deeds

A handwritten signature in black ink that reads "Mark Deeds". The signature is fluid and cursive, with a long horizontal line extending from the end of the "s" in "Deeds".

Publisher

Kids Excel

Name: _____

The Spelling Bee

This past spring I went to see the state spelling bee.

The state spelling bee is a spelling contest that lasts two days. On Day 1, a bunch of kids sit down to take a written spelling test. On Day 2, the kids who do the best on the written test get up on a stage and spell.

One hundred ten kids took the spelling test last spring. The kids had to spell words like *chimpanzee*. The 50 who did the best on the written test went on to Day 2 of the spelling bee.

Day 2 is the part of the bee I like best. That's when the kids get up on stage and spell words out loud.

A man will say a word. Then the speller has to spell the word one letter at a time. If the speller spells the word without a mistake, he or she gets to keep spelling. If the speller makes a mistake, a bell rings.

Ding!

Once the bell rings, that is the end. The speller is out of the bee. He or she must sit down in a chair and look on while the rest of the spellers stay in the bee and keep spelling.



Name: _____

On Day 2 of the bee I sat and looked on as the bell rang for lots of kids in the bee.

Airplane. A-e-r-p-l-a-n-e? Ding!

Graying. G-r-a-i-n-g? Ding!

Sunday. S-u-n-n-d-a-y? Ding!

The bell went on ringing all day, until there were just three spellers left.

Nate Griffin, age 12, was one of the three. He was the runner-up at the last spelling bee. Two of the experts I spoke with said they expected him to win the bee.

Craig Ping, age 12, was still in the hunt, too. He had finished in fifth place at the last bee. The experts I spoke with said he had a good chance of winning.

Gail Day, age 11, was the dark horse. When I asked the spelling experts who she was, they just shrugged.

Craig Ping was spelling well. Then he got a hard word. He stood thinking. He spelled the word as well as he could. He waited.

Ding!

Craig Ping was out of the bee. That left just Gail Day and Nate Griffin.

Name: _____

Miss Baker

I was sitting with spelling champ Gail Day.

I asked her, "How did this Miss Baker make you into a good speller?"

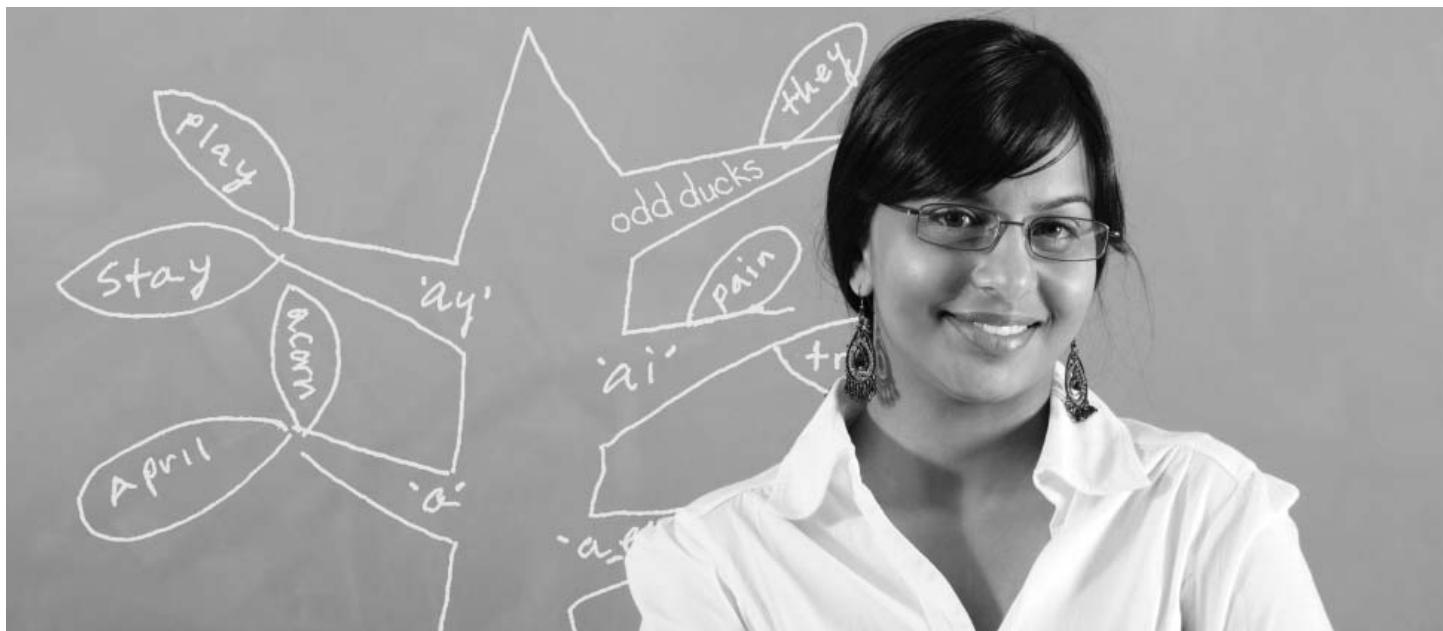
"Well," said Gail, "Miss Baker had a cool way of explaining English spelling. She made spelling trees."

"Spelling trees?"

"Yes," said Gail. "Here, I'll make one for you."

Gail got a sheet of paper and made a tree.

She pointed at the trunk of the tree and explained, "The trunk stands for a sound, like the sound /ae/ as in *cake*. The branches stand for the spellings for that sound. There's one branch for words with the 'a_e' spelling like *flame* and *stake*. There's one branch for words that have the 'ay' spelling like *play* and *stay*. There's one branch for words that have the 'ai' spelling like *pain* and *train*. And so on. Get it?"



Name: _____

“Got it.”

“So Miss Baker would make a big spelling tree for a sound. Then we kids would add words to it. When we found words with the sound in them we would stick the words on the branches of the tree. We would stick all of the words with the ‘ai’ spelling on this branch. We would stick all of the words with the ‘ay’ spelling on that branch.”

“I see. And this helped you get better at spelling?”

Gail nodded.

“The spelling trees helped us see the patterns and keep track of the spellings. They helped us see which spellings are used a lot and which ones are used less. There were a lot of good spellers in Miss Baker’s class.”

“But not all of them went on to win the state spelling bee,” I said. “Why did you?”

Gail shrugged.

“I was good at spelling. But I did not understand why English spelling was so hard. Once I asked Miss Baker why it was so hard. ‘Miss Baker,’ I said, ‘why are there five or six spellings for some sounds? That makes no sense. Why isn’t there just one spelling for a sound?’”

Miss Baker explained as much as she could. Then she gave me a book on spelling. It was a cool book. It explained how English has taken in lots of spellings from French, Latin, Greek, and Spanish. When I finished that book, Miss Baker gave me a longer book. Then I found the next book by myself. One book sort of led to the next. So that’s how I got started.”

Name: _____

The Swimming Sisters

Kim and Val Castro are swimming sisters.

Kim is sixteen. Val is fifteen. The sisters swim for the Red River Swim Program (RRSP). Both of them are fast. In fact, they are two of the fastest swimmers in the state.

I went to see the two sisters at the pool where they swim. They were training for a big meet.

“So,” I said, “do I dare ask which of you is faster?”

Kim smiled. “I am faster in the sprints,” she said. “But Val is faster in the long races.”

“So what counts as a sprint in swimming?”

“The 50 Free is a sprint,” said Kim.

“50?” I said. “Is that 50 feet?”

“No,” said Kim, “it’s 50 yards.”

“Gosh!” I said. “50 yards? That’s a sprint? It sounds long to me! You see, I am not much of a swimmer.”

“The 50 Free is an all-out sprint,” Kim said. “It’s like the hundred yard dash in track. It’s over in a flash. The 100 Free is a sprint, too.”

“So what counts as a long race in swimming?”

“The 500 Free is a long race,” Kim groaned. “It’s too long for me. I start to get tired after 150 yards or so. But not Val! The longer the race is, the better she is.”

Name: _____

“The 500 Free is my best race!” said Val.

“500 yards?” I said. “What’s that, a hundred laps?”

“Um, no,” Val said. “In a 25-yard pool, it’s up and back ten times.”

I jotted notes in my notebook.

“So let’s see,” I said. “100 yards counts as a short race. Kim is good at the short races. 500 yards is a long race. Val is good at the long races. Is there a race that is longer than 100 yards and shorter than 500?”

“Yes, there is,” said Kim. “The 200 Free.”

“So which of you speedsters wins that race?” I asked.

Kim looked at Val. She had a smile on her face. It was a sister-to-sister smile, and there was something else in it. There was a sort of challenge in the look.

Val smiled back. She had the same look on her face.

I waited.

At last Kim spoke. “It’s hard to say who is faster in the 200 Free. Sometimes Val wins and sometimes I win.”

“I see,” I said. “It sounds like the 200 Free is the race to see. When will that race take place?”

“It will be on Sunday,” said Val, “the last day of the state meet.”

I got out my pen and wrote: “Sunday the 25th. 200 Free. Castro versus Castro!”

Name: _____

The Big Race

I got to the pool in time for the 200 Free. I sat in the stands with Grover and Joan Castro, Kim and Val's parents.

"I am so proud of Kim and Val," said Grover Castro. "But I have a bad case of nerves. I hate it when the two of them swim in the same race. They have both been training so hard. They would both like to win this race. But they can't both win. I don't like to think that one of them may be upset."

A man's booming voice filled the air. "It's time for the last race of the meet!" the man said.

"Let's meet our swimmers!" The man started listing the swimmers in the race.

"In Lane 2," he said, "from Red River Swim Program, we have the winner of the 500 Free, Val Castro." Cheers rose up from the RRSP swimmers on the deck and from fans in the stands.

"In Lane 3," the man said, "from Red River Swim Program, the winner of the 50 and 100 Free, Kim Castro." There were shouts and cheers for Kim, as well.

The swimmers got up on the starting blocks.

A man in a white coat said, "Swimmers, take your marks." The swimmers bent down and grabbed the starting blocks.

Then there was a beep. The swimmers shot off. Kim's start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting.

Kim was the fastest swimmer for a hundred yards. She made a big wave.

The rest of the swimmers were trailing her. They seemed to be bouncing and sloshing in Kim's waves.

I was starting to think it would not be such a close race after all. But just as I was thinking this, Grover Castro said, "Wait for it!"

"Wait for what?" I said.

"You'll see!" said Grover.

I looked back at the pool. Kim was still winning. But Val was closing in on her. The gap was five feet. Then it was three.

The swimmers flipped one last time. Kim was starting to look a bit tired. The gap was down to two feet. Then it was one foot. Then the two sisters were swimming side by side. As they came to the finish line it was too close to pick a winner. Kim and Val smacked the side of the pool at what looked to be the same moment.

A hundred parents in the stands looked up at the clock. A hundred swimmers on the deck looked up as well.

This is what the clock said:

Val Castro Lane 2 1:45

Kim Castro Lane 3 1:46

Val was the winner!

Section IV-M

Fluency Assessment

Fluency Assessment

The second assessment that you may choose to give students is a Fluency Assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Slug Trainer." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately three minutes to read the story. If the student cannot read the story in three minutes, this is a clear indication that he or she is struggling and needs to work on fluency. **Note:** You may allow more time (up to six minutes) for a student to finish reading the story. Three minutes is a sufficient amount of time to conduct the assessment, but some students may be frustrated if they do not have the opportunity to finish reading the story.

Directions: Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the students read the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records given represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table to find students' fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

The Slug Trainer

Sunday I went to a slug race.

My pal was Paul Gumfish. Paul is ten. He keeps slugs as pets. He has sixteen slugs. Paul is a slug trainer. He has been training slugs since he was nine. In August one of his slugs took the top prize in a slug race.

“Paul,” I said.

“Call me Coach,” Paul said.

“Okay, Coach. Which slug is the fastest?”

Paul pointed to his prize-winning slug.

“His name is King David,” Paul said.

“Why is he so fast?” I asked.

Paul said, “He just is. Want to hold him?”

“No thanks,” I said.

Next Paul took out a race track. It was a box with two plastic pipes sticking out of it. Paul said that the box is like a slug hotel. It’s a place for the slugs to hang out until it is time to race. When the gates of the box are opened, the slugs make their way down the pipes. They race side by side until they get to the finish line.

Paul set two slugs in the box. He sprayed water on them to keep them moist. Then he set some slug food at the end of the pipes.

Paul opened the gates and shouted, “Go, slugs, go!”

Then we watched and waited. After five minutes the two slugs had made their way out of the box and into the pipes.

“Is that King David?” I asked.

Paul nodded.

“He’s the fast one?” I asked.

“He starts by just creeping along but finishes fast,” Paul said.

The slugs inched their way down the track. They were just creeping along! I sat with Paul for fifteen minutes. At last King David made it to the end of the pipe.

“King David is the winner!” said Paul.

The Slug Trainer

Sunday I went to a slug race.

7

My pal was Paul Gumfish. Paul is ten. He keeps slugs as pets.
He has sixteen slugs. Paul is a slug trainer. He has been training
slugs since he was nine. In August one of his slugs took the top
prize in a slug race.

20
33
47
52

“Paul,” I said.

55

“Call me Coach,” Paul said.

60

“Okay, Coach. Which slug is the fastest?”

67

Paul pointed to his prize-winning slug.

74

“His name is King David,” Paul said.

81

“Why is he so fast?” I asked.

88

Paul said, “He just is. Want to hold him?”

97

“No thanks,” I said.

101

Next Paul took out a race track. It was a box with two plastic pipes sticking out of it. Paul said that the box is like a slug hotel. It’s a place for the slugs to hang out until it is time to race. When the gates of the box are opened, the slugs make their way down the pipes. They race side by side until they get to the finish line.

115
130
146
159
173

Paul set two slugs in the box. He sprayed water on them to
keep them moist. Then he set some slug food at the end of the
pipes. 186
200
201

Paul opened the gates and shouted, “Go, slugs, go!” 210

Then we watched and waited. After five minutes the two
slugs had made their way out of the box and into the pipes. 220
233

“Is that King David?” I asked. 239

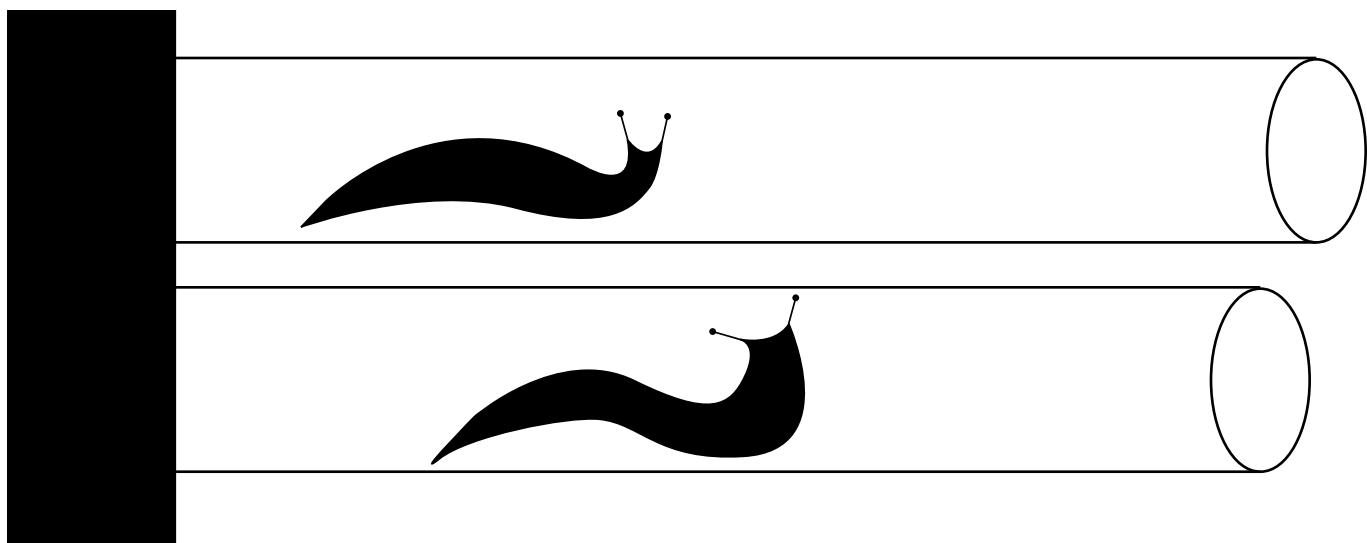
Paul nodded. 241

“He’s the fast one?” I asked. 247

“He starts by just creeping along but finishes fast,” Paul said. 258

The slugs inched their way down the track. They were just
creeping along! I sat with Paul for fifteen minutes. At last King
David made it to the end of the pipe. 269
281
290

“King David is the winner!” said Paul. 297



W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *The Slug Trainer*

Total words in story (not including title): 297

<p>Words</p> <p>Words Read <input type="text"/> - <input type="text"/> _____</p> <p>Uncorrected Mistakes <input type="text"/></p> <p>Words Correct <input type="text"/></p>	<p>Time</p> <p>Minutes <input type="text"/> - <input type="text"/> Seconds <input type="text"/> - <input type="text"/> Finish Time Start Time Elapsed Time</p> <p>$(\boxed{} \times 60) + \boxed{} = \boxed{}$ Time in Seconds</p>
<p>W.C.P.M.</p> <p><input type="text"/> ÷ <input type="text"/> × 60 = <input type="text"/></p> <p>Words Correct Time in Seconds W.C.P.M.</p>	

Compare the student's W.C.P.M. score to national norms for Grade 3.
See chart in the Introduction of this Guide.

Section V

Spelling Alternatives and Tricky Spellings

Spelling Alternatives for /er/

Spelling Alternatives /i/

Spelling Alternatives for /ie/

Spelling Alternatives for /oe/

Spelling Alternatives for /ee/

Spelling Alternatives for /aw/

Tricky Spelling 'y'

Tricky Spelling 'e'

Tricky Spelling 'ow'

Section V-A

Spelling Alternatives and Tricky Spellings Lesson Template

Spelling Alternatives

Focus: Spelling Alternatives	Teaching	Materials
Warm-Up	<p>Working in a small group, show students Spelling Cards previously taught.</p> <p>Say the sound and have students repeat or have students say the sound as you show students the Spelling Card.</p>	<p>previously taught Spelling Cards</p> <p>Code Flip Books</p>
Introduction/Teaching	<p>Ask students for the spellings they already know for the particular sound.</p> <p>Write the spelling and write several words with that spelling.</p> <p>Introduce the new spelling alternative(s), using the Spelling Card(s) and Code Flip Book.</p> <p>Write words with the alternate spelling(s).</p> <p>Go over the alternative spelling by reviewing the spelling of the target sound and words that are written with that spelling.</p> <p>Have students repeat the words.</p> <p>Repeat the words and ask students where the target sound is in each word, as they refer to their own Individual Code Chart.</p>	<p>board or chart paper</p> <p>Spelling Cards</p> <p>Code Flip Book</p> <p>Individual Code Chart</p>
Guided Practice	<p>Have a pocket chart or chart paper or use the board with a column for each spelling alternative.</p> <p>Give students cards with words with the different spellings of the target sound.</p> <p>Students read their words and sort them under the correct column by spelling.</p>	<p>pocket chart or chart paper on board</p>
Suggested Independent Practice	<p>Students can read isolated words with targeted sound.</p> <p>Students can read lists of words or phrases with targeted sound.</p> <p>More proficient students can read connected decodable text with targeted sound.</p>	

Section V-B

Spelling Alternatives 'ir' and 'ur' > /er/ Mixed Review Word Lists

Name: _____

Spelling Alternative: ‘ir’ > /er/ (*bird*)

thirsty	shirt	birth
bird	girl	stir
thirst	whirl	firm
flirt	thirteen	aspirin
third	sir	circus
dirt	skirt	birthday
thirty	twirl	fir

The girl likes to sing.



Name: _____

Spelling Alternative: ‘ir’ > /er/ (*bird*)

birch

birthday

circling

direct

fir

chirp

swirled

twirl

girls

firmer

flirt

whirl

thirst

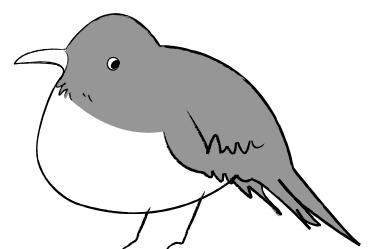
shirt

squirt

Kirk

dirty

blackbird



Name: _____

Spelling Alternative: ‘ur’ > /er/ (*hurt*)

turn

surf

turnip

nurse

hurl

hurt

fur

Saturday

turf

burst

curve

curl

blurt

church

blur

disturb

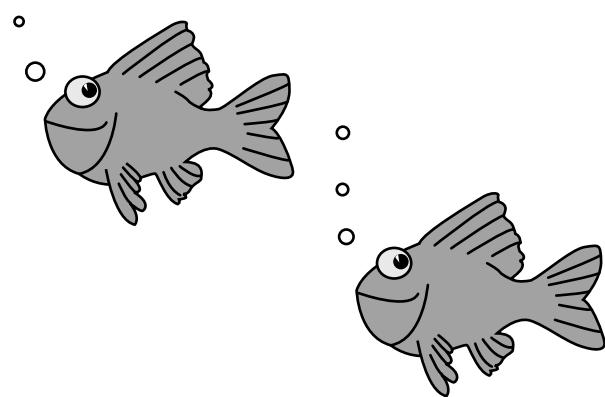
churning

murmur

during

urge

A fish has no fur.



Name: _____

Spelling Alternative: ‘ur’ > /er/ (*hurt*)

curb

purse

murmur

lurk

turnout

unhurt

outburst

Wilbur

blurred

curve

curlers

burlap

Thursday

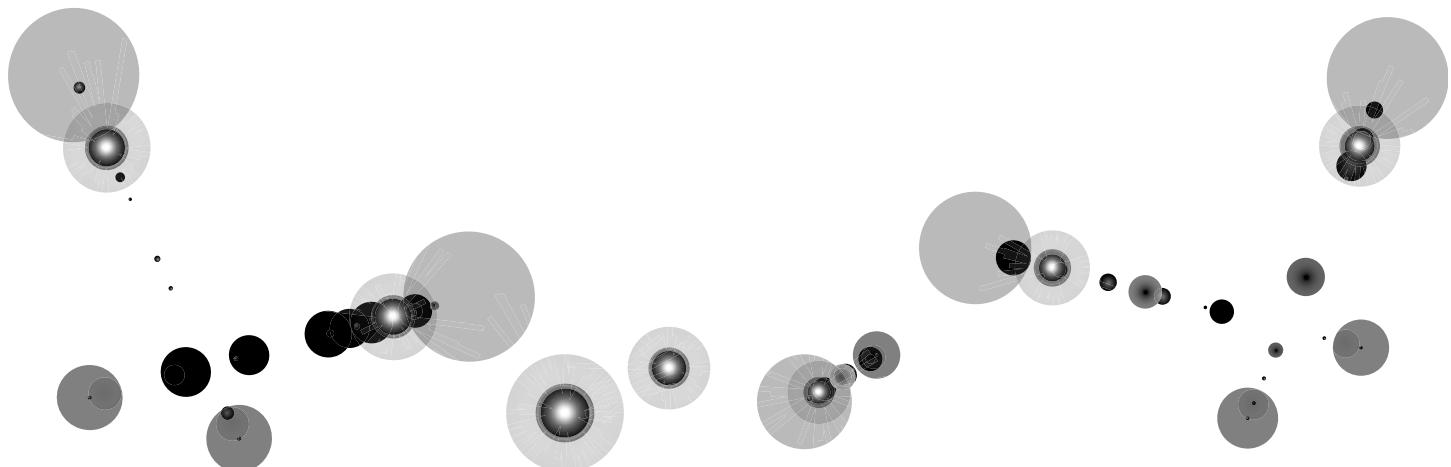
burning

churned

Saturn

sunburn

hamburger



Name: _____

Spelling Alternative: 'er' > /er/ (*her*)

after

bigger

butter

gather

germs

helper

powder

flower

tower

wrapper

enter

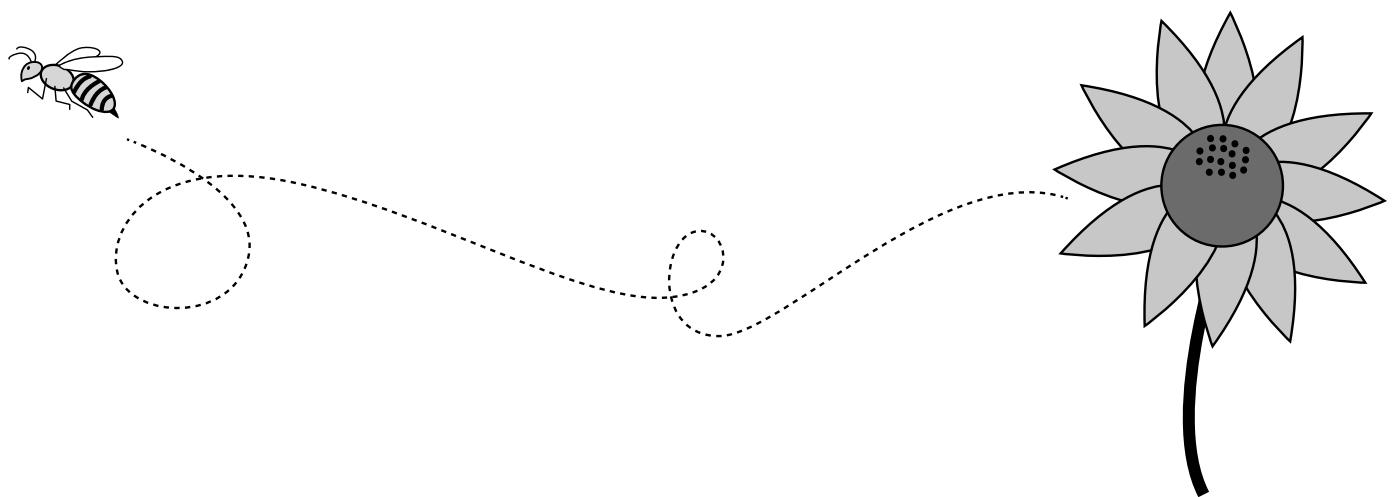
permit

her

pepper

verb

A hot desert has sand.



Name: _____

Spelling Alternative: ‘er’ > /er/ (*her*)

ever

fishermen

verse

checkers

cracker

sprinkler

spinner

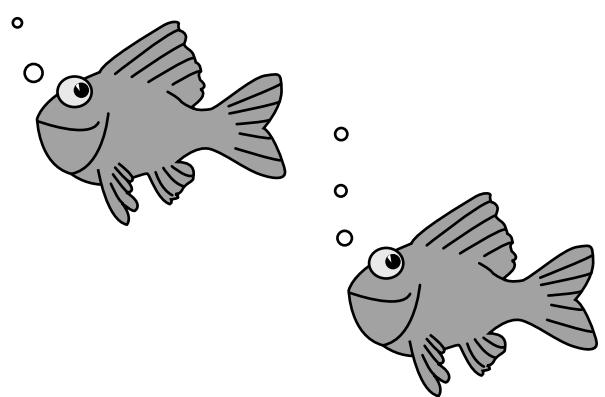
termites

sticker

letters

flatter

finger



Section V-B

Spelling Alternatives 'ir' and 'ur' > /er/ Mixed Review Worksheets

Name: _____

Yes or No?

Read each question and then write *yes* or *no* to each question.

1. Can a dog chirp with joy? _____
2. Can yogurt sing as you eat it? _____
3. Can birds sit on a tree branch? _____
4. Do squirrels have gray fur? _____
5. Do you like to stir dirt into your milk? _____
6. Would your mom be pleased if you burped out loud at dinner?

7. Could a nurse place a thermometer in your mouth? _____
8. Can you draw a pattern on your paper? _____
9. Can a clown be part of a circus? _____
10. If you use sunblock, will you get a sunburn? _____
11. Could your purse eat popcorn? _____

Name: _____

12. Would a glass of sawdust take away your thirst? _____
13. Can a waitress serve us lunch after she takes our order? _____
14. Is Thursday a day in the weekend? _____
15. Could you surf in the desert? _____
16. Can you cook hamburgers on a grill? _____
17. Can you make a cake in a whirlpool? _____
18. Can a girl turn and turn to make her skirt twirl? _____
19. Can a girl with short hair have curls? _____
20. Can you jump feet first into a pool? _____
21. Can a curb be at the side of the road? _____

Name: _____

Yes (Same) or No (Different)?

Read each pair of words and listen to decide if the vowel sounds are the same. Write “yes” if the sounds are the same or “no” if the sounds are different.

1. third – thorn _____

2. nurse – jerk _____

3. bird – burn _____

4. chirp – church _____

5. skirt – shirt _____

6. fur – far _____

7. surf – sir _____

8. burst – barn _____

9. prize – purse _____

10. Carl – curl _____

11. hurt – girl _____

12. flirt – dirt _____

Name: _____

13. verb – herd _____

14. Burt – Bert _____

15. perk – park _____

16. fir – fur _____

17. curve – churn _____

18. fern – curb _____

19. stir – turn _____

20. thorn – bore _____

Name: _____

Mixed Review R-Controlled Vowels

Write the best choice for each sentence in the blank.

1. _____ and Kim are job hunting.
(Kurt Corn)

2. Jill would like to get three more _____.
(skirts swirls)

3. A bird will _____ to its mom for food.
(curb chirp)

4. Did you _____ a log in the fireplace?
(burn burst)

5. Can a _____ help you when you are hurt?
(purse nurse)

6. Did you see the boy as he _____ the huge waves?
(surfed barked)

Name: _____

7. Beth asked her mom to help _____ her hair.
(churn curl)

8. Would you rather put on a red or a green _____?
(shirt fork)

9. Who was your teacher in _____ grade?
(fire first)

10. The _____ dug holes next to the tree to hide its
acorns.
(sunburn squirrel)

11. The _____ is herding the sheep.
(artist shepherd)

12. Did you _____ that today is my birthday?
(target forget)

Name: _____

Fill in the Blanks

hurt

circus

skirts

burned

birthday

flirt

surprise

Saturday

birds

thirsty

dirty

clerks

1. I like pants better than _____.

2. Be careful near the edge! I don't want you to get
_____.

3. Is the party on Friday or _____?

4. In the nest sat three baby _____.

5. Shirley saw clowns at the _____.

Name: _____

6. Is the party a _____?
7. Abby got lots of gifts for her _____.
8. Can I have something to drink? I am so _____.
9. Jeannie likes to _____ with the boys.
10. My mom makes me shower when I am _____.
11. The fire _____ all night.
12. The store _____ were very helpful.

Name: _____

Mixed Review /er/

Write *yes* or *no* on each blank.

1. Can a bird swim in a birdbath? _____
2. Is today Thursday? _____
3. Do fish have fur? _____
4. Can tigers run fast? _____
5. Does a hamburger have corners? _____
6. Is a goose a bird? _____
7. Does a nurse use a thermometer? _____
8. Does a shepherd take care of squirrels? _____
9. Is Mars a planet? _____
10. Do you have to go to class on Saturday? _____
11. Do you go to bed in the morning? _____

Name: _____

Mixed Review /er/

Write the best word to complete each sentence.

1. The _____ will make a nest in the spring.
(bard bird)
2. Her hair has lots of _____.
(church curls)
3. My mom's _____ has lots of stuff.
(nurse purse)
4. Can you ask that _____ to skip rope with me?
(grill girl)
5. The _____ gave me a shot in the arm.
(purse nurse)
6. If you can ride the waves in the sea, then you can _____.
(sure surf)
7. Last year I was in _____ grade.
(fist first)
8. I like the _____ ice cream cones at the shop.
(swirl sell)
9. To make butter, you have to _____.
(churn curl)
10. My _____ is green and red for the holidays.
(skirt skit)
11. Dad lets me _____ the pancake batter on Saturday morning.
(skirt stir)
12. The cat's _____ is so soft.
(fur first)

Name: _____

Fill in the Blanks

hurt

purse

concert

store

fur

bird

turns

twirl

nurse

first

butter

beaver

1. I fell and _____ my arm.
2. _____ is yellow and tasty.
3. The _____ made a dam.
4. We have to take _____ with the games.
5. Do you have some gum in your _____?
6. I like to spin and _____.
7. A _____ was in the nest.
8. That cat has a lot of _____!
9. My dad will go to the _____ to get some milk.
10. He was in the _____ grade.
11. I like the songs at the _____.
12. The _____ gave me a shot in the arm.

Section V-B

**Spelling Alternatives 'ir' and 'ur' > /er/
Practice Sentences for Oral Reading**

Name: _____

Kurt in the Dirt

Kurt was outside on Thursday. He looked at a fir tree and saw three big birds.

He gathered up some flowers.

He took a nap in a cluster of clover.

Kurt liked to be outside.

When he went home, his mom said, “Kurt! Go change your shirt!”

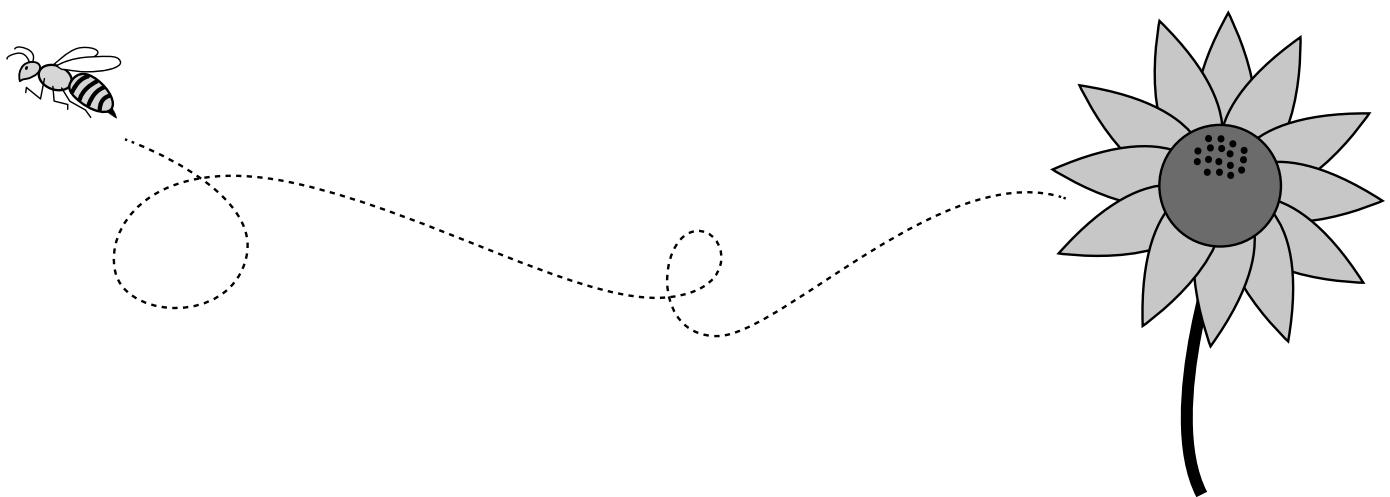
Kurt’s shirt had dirt all over it. Kurt’s mom was mad.

Kurt put on a red shirt with no dirt on it.

He went to his mom and gave her the flowers.

Kurt’s mom was no longer mad.

She gave Kurt a hug.



Name: _____

Wiggle Cards

Turn around.

Point at a girl.

Return to your seat.

Act surprised.

Twirl around.

Section V-C

Spelling Alternative 'y' > /i/ Word List

Name: _____

Spelling Alternative: 'y' > /i/ (*myth*)

gym

myth

system

mystic

Brooklyn

symbol

bicycling

lyric

Lynn

hymn

Syd

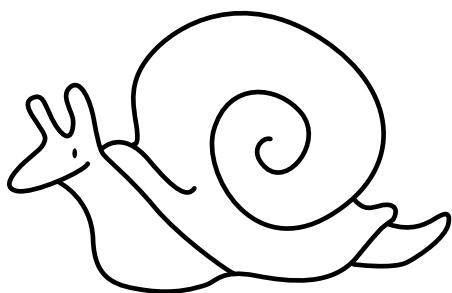
synonym

oxygen

antonym

cylinder

What is an antonym for fast?



Section V-C

Spelling Alternative 'y' > /i/ Worksheets

Name: _____

Fill in the Blanks

cylinder

cymbals

gym

antonyms

oxygen

myths

1. I work out to get strong at the _____.
2. “Big” and “small” do not have the same meaning, so they are _____.
3. Bang the _____ and sing a song!
4. In the _____ was a rolled-up map.
5. All humans must have _____.
6. Have you read Greek _____ in your class?

Name: _____

Fill in the Blanks

symbolic

synonyms

lyrics

gymnastics

antonyms

myth

1. This song has great _____.
2. Is that a fact, or is it a _____?
3. The stars on the U.S. flag are _____ of the 50 states.
4. “Street” and “road” are _____.
5. “Hot” and “cold” are _____.
6. I like to do flips in my _____ class.

Name: _____

Fill in the Blanks

cymbals

synonyms

oxygen

gym

~~cylinder~~

myths

symbol

antonym

1. A can is cylinder shaped.
2. I exercise at the _____.
3. When the boy in the band clapped the _____ together, they made a loud sound like a gong.
4. An _____ of the word “yes” is the word “no.”
5. In math problems, a “+” is the _____ that tells you to add the numbers.
6. “Smile” and “grin” have the same meaning and are
_____.
7. The teacher read the class some Greek _____.
8. Humans breathe _____.

Name: _____

Read the words in the box aloud. Then circle the letter that stands for the /i/ sound in each word. Then write the words with the /i/ sound spelled ‘i’ under *skin* and the words with the /i/ sound spelled ‘y’ under *system*.

kick

gym

gift

hill

myth

lip

syllable

milk

antonym

synonym

acting

did

‘i’ like *skin*

kick

‘y’ like *system*

Section V-C

Spelling Alternative 'y' > /i/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'y' > /i/

1. I exercise at the gym on Saturday.
2. How many syllables are there in the word “myth?”
3. We are studying synonyms and antonyms in grammar.
4. The oxygen tank was shaped like a cylinder.
5. I would like to play the cymbals in the marching band.
6. Brooklyn is part of the city of New York.
7. Lynn and Syd ordered hamburgers.
8. Crosses are often placed on church steeples as a symbol.

Section V-D

Spelling Alternatives 'i', 'igh', and 'y' > /ie/ Word Lists

Name: _____

Spelling Alternative: 'i' > /ie/ (*biting*)

mild

wild

find

kind

blind

grind

mind

bind

rind

wind

hind

child



Name: _____

Spelling Alternative: ‘i’ > /ie/ (*biting*)

blind

bind

find

kind

mind

mild

child

wild

wind

hind

rind

grind

blinded

minded

kindness

finding

silent

Friday

spider

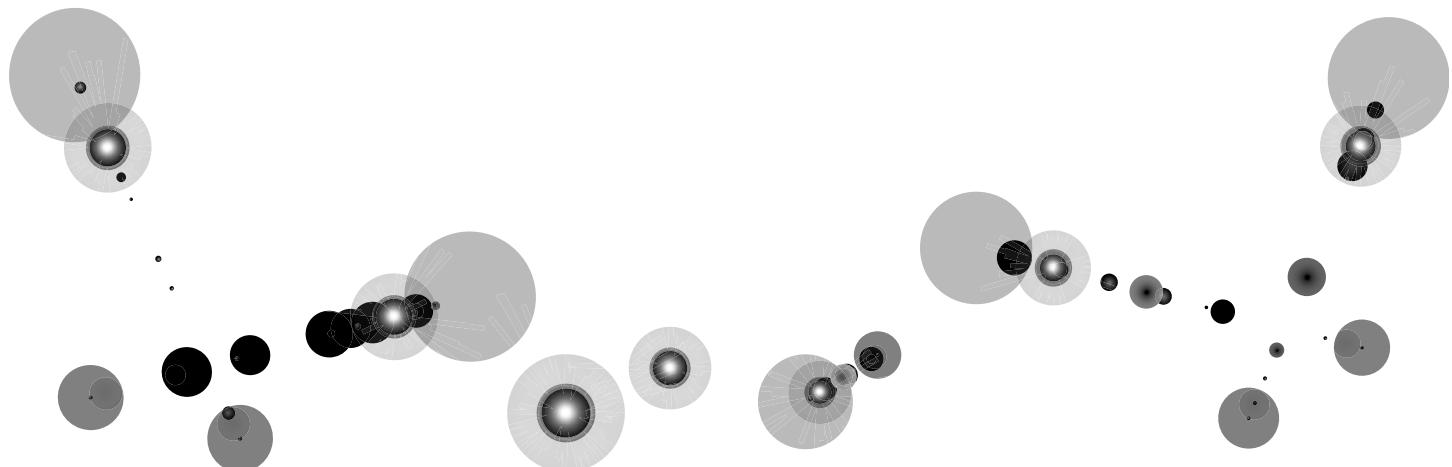
tiger

quiet

diet

item

virus



Name: _____

Spelling Alternative: 'igh' > /ie/ (*night*)

right

might

delight

night

bright

slight

lighter

fright

daylight

fight

sight

flight

fright

sighing

tights

thigh

knight

tonight

A big and bright spotlight shines.



Name: _____

Spelling Alternative: 'y' > /ie/ (*try*)

try

my

shy

sly

fly

dry

nearby

supply

butterfly

by

why

dryer

spy

sky

magnify

multiply

satisfy

flying

crying

flyer

skylight

A big python snake slithers.



Name: _____

Mixed Review

untie

Olympics

life

silence

symbolic

prices

crime

gym

satisfy

prize

child

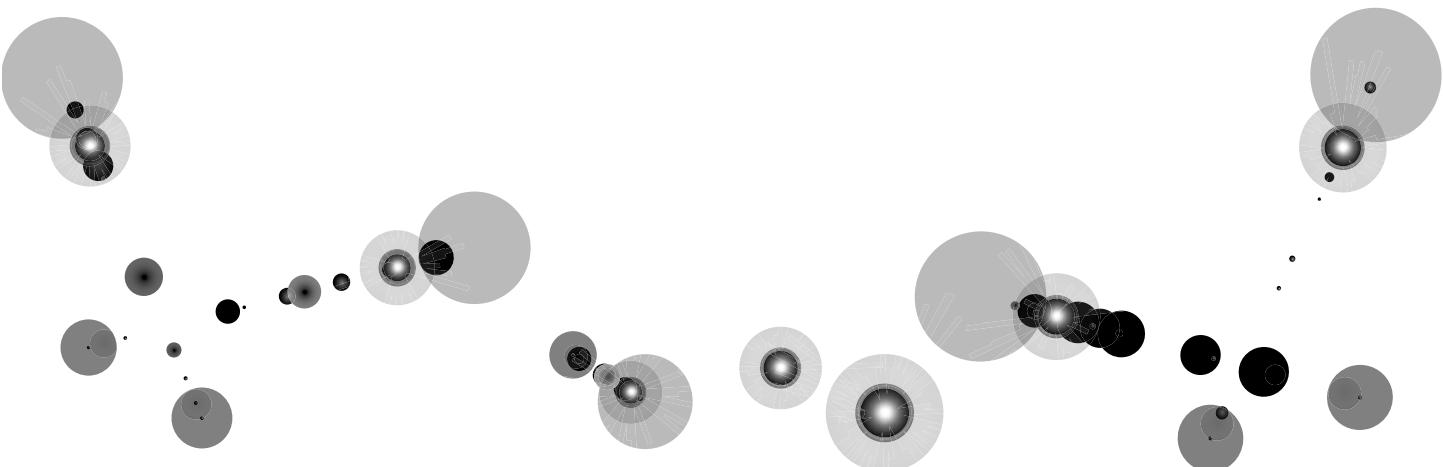
satisfies

supply

drive

driver

gymnastics



Section V-D

Spelling Alternatives 'i', 'igh', and 'y' > /ie/ Worksheets

Name: _____

Fill in the Blanks

kind

entire

grind

child

mind

surprise

pilot

find

wild

1. A cat is tame and can be a pet, but a tiger is _____.
2. What _____ of ice cream do you like the best?
3. Lynn hid my notebook and now I cannot _____ it.
4. The _____ landed the plane on time.
5. A _____ cannot drive a car.
6. The farmer will _____ the wheat into flour.
7. Don't tell Kim what I got for her birthday. I want to
_____ her.
8. Do you _____ if I sit next to you?
9. Bill ate the _____ pie and then felt sick!

Name: _____

Fill in the Blanks

writing

silence

kind

siren

shining

Friday

spider

finds

1. The sun is _____.
2. A bug that has eight legs is a _____.
3. Is he mean, or is he _____?
4. “Quiet” and “_____” are synonyms.
5. Here is the story that I am _____.
6. One of the days of the week is _____.
7. When we play hide-and-seek, he never _____ me.
8. The fire truck has a loud _____.

Name: _____

Fill in the Blanks

bright

tonight

fight

tight

right

thigh

fright

flight

flashlight

1. It is dark and I need my _____ to see.
2. My pants are too _____!
3. He snuck up and gave me a _____.
4. We will go to the store after dinner _____.
5. That was the _____ thing to do.
6. Your _____ is near your knee.
7. Those are _____ colors.
8. Do not _____ with your sister.
9. They had to travel on a long _____ to get home.

Name: _____

Write the word that matches the picture.

light

lightning

knight

fight



Name: _____

Use the words from the word box to fill in the puzzle.

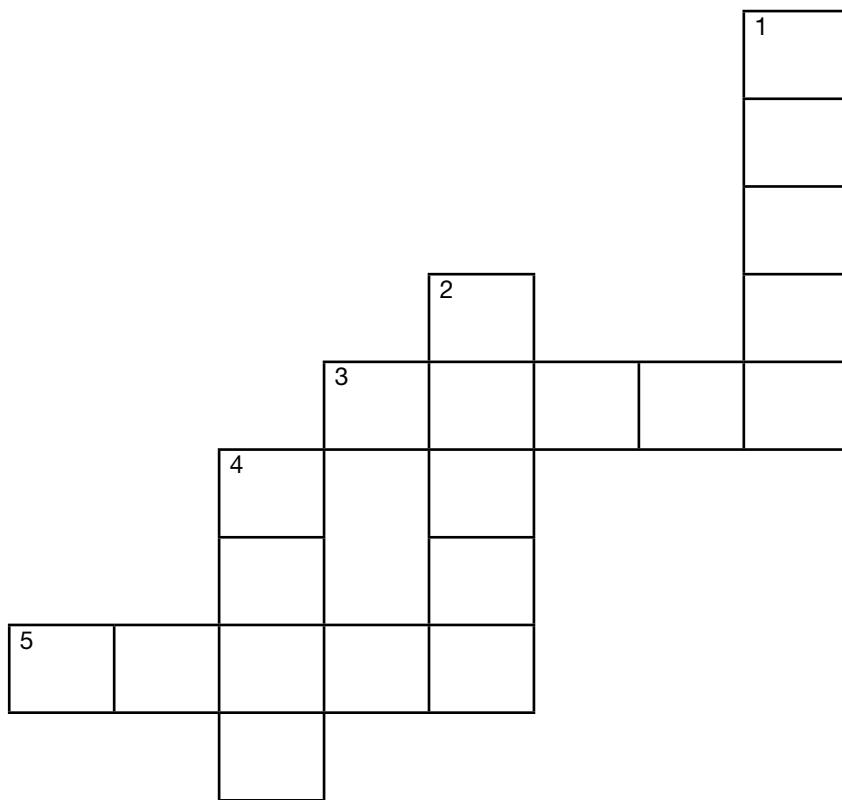
light	might	night	right	high
-------	-------	-------	-------	------

Down

1. I _____ like an ice pop.
2. We can see the stars at _____.
4. Put the book on the _____ shelf.

Across

3. Turn _____ at the corner.
5. Please turn on the _____.



Name: _____

Spelling Alternatives: Mixed Review /ie/

Last week my dad went on an all-lettuce diet. For six days he ate just lettuce. By Friday night he was fighting to stay on his diet. That night I went and got myself a slice of pie. Dad sighed. “Would you mind not having that pie in my sight?” he cried out. “I’m trying to stay on my diet.” I went in the dining room and started munching on the pie. I tried to be quiet. But I think the sight and smell of the pie was too much for my dad. He ran into the dining room and ate three slices of pie. “Well,” he said, “I tried to diet.”

1. What did the dad do?

- He went on an all-lettuce diet
- He went on an all-pie diet.
- He went on an all-chicken diet.

2. What did the kid have that the dad wanted?

- The kid had a slice of cake.
- The kid had a slice of pie.
- The kid had a chicken pot pie.

3. What happened in the end?

- The dad gave up on his all-lettuce diet and had pie.
- The dad stayed on his all-lettuce diet.
- The kid went on an all-lettuce diet too.

Section V-D

Spelling Alternatives 'i', 'igh', and 'y' > /ie/ Practice Sentences and Stories for Oral Reading

Name: _____

Spelling Alternative: 'i' > /ie/ (*biting*)

meek and mild

kind man

wild child

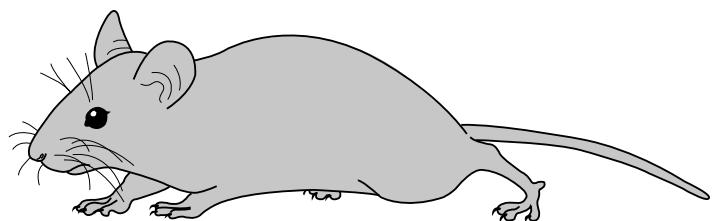
wind a watch

find your sock

mind your manners

bind the book

three blind mice



Name: _____

Spelling Alternative: ‘igh’ > /ie/ (*night*)

high on the hog

Turn on the nightlight.

Jump up high!

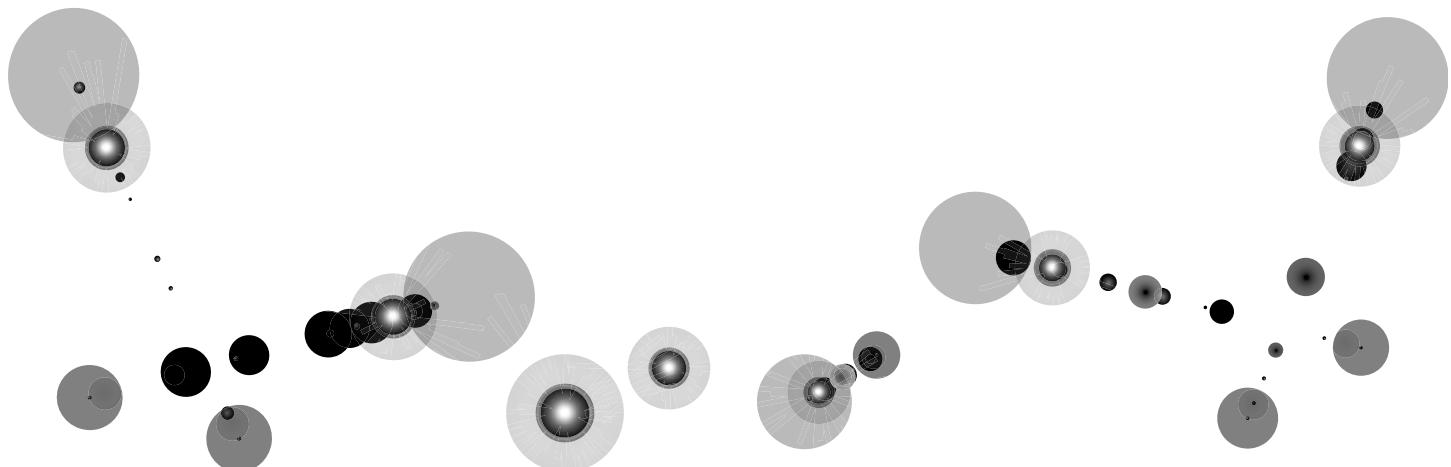
Shake your right hand.

Drive on the highway.

Look at the bright side!

Go and see the sights.

much to my delight



Name: _____

Spelling Alternative: 'y' > /ie/ (*try*)

Tyler's Chores

Tyler has chores.

He has to put the wet clothes in the dryer.

He must wash and dry the dishes.

Tyler has to mop and dry the floor.

He has to help his crying sister.

Do you have chores to do like Tyler?



Name: _____

Spelling Alternative: 'y' > /ie/ (*try*)

Don't cry over spilled milk.

Are my pants dry yet?

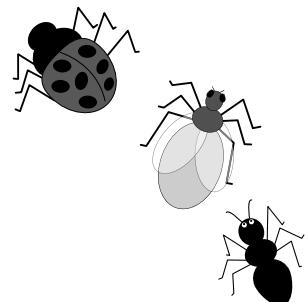
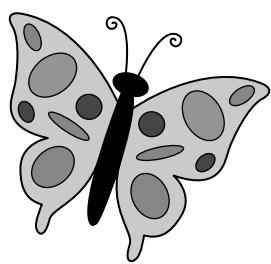
I am frying chicken fingers.

We are flying there next week.

Sh! I am trying to spy on him.

Cyrus is from Wyoming.

Let's try to catch a butterfly.



Name: _____

Spelling Alternatives: 'y', 'igh', and 'i' for /ie/

Wild Dream

I had a dream on Friday night.

It was midnight and I was in a wild place.

There were fast tigers.

There were big spiders with fangs.

Up high, there were flying bats.

In the moonlight, I could see critters of all sizes.

But I did not want to run out of sight.

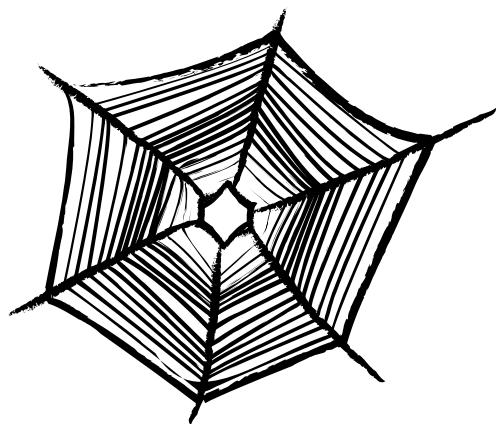
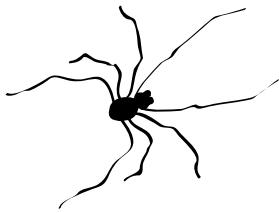
I did not feel like crying with fright.

I was not having a nightmare.

The tigers and spiders and critters were my pals!

We were all smiling and having fun.

It was a good dream.



Section V-E

Spelling Alternatives 'o' and 'ow' > /oe/ Word Lists

Name: _____

Spelling Alternative: ‘o’ > /oe/ (*open*)

bold

old

mold

fold

host

most

colt

stroll

hold

gross

gold

both

poll

post

roll

troll

toll

sold

Cold colt

Name: _____

Spelling Alternative: 'o' > /oe/ (*open*)

focus

colder

clover

robot

program

poet

frozen

cargo

broken

poking

rodents

roller

bongo

totem

token

ozone

protest

hotel

clothing

over

program

closer

voted

banjo

Name: _____

Spelling Alternative: ‘ow’ > /oe/ (*snow*)

slow

snow

grow

elbow

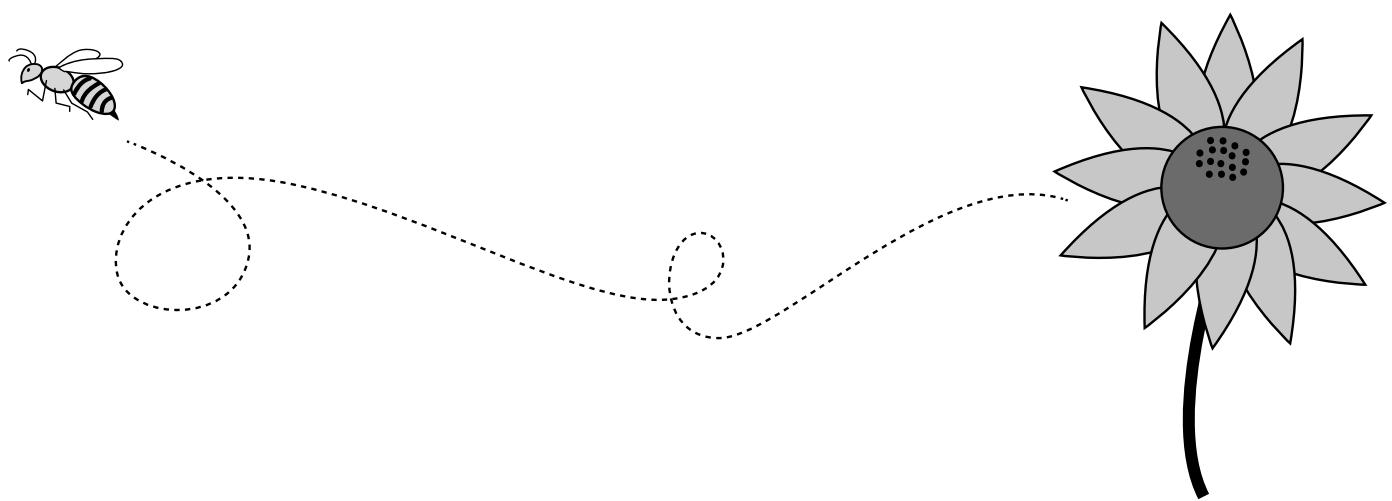
owners

glow

throw

yellow

window



Name: _____

Spelling Alternative: ‘ow’ > /oe/ (*snow*)

low

tow

row

show

crow

blow

below

pillow

fellow

Mow the yard.

Section V-E

Spelling Alternatives 'o' and 'ow' > /oe/ Worksheets

Name: _____

Write the correct word in each blank.

1. My sister is one year _____ today.
(told old)
2. A _____ of lightning hit the tree.
(toll bolt)
3. We had to pay a _____ to drive on the highway.
(told toll)
4. Would you like a dinner _____ with your meat?
(scroll roll)
5. Who has the _____ eggs in a basket?
(told most)
6. I have a stuffed up nose and a bad _____.
(cold gold)
7. Dad will _____ us if we don't do our jobs.
(sold scold)
8. Can you help me _____ the fence post while I fix it?
(sold hold)
9. Would you like to go for a _____ outside to get some exercise?
(colt stroll)
10. Will you help me _____ the clean shirts?
(fold sold)

Name: _____

Fill in the Blanks

cold	yodel	scold	solo	cola
mold	hold	banjo	moment	open

1. Will you _____ the door?
2. A _____ is a kind of shout or call.
3. Please wait one _____ and then we will all go to the store.
4. To sing by yourself means to sing a _____.
5. Would you like a _____ to drink?
6. There was green _____ on my sandwich so I didn't eat it.
7. Can you _____ my mittens?
8. My mom might _____ me if I am not home on time.
9. My sister can play the _____.
10. I am so _____, I think I will just freeze.

Name: _____

Fill in the Blanks

growth	elbow	blown	hollow	shadows
bowl	pillow	window	shallow	flown

1. The crows had already _____ to the top of the tree as soon as they heard the bear growling below.
2. I like to sleep on a firm _____.
3. The leaves have all _____ off the trees.
4. I hurt my _____ and have to keep my arm in a cast and sling for two weeks.
5. We used the flashlight and our hands to make different _____ on the wall.
6. Please serve my ice cream in a very large _____ so I can have a lot.
7. We are keeping track of the _____ of the seeds we planted by checking their size with a ruler each week.
8. The tree died long ago, so that now all that is left is a _____ stump.
9. When we looked out of the _____, we could see that it was snowing.
10. The opposite of deep is _____.

Section V-E

**Spelling Alternatives 'o' and 'ow' > /oe/
Practice Sentences for Oral Reading**

Name: _____

Spelling Alternative: ‘o’ > /oe/ (*old*)

Take a stroll in the park during daylight.

Hold your nose.

Run like a light colt.

The troll was mad.

Hold the door.

How old is the girl?

Name: _____

Spelling Alternative: ‘ow’ > /oe/ (*snow*)

a yellow flower

a black crow

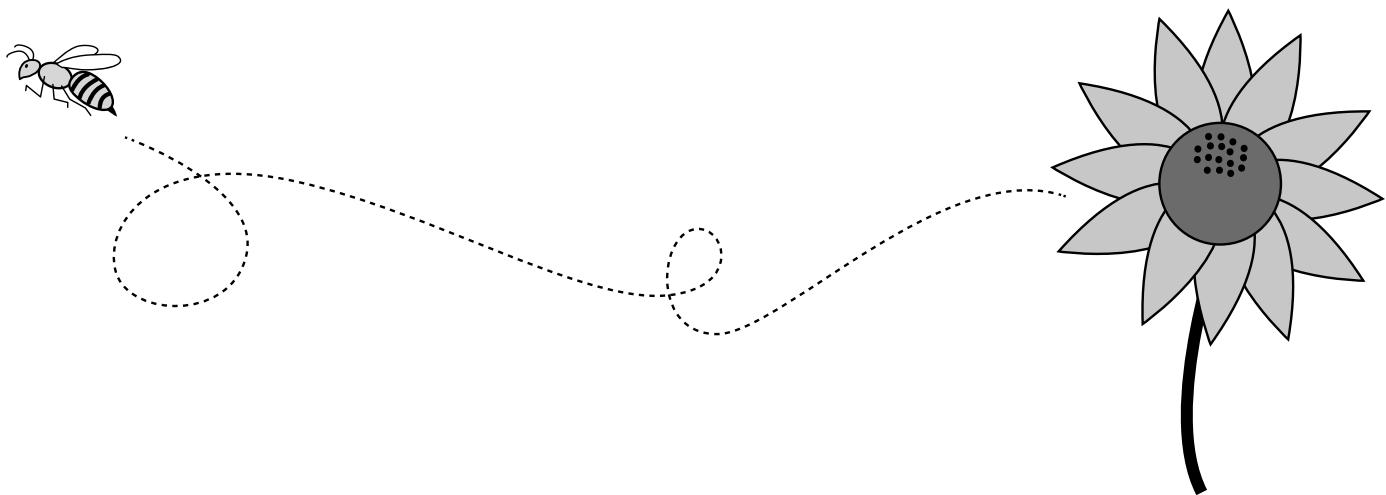
How low can you go?

open window

I don’t know.

Follow me!

a long row of corn



Section V-F

**Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/
Mixed Review
Word Lists**

Name: _____

Spelling Alternative: ‘e’ > /ee/ (*me*)

report

respond

recent

repair

remain

respect

refuse

repeat

between

began

became

behind

below

believe

beneath

belong

decide

because

demand

decent

hero

fever

even

secret

Name: _____

Mixed Review /ee/

sea

creek

eat

beat

wheat

week

peas

feet

me

least

be

peach

leave

happy

bee

beach

speak

we

see

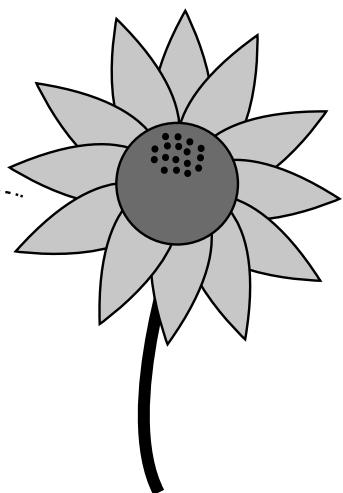
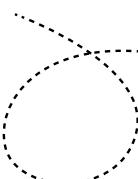
meet

meat

meter

she

below



Name: _____

Mixed Review /ee/

prepare

here

might

cities

creek

near

predict

sea

higher

these

activities

east

deal

cheeks

sincere

fighting

details

create

carries

peel

priest

interfere

three

sunlight

Name: _____

Spelling Alternative: 'y' > /ee/ (*funny*)

only

very

body

city

story

study

ready

slowly

easy

heavy

party

carry

nearly

tiny

happy

baby

angry

army

empty

twenty

lady

hungry

lately

mostly



Name: _____

Mixed Review /ee/

library

meet

tweet

obese

meal

field

began

safety

these

mean

real

reach

bodies

greedy

decide

prepare

cookie

sheets

fifty

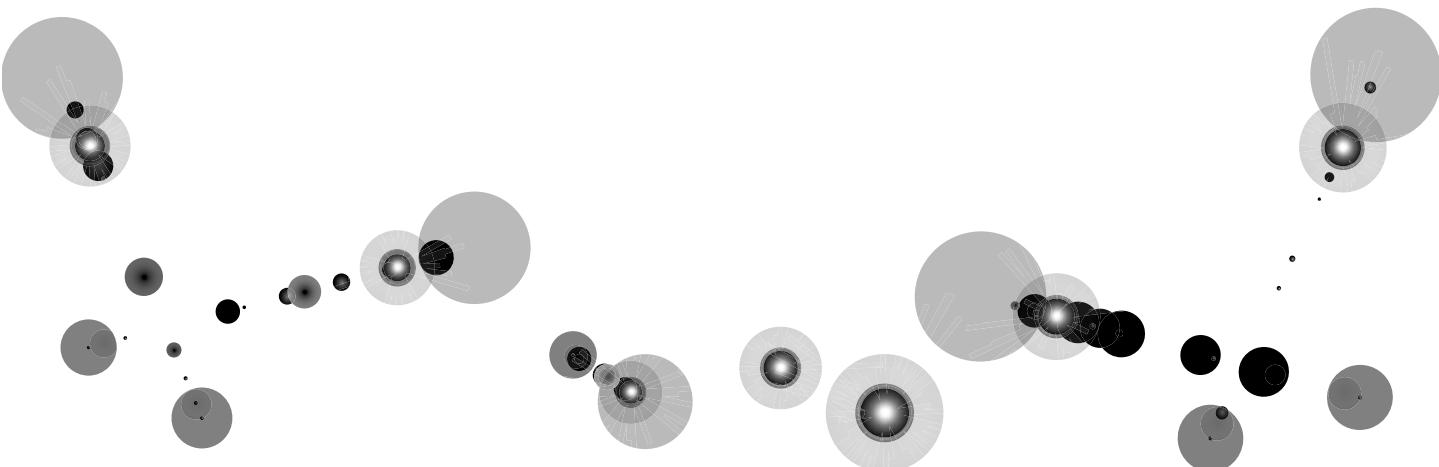
stampede

funny

repeat

Chinese

sweet



Name: _____

Mixed Review /ee/

these

here

mere

theme

genes

eve

Steve

Pete

Chinese

supreme

extreme

athlete

sincere

stampede

discrete

Irene



Name: _____

Spelling Alternative: 'ey' > /ee/ (*key*)

key

valley

donkey

chimney

hockey

jersey

kidneys

trolley

keyhole

gooey

alley

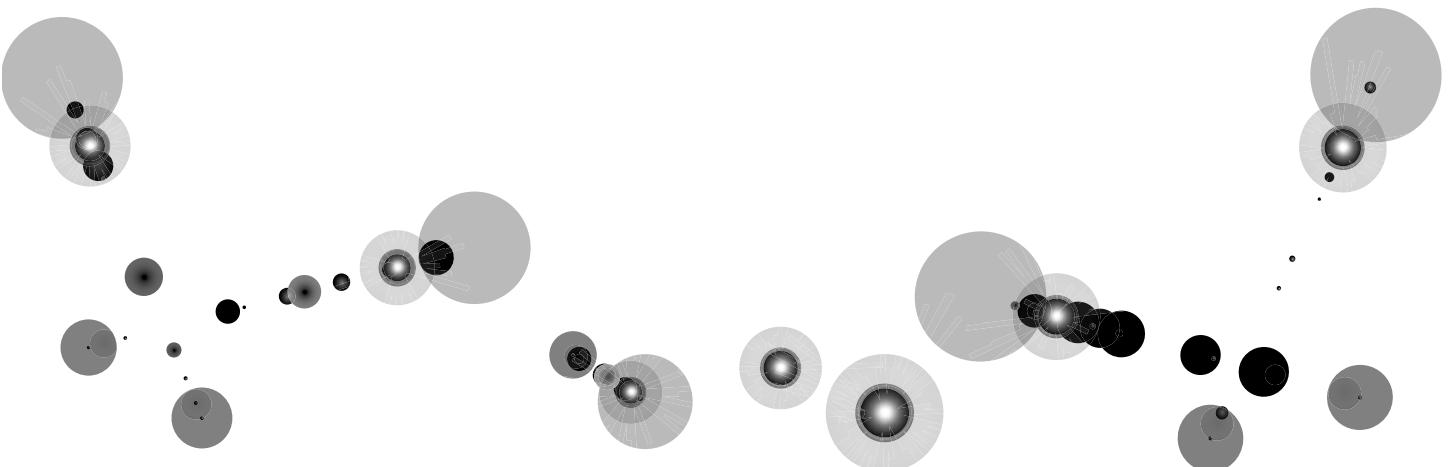
volleyball

Casey

Wesley

Stacey

Jeffrey



Name: _____

Spelling Alternative: ‘ie’ > /ee/ (*cookie*)

chief

achieve

belief

field

yield

fierce

believe

thief

priest

pierce

piece

relief

shield

shriek

grief

thieves



Name: _____

Mixed Review

hockey

tiny

secret

happy

carefully

Ashley

healthier

valleys

chimneys

behave

create

alien

hero

suddenly

donkeys

December



Section V-F

Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/ Mixed Review Worksheets

Name: _____

Fill in the Blanks

athlete	beach	zebra	expect	fever	replied
else	second	became	pretend	create	decide

1. He is a good _____ and plays football for a pro team.
2. Sometimes my sister likes to wear a crown and a long dress and _____ that she is a princess.
3. When I asked my mom if I could stay up until midnight, she firmly _____, “No way!”
4. A _____ looks like a horse with black and white stripes.
5. He _____ a third grader at the end of the year.
6. On a summer day, I like to spend the day at the _____, relaxing and swimming.
7. Mark has a _____ and does not feel well.

Name: _____

8. Lynn came in first place in the race and Sheryl came in _____.
9. Kurt had a hard time trying to _____ what kind of ice cream to order because he liked them all.
10. What time do you _____ your aunt to get here?
11. The artist will _____ a new painting to be displayed in the art show.
12. I have looked everywhere for my lost purse and don't know where _____ to search.

Name: _____

Fill in the Blanks

behave	December	fever	female
video	secret	repaired	recall

1. Steven told Peter his _____.
2. Is Eli's dog male or _____?
3. Edith is sick. She has a _____.
4. When did you begin watching this _____?
5. "Remember" and "_____" are synonyms.
6. Leo is leaving in November or _____.
7. This is broken. It needs to be _____.
8. When Felix is being bad, his dad tells him to _____.

Name: _____

Fill in the Blanks

happy

slowly

story

funny

heavy

shiny

candy

forty

1. Mary will tell us a _____.
2. Twenty plus twenty is _____.
3. Jenny is driving _____.
4. Is Danny sad or _____?
5. Amy can't carry the box. It's too _____.
6. Henry's joke was really _____.
7. The _____ is sticky and sweet.
8. I saw a _____ penny on the ground.

Name: _____

Use the words from the box to fill in the puzzle.

Billy

daddy

cavity

puppy

dirty

daisy

easy

chilly

jelly

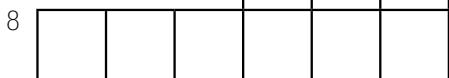
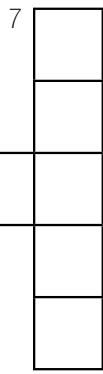
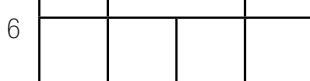
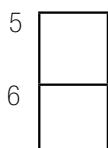
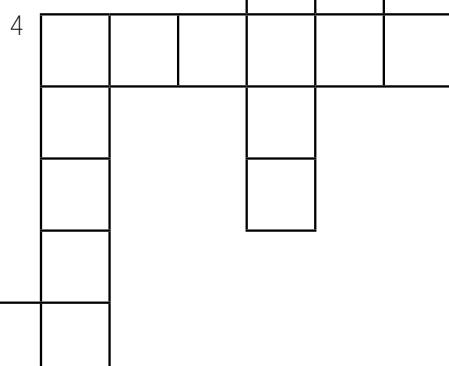
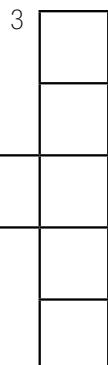
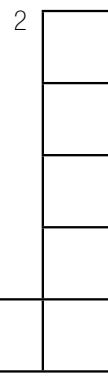
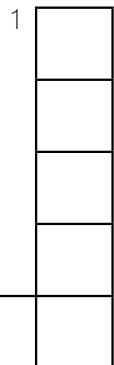
candy

Down

1. baby dog
2. not clean
3. a kind of flower
4. sweet treat
5. toast and _____
7. a boy's name

Across

2. antonym of mommy
4. hole in your tooth
6. not difficult
8. a bit cold



Name: _____

Use the words from the box to fill in the puzzle on the following page.

lady

baby

crazy

gravy

tasty

shaky

tummy

bunny

sunny

wavy

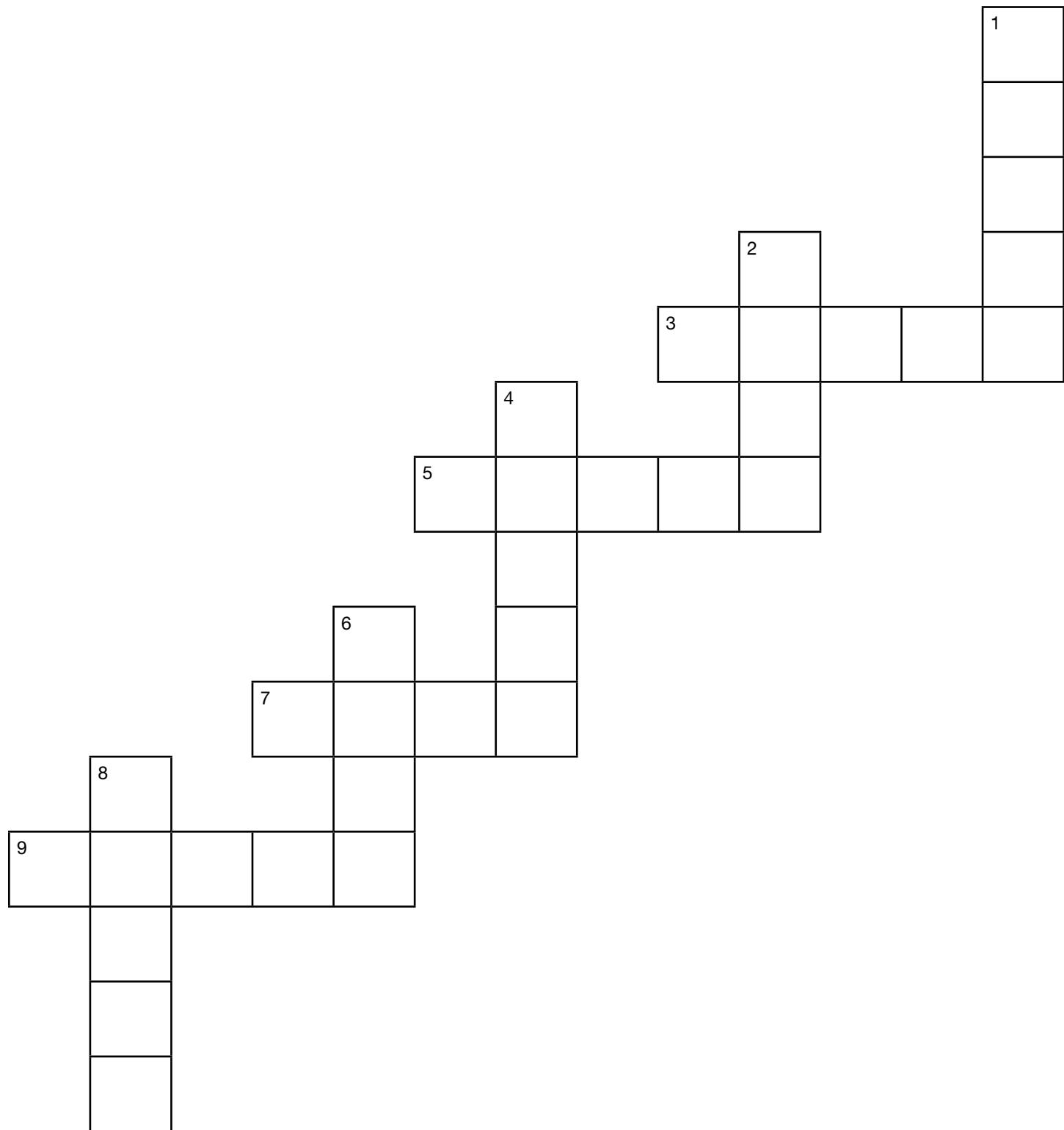
Down

1. I get _____ when I am cold.
2. My hair is curly and _____.
4. I like _____ and rolls.
6. _____ and the Tramp is the name of a film.
8. It is a hot and _____ day.

Across

3. Ice cream is _____.
5. Are you _____?
7. A _____ can crawl.
9. My _____ is filled with good food.

Name: _____



Name: _____

Fill in the Blanks

nurse

easy

light

butterfly

twenty

squirrel

furry

really

angry

body

1. I stayed outside all day and got a sunburn over my entire _____.
2. The _____ told me I had a fever.
3. My sister is _____ years old.
4. Math is an _____ subject for me.
5. The _____ ate the corn from the feeder.
6. I did not eat lunch, so I am _____ hungry!
7. Can you turn on the _____?
8. A soft, _____ bunny hopped past the lawn.
9. My mom was _____ when she saw the hole in my pants.
10. The _____ flitted from flower to flower.

Name: _____

Fill in the Blanks

key	bunny	story	city	baby	shy
myth	chimney	yard	funny	study	donkey

1. A _____ looks a lot like a horse.
2. The grass in the back _____ needs to be mowed.
3. The _____ was crying because he was hungry.
4. Kurt asked his sister to read him a silly _____.
5. Do you have your house _____ so you can unlock the door?
6. I saw a fluffy white _____ burrow into its hole.
7. There was smoke blowing from the _____ because we had a fire in the fireplace.
8. The Greek _____ we are reading is about gods and goddesses.

Name: _____

9. What a _____ joke!
10. Don't forget to _____ your spelling words for the test on Friday!
11. Jenny is _____ with people that she does not know well.
12. I do not like the noise of the traffic in the _____.

Name: _____

Fill in the Blanks

believe	relief	field	chief	shriek
yield	thief	achieve	ladies	piece

1. May I have another _____ of chicken?
2. Do you _____ in witches?
3. My sister slammed her finger in the car door and started to _____.
4. I don't think we will get any _____ from the heat because it is supposed to be hot every day this week!
5. My dad got a ticket because he did not _____ at the yellow light.
6. They do not know who the _____ is that robbed the bank yesterday.
7. I always try my best to _____ good grades.
8. The fire _____ told the other men get the fire trucks ready.
9. I'll meet you at the _____ for our soccer game.
10. All of the _____ were wearing pretty straw hats.

Name: _____

Fill in the Blanks

dizzy	parsley	priest	relax	erase
pierce	money	fever	chimney	slippery
turkey	zebra	grief	angry	refund

1. After it rained, the road was very _____.
2. How much _____ will it cost to go to the movies?
3. My mom mixed salt, pepper, and _____ into the oil and vinegar to make salad dressing.
4. There is smoke coming out of the _____ of the house next door.
5. Amy returned the jeans to the store and asked for a _____.
6. The teacher asked the students to _____ their mistakes, rather than crossing them out.
7. Cindy was very sad when her dog died, but she did not show her _____ by crying.
8. Jeremy knows the _____ at the church in town.

Name: _____

9. When I looked at the thermometer, I realized I had a _____.
10. We will have _____ and mashed potatoes with gravy on Thanksgiving.
11. I felt _____ after I fell down the steps.
12. I would rather _____ at home tonight, rather than go out.
13. A _____ has black and white stripes.
14. Mad is a synonym for _____.
15. The nail in the driveway may _____ the tire and make it flat.

Name: _____

Long /ee/ Mixed Review

Last **week**, Henry's mom told Henry to **clean** his room. Since Henry is very **obedient**, his mom did not have to **repeat** herself. Henry promptly began **cleaning**. He picked up his **hockey jersey** and tossed it in the laundry basket. He wiped **gooey** gunk off of his desk. He picked up **pieces** of **cookie** from his rug. He washed his **sheets**. He even caught a centipede that was crawling under his bed and set it **free** outside. Cleaning was **easier** than Henry thought it would **be**. His room was completely **free** of clutter by **three**.

1. What did Henry's mom tell Henry to do?

- She told him to rake the leaves.
- She told him to sweep the porch.
- She told him to clean his room.

2. What did Henry wash?

- Henry washed his sheets.
- Henry washed his jeans.
- Henry washed his puppy.

3. What did Henry catch?

- Henry caught a bee.
- Henry caught a flea.
- Henry caught a centipede.

Section V-F

Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/ Mixed Review Practice Sentences for Oral Reading

Name: _____

Spelling Alternative: ‘e’ > /ee/ (*me*)

He’s got a high fever.

She’s a hero to me.

She told me a secret.

We’ve got to watch this video.

She is being a good helper.

He’s not even six yet.

Recess is between one and two.

Maybe he is right.

Six minus six equals zero.

Name: _____

Spelling Alternative: ‘ey’ > /ee/ (*key*)

Stacey plays volleyball.

Wesley plays hockey.

Jeffrey is hiding in the alley.

Tracey is having her kidney taken out.

Casey rode the trolley.

Name: _____

Spelling Alternatives: /ee/

Annie is here, but Steve is not.

Pete bit off a piece of pie.

Debbie is my niece.

Eddie went out in right field.

The chief made a brief speech.

Eve went to see a priest.

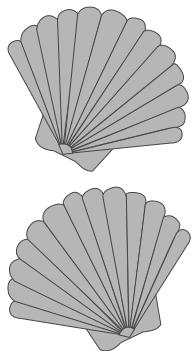
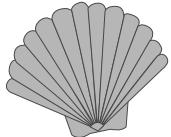
Steve, try these cookies.



Name: _____

Circle all of the spellings for the /ee/ sound.

Katie and Molly and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the sea for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really sweet plays. (She's quite the athlete.) In fact, a small group formed to look at her play. After the game, Katie and Molly and their mom started to feel like they could use some food. They left the beach to find something to eat. What a good day!



Section V-F

Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/ Mixed Review Game

scream

dream

weed

Good Job! You
got a big tree
for the beavers.
Move ahead
one space.

sleep

eve

lucky

beet

puppy

wheat

Oh no! The tree
fell on the den.
Wait 1 turn.



Frisky Beavers

steep

compete

queen

seam

athlete	steamy	eat	glee	START
			streak	greedy
tree	jelly	stream		Oops! You fell in the pond. Dry off and wait one turn.
		happy		deed
		teeth		Pete
		mean		beam
creek	silly	green	team	cheap

Frisky Beavers /ee/

Throw the die to move a game piece. Read the word in the space then write the word in the correct column on this sheet.

'e_e'	'ea'	'ee'	'y'

Section V-G

Spelling Alternative 'al' > /aw/ Word List

Name: _____

Spelling Alternative: 'al' > /awl/ (*wall*)

hallway

always

false

wall

install

walnut

call

tall

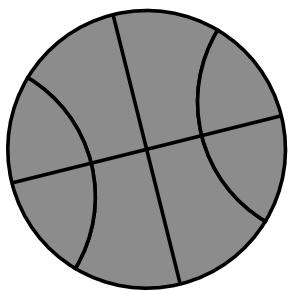
also

wallpaper

ball

salt

There is salt for the food.



Section V-G

Spelling Alternative 'al' > /aw/ Worksheet

Name: _____

Fill in the Blanks

salty

caught

dawn

wallpaper

false

always

almanac

walrus

1. The sun rises in the east at _____.
2. My sister is _____ last to wake up at our house.
3. I went to the store with my mom to pick out
_____ to decorate my bedroom walls.
4. The _____ says that the first snowfall this year will be in December.
5. The test will be a true or _____ test.
6. There was a sudden thunderstorm and we got
_____ in the rain.
7. I got very thirsty because the peanuts were _____.
8. A _____ has whiskers and long white tusks.

Section V-G

**Spelling Alternative 'al' > /aw/
Practice Sentences for Oral Reading**

Name: _____

Practice Sentences for ‘al’ > /aw/ (*wall*)

1. I think this meat tastes too salty.
2. Martin scalded his hand with the hot water.
3. Do you like malt balls?
4. The students had to mark the sentences as true or false on the test.
5. The farmer cleaned out the barn stalls and put down clean hay.
6. My dad is almost bald.
7. We had a new stove delivered and installed today.
8. A synonym for *stop* is *halt*.
9. She tripped and had fallen down the steps.
10. My pants were too long so my mom altered them.

Section V-H

Tricky Spelling 'y' > /y/, /ee/, or /ie/ Word Lists

Name: _____

Tricky Spelling 'y'

yesterday

body

fry

system

mummy

crystal

myth

lobby

monkey

yodel

multiply

honey

yardstick

gypsy

trolley

lullaby

yellow

oxygen

sympathy

crazy



Name: _____

Tricky Spelling 'y'

volley

hungry

yogurt

antonym

supply

satisfy

valley

typical

turkey

empty

synonym

yummy

candy

butterfly

penny

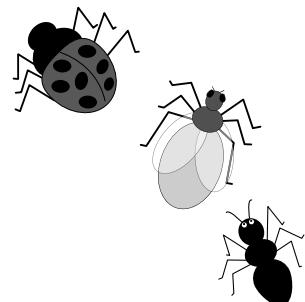
plenty

chimney

nearby

Olympics

yearlong

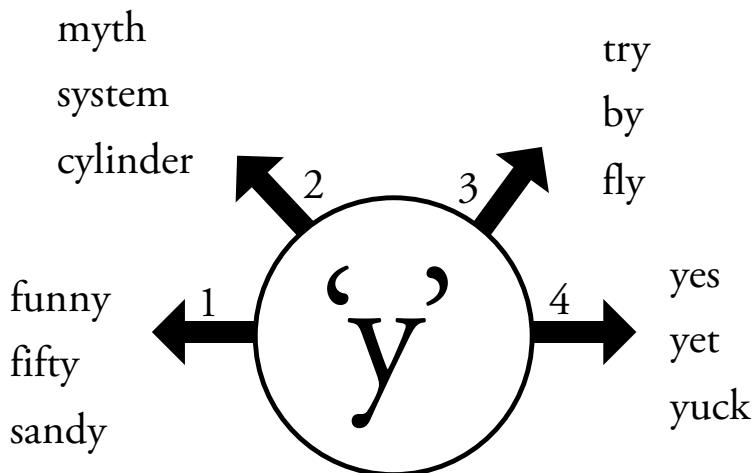


Section V-H

Tricky Spelling 'y' > /y/, /ee/, or /ie/ Worksheets

Name: _____

Sort the underlined Tricky Spelling words.



	<i>funny</i>	<i>myth</i>	<i>try</i>	<i>yes</i>
The grass in our <u>yard</u> is green.				yard
We watched the <u>Olympics</u> on TV.				
We are visiting <u>Brooklyn</u> this week.				
Do not swat that <u>fly</u> !				
I have not seen her in a <u>year</u> .				
A <u>baby</u> cat is called a <u>kitty</u> .				
She is soft-spoken and <u>shy</u> .				

Name: _____

Tricky Spelling 'y'

fry

baby

cry

picky

spy

system

only

softly

yarn

symbol

yes

fly

/ie/ as in *try*

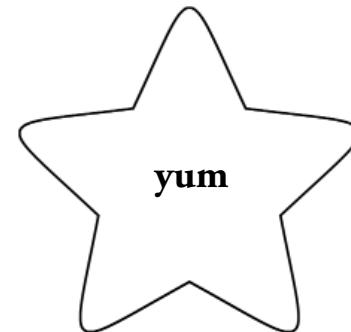
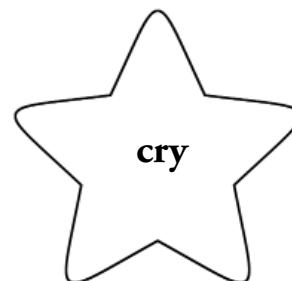
/i/ as in *myth*

/ee/ as in *funny*

/y/ as in *yes*

Name: _____

If the word on the star has the /ie/ sound, color it blue. If the word on the star has the /y/ sound, color it yellow.



Name: _____

Write the words that have the tricky spelling 'y' sounded /ee/ under *funny*, the words that have the tricky spelling 'y' sounded /i/ under *myth*, the words that have the tricky spelling 'y' sounded /ie/ under *try*, and the words that have the tricky spelling 'y' sounded /y/ under *yet*.

empty

very

satisfy

system

yawn

energy

really

multiply

story

gym

study

yuck

funny

myth

try

yet

Name: _____

Yes (Same) or No (Different)?

Circle the letter ‘y’ in each word. Read the word pairs aloud. Decide if the sound ‘y’ is the same or different in each word pair. In Part 2 circle the vowel sound in each word. Read the word pairs aloud. After reading each pair, write if the vowel sounds are the same or different.

Part 1: Does the letter ‘y’ have the same sound in each word pair?

1. yelp – myth _____

2. gym – myth _____

3. Lynn – yarn _____

4. yikes – lynx _____

5. Syd – gym _____

Part 2: Do these words have the same vowel sound?

1. join – gym _____

2. miss – myth _____

3. gym – jam _____

4. myth – math _____

5. quill – lynx _____

Name: _____

Write each word in the correct sound box.

yellow	tricky	butterfly	baby	gym	antonym
story	dry	study	supply	crazy	fairy

‘y’ > /y/ (yarn)

‘y’ > /ie/ (my)

‘y’ > /i/ (myth)

‘y’ > /ee/ (funny)

Name: _____

If a square has a word with the letter 'y' sounded /ee/, make it green. If a square has a word with the letter 'y' sounded /i/, make it yellow. If a square has a word with the letter 'y' sounded /ie/, make it red. If a square has a word with the letter 'y' sounded /y/, make it light brown.

try	system	year	dry	simply
gym	sky	likely	plenty	funny
yet	gingerly	Brooklyn	yes	supply
flying	beyond	myth	easy	copy
happy	daddy	satisfy	lynx	yelled

Section V-H

**Tricky Spelling 'y' > /y/, /ee/, or /ie/
Practice Sentences for Oral Reading**

Name: _____

Practice Sentences for Tricky Spelling ‘y’

1. The yams tasted really yummy because I was so hungry.
2. I saw smoke coming out of the chimney of the nearby house.
3. Mommy sang a lullaby to the baby.
4. The crystal bracelet was pretty.
5. The flag had the Olympic symbol.
6. There is plenty of candy for everyone.
7. I started to cry when it was time to say good-bye.
8. I used the hair dryer yesterday.

Name: _____

Practice Sentences for Tricky Spelling ‘y’

1. Why is Beverly crying?
2. I dropped my keys in the alley.
3. The yellow honey looked yummy.
4. The gypsy was playing a cymbal.
5. We waited for everybody in the lobby.
6. The shelves of the pantry are empty.
7. The silly monkey yelled loudly.
8. I would like a cherry on my ice cream.

Section V-I

Tricky Spelling 'e' > /e/ or /ee/ Word Lists

Name: _____

Tricky Spelling 'e'

before

bedroom

eraser

effort

legal

repair

behave

Beverly

benefit

destroy

decoy

return

temper

exact

result

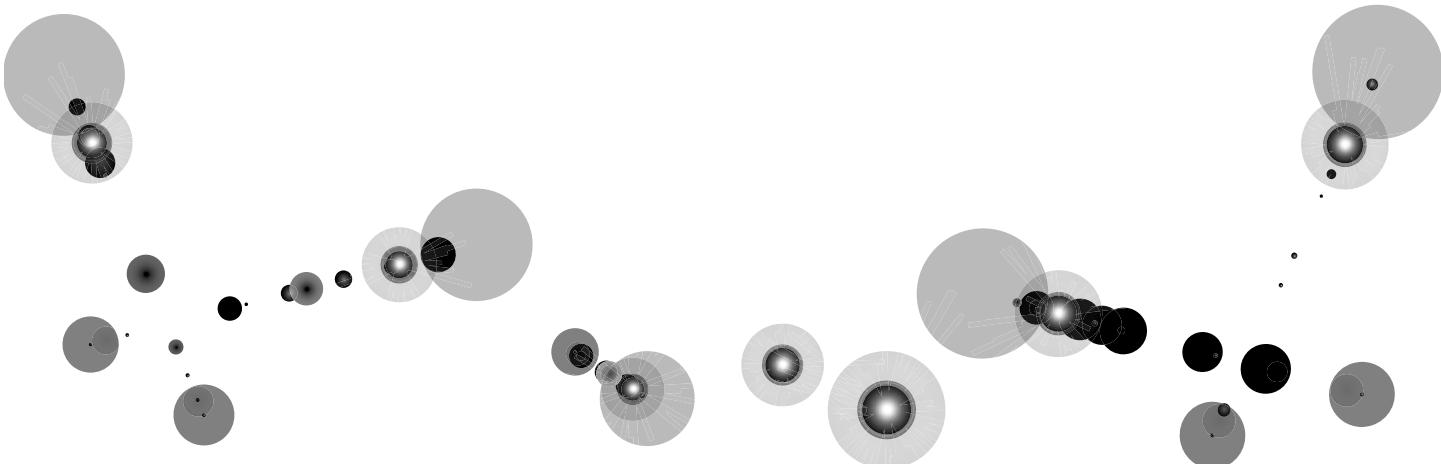
extreme

recommend

equipment

retire

revenge



Name: _____

Tricky Spelling 'e'

tempest

mental

second

meter

lemon

level

eleven

elect

ever

even

pretend

explore

secret

seven

elastic

rebel

evil

demon

demonstrate

reflex

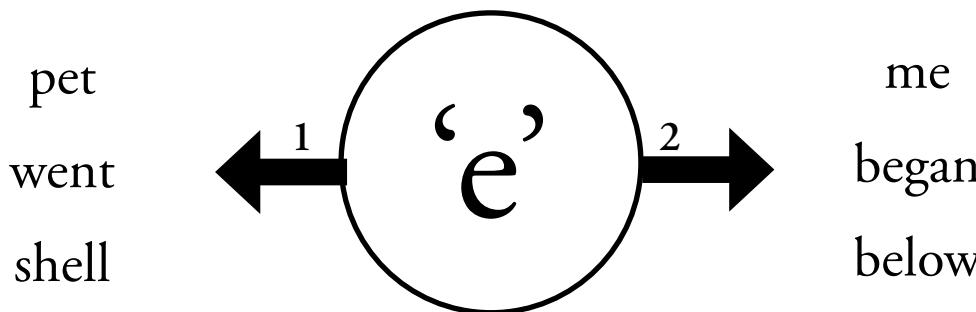


Section V-I

Tricky Spelling 'e' > /e/ or /ee/ Worksheets

Name: _____

Sort the underlined Tricky Spelling words.



	/e/ like <i>pet</i>	/ee/ like <i>me</i>
I find <u>sweets</u> hard to resist.		<i>sweets</i>
Should we go <u>east</u> or <u>west</u> ?		
The horse jumped the <u>fence</u> .		
I saw a cow at the <u>rodeo</u> .		
If you make a mistake, <u>erase</u> it.		
Who came in <u>second</u> place?		
Is it on the right or the <u>left</u> ?		
Batman is my <u>hero</u> .		
I will write a <u>report</u> for homework.		

Name: _____

Tricky Spelling ‘e’

Write the words under the correct header.

she

net

Venus

wet

we

wedding

desk

maybe

/e/ as in *bed*

/ee/ as in *me*

Name: _____

Tricky Spelling: ‘e’ >/e/ (*pet*) vs. ‘e’ /ee/ (*me*)

Teacher: Write the Target word on the board. Beside the Target word write the two possible divisions. Read the sentence aloud to the students. Ask them to tell you the correct division to circle.

Target Word	Possible division	2nd possible division	Possible sentence for meaning (Remember the sentence is done orally.)
below	be low	bel ow	Go down _____ to the basement.
before	be fore	bef ore	Brush your teeth _____ you go to bed.
ever	ev er	e ver	Have you _____ been to the beach?
seven	sev en	se ven	She is _____ years old.
behind	be hind	beh ind	It's not in front of you, but _____ you.
meter	met er	me ter	Put your coins in the _____.
recess	re cess	rec ess	What do you like to play at _____ time?
even	e ven	ev en	The picture was not _____.
hero	he ro	her o	She was the _____ of the day!
video	vid e o	vide o	That was a good _____.

Name: _____

Write the words that have the tricky spelling ‘e’ sounded /e/ under *pet* and the words that have the tricky spelling ‘e’ sounded /ee/ under *me*.

fever

bench

behind

zebra

maybe

tense

eleven

went

seven

/e/ like *pet*

/ee/ like *me*

fever

Name: _____

If a square has a word with the spelling ‘e’ sounded /ee/, make it yellow. If a square has a word with the spelling ‘e’ sounded /e/, make it brown.

seven	them	then	being	western
below	get	result	went	maybe
because	never	decide	men	require
best	tell	reply	next	seed
end	redo	zero	better	destroy

Section V-I

Tricky Spelling 'e' > /e/ or /ee/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for Tricky Spelling ‘e’

1. We needed to add money to the parking meter.
2. My dad plans to retire and relax before he turns fifty-seven.
3. For a second, I didn’t even realize you were here.
4. We pitched the tent on level ground.
5. Another word for devil is demon.
6. Mark is an expert in legal questions.
7. Would you like lemon in your tea?
8. The stack of envelopes was held together by an elastic band.
9. What equipment do we need to explore the cave?
10. Beverly would not tell me her secret.

Section V-J

Tricky Spelling 'ow' > /ow/ or /oe/ Word Lists

Name: _____

Tricky Spelling ‘ow’

powder

snowdrift

owe

power

borrow

howl

chowder

fellow

swallow

downtown

prowler

towel

elbow

below

tower

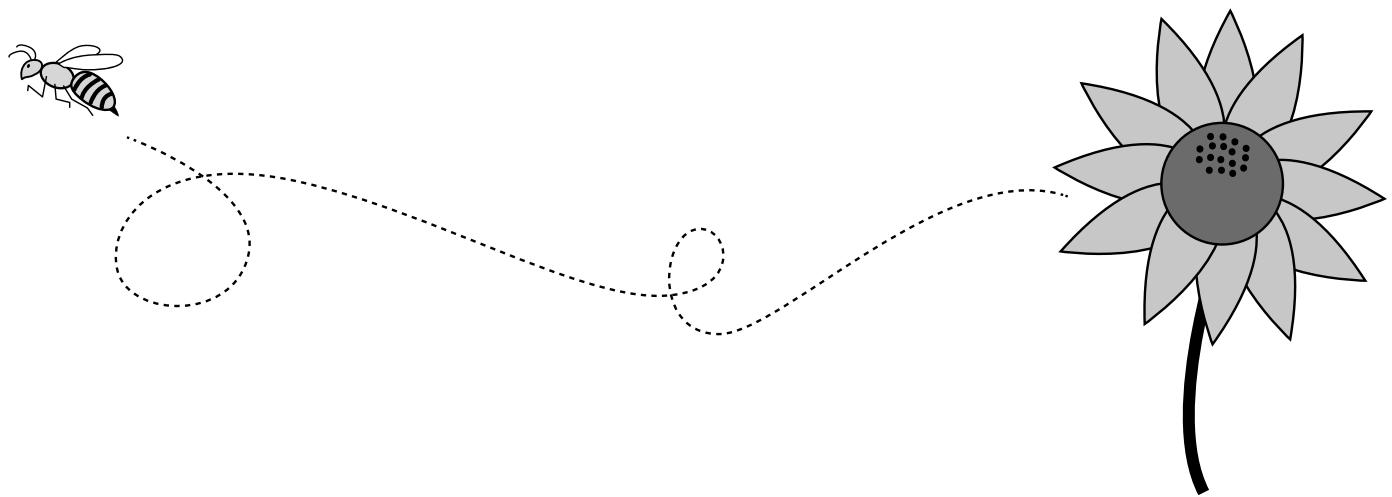
pillow

flower

owl

slowly

crowd



Name: _____

Tricky Spelling 'ow'

snowplow

willow

throw

crown

however

widow

frown

flower

shallow

rowboat

owners

growling

snowing

grown

downstairs

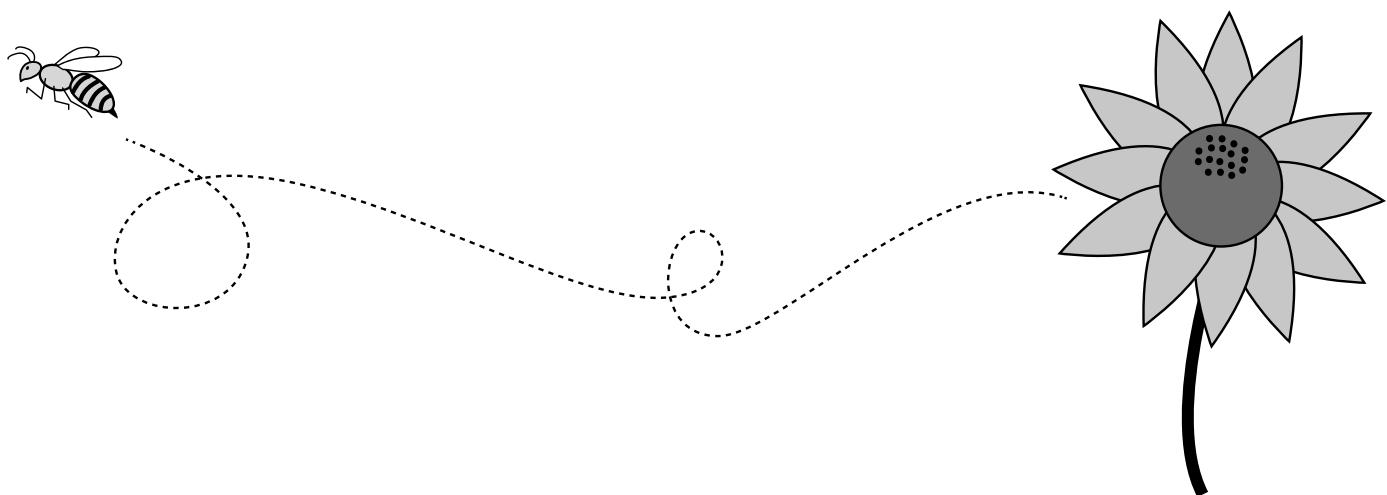
shower

showed

hollow

countdown

tow

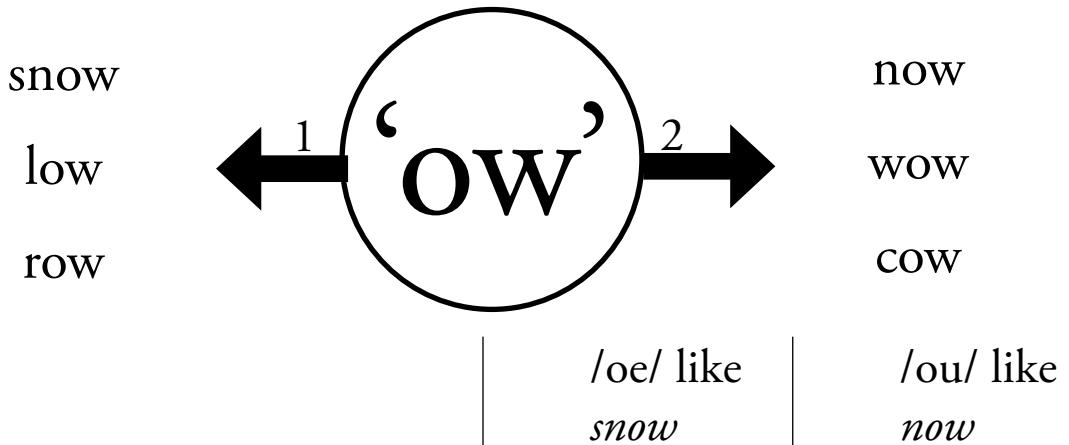


Section V-J

Tricky Spelling 'ow' > /ow/ or /oe/ Worksheets

Name: _____

Write the words found in the sentences that have the tricky spelling ‘ow’ sounded /oe/ under *snow*. Write the words that have the tricky spelling ‘ow’ sounded /ou/ under *now*.



The king is wearing a crown.

That boy needs to take a shower.

Troy has some food in his bowl.

The baby pool is very shallow.

On Hugo’s bed, there are two pillows.

The starving tiger growled.

Jake looked at the sky and saw a
rainbow.

Name: _____

Read the words in the box aloud. Circle the tricky spelling ‘ow’ and then sort the words into correct columns.

blow	fowl	owl	glow	row
show	howl	slow	prowl	snow
tow	crown	grow	frown	gown
clown	throw	growl	scowl	town

/oe/ like *snow*

/ow/ like *now*

Name: _____

Fill in the Blanks

glow	snow	throw	gown	cloud
pound	sound	howl	town	crown

1. We have a house in a small _____.
2. Did you hear the _____ of the crickets?
3. Can you _____ a ball?
4. Fireflies can _____ in the dark at night.
5. Did you hear the dog _____ at the moon?
6. Sometimes when it is cold, _____ will fall and make the ground white.
7. Is there a _____ in the sky?
8. The queen has a _____.
9. The clerk at the market sold me a _____ of beans.
10. I like my pink night _____ the most.

Name: _____

Underline 'ow' in each word where it is found. Write the words that have 'ow' sounded /oe/ under *snow*. Write the words that have 'ow' sounded /ou/ under *cow*.

This morning, my mom gave me a yellow pot filled with brown soil. She told me that the soil had a flower seed in it. I set the pot on my windowsill and waited, but the flower did not grow. I put the pot in the shower to water the seed, but the flower did not grow. I placed the pot where the sun would shine on it, but the flower did not grow. I placed the pot in a shadow, but the flower still did not grow. I frowned and was just about to throw it out. At last, my mom said to me, "Don't you know that flowers grow slowly?" Well, now I know!

/oe/ like *snow*

/ou/ like *cow*

Name: _____

Answer the questions by writing *yes* or *no*.

1. Can flowers frown? _____
2. Have you ever seen a show? _____
3. Is clam chowder something to eat? _____
4. Are you a snowman? _____
5. Can a man blow a horn in a car? _____
6. Is your elbow part of your arm? _____
7. Do you use a towel to dry off after a shower? _____
8. Can you look out a window? _____
9. Can a cow bow? _____
10. Can a pig grow wings? _____
11. Is the sun yellow? _____
12. Can a firefly glow at night? _____
13. Is *up* the antonym of *down*? _____
14. Can a spider growl? _____
15. Do you like clowns? _____

Name: _____

If a square has a word with the spelling ‘ow’ sounded /oe/, make it yellow. If a square has a word with the spelling ‘ow’ sounded /ou/, make it brown.

crown	now	know	owl	own
show	grow	power	follow	below
crowded	slowly	window	town	snow
yellow	drown	narrow	flow	brown
cow	throw	flower	blow	bowl

Section V-J

**Tricky Spelling 'ow' > /ow/ or /oe/
Practice Sentences for Oral Reading**

Name: _____

Practice Sentences for Tricky Spelling ‘ow’

1. I showed my mom where I hurt my elbow after I took my shower.
2. I could hear something growling outside my window.
3. The owners of house planted flowers in the yard.
4. My sister is so tall she towers over me.
5. The wind was blowing so hard it howled.
6. May I borrow your snowplow to clear my driveway?
7. I think that fellow may be the prowler we saw outside the house.
8. The crowd bowed as the queen passed by wearing her crown.
9. I dried off with a towel and put on some powder.
10. The willow tree in the center of town has grown very tall.

Section V-K

Mixed Review Worksheets for Section V

Name: _____

Circle the spellings that stand for each sound.

/ee/	/i/	/ie/
treat	gym	stripe
even	hint	wild
Pete	amethyst	night
centipede	kissed	pie
meter	Brooklyn	cry
wheat	myth	find
complete	bitter	try
repeat	system	sigh
relax	skip	shine
steep	hiccup	tie

Name: _____

This chart shows spellings for the /ie/ sound. Use the chart to fill in worksheet on the following pages.

	'i_e'	'i'	'y'	'ie'	'igh'
b	bike	biker			bright
c		child	cry	cries	
d	drive	diet driver	dry	dried	
e	excite	excited			
f	campfire	find	fly		
g		gigantic			
h	hike	hiking			high
k	kite	kind			
l	life				light
m		mind			might
n	nine	ninth			night
o		Ohio			
p	pride				
q	quite	quiet			
r	rise				right
s	shine slime smile	shining silent smiling spider	satisfy shy sky spy supply		spies
t	time tired	tiger	try	tried	
w	write	wild writing	Wyoming		

Name: _____

Use the chart on the previous page to fill in the blanks.

1. Count the words on the chart that have the sound /ie/ spelled ‘i_e’ and write the number here.

2. Count the words on the chart that have the sound /ie/ spelled ‘i’ and write the number here.

3. Count the words on the chart that have the sound /ie/ spelled ‘y’ and write the number here.

4. Count the words on the chart that have the sound /ie/ spelled ‘ie’ and write the number here.

5. Count the words on the chart that have the sound /ie/ spelled ‘igh’ and write the number here.

6. Which spelling for /ie/ has the most words?

7. Where does the spelling ‘igh’ tend to be found in a word—at the beginning, in the center, or at the end?

8. Where does the spelling ‘y’ tend to be found in a word—at the beginning, in the center, or at the end?
-

9. Which words on the chart are proper nouns?
-

10. Which word on the chart is an antonym of *low*?
-

11. There are two bugs on the chart. What are they?
-

12. Which word on the chart names something that a lot of kids like to ride?
-

13. Which word on the chart is a synonym of *nice*?
-

14. Which word on the chart is a synonym of *huge*?
-

15. There is one compound word on the chart. What is it?
-

16. Write a sentence that has some words from the chart. Use a lot of words from the chart if you can!
-
-

Section V-L

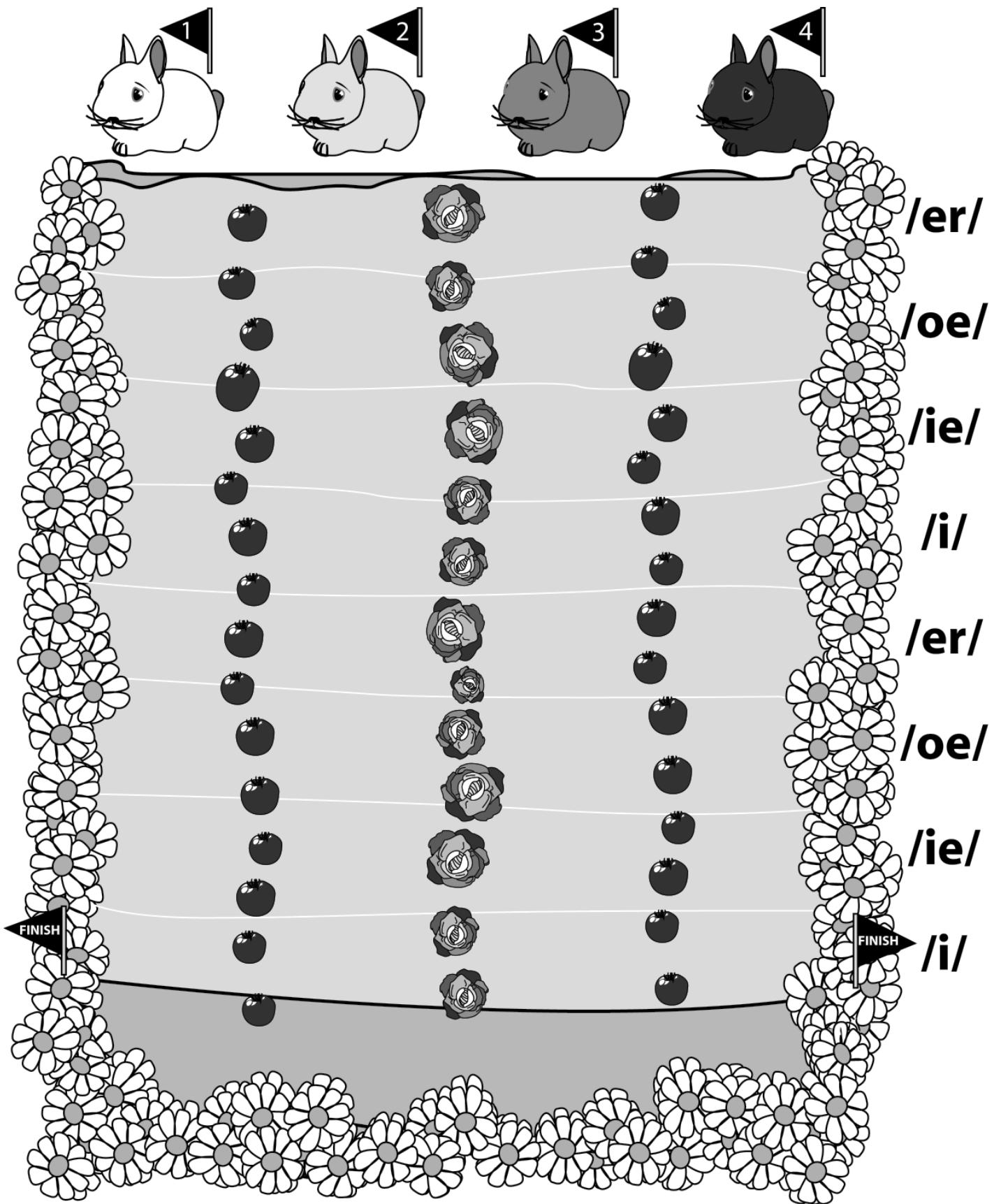
Spelling Alternatives Game

Let's Do the Bunny Hop!

Here's How to Play:

1. Assist your students in cutting out the cards on the next worksheet.
2. Shuffle the cards and lay them face down.
3. Each person should write their name on one of the bunny hop paths.
4. Draw a card. Read the word on the card. Write the word on the correct space on the bunny path.
5. Put the card back on the bottom of the stack.
6. First person to fill up the bunny path wins!

Name: _____



Bunny Hop Cards

servant	find	curb	gym	post	multiply
stirrup	dryer	gold	spider	fellow	nearby
pattern	supply	surrender	silent	elbow	mold
system	old	bright	tiger	owners	disturb
cymbal	cold	swirl	dryer	toll	snow
symbol	below	squirrel	cry	high	blow
bind	yellow	disturb	fry	lies	show
blind	window	myth	most	oxygen	third

Section V-M

Spelling Alternatives and Tricky Spellings Assessment

Assessment

Provide students with the sheet labeled Section V Assessment that has 15 rows of words.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

- | | |
|-----------|---------------|
| 1. fern | 11. walnut |
| 2. burn | 12. cold |
| 3. first | 13. butterfly |
| 4. myth | 14. system |
| 5. kind | 15. false |
| 6. night | |
| 7. spy | |
| 8. snow | |
| 9. even | |
| 10. lucky | |

Below are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation.

- | | |
|-----------------|-----------------------------|
| 1. 'er' > /er/ | 11. 'al' > /aw/ |
| 2. 'ur' > /er/ | 12. 'o' > /oe/ |
| 3. 'ir' > /er/ | 13. 'er' > /er/; 'y' > /ie/ |
| 4. 'y' > /i/ | 14. 'y' > /i/ |
| 5. 'i' > /ie/ | 15. 'al' > /aw/ |
| 6. 'igh' > /ie/ | |
| 7. 'y' > /ie/ | |
| 8. 'ow' > /oe/ | |
| 9. 'e' > /ee/ | |
| 10. 'y' > /ee/ | |

Name: _____

Section V Assessment

Circle the word you hear your teacher say.

- | | | | |
|------------|--------|--------|-----------|
| 1. fern | first | find | furl |
| 2. burnt | bend | burn | bunt |
| 3. fist | first | find | furl |
| 4. mist | math | miss | myth |
| 5. find | kite | kin | kind |
| 6. neat | nice | night | might |
| 7. spit | spy | sky | sight |
| 8. snout | now | snow | cow |
| 9. ever | ease | even | easy |
| 10. luck | ducky | lucky | leaky |
| 11. water | Walter | walnut | walrus |
| 12. could | cold | coal | cod |
| 13. butter | fly | flurry | butterfly |
| 14. item | system | sister | stem |
| 15. false | fall | fell | waltz |

Section V-N

Stories

The Job Hunt

(from Grade 2, Unit 4)

Name: _____

Brooklyn

Kim took Kurt by the hand and the two of them set off so that Kim could look for a job.

It was a summer morning in Brooklyn. There were lots of cars on the streets. There were people walking here and there. A man was sweeping the street outside his shop.

Kim and Kurt walked until they got to Prospect Park.

Kurt looked into the park as they went past. He saw people playing frisbee. He saw people on bikes. He saw a man playing fetch with his dog. He saw soccer players on their way to a game. He saw runners on their way to the gym.

“Can we stop and play?” asked Kurt.

“No,” Kim said. “I have to get a job.”

Kurt slumped a bit to let Kim see that he was sad, but he kept walking.

“Kim,” he said after a bit, “will having a job make you a grownup?”

“Well, sort of,” said Kim. “I’m in college. I think that makes me part kid and part grownup.”

“Will you still have time to play with me?”

“Yes!” Kim said, rubbing Kurt’s arm. “We will have lots of time to play. I’ll get a part-time job, one that is not too hard. That way, I will not be too tired when I get home. Then we can play.”

“You should get a job at the Bronx Zoo!” Kurt said. “Then you can play with the snakes and tigers.”

Kim said. “I don’t think so. I don’t like snakes. But we can visit the zoo later this summer. After I get a job, I will have cash to do fun things like that.”



Just then Kim saw two old pals waving at her.

“Lynn!” she yelled. “Sheryl! What’s up?”

Lynn and Sheryl crossed the street. “Hi, Kim!” said Lynn. “Are you home from college for the summer?”

“Yes,” said Kim. “It’s good to be back here in Brooklyn!”

Kim slapped hands with her pals. Then she said, “You two have met Kurt, haven’t you?”

Lynn and Sheryl nodded. Lynn stooped down to look at Kurt and said, “Hi, big man! Would you like to come with us? We are going over to Drummer’s Grove to see the drummers.”

“Drummer’s Grove?” Kurt said. “Can we go, Kim? Can we? Can we? Can we?”

Kim hesitated. She needed to get started on her job hunt. But she wanted Kurt to have fun, too. If she dragged him off without seeing the drummers, there was a chance he would get mad and fuss all day. That would not be much fun.

“Okay,” she said at last. “But just for a bit. I need to get started with my job hunt.”



Name: _____

The Gym

After leaving Dwight's Lights, Kim stopped for a moment to think about where she should try next to find a job.

"Mom's pals, Tom and Beth, run a gym that is nearby. I might have a chance getting a job at their gym, so let's go!"

On the way to the gym, Kim explained to Kurt that a gym is a place where people go to exercise and get in shape. She explained that people pay to be members of a gym.

Kurt had never visited a gym. The gym seemed odd to him. He stood staring at a man who was jogging in place.

"He keeps running," said Kurt, "but he is still in the same place!"

"It's kind of like the wheel that rat of yours likes to run on," said Kim. "It lets him run in place."

"He's not a rat," said Kurt. "He's a hamster!"

Kurt kept on looking at the man jogging in place.

"Why not just run in the park?" he asked.

"Some people think the gym is fun, just like you think the park is fun," Kim said.

"All the people here are working hard," Kurt said. "Why do they pay to work so hard?"

"It makes them feel good and strong after they have finished," Kim said.

Just then Tom and Beth came over to see them.

"Hi, Kim! Hi, Kurt!" said Beth. "It's good to see you."



What brings you here?"

Kim said, "I'm looking for a summer job. I stopped to see if you need help. Are you hiring?"

"We just hired someone for a job in the snack bar," Beth said, pointing over to the counter. "People like to have a cool drink and a snack when they finish in the gym."

"That looks like a good job," said Kim. "I wish I had gotten here sooner."

"Bad timing," said Beth. "We don't need more help right now. But you will find a job somewhere else."

Tom took Kurt and Kim to see the rest of the gym.

Kurt pointed at a man who was doing curls.

"What's he doing?" Kurt asked.

"He's doing curls," Tom explained. "Would you like to do some curls?"

Kurt nodded.

"Here," Tom said.

"Use this one. Lift it up. That will strengthen your biceps—the tops of your arms. Then let it down. That will strengthen your triceps—the backs of your arms."

Kurt did five or six curls. Then he clenched his arm and yelled, "I am the man of steel!"

Kim just smiled at Kurt.

Kim spoke to Beth and Tom. "Well, I suppose we should go," she said. "Thank you for meeting with me."

"No problem," said Tom.

"Good luck with the job hunt," said Beth. "We will send word to you if we need help here."

"Why don't you go see Alberto at the corner market?" added Tom. "He may have a job for you. Plus, he's one of the nicest men I ever met."

Name: _____

The Subway

When Kim and Kurt were finished eating, Kim paid for the meal and left a tip for the waitress. Then they went out of the diner.

"We need to get on the subway and go into Manhattan," she said.

"Manhattan?" Kurt said with a loud sigh. "This job hunt will take all day!"

"It won't take that long. I'm just having no luck here in Brooklyn. Maybe I can find a job in Manhattan."

They walked to the subway stop.

Kim got out the fare card her mom had given her.

"Which train will we take?" Kurt asked.

"The Number 3 train."

Kim pointed to a map on the wall. She showed Kurt a red line on the map. "We will ride from here in Brooklyn over to Manhattan and all the way up to Times Square."

Kurt pointed at the spot on the map that marked the East River.

"Will we get to see the river?"

"No," said Kim. "The subway goes under the river. That's why it's named a subway. Sub means under. A subway is a train that goes under things like rivers and roads. It travels underground."



Kurt and Kim waited on the platform for the subway train. Soon, Kurt could hear the sound of the train as it got closer. There was a gust of air. The train rolled up to the platform and stopped.

The people inside the subway train were packed in tight. There were no seats, so Kim reached up and grabbed a strap. Kurt held on tight to Kim's leg.

The train started off with a jerk. All the people swayed from side to side. Kurt could hear the train squeaking and creaking.

Soon, the train slowed down. A voice came over the speaker, "This is Clark Street. Next stop is Wall Street."

"Where are we?" Kurt asked Kim.

"This is the last stop in Brooklyn," Kim explained. "Next, the subway crosses over to Manhattan."

"Then can we get off? I'm so squashed I'm having a hard time breathing."

"Hang in there," Kim said. "Some people will get off as soon as we get to Manhattan."

Kim was right. The next stop was Wall Street. Lots of people got off the train.

At last, Kurt and Kim got seats on the train.

"This is much better!" Kurt said.



Name: _____

Wall Street

At the Wall Street stop a man got on the train. He had on black pants, a black jacket, a crisp white shirt, and a red necktie. He was holding a black case. He looked sharp.

Kurt jabbed Kim with his elbow and whispered, “What do you think his job is? Do you think he is a spy or a secret agent?”

“I don’t know,” Kim said. “He might be a banker who has a job in a bank on Wall Street.”

“What’s a bank?”

“A bank is a place where you can keep your cash so it is safe. The bank keeps your cash until you need it and they pay you a bit for saving your cash with them. Since not everyone needs their cash at the same time, the bank has extra cash that they can use to make loans to people who need cash.”

“What’s a loan?”

“When you get a loan from a bank, the bank lets you borrow some of the cash that it has, and you make a deal to pay the cash back later, plus some fees that the bank adds in.”

“You mean you have to pay back more cash than the cash you borrow?”

“That’s right.”

“Why not just use the cash you’ve got?” Kurt asked.



"Well, if you have a lot of cash, you might not need to get a loan. But let's say you plan to open your own store. You would need a lot of cash before you even opened the store! You might not have all of this cash on your own, so you might need a loan to get started."

Kurt dreamed of a store he might like to open and of a banker handing him a big bag of cash. Then he dreamed that he might even like to be a banker himself.

"Do bankers get paid a lot?" Kurt asked.

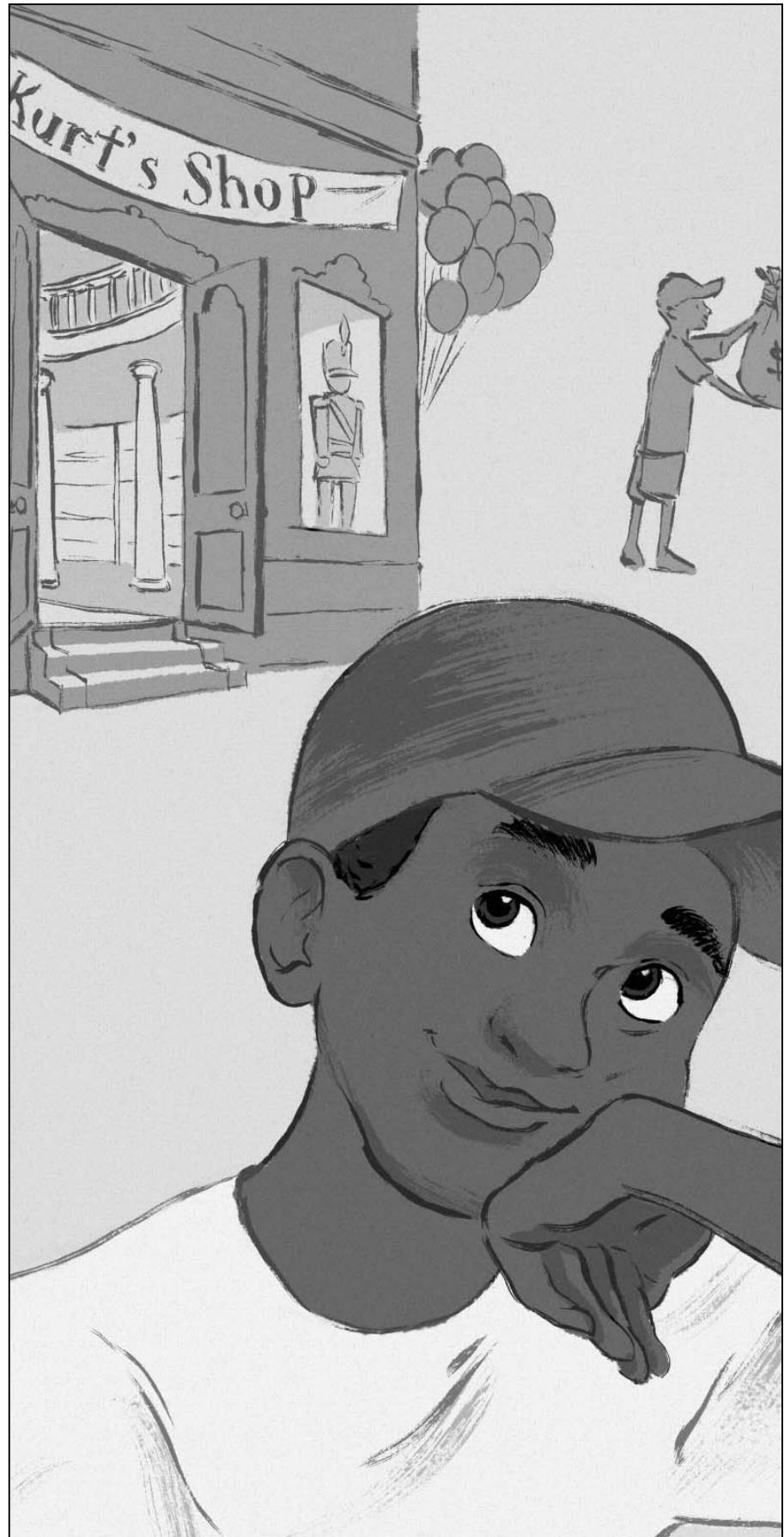
"Some of them do."

"So why don't you get a job at a bank?"

"Most banks won't hire you unless you have finished two or three years of college. I have just finished one year."

"So it's a hard job to get?"

Kim nodded.



Name: _____

The Daydream

The subway train went on past Wall Street, going north.

Kim looked at the Job Opening ads in the paper.

Kurt looked up at the posters that were hanging on the walls of the train. One of them was a poster of two star baseball players. The players seemed to smile down at Kurt, as if to say, "This is the life, man!"

Kurt stared at the poster and daydreamed. He could hear a man speaking. The man was calling out the play-by-play for a baseball game.

"Two out in the ninth inning," the man said. "The home team is down by two runs. So, Mark, it looks like it's all up to Kurt Gunter at this point."

"Well, James," said a different voice, "Kurt Gunter has had such a good year. As you know, the former spaceship pilot and race car driver is leading the team in hits, home runs, and runs batted in. He has hit the ball so well this year that most fans I've spoken with think he's the bee's knees! In fact, I had a caller on my show, Sports Yap, last week who told me he thinks Gunter should make twice what they pay him."

"So Gunter steps up to the plate. Here's the pitch. It's a strike. The fans are mad. They don't like the call. They think it was a ball. But Gunter himself seems not to mind. He steps back into the box. Here's the pitch. Gunter swings."



Smack!

"Look out, Mark! He got a bit of that one! It's a long fly ball to the left. It's going, it's going. It's out of here! Kurt Gunter has hit a home run! Home run by Gunter! We win! We win!"

"James, I'm telling you, that's why Kurt Gunter is a rich man!"

"Gunter is rounding the bases. He tips his hat to the fans. The fans are going wild! They are shouting, 'Kurt! Kurt! Kurt!'"

Just then Kurt looked up. Kim was shaking him and saying, "Kurt, Kurt, Kurt! This is our stop!"



Name: _____

The Visit

Kim was happy that she had found herself a summer job.

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.

Kim held up a hand to hail a cab.

A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in.

"Where to?" asked the driver.

Kim told him the address.

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides.

Kurt hung on tight. It was a crazy ride. The cab man was weaving in and out of traffic. Kurt thought they might crash. Part of him was frightened. But part of him found driving at that speed exciting. It was like riding in a race car.

"Do you have a license to drive?" Kurt called to the driver.

"Yes. All cab drivers must have a license," the driver said.

"And they teach you to drive like this?"

"No, no," said the driver. "It takes years and years of driving to become an expert like me!"

They made it safely. Kim paid the driver and gave him a tip. She and Kurt went in to see their mom.

Mrs. Gunter gave Kim a big hug. Kurt snuck in between them so he could be part of the hug, too. Then Kim told her mom how they had spent the day.



Kim listed the places they had visited. She explained what had happened with Tom and Beth, with Alberto at the Corner Market, with Dwight, the Man of Light, with Hester the Florist, and, at last, with Mr. Fremont. She told her mom how she had used math to help her get the job at the grocery.

By the end of the story, Mrs. Gunter was beaming. “You see,” she said. “I told you math would help you out one day. You thought I was crazy.”

“You were right,” said Kim. “Mr. Fremont was really impressed that I could add up the tally without the cash register and also add in the sales tax.”

“Good for you!” said her mom. “I’m so proud of you!”

“I never dreamed I would have a job in a grocery,” added Kim, “but I think it’s going to be a good job for me.”

“It may not be the job of your dreams,” said her mom. “But it’s a job. The next job you get can be better. And the next one can be even better. If you study hard in college, you will have a chance to get the job of your dreams some day. Until then, just do a good job and save as much of your paycheck as you can.”

“I will,” said Kim.

“Let’s do something fun!” said Kurt.

“I know!” said their mom. “Let’s celebrate Kim’s new job by getting some subs and snacks and going down to Battery Park for a picnic. Are you two hungry for dinner?”

“You bet!” said Kurt.

“This is crazy!” Kim said. “Mom, all day, Kurt ate and ate. Each time I got him a snack, I said, that’s the end of that. But he was still hungry.”

“Well, he’s a strong, growing child,” said Mrs. Gunter. “And he was busy all day.”

“That’s right!” said Kurt.

They went to a sub shop nearby. Mrs. Gunter ordered a sub for each of them, plus some snacks and drinks.

Then Mrs. Gunter hailed a cab. The three of them got in. The cab took them down the West Side Highway. It dropped them off in Battery Park, on the south end of Manhattan.

Section V-O

Fluency Assessment

Fluency Assessment

The second assessment for Section V that you may choose to give students is a Fluency Assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Visit." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately three minutes to read the story. If the student cannot read the story in three minutes, this is a clear indication that he or she is struggling and needs to work on fluency. **Note:** You may allow more time (up to six minutes) for a student to finish reading the story. Three minutes is a sufficient amount of time to conduct the assessment, but some students may be frustrated if they do not have the opportunity to finish reading the story.

Directions: Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the student reads the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records given represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table to find students fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

Name: _____

The Visit

Kim was happy that she had found herself a summer job.	11
“Let’s go and visit Mom,” she said. “She will be finished teaching by the time we get there.”	27 29
Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.	43
Kim held up a hand to hail a cab.	52
A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in.	69 70
“Where to?” asked the driver.	75
Kim told him the address.	80
The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides.	95 100
Kurt hung on tight. It was a crazy ride. The cab man was weaving in and out of traffic. Kurt thought they might crash. Part of him was frightened. But part of him found driving at that speed exciting. It was like riding in a race car.	118 133 147
“Do you have a license to drive?” Kurt called to the driver.	159
“Yes. All cab drivers must have a license,” the driver said.	170
“And they teach you to drive like this?”	178
“No, no,” said the driver. “It takes years and years of driving to become an expert like me!”	194 196
They made it safely. Kim paid the driver. She and Kurt went in to see their mom.	213
Mrs. Gunter gave Kim a big hug. Kurt snuck in between them so he could be part of the hug, too. Then Kim told her mom how they had spent the day.	229 245
Kim listed the places they had visited. She explained what had happened with Tom and Beth, with Alberto at the Corner Market, with Dwight, the Man of Light, with Hester the Florist, and, at last, with Mr. Fremont. She told her mom how she had used math to help her get the job at the grocery.	258 273 289 301

By the end of the story, Mrs. Gunter was beaming. “You see,” she said. “I told you math would help you out one day. You thought I was crazy.”	318 330
“You were right,” said Kim. “Mr. Fremont was really impressed that I could add up the tally without the cash register and also add in the sales tax.”	344 358
“Good for you!” said her mom. “I’m so proud of you!”	369
“I never dreamed I would have a job in a grocery,” added Kim, “but I think it’s going to be a good job for me.”	386 394
“It may not be the job of your dreams,” said her mom. “But it’s a job. The next job you get can be better. And the next one can be even better. If you study hard in college, you will have a chance to get the job of your dreams some day. Until then, just do a good job and save as much of your paycheck as you can.”	412 431 449 463
“I will,” said Kim.	467
“Let’s do something fun!” said Kurt.	473
“I know!” said their mom. “Let’s celebrate Kim’s getting a job by getting some subs and snacks and going down to Battery Park for a picnic. Are you two hungry for dinner?”	487 504 505
“You bet!” said Kurt.	509
“This is crazy!” Kim said. “Mom, all day, Kurt ate and ate. Each time I got him a snack, I said, that’s the end of that. But he was still hungry.”	527 540
“Well, he’s a strong, growing child,” said Mrs. Gunter. “And he was busy all day.”	555
“That’s right!” said Kurt.	559
They went to a sub shop nearby. Mrs. Gunter ordered a sub for each of them, plus some snacks and drinks.	576 580
Then Mrs. Gunter hailed a cab. The three of them got in. The cab took them down the West Side Highway. It dropped them off in Battery Park, on the south end of Manhattan.	596 612 614

W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *The Visit*

Total words in story (not including title): 614

<p>Words</p> <p>Words Read <input type="text"/></p> <p>Uncorrected Mistakes <input type="text"/></p> <p>Words Correct <input type="text"/></p>	<p>Time</p> <p>Minutes <input type="text"/> - Seconds <input type="text"/> Finish Time</p> <p>Start Time <input type="text"/> - Elapsed Time <input type="text"/></p> <p>$(\text{ } \times 60) + \text{ } = \text{ }$ Time in Seconds</p>
<p>W.C.P.M.</p> <p><input type="text"/> ÷ <input type="text"/> × 60 = <input type="text"/></p> <p>Words Correct Time in Seconds W.C.P.M.</p>	

Compare the student's W.C.P.M. score to national norms for Grade 3.
See chart in the Introduction of this Guide.

Section VI

**Spelling Alternatives and Tricky Spellings
Associated with /u/ and /ə/**

Section VI

Spelling Alternatives and Tricky Spellings Associated with /u/ and /ə/ Lesson Template

Spelling Alternatives and Tricky Spellings

Focus: Spelling Alternatives	Teaching	Materials
Warm-Up	<p>Working in a small group, show students Spelling Cards previously taught.</p> <p>Say the sound and have students repeat or have students say the sound as you show students the Spelling Card.</p>	previously taught Spelling Cards Code Flip Books
Introduction/Teaching	<p>Ask students for the spellings they know for the particular sound.</p> <p>Write the spellings and write several words with that spelling.</p> <p>Introduce the spelling alternative.</p> <p>Write words with the alternate spelling.</p> <p>Go over the alternative spelling by reviewing the spelling of the target sound and words that are written with that spelling, using the Spelling Card(s) and Vowel Code Flip Book.</p> <p>Have students repeat the words.</p> <p>Repeat the words and ask students where the target sound is located, as they refer to the Individual Code Chart.</p>	board or chart paper Spelling Card(s) Vowel Code Flip Book Individual Code Chart
Guided Practice	<p>Have a pocket chart or chart paper or use the board with a column for each spelling alternative.</p> <p>Give students cards with words with the different spellings of the target sound.</p> <p>Students read their words and place them under the correct column by spelling.</p>	pocket chart or chart paper on board
Suggested Independent Practice	<p>Students can read isolated words with targeted sound.</p> <p>Students can read list of words or phrases with targeted sound.</p> <p>More proficient students can read connected decodable text with targeted sound.</p>	

Section VI-A

Spelling Alternatives 'o', 'ou', and 'o_e' > /u/ Word Lists

Name: _____

Spelling Alternative: ‘o’ > /u/ (*son*)

comfort develop carrot among another apron

becoming freedom gallon canyon blossom brother

gallop honey isolate kingdom lemon mammoth

nobody observe person reason season together

union violent

Name: _____

Spelling Alternative: ‘ou’ > /u/ (*touch*)

country

couple

double

famous

generous

nervous

southern

young

enormous

dangerous

furious

cousin

curious

jealous

trouble

marvelous

humorous

numerous

serious

Name: _____

Spelling Alternative: 'o_e' > /u/ (*come*)

above

become

done

dove

love

glove

none

shove

beloved

come

income

overcome

purpose

welcome

handsome

Section VI-A

Spelling Alternatives 'o', 'ou', and 'o_e' > /u/ Worksheets

Name: _____

Sort the words by spelling. Write the words that have the /u/ sound spelled ‘u’ under *bug*. Write the words that have the /u/ sound spelled ‘o’ under *other*.

rush

trust

bunch

son

month

ugly

mother

until

truck

unkind

money

front

/u/ spelled ‘u’

/u/ spelled ‘o’

as in *bug*

as in *other*

rush

Name: _____

Fill in the Blanks

son mother brother cover month money

wonder dozen trumpet grumpy mummy thunder

1. We heard the _____ before we saw the lightning.
2. My _____, not my dad, woke me up this morning.
3. I wish I had some _____ to buy some candy.
4. I feel _____ when I don't get plenty of sleep.
5. King Tut's _____ was discovered in 1922.
6. Did you _____ your nose when you sneezed?
7. The _____ is a brass instrument.
8. Did you know that 12 cookies make one _____?

Name: _____

Fill in the Blanks

double

trouble

furious

humorous

serious

curious

cousin

young

1. My aunt's child is my _____.
2. I don't like to get in _____.
3. The storyteller was _____ and made us giggle.
4. This is a _____, not funny, book.
5. Most cats are _____ about things.
6. He is very _____ at age two.
7. Mom was _____ when we broke her favorite lamp.
8. I would like a _____ scoop of ice cream.

Name: _____

Find a word from the box that is a synonym for each word.

love

none

come

above

dove

welcome

handsome

shove

1. zero _____

2. enter _____

3. wanted _____

4. push _____

5. cute _____

6. bird _____

7. up _____

8. like _____

Name: _____

Read the words in the box aloud. Write the best word from the box to complete each sentence.

younger

none

welcome

gloves

enormous

touched

1. Is your sister older or _____ than you?
2. When it is cold, I cover my hands with _____.
3. The mat on the porch said “_____.”
4. If you eat it all, there will be _____ left for me.
5. An antonym of “tiny” is “_____.”
6. The baby cried after she _____ the hot stove.

Write two new sentences using two of the words from the box.

Name: _____

Read the words in the box aloud. Write the best word from the box to complete each sentence.

nervous

dove

country

love

shove

poisonous

1. We looked up and saw a white _____ flying by.
2. I like hamburgers, but I really _____ ice cream!
3. Mexico is a _____.
4. It's not nice to hit or _____.
5. When I have to take a test, I get _____.
6. Some spiders and snakes are _____.

Write two new sentences using two of the words from the box.

Name: _____

The words shown below contain the /u/ sound, written with various spellings. Read the words. Use each word in an oral sentence.

but	some	other	just	such
come	mother	under	done	money
brother	southern	touch	run	young
trouble	month	son	none	bus

Name: _____

This chart shows four spellings for the /u/ sound. Use the chart to fill in the worksheet on the following pages.

	'u'	'o'	'ou'	'o_e'
b	buddy buzz	brother	boisterous	become
c	cup	cover	cousin country	
d	duck	dozen	Doug	done dove
e			enormous	
f	fun	front	famous	
g			generous	glove
h	hug	honey	hideous	handsome
j	junk just		jealous	
l	luck lunch			love
m	must mug mud	money monkey mother		
n	nun	nothing	nervous	none
p	puppy			
r	run			
s	such sudden sun	son	southern	shove some something
t	truck trust	ton	touch	
u	unless until			
v				
w		won		
y	yuck		young	

Name: _____

Use the chart on the previous page to fill in the blanks.

1. Count the words on the chart that have the sound /u/ spelled ‘u’ and write the number here. _____
2. Count the words on the chart that have the sound /u/ spelled ‘o’ and write the number here. _____
3. Count the words on the chart that have the sound /u/ spelled ‘ou’ and write the number here. _____
4. Count the words on the chart that have the sound /u/ spelled ‘o_e’ and write the number here. _____
5. Which spelling for /u/ has the most words?

6. Which word on the chart names something bees make?

7. Which word on the chart means twelve of something?

8. Which word on the chart is a synonym for *good-looking*?

Name: _____

9. Which word on the chart is a synonym for *cup*?

10. Which word on the chart is an antonym for *hate*?

11. Which word on the chart is an antonym for *old*?

12. Which word on the chart is a synonym for *mom*?

13. Which word on the chart is a proper noun?

14. Which word on the chart is a synonym for *finished*?

15. Write a sentence using at least two words from the chart here:

Name: _____

Sort the words by sound. Write the words found in the sentences that have ‘o’ sounded /o/ under *hop*. Write the words that have ‘o’ sounded /oe/ under *open*. Write the words that have ‘o’ sounded /u/ under *son*.

‘O’	→	/o/	hop	drop	spot
	→	/oe/	open	hotel	no
	→	/u/	son	front	coming

	/o/ as in <i>hop</i>	/oe/ as in <i>open</i>	/u/ as in <i>son</i>
1. I need to find my father and <u>mo<u>ther</u></u> .			mother
2. I have one sister and two <u>bro<u>thers</u></u> .			
3. Is the watch silver or <u>go<u>ld</u></u> ?			
4. The baby has a <u>b<u>ottle</u></u> .			
5. Is my ankle <u>sprain<u>ed</u></u> or <u>bro<u>ken</u></u> ?			
6. When I <u>b<u>roke</u></u> my leg, I went to the <u>hospi<u>tal</u></u> .			
7. This is a difficult math <u>pro<u>blem</u></u> .			

Name: _____

Write the words found in the sentences that have the tricky spelling ‘o’ sounded /o/ under *hop*, the words that have the tricky spelling ‘o’ sounded /oe/ under *open*, and the words that have the tricky spelling ‘o’ sounded /u/ under *son*.

‘O’	→ /o/	hop	drop	model
	→ /oe/	open	hotel	no
	→ /u/	son	front	coming

	/o/ as in <i>hop</i>	/oe/ as in <i>open</i>	/u/ as in <i>son</i>
1. There are 31 days in the month of March.			month
2. The kids are eating popsicles.			
3. When he swims, he wears goggles.			
4. Rats, mice, and hamsters are rodents.			
5. I like reading poetry.			
6. She is reading a novel.			
7. The horses galloped past us.			

Name: _____

Tricky Spelling ‘o’

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

‘o’ > /o/ (*bop*) vs. ‘o’ > /oe/ (*open*) vs. ‘o’ > /u/ (*son*)

Target Word	Possible division	2nd possible division	Possible sentence for meaning (Remember the sentence is done orally.)
open	o pen	op en	Is the store _____ or closed?
hotel	ho tel	hot el	We will stay at the _____ for two nights when we are on vacation.
coming	co ming	com ing	Are you _____ to my party?
modest	mod est	mo dest	Someone who does not brag is said to be _____.
dropping	dro pping	drop ping	We will be _____ you off at your play date on the way to the mall.
hopping	ho pping	hop ping	The bunny rabbit is _____ down the bunny trail.
hoping	ho ping	hop ing	I am _____ to get my homework done on time this week.
potting	pot ting	po tting	Mom used _____ soil for the flowers.
police	po lice	pol ice	Please call the _____ to help us stop the thief.
motion	mo tion	mot ion	Sometimes I get _____ sickness from riding in the car.

Name: _____

Write the words with the tricky spelling ‘o’ sounded /o/ under *stop*, the words with the tricky spelling ‘o’ sounded /oe/ under *hotel*, and the words with the tricky spelling ‘o’ sounded /u/ under *from*.

front

pollen

open

hoping

cover

model

kingdom

motel

command

topic

noble

tropical

/o/

as in *stop*

/oe/

as in *hotel*

/u/

as in *from*

front

Name: _____

If a square has a word with the letter ‘o’ sounded /o/, make it red.

If a square has a word with the letter ‘o’ sounded /oe/, make it yellow.

If a square has a word with the letter ‘o’ sounded /u/, make it green.

motel	only	person	cottage	total
money	cannot	problem	over	coming
also	going	process	almost	modern
reason	period	product	program	provide
bodies	solid	brother	focus	radio

Name: _____

Write the words with the tricky spelling ‘o’ sounded /o/ under *stop*, the words with the tricky spelling ‘o’ sounded /oe/ under *hotel*, and the words with the tricky spelling ‘o’ sounded /u/ under *from*. Sort only the words in which the ‘o’ is underlined.

Last month, my older brother won second place in a hot dog eating contest. To win, he had to eat the most hot dogs. Well, my brother ate lots and lots of hot dogs—most of the people competing found it impossible to eat as many. At the closing ceremony, my brother was given a ton of money (one thousand bucks) and a trophy of a golden hot dog. My brother slipped the money in his pocket and smiled modestly as people took his snapshot. It was a fine moment for my brother.

/o/

as in *stop*

/oe/

as in *hotel*

/u/

as in *from*

Name: _____

Sort the words by sound. Write the words found in the sentences that have ‘o_e’ sounded /oe/ under *home*. Write the words that have ‘o_e’ sounded /u/ under *come*.

‘O_e’	→ /oe/	home	those	wrote
	→ /u/	come	none	love

	/oe/ as in <i>home</i>	/u/ as in <i>come</i>
1. We can leave when we are <u>done</u> .		done
2. Adam is wearing <u>gloves</u> .		
3. Alan is digging a <u>hole</u> .		
4. Do you want all of that <u>bacon</u> or just <u>some</u> of it?		
5. Her youngest <u>son</u> went skiing down the <u>slope</u> .		
6. Take small bites <u>so</u> that you don’t <u>choke</u> .		
7. Simon tied a knot in the <u>rope</u> .		

Name: _____

Write the words found in the sentences that have the tricky spelling ‘o_e’ sounded /oe/ under *home* and the words that have the tricky spelling ‘o_e’ sounded /u/ under *come*.

‘ O_e , →	/oe/	home	those	trombone
	/u/	come	none	love

	/oe/ as in <i>home</i>	/u/ as in <i>come</i>
1. Even if you are mad, you should not <u>shove</u> .		shove
2. I like ice cream <u>cones</u> .		
3. That is not the letter that I <u>wrote</u> .		
4. The mat on the porch said “ <u>Welcome!</u> ”		
5. Do you want a slice or do you want the <u>whole</u> thing?		
6. A rock is a lot like a <u>stone</u> .		
7. I <u>love</u> my baby sister.		

Name: _____

Tricky Spelling 'o_e'

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

'o_e' > /oe/ (**home**) vs. 'o_e' > /u/ (**come**)

Target Word	Possible pronunciation	2nd possible pronunciation	Possible sentence for meaning (Remember the sentence is done orally.)
above	ab/oe/ve	ab/u/ve	Look _____ the desk not below it.
alone	al/oe/ne	al/u/ne	I am all _____ at home until Mom gets here.
done	d/oe/ne	d/u/ne	What should I do when I am _____ with my work?
dove	d/oe/ve	d/u/ve	A _____ is usually white.
robe	r/oe/be	r/u/be	Could you please get my bath _____?
mole	m/oe/le	m/u/le	A _____ is a small animal that lives almost completely underground.
cone	c/oe/ne	c/u/ne	Would you like an ice cream _____?
none	n/oe/ne	n/u/ne	_____ of us wants to miss recess.
shove	sh/oe/ve	sh/u/ve	Please do not _____ in line.
glove	gl/oe/ve	gl/u/ve	I have lost my _____.

Name: _____

First read the words in the box. Write the words with the tricky spelling ‘o_e’ sounded /oe/ under *hope* and the words with the tricky spelling ‘o_e’ sounded /u/ under *done*.

role

welcome

notebook

shove

glove

vote

none

choke

lovely

rope

bone

stole

/oe/

as in *hope*

/u/

as in *done*

role

Name: _____

Write the words found in the sentences that have the tricky spelling ‘ou’ sounded /ou/ under *shout* and the words that have the tricky spelling ‘ou’ sounded /u/ under *touch*.

Ou	→	/ou/	shout	out	mountain
	→	/u/	touch	country	jealous

	/ou/ as in <i>shout</i>	/u/ as in <i>touch</i>
1. Is he old or <u>young</u> ?		young
2. The sky has lots of <u>clouds</u> .		
3. The lake is enormous.		
4. Did you hear that <u>sound</u> ?		
5. My <u>cousin</u> 's name is <u>Doug</u> .		
6. Tests make me <u>nervous</u> .		
7. Check the lost and <u>found</u> box.		

Name: _____

Write the words found in the sentences that have the tricky spelling ‘ou’ sounded /ou/ under *shout* and the words that have the tricky spelling ‘ou’ sounded /u/ under *touch*.

‘	ou	’ → /ou/	shout	out	proud
		→ /u/	touch	country	jealous

	/ou/ as in <i>shout</i>	/u/ as in <i>touch</i>
1. When he got an A and I got a B, I felt <u>jealous</u> .		jealous
2. Stop being silly. It’s time to be <u>serious</u> .		
3. The cookie is flat and <u>round</u> .		
4. They are sitting on the <u>couch</u> .		
5. David is my uncle and Rachel is my <u>cousin</u> .		
6. That radio is too <u>loud</u> !		
7. When she is upset, she <u>pouts</u> .		

Name: _____

Tricky Spelling ‘ou’

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

‘ou’ > /ou/ (*shout*) vs. ‘ou’ > /u/ (*touch*)

Target Word	Possible pronunciation	2nd possible pronunciation	Possible sentence for meaning (Remember the sentence is done orally.)
country	c/ou/ntry	c/u/ntry	Do you live in the _____ or in the city?
double	d/ou/ble	d/u/ble	I would like a _____ scoop of ice cream.
amount	am/ou/nt	am/u/nt	What _____ of soup should I make?
bounce	b/ou/nce	b/u/nce	The tennis ball will _____ high!
famous	fam/ou/s	fam/u/s	Is he a _____ actor?
clouds	cl/ou/ds	cl/u/ds	I love to watch the fluffy white _____ as they scoot across the sky.
nervous	nerv/ou/s	nerv/u/s	He is very _____ to speak in front of a crowd.
flour	fl/ou/r	fl/u/r	We need some more _____ for the cookies.
found	f/ou/nd	f/u/nd	Yes! I _____ the lost keys.
cousin	c/ou/sin	c/u/sin	My _____ Jane is visiting us.

Name: _____

Write the words with the tricky spelling ‘ou’ sounded /ou/ under *mouth* and the words with the tricky spelling ‘ou’ sounded /u/ under *touch*.

outing

serious

dangerous

about

amount

southern

cousin

shouting

youngster

thousand

background

counter

/ou/

as in *mouth*

/u/

as in *touch*

outing

Section VI-A

Spelling Alternatives 'o', 'ou', and 'o_e' > /u/ Practice Sentences and Stories for Oral Reading

Name: _____

My younger cousin, Doug, lives in the country. Cousin Doug is a person who is curious. Sometimes he gets into dangerous spots. Sometimes humorous things happen to Cousin Doug. A couple of times, his mom has been furious with him.



Name: _____

Come here, Dove!

Will you sit on my glove?

Come here, Dove!

You are welcome here, Dove.

Come here, Dove!

What a handsome dove you are.

Come here, Dove!

Will you fly about the trees?

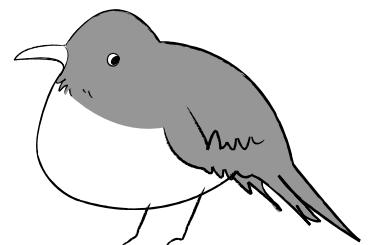
Come here, Dove!

Can you come down, please?

Come here, Dove!

Do not shove the leaves in the trees.

Come here, Dove!



Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ Lesson

Spelling Spoilers Story

Read “The Spelling Spoilers” on the next pages aloud to the students. The story describes a group of bad guys called “The Spelling Spoilers” who are trying to ruin the students’ spelling by convincing them to spell schwa with the letter ‘u’.

Be sure to read the story to yourself before reading it to the class since there are places where you will need to fill in your name, the name of your school, and the name of your community.

You will also need to write on a chalkboard (or white board) as you present the read-aloud.

Use your best “TV villain voice” to make the Head Spelling Spoiler sound as villainous as possible. His laughter is meant to sound like the schwa sound: /u/ . . . /u/ . . . /u!/ If you find that hard to say, you can have him laugh like this: huh . . . huh . . . huh!

As you present the read-aloud, be sure to point out to students the pictures printed after the story of the Spelling Spoilers that follows.



The Spelling Spoilers

Deep in his underground lair, the Head Spelling Spoiler spoke to the other Spelling Spoilers.
“Fellow Spoilers, our plot to ruin spelling in the United States is going well!”
He paused to let out a long cackle of strange-sounding laughter: “/u/ . . .

/u/ . . . /u/!”

[Point to the first picture on the page that follows the story.]

The Head Spelling Spoiler went on: “There are lots of children out there who can’t spell well. And there are lots of adults who can’t spell well either. And, best of all, there are adults who are telling the children that English spelling makes no sense. All of these things show that our master plan to ruin spelling in this country is working!”

Then he cackled again: “/u/ . . . /u/ . . . /u/!”

All of the other Spoilers began whispering happily among themselves.

Then the Head Spoiler lowered his voice and began speaking again.

“But I am afraid the news is not all good.”



[Point to the second picture on the first line of the page that follows the story.]

The other Spoilers fell silent.

"I have received an alarming report from [insert name of your town]. It seems that the students at [insert name of your school] are learning what they need to know to become very good spellers."

The Spoilers fidgeted in their seats nervously.

"I am especially concerned about Mr./Ms. [insert your name]'s class. I am told that the students in that class know five ways to spell the /oe/ sound."

The Spoilers moaned.

"I am told that the children in Mr./Ms. [insert your name]'s class know four ways to spell the /ae/ sound."

The Spoilers groaned.

"And, worst of all, I am told that the students in Mr./Ms. [insert your name]'s class know seven ways to spell the /ee/ sound."

The Spoilers gasped.

"No! It can't be true!" cried one of the Spoilers.

The Head Spelling Spoiler spoke again: "Fellow Spoilers, I don't have to tell you that the situation is serious. If those children can spell sounds like /ae/, /oe/, and /ee/, they are on the verge of becoming good spellers. There's only one thing that can stop them from becoming really good spellers. And that is our old friend, schwa."



[Point to schwa picture, the third picture on the page that follows the story.]

Ah, yes, schwa! The spoilers all smiled and nodded. They knew that schwa had been messing up children's spelling for many years. Schwa caused more spelling problems than almost anything else. It was a Spelling Spoiler's best friend.

"You Spoilers all know that schwa is a sound that sounds a lot like /u/. But it is not necessarily spelled with the letter 'u'. And that's just what we need to ruin the children's spelling! /u/ . . . /u/ . . . /u/!"

"Now, the next few weeks are going to be very important. I want all of you to make yourselves invisible. Then I want you to go out to Mr./Ms. [insert your name]'s classroom. Whenever the students are writing, and they come to a word that has the schwa sound in it, I want you to be there, whispering in their ears, 'Spell it with a 'u'! Spell it with a 'u'!'"

All the Spoilers started to chant: "Spell it with a 'u'! Spell it with a 'u'!"

"That's the spirit!" said the Head Spoiler. "If we can get them to spell the schwa sound with a 'u', they will make hundreds of mistakes."

He cackled: "/u/ . . . /u/ . . . /u/!"

[Point to the fourth picture on the page that follows the story.]

"If we can get them to spell the schwa sound with a 'u', they will write the word *about* like this."

 **[Write *ubout* on the board.]**

"Whereas we know it is really spelled like this."

 **[Cross out *ubout* and write *about*.]**

"If we can get them to spell the schwa sound with a 'u', they will write *reporter* like this."

 [Write *ruporter* on the board.]

"Or maybe like this."

 [Write *riporter* on the board.]

"Whereas we know it is really spelled like this."

 [Cross out *ruporter* and *riporter*; write *reporter* on the board.]

"And, best of all, they will write America like this."

 [Write *Umericu* on the board.]

"Whereas we know it is really spelled like this."

 [Cross out *Umericu* and write *America* on the board.]

"Ah, how I love to see the word America spelled with two u's!"

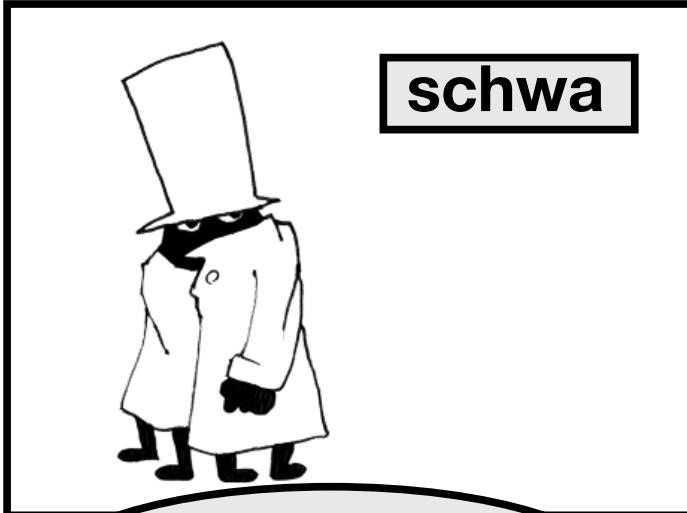
He cackled his loudest cackle yet: "/u/ . . . /u/ . . . /u/!"

"So, my little Spoilers, you know what to do! Get out there and whisper in their ears! Convince them to spell every schwa sound with a 'u'! Turn their spelling into rubbish! Spoil their spelling! /u/ . . . /u/ . . . /u/!"

[Point to the last picture on the page that follows the story.]



The Spelling Spoilers



Today's Spelling

20 minutes

Review of Schwa (/ə/) and the /u/ Sound

Ask students to take out the worksheet that follows. Tell students it is time to try to beat the Spelling Spoilers by spelling the schwa and the /u/ sounds they have learned in this unit correctly.

Write *about* on the board and read it aloud. Point out that even though the first sound in *about* is /ə/, the first letter in the printed word is ‘a’.

Have students copy *about* into the far left column on the worksheet labeled “Copy.” They should say the sound of each letter as they copy the word.

Erase the word from the board.

Have students fold the worksheet along the dotted line so that *about* is facing the desk.

Have students write *about* from memory in the middle column on the worksheet labeled “Spell.” They should say the sound of each letter as they write the word.

Tell students to unfold the worksheet and compare the word they just wrote from memory with the word they copied earlier.

If any of the students spelled the word incorrectly, have them erase the incorrect spelling and print the correct spelling.

Tell students to make a mark on the worksheet indicating whether they beat the Spelling Spoilers or not.

Repeat these steps with the remaining words in the following box.

Note: The letter or letters in each word that stand for the schwa or the /u/ sound are bolded.

- | | |
|--------------------|---------------------|
| 1. about | 6. Tennessee |
| 2. China | 7. love |
| 3. around | 8. cousin |
| 4. Africa | 9. something |
| 5. appetite | 10. touch |

Beat the Spoilers

The Spelling Spoilers are trying to wreck your spelling. Foil them by spelling the words your teacher says the right way.

	Copy	Spell	Did you beat the spoilers?
1.		<input type="radio"/> yes	 <input type="radio"/> no
2.		<input type="radio"/> yes	 <input type="radio"/> no
3.		<input type="radio"/> yes	 <input type="radio"/> no
4.		<input type="radio"/> yes	 <input type="radio"/> no
5.		<input type="radio"/> yes	 <input type="radio"/> no
6.		<input type="radio"/> yes	 <input type="radio"/> no

Copy		Spell		Did you beat the spoilers?	
					
7.		<input type="radio"/> yes	<input type="radio"/> no	<input type="radio"/> no	<input type="radio"/> no
8.		<input type="radio"/> yes	<input type="radio"/> no	<input type="radio"/> no	<input type="radio"/> no
9.		<input type="radio"/> yes	<input type="radio"/> no	<input type="radio"/> no	<input type="radio"/> no
10.		<input type="radio"/> yes			

Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ Word Lists

Name: _____

Spelling Alternative: 'a' >/ə/ (*about*)

across

afraid

balloon

banana

zebra

pajamas

roman

Cuba

separate

woman

voyage

extra

purchase

giant

human

village

sofa

organ

pyramid

vacant

idea

among

lava

salad

mama

soda

nowadays

umbrella

pyramid

palace

theater

vacant

vitamin



Name: _____

Spelling Alternative: 'e' > /ə/ (*debate*)

ashen

vinegar

anthem

appetite

ticket

taken

Kentucky

benefit

category

element

comedy

ceremony

tragedy

severe

correspond

courtesy

debate

bucket

strategy

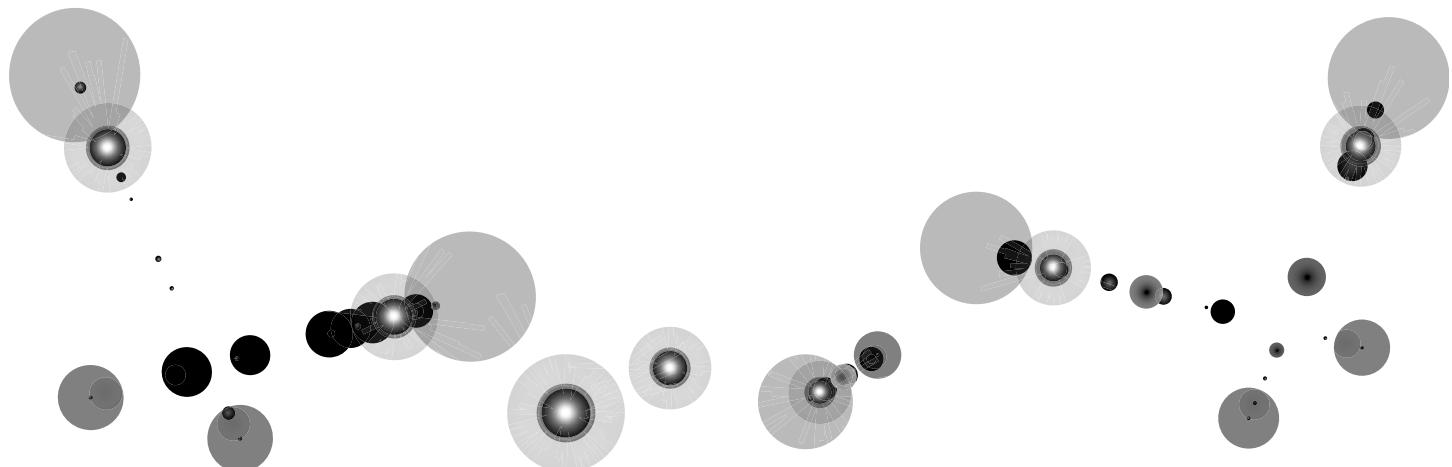
supplement

arithmetic

cafeteria

hello

eleven



Name: _____

Spelling Alternative: 'al' > /ə/ + /l/ (*animal*)

loyal local legal musical burial

capital cardinal carnival casual central

tidal total mortal musical rural

mammal manual material medal medical

mental royal rival rental plural

petal pedal oval oral normal

naval natural national formal final

festival fatal equal global general

hospital illegal dental dial dismal

disposal vital vocal verbal magical

journal metal animal admiral cereal

coastal crystal signal spiral approval

Name: _____

Spelling Alternative: ‘il’ > /ə/ + /l/ (*pencil*)

angrily

April

civil

devil

easily

evil

family

fossil

happily

hastily

nostril

pencil

utensils

lentil

jubilee

greedily

tonsils

pupil

readily

similar

steadily



Name: _____

Spelling Alternative: 'el' > /ə/ + /l/ (*travel*)

kennel	funnel	flannel	towel	travel
--------	--------	---------	-------	--------

tunnel	vowel	bushel	cancel	duel
--------	-------	--------	--------	------

easel	morsel	shovel	jewel	label
-------	--------	--------	-------	-------

model	nickel	novel	rebel	angel
-------	--------	-------	-------	-------

antelope	barrel	squirrel	chapel	select
----------	--------	----------	--------	--------

level	camel	channel	gravel	cruel
-------	-------	---------	--------	-------

enamel	envelope	excellent	hazel
--------	----------	-----------	-------

Name: _____

Spelling Alternative: 'le' > /ə/ + /l/ (*apple*)

able	ample	angle	ankle	axle	battle
beetle	bicycle	bottle	bubble	cable	whistle
wrinkle	candle	castle	cattle	circle	couple
cradle	double	eagle	example	freckle	gentle
giggle	handle	horrible	huddle	humble	idle
jungle	kettle	little	maple	marble	middle
miracle	muffle	muzzle	needle	paddle	pebble
people	pickle	puddle	purple	puzzle	rattle
riddle	saddle	simple	single	sparkle	stable
stumble	table	tackle	tangle	temple	title
uncle	visible	vegetable			

Name: _____

Spelling Alternative: ‘tion’ > /sh/+/ə/+ /n/ (*action*)

action

addition

adoption

affection

attention

caution

condition

connection

creation

decoration

definition

direction

education

election

emotion

eruption

exception

fiction

fraction

injection

infection

invention

junction

location

mention

motion

nation

notion

operation

population

position

reaction

section

station

tradition

vacation

Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ Worksheets

Name: _____

Read aloud the words in the box. Then write the best word from the box to complete each sentence.

afraid

adults

telescope

appetite

about

orange

1. My parents are both _____.
2. I eat a lot. I have a big _____.
3. Doug looks at the stars with his _____.
4. Should we paint the walls yellow or _____?
5. Is your book _____ a king and queen?
6. I am not _____ of the dark.

Write two new sentences using two of the words from the box.

Name: _____

Fill in the Blanks

about	China	around	Africa	appetite
Tennessee	love	cousin	something	touch

1. _____ is a country in the Far East.

2. _____ is a state in our country.

3. Your aunt's child is your _____.

4. Do not _____ a hot stove!

5. I worked up an _____ by chopping wood for the fire.

6. _____ is a continent.

7. Can you tell me _____ your book?

8. Let's look _____ the room for the lost book.

9. I _____ to eat snow cream in winter.

10. I have _____ to say about that.

Name: _____

Fill in the Blanks

lemon

season

together

kingdom

brother

honey

Canyon

mammoth

1. Which _____ follows spring?
2. Sir Gus was a knight of the _____.
3. The woolly _____ was a huge animal.
4. The _____ is a tart fruit.
5. Would you like to play _____?
6. My _____ bugs me!
7. The Grand _____ is a park.
8. I like _____ in my tea.

Name: _____

Find a word from the box that is an antonym for each word.

nowadays

vacant

extra

palace

giant

purchase

vitamin

damage

1. perfect _____

2. candy _____

3. sell _____

4. small _____

5. hut _____

6. barely _____

7. full _____

8. past _____

Name: _____

Find a word from the box that is an antonym for each word.

neglect

vinegar

cafeteria

comedy

secure

ashen

hello

decay

1. soda _____

2. dining room _____

3. fresh _____

4. good-bye _____

5. flushed _____

6. loose _____

7. serious _____

8. feed _____

Name: _____

Use the words from the box to find the secret message.

oval

skeletal

plural

petal

mammal

oral

cereal

rural

1. More than one

1

2. Pretty part of flower

2

3. Warm-blooded animal

4

4. Reading out loud is called

3

5. You may eat it in the morning

5

6. In the country

7

7. Having to do with your bones

9

8

8. Not quite round

6

1 W 2 9 3 4 5

W 6 7 8 !

Name: _____

Use a word from the box to fill in each line.

nostril

angrily

evil

easily

April

jubilee

lentil

pupil

steadily

similar

pencil

utensils

1. month after March

2. a kind of soup

3. you are one and you have one in each eye

4. looks alike

5. Not a pen

6. Knife, fork and spoon

7. At the same rate

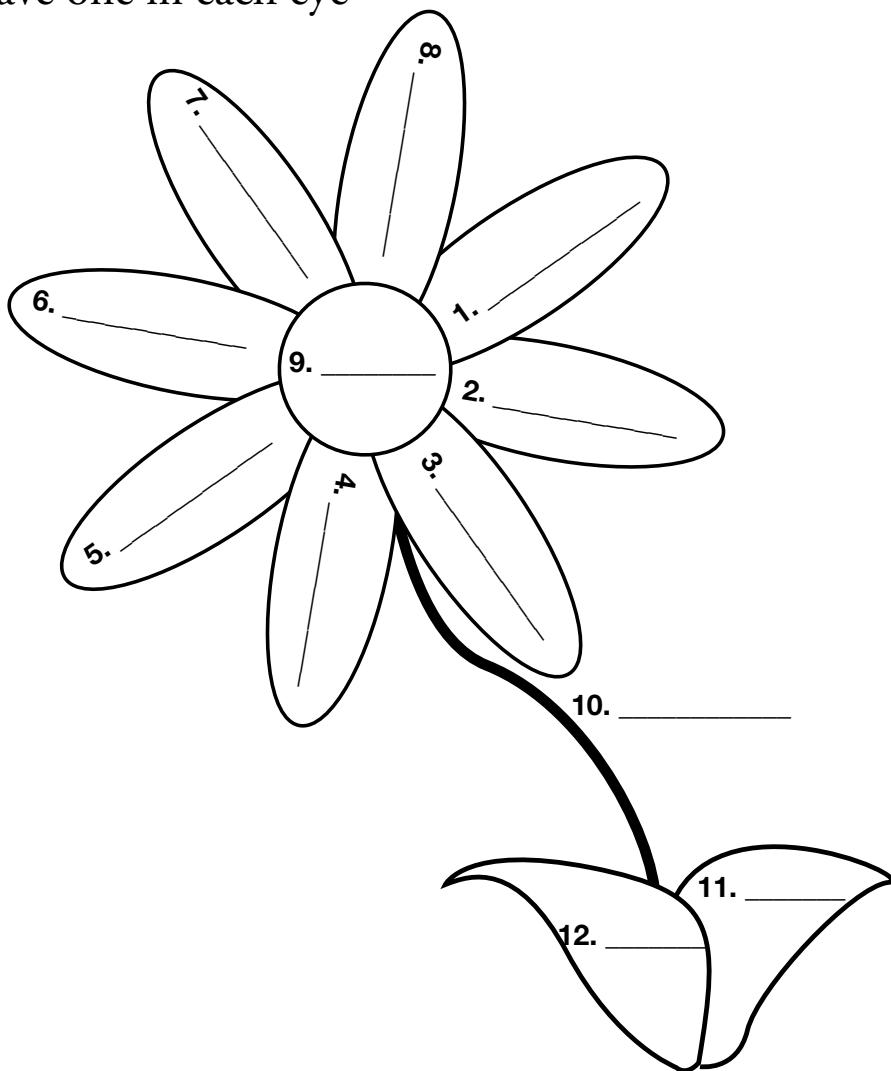
8. A happy party

9. It is part of your nose.

10. mad

11. not good

12. no problem



Name: _____

Sort the words by spelling. Write the words that have the ‘ul’ ending under *useful*. Write the words that have the ‘al’ ending under *metal*. Write the words that have the ‘il’ ending under *April*.

~~harmful~~

fossil

hospital

evil

total

pencil

several

awful

peaceful

hopeful

normal

civil

‘ul’
as in *useful*

‘al’
as in *metal*

‘il’
as in *April*

harmful

Name: _____

Help Hazel on her way. Write a word from the box on each space.

vowel

nickel

enamel

level

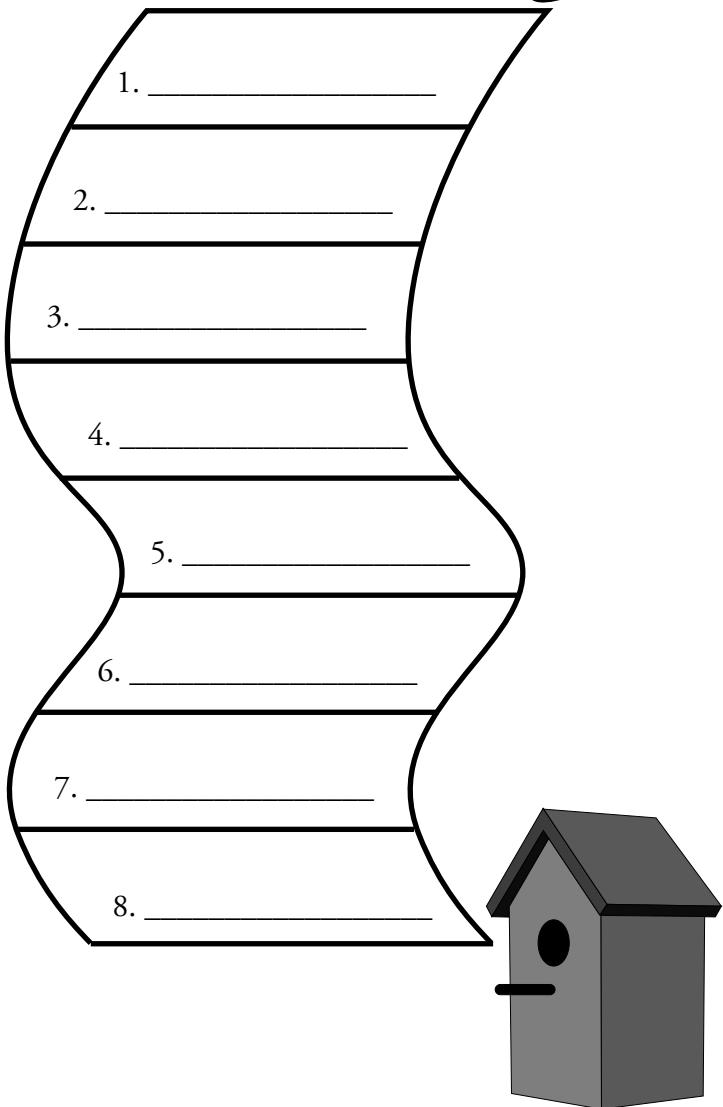
channels

telescope

antelope

envelope

1. You put a letter in this
2. An animal with antlers
3. You can see the stars with this
4. You have a lot of these on TV
5. even
6. The white part of your teeth
7. 5 cents
8. a, e, i, o, u are all this



Name: _____

Write a word for each picture from the box.

single

whistle

cattle

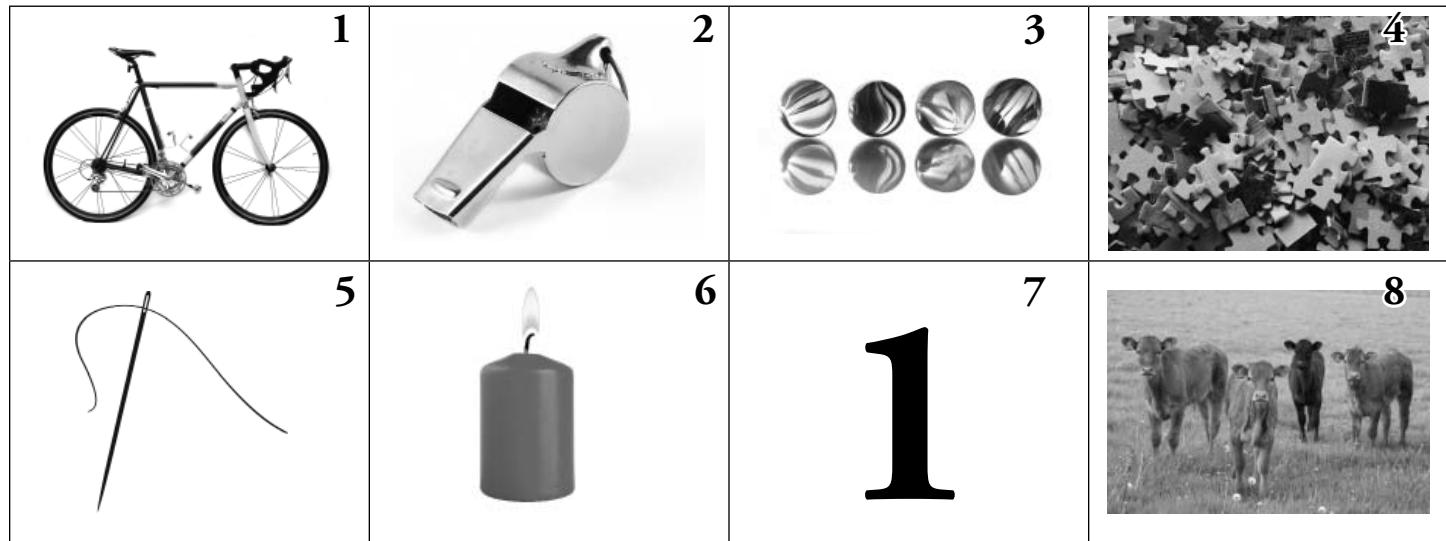
bicycle

candle

marbles

needle

puzzle



1. It has two wheels: _____
2. Your P.E. teacher many have one: _____
3. Round glass spheres: _____
4. Jigsaw: _____
5. A _____ and thread
6. This is on your birthday cake: _____
7. Just one: _____
8. Lots of cows: _____

Name: _____

Fill in the Blanks

bubble	apples	beagles	noodles	eagle
maple	single	candle	poodles	stable

1. A horse will stay in the _____ on a rainy day.
2. Mom likes to light a _____ on the table at supper.
3. A _____ leaf is on the Canadian flag.
4. _____ and _____ are kinds of dogs.
5. I like to blow a big _____ with my gum.
6. Would you like to help me pick the _____ from the tree?
7. An _____ is a symbol of our country.
8. I like to eat spaghetti _____.
9. I can't eat just one _____ chip, I can eat the entire bag.

Name: _____

Dear Family Member,

The words shown below all end with 'le'. Please help your child practice reading these words. Ask your child to use each word in an oral sentence after he or she reads it.

single	handle	gamble	temple
stable	cradle	idle	twinkle
able	title	needle	apple
gurgle	jingle	cattle	purple
bubble	eagle	steeple	beagle

Name: _____

Fill in the Blanks

mother	camel	decide	cover	animals
jungle	cousin	fossils	angels	chief
petals	bubble	afraid	wonderful	little

1. Could you help me _____ between a cookie or a cupcake?
2. I call my _____, “Mom.”
3. It was a _____ party and we all had fun!
4. An animal with two humps is called a _____.
5. I have a night light because I am _____ of the dark.
6. Monkeys live in the _____.
7. The rose _____ were scattered in front of the bride.
8. I like to blow a big _____ with my gum.
9. My _____ and aunt will come to spend the night.

Name: _____

mother	camel	decide	cover	animals
jungle	cousin	fossils	angels	chief
petals	bubble	afraid	wonderful	little

10. The baby bird is too _____ to fly.
11. A zoo has a lot of _____.
12. Will you _____ the dish before you place it in the fridge?
13. Some of the _____ were from long, long ago.
14. The leader of a Native American tribe is often called a _____.
15. Some people believe that _____ have wings.

Name: _____

Fill in the Blanks

hospital	decide	normal	America
pedal	petals	animal	cheerful
April	signal	emergency	principal
appear	dangerous	equals	helpful

1. In an _____, call 911.

2. The rose _____ smell great!

3. She is always smiling and _____.

4. It would be _____ to me if you would clean your room.

5. My favorite _____ is a panda.

6. She is a nurse in a _____.

Name: _____

hospital	decide	normal	America
pedal	petals	animal	cheerful
April	signal	emergency	principal
appear	dangerous	equals	helpful

7. The month after March is _____.
8. I can't _____ if I would like red or pink ribbons.
9. Two plus two _____ four.
10. We live in the United States of _____.
11. It is very _____ to skate on thin ice.
12. Turn left at the next traffic _____.

Name: _____

Fill in the Blanks

station

options

attention

infection

dictionary

vacation

1. Select one of the following options.

2. If you don't know what a word means, you can look it up in the _____.

3. This summer, we will take a _____.

4. If you don't clean that cut, you might get an _____.

5. We need to stop at a gas _____.

6. If you want to understand, you should pay _____.

Name: _____

Fill in the Blanks

reflection

lotion

potion

invention

stationery

emotions

1. The witch is making a sleeping _____.

2. If you look in the pond, you will see your _____ staring back at you.

3. Carol wrote the letter on _____.

4. To keep your skin from drying out, use _____.

5. Jealousy and anger are _____.

6. The wheel is a great _____.

Section VI-B

Tricky Spellings 'a' and 'e' Worksheets

Name: _____

Sort the underlined words with tricky spellings.

'a'	→ /a/	hat	band	last
	→ /ae/	paper	later	lady
	→ /ə/	about	along	balloon

	/a/ as in <i>hat</i>	/ae/ as in <i>paper</i>	/ə/ as in <i>about</i>	/aw/ as in <i>hall</i>
1. Summer comes after <u>fall</u> .				
2. Can you set the <u>table</u> ?				
3. She told him to go <u>away</u> .				
4. Let's get some books from the small <u>bookcase</u> .				
5. What do you <u>want</u> ?				
6. Take out the <u>trash</u> .				
7. Let's <u>have</u> eggs for lunch.				
8. This envelope needs a <u>stamp</u> .				

Name: _____

Sort the underlined words with tricky spellings.

'a'	→ /a/	hat	band	last
	→ /ae/	paper	later	lady
	→ /ə/	about	along	balloon

	/a/ as in <i>hat</i>	/ae/ as in <i>paper</i>	/ə/ as in <i>about</i>
1. She has a yellow <u>cap</u> .			
2. She is wearing her silver necklace.			
3. To mail this letter, I need one <u>stamp</u> .			
4. When my mom cooks, she wears her <u>apron</u> .			
5. I need a <u>map</u> to find the park.			

Name: _____

Tricky Spelling: ‘a’

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

‘a’ > /a/ (*hat*) vs. ‘a’ > /ae/ (*paper*) vs. ‘a’ > /ə/ (*about*)

Target Word	Possible division	2nd possible division	Possible sentence for meaning (Remember the sentence is done orally.)
cabin	ca bin	cab in	We will stay at the _____ in the woods.
paper	pa per	pap er	I need a sheet of _____ to write my words.
table	tab le	ta ble	We eat supper at the _____.
basket	bas ket	ba sket	Please place the eggs in the Easter _____.
napkin	nap kin	na pkin	Use the _____ to wipe your face.
crater	cra ter	crat er	The volcano _____ is huge.
faster	fas ter	fa ster	The rabbit is _____ than the tortoise.
rapid	rap id	ra pid	Another word for fast is _____.
magic	mag ic	ma gic	The _____ hat is on Frosty’s head.
major	maj or	ma jor	In the army, a _____ is an officer.

Name: _____

Write the underlined words with the tricky spelling ‘a’ sounded /a/ under *bad*, the words with the tricky spelling ‘a’ sounded /ae/ under *acorn*, the words with the tricky spelling ‘a’ sounded /ə/ under *about*, and the words with the tricky spelling ‘a’ sounded /aw/ under *hall*. Sort only the words in which the ‘a’ is underlined.

I know a lady who happens to have ten babies. The lady spends all day feeding them, changing them, carrying them around, and washing them. When she’s changing her babies, the lady has to watch that they don’t fall off the changing table. When she’s feeding her babies, the lady has to watch that they don’t swallow something that they should not. It’s a nonstop job. The crazy part is that the lady wants another ten babies! I cannot understand that!

/a/
as in *bad*

/ae/
as in *acorn*

/ə/
as in *about*

/aw/
as in *hall*

Name: _____

If a square has a word with the letter ‘a’ sounded /a/, make it red.

If a square has a word with the letter ‘a’ sounded /ae/, make it yellow.

If a square has a word with the letter ‘a’ sounded /ə/, make it green.

If a square has a word with the letter ‘a’ sounded /aw/, make it orange.

after	about	began	family	around
matter	affect	halt	taken	cannot
radio	apple	perhaps	idea	avoid
rather	having	village	carry	cake
ability	chapter	call	China	strange

Name: _____

Write the words with the tricky spelling ‘a’ sounded /a/ under *bad*, the words with the tricky spelling ‘a’ sounded /ae/ under *acorn*, the words with the tricky spelling ‘a’ sounded /ə/ under *about*, and the words with the tricky spelling ‘a’ sounded /aw/ under *hall*.

giant

fall

actress

lasted

extra

orange

faking

alone

apple

chapter

able

around

/a/
as in *bad*

/ae/
as in *acorn*

/ə/
as in *about*

/aw/
as in *hall*

giant

Name: _____

The letter 'a' can stand for four sounds. Which sounds does it stand for in the underlined letters in these words? Mark all that apply.

<u>Alaska</u>	<input type="radio"/> /a/ as in <i>cat</i>	<input checked="" type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /a/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>America</u>	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>pajamas</u>	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>Canada</u>	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>Abraham</u>	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>banana</u>	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>Arabia</u>	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>Almanac</u>	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>Africa</u>	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>

Name: _____

Sort the underlined words with tricky spelling.

‘e’	→ /e/	pet	left	letter
	→ /ee/	me	rewind	legal
	→ /ə/	debate	appetite	strategy

	/e/ as in <i>pet</i>	/ee/ as in <i>me</i>	/ə/ as in <i>debate</i>
1. He is singing the National Anthem.			anthem
2. This glass is <u>empty</u> .			
3. Dad and I saw a play at the <u>theater</u> .			
4. I need a carton of <u>eggs</u> .			
5. Don’t squash the bug between the rocks!			
6. The balloon is filled with <u>helium</u> .			
7. The leaves are <u>decaying</u> .			

Name: _____

Tricky Spelling ‘e’

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

‘e’ > /e/ (*pet*) vs. ‘e’ > /ee/ (*me*) vs. ‘e’ > /ə/ (*debate*)

Target Word	Possible division	2nd possible division	Possible sentence for meaning (Remember the sentence is done orally.)
rewind	rew ind	re wind	Please _____ the program to the beginning.
debate	de bate	deb ate	When two sides don’t agree, sometimes they _____.
strategy	strat e gy	strate gy	The General’s _____ was to attack at night.
became	be came	bec ame	We _____ third graders at the end of second grade.
demand	dem and	de mand	It is not polite to _____ things from others.
decorations	dec or a tions	de cor a tions	The Easter _____ were pastel colors.
helmet	hel met	helm et	My bike _____ is purple.
cement	cem ent	ce ment	The sidewalk is made of _____.
memory	me mory	mem ory	My _____ is not what it used to be.
beckon	beck on	be ckon	He wants us to come over so he will _____ with his hand.

Name: _____

The letter ‘e’ can stand for three sounds. It can stand for /e/ as in *bed*, /ee/ as in *me*, or /ə/ as in *debate*. Each sentence below has a word with an underlined ‘e’. Which of the three sounds do you hear in each word?

1. His best race is the 100-**meter** dash.

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

2. The **men** mixed up a batch of cement.

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

3. I have a bug bite on my **elbow**.

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

4. When I was fifteen I went on a trip to **Egypt**.

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

Name: _____

5. That night we stayed in a **hotel**.

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

6. When I saw the sticky glop on my plate, I lost my **appetite**.

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

7. Can you keep a **secret**?

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

8. Dad is sick. He is running a **fever**.

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

9. Miss Douglas, I did not understand the **lesson**.

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

Name: _____

If a square has a word with the letter ‘e’ sounded /e/, make it red.

If a square has a word with the letter ‘e’ sounded /ee/, make it yellow.

If a square has a word with the letter ‘e’ sounded /ə/, make it green.

children	send	began	system	wanted
himself	second	decay	me	report
open	equal	given	hello	started
problem	parent	moment	legal	deposit
except	decide	subject	she	hundred

Name: _____

First read the words. Then write the words with the tricky spelling ‘e’ sounded /e/ under *send*, the words with the tricky spelling ‘e’ sounded /ee/ under *behind*, and the words with the tricky spelling ‘e’ sounded /ə/ under *debate*.

pebble

abdomen

mention

she

algebra

relic

symmetry

metallic

equal

pencil

lesson

repeat

/e/

as in *send*

pebble

/ee/

as in *behind*

/ə/

as in *debate*

Section VI-B

**Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/
Practice Sentences and Stories for Oral Reading**

Name: _____

Mama said to change out of my pajamas.

We are going across town to run an errand.

We will get balloons for Dad's birthday.

Then we will have salad for lunch.

Mama said to bring an umbrella just in case.



Name: _____

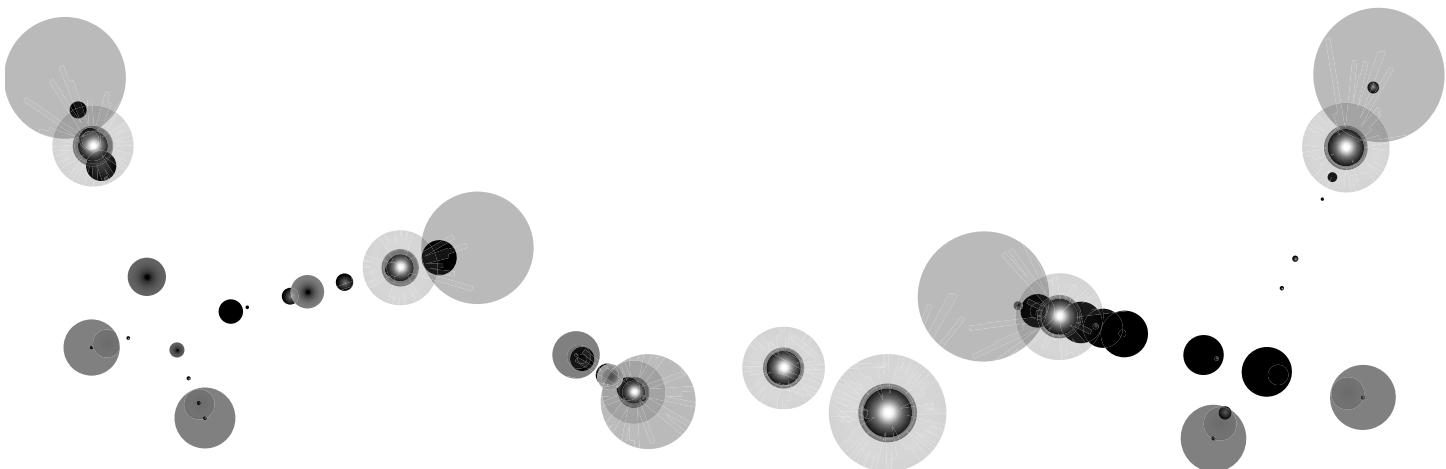
Hello Ellen,

I am in Kentucky for a benefit comedy show. The show is raising money to help repair the cafeteria at my friend's school. A tree fell on the building during a severe storm. I said hello to the people doing the show before I sat down.



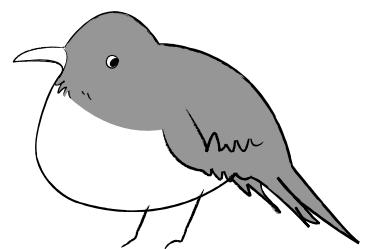
Name: _____

Donald, do you like animal-shaped cereal? I like buffalo shapes in my cereal. I like mammal shapes; such as tigers, lions, and big cats. Donald, do you like animal-shaped cereal?



Name: _____

April is a happy month. Young ducks happily splash in ponds. The dry soil greedily soaks up the April showers. As April rains steadily fall, baby birds readily stretch their long necks up toward the raindrops. The bird family happily welcomes the April rain.



Name: _____

Hazel the squirrel likes to travel. She packs her flannel nightgown and her box of jewels in her duffel bag. She likes her nice warm camel hair coat. Hazel packs a novel to read on the trip and a nickel for the subway fare.



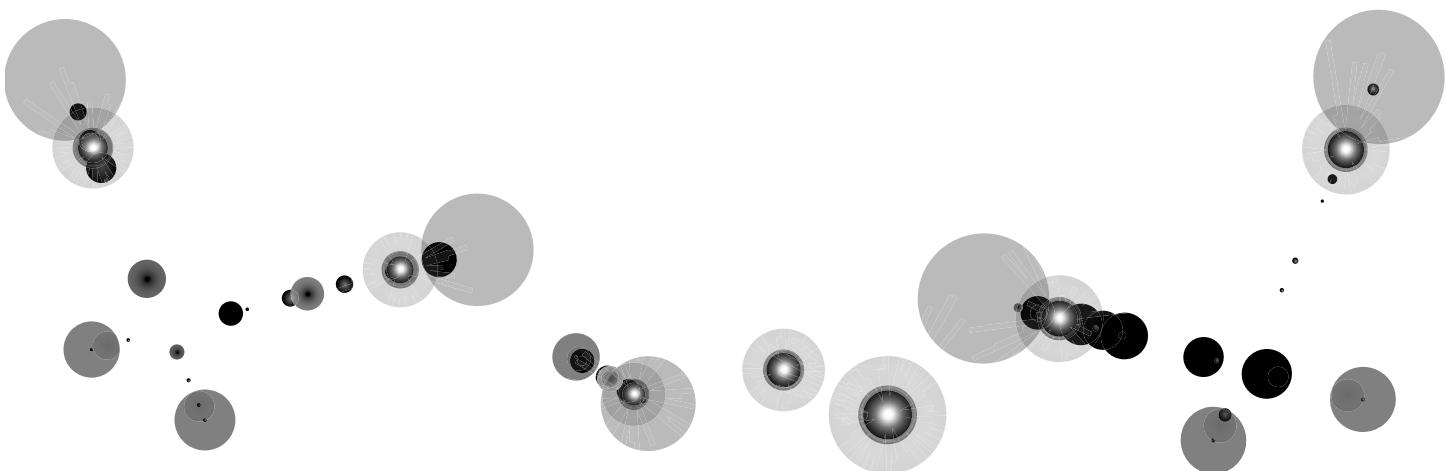
Name: _____

Uncle Charles plays with me when he comes to visit. We blow purple bubbles, play in puddles, and shoot marbles. Sometimes we find colored pebbles that sparkle and shine. Once we built a castle and had a sword battle in the middle of my bedroom.



Name: _____

It is almost time for summer vacation. Our tradition is to have a celebration for the start of summer. The decorations will be of our very own invention. We like to see people's reactions to our decorations. Last year, our theme was "The Best Invention of All Time." People still mention the decorations when they recall the celebration.



Section VI-C

Spelling Alternatives and Tricky Spellings Associated with /ə/ and /u/ Assessment

Assessment

Provide students with the sheet labeled Section VI Assessment that has 10 rows of words (20 total).

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

- | | | | |
|-------------|------------|---------------|--------------|
| 1. across | 6. apple | 11. traction | 16. hideous |
| 2. courtesy | 7. nation | 12. above | 17. petal |
| 3. mother | 8. funnel | 13. dangerous | 18. fossil |
| 4. decide | 9. couple | 14. wonderful | 19. cheerful |
| 5. shove | 10. cousin | 15. love | 20. animal |

Below are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation. Any student who scores less than 16 out of 20 correct needs further remediation.

- | | | | |
|----------------|------------------------------|-------------------------------|-----------------------------|
| 1. 'a' > /ə/ | 6. 'le' > /ə/ + /l/ | 11. 'tion' > /sh/ + /ə/ + /n/ | 16. 'ous' > /u/ |
| 2. 'e' > /ə/ | 7. 'tion' > /sh/ + /ə/ + /n/ | 12. 'o_e' > /u/ | 17. 'al' > /ə/ + /l/ |
| 3. 'o' > /u/ | 8. 'el' > /ə/ + /l/ | 13. 'ous' > /u/ | 18. 'il' > /ə/ + /l/ |
| 4. 'e' > /ə/ | 9. 'le' > /ə/ + /l/ | 14. 'ful' > /f/ + /ə/ + /l/ | 19. 'ful' > /f/ + /ə/ + /l/ |
| 5. 'o_e' > /u/ | 10. 'ou' > /u/ | 15. 'o_e' > /u/ | 20. 'al' > /ə/ + /l/ |

Name: _____

Section VI Assessment

Circle the word you hear your teacher say.

- | | | | | |
|-----|-----------|-------------|----------|----------|
| 1. | across | amount | amiss | claws |
| 2. | severe | strategy | courtesy | benefit |
| 3. | mom | mother | brother | bother |
| 4. | determine | deduct | define | decide |
| 5. | shove | shut | shovel | shoot |
| 6. | able | apple | ample | apply |
| 7. | native | notion | nation | national |
| 8. | funny | fundamental | fulfill | funnel |
| 9. | copper | cuddle | couple | cable |
| 10. | cousin | couple | cupful | cotton |

Name: _____

Circle the word you hear your teacher say.

- | | | | | |
|-----|------------|-----------|-----------|-----------|
| 11. | traction | fraction | faction | addition |
| 12. | above | about | avoid | amend |
| 13. | fabulous | dangerous | dangers | dagger |
| 14. | wonderland | wistful | wonderful | wondering |
| 15. | glove | lovely | love | clove |
| 16. | hide | hideout | hidden | hideous |
| 17. | peel | pebble | puddle | petal |
| 18. | missile | dismissal | fizzle | fossil |
| 19. | cheerful | hopeful | helpful | careful |
| 20. | animate | animal | annual | anything |

Section VI-D

Stories
Sir Gus
(from Grade 2, Unit 5)

Name: _____

The Beginning

Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.

King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.

King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.

The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name “Fearless.” This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.

Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint.



Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight.

Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.

Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.

All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.



Name: _____

The Thief

One dark and stormy night while King Alfred was sleeping, a thief crept into his bedroom and stole the king's golden ring. The next morning, when the king woke up, he saw that his ring was gone!

The king was very sad.

"Someone stole my ring!" he cried in agony. "It was my father's ring, and his father's before him. It is a king's ring. I must have it back!"

King Alfred was so upset in the morning; he could not eat his herring on toast.

King Alfred summoned his twelve brave knights. Eleven of them came at once on horseback. Sir Gus the Fearless came later, on foot. Sir Gus explained why he was late. He explained that he had lost his horse.

"Why, good sir," said the king, "you will not get very far on foot!"

"Yes, my lord. I mean no, my lord," replied Sir Gus. "The problem is, your majesty, that when I am on my horse, I itch. I had such a bad itch last night that I fell off my horse and it ran off."

"Well, you must stop itching then," said the king.



"Yes, indeed," replied Sir Gus, trying very hard not to itch.

Then the king told the knights what had happened. He told them he was counting on them to recover his ring.

The next day, at sunrise, eleven of the knights galloped off to find the thief.

Some time after lunch, Sir Gus was awakened by the king himself.

"Not up yet?" asked the king.

"Pardon me, my lord," stammered Sir Gus. "I was just..."

"Never mind!" said the king. "There's no need to explain. Why should you be up at the crack of dawn? For what can a knight do without a horse? But never fear! I have a gift for you. You may take my horse. But you must be careful, Sir Gus. My horse is the fastest in the land."

Sir Gus got out of bed. He stretched and yawned loudly. Then he got dressed.

"Do not fear," said Sir Gus, as he mounted the horse. "I am an—"

And with that, Sir Gus was carried off. The king's horse had shot off like an arrow.



Name: _____

Fire!

It was not hard to find the troll. Trolls cry when they are hungry. The knights simply followed the sound of loud sobs and eating.

As nightfall neared, the knights arrived at the foot of a large hill. The troll had spent all day eating the rocks and plants on the hill. All that was left on the hill were some prickly plants and some old, dying trees.

Near the top of the hill was a cave. Scary troll sounds were coming from inside the cave.

The knights met in a grove at the foot of the hill. They knelt down and made a plan.

"When it is dark we will light our torches," said Sir Tom. "Then we will creep up the hill. The sight of the flames will scare the troll and it will go back to its home beneath the ground."

"And what if that plan fails?" asked Sir Ed. "I don't care to be the troll's dinner."

"Well, do you have a better plan?" asked Sir Tom.

Sir Ed said nothing. The other knights were quiet, as well.

At that very moment came the sound of a horse trotting nearby.

"Found you at last!" said Sir Gus as he rode up to the knights. "So, my fellow knights, tell me, have you devised a plan of attack to defeat this monstrous troll?"

"Yes, we have!" said Sir Tom. "We have agreed that our bravest knight will creep up the hill with a torch and frighten the troll away."

"Splendid idea!" said Sir Gus. "And who is going to attempt this brave deed?" he asked, looking around.

"You!" said Sir Tom and Sir Ed together.



“But, but... well... I... er... um...,” said a reluctant Sir Gus.

It was no good trying to get out of it. Sir Tom handed Sir Gus a lit torch. Then he pointed at the cave.

Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

From inside the cave came alarming troll sounds.

“Snnniccck, Snnnummm, Guffumfffff!”

The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus’s feet. Sir Gus jumped back, trying to avoid the flying pieces of rock.

Suddenly there was a thumping sound. Thump! Thump! Thump! The troll was coming out of the cave!

As the troll got closer, the sounds got louder.

“SNNNNICCCK, SNNNUUUUMMM, GUFFUMFFFFF!”

Sir Gus was afraid. He started to feel weak in the knees. At last he fainted. His torch fell to the ground. It landed on some dry, prickly plants near the mouth of the cave. The plants caught on fire. The flames got bigger quickly.

From inside the cave came a scream. Then came the thumping sound of a large beast running away. Soon, all that remained was the sound of crackling flames.

Sir Gus lay on the ground for a while. At last the heat from the fire woke him. He got up and ran back down the hill.

When Sir Gus appeared, the knights shouted, “Hooray! Brave Sir Gus lit the fire! He has driven away the troll! Hooray for Sir Gus!”



Name: _____

The King's Ghost

"Ar! Do as we say or die!" came the sound of a large booming voice from somewhere on the water.

King Alfred and eleven of his knights jumped with fright. They had all tried to sail the boat in the stormy waves and strong winds. They looked up to see a pirate ship flying a black flag. The pirate ship had sailed up next to the king's boat.

The king and the eleven knights were not prepared to fight. The knights did not have their lances or shields with them.

"I will count to ten," shouted the pirate chief. "If you do not hand over the king and his boat by then, we will attack! We do not care to harm you, but if we must, then we must!"

The pirate chief began to count, "One, two . . . um." He hesitated. (Pirates aren't good at math!)

"Three," came a voice from below. It was Sir Gus. He was lying down below the deck, and he was feeling very ill.

Sir Gus was so ill that he had no idea what was happening. The strong winds had kept him from hearing what the pirate chief had said. All he could make out was the sound of someone counting.

"Thank you," said the pirate chief. He went on counting. "Seven, eight, nine . . ."

"Uuuuuug! Ooooooe!" came a loud and scary sound from inside King Alfred's boat.

"Uuuuuug! Ooooooe!"



"What is that hideous sound?" yelled the pirate.

"It is the ghost of our last king, and it protects our ship!" replied Sir Tom.

Sir Tom was well aware that, in fact, the hideous sound was coming from Sir Gus, who was feeling very sick indeed, but he was hoping to scare the pirates away with a ghost story.

"Uuuuuug! Ooooooe!" came the sound again.

"If you harm the king," Sir Tom shouted, "you will be haunted by this evil, vengeful ghost! I will count to ten, and you had better go away, you thief! The ghost would rather not harm you, but if it must, then it must."

Pirates are very afraid of ghosts. And so, within seconds, the pirate ship began to sail away.

Not long after, the clouds cleared and the waves died down. Sir Gus felt some relief and came limping back up on deck.

"Well done, Sir Gus!" said the king. "You scared those evil pirates away by pretending to be a ghost."

"I did?" said Sir Gus, still looking rather green in the face.

"Why, yes!" said the king. "Such a clever and helpful trick! How can I ever repay you for your wisdom and bravery? Perhaps I should award you a medal?"

"Your majesty," said Sir Gus, "the best payment of all would be if you would order the captain to sail this boat back to land. I find the nautical life not to agree with me."

And with that, the king's boat sailed for home.



Name: _____

The King's Birthday

Six months passed until King Alfred saw his knights. This time he did not need their help, but he asked them to come to his birthday party. The king had asked 500 people to join him. He had made plans for a large feast, as well as jousting, magic, and dancing. Everyone was very excited.

The palace was filled with five thousand candles. Gold cloth was draped on the walls. King Alfred had planned a treat for everyone. Just as the jousting was about to begin, a thousand white doves were to be released into the sky above the palace.

King Alfred asked King Henry, the king of another kingdom, to attend the birthday party. The twelve knights were coming too. King Henry's knights were going to challenge King Alfred's knights in jousting. The winners would get 100 gold coins each.

On the day of the party the king met with some of his knights.

"This is going to be the best party ever!" said the excited king. "I am eager to see each of you joust. I think King Henry and his knights will be amazed by your skill."

"Winning will be our birthday gift to you, sire!" said Sir Pete.

"We are the most feared knights of all time!" said Sir Tom. "We will crush them! We will make them cry!"

Sir Gus looked as his fellow knights boasted of their skill. He did not join them. In fact, he was very nervous. He was hoping that he would not start itching and fall off his horse.



"I know you will win," said the king. "And that will make a fine birthday present. I thank you in advance!"

The knights began to file out.

"Sir Gus!" called the king.

"Your majesty?" said Sir Gus.

"Do you like my birthday cake?" asked the king.

"Yes, sire."

"Do you see how the royal baker made a tiny king out of icing that looks just like me?"

"Yes, sire."

"It is a wonderful birthday present! But the best present of all will be seeing you defeat Sir Ivan the Black Knight in the jousting."

"Sir Ivan?" asked Sir Gus nervously.

"Yes," said the king. "He has made quite a fearsome name for himself. But I trust you will beat him."

Sir Gus was too scared to speak.

"Well, then," said the king. "Off you go! And happy birthday to me!"



Section VI-E

Fluency Assessment

Fluency Assessment

The second assessment for Section VI that you may choose to give students is a Fluency Assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Young Mouse." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately ten minutes to read the story. If the student cannot read the story in ten minutes, this is a clear indication that he or she is struggling and needs to work on fluency.

Directions: Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the student reads the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records given represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table to find students' fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

Name: _____

The Young Mouse

- Once upon a time there was a young mouse who had never left his 14
mother's side. One day the young mouse went outside for a walk 26
to explore. But it was not long until he came running back to his 40
mother. 41
- "Mother! Mother!" said the young mouse. "What a scare I have had! 53
I was walking along when I saw two strange animals. One of them 66
looked a lot like me. She had paws and a tail. She looked soft, and 81
kind, and graceful. 84
- But the other one was a scary monster! You should have seen him! 97
He had just two legs and scratched at the ground with his claws. He 111
kept beating his arms. He was ugly, too. He had no fur, just feathers, 125
and he had big red flaps hanging from his head and neck. But what 138
scared me the most was the awful sound he made. It sounded like 151
cock-a-doodle-doo!" 156

The young mouse went on. “I wanted to say hello to the nice animal 170
that looked like me. She was so lovely, and she looked so good and 184
gentle. She had thick, glossy hair and a modest face. As she looked at 198
me, she waved her fine, long tail and smiled. I think she was about 213
to speak to me when the other animal let out his awful scream. I was 227
so scared that I ran for my life. I didn’t even have time to smile back 243
at the nice animal. It is such a shame. I would have liked to meet 258
that lovely animal.” 261

“My son,” said the mother, “the animal that scared you was a rooster. 274
He may look and sound scary, but he would never harm you. The 287
other animal that you saw was a cat. She may look good and gentle, 301
but she is no pal of ours. She would gladly eat you and your mice 316
pals. In fact, she would have eaten you if you had not run away. So 331
be thankful, my son, that you escaped with your life. Stay close to 344
me and remember that things are not always what they seem to be.” 357

W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *The Young Mouse*

Total words in story (not including title): 357

<p>Words</p> <p>Words Read <input type="text"/></p> <p>Uncorrected Mistakes <input type="text"/></p> <p>Words Correct <input type="text"/></p>	<p>Time</p> <p>Minutes <input type="text"/> - Seconds <input type="text"/> Finish Time</p> <p>Start Time <input type="text"/> - Elapsed Time <input type="text"/></p> <p>$(\text{ } \times 60) + \text{ } = \text{ }$ Time in Seconds</p>
<p>W.C.P.M.</p> <p><input type="text"/> ÷ <input type="text"/> × 60 = <input type="text"/></p> <p>Words Correct Time in Seconds W.C.P.M.</p>	

Compare the student's W.C.P.M. score to national norms for Grade 3.
See chart in the Introduction of this Guide.

Section VII

Assorted Spelling Alternatives and Tricky Spellings

'ph' > /f/

'ea' > /e/

'ar' and 'or' > /er/

'ch' > /k/

'i' > /ee/

'wa' and 'a' > /o/

Section VII-A

Assorted Spelling Alternatives and Tricky Spellings Lesson Template

Spelling Alternatives and Tricky Spellings

Focus: Spelling Alternatives	Teaching	Materials
Warm-Up	<p>Working in a small group, show students Spelling Cards previously taught.</p> <p>Say the sound and have students repeat or have students say the sound as you show students the Spelling Card.</p>	<p>previously taught Spelling Cards</p> <p>Code Flip Books</p>
Introduction/Teaching	<p>Ask students for the spellings they know for the particular sound.</p> <p>Write the spellings and write several words with that spelling.</p> <p>Introduce the spelling alternative.</p> <p>Write words with the alternate spelling.</p> <p>Go over the alternative spelling by reviewing the spelling of the target sound and words that are written with that spelling, using the Spelling Card(s) and Code Flip Book(s).</p> <p>Have students repeat the words.</p> <p>Repeat the words and ask students where the target sound is located, while referring to the Individual Code Chart.</p>	<p>board or chart paper</p> <p>Spelling Card(s)</p> <p>Code Flip Book(s)</p> <p>Individual Code Chart</p>
Guided Practice	<p>Have a pocket chart or chart paper or use the board with a column for each spelling alternative.</p> <p>Give students cards with words with the different spellings of the target sound.</p> <p>Students read their words and place them under the correct column by spelling.</p>	<p>pocket chart or chart paper on board</p>
Suggested Independent Practice	<p>Students can read isolated words with targeted sound.</p> <p>Students can read list of words or phrases with targeted sound.</p> <p>More proficient students can read connected decodable text with targeted sound.</p>	

Section VII-B

Spelling Alternative 'ph' > /f/ Word List

Name: _____

Read these words that have the /f/ sound spelled 'ph'. Then circle the letters that stand for the /f/ sound in each word.

phone	phrase	graph	sphere
dolphin	triumph	orphan	phantom
paragraph	alphabet	photograph	emphasize
physical	atmosphere	pharmacy	elephant
homophone	telephone	microphone	Joseph
amphibian	apostrophe	geography	biography

Section VII-B

Spelling Alternative 'ph' > /f/ Worksheets

Name: _____

Fill in the Blanks

photograph

homophones

amphibian

trophy

alphabet

paragraph

telephone

dolphin

1. Philip answered the _____.
2. 'Z' is the last letter in the _____.
3. Ralph saw a _____ swimming in the sea.
4. Sophie took this _____ of her sister with her camera.
5. Stephanie wrote the first _____ of the story.
6. Randolph won a _____.
7. "Road" and "rode" are _____.
8. A frog can live on land or in the water. It is an _____.

Name: _____

Do the bolded letters stand for the same sound? Write *yes* or *no*.

1. **t**rophy funny _____

2. **k**nock kettle _____

3. **s**phere **s**pear _____

4. **w**hen **w**itch _____

5. **t**raffic **or**phan _____

6. **n**ickel **k**not _____

7. **p**hone **p**ane _____

8. **gr**aph **gr**oup _____

9. **w**rite **w**hen _____

10. **w**rong **r**ight _____

Name: _____

Fill in the Blanks

dolphin graph elephant pharmacy phobia

phone trophy phase phonics phony

1. The bar _____ shows that we like green apples best of all.
2. Dad will call on his cell _____.
3. My two year old sister is in a stubborn _____.
4. Mom needs to stop by the _____ to pick up the pills that the doctor prescribed for my sore throat.
5. A _____ lives in the sea but it is a mammal that breathes air.
6. We study _____ every day in reading.
7. I have a fear, or _____, of spiders.
8. He is such a fake, he is _____.
9. The first place winner in the spelling bee got a _____.
10. We fed peanuts to the baby _____ at the zoo.

Name: _____

Circle letter(s) in each column to make a word to fill in the blank.

1. She has a _____ snake.

ph	u	ff	y
f	o	n	ea

2. Please use my cell _____ to call 911.

ph	u	ff	y
p	o	n	e

3. I can see the _____ swimming by the ship.

d	u	l	f	e	n	s
b	o	t	ph	i	m	z

4. The acorn just sprouted and the maple tree is in the seedling _____ of growth.

f	a	z	i
ph	u	s	e

5. We learn _____ so that we will be better readers.

f	u	e	g	z
ph	o	n	i	cs

6. Please tell me if this is a sentence or a _____.

ph	rr	i	s	ee
ff	r	a	z	e

7. I have a fear, or _____, of snakes.

f	u	b	e	a
ph	o	d	i	a

8. I can sing the _____ song.

e	f	a	d	e	t
al	ph	u	b	k	k

9. The ringing _____ woke me up.

t	i	l	a	ph	o	n	e
k	e	ll	e	ff	u	m	e

10. We will make a bar _____ of our favorite candy.

gl	e	ph
gr	a	ff

Name: _____

Use the words in the word box and the clues to complete the crossword puzzle on the following page.

phone	dolphin	alphabet	sphere	orphan
gopher	graph	photo	asphalt	hyphen

Down

1. Small burrowing animal
2. Another word for a picture taken with a camera
4. Another word for pavement
6. Mammal who swims in the sea

Across

3. A bar _____
5. A cell _____
7. A person who does not have a mom or dad
8. Your ABCs
9. Round ball
10. Little tiny line between words (e.g., Smith-Jones)

Name: _____

						1													
						2			3	4									
						5													
						6													
						7													
						8													
						9													
						10													

Section VII-B

**Spelling Alternative 'ph' > /f/
Practice Sentences for Oral Reading**

Name: _____

Practice Sentences for 'ph' > /f/

1. The physician told Philip to stop by the pharmacy to get his pills.
2. My nephew Joseph is a photographer.
3. Sophie was able to recite the entire alphabet when she was just three years old!
4. We saw elephants and dolphins at the zoo.
5. My teacher said we could take notes by writing just short phrases instead of complete paragraphs.
6. I asked to use the telephone at the pharmacy.
7. A baseball is an example of a sphere.
8. Jim Murphy won a trophy for coming in first place in the race.
9. Before CDs were invented, people played music on phonograph records.
10. We collected pamphlets from the travel agency about lots of different places that we wanted to visit.

Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/ Word List

Name: _____

Spelling Alternative: 'ea' > /e/ (*head*)

head

sweat

dead

deaf

tread

meant

thread

bread

breakfast

health

threat

wealth

steady

sweater

weather

leather



Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/ Worksheets

Name: _____

Fill in the Blanks

meat

head

peach

cream

heat

thread

health

sweater

meadow

bread

1. Mom needs a loaf of _____ to make sandwiches.
2. We will have a picnic in the grassy _____.
3. I hope there will be a _____ for me to eat.
4. I like to pour a little _____ over my fruit.
5. Will there be sandwiches with _____ and cheese?
6. If the _____ of the sun gets too hot, we can sit in the shade.
7. My sister went to the store to buy more _____ so my mother could finish the dress she is making.
8. Make sure to pack a _____ in case it is chilly.
9. Fresh air is good for your _____.
10. I will need a hat for my _____.

Name: _____

Fill in the Blanks

thread

spread

meant

dead

bread

breakfast

feather

dread

head

lead

1. Would you _____ butter on the toast?
2. I _____ to pick up the paper but I forgot it.
3. It has been a very dry summer with little rain, so some of the plants in the garden are _____.
4. My _____ is hurting from the loud noise.
5. I like _____ and jam for a snack.
6. My mom fixed the rip in my pants with a needle and _____.
7. Most people _____ going to the dentist.
8. Do you like eggs and bacon for _____?
9. I found the _____ of a bird outside next to a nest.
10. The pipes were made of _____.

Name: _____

Sort the words by sound.

peach	bread	dead	cream	dream
health	dread	deaf	mean	wealth
spread	sweat	scream	thread	seam
tread	stream	team	beaver	steam

'ea' > /ee/ (*beach*)

'ea' > /eɪ/ (*head*)

Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ea' > /e/

1. I need to purchase peaches, bread, and cream from the grocery store.
2. What would you like to eat for breakfast?
3. Please spread the peanut butter on the bread.
4. We saw many birds in the meadow, and I even found a feather.
5. There was a dam in the stream that the beavers had made.
6. If the weather turns cool, bring your sweater and leather jacket.
7. The bite of a black widow spider can be deadly.
8. I meant to do my homework, but I forgot.
9. Someone who is deaf cannot hear.
10. The tread on the tires is very bare.

Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/ Word List

Name: _____

Spelling Alternatives: 'ar' and 'or' > /er/

dollar

collar

lizard

custard

doctor

alligator

actor

polar

color

blizzard

favor

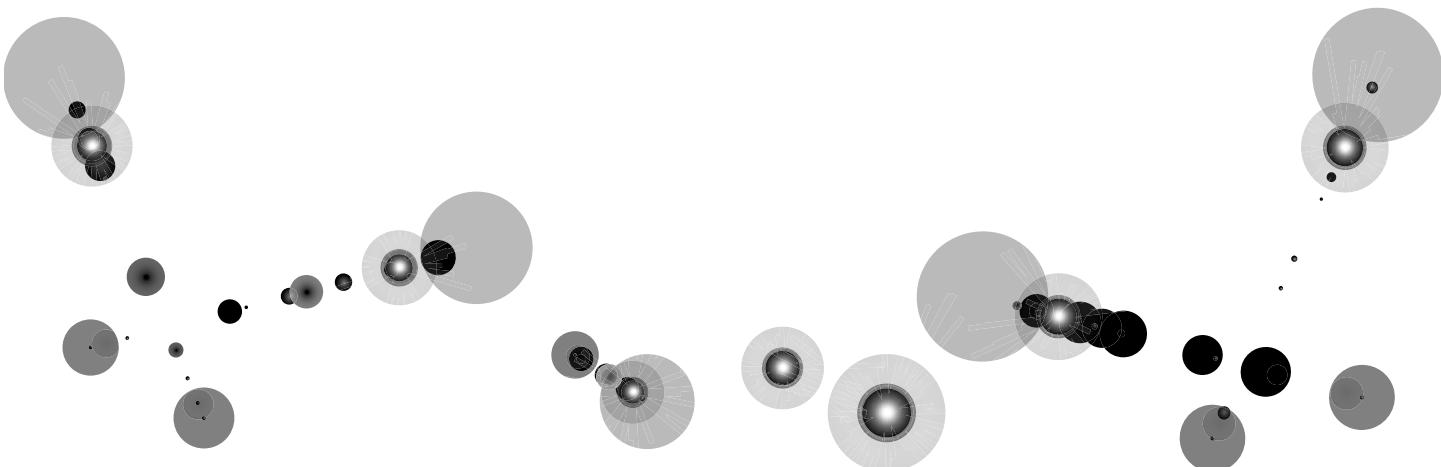
vapor

homework

backward

author

calendar



Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/ Worksheets

Name: _____

Read each word. Then mark the sound the underlined letters stand for. Hint: *Follow your ear, not your eye.*

1. **farmer** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

2. **snorting** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

3. **beggar** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

4. **favor** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

5. **corner** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

6. **effort** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

7. **custard** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

8. **army** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

9. **blizzard** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

10. **alligator** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

Name: _____

Fill in the Blanks

dollar

actor

color

history

doctor

polar

calendar

lizard

wizard

mustard

1. I would like _____, not ketchup, on my hot dog.
2. May I have a _____ to buy candy?
3. Do I have to get a shot when I go to the _____?
4. I like the _____ red.
5. Are all _____ bears white?
6. My teacher puts up a new _____ each month.
7. John is an _____ in the school play.
8. *The War of 1812* is a _____ book.
9. The _____ sat in the sun on a rock.
10. A _____ can cast a spell.

Name: _____

Find the Secret Message!

forward	diary	calendar	alligator	vapor
beggar	forgot	author	dollars	collar

1. The person who writes a book is called an

_____ 3 _____.

2. My shirt _____ 5 is crooked.

3. Don't go back! Go

_____ ! 10

4. The fierce _____ 1 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 jumped out of the water.

5. It will cost ten _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 to buy the toy truck.

6. I _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 to turn off the stove when I left home.

1. The poor _____ asked us for food
as we walked by.

2. My sister writes in her _____ every night
before she goes to bed.

3. The water _____ turned into fog.

4. It is a new month; please turn the
_____ page.

Now solve the secret message by writing the letters that match the numbers.

— 4 — 2 — 3 — 1 — 5 — 9 — 1 —
— 7 — 3 — 8 — 9 — 5 —
— 7 — 6 — 3 — 10 — 9 — 11 — 6 !

Name: _____

Fill in the Blanks

factory

orchard

similar

grammar

mirror

cellar

calendar

effort

blizzard

actor

1. I looked in the _____ while I brushed my hair.
2. We went to an apple _____ to pick apples from trees.
3. A synonym for a *basement* in a house is _____.
4. Someday I would like to be an _____ on a TV show.
5. My class visited a car _____ to see how cars are made.
6. Don't forget to mark the date on your _____.
7. I came in second place in the race, but I gave it my best
_____.
8. A _____ is a synonym for a bad snowstorm.
9. We both like the color green so we have _____ taste.
10. We are studying the parts of speech in our _____ lessons.

Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ar' and 'or'

1. Someday I would like to become either a doctor or an author.
2. The unexpected blizzard froze all of the oranges in the orchard.
3. That actor looks familiar, but I don't remember his name.
4. My dad gave the beggar a dollar.
5. Alligators and lizards are both reptiles.
6. The wizard's robe was black with stars the color of sparkling silver.
7. My history report and grammar homework are both due on March 5th, so I marked that date on the calendar.
8. The factory workers gave their best effort.
9. Would you do a favor for me and take my laundry to the dry cleaners on the corner?
10. Please ask the cleaner to put extra starch on the collars of my shirts.

Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/ Word Lists

Read the words aloud with your class.

In most words, the letters 'ch' stand for the /ch/ sound:

chin

chop

cheap

chore

chest

lunch

branch

change

However, in some words, the letters 'ch' stand for the /k/ sound:

school

Chris

chorus

stomach

anchor

echo

monarch

orchid

chemical

chemistry

chemist

character

mechanic

orchestra

architect

technical

Name: _____

Tricky Spelling 'ch'

chipmunk

chimney

chisel

ache

chapel

anchor

chemistry

approach

chorus

launch

character

archery

schedule

school

bachelor

scholar

architect

butterscotch

monarch

challenge

chairman

stomach

Christmas

technical



Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/ Worksheets

Name: _____

Fill in the Blanks

School

stomach

monarchy

anchor

chemist

architect

orchestra

echo

1. Chris is in tenth grade at East Side High _____.

2. A person who mixes chemicals is called a _____.

3. Christina shouted into the cave and her voice came back as an _____.

4. A person who draws plans for houses and buildings is called an _____.

5. Zachary plays the violin in the symphony _____.

6. This food is awful! I think I may be sick to my _____.

7. A country ruled by a king is called a _____.

8. The man tossed the _____ into the water.

Name: _____

Sort the words by sound.

ache	anchor	screech	ranch	rich
orchid	stomach	school	porch	change
chemical	munch	chord	child	coach
chorus	grinch	lunch	echo	headache

'ch' > /ch/(*chin*)

'ch' > /k/(*school*)

Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ch' > /k/

1. A king, who is the crowned ruler of a country, is a monarch.
2. To become a chemist, you must study the subject of chemistry.
3. The mechanic said it was a real challenge to fix the problem with the car.
4. Please check the school schedule to find out when we have vacation.
5. I feel terrible because I have a headache and a toothache!
6. The sculptor used a chisel to carve the marble.
7. I could hear the echo of your voice.
8. At church today, we all sang the chorus of the song.
9. A new character was introduced in this chapter.
10. The boat dropped anchor in the harbor.

Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/ Word Lists

Name: _____

Spelling Alternative: 'i' > /ee/ (*ski*)

patio

kiwi

spaghetti

pizza

zucchini

salami

taxi

ski

piano

media

medium

curious

radio

lollipop

cafeteria

chili



Name: _____

Tricky Spelling 'i'

item

India

Indian

violin

medium

radio

baptism

liter

visa

citizen

curious

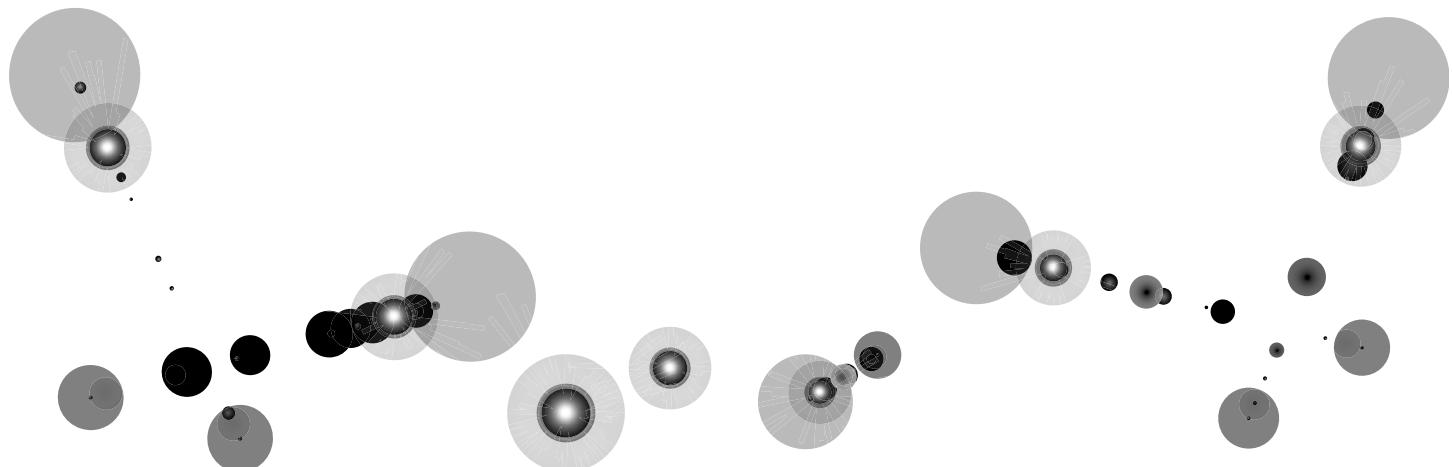
icicle

igloo

piano

cabinet

cafeteria



Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/ Worksheets

Name: _____

Find the Secret Message!

spaghetti

cafeteria

broccoli

salami

kiwi

lollipop

chili

Italian

zucchini

pizza

1. We had lunch in the

_____ _____ _____ _____ 5 _____ _____ _____ _____.

2. There were many kinds of food but I like

_____ 7 _____ _____ 1 _____ _____ _____ best of all.

3. I could not decide between

_____ _____ _____ _____ _____ 12 2 _____ _____ _____.

noodles or a slice of _____ _____ _____ _____ 6.

4. Then I saw the _____ _____ _____ _____ 4
and cheese sub.

Name: _____

spaghetti

cafeteria

broccoli

salami

kiwi

lollipop

chili

Italian

zucchini

pizza

5. Or maybe I should have the fruit and veggie plate with

_____ 9 _____ 10 _____,

_____ 11 _____ 8 _____,

and _____.

6. It was all too much to choose. So I just had a bowl of

_____ and crackers.

7. Then I had a grape

_____ for dessert.

Now solve the secret message by writing the letters that match the numbers.

1 2 3 4 !

5 6 7

8 9 10 11 12 !

Name: _____

Sort the underlined words with tricky spellings.

i	→ /i/	it	fish	his
	→ /ie/	driver	find	writer
	→ /ee/	ski	taxi	easier

	/i/ as in <i>it</i>	/ie/ as in <i>driver</i>	/ee/ as in <i>ski</i>
1. My mom plays the <u>piano</u> .			piano
2. I like pepperoni <u>pizza</u> .			
3. Instead of being mean, be <u>kind</u> .			
4. Curious means to want to know.			
5. Rub some sunblock on your <u>skin</u> .			
6. My dad was <u>furious</u> when the glass broke.			
7. I do not like beans in <u>chili</u> .			

	/i/ as in <i>it</i>	/ie/ as in <i>driver</i>	/ee/ as in <i>ski</i>
8. The huge waves tossed the <u>ship</u> .			
9. At the zoo, we saw a <u>tiger</u> .			
10. Do you like spaghetti <u>noodles</u> ?			
11. The lettuce is <u>crisp</u> .			
12. They play that song on the <u>radio</u> .			

Name: _____

Fill in the Blanks

igloo	media	item	impossible	chilly	chili
medium	violin	piano	curious	spaghetti	India

1. Mom made _____ beans and rice for supper.
2. The strings on the _____ are hard to hold down.
3. I need to practice my _____ lesson.
4. My teacher says that I am very _____ because I ask lots of questions and like to learn about new things.
5. I like _____ and meatballs best of all.
6. An _____ is a kind of home made of ice.
7. I needed my coat as it was a _____ spring day.
8. It is _____ to travel in time.
9. We have one _____ too many for the quick checkout line at the grocery store.
10. I need a _____ size shirt, not a small size.

Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'i' > /ee/

1. We ate our pizza outside on the restaurant patio.
2. The cafeteria is serving chili or spaghetti today.
3. I am curious to learn more about India because I am not familiar with Indian customs.
4. We listened to piano and violin music on the radio.
5. My teacher said we could use PowerPoint as part of our multimedia report about Italy.
6. The inside of a kiwi is green.
7. I take a medium size shirt.
8. Please pick up a liter of milk and some broccoli and zucchini when you go to the grocery store.
9. What flavor lollipop would you like?
10. If you are going to travel outside of the United States, you will need a passport and a visa.

Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Lessons

'wa' > /o/

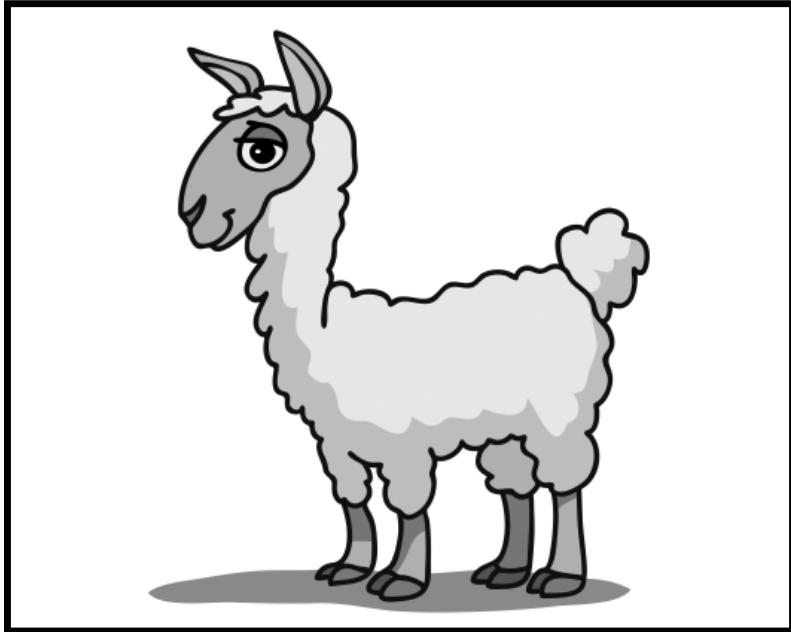
Ask students to turn to the worksheet that follows.

Tell students that they are going to learn about a new spelling alternative. Explain that you are going to read a story to them as they follow along with the pictures, much as they did in the lesson where they learned about the schwa sound and heard the story about the Spelling Spoilers.

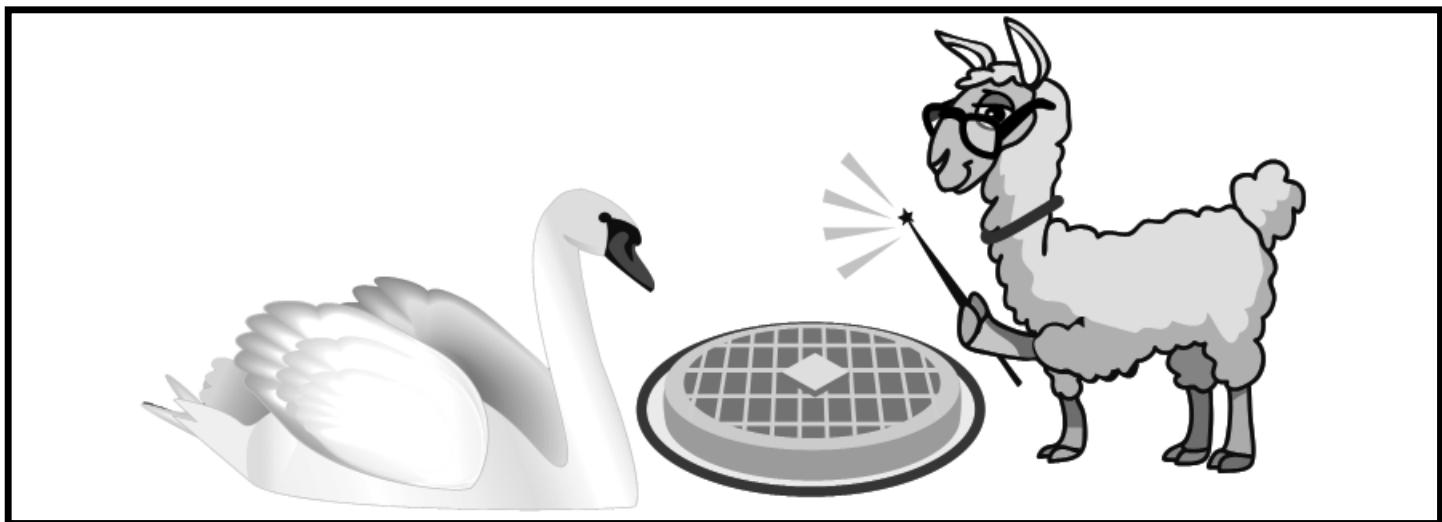
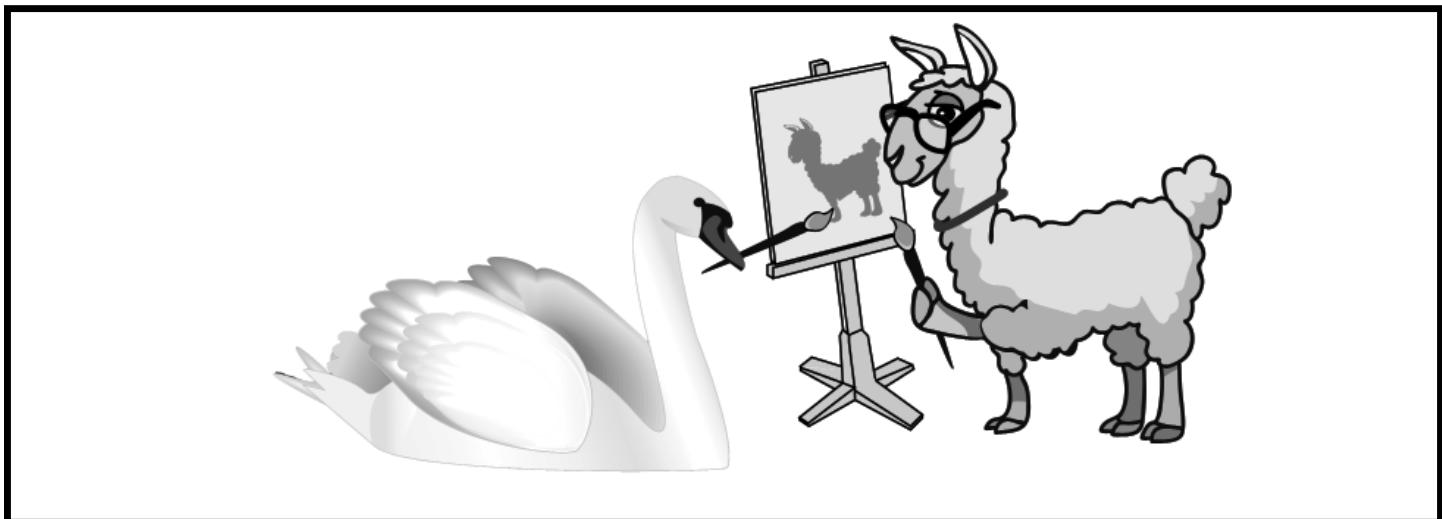
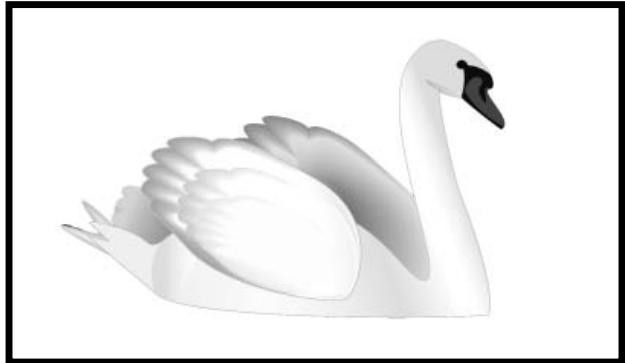
Ask students to point to the first picture on the page. Tell students that this is a picture of Watkins Llama, and that he is going to tell them about a very special sound for the spelling 'a'.

As students point to the picture, read the following: "Hi, Third Graders, my name is Watkins Llama. I like to wear green pajamas. I am a very special llama because my name will help you remember the spelling of a special sound: /o/. (Ask students to point to the next picture beside Watkins.) My friend, Wanda the Swan, will help you remember this sound as well. (Ask students to point to the picture next to Watkins.) Wanda and I both like to paint with watercolors. (Ask students to point to the picture below Wanda.) Sometimes we like to pretend we can take a magic wand and make waffles appear for breakfast." (Ask students to point to the bottom picture.)

Write the following words on the board: *Watkins*, *Wanda*, *water*, *watercolor*, *wand*, and *waffle*.



Watkins Llama & Wanda Swan



'a' > /o/

Tell students that sometimes even when the letter 'w' is not part of the spelling of a word, other letter combinations may represent the /w/ sound and influence the sound of the spelling 'a'.

Write 'qu' on the board and ask students what sound this spelling represents (/qu/). Now write the following words on the board: *squash*, *squat*, and *squad*. Have students read the words.

Tell students that they will learn some words in which the spelling 'a' represents the sound /o/.

"Hi, Third Graders, Watkins Llama here again. I am back to tell you a little more about words in which the spelling 'a' can stand for the /o/ sound. Previously, you learned that the letter 'a' can stand for the /o/ sound when it follows the /w/ sound. Now you are going to learn some more words in which 'a' stands for /o/, even when there is no /w/ sound.

Listen to the word *llama*. Do you hear the /o/ sound in *llama*? You can hear it in two places. Guess what – the /o/ is spelled with the letter 'a' in both spots. Listen again: I like to wear green *pajamas*. Do you hear the /o/ sound in the middle of *pajamas*? It is spelled with the letter 'a'. Do you remember my friend, *Wanda* the *Swan*? She likes to act in plays and *dramas*. Do you hear the /o/ sound in *drama*? Just like the 'o' sound in *llama*, the /o/ sound in *drama* is spelled with the letter 'a' in both spots."

Write the following words on the board: *father*, *grandma*, *grandpa*, *lava*, *pajamas*, *drama*, and, *llama*.

Read the words aloud as a class.

Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Word Lists

Name: _____

Spelling Alternatives: 'wa' and 'a' > /o/ (*water*)

swamp

swallow

watch

wander

swab

swat

swan

water

wand

wash

watercolor

waffle

squash

squat

squad

squabble



Name: _____

Mixed Review /o/

Watkins

Wanda

water

wash

pajamas

waffles

watch

squash

lava

father

swab

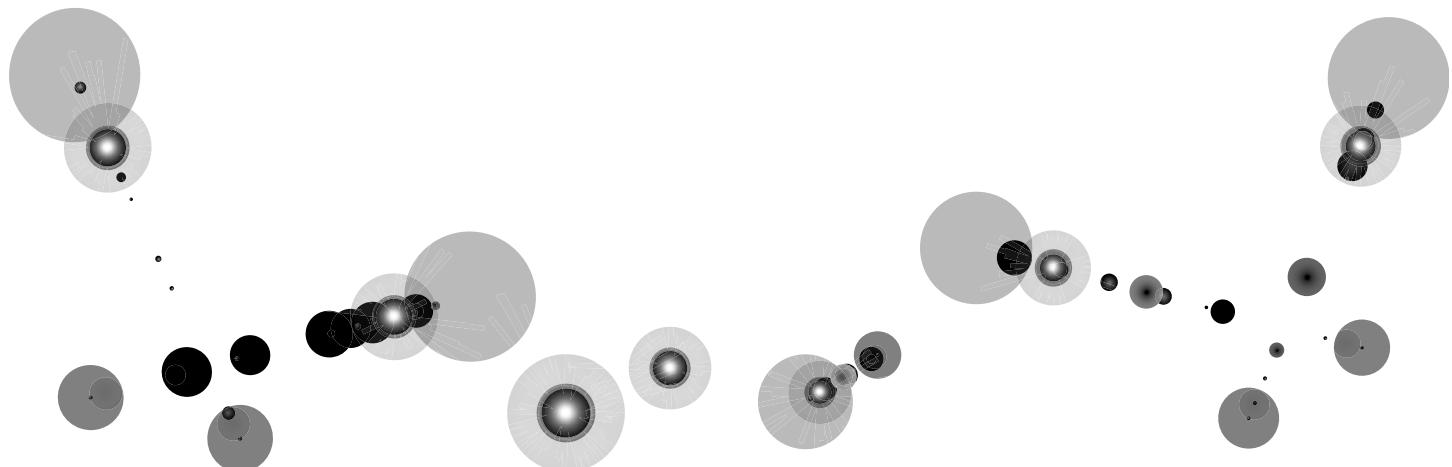
drama

wander

llama

grandpa

grandma



Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Worksheets

Name: _____

Fill in the Blanks

watercolors

Wanda

Watkins

waffle

wand

wash

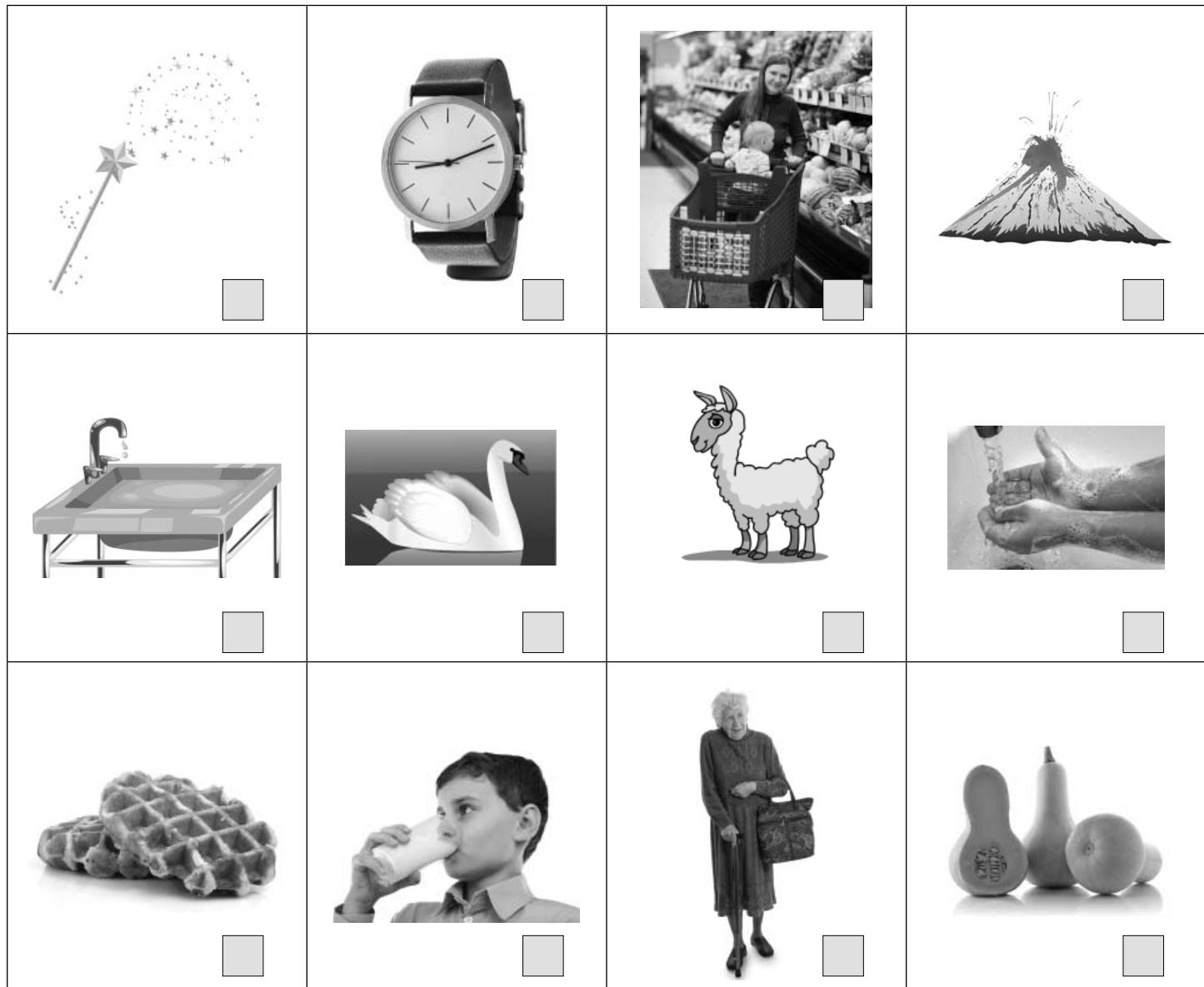
water

wander

1. _____ Llama likes green pajamas.
2. _____ the Swan floats on water.
3. I need some more shampoo to _____ my hair.
4. I like jam on my _____ for breakfast.
5. Wanda and Watkins like to pretend to use their
_____ to make magic.
6. I need some _____ to add to the cake mix.
7. In art class, we get to paint with _____.
8. Mom asked me to watch my baby brother while he played outside in the yard so that he did not _____ off and get lost.

Name: _____

Write the number of the sentence that matches each picture in the box.



1. Watkins is a llama.
2. He waved his magic wand.
3. There was a trail of lava flowing down the volcano.
4. I love waffles with lots of butter for breakfast.

5. Please turn off the water when you are brushing your teeth.
6. Mom said not to wander away from her while we are in the store.
7. I am going to visit my grandma this weekend.
8. Wash your hands before you eat.
9. Do you like acorn or butternut squash?
10. My father has a wristwatch that my grandpa gave him.
11. Wanda the Swan swims slowly across the big blue lake.
12. I took a big gulp and swallowed.

Name: _____

Fill in the Blanks

swamp

wander

want

swat

water

swab

swallowing

wash

swap

watch

1. The plant needs _____.
2. Can we _____ books after we each finish reading our own?
3. Your socks smell. You should _____ them.
4. Mom won't let me _____ too much TV.
5. Sometimes when I go shopping, I just like to
_____ around the store looking at everything.
6. Is that a gift that she would _____?
7. I hate _____ pills.
8. The nurse used a piece of cotton to _____ and clean my cut.
9. I would not want to swim in a muddy
_____!
10. There were so many flies at the beach, I used my towel to
_____ them.

Section VII-G

**Spelling Alternatives 'wa' and 'a' > /o/
Practice Sentences for Oral Reading**

Name: _____

Practice Sentences for 'wa' and 'a'

1. As we wandered about the swamp, I had to keep swatting away the mosquitoes.
2. The cheerleading squad watched the football game with great interest.
3. My father made waffles for breakfast.
4. My grandma swabbed the cut on my grandpa's finger.
5. I have never seen a real llama or swan.
6. My mom washed my pajamas, but they aren't dry yet.
7. I swallowed the water in one big gulp.
8. I wanted to go see a drama, but Wanda wanted to see a comedy at the movies.

Section VII-H

Spelling Alternatives and Tricky Spellings Assessment

Section VII Assessment

Provide students with the sheet labeled Section VII Assessment that has 18 rows of words.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

- | | |
|--------------|-------------|
| 1. custard | 10. effort |
| 2. emphasize | 11. orchid |
| 3. bread | 12. stomach |
| 4. polar | 13. echo |
| 5. biography | 14. media |
| 6. sweat | 15. curious |
| 7. favor | 16. waffle |
| 8. physical | 17. phobia |
| 9. meant | 18. watch |

Mastery: 15/18 correct

(Alternate Administration: Ask each individual student to read all of the words aloud in rows 1–18. Mastery: 58/72 words correct)

Below are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation

- | | |
|----------------|-----------------|
| 1. 'ar' > /er/ | 10. 'or' > /er/ |
| 2. 'ph' > /f/ | 11. 'ch' > /k/ |
| 3. 'ea' > /e/ | 12. 'ch' > /k/ |
| 4. 'ar' > /er/ | 13. 'ch' > /k/ |
| 5. 'ph' > /f/ | 14. 'i' > /ee/ |
| 6. 'ea' > /e/ | 15. 'i' > /ee/ |
| 7. 'or' > /er/ | 16. 'wa' > /o/ |
| 8. 'ph' > /f/ | 17. 'i' > /ee/ |
| 9. 'ea' > /e/ | 18. 'wa' > /o/ |

Section VII Assessment

Circle the word that you hear your teacher say.

1.	custom	custard	curtain	mustard
2.	elegant	emphatic	effort	emphasize
3.	breed	bread	dread	dead
4.	polo	pollen	polar	poker
5.	biology	biologist	biography	biosphere
6.	sweep	sweet	swept	sweat
7.	favor	farmer	savor	traitor
8.	physics	finish	finally	physical
9.	mean	meadow	meant	team
10.	effect	effort	effortless	eleven
11.	orchard	orchid	orchestra	anchor
12.	ache	stump	stomach	school
13.	echo	ache	excess	headache
14.	medal	metal	medium	media
15.	cure	curry	curtain	curious
16.	waddle	wafer	waffle	wander
17.	phony	phobia	phone	photo
18.	water	watch	wash	wand

Section VII-I

Stories

The War of 1812

(from Grade 2, Unit 6)

Name: _____

Trouble with the British

In 1812, James Madison had a hard choice to make. Many Americans were angry with the **British**. Some of them were saying the United States should declare war on Great Britain. But others disagreed. They said the United States should not go to war.

Madison was president of the United States. He had to decide what to do. Should he ask the **United States Congress** to **declare war**? Or should he try to keep the peace?

At the time, Great Britain was already at war with France. The two countries had been fighting for years. Most of the countries in Europe were involved in the war. Some sided with the **British**. Others sided with the French.

The French were led by a man named Napoleon. He was a brave leader. He had beaten the **British** in a number of battles. Still, the **British** kept fighting.

The United States tried to stay out of this big war. At first, most Americans did not care to get involved. American **traders** wished to **trade** with both Great Britain and France. But this led to problems.

When United States ships **traded** with the **British**, the French got upset. They did not want Americans **trading** with their enemies. When United States ships **traded** with the French, the **British** got upset for the same reason.

Sometimes **British** ships would stop American ships to keep them from **trading** with the French. Sometimes French ships would stop American ships to keep them from **trading** with the **British**.

The Americans had problems with both the French and the **British**. As time went on, the problems with the **British** increased.

The **British** had a strong **army** and an even stronger **navy**. But serving in the **British** Navy was a hard job. Some people quit. Others ran away. This was a problem for the **British**. They needed all the men they could get. How else could they defeat the French?

The **British** spent a lot of time looking for men who had run off. From time to time they would stop American ships. **British** officers would come on deck to look for **British** men. They would grab men and force them to serve in the **British** Navy. This was called **impressment**.

The **British** said they only took **British** men who had run away. But they were not always careful. Sometimes they grabbed Americans. Stories about men taken by the **British** were printed in the papers. How do you think Americans felt when they read them? They felt angry. Some of them felt the United States needed to fight back. They said the United States needed to **declare war** on Great Britain.

Impressment was one problem. But there were others. Many in the United States were also upset with the **British** for **trading** with Native Americans.

In 1812, most Americans were farmers. At first, most farmers had homes near the east coast. But then the country began to grow. Men went west. They settled in places far from the coast. They set up farms. They planted crops. There was just one problem: there were already people living there!

The settlers were moving onto land where Native Americans hunted and made their homes. Native Americans did not like this. There were many fights between settlers and Native Americans.

The **British** controlled Canada. They sent **traders** south from Canada to **trade** with Native Americans. These **traders** sold all sorts of things to Native Americans.

The **British** said they had a right to **trade** with Native Americans. But lots of people in the United States did not see it that way. They said the **British** were helping Native Americans attack American settlers. They felt they needed to fight back.

You can see there were many reasons for Americans to be angry with the **British**. But there were also good reasons for not **declaring war**. A war causes death, wrecks towns, and costs a lot of money. Plus, Americans felt that the **British** would not be easy to defeat. President Madison and the men in Congress would have to think long and hard about **declaring war**.

Name: _____

The War Starts

Presidents have to make hard choices. James Madison had to decide whether to side with the War Hawks or with the merchants who hoped for peace. In the end, he sided with the War Hawks. Madison asked Congress to declare war. On June 18, 1812, the United States declared war on Great Britain.

The Americans were in for a hard fight. The British had a huge army. They also had the world's biggest navy. But the British were already at war with France. They could only send some of their troops to fight the United States. That was a good thing for the Americans. It meant that they would have a better chance of winning.

Even so, not a lot of people at the time could imagine that the United States could win. Today the United States is a strong nation. It has been around for many years. It has a strong army and navy. But that was not the case in 1812.

In 1812, the United States was not very old as a country. It had broken away from Great Britain only about 30 years before.

The United States had a different kind of government, too. At the time, most of the nations of Europe were monarchies. That means they were ruled by kings. A king would rule until he died. Then, in most cases, his oldest son would take over. The United States was not a monarchy. It did not have a king. Instead, it had a president. The president was chosen by voters. He did not get to serve until he died. He served for four years. Then the voters got a chance to pick their president. If they voted for a different president, the old one had to step down.



In 1812, most people in the world felt that the American government was a very strange way of doing things. They were not sure that the system would last and that the United States would be able to survive.

In 1812, the United States did not have a strong army. In fact, the United States Army was tiny. It had about 4,000 soldiers.

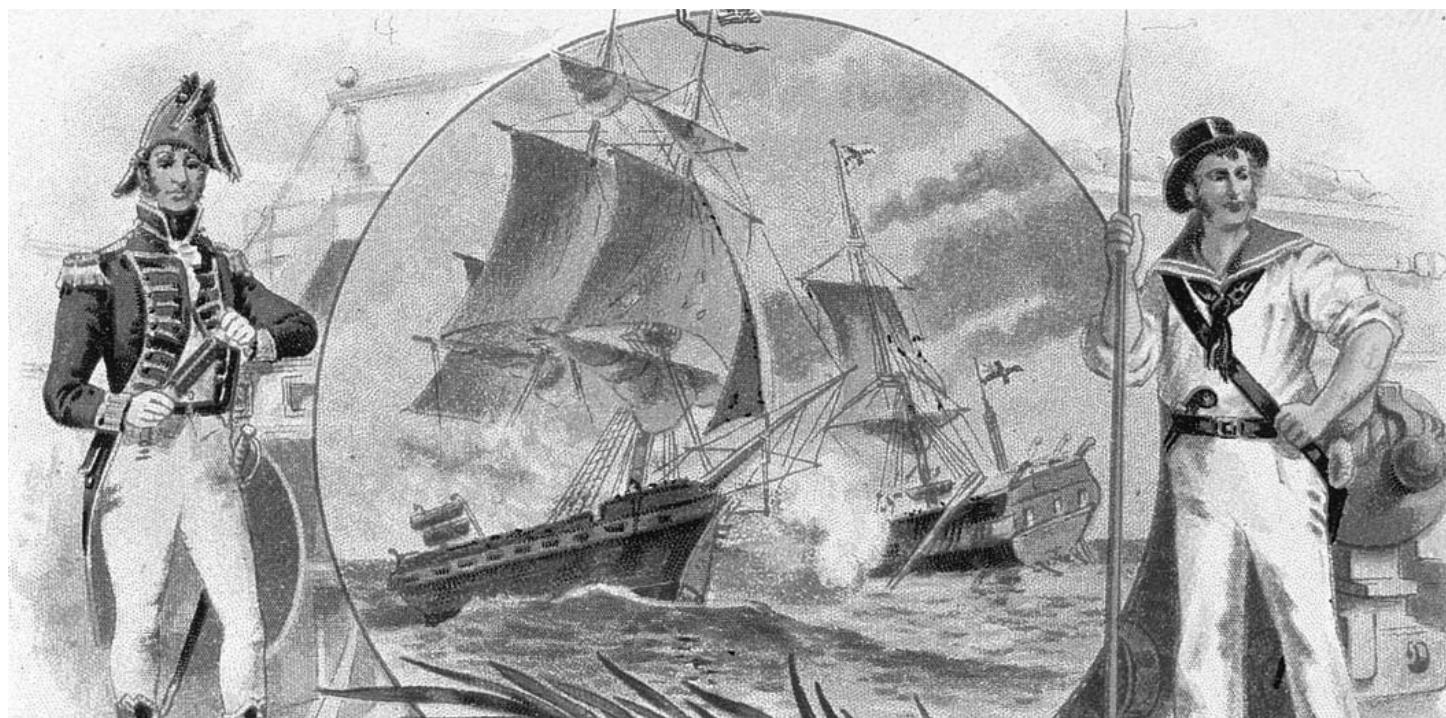
The navy was tiny, too. George Washington, the first president, had set it up. He didn't think the United States needed a big navy, but just a small number of ships to protect merchants from pirates.

President Madison found a way to make the army bigger. He got farmers to join. Many Americans were farmers. They used guns to hunt and to defend their homes. Madison called on these farmers. He asked them to grab their guns and join the army. Farmers were paid money and given land for joining.

The United States soldiers were not well trained. Still, Madison was sure they could win if they attacked the British in Canada. He sent the army north to Canada.

The attack on Canada did not go well. The army lost a string of battles. The United States lost **forts** along the border. The army was simply not ready for war.

No one expected much from the tiny United States Navy. But things went better on the seas than they did on land. The United States battled bravely. They beat the British in a number of naval battles.



Name: _____

The Burning of Washington, D.C.

The British Army marched into Washington, D.C. The British soldiers were angry because the United States Army had burned York, the capital city of Canada. They planned to get back at the Americans by burning the United States Capitol.

The British soldiers went to the Capitol Building. This was where the United States Congress met. They set it on fire. Then they marched down the hill to the President's House.

The British arrived just after Dolley Madison left. They broke down the doors and **charged** inside.

The President's House was empty. In the dining room, the table had been set for dinner.

The British general sat down with some of his men. They ate dinner. They drank some wine, too. As a joke, they **toasted** President Madison. They lifted up their wine glasses and thanked him for the wine.

After dinner, the British soldiers started smashing things. They smashed the dishes. They smashed the table. They smashed the chairs.



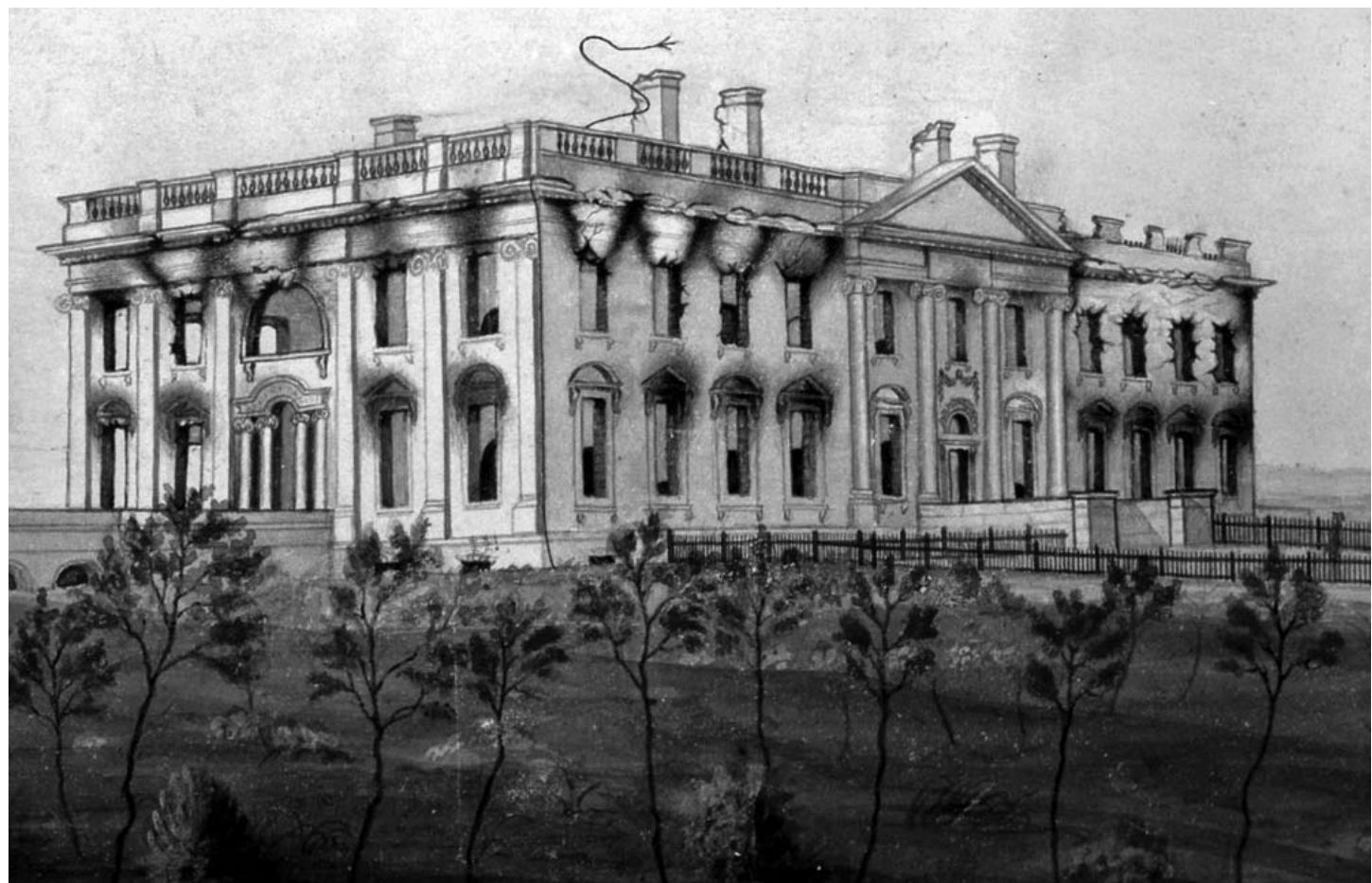
The soldiers ran up and down in the President's House looking for things to steal. They took the spoons and forks. They took the buckles from Mrs. Madison's shoes. They even took the love letters her husband had sent her! The house was **ransacked**.

Then the British general ordered his men to set the house on fire. The soldiers lit their **torches**. Then they went from room to room. They lit the **drapes** on fire. They burned the beds. They burned the desks and chairs. They even burned Mrs. Madison's dresses.

Then the British marched away. They did not care to take over the city. They just planned to burn it. Burning the city would be a **heavy blow**. The British hoped the Americans might feel like there was no longer hope and stop fighting.

Later that day a storm rolled in. The rain stopped most of the fires. But it was too late. Many of the buildings were already lost.

Later in the week, the Madisons came home. The President's House was still standing. But it was a mess. The walls were black with **soot**. The windows were broken. All of their things had been stolen or burned. They felt they would never call the President's House home again.



Name: _____

The Attack on Baltimore

Washington, D.C., took ten years to construct. It took less than one day to destroy it.

Next the British planned to attack Baltimore. Baltimore was a big city north of Washington, D.C. At the time, it was the third largest city in the United States. It was also a key **port**.

Baltimore was protected from naval attack by a large fort. It was called Fort McHenry.

The British focused on Fort McHenry. They hoped that if they could take the fort, they could take the city. They planned to attack the fort by land and also by sea.

The people of the city were aware an attack was coming. They got ready. They **piled up** supplies. They set up walls. They even sank ships in the **harbor** to keep the British ships from getting too close to the city. All of the people in the city **pitched in**. Even the children helped.

A year earlier, the soldiers in Fort McHenry felt like they needed a flag they could fly over



the fort. They asked a local woman named Mary Pickersgill to make a flag. “Make it big,” they told her. “Make it so big that the British will be able to see it from miles away!”

The U.S. flag is covered with stars and stripes. Today, the United States flag has fifty stars and thirteen stripes. Each star stands for one of the fifty states of the United States. Each stripe stands for one of the thirteen original colonies. Sometimes America’s flag is referred to as “the stars and stripes.”

The flag that Mary Pickersgill made for Fort McHenry was different. It had fifteen stars and fifteen stripes.

The Fort McHenry flag was different in another way, too. It was huge! Each star was two feet across. Each stripe was two feet tall and forty-two feet long.

Mrs. Pickersgill could not do all the **stitching** herself. The flag was too big. She needed help. She got her daughter to help her. But she still needed more help. She had her servants help with the **stitching**. Still she needed more help. She sent for two of her **nieces**. That did the trick. She and her five helpers **stitched** day and night until the flag was finished.

When it was done, the flag was as large as a house. It was hung on a giant pole over the fort. You could see it from miles away.

The British arrived later in the week. They sent troops to attack the city. But this time the United States soldiers were ready. They stopped the British Army. The British **commander** was killed during the attack.

The British went back to their ships. They decided to attack Fort McHenry with their navy instead.



Name: _____

Francis Scott Key and the National Anthem

On September 13, 1814, British ships **opened fire** on Fort McHenry. They fired **rockets** and **mortars**.

The soldiers in the fort would have fired back, but there was not much point. The guns in the fort were old. They could not hit the British ships.

The British ships kept firing for a long time. They fired all day. They fired on into the night.

An American named Francis Scott Key watched the British attack. He was on a boat in the harbor. Key was not a soldier. He did not fight in the battle. But he was able to see it. He could see the British ships blasting away. He could see Fort McHenry.

Key kept his eye on the American flag. As long as the flag was still flying at the fort, America was still in the battle. It meant that the troops in Fort McHenry had not given up. If the flag went down, that would mean America was no longer fighting. That would mean that the troops in the fort had given up.

Key watched all day. He was still watching when the sun set. He was proud that the flag was still flying.

At night it was harder for Key to see. But there were flashes of light. Sometimes a **rocket** would go streaking through the darkness. Sometimes a bomb would explode and light up the sky. The flashes of light allowed Key to see the flag.



The firing went on until just before dawn. Then it stopped. The sun had not come up yet. It was still dark. There were no **rockets** blasting. There were no bombs bursting in the air. Key could not see much. The silence was puzzling. What did it mean? Was the battle over? Had the soldiers in the fort given up? Key could not tell.

Key waited nervously. At last the sun rose. Key looked at the fort. And what did he see? The soldiers had raised the huge flag that Mrs. Pickersgill had made. It was not the United States soldiers who had given up. It was the British sailors! They had stopped firing on the fort.

Key felt a surge of joy. He felt pride, too. The brave men in the fort had not given up!

Key felt **inspired**. He hoped to share with others what he had seen. He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning. Key reached into his pocket. He found an old letter. On the back, he wrote a poem. Here is the first part of his poem:

Oh, say can you see by the dawn's early light

*What so proudly we **bailed** at the twilight's last gleaming?*

*Whose broad stripes and bright stars through the **perilous** fight,*

*O'er the **ramparts** we watched were so **gallantly** streaming?*

*And the **rocket's** red glare, the bombs bursting in air,*

*Gave **proof** through the night that our flag was still there.*

Oh, say does that Star-Spangled Banner yet wave

O'er the land of the free and the home of the brave?

Key did not know then that, one day, his poem would become our **national anthem**.

Section VII-J

Fluency Assessment

Fluency Assessment

The second assessment for Section VII that you may choose to give students is a Fluency Assessment. Please note that the Unit VII assessment is identical to the Unit VI assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Young Mouse." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately ten minutes to read the story. If the student cannot read the story in ten minutes, this is a clear indication that he or she is struggling and needs to work on fluency.

Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the students read the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records given represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table to find students' fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

Name: _____

The Young Mouse

Once upon a time there was a young mouse who had never left his mother's side. One day the young mouse went outside for a walk to explore. But it was not long until he came running back to his mother.	14 26 40 41
"Mother! Mother!" said the young mouse. "What a scare I have had! I was walking along when I saw two strange animals. One of them looked a lot like me. She had paws and a tail. She looked soft, and kind, and graceful.	53 66 81 84
But the other one was a scary monster! You should have seen him! He had just two legs and scratched at the ground with his claws. He kept beating his arms. He was ugly, too. He had no fur, just feathers, and he had nasty red blobs hanging from his head and neck. But what scared me the most was the awful sound he made. It sounded like cock-a-doodle-doo!"	97 111 125 138 151 156

The young mouse went on. "I wanted to say hello to the nice animal 170
that looked like me. She was so lovely, and she looked so good and 184
gentle. She had thick, glossy hair and a modest face. As she looked at 198
me, she waved her fine, long tail and smiled. I think she was about 212
to speak to me when the other animal let out his awful scream. I was 227
so scared that I ran for my life. I didn't even have time to smile back 243
at the nice animal. It is such a shame. I would have liked to meet 258
that lovely animal." 261

"My son," said the mother, "the animal that scared you was a rooster. 274
He may look and sound scary, but he would never harm you. The 287
other animal that you saw was a cat. She may look good and gentle, 301
but she is no pal of ours. She would gladly eat you and your mice 316
pals. In fact, she would have eaten you if you had not run away. So 331
be thankful, my love, that you escaped with your life. Stay close to 344
me and remember that things are not always what they seem to be." 357

W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *The Young Mouse*

Total words in story (not including title): 357

<p>Words</p> <p>Words Read <input type="text"/></p> <p>Uncorrected Mistakes <input type="text"/></p> <p>Words Correct <input type="text"/></p>	<p>Time</p> <p>Minutes <input type="text"/> - Seconds <input type="text"/> Finish Time</p> <p>Start Time <input type="text"/> - Elapsed Time <input type="text"/></p> <p>$(\text{ } \times 60) + \text{ } = \text{ }$ Time in Seconds</p>
<p>W.C.P.M.</p> <p><input type="text"/> ÷ <input type="text"/> × 60 = <input type="text"/></p> <p>Words Correct Time in Seconds W.C.P.M.</p>	

Compare the student's W.C.P.M. score to national norms for Grade 3.
See chart in the Introduction of this Guide.

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