All Units
Assessment and Remediation Guide

Skills Strand
GRADE 2

Core Knowledge Language Arts®
Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

You are free:
- to Share — to copy, distribute and transmit the work
- to Remix — to adapt the work

Under the following conditions:
- Attribution — You must attribute the work in the following manner:
  This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.
- Noncommercial — You may not use this work for commercial purposes.
- Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:
For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:
http://creativecommons.org/licenses/by-nc-sa/3.0/

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.
# Introduction

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Letter</td>
<td>1</td>
</tr>
<tr>
<td>Overview</td>
<td>2</td>
</tr>
<tr>
<td>The Basic and Advanced Code:</td>
<td></td>
</tr>
<tr>
<td>Understanding How Phonics is Taught in CKLA.</td>
<td>7</td>
</tr>
<tr>
<td>Using Chunking to Decode Multi-Syllable Words</td>
<td>35</td>
</tr>
<tr>
<td>Grade 2 Placement Assessment</td>
<td></td>
</tr>
<tr>
<td>Teacher Materials</td>
<td>43</td>
</tr>
<tr>
<td>Student Materials</td>
<td>75</td>
</tr>
<tr>
<td>Grade 2 Fluency Assessment</td>
<td>93</td>
</tr>
<tr>
<td>Game Directions and Templates</td>
<td>97</td>
</tr>
</tbody>
</table>

## Section I (Unit 1)

### One-Syllable Short Vowel Words and Past Tense with −ed

### Basic High-Frequency Words

| I-A: CVC and CVC Plurals                     |      |
| Lesson Templates                             | 155  |
| Word Lists                                   | 161  |
| Worksheets                                   | 191  |

| I-B: CVCC and CCVC and Simple Consonant Spelling Alternatives | |
| CVCC and CCVC Consonant Clusters Lesson Template | 205 |
| CVCC and CCVC Consonant Clusters Word Lists      | 207 |
| CVCC and CCVC Consonant Digraphs Lesson Templates| 211 |
| CVCC and CCVC Consonant Digraphs Word Lists     | 215 |
| CVCC with Double Consonant Spellings Lesson Template| 225 |
| CVCC with Double Consonant Spellings Word Lists | 227 |
| CVCC and CCVC Worksheets                       | 233 |

| I-C: CVC, CVCC, and CCVC Practice Sentences for Oral Reading | 239 |
| I-D: CVC, CVCC, and CCVC Stories for Oral Reading          | 263 |
I-E: One-Syllable Short Vowel Words Assessment .................................................. 295
I-F: CVCC and CCVC with –ed
Lesson Template ......................................................... 301
Word Lists .............................................................. 303
Worksheets ........................................................... 307
Game ................................................................. 313
I-G: CVCC and CCVC with –ed Assessment ...................................................... 315
I-H: Tricky Words
all, are, be, by, could, do, down, from, go, have, he, here, how, I, me, my, no, one, once, picture, said, says, she, should, so, some, there, they, their, to, two, was, we, were, what, when, where, which, who, why, word, would, you, your
Lesson Template ......................................................... 319
Word Lists .............................................................. 327
Worksheets ........................................................... 331
Practice Sentences and Stories for Oral Reading ........................................... 339
Bingo Game Boards .................................................. 369
I-I: Tricky Words Assessment ................................................ 385

SECTION II (UNIT 1)
Two-Syllable Short Vowel Words: Closed Syllables

II-A: Closed Syllables
Lesson Template ......................................................... 389
Word Lists .............................................................. 391
Worksheets ........................................................... 397
Practice Sentences and Stories for Oral Reading ........................................... 403
Game ................................................................. 407

II-B: Closed Syllables
Word Lists .............................................................. 409
Worksheets ........................................................... 413

II-C: Two-Syllable Short Vowel Words
Practice Sentences for Oral Reading ...................................................... 417

II-D: Two-Syllable Short Vowel Words Assessment ...................................... 421
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/
III-E: Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels Assessment ........................................ 617

III-F: Fluency Assessment ..................................................... 621

SECTION IV (UNIT 3)
Vowel Spelling Alternatives and Tricky Spellings

IV-A: Lesson Templates ......................................................... 627

IV-B: Spelling Alternatives ‘ai’ and ‘ay’ > /ae/; Mixed Review with ‘a_e’
- Word Lists ........................................................................ 631
- Worksheets ...................................................................... 637
- Practice Sentences and Stories for Oral Reading. ............ 645

IV-C: Tricky Spelling ‘a’ > /a/ or /ae/
- Word Lists ........................................................................ 651
- Worksheets ...................................................................... 655
- Practice Sentences and Stories for Oral Reading. ............ 665
- Game. .............................................................................. 669

IV-D: Spelling Alternatives ‘oa’ and ‘oe’ > /oe/; Mixed Review with ‘o_e’
- Word Lists ........................................................................ 671
- Worksheets ...................................................................... 677
- Practice Sentences and Stories for Oral Reading. ............ 683

IV-E: Tricky Spelling ‘o’ > /o/ or /oe/
- Word Lists ........................................................................ 689
- Worksheets ...................................................................... 693
- Practice Sentences and Stories for Oral Reading. ............ 707
- Game. .............................................................................. 711

IV-F: Spelling Alternative ‘ie’ > /ie/; Mixed Review with ‘i_e’
- Word Lists ........................................................................ 713
- Worksheets ...................................................................... 717
- Practice Sentences and Stories for Oral Reading. ............ 721
IV-G: Tricky Spelling ‘i’ > /i/ or /ie/
- Word Lists ................................................. 725
- Worksheets ............................................... 731
- Practice Sentences and Stories for Oral Reading ........................................ 739
- Game ......................................................... 743

IV-H: Spelling Alternative ‘ue’ > /ue/; Mixed Review with ‘u_e’
- Word Lists ................................................. 745
- Worksheets ............................................... 751
- Practice Sentences and Stories for Oral Reading ........................................ 755

IV-I: Tricky Spelling ‘u’ > /u/ or /ue/
- Word Lists ................................................. 759
- Worksheets ............................................... 763
- Practice Sentences and Stories for Oral Reading ........................................ 771
- Game ......................................................... 775

- Word Lists ................................................. 781
- Worksheets ............................................... 789
- Practice Sentences and Stories for Oral Reading ........................................ 801

IV-K: Vowel Spelling Alternatives and Tricky Spellings Assessment ........................................ 805

IV-L: Fluency Assessment ................................................. 809

SECTION V (UNIT 4)
Spelling Alternatives and Tricky Spellings

V-A: Lesson Template ................................................. 817

V-B: Spelling Alternatives ‘ir’ and ‘ur’ > /er/; Mixed Review
- Word Lists ................................................. 819
- Worksheets ............................................... 827
- Practice Sentences for Oral Reading ........................................ 839
V-C: Spelling Alternative ‘y’ > /i/
- Word List ................................................. 843
- Worksheets ........................................... 845
- Practice Sentences for Oral Reading ............. 851

V-D: Spelling Alternatives ‘i’, ‘igh’, and ‘y’ > /ie/
- Word Lists ............................................. 853
- Worksheets ......................................... 859
- Practice Sentences and Stories for Oral Reading 867

V-E: Spelling Alternatives ‘o’ and ‘ow’ > /oe/
- Word Lists ............................................. 873
- Worksheets ......................................... 879
- Practice Sentences for Oral Reading ............. 883

- Word Lists ............................................. 887
- Worksheets ......................................... 897
- Practice Sentences for Oral Reading ............. 913
- Game .................................................. 919

V-G: Spelling Alternative ‘al’ > /aw/
- Word List .............................................. 923
- Worksheet .......................................... 925
- Practice Sentences for Oral Reading ............. 927

V-H: Tricky Spelling ‘y’ > /y/, /eel/, or /ie/
- Word Lists ............................................. 929
- Worksheets ......................................... 933
- Practice Sentences for Oral Reading ............. 941

V-I: Tricky Spelling ‘e’ > /e/ or /ee/
- Word Lists ............................................. 945
- Worksheets ......................................... 949
- Practice Sentences for Oral Reading ............. 955
V-J: Tricky Spelling ‘ow’ > /ow/ or /oe/ .......................... 957
Word Lists .................................................. 957
Worksheets ............................................... 961
Practice Sentences for Oral Reading .................. 969

V-K: Mixed Review Worksheets for Section V ................. 971

V-L: Game for Section V Spelling Alternatives .................. 977

V-M: Spelling Alternatives and Tricky Spellings Assessment .... 981

V-N: Fluency Assessment ........................................... 985

SECTION VI (UNIT 5)
Spelling Alternatives and Tricky Spellings Associated with /u/ and /ə/
Lesson Template ........................................... 993

VI-A: Spelling Alternatives ‘o’, ‘ou’, and ‘o_e’ > /u/ .......................... 995
Word Lists .................................................. 995
Worksheets ............................................... 999
Practice Sentences and Stories for Oral Reading ........... 1025

Lesson .................................................... 1029
Word Lists .................................................. 1039
Worksheets ............................................... 1047
Tricky Spellings ‘a’ and ‘e’ Worksheets .................. 1067
Practice Sentences and Stories for Oral Reading .......... 1081

VI-C: Spelling Alternatives and Tricky Spellings
Associated with /ə/ and /u/ Assessment .................. 1089

VI-D: Fluency Assessment ........................................... 1093
Section VII (Unit 6)
Assorted Spelling Alternatives and Tricky Spellings

VII-A: Lesson Template ................................................................. 1101

VII-B: Spelling Alternative ‘ph’ > /f/
Word List ................................................................. 1103
Worksheets ................................................................. 1105
Practice Sentences for Oral Reading .......................... 1113

VII-C: Spelling Alternative and Tricky Spelling ‘ea’ > /e/
Word List ................................................................. 1115
Worksheets ................................................................. 1117
Practice Sentences for Oral Reading .......................... 1121

VII-D: Spelling Alternatives ‘ar’ and ‘or’ > /er/
Word List ................................................................. 1123
Worksheets ................................................................. 1125
Practice Sentences for Oral Reading .......................... 1131

VII-E: Spelling Alternative and Tricky Spelling ‘ch’ > /k/
Word Lists ................................................................. 1133
Worksheets ................................................................. 1137
Practice Sentences for Oral Reading .......................... 1141

VII-F: Spelling Alternative and Tricky Spelling ‘i’ > /ee/
Word Lists ................................................................. 1143
Worksheets ................................................................. 1147
Practice Sentences for Oral Reading .......................... 1153

VII-G: Spelling Alternatives ‘wa’ and ‘a’ > /o/
Lessons ................................................................. 1155
Word Lists ................................................................. 1159
Worksheets ................................................................. 1163
Practice Sentences for Oral Reading .......................... 1169

VII-H: Assorted Spelling Alternatives and Tricky Spellings Assessment 1171

VII-I: Fluency Assessment ................................................................. 1175
Welcome!

Dear Teacher,

Welcome to the Grade 2 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 2 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 2, 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 pretests and post-tests for each section. While you may sometimes choose not to administer a pretest, 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 2 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 Guide.

*Pay particular attention to students who may be new to your school this year and/or students whom the Grade 1 teachers may have indicated struggled in Grade 1.*

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 is 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 long treated as Tricky Words.

**During the school year if new students enter your classroom**

It is highly recommended that you administer the Grade 2 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 2 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 *The Cat Bandit* Reader with no or minimal difficulty experience some problems when presented with the subsequent Grade 2 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–1 will provide insight and context for the Grade 2 teacher as to how phonics skills were taught in the K–1 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 taught in CKLA.

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 2 Placement Assessments with direction for administration and analysis. 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.
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:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test using section Assessment (optional)</td>
</tr>
<tr>
<td>2</td>
<td>Teach lesson(s) using Word Lists; have students read Word List pages</td>
</tr>
<tr>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>4</td>
<td>Ask students to read aloud the Practice Sentences and Stories</td>
</tr>
<tr>
<td>5</td>
<td>Provide additional practice with Games</td>
</tr>
<tr>
<td>6</td>
<td>Post-test using section Assessment of targeted letter-sound correspondences</td>
</tr>
<tr>
<td>7</td>
<td>Give section Fluency Assessment (starting with Section III)</td>
</tr>
</tbody>
</table>
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’ > /oil/, ‘ou’ > /owl/, ‘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: 155, 205, 211, 301, 475, and 509.**
## Basic Code Spellings

<table>
<thead>
<tr>
<th>Vowel Sounds and Spellings</th>
<th>Consonant Sounds and Spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/ as in <em>hat</em></td>
<td>/p/ as in <em>pot</em></td>
</tr>
<tr>
<td>/o/ as in <em>hot</em></td>
<td>/t/ as in <em>top</em></td>
</tr>
<tr>
<td>/i/ as in <em>sit</em></td>
<td>/d/ as in <em>dog</em></td>
</tr>
<tr>
<td>/e/ as in <em>bed</em></td>
<td>/k/ as in <em>cat, kid</em></td>
</tr>
<tr>
<td>/u/ as in <em>but</em></td>
<td>/g/ as in <em>get</em></td>
</tr>
<tr>
<td>/ee/ as in <em>green</em></td>
<td>/n/ as in <em>not</em></td>
</tr>
<tr>
<td>/ae/ as in <em>bake</em></td>
<td>/h/ as in <em>hot</em></td>
</tr>
<tr>
<td>/ie/ as in <em>bike</em></td>
<td>/s/ as in <em>sit</em></td>
</tr>
<tr>
<td>/oe/ as in <em>broke</em></td>
<td>/f/ as in <em>fat</em></td>
</tr>
<tr>
<td>/ue/ as in <em>cute</em></td>
<td>/v/ as in <em>vet</em></td>
</tr>
<tr>
<td>/oo/ as in <em>soon</em></td>
<td>/z/ as in <em>zip</em></td>
</tr>
<tr>
<td>/oo/ as in <em>look</em></td>
<td>/m/ as in <em>man</em></td>
</tr>
<tr>
<td>/ou/ as in <em>ouch</em></td>
<td>/b/ as in <em>bat</em></td>
</tr>
<tr>
<td>/oi/ as in <em>boil</em></td>
<td>/l/ as in <em>lip</em></td>
</tr>
<tr>
<td>/aw/ as in <em>law</em></td>
<td>/r/ as in <em>red</em></td>
</tr>
<tr>
<td>/er/ as in <em>her</em></td>
<td>/w/ as in <em>wet</em></td>
</tr>
<tr>
<td>/ar/ as in <em>car</em></td>
<td>/j/ as in <em>jet</em></td>
</tr>
<tr>
<td>/or/ as in <em>for</em></td>
<td>/y/ as in <em>yes</em></td>
</tr>
<tr>
<td></td>
<td>/x/ as in <em>tax</em></td>
</tr>
<tr>
<td></td>
<td>/ch/ as in <em>chop</em></td>
</tr>
<tr>
<td></td>
<td>/sh/ as in <em>ship</em></td>
</tr>
<tr>
<td></td>
<td>/th/ as in <em>thin</em></td>
</tr>
<tr>
<td></td>
<td>/th/ as in <em>them</em></td>
</tr>
<tr>
<td></td>
<td>/qu/ as in <em>quit</em></td>
</tr>
<tr>
<td></td>
<td>/ng/ as in <em>song</em></td>
</tr>
</tbody>
</table>
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’ > /æ/, ‘ey’ > /e/. 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:

![Card showing 'a' and 'hat'](image)

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

![Card showing 'eigh' and 'weight'](image)

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: 427, 627, 817, 993, and 1101.

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), /æ/ (paper), /ə/ (father) or /ɔ/ (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: 627, 817, 993, and 1101.**
Individual Code Chart

Skills Strand

GRADE 2

Core Knowledge Language Arts®
New York Edition
Name ________________________________
/y/  yes
/x/  tax
/sh/  shop  chef
/qu/  quit

Name _______________________________
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., yaw·ning, 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., /ae/, /ee/, /ie/, /oe/, /ue/: 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., /ae/, /ee/, /ie/, /oe/, /ue/: go, me, hi, a·pron, fi·nal, com·pre·hend
- **Consonant –LE Syllables** (C –LE): sim·ple, puz·zle, raf·fle, 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.

  \[\text{ad · mit} \quad \text{nap · kin} \quad \text{trum · pet}\]

- 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 (‘\text{nn}’ > /n/, ‘\text{mm}’ > /m/, ‘\text{tt}’ > /t/, etc.).

  \[\text{traff · ic} \quad \text{muff · in} \quad \text{happ · en}\]

- 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.

  \[\text{mon · ster} \quad \text{con · tract} \quad \text{pil · grim}\]

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:

  \[\text{magnet}\]

  \[\text{mag} \quad \text{net}\]

  \[\text{magnet}\]
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 are 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

  u

  nit

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
```

```
lem  on
```

In Grade 2, students are 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
```

```
sim  ple
```

In the later part of Grade 2, students are 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, looking ahead, 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 through Grade 2, 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 2 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 2 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 64–74.

**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 2 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 2 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–1 Experience**

To accurately place students in reading groups, it is helpful to have a basic overview of the K–1 CKLA program.

Students who did well in CKLA in Grade 1 should be ready for the Grade 2 sequence of instruction. In general, students who have completed and mastered CKLA Grade 1 material from Units 1–6 should have adequate preparation for the Grade 2 sequence of instruction. Those who have also completed and mastered Units 7 and 8 should have good to outstanding preparation for the Grade 2 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 1, 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 2 sequence of instruction.
# Core Knowledge Language Arts K–2 Experience

## Kindergarten

<table>
<thead>
<tr>
<th>Units 1 and 2</th>
<th>Purely Oral Phonemic Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 3–5</td>
<td>One-to-one letter-sound correspondences, CVC words with “short” vowel sounds like <em>cat, dog, bed</em></td>
</tr>
<tr>
<td>Unit 6</td>
<td>Consonant Clusters, CCVC words like <em>flag</em>, CVCC words like <em>dust</em>, CCVCC words like <em>blast</em></td>
</tr>
<tr>
<td>Unit 7</td>
<td>Consonant sounds written with digraph spellings, e.g., <em>sh</em>, <em>ch</em>, <em>th</em>, <em>ng</em></td>
</tr>
</tbody>
</table>

## Grade 1

<table>
<thead>
<tr>
<th>Units 8 and 9</th>
<th>Tricky Words, double-letter spellings like <em>ss</em>, <em>ff</em>, <em>ck</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 10</td>
<td>Basic code spellings for /ee/ spelled <em>ee</em>, /ae/ spelled <em>a_e</em>, /oe/ spelled <em>o_e</em>, /ie/ spelled <em>i_e</em>, and /ue/ spelled <em>u_e</em>; Tricky Words</td>
</tr>
</tbody>
</table>

## Grade 2

<table>
<thead>
<tr>
<th>Units 8 and 9</th>
<th>Tricky Words, double-letter spellings like <em>ss</em>, <em>ff</em>, <em>ck</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 10</td>
<td>Basic code spellings for /ee/ spelled <em>ee</em>, /ae/ spelled <em>a_e</em>, /oe/ spelled <em>o_e</em>, /ie/ spelled <em>i_e</em>, and /ue/ spelled <em>u_e</em>; Tricky Words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Basic code spellings for /ee/ spelled <em>ee</em>, /ae/ spelled <em>a_e</em>, /oe/ spelled <em>o_e</em>, /ie/ spelled <em>i_e</em>, and /ue/ spelled <em>u_e</em>; Tricky Words</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Basic code spellings for vowel sounds /oo/, /ool, /ool, and /aw/; Tricky Words</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Basic code spellings for r-controlled vowel sounds (/er, /ar, /or/), past-tense endings, two-syllable words; Tricky Words</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Common spelling alternatives for consonant sounds, e.g., <em>tch</em> for /chl/, <em>g</em> for /j/, <em>wr</em> for /r/; Tricky Words</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Common spelling alternatives for consonant sounds, e.g., <em>c</em> for /sl/, <em>kn</em> for /sl/, /wh* for /wh/</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Spelling alternatives for long vowel sounds, e.g., <em>ai</em> and <em>ay</em> for /ae/, and <em>oa</em> for /oe/</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/; tricky spellings <em>a, ‘o’, ‘i</em></td>
</tr>
<tr>
<td>Unit 9</td>
<td>Spelling alternatives for: /erl, /rl, /ie, /oel, /ee, /oe, /ee, and /aw/; tricky spellings <em>e’, ‘ow</em></td>
</tr>
<tr>
<td>Unit 10</td>
<td>Spelling alternatives for /au/ and /aw/, tricky spellings *a’, ‘e’, <em>o’, ‘o_e’, and ‘ou</em></td>
</tr>
<tr>
<td>Unit 11</td>
<td>Spelling alternatives for /erl, /ol, /kl, /kl/</td>
</tr>
</tbody>
</table>
Silent Reading Assessment

The primary purpose of these assessments is to assess all students to determine placement and instruction in the appropriate level of CKLA materials. Starting today, students will read a story silently and then answer comprehension questions. The stories and questions are located in students’ Workbooks and reprinted in this Guide on pages 75–92. Depending on the student, each assessment can take from 20 to 30 minutes to complete.

Students will turn in their completed Silent Reading Assessment to you. They should be scored as soon as possible to determine which students will continue with the next assessment. You will follow the same procedure for each story, i.e., students who successfully complete a Silent Reading Assessment will continue to read a new story and answer questions.

If/when students do not successfully complete a Silent Reading Assessment, you will give those students an individually administered Word Reading in Isolation Assessment in order to more accurately determine individual reading strengths and weaknesses for placement consideration. You will begin administering the Word Reading in Isolation Assessment to any students who do not successfully complete the Silent Reading Assessment, “Snacks,” immediately.

Silent Reading Assessment “Snacks”

The Silent Reading Assessment assesses the student’s ability to read connected prose and answer simple multiple-choice questions. Each assessment consists of a story and eight multiple-choice questions. The questions are meant to be relatively easy. “Snacks” is 51 words long. It uses only one-syllable words and only a few of the most basic spellings, all of which are taught in Kindergarten.

- Have all students tear out “Snacks” on Worksheet 6.1 and the story comprehension page on Worksheet 6.2, or make copies of pages 75–78 of this Guide.
- Have students read the story to themselves and answer the multiple-choice questions on the accompanying page. Tell them they can and should 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.
Scoring

Scoring for “Snacks”

We recommend you score the “Snacks” Assessment as soon as students complete the assessment. Enter students’ scores on the Placement Planning Chart. Those students who were able to answer **five or more of the questions correctly** will take the “Prince Vincent” Assessment next. Students who answered **fewer than five correct** will take the Word Reading In Isolation Assessment next, which will help you determine placement for those students.

- Answer Key for "Snacks"

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
</tr>
<tr>
<td>6.</td>
<td>C</td>
</tr>
<tr>
<td>7.</td>
<td>B</td>
</tr>
<tr>
<td>8.</td>
<td>C</td>
</tr>
</tbody>
</table>
Flow Chart for Order of Student Performance Task Assessment

Administer “Snacks” Silent Reading Assessment to entire class.

If

Student scores 0–4 on “Snacks” Silent Reading Assessment

Administer Word Reading in Isolation Assessment

Student scores 5–8 on “Snacks” Silent Reading Assessment

Administer “Prince Vincent” Silent Reading Assessment

Student scores 0–4 on “Prince Vincent” Silent Reading Assessment

Administer Word Reading in Isolation Assessment

Student scores 5–8 on “Prince Vincent” Silent Reading Assessment

Administer “The Beach” Silent Reading Assessment

Student scores 0–4 on “The Beach” Silent Reading Assessment

Administer Word Reading in Isolation Assessment

Student scores 5–8 on “The Beach” Silent Reading Assessment

Administer “Sink or Float” Silent Reading Assessment

Administer Word Reading in Isolation Assessment

Note: Cutoff scores on this page are used only to determine which tests to administer when. These scores are not used in interpreting Assessment Scores.
**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.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>“Snacks”</th>
<th>“Prince Vincent”</th>
<th>“The Beach”</th>
<th>“Sink or Float”</th>
<th>Placement Based on Silent Reading Assessment</th>
<th>Placement Based on Word Reading in Isolation Assessment</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Silent Reading Assessment

“Prince Vincent”

• This assessment will be given to students who scored five or more correctly on “Snacks”. The story “Prince Vincent” is on Worksheet 7.1 and the story comprehension sheet is on Worksheet 7.2, or make copies of pages 79–82 of this Guide for each student. Today’s story has 174 words, which is longer than “Snacks.”

• Please follow the instructions previously provided on how to administer the Silent Reading Assessment.

Scoring for “Prince Vincent”

• Answer key for “Prince Vincent”

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>5. C</td>
</tr>
<tr>
<td>2. C</td>
<td>6. C</td>
</tr>
<tr>
<td>3. A</td>
<td>7. A</td>
</tr>
<tr>
<td>4. C</td>
<td>8. C</td>
</tr>
</tbody>
</table>

• 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 Beach.” Students who answered fewer than five correctly will take the Word Reading in Isolation Assessment to help you determine placement for those students.
Word Reading in Isolation Assessment

You will begin the Word Reading in Isolation Assessment with students who scored fewer than five correct on “Snacks.” 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. It consists of 120 words that contain particular spellings. The words have been sequenced to reflect the order of instruction in the CKLA program: the first 15 words are CVC words students read in Units 3–5 of Kindergarten; the next 15 words contain consonant clusters and are similar to the words taught in Unit 6 of Kindergarten, and so on.

Assess one student at a time, asking him or her to bring the Word Reading Record Sheet (Worksheet 7.5) to the assessment area. You will use this sheet to record the student’s answers while the student reads the words located on pages 54–57 of this Guide.

You may place a marker under each row of words in order to eliminate student confusion when reading.

Ask the student to read the words aloud to you.

Place an ‘X’ on the record sheet next to any word the student gets wrong or fails to read. If you have time, write the word the student says instead so you can further analyze errors.

Do not coach or correct the student.

Have the student move to the next word if he/she cannot read it quickly.

If the student fails to read six words in a row and becomes frustrated, you may discontinue the assessment. **Exception:** If the student misses a run of six Tricky Words in lines 9–12, jump to line 13 to see if the student can read regular words.
## Word Reading in Isolation Assessment

<table>
<thead>
<tr>
<th>1.</th>
<th>cat</th>
<th>hot</th>
<th>run</th>
<th>jet</th>
<th>wax</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>zip</td>
<td>kid</td>
<td>bad</td>
<td>fog</td>
<td>hum</td>
</tr>
<tr>
<td>3.</td>
<td>man</td>
<td>vet</td>
<td>fig</td>
<td>yes</td>
<td>lip</td>
</tr>
<tr>
<td>4.</td>
<td>brag</td>
<td>grab</td>
<td>stop</td>
<td>spit</td>
<td>flap</td>
</tr>
<tr>
<td>5.</td>
<td>drip</td>
<td>clip</td>
<td>dust</td>
<td>send</td>
<td>left</td>
</tr>
<tr>
<td>6.</td>
<td>taps</td>
<td>dogs</td>
<td>crust</td>
<td>print</td>
<td>crabs</td>
</tr>
</tbody>
</table>
7. that song thin fill shed

8. chop sack mess stuff quiz

9. the to a of was

10. you said they would are

11. have who one from there

12. were two your their any
13. name  fine  cheek  home  cute  

14. loud  book  oil  soon  law  

15. her  fork  card  filled  helped  

16. whip  cent  honk  germ  dance  

17. large  knot  rinse  serve  itch  

18. sold  we  snow  aim  fight
<table>
<thead>
<tr>
<th>19.</th>
<th>funny</th>
<th>reach</th>
<th>fry</th>
<th>may</th>
<th>ski</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>bunnies</td>
<td>making</td>
<td>blind</td>
<td>Pete</td>
<td>road</td>
</tr>
<tr>
<td>21.</td>
<td>along</td>
<td>work</td>
<td>mother</td>
<td>more</td>
<td>done</td>
</tr>
<tr>
<td>22.</td>
<td>apple</td>
<td>action</td>
<td>hurt</td>
<td>animal</td>
<td>bird</td>
</tr>
<tr>
<td>23.</td>
<td>wall</td>
<td>now</td>
<td>push</td>
<td>head</td>
<td>fault</td>
</tr>
<tr>
<td>24.</td>
<td>new</td>
<td>unit</td>
<td>boy</td>
<td>early</td>
<td>student</td>
</tr>
</tbody>
</table>
**Silent Reading Assessment**

**“The Beach”**
- This assessment will be given to students who scored five or more correctly on “Prince Vincent.” This story, “The Beach,” is on Worksheet 8.1 and the story comprehension questions are on Worksheet 8.2, or make a copy of pages 85–88 of this Guide for each student. Today’s story has 221 words.

**Word Reading in Isolation Assessment**
- Continue assessing any students who scored less than five correctly on “Snacks” and “Prince Vincent.” Please follow the instructions previously provided for administering the Word Reading in Isolation Assessment.

**Scoring for “The Beach”**
- Answer key for “The Beach”

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>5. C</td>
</tr>
<tr>
<td>3. B</td>
<td>7. A</td>
</tr>
<tr>
<td>4. B</td>
<td>8. A</td>
</tr>
</tbody>
</table>

- 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 “Sink or Float.” You should continue with the Word Reading in Isolation Assessment until you have assessed all students who are in need of this assessment.
Silent Reading Assessment

“Sink or Float”

- This assessment will be given to students who scored five or more correctly on the “The Beach” story. “Sink or Float,” is on Worksheet 9.1 and the story comprehension questions are on Worksheet 9.2, or make a copy of pages 89–92 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 “Snacks,” “Prince Vincent,” and “The Beach.” 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 “Sink or Float”

- Answer key for “Sink or Float”

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B</td>
<td>5. B</td>
</tr>
<tr>
<td>2. A</td>
<td>6. C</td>
</tr>
<tr>
<td>3. A</td>
<td>7. A</td>
</tr>
</tbody>
</table>

- Enter students’ scores on the Placement Planning Chart to help you determine placement for those students. Your students have finished the Silent Reading Assessment. 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.
Moving Forward with Unit 1 Lessons

We recognize that it will likely take some time for teachers to fully score, record, and analyze assessment data for all students. We have deliberately planned Unit 1 as a review of Grade 1 skills with no new Grade 2 skills introduced.

We provide guidance below for a thorough analysis of the assessment data; you should complete this analysis for each student well before the end of Unit 1 instruction. This analysis will inform decisions as to whether students are ready to continue with Grade 2, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught in CKLA at the Grade 1 level. Students may lack these skills for a variety of reasons, including being new to CKLA, perhaps having used different approaches and/or instructional materials in previous grades, difficulty in thoroughly mastering these skills in spite of having participated in CKLA instruction, and so on. Whatever the reason, it is important to identify code knowledge gaps now and address them rather than simply push students ahead through the CKLA Grade 2 materials.

Multi-Level Analysis of Assessments

You will want to conduct an analysis of each student’s performance on the various assessments using different “filters” or “lenses.” We recommend you first look at each student’s overall performance on these assessments for guidance as to whether a given student has the prerequisite skills needed to profit from Grade 2 instruction with standard pacing. As noted above, Unit 1 of Grade 2 CKLA provides a review of all of the short vowel letter-sound correspondences as well the various consonant letter-sound correspondences taught in Grade 1. All students, including those who performed well, will benefit from this review. However, the review is fast-paced. Students with low overall scores and performance on the assessments will profit from additional teaching of Grade 1 skills.

Interpreting Student Scores for 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
recommend that you use the **Interpreting Assessment Scores** chart on the next page to make a first attempt to assign students in your class to a particular group. You may find, however, that you have students whose scores do not fall neatly into one of the categories on this chart. In these cases, you will need to take a much closer look at each student’s performance on the assessments, using the specific analysis charts for **Word Reading in Isolation Analysis** and **Silent Reading Analysis**.
### INTERPRETING ASSESSMENT SCORES

**Note:** The scores on this page should not be confused with the scores provided for the administration of assessments. Each of the scores in this chart represents a degree of mastery on the combined assessments administered.

<table>
<thead>
<tr>
<th>If student scores:</th>
<th>After Grade 2 Unit 1, instruction should start with:</th>
<th>Group</th>
</tr>
</thead>
</table>
| 7 or more correct on “Sink or Float” and 105 or more correct on Word Reading in Isolation Assessment | Grade 2 Unit 2  
**This student has OUTSTANDING preparation for Grade 2 Skills.** | 1 |
| 0–4 correct on “Sink or Float,” 6 or more correct on “The Beach,” and 100 or more correct on Word Reading in Isolation Assessment | Grade 2 Unit 2  
**This student has STRONG preparation for Grade 2 Skills.** | 1 |
| 6 or more correct on “The Beach,” 6 or more correct on “Prince Vincent,” and 80–100 correct on Word Reading in Isolation Assessment | **This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words.**  
Provide targeted small group remediation for the specific sounds missed, using selected materials from the Grade 2 or Grade 1 Assessment and Remediation Guide. | 2 |
| 0–4 correct on “The Beach” and 6 or more correct on “Prince Vincent,” and 60–80 correct on Word Reading in Isolation Assessment | **This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words.**  
Provide targeted small group remediation for the specific sounds missed, using selected materials from the Grade 2 or Grade 1 Assessment and Remediation Guide. | 1 or 2 |
| 5 or more correct on “Prince Vincent” and 5 or more correct on “Snacks,” and 60 or more correct on Word Reading in Isolation Assessment | **This student has somewhat ADEQUATE preparation for Grade 2 Skills.**  
Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 Assessment and Remediation Guide. | 2 or 3 |
| 0–4 correct on “Prince Vincent” and 5 or more correct on “Snacks,” and 60 or more correct on Word Reading in Isolation Assessment | **This student has somewhat ADEQUATE preparation for Grade 2 Skills.**  
Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 Assessment and Remediation Guide. | 2 or 3 |
| 5 or more correct on “Snacks” and 30 or less correct on Word Reading in Isolation Assessment | **This student has QUESTIONABLE preparation for Grade 2 Skills.**  
S/he first needs a comprehensive review of all material from the Grade 2 Unit 1 Assessment and Remediation Guide, before starting CKLA Grade 2, Unit 2. If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2, Unit 2. | 3 |
| 0–4 Correct on “Snacks” and 30 or less correct on Word Reading in Isolation Assessment | **This student has INADEQUATE preparation for Grade 2 Skills.**  
S/he first needs a comprehensive review of all material from the Grade 1 Assessment and Remediation Guide. If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2, Unit 2. | Intensive Remediation |
Taking a Closer Look at Assessment Performance

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 are indicators of preparation for Grade 2.

There are a total of 120 words included in Lines 1–24 of the Word Reading in Isolation Assessment. As a general rule of thumb, students who show good performance on the first 17 lines of the test, i.e., 65 words, have adequate preparation for Grade 2. 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.

Lines 9–12 consist of 20 Tricky Words taught in 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 yet been taught. Students who struggle with these words will need remediation on any words read incorrectly.

Students who are also able to read words on lines 18–24, an additional 35 words, may have strong or outstanding preparation for Grade 2. They may also be ready to read trade books independently.

The Word Reading lines consist of the following:

- Lines 1–3: CVC words with short vowel spellings.
- Lines 4–6: words made up of short vowel spellings containing common consonant clusters
- Lines 7 and 8: words made up of short vowel spellings containing common consonant digraphs
- Lines 9-12: Tricky Words
- Lines 13–15: words with vowel digraphs, diphthongs and r-controlled vowels
- Lines 16 and 17: words with spelling alternatives for consonant sounds
- Lines 18–20: words with common vowel spelling alternatives for long vowel sounds
- Lines 21 and 22: words that include /ə/
- Lines 23 and 24: words with more spelling alternatives for vowel sounds
Silent Reading Assessment Scores

Students who answered 0–4 questions correctly on “Snacks” have inadequate preparation for the Grade 2 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 Assessment should be used to guide placement.

Students who can answer five or more of the questions on “Snacks” and “Prince Vincent” have adequate preparation for the Grade 2 sequence. Students who cannot do this need remediation and/or to be regrouped to an earlier point in the CKLA grade-level materials. Additional information from the Word Reading in Isolation Assessment should be used to guide placement.

Students who can answer five or more of the questions on “The Beach” have strong preparation for Grade 2 and may be ready to read trade books.

Students who can answer five or more of the questions on “Sink or Float” have outstanding preparation for Grade 2 and are almost certainly ready to read trade books independently. If there are enough students performing at this level, they may be grouped together for Skills so they can move at a faster pace.

Note: Grade 1 teachers were asked to pass forward a summary of CKLA results for each student to Grade 2 teachers. A strong performance on the Grade 1 End-of-Year Assessment is an indication that the student should be ready for Grade 2 instruction, even if his or her performance on this Placement Assessment is now slightly below his performance at the end of the Grade 1 school year. Some learning loss is expected during the summer months if students have not been encouraged to continue reading. These students may also benefit from targeted practice using selected pages from either the Grade 1 or Grade 2 Assessment and Remediation Guide.

Analyzing Borderline Scores

Students with 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 2 instruction and not having adequate preparation. These might include students who read the first story on the Silent Reading Assessment and answered most of the questions correctly but struggled with the second story, or they might include students whose performance was inconsistent on lines 9–17 of the Word Reading in Isolation Assessment.
We strongly recommend that you take a closer look at these students’ assessment performance using the **Word Reading in Isolation Analysis and Silent Reading Analysis Charts** that follow, keeping the following points in mind:

- In assessing the **Word Reading in Isolation Assessment**, remember not all poor scores are the same. Five correct out of 15 on a section of this assessment probably indicates a major problem reading the words or spellings in question. Ten correct out of 15, however, might result from the student not knowing a small set of letter-sound correspondences. This sort of problem can often be remediated in supplemental small group sessions, and may not require placing the student at an earlier point in the sequence of instruction.

- In assessing the **Silent Reading Assessment**, be aware that some students may have little 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.

- Remember 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 them in the Grade 2 material and then provide remediation to correct specific problems. For example, if you can identify the specific letter-sound correspondences causing difficulty, or the specific Tricky Words he or she has not learned, you may be able to provide extra practice sessions while the student participates in Grade 2 instruction.

- If you are considering grouping less-prepared students with stronger students and teaching both groups the Grade 2 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 to regroup less-prepared students to an earlier point in the CKLA grade-level materials.
<table>
<thead>
<tr>
<th>Lines</th>
<th>Code Knowledge Assessed</th>
<th>Correct Placement Guidelines</th>
<th>Word Reading in Isolation Analysis Chart: Guidelines for Evaluating Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–3</td>
<td>CVC words with single-letter spellings, e.g., cat, dog, pig</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 3)</td>
</tr>
<tr>
<td></td>
<td>Taught in Units 2–5 of Kindergarten</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
<td>NOT READY for Grade 2 Skills</td>
</tr>
<tr>
<td></td>
<td>11 or fewer out of 15</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td>4–6</td>
<td>Initial and final consonant clusters (CCVC, CCVC, CCVC)</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td></td>
<td>Taught in Unit 6 of Kindergarten</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td></td>
<td>6 or fewer out of 10</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td>7–8</td>
<td>Consonant digraphs, e.g., thin, song</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td></td>
<td>Double-letter spellings for consonant sounds, e.g., stuff, rock</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td></td>
<td>Taught in Units 7 and 8 of Kindergarten</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td>9–12</td>
<td>20 high-frequency Tricky Words</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td></td>
<td>Most are introduced in Units 8 and 9 of Kindergarten and again in Units 1–4 of Grade 1</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td>13–15</td>
<td>Basic code spellings for &quot;long&quot; vowel sounds (like /ae/, /ee/), and diphthongs (like /oi/, /ou/), and r-controlled vowels (/er/, /ar/, and /or/); including conventional digraph spellings (sweet, shout) and split digraphs (hope, bike)</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td></td>
<td>Taught in Units 2–4 of Grade 1</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td>16–17</td>
<td>Spelling alternatives for consonant sounds, including &quot;tch&quot; for /ch/, &quot;ck&quot; for /sk/ and /g/ for /gl/</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td></td>
<td>Taught in Unit 5 of Grade 1</td>
<td>NOT READY for Grade 2 Skills</td>
<td>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</td>
</tr>
<tr>
<td></td>
<td>7 or fewer out of 10</td>
<td>Preparation for Grade 2 is QUESTIONABLE</td>
<td>Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 2–4</td>
</tr>
<tr>
<td></td>
<td>10 or fewer out of 15</td>
<td>Preparation for Grade 2 is QUESTIONABLE</td>
<td>Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 2–4</td>
</tr>
<tr>
<td></td>
<td>8 or fewer out of 20</td>
<td>Preparation for Grade 2 is QUESTIONABLE</td>
<td>Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 2–4</td>
</tr>
<tr>
<td></td>
<td>7 or fewer out of 10</td>
<td>Preparation for Grade 2 is QUESTIONABLE</td>
<td>Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 2–4</td>
</tr>
<tr>
<td></td>
<td>10 or fewer out of 15</td>
<td>Preparation for Grade 2 is QUESTIONABLE</td>
<td>Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 2–4</td>
</tr>
</tbody>
</table>

**Grade 2 Assessment and Remediation Guide**
© 2013 Core Knowledge Foundation
| 18–20 | Spelling alternatives for the “long” vowel sounds /ae/, /oe/, /ie/, and /ee/ | 10 or fewer out of 15 | Preparation for Grade 2 is **ADEQUATE** |
|       | Taught in Unit 7 of Grade 1 | 11 or more out of 15 | Preparation for Grade 2 is **STRONG** |
| 21–22 | More spelling alternatives for vowel sounds, including /u/, schwa, /er/, /or/ | 6 or fewer out of 10 | Preparation for Grade 2 is **STRONG** |
|       |                                | 7 or more out of 10 | Preparation for Grade 2 is **OUTSTANDING** |
| 23–24 | More spelling alternatives for vowel sounds, including alternatives not taught in Grade 1 | 6 or fewer out of 10 | Preparation for Grade 2 is **STRONG** |
|       |                                | 7 or more out of 10 | Preparation for Grade 2 is **OUTSTANDING** |
### Story Reading Analysis Chart: Guidelines for Evaluating Results

<table>
<thead>
<tr>
<th>Story</th>
<th>Length &amp; Difficulty</th>
<th>Code Knowledge Assumed</th>
<th>Correct Answers</th>
<th>Next Steps and Placement Indicated by Assessment Score</th>
</tr>
</thead>
</table>
| 1. “Snacks” | About 50 words | - Single-letter spellings for “short” vowel sounds, including ‘a’ > /a/ (sat), ‘e’ > /e/ (egg), ‘o’ > /o/ (hot), ‘u’ > /u/ (Bud), and ‘i’ > /i/ (fish)
- Single-letter spellings for 20 consonant sounds, including ‘b’ > /b/ (Beth), ‘d’ > /d/ (dog), and ‘f’ > /f/ (figs)
- Double-letter spellings for consonant sounds, including ‘ss’ > /s/ (glass), ‘gg’ > /g/ (eggs), ‘ll’ > /l/ (Jill) and ‘ck’ > /k/ (snack)
- Digraph spellings for consonant sounds including ‘ch’ > /ch/ (chips), ‘sh’ > /sh/ (fish), and ‘th’ > /th/ (the)
- Some Tricky Words first taught in Units 8 and 9 of Kindergarten, e.g., a, of, and the
- Story is made up entirely of one-syllable words | < 5 Poor | - Student was unable to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten.
- Student is NOT READY for the Grade 2 Skills.
- Student should ideally be regrouped and start at some point in the first 8 units of Kindergarten.
- Use Word Reading scores to guide placement. |
| | | | 5 Borderline | - Student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.
- Give “Prince Vincent” test and use results for placement. |
| | | | 6–8 Adequate–Strong | - Student was able to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten.
- Give “Prince Vincent” test and use these results for placement. |
| 2. “Prince Vincent” | About 150 words | All of the above plus the following:  
• Basic-code spellings for “long” vowel sounds including ‘ee’ > /ee/ (bee), ‘a_e’ > /ae/ (came), ‘o_e’ > /oe/ (rode), and ‘i_e’ > /ie/ (ride)  
• Basic-code spellings for other vowel sounds, including ‘oo’ > /oo/ (foolish), ‘oo’ > /oo/ (look), ‘ou’ > /ou/ (loud), ‘oi’ > /oi/ (voice)  
• Basic-code spellings for /er/ (after), /ar/ (far), /or/ (north)  
• Spelling alternatives for consonant sounds, including ‘c’ > /s/ (Vincent) and ‘ce’ > /s/ (prince)  
• Tricky Words taught in Units 1–6 of Grade 1, e.g., once, was, there, from, he, a, said, would, are, and I  
• Past-tense endings with –ed as in looked  
• Two-syllable words |  
| 5 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 the Grade 2 sequence.  
• Use Word Reading scores for placement. |  
| 5 Borderline | The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.  
• If the student also received a borderline score on “Snacks,” administer the Word Reading Assessment.  
• If the student had a good score on “Snacks” but borderline on “Prince Vincent,” give “The Beach” test. |  
| 6–8 Adequate–Strong | Student was able to make sense of a story comparable to the ones included in the Reader for Unit 6 of Grade 1.  
• Student has **ADEQUATE** preparation for the Grade 2 Skills.  
• You may still want to administer the Word Reading Assessment, if you have time, to pinpoint specific letter-sound correspondences that need to be reinforced. |
### 3. “The Beach”

**About 225 words**

- All of the above, plus common spelling alternatives for /ae/ (Sunday, David, pain), /oe/ (okay, elbows, toes, boat), /ie/ (diving, brightly), /ee/ (Eve, sunny, beach)
- Two-syllable words

| <5 Adequate | • Student was not able to make sense of a story comparable to the ones in the Reader for Unit 8 of Grade 1.  
|            | • However, student has **Adequate** preparation for Grade 2 Skills.  
|            | • Start in Grade 2 Skills, but closely monitor progress for the first three units. |

| 5 Adequate | • The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.  
|           | • Give the “Sink or Float” test. |

| 6–8 Strong | • Student was able to make sense of a story comparable to the ones in the Reader for Unit 8 of Grade 1.  
|          | • Student has **Strong** preparation for Grade 2 and may also be ready to read trade books independently. |

### 4. “Sink or Float”

**About 350 words**

- All of the above plus additional spellings taught in Units 9 and 10 of Grade 1, e.g., Thursday, first, vacation, ankles, plus some words with unusual spellings, e.g., decision, tough, again, garage, heavy.
- Two- and three-syllable words

| <5 | • Student was not able to make sense of this story, which contains some unusual and rare spellings.  
|    | • However, if the student made it this far, he or she has **Strong** preparation for Grade 2 and may also be ready to read trade books independently. |

| 5 | • The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.  
|   | • However, as noted above, this student has **Strong** preparation for Grade 2. |

| 6–8 | • Student was able to make sense of a story that contains some unusual and rare spellings not taught in the Grade 1 curriculum.  
|     | • Student has **Outstanding** preparation for Grade 2 and is almost certainly ready to read trade books independently.  
|     | • The Grade 2 curriculum will help the student systematize the code knowledge he or she has learned and build fluency, while also improving writing and spelling ability. |
Placement and Grouping Guidelines

We highly recommend that all Grade 2 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 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.

The student scores you have been recording for both assessments will be useful in deciding where students should be placed for Skills instruction. Once students have been placed and grouped, these scores can be shared with other teachers who may be working with students for Skills.

(CKLA Skills instruction also includes spelling, grammar, and writing. However, decisions about placement in the CKLA materials are based on evaluating students’ reading—decoding—and basic comprehension skills.)

Grade 2 teachers should meet as a team after they have completed the Placement Planning Chart (having 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.
<table>
<thead>
<tr>
<th>If there is only one classroom teacher per grade level . . .</th>
<th>…the teacher should start all students in Groups 1 and 2 with CKLA Grade 2, Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the <em>Assessment and Remediation Guide</em> as needed. Group 3 needs intensive intervention outside the regular classroom and should not start with CKLA Grade 2, Unit 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there are two classroom teachers per grade level . . .</td>
<td>…one teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 2, Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Grade 2, Unit 1 of the <em>Assessment and Remediation Guide</em>. OR . . . one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom, would not start with CKLA Grade 2, Unit 2 but rather be provided the needed intervention.</td>
</tr>
<tr>
<td>If there are three classroom teachers per grade level . . .</td>
<td>…one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Grade 2, Unit 1 of the <em>Assessment and Remediation Guide</em>.</td>
</tr>
<tr>
<td>If there are four classroom teachers per grade level . . .</td>
<td>…one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to the higher-level Group 2 students, starting with CKLA Grade 2, Unit 2; a third teacher provides Skills instruction to the lower-level Group 2 students, starting with CKLA Grade 2, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with the Grade 2, Unit 1 of the <em>Assessment and Remediation Guide</em>.</td>
</tr>
</tbody>
</table>

**Note to Teacher**

If you have access to Grade 1 and/or Kindergarten materials, you may consider using those materials in addition to or in lieu of the Grade 2 *Assessment and Remediation Guide*. 
Placement for Listening & Learning

The Skills placement tests do not provide a basis for regrouping students during the Listening & Learning period. In fact, all students should participate in the Listening & Learning sessions on grade level, regardless of their decoding skills. Limited decoding skills will not prevent the student from learning from the read-alouds, discussions, and activities in Listening & Learning. In fact, the focus on oral language in the Listening & Learning periods may provide struggling decoders with an opportunity to shine.
Six kids sat and had a snack.

Rob had six fish sticks.

Bud had ham.

Beth had a bag of chips and a glass of milk.

Rich had fish sticks and figs.

Jill had a hot dog.

Sam had six eggs.

Sam got sick.

The rest of the kids did not.
Snacks

1. What was Bud’s snack?
   A. fish sticks
   B. chips and milk
   C. ham

2. What was Sam’s snack?
   A. eggs
   B. fish sticks
   C. ham

3. What was Beth’s snack?
   A. chips and milk
   B. fish sticks and figs
   C. a hot dog

4. Which kid had chips?
   A. Beth
   B. Rob
   C. Bud
5. Which kid had milk?
   A. Sam
   B. Beth
   C. Jill

6. Which kid had figs?
   A. Beth
   B. Jill
   C. Rich

7. Which kids had fish sticks?
   A. Rich and Beth
   B. Rob and Rich
   C. Rob and Bud

8. Which kid got sick?
   A. Rich
   B. Beth
   C. Sam
Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”

The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.

Vincent ran after the bee. He shouted in his loudest voice, “You will not escape from me, bee! I will ride after you on my horse!”

Vincent got his helmet and his lance. He got up on his horse. Then he rode off on his quest for the bee.

Vincent rode north and south. He rode past rivers and lakes. He looked for the bee in houses. He looked for the bee on farms. He looked for the bee up in trees and down in holes.

But he never found the bee.
Prince Vincent

1. What was Vincent?
   A. a prince
   B. a king
   C. a princess

2. Where was Vincent from?
   A. Rome
   B. Greece
   C. France

3. What sort of voice did Vincent have?
   A. a loud voice
   B. a soft voice
   C. a bee-like voice

4. Which part of Vincent did the bee sting?
   A. his leg
   B. his nose
   C. his cheek
5. What sound did the bee make?
   A. whoosh
   B. hum
   C. buzz

6. What did Vincent tell the bee?
   A. Sting me again!
   B. Buzz off!
   C. Look at me!

7. Where did Vincent look for the bee?
   A. in houses and on farms
   B. under a rock
   C. in an insect shop

8. What happened in the end?
   A. Vincent killed the bee.
   B. The bee killed Vincent.
   C. Vincent never found the bee.
# Word Reading Test Record Sheet

<table>
<thead>
<tr>
<th>CVC words w/ single-letter</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cat ___</td>
<td>hot ___</td>
<td>run ___</td>
</tr>
<tr>
<td>2. zip ___</td>
<td>kid ___</td>
<td>bad ___</td>
</tr>
<tr>
<td>3. man ___</td>
<td>vet ___</td>
<td>fig ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCVC, CVCC, CCVCC consonant clusters</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. brag ___</td>
<td>grab ___</td>
<td>stop ___</td>
</tr>
<tr>
<td>5. drip ___</td>
<td>clip ___</td>
<td>dust ___</td>
</tr>
<tr>
<td>6. taps ___</td>
<td>dogs ___</td>
<td>crust ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consonant digraphs</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. that ___</td>
<td>song ___</td>
<td>thin ___</td>
</tr>
<tr>
<td>8. chop ___</td>
<td>sack ___</td>
<td>mess ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tricky Words</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. the ___</td>
<td>to ___</td>
<td>a ___</td>
</tr>
<tr>
<td>10. you ___</td>
<td>said ___</td>
<td>they ___</td>
</tr>
<tr>
<td>11. have ___</td>
<td>who ___</td>
<td>one ___</td>
</tr>
<tr>
<td>12. were ___</td>
<td>two ___</td>
<td>your ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vowel digraphs, diphthongs, and r-controlled</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. name ___</td>
<td>fine ___</td>
<td>cheek ___</td>
</tr>
<tr>
<td>14. loud ___</td>
<td>book ___</td>
<td>oil ___</td>
</tr>
<tr>
<td>15. her ___</td>
<td>fork ___</td>
<td>card ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling alt. for consonant sounds</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. whip ___</td>
<td>cent ___</td>
<td>honk ___</td>
</tr>
<tr>
<td>17. large ___</td>
<td>knot ___</td>
<td>rinse ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More spelling alt. for long vowel sounds</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. sold ___</td>
<td>we ___</td>
<td>snow ___</td>
</tr>
<tr>
<td>19. funny ___</td>
<td>reach ___</td>
<td>fry ___</td>
</tr>
<tr>
<td>20. bunnies ___</td>
<td>making ___</td>
<td>blind ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More spelling alt. for schwa vowel sounds</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. along ___</td>
<td>work ___</td>
<td>mother ___</td>
</tr>
<tr>
<td>22. apple ___</td>
<td>action ___</td>
<td>hurt ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More spelling alt. for vowel sounds</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. wall ___</td>
<td>now ___</td>
<td>push ___</td>
</tr>
<tr>
<td>24. new ___</td>
<td>unit ___</td>
<td>boy ___</td>
</tr>
</tbody>
</table>
The Beach

Last Sunday David and Eve went to the beach.

It was a sunny day. It got hotter and hotter. At last it was ninety-five degrees.

Eve laid out a blanket. Then she got out her sunscreen. She rubbed the white cream on her back. She rubbed it on her arms and her legs. She rubbed it on her nose and her cheeks. She even rubbed it on her elbows and her toes.

“David,” she said, “would you like some sunscreen?”

“No, thanks,” said David. “I’ll be okay without it.” Then he ran off to play soccer.

David played soccer. He tossed a Frisbee. He ran a relay race. He rowed a boat. He swam. He splashed in the waves. He went diving for shells. He made a scarf out of seaweed. Then he lay down and took a nap.

All this time the sun was shining brightly. Rays of sunlight were landing on David’s arms and legs.

At last the daylight faded. David was set to go home. But when he got up, he felt some pain on his legs. He looked down. His body was as red as a lobster. His thighs looked like two roasted hams. His toes looked like ten bright red pigs running on the sand.

“EEK!” cried David. “I’m fried! I should have used Eve’s sunscreen!”
The Beach

1. Where did this story take place?
   A. at the beach
   B. at the pool
   C. at the lake

2. What sort of day was it?
   A. hot and sunny
   B. cool and cloudy
   C. windy and wet

3. Who ended up red as a lobster?
   A. Eve
   B. David
   C. The nice ladies

4. Who used sunscreen?
   A. David
   B. Eve
   C. Eve and David
5. What did David use to make a scarf?
   A. sand
   B. sunscreen
   C. seaweed

6. What did David’s toes look like at the end of the day?
   A. ten green frogs
   B. ten red pigs
   C. ten sandy logs

7. Which game did David play?
   A. Frisbee
   B. sand hockey
   C. lawn darts

8. What made David’s skin red?
   A. the sun
   B. the sand
   C. the waves
Sink or Float

It was the first Thursday of summer vacation. It was hot. Joey Jenkins and his younger brother Pete were sitting by the pool trying to stay cool. Pete had his ankles and toes in the water.

“Hey Pete,” Joey shouted at his little brother, “let’s play sink or float.”

“How do you play?” asked Pete.

“First I go and find something,” explained Joey. “Then I ask you if you think it will sink or float. Then I throw it in the pool and we find out if you were right or wrong.”

“Okay,” replied Pete.

Joey ran to the garage and got a brass key.

“That must be pretty heavy,” said Pete. “I say it’s going to sink for sure!”

Joey tossed the key in the pool. It sank below the surface in an instant.

“Okay, little brother,” said Joey, “you won that one. Do you want to play again?”

Pete nodded his head.

Joey sprinted up to the house and got an apple from the boys’ mom.

“I predict that will float,” said Pete.

Joey tossed the apple in the pool and, sure enough, it bobbed and floated on top of the water.

Joey ran over to the woods and picked up an acorn that was lying beneath a towering old oak tree.

“Gee,” said Pete. “That’s a tough one. An acorn might sink, but then again, it might float.”
“Sink or float?” said Joey. “I need a decision now!”

“Um, I guess it will sink,” Pete said.

Joey tossed the acorn in the pool. It bobbed and floated on top of the water right next to the apple.


Joey ran into the house and got a plastic model airplane he had built.

“Sink or float?” he asked.

“Sink!” said Pete.

Joey set the airplane ever so gently on the surface of the water. At first it looked like the airplane was floating.

“Ha, ha!” said Joey. “It floats! You lose again!”

“Not so fast!” said Pete. He thumped the water with both of his feet and made a gigantic wave. The wave went crashing over the airplane. The airplane filled with water and began sinking.

“It sinks!” said Pete, smiling. “So I win!”

“No fair!” said Joey. “That’s cheating!”
Sink or Float

1. When does the story take place?
   A. winter
   B. summer
   C. fall

2. Which boy is older?
   A. Joey
   B. Pete
   C. They are the same age.

3. Which game do the boys play?
   A. Sink or Float
   B. Splash Bomb
   C. Water Polo

4. Which boy sets things on top of the water?
   A. Joey
   B. Pete
   C. They take turns
5. Which boy guesses whether the things will sink or float?
   A. Joey
   B. Pete
   C. They take turns

6. Which of the things listed below sinks?
   A. apple
   B. acorn
   C. key

7. Who sets the airplane on the water?
   A. Joey
   B. Pete
   C. the boys’ mom

8. Who makes the wave that makes the airplane sink?
   A. Joey
   B. Pete
   C. the boys’ mom
Grade 2 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 (Unit 2).

It may be useful to compare a student’s performance on measures of fluency to norms for other Grade 2 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 reread 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 rereading. Occasional choral reading may also be effective.
### 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 grades 4 and 5, 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 25, the typical number of weeks between the winter and spring assessments.

Average words per minute (WCPM) is the average number of words the student can read correctly at a specified rate.

### Table

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall</th>
<th>WCPM</th>
<th>Winter</th>
<th>WCPM</th>
<th>Spring</th>
<th>WCPM</th>
<th>Avg. Weekly Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
<td>0.6</td>
<td>31</td>
<td>18</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>0.4</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
<td>1.7</td>
<td>42</td>
<td>25</td>
<td>17</td>
<td>14</td>
<td>10</td>
<td>0.8</td>
</tr>
<tr>
<td>3</td>
<td>100</td>
<td>0.8</td>
<td>42</td>
<td>25</td>
<td>17</td>
<td>14</td>
<td>10</td>
<td>0.8</td>
</tr>
<tr>
<td>4</td>
<td>100</td>
<td>2.0</td>
<td>62</td>
<td>44</td>
<td>34</td>
<td>27</td>
<td>20</td>
<td>0.7</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>1.2</td>
<td>75</td>
<td>56</td>
<td>42</td>
<td>33</td>
<td>25</td>
<td>0.6</td>
</tr>
<tr>
<td>6</td>
<td>100</td>
<td>1.4</td>
<td>89</td>
<td>72</td>
<td>56</td>
<td>42</td>
<td>33</td>
<td>0.6</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>1.6</td>
<td>100</td>
<td>83</td>
<td>66</td>
<td>50</td>
<td>40</td>
<td>0.7</td>
</tr>
<tr>
<td>8</td>
<td>100</td>
<td>1.8</td>
<td>110</td>
<td>95</td>
<td>78</td>
<td>62</td>
<td>50</td>
<td>0.7</td>
</tr>
</tbody>
</table>

*WCPM = Words Correct Per Minute**

---

2006 Hasbrouck & Tindal Oral Reading Fluency Data
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 pre-assigned 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 one point for one-syllable words, two points for two-syllable words, three 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.
| Player One Cards | | Card Placement |
|------------------|------------------|
| Player Two Cards | | Card Placement |

**Word Block**

<table>
<thead>
<tr>
<th>Card Placement</th>
<th>Card Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card Placement</td>
<td>Card Placement</td>
</tr>
<tr>
<td>Card Placement</td>
<td>Card Placement</td>
</tr>
<tr>
<td>Card Placement</td>
<td>Card Placement</td>
</tr>
<tr>
<td>Card Placement</td>
<td>Card Placement</td>
</tr>
</tbody>
</table>
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

START!
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.

Move Forward Two Spaces!

Move Forward Three Spaces!

Move Forward One Space!

Move Forward Four Spaces!

Move Forward One Space!

Move Forward Two Spaces!

Move Forward Two Spaces!

Move Forward Five Spaces!

Move Forward One Space!

Move Forward Two Spaces!
Moon Shot Problem Cards

Directions: Copy the template and cut out the cards.

- Sorry! Lose A Turn
- Go back one space
- Go back two spaces
- Go back one space
- Go back one space
- Go back two spaces
- Go back three spaces
- Go back three spaces
- Go back four spaces
- Sorry! Lose A Turn
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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Journey through Space (Steal a Card)

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Steal a Card</td>
<td>Steal a Card</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Steal a Card</td>
<td>Steal a Card</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Steal a Card</td>
<td>Steal a Card</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Steal a Card</td>
<td>Steal a Card</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Steal a Card</td>
<td>Steal a Card</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Steal a Card</td>
<td>Steal a Card</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Steal a Card</td>
<td>Steal a Card</td>
</tr>
</tbody>
</table>
Journey through Space (Second Turn)

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

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

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Race to the Top

Player 1
Race to the Top Word Cards

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

START

1 2 3 4 5 6 7 8 9 10 11
Over the Rainbow Word Cards

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

Directions: Copy template several times and write words on each card. Cut out the words.
Section I (Unit 1)

One-Syllable Short Vowel Words
Past Tense with –ed
Tricky Words
Section I-A

CVC and CVC Plurals
Lesson Templates
## CVC Word Section

### Sample Lesson Template

### Basic Code: Consonant and Short Vowel Sound-Spellings

<table>
<thead>
<tr>
<th>Focus: Sound-Spelling</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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.</td>
<td>previously taught Spelling Cards and Flip Books</td>
</tr>
<tr>
<td>Teaching</td>
<td>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.</td>
<td>new Spelling Cards Code Flip Books Individual Code Chart</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Ask students to give words with the target sound. Ask students to write decodable words with the target sound.</td>
<td>dry erase boards and markers OR paper and pencil</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>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.</td>
<td>Word Lists practice sentences practice stories</td>
</tr>
</tbody>
</table>

**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/

<table>
<thead>
<tr>
<th>Focus: ‘f’ &gt; /f/</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-Up</strong></td>
<td>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.</td>
<td>previously taught Spelling Cards</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>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 <em>fat, fig, fun</em>. Repeat with words with the /f/ sound in the middle… <em>muffin, gift, goofy</em>. Repeat with words with /f/ sound in the end… <em>cliff, half, muff</em>. Tape the ‘f’ &gt; /f/ card to the appropriate space in the Consonant Code Flip Book as students refer to the Individual Code Chart.</td>
<td>Spelling Card ‘f’ &gt; /f/ Consonant Code Flip Book Individual Code Chart</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>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: <em>fig, fat, fun, fit, fin, fan</em>. To check spelling, ask students to orally spell the word while you write the word on the board or chart paper.</td>
<td>paper and pencil</td>
</tr>
</tbody>
</table>
## CVC Word Section

### Sample Remedial Lesson

#### Basic Medial Vowel Sounds

<table>
<thead>
<tr>
<th>Focus: Medial Vowel Sounds</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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).</td>
<td>Letter Cards with ‘i’, ‘e’, ‘a’ written on them for each student</td>
</tr>
<tr>
<td></td>
<td>1. cat /k/ /a/ /t/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. bat /b/ /a/ /t/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. bet /b/ /e/ /t/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. tan /t/ /a/ /n/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. ten /t/ /e/ /n/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Ben /B/ /e/ /n/</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>Explain to students that the sounds /i/, /e/, and /a/ are made with the mouth open.</td>
<td>Spelling Cards ‘i’, ‘e’, ‘a’</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Vowel Code Flip Book</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Individual Code Chart</td>
</tr>
<tr>
<td></td>
<td>Say the following words and ask students to identify the vowel sound they hear in the middle: sit, pet, mat, net, rest, sat, cat, flick, peg, pig. Again, display the appropriate Spelling Card as students refer to the Individual Code Chart.</td>
<td></td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Give students Letter Cards ‘i’, ‘e’, ‘a’. Say the following words and have students show the card for the sound they hear: pet, pat, met, miss, bit, bat, net, nit, bet, sat, sit, end, and, in, fin, fan.</td>
<td>Letter Cards with ‘i’, ‘e’, ‘a’ written on them for each student</td>
</tr>
</tbody>
</table>
Sample Remedial Lesson

CVC Words

<table>
<thead>
<tr>
<th>Focus: CVC Words</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
</table>
| Warm-Up          | 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).

/f/ /o/ /g/—fog
/f/ /i/ /g/—fig
/b/ /i/ /g/—big
/m/ /a/ /sh/—mash
/k/ /a/ /sh/—cash
/ael /p/ /s/—apes
/b/ /eel /z/—bees

Present students the letter cards ‘m’, ‘a’, ‘i’, ‘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. | Letter Cards or magnetic letters ‘m’, ‘a’, ‘i’, ‘d’, ‘o’, ‘c’, ‘g’, ‘i’ |
| Guided Practice  | 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’, ‘i’ would be /m/ /a/ /i/. 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. | Letter Cards |
| Independent Practice | 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. | individual letters for each student |
Section I-A
CVC and CVC Plurals
Word Lists
Name: _______________________________________________________

<table>
<thead>
<tr>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
</table>

| at | mat | tat | am | tam |
Name: _______________________________________________________

<table>
<thead>
<tr>
<th>d</th>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad</td>
<td>at</td>
<td>mat</td>
<td></td>
</tr>
<tr>
<td>tat</td>
<td>mad</td>
<td>am</td>
<td></td>
</tr>
<tr>
<td>ad</td>
<td>dad</td>
<td>dam</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>d</td>
<td>a</td>
<td>m</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>dot</td>
<td>tot</td>
<td>at</td>
<td>ad</td>
</tr>
<tr>
<td>mat</td>
<td>tat</td>
<td>mad</td>
<td>mom</td>
</tr>
<tr>
<td>mad mom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

c o d  d a m t

cat  cot  tot  dad

cod  mom  mat  at

mad  tat  doc  mom

mad cat
Name: _______________________________________________________

<table>
<thead>
<tr>
<th>g</th>
<th>c</th>
<th>o</th>
<th>d</th>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>got</td>
<td>god</td>
<td>dog</td>
<td>cat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cot</td>
<td>tot</td>
<td>dad</td>
<td>mom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

mad at mom
Name: ______________________________________________________

<table>
<thead>
<tr>
<th>i</th>
<th>g</th>
<th>c</th>
<th>o</th>
<th>d</th>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>got</td>
<td>dot</td>
<td>dig</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>god</td>
<td>dog</td>
<td>cat</td>
<td>cot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dad</td>
<td>mom</td>
<td>tag</td>
<td>dim</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| got it | dad did it | dig it |</p>
<table>
<thead>
<tr>
<th>n i g c o d a m t</th>
</tr>
</thead>
<tbody>
<tr>
<td>not</td>
</tr>
<tr>
<td>an</td>
</tr>
<tr>
<td>got</td>
</tr>
<tr>
<td>dad</td>
</tr>
</tbody>
</table>

mom and dad  cat on cot  dog and cat
<table>
<thead>
<tr>
<th>h</th>
<th>n</th>
<th>i</th>
<th>g</th>
<th>c</th>
<th>o</th>
<th>d</th>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>not</td>
<td>it</td>
<td>hit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>on</td>
<td>had</td>
<td>him</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an</td>
<td>and</td>
<td>can</td>
<td>cat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ham</td>
<td>hog</td>
<td>hat</td>
<td>hid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>did</td>
<td>dig</td>
<td>mom</td>
<td>dad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>man</td>
<td>tan</td>
<td>tin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

hit it not ham hot dog
<table>
<thead>
<tr>
<th>s</th>
<th>h</th>
<th>n</th>
<th>i</th>
<th>g</th>
<th>c</th>
<th>o</th>
<th>d</th>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td>mad</td>
<td>sit</td>
<td>sat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not</td>
<td>hot</td>
<td>it</td>
<td>its</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tot</td>
<td>in</td>
<td>gas</td>
<td>had</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>him</td>
<td>cat</td>
<td>can</td>
<td>hat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hid</td>
<td>did</td>
<td>hog</td>
<td>dad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mom</td>
<td>tan</td>
<td>cod</td>
<td>sod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

sit on it  tan dad  gas can
<table>
<thead>
<tr>
<th>f</th>
<th>s</th>
<th>h</th>
<th>n</th>
<th>i</th>
<th>g</th>
<th>c</th>
<th>o</th>
<th>d</th>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>fog</td>
<td>fig</td>
<td>mad</td>
<td>sit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sat</td>
<td>it</td>
<td>if</td>
<td>fit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td>hot</td>
<td>not</td>
<td>had</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>fin</td>
<td>fan</td>
<td>dad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>him</td>
<td>sad</td>
<td>did</td>
<td>hat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mom</td>
<td>tan</td>
<td>cod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

fat cat  not mad  sit on it
<table>
<thead>
<tr>
<th>v</th>
<th>f</th>
<th>s</th>
<th>h</th>
<th>n</th>
<th>i</th>
<th>g</th>
<th>c</th>
<th>o</th>
<th>d</th>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>van</td>
<td>vat</td>
<td>if</td>
<td>it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td>hot</td>
<td>not</td>
<td>tan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fog</td>
<td>mom</td>
<td>mad</td>
<td>sit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>fan</td>
<td>had</td>
<td>him</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hat</td>
<td>dad</td>
<td>did</td>
<td>sad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| man in van | hot vat | fan him |
Name: _______________________________________________________

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>zig</td>
<td>zag</td>
<td>vat</td>
<td>van</td>
<td>mad</td>
<td></td>
</tr>
<tr>
<td>had</td>
<td>dad</td>
<td>did</td>
<td>sad</td>
<td>in</td>
<td></td>
</tr>
<tr>
<td>if</td>
<td>it</td>
<td>fat</td>
<td>hot</td>
<td>fog</td>
<td></td>
</tr>
<tr>
<td>vat</td>
<td>not</td>
<td>van</td>
<td>sit</td>
<td>dot</td>
<td></td>
</tr>
</tbody>
</table>

fat cat  hot van  zig zag
<table>
<thead>
<tr>
<th>p</th>
<th>z</th>
<th>v</th>
<th>f</th>
<th>s</th>
<th>h</th>
<th>n</th>
<th>i</th>
<th>g</th>
<th>c</th>
<th>o</th>
<th>d</th>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>had</td>
<td>sad</td>
<td>pat</td>
<td>not</td>
<td>mad</td>
<td>pad</td>
<td>pop</td>
<td>mom</td>
<td>nap</td>
<td>dip</td>
<td>vet</td>
<td>zig</td>
<td>pip</td>
<td>pip</td>
</tr>
<tr>
<td>pin</td>
<td>pip</td>
<td>zag</td>
<td>if</td>
<td>top</td>
<td>sit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>did</td>
<td>vat</td>
<td>it</td>
<td>van</td>
<td>in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- hop on pop
- fat pig
Name: _______________________________________________________

<table>
<thead>
<tr>
<th>e</th>
<th>p</th>
<th>z</th>
<th>v</th>
<th>f</th>
<th>s</th>
<th>h</th>
<th>n</th>
<th>i</th>
<th>g</th>
<th>c</th>
<th>o</th>
<th>d</th>
<th>a</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet</td>
<td>pig</td>
<td>zig</td>
<td>had</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>did</td>
<td>sad</td>
<td>mom</td>
<td>zag</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vat</td>
<td>met</td>
<td>if</td>
<td>it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not</td>
<td>dip</td>
<td>pop</td>
<td>set</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mad</td>
<td>vet</td>
<td>ten</td>
<td>sit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>get</td>
<td>top</td>
<td>map</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>men</td>
<td>net</td>
<td>hen</td>
<td>end</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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
<table>
<thead>
<tr>
<th>b e p z v f s h n</th>
<th>i g c o d a m t</th>
</tr>
</thead>
<tbody>
<tr>
<td>bag</td>
<td>pig</td>
</tr>
<tr>
<td>van</td>
<td>had</td>
</tr>
<tr>
<td>did</td>
<td>sad</td>
</tr>
<tr>
<td>vat</td>
<td>mad</td>
</tr>
<tr>
<td>bet</td>
<td>dad</td>
</tr>
<tr>
<td>bat</td>
<td>beg</td>
</tr>
</tbody>
</table>

<p>| bad cat            | get in bed    |
| in bed             | bit him       |
| big bag            | big fan       |</p>
<table>
<thead>
<tr>
<th>l</th>
<th>b</th>
<th>e</th>
<th>p</th>
<th>z</th>
<th>v</th>
<th>f</th>
<th>s</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>i</td>
<td>g</td>
<td>c</td>
<td>o</td>
<td>d</td>
<td>a</td>
<td>m</td>
<td>t</td>
</tr>
</tbody>
</table>

- 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: _______________________________________________________

<table>
<thead>
<tr>
<th>u</th>
<th>l</th>
<th>b</th>
<th>e</th>
<th>p</th>
<th>z</th>
<th>v</th>
<th>f</th>
<th>s</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>i</td>
<td>g</td>
<td>c</td>
<td>o</td>
<td>d</td>
<td>a</td>
<td>m</td>
<td>t</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>nut</th>
<th>rat</th>
<th>leg</th>
<th>but</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>us</td>
<td>sun</td>
<td>run</td>
</tr>
<tr>
<td>red</td>
<td>lot</td>
<td>cut</td>
<td>fun</td>
</tr>
<tr>
<td>bus</td>
<td>mud</td>
<td>ran</td>
<td>cup</td>
</tr>
<tr>
<td>rug</td>
<td>let</td>
<td>rob</td>
<td>rip</td>
</tr>
<tr>
<td>rub</td>
<td>log</td>
<td>bat</td>
<td>led</td>
</tr>
<tr>
<td>rag</td>
<td>rot</td>
<td>mug</td>
<td>rib</td>
</tr>
<tr>
<td>lip</td>
<td>map</td>
<td>lid</td>
<td>hug</td>
</tr>
</tbody>
</table>

big bug       red rug
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
<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>job</td>
<td>jet</td>
<td>wet</td>
<td>jam</td>
</tr>
<tr>
<td>but</td>
<td>up</td>
<td>us</td>
<td>jug</td>
</tr>
<tr>
<td>win</td>
<td>jog</td>
<td>sun</td>
<td>run</td>
</tr>
<tr>
<td>red</td>
<td>wig</td>
<td>cut</td>
<td>fun</td>
</tr>
<tr>
<td>bus</td>
<td>mud</td>
<td>cup</td>
<td>pad</td>
</tr>
<tr>
<td>rug</td>
<td>rip</td>
<td>rub</td>
<td>log</td>
</tr>
<tr>
<td>led</td>
<td>bat</td>
<td>rob</td>
<td>lip</td>
</tr>
<tr>
<td>rag</td>
<td>rot</td>
<td>mug</td>
<td>rib</td>
</tr>
<tr>
<td>end</td>
<td>job</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

<table>
<thead>
<tr>
<th>y</th>
<th>j</th>
<th>w</th>
<th>u</th>
<th>l</th>
<th>b</th>
<th>e</th>
<th>p</th>
<th>z</th>
<th>v</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>h</td>
<td>n</td>
<td>i</td>
<td>g</td>
<td>c</td>
<td>o</td>
<td>d</td>
<td>a</td>
<td>m</td>
<td>t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>yes</th>
<th>jet</th>
<th>job</th>
<th>wet</th>
</tr>
</thead>
<tbody>
<tr>
<td>jam</td>
<td>yet</td>
<td>fun</td>
<td>run</td>
</tr>
<tr>
<td>yam</td>
<td>jug</td>
<td>pad</td>
<td>lid</td>
</tr>
<tr>
<td>mug</td>
<td>log</td>
<td>hot</td>
<td>us</td>
</tr>
<tr>
<td>sun</td>
<td>cut</td>
<td>up</td>
<td>but</td>
</tr>
<tr>
<td>yap</td>
<td>win</td>
<td>rib</td>
<td>red</td>
</tr>
<tr>
<td>rug</td>
<td>rip</td>
<td>rub</td>
<td>wig</td>
</tr>
<tr>
<td>bus</td>
<td>mud</td>
<td>cup</td>
<td>led</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>not yet</th>
<th>yes man</th>
</tr>
</thead>
<tbody>
<tr>
<td>fun run</td>
<td>red mug</td>
</tr>
<tr>
<td>wet wig</td>
<td>bad job</td>
</tr>
<tr>
<td>hot sun</td>
<td>big jet</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>six</td>
<td>box</td>
</tr>
<tr>
<td>mug</td>
<td>log</td>
</tr>
<tr>
<td>ax</td>
<td>sun</td>
</tr>
<tr>
<td>up</td>
<td>yes</td>
</tr>
<tr>
<td>jet</td>
<td>job</td>
</tr>
<tr>
<td>wax</td>
<td>mom</td>
</tr>
<tr>
<td>ox</td>
<td>run</td>
</tr>
<tr>
<td>rug</td>
<td>rip</td>
</tr>
<tr>
<td>bus</td>
<td>mad</td>
</tr>
<tr>
<td>kid</td>
<td>rip</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>kit</td>
<td>hid</td>
</tr>
<tr>
<td>mad</td>
<td>sat</td>
</tr>
<tr>
<td>dad</td>
<td>bat</td>
</tr>
<tr>
<td>ask him</td>
<td>big kid</td>
</tr>
<tr>
<td>ask mom</td>
<td>ask dad</td>
</tr>
<tr>
<td>fix it</td>
<td>tax man</td>
</tr>
<tr>
<td>hot wax</td>
<td>bad hat</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>red</th>
<th>hit</th>
<th>big</th>
<th>led</th>
</tr>
</thead>
<tbody>
<tr>
<td>let</td>
<td>pen</td>
<td>fin</td>
<td>did</td>
</tr>
<tr>
<td>rid</td>
<td>get</td>
<td>hen</td>
<td>hit</td>
</tr>
<tr>
<td>vet</td>
<td>sit</td>
<td>set</td>
<td>bet</td>
</tr>
<tr>
<td>hex</td>
<td>fix</td>
<td>six</td>
<td>mix</td>
</tr>
<tr>
<td>beg</td>
<td>bit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>#1 ________________________</th>
<th>#2 ________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Read</td>
<td>Untimed</td>
<td>Untimed</td>
</tr>
<tr>
<td>2nd Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# CVC - Plurals with –s (*cats, dogs*)

<table>
<thead>
<tr>
<th>cats</th>
<th>dots</th>
<th>hats</th>
<th>maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>caps</td>
<td>pets</td>
<td>bats</td>
<td>cups</td>
</tr>
<tr>
<td>rats</td>
<td>jets</td>
<td>pups</td>
<td>nuts</td>
</tr>
<tr>
<td>hips</td>
<td>lips</td>
<td>huts</td>
<td>sets</td>
</tr>
<tr>
<td>mats</td>
<td>pots</td>
<td>lots</td>
<td>tops</td>
</tr>
</tbody>
</table>
### Plurals with -s

<table>
<thead>
<tr>
<th>dogs</th>
<th>cans</th>
<th>rags</th>
<th>rugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>moms</td>
<td>dads</td>
<td>legs</td>
<td>hogs</td>
</tr>
<tr>
<td>hams</td>
<td>fans</td>
<td>bugs</td>
<td>tags</td>
</tr>
<tr>
<td>pens</td>
<td>pals</td>
<td>jobs</td>
<td>kids</td>
</tr>
<tr>
<td>bags</td>
<td>beds</td>
<td>ribs</td>
<td>logs</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

**Plurals with –s**

<table>
<thead>
<tr>
<th>caps</th>
<th>pads</th>
<th>pigs</th>
<th>cans</th>
</tr>
</thead>
<tbody>
<tr>
<td>hats</td>
<td>hits</td>
<td>hugs</td>
<td>hens</td>
</tr>
<tr>
<td>bats</td>
<td>beds</td>
<td>bugs</td>
<td>bins</td>
</tr>
<tr>
<td>cats</td>
<td>cuts</td>
<td>pots</td>
<td>pans</td>
</tr>
<tr>
<td>wigs</td>
<td>pins</td>
<td>tops</td>
<td>taps</td>
</tr>
</tbody>
</table>
Plurals with \textit{–es}

<table>
<thead>
<tr>
<th>dogs</th>
<th>jugs</th>
<th>rags</th>
<th>rugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>moms</td>
<td>dads</td>
<td>legs</td>
<td>hogs</td>
</tr>
<tr>
<td>hams</td>
<td>fans</td>
<td>bugs</td>
<td>kits</td>
</tr>
<tr>
<td>pens</td>
<td>pals</td>
<td>jobs</td>
<td>kids</td>
</tr>
<tr>
<td>bags</td>
<td>beds</td>
<td>ribs</td>
<td>logs</td>
</tr>
</tbody>
</table>
Plurals with \(-s\)

<table>
<thead>
<tr>
<th>pots</th>
<th>pads</th>
<th>pigs</th>
<th>pans</th>
</tr>
</thead>
<tbody>
<tr>
<td>hats</td>
<td>hits</td>
<td>hugs</td>
<td>hens</td>
</tr>
<tr>
<td>bats</td>
<td>beds</td>
<td>bugs</td>
<td>bins</td>
</tr>
<tr>
<td>cats</td>
<td>cuts</td>
<td>cans</td>
<td>cups</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Plurals with \(-s\)

<table>
<thead>
<tr>
<th>dishes</th>
<th>boxes</th>
<th>foxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>glasses</td>
<td>wishes</td>
<td>benches</td>
</tr>
<tr>
<td>branches</td>
<td>ranches</td>
<td>dresses</td>
</tr>
</tbody>
</table>
Section I-A

CVC and CVC Plurals
Worksheets
Write each word under its matching picture.

- cap
- cat
- dad
- dot
- pot
- mop

Name: ________________________________
Name: _______________________________________________________

Write each word under its matching picture.

<table>
<thead>
<tr>
<th>pan</th>
<th>cot</th>
<th>dad</th>
</tr>
</thead>
<tbody>
<tr>
<td>pod</td>
<td>pin</td>
<td>nap</td>
</tr>
</tbody>
</table>

- pod
- pan
- cot
- pod
- pin
- nap
Write each word under its matching picture.

- fin
- hand
- gift

- hog
- sand
- fan
Write each word under its matching picture.

map

dig

pit

ham

mop

fist

Name: _______________________________________________________

_____ ham _____

_____ dig _____

_____ pit _____

_____ map _____

_____ mop _____

_____ fist _____

_____ ham _____
Write each word under its matching picture.

1. bed

2. cab

3. vet

4. rug
Write each word under its matching picture.

- tub
- bug
- rat
- nuts
- sun
- wig
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  
   ![Image of a box]
   ![Image of a goat]
   ![Image of a box]
   __________  __________  __________
   __________  __________

2. mix  
   ![Image of a whisk and bowl]
   ![Image of a milk bottle]
   ![Image of a baseball and glove]
   __________  __________  __________

3. kid  
   ![Image of a bottle]
   ![Image of a bird]
   ![Image of a child]
   __________  __________  __________

4. six  
   ![Image of a number six]
   ![Image of a man sitting]
   ![Image of a girl]
   __________  __________  __________
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 ____________________________.
Sentence Reading Final ‘s’ Practice

<table>
<thead>
<tr>
<th>is</th>
<th>as</th>
<th>has</th>
<th>his</th>
</tr>
</thead>
</table>

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**

<table>
<thead>
<tr>
<th>Focus: Consonant Clusters</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>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 bat. Read the word, ask them to read the word. Remove the ‘a’ card and add the ‘i’ card. Say, “If that was bat, 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 sit to spit, telling students that you have two consonants in the beginning of the word that each make a sound. Sound out spit /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.</td>
<td>small Letter Cards</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>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.</td>
<td>paper, pencil</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>Have students read the following phrases:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. bulb in lamp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. soft plum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. slid on sled</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. mom in pants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. jump in pond</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. snug in bed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. red stamp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. dad naps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. rat in nest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. lost hat</td>
<td></td>
</tr>
</tbody>
</table>
Section I-B

CVCC and CCVC Consonant Clusters

Word Lists
## Initial Consonant Clusters

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

<table>
<thead>
<tr>
<th>just</th>
<th>must</th>
<th>dust</th>
<th>last</th>
</tr>
</thead>
<tbody>
<tr>
<td>past</td>
<td>fast</td>
<td>vast</td>
<td>cast</td>
</tr>
<tr>
<td>test</td>
<td>best</td>
<td>rest</td>
<td>west</td>
</tr>
<tr>
<td>nest</td>
<td>cost</td>
<td>list</td>
<td>mist</td>
</tr>
<tr>
<td>band</td>
<td>land</td>
<td>hand</td>
<td>sand</td>
</tr>
<tr>
<td>tend</td>
<td>send</td>
<td>bend</td>
<td>went</td>
</tr>
<tr>
<td>bent</td>
<td>sent</td>
<td>tent</td>
<td>hunt</td>
</tr>
<tr>
<td>help</td>
<td>next</td>
<td>felt</td>
<td>belt</td>
</tr>
<tr>
<td>back</td>
<td>fact</td>
<td>kept</td>
<td>held</td>
</tr>
<tr>
<td>mask</td>
<td>desk</td>
<td>task</td>
<td>risk</td>
</tr>
<tr>
<td>milk</td>
<td>silk</td>
<td>camp</td>
<td>lamp</td>
</tr>
<tr>
<td>jump</td>
<td>pump</td>
<td>bump</td>
<td>film</td>
</tr>
<tr>
<td>left</td>
<td>lift</td>
<td>soft</td>
<td>gift</td>
</tr>
</tbody>
</table>
Mixed Review: Initial and Final Consonant Clusters

<table>
<thead>
<tr>
<th>plant</th>
<th>stand</th>
<th>steps</th>
<th>spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>spend</td>
<td>crops</td>
<td>slept</td>
<td>print</td>
</tr>
<tr>
<td>spots</td>
<td>crust</td>
<td>craft</td>
<td>grant</td>
</tr>
<tr>
<td>tests</td>
<td>trust</td>
<td>pants</td>
<td>tasks</td>
</tr>
<tr>
<td>lists</td>
<td>trips</td>
<td>frost</td>
<td>masks</td>
</tr>
<tr>
<td>twist</td>
<td>clips</td>
<td>twins</td>
<td>split</td>
</tr>
<tr>
<td>slant</td>
<td>blast</td>
<td>sips</td>
<td>stamp</td>
</tr>
</tbody>
</table>
Section I-B
CVCC and CCVC Consonant Digraphs
Lesson Templates
# Digraphs (chop, ship, sing)

## Intervention Lesson Template

### Digraphs

<table>
<thead>
<tr>
<th>Focus: Consonant Clusters</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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.</td>
<td>previously taught Spelling Cards, Code Flip Books</td>
</tr>
<tr>
<td>Teaching</td>
<td>Show students the two letters that make up the targeted digraph. 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. 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. 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.</td>
<td>board or chart paper, consonant digraph, Spelling Card(s), Consonant Code Flip Book, Individual Code Chart</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>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 think 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.</td>
<td>paper and pencil</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>Read words that have the target digraph sound and other digraphs previously taught. Have students write the words they find with digraphs.</td>
<td></td>
</tr>
</tbody>
</table>

---

© 2013 Core Knowledge Foundation
# Intervention Sample Lesson

## Consonant Digraph /th/

<table>
<thead>
<tr>
<th>Focus: Consonant Clusters</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>Gather letter cards 's', 'h', 'c', 't', 'n', 'g', 'sh', 'ch', 'th', 'ng'. 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.</td>
<td>Spelling Cards 's', 'h', 'c', 't', 'n', 'g', 'sh', 'ch', 'th', 'ng' Code Flip Books</td>
</tr>
<tr>
<td>Introduction</td>
<td>Show the picture of the sound /th/. 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: thumb, thanks, theft, think, thin, thrust. 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/: path, cloth, fifth, bath, math, tenth, moth. Tape the 'th' &gt; /th/ card to the appropriate page and space in the Consonant Code Flip Book. Mix It Up: Say a /th/ word. Have students identify where they hear the sound, at the beginning or the end of the word.</td>
<td>Spelling Card 'th' &gt; /th/ Consonant Code Flip Book Individual Code Chart</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Have students write the spelling for /th/. Word Dictation: Dictate the words listed above. Instruct students to write each word, putting one sound on each line. For example, the word think would take up four lines, as follows /th/ /i/ /ng/ /k/. Remind students that the /th/ in the word think makes one sound. Repeat the exercise for as many words as you can fit into your time frame.</td>
<td>paper and pencil</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>Give students a Word List page. Have students practice reading the words. Then, have them underline the /th/ sound in each word. Listen to individual students read to determine student progress and next steps in intervention, if necessary.</td>
<td>Word List page of your choice to fit the activity</td>
</tr>
</tbody>
</table>
Section I-B
CVCC and CCVC Consonant Digraphs
Word Lists
Name: _______________________________________________________

**Digraph ‘ch’**

<table>
<thead>
<tr>
<th>chop</th>
<th>chip</th>
<th>chips</th>
<th>champ</th>
</tr>
</thead>
<tbody>
<tr>
<td>chat</td>
<td>chest</td>
<td>such</td>
<td>much</td>
</tr>
<tr>
<td>hunch</td>
<td>lunch</td>
<td>bunch</td>
<td>brunch</td>
</tr>
<tr>
<td>rich</td>
<td>inch</td>
<td>pinch</td>
<td>punch</td>
</tr>
<tr>
<td>stench</td>
<td>French</td>
<td>ranch</td>
<td>bench</td>
</tr>
</tbody>
</table>
**Digraph ‘sh’**

<table>
<thead>
<tr>
<th>ship</th>
<th>shop</th>
<th>shot</th>
<th>shut</th>
</tr>
</thead>
<tbody>
<tr>
<td>shift</td>
<td>shelf</td>
<td>shed</td>
<td>fish</td>
</tr>
<tr>
<td>wish</td>
<td>dish</td>
<td>fresh</td>
<td>brush</td>
</tr>
<tr>
<td>hush</td>
<td>cash</td>
<td>flash</td>
<td>dash</td>
</tr>
<tr>
<td>splash</td>
<td>rash</td>
<td>crash</td>
<td>trash</td>
</tr>
</tbody>
</table>
## Digraph ‘th’

<table>
<thead>
<tr>
<th>thin</th>
<th>thud</th>
<th>thump</th>
<th>theft</th>
<th>thrust</th>
</tr>
</thead>
<tbody>
<tr>
<td>with</td>
<td>fifth</td>
<td>sixth</td>
<td>tenth</td>
<td>moth</td>
</tr>
<tr>
<td>cloth</td>
<td>this</td>
<td>path</td>
<td>bath</td>
<td>math</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

## Mixed Review: Digraphs

<table>
<thead>
<tr>
<th>that</th>
<th>this</th>
<th>them</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td>than</td>
<td>thus</td>
<td>this fish</td>
<td>that fish</td>
</tr>
<tr>
<td>this moth</td>
<td>that moth</td>
<td>this brush</td>
<td>that brush</td>
</tr>
<tr>
<td>this bench</td>
<td>that bench</td>
<td>this path</td>
<td>that path</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Digraph ‘qu’

<table>
<thead>
<tr>
<th>quiz</th>
<th>quit</th>
<th>quilt</th>
</tr>
</thead>
<tbody>
<tr>
<td>squid</td>
<td>squint</td>
<td>quits</td>
</tr>
<tr>
<td>quest</td>
<td>squints</td>
<td>quests</td>
</tr>
</tbody>
</table>

Mixed Review: Digraphs

<table>
<thead>
<tr>
<th>this quiz</th>
<th>that quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>this quilt</td>
<td>that quilt</td>
</tr>
<tr>
<td>Quit it!</td>
<td>Quit that!</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

**Digraph ‘ng’**

<table>
<thead>
<tr>
<th>long</th>
<th>song</th>
<th>strong</th>
<th>ring</th>
</tr>
</thead>
<tbody>
<tr>
<td>king</td>
<td>wing</td>
<td>sing</td>
<td>thing</td>
</tr>
<tr>
<td>things</td>
<td>bring</td>
<td>swing</td>
<td>spring</td>
</tr>
<tr>
<td>string</td>
<td>hang</td>
<td>bang</td>
<td>sang</td>
</tr>
<tr>
<td>ding</td>
<td>fangs</td>
<td>hung</td>
<td>lungs</td>
</tr>
<tr>
<td>sting</td>
<td>stung</td>
<td>song</td>
<td>sling</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Mixed Review: Digraphs

<table>
<thead>
<tr>
<th>shop</th>
<th>chat</th>
<th>chin</th>
<th>long</th>
</tr>
</thead>
<tbody>
<tr>
<td>path</td>
<td>quiz</td>
<td>thing</td>
<td>quit</td>
</tr>
<tr>
<td>strong</td>
<td>king</td>
<td>thin</td>
<td>with</td>
</tr>
<tr>
<td>ship</td>
<td>song</td>
<td>gong</td>
<td>rich</td>
</tr>
<tr>
<td>wish</td>
<td>wing</td>
<td>such</td>
<td>much</td>
</tr>
<tr>
<td>chop</td>
<td>this</td>
<td>splash</td>
<td>crash</td>
</tr>
</tbody>
</table>
Mixed Review: Digraphs

<table>
<thead>
<tr>
<th>bad song</th>
<th>pop quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>ding dong</td>
<td>ten ships</td>
</tr>
<tr>
<td>fresh fish</td>
<td>pinch an inch</td>
</tr>
<tr>
<td>strong king</td>
<td>long song</td>
</tr>
<tr>
<td>sing that song</td>
<td>bang that gong</td>
</tr>
<tr>
<td>splish splash</td>
<td>rich man</td>
</tr>
</tbody>
</table>
Section I-B
CVCC with Double Consonant Spellings
Lesson Template
**Double Consonant Spellings**

**Sample Lesson Template**

**Double Consonant**

<table>
<thead>
<tr>
<th>Focus: Sound Spelling</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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.</td>
<td>Spelling Cards</td>
</tr>
<tr>
<td>Introduction</td>
<td>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. 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.</td>
<td>double consonant Spelling Cards ‘ss’, ‘ff’, ‘zz’, ‘dd’, ‘tt’, ‘gg’ Consonant Code Flip Book Individual Code Chart</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Ask students to read and then spell decodable words with the target sound and double consonant spelling.</td>
<td>dry erase boards and markers, or paper and pencil</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Section I-B

CVCC with Double Consonant Spellings

Word Lists
Double Consonant ‘ss’

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>less</td>
<td>mess</td>
<td>dress</td>
<td>class</td>
<td></td>
</tr>
<tr>
<td>glass</td>
<td>pass</td>
<td>grass</td>
<td>loss</td>
<td></td>
</tr>
<tr>
<td>miss</td>
<td>kiss</td>
<td>fuss</td>
<td>hiss</td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

### Double Consonants

<table>
<thead>
<tr>
<th>off</th>
<th>stuff</th>
<th>puff</th>
<th>staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>cliff</td>
<td>stiff</td>
<td>sniff</td>
<td>egg</td>
</tr>
<tr>
<td>buzz</td>
<td>fuzz</td>
<td>fizz</td>
<td>jazz</td>
</tr>
<tr>
<td>add</td>
<td>odd</td>
<td>mitt</td>
<td>mutt</td>
</tr>
<tr>
<td>butt</td>
<td>Matt</td>
<td>inn</td>
<td></td>
</tr>
</tbody>
</table>
Double Consonant ‘ll’

<table>
<thead>
<tr>
<th>ill</th>
<th>will</th>
<th>bill</th>
<th>hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>fill</td>
<td>kill</td>
<td>still</td>
<td>skill</td>
</tr>
<tr>
<td>well</td>
<td>tell</td>
<td>fell</td>
<td>sell</td>
</tr>
<tr>
<td>bell</td>
<td>smell</td>
<td>swell</td>
<td>shell</td>
</tr>
</tbody>
</table>
**Name:** _______________________________________________________

**Digraph ‘ck’**

<table>
<thead>
<tr>
<th>back</th>
<th>sack</th>
<th>black</th>
<th>track</th>
</tr>
</thead>
<tbody>
<tr>
<td>crack</td>
<td>lock</td>
<td>rock</td>
<td>sock</td>
</tr>
<tr>
<td>block</td>
<td>clock</td>
<td>pick</td>
<td>sick</td>
</tr>
<tr>
<td>kick</td>
<td>stick</td>
<td>thick</td>
<td>quick</td>
</tr>
<tr>
<td>trick</td>
<td>neck</td>
<td>check</td>
<td>luck</td>
</tr>
<tr>
<td>duck</td>
<td>truck</td>
<td>lick</td>
<td>bricks</td>
</tr>
</tbody>
</table>
Section I-B
CVCC and CCVC
Worksheets
Write each word under its matching picture.

ship
chimp
chips

fish
bench
dish
Write each word under its matching picture.

- bath
- cloth
- moth
- fifth
Write each word under its matching picture.

quilt  lung  king
swing  fang  strong
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.

- pal
- brush

- clock
- nest
- Bob
- man
- plum
- twin
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. **cliff**
   - **4**
   - **cliff**

2. **tell**
   - 
   - 

3. **press**
   - 
   - 

4. **toss**
   - 
   - 

5. **trash**
   - 
   - 

6. **fluff**
   - 
   - 

7. **bring**
   - 
   - 

8. **this**
   - 
   - 

9. **sing**
   - 
   - 

10. **still**
    - 
    - 

© 2013 Core Knowledge Foundation
Section I-C

CVC, CVCC, and CCVC

Practice Sentences for Oral Reading
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.
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.
7. Trish went in two shops.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.”
Seth

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

Seth’s mom went to the shop.

Mom got fish and squid.
Ted is Seth’s dad. Ted can flex and clench.

Seth’s mom Pat had quint. That’s 5 kids!
Seth’s mom and dad had lunch with the quints.

Seth’s sled went fast.
Seth had lunch with Mom and Dad.

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

Kim runs with Beth.

Kim is fast.

But Beth is just as fast.

Kim sprints.

Beth sprints.

Beth wins!
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.
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!
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!
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!
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.
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.
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.

\[
\begin{align*}
4 + 5 &= 9
\end{align*}
\]
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.
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.
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.
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.
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.
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.
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.
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!
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!”
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.
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.
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!”
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.
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.
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.


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
Read the following words aloud to your teacher.

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

_____ / 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.
Spell the words on the following blanks.

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
6. _______________________
7. _______________________
8. _______________________
9. _______________________
10. _______________________
11. _______________________
12. _______________________
13. _______________________
14. _______________________
15. _______________________
16. _______________________
17. _______________________
18. _______________________
19. _______________________
20. _______________________
21. _______________________
22. _______________________
23. _______________________
24. _______________________
25. _______________________
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

<table>
<thead>
<tr>
<th>Focus: Alternative Spellings</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>Write –ed on the top of the board.</td>
<td>board</td>
</tr>
<tr>
<td></td>
<td>Draw this chart on the board. You will use it in three different steps to demonstrate the different pronunciations of –ed:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‒ed</td>
<td>1</td>
</tr>
<tr>
<td>Introduction Teaching</td>
<td>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 (–ed).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The letters ‘ed’ are added to the end of a verb. The –ed suffix is called the “past-tense marker” or the “past-tense ending.” Underline the marker –ed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain that these letters, ‘ed’, are pronounced differently depending on the sounds that come before them:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The letters ‘ed’ may be pronounced the expected way: /e/ + /d/. Write the word acted on the board under the first column.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‒ed</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>acted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Underline the past-tense marker –ed and number this pronunciation 1. Read the word acted and use it in a sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The letters ‘ed’ may be pronounced as /d/. Write the word filled on the board under the second column. Underline the past-tense marker –ed. Read the word filled and use it in a sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‒ed</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>acted</td>
<td>filled</td>
</tr>
<tr>
<td></td>
<td>The letters ‘ed’ may be pronounced as /t/. Write the word asked on the board under the third column.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‒ed</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>acted</td>
<td>filled</td>
</tr>
<tr>
<td></td>
<td>Underline the past-tense marker –ed. Read the word asked and use it in a sentence.</td>
<td></td>
</tr>
</tbody>
</table>
Section I-F

CVCC and CCVC with –ed

Word Lists
Name: _______________________________________________________

**Past-tense verbs with **ed**

<table>
<thead>
<tr>
<th>tilted</th>
<th>added</th>
<th>fitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>landed</td>
<td>ended</td>
<td>dented</td>
</tr>
<tr>
<td>sanded</td>
<td>handed</td>
<td>mended</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Past-tense verbs with \textit{ed}

<table>
<thead>
<tr>
<th>filled</th>
<th>planned</th>
<th>robbed</th>
</tr>
</thead>
<tbody>
<tr>
<td>grabbed</td>
<td>rubbed</td>
<td>smelled</td>
</tr>
<tr>
<td>spilled</td>
<td>begged</td>
<td>grinned</td>
</tr>
<tr>
<td>fanned</td>
<td>banged</td>
<td>yelled</td>
</tr>
</tbody>
</table>
Past-tense verbs with \textit{ed}

\begin{tabular}{lll}
asked & passed & stopped \\
helped & picked & dropped \\
dressed & mixed & fixed \\
missed & stuffed & shocked \\
slipped & tripped & dripped \\
\end{tabular}
Section I-F
CVCC and CCVC with \textit{ed}
Worksheets
Fill in the Blanks

<table>
<thead>
<tr>
<th>added</th>
<th>spilled</th>
<th>dressed</th>
<th>handed</th>
</tr>
</thead>
<tbody>
<tr>
<td>landed</td>
<td>missed</td>
<td>filled</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>dropped</th>
<th>wished</th>
<th>robbed</th>
</tr>
</thead>
<tbody>
<tr>
<td>mended</td>
<td>picked</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>landed</th>
<th>quacked</th>
<th>flapped</th>
<th>spotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>tossed</td>
<td>grabbed</td>
<td>crammed</td>
<td>jogged</td>
</tr>
</tbody>
</table>

/e/ + /d/
- acted
- **landed**
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________

/d/
- filled
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________

/t/
- asked
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
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
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

Tricky Words

all, are, be, by, could, do, down, from, go, have, he, here, how, I, me, my, no, one, once, picture, said, says, she, should, so, some, there, they, their, to, two, was, we, were, what, when, where, which, who, why, word, would, you, your
Section I-H

Tricky Words
Lesson Template
Teaching Tricky Words as a Remedial Intervention in Grade 2

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 Tricky 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 Tricky Words. Students who have difficulty with Tricky 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 Tricky Words. They will most likely benefit from being placed in a lower level of Skills instruction than Grade 2. You should use results from the Grade 2 Placement Assessment to guide placement.

You may find, however, students who have a specific problem recognizing Tricky 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 2 Word Reading in Isolation Placement Assessment, you can refer to these results. If you have not yet formally assessed a student’s knowledge of Tricky 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 Tricky Words beyond the words targeted in this section.

In terms of remedial instruction for students, it will be most efficient to directly teach three to five unknown Tricky Words at a time as sight words, using the lesson template provided.
Remedial Lesson Template

Tricky Words/Sight Words

**Note:** Tricky Words are words that include letter-sound spellings not been explicitly taught as a decodable spelling. All or only part(s) of a word may be tricky. Some words or parts of words initially taught as tricky in Kindergarten, Grade 1, and even the early units of Grade 2 subsequently become “decodable” once additional letter-sound spellings are taught. Other Tricky Words will remain Tricky Words, meaning they are not truly decodable according to the letter-sound patterns taught. Many times Tricky Words are also high-frequency words. It is important that students be able to quickly recognize and read these words.

<table>
<thead>
<tr>
<th>Focus: Tricky Words</th>
<th>Teaching</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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 taught. But some words, or parts of words, do not play by the rules; these words are called Tricky Words and can be difficult to read and write. Tell students they will practice reading some Tricky Words and some not tricky (fully decodable according to the sound-symbol correspondences taught). Show students the green and yellow index cards. Words written on green cards can be sounded out; the color green signifies “go.” Explain the color yellow signifies “caution”; either all or part of the words written on the yellow cards are tricky and cannot be sounded out. Write each Tricky Word on an individual yellow index card. If this is an initial Tricky Word remediation lesson, choose no more than five Tricky Words to practice at a time. In subsequent lessons, the Warm-Up exercise can include practice reading Tricky Words from previous lessons. Ask students to first read each green card, emphasizing they can sound out each of these words. If this is an initial Tricky Word remediation lesson, go to the Introduction/Guided Practice section to teach each Tricky Word. If this is a follow-up remediation lesson, show yellow index cards of Tricky Words already taught.</td>
<td>yellow index cards: Choose Tricky Words from the Tricky Word sections of Pausing Points, this guide, and/or from test results for individual students. green index cards: Write the following words (and/or any other decodable words) on the index cards: him, then, if, will, up, them, can, that, if, but, an, not, and, with, bad, on, at.</td>
</tr>
</tbody>
</table>
| Introduction/Guided Practice | Tell students you are going to teach them how to determine if a word (or part of a word) is tricky.  
Write the Tricky Word you want to teach on the board or chart paper and ask students how they would pronounce it by blending. (The most logical pronunciation, at this point, would be the code that has been taught.) For example, we would expect to pronounce *was* as /w/ /a/ /s/.  
Explain why the word is tricky. For example, the word *was* has a decodable initial sound spelling: ‘w’ is pronounced /w/. However, the rest of the word is tricky because ‘a’ ‘s’ is pronounced /u/ /z/.  
Tell students when reading a Tricky Word (or tricky part of a word), they simply have to remember the word and how to pronounce it. The letters don’t follow the usual sound correspondence patterns that have been taught.  
Use the Tricky Word orally in a sentence and point to the Tricky Word when you say it in the sentence. | board or chart paper |
| Independent Practice | Tell students they will practice writing Tricky Words.  
Have students take out a pencil and a piece of paper and draw a line down the center of their paper, from top to bottom.  
Write the Tricky Words you are targeting, one at a time on the board. Tell students to:  
1. See it  
2. Say it  
3. Spell it  
4. Write it on one side of their paper  
5. Fold the paper in half and then copy the word from memory onto the other side of the paper. | paper and pencil |
| Possible Small-Group Activities | Tricky Word Bingo  
Tricky Word Concentration  
Tap the Word  
Have students point to and read Tricky Words on word wall. | Unit 2 Pausing Point contains directions and templates for all of these games. |
## Tricky Words

<table>
<thead>
<tr>
<th>Focus: High-Frequency Words</th>
<th>Teacher</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-Up</strong></td>
<td>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. These words are called Tricky Words.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction/ Guided Practice</strong></td>
<td>One at a time, display and say each targeted Tricky Word. Use the word orally in a sentence and point to the word on the card when you say it in the sentence. Tell students that they will now practice saying and writing the Tricky Word as a way to remember the word. Display the targeted word and tell students to: Look at and say the word on the card. Copy the word on the left side of their worksheet. Fold the worksheet in half and then write the word from memory on the right side of their worksheet. Unfold the worksheet to check their spelling. Say the word again and correct any errors. Continue until all words have been copied and practiced.</td>
<td>three to five index cards with targeted Tricky Words Copy and Write Worksheet (following this template)</td>
</tr>
<tr>
<td><strong>Guided/Independent Practice</strong></td>
<td>Have students practice reading phrases, sentences, and short stories that include the Tricky Words. Use Tricky Word cards as flash cards and/or to play various games, such as Bingo, Concentration or a variation of “War.”</td>
<td></td>
</tr>
</tbody>
</table>
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. ______________________
Complete Dolch Word List Sorted Alphabetically

| a | about | after | again | all | always | am | an | and | any | are | around | as | ask | at | ate | away | be | because | been | before | best | better | big | black | blue | blue | both | bring | brown | but | buy | by | call | came | can | carry | clean | cold | come | could | cut | did | do | down | draw | drink | eat | eight | every | fall | fast | find | first | five | fly | for | found | four | kind | know | know | laugh | let | light | like | little | live | live | long | look | made | make | many | may | me | much | much | must | my | myself | never | new | no | not | now | of | off | old | on | once | one | only | open | or | our | out | over | over | own | own | own | pick | play | please | pretty | pull | pull | put | put | ran | ran | read | red | red | ride | right | round | run | run | said | saw | say | see | seven | shall | she | show | sing | sit | six | sleep | small | so | some | soon | start | stop | take | talk | tell | ten | thank | thank | that | the | their | their | then | there | there | these | these | they | think | this | those | three | to | today | together |
Section I-H

Tricky Words

Word Lists
Name: _______________________________________________________

**Tricky Words**

<table>
<thead>
<tr>
<th>to</th>
<th>why</th>
<th>where</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>he</td>
<td>four</td>
<td>well</td>
</tr>
<tr>
<td>me</td>
<td>would</td>
<td>could</td>
<td>how</td>
</tr>
<tr>
<td>do</td>
<td>should</td>
<td>she</td>
<td>we</td>
</tr>
<tr>
<td>was</td>
<td>word</td>
<td>who</td>
<td>what</td>
</tr>
<tr>
<td>the</td>
<td>from</td>
<td>which</td>
<td>here</td>
</tr>
<tr>
<td>once</td>
<td>one</td>
<td>said</td>
<td>says</td>
</tr>
<tr>
<td>two</td>
<td>down</td>
<td>there</td>
<td>picture</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

**Tricky Words**

<table>
<thead>
<tr>
<th>two</th>
<th>down</th>
<th>do</th>
<th>should</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>word</td>
<td>who</td>
<td>what</td>
</tr>
<tr>
<td>me</td>
<td>would</td>
<td>could</td>
<td>how</td>
</tr>
<tr>
<td>she</td>
<td>we</td>
<td>our</td>
<td>from</td>
</tr>
<tr>
<td>which</td>
<td>here</td>
<td>of</td>
<td>once</td>
</tr>
<tr>
<td>one</td>
<td>said</td>
<td>says</td>
<td>there</td>
</tr>
<tr>
<td>to</td>
<td>why</td>
<td>where</td>
<td>when</td>
</tr>
<tr>
<td>be</td>
<td>he</td>
<td>too</td>
<td>first</td>
</tr>
</tbody>
</table>
### Mixed Review: Tricky Words

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>why</td>
<td>I</td>
<td>see</td>
</tr>
<tr>
<td>where</td>
<td>your</td>
<td>when</td>
<td>first</td>
</tr>
<tr>
<td>by</td>
<td>be</td>
<td>but</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>would</td>
<td>could</td>
<td>how</td>
</tr>
<tr>
<td>do</td>
<td>should</td>
<td>she</td>
<td>have</td>
</tr>
<tr>
<td>me</td>
<td>was</td>
<td>word</td>
<td>who</td>
</tr>
<tr>
<td>all</td>
<td>what</td>
<td>my</td>
<td>did</td>
</tr>
<tr>
<td>from</td>
<td>which</td>
<td>get</td>
<td>go</td>
</tr>
<tr>
<td>once</td>
<td>one</td>
<td>said</td>
<td>says</td>
</tr>
<tr>
<td>there</td>
<td>two</td>
<td>down</td>
<td>ask</td>
</tr>
</tbody>
</table>
Section I-H

Tricky 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.
Fill in the Blanks

<table>
<thead>
<tr>
<th>Why</th>
<th>What</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ___________________________ is in the bag?

2. ___________________________ did Dad set his cup?

3. ___________________________ did Stan hit him?
Fill in the Blanks

<table>
<thead>
<tr>
<th>word</th>
<th>was</th>
<th>says</th>
<th>there</th>
<th>of</th>
</tr>
</thead>
</table>

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**

<table>
<thead>
<tr>
<th>one</th>
<th>once</th>
<th>from</th>
<th>said</th>
<th>of</th>
</tr>
</thead>
</table>

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.
Fill in the Blanks

<table>
<thead>
<tr>
<th>are</th>
<th>were</th>
<th>some</th>
</tr>
</thead>
<tbody>
<tr>
<td>so</td>
<td>go</td>
<td>no</td>
</tr>
</tbody>
</table>

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.
Fill in the Blanks

Name: _______________________________________________________

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

Tricky Words

Practice Sentences and Stories for Oral Reading
From, of

1. from Stan
2. from him
3. from us
4. lots of cats
5. a bag of chips
6. lots of them
7. from Dad
8. from them
9. from then on
10. a box of hats
11. lots of fun
12. a list of tasks
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.
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.
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**.
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.
1. **What** is that?

2. **What** was that crash?

3. **What**’s next?

4. **Where** is the hat?

5. **Why** must you go?

6. **When** will we eat?

7. **What** was that song?

8. **What’s** the word?

9. **What’s** in his hand?

10. **Where** is Jack?

11. **When** will she sleep?

12. **Why** get that one?
Tricky Word: *I*

- I am mad at him.
- I am sick.
- I got lost.
- I was sad.
- I was glad.
- I felt sick.
- I hid in the trash can.
- I hid the pet frog.
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.
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?
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.
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.
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?
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.
Tricky Word: *Two*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>two</strong> dogs</td>
<td>4.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>two</strong> cats</td>
<td>5.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>two</strong> hams</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>two</strong> kids</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>two</strong> of them</td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Tricky Word: were

Were the pigs in the pen?
Yes, the pigs were in the pen.

Were the kids in class?
No, the kids were not in class.

Were his glasses on the desk?
Yes, his glasses were on the desk.
Tricky Word: some

Did you get some food?

Some kids came in.

Let’s have some fun.

Some of us were sad.

Some of them are cool.

I got some cat food.

Some of the kids like chess.
Name: _______________________________________________________

Tricky 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: _______________________________________________________

Tricky 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: _______________________________________________________

Tricky Word: *my*

That is **my** dog.  
**My** dog can run fast.

He is **my** best bud.  
**My** pet pig is sick.

I lost **my** mom.  
**My** pants got ripped.

**My** mom is the best.  
**My** dad’s job is to cut the grass.
Name: _______________________________________________________

Tricky Word: *all*

1. all of it  
2. all of us  
3. all the hats  
4. all the trash  
5. all of them  
6. all the frogs  
7. all the cats  
8. all of the fish
Tricky Words: no, so, go

We have no pets.

No, I can’t run that fast.

This is so much fun!

I felt so-so.

And so it ends.

This sock smells so bad!

We cannot go in the shop with hats on.

No, I will not go in.

So let’s go fishing.
Name: _______________________________________________________

Tricky 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?
Tricky Word: *are*

**Are** the kids up?

Yes, the kids *are* up.

**Are** the cats in the den?

No, the cats *are* not in the den.

**Are** you Miss Jones?

We *are* on a jet plane.

**Are** the ducks in the pen?

Yes, there *are* ducks in the pen.
Name: _______________________________________________________

Tricky Word: *have*

1. **Have** you got pets?  
2. We **have** two dogs.  
3. Do you **have** a cup?  
4. **Have** a blast!  
5. I **have** a cat.  
6. We **have** fun with him.  
7. **Have** you fixed the lamp?  
8. Can we **have** one?
Name: _______________________________________________________

Tricky 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.*”
Tricky 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

Tricky Words
Bingo Game Boards
<table>
<thead>
<tr>
<th>she</th>
<th>be</th>
<th>word</th>
<th>how</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>could</td>
<td>of</td>
<td>was</td>
<td>we</td>
</tr>
<tr>
<td>from</td>
<td>said</td>
<td></td>
<td>says</td>
<td>why</td>
</tr>
<tr>
<td>down</td>
<td>two</td>
<td>should</td>
<td>the</td>
<td>would</td>
</tr>
<tr>
<td>do</td>
<td>one</td>
<td>where</td>
<td>me</td>
<td>once</td>
</tr>
<tr>
<td>what</td>
<td>down</td>
<td>there</td>
<td>do</td>
<td>one</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>once</td>
<td>how</td>
<td>the</td>
<td>could</td>
<td>from</td>
</tr>
<tr>
<td>would</td>
<td>where</td>
<td></td>
<td>to</td>
<td>she</td>
</tr>
<tr>
<td>says</td>
<td>be</td>
<td>a</td>
<td>we</td>
<td>word</td>
</tr>
<tr>
<td>why</td>
<td>of</td>
<td>said</td>
<td>two</td>
<td>me</td>
</tr>
<tr>
<td>could</td>
<td>to</td>
<td>should</td>
<td>there</td>
<td>she</td>
</tr>
<tr>
<td>-------</td>
<td>----</td>
<td>--------</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>a</td>
<td>word</td>
<td>one</td>
<td>said</td>
<td>two</td>
</tr>
<tr>
<td>why</td>
<td>would</td>
<td><strong>star</strong></td>
<td>he</td>
<td>once</td>
</tr>
<tr>
<td>down</td>
<td>how</td>
<td>was</td>
<td>we</td>
<td>be</td>
</tr>
<tr>
<td>the</td>
<td>from</td>
<td>says</td>
<td>of</td>
<td>what</td>
</tr>
<tr>
<td>word</td>
<td>of</td>
<td>one</td>
<td>could</td>
<td>says</td>
</tr>
<tr>
<td>------</td>
<td>----</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>me</td>
<td>two</td>
<td>he</td>
<td>a</td>
<td>from</td>
</tr>
<tr>
<td>do</td>
<td>how</td>
<td></td>
<td>the</td>
<td>be</td>
</tr>
<tr>
<td>should</td>
<td>we</td>
<td>was</td>
<td>she</td>
<td>where</td>
</tr>
<tr>
<td>said</td>
<td>down</td>
<td>why</td>
<td>once</td>
<td>what</td>
</tr>
<tr>
<td>we</td>
<td>why</td>
<td>of</td>
<td>word</td>
<td>what</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>was</td>
<td>a</td>
<td>two</td>
<td>how</td>
<td>down</td>
</tr>
<tr>
<td>could</td>
<td>should</td>
<td><strong>star</strong></td>
<td>says</td>
<td>do</td>
</tr>
<tr>
<td>said</td>
<td>the</td>
<td>me</td>
<td>she</td>
<td>be</td>
</tr>
<tr>
<td>there</td>
<td>would</td>
<td>where</td>
<td>he</td>
<td>from</td>
</tr>
<tr>
<td>we</td>
<td>she</td>
<td>of</td>
<td>a</td>
<td>to</td>
</tr>
<tr>
<td>----</td>
<td>-----</td>
<td>----</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>me</td>
<td>how</td>
<td>he</td>
<td>once</td>
<td>was</td>
</tr>
<tr>
<td>what</td>
<td>be</td>
<td>where</td>
<td>said</td>
<td></td>
</tr>
<tr>
<td>from</td>
<td>two</td>
<td>why</td>
<td>word</td>
<td>should</td>
</tr>
<tr>
<td>the</td>
<td>would</td>
<td>could</td>
<td>one</td>
<td>down</td>
</tr>
<tr>
<td>she</td>
<td>word</td>
<td>why</td>
<td>said</td>
<td>could</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>we</td>
<td>a</td>
<td>one</td>
<td>once</td>
<td>the</td>
</tr>
<tr>
<td>me</td>
<td>should</td>
<td></td>
<td>where</td>
<td>was</td>
</tr>
<tr>
<td>down</td>
<td>do</td>
<td>how</td>
<td>there</td>
<td>would</td>
</tr>
<tr>
<td>from</td>
<td>what</td>
<td>he</td>
<td>be</td>
<td>two</td>
</tr>
<tr>
<td></td>
<td>be</td>
<td>was</td>
<td>there</td>
<td>to</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>two</td>
<td>why</td>
<td>she</td>
<td>word</td>
</tr>
<tr>
<td></td>
<td>the</td>
<td>would</td>
<td>a</td>
<td>from</td>
</tr>
<tr>
<td></td>
<td>says</td>
<td>where</td>
<td>said</td>
<td>we</td>
</tr>
<tr>
<td></td>
<td>could</td>
<td>me</td>
<td>he</td>
<td>once</td>
</tr>
<tr>
<td>how</td>
<td>down</td>
<td>word</td>
<td>from</td>
<td>two</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>she</td>
<td>to</td>
<td>the</td>
<td>he</td>
<td>be</td>
</tr>
<tr>
<td>there</td>
<td>could</td>
<td></td>
<td>one</td>
<td>should</td>
</tr>
<tr>
<td>of</td>
<td>once</td>
<td>what</td>
<td>why</td>
<td>would</td>
</tr>
<tr>
<td>a</td>
<td>we</td>
<td>said</td>
<td>me</td>
<td>do</td>
</tr>
<tr>
<td>word</td>
<td>once</td>
<td>of</td>
<td>what</td>
<td>she</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>how</td>
<td>a</td>
<td>why</td>
<td>one</td>
<td>me</td>
</tr>
<tr>
<td>from</td>
<td>where</td>
<td></td>
<td>to</td>
<td>says</td>
</tr>
<tr>
<td>the</td>
<td>we</td>
<td>two</td>
<td>could</td>
<td>he</td>
</tr>
<tr>
<td>there</td>
<td>should</td>
<td>do</td>
<td>be</td>
<td>was</td>
</tr>
<tr>
<td>says</td>
<td>two</td>
<td>to</td>
<td>would</td>
<td>he</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>----</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>be</td>
<td>down</td>
<td>once</td>
<td>do</td>
<td>could</td>
</tr>
<tr>
<td>was</td>
<td>how</td>
<td></td>
<td>me</td>
<td>there</td>
</tr>
<tr>
<td>what</td>
<td>the</td>
<td>said</td>
<td>we</td>
<td>word</td>
</tr>
<tr>
<td>a</td>
<td>she</td>
<td>of</td>
<td>why</td>
<td>one</td>
</tr>
<tr>
<td>how</td>
<td>he</td>
<td>down</td>
<td>of</td>
<td>why</td>
</tr>
<tr>
<td>-----</td>
<td>----</td>
<td>------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>be</td>
<td>says</td>
<td>would</td>
<td>a</td>
<td>said</td>
</tr>
<tr>
<td>do</td>
<td>one</td>
<td>word</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>could</td>
<td>we</td>
<td>where</td>
<td>to</td>
<td>there</td>
</tr>
<tr>
<td>once</td>
<td>was</td>
<td>from</td>
<td>should</td>
<td>me</td>
</tr>
<tr>
<td>he</td>
<td>to</td>
<td>where</td>
<td>once</td>
<td>says</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>would</td>
<td>a</td>
<td>why</td>
<td>what</td>
<td>should</td>
</tr>
<tr>
<td>how</td>
<td>down</td>
<td></td>
<td>said</td>
<td>could</td>
</tr>
<tr>
<td>word</td>
<td>there</td>
<td>we</td>
<td>two</td>
<td>do</td>
</tr>
<tr>
<td>the</td>
<td>she</td>
<td>of</td>
<td>me</td>
<td>was</td>
</tr>
<tr>
<td>to</td>
<td>how</td>
<td>there</td>
<td>was</td>
<td>do</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>says</td>
<td>of</td>
<td>word</td>
<td>the</td>
<td>would</td>
</tr>
<tr>
<td>where</td>
<td>one</td>
<td>⭐</td>
<td>she</td>
<td>should</td>
</tr>
<tr>
<td>could</td>
<td>down</td>
<td>two</td>
<td>we</td>
<td>be</td>
</tr>
<tr>
<td>a</td>
<td>said</td>
<td>why</td>
<td>once</td>
<td>from</td>
</tr>
<tr>
<td>from</td>
<td>where</td>
<td>we</td>
<td>said</td>
<td>would</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>be</td>
<td>down</td>
<td>was</td>
<td>she</td>
<td>one</td>
</tr>
<tr>
<td>why</td>
<td>me</td>
<td>do</td>
<td>once</td>
<td></td>
</tr>
<tr>
<td>of</td>
<td>a</td>
<td>what</td>
<td>he</td>
<td>how</td>
</tr>
<tr>
<td>should</td>
<td>there</td>
<td>says</td>
<td>two</td>
<td>could</td>
</tr>
</tbody>
</table>

*Starred word is the focus for this page.*
Section I-I
Tricky 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 (Unit 1)
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

<table>
<thead>
<tr>
<th>Focus: Two-Syllable Words</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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.</td>
<td>board or chart paper</td>
</tr>
<tr>
<td>Introduction</td>
<td>Tell students that today they will read two-syllable words, i.e., words with two vowel sounds. 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. 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. 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.</td>
<td></td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Repeat this process with additional two-syllable words.</td>
<td></td>
</tr>
</tbody>
</table>

**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
Two-Syllable Short Vowel Words

<table>
<thead>
<tr>
<th>lunchbox</th>
<th>sandbox</th>
<th>himself</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunset</td>
<td>zigzag</td>
<td>backpack</td>
</tr>
<tr>
<td>milkman</td>
<td>madman</td>
<td>handbag</td>
</tr>
<tr>
<td>snapshot</td>
<td>hilltop</td>
<td>checkup</td>
</tr>
<tr>
<td>kickoff</td>
<td>anthill</td>
<td>windmills</td>
</tr>
</tbody>
</table>
### Two-Syllable Short Vowel Words

<table>
<thead>
<tr>
<th>problem</th>
<th>chicken</th>
<th>rocket</th>
</tr>
</thead>
<tbody>
<tr>
<td>kitten</td>
<td>rabbit</td>
<td>picnic</td>
</tr>
<tr>
<td>basket</td>
<td>goddess</td>
<td>trumpet</td>
</tr>
<tr>
<td>dentist</td>
<td>plastic</td>
<td>traffic</td>
</tr>
<tr>
<td>napkin</td>
<td>endless</td>
<td>madman</td>
</tr>
<tr>
<td>walnut</td>
<td>children</td>
<td>pumpkin</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

### Two-Syllable Short Vowel Words

<table>
<thead>
<tr>
<th>signal</th>
<th>magnet</th>
<th>hectic</th>
</tr>
</thead>
<tbody>
<tr>
<td>bandit</td>
<td>discuss</td>
<td>tennis</td>
</tr>
<tr>
<td>husband</td>
<td>address</td>
<td>convict</td>
</tr>
<tr>
<td>comment</td>
<td>bucket</td>
<td>gallon</td>
</tr>
</tbody>
</table>
### Two-Syllable Short Vowel Words

<table>
<thead>
<tr>
<th>lesson</th>
<th>public</th>
<th>ribbon</th>
</tr>
</thead>
<tbody>
<tr>
<td>tunnel</td>
<td>happen</td>
<td>velvet</td>
</tr>
<tr>
<td>hundred</td>
<td>blanket</td>
<td>tantrum</td>
</tr>
<tr>
<td>attic</td>
<td>contest</td>
<td>sandal</td>
</tr>
</tbody>
</table>
Two-Syllable Short Vowel Words

<table>
<thead>
<tr>
<th>witness</th>
<th>chipmunk</th>
<th>ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>puppet</td>
<td>goblin</td>
<td>helmet</td>
</tr>
<tr>
<td>confess</td>
<td>falcon</td>
<td>insult</td>
</tr>
<tr>
<td>cactus</td>
<td>kennel</td>
<td>subject</td>
</tr>
</tbody>
</table>
Section II-A

Closed Syllables
    Worksheets
Name: _______________________________________________________

Write each word under its matching picture.

1. bathtub

2. magnet

3. insect
Write each word under its matching picture.

1. picnic

2. rocket

3. tennis
Fill in the Blanks

<table>
<thead>
<tr>
<th>attic</th>
<th>address</th>
<th>sandal</th>
<th>velvet</th>
</tr>
</thead>
<tbody>
<tr>
<td>husband</td>
<td>ribbon</td>
<td>blanket</td>
<td>tantrum</td>
</tr>
</tbody>
</table>

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 _________________________.
Match the word with the appropriate picture.

<table>
<thead>
<tr>
<th>basket</th>
<th>helmet</th>
<th>bucket</th>
<th>ticket</th>
<th>pumpkin</th>
</tr>
</thead>
<tbody>
<tr>
<td>cactus</td>
<td>walnut</td>
<td>chipmunk</td>
<td>falcon</td>
<td>muffin</td>
</tr>
</tbody>
</table>

1. ___________
2. ___________
3. ___________
4. ___________
5. ___________
6. ___________
7. ___________
8. ___________
9. ___________
10. ___________
Name: _______________________________________________________

Fill in the Blanks

<table>
<thead>
<tr>
<th>problem</th>
<th>insects</th>
<th>plastic</th>
</tr>
</thead>
<tbody>
<tr>
<td>signal</td>
<td>kennel</td>
<td>napkin</td>
</tr>
</tbody>
</table>

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
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.
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
Two-Syllable Short Vowel Words

<table>
<thead>
<tr>
<th>rapid</th>
<th>wagon</th>
<th>metal</th>
</tr>
</thead>
<tbody>
<tr>
<td>limit</td>
<td>lemon</td>
<td>punish</td>
</tr>
<tr>
<td>static</td>
<td>timid</td>
<td>travel</td>
</tr>
<tr>
<td>comet</td>
<td>prison</td>
<td>salad</td>
</tr>
<tr>
<td>vanish</td>
<td>panel</td>
<td>closet</td>
</tr>
<tr>
<td>finish</td>
<td>model</td>
<td>radish</td>
</tr>
</tbody>
</table>
Two-Syllable Short Vowel Words

<table>
<thead>
<tr>
<th>credit</th>
<th>polish</th>
<th>satin</th>
</tr>
</thead>
<tbody>
<tr>
<td>level</td>
<td>cabin</td>
<td>melon</td>
</tr>
<tr>
<td>novel</td>
<td>planet</td>
<td>habit</td>
</tr>
<tr>
<td>robin</td>
<td>gravel</td>
<td>camel</td>
</tr>
<tr>
<td>second</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section II-B

Closed Syllables

Worksheets
Name: _______________________________________________________

Match the word with the appropriate picture.

<table>
<thead>
<tr>
<th>comet</th>
<th>radish</th>
<th>cabin</th>
<th>novel</th>
<th>planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>robin</td>
<td>wagon</td>
<td>camel</td>
<td>melon</td>
<td>salad</td>
</tr>
</tbody>
</table>

1. ____________________________________

2. ____________________________________

3. ____________________________________

4. ____________________________________

5. ____________________________________
Name: _______________________________________________________

6. ____________________________________

7. ____________________________________

8. ____________________________________

9. ____________________________________

10. ____________________________________
**Fill in the Blanks**

<table>
<thead>
<tr>
<th>credit</th>
<th>lemons</th>
<th>satin</th>
<th>travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>prison</td>
<td>level</td>
<td>timid</td>
<td>polish</td>
</tr>
</tbody>
</table>

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
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.
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.
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.
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
Read the following words aloud to your teacher.

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

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

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

<table>
<thead>
<tr>
<th>Focus: Alternative Spellings</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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 letter card.</td>
<td>previously taught Spelling Cards Code Flip Books</td>
</tr>
<tr>
<td>Introduction Teaching</td>
<td>Ask students for the basic spelling they know for the particular sound, such as /j/, /s/, /z/, etc. Write the spelling and write several words with that spelling. 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. Write words with the alternate spelling.</td>
<td>board or chart paper Spelling Card(s) for Spelling Alternative Consonant Code Flip Book Individual Code Chart</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Have a pocket chart with a column for each spelling alternative. Give students cards with words with the different spellings of the target sound. Students read their words and place them under the correct column by spelling.</td>
<td>pocket chart word cards with the same sound spelled with the basic spelling and with the spelling alternative</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>Students read words with targeted sound. Students can read list of words or phrases with targeted sound. More proficient students can read connected decodable text with targeted sound.</td>
<td></td>
</tr>
</tbody>
</table>

© 2013 Core Knowledge Foundation
Section II-E
Consonant Spelling Alternatives
Word Lists
Spelling Alternative: ‘g’ > /j/ (gem)

<table>
<thead>
<tr>
<th>gem</th>
<th>plunge</th>
<th>singe</th>
</tr>
</thead>
<tbody>
<tr>
<td>fringe</td>
<td>hinges</td>
<td>grunge</td>
</tr>
<tr>
<td>bulge</td>
<td>bulging</td>
<td>gems</td>
</tr>
<tr>
<td>legend</td>
<td>challenge</td>
<td>college</td>
</tr>
<tr>
<td>logic</td>
<td>large</td>
<td>magic</td>
</tr>
<tr>
<td>Word</td>
<td>'c' &gt; /s/ (cent)</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>cell</td>
<td>cents</td>
<td></td>
</tr>
<tr>
<td>prancing</td>
<td>fencing</td>
<td></td>
</tr>
<tr>
<td>accept</td>
<td>Francis</td>
<td></td>
</tr>
<tr>
<td>chances</td>
<td>fences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dancing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>princess</td>
<td></td>
</tr>
</tbody>
</table>
Spelling Alternatives: ‘ce’ and ‘se’ > /s/ (prince, rinse)

<table>
<thead>
<tr>
<th>rinse</th>
<th>since</th>
<th>prince</th>
</tr>
</thead>
<tbody>
<tr>
<td>else</td>
<td>fence</td>
<td>sense</td>
</tr>
<tr>
<td>chance</td>
<td>dance</td>
<td>prance</td>
</tr>
<tr>
<td>France</td>
<td>sentence</td>
<td>presence</td>
</tr>
<tr>
<td>tense</td>
<td>absence</td>
<td>nonsense</td>
</tr>
<tr>
<td>Vince</td>
<td>glance</td>
<td>lettuce</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>as</td>
<td>things</td>
<td>presents</td>
<td>pins</td>
</tr>
<tr>
<td>has</td>
<td>muffins</td>
<td>riches</td>
<td>bugs</td>
</tr>
<tr>
<td>his</td>
<td>pals</td>
<td>eggs</td>
<td>hogs</td>
</tr>
<tr>
<td>wings</td>
<td>ducklings</td>
<td>fishes</td>
<td>benches</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

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

<table>
<thead>
<tr>
<th>knit</th>
<th>knot</th>
<th>knob</th>
</tr>
</thead>
<tbody>
<tr>
<td>knock</td>
<td>knack</td>
<td>knitting</td>
</tr>
<tr>
<td>knocked</td>
<td>knocking</td>
<td>knotted</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

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

<table>
<thead>
<tr>
<th>catch</th>
<th>match</th>
<th>hatch</th>
</tr>
</thead>
<tbody>
<tr>
<td>patch</td>
<td>batch</td>
<td>scratch</td>
</tr>
<tr>
<td>itch</td>
<td>pitch</td>
<td>ditch</td>
</tr>
<tr>
<td>witch</td>
<td>Dutch</td>
<td>fetch</td>
</tr>
<tr>
<td>matches</td>
<td>patches</td>
<td>scratches</td>
</tr>
<tr>
<td>itching</td>
<td>scratching</td>
<td>pitching</td>
</tr>
<tr>
<td>hatching</td>
<td>itches</td>
<td>kitchen</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

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

<table>
<thead>
<tr>
<th>twelve</th>
<th>solve</th>
<th>bookshelves</th>
</tr>
</thead>
<tbody>
<tr>
<td>elves</td>
<td>involve</td>
<td>themselves</td>
</tr>
</tbody>
</table>
Spelling Alternative: ‘wh’ > /w/ (*when*)

<table>
<thead>
<tr>
<th>when</th>
<th>which</th>
<th>whip</th>
</tr>
</thead>
<tbody>
<tr>
<td>whipping</td>
<td>what</td>
<td>why</td>
</tr>
<tr>
<td>where</td>
<td>whack</td>
<td>whisk</td>
</tr>
</tbody>
</table>
Spelling Alternative: ‘wr’ > /r/ (wrist)

<table>
<thead>
<tr>
<th>wrong</th>
<th>wrist</th>
<th>wrap</th>
</tr>
</thead>
<tbody>
<tr>
<td>wrench</td>
<td>written</td>
<td>wreck</td>
</tr>
<tr>
<td>wrapped</td>
<td>wrecked</td>
<td>wrapping</td>
</tr>
<tr>
<td>wrecking</td>
<td>wrath</td>
<td>unwrap</td>
</tr>
</tbody>
</table>
Section II-E

Consonant Spelling Alternatives

Worksheets
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/.

/g/
got
gum
big

/j/
gem
tragic
legend

<table>
<thead>
<tr>
<th></th>
<th>/g/</th>
<th></th>
<th>/j/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He did a magic trick.</td>
<td>got</td>
<td></td>
<td>magic</td>
</tr>
<tr>
<td>2. This fish has gills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dad is the best at golf.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The cat is in a cage.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Brr! That pond was frigid!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. A present is a gift.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Mom had a stick of gum.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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/.

<table>
<thead>
<tr>
<th>/g/</th>
<th>/j/</th>
</tr>
</thead>
<tbody>
<tr>
<td>get</td>
<td>legend</td>
</tr>
<tr>
<td>gum</td>
<td>logic</td>
</tr>
<tr>
<td>big</td>
<td>digit</td>
</tr>
</tbody>
</table>

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

1. The king got the princess a kitten.
   - /k/ can
   - /s/ princess

2. We slept in a log cabin.
   - /k/ cap
   - /s/ citrus

3. As the band was singing, she was dancing.
   - /k/ cot
   - /s/ cell

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.
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/.

<table>
<thead>
<tr>
<th>/k/</th>
<th>/s/</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>dances</td>
</tr>
<tr>
<td>cap</td>
<td>citrus</td>
</tr>
<tr>
<td>cot</td>
<td>princess</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>/k/ can</th>
<th>/s/ dances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>It cost ten cents.</td>
<td>cents</td>
</tr>
</tbody>
</table>
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*.

<table>
<thead>
<tr>
<th>process</th>
<th>cram</th>
<th>clap</th>
</tr>
</thead>
<tbody>
<tr>
<td>panic</td>
<td>dances</td>
<td>camp</td>
</tr>
<tr>
<td>credit</td>
<td>cell</td>
<td>cot</td>
</tr>
<tr>
<td>scan</td>
<td>princess</td>
<td>cab</td>
</tr>
</tbody>
</table>

/k/

| can       | cent         |

| process   | process      |
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/.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>cats</td>
<td>dogs</td>
</tr>
<tr>
<td>dots</td>
<td>runs</td>
</tr>
<tr>
<td>sun</td>
<td>is</td>
</tr>
</tbody>
</table>

1. He handed me his pet pig.  
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.
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/.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>set</td>
<td>1. The robin flapped its wings.</td>
</tr>
<tr>
<td>sit</td>
<td>2. Get a pen from the desk.</td>
</tr>
<tr>
<td>sap</td>
<td>3. Ring the bells.</td>
</tr>
<tr>
<td></td>
<td>4. The kitten is soft.</td>
</tr>
<tr>
<td></td>
<td>5. Toss the egg shells in the trash can.</td>
</tr>
<tr>
<td></td>
<td>6. What did the shop sell?</td>
</tr>
<tr>
<td></td>
<td>7. Get in the pond and swim.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>set</td>
<td>wings</td>
</tr>
<tr>
<td>his</td>
<td></td>
</tr>
<tr>
<td>has</td>
<td></td>
</tr>
<tr>
<td>pigs</td>
<td></td>
</tr>
</tbody>
</table>
Read and circle the spelling in each word that stands for the sound.

<table>
<thead>
<tr>
<th>/j/</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>jumping</td>
<td></td>
</tr>
<tr>
<td>magic</td>
<td></td>
</tr>
<tr>
<td>plunge</td>
<td></td>
</tr>
<tr>
<td>lunge</td>
<td></td>
</tr>
<tr>
<td>jacket</td>
<td></td>
</tr>
<tr>
<td>jet</td>
<td></td>
</tr>
<tr>
<td>legend</td>
<td></td>
</tr>
<tr>
<td>hinge</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/v/</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>vast</td>
<td></td>
</tr>
<tr>
<td>twelve</td>
<td></td>
</tr>
<tr>
<td>shelves</td>
<td></td>
</tr>
<tr>
<td>having</td>
<td></td>
</tr>
<tr>
<td>visit</td>
<td></td>
</tr>
<tr>
<td>solve</td>
<td></td>
</tr>
<tr>
<td>vet</td>
<td></td>
</tr>
<tr>
<td>elves</td>
<td></td>
</tr>
</tbody>
</table>
Write each word under its matching picture.

fringe  prince  shelves

twelve  fence  dance

fringe

12
Name: _______________________________________________________

Write each word under its matching picture.

<table>
<thead>
<tr>
<th>shells</th>
<th>lettuce</th>
<th>pulse</th>
</tr>
</thead>
<tbody>
<tr>
<td>rinse</td>
<td>bandage</td>
<td>elves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>shells</th>
<th>lettuce</th>
<th>pulse</th>
</tr>
</thead>
<tbody>
<tr>
<td>rinse</td>
<td>bandage</td>
<td>elves</td>
</tr>
</tbody>
</table>

Grade 2 | Assessment and Remediation Guide

© 2013 Core Knowledge Foundation
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.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/ch/</th>
</tr>
</thead>
<tbody>
<tr>
<td>pockets</td>
<td>itch</td>
</tr>
<tr>
<td>tense</td>
<td>catchy</td>
</tr>
<tr>
<td>miss</td>
<td>batch</td>
</tr>
<tr>
<td>chance</td>
<td>rematch</td>
</tr>
<tr>
<td>sudden</td>
<td>stretching</td>
</tr>
<tr>
<td>cell</td>
<td>butcher</td>
</tr>
<tr>
<td>cent</td>
<td>pitcher</td>
</tr>
<tr>
<td>prince</td>
<td>stitch</td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>wr</th>
<th>i</th>
<th>p</th>
<th>__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td>a</td>
<td>t</td>
<td>wrap</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kn</th>
<th>i</th>
<th>s</th>
<th>_______</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>ee</td>
<td>t</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>wr</th>
<th>i</th>
<th>l</th>
<th>t</th>
<th>_______</th>
</tr>
</thead>
<tbody>
<tr>
<td>qu</td>
<td>a</td>
<td>t</td>
<td>d</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kn</th>
<th>e</th>
<th>t</th>
<th>_______</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>o</td>
<td>ck</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>qu</th>
<th>a</th>
<th>ed</th>
<th>_______</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>o</td>
<td>ck</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>wr</th>
<th>i</th>
<th>t</th>
<th>t</th>
<th>_______</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>u</td>
<td>s</td>
<td>s</td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>e</th>
<th>ch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>v</td>
<td>i</td>
<td>sh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>d</th>
<th>w</th>
<th>e</th>
<th>ss</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>r</td>
<td>a</td>
<td>z</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ch</th>
<th>i</th>
<th>ck</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>th</td>
<td>u</td>
<td>n</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>p</th>
<th>o</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>u</td>
<td>n</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>e</th>
<th>ll</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>i</td>
<td>d</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>kn</th>
<th>a</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>m</td>
<td>o</td>
<td>t</td>
</tr>
</tbody>
</table>
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.
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 game 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 /zl/, one row for /kl/, etc.
<table>
<thead>
<tr>
<th>chance</th>
<th>cent</th>
<th>rinse</th>
<th>citrus</th>
</tr>
</thead>
<tbody>
<tr>
<td>swimming</td>
<td></td>
<td>trunks</td>
<td></td>
</tr>
<tr>
<td>class</td>
<td></td>
<td>snatch</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
<td>pulse</td>
<td></td>
</tr>
<tr>
<td>sense*</td>
<td>whisk</td>
<td>fence</td>
<td>glass</td>
</tr>
<tr>
<td>just</td>
<td>hinge</td>
<td>fringe</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>legend</td>
<td>jumped</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cringe</td>
<td>junk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gel</td>
<td>logic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>magic</td>
<td>plunge</td>
<td>binge</td>
<td></td>
</tr>
<tr>
<td>tragic</td>
<td>subject</td>
<td>gem</td>
<td>challenge</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>digit</td>
<td>twinge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>job</td>
<td>jam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cringed</td>
<td>project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>college</td>
<td>jot</td>
<td>gems</td>
<td>jacket</td>
</tr>
</tbody>
</table>
Section II-F

Consonant Spelling Alternatives
Assessment
Name: _______________________________________________________

Read the following words aloud to your teacher.

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

g: _____/5   c: _____/5   ce: _____/2   se: _____/2   s: _____/7
kn: _____/3   tch: _____/3   ve: _____/3   wh: _____/3   wr: _____/3
Section III (Unit 2)

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

<table>
<thead>
<tr>
<th>Focus: Digraphs</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-Up</strong></td>
<td>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: <em>pit, sit, fit, bed, pet, bell, hat, sat, cap, pot, mop, sock, cut, run, fun.</em></td>
<td>board or chart paper, Vowel Code Flip Book</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Write the word <em>at</em> 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/. Write the word <em>ate</em>. 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.” Display the Spelling Card ‘a_e’ &gt; /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. Circle each spelling in <em>ate</em> 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/. Continue this procedure for the following words: <em>name, late, safe.</em></td>
<td>board or chart paper, Spelling Card ‘a_e’ &gt; /ae/, Vowel Code Flip Book, Individual Code Chart</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td><strong>Pop-Out Chaining:</strong> Write the word <em>fat</em> and ask students to read it. While adding an ‘e’ to the word, ask students, “If that was <em>fat</em> and I add an ‘e’, how do we now say this word?” (<em>fate</em>). Continue with this procedure with the following words: <em>pan, rat, cap, mad, tap.</em></td>
<td>board or chart paper</td>
</tr>
<tr>
<td><strong>Independent Practice</strong></td>
<td>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.</td>
<td>paper</td>
</tr>
<tr>
<td><strong>For Other Separated Digraphs</strong></td>
<td>This lesson can be used for more pop-out chaining. /ee/: <em>these, theme, Pete, Steve</em> /ie/: <em>time, mine, shine, ride / rip, pin, grip, hid</em> /oe/: <em>home, stone, note, shone / rod, hop, mop, glob</em> /ue/: <em>cube, cute / cub, cut</em></td>
<td></td>
</tr>
</tbody>
</table>
Section III-A
One-Syllable Words with Separated Digraphs (Magic E)
Word Lists
Name: _______________________________________________________

Separated Digraph: ‘a_e’ > /æe/ (cake)

<table>
<thead>
<tr>
<th>ate</th>
<th>state</th>
<th>made</th>
<th>fade</th>
</tr>
</thead>
<tbody>
<tr>
<td>trade</td>
<td>grade</td>
<td>make</td>
<td>take</td>
</tr>
<tr>
<td>fake</td>
<td>lake</td>
<td>bake</td>
<td>cake</td>
</tr>
<tr>
<td>snake</td>
<td>late</td>
<td>date</td>
<td>plate</td>
</tr>
<tr>
<td>fate</td>
<td>same</td>
<td>came</td>
<td>waves</td>
</tr>
<tr>
<td>game</td>
<td>gave</td>
<td>wave</td>
<td>save</td>
</tr>
<tr>
<td>cave</td>
<td>case</td>
<td>base</td>
<td>shape</td>
</tr>
<tr>
<td>safe</td>
<td>plane</td>
<td>sale</td>
<td>shave</td>
</tr>
<tr>
<td>shame</td>
<td>fame</td>
<td>rake</td>
<td>cape</td>
</tr>
</tbody>
</table>
**Separated Digraph: ‘a_e’ > /æ/ (cake)**

<table>
<thead>
<tr>
<th>age</th>
<th>cape</th>
<th>place</th>
</tr>
</thead>
<tbody>
<tr>
<td>plane</td>
<td>cave</td>
<td>rake</td>
</tr>
<tr>
<td>amaze</td>
<td>take</td>
<td>same</td>
</tr>
<tr>
<td>bake</td>
<td>late</td>
<td>sale</td>
</tr>
<tr>
<td>brake</td>
<td>made</td>
<td>snake</td>
</tr>
<tr>
<td>tape</td>
<td>wake</td>
<td>whale</td>
</tr>
<tr>
<td>fake</td>
<td>grave</td>
<td>lane</td>
</tr>
<tr>
<td>name</td>
<td>pane</td>
<td>race</td>
</tr>
<tr>
<td>shame</td>
<td>flake</td>
<td>state</td>
</tr>
</tbody>
</table>

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
## Separated Digraph: ‘a_e’ > /æə/ (cake)

<table>
<thead>
<tr>
<th>ate</th>
<th>state</th>
<th>made</th>
<th>fade</th>
</tr>
</thead>
<tbody>
<tr>
<td>trade</td>
<td>grade</td>
<td>make</td>
<td>take</td>
</tr>
<tr>
<td>fake</td>
<td>lake</td>
<td>bake</td>
<td>cake</td>
</tr>
<tr>
<td>snake</td>
<td>late</td>
<td>date</td>
<td>plate</td>
</tr>
<tr>
<td>fate</td>
<td>same</td>
<td>came</td>
<td>waves</td>
</tr>
<tr>
<td>game</td>
<td>gave</td>
<td>wave</td>
<td>save</td>
</tr>
<tr>
<td>cave</td>
<td>case</td>
<td>base</td>
<td>shape</td>
</tr>
<tr>
<td>safe</td>
<td>plane</td>
<td>sale</td>
<td>ape</td>
</tr>
</tbody>
</table>
Separated Digraph: ‘o_e’ > /oe/ (home)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nose</td>
<td>rose</td>
<td>those</td>
<td>chose</td>
<td></td>
</tr>
<tr>
<td>close</td>
<td>closed</td>
<td>froze</td>
<td>home</td>
<td></td>
</tr>
<tr>
<td>stone</td>
<td>bones</td>
<td>hope</td>
<td>rope</td>
<td></td>
</tr>
<tr>
<td>pope</td>
<td>note</td>
<td>vote</td>
<td>hole</td>
<td></td>
</tr>
<tr>
<td>pole</td>
<td>spoke</td>
<td>broke</td>
<td>stove</td>
<td></td>
</tr>
<tr>
<td>globe</td>
<td>joke</td>
<td>poke</td>
<td>smoke</td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Separated Digraph: ‘u_e’ > /ue/ (*cute*)

<table>
<thead>
<tr>
<th>use</th>
<th>used</th>
<th>mule</th>
</tr>
</thead>
<tbody>
<tr>
<td>cute</td>
<td>cube</td>
<td>cubes</td>
</tr>
<tr>
<td>fumes</td>
<td>fuse</td>
<td>mute</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Separated Digraph: ‘e_e’ > /eel/ (Pete)

<table>
<thead>
<tr>
<th>Pete</th>
<th>these</th>
<th>Steve</th>
</tr>
</thead>
<tbody>
<tr>
<td>theme</td>
<td>stampede</td>
<td>trapeze</td>
</tr>
<tr>
<td>extreme</td>
<td>compete</td>
<td>concrete</td>
</tr>
<tr>
<td>athlete</td>
<td>adhere</td>
<td>complete</td>
</tr>
</tbody>
</table>
Section III-A

One-Syllable Words with Separated Digraphs (Magic E)
Worksheets
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.
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__
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.
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
Circle the word that matches the picture.

rod  rode  red

cap  cane  cape

mate  mat  male

10
ten  teen  tent
can  cane  cape

pale  pane  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.

<table>
<thead>
<tr>
<th>dime</th>
<th>cube</th>
<th>grapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>globe</td>
<td>cone</td>
<td>cake</td>
</tr>
</tbody>
</table>

---

---

---
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
Separated Digraph: ‘a_e’ > /æel (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?
Separated Digraph: ‘a_e’ > /ael/ (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!
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’ > /oel/ (home) and ‘i_e’ > /iel/ (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

<table>
<thead>
<tr>
<th>Focus: Sound-Spelling</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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.</td>
</tr>
<tr>
<td>Teaching</td>
<td>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. 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.</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Ask students to give you words with the target sound. Ask students to write decodable words with the target sound.</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>previously taught Spelling Cards</td>
</tr>
<tr>
<td>Vowel Code Flip Book</td>
</tr>
<tr>
<td>target vowel digraph Spelling Card</td>
</tr>
<tr>
<td>Vowel Code Flip Book</td>
</tr>
<tr>
<td>Individual Code Chart</td>
</tr>
<tr>
<td>dry erase boards and markers or paper and pencil</td>
</tr>
</tbody>
</table>
### Basic Code ‘ee’ > /ee/ (bee)

<table>
<thead>
<tr>
<th>Focus: ‘ee’ &gt; /ee/ (bee)</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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.</td>
<td>previously reviewed Spelling Cards, Vowel Code Flip Book</td>
</tr>
<tr>
<td>Teaching</td>
<td>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 bee, sweet, trees. Have students repeat the words after you. Ask where they hear the /ee/ sound? Tape the ‘ee’ &gt; /ee/ Spelling Card to the appropriate page and space in the Vowel Code Flip Book, as students refer to their own Individual Code Chart.</td>
<td>Spelling Card for ‘ee’ &gt; /ee/, Vowel Code Flip Book, Individual Code Chart</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>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. Dictate words one at a time: beet, bleed, tree, deep, feet, keep. To check spelling, ask students to orally spell the word while you write the word on board or chart paper.</td>
<td>paper</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>Have students read word lists and practice sentences and stories as well as complete worksheets with the ‘ee’ spelling.</td>
<td>word lists, worksheets, etc. from this Guide</td>
</tr>
</tbody>
</table>
Section III-B
More One-Syllable Vowel Digraphs
and R-Controlled Vowels
Word Lists
Name: _______________________________________________________

**Basic Code Spelling: ‘ee’ > /eel (bee)**

<table>
<thead>
<tr>
<th>see</th>
<th>bee</th>
<th>free</th>
<th>tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>three</td>
<td>need</td>
<td>seed</td>
<td>feed</td>
</tr>
<tr>
<td>speed</td>
<td>keep</td>
<td>deep</td>
<td>sleep</td>
</tr>
<tr>
<td>sheep</td>
<td>steep</td>
<td>teen</td>
<td>seen</td>
</tr>
<tr>
<td>green</td>
<td>feet</td>
<td>meet</td>
<td>street</td>
</tr>
<tr>
<td>feel</td>
<td>steel</td>
<td>seems</td>
<td>week</td>
</tr>
<tr>
<td>teeth</td>
<td>beef</td>
<td>sleeping</td>
<td></td>
</tr>
</tbody>
</table>

green trees
Name: _______________________________________________________

Basic Code Spelling: ‘ea’ > /ea/ (beach)

<table>
<thead>
<tr>
<th>beach</th>
<th>reach</th>
<th>teach</th>
<th>each</th>
</tr>
</thead>
<tbody>
<tr>
<td>sea</td>
<td>seal</td>
<td>tea</td>
<td>deal</td>
</tr>
<tr>
<td>real</td>
<td>read</td>
<td>east</td>
<td>leak</td>
</tr>
<tr>
<td>feast</td>
<td>yeast</td>
<td>dream</td>
<td>least</td>
</tr>
<tr>
<td>steal</td>
<td>steam</td>
<td>seat</td>
<td>eat</td>
</tr>
<tr>
<td>reading</td>
<td>teaching</td>
<td>dreaming</td>
<td>beast</td>
</tr>
</tbody>
</table>
Basic Code Spelling: ‘oo’ > /ool (soon)

<table>
<thead>
<tr>
<th>too</th>
<th>food</th>
<th>room</th>
<th>soon</th>
</tr>
</thead>
<tbody>
<tr>
<td>moon</td>
<td>tools</td>
<td>cool</td>
<td>spoon</td>
</tr>
<tr>
<td>pool</td>
<td>noon</td>
<td>zoo</td>
<td>broom</td>
</tr>
<tr>
<td>zoom</td>
<td>loop</td>
<td>shampoo</td>
<td>scoop</td>
</tr>
<tr>
<td>bedroom</td>
<td>bathroom</td>
<td>classroom</td>
<td>rooms</td>
</tr>
</tbody>
</table>

The raccoon is fast.
Name: _______________________________________________________

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

<table>
<thead>
<tr>
<th>look</th>
<th>book</th>
<th>took</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>good</td>
<td>wood</td>
</tr>
<tr>
<td>stood</td>
<td>foot</td>
<td>shook</td>
</tr>
<tr>
<td>wooden</td>
<td>cookbook</td>
<td>books</td>
</tr>
<tr>
<td>notebook</td>
<td>footprint</td>
<td>fishhook</td>
</tr>
</tbody>
</table>

The man is cooking.
Name: _______________________________________________________

Spelling Alternative: ‘oy’ > /oi/ (toy)

<table>
<thead>
<tr>
<th>boy</th>
<th>joy</th>
<th>toy</th>
</tr>
</thead>
<tbody>
<tr>
<td>soy</td>
<td>Roy</td>
<td>Troy</td>
</tr>
<tr>
<td>boys</td>
<td>toys</td>
<td>soybeans</td>
</tr>
<tr>
<td>enjoy</td>
<td>boyish</td>
<td>toyland</td>
</tr>
</tbody>
</table>
Basic Code: ‘oi’ > /oil (oil)

<table>
<thead>
<tr>
<th>oil</th>
<th>boil</th>
<th>coil</th>
</tr>
</thead>
<tbody>
<tr>
<td>foil</td>
<td>point</td>
<td>join</td>
</tr>
<tr>
<td>voice</td>
<td>moist</td>
<td>coin</td>
</tr>
<tr>
<td>joining</td>
<td>tinfoil</td>
<td>boiling</td>
</tr>
<tr>
<td>voices</td>
<td>coins</td>
<td>pointing</td>
</tr>
</tbody>
</table>

She is pointing.
### Basic Code Review

<table>
<thead>
<tr>
<th>x:</th>
<th>tax</th>
<th>lax</th>
<th>max</th>
</tr>
</thead>
<tbody>
<tr>
<td>z:</td>
<td>zip</td>
<td>zoo</td>
<td>zoom</td>
</tr>
<tr>
<td>qu:</td>
<td>queen</td>
<td>squeak</td>
<td>squeal</td>
</tr>
<tr>
<td>oi:</td>
<td>soil</td>
<td>oil</td>
<td>boil</td>
</tr>
<tr>
<td>wr:</td>
<td>wrong</td>
<td>wrist</td>
<td>wrench</td>
</tr>
<tr>
<td>kn:</td>
<td>knife</td>
<td>kneel</td>
<td>knob</td>
</tr>
<tr>
<td>tch:</td>
<td>itch</td>
<td>scratch</td>
<td>batch</td>
</tr>
<tr>
<td>ve:</td>
<td>sleeve</td>
<td>leave</td>
<td>heave</td>
</tr>
</tbody>
</table>
### Spelling Alternative: ‘ow’ > /ou/ (now)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wow</td>
<td>cow</td>
<td>how</td>
</tr>
<tr>
<td>plow</td>
<td>now</td>
<td>brown</td>
</tr>
<tr>
<td>town</td>
<td>gown</td>
<td>down</td>
</tr>
<tr>
<td>frown</td>
<td>growl</td>
<td>fowl</td>
</tr>
<tr>
<td>clown</td>
<td>crowd</td>
<td>crown</td>
</tr>
<tr>
<td>crowded</td>
<td>downtown</td>
<td>growled</td>
</tr>
<tr>
<td>cowboy</td>
<td>howling</td>
<td>owl</td>
</tr>
</tbody>
</table>
### Spelling Alternative: ‘ou’ > /ou/ (shout)

<table>
<thead>
<tr>
<th>out</th>
<th>shout</th>
<th>grouch</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud</td>
<td>proud</td>
<td>found</td>
</tr>
<tr>
<td>ground</td>
<td>south</td>
<td>mouth</td>
</tr>
<tr>
<td>count</td>
<td>cloud</td>
<td>ouch</td>
</tr>
<tr>
<td>couch</td>
<td>house</td>
<td>outhouse</td>
</tr>
<tr>
<td>without</td>
<td>outside</td>
<td>mouse</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

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

<table>
<thead>
<tr>
<th>her</th>
<th>hers</th>
<th>term</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>herd</td>
<td>jerk</td>
<td>nerve</td>
<td>after</td>
</tr>
<tr>
<td>serve</td>
<td>swerve</td>
<td>perch</td>
<td>merge</td>
</tr>
<tr>
<td>faster</td>
<td>deeper</td>
<td>sooner</td>
<td>cooler</td>
</tr>
<tr>
<td>bigger</td>
<td>louder</td>
<td>richer</td>
<td>quicker</td>
</tr>
</tbody>
</table>

big green fern
Name: _______________________________________________________

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

<table>
<thead>
<tr>
<th>after</th>
<th>never</th>
<th>under</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>river</td>
<td>center</td>
<td>whether</td>
<td>winter</td>
</tr>
<tr>
<td>sister</td>
<td>teacher</td>
<td>leader</td>
<td>enter</td>
</tr>
<tr>
<td>member</td>
<td>letter</td>
<td>proper</td>
<td>pattern</td>
</tr>
<tr>
<td>summer</td>
<td>chapter</td>
<td>silver</td>
<td>ever</td>
</tr>
</tbody>
</table>

I had dinner with pals.
R-Controlled Vowel: ‘ar’ > /ar/ (car)

<table>
<thead>
<tr>
<th>art</th>
<th>arm</th>
<th>farm</th>
<th>harm</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>far</td>
<td>jar</td>
<td>star</td>
</tr>
<tr>
<td>dark</td>
<td>mark</td>
<td>park</td>
<td>bark</td>
</tr>
<tr>
<td>sharp</td>
<td>hard</td>
<td>yard</td>
<td>card</td>
</tr>
<tr>
<td>yarn</td>
<td>barge</td>
<td>march</td>
<td>barn</td>
</tr>
<tr>
<td>start</td>
<td>large</td>
<td>larger</td>
<td>farmer</td>
</tr>
<tr>
<td>darkness</td>
<td>marker</td>
<td>harvest</td>
<td>partner</td>
</tr>
<tr>
<td>parking</td>
<td>target</td>
<td>artist</td>
<td></td>
</tr>
</tbody>
</table>

The barber works hard.
R-Controlled Vowel: ‘or’ > /ɔr/ (for)

<table>
<thead>
<tr>
<th>or</th>
<th>form</th>
<th>fort</th>
</tr>
</thead>
<tbody>
<tr>
<td>sort</td>
<td>short</td>
<td>shorts</td>
</tr>
<tr>
<td>born</td>
<td>corn</td>
<td>horn</td>
</tr>
<tr>
<td>thorn</td>
<td>storm</td>
<td>horse</td>
</tr>
<tr>
<td>north</td>
<td>porch</td>
<td>fork</td>
</tr>
<tr>
<td>force</td>
<td>order</td>
<td>morning</td>
</tr>
<tr>
<td>border</td>
<td>forest</td>
<td>support</td>
</tr>
</tbody>
</table>
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
Print the words from the box on the lines where they fit the best.

mule  cake  spoon
kite  house  tree

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

- coin
- rope
- hook
- cloud
- fern
- vase
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.

1. I felt _________________ riding on the ship. (seasick, sleep)

2. Can you _________________ me how to drive? (reach, teach)

3. My sister made me _________________. (steam, scream)

4. Could I _________________ have a slice of cake? (Pete, please)

5. The _________________ fall off the tree in the fall. (leaves, trees)

6. A _________________ is a bird with a tail like a fan. (peacock, eagle)
7. The toy will squeak when you ____________ it. (squeeze, leave)

8. I like a ________________ treat after school. (sweet, steam)

9. I have ________________ sisters. (three, tree)

10. “Bless you,” he said when I _________________. (sneezed, reached)

11. I like to read the tale, “Sheep in a ________________.” (Jeep, Leave)

12. ________________ was a bad man in The Frog Race. (Steve, Pete)
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?  
   __________
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? __________
Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.
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: _______________________________________________________

© 2013 Core Knowledge Foundation
Fill in the Blanks

<table>
<thead>
<tr>
<th>batboy</th>
<th>toybox</th>
<th>toys</th>
<th>coiled</th>
</tr>
</thead>
<tbody>
<tr>
<td>soil</td>
<td>boiling</td>
<td>coins</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>House</th>
<th>h</th>
<th>oo</th>
<th>se</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>w</td>
<td>ou</td>
<td>ze</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mouse</th>
<th>m</th>
<th>oo</th>
<th>se</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>w</td>
<td>ou</td>
<td>ze</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wolf</th>
<th>h</th>
<th>ow</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>m</td>
<td>oo</td>
<td>l</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T-shirt</th>
<th>t</th>
<th>ow</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>d</td>
<td>oe</td>
<td>el</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Crown</th>
<th>c</th>
<th>t</th>
<th>ow</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>s</td>
<td>r</td>
<td>ou</td>
<td>m</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

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

<table>
<thead>
<tr>
<th>c</th>
<th>s</th>
<th>oi</th>
<th>n</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>oe</td>
<td>t</td>
<td>s</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c</th>
<th>l</th>
<th>ee</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>w</td>
<td>e</td>
<td>p</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ch</th>
<th>e</th>
<th>ll</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>sh</td>
<td>oe</td>
<td>l</td>
<td>p</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>p</th>
<th>t</th>
<th>oo</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>r</td>
<td>u</td>
<td>m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>k</th>
<th>r</th>
<th>ow</th>
<th>ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>wr</td>
<td>oy</td>
<td>d</td>
</tr>
</tbody>
</table>
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.
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.
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.
Choose the correct word that fits best in the sentence. After writing the word in the blank, circle the ‘er’ spelling.

<table>
<thead>
<tr>
<th>after</th>
<th>sister</th>
<th>marker</th>
<th>chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>herd</td>
<td>fern</td>
<td>perch</td>
<td>number</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>arm</th>
<th>shark</th>
<th>farmer</th>
<th>car</th>
<th>torn</th>
</tr>
</thead>
<tbody>
<tr>
<td>corn</td>
<td>yarn</td>
<td>cart</td>
<td>thorn</td>
<td></td>
</tr>
</tbody>
</table>

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’ and ‘ar’
‘or’, ‘er’, and ‘ar’

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

<table>
<thead>
<tr>
<th>north</th>
<th>letter</th>
<th>garlic</th>
<th>morning</th>
<th>better</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>porch</td>
<td>cartoon</td>
<td>ladder</td>
<td>swimmer</td>
</tr>
<tr>
<td>short</td>
<td>far</td>
<td>river</td>
<td>form</td>
<td>garden</td>
</tr>
</tbody>
</table>

/er/ as in her  /ar/ as in car  /or/ as in for
Name: _______________________________________________________

‘or,’ ‘ar,’ and ‘er’

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

<table>
<thead>
<tr>
<th>north</th>
<th>letter</th>
<th>garlic</th>
<th>morning</th>
<th>better</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>porch</td>
<td>cartoon</td>
<td>ladder</td>
<td>swimmer</td>
</tr>
<tr>
<td>short</td>
<td>far</td>
<td>river</td>
<td>form</td>
<td>garden</td>
</tr>
</tbody>
</table>

1. ________________________________________________

2. ________________________________________________

3. ________________________________________________

4. ________________________________________________

5. ________________________________________________
Check the sentence that matches the picture.

<table>
<thead>
<tr>
<th></th>
<th><img src="image1" alt="Image" /></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Roses have thorns.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Roses have horns.</td>
<td>No</td>
</tr>
<tr>
<td>2.</td>
<td>My house has a yard.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>My cloud has a yard.</td>
<td>No</td>
</tr>
<tr>
<td>3.</td>
<td>I can knit mittens.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>I can knit kittens.</td>
<td>No</td>
</tr>
<tr>
<td>4.</td>
<td>Dentists fix teeth.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Dentists fix sheep.</td>
<td>No</td>
</tr>
<tr>
<td>5.</td>
<td>This pup is cute.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>This duck is cute.</td>
<td>No</td>
</tr>
<tr>
<td>6.</td>
<td>I swim in the pool.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>I run on the moon.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Image</td>
<td>Choice 1</td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>7.</td>
<td><img src="image1.png" alt="Trees" /></td>
<td>Trees are green.</td>
</tr>
<tr>
<td>8.</td>
<td><img src="image2.png" alt="Boy on Bike" /></td>
<td>He rides a bike.</td>
</tr>
<tr>
<td>9.</td>
<td><img src="image3.png" alt="Dime" /></td>
<td>I have a dime.</td>
</tr>
<tr>
<td>10.</td>
<td><img src="image4.png" alt="Music" /></td>
<td>The band is loud.</td>
</tr>
<tr>
<td>11.</td>
<td><img src="image5.png" alt="Book" /></td>
<td>This is a good book.</td>
</tr>
<tr>
<td>12.</td>
<td><img src="image6.png" alt="Artist" /></td>
<td>The artist can paint.</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

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

- catch
- spend
- trick
- cord
- bunch
- space
- lime
- slope
- cute
- green
- boil
- spoon
- foot
- cloud
- broil
- fern
- thorn
- yard
Count the sounds in the word. Write the number of sounds in the box. Print the word on the line.

1. cloud  [4]  

2. grapes  

3. twitch  

4. foil  

5. crow  

__________________________ cloud

__________________________ 

__________________________ 

__________________________ 

__________________________ 

6. short

7. teeth

8. joke

9. parking

10. choice

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

1. fork

   The fork is sharp.

2. slide

3. coin
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
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.
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?”
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!
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.
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?
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.”
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’ > /oil (toy) and ‘oi’ > /oil (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.
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.
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 outside.

Hide in a closet.

Hide in the shed.

Hide in the kitchen.

Hide in your bed.

Make like a mouse,

Make like a bug.

Get down on the ground,

As flat as a rug.

If you wish

Not to be found,

Make no noises,
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.
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.
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.
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!
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.
“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.
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.

<table>
<thead>
<tr>
<th>1. slide like a snake</th>
<th>24. grab a tooth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. hike up a hill</td>
<td>25. bounce up and down</td>
</tr>
<tr>
<td>3. smile twice</td>
<td>26. join hands</td>
</tr>
<tr>
<td>4. run in place</td>
<td>27. slouch</td>
</tr>
<tr>
<td>5. shake your legs</td>
<td>28. point to your mouth</td>
</tr>
<tr>
<td>6. drive a truck</td>
<td>29. oink like a pig</td>
</tr>
<tr>
<td>7. stare at me</td>
<td>30. point at the flag</td>
</tr>
<tr>
<td>8. shake a fist</td>
<td>31. count to ten</td>
</tr>
<tr>
<td>9. lick your lips</td>
<td>32. shout your name</td>
</tr>
<tr>
<td>10. make a cute face</td>
<td>33. batter up</td>
</tr>
<tr>
<td>11. smell a rose</td>
<td>34. wave ten fingers</td>
</tr>
<tr>
<td>12. poke your nose</td>
<td>35. count to five on your fingers</td>
</tr>
<tr>
<td>13. jump three times</td>
<td>36. shiver</td>
</tr>
<tr>
<td>14. feel your knees</td>
<td>37. pucker your lips</td>
</tr>
<tr>
<td>15. kneel</td>
<td>38. start clapping</td>
</tr>
<tr>
<td>16. sweep up a mess</td>
<td>39. march in place</td>
</tr>
<tr>
<td>17. tug on one sleeve</td>
<td>40. scratch your arm</td>
</tr>
<tr>
<td>18. shoot hoops</td>
<td>41. bark like a dog</td>
</tr>
<tr>
<td>19. act cool</td>
<td>42. lift an arm</td>
</tr>
<tr>
<td>20. act like a goof</td>
<td>43. snort like a hog</td>
</tr>
<tr>
<td>21. look up</td>
<td>44. beat a drum</td>
</tr>
<tr>
<td>22. look down</td>
<td>45. scream without making a noise</td>
</tr>
<tr>
<td>23. swing your left foot</td>
<td></td>
</tr>
</tbody>
</table>
Section III-C
One-Syllable Vowel Digraphs and R-Controlled Vowels
Assessment
Name: _______________________________________________________

Read the following words aloud to your teacher.

1. feast
2. foil
3. dark
4. smile
5. cube
6. fort
7. mouth
8. waves
9. steep
10. scoop
11. jerk
12. clown
13. march
14. zoom
15. drive
16. boy
17. shook
18. rope
19. leak
20. serve
21. trade
22. sleep
23. froze
24. mute
25. thorn
26. joy
27. foot
28. growl
29. voice
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
2. foil
3. dark
4. smile
5. cube
6. fort
7. mouth
8. waves
9. steep
10. scoop
11. jerk
12. clown
13. march
14. zoom
15. drive
16. boy
17. shook
18. rope
19. leak
20. serve
21. trade
22. sleep
23. froze
24. mute
25. thorn
26. joy
27. foot
28. growl
29. voice
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

<table>
<thead>
<tr>
<th>Focus: Two-Syllable Words</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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 <em>cat</em>, is a one-syllable word; a word with two vowel sounds, such as <em>catnip</em>, has two syllables. 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/. 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: <em>catfish, picnic, contest, suntan</em>. The two syllables in each word have short vowel sounds.</td>
<td>board or chart paper</td>
</tr>
<tr>
<td>Introduction/Teaching</td>
<td>Tell students that today they will practice reading more two-syllable words, but these two-syllable words will include vowel digraphs. Write the words <em>base, rise,</em> and <em>home</em>. 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. Now write <em>basement, sunrise,</em> and <em>homeroom</em>. In each word, guide students in pointing to the vowel sounds and then chunking the words into syllables to read. For example, for <em>basement</em>, point out that the spelling 'a_e' represents one vowel sound—/æ/ as a separated digraph—and the other vowel sound is represented by 'e'. The word can be chunked into two syllables as follows—<em>base ment</em>. Help students read the word. Continue in the same manner chunking and reading <em>sun rise</em> and <em>home room</em>. Now write the words <em>real, soy,</em> and <em>car</em>. 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' &gt; /ee/, 'oy' &gt; /oi/, and 'ar' &gt; /ar/. Note: 'ar' &gt; /ar/ is also known as an r-controlled vowel, but it is technically a digraph, i.e., two letters represent one sound. Now write the words <em>sidebar, soybean,</em> and <em>carpet</em>. Guide students in recognizing the vowel digraphs so that they can chunk these words into syllables as follows and read them: <em>side bar soy bean carpet</em></td>
<td>board or chart paper</td>
</tr>
<tr>
<td>Guided and Independent Practice</td>
<td>Provide additional practice reading two-syllable words with digraphs in Word Lists, worksheets, practice sentences, and stories.</td>
<td>materials from this section of the <em>Assessment and Remediation Guide</em></td>
</tr>
</tbody>
</table>
Section III-D

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

Word Lists
Name: _______________________________________________________

### Mixed Review

<table>
<thead>
<tr>
<th>stampede</th>
<th>compute</th>
<th>person</th>
<th>scoundrel</th>
</tr>
</thead>
<tbody>
<tr>
<td>perform</td>
<td>mushroom</td>
<td>combine</td>
<td>treason</td>
</tr>
<tr>
<td>igloo</td>
<td>confuse</td>
<td>steamboat</td>
<td>expire</td>
</tr>
<tr>
<td>shampoo</td>
<td>popcorn</td>
<td>hamster</td>
<td>chapter</td>
</tr>
<tr>
<td>oyster</td>
<td>counter</td>
<td>translate</td>
<td>athlete</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

**Mixed Review**

<table>
<thead>
<tr>
<th>panther</th>
<th>escape</th>
<th>season</th>
<th>leapfrog</th>
<th>soybean</th>
</tr>
</thead>
<tbody>
<tr>
<td>carpet</td>
<td>reptile</td>
<td>ignite</td>
<td>barber</td>
<td>tower</td>
</tr>
<tr>
<td>insane</td>
<td>seashore</td>
<td>bookmark</td>
<td>woodchuck</td>
<td>border</td>
</tr>
<tr>
<td>extreme</td>
<td>mistake</td>
<td>stubborn</td>
<td>beaver</td>
<td>pattern</td>
</tr>
<tr>
<td>snowflake</td>
<td>between</td>
<td>outside</td>
<td>spider</td>
<td>seaside</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Mixed Review

<table>
<thead>
<tr>
<th>complete</th>
<th>subscribe</th>
<th>retire</th>
<th>empire</th>
<th>oyster</th>
</tr>
</thead>
<tbody>
<tr>
<td>shutter</td>
<td>structure</td>
<td>artist</td>
<td>sunrise</td>
<td>poison</td>
</tr>
<tr>
<td>enclose</td>
<td>compete</td>
<td>invite</td>
<td>rooster</td>
<td>shower</td>
</tr>
<tr>
<td>power</td>
<td>leader</td>
<td></td>
<td></td>
<td>suppose</td>
</tr>
</tbody>
</table>

![Rooster Image](image-url)
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

[Images of a broom, a handshake, and an iceberg]
Horseshoe circle the pattern at the top of the column.

<table>
<thead>
<tr>
<th>a_e</th>
<th>i_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>cupcake</td>
<td>sunshine</td>
</tr>
<tr>
<td>pancake</td>
<td>reptile</td>
</tr>
<tr>
<td>mistake</td>
<td>sunrise</td>
</tr>
<tr>
<td>fateful</td>
<td>timeline</td>
</tr>
<tr>
<td>bracelet</td>
<td>inside</td>
</tr>
<tr>
<td>cascade</td>
<td>pastime</td>
</tr>
<tr>
<td>snakeskin</td>
<td>combine</td>
</tr>
<tr>
<td>inflate</td>
<td>subscribe</td>
</tr>
<tr>
<td>translate</td>
<td>hostile</td>
</tr>
</tbody>
</table>
Print the words on the lines where they fit the best.

1. 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

---

---

---
Print the words in the box on the lines where they fit the best.

- writing
- coffee
- pocket
- fireplace
- fifteen
- soccer

15

_________   _________   _________

_________   _________   _________

_________   _________   _________
Print the words in the box on the lines where they fit best.

bee  beans  leaf
peanuts  teacup  seashell

seashell
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.

<table>
<thead>
<tr>
<th>Artist</th>
<th>ar</th>
<th>t</th>
<th>i</th>
<th>k</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>r</td>
<td>d</td>
<td>c</td>
<td>s</td>
<td>f</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Harp</th>
<th>h</th>
<th>a</th>
<th>r</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>d</td>
<td>a</td>
<td>k</td>
<td>p</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Park</th>
<th>p</th>
<th>u</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>a</td>
<td>k</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book</th>
<th>qu</th>
<th>oo</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>k</td>
<td>ee</td>
<td>m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>b</th>
<th>oo</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>d</td>
<td>ou</td>
<td>k</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spell the word. Then print it on the line.

Spell "spoon".

- s p u d
- k o o n

Spell "knife".

- k n e v i
- i i f e

Spell "farmer".

- t a r d r
- f o r m e r

Spell "volcano".

- p l o t e
- g w d b a

Spell "ground".

- g a r m e n
- c r d o n
Name: _______________________________________________________

Read each word and to then color the spaces of words with /ae/ brown and the spaces of words with /ie/ orange.

\[
\begin{align*}
\text{a}_e &= \text{brown} \\
\text{i}_e &= \text{orange}
\end{align*}
\]
Color the areas with /oe/ words light brown and /ue/ words blue.

/oe/ = light brown

/ue/ = blue
Color the words with the /oi/ sound spelled ‘oy’ blue and the words with the /oi/ sound spelled ‘oi’ green.

‘oy’ = blue  ‘oi’ = green
Section III-D

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels
Practice Sentences and Stories for Oral Reading
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.
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
Read these words to your teacher.

1. person
2. empire
3. mistake
4. shampoo
5. deepen
6. support
7. suppose
8. power
9. insane
10. invite
11. enclose
12. treason
13. soybean
14. popcorn
15. target
16. compute
17. oyster
18. scoundrel
19. shower
20. poison
21. woodchuck
22. footstool
23. carpet
24. thousand
25. amuse

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 oاي:_____/1 ow:_____/2 ou:_____/2
Provide students with the worksheet on the following page and ask them to write each word after you say it.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>person</td>
</tr>
<tr>
<td>2.</td>
<td>empire</td>
</tr>
<tr>
<td>3.</td>
<td>mistake</td>
</tr>
<tr>
<td>4.</td>
<td>shampoo</td>
</tr>
<tr>
<td>5.</td>
<td>deepen</td>
</tr>
<tr>
<td>6.</td>
<td>support</td>
</tr>
<tr>
<td>7.</td>
<td>suppose</td>
</tr>
<tr>
<td>8.</td>
<td>power</td>
</tr>
<tr>
<td>9.</td>
<td>insane</td>
</tr>
<tr>
<td>10.</td>
<td>invite</td>
</tr>
<tr>
<td>11.</td>
<td>enclose</td>
</tr>
<tr>
<td>12.</td>
<td>treason</td>
</tr>
<tr>
<td>13.</td>
<td>soybean</td>
</tr>
<tr>
<td>14.</td>
<td>popcorn</td>
</tr>
<tr>
<td>15.</td>
<td>target</td>
</tr>
<tr>
<td>16.</td>
<td>compute</td>
</tr>
<tr>
<td>17.</td>
<td>oyster</td>
</tr>
<tr>
<td>18.</td>
<td>scoundrel</td>
</tr>
<tr>
<td>19.</td>
<td>shower</td>
</tr>
<tr>
<td>20.</td>
<td>poison</td>
</tr>
<tr>
<td>21.</td>
<td>woodchuck</td>
</tr>
<tr>
<td>22.</td>
<td>footstool</td>
</tr>
<tr>
<td>23.</td>
<td>carpet</td>
</tr>
<tr>
<td>24.</td>
<td>thousand</td>
</tr>
<tr>
<td>25.</td>
<td>amuse</td>
</tr>
</tbody>
</table>

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

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________
16. __________________________
17. __________________________
18. __________________________
19. __________________________
20. __________________________
21. __________________________
22. __________________________
23. __________________________
24. __________________________
25. __________________________

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

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.
The Fox and the Cat

Once a fox and a cat were drinking from a river.

The fox started bragging.

“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!”

“I have just one trick,” said the cat. “But it is a good one.”

“Just one?” said the fox. “That’s all? Well, that is too bad for you!”

Just then there was a loud sound. It was the sound of barking dogs. A hunter was leading a pack of hunting dogs by the side of the river.

The cat scampered up a tree and hid in the leaves.

“This my plan,” said the cat. “What are you going to do?”

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 thinking, the hunter and his dogs were getting nearer and nearer. Soon they spotted the fox and then it was too late.

The cat said, “It’s better to have one trick you can count on than a hundred you can’t.”
WCPM Calculation Worksheet

Student: ____________________________
Date: _______________________________

Story: *The Fox and the Cat*
Total words in story (not including title): 236

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Uncorrected Mistakes</th>
<th>Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elapsed Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\text{Words Correct} \div \text{Time in Seconds} \times 60 = \text{W.C.P.M.}
\]

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 (Unit 3)

Vowel Spelling Alternatives and Tricky Spellings

Spelling Alternative for /æ/
Tricky Spelling 'a'

Spelling Alternative 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

<table>
<thead>
<tr>
<th>Focus: Spelling Alternatives</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-Up</strong></td>
<td>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 students the Spelling Card.</td>
<td>Spellings Cards</td>
</tr>
<tr>
<td><strong>Introduction/Teaching</strong></td>
<td>Ask students for the spelling they already know for the particular sound. Write the spelling and write several words with that spelling. Introduce the spelling alternative, using the Spelling Card and Code Flip Book. Write words with the alternate spelling. Go over the alternative spelling by reviewing the spelling of the target sound and words that are written with that spelling. Have students repeat the words and refer to their Individual Code Chart.</td>
<td>board or chart paper Spelling Card(s) Vowel Code Flip Book Individual Code Chart</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>Have a pocket chart or chart paper or use the board with a column for each spelling alternative. Give students cards with words with different spellings of the target sound. Have students read their words and sort them under the correct column by spelling.</td>
<td>pocket chart or chart paper on board</td>
</tr>
<tr>
<td><strong>Suggested Independent Practice</strong></td>
<td>Students can read isolated 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.</td>
<td></td>
</tr>
</tbody>
</table>
Two-Syllable Words With a Tricky Vowel Spelling
(Open vs. Closed Syllables)

Sample Lesson

Tricky Spellings

<table>
<thead>
<tr>
<th>Focus: Tricky Spellings</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Introduction/Teaching</td>
<td>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., robot). Write the words on the board divided into two syllables. (e.g., rob ot and ro bot). 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.” Say a sentence (e.g., “The ______ can open doors and windows.”). <strong>Note:</strong> 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. 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/). 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/). Ask students which pronunciation makes sense. Circle the correct word.</td>
<td>board</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>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.</td>
<td>board</td>
</tr>
<tr>
<td>Suggested Independent Practice</td>
<td>Independent practice is accomplished for this skill as students read unknown words in unfamiliar text such as trade books.</td>
<td></td>
</tr>
</tbody>
</table>
Section IV-B

Spelling Alternatives 'ai' and 'ay' > /æ/
Mixed Review with 'a_e'
Word Lists
Name: _______________________________________________________

Spelling Alternative: ‘ai’ > /æel (wait)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>chain</td>
<td>snail</td>
<td>fail</td>
<td>praise</td>
<td>nail</td>
</tr>
<tr>
<td>aim</td>
<td>raise</td>
<td>faint</td>
<td>braid</td>
<td>paid</td>
</tr>
<tr>
<td>brain</td>
<td>saint</td>
<td>gain</td>
<td>grain</td>
<td>pain</td>
</tr>
<tr>
<td>detail</td>
<td>waist</td>
<td>jail</td>
<td>wait</td>
<td>paint</td>
</tr>
<tr>
<td>drain</td>
<td>sail</td>
<td>maid</td>
<td>rail</td>
<td>plain</td>
</tr>
</tbody>
</table>

plain train
### Mixed Practice /ae/

<table>
<thead>
<tr>
<th>chain</th>
<th>cave</th>
<th>rake</th>
<th>rain</th>
<th>shade</th>
</tr>
</thead>
<tbody>
<tr>
<td>bake</td>
<td>state</td>
<td>brain</td>
<td>tape</td>
<td>lane</td>
</tr>
<tr>
<td>paid</td>
<td>nail</td>
<td>flake</td>
<td>rail</td>
<td>made</td>
</tr>
<tr>
<td>brake</td>
<td>detail</td>
<td>plane</td>
<td>tail</td>
<td>faint</td>
</tr>
<tr>
<td>shame</td>
<td>name</td>
<td>sail</td>
<td>grave</td>
<td>wake</td>
</tr>
<tr>
<td>same</td>
<td>pain</td>
<td>paint</td>
<td>raise</td>
<td>whale</td>
</tr>
<tr>
<td>grain</td>
<td>braid</td>
<td>fake</td>
<td>praise</td>
<td>pane</td>
</tr>
<tr>
<td>waist</td>
<td>waste</td>
<td>saint</td>
<td>snail</td>
<td>race</td>
</tr>
<tr>
<td>wait</td>
<td>plain</td>
<td>maid</td>
<td>drain</td>
<td>jail</td>
</tr>
<tr>
<td>sale</td>
<td>aim</td>
<td>amaze</td>
<td>take</td>
<td>gain</td>
</tr>
<tr>
<td>late</td>
<td>rain</td>
<td>snake</td>
<td>pale</td>
<td></td>
</tr>
</tbody>
</table>
Spelling Alternative: ‘ay’ > /æl (day)

<table>
<thead>
<tr>
<th>day</th>
<th>way</th>
<th>pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>clay</td>
<td>essay</td>
<td>play</td>
</tr>
<tr>
<td>decay</td>
<td>gray</td>
<td>pray</td>
</tr>
<tr>
<td>delay</td>
<td>hay</td>
<td>ray</td>
</tr>
<tr>
<td>jay</td>
<td>lay</td>
<td>say</td>
</tr>
<tr>
<td>okay</td>
<td>may</td>
<td>spray</td>
</tr>
<tr>
<td>stay</td>
<td>stray</td>
<td>x-ray</td>
</tr>
<tr>
<td>tray</td>
<td>hurray</td>
<td>bay</td>
</tr>
</tbody>
</table>

play day
Name: _______________________________________________________

Mixed Practice /æ/

<table>
<thead>
<tr>
<th>essay</th>
<th>chain</th>
<th>day</th>
<th>cave</th>
<th>rake</th>
</tr>
</thead>
<tbody>
<tr>
<td>paid</td>
<td>rail</td>
<td>bake</td>
<td>pray</td>
<td>state</td>
</tr>
<tr>
<td>brain</td>
<td>okay</td>
<td>tape</td>
<td>lane</td>
<td>say</td>
</tr>
<tr>
<td>paid</td>
<td>nail</td>
<td>lay</td>
<td>flake</td>
<td>hurray</td>
</tr>
<tr>
<td>decay</td>
<td>made</td>
<td>spray</td>
<td>brake</td>
<td>play</td>
</tr>
<tr>
<td>detail</td>
<td>plane</td>
<td>tail</td>
<td>stray</td>
<td>faint</td>
</tr>
<tr>
<td>shame</td>
<td>tray</td>
<td>name</td>
<td>gray</td>
<td>sail</td>
</tr>
<tr>
<td>grave</td>
<td>wake</td>
<td>same</td>
<td>pay</td>
<td>pain</td>
</tr>
<tr>
<td>paint</td>
<td>snake</td>
<td>may</td>
<td>whale</td>
<td>grain</td>
</tr>
<tr>
<td>braid</td>
<td>fake</td>
<td>praise</td>
<td>pane</td>
<td>stay</td>
</tr>
<tr>
<td>x-ray</td>
<td>waist</td>
<td>way</td>
<td>waste</td>
<td>saint</td>
</tr>
<tr>
<td>ray</td>
<td>snail</td>
<td>race</td>
<td>wait</td>
<td>plain</td>
</tr>
<tr>
<td>delay</td>
<td>maid</td>
<td>drain</td>
<td>clay</td>
<td>jail</td>
</tr>
<tr>
<td>sale</td>
<td>aim</td>
<td>hay</td>
<td>amaze</td>
<td>take</td>
</tr>
<tr>
<td>gain</td>
<td>late</td>
<td>jay</td>
<td>pain</td>
<td>pave</td>
</tr>
<tr>
<td>raise</td>
<td>pale</td>
<td>gray</td>
<td>pail</td>
<td>slate</td>
</tr>
</tbody>
</table>
Section IV-B

Spelling Alternatives 'ai' and 'ay' > /æ/
Mixed Review with 'a_e'
Worksheets
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 __________________.
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 ______________________.
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.

<table>
<thead>
<tr>
<th>/ae/ spelled ‘ai’ as in rain</th>
<th>/ae/ spelled ‘ay’ as in day</th>
<th>/ae/ spelled ‘a_e’ as in cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>stain</td>
<td>paid</td>
<td>plate</td>
</tr>
<tr>
<td></td>
<td>playing</td>
<td>trait</td>
</tr>
<tr>
<td>train</td>
<td>strayed</td>
<td>brains</td>
</tr>
<tr>
<td></td>
<td>say</td>
<td>rake</td>
</tr>
<tr>
<td></td>
<td>daytime</td>
<td></td>
</tr>
<tr>
<td>clay</td>
<td>bait</td>
<td>tray</td>
</tr>
<tr>
<td></td>
<td>make</td>
<td>paints</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mistake</td>
</tr>
</tbody>
</table>
Read the pair of words. Write *yes* if the underlined letters stand for the same sound, and *no* if they do not.

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Are the sounds the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>rake</td>
<td>rain</td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>1. main</td>
<td>wayside</td>
<td></td>
</tr>
<tr>
<td>2. wrist</td>
<td>wet</td>
<td></td>
</tr>
<tr>
<td>3. say</td>
<td>said</td>
<td></td>
</tr>
<tr>
<td>4. knock</td>
<td>not</td>
<td></td>
</tr>
<tr>
<td>5. brake</td>
<td>stain</td>
<td></td>
</tr>
<tr>
<td>6. tail</td>
<td>tale</td>
<td></td>
</tr>
<tr>
<td>7. clay</td>
<td>clam</td>
<td></td>
</tr>
<tr>
<td>8. sailor</td>
<td>tray</td>
<td></td>
</tr>
<tr>
<td>9. bean</td>
<td>bend</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Are the vowel sounds the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>track</td>
<td>No</td>
</tr>
<tr>
<td>cap</td>
<td>cape</td>
<td></td>
</tr>
<tr>
<td>wag</td>
<td>wade</td>
<td></td>
</tr>
<tr>
<td>rate</td>
<td>rain</td>
<td></td>
</tr>
<tr>
<td>stake</td>
<td>wait</td>
<td></td>
</tr>
<tr>
<td>sand</td>
<td>sad</td>
<td></td>
</tr>
<tr>
<td>hate</td>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>paid</td>
<td>paper</td>
<td></td>
</tr>
<tr>
<td>faint</td>
<td>play</td>
<td></td>
</tr>
<tr>
<td>pat</td>
<td>pay</td>
<td></td>
</tr>
<tr>
<td>Word 1</td>
<td>Word 2</td>
<td>Are the vowel sounds the same?</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>shave</td>
<td>faint</td>
<td></td>
</tr>
<tr>
<td>pain</td>
<td>pan</td>
<td></td>
</tr>
<tr>
<td>chain</td>
<td>chat</td>
<td></td>
</tr>
<tr>
<td>stay</td>
<td>stain</td>
<td></td>
</tr>
<tr>
<td>hay</td>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>plate</td>
<td>pain</td>
<td></td>
</tr>
<tr>
<td>flag</td>
<td>flat</td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td>fate</td>
<td></td>
</tr>
<tr>
<td>aim</td>
<td>am</td>
<td></td>
</tr>
</tbody>
</table>
Section IV-B

Spelling Alternatives 'ai' and 'ay' > /ae/
Mixed Review with 'a_e'
Practice Sentences and Stories for Oral Reading
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!
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
Tricky Spelling ‘a’

<table>
<thead>
<tr>
<th>satin</th>
<th>haven</th>
<th>wager</th>
<th>wagon</th>
</tr>
</thead>
<tbody>
<tr>
<td>acorn</td>
<td>acid</td>
<td>fragrant</td>
<td>fragment</td>
</tr>
<tr>
<td>agent</td>
<td>absent</td>
<td>vanish</td>
<td>vacant</td>
</tr>
<tr>
<td>radish</td>
<td>raven</td>
<td>basin</td>
<td>basket</td>
</tr>
</tbody>
</table>
Name: ________________________________________________

**Tricky Spelling ‘a’**

<table>
<thead>
<tr>
<th>cabin</th>
<th>salad</th>
<th>paper</th>
<th>apron</th>
</tr>
</thead>
<tbody>
<tr>
<td>halo</td>
<td>magic</td>
<td>flavor</td>
<td>label</td>
</tr>
<tr>
<td>planet</td>
<td>bacon</td>
<td>vacant</td>
<td>wafer</td>
</tr>
<tr>
<td>habit</td>
<td>major</td>
<td>crater</td>
<td>radar</td>
</tr>
</tbody>
</table>
Section IV-C

Tricky Spelling 'a' > /a/ or /ae/
Worksheets
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.

<table>
<thead>
<tr>
<th>cat</th>
<th>paper</th>
<th>cake</th>
<th>paid</th>
<th>tray</th>
</tr>
</thead>
<tbody>
<tr>
<td>shame</td>
<td>agent</td>
<td>race</td>
<td>acorn</td>
<td>cap</td>
</tr>
<tr>
<td>day</td>
<td>play</td>
<td>strain</td>
<td>radar</td>
<td>late</td>
</tr>
<tr>
<td>crane</td>
<td>faint</td>
<td>pain</td>
<td>snake</td>
<td>pray</td>
</tr>
<tr>
<td>napkin</td>
<td>basic</td>
<td>frame</td>
<td>tablet</td>
<td>David</td>
</tr>
</tbody>
</table>

- ‘a’
- ‘a’
- ‘a_e’
- ‘ai’
- ‘ay’

- cat
- paper
- cake
- paid
- tray
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 ________________.
This chart lists words with the /ae/ sound spelled four different ways. Use the chart to fill out the worksheet.

<table>
<thead>
<tr>
<th>a_e</th>
<th>a</th>
<th>ai</th>
<th>ay</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>ape</td>
<td>acorn</td>
<td>aim</td>
</tr>
<tr>
<td>b</td>
<td>brake</td>
<td>bacon</td>
<td>bait</td>
</tr>
<tr>
<td>c</td>
<td>cake</td>
<td>chain</td>
<td>clay</td>
</tr>
<tr>
<td>d</td>
<td>date</td>
<td></td>
<td>day</td>
</tr>
<tr>
<td>f</td>
<td>fake</td>
<td>faint</td>
<td>fray</td>
</tr>
<tr>
<td>g</td>
<td>gaze</td>
<td>gazing</td>
<td>Gail</td>
</tr>
<tr>
<td>h</td>
<td>hate</td>
<td>hating</td>
<td>hay</td>
</tr>
<tr>
<td>j</td>
<td>James</td>
<td>jail</td>
<td>Jay</td>
</tr>
<tr>
<td>l</td>
<td>late</td>
<td>laser</td>
<td>lay</td>
</tr>
<tr>
<td>m</td>
<td>made</td>
<td>making</td>
<td>maid</td>
</tr>
<tr>
<td>n</td>
<td>naked</td>
<td>nail</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>plane</td>
<td>paper</td>
<td>plain</td>
</tr>
<tr>
<td>r</td>
<td>race</td>
<td>ratings</td>
<td>raisin</td>
</tr>
<tr>
<td>s</td>
<td>stake</td>
<td></td>
<td>sail</td>
</tr>
<tr>
<td>t</td>
<td>take</td>
<td>taking</td>
<td>train</td>
</tr>
<tr>
<td>w</td>
<td>wade</td>
<td>waking</td>
<td>wait</td>
</tr>
</tbody>
</table>
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.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
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? ____________
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.  
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 /æ/, make it green.

<table>
<thead>
<tr>
<th>hayride</th>
<th>after</th>
<th>happen</th>
<th>cape</th>
<th>mermaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>later</td>
<td>stamp</td>
<td>basic</td>
<td>subway</td>
</tr>
<tr>
<td>payment</td>
<td>acorn</td>
<td>fragrant</td>
<td>major</td>
<td>fragment</td>
</tr>
<tr>
<td>places</td>
<td>pad</td>
<td>snail</td>
<td>mattress</td>
<td>math</td>
</tr>
<tr>
<td>caper</td>
<td>rainstorm</td>
<td>packing</td>
<td>making</td>
<td>painted</td>
</tr>
</tbody>
</table>
Section IV-C

Tricky Spelling 'a' > /a/ or /ae/
Practice Sentences and Stories for Oral Reading
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.
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
**Game Cards: Focus Sound */æ*/**

Cut out the cards. Sort them into rows based on the sound of */æ*/ or */a*/.

<table>
<thead>
<tr>
<th>mermaid</th>
<th>at</th>
<th>may</th>
<th>cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>fat</td>
<td>danish</td>
<td>pain</td>
</tr>
<tr>
<td>cake</td>
<td>rainstorm</td>
<td>taper</td>
<td>naptime</td>
</tr>
<tr>
<td>ray</td>
<td>wager</td>
<td>crab</td>
<td>rapping</td>
</tr>
<tr>
<td>train</td>
<td>caper</td>
<td>painter</td>
<td>stay</td>
</tr>
<tr>
<td>acorn</td>
<td>ape</td>
<td>lapping</td>
<td>mail</td>
</tr>
<tr>
<td>pray</td>
<td>batboy</td>
<td>daytime</td>
<td>basic</td>
</tr>
<tr>
<td>faking</td>
<td>subway</td>
<td>baking</td>
<td>batting</td>
</tr>
<tr>
<td>snail</td>
<td>grade</td>
<td>wait</td>
<td>hayride</td>
</tr>
<tr>
<td>waving</td>
<td>hag</td>
<td>play</td>
<td>mapping</td>
</tr>
<tr>
<td>snapped</td>
<td>yesterday</td>
<td>grab</td>
<td>payment</td>
</tr>
</tbody>
</table>
Section IV-D

Spelling Alternatives 'oa' and 'oe' > /oe/
Mixed Review with 'o_e'
Word Lists
Name: _______________________________________________________

Spelling Alternative: ‘oa’ > /oe/ (boat)

<table>
<thead>
<tr>
<th>coach</th>
<th>coal</th>
<th>coast</th>
</tr>
</thead>
<tbody>
<tr>
<td>coat</td>
<td>float</td>
<td>foam</td>
</tr>
<tr>
<td>goal</td>
<td>road</td>
<td>roast</td>
</tr>
<tr>
<td>throat</td>
<td>toaster</td>
<td>roach</td>
</tr>
<tr>
<td>goat</td>
<td>load</td>
<td>loaf</td>
</tr>
<tr>
<td>loan</td>
<td>oak</td>
<td>oats</td>
</tr>
<tr>
<td>roam</td>
<td>soak</td>
<td>toad</td>
</tr>
<tr>
<td>croak</td>
<td>groan</td>
<td>moan</td>
</tr>
<tr>
<td>soap</td>
<td>toast</td>
<td>poach</td>
</tr>
</tbody>
</table>

oak boat
Name: _______________________________________________________

Spelling Alternative: ‘oe’ > /oe/ (toe)

<table>
<thead>
<tr>
<th>goes</th>
<th>heroes</th>
<th>hoe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe</td>
<td>toe</td>
<td>tomatoes</td>
</tr>
<tr>
<td>doe</td>
<td>foe</td>
<td>woe</td>
</tr>
</tbody>
</table>

| doe toes |
Name: _______________________________________________________

Mixed Practice /ae/ and /oe/

<table>
<thead>
<tr>
<th>waist</th>
<th>coach</th>
<th>ray</th>
<th>snail</th>
<th>coast</th>
</tr>
</thead>
<tbody>
<tr>
<td>race</td>
<td>coat</td>
<td>pay</td>
<td>cake</td>
<td>float</td>
</tr>
<tr>
<td>foam</td>
<td>flake</td>
<td>make</td>
<td>may</td>
<td>okay</td>
</tr>
<tr>
<td>x-ray</td>
<td>road</td>
<td>snake</td>
<td>lake</td>
<td>say</td>
</tr>
<tr>
<td>braid</td>
<td>toaster</td>
<td>roach</td>
<td>praise</td>
<td>pane</td>
</tr>
<tr>
<td>gain</td>
<td>pain</td>
<td>load</td>
<td>nail</td>
<td>essay</td>
</tr>
<tr>
<td>loan</td>
<td>cave</td>
<td>oak</td>
<td>hay</td>
<td>oats</td>
</tr>
<tr>
<td>roam</td>
<td>sale</td>
<td>spray</td>
<td>toad</td>
<td>faint</td>
</tr>
<tr>
<td>croak</td>
<td>groan</td>
<td>moan</td>
<td>roast</td>
<td>fray</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Mixed Practice /oe/

<table>
<thead>
<tr>
<th>goat</th>
<th>goes</th>
<th>toaster</th>
</tr>
</thead>
<tbody>
<tr>
<td>heroes</td>
<td>throat</td>
<td>hoe</td>
</tr>
<tr>
<td>Joe</td>
<td>coach</td>
<td>toe</td>
</tr>
<tr>
<td>toad</td>
<td>tomatoes</td>
<td>oak</td>
</tr>
<tr>
<td>float</td>
<td>doe</td>
<td>load</td>
</tr>
<tr>
<td>foe</td>
<td>woe</td>
<td>oats</td>
</tr>
</tbody>
</table>
Section IV-D

Spelling Alternatives 'oa' and 'oe' > /oe/
Mixed Review with 'o_e'
Worksheets
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

<table>
<thead>
<tr>
<th>Joe</th>
<th>hoe</th>
<th>goes</th>
<th>tomatoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>toe</td>
<td>foe</td>
<td>woe</td>
<td>doe</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>goal</th>
<th>throat</th>
<th>goat</th>
<th>soap</th>
</tr>
</thead>
<tbody>
<tr>
<td>coal</td>
<td>soak</td>
<td>roast</td>
<td>toad</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>toes</th>
<th>choke</th>
<th>boat</th>
<th>goes</th>
<th>coat</th>
</tr>
</thead>
<tbody>
<tr>
<td>hoe</td>
<td>tote</td>
<td>coast</td>
<td>foe</td>
<td>toenail</td>
</tr>
<tr>
<td>tiptoe</td>
<td>Joe</td>
<td>road</td>
<td>vote</td>
<td>coach</td>
</tr>
<tr>
<td>poke</td>
<td>doze</td>
<td>loading</td>
<td>float</td>
<td>hope</td>
</tr>
</tbody>
</table>

/o/e/ spelled ‘oa’ as in load

toes

/o/e/ spelled ‘oe’ as in doe

/o/e/ spelled ‘o_e’ as in home

© 2013 Core Knowledge Foundation
Section IV-D

Spelling Alternatives 'oa' and 'oe' > /oe/
Mixed Review with 'o_e'
Practice Sentences and Stories for Oral Reading
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!
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.
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
<table>
<thead>
<tr>
<th>model</th>
<th>robot</th>
<th>solo</th>
<th>hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>moment</td>
<td>comic</td>
<td>local</td>
<td>solid</td>
</tr>
<tr>
<td>solar</td>
<td>total</td>
<td>bonus</td>
<td>omit</td>
</tr>
<tr>
<td>bonnet</td>
<td>motto</td>
<td>frozen</td>
<td>hippo</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Tricky Spelling ‘o’

<table>
<thead>
<tr>
<th>oval</th>
<th>donate</th>
<th>polite</th>
<th>polish</th>
</tr>
</thead>
<tbody>
<tr>
<td>politics</td>
<td>romantic</td>
<td>program</td>
<td>object</td>
</tr>
<tr>
<td>rotate</td>
<td>protect</td>
<td>jumbo</td>
<td>robin</td>
</tr>
<tr>
<td>locate</td>
<td>cola</td>
<td>Robert</td>
<td>yodel</td>
</tr>
</tbody>
</table>
Section IV-E

Tricky Spelling 'o' > /o/ or /oe/

Worksheets
Name: _______________________________________________________

The words shown below contain the /œə/ 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.

<table>
<thead>
<tr>
<th>toast</th>
<th>stroke</th>
<th>shopper</th>
<th>goes</th>
<th>coat</th>
</tr>
</thead>
<tbody>
<tr>
<td>road</td>
<td>robber</td>
<td>loan</td>
<td>stone</td>
<td>home</td>
</tr>
<tr>
<td>foal</td>
<td>soap</td>
<td>toes</td>
<td>toad</td>
<td>oats</td>
</tr>
<tr>
<td>boat</td>
<td>shot</td>
<td>cot</td>
<td>coal</td>
<td>chomp</td>
</tr>
<tr>
<td>Rome</td>
<td>Joe</td>
<td>foe</td>
<td>goal</td>
<td>pose</td>
</tr>
</tbody>
</table>

‘o_e’ (hope)
‘œe’ (hoe)
‘oa’ (boat)
‘o’ (hop)
Name: _______________________________________________________

Sort the words by spelling. Write the words with the /oe/ sound spelled ‘o’ under $\text{go}$, the words with the /oe/ sound spelled ‘oa’ under $\text{foal}$, the words with the /oe/ sound spelled ‘oe’ under $\text{toe}$, and the words with the /oe/ sound spelled ‘o_e’ under $\text{bone}$.

<table>
<thead>
<tr>
<th>bone</th>
<th>go</th>
<th>foal</th>
<th>toe</th>
</tr>
</thead>
<tbody>
<tr>
<td>rope</td>
<td>soap</td>
<td>doe</td>
<td>note</td>
</tr>
<tr>
<td>home</td>
<td>hole</td>
<td>choke</td>
<td>Joe</td>
</tr>
<tr>
<td>over</td>
<td>focus</td>
<td>donate</td>
<td>coat</td>
</tr>
<tr>
<td>coal</td>
<td>opened</td>
<td>moment</td>
<td>load</td>
</tr>
<tr>
<td>provide</td>
<td>robot</td>
<td>floating</td>
<td>mole</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>‘o’</th>
<th>‘oa’</th>
<th>‘oe’</th>
<th>‘o_e’</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>foal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>toe</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade 2 | Assessment and Remediation Guide  
© 2013 Core Knowledge Foundation
Combine two of the three syllables to create a word that completes the sentence and write the word on the line provided.

1. king po smo
   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.


7. My mom asked me to po lish the desk.  po lish

8. Dan likes to collect mo del cars.  mo del

9. Mr. Chang is the gro cer at the corner store.  gro cer

10. The chairs were made of so lid oak wood.  so lid
This chart lists words with the /oe/ sound spelled four different ways. Use the chart to fill out the worksheet.

<table>
<thead>
<tr>
<th>'o_e'</th>
<th>'o'</th>
<th>'oa'</th>
<th>'oe'</th>
</tr>
</thead>
<tbody>
<tr>
<td>b bone</td>
<td>bonus</td>
<td>boast</td>
<td></td>
</tr>
<tr>
<td>c close</td>
<td>cola</td>
<td>coach</td>
<td></td>
</tr>
<tr>
<td>d dope</td>
<td>donate</td>
<td>doe</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>frozen</td>
<td>foam</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>going</td>
<td>groan</td>
<td>goes</td>
</tr>
<tr>
<td>h</td>
<td>home</td>
<td>halo</td>
<td>hoe</td>
</tr>
<tr>
<td>j joke</td>
<td>jumbo</td>
<td>Joe</td>
<td></td>
</tr>
<tr>
<td>l lone</td>
<td>locate</td>
<td>loaf</td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>mope</td>
<td>moment</td>
<td>moan</td>
</tr>
<tr>
<td>n</td>
<td>note</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>open</td>
<td>oatmeal</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r rode</td>
<td>robot</td>
<td>road</td>
<td></td>
</tr>
<tr>
<td>s slope</td>
<td>solo</td>
<td>soap</td>
<td></td>
</tr>
<tr>
<td>t tone</td>
<td>toad</td>
<td>toes</td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>wrote</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. ____________
Fill in the Blanks

<table>
<thead>
<tr>
<th>angel</th>
<th>explain</th>
<th>solar</th>
<th>cockroach</th>
<th>entire</th>
<th>panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>halo</td>
<td>explode</td>
<td>invite</td>
<td>umpire</td>
<td></td>
</tr>
</tbody>
</table>

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.
# Match the Picture

<table>
<thead>
<tr>
<th>toad</th>
<th>tornado</th>
<th>hoe</th>
</tr>
</thead>
<tbody>
<tr>
<td>airplane</td>
<td>bathrobe</td>
<td>mailman</td>
</tr>
</tbody>
</table>

---

---

---
# 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.

<table>
<thead>
<tr>
<th>hotel</th>
<th>pole</th>
<th>open</th>
<th>shop</th>
<th>soak</th>
</tr>
</thead>
<tbody>
<tr>
<td>hotel</td>
<td>pole</td>
<td>open</td>
<td>shop</td>
<td>soak</td>
</tr>
<tr>
<td>oboe</td>
<td>comment</td>
<td>moment</td>
<td>drop</td>
<td>omit</td>
</tr>
<tr>
<td>bonus</td>
<td>poster</td>
<td>problem</td>
<td>lot</td>
<td>program</td>
</tr>
<tr>
<td>opal</td>
<td>chop</td>
<td>hippo</td>
<td>socks</td>
<td>polo</td>
</tr>
<tr>
<td>block</td>
<td>clock</td>
<td>oak</td>
<td>halo</td>
<td>oath</td>
</tr>
</tbody>
</table>
Crossword Puzzle

Use the clues to fill in the crossword.

<table>
<thead>
<tr>
<th>coat</th>
<th>broke</th>
<th>home</th>
<th>over</th>
<th>open</th>
</tr>
</thead>
<tbody>
<tr>
<td>coach</td>
<td>hole</td>
<td>moaned</td>
<td>smoke</td>
<td>soap</td>
</tr>
</tbody>
</table>

**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.
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.

<table>
<thead>
<tr>
<th>‘o_e’</th>
<th>‘o’</th>
<th>‘oa’</th>
<th>‘oe’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. Sunscreen protect our skin.

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 /œ/
Game
(Use with any game board.)
## Game Cards: Focus Sound /oe/

<table>
<thead>
<tr>
<th>frozen</th>
<th>blossom</th>
<th>omit</th>
<th>robber</th>
</tr>
</thead>
<tbody>
<tr>
<td>poker</td>
<td>soon</td>
<td>robot</td>
<td>bonus</td>
</tr>
<tr>
<td>tadpole</td>
<td>oatmeal</td>
<td>woeful</td>
<td>comment</td>
</tr>
<tr>
<td>explode</td>
<td>sailboat</td>
<td>spoon</td>
<td>halo</td>
</tr>
<tr>
<td>omit</td>
<td>oboe</td>
<td>over</td>
<td>locate</td>
</tr>
<tr>
<td>hippo</td>
<td>raccoon</td>
<td>moment</td>
<td>hotel</td>
</tr>
<tr>
<td>slope</td>
<td>raincoat</td>
<td>goat</td>
<td>copper</td>
</tr>
<tr>
<td>rope</td>
<td>polo</td>
<td>open</td>
<td>hoedown</td>
</tr>
<tr>
<td>spoke</td>
<td>stone</td>
<td>poem</td>
<td>soap</td>
</tr>
<tr>
<td>rosebud</td>
<td>roadway</td>
<td>bathrobe</td>
<td>stepmom</td>
</tr>
<tr>
<td>without</td>
<td>toes</td>
<td>lobster</td>
<td>comet</td>
</tr>
</tbody>
</table>
Section IV-F

Spelling Alternative 'ie' > /ie/
Mixed Review with 'i_e'
Word Lists
Name: _______________________________________________________

**Mixed Practice**

<table>
<thead>
<tr>
<th>pip</th>
<th>live</th>
<th>lit</th>
</tr>
</thead>
<tbody>
<tr>
<td>pill</td>
<td>time</td>
<td>crime</td>
</tr>
<tr>
<td>price</td>
<td>side</td>
<td>dim</td>
</tr>
<tr>
<td>pride</td>
<td>bit</td>
<td>dive</td>
</tr>
<tr>
<td>rice</td>
<td>like</td>
<td>till</td>
</tr>
<tr>
<td>rip</td>
<td>bike</td>
<td>mine</td>
</tr>
<tr>
<td>drill</td>
<td>ride</td>
<td>nine</td>
</tr>
<tr>
<td>fill</td>
<td>fin</td>
<td>pride</td>
</tr>
<tr>
<td>five</td>
<td>hid</td>
<td>nice</td>
</tr>
<tr>
<td>hit</td>
<td>kit</td>
<td>smile</td>
</tr>
<tr>
<td>mice</td>
<td>mile</td>
<td>spice</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘ie’ > /ie/ (tie)

<table>
<thead>
<tr>
<th>die</th>
<th>lie</th>
<th>pie</th>
<th>tie</th>
</tr>
</thead>
<tbody>
<tr>
<td>tied</td>
<td>pies</td>
<td>lied</td>
<td>untie</td>
</tr>
</tbody>
</table>

untie tie
### Mixed Practice /ie/

<table>
<thead>
<tr>
<th>invite</th>
<th>untie</th>
<th>entire</th>
<th>fries</th>
</tr>
</thead>
<tbody>
<tr>
<td>cries</td>
<td>termite</td>
<td>agile</td>
<td>hemline</td>
</tr>
<tr>
<td>tried</td>
<td>ignite</td>
<td>advise</td>
<td>spies</td>
</tr>
</tbody>
</table>
Section IV-F

Spelling Alternative 'ie' > /ie/
Mixed Review with 'i_e'
Worksheets
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**

<table>
<thead>
<tr>
<th>invite</th>
<th>untie</th>
<th>sunshine</th>
<th>flies</th>
<th>fries</th>
<th>cries</th>
<th>reptile</th>
<th>spies</th>
<th>umpire</th>
<th>combine</th>
</tr>
</thead>
</table>

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
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.
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!
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
Spelling Alternative: ‘i’ > /iel (biting)

<table>
<thead>
<tr>
<th>Word</th>
<th>Spelling</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>spider</td>
<td>liking</td>
</tr>
<tr>
<td>miner</td>
<td>silent</td>
<td>ivy</td>
</tr>
<tr>
<td>library</td>
<td>biting</td>
<td>fiber</td>
</tr>
<tr>
<td>rising</td>
<td>final</td>
<td>item</td>
</tr>
<tr>
<td>digest</td>
<td>hiding</td>
<td>diver</td>
</tr>
<tr>
<td>icy</td>
<td>invited</td>
<td>idea</td>
</tr>
</tbody>
</table>

biting spider
<table>
<thead>
<tr>
<th>pip</th>
<th>Friday</th>
<th>live</th>
<th>diver</th>
<th>lit</th>
</tr>
</thead>
<tbody>
<tr>
<td>pill</td>
<td>time</td>
<td>crime</td>
<td>miner</td>
<td>invited</td>
</tr>
<tr>
<td>price</td>
<td>side</td>
<td>dim</td>
<td>fiber</td>
<td>silent</td>
</tr>
<tr>
<td>item</td>
<td>pride</td>
<td>bit</td>
<td>dive</td>
<td>idea</td>
</tr>
<tr>
<td>rice</td>
<td>spider</td>
<td>like</td>
<td>till</td>
<td>hiding</td>
</tr>
<tr>
<td>rip</td>
<td>final</td>
<td>bike</td>
<td>mine</td>
<td>spice</td>
</tr>
<tr>
<td>drill</td>
<td>liking</td>
<td>ride</td>
<td>nine</td>
<td>mile</td>
</tr>
<tr>
<td>fill</td>
<td>fin</td>
<td>digest</td>
<td>side</td>
<td>mice</td>
</tr>
<tr>
<td>five</td>
<td>hid</td>
<td>nice</td>
<td>biting</td>
<td>smile</td>
</tr>
</tbody>
</table>
### Mixed Practice

<table>
<thead>
<tr>
<th>untie</th>
<th>pip</th>
<th>die</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>pies</td>
<td>diver</td>
<td>pill</td>
</tr>
<tr>
<td>time</td>
<td>lie</td>
<td>crime</td>
<td>miner</td>
</tr>
<tr>
<td>invited</td>
<td>lit</td>
<td>tied</td>
<td>price</td>
</tr>
<tr>
<td>pie</td>
<td>side</td>
<td>dim</td>
<td>fiber</td>
</tr>
<tr>
<td>silent</td>
<td>item</td>
<td>pride</td>
<td>bit</td>
</tr>
<tr>
<td>tie</td>
<td>lied</td>
<td>dive</td>
<td>idea</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

**Mixed Practice**

<table>
<thead>
<tr>
<th>dinner</th>
<th>diner</th>
<th>silver</th>
<th>silent</th>
</tr>
</thead>
<tbody>
<tr>
<td>lilac</td>
<td>final</td>
<td>limit</td>
<td>iris</td>
</tr>
<tr>
<td>visit</td>
<td>spiral</td>
<td>virus</td>
<td>timid</td>
</tr>
<tr>
<td>river</td>
<td>pilot</td>
<td>horizon</td>
<td>item</td>
</tr>
</tbody>
</table>
Section IV-G

Tricky Spelling 'i' > /i/ or /ie/
Worksheets
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.

<table>
<thead>
<tr>
<th>'i_e'</th>
<th>'i'</th>
<th>'ie'</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 _____________.

This chart lists the words with the /ie/ sound spelled three different ways. Use this chart to fill out the worksheet.

<table>
<thead>
<tr>
<th></th>
<th>'i_e'</th>
<th>'ie'</th>
<th>'i'</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>bike</td>
<td></td>
<td>bicep</td>
</tr>
<tr>
<td>c</td>
<td>crime</td>
<td></td>
<td>cider</td>
</tr>
<tr>
<td>d</td>
<td>dine</td>
<td>die</td>
<td>diner</td>
</tr>
<tr>
<td>f</td>
<td>fine</td>
<td></td>
<td>finest</td>
</tr>
<tr>
<td>h</td>
<td>hide</td>
<td></td>
<td>hijack</td>
</tr>
<tr>
<td>i</td>
<td>ice</td>
<td></td>
<td>iris</td>
</tr>
<tr>
<td>k</td>
<td>knife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>like</td>
<td>lie</td>
<td>lilac</td>
</tr>
<tr>
<td>m</td>
<td>mice</td>
<td></td>
<td>mining</td>
</tr>
<tr>
<td>p</td>
<td>prize</td>
<td></td>
<td>pie</td>
</tr>
<tr>
<td>q</td>
<td>quite</td>
<td></td>
<td>quiet</td>
</tr>
<tr>
<td>r</td>
<td>ride</td>
<td></td>
<td>riding</td>
</tr>
<tr>
<td>s</td>
<td>side</td>
<td></td>
<td>silent</td>
</tr>
<tr>
<td></td>
<td>smile</td>
<td></td>
<td>spider</td>
</tr>
<tr>
<td>t</td>
<td>time</td>
<td>tie</td>
<td>tiger</td>
</tr>
<tr>
<td>v</td>
<td>vine</td>
<td></td>
<td>Viking</td>
</tr>
<tr>
<td>w</td>
<td>write</td>
<td></td>
<td>writing</td>
</tr>
</tbody>
</table>
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
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.)
# Game Cards: Focus Sound /ie/

<table>
<thead>
<tr>
<th>life</th>
<th>price</th>
<th>visit</th>
<th>spider</th>
</tr>
</thead>
<tbody>
<tr>
<td>dining</td>
<td>quiet</td>
<td>timeline</td>
<td>siren</td>
</tr>
<tr>
<td>river</td>
<td>lifetime</td>
<td>limestone</td>
<td>igloo</td>
</tr>
<tr>
<td>bridesmaid</td>
<td>limit</td>
<td>pinecone</td>
<td>hippo</td>
</tr>
<tr>
<td>spine</td>
<td>minus</td>
<td>bidding</td>
<td>sliding</td>
</tr>
<tr>
<td>wisecrack</td>
<td>singing</td>
<td>linebacker</td>
<td>lining</td>
</tr>
<tr>
<td>Viking</td>
<td>tide</td>
<td>grapevine</td>
<td>pie</td>
</tr>
<tr>
<td>lipstick</td>
<td>sideline</td>
<td>bitesize</td>
<td>ping-pong</td>
</tr>
<tr>
<td>hi</td>
<td>sister</td>
<td>die</td>
<td>bedtime</td>
</tr>
<tr>
<td>item</td>
<td>silent</td>
<td>winter</td>
<td>wishbone</td>
</tr>
<tr>
<td>lie</td>
<td>slime</td>
<td>milestone</td>
<td>pipeline</td>
</tr>
</tbody>
</table>
Section IV-H

Spelling Alternative 'ue' > /ue/
Mixed Review with 'u_e'
Word Lists
Name: _______________________________________________________

**Mixed Practice**

<table>
<thead>
<tr>
<th>mule</th>
<th>utilize</th>
<th>menu</th>
<th>Utah</th>
</tr>
</thead>
<tbody>
<tr>
<td>pun</td>
<td>huge</td>
<td>tub</td>
<td>unit</td>
</tr>
<tr>
<td>humor</td>
<td>uniform</td>
<td>cubic</td>
<td>fun</td>
</tr>
<tr>
<td>compute</td>
<td>unified</td>
<td>abuse</td>
<td>document</td>
</tr>
<tr>
<td>dispute</td>
<td>fusion</td>
<td>music</td>
<td>mutt</td>
</tr>
<tr>
<td>future</td>
<td>cute</td>
<td>pupil</td>
<td>cut</td>
</tr>
<tr>
<td>fumes</td>
<td>amuse</td>
<td>dump</td>
<td>unite</td>
</tr>
<tr>
<td>cube</td>
<td>confuse</td>
<td>but</td>
<td>universe</td>
</tr>
<tr>
<td>perfume</td>
<td>refuse</td>
<td>January</td>
<td>commute</td>
</tr>
<tr>
<td>popular</td>
<td>excuse</td>
<td>human</td>
<td>nun</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘ue’ > /ue/ (cue)

<table>
<thead>
<tr>
<th>argue</th>
<th>fuel</th>
<th>rescue</th>
<th>tissue</th>
</tr>
</thead>
<tbody>
<tr>
<td>value</td>
<td>barbecue</td>
<td>cue</td>
<td></td>
</tr>
</tbody>
</table>

| tissue box |


### Mixed Practice

<table>
<thead>
<tr>
<th>fuel</th>
<th>dump</th>
<th>rescue</th>
<th>cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>argue</td>
<td>January</td>
<td>Cuba</td>
<td>music</td>
</tr>
<tr>
<td>pun</td>
<td>barbecue</td>
<td>unit</td>
<td>cue</td>
</tr>
<tr>
<td>future</td>
<td>tissue</td>
<td>humor</td>
<td>value</td>
</tr>
</tbody>
</table>
**Mixed Practice**

<table>
<thead>
<tr>
<th>mutt</th>
<th>mule</th>
<th>but</th>
<th>abuse</th>
<th>cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>amuse</td>
<td>dump</td>
<td>confuse</td>
<td>fun</td>
<td>cube</td>
</tr>
<tr>
<td>cute</td>
<td>strut</td>
<td>refuse</td>
<td>stun</td>
<td>commute</td>
</tr>
<tr>
<td>compute</td>
<td>nun</td>
<td>perfume</td>
<td>pun</td>
<td>huge</td>
</tr>
<tr>
<td>dispute</td>
<td>run</td>
<td>excuse</td>
<td>sun</td>
<td>fumes</td>
</tr>
<tr>
<td>sub</td>
<td>fuse</td>
<td>tub</td>
<td>use</td>
<td>mute</td>
</tr>
</tbody>
</table>
Section IV-H

Spelling Alternative 'ue' > /ue/
Mixed Review with 'u_e'
Worksheets
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.
Fill in the Blanks

<table>
<thead>
<tr>
<th>argue</th>
<th>fuel</th>
<th>rescue</th>
<th>tissue</th>
</tr>
</thead>
<tbody>
<tr>
<td>value</td>
<td>barbecue</td>
<td>cue</td>
<td></td>
</tr>
</tbody>
</table>

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?
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
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.
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
Spelling Alternative: ‘u’ > /uel/ (unit)

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>utilize</td>
<td>menu</td>
<td>Utah</td>
</tr>
<tr>
<td>unit</td>
<td>universe</td>
<td>Cuba</td>
</tr>
<tr>
<td>humor</td>
<td>uniform</td>
<td>cubic</td>
</tr>
<tr>
<td>unified</td>
<td>document</td>
<td>January</td>
</tr>
<tr>
<td>fusion</td>
<td>music</td>
<td>popular</td>
</tr>
<tr>
<td>future</td>
<td>pupil</td>
<td>human</td>
</tr>
<tr>
<td>unite</td>
<td>regular</td>
<td>humid</td>
</tr>
</tbody>
</table>

music pupil
Name: _______________________________________________________

**Tricky Spelling 'u'**

<table>
<thead>
<tr>
<th>music</th>
<th>punish</th>
<th>human</th>
<th>humid</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuna</td>
<td>pupil</td>
<td>puppet</td>
<td>unit</td>
</tr>
<tr>
<td>until</td>
<td>student</td>
<td>unite</td>
<td>tulip</td>
</tr>
<tr>
<td>stupid</td>
<td>supper</td>
<td>super</td>
<td>humor</td>
</tr>
</tbody>
</table>

© 2013 Core Knowledge Foundation
Section IV-I

Tricky Spelling 'u' > /u/ or /ue/

Worksheets
Fill in the Blanks

<table>
<thead>
<tr>
<th>unit</th>
<th>menu</th>
<th>Cuba</th>
<th>uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>music</td>
<td>unite</td>
<td>pupil</td>
<td>human</td>
</tr>
</tbody>
</table>

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.
**Fill in the Blanks**

<table>
<thead>
<tr>
<th>barbecued</th>
<th>unicorn</th>
<th>argue</th>
<th>argument</th>
<th>using</th>
</tr>
</thead>
<tbody>
<tr>
<td>fuel</td>
<td>menu</td>
<td>unit</td>
<td>United</td>
<td></td>
</tr>
</tbody>
</table>

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.
This chart shows spellings for the /ue/ sound. Use the chart to fill in the worksheet.

<table>
<thead>
<tr>
<th></th>
<th>‘u_e’</th>
<th>‘u’</th>
<th>‘ue’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>argument</td>
<td>argue</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>barbecue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>confuse</td>
<td>cue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cube</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>fumes</td>
<td>fuel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>humid</td>
<td>hue</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>mule</td>
<td>menu</td>
<td>music</td>
</tr>
<tr>
<td></td>
<td>mute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>pure</td>
<td>pupil</td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>refuse</td>
<td>refusing</td>
<td>rescue</td>
</tr>
<tr>
<td>t</td>
<td>tulip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>use</td>
<td>using</td>
<td>unicorn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>uniform</td>
</tr>
<tr>
<td>v</td>
<td></td>
<td>value</td>
<td></td>
</tr>
</tbody>
</table>
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?
   __________
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.

________________________________________________

________________________________________________
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.

<table>
<thead>
<tr>
<th>‘u_e’</th>
<th>‘u’</th>
<th>‘ue’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section IV-I

Tricky Spelling 'u' > /u/ or /ue/
Practice Sentences and Stories for Oral Reading
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 check mark 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 check mark 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!

<table>
<thead>
<tr>
<th>Would you kiss a mule?</th>
<th>Do you add in a math unit?</th>
<th>Can corn on the cob rescue you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a unicorn real?</td>
<td>Are we in the United States?</td>
<td>Should you argue with your mom?</td>
</tr>
<tr>
<td>Is the moon red?</td>
<td>Does a unicorn have three horns?</td>
<td>Do mules wear uniforms?</td>
</tr>
<tr>
<td>Can a mule sing a song?</td>
<td>Can a boy be named Sue?</td>
<td>Do you eat bacon in the bathtub?</td>
</tr>
<tr>
<td>Can you place mail in a mailbox?</td>
<td>Can you read a menu at a diner?</td>
<td>If you are seen in public, are you hiding?</td>
</tr>
<tr>
<td>Can a cucumber play a song?</td>
<td>Is gas a sort of food?</td>
<td>Can it be humid on a hot summer day?</td>
</tr>
<tr>
<td>Can a cute cat eat a dog?</td>
<td>Can a unicorn use a crayon?</td>
<td>Can you argue with a spider?</td>
</tr>
<tr>
<td>Can you write with a pencil on paper?</td>
<td>Are you using your brain?</td>
<td>Can you eat corn on a cob?</td>
</tr>
<tr>
<td>Would you use a stick to cut a slice of cake?</td>
<td>Can a mule point to a book?</td>
<td>Could a powerful king wear a crown?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Can you cook an ice cube?</td>
<td>Can a cow be rescued by an ant?</td>
<td>Can you play music with an ice cube?</td>
</tr>
<tr>
<td>Can a mouse count out loud?</td>
<td>Could a huge eggplant be in a garden?</td>
<td>Could you hear the TV if it is on mute?</td>
</tr>
<tr>
<td>Will it be quiet if you press mute on your TV?</td>
<td>Can you eat a cube of fudge?</td>
<td>Would an ice cube start a fire?</td>
</tr>
<tr>
<td>Can you eat a raisin?</td>
<td>Would a dog rescue a shark?</td>
<td>Would a cube of ice be a good snack?</td>
</tr>
<tr>
<td>If your book is overdue, do you have to pay a fine?</td>
<td>Can you act sad?</td>
<td>Can a mule dance a jig?</td>
</tr>
<tr>
<td>Are you a cube?</td>
<td>Have you patted a unicorn?</td>
<td>Can you knit a set of books?</td>
</tr>
<tr>
<td>Can you dance to the music?</td>
<td>Can beans have three wheels?</td>
<td>Are you a duck?</td>
</tr>
</tbody>
</table>
Section IV-J

Spelling Alternatives 'aw', 'au', and 'augh' > /aw/
Word Lists
Name: _______________________________________________________

Spelling Alternative: ‘aw’ > /aw/ (paw)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>saw</td>
<td>law</td>
<td>raw</td>
<td>draw</td>
</tr>
<tr>
<td>straw</td>
<td>jaws</td>
<td>paws</td>
<td>claws</td>
</tr>
<tr>
<td>lawn</td>
<td>yawn</td>
<td>crawl</td>
<td>hawk</td>
</tr>
</tbody>
</table>

- hawk claw
**Name: ________________________________**

**Mixed Practice**

<table>
<thead>
<tr>
<th>sat</th>
<th>saw</th>
<th>late</th>
<th>law</th>
</tr>
</thead>
<tbody>
<tr>
<td>hay</td>
<td>straw</td>
<td>shape</td>
<td>jaws</td>
</tr>
<tr>
<td>fame</td>
<td>lawn</td>
<td>yawn</td>
<td>can</td>
</tr>
<tr>
<td>rate</td>
<td>raw</td>
<td>date</td>
<td>draw</td>
</tr>
<tr>
<td>paws</td>
<td>pan</td>
<td>claws</td>
<td>day</td>
</tr>
<tr>
<td>crawl</td>
<td>hat</td>
<td>hawk</td>
<td>slaw</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘au’ > /aw/ (*Paul*)

<table>
<thead>
<tr>
<th>August</th>
<th>faucet</th>
<th>sauce</th>
</tr>
</thead>
<tbody>
<tr>
<td>vault</td>
<td>sausage</td>
<td>pause</td>
</tr>
<tr>
<td>saucer</td>
<td>haunted</td>
<td>applause</td>
</tr>
<tr>
<td>author</td>
<td>auto</td>
<td>autumn</td>
</tr>
<tr>
<td>launch</td>
<td>haul</td>
<td>cause</td>
</tr>
<tr>
<td>fault</td>
<td>clause</td>
<td>laundry</td>
</tr>
</tbody>
</table>

haul auto
Name: _______________________________________________________

Mixed Practice /aw/

<table>
<thead>
<tr>
<th>August</th>
<th>haunted</th>
<th>launch</th>
<th>auto</th>
<th>raw</th>
</tr>
</thead>
<tbody>
<tr>
<td>fault</td>
<td>autumn</td>
<td>straw</td>
<td>saucer</td>
<td>jaws</td>
</tr>
<tr>
<td>law</td>
<td>lawn</td>
<td>yawn</td>
<td>cause</td>
<td>crawl</td>
</tr>
<tr>
<td>applause</td>
<td>faucet</td>
<td>author</td>
<td>sauce</td>
<td>saw</td>
</tr>
<tr>
<td>pause</td>
<td>haul</td>
<td>laundry</td>
<td>hawk</td>
<td>claws</td>
</tr>
<tr>
<td>vault</td>
<td>paws</td>
<td>clause</td>
<td>sausage</td>
<td>draw</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘augh’ > /aw/ (caught)

- caught
- daughter
- taught

-caught daughter
Name: _______________________________________________________

**Mixed Practice /aw/**

<table>
<thead>
<tr>
<th>August</th>
<th>caught</th>
<th>haunted</th>
<th>daughter</th>
</tr>
</thead>
<tbody>
<tr>
<td>draw</td>
<td>taught</td>
<td>raw</td>
<td>claw</td>
</tr>
</tbody>
</table>
Section IV-J

Spelling Alternatives 'aw', 'au', and 'augh' > /aw/

Worksheets
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.
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 ________________________. 
Fill in the Blanks

captured
daughter
taught

1. A girl can be a ______________________________.

2. My mom ______________________________ me how to bake.

3. I got ______________________________ taking a slice of cake.
Crossword Puzzle

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 ____________.


10. This is a short rest.
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? ________
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.
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
Fill in the Blanks

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 _________________.

taught     caught     daughter     applaud
sauce      argument    auto       bacon
Section IV-J

Spelling Alternatives 'aw', 'au', and 'augh' > /aw/  
Practice Sentences and Stories for Oral Reading
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.
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.
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

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.

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.
W.C.P.M. Calculation Worksheet

Student: __________________________
Date: ____________________________

Story: The Slug Trainer

Total words in story (not including title): 297

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 (Unit 4)

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

<table>
<thead>
<tr>
<th>Focus: Spelling Alternatives</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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 students the Spelling Card.</td>
<td>previously taught Spelling Cards Code Flip Books</td>
</tr>
<tr>
<td>Introduction/Teaching</td>
<td>Ask students for the spellings they already know for the particular sound. Write the spelling and write several words with that spelling. Introduce the new spelling alternative(s), using the Spelling Card(s) and Code Flip Book. Write words with the alternate spelling(s). Go over the alternative spelling by reviewing the spelling of the target sound and words that are written with that spelling. Have students repeat the words. Repeat the words and ask students where the target sound is in each word, as they refer to their own Individual Code Chart.</td>
<td>board or chart paper Spelling Cards Code Flip Book Individual Code Chart</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Have a pocket chart or chart paper or use the board with a column for each spelling alternative. Give students cards with words with the different spellings of the target sound. Students read their words and sort them under the correct column by spelling.</td>
<td>pocket chart or chart paper on board</td>
</tr>
<tr>
<td>Suggested Independent Practice</td>
<td>Students can read isolated 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.</td>
<td></td>
</tr>
</tbody>
</table>
Section V-B

Spelling Alternatives 'ir' and 'ur' > /er/

Mixed Review

Word Lists
Name: _______________________________________________________

Spelling Alternative: ‘ir’ > /er/ (bird)

<table>
<thead>
<tr>
<th>thirsty</th>
<th>shirt</th>
<th>birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>girl</td>
<td>stir</td>
</tr>
<tr>
<td>thirst</td>
<td>whirl</td>
<td>firm</td>
</tr>
<tr>
<td>flirt</td>
<td>thirteen</td>
<td>aspirin</td>
</tr>
<tr>
<td>third</td>
<td>sir</td>
<td>circus</td>
</tr>
<tr>
<td>dirt</td>
<td>skirt</td>
<td>birthday</td>
</tr>
<tr>
<td>thirty</td>
<td>twirl</td>
<td>fir</td>
</tr>
</tbody>
</table>

The girl likes to sing.
Name: _______________________________________________________

Spelling Alternative: ‘ir’ > /er/ (bird)

<table>
<thead>
<tr>
<th>birch</th>
<th>birthday</th>
<th>circling</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>fir</td>
<td>chirp</td>
</tr>
<tr>
<td>swirled</td>
<td>twirl</td>
<td>girls</td>
</tr>
<tr>
<td>firmer</td>
<td>flirt</td>
<td>whirl</td>
</tr>
<tr>
<td>thirst</td>
<td>shirt</td>
<td>squirt</td>
</tr>
<tr>
<td>Kirk</td>
<td>dirty</td>
<td>blackbird</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘ur’ > /er/ (hurt)

<table>
<thead>
<tr>
<th>turn</th>
<th>surf</th>
<th>turnip</th>
<th>nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>hurl</td>
<td>hurt</td>
<td>fur</td>
<td>Saturday</td>
</tr>
<tr>
<td>turf</td>
<td>burst</td>
<td>curve</td>
<td>curl</td>
</tr>
<tr>
<td>blurt</td>
<td>church</td>
<td>blur</td>
<td>disturb</td>
</tr>
<tr>
<td>churning</td>
<td>murmuring</td>
<td>during</td>
<td>urge</td>
</tr>
</tbody>
</table>

A fish has no fur.
Name: _______________________________________________________

Spelling Alternative: ‘ur’ > /er/ (hurt)

<table>
<thead>
<tr>
<th>curb</th>
<th>purse</th>
<th>murmurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>lurk</td>
<td>turnout</td>
<td>unhurt</td>
</tr>
<tr>
<td>outburst</td>
<td>Wilbur</td>
<td>blurted</td>
</tr>
<tr>
<td>curve</td>
<td>curlers</td>
<td>burlap</td>
</tr>
<tr>
<td>Thursday</td>
<td>burning</td>
<td>churned</td>
</tr>
<tr>
<td>Saturn</td>
<td>sunburn</td>
<td>hamburger</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘er’ > /er/ (her)

<table>
<thead>
<tr>
<th>after</th>
<th>bigger</th>
<th>butter</th>
</tr>
</thead>
<tbody>
<tr>
<td>gather</td>
<td>germs</td>
<td>helper</td>
</tr>
<tr>
<td>powder</td>
<td>flower</td>
<td>tower</td>
</tr>
<tr>
<td>wrapper</td>
<td>enter</td>
<td>permit</td>
</tr>
<tr>
<td>her</td>
<td>pepper</td>
<td>verb</td>
</tr>
</tbody>
</table>

A hot desert has sand.
Name: _______________________________________________________

Spelling Alternative: ‘er’ > /er/ (her)

<table>
<thead>
<tr>
<th>ever</th>
<th>fishermen</th>
<th>verse</th>
</tr>
</thead>
<tbody>
<tr>
<td>checkers</td>
<td>cracker</td>
<td>sprinkler</td>
</tr>
<tr>
<td>spinner</td>
<td>termites</td>
<td>sticker</td>
</tr>
<tr>
<td>letters</td>
<td>flatter</td>
<td>finger</td>
</tr>
</tbody>
</table>
Section V-B

Spelling Alternatives 'ir' and 'ur' > /er/
Mixed Review
Worksheets
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? ____________
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: _______________________________________________________
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  ___________
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)
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)
Fill in the Blanks

<table>
<thead>
<tr>
<th>hurt</th>
<th>circus</th>
<th>skirts</th>
</tr>
</thead>
<tbody>
<tr>
<td>burned</td>
<td>birthday</td>
<td>flirt</td>
</tr>
<tr>
<td>surprise</td>
<td>Saturday</td>
<td>birds</td>
</tr>
<tr>
<td>thirsty</td>
<td>dirty</td>
<td>clerks</td>
</tr>
</tbody>
</table>

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: _______________________________________________________
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? _________________
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 ____________ cream.
   (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)
Fill in the Blanks

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.

- hurt
- purse
- concert
- store
- fur
- bird
- turns
- twirl
- nurse
- first
- butter
- beaver
Section V-B

Spelling Alternatives 'ir' and 'ur' > /er/
Practice Sentences for Oral Reading
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)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>gym</td>
<td>myth</td>
<td>system</td>
</tr>
<tr>
<td>mystic</td>
<td>Brooklyn</td>
<td>symbol</td>
</tr>
<tr>
<td>bicycling</td>
<td>lyric</td>
<td>Lynn</td>
</tr>
<tr>
<td>hymn</td>
<td>Syd</td>
<td>synonym</td>
</tr>
<tr>
<td>oxygen</td>
<td>antonym</td>
<td>cylinder</td>
</tr>
</tbody>
</table>

What is an antonym for fast?
Section V-C

Spelling Alternative 'y' > /i/

Worksheets
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.
Fill in the Blanks

cymbals synonyms oxygen gym
cylinder myths symbol antonym

1. A can is ________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.

<table>
<thead>
<tr>
<th>kick</th>
<th>gym</th>
<th>gift</th>
<th>hill</th>
<th>myth</th>
<th>lip</th>
</tr>
</thead>
<tbody>
<tr>
<td>syllable</td>
<td>milk</td>
<td>antonym</td>
<td>synonym</td>
<td>acting</td>
<td>did</td>
</tr>
</tbody>
</table>

‘i’ like skin

kick

______________________

______________________

______________________

______________________

______________________

______________________

‘y’ like system

______________________

______________________

______________________

______________________

______________________

______________________

______________________
Section V-C

Spelling Alternative 'y' > /i/
Practice Sentences for Oral Reading
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
Spelling Alternative: ‘i’ > /iel (biting)

<table>
<thead>
<tr>
<th>mild</th>
<th>wild</th>
<th>find</th>
</tr>
</thead>
<tbody>
<tr>
<td>kind</td>
<td>blind</td>
<td>grind</td>
</tr>
<tr>
<td>mind</td>
<td>bind</td>
<td>rind</td>
</tr>
<tr>
<td>wind</td>
<td>hind</td>
<td>child</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘i’ > /ie/ (biting)

<table>
<thead>
<tr>
<th>blind</th>
<th>bind</th>
<th>find</th>
<th>kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>mind</td>
<td>mild</td>
<td>child</td>
<td>wild</td>
</tr>
<tr>
<td>wind</td>
<td>hind</td>
<td>rind</td>
<td>grind</td>
</tr>
<tr>
<td>blinded</td>
<td>minded</td>
<td>kindness</td>
<td>finding</td>
</tr>
<tr>
<td>silent</td>
<td>Friday</td>
<td>spider</td>
<td>tiger</td>
</tr>
<tr>
<td>quiet</td>
<td>diet</td>
<td>item</td>
<td>virus</td>
</tr>
</tbody>
</table>
Spelling Alternative: ‘igh’ > /ie/ (*night*)

<table>
<thead>
<tr>
<th>right</th>
<th>might</th>
<th>delight</th>
</tr>
</thead>
<tbody>
<tr>
<td>night</td>
<td>bright</td>
<td>slight</td>
</tr>
<tr>
<td>lighter</td>
<td>fright</td>
<td>daylight</td>
</tr>
<tr>
<td>fright</td>
<td>sight</td>
<td>flight</td>
</tr>
<tr>
<td>night</td>
<td>sighing</td>
<td>tights</td>
</tr>
<tr>
<td>thigh</td>
<td>knight</td>
<td>tonight</td>
</tr>
</tbody>
</table>

A big and bright spotlight shines.
### Spelling Alternative: ‘y’ > /i/ (try)

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>try</td>
<td>my</td>
<td>shy</td>
</tr>
<tr>
<td>sly</td>
<td>fly</td>
<td>dry</td>
</tr>
<tr>
<td>nearby</td>
<td>supply</td>
<td>butterfly</td>
</tr>
<tr>
<td>by</td>
<td>why</td>
<td>dryer</td>
</tr>
<tr>
<td>spy</td>
<td>sky</td>
<td>magnify</td>
</tr>
<tr>
<td>multiply</td>
<td>satisfy</td>
<td>flying</td>
</tr>
<tr>
<td>crying</td>
<td>flyer</td>
<td>skylight</td>
</tr>
</tbody>
</table>

**A big python snake slithers.**
Name: _______________________________________________________

Mixed Review

<table>
<thead>
<tr>
<th>untie</th>
<th>Olympics</th>
<th>life</th>
<th>silence</th>
</tr>
</thead>
<tbody>
<tr>
<td>symbolic</td>
<td>prices</td>
<td>crime</td>
<td>gym</td>
</tr>
<tr>
<td>satisfy</td>
<td>prize</td>
<td>child</td>
<td>satisfies</td>
</tr>
<tr>
<td>supply</td>
<td>drive</td>
<td>driver</td>
<td>gymnastics</td>
</tr>
</tbody>
</table>
Section V-D

Spelling Alternatives 'i', 'igh', and 'y' > /ie/
Worksheets
Fill in the Blanks

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**

<table>
<thead>
<tr>
<th>writing</th>
<th>silence</th>
<th>kind</th>
<th>siren</th>
</tr>
</thead>
<tbody>
<tr>
<td>shining</td>
<td>Friday</td>
<td>spider</td>
<td>finds</td>
</tr>
</tbody>
</table>

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 ____________________.
Fill in the Blanks

bright \hspace{1cm} tonight \hspace{1cm} fight

tight \hspace{1cm} right \hspace{1cm} thigh

fright \hspace{1cm} flight \hspace{1cm} 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.

<table>
<thead>
<tr>
<th>light</th>
<th>lightning</th>
</tr>
</thead>
<tbody>
<tr>
<td>knight</td>
<td>fight</td>
</tr>
</tbody>
</table>

[Images of lightening, knight on horse, two people arguing, a lamp]
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 _________.
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
<table>
<thead>
<tr>
<th>Spelling Alternative: ‘i’ &gt; /iel (biting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>meek and mild</td>
</tr>
<tr>
<td>wild child</td>
</tr>
<tr>
<td>find your sock</td>
</tr>
<tr>
<td>bind the book</td>
</tr>
</tbody>
</table>
Spelling Alternative: ‘igh’ > /iə/ (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
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.
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
**Spelling Alternative: ‘o’ > /œ/ (open)**

<table>
<thead>
<tr>
<th>bold</th>
<th>old</th>
<th>mold</th>
</tr>
</thead>
<tbody>
<tr>
<td>fold</td>
<td>host</td>
<td>most</td>
</tr>
<tr>
<td>colt</td>
<td>stroll</td>
<td>hold</td>
</tr>
<tr>
<td>gross</td>
<td>gold</td>
<td>both</td>
</tr>
<tr>
<td>poll</td>
<td>post</td>
<td>roll</td>
</tr>
<tr>
<td>troll</td>
<td>toll</td>
<td>sold</td>
</tr>
</tbody>
</table>

---

Cold colt
Spelling Alternative: ‘o’ > /œl/ (open)

<table>
<thead>
<tr>
<th>focus</th>
<th>colder</th>
<th>clover</th>
</tr>
</thead>
<tbody>
<tr>
<td>robot</td>
<td>program</td>
<td>poet</td>
</tr>
<tr>
<td>frozen</td>
<td>cargo</td>
<td>broken</td>
</tr>
<tr>
<td>poking</td>
<td>rodents</td>
<td>roller</td>
</tr>
<tr>
<td>bongo</td>
<td>totem</td>
<td>token</td>
</tr>
<tr>
<td>ozone</td>
<td>protest</td>
<td>hotel</td>
</tr>
<tr>
<td>clothing</td>
<td>over</td>
<td>program</td>
</tr>
<tr>
<td>closer</td>
<td>voted</td>
<td>banjo</td>
</tr>
<tr>
<td>slow</td>
<td>snow</td>
<td>grow</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>elbow</td>
<td>owners</td>
<td>glow</td>
</tr>
<tr>
<td>throw</td>
<td>yellow</td>
<td>window</td>
</tr>
</tbody>
</table>
Name: ____________________________________________________________________________

Spelling Alternative: ‘ow’ > /œl/ (snow)

<table>
<thead>
<tr>
<th>low</th>
<th>tow</th>
<th>row</th>
</tr>
</thead>
<tbody>
<tr>
<td>show</td>
<td>crow</td>
<td>blow</td>
</tr>
<tr>
<td>below</td>
<td>pillow</td>
<td>fellow</td>
</tr>
</tbody>
</table>

Mow the yard.
Section V-E

Spelling Alternatives 'o' and 'ow' > /oe/

Worksheets
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)
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.
Fill in the Blanks

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 _________________________________.

Name: _______________________________________________________

<table>
<thead>
<tr>
<th>growth</th>
<th>elbow</th>
<th>blown</th>
<th>hollow</th>
<th>shadows</th>
</tr>
</thead>
<tbody>
<tr>
<td>bowl</td>
<td>pillow</td>
<td>window</td>
<td>shallow</td>
<td>flown</td>
</tr>
</tbody>
</table>
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’ > /oel/ (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’ > /eel (me)

<table>
<thead>
<tr>
<th>report</th>
<th>respond</th>
<th>recent</th>
<th>repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>remain</td>
<td>respect</td>
<td>refuse</td>
<td>repeat</td>
</tr>
<tr>
<td>between</td>
<td>began</td>
<td>became</td>
<td>behind</td>
</tr>
<tr>
<td>below</td>
<td>believe</td>
<td>beneath</td>
<td>belong</td>
</tr>
<tr>
<td>decide</td>
<td>because</td>
<td>demand</td>
<td>decent</td>
</tr>
<tr>
<td>hero</td>
<td>fever</td>
<td>even</td>
<td>secret</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Mixed Review /ee/

<table>
<thead>
<tr>
<th>sea</th>
<th>creek</th>
<th>eat</th>
<th>beat</th>
</tr>
</thead>
<tbody>
<tr>
<td>wheat</td>
<td>week</td>
<td>peas</td>
<td>feet</td>
</tr>
<tr>
<td>me</td>
<td>least</td>
<td>be</td>
<td>peach</td>
</tr>
<tr>
<td>leave</td>
<td>happy</td>
<td>bee</td>
<td>beach</td>
</tr>
<tr>
<td>speak</td>
<td>we</td>
<td>see</td>
<td>meet</td>
</tr>
<tr>
<td>meat</td>
<td>meter</td>
<td>she</td>
<td>below</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

### Mixed Review /ee/

<table>
<thead>
<tr>
<th>prepare</th>
<th>here</th>
<th>might</th>
<th>cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>creek</td>
<td>near</td>
<td>predict</td>
<td>sea</td>
</tr>
<tr>
<td>higher</td>
<td>these</td>
<td>activities</td>
<td>east</td>
</tr>
<tr>
<td>deal</td>
<td>cheeks</td>
<td>sincere</td>
<td>fighting</td>
</tr>
<tr>
<td>details</td>
<td>create</td>
<td>carries</td>
<td>peel</td>
</tr>
<tr>
<td>priest</td>
<td>interfere</td>
<td>three</td>
<td>sunlight</td>
</tr>
</tbody>
</table>
Spelling Alternative: ‘y’ > /eel/ *(funny)*

<table>
<thead>
<tr>
<th>only</th>
<th>very</th>
<th>body</th>
<th>city</th>
</tr>
</thead>
<tbody>
<tr>
<td>story</td>
<td>study</td>
<td>ready</td>
<td>slowly</td>
</tr>
<tr>
<td>easy</td>
<td>heavy</td>
<td>party</td>
<td>carry</td>
</tr>
<tr>
<td>nearly</td>
<td>tiny</td>
<td>happy</td>
<td>baby</td>
</tr>
<tr>
<td>angry</td>
<td>army</td>
<td>empty</td>
<td>twenty</td>
</tr>
<tr>
<td>lady</td>
<td>hungry</td>
<td>lately</td>
<td>mostly</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Mixed Review /ee/

<table>
<thead>
<tr>
<th>library</th>
<th>meet</th>
<th>tweet</th>
<th>obese</th>
</tr>
</thead>
<tbody>
<tr>
<td>meal</td>
<td>field</td>
<td>began</td>
<td>safety</td>
</tr>
<tr>
<td>these</td>
<td>mean</td>
<td>real</td>
<td>reach</td>
</tr>
<tr>
<td>bodies</td>
<td>greedy</td>
<td>decide</td>
<td>prepare</td>
</tr>
<tr>
<td>cookie</td>
<td>sheets</td>
<td>fifty</td>
<td>stampede</td>
</tr>
<tr>
<td>funny</td>
<td>repeat</td>
<td>Chinese</td>
<td>sweet</td>
</tr>
</tbody>
</table>
**Mixed Review /ee/**

<table>
<thead>
<tr>
<th>these</th>
<th>here</th>
<th>mere</th>
<th>theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>genes</td>
<td>eve</td>
<td>Steve</td>
<td>Pete</td>
</tr>
<tr>
<td>Chinese</td>
<td>supreme</td>
<td>extreme</td>
<td>athlete</td>
</tr>
<tr>
<td>sincere</td>
<td>stampede</td>
<td>discrete</td>
<td>Irene</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘ey’ > /ee/ (key)

<table>
<thead>
<tr>
<th>key</th>
<th>valley</th>
<th>donkey</th>
<th>chimney</th>
</tr>
</thead>
<tbody>
<tr>
<td>hockey</td>
<td>jersey</td>
<td>kidneys</td>
<td>trolley</td>
</tr>
<tr>
<td>keyhole</td>
<td>gooey</td>
<td>alley</td>
<td>volleyball</td>
</tr>
<tr>
<td>Casey</td>
<td>Wesley</td>
<td>Stacey</td>
<td>Jeffrey</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

**Spelling Alternative: ‘ie’ > /eel (cookie)**

<table>
<thead>
<tr>
<th>chief</th>
<th>achieve</th>
<th>belief</th>
<th>field</th>
</tr>
</thead>
<tbody>
<tr>
<td>yield</td>
<td>fierce</td>
<td>believe</td>
<td>thief</td>
</tr>
<tr>
<td>priest</td>
<td>pierce</td>
<td>piece</td>
<td>relief</td>
</tr>
<tr>
<td>shield</td>
<td>shriek</td>
<td>grief</td>
<td>thieves</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Mixed Review

<table>
<thead>
<tr>
<th>hockey</th>
<th>tiny</th>
<th>secret</th>
<th>happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>carefully</td>
<td>Ashley</td>
<td>healthier</td>
<td>valleys</td>
</tr>
<tr>
<td>chimneys</td>
<td>behave</td>
<td>create</td>
<td>alien</td>
</tr>
<tr>
<td>hero</td>
<td>suddenly</td>
<td>donkeys</td>
<td>December</td>
</tr>
</tbody>
</table>
Section V-F

Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/
Mixed Review
Worksheets
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.
Fill in the Blanks

<table>
<thead>
<tr>
<th>behave</th>
<th>December</th>
<th>fever</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>video</td>
<td>secret</td>
<td>repaired</td>
<td>recall</td>
</tr>
</tbody>
</table>

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 ________________.
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.
Use the words from the box to fill in the puzzle.

Name: _______________________________________________________

<table>
<thead>
<tr>
<th>Billy</th>
<th>daddy</th>
<th>cavity</th>
<th>puppy</th>
<th>dirty</th>
</tr>
</thead>
<tbody>
<tr>
<td>daisy</td>
<td>easy</td>
<td>chilly</td>
<td>jelly</td>
<td>candy</td>
</tr>
</tbody>
</table>

**Down**
1. baby dog
2. not clean
3. a kind of flower
4. sweet treat
5. toast and ________
6. a bit cold
7. a boy’s name

**Across**
2. antonym of mommy
4. hole in your tooth
6. not difficult
8. a bit cold
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: _______________________________________________________

Fill in the Blanks

<table>
<thead>
<tr>
<th>nurse</th>
<th>easy</th>
<th>light</th>
<th>butterfly</th>
<th>twenty</th>
</tr>
</thead>
<tbody>
<tr>
<td>squirrel</td>
<td>furry</td>
<td>really</td>
<td>angry</td>
<td>body</td>
</tr>
</tbody>
</table>

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.
Fill in the Blanks

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.
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 ______________.
Fill in the Blanks

<table>
<thead>
<tr>
<th>believe</th>
<th>relief</th>
<th>field</th>
<th>chief</th>
<th>shriek</th>
</tr>
</thead>
<tbody>
<tr>
<td>yield</td>
<td>thief</td>
<td>achieve</td>
<td>ladies</td>
<td>piece</td>
</tr>
</tbody>
</table>

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.
### Fill in the Blanks

<table>
<thead>
<tr>
<th>dizzy</th>
<th>parsley</th>
<th>priest</th>
<th>relax</th>
<th>erase</th>
</tr>
</thead>
<tbody>
<tr>
<td>pierce</td>
<td>money</td>
<td>fever</td>
<td>chimney</td>
<td>slippery</td>
</tr>
<tr>
<td>turkey</td>
<td>zebra</td>
<td>grief</td>
<td>angry</td>
<td>refund</td>
</tr>
</tbody>
</table>

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.
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’ \(\rightarrow\) /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.
Stacey plays volleyball.

Wesley plays hockey.

Jeffrey is hiding in the alley.

Tracey is having her kidney taken out.

Casey rode the trolley.
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.
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  sleep

Good Job! You got a big tree for the beavers. Move ahead one space.

eve

lucky

beet

puppy

wheat

Oh no! The tree fell on the den. Wait 1 turn.

steep  compete  queen  seam

YOU WIN!

Frisky Beavers
Oops! You fell in the pond. Dry off and wait one turn.
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.

<table>
<thead>
<tr>
<th>‘e_e’</th>
<th>‘ea’</th>
<th>‘ee’</th>
<th>‘y’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section V-G

Spelling Alternative 'al' > /aw/

Word List
Spelling Alternative: ‘al’ > /aw/ (wall)

<table>
<thead>
<tr>
<th>hallway</th>
<th>always</th>
<th>false</th>
</tr>
</thead>
<tbody>
<tr>
<td>wall</td>
<td>install</td>
<td>walnut</td>
</tr>
<tr>
<td>call</td>
<td>tall</td>
<td>also</td>
</tr>
<tr>
<td>wallpaper</td>
<td>ball</td>
<td>salt</td>
</tr>
</tbody>
</table>

There is salt for the food.
Section V-G

Spelling Alternative 'al' > /aw/

Worksheet
Name: _______________________________________________________

**Fill in the Blanks**

<table>
<thead>
<tr>
<th>salty</th>
<th>caught</th>
<th>dawn</th>
<th>wallpaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>false</td>
<td>always</td>
<td>almanac</td>
<td>walrus</td>
</tr>
</tbody>
</table>

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’**

<table>
<thead>
<tr>
<th>yesterday</th>
<th>body</th>
<th>fry</th>
<th>system</th>
<th>mummy</th>
</tr>
</thead>
<tbody>
<tr>
<td>crystal</td>
<td>myth</td>
<td>lobby</td>
<td>monkey</td>
<td>yodel</td>
</tr>
<tr>
<td>multiply</td>
<td>honey</td>
<td>yardstick</td>
<td>gypsy</td>
<td>trolley</td>
</tr>
<tr>
<td>lullaby</td>
<td>yellow</td>
<td>oxygen</td>
<td>sympathy</td>
<td>crazy</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Tricky Spelling ‘y’

<table>
<thead>
<tr>
<th>volley</th>
<th>hungry</th>
<th>yogurt</th>
<th>antonym</th>
<th>supply</th>
</tr>
</thead>
<tbody>
<tr>
<td>satisfy</td>
<td>valley</td>
<td>typical</td>
<td>turkey</td>
<td>empty</td>
</tr>
<tr>
<td>synonym</td>
<td>yummy</td>
<td>candy</td>
<td>butterfly</td>
<td>penny</td>
</tr>
<tr>
<td>plenty</td>
<td>chimney</td>
<td>nearby</td>
<td>Olympics</td>
<td>yearlong</td>
</tr>
</tbody>
</table>
Section V-H

Tricky Spelling 'y' > /y/, /ee/, or /ie/

Worksheets
Sort the underlined tricky spelling words.

<table>
<thead>
<tr>
<th>funny</th>
<th>myth</th>
<th>try</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The grass in our <strong>yard</strong> is green.</td>
<td></td>
<td></td>
<td>yard</td>
</tr>
<tr>
<td>We watched the <strong>Olympics</strong> on TV.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are visiting <strong>Brooklyn</strong> this week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not swat that <strong>fly</strong>!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have not seen her in a <strong>year</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A <strong>baby</strong> cat is called a <strong>kitty</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She is soft-spoken and <strong>shy</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Tricky Spelling ‘y’

<table>
<thead>
<tr>
<th>fry</th>
<th>baby</th>
<th>cry</th>
<th>picky</th>
</tr>
</thead>
<tbody>
<tr>
<td>spy</td>
<td>system</td>
<td>only</td>
<td>softly</td>
</tr>
<tr>
<td>yarn</td>
<td>symbol</td>
<td>yes</td>
<td>fly</td>
</tr>
</tbody>
</table>

/iə/ as in try

/i/ as in myth

/ee/ as in funny

/ɪ/ as in yes

/ɪ/ as in myth
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.

- firefly
- yes
- yellow
- shy
- cry
- yum
- sky
- butterfly
- supply
- multiply
- yogurt
- flying
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.

<table>
<thead>
<tr>
<th>empty</th>
<th>very</th>
<th>satisfy</th>
<th>system</th>
</tr>
</thead>
<tbody>
<tr>
<td>yawn</td>
<td>energy</td>
<td>really</td>
<td>multiply</td>
</tr>
<tr>
<td>story</td>
<td>gym</td>
<td>study</td>
<td>yuck</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>funny</th>
<th>myth</th>
<th>try</th>
<th>yet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>yellow</th>
<th>tricky</th>
<th>butterfly</th>
<th>baby</th>
<th>gym</th>
<th>antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>story</td>
<td>dry</td>
<td>study</td>
<td>supply</td>
<td>crazy</td>
<td>fairy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>‘y’ &gt; /y/ (yarn)</th>
<th>‘y’ &gt; /ie/ (my)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>‘y’ &gt; /i/ (myth)</th>
<th>‘y’ &gt; /ee/ (funny)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>try</th>
<th>system</th>
<th>year</th>
<th>dry</th>
<th>simply</th>
</tr>
</thead>
<tbody>
<tr>
<td>gym</td>
<td>sky</td>
<td>likely</td>
<td>plenty</td>
<td>funny</td>
</tr>
<tr>
<td>yet</td>
<td>gingerly</td>
<td>Brooklyn</td>
<td>yes</td>
<td>supply</td>
</tr>
<tr>
<td>flying</td>
<td>beyond</td>
<td>myth</td>
<td>easy</td>
<td>copy</td>
</tr>
<tr>
<td>happy</td>
<td>daddy</td>
<td>satisfy</td>
<td>lynx</td>
<td>yelled</td>
</tr>
</tbody>
</table>
Section V-H

Tricky Spelling 'y' > /y/, /ee/, or /ie/
Practice Sentences for Oral Reading
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.
Practice Sentences for Tricky Spelling ‘y’

1. Why is Beverley 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'

<table>
<thead>
<tr>
<th>before</th>
<th>bedroom</th>
<th>eraser</th>
<th>effort</th>
<th>legal</th>
</tr>
</thead>
<tbody>
<tr>
<td>repair</td>
<td>behave</td>
<td>Beverly</td>
<td>benefit</td>
<td>destroy</td>
</tr>
<tr>
<td>decoy</td>
<td>return</td>
<td>temper</td>
<td>exact</td>
<td>result</td>
</tr>
<tr>
<td>extreme</td>
<td>recommend</td>
<td>equipment</td>
<td>retire</td>
<td>revenge</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

**Tricky Spelling 'e'**

<table>
<thead>
<tr>
<th>tempest</th>
<th>mental</th>
<th>second</th>
<th>meter</th>
<th>lemon</th>
</tr>
</thead>
<tbody>
<tr>
<td>level</td>
<td>eleven</td>
<td>elect</td>
<td>ever</td>
<td>even</td>
</tr>
<tr>
<td>pretend</td>
<td>explore</td>
<td>secret</td>
<td>seven</td>
<td>elastic</td>
</tr>
<tr>
<td>rebel</td>
<td>evil</td>
<td>demon</td>
<td>demonstrate</td>
<td>reflex</td>
</tr>
</tbody>
</table>
Section V-I

Tricky Spelling 'e' > /e/ or /ee/
Worksheets
Sort the underlined tricky spelling words.

<table>
<thead>
<tr>
<th>pet</th>
<th>went</th>
<th>shell</th>
<th>me</th>
<th>began</th>
<th>below</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>/el/ like pet</code></td>
<td><code>/eel/ like me</code></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I find sweets hard to resist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we go east or west?</td>
</tr>
<tr>
<td>The horse jumped the fence.</td>
</tr>
<tr>
<td>I saw a cow at the rodeo.</td>
</tr>
<tr>
<td>If you make a mistake, erase it.</td>
</tr>
<tr>
<td>Who came in second place?</td>
</tr>
<tr>
<td>Is it on the right or the left?</td>
</tr>
<tr>
<td>Batman is my hero.</td>
</tr>
<tr>
<td>I will write a report for homework.</td>
</tr>
<tr>
<td>sweets</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Tricky Spelling ‘e’
Write the words under the correct header.

<table>
<thead>
<tr>
<th>she</th>
<th>net</th>
<th>Venus</th>
<th>wet</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>wedding</td>
<td>desk</td>
<td>maybe</td>
</tr>
</tbody>
</table>

/e/ as in *bed*

____________________________
____________________________
____________________________

/ee/ as in *me*

____________________________
____________________________
____________________________
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.

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Possible division</th>
<th>2nd possible division</th>
<th>Possible sentence for meaning (Remember the sentence is done orally.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>be low</td>
<td>bel ow</td>
<td>Go down __________ to the basement.</td>
</tr>
<tr>
<td>before</td>
<td>be fore</td>
<td>bef ore</td>
<td>Brush your teeth __________ you go to bed.</td>
</tr>
<tr>
<td>ever</td>
<td>ev er</td>
<td>e ver</td>
<td>Have you __________ been to the beach?</td>
</tr>
<tr>
<td>seven</td>
<td>sev en</td>
<td>se ven</td>
<td>She is __________ years old.</td>
</tr>
<tr>
<td>behind</td>
<td>be hind</td>
<td>beh ind</td>
<td>It’s not in front of you, but __________ you.</td>
</tr>
<tr>
<td>meter</td>
<td>met er</td>
<td>me ter</td>
<td>Put your coins in the __________.</td>
</tr>
<tr>
<td>recess</td>
<td>re cess</td>
<td>rec ess</td>
<td>What do you like to play at __________ time?</td>
</tr>
<tr>
<td>even</td>
<td>e ven</td>
<td>ev en</td>
<td>The picture was not __________.</td>
</tr>
<tr>
<td>hero</td>
<td>he ro</td>
<td>her o</td>
<td>She was the __________ of the day!</td>
</tr>
<tr>
<td>video</td>
<td>vid eo</td>
<td>vide o</td>
<td>That was a good __________.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>/e/ like pet</th>
<th>/ee/ like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>fever</td>
<td>fever</td>
</tr>
<tr>
<td>bench</td>
<td></td>
</tr>
<tr>
<td>behind</td>
<td></td>
</tr>
<tr>
<td>zebra</td>
<td>maybe</td>
</tr>
<tr>
<td>maybe</td>
<td>tense</td>
</tr>
<tr>
<td>eleven</td>
<td>went</td>
</tr>
<tr>
<td>went</td>
<td>seven</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>seven</th>
<th>them</th>
<th>then</th>
<th>being</th>
<th>western</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>get</td>
<td>result</td>
<td>went</td>
<td>maybe</td>
</tr>
<tr>
<td>because</td>
<td>never</td>
<td>decide</td>
<td>men</td>
<td>require</td>
</tr>
<tr>
<td>best</td>
<td>tell</td>
<td>reply</td>
<td>next</td>
<td>seed</td>
</tr>
<tr>
<td>end</td>
<td>redo</td>
<td>zero</td>
<td>better</td>
<td>destroy</td>
</tr>
</tbody>
</table>
Section V-I

Tricky Spelling 'e' > /e/ or /ee/
Practice Sentences for Oral Reading
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
## Tricky Spelling ‘ow’

<table>
<thead>
<tr>
<th>powder</th>
<th>snowdrift</th>
<th>owe</th>
<th>power</th>
<th>borrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>howl</td>
<td>chowder</td>
<td>fellow</td>
<td>swallow</td>
<td>downtown</td>
</tr>
<tr>
<td>prowler</td>
<td>towel</td>
<td>elbow</td>
<td>below</td>
<td>tower</td>
</tr>
<tr>
<td>pillow</td>
<td>flower</td>
<td>owl</td>
<td>slowly</td>
<td>crowd</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Tricky Spelling ‘ow’

<table>
<thead>
<tr>
<th>snowplow</th>
<th>willow</th>
<th>throw</th>
<th>crown</th>
<th>however</th>
</tr>
</thead>
<tbody>
<tr>
<td>widow</td>
<td>frown</td>
<td>flower</td>
<td>shallow</td>
<td>rowboat</td>
</tr>
<tr>
<td>owners</td>
<td>growling</td>
<td>snowing</td>
<td>grown</td>
<td>downstairs</td>
</tr>
<tr>
<td>shower</td>
<td>showed</td>
<td>hollow</td>
<td>countdown</td>
<td>tow</td>
</tr>
</tbody>
</table>
Section V-J

Tricky Spelling 'ow' > /ow/ or /oe/

Worksheets
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.

<table>
<thead>
<tr>
<th>/oe/ like snow</th>
<th>/ou/ like now</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Snow</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Wow</td>
</tr>
<tr>
<td>Row</td>
<td>Cow</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>blow</th>
<th>fowl</th>
<th>owl</th>
<th>glow</th>
<th>row</th>
</tr>
</thead>
<tbody>
<tr>
<td>show</td>
<td>howl</td>
<td>slow</td>
<td>prowl</td>
<td>snow</td>
</tr>
<tr>
<td>tow</td>
<td>crown</td>
<td>grow</td>
<td>frown</td>
<td>gown</td>
</tr>
<tr>
<td>clown</td>
<td>throw</td>
<td>growl</td>
<td>scowl</td>
<td>town</td>
</tr>
</tbody>
</table>

/oe/ like snow

____________________________
____________________________
____________________________
____________________________

/ow/ like now

____________________________
____________________________
____________________________
____________________________

/oe/ like snow

____________________________
____________________________
____________________________
____________________________
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.
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? ___________
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.

<table>
<thead>
<tr>
<th>crown</th>
<th>now</th>
<th>know</th>
<th>owl</th>
<th>own</th>
</tr>
</thead>
<tbody>
<tr>
<td>show</td>
<td>grow</td>
<td>power</td>
<td>follow</td>
<td>below</td>
</tr>
<tr>
<td>crowded</td>
<td>slowly</td>
<td>window</td>
<td>town</td>
<td>snow</td>
</tr>
<tr>
<td>yellow</td>
<td>drown</td>
<td>narrow</td>
<td>flow</td>
<td>brown</td>
</tr>
<tr>
<td>cow</td>
<td>throw</td>
<td>flower</td>
<td>blow</td>
<td>bowl</td>
</tr>
</tbody>
</table>
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
Circle the spellings that stand for each sound.

<table>
<thead>
<tr>
<th>/ee/</th>
<th>/i/</th>
<th>/ie/</th>
</tr>
</thead>
<tbody>
<tr>
<td>treat</td>
<td>gym</td>
<td>stripe</td>
</tr>
<tr>
<td>even</td>
<td>hint</td>
<td>wild</td>
</tr>
<tr>
<td>Pete</td>
<td>amethyst</td>
<td>night</td>
</tr>
<tr>
<td>centipede</td>
<td>kissed</td>
<td>pie</td>
</tr>
<tr>
<td>meter</td>
<td>Brooklyn</td>
<td>cry</td>
</tr>
<tr>
<td>wheat</td>
<td>myth</td>
<td>find</td>
</tr>
<tr>
<td>complete</td>
<td>bitter</td>
<td>try</td>
</tr>
<tr>
<td>repeat</td>
<td>system</td>
<td>sigh</td>
</tr>
<tr>
<td>relax</td>
<td>skip</td>
<td>shine</td>
</tr>
<tr>
<td>steep</td>
<td>hiccups</td>
<td>tie</td>
</tr>
</tbody>
</table>
This chart shows spellings for the /ie/ sound. Use the chart to fill in worksheet on the following pages.

<table>
<thead>
<tr>
<th></th>
<th>‘i_e’</th>
<th>‘i’</th>
<th>‘y’</th>
<th>‘ie’</th>
<th>‘igh’</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>bike</td>
<td>biker</td>
<td></td>
<td></td>
<td>bright</td>
</tr>
<tr>
<td>c</td>
<td>child</td>
<td>cry</td>
<td></td>
<td></td>
<td>cries</td>
</tr>
<tr>
<td>d</td>
<td>drive</td>
<td>diet</td>
<td>dry</td>
<td>dried</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>excite</td>
<td>excited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>campfire</td>
<td>find</td>
<td>fly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>gigantic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>hike</td>
<td>hiking</td>
<td>high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>kite</td>
<td>kind</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>life</td>
<td>light</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>mind</td>
<td>might</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>nine</td>
<td>ninth</td>
<td>night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>Ohio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>pride</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q</td>
<td>quite</td>
<td>quiet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>rise</td>
<td></td>
<td>right</td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>shine</td>
<td>shining</td>
<td>satisfy</td>
<td>shy</td>
<td>spies</td>
</tr>
<tr>
<td></td>
<td>slime</td>
<td>silent</td>
<td>sky</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>smile</td>
<td>smiling</td>
<td>spy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>spider</td>
<td>supply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>time</td>
<td>tiger</td>
<td>try</td>
<td>tried</td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>write</td>
<td>wild</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>writing</td>
<td></td>
<td></td>
<td>Wyoming</td>
</tr>
</tbody>
</table>
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 student 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!
## Bunny Hop Cards

<table>
<thead>
<tr>
<th>servant</th>
<th>find</th>
<th>curb</th>
<th>gym</th>
<th>post</th>
<th>multiply</th>
</tr>
</thead>
<tbody>
<tr>
<td>stirrup</td>
<td>dryer</td>
<td>gold</td>
<td>spider</td>
<td>fellow</td>
<td>nearby</td>
</tr>
<tr>
<td>pattern</td>
<td>supply</td>
<td>surrender</td>
<td>silent</td>
<td>elbow</td>
<td>mold</td>
</tr>
<tr>
<td>system</td>
<td>old</td>
<td>bright</td>
<td>tiger</td>
<td>owners</td>
<td>disturb</td>
</tr>
<tr>
<td>cymbal</td>
<td>cold</td>
<td>swirl</td>
<td>dryer</td>
<td>toll</td>
<td>snow</td>
</tr>
<tr>
<td>symbol</td>
<td>below</td>
<td>squirrel</td>
<td>cry</td>
<td>high</td>
<td>blow</td>
</tr>
<tr>
<td>bind</td>
<td>yellow</td>
<td>disturb</td>
<td>fry</td>
<td>lies</td>
<td>show</td>
</tr>
<tr>
<td>blind</td>
<td>window</td>
<td>myth</td>
<td>most</td>
<td>oxygen</td>
<td>third</td>
</tr>
</tbody>
</table>
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
2. burn
3. first
4. myth
5. kind
6. night
7. spy
8. snow
9. even
10. lucky
11. walnut
12. cold
13. butterfly
14. system
15. false

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/
2. ‘ur’ > /er/
3. ‘ir’ > /er/
4. ‘y’ > /i/
5. ‘i’ > /ie/
6. ‘igh’ > /ie/
7. ‘y’ > /ie/
8. ‘ow’ > /oe/
9. ‘e’ > /ee/
10. ‘y’ > /ee/
11. ‘al’ > /aw/
12. ‘o’ > /oe/
13. ‘er’ > /et/; ‘y’ > /ie/
14. ‘y’ > /i/
15. ‘al’ > /aw/
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
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.
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. 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 getting a 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.
W.C.P.M. Calculation Worksheet

Student: ___________________________

Date: ____________________________

Story: *The Visit*

Total words in story (not including title): 614

<table>
<thead>
<tr>
<th>Words</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words Read</td>
<td>Minutes</td>
</tr>
<tr>
<td>Uncorrected Mistakes</td>
<td>Seconds</td>
</tr>
<tr>
<td>Words Correct</td>
<td>Finish Time</td>
</tr>
<tr>
<td></td>
<td>Start Time</td>
</tr>
<tr>
<td></td>
<td>Elapsed Time</td>
</tr>
<tr>
<td></td>
<td>Time in Seconds</td>
</tr>
</tbody>
</table>

\[
\text{W.C.P.M.} = \frac{\text{Words Correct}}{\text{Time in Seconds}} \times 60
\]

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 (Unit 5)

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

<table>
<thead>
<tr>
<th>Focus: Spelling Alternatives</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>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 students the Spelling Card.</td>
<td>previously taught Spelling Cards Code Flip Books</td>
</tr>
<tr>
<td>Introduction/Teaching</td>
<td>Ask students for the spellings they know for the particular sound. Write the spellings and write several words with that spelling. Introduce the spelling alternative. Write words with the alternate spelling. 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. Have students repeat the words. Repeat the words and ask students where the target sound is located, as they refer to the Individual Code Chart.</td>
<td>board or chart paper Spelling Card(s) Vowel Code Flip Book Individual Code Chart</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Have a pocket chart or chart paper or use the board with a column for each spelling alternative. Give students cards with words with the different spellings of the target sound. Students read their words and place them under the correct column by spelling.</td>
<td>pocket chart or chart paper on board</td>
</tr>
<tr>
<td>Suggested Independent Practice</td>
<td>Students can read isolated words with targeted sound. Students can read list of words or phrases with targeted sound. More proficient students can read connected decodable text with targeted sound.</td>
<td></td>
</tr>
</tbody>
</table>
Section VI-A

Spelling Alternatives 'o', 'ou', and 'o_e' > /u/

Word Lists
Name: _______________________________________________________

Spelling Alternative: ‘o’ > /u/ (son)

<table>
<thead>
<tr>
<th>comfort</th>
<th>develop</th>
<th>carrot</th>
<th>among</th>
<th>another</th>
<th>apron</th>
</tr>
</thead>
<tbody>
<tr>
<td>becoming</td>
<td>freedom</td>
<td>gallon</td>
<td>canyon</td>
<td>blossom</td>
<td>brother</td>
</tr>
<tr>
<td>gallop</td>
<td>honey</td>
<td>isolate</td>
<td>kingdom</td>
<td>lemon</td>
<td>mammoth</td>
</tr>
<tr>
<td>nobody</td>
<td>observe</td>
<td>person</td>
<td>reason</td>
<td>season</td>
<td>together</td>
</tr>
<tr>
<td>union</td>
<td>violent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spelling Alternative: ‘ou’ > /u/ (touch)

<table>
<thead>
<tr>
<th>country</th>
<th>couple</th>
<th>double</th>
<th>famous</th>
<th>generous</th>
</tr>
</thead>
<tbody>
<tr>
<td>nervous</td>
<td>southern</td>
<td>young</td>
<td>enormous</td>
<td>dangerous</td>
</tr>
<tr>
<td>furious</td>
<td>cousin</td>
<td>curious</td>
<td>jealous</td>
<td>trouble</td>
</tr>
<tr>
<td>marvelous</td>
<td>humorous</td>
<td>numerous</td>
<td>serious</td>
<td></td>
</tr>
</tbody>
</table>
Spelling Alternative: ‘o_e’ > /u/ (*come*)

<table>
<thead>
<tr>
<th>above</th>
<th>become</th>
<th>done</th>
<th>dove</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>glove</td>
<td>none</td>
<td>shove</td>
</tr>
<tr>
<td>beloved</td>
<td>come</td>
<td>income</td>
<td>overcome</td>
</tr>
<tr>
<td>purpose</td>
<td>welcome</td>
<td>handsome</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>rush</th>
<th>trust</th>
<th>bunch</th>
<th>son</th>
</tr>
</thead>
<tbody>
<tr>
<td>month</td>
<td>ugly</td>
<td>mother</td>
<td>until</td>
</tr>
<tr>
<td>truck</td>
<td>unkind</td>
<td>money</td>
<td>front</td>
</tr>
</tbody>
</table>

/u/ spelled ‘u’ as in bug

/rush/

/u/ spelled ‘o’ as in other

/other/
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 _________________?
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.

<table>
<thead>
<tr>
<th>love</th>
<th>none</th>
<th>come</th>
<th>above</th>
</tr>
</thead>
<tbody>
<tr>
<td>dove</td>
<td>welcome</td>
<td>handsome</td>
<td>shove</td>
</tr>
</tbody>
</table>

1. zero _________________________
2. enter _________________________
3. wanted _________________________
4. push _________________________
5. cute _________________________
6. bird _________________________
7. up _________________________
8. like _________________________
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.

<table>
<thead>
<tr>
<th>nervous</th>
<th>dove</th>
<th>country</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>shove</td>
<td>poisonous</td>
</tr>
</tbody>
</table>

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.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
The words shown below contain the /u/ sound, written with various spellings. Read the words. Use each word in an oral sentence.

<table>
<thead>
<tr>
<th>but</th>
<th>some</th>
<th>other</th>
<th>just</th>
<th>such</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>mother</td>
<td>under</td>
<td>done</td>
<td>money</td>
</tr>
<tr>
<td>brother</td>
<td>southern</td>
<td>touch</td>
<td>run</td>
<td>young</td>
</tr>
<tr>
<td>trouble</td>
<td>month</td>
<td>son</td>
<td>none</td>
<td>bus</td>
</tr>
</tbody>
</table>
This chart shows four spellings for the /u/ sound. Use the chart to fill in the worksheet on the following pages.

<table>
<thead>
<tr>
<th></th>
<th>‘u’</th>
<th>‘o’</th>
<th>‘ou’</th>
<th>‘o_e’</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>buddy</td>
<td>brother</td>
<td>boisterous</td>
<td>become</td>
</tr>
<tr>
<td>c</td>
<td>cup</td>
<td>cover</td>
<td>cousin</td>
<td>country</td>
</tr>
<tr>
<td>d</td>
<td>duck</td>
<td>dozen</td>
<td>Doug</td>
<td>done</td>
</tr>
<tr>
<td>e</td>
<td></td>
<td>enormous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>fun</td>
<td>front</td>
<td>famous</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
<td>generous</td>
<td>glove</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>hug</td>
<td>honey</td>
<td>hideous</td>
<td>handsome</td>
</tr>
<tr>
<td>j</td>
<td>junk</td>
<td>just</td>
<td>jealous</td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>luck</td>
<td>lunch</td>
<td></td>
<td>love</td>
</tr>
<tr>
<td>m</td>
<td>must</td>
<td>money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mug</td>
<td>monkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mud</td>
<td>mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>nun</td>
<td>nothing</td>
<td>nervous</td>
<td>none</td>
</tr>
<tr>
<td>p</td>
<td>puppy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>run</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>such</td>
<td>son</td>
<td>southern</td>
<td>shove</td>
</tr>
<tr>
<td></td>
<td>sudden</td>
<td></td>
<td></td>
<td>some</td>
</tr>
<tr>
<td></td>
<td>sun</td>
<td></td>
<td></td>
<td>something</td>
</tr>
<tr>
<td>t</td>
<td>truck</td>
<td></td>
<td>ton</td>
<td>touch</td>
</tr>
<tr>
<td></td>
<td>trust</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>unless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>until</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w</td>
<td></td>
<td>won</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>yuck</td>
<td></td>
<td>young</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>O</th>
<th>/o/</th>
<th>hop</th>
<th>drop</th>
<th>spot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>/oe/</td>
<td>open</td>
<td>hotel</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>/u/</td>
<td>son</td>
<td>front</td>
<td>coming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/o/ as in hop</th>
<th>/oe/ as in open</th>
<th>/u/ as in son</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I need to find my father and mother.</td>
<td></td>
<td>mother</td>
</tr>
<tr>
<td>2. I have one sister and two brothers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is the watch silver or gold?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The baby has a bottle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is my ankle sprained or broken?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I broke my leg, I went to the hospital.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. This is a difficult math problem.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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*.

<table>
<thead>
<tr>
<th>‘o’</th>
<th>/o/</th>
<th>/oe/</th>
<th>/u/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hop</td>
<td>drop</td>
<td>model</td>
</tr>
<tr>
<td></td>
<td>open</td>
<td>hotel</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>son</td>
<td>front</td>
<td>coming</td>
</tr>
</tbody>
</table>

1. There are 31 days in the _month_ of March.
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_.

<table>
<thead>
<tr>
<th>/o/ as in <em>hop</em></th>
<th>/oe/ as in <em>open</em></th>
<th>/u/ as in <em>son</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are 31 days in the <em>month</em> of March.</td>
<td></td>
<td>month</td>
</tr>
<tr>
<td>The kids are eating <em>popsicles</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When he swims, he wears <em>goggles</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rats, mice, and hamsters are <em>rodents</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like reading <em>poetry</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She is reading a <em>novel</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The horses galloped past <em>us</em>.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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/ (hop) vs. ‘o’ > /oe/ (open) vs. ‘o’ > /u/ (son)

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Possible division</th>
<th>2nd possible division</th>
<th>Possible sentence for meaning (Remember the sentence is done orally.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>open</td>
<td>o pen</td>
<td>op en</td>
<td>Is the store ______ or closed?</td>
</tr>
<tr>
<td>hotel</td>
<td>ho tel</td>
<td>hot el</td>
<td>We will stay at the ______ for two nights when we are on vacation.</td>
</tr>
<tr>
<td>coming</td>
<td>co ming</td>
<td>com ing</td>
<td>Are you ______ to my party?</td>
</tr>
<tr>
<td>modest</td>
<td>mod est</td>
<td>mo dest</td>
<td>Someone who does not brag is said to be ______.</td>
</tr>
<tr>
<td>dropping</td>
<td>dro pping</td>
<td>drop ping</td>
<td>We will be ______ you off at your play date on the way to the mall.</td>
</tr>
<tr>
<td>hopping</td>
<td>ho pping</td>
<td>hop ping</td>
<td>The bunny rabbit is ______ down the bunny trail.</td>
</tr>
<tr>
<td>hoping</td>
<td>ho ping</td>
<td>hop ing</td>
<td>I am ______ to get my homework done on time this week.</td>
</tr>
<tr>
<td>potting</td>
<td>pot ting</td>
<td>po tting</td>
<td>Mom used ______ soil for the flowers.</td>
</tr>
<tr>
<td>police</td>
<td>po lice</td>
<td>pol ice</td>
<td>Please call the ______ to help us stop the thief.</td>
</tr>
<tr>
<td>motion</td>
<td>mo tion</td>
<td>mot ion</td>
<td>Sometimes I get ______ sickness from riding in the car.</td>
</tr>
</tbody>
</table>
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*.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>front</td>
<td>pollen</td>
<td>open</td>
<td>hoping</td>
<td></td>
</tr>
<tr>
<td>cover</td>
<td>model</td>
<td>kingdom</td>
<td>motel</td>
<td></td>
</tr>
<tr>
<td>command</td>
<td>topic</td>
<td>noble</td>
<td>tropical</td>
<td></td>
</tr>
</tbody>
</table>

/o/ as in *stop*

/u/ as in *from*

/oel/ as in *hotel*
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.

<table>
<thead>
<tr>
<th>motel</th>
<th>only</th>
<th>person</th>
<th>cottage</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>money</td>
<td>cannot</td>
<td>problem</td>
<td>over</td>
<td>coming</td>
</tr>
<tr>
<td>also</td>
<td>going</td>
<td>process</td>
<td>almost</td>
<td>modern</td>
</tr>
<tr>
<td>reason</td>
<td>period</td>
<td>product</td>
<td>program</td>
<td>provide</td>
</tr>
<tr>
<td>bodies</td>
<td>solid</td>
<td>brother</td>
<td>focus</td>
<td>radio</td>
</tr>
</tbody>
</table>
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.
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*.

<table>
<thead>
<tr>
<th>‘o_e’</th>
<th>/oe/</th>
<th>/u/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>home</td>
<td>come</td>
</tr>
<tr>
<td></td>
<td>those</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>wrote</td>
<td>love</td>
</tr>
</tbody>
</table>

1. We can leave when we are done.

2. Adam is wearing gloves.

3. Alan is digging a hole.

4. Do you want all of that bacon or just some of it?

5. Her youngest son went skiing down the slope.

6. Take small bites so that you don’t choke.

7. Simon tied a knot in the rope.
Write the words found in the sentences that have the tricky spelling ‘o_e’ sounded /œ/ under *home* and the words that have the tricky spelling ‘o_e’ sounded /u/ under *come*.

<table>
<thead>
<tr>
<th>‘O_e’ → /œ/</th>
<th>‘O_e’ → /u/</th>
</tr>
</thead>
<tbody>
<tr>
<td>home</td>
<td>those</td>
</tr>
<tr>
<td>come</td>
<td>none</td>
</tr>
</tbody>
</table>

1. Even if you are mad, you should not shove.

2. I like ice cream cones.

3. That is not the letter that I wrote.

4. The mat on the porch said "Welcome!"

5. Do you want a slice or do you want the whole thing?

6. A rock is a lot like a stone.

7. I love my baby sister.
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)

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Possible pronunciation</th>
<th>2nd possible pronunciation</th>
<th>Possible sentence for meaning (Remember the sentence is done orally.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>ab/oe/ve</td>
<td>ab /u/ ve</td>
<td>Look ______ the desk not below it.</td>
</tr>
<tr>
<td>alone</td>
<td>al/oe/ne</td>
<td>al/u/ne</td>
<td>I am all ______ at home until Mom gets here.</td>
</tr>
<tr>
<td>done</td>
<td>d/oe/ne</td>
<td>d/u/ne</td>
<td>What should I do when I am ______ with my work?</td>
</tr>
<tr>
<td>dove</td>
<td>d/oe/ve</td>
<td>d/u/ve</td>
<td>A ______ is usually white.</td>
</tr>
<tr>
<td>robe</td>
<td>r/oe/be</td>
<td>r/u/be</td>
<td>Could you please get my bath ______?</td>
</tr>
<tr>
<td>mole</td>
<td>m/oe/le</td>
<td>m/u/le</td>
<td>A ______ is a small animal that lives almost completely underground.</td>
</tr>
<tr>
<td>cone</td>
<td>c/oe/ne</td>
<td>c/u/ne</td>
<td>Would you like an ice cream ______?</td>
</tr>
<tr>
<td>none</td>
<td>n/oe/ne</td>
<td>n/u/ne</td>
<td>______ of us wants to miss recess.</td>
</tr>
<tr>
<td>shove</td>
<td>sh/oe/ve</td>
<td>sh/u/ve</td>
<td>Please do not ______ in line.</td>
</tr>
<tr>
<td>glove</td>
<td>gl/oe/ve</td>
<td>gl/u/ve</td>
<td>I have lost my ______.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>role</th>
<th>welcome</th>
<th>notebook</th>
<th>shove</th>
</tr>
</thead>
<tbody>
<tr>
<td>glove</td>
<td>vote</td>
<td>none</td>
<td>choke</td>
</tr>
<tr>
<td>lovely</td>
<td>rope</td>
<td>bone</td>
<td>stole</td>
</tr>
</tbody>
</table>

/oel/ as in hope

________________________ ________________________
________________________ ________________________
________________________ ________________________
________________________ ________________________
________________________ ________________________
________________________ ________________________
________________________ ________________________

/ul/ as in done

________________________ ________________________
________________________ ________________________
________________________ ________________________
________________________ ________________________
________________________ ________________________
________________________ ________________________
________________________ ________________________
________________________ ________________________
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 |
| ‘ou’ → /u/ | touch | country | jealous |

<table>
<thead>
<tr>
<th>/ou/ as in <em>shout</em></th>
<th>/u/ as in <em>touch</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is he old or <strong>young</strong>?</td>
<td><strong>young</strong></td>
</tr>
<tr>
<td>2. The sky has lots of <strong>clouds</strong>.</td>
<td></td>
</tr>
<tr>
<td>3. The lake is enormous.</td>
<td></td>
</tr>
<tr>
<td>4. Did you hear that <strong>sound</strong>?</td>
<td></td>
</tr>
<tr>
<td>5. My <strong>cousin’s name is Doug</strong>.</td>
<td></td>
</tr>
<tr>
<td>6. Tests make me nervous.</td>
<td></td>
</tr>
<tr>
<td>7. Check the lost and <strong>found</strong> box.</td>
<td></td>
</tr>
</tbody>
</table>
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*.

<table>
<thead>
<tr>
<th>‘ou’ → /ou/</th>
<th>/u/</th>
<th>shout</th>
<th>out</th>
<th>proud</th>
<th>touch</th>
<th>country</th>
<th>jealous</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>/ou/ as in <em>shout</em></th>
<th>/u/ as in <em>touch</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When he got an A and I got a B, I felt jealous.</td>
<td>jealous</td>
</tr>
<tr>
<td>2. Stop being silly. It’s time to be serious.</td>
<td></td>
</tr>
<tr>
<td>3. The cookie is flat and round.</td>
<td></td>
</tr>
<tr>
<td>4. They are sitting on the couch.</td>
<td></td>
</tr>
<tr>
<td>5. David is my uncle and Rachel is my cousin.</td>
<td></td>
</tr>
<tr>
<td>6. That radio is too loud!</td>
<td></td>
</tr>
<tr>
<td>7. When she is upset, she pouts.</td>
<td></td>
</tr>
</tbody>
</table>
### 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)

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Possible pronunciation</th>
<th>2nd possible pronunciation</th>
<th>Possible sentence for meaning (Remember the sentence is done orally.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>country</td>
<td>c/ou/ntry</td>
<td>c/u/ntry</td>
<td>Do you live in the ______ or in the city?</td>
</tr>
<tr>
<td>double</td>
<td>d/ou/ble</td>
<td>d/u/ble</td>
<td>I would like a ______ scoop of ice cream.</td>
</tr>
<tr>
<td>amount</td>
<td>am/ou/nt</td>
<td>am/u/nt</td>
<td>What ______ of soup should I make?</td>
</tr>
<tr>
<td>bounce</td>
<td>b/ou/nce</td>
<td>b/u/nce</td>
<td>The tennis ball will ______ high!</td>
</tr>
<tr>
<td>famous</td>
<td>fam/ou/s</td>
<td>fam/u/s</td>
<td>Is he a ______ actor?</td>
</tr>
<tr>
<td>clouds</td>
<td>cl/ou/ds</td>
<td>cl/u/ds</td>
<td>I love to watch the fluffy white ______ as they scoot across the sky.</td>
</tr>
<tr>
<td>nervous</td>
<td>nerv/ou/s</td>
<td>nerv/u/s</td>
<td>He is very ______ to speak in front of a crowd.</td>
</tr>
<tr>
<td>flour</td>
<td>fl/ou/r</td>
<td>fl/u/r</td>
<td>We need some more ______ for the cookies.</td>
</tr>
<tr>
<td>found</td>
<td>f/ou/nd</td>
<td>f/u/nd</td>
<td>Yes! I ______ the lost keys.</td>
</tr>
<tr>
<td>cousin</td>
<td>c/ou/sin</td>
<td>c/u/sin</td>
<td>My ______ Jane is visiting us.</td>
</tr>
</tbody>
</table>
Write the words with the tricky spelling ‘ou’ sounded /ou/ under *mouth* and the words with the tricky spelling ‘ou’ sounded /u/ under *touch*.

<table>
<thead>
<tr>
<th>/ou/ as in <em>mouth</em></th>
<th>/u/ as in <em>touch</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>outing</td>
<td>serious</td>
</tr>
<tr>
<td>amount</td>
<td>southern</td>
</tr>
<tr>
<td>younger</td>
<td>thousand</td>
</tr>
<tr>
<td>dangerous</td>
<td>about</td>
</tr>
<tr>
<td>cousin</td>
<td>shouting</td>
</tr>
<tr>
<td>background</td>
<td>counter</td>
</tr>
</tbody>
</table>
Section VI-A

Spelling Alternatives 'o', 'ou', and 'o_e' > /u/
Practice Sentences and Stories for Oral Reading
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.
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.
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.”
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.”
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/!”

“If we can get them to spell the schwa sound with a ‘u’, they will write the word about like this.”

“Whereas we know it is really spelled like this.”

“If we can get them to spell the schwa sound with a ‘u’, they will write reporter like this.”
[Write reporter on the board.]
“Or maybe like this.”

[Write riporter on the board.]
“Whereas we know it is really spelled like this.”

[Cross out reporter 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

“/u/.../u/.../u/”

“Bad news!”

schwa

“/u/.../u/.../u/”

“/u/.../u/.../u/”
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.

<table>
<thead>
<tr>
<th>Copy</th>
<th>Spell</th>
<th>Did you beat the spoilers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>o yes o no</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>o yes o no</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>o yes o no</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>o yes o no</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>o yes o no</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>o yes o no</td>
</tr>
<tr>
<td>Did you beat the spoilers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>no</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spell</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Copy</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/

Word Lists
Name: _______________________________________________________

Spelling Alternative: ‘a’ > /ə/ (about)

<table>
<thead>
<tr>
<th>across</th>
<th>afraid</th>
<th>balloon</th>
<th>banana</th>
<th>zebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>pajamas</td>
<td>roman</td>
<td>Cuba</td>
<td>separate</td>
<td>woman</td>
</tr>
<tr>
<td>voyage</td>
<td>extra</td>
<td>purchase</td>
<td>giant</td>
<td>human</td>
</tr>
<tr>
<td>village</td>
<td>sofa</td>
<td>organ</td>
<td>pyramid</td>
<td>vacant</td>
</tr>
<tr>
<td>idea</td>
<td>among</td>
<td>lava</td>
<td>salad</td>
<td>mama</td>
</tr>
<tr>
<td>soda</td>
<td>nowadays</td>
<td>umbrella</td>
<td>pyramid</td>
<td>palace</td>
</tr>
<tr>
<td>theater</td>
<td>vacant</td>
<td>vitamin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘e’ > /ə/ (debate)

<table>
<thead>
<tr>
<th>ashen</th>
<th>vinegar</th>
<th>anthem</th>
<th>appetite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ticket</td>
<td>taken</td>
<td>Kentucky</td>
<td>benefit</td>
</tr>
<tr>
<td>category</td>
<td>element</td>
<td>comedy</td>
<td>ceremony</td>
</tr>
<tr>
<td>tragedy</td>
<td>severe</td>
<td>correspond</td>
<td>courtesy</td>
</tr>
<tr>
<td>debate</td>
<td>bucket</td>
<td>strategy</td>
<td>supplement</td>
</tr>
<tr>
<td>arithmetic</td>
<td>cafeteria</td>
<td>hello</td>
<td>eleven</td>
</tr>
<tr>
<td>loyal</td>
<td>local</td>
<td>legal</td>
<td>musical</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>capital</td>
<td>cardinal</td>
<td>carnival</td>
<td>casual</td>
</tr>
<tr>
<td>tidal</td>
<td>total</td>
<td>mortal</td>
<td>musical</td>
</tr>
<tr>
<td>mammal</td>
<td>manual</td>
<td>material</td>
<td>medal</td>
</tr>
<tr>
<td>mental</td>
<td>royal</td>
<td>rival</td>
<td>rental</td>
</tr>
<tr>
<td>petal</td>
<td>pedal</td>
<td>oval</td>
<td>oral</td>
</tr>
<tr>
<td>naval</td>
<td>natural</td>
<td>national</td>
<td>formal</td>
</tr>
<tr>
<td>festival</td>
<td>fatal</td>
<td>equal</td>
<td>global</td>
</tr>
<tr>
<td>hospital</td>
<td>illegal</td>
<td>dental</td>
<td>dial</td>
</tr>
<tr>
<td>disposal</td>
<td>vital</td>
<td>vocal</td>
<td>verbal</td>
</tr>
<tr>
<td>journal</td>
<td>metal</td>
<td>animal</td>
<td>admiral</td>
</tr>
<tr>
<td>coastal</td>
<td>crystal</td>
<td>signal</td>
<td>spiral</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘il’ > /əl/ + /l/ (*pencil*)

<table>
<thead>
<tr>
<th>angrily</th>
<th>April</th>
<th>civil</th>
<th>devil</th>
<th>easily</th>
</tr>
</thead>
<tbody>
<tr>
<td>evil</td>
<td>family</td>
<td>fossil</td>
<td>happily</td>
<td>hastily</td>
</tr>
<tr>
<td>nostril</td>
<td>pencil</td>
<td>utensils</td>
<td>lentil</td>
<td>jubilee</td>
</tr>
<tr>
<td>greedily</td>
<td>tonsils</td>
<td>pupil</td>
<td>readily</td>
<td>similar</td>
</tr>
<tr>
<td>steadily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘el’ > /əl/ + /l/ (travel)

<table>
<thead>
<tr>
<th>kennel</th>
<th>funnel</th>
<th>flannel</th>
<th>towel</th>
<th>travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>tunnel</td>
<td>vowel</td>
<td>bushel</td>
<td>cancel</td>
<td>duel</td>
</tr>
<tr>
<td>easel</td>
<td>morsel</td>
<td>shovel</td>
<td>jewel</td>
<td>label</td>
</tr>
<tr>
<td>model</td>
<td>nickel</td>
<td>novel</td>
<td>rebel</td>
<td>angel</td>
</tr>
<tr>
<td>antelope</td>
<td>barrel</td>
<td>squirrel</td>
<td>chapel</td>
<td>select</td>
</tr>
<tr>
<td>level</td>
<td>camel</td>
<td>channel</td>
<td>gravel</td>
<td>cruel</td>
</tr>
<tr>
<td>enamel</td>
<td>envelope</td>
<td></td>
<td>excellent</td>
<td>hazel</td>
</tr>
</tbody>
</table>
Spelling Alternative: ‘le’ > /ə + /l/ (apple)

<table>
<thead>
<tr>
<th>able</th>
<th>ample</th>
<th>angle</th>
<th>ankle</th>
<th>axle</th>
<th>battle</th>
</tr>
</thead>
<tbody>
<tr>
<td>beetle</td>
<td>bicycle</td>
<td>bottle</td>
<td>bubble</td>
<td>cable</td>
<td>whistle</td>
</tr>
<tr>
<td>wrinkle</td>
<td>candle</td>
<td>castle</td>
<td>cattle</td>
<td>circle</td>
<td>couple</td>
</tr>
<tr>
<td>cradle</td>
<td>double</td>
<td>eagle</td>
<td>example</td>
<td>freckle</td>
<td>gentle</td>
</tr>
<tr>
<td>giggle</td>
<td>handle</td>
<td>horrible</td>
<td>huddle</td>
<td>humble</td>
<td>idle</td>
</tr>
<tr>
<td>jungle</td>
<td>kettle</td>
<td>little</td>
<td>maple</td>
<td>marble</td>
<td>middle</td>
</tr>
<tr>
<td>miracle</td>
<td>muffle</td>
<td>muzzle</td>
<td>needle</td>
<td>paddle</td>
<td>pebble</td>
</tr>
<tr>
<td>people</td>
<td>pickle</td>
<td>puddle</td>
<td>purple</td>
<td>puzzle</td>
<td>rattle</td>
</tr>
<tr>
<td>riddle</td>
<td>saddle</td>
<td>simple</td>
<td>single</td>
<td>sparkle</td>
<td>stable</td>
</tr>
<tr>
<td>stumble</td>
<td>table</td>
<td>tackle</td>
<td>tangle</td>
<td>temple</td>
<td>title</td>
</tr>
<tr>
<td>uncle</td>
<td>visible</td>
<td>vegetable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Spelling Alternative: ‘tion’ > /sh/+/ə/+ /n/ (*action*)

<table>
<thead>
<tr>
<th>action</th>
<th>addition</th>
<th>adoption</th>
<th>affection</th>
</tr>
</thead>
<tbody>
<tr>
<td>attention</td>
<td>caution</td>
<td>condition</td>
<td>connection</td>
</tr>
<tr>
<td>creation</td>
<td>decoration</td>
<td>definition</td>
<td>direction</td>
</tr>
<tr>
<td>education</td>
<td>election</td>
<td>emotion</td>
<td>eruption</td>
</tr>
<tr>
<td>exception</td>
<td>fiction</td>
<td>fraction</td>
<td>injection</td>
</tr>
<tr>
<td>infection</td>
<td>invention</td>
<td>junction</td>
<td>location</td>
</tr>
<tr>
<td>mention</td>
<td>motion</td>
<td>nation</td>
<td>notion</td>
</tr>
<tr>
<td>operation</td>
<td>population</td>
<td>position</td>
<td>reaction</td>
</tr>
<tr>
<td>section</td>
<td>station</td>
<td>tradition</td>
<td>vacation</td>
</tr>
</tbody>
</table>
Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/
Worksheets
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.

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
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.
Fill in the Blanks

<table>
<thead>
<tr>
<th>lemon</th>
<th>season</th>
<th>together</th>
<th>kingdom</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother</td>
<td>honey</td>
<td>Canyon</td>
<td>mammoth</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>nowadays</th>
<th>vacant</th>
<th>extra</th>
<th>palace</th>
</tr>
</thead>
<tbody>
<tr>
<td>giant</td>
<td>purchase</td>
<td>vitamin</td>
<td>damage</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>neglect</th>
<th>vinegar</th>
<th>cafeteria</th>
<th>comedy</th>
</tr>
</thead>
<tbody>
<tr>
<td>secure</td>
<td>ashen</td>
<td>hello</td>
<td>decay</td>
</tr>
</tbody>
</table>

1. soda   ______________________
2. dining room ______________________
3. fresh   ______________________
4. good-bye  ______________________
5. flushed  ______________________
6. loose   ______________________
7. serious  ______________________
8. feed    ______________________
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. Not quite round
   ______ ______ ______ ______ 6

______ W ______ ______ ______ ______

W ______ ______ ______ ______!

1 2 9 3 4 5 6 7 8
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
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*.

<table>
<thead>
<tr>
<th>‘ul’ as in <em>useful</em></th>
<th>‘al’ as in <em>metal</em></th>
<th>‘il’ as in <em>April</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>harmful</td>
<td>fossil</td>
<td>hospital</td>
</tr>
<tr>
<td>total</td>
<td>pencil</td>
<td>several</td>
</tr>
<tr>
<td>peaceful</td>
<td>hopeful</td>
<td>normal</td>
</tr>
<tr>
<td>evil</td>
<td>awful</td>
<td>civil</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>single</th>
<th>whistle</th>
<th>cattle</th>
<th>bicycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>candle</td>
<td>marbles</td>
<td>needle</td>
<td>puzzle</td>
</tr>
</tbody>
</table>

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: ____________________
Fill in the Blanks

<table>
<thead>
<tr>
<th>bubble</th>
<th>apples</th>
<th>beagles</th>
<th>noodles</th>
<th>eagle</th>
</tr>
</thead>
<tbody>
<tr>
<td>maple</td>
<td>single</td>
<td>candle</td>
<td>poodles</td>
<td>stable</td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>single</th>
<th>handle</th>
<th>gamble</th>
<th>temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>stable</td>
<td>cradle</td>
<td>idle</td>
<td>twinkle</td>
</tr>
<tr>
<td>able</td>
<td>title</td>
<td>needle</td>
<td>apple</td>
</tr>
<tr>
<td>gurgle</td>
<td>jingle</td>
<td>cattle</td>
<td>purple</td>
</tr>
<tr>
<td>bubble</td>
<td>eagle</td>
<td>steeple</td>
<td>beagle</td>
</tr>
</tbody>
</table>
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.
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.
## Fill in the Blanks

<table>
<thead>
<tr>
<th>hospital</th>
<th>decide</th>
<th>normal</th>
<th>America</th>
</tr>
</thead>
<tbody>
<tr>
<td>pedal</td>
<td>petals</td>
<td>animal</td>
<td>cheerful</td>
</tr>
<tr>
<td>April</td>
<td>signal</td>
<td>emergency</td>
<td>principal</td>
</tr>
<tr>
<td>appear</td>
<td>dangerous</td>
<td>equals</td>
<td>helpful</td>
</tr>
</tbody>
</table>

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 ________________________.
<table>
<thead>
<tr>
<th>hospital</th>
<th>decide</th>
<th>normal</th>
<th>America</th>
</tr>
</thead>
<tbody>
<tr>
<td>pedal</td>
<td>petals</td>
<td>animal</td>
<td>cheerful</td>
</tr>
<tr>
<td>April</td>
<td>signal</td>
<td>emergency</td>
<td>principal</td>
</tr>
<tr>
<td>appear</td>
<td>dangerous</td>
<td>equals</td>
<td>helpful</td>
</tr>
</tbody>
</table>

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: _______________________________________________________

hospital  decide  normal  America
pedal  petals  animal  cheerful
April  signal  emergency  principal
appear  dangerous  equals  helpful
Fill in the Blanks

station  options  attention
infection  dictionary  vacation

1. Select one of the following _____________.

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.

<table>
<thead>
<tr>
<th>'a'</th>
<th>/a/</th>
<th>/æ/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hat</td>
<td>band</td>
<td>last</td>
</tr>
<tr>
<td></td>
<td>paper</td>
<td>later</td>
<td>lady</td>
</tr>
<tr>
<td></td>
<td>about</td>
<td>along</td>
<td>balloon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/a/ as in hat</th>
<th>/æ/ as in paper</th>
<th>/ə/ as in about</th>
<th>/aw/ as in hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summer comes after fall.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Can you set the table?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. She told him to go away.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Let’s get some books from the small bookcase.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What do you want?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Take out the trash.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Let’s have eggs for lunch.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. This envelope needs a stamp.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sort the underlined words with tricky spellings.

<table>
<thead>
<tr>
<th>‘a’</th>
<th>/a/</th>
<th>/ae/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>band</td>
<td>last</td>
<td></td>
</tr>
<tr>
<td>paper</td>
<td>later</td>
<td>lady</td>
<td></td>
</tr>
<tr>
<td>about</td>
<td>along</td>
<td>balloon</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>/a/ as in hat</th>
<th>/ae/ as in paper</th>
<th>/ə/ as in about</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>She has a yellow cap.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>She is wearing her silver necklace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>To mail this letter, I need one stamp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>When my mom cooks, she wears her apron.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I need a map to find the park.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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’ > /æ/ (paper) vs. ‘a’ > /ə/ (about)

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Possible division</th>
<th>2nd possible division</th>
<th>Possible sentence for meaning (Remember the sentence is done orally.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cabin</td>
<td>ca bin</td>
<td>cab in</td>
<td>We will stay at the ______ in the woods.</td>
</tr>
<tr>
<td>paper</td>
<td>pa per</td>
<td>pap er</td>
<td>I need a sheet of ______ to write my words.</td>
</tr>
<tr>
<td>table</td>
<td>tab le</td>
<td>ta ble</td>
<td>We eat supper at the ______.</td>
</tr>
<tr>
<td>basket</td>
<td>bas ket</td>
<td>ba sket</td>
<td>Please place the eggs in the Easter ______.</td>
</tr>
<tr>
<td>napkin</td>
<td>nap kin</td>
<td>na pkin</td>
<td>Use the ______ to wipe your face.</td>
</tr>
<tr>
<td>crater</td>
<td>cra ter</td>
<td>crat er</td>
<td>The volcano ______ is huge.</td>
</tr>
<tr>
<td>faster</td>
<td>fas ter</td>
<td>fa ster</td>
<td>The rabbit is ______ than the tortoise.</td>
</tr>
<tr>
<td>rapid</td>
<td>rap id</td>
<td>ra pid</td>
<td>Another word for fast is ______.</td>
</tr>
<tr>
<td>magic</td>
<td>mag ic</td>
<td>ma gic</td>
<td>The ______ hat is on Frosty’s head.</td>
</tr>
<tr>
<td>major</td>
<td>maj or</td>
<td>ma jor</td>
<td>In the army, a ______ is an officer.</td>
</tr>
</tbody>
</table>
Write the underlined words with the tricky spelling ‘a’ sounded /a/ under bad, the words with the tricky spelling ‘a’ sounded /æ/ 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!

<table>
<thead>
<tr>
<th>/a/ as in bad</th>
<th>/æ/ as in acorn</th>
<th>/ə/ as in about</th>
<th>/aw/ as in hall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 /æ/ , 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.

<table>
<thead>
<tr>
<th>after</th>
<th>about</th>
<th>began</th>
<th>family</th>
<th>around</th>
</tr>
</thead>
<tbody>
<tr>
<td>matter</td>
<td>affect</td>
<td>halt</td>
<td>taken</td>
<td>cannot</td>
</tr>
<tr>
<td>radio</td>
<td>apple</td>
<td>perhaps</td>
<td>idea</td>
<td>avoid</td>
</tr>
<tr>
<td>rather</td>
<td>having</td>
<td>village</td>
<td>carry</td>
<td>cake</td>
</tr>
<tr>
<td>ability</td>
<td>chapter</td>
<td>call</td>
<td>China</td>
<td>strange</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

Write the words with the tricky spelling ‘a’ sounded /a/ under *bad*, the words with
the tricky spelling ‘a’ sounded /æ/ 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*.

<table>
<thead>
<tr>
<th>giant</th>
<th>lasted</th>
<th>faking</th>
<th>chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall</td>
<td>extra</td>
<td>alone</td>
<td>able</td>
</tr>
<tr>
<td>actress</td>
<td>orange</td>
<td>apple</td>
<td>around</td>
</tr>
</tbody>
</table>

| /a/  
as in *bad* | /æ/  
as in *acorn* | /ə/  
as in *about* | /aw/  
as in *hall*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>giant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Word</th>
<th>/a/ as in cat</th>
<th>/ə/ as in about</th>
<th>/æ/ as in table</th>
<th>/aw/ as in wall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>America</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pajamas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abraham</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>banana</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almanac</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© 2013 Core Knowledge Foundation
Name: _______________________________________________________

Sort the underlined words with the tricky spelling.

<table>
<thead>
<tr>
<th>‘e’</th>
<th>/e/</th>
<th>/ee/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet</td>
<td>left</td>
<td>letter</td>
<td></td>
</tr>
<tr>
<td>me</td>
<td>rewind</td>
<td>legal</td>
<td></td>
</tr>
<tr>
<td>debate</td>
<td>appetite</td>
<td>strategy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/el/ as in pet</th>
<th>/ee/ as in me</th>
<th>/ə/ as in debate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He is singing the National Anthem.</td>
<td></td>
<td>anthem</td>
</tr>
<tr>
<td>2. This glass is empty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dad and I saw a play at the theater.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I need a carton of eggs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Don’t squash the bug between the rocks!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The balloon is filled with helium.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The leaves are decaying.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Possible division</th>
<th>2nd possible division</th>
<th>Possible sentence for meaning (Remember the sentence is done orally.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>rewind</td>
<td>rew ind</td>
<td>re wind</td>
<td>Please ______ the program to the beginning.</td>
</tr>
<tr>
<td>debate</td>
<td>de bate</td>
<td>deb ate</td>
<td>When two sides don’t agree, sometimes they ______.</td>
</tr>
<tr>
<td>strategy</td>
<td>strat e gy</td>
<td>strate gy</td>
<td>The General’s ______ was to attack at night.</td>
</tr>
<tr>
<td>became</td>
<td>be came</td>
<td>bec ame</td>
<td>We ______ third graders at the end of second grade.</td>
</tr>
<tr>
<td>demand</td>
<td>dem and</td>
<td>de mand</td>
<td>It is not polite to ______ things from others.</td>
</tr>
<tr>
<td>decorations</td>
<td>dec or a tions</td>
<td>de cor a tions</td>
<td>The Easter ______ were pastel colors.</td>
</tr>
<tr>
<td>helmet</td>
<td>hel met</td>
<td>helm et</td>
<td>My bike ______ is purple.</td>
</tr>
<tr>
<td>cement</td>
<td>cem ent</td>
<td>ce ment</td>
<td>The sidewalk is made of ______.</td>
</tr>
<tr>
<td>memory</td>
<td>me mory</td>
<td>mem ory</td>
<td>My ______ is not what it used to be.</td>
</tr>
<tr>
<td>beckon</td>
<td>beck on</td>
<td>be ckon</td>
<td>He wants us to come over so he will ______ with his hand.</td>
</tr>
</tbody>
</table>
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**
5. That night we stayed in a **hotel**.
   - /el/ as in *bed*
   - /eel/ as in *me*
   - /ə/ as in *debate*

6. When I saw the sticky glop on my plate, I lost my **appetite**.
   - /el/ as in *bed*
   - /eel/ as in *me*
   - /ə/ as in *debate*

7. Can you keep a **secret**?
   - /el/ as in *bed*
   - /eel/ as in *me*
   - /ə/ as in *debate*

8. Dad is sick. He is running a **fever**.
   - /el/ as in *bed*
   - /eel/ as in *me*
   - /ə/ as in *debate*

9. Miss Douglas, I did not understand the **lesson**.
   - /el/ as in *bed*
   - /eel/ as in *me*
   - /ə/ as in *debate*
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.

<table>
<thead>
<tr>
<th>children</th>
<th>send</th>
<th>began</th>
<th>system</th>
<th>wanted</th>
</tr>
</thead>
<tbody>
<tr>
<td>himself</td>
<td>second</td>
<td>decay</td>
<td>me</td>
<td>report</td>
</tr>
<tr>
<td>open</td>
<td>equal</td>
<td>given</td>
<td>hello</td>
<td>started</td>
</tr>
<tr>
<td>problem</td>
<td>parent</td>
<td>moment</td>
<td>legal</td>
<td>deposit</td>
</tr>
<tr>
<td>except</td>
<td>decide</td>
<td>subject</td>
<td>she</td>
<td>hundred</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>pebble</th>
<th>abdomen</th>
<th>mention</th>
<th>she</th>
</tr>
</thead>
<tbody>
<tr>
<td>algebra</td>
<td>relic</td>
<td>symmetry</td>
<td>metallic</td>
</tr>
<tr>
<td>equal</td>
<td>pencil</td>
<td>lesson</td>
<td>repeat</td>
</tr>
</tbody>
</table>

/e/

as in send

----------

/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
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.
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.
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?
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.
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.
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.
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
2. courtesy
3. mother
4. decide
5. shove
6. apple
7. nation
8. funnel
9. couple
10. cousin
11. traction
12. above
13. dangerous
14. wonderful
15. love
16. hideous
17. petal
18. fossil
19. cheerful
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/
2. ‘e’ > /ə/
3. ‘o’ > /u/
4. ‘e’ > /ə/
5. ‘o_e’ > /u/
6. ‘le’ > /ə/ + /l/ + /l/
7. ‘tion’ > /ʃ/ + /ə/ + /n/ + /l/
8. ‘el’ > /ə/ + /l/ + /l/
9. ‘le’ > /ə/ + /l/ + /l/
10. ‘ou’ > /u/
11. ‘tion’ > /ʃ/ + /ə/ + /n/ + /l/ + /l/
12. ‘o_e’ > /u/
13. ‘ous’ > /u/ + /l/ + /l/
14. ‘ful’ > /f/ + /ə/ + /l/ + /l/
15. ‘o_e’ > /u/ + /l/ + /l/
16. ‘ous’ > /u/ + /l/ + /l/
17. ‘al’ > /ə/ + /l/ + /l/
18. ‘il’ > /ə/ + /l/ + /l/
19. ‘ful’ > /f/ + /ə/ + /l/ + /l/
20. ‘al’ > /ə/ + /l/ + /l/
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
<table>
<thead>
<tr>
<th></th>
<th>traction</th>
<th>fraction</th>
<th>faction</th>
<th>addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>above</td>
<td>about</td>
<td>avoid</td>
<td>amend</td>
</tr>
<tr>
<td>13.</td>
<td>fabulous</td>
<td>dangerous</td>
<td>dangers</td>
<td>dagger</td>
</tr>
<tr>
<td>14.</td>
<td>wonderland</td>
<td>wistful</td>
<td>wonderful</td>
<td>wondering</td>
</tr>
<tr>
<td>15.</td>
<td>glove</td>
<td>lovely</td>
<td>love</td>
<td>clove</td>
</tr>
<tr>
<td>16.</td>
<td>hide</td>
<td>hideout</td>
<td>hidden</td>
<td>hideous</td>
</tr>
<tr>
<td>17.</td>
<td>peel</td>
<td>pebble</td>
<td>puddle</td>
<td>petal</td>
</tr>
<tr>
<td>18.</td>
<td>missile</td>
<td>dismissal</td>
<td>fizzle</td>
<td>fossil</td>
</tr>
<tr>
<td>19.</td>
<td>cheerful</td>
<td>hopeful</td>
<td>helpful</td>
<td>careful</td>
</tr>
<tr>
<td>20.</td>
<td>animate</td>
<td>animal</td>
<td>annual</td>
<td>anything</td>
</tr>
</tbody>
</table>
Section VI-D

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.
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.

“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.

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 big red flaps 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!”
The young mouse went on. “I wanted to say hello to the nice animal that looked like me. She was so lovely, and she looked so good and gentle. She had thick, glossy hair and a modest face. As she looked at me, she waved her fine, long tail and smiled. I think she was about to speak to me when the other animal let out his awful scream. I was so scared that I ran for my life. I didn’t even have time to smile back at the nice animal. It is such a shame. I would have liked to meet that lovely animal.”

“My son,” said the mother, “the animal that scared you was a rooster. He may look and sound scary, but he would never harm you. The other animal that you saw was a cat. She may look good and gentle, but she is no pal of ours. She would gladly eat you and your mice pals. In fact, she would have eaten you if you had not run away. So be thankful, my son, that you escaped with your life. Stay close to me and remember that things are not always what they seem to be.”
W.C.P.M. Calculation Worksheet

Student: ________________________
Date: __________________________

Story: *The Young Mouse*

Total words in story (not including title): 357

<table>
<thead>
<tr>
<th>Words</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Words Read
- Uncorrected Mistakes
- Words Correct

- Minutes
- Seconds
- Finish Time
- Start Time
- Elapsed Time

\[
\text{Time in Seconds} = (\text{Words Correct} \times 60) + \text{Elapsed Time}
\]

\[
\text{W.C.P.M.} = \frac{\text{Words Correct}}{\text{Time in Seconds}} \times 60
\]

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 (Unit 6)

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

<table>
<thead>
<tr>
<th>Focus: Spelling Alternatives</th>
<th>Teaching</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 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 students the Spelling Card. | previously taught Spelling Cards  
Code Flip Books |
| Introduction/Teaching        | Ask students for the spellings they know for the particular sound.  
Write the spellings and write several words with that spelling.  
Introduce the spelling alternative.  
Write words with the alternate spelling.  
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).  
Have students repeat the words.  
Repeat the words and ask students where the target sound is located, while referring to the Individual Code Chart. | board or chart paper  
Spelling Card(s)  
Code Flip Book(s)  
Individual Code Chart |
| Guided Practice              | Have a pocket chart or chart paper or use the board with a column for each spelling alternative.  
Give students cards with words with the different spellings of the target sound.  
Students read their words and place them under the correct column by spelling. | pocket chart or chart paper on board |
| Suggested Independent Practice | Students can read isolated words with targeted sound.  
Students can read list of words or phrases with targeted sound.  
More proficient students can read connected decodable text with targeted sound. | |
Section VII-B

Spelling Alternative 'ph' > /f/

Word List
Read these words that have the /f/ sound spelled 'ph'. Then circle the letters that stand for the /f/ sound in each word.

<table>
<thead>
<tr>
<th>phone</th>
<th>phrase</th>
<th>graph</th>
<th>sphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>dolphin</td>
<td>triumph</td>
<td>orphan</td>
<td>phantom</td>
</tr>
<tr>
<td>paragraph</td>
<td>alphabet</td>
<td>photograph</td>
<td>emphasize</td>
</tr>
<tr>
<td>physical</td>
<td>atmosphere</td>
<td>pharmacy</td>
<td>elephant</td>
</tr>
<tr>
<td>homophone</td>
<td>telephone</td>
<td>microphone</td>
<td>Joseph</td>
</tr>
<tr>
<td>amphibian</td>
<td>apostrophe</td>
<td>geography</td>
<td>biography</td>
</tr>
</tbody>
</table>
Section VII-B

Spelling Alternative 'ph' > /f/
Worksheets
**Fill in the Blanks**

<table>
<thead>
<tr>
<th>photograph</th>
<th>homophones</th>
<th>amphibian</th>
<th>trophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>alphabet</td>
<td>paragraph</td>
<td>telephone</td>
<td>dolphin</td>
</tr>
</tbody>
</table>

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 ____________________.
Do the bolded letters stand for the same sound? Write yes or no.

1. trophy  funny _______________________________

2. knock  kettle _______________________________

3. sphere  spear _______________________________

4. when  witch _______________________________

5. traffic  orphan _______________________________

6. nickel  knot _______________________________

7. phone  pane _______________________________

8. graph  group _______________________________

9. write  when _______________________________

10. wrong  right _______________________________
## Fill in the Blanks

<table>
<thead>
<tr>
<th>dolphin</th>
<th>graph</th>
<th>elephant</th>
<th>pharmacy</th>
<th>phobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone</td>
<td>trophy</td>
<td>phase</td>
<td>phonics</td>
<td>phony</td>
</tr>
</tbody>
</table>

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.
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 _________________.

<table>
<thead>
<tr>
<th>ph</th>
<th>rr</th>
<th>i</th>
<th>s</th>
<th>ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ff</td>
<td>r</td>
<td>a</td>
<td>z</td>
<td>e</td>
</tr>
</tbody>
</table>

7. I have a fear, or ________________, of snakes.

<table>
<thead>
<tr>
<th>f</th>
<th>u</th>
<th>b</th>
<th>e</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>ph</td>
<td>o</td>
<td>d</td>
<td>i</td>
<td>a</td>
</tr>
</tbody>
</table>

8. I can sing the ________________ song.

<table>
<thead>
<tr>
<th>e</th>
<th>f</th>
<th>a</th>
<th>d</th>
<th>e</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>al</td>
<td>ph</td>
<td>u</td>
<td>b</td>
<td>k</td>
<td>k</td>
</tr>
</tbody>
</table>

9. The ringing ________________ woke me up.

<table>
<thead>
<tr>
<th>t</th>
<th>i</th>
<th>l</th>
<th>a</th>
<th>ph</th>
<th>o</th>
<th>n</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>e</td>
<td>ll</td>
<td>e</td>
<td>ff</td>
<td>u</td>
<td>m</td>
<td>e</td>
</tr>
</tbody>
</table>

10. We will make a bar ________________ of our favorite candy.

<table>
<thead>
<tr>
<th>gl</th>
<th>e</th>
<th>ph</th>
</tr>
</thead>
<tbody>
<tr>
<td>gr</td>
<td>a</td>
<td>ff</td>
</tr>
</tbody>
</table>
Use the words in the word box and the clues to complete the crossword puzzle on the following page.

<table>
<thead>
<tr>
<th>phone</th>
<th>dolphin</th>
<th>alphabet</th>
<th>sphere</th>
<th>orphan</th>
</tr>
</thead>
<tbody>
<tr>
<td>gopher</td>
<td>graph</td>
<td>photo</td>
<td>asphalt</td>
<td>hyphen</td>
</tr>
</tbody>
</table>

**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)
Section VII-B

Spelling Alternative 'ph' > /f/
Practice Sentences for Oral Reading
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)

<table>
<thead>
<tr>
<th>head</th>
<th>sweat</th>
<th>dead</th>
<th>deaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>tread</td>
<td>meant</td>
<td>thread</td>
<td>bread</td>
</tr>
<tr>
<td>breakfast</td>
<td>health</td>
<td>threat</td>
<td>wealth</td>
</tr>
<tr>
<td>steady</td>
<td>sweater</td>
<td>weather</td>
<td>leather</td>
</tr>
</tbody>
</table>
Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/
Worksheets
Talk to the Teacher

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 ________________.
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: _______________________________________________________
Name: _______________________________________________________

Sort the words by sound.

<table>
<thead>
<tr>
<th>peach</th>
<th>bread</th>
<th>dead</th>
<th>cream</th>
<th>dream</th>
</tr>
</thead>
<tbody>
<tr>
<td>health</td>
<td>dread</td>
<td>deaf</td>
<td>mean</td>
<td>wealth</td>
</tr>
<tr>
<td>spread</td>
<td>sweat</td>
<td>scream</td>
<td>thread</td>
<td>seam</td>
</tr>
<tr>
<td>tread</td>
<td>stream</td>
<td>team</td>
<td>beaver</td>
<td>steam</td>
</tr>
</tbody>
</table>

'ea' > /ee/ (beach)

_______________________ _______________________
_______________________ _______________________
_______________________ _______________________
_______________________ _______________________

'ea' > /e/ (head)

_______________________ _______________________
_______________________ _______________________
_______________________ _______________________
_______________________ _______________________

_______________________ _______________________
_______________________ _______________________
_______________________ _______________________
_______________________ _______________________

'ea' > /æ/ (meat)

_______________________ _______________________
_______________________ _______________________
_______________________ _______________________

'ea' > /ɛ/ (beach)

_______________________ _______________________
_______________________ _______________________
_______________________ _______________________
_______________________ _______________________

'ea' > /eɪ/ (strength)

_______________________ _______________________
_______________________ _______________________
_______________________ _______________________

'ea' > /aɪ/ (sky)

_______________________ _______________________
_______________________ _______________________

'ea' > /ə/ (near)

_______________________ _______________________

'ea' > /ɪ/ (eye)

_______________________
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/

<table>
<thead>
<tr>
<th>dollar</th>
<th>collar</th>
<th>lizard</th>
<th>custard</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td>alligator</td>
<td>actor</td>
<td>polar</td>
</tr>
<tr>
<td>color</td>
<td>blizzard</td>
<td>favor</td>
<td>vapor</td>
</tr>
<tr>
<td>homework</td>
<td>backward</td>
<td>author</td>
<td>calendar</td>
</tr>
</tbody>
</table>

© 2013 Core Knowledge Foundation
Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/
Worksheets
Read each word. Then mark the sound the underlined letters stand for. Hint: *Follow your ear, not your eye.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>farmer</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
<tr>
<td>2. <strong>snorting</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
<tr>
<td>3. <strong>beggar</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
<tr>
<td>4. <strong>favor</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
<tr>
<td>5. <strong>corner</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
<tr>
<td>6. <strong>effort</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
<tr>
<td>7. <strong>custard</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
<tr>
<td>8. <strong>army</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
<tr>
<td>9. <strong>blizzard</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
<tr>
<td>10. <strong>alligator</strong></td>
<td>/ar/ as in car</td>
<td>/or/ as in for</td>
</tr>
</tbody>
</table>
Fill in the Blanks

<table>
<thead>
<tr>
<th>dollar</th>
<th>actor</th>
<th>color</th>
<th>history</th>
<th>doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>polar</td>
<td>calendar</td>
<td>lizard</td>
<td>wizard</td>
<td>mustard</td>
</tr>
</tbody>
</table>

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.


9. The ________________ sat in the sun on a rock.

10. A ________________ can cast a spell.
Find the Secret Message!

<table>
<thead>
<tr>
<th>forward</th>
<th>diary</th>
<th>calendar</th>
<th>alligator</th>
<th>vapor</th>
</tr>
</thead>
<tbody>
<tr>
<td>beggar</td>
<td>forgot</td>
<td>author</td>
<td>dollars</td>
<td>collar</td>
</tr>
</tbody>
</table>

1. The person who writes a book is called an
   ____  ____  ____  ____  ____  ____.


3. Don't go back! Go
   ____  ____  ____  ____  ____  ____  ____  ____  ____  ____  ____! 10


5. It will cost ten ____  ____  ____  ____  ____  ____  ____  ____  ____  ____ to buy
   the toy truck.

6. I ____  ____  ____  ____  ____  ____  ____  ____  ____  ____ 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
```
Fill in the Blanks

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:

<table>
<thead>
<tr>
<th>chin</th>
<th>chop</th>
<th>cheap</th>
<th>chore</th>
</tr>
</thead>
<tbody>
<tr>
<td>chest</td>
<td>lunch</td>
<td>branch</td>
<td>change</td>
</tr>
</tbody>
</table>

However, in some words, the letters 'ch' stand for the /k/ sound:

<table>
<thead>
<tr>
<th>school</th>
<th>Chris</th>
<th>chorus</th>
<th>stomach</th>
</tr>
</thead>
<tbody>
<tr>
<td>anchor</td>
<td>echo</td>
<td>monarch</td>
<td>orchid</td>
</tr>
<tr>
<td>chemical</td>
<td>chemistry</td>
<td>chemist</td>
<td>character</td>
</tr>
<tr>
<td>mechanic</td>
<td>orchestra</td>
<td>architect</td>
<td>technical</td>
</tr>
</tbody>
</table>
Name: _______________________________________________________

**Tricky Spelling 'ch'**

<table>
<thead>
<tr>
<th>chipmunk</th>
<th>chimney</th>
<th>chisel</th>
<th>ache</th>
</tr>
</thead>
<tbody>
<tr>
<td>chapel</td>
<td>anchor</td>
<td>chemistry</td>
<td>approach</td>
</tr>
<tr>
<td>chorus</td>
<td>launch</td>
<td>character</td>
<td>archery</td>
</tr>
<tr>
<td>schedule</td>
<td>school</td>
<td>bachelor</td>
<td>scholar</td>
</tr>
<tr>
<td>architect</td>
<td>butterscotch</td>
<td>monarch</td>
<td>challenge</td>
</tr>
<tr>
<td>chairman</td>
<td>stomach</td>
<td>Christmas</td>
<td>technical</td>
</tr>
</tbody>
</table>
Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/

Worksheets
Fill in the Blanks

1. Chris is in tenth grade at East Side High School.

2. A person who mixes chemicals is called a chemist.

3. Christina shouted into the cave and her voice came back as an echo.

4. A person who draws plans for houses and buildings is called an architect.

5. Zachary plays the violin in the symphony orchestra.

6. This food is awful! I think I may be sick to my stomach.

7. A country ruled by a king is called a monarchy.

8. The man tossed the anchor into the water.
Name: _______________________________________________________

Sort the words by sound.

<table>
<thead>
<tr>
<th>ache</th>
<th>anchor</th>
<th>screech</th>
<th>ranch</th>
<th>rich</th>
</tr>
</thead>
<tbody>
<tr>
<td>orchid</td>
<td>stomach</td>
<td>school</td>
<td>porch</td>
<td>change</td>
</tr>
<tr>
<td>chemical</td>
<td>munch</td>
<td>chord</td>
<td>child</td>
<td>coach</td>
</tr>
<tr>
<td>chorus</td>
<td>grinch</td>
<td>lunch</td>
<td>echo</td>
<td>headache</td>
</tr>
</tbody>
</table>

'ch' > /ch/ *(chin)*

| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |

'ch' > /k/ *(school)*

| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |
| _________________________ |
Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/
Practice Sentences for Oral Reading
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' > /eel (ski)

<table>
<thead>
<tr>
<th>patio</th>
<th>kiwi</th>
<th>spaghetti</th>
<th>pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>zucchini</td>
<td>salami</td>
<td>taxi</td>
<td>ski</td>
</tr>
<tr>
<td>piano</td>
<td>media</td>
<td>medium</td>
<td>curious</td>
</tr>
<tr>
<td>radio</td>
<td>lollipop</td>
<td>cafeteria</td>
<td>chili</td>
</tr>
</tbody>
</table>


Name: _______________________________________________________

Tricky Spelling 'i'

<table>
<thead>
<tr>
<th>item</th>
<th>India</th>
<th>Indian</th>
<th>violin</th>
</tr>
</thead>
<tbody>
<tr>
<td>medium</td>
<td>radio</td>
<td>baptism</td>
<td>liter</td>
</tr>
<tr>
<td>visa</td>
<td>citizen</td>
<td>curious</td>
<td>icicle</td>
</tr>
<tr>
<td>igloo</td>
<td>piano</td>
<td>cabinet</td>
<td>cafeteria</td>
</tr>
</tbody>
</table>
Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/
Worksheets
Find the Secret Message!

spaghetti    cafeteria    broccoli    salami    kiwi
lollipop    chili    Italian    zucchini    pizza

1. We had lunch in the

____  ____  ____  5  3  ____  ____  ____  ____.

2. There were many kinds of food but I like

____  ____  ____  ____  ____  ____  __  best of all.

3. I could not decide between

____  ____  ____  ____  12  2  ____  ____  ____  ____
noodles or a slice of ____  ____  ____  ____  ____  ____.

4. Then I saw the ____  ____  ____  ____  ____  ____
    and cheese sub.
spaghetti  cafeteria  broccoli  salami  kiwi
lollipop  chili  Italian  zucchini  pizza

5. Or maybe I should have the fruit and veggie plate with
   Z  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

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

   !
Sort the underlined words with tricky spellings.

<table>
<thead>
<tr>
<th>'i'</th>
<th>/i/</th>
<th>/ie/</th>
<th>/ee/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>it</td>
<td>driver</td>
<td>ski</td>
</tr>
<tr>
<td></td>
<td>fish</td>
<td>find</td>
<td>taxi</td>
</tr>
<tr>
<td></td>
<td>his</td>
<td>writer</td>
<td>easier</td>
</tr>
</tbody>
</table>

**/i/ as in it**

1. My mom plays the **piano**.

2. I like **pepperoni pizza**.

3. Instead of being **mean**, be **kind**.

4. Curious means to want to **know**.

5. Rub some sunblock on your skin.

6. My dad was **furious** when the glass broke.

7. I do not like beans in chili.
<table>
<thead>
<tr>
<th></th>
<th>/i/ as in <em>it</em></th>
<th>/ie/ as in <em>driver</em></th>
<th>/ee/ as in <em>ski</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. The huge waves tossed the ship.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. At the zoo, we saw a tiger.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do you like spaghetti noodles?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The lettuce is crisp.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. They play that song on the radio.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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' > /eel/

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 below 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.
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)

<table>
<thead>
<tr>
<th>swamp</th>
<th>swallow</th>
<th>watch</th>
<th>wander</th>
</tr>
</thead>
<tbody>
<tr>
<td>swab</td>
<td>swat</td>
<td>swan</td>
<td>water</td>
</tr>
<tr>
<td>wand</td>
<td>wash</td>
<td>watercolor</td>
<td>waffle</td>
</tr>
<tr>
<td>squash</td>
<td>squat</td>
<td>squad</td>
<td>squabble</td>
</tr>
</tbody>
</table>

(water)
### Mixed Review /ɔ/

<table>
<thead>
<tr>
<th>Watkins</th>
<th>Wanda</th>
<th>water</th>
<th>wash</th>
</tr>
</thead>
<tbody>
<tr>
<td>pajamas</td>
<td>waffles</td>
<td>watch</td>
<td>squash</td>
</tr>
<tr>
<td>lava</td>
<td>father</td>
<td>swab</td>
<td>drama</td>
</tr>
<tr>
<td>wander</td>
<td>llama</td>
<td>grandpa</td>
<td>grandma</td>
</tr>
</tbody>
</table>
Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/
Worksheets
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.
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.
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
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
2. emphasize
3. bread
4. polar
5. biography
6. sweat
7. favor
8. physical
9. meant
10. effort
11. orchid
12. stomach
13. echo
14. media
15. curious
16. waffle
17. phobia
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/
2. 'ph' > /f/
3. 'ea' > /e/
4. 'ar' > /er/
5. 'ph' > /f/
6. 'ea' > /e/
7. 'or' > /er/
8. 'ph' > /f/
9. 'ea' > /e/
10. 'or' > /er/
11. 'ch' > /k/
12. 'ch' > /k/
13. 'ch' > /k/
14. 'i' > /ee/
15. 'i' > /ee/
16. 'wa' > /o/
17. 'i' > /ee/
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

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.
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.

"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.

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!"
The young mouse went on. "I wanted to say hello to the nice animal that looked like me. She was so lovely, and she looked so good and gentle. She had thick, glossy hair and a modest face. As she looked at me, she waved her fine, long tail and smiled. I think she was about to speak to me when the other animal let out his awful scream. I was so scared that I ran for my life. I didn’t even have time to smile back at the nice animal. It is such a shame. I would have liked to meet that lovely animal."

"My son," said the mother, "the animal that scared you was a rooster. He may look and sound scary, but he would never harm you. The other animal that you saw was a cat. She may look good and gentle, but she is no pal of ours. She would gladly eat you and your mice pals. In fact, she would have eaten you if you had not run away. So be thankful, my love, that you escaped with your life. Stay close to me and remember that things are not always what they seem to be."
W.C.P.M. Calculation Worksheet

Student:___________________________
Date:______________________________
Story: *The Young Mouse*
Total words in story (not including title): 357

<table>
<thead>
<tr>
<th>Words</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words Read</td>
<td>Finish Time</td>
</tr>
<tr>
<td>Uncorrected Mistakes</td>
<td>Start Time</td>
</tr>
<tr>
<td>Words Correct</td>
<td>Elapsed Time</td>
</tr>
</tbody>
</table>

\[ \frac{\text{Words Correct}}{\text{Time in Seconds}} \times 60 = \text{W.C.P.M.} \]

Compare the student’s W.C.P.M. score to national norms for Grade 3. See chart in the Introduction of this Guide.
ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS


We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmine Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.
Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any incidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

CREDITS

© 2013 Core Knowledge Foundation