Amplify Core Knowledge Language Arts®

Units 1–11

Teacher Guide | Grade 3

Assessment and Remediation Guide

Grade 3

Units 1–11

Assessment and Remediation Guide

Amplify Core Knowledge Language Arts

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Introduction

Welcome!

Dear Teacher,

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

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

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

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

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

Overview

How to Use this Guide

At the beginning of the school year

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

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

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

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

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

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

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

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

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

During the school year if new students enter your classroom

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

Throughout the school year with any student in your classroom

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

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

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

Guide Organization

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Pre-test using section Assessment (optional) ↴
Teach lesson(s) using Word Lists; have students read Word List pages ↴
Provide practice with worksheets. Some worksheets may be done with teacher guidance; others, particularly towards the end of the worksheets, should be completed independently by students ↴
Ask students to read aloud the Practice Sentences and Stories ↴
Provide additional practice with Games ↴
Post-test using section Assessment of targeted letter-sound correspondences ↴
Ask students to read longer section Stories ↴
Give section Fluency Assessment (starting with Section III) ↴

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

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

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

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

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

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

Basic Code Spellings

Vowel Sounds and Spellings

/a/ as in *h<u>a</u>t*

/o/ as in *h<u>o</u>t*

/i/ as in *s<u>i</u>t*

/e/ as in *b<u>e</u>d*

/u/ as in *b<u>u</u>t*

/ee/ as in *gr<u>ee</u>n*

/ae/ as in *b<u>a</u>k<u>e</u>*

/ie/ as in *b<u>i</u>k<u>e</u>*

/oe/ as in *br<u>o</u>k<u>e</u>*

/ue/ as in *c<u>u</u>t<u>e</u>*

/<u>oo</u>/ as in *s<u>oo</u>n*

/oo/ as in *l<u>oo</u>k*

/ou/ as in *<u>ou</u>ch*

/oi/ as in *b<u>oi</u>l*

/aw/ as in *l<u>aw</u>*

/er/ as in *h<u>er</u>*

/ar/ as in *c<u>ar</u>*

/or/ as in *f<u>or</u>*

Consonant Sounds and Spellings

/p/ as in *<u>p</u>ot*

/t/ as in *<u>t</u>op*

/d/ as in *<u>d</u>og*

/k/ as in *<u>c</u>at*, *<u>k</u>id*

/g/ as in *<u>g</u>et*

/n/ as in *<u>n</u>ot*

/h/ as in *<u>h</u>ot*

/s/ as in *<u>s</u>it*

/f/ as in *<u>f</u>at*

/v/ as in *<u>v</u>et*

/z/ as in *<u>z</u>ip*

/m/ as in *<u>m</u>an*

/b/ as in *<u>b</u>at*

/l/ as in *<u>l</u>ip*

/r/ as in *<u>r</u>ed*

/w/ as in *<u>w</u>et*

/j/ as in *<u>j</u>et*

/y/ as in *<u>y</u>es*

/x/ as in *ta<u>x</u>*

/ch/ as in *<u>ch</u>op*

/sh/ as in *<u>sh</u>ip*

/th/ as in *<u>th</u>in*

/<u>th</u>/ as in *<u>th</u>em*

/qu/ as in *<u>qu</u>it*

/ng/ as in *so<u>ng</u>*

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' > /ae/, 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

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

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

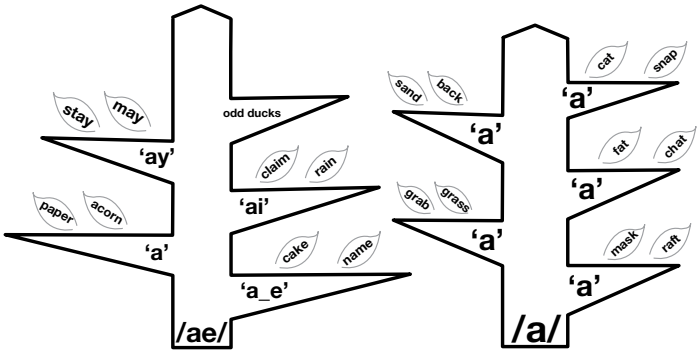
The short power bar on this card signals that the 'eigh' spelling is used infrequently to spell /ae/.

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

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

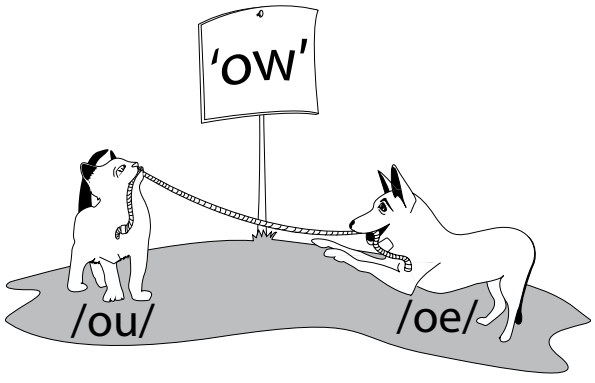
sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom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

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



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

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



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

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

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

Grade 3

Units 1–11

Individual Code Chart

Consonant Sounds and Spellings

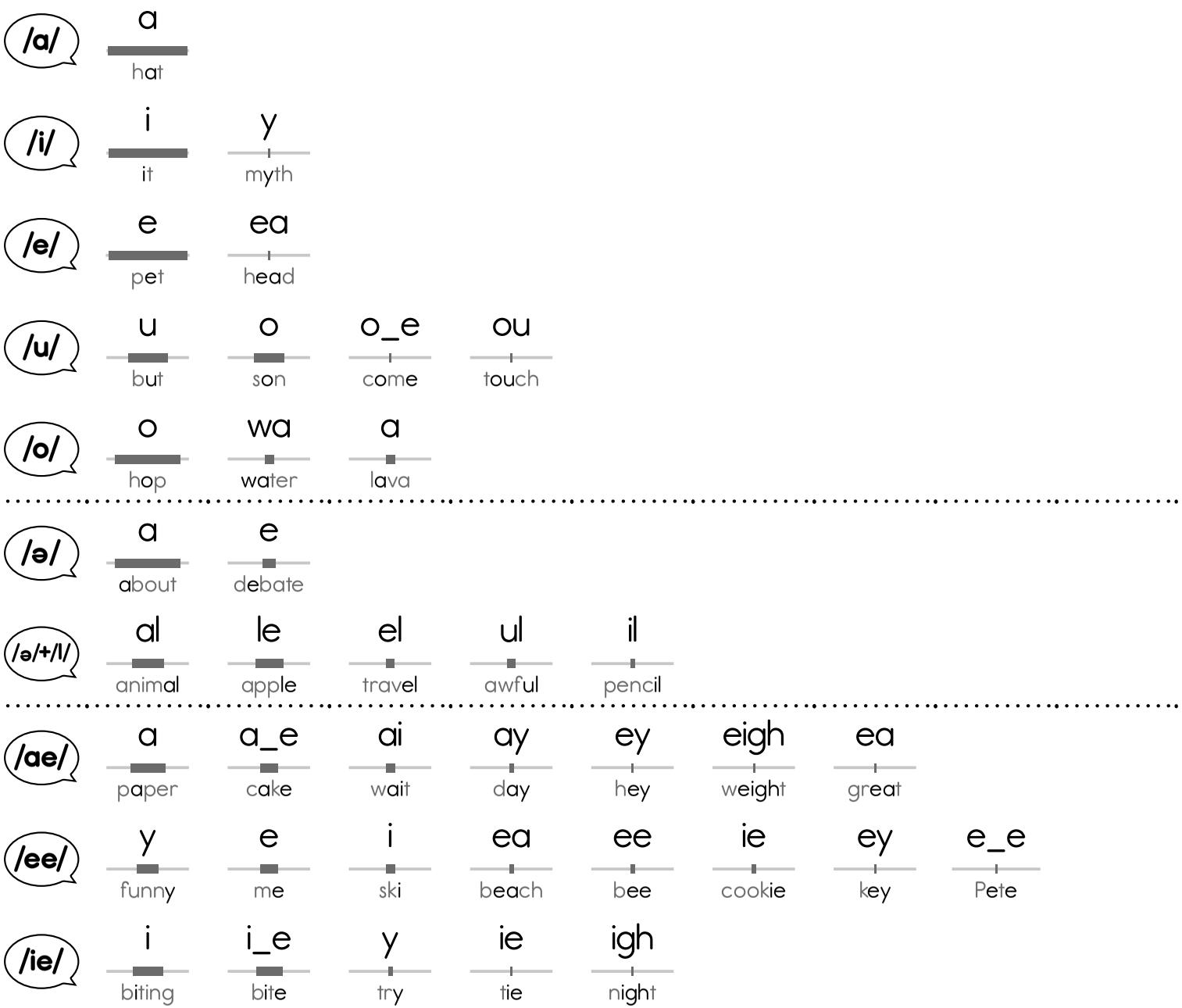
/p/	p pot	pp napping			
/b/	b bat	bb rubbing			
/t/	t top	tt sitting	ed asked		
/d/	d dot	ed filled	dd add		
/k/	c cat	k kid	ck black	ch school	cc hiccup
/g/	g gift	gg egg	gu guess	gh ghost	
/ch/	ch chin	tch itch			
/j/	g gem	j jump	ge fringe	dge judge	dg judging
/f/	f fit	ff stuff	ph phone	gh tough	
/v/	v vet	ve twelve			

Consonant Sounds and Spellings

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

/w/	w wet	wh when
/y/	y yes	
/x/	x tax	
/sh/	sh shop	ch chef
/qu/	qu quit	

Vowel Sounds and Spellings



Vowel Sounds and Spellings

/oe/	o	o_e	ow	oa	oe				
	open	home	snow	boat	toe				
/ue/	u	u_e	ue						
	unit	cute	cue						
/oo/	oo	u	u_e	ew	ue	ou	ui	o	o_e
	soon	student	tune	new	blue	soup	fruit	do	move
/oo/	oo	u							
	look	push							
/ou/	ou	ow							
	shout	now							
/oi/	oi	oy							
	oil	toy							
/aw/	au	aw	al	ough	augh				
	Paul	paw	wall	bought	caught				
/ar/	ar								
	car								
/er/	er	or	ur	ar	ir	ear			
	her	work	hurt	dollar	bird	earth			
/or/	or	ore	ar	our	oar	oor			
	for	more	war	four	roar	door			

Using Chunking to Decode Multi-Syllable Words

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

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

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

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

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

Note: Syllables exemplifying each type are underlined.

- ***Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a "short" vowel sound, e.g., /a/, /e/, /i/, /o/, /u/:*** *let, pad, rod, tin, fun, pic·nic, un·til*
- ***Magic 'E' Syllables (V-C –E)—always associated with a "long" vowel sound, e.g., /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.

  ad · mit *nap · kin* *trum · pet*

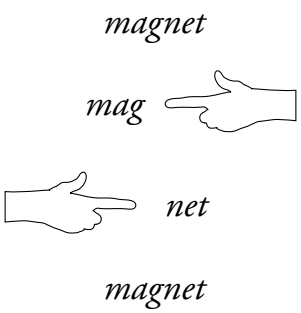
- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('nn'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

  traff · ic *muff · in* *happ · en*

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

  mon · ster *con · tract* *pil · grim*

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



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

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

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

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

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

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

pu · pil *vi · rus* *mo · ment*

unit

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 were also introduced to consonant –LE syllables. Chunking these words into syllables is fairly straightforward.

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

ban · gle *twin · kle* *sta · ble* *cra · dle* *tur · tle*

simple

sim

ple

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

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

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

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

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

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

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

Grade 3 Placement Assessment
Teacher Materials

Placement Assessment

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

Scoring and Placement

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

If the Placement Assessments indicate that a student is not ready for Grade 3 CKLA, it is imperative that the student be regrouped to get Skills instruction that matches his or her current reading ability and needs. There is a good spot in the CKLA materials for every reader (and for non-readers, as well), but the beginning of Grade 3 is not the place for students with very limited code knowledge and reading ability or for students who rely on picture clues, whole word recollection, and guessing instead of reading by blending.

Core Knowledge Language Arts K–2 Experience

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

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

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

Core Knowledge Language Arts K–2 Experience

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

"The Bug Hunt" and "The Snake"

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

Scoring for "The Bug Hunt" and "The Snake"

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

- Answer key for “The Bug Hunt”

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

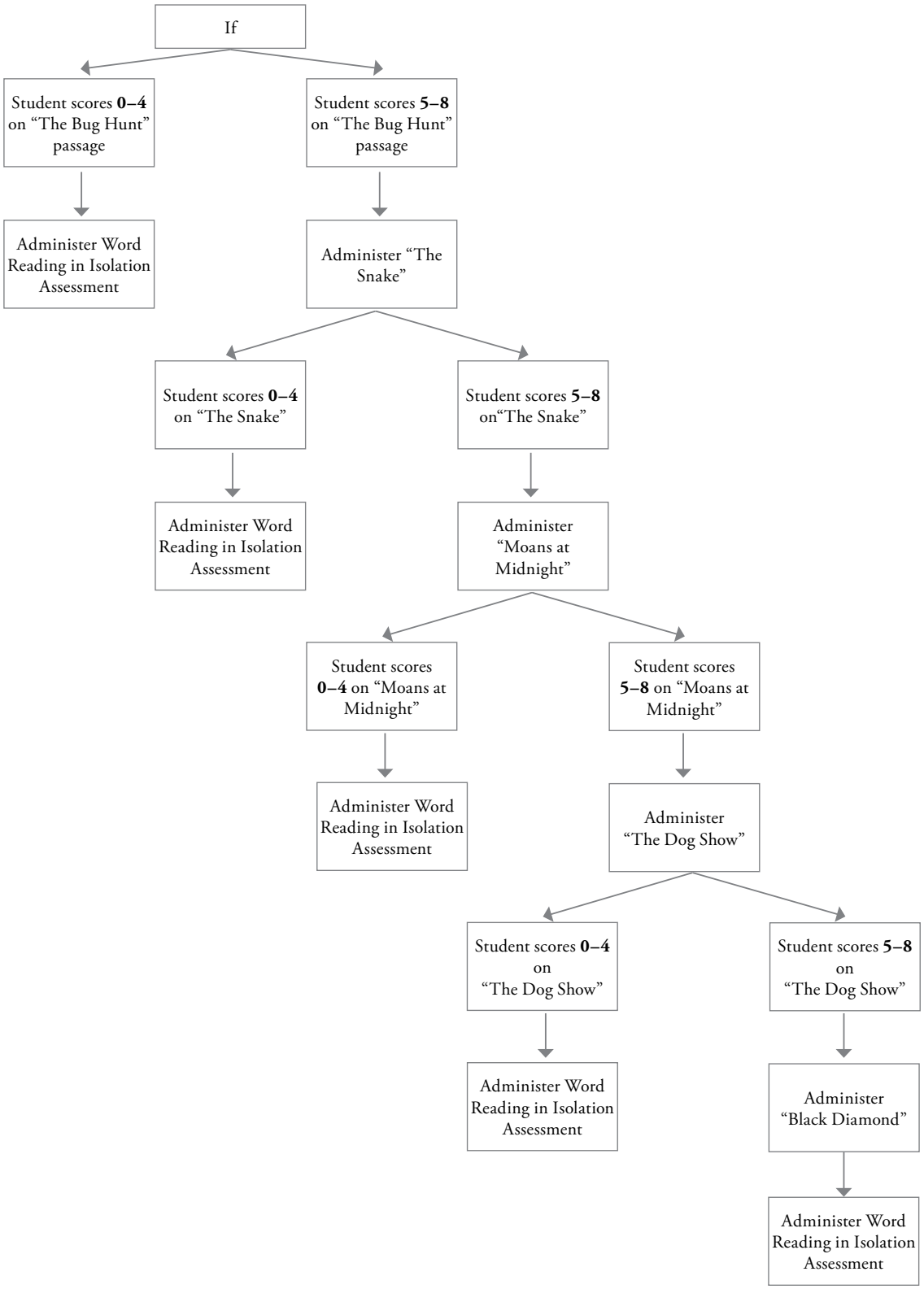
- Then score “The Snake,” either while students work independently or after class.
- Answer key for “The Snake”

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

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

Flow Chart for Placement Test Administration

Administer "The Bug Hunt" passage and questions to entire class.



PLACEMENT PLANNING CHART

Teacher Name _____ Date_____

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

Student Name	"The Bug Hunt"	"The Snake"	"Moans at Midnight"	"The Dog Show"	"Black Diamond"	Placement Based on Silent Reading Assessment	Placement Based on Word Reading in Isolation Assessment	Group

"Moans at Midnight"

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

Scoring for "Moans at Midnight"

- Answer key for "Moans at Midnight"

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

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

Word Reading in Isolation Assessment

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

Directions for Word Reading in Isolation Assessment

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

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

Word Reading in Isolation Assessment

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

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

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

Word Reading in Isolation Scoring Sheet

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

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

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

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

Word Reading in Isolation Analysis

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

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

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

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

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

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

Word Reading in Isolation Remediation Guide

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

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

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

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

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

"The Dog Show"

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

Word Reading in Isolation Assessment

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

Scoring for "The Dog Show"

- Answer key for "The Dog Show"

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

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

"Black Diamond"

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

Word Reading in Isolation Assessment

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

Scoring for "Black Diamond"

- Answer key for "Black Diamond"

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

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

Interpreting Student Scores from Student Assessments for Placement

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

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

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

Silent Reading Assessment Scores

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

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

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

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

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

Word Reading in Isolation Assessment Scores

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

One- and Two-Syllable Words

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

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

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

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

Tricky Words

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

Two-Syllable Words

The remaining lines consist of two-syllable words:

Line 17: compound words with short vowel spellings

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

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

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

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

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

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

Line 24: words that include /ə/

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

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

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

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

Borderline Scores

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

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

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

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

> A score in the **lower range of poorly prepared** on the one-syllable word section of this assessment probably indicates a major problem reading the words or spellings in question and signals the need for intensive remediation beyond what can likely be provided within a Grade 3 classroom.
>
> However, a score in the **lower range of poorly prepared** for multi-syllable words might result from the student not knowing a small set of letter-sound correspondences or a less than adequate knowledge of syllabication. This sort of problem can often be remediated in supplemental, small-group sessions and may not require placing the student at any earlier point in the sequence of instruction.
>
> A score of **poorly prepared** in the Tricky Words section will result in the need to remediate those words and evaluate knowledge of Tricky Words in general.

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

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

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

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

Guidelines for Evaluating Results

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

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

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

5. "Black Diamond" (384 words)		
All of 1–4 plus the additional spellings taught in Units 5 and 6 of Grade 2, e.g., /ə/ spellings; *cousin*, *courage*, *some*, *listen*, *mountain*, *caution*, *Phil*, *ski*, *learning*, *thought*, *ready*, *toughest*, *great*, and *worry* Two- and three-syllable words	< 5 Strong	Student was not able to make sense of this selection, which contains some unusual and rare spellings. However, if the student made it this far, he or she has **strong** preparation for Grade 3 and *may also be ready to read trade books independently*.
	5 Strong	The student most likely understood the selection, but there is a chance of getting a 5 by lucky guessing. However, as noted above, this student has **strong** preparation for Grade 3.
	6–8 Strong–Outstanding	Student was able to make sense of a selection and read proficiently. Student has **outstanding** preparation for Grade 3 and is *ready to read trade books independently*.

Analyzing Student Skills Scores for Skills Placement

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

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

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

Placing Students in Leveled Groups

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

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

Placement and Grouping Guidelines

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

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

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

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

Analyzing Assessment for Additional Instructional Information

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

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

Name: _____

6.1

Silent Reading Assessment

The Bug Hunt

Six kids went on a bug hunt.

The kids set off with cans and lids.

Sam ran back with a red ant in his can.

Max got a black ant.

Jen got a black bug with six legs.

Fred got a red bug with black spots.

Jill got a moth.

Cal got a slug.

Name: _____

The Bug Hunt

1. What did the kids get on the hunt?

   A. cats

   B. dogs

   C. bugs

2. What did Max get?

   A. a red ant

   B. a black ant

   C. a red bug with black spots

3. What did Sam get?

   A. a red ant

   B. a black ant

   C. a black bug with six legs

4. Which kid got a red bug with black spots?

   A. Sam

   B. Fred

   C. Jen

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

A. Sam

B. Jen

C. Jill

6. Which kid got a slug?

A. Cal

B. Jill

C. Fred

7. The kids kept the bugs in _____.

A. cans

B. cups

C. bags

8. Jill got a _____.

A. slug

B. moth

C. ant

Name: _____

6.2

Silent Reading Assessment

The Snake

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

"Eek!" she shouted. "A snake!"

The king came running.

"What's the matter?" he asked.

"There's a snake in my room!" said the queen.

"Goodness!" said the king. "What a shame!"

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

"Me?" said the king.

"Yes, you!" said the queen.

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

Just then, the princess ran into the room.

"There it is!" she said.

"Look out!" yelled the king.

"Snake!" yelled the queen.

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

The queen passed out. The king did, too.

"It's not a snake!" the princess said. "It's that cute black scarf I got last week!"

Name: _____

The Snake

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

   A. a cat

   B. a bug

   C. a snake

2. What was the coiled thing really?

   A. It was a scarf.

   B. It was a hat.

   C. It was a snake.

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

   A. for the queen

   B. for the sake of his subjects

   C. for the princess

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

   A. the princess

   B. the king

   C. the queen

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

   A. the princess

   B. the king

   C. the queen

6. Who passed out?

   A. the king

   B. the queen

   C. the king and queen

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

   A. She owns a black scarf.

   B. She has a pet snake.

   C. She passed out.

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

   A. He is scared of the princess.

   B. He is scared of snakes.

   C. He is scared of the snake catcher.

Name: _____

7.1

Silent Reading Assessment

Moans at Midnight

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

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

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

The kids were lying quietly in the dark.

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

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

"You're not crazy," said Joe.

"Was it you who moaned?" Pete asked.

"No," said Joe.

"Then who was it?"

"Beats me," said Joe.

By this point, both kids were scared.

"Shhhh!" said Joe. "I hear it!"

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

"Man, that's creepy!" said Joe. "It sounds like it's in the closet!"

"Should we go and have a look?" said Pete.

"No way!" said Joe.

Just then, the moaning started again.

"Don't freak out!" said Pete. "Stay cool!"

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

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

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

"We got you!" said Jean.

"You fell for our trick!" said Mary.

Name: _____

Moans at Midnight

1. Why was Pete at Joe's house?

   A. Joe was sleeping over.

   B. Pete was sleeping over.

   C. It is Pete's house, too.

2. Why did the kids stay up late?

   A. They stayed up to see a scary TV show.

   B. They stayed up reading comics.

   C. They stayed up playing chess.

3. What sound did Joe and Pete hear?

   A. a buzz

   B. a scream

   C. a moan

4. Were Joe and Pete scared?

   A. Yes, they were both scared.

   B. No, they were not scared.

   C. Pete was scared but Joe was not.

5. Did Joe and Pete look in the closet?

   A. Yes

   B. No

   C. Pete did, but Joe did not.

6. Who or what was in the closet?

   A. a moaning ghost

   B. Joe's sisters

   C. Joe's mom and dad

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

   A. Joe and Pete scared Jean and Mary by moaning.

   B. Jean and Mary scared Joe and Pete by moaning.

   C. Jean and Joe scared Mary and Pete by moaning.

8. What did the hoarse voice say?

   A. "No! Don't hurt us! We're just kids!"

   B. "Whooo—watch out Mary and Jean! Here we come."

   C. "Whooo—watch out Joe and Pete! Here we come."

Name: _____

8.1

Silent Reading Assessment

The Dog Show

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

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

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

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

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

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

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

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

"What breed is that?" Rachel asked.

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

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

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

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

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

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

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

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

"It's not easy," said Jill.

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

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

The Dog Show

1. What happens in the story?

   A. A mom and dad go to a dog show.

   B. Two girls go to a dog show.

   C. Two sisters go to a dog show.

2. Who is at a dog show for the first time?

   A. Jill

   B. Rachel

   C. Jill and Rachel

3. In the story, Rachel _____.

   A. likes all of the dogs

   B. likes only one of the dogs

   C. tells Jill all about dog shows

4. In the dog show _____.

   A. all of the dogs were beagles

   B. all of the dogs were spitz dogs

   C. there were lots of breeds of dogs

5. The handler's job is to _____.

A. bring a dog into the ring

B. pick the winning dog

C. handle the set up for the dog show

6. Which dog does Rachel say is "so ugly it's cute"?

A. the chow chow

B. the spitz

C. the pug

7. At the end of the story, _____.

A. the spitz wins first prize

B. the beagle wins first prize

C. Jill explains how prizes are given

8. Why did Jill say basset hounds are short and low to the ground?

A. so they can chase pugs

B. so they can chase foxes

C. so they can be in dog shows

Name: _____

9.1

Silent Reading Assessment

Black Diamond

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

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

Phil said, "I think I'll ski Great Gorge!"

"Are you nuts?" I asked. "You're not ready for black diamond trails."

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

"No way!" I said, shaking my head.

"Oh, well!" Phil said. "Enjoy the easy trail!"

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

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

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

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

"Hey Clyde!" I yelled. "Have you seen Phil?"

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

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

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

"Is he okay?" I asked the man.

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

Name: _____

Black Diamond

1. Who tells this story?

    A. Phil

    B. Phil's cousin

    C. Phil's mom

    D. We don't know.

2. Which sentence best describes Phil?

    A. He is an expert skier.

    B. He has more courage than sense.

    C. He is scared of everything.

    D. He tells the story about his cousin Dave.

3. When does the story takes place?

    A. on a chilly winter day

    B. on a wet spring day

    C. on a hot summer day

    D. on a windy fall day

4. What does a black diamond sign mean in this story?

    A. It marks an easy ski trail.

    B. It marks a hard ski trail.

    C. It shows the way to the ski lodge.

    D. It shows the way to the ski patrol office.

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

   A. He skis all the way down by himself.

   B. He trips, falls, and then skis the rest of the way down.

   C. He skis down with his cousin.

   D. He skis part of the way, falls down, and is carried down on a sled the rest of the way.

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

   A. He skis down "Great Gorge" trail with Phil.

   B. He skis down a different trail.

   C. He takes a chair lift down.

   D. He takes a snowmobile down.

7. Which of the following is most accurate?

   A. Phil made it to the bottom unhurt.

   B. Phil broke his leg.

   C. Phil broke his arm.

   D. Phil hurt himself but did not break his leg.

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

   A. that Phil lost a ski pole when he fell

   B. that Phil was ready for difficult trails

   C. that Phil was not ready for difficult trails

   D. that Phil had good sense but no courage

Grade 3 Multi-Syllable Word Assessment

Directions for Multi-Syllable Word Reading in Isolation Assessment

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

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

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

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

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

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

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

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

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

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

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

Word Reading in Isolation Scoring Sheet					
	a	**b**	**c**	**d**	**e**
1	twitch	cherry	squid	approve	bruise
	/t/ /w/ /i/ /ch/	/ch/ /ae/ /r/ • /ee/	/s/ /k/ /w/ /i/ /d/	/ə/ • /p/ /r/ /oo/ /v/	/b/ /r/ /oo/ /z/
	closed	closed • open	closed	closed • sep. digraph	separated digraph
2	align	castle	affirm	waffle	thumb
	/ə/ • /l/ /ie/ /n/	/k/ /a/ /s/ • /ə/ /l/	/ə/ • /f/ /er/ /m/	/w/ /o/ /f/ • /f/ /ə/ /l/	/th/ /u/ /m/
	ə • closed	closed • –le	ə • r-cont.	closed • –le	closed
3	stubbing	masked	guesses	movies	ghastly
	/s/ /t/ /u/ /b/ • /i/ /ng/	/m/ /a/ /s/ /k/ /t/	/g/ /e/ /s/ • /e/ /z/	/m/ /oo/ /v/ • /ee/ /z/	/g/ /a/ /s/ /t/ • /l/ /ee/
	closed • closed	closed	closed • closed	digraph • closed	closed • open
4	flooring	toughen	snoozed	smidges	confused
	/f/ /l/ /or/ • /i/ /ng/	/t/ /u/ /f/ • /e/ /n/	/s/ /n/ /oo/ /z/ /d/	/s/ /m/ /i/ /j/ • /e/ /z/	/k/ /u/ /n/ • /f/ /ue/ /z/ /d/
	r-controlled • closed	closed • closed	separated digraph	closed • closed	closed • sep. digraph
5	fuzzy	butchers	lodging	prewar	jewels
	/f/ /u/ /z/ • /ee/	/b/ /oo/ /ch/ • /er/ /z/	/l/ /o/ /j/ • /i/ /ng/	/p/ /r/ /ee/ • /w/ /or/	/j/ /oo/ • /ə/ /l/ /z/
	closed • open	digraph • r-controlled	closed • closed	open • r-controlled	digraph • –le
6	grapple	lawful	formal	twinkle	label
	/g/ /r/ /a/ /p/ • /ə/ /l/	/l/ /aw/ • /f/ /ə/ /l/	/f/ /or/ • /m/ /ə/ /l/	/t/ /w/ /i/ /ng/ • /k/ /ə/ /l/	/l/ /ae/ • /b/ /ə/ /l/
	closed • –le	digraph • –le	r-controlled • –le	closed • –le	open • –le
7	tobacco	parachute	cashew	coupon	neighbor
	/t/ /u/ /b/ • /a/ /k/ • /k/ /oe/	/p/ /ae/ /r/ • /ə/ • /sh/ /oo/ /t/	/k/ /a/ /sh/ • /oo/	/k/ /oo/ • /p/ /o/ /n/	/n/ /ae/ • /b/ /er/
	closed • closed • open	r-cont. • /ə/ • sep. digraph	closed • digraph	digraph • closed	digraph • r-controlled
	a	**b**	**c**	**d**	**e**

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

Word Reading in Isolation Analysis

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

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

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

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

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

Word Reading in Isolation Remediation Guide

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

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

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

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

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

Grade 3 Fluency Assessment

Fluency Assessment

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

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

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

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

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

2006 Hasbrouck & Tindal Oral Reading Fluency Data

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

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

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

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

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

*WCPM = Words Correct Per Minute

**Average words per week growth

Game Directions and Templates

Game Directions and Templates

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

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

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

Word Block

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

Moon Shot

Also need: Tokens or playing pieces for each player

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

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

Roll, Flip, Read

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

Race against the Clock

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

Crazy Eights Variation

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

Journey through Space

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

Flip

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

Checkers

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

Race to the Top

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

Over the Rainbow

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

Swim to the Finish

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

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

Baseball Game

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

Word Block

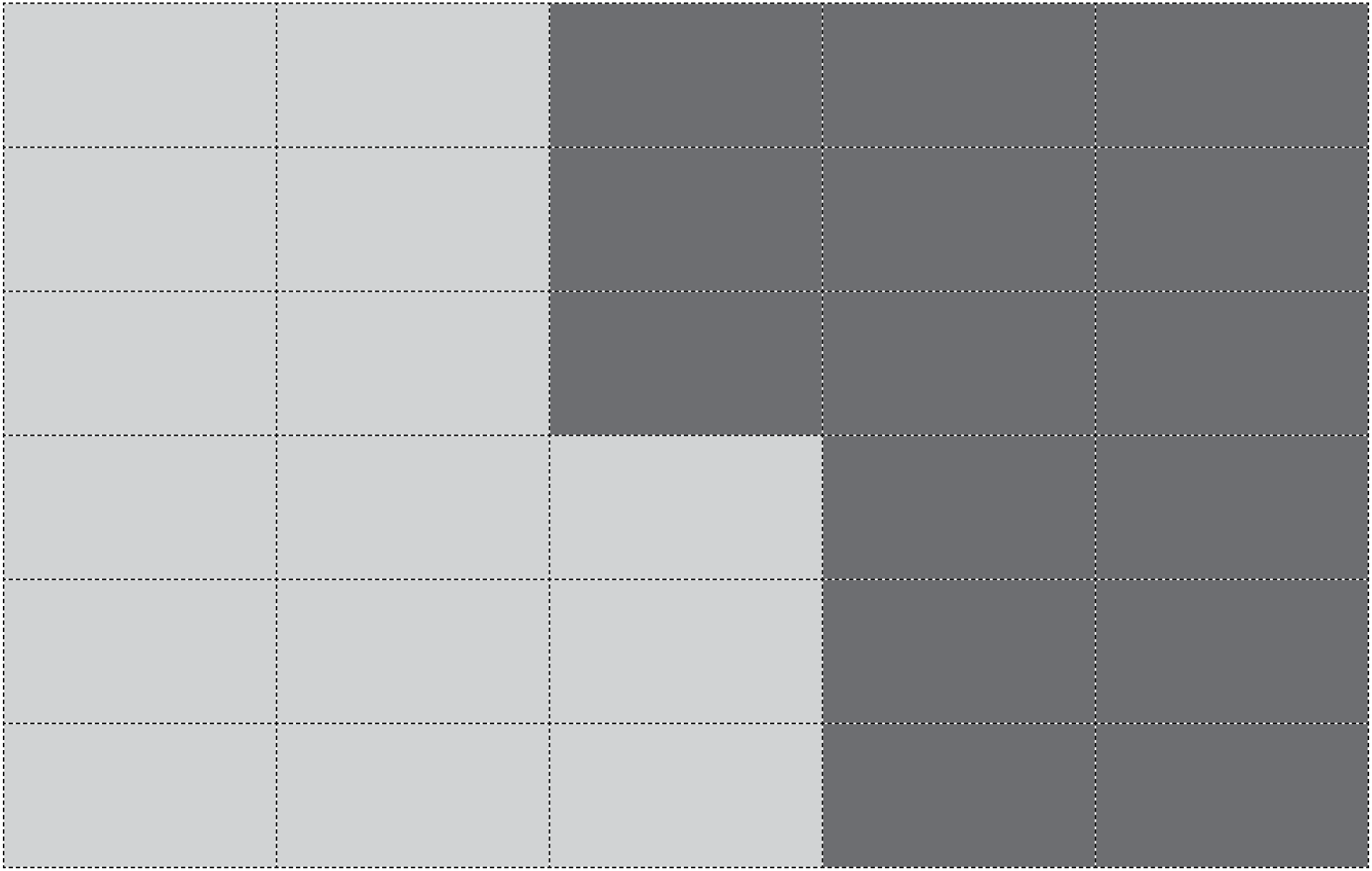
Player One Cards

place cards here

place cards here

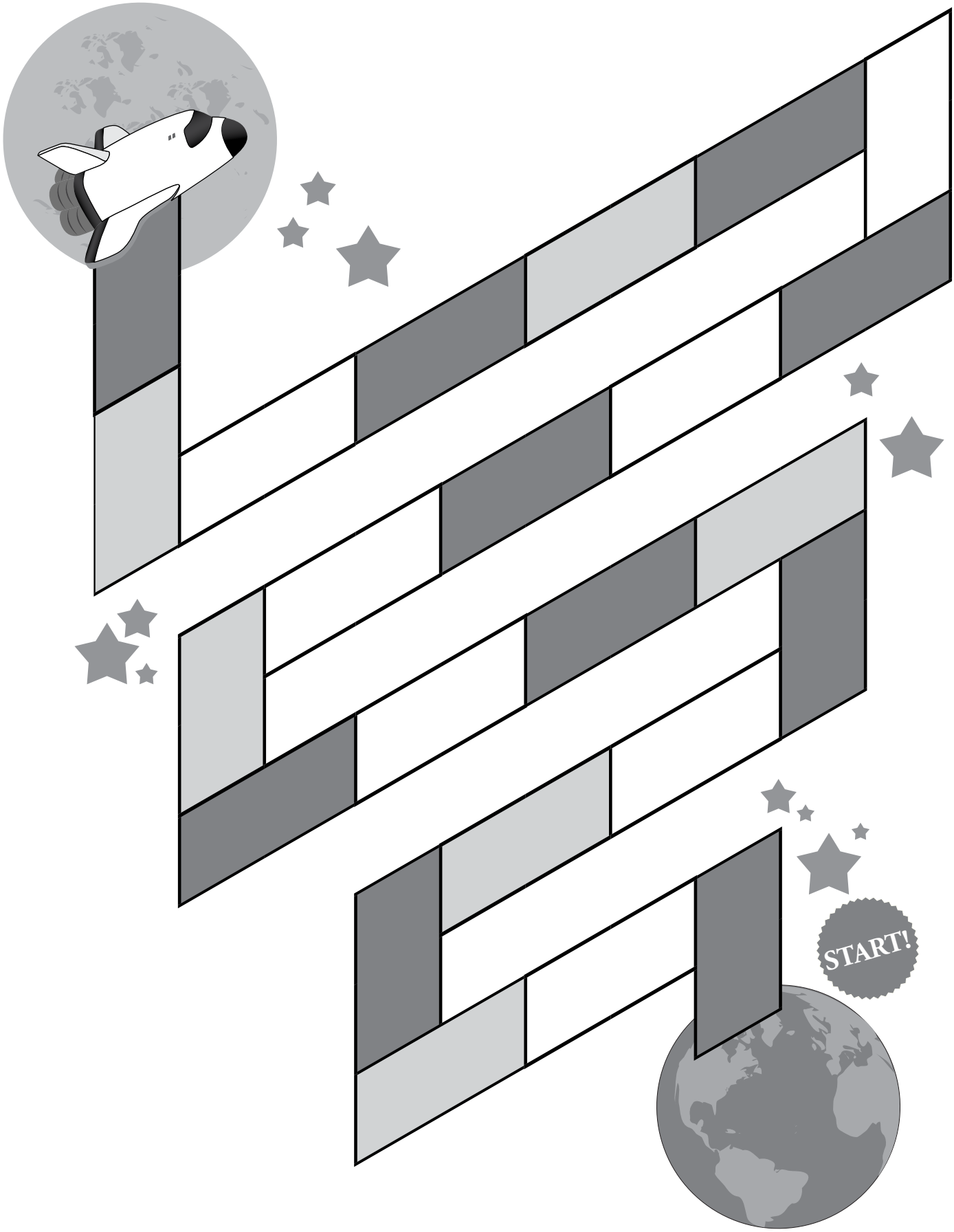
Player Two Cards

Word Block Template Cards



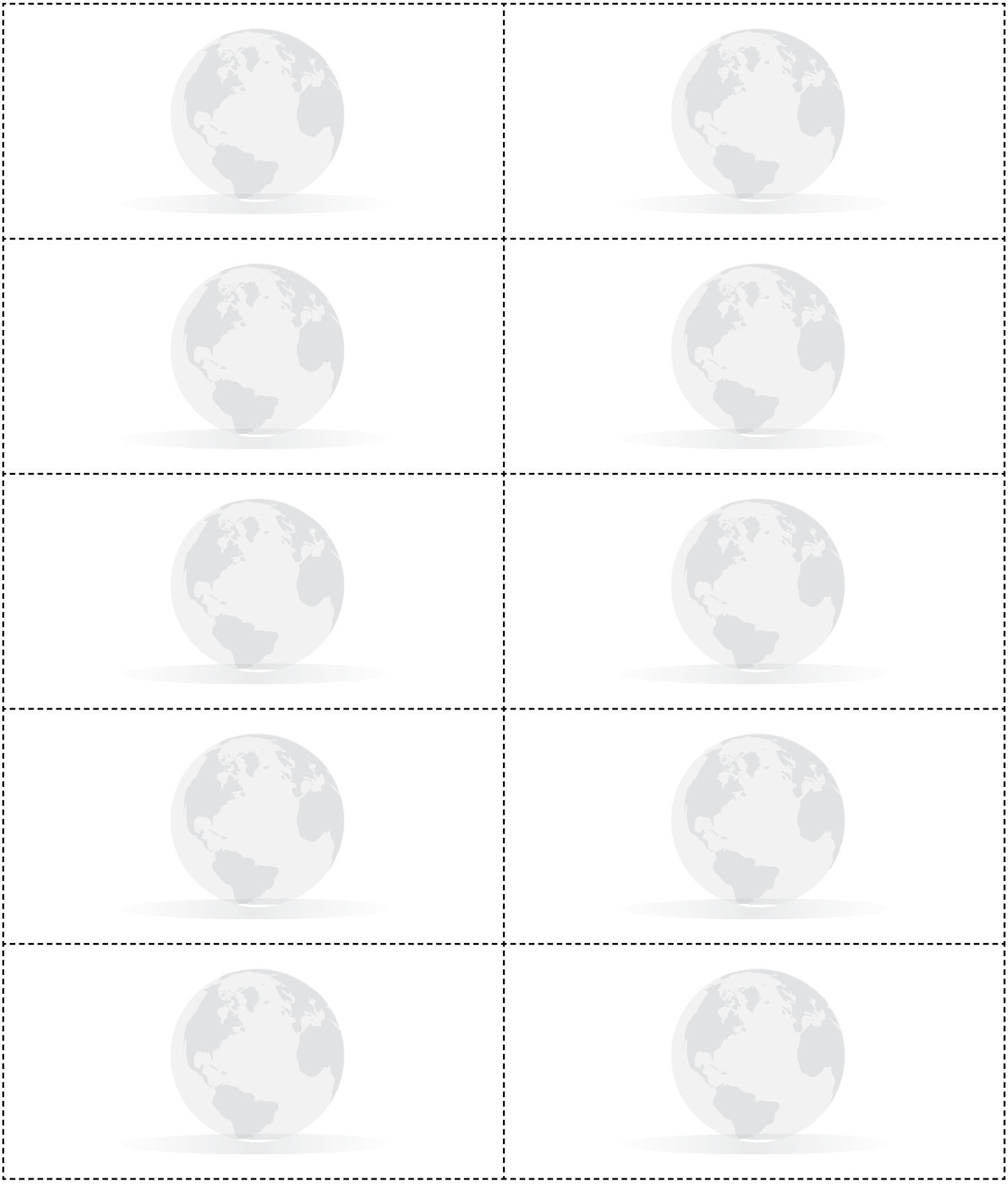
Directions: Copy template and then write different words on each card, according to the letter-sounds correspondences students need to practice. Then cut cards apart.

Moon Shot



Template for Moon Shot Word Cards

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

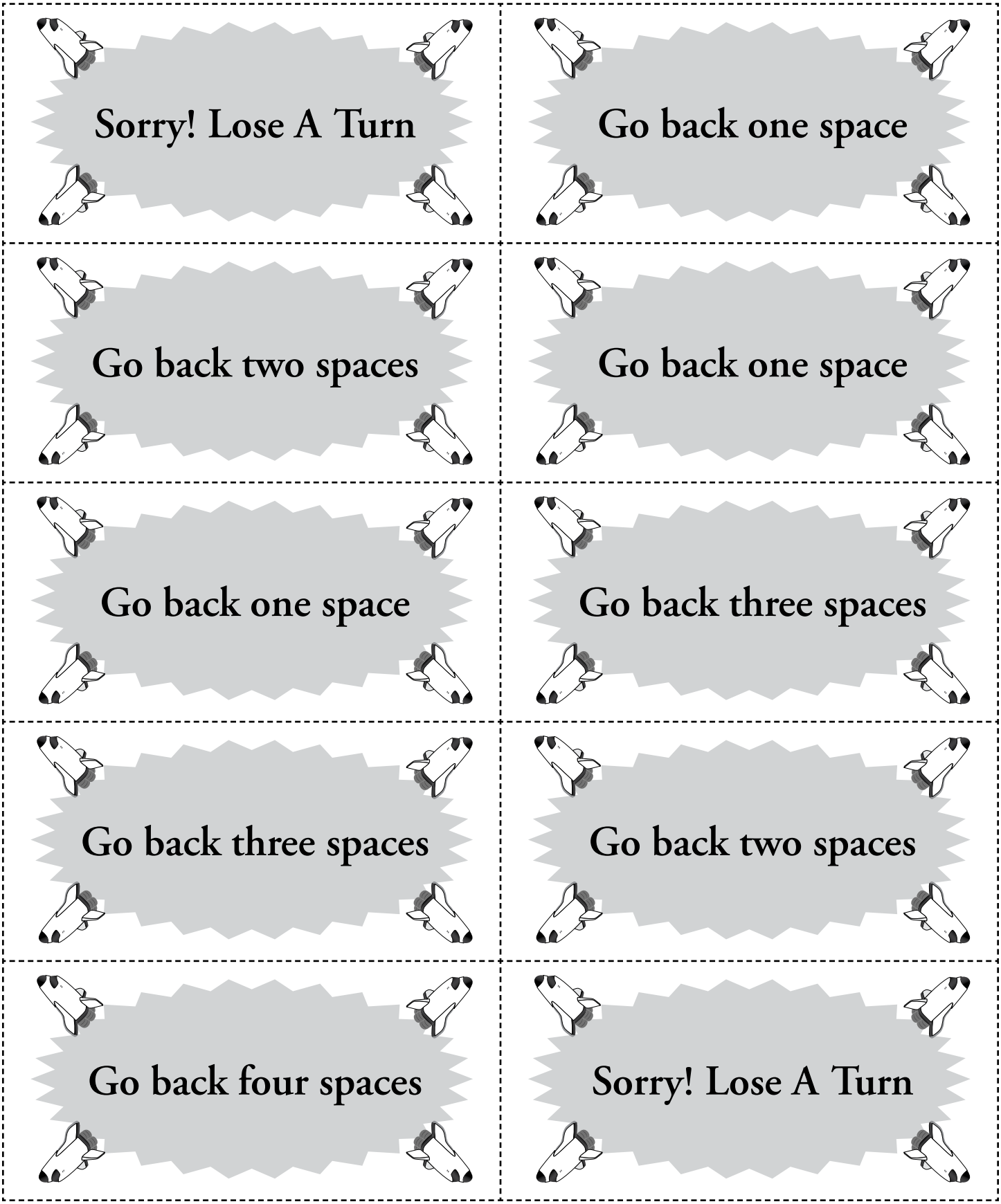


Moon Shot Good To Go Cards

Directions: Copy the template and cut out the cards.

Moon Shot Problem Cards

Directions: Copy the template and cut out the cards.



Word Card Template for Roll, Flip, and 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 8's / Uno Variation

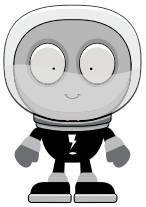
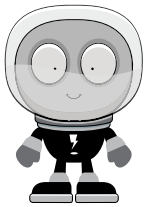
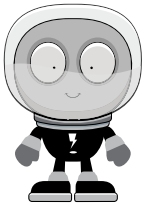
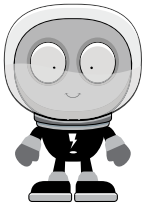
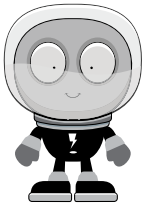
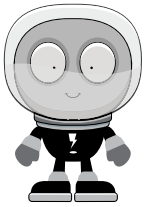
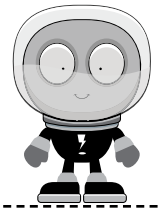
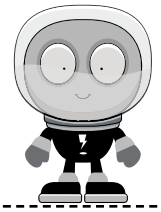
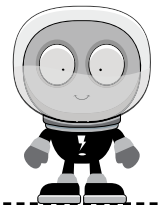
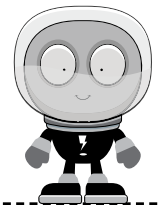
Directions: Copy template several times on four different colors of paper. Write words on each card; cut out the cards.

Journey Through Space

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

Journey Through Space (Steal A Card)

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

Steal a Card 	Steal a Card 
Steal a Card 	Steal a Card 
Steal a Card 	Steal a Card 
Steal a Card 	Steal a Card 
Steal a Card 	Steal a Card 

Journey Through Space (Second Turn)

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

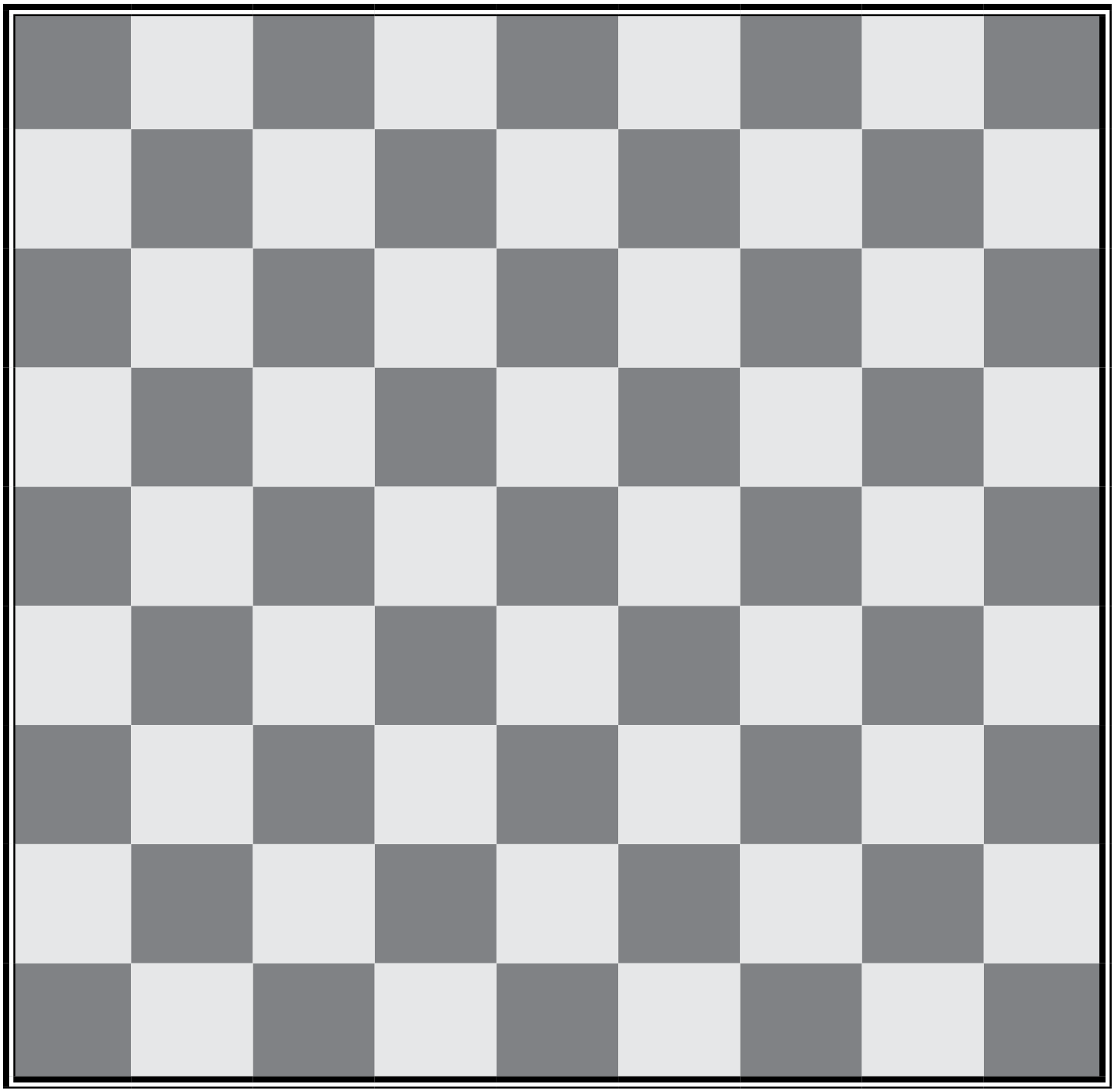
Take Another Turn	Take Another Turn
Take Another Turn	Take Another Turn
Take Another Turn	Take Another Turn
Take Another Turn	Take Another Turn
Take Another Turn	Take Another Turn

Flip

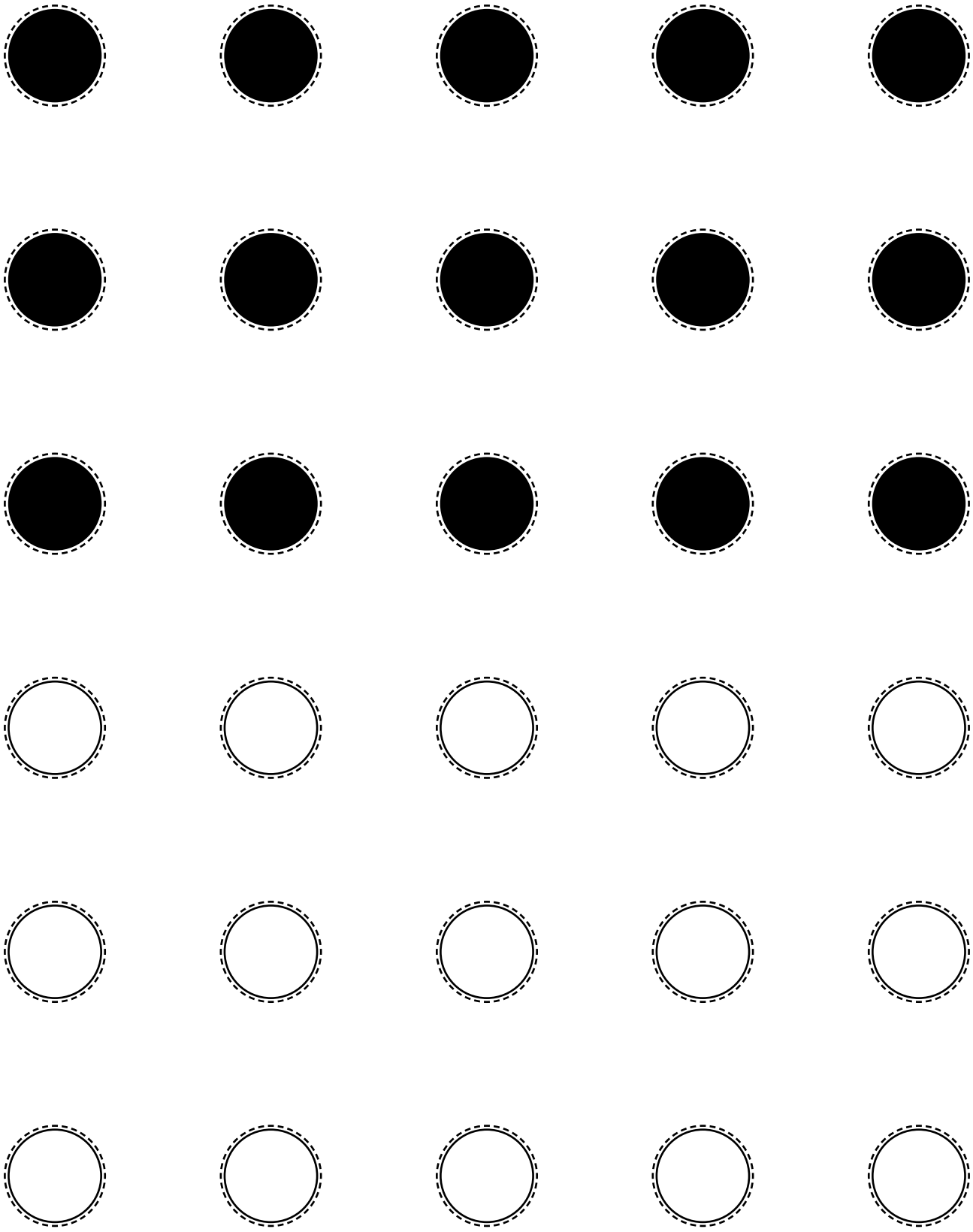
Directions: Copy a template for each student and then write words on the back of each card. Cut out the cards.

1	2
3	4
5	6
7	8
9	10

Word Checkers



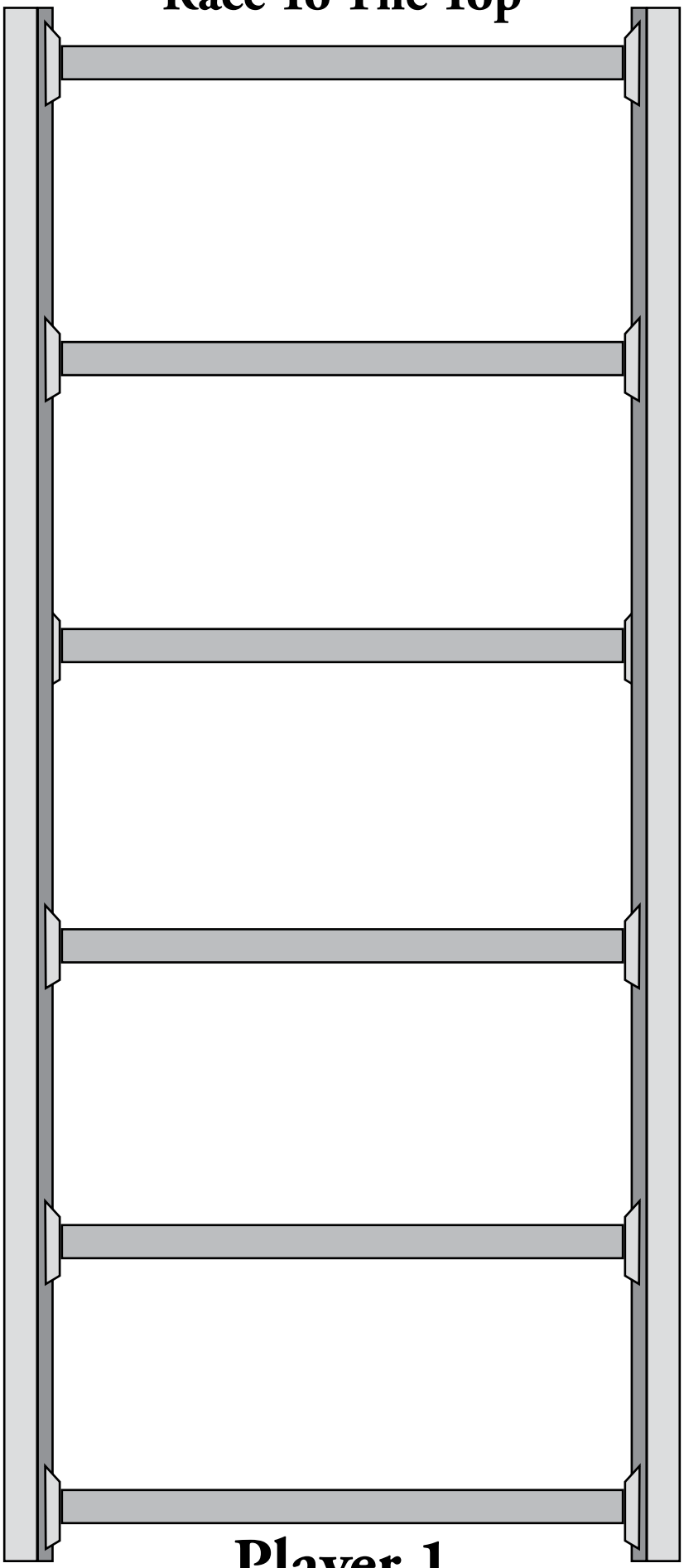
Word Checkers Pieces



Checkers Word Cards

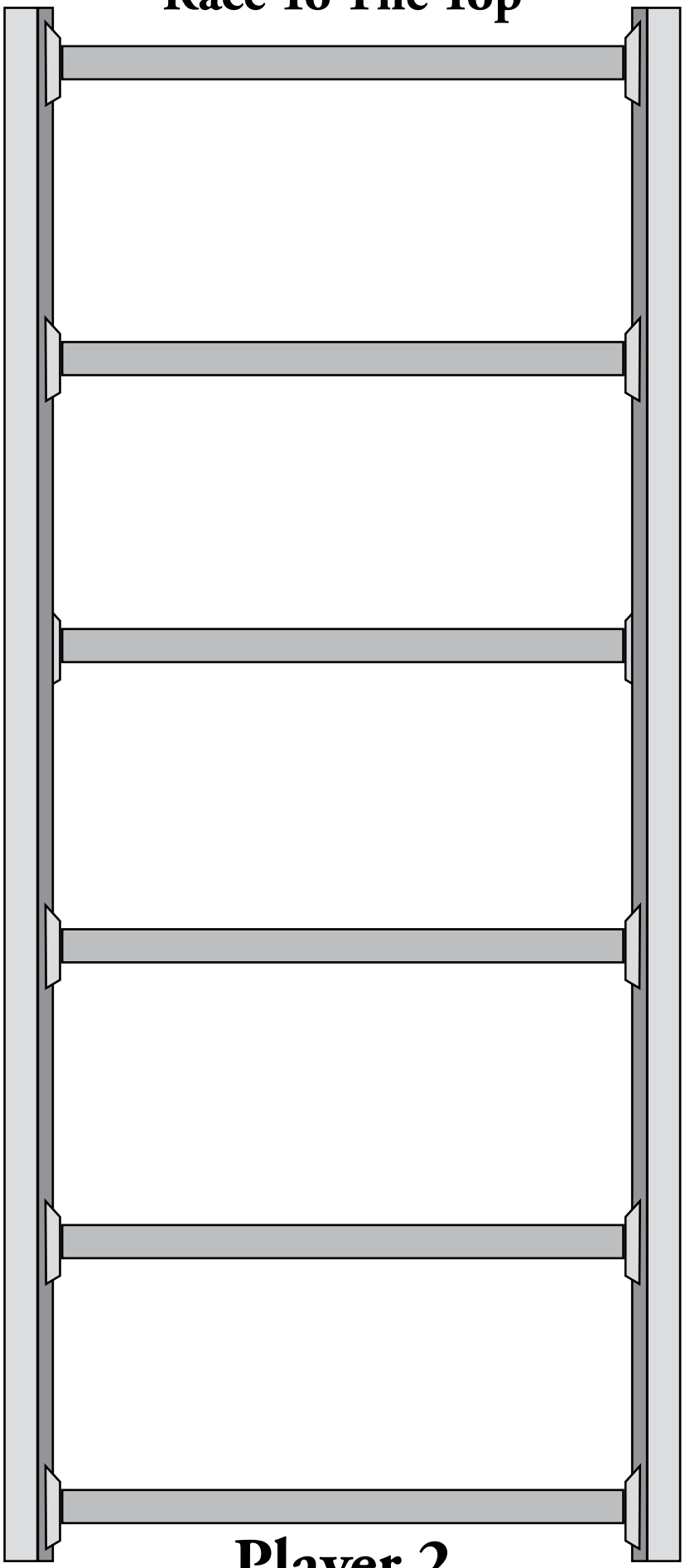
Directions: Copy template several times and write words on each card. Cut out the cards.

Race To The Top



Player 1

Race To The Top



Player 2

Race To The Top Word Cards

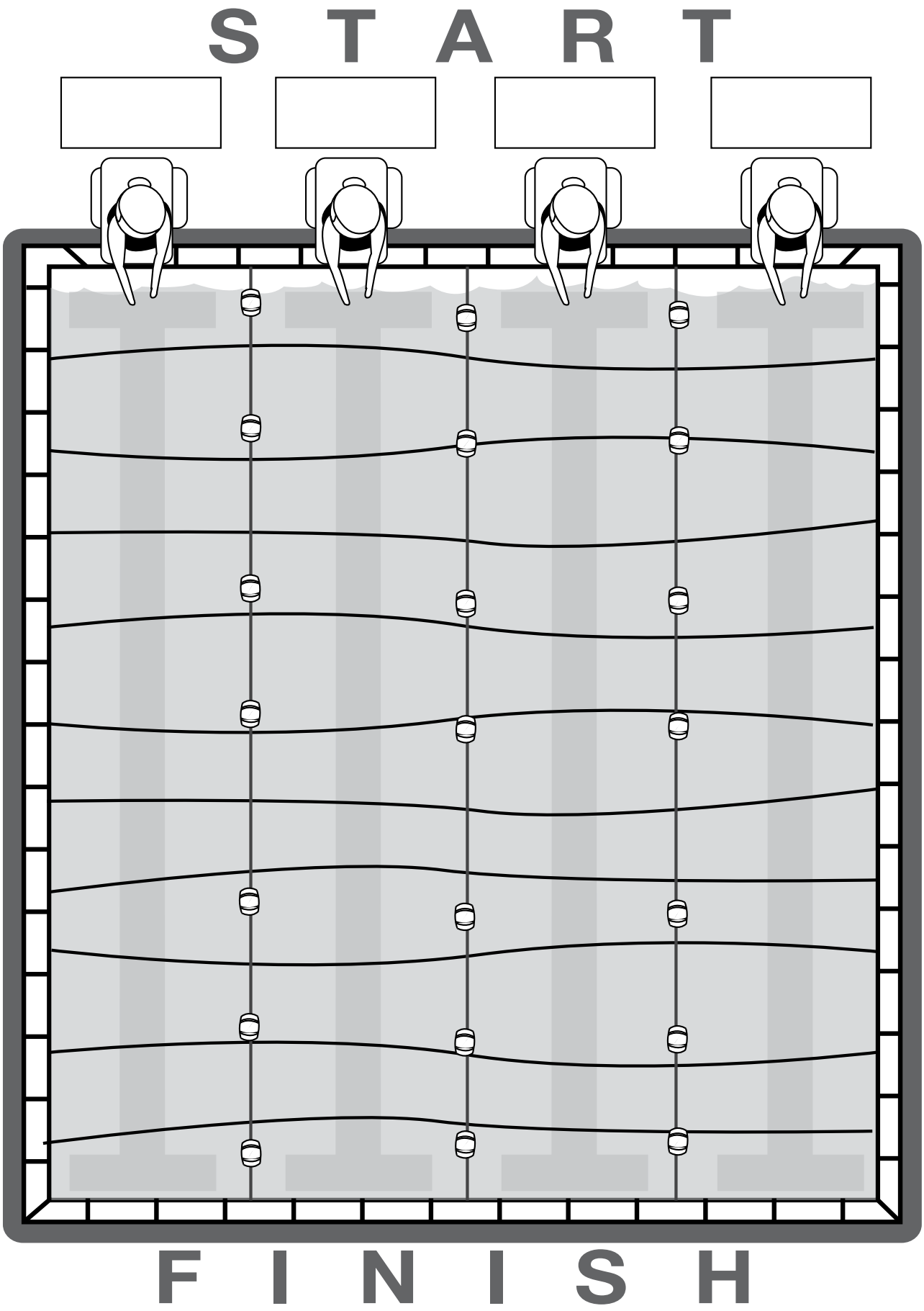
Directions: Copy template several times and write words on each card. Cut out the cards.

Over The Rainbow

Over The Rainbow Word Cards

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

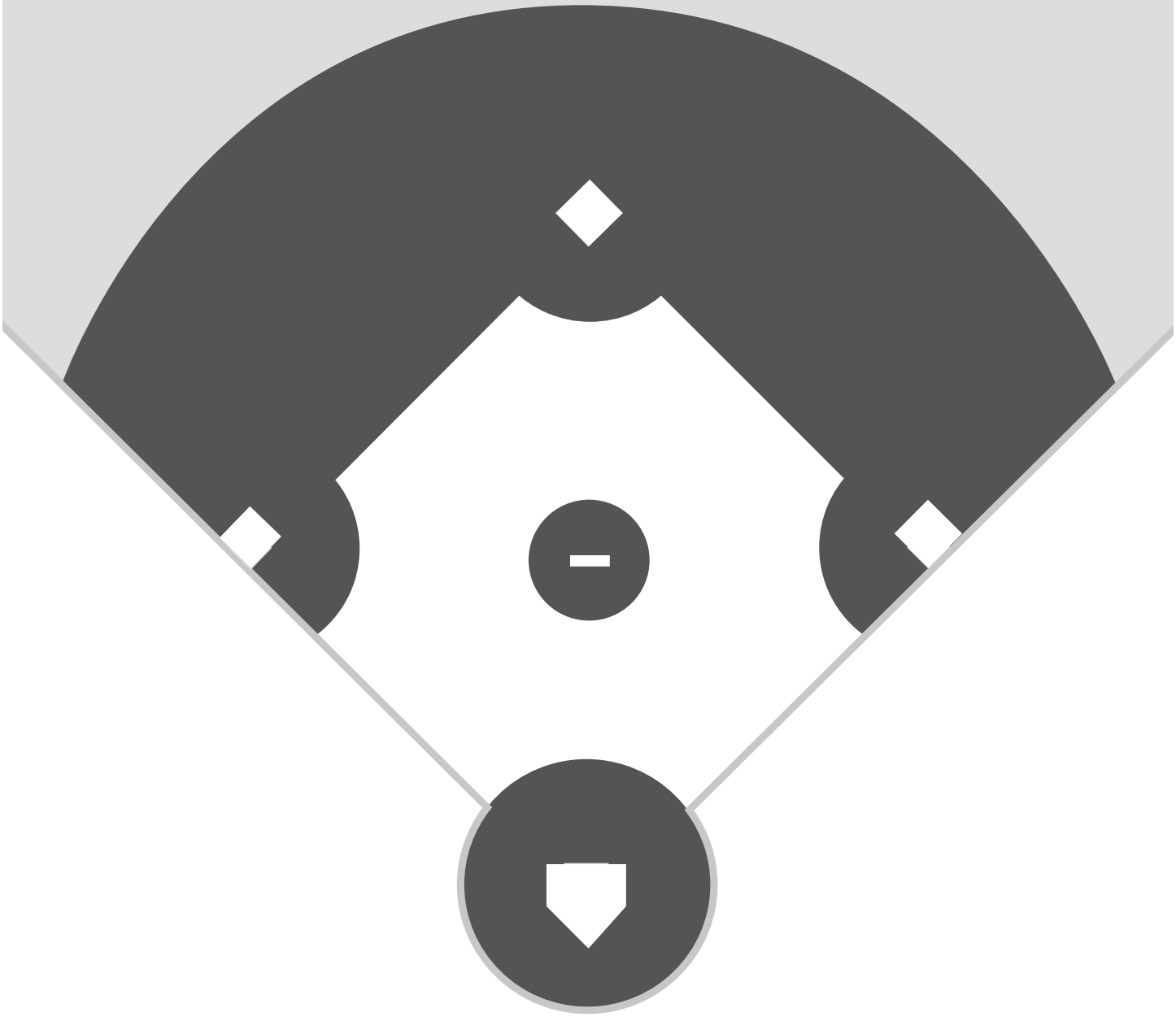
Swim To The Finish



Swim To The Finish Word Cards

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

Baseball Game



Baseball Game Word Cards

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

Section I

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

Section I-A

CVC and CVC Plurals
Lesson Templates

CVC Word Section

Sample Lesson Template

Basic Code: Consonant and Short Vowel Sound-Spellings

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

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

CVC Word Section

Sample Remedial Lesson

Basic Code: ‘f’ > /f/

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

CVC Word Section

Sample Remedial Lesson

Basic Medial Vowel Sounds

Focus: Medial Vowel Sounds	**Teaching**	**Materials**
Warm-Up	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). 1. cat /k/ /a/ /t/ 2. bat /b/ /a/ /t/ 3. bet /b/ /e/ /t/ 4. tan /t/ /a/ /n/ 5. ten /t/ /e/ /n/ 6. Ben /B/ /e/ /n/	Letter Cards with 'i', 'e', 'a' written on them for each student
Teaching	Explain to students that the sounds /i/, /e/, and /a/ are made with the mouth open. 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. 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. 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.	Spelling Cards 'i', 'e', 'a' Vowel Code Flip Book Individual Code Chart
Guided Practice	Give students Letter Cards 'i', 'e', 'a'. Say the following words and have students show the card for the sound they hear: *pet*, *pat*, *met*, *miss*, *bit*, *bat*, *net*, *nit*, *bet, sat*, *sit*, *end*, *and*, *in*, *fin*, *fan*.	Letter Cards with 'i', 'e', 'a' written on them for each student

CVC Word Section

Sample Remedial Lesson

CVC Words

Focus: CVC Words	**Teaching**	**Materials**
Warm-Up	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 /ae/ /p/ /s/ - apes /b/ /ee/ /z/ - bees Present students the letter cards 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i' and have them say the sound for each letter. If students are having difficulty with the sounds, say the sound and have them repeat.	Letter Cards or magnetic letters 'm', 'a', 't', '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', 't' would be /m/ /a/ /t/. Then, blend the sounds into a word and read the word while running your finger under the letters from left to right. Do several more samples and have students do some with you. Have them help you make up words and read them.	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: _____

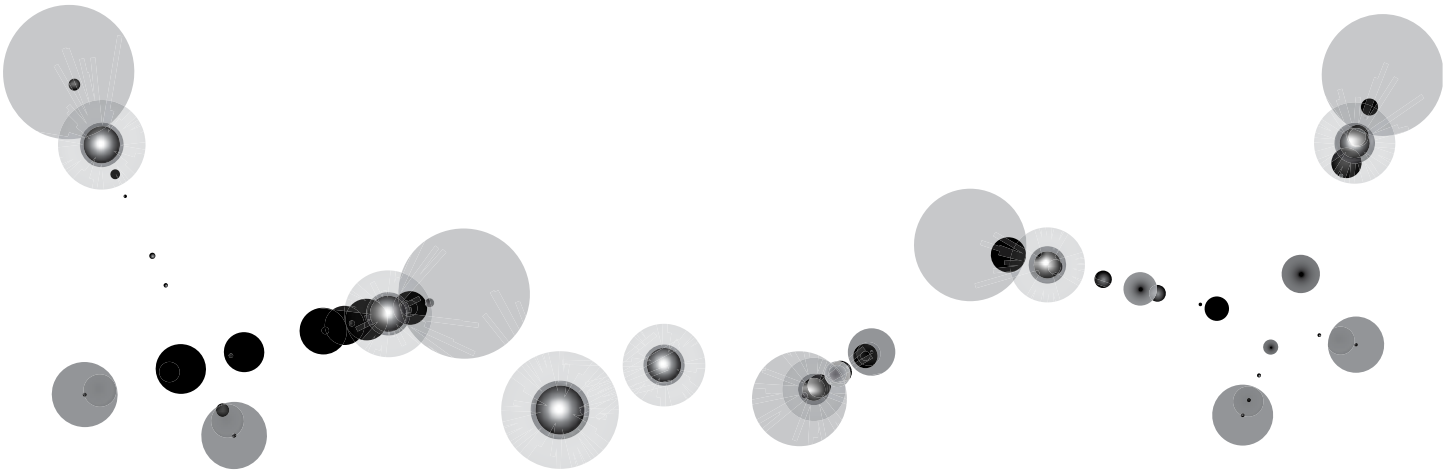
a	**m**	**t**

at	mat	tat	am	tam

Name: _____

d	**a**	**m**	**t**

ad	at	mat
tat	mad	am
ad	dad	dam



Name: _____

o	**d**	**a**	**m**	**t**

dot	tot	at	ad	dad
mat	tat	mad	mom	dam

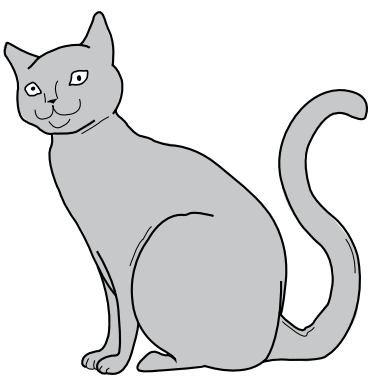
mad mom

Name: _____

c	**o**	**d**	**a**	**m**	**t**

cat	cot	tot	dad
cod	mom	mat	at
mad	tat	doc	mom

mad cat

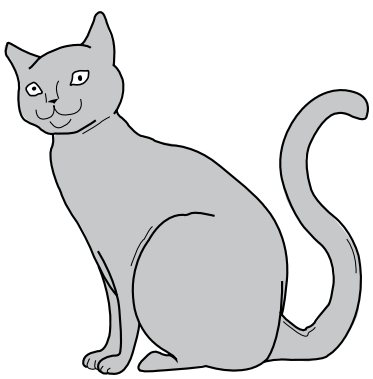


Name: _____

g	**c**	**o**	**d**	**a**	**m**	**t**

got	god	dog	cat
cot	tot	dad	mom

mad at mom

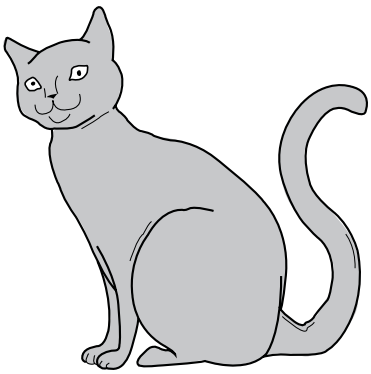


Name: _____

i	**g**	**c**	**o**	**d**	**a**	**m**	**t**

it	got	dot	dig
god	dog	cat	cot
dad	mom	tag	dim

got it	dad did it	dig it



Name: _____

n	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

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

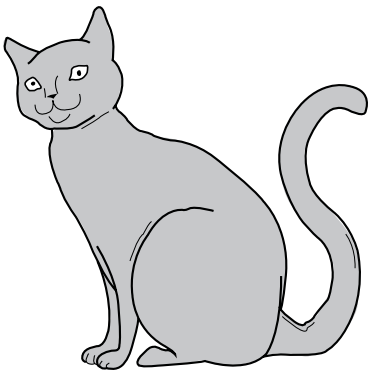
mom and dad	cat on cot	dog and cat

Name: _____

h	**n**	**i**	**g**	**c**	**o**	**d**	**a**	**m**	**t**

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

hit it	not ham	hot dog

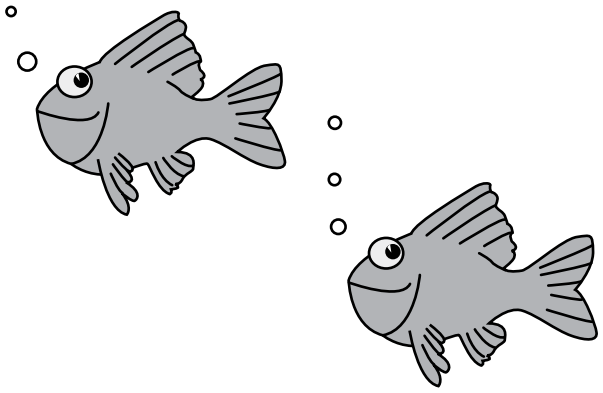


Name: _____

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

sad	mad	sit	sat
not	hot	it	its
tot	in	gas	had
him	cat	can	hat
hid	did	hog	dad
mom	tan	cod	sod

sit on it	tan dad	gas can



Name: _____

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

fog	fig	mad	sit
sat	it	if	fit
fat	hot	not	had
in	fin	fan	dad
him	sad	did	hat
mom	tan	cod	

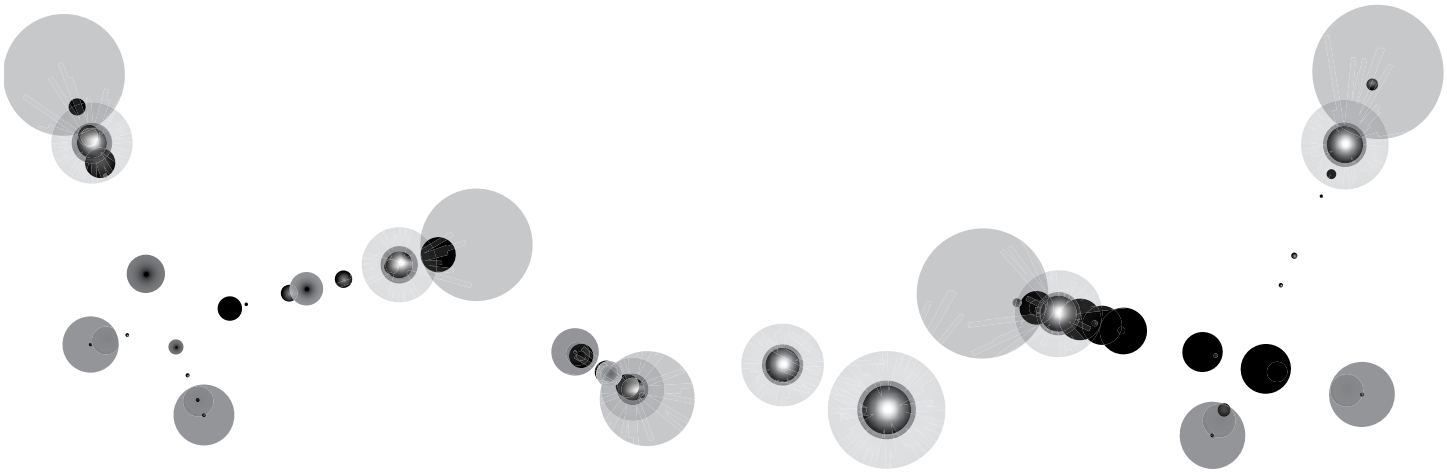
fat cat	not mad	sit on it

Name: _____

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

van	vat	if	it
fat	hot	not	tan
fog	mom	mad	sit
in	fan	had	him
hat	dad	did	sad

man in van	hot vat	fan him

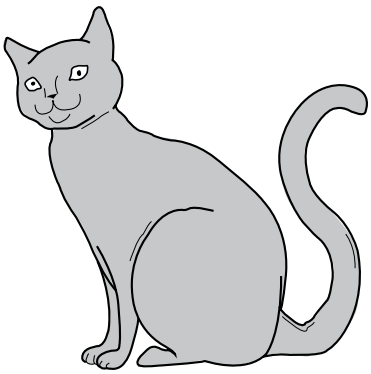


Name: _____

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

zig	zag	vat	van	mad
had	dad	did	sad	in
if	it	fat	hot	fog
vat	not	van	sit	dot

fat cat	hot van	zig zag



Name: _____

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

pig	pad	zig	pin
had	pop	pip	did
sad	mom	zag	vat
pat	nap	if	it
not	dip	top	van
mad	vet	sit	in

hop on pop	fat pig

Name: _____

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

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

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

Name: _____

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

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

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

Name: _____

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

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

fat lip	ten men	let him in

Name: _____

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

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

big bug	red rug

Name: _____

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

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

bad wig	red cup	wet dog

Name: _____

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

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

Name: _____

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

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

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

Name: _____

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

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

Name: _____

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

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

ask him	big kid
ask mom	ask dad
fix it	tax man
hot wax	bad hat

CVC - Fast Reads

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

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

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

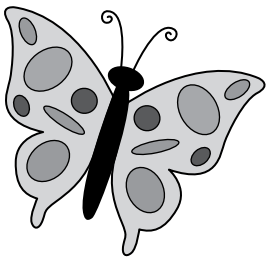
CVC - Plurals with *–s* (*cats*, *dogs*)

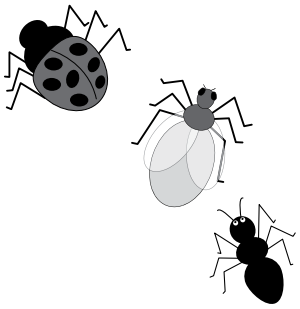
cats	dots	hats	maps
caps	pets	bats	cups
rats	jets	pups	nuts
hips	lips	huts	sets
mats	pots	lots	tops

Name: _____

Plurals with *–s*

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

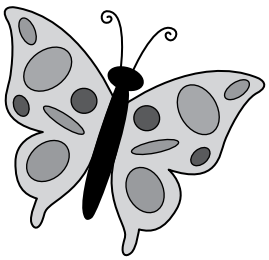


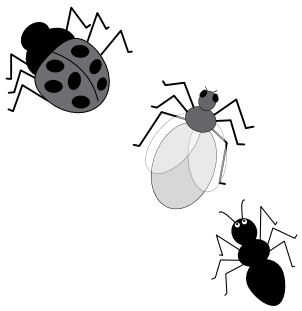


Name: _____

Plurals with *–s*

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

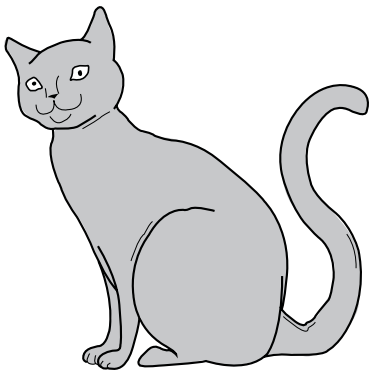




Name: _____

Plurals with *–s*

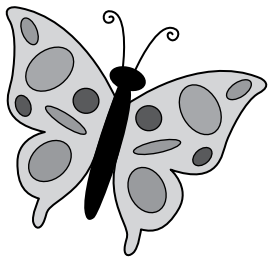
dogs	jugs	rags	rugs
moms	dads	legs	hogs
hams	fans	bugs	kits
pens	pals	jobs	kids
bags	beds	ribs	logs

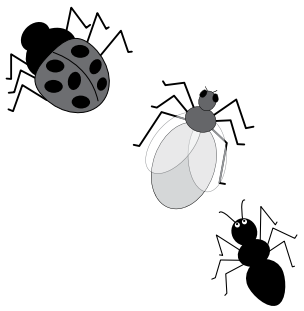


Name: _____

Plurals with *–s*

pots	pads	pigs	pans
hats	hits	hugs	hens
bats	beds	bugs	bins
cats	cuts	cans	cups





Name: _____

Plurals with *–es*

dishes	boxes	foxes
glasses	wishes	benches
branches	ranches	dresses

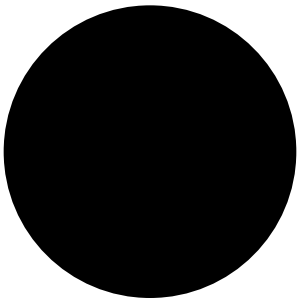
Section I-A

CVC and CVC Plurals Worksheets

Name: _____

Write each word under its matching picture.

cap	cat	dad
~~dot~~	pot	mop



dot

Name: _____

Write each word under its matching picture.

pan	cot	dad
~~pod~~	pin	nap

pod

Name: _____

Write each word under its matching picture.

~~fin~~	hand	gift
hog	sand	fan

fin

Name: _____

Write each word under its matching picture.

map	dig	pit
~~ham~~	mop	fist

ham

Name: _____

Write each word under its matching picture.

1. bed

bed

2. cab

3. vet

4. rug

Name: _____

Write each word under its matching picture.

tub	bug	rat
nuts	sun	wig

_____ _____ _____

_ _

_____ _____ _____

Name: _____

Write each word under its matching picture.

1. yes

yes

2. yam

3. jet

4. jog

Name: _____

Write each word under its matching picture.

1. box

box

2. mix

3. kid

4. six

6

Name: _____

Mixed Plurals Practice

ducks	dishes	fans
cans	ribs	bugs

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

Name: _____

Sentence Reading Final 's' Practice

is	as	has	his

It **is his** pet.

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

Jen **has** red pants.

Dan cut **his** lip.

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

Section I-B

CVCC and CCVC
and Simple Consonant Spelling Alternatives

Section I-B

CVCC and CCVC Consonant Clusters Lesson Template

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

Sample Lesson Plan
Consonant Clusters

Focus: Consonant Clusters	**Teaching**	**Materials**
Warm-Up	Gather Letter Cards 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'y', 'x', 'i', 'e', 'a', 'u', 'o'. Show students each card, one at a time. Say two sounds. Have students say the correct sound. Alternatively, have students repeat the sound after you, say each sound, or say the sound as you flash the cards.	Letter Cards
Teaching	Place Letter Cards 'i', 'a', 'o', 'n', 't', 'd', 'c', 's', 'p', 'b', 'l', 'r', 'h' in a middle row on a table. Place the 'i', 'a', 'o' on top and the remaining consonants along the bottom. Review the sounds for each card by pointing and saying the sound. Have students repeat the sounds. Move the 'b', 'a', 't' cards to the center of the table to spell *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.	small Letter Cards
Guided Practice	Give students paper and pencil. Tell them you are going to say some words. Explain that each word will be similar to the previous word but one sound will be different. Tell them to write each word you say. As you say the word, hold up one finger for each sound. Ask students to count the sounds and draw a line for each sound on their paper. For two sounds, they should draw two lines: __ __. Once they draw the lines, ask them to write the letters those sounds make. Have them read the word back to you.	paper, pencil
Independent Practice	Have students read the following phrases: 1. bulb in lamp 2. soft plum 3. slid on sled 4. mom in pants 5. jump in pond 6. snug in bed 7. red stamp 8. dad naps 9. rat in nest 10. lost hat	

Section I-B

CVCC and CCVC Consonant Clusters Word Lists

Name: _____

Initial Consonant Clusters

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

Name: _____

Final Consonant Clusters

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

Name: _____

Mixed Review: Initial and Final Consonant Clusters

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

Section I-B

CVCC and CCVC Consonant Digraphs Lesson Templates

Digraphs (*chop*, *ship*, *sing*)

Intervention Lesson Template

Digraphs

Focus: Consonant Clusters	**Teaching**	**Materials**
Warm-Up	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.	previously taught Spelling Cards Code Flip Books
Teaching	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.	board or chart paper consonant digraph Spelling Card(s) Consonant Code Flip Book Individual Code Chart
Guided Practice	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.	paper and pencil
Independent Practice	Read words that have the target digraph sound and other digraphs previously taught. Have students write the words they find with digraphs.	

Intervention Sample Lesson

Consonant Digraph /th/

Focus: Consonant clusters	**Teaching**	**Materials**
Warm-Up	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.	Spelling Cards 's', 'h', 'c', 't', 'n', 'g', 'sh', 'ch', 'th', 'ng' Code Flip Books
Introduction	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' > /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.	Spelling Card 'th' > /th/ Consonant Code Flip Book Individual Code Chart
Guided Practice	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 timeframe.	paper and pencil
Independent Practice	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.	Word List page of your choice to fit the activity

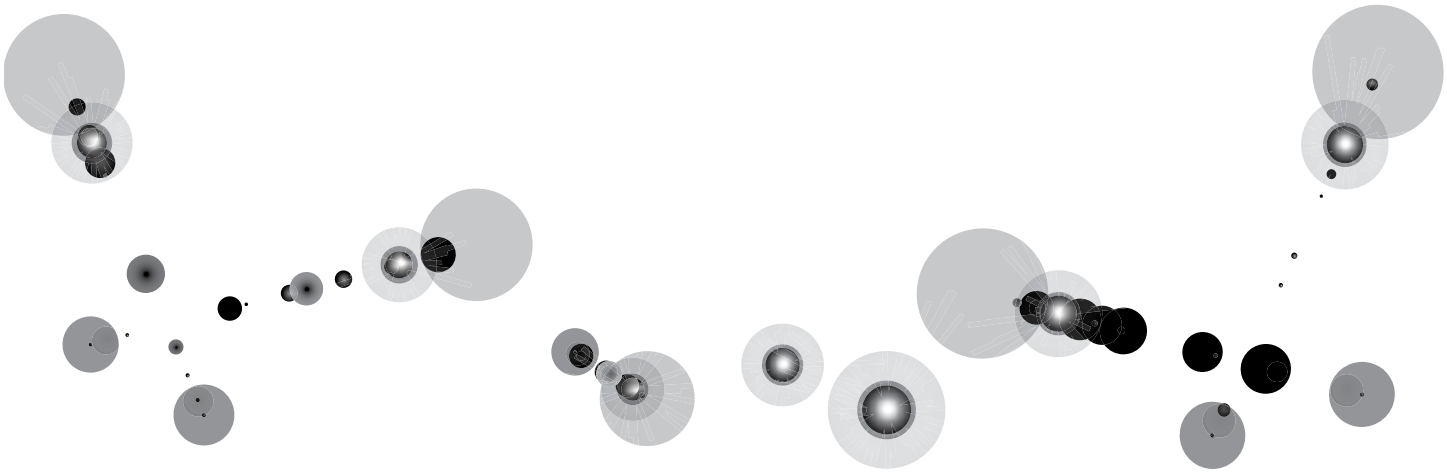
Section I-B

CVCC and CCVC Consonant Digraphs Word Lists

Name: _____

Digraph 'ch'

chop	chip	chips	champ
chat	chest	such	much
hunch	lunch	bunch	brunch
rich	inch	pinch	punch
stench	French	ranch	bench



Name: _____

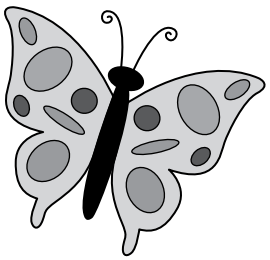
Digraph 'sh'

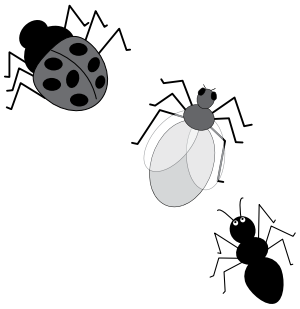
ship	shop	shot	shut
shift	shelf	shed	fish
wish	dish	fresh	brush
hush	cash	flash	dash
splash	rash	crash	trash

Name: _____

Digraph 'th'

thin	thud	thump	theft	thrust
with	fifth	sixth	tenth	moth
cloth	this	path	bath	math

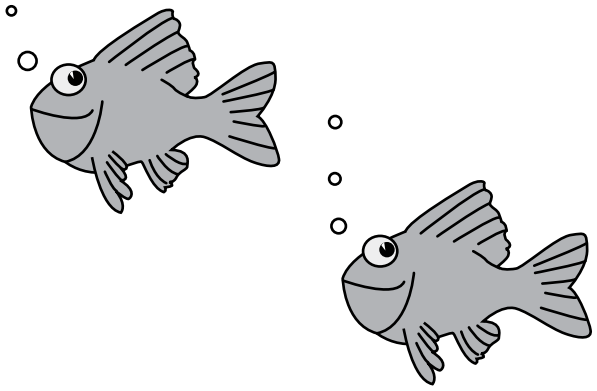




Name: _____

Mixed Review: Digraphs

that	this	them	then
than	thus	this fish	that fish
this moth	that moth	this brush	that brush
this bench	that bench	this path	that path



Name: _____

Digraph 'qu'

quiz	quit	quilt
squid	squint	quits
quest	squints	quests

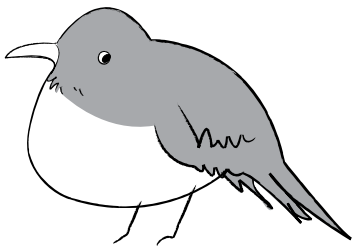
Mixed Review: Digraphs

this quiz	that quiz
this quilt	that quilt
Quit it!	Quit that!

Name: _____

Digraph 'ng'

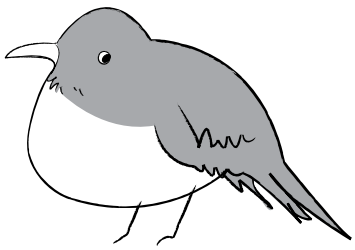
long	song	strong	ring
king	wing	sing	thing
things	bring	swing	spring
string	hang	bang	sang
ding	fangs	hung	lungs
sting	stung	song	sling



Name: _____

Mixed Review: Digraphs

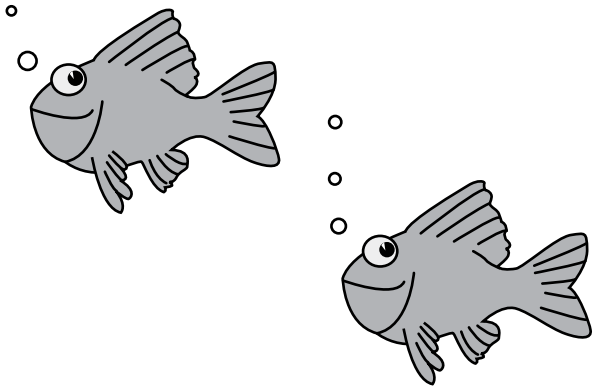
shop	chat	chin	long
path	quiz	thing	quit
strong	king	thin	with
ship	song	gong	rich
wish	wing	such	much
chop	this	splash	crash



Name: _____

Mixed Review: Digraphs

bad song	pop quiz
ding dong	ten ships
fresh fish	pinch an inch
strong king	long song
sing that song	bang that gong
splish splash	rich man



Section I-B

CVCC with Double Consonant Spellings Lesson Template

Double Consonant Spellings

Sample Lesson Template

Double Consonant

Focus: Sound Spelling	**Teaching**	**Materials**
Warm-Up	Show students Spelling Cards previously taught. Say the sound and students can repeat or have students say the sound as you show them the Spelling Card.	Spelling Cards
Introduction	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.	double consonant Spelling Cards 'ss', 'ff', 'zz', 'dd', 'tt', 'gg' Consonant Code Flip Book Individual Code Chart
Guided Practice	Ask students to read and then spell decodable words with the target sound and double consonant spelling.	dry erase boards and markers, or paper and pencil
Independent Practice	Students will read words with targeted sound. Students can read list of words or phrases with targeted sound and spelling; more proficient students can read connected decodable text with targeted sound.	

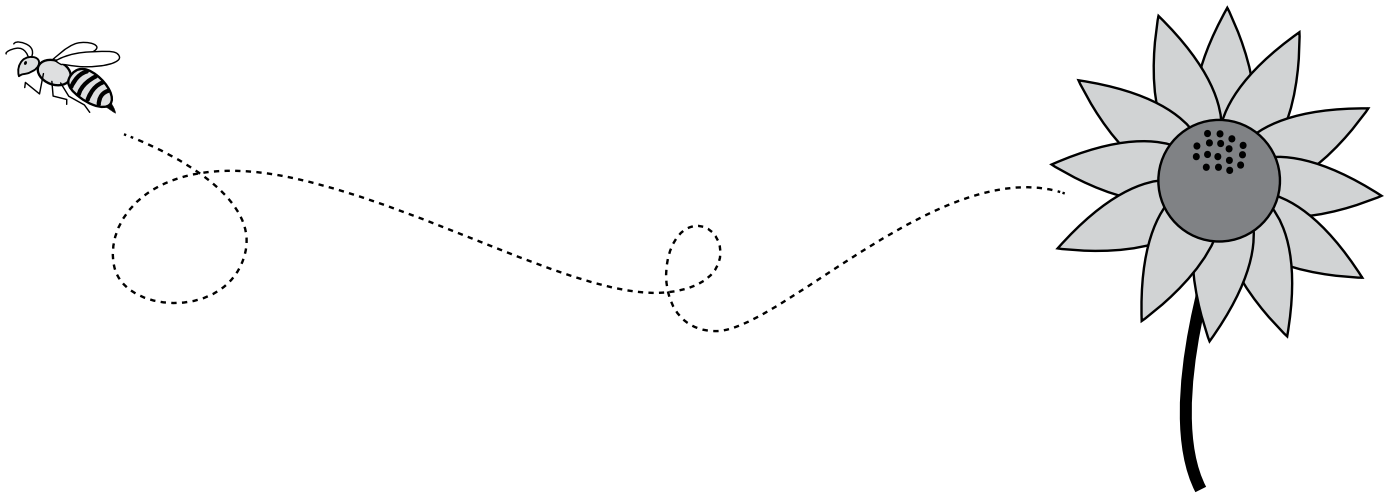
Section I-B

CVCC with Double Consonant Spellings Word Lists

Name: _____

Double Consonant 'ss'

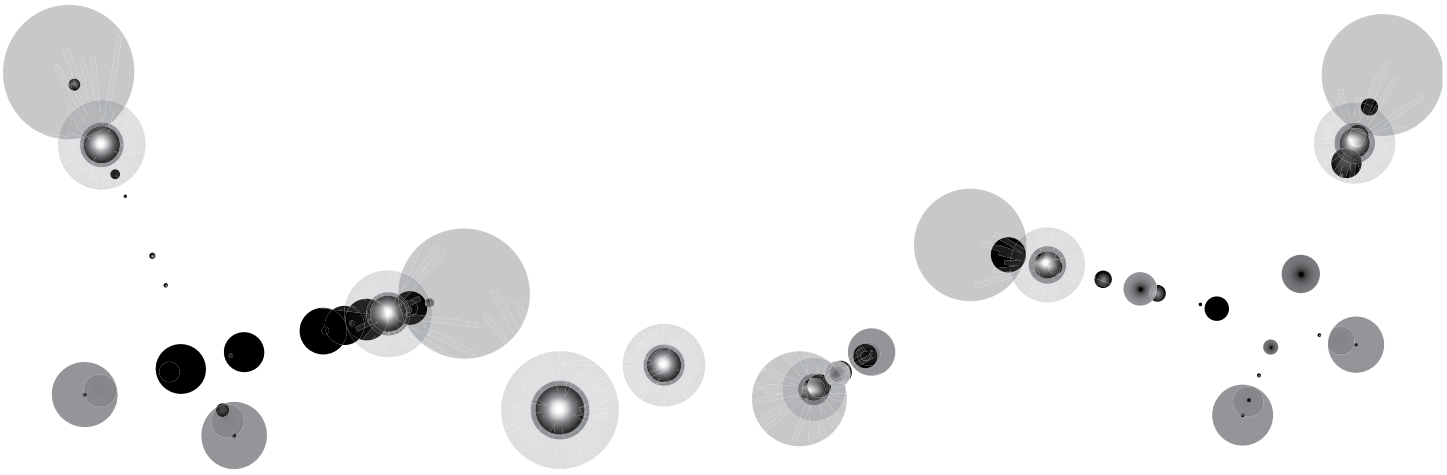
less	mess	dress	class
glass	pass	grass	loss
miss	kiss	fuss	hiss



Name: _____

Double Consonants

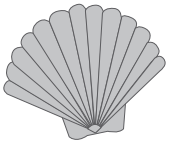
off	stuff	puff	staff
cliff	stiff	sniff	egg
buzz	fuzz	fizz	jazz
add	odd	mitt	mutt
butt	Matt	inn	

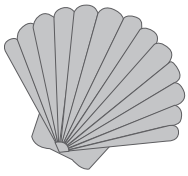


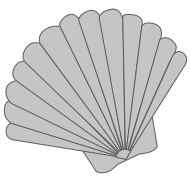
Name: _____

Double Consonant 'll'

ill	will	bill	hill
fill	kill	still	skill
well	tell	fell	sell
bell	smell	swell	shell







Name: _____

Digraph 'ck'

back	sack	black	track
crack	lock	rock	sock
block	clock	pick	sick
kick	stick	thick	quick
trick	neck	check	luck
duck	truck	lick	bricks

Section I-B

CVCC and CCVC Worksheets

Name: _____

Write each word under its matching picture.

ship	chimp	chips
fish	bench	dish

_____ _____ _____

_ _

_____ _____ _____

_____ _____ _____

_ _

_____ _____ _____

Name: _____

Write each word under its matching picture.

bath	moth
cloth	fifth

Name: _____

Write each word under its matching picture.

quilt	lung	king
swing	fang	strong

_____

_ _ _ _ _ _ _ _

_____

_____

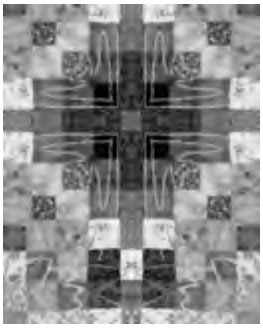
_ _ _ _ _ _ _ _

_____

_____

_ _ _ _ _ _ _ _

_____



_____

_ _ _ _ _ _ _ _

_____

_____

_ _ _ _ _ _ _ _

_____

_____

_ _ _ _ _ _ _ _

_____

Name: _____

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

~~brush~~	~~pal~~	plum	twin
clock	nest	Bob	man

pal

brush

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

Section I-C

CVC, CVCC, and CCVC
Practice Sentences for Oral Reading

Name: _____

Practice Sentences

1. Grant trusts Brent.

2. Slim has milk left in his cup.

3. Fran has soft vests.

4. Fred has six frogs.

5. Trip can grab it.

6. Brad slept in his crib.

7. It is as soft as silk.

8. Stef got us fins and swim masks.

Name: _____

Practice Sentences

1. At lunch Rich had fish and chips.

2. Chip hid his cash in his box.

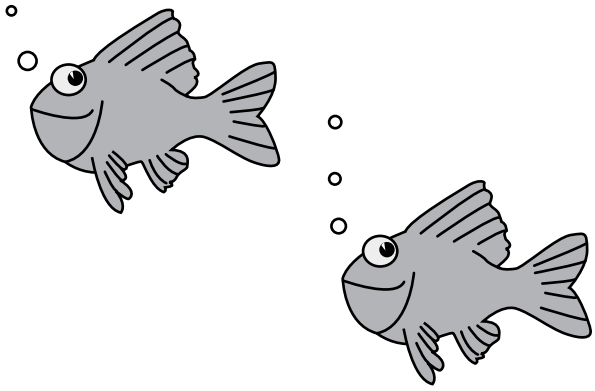
3. Chad got milk on his chin.

4. Chad is rich.

5. Chip can pinch an inch.

6. Shep shot at tin cans.

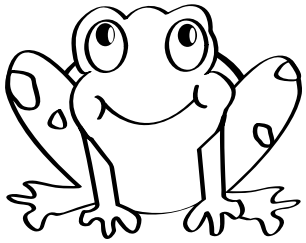
7. Trish went in two shops.



Name: _____

Practice Sentences

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



Name: _____

Practice Sentences

1. Are the kids up?

2. The kids are up.

3. Are the ducks in the pen?

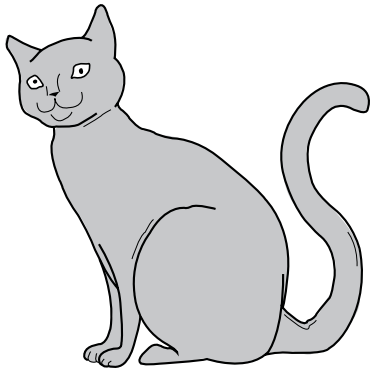
4. The ducks are in the pen.

5. Are the cats in the den?

6. The cats are in the den.

7. Are the pigs in the pen?

8. The pigs are in the pen.



Name: _____

Practice Sentences

1. I got a frog.

2. The frog hid in the bath tub.

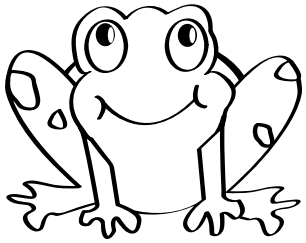
3. I went to the track and ran ten laps.

4. Ben got mud on his pants.

5. Dan got milk on Mom.

6. The cat bit the dog.

7. When the sun sets, I will get in bed.



Name: _____

Practice Sentences

1. Dan went to the shop.

2. Rex went to the bus stop.

3. It is ten to six.

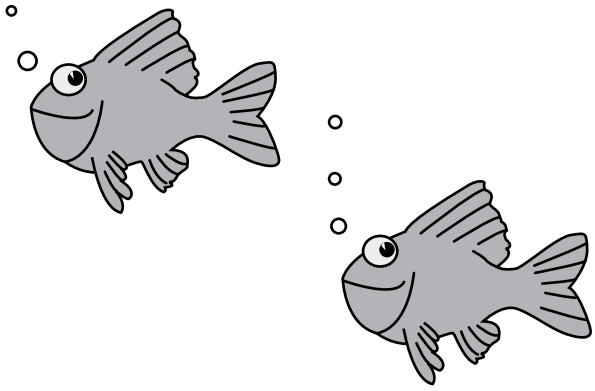
4. Ed went to get a hot dog.

5. It's fun to run.

6. It's fun to splash.

7. It's fun to swim.

8. It's not fun to get sick.



Name: _____

Shep at Camp

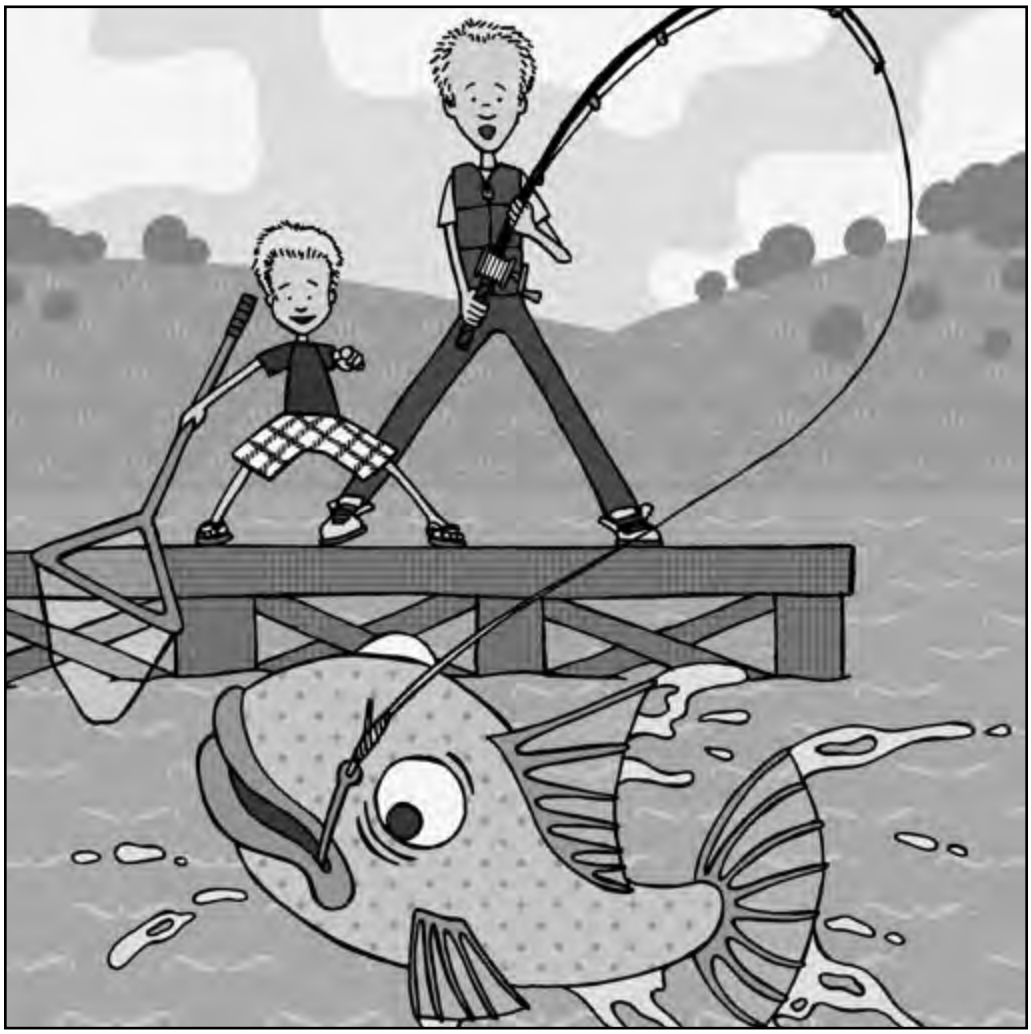
Shep's mom drops him at camp.

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

Shep is glad camp is fun.

Name: _____

Fish at the Pond



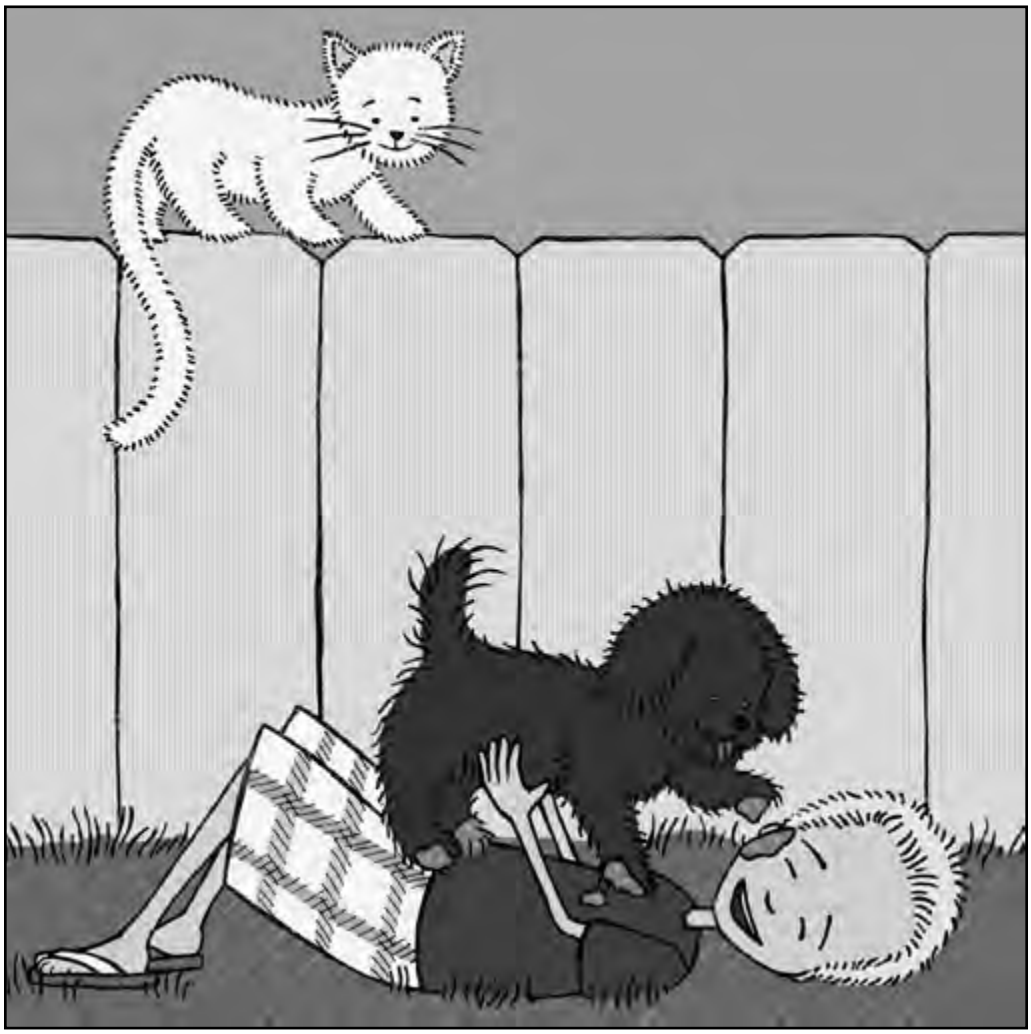
Shep can fish with his dad in the pond.

Shep's dad gets a big, big fish.

Shep helps his dad put the fish in the net.

Name: _____

Shep's Pets



Shep has 3 pets.

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

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

Fran, the cat, can nip at the quilt.

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

Name: _____

Fun at the Pond

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

The kids hunt for bugs and things.

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

The kids had fun at the pond.

Name: _____

The Van

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

The van runs, but then it stops.

Shep ran to get the fix-it man.

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

Name: _____

On the Bus

Mom has to get on the bus.

The bus hits a dip, but Mom hangs on.

Mom rings the bell to get off at her stop.

The bus stops and Mom gets off.

Name: _____

Shep in Class

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

On 3, all the kids ran to the pond.

Not Shep. Shep had to fix his print.

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

Name: _____

The Chills

Shep and Chet went in the pond.

The pond was not hot.

Shep and Chet got the chills.

Shep and Chet ran to the sand.

Name: _____

Tasks

Shep has a list of tasks.

Shep has to scrub and mop.

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

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

Name: _____

Stop That Bus

Shep's clock did not ring.

Mom and Shep had to rush.

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

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

Name: _____

Shep and the Duck

Shep's class went on a trip.

The class got to run in the sand.

But the kids can not pet the duck.

Shep and Chet dig in the sand.

Name: _____

Shep and the Duck, continued

Shep digs up a ring.

The duck spots the ring.

Then the duck grabs the ring from Shep.

Shep yells, "That is one bad duck."

Name: _____

Seth

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

Seth's mom went to the shop.

Mom got fish and squid.

Name: _____

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

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

Name: _____

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

Seth's sled went fast.

Name: _____

Seth had lunch with Mom and Dad.

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

Name: _____

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

Seth can jam with Mom and Dad.

Section I-D

CVC, CVCC, and CCVC Stories for Oral Reading

Name: _____

Kim and Beth

Kim runs with Beth.

Kim is fast.

But Beth is just as fast.

Kim sprints.

Beth sprints.

Beth wins!

Name: _____

The Vet

A vet helps pets that get sick.

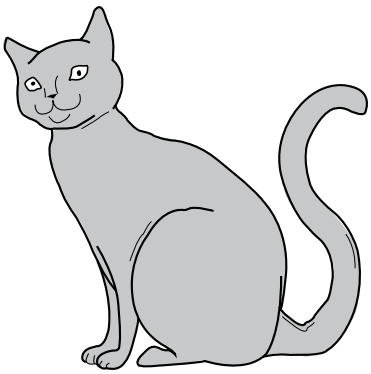
If a cat gets sick, a vet can help.

If a fish gets ill, a vet can help.

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

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

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



Name: _____

Pals

Pals must help pals.

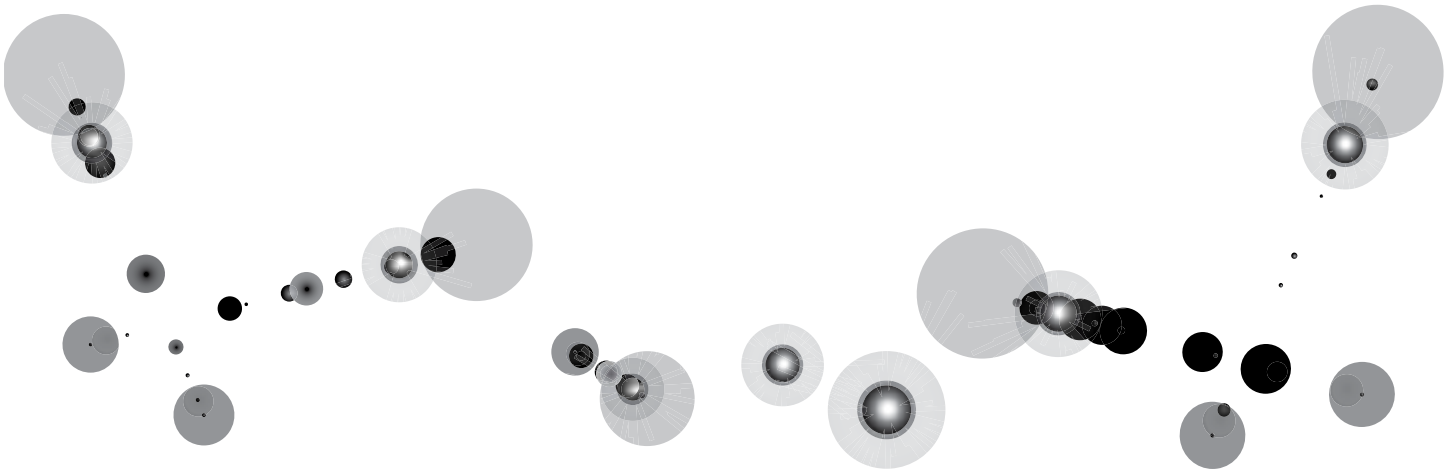
Mel can swim, but Pam can't.

Mel must help Pam swim.

Pam can skip, but Mel can't.

Pam must help Mel skip.

Pals must help pals.



Name: _____

A Kid

A dog can run.

A fish can swim.

A frog can jump.

A chimp can grin.

A pig can grunt.

But so what?

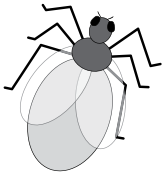
I am a kid, and I can run and swim and jump and grin and grunt!

Name: _____

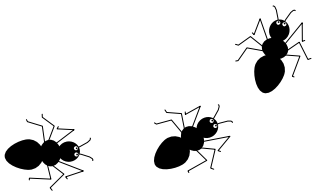
Bugs

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

There are bugs with wings and bugs with legs.

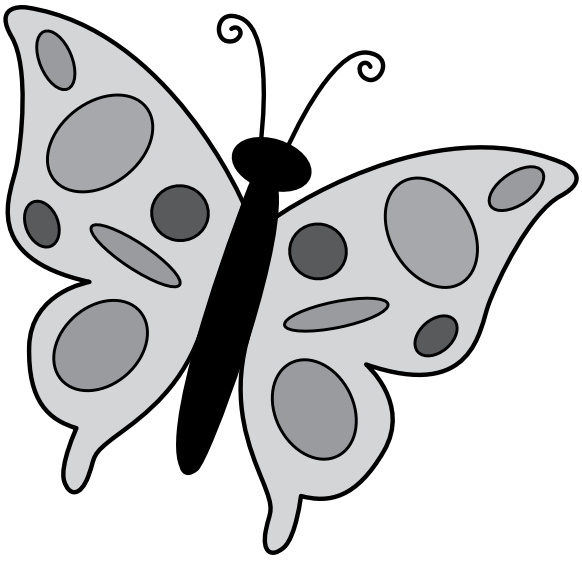


There are bugs that spin webs, bugs that dig in mud, bugs that jump, and bugs that run on top of ponds.



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

There are lots of bugs!



Name: _____

Pets

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

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

I fed the frog bugs.

I fed the dog chops.

I fed the cat fish.

The frog slept in a box.

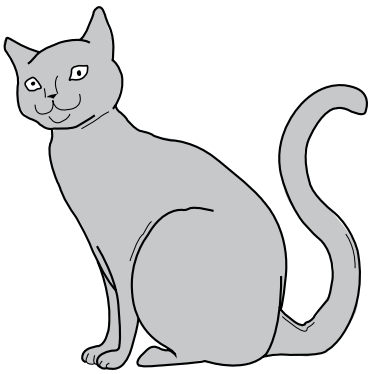
The dog slept in a pen.

The cat slept on the rug.

The frog ran off.

The dog ran off.

But the cat did not!



Name: _____

The Fox and the Man

A red fox has its den in the glen.

The mom has six fox pups.

The pups run and jump and twist and romp.

The dad runs off on a hunt.

A man has his den on the hill.

The man has six kids.

The kids run and jump and twist and romp.

The man runs off and gets lunch.

Name: _____

The Band

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

Matt's dad sings.

Todd's dad bangs the drums.

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

Yap, yap, yap!

Bang, bang, bang!

Yap, yap, yap!

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

And hush up that mutt!"

Todd's dad gets the hint.

The drums stop.

The songs stop.

The yaps stop.

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

Name: _____

Ann Spann

Ann Spann is a math champ.

Ann is in the math club.

Ann went to math camp.

Ann can add one plus six.

Ann can add ten plus ten.

Ann says a math quiz is fun.

Ann says a math test is a blast.

Let's ask Ann to help us with math.

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

Name: _____

Fred French, the Fix-It Man

Fred French is a fix-it man.

Fred has a fix-it shop.

His shop has belts and clamps and drills.

Fred can fix a grill with his drill.

Fred can fix lamps with his clamps.

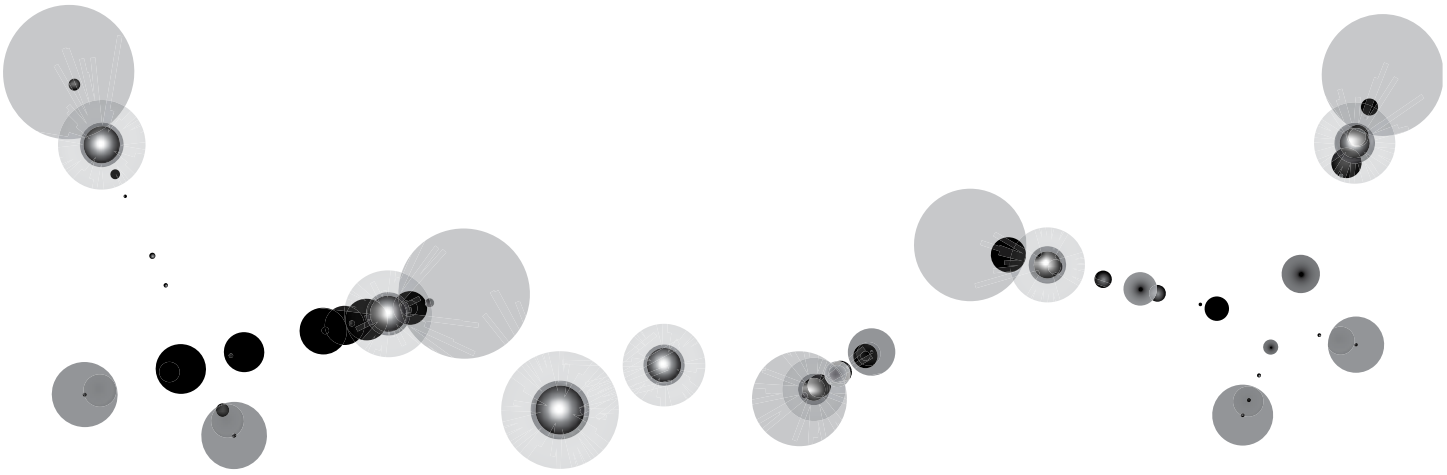
Fred can fix a van that has a dent.

Fred can get rust off a bed.

If it's bent, send it to Fred.

If it has a dent, get Fred.

Fred can fix it.



Name: _____

Sam's Lunch

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

But Sam had an ant on his dish.

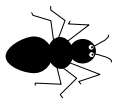
The ant sat on the ham.

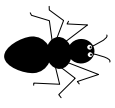
It ran on the chips.

It ran from the chips to the cup.

It swam in the milk.

And that was the end of Sam's lunch.





Name: _____

Bob's Bed

Bob had a lot of cash.

Bob got a big bed with his cash.

But the bed was so big it did not fit.

Bob was mad.

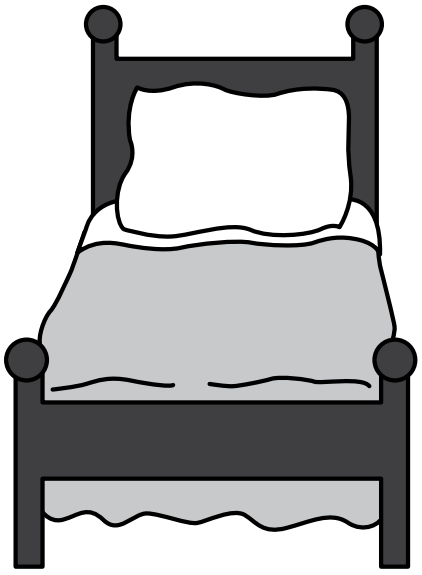
Then Bob said, "That's it!"

Bob got the big bed in bits.

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

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

Then Bob had a nap in his big bed.



Name: _____

Clint Cash

Clint Cash is a rich man.

Clint has a ranch in the West.

Clint has a big ship.

Clint has a fast jet.

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

Clint has a hot tub.

Clint is a big man at his golf club.

Clint sits in the sun and gets a tan.

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

Name: _____

Jim's Ship

Jim had a ship.

It was a big ship.

It had lots of nets and traps.

Jim went on a trip to get fish.

In went the nets.

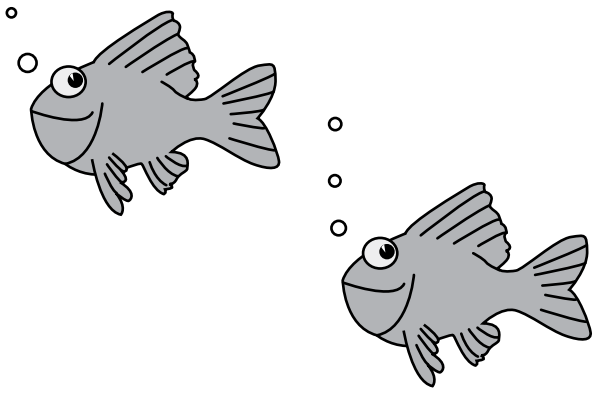
Splash!

In went the traps.

Splash!

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

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



Name: _____

Ted's Fish

Ted has a fish in his net.

It's a cod.

Ted grabs the fish with his hand.

It's a big fish.

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

Ted brings the fish back to land.

Ted gets his grill hot and cuts up the fish.

Then Ted sets the fish on the hot grill.

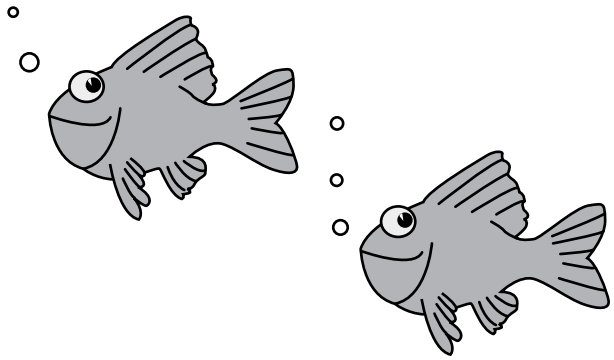
Ted gets tongs and flips the fish.

Ted smells the fish.

Ted grins.

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

Then Ted has lunch.



Name: _____

Fran and the Vet Van

This is Fran.

Fran is a vet.

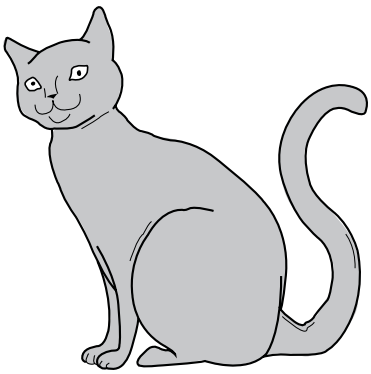
A vet can help a pet that gets ill.

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

Fran has a van.

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

And then Fran will fix up that pet.



Name: _____

Egg Toss

Sam and Beth are the egg toss champs.

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

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

Sam and Beth are the best.

But the egg has a crack.

It lands in Sam's hands.

Crack!

Plop, slop, glop!

Egg glop lands on Sam's pants!

Name: _____

Hot Stuff

Tom, Tim, and Ted had lunch.

Tom said, "What's that red stuff in the pot?"

Tim said, "That's dad's stuff. And it is red hot."

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

His lips got red.

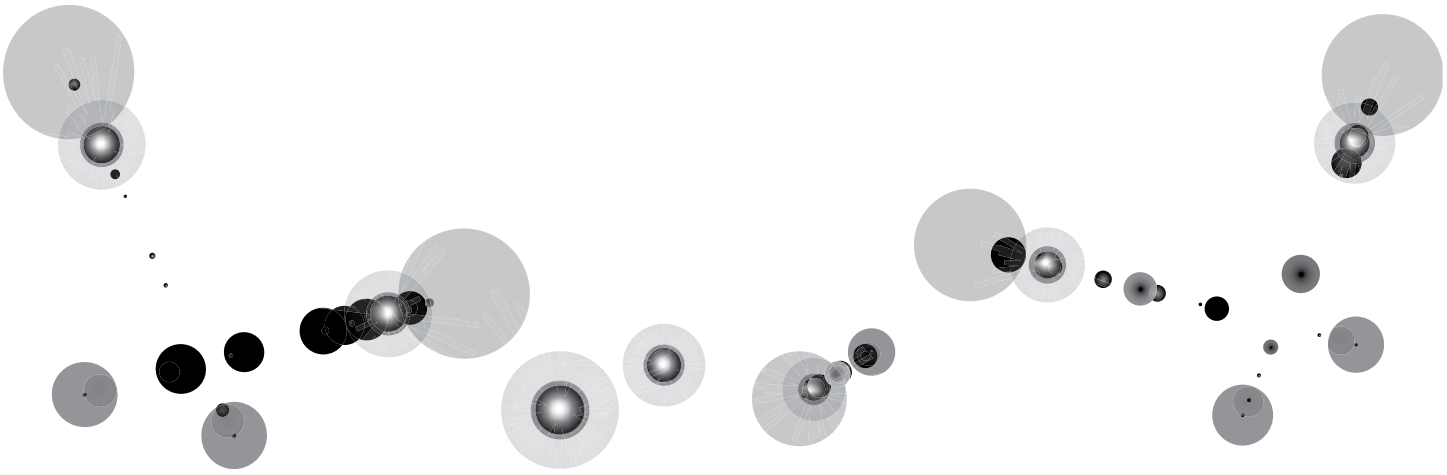
His neck got red.

"Hot! Hot!" said Tom with a gasp.

Ted said, "Tom's a wimp. I can gulp that hot stuff."

Then Ted had a sip of the red stuff.

"Ack!" Ted said. "It's hot! Pass the milk!"



Name: _____

Ann's Bag

Ann is a mom.

Ann has a big bag.

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

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

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

Name: _____

King Fred

King Fred had lots of cash.

The cash was in a big chest.

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

“Dig a big trench,” said King Fred.

“Where?” said the man.

“Here,” said King Fred.

The man dug a big trench.

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

“What chest?” said the man.

“This chest,” said King Fred.

The man set the chest of cash in the trench.

“Sh!” said the king.

“Tell no one where I hid the chest!”

“What chest?” said the man.

Name: _____

Gifts

Dad got us gifts.

He got me a truck.

He got Quinn a mitt and a bat.

He got Mom a box.

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

He said, “Lift up the lid.”

She did.

“It’s a dress!” she said.

We said, “Dad is the best!”

Name: _____

Brad Briggs

Brad Briggs has not slept.

He was up at ten.

He was still up at one.

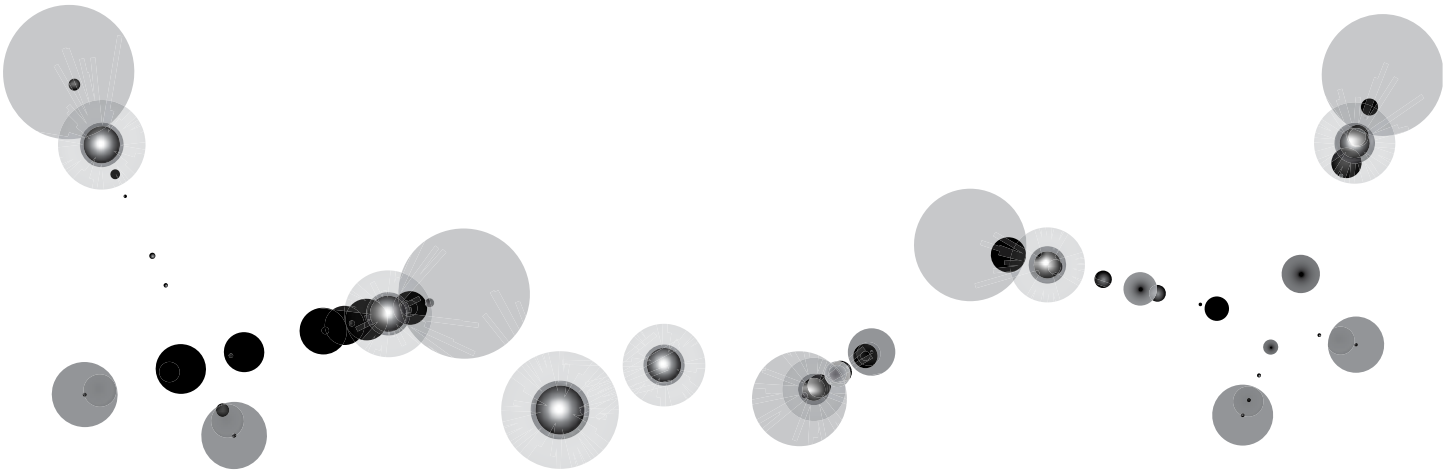
He was still up at six when his mom got up.

Brad is not well.

His legs hang limp.

His chest sags.

His chin flops on his desk.



Name: _____

King Kong

King Kong was a chimp—a big chimp.

He got mad and sat on a bus.

Smash!

Then he sat on a cab.

Crunch!

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

"This chimp is mad.

This chimp is bad.

It sits on things!

It stomps on things!

Who can tell what it will do next?

Who will stop it?"

"We will stop that chimp!" said the man.

"Stop," said the man.

King Kong did.

Name: _____

Who Did It?

Smash! The glass cracked.

Dad ran out and asked, "Who did this?"

Fran said, "Ted did it."

Ted said, "Beth did it."

Beth said, "Max did it."

Max said, "Tex did it."

Tex was the dog.

Tex said, "Yap, yap!"

Dad got mad.

"Tex did not do this!" he said.

"Tex is a dog!

A kid did this!

Tell me, who did it?"

At last, Ted said, "It was me."

Bud, the Cat

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

Nat got Bud from a vet.

Bud had a bad leg.

The vet had to fix Bud's leg.

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

Bud sat and sat.

No one ran in to get him.

Then Nat said, "Mom, can I have him? Can I? Can I? Can I?"

At last Dot said yes.

The Fish

Nat got six fish.

Nat got them from a pet shop.

The fish swim and splash and munch on fish snacks.

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

A lid sits on top of the fish.

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

The cat can smell the fish.

It can press on the glass.

It can grab at the fish.

But it can't get them.

The Bus

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

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

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

At the bus stop, there was a thrush.

Mom got this snap shot of us and the thrush.

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

I said, "Why? Is it fast?"

"No," Nat said, "it's not that fast."

"Then why is it the best?"

Nat just sat there with a big grin.

At last Nat said, "There it is!"

It was a big red bus with a top deck.

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

Section I-E

One-Syllable Short Vowel Words Assessment

Name: _____

Read the following words aloud to your teacher.

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

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

Name: _____

Spell the words on the following blanks.

1. _____
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>
<tr><th>Focus: Alternative Spellings</th><th>Teaching</th><th>Materials</th></tr>
<tr><td>Warm-Up</td><td>Write –ed on the top of the board.

Draw this chart on the board. You will use it in three different steps to demonstrate the different pronunciations of –ed:

<table><tr><td colspan="3">–ed</td></tr><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td></td></tr></table></td><td>board</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).
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.
Explain that these letters, ‘ed’, are pronounced differently depending on the sounds that come before them:
The letters ‘ed’ may be pronounced the expected way: /e/ + /d/. Write the word acted on the board under the first column.
<table><tr><td colspan="3">–ed</td></tr><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>acted</td><td></td><td></td></tr></table>Underline the past-tense marker –ed and number this pronunciation 1. Read the word acted and use it in a sentence.
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.
<table><tr><td colspan="3">–ed</td></tr><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>acted</td><td>filled</td><td></td></tr></table>The letters ‘ed’ may be pronounced as /t/. Write the word asked on the board under the third column.
<table><tr><td colspan="3">–ed</td></tr><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>acted</td><td>filled</td><td>asked</td></tr></table>Underline the past-tense marker –ed. Read the word asked and use it in a sentence.</td><td></td></tr>
</table>

Section I-F

CVCC and CCVC with *–ed* Word Lists

Name: _____

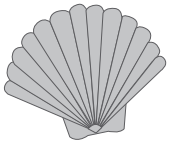
Past-tense verbs with *–ed*

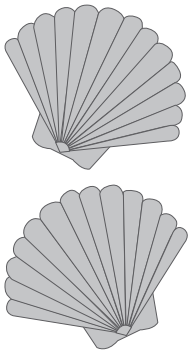
tilted	added	fitted
landed	ended	dented
sanded	handed	mended

Name: _____

Past-tense verbs with *–ed*

filled	planned	robbed
grabbed	rubbed	smelled
spilled	begged	grinned
fanned	banged	yelled

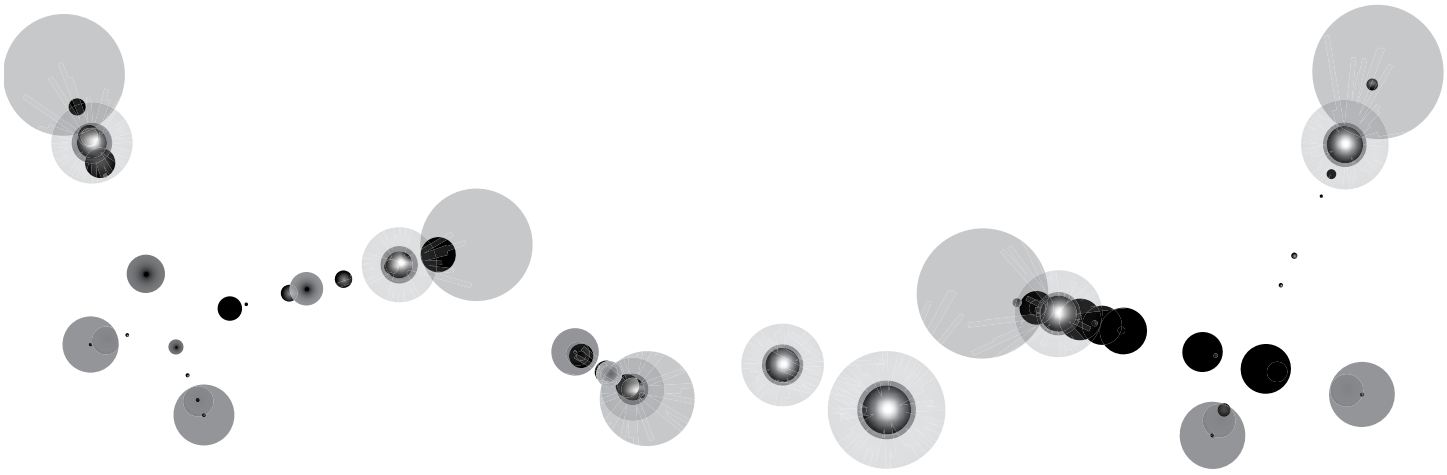




Name: _____

Past-tense verbs with *–ed*

asked	passed	stopped
helped	picked	dropped
dressed	mixed	fixed
missed	stuffed	shocked
slipped	tripped	dripped



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

Name: _____

Fill in the Blanks

added	spilled	dressed	handed
landed	missed	filled	

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

Name: _____

Fill in the Blanks

dropped	wished	robbed
mended	picked	

1. I _____ up my pen when it fell.

2. She _____ it was not so hot.

3. My hands were wet so the bag _____ from my hand.

4. She had a rip in her dress but her mom _____ it.

5. The man got her purse when he _____ her.

Name: _____

Sort the 'ed' words based on how the ending is pronounced.

~~landed~~	quacked	flapped	spotted
tossed	grabbed	crammed	jogged

/e/ + /d/	/d/	/t/
acted	filled	asked
landed		

Name: _____

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

like	ask	shrug	slump	limp
yank	plop	pat	yell	

1. "Zip! Zing!" he _____. "Take that, T. Rex!"

2. He _____ back the drapes.

3. "Ugh!" Mike said. He _____ and let his chin drop on his chest.

4. "What if I tell you a bedtime tale?" he _____.

5. Mike did not think it would help much. Dad _____.

6. "When I was a kid, your gramp would tell me bedtime tales. I _____ them."

7. Mike's dad sat down on the bed and _____ Mike on the back of the neck.

8. Mike _____ to his bed and _____ down on it.

Section I-F

CVCC and CCVC with *–ed* Game

The Past-Tense Marker *–ed*

Whole Group or Small Group

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

Mom dusts the shelf.	Mom dusted the shelf.

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

Ben spells the word.	Ben spelled the word.

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

Jen brushes the dog.	Jen _____ the dog.

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

Pat plants the grass.
Pat _____ the grass. (*planted*)
Dad grills two hot dogs.
Dad _____ two hot dogs. (*grilled*)

Section I-G

CVCC and CCVC with *–ed* Assessment

Name: _____

Read the following words.

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

_____/15 correct

Mastery: 12/15 correct

Section I-H

Basic High-Frequency Words

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

Section I-H

Basic High-Frequency Words Lesson Template

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

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

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

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

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

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

High-Frequency Words

Focus: High-Frequency Words	**Teacher**	**Materials/ Resources**
Warm-Up	Explain to students that most words in English "play by the rules" and are pronounced exactly the way you would expect, based on the letter-sound spellings that have been taught. But some words, or parts of words, do not play by the rules. In the earlier grades of CKLA, these words were called Tricky Words.	
Introduction/ Guided Practice	One at a time, display and say each targeted high-frequency 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 high-frequency 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.	three to five index cards with targeted high-frequency words Copy and Write Worksheet (following this template)
Guided/Independent Practice	Have students practice reading phrases, sentences, and short stories that include the high-frequency words. Use high-frequency word cards as flash cards and/or to play various games, such as Bingo, Concentration or a variation of "War."	

Name: _____

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

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

Name: _____

Complete Dolch Word List Sorted Alphabetically

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

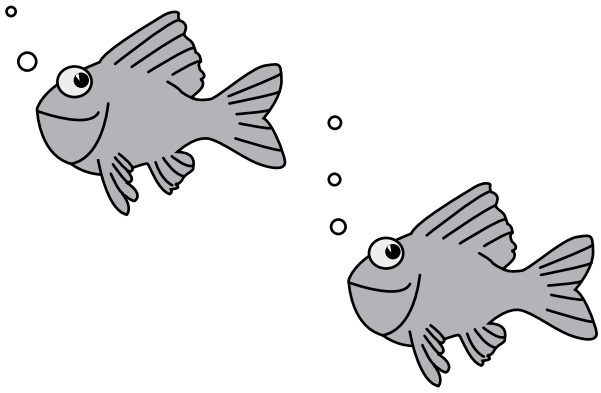
Section I-H

Basic High-Frequency Words
Word Lists

Name: _____

Basic High-Frequency Words

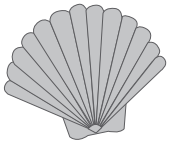
to	why	where	when
be	he	four	well
me	would	could	how
do	should	she	we
was	word	who	what
the	from	which	here
once	one	said	says
two	down	there	picture

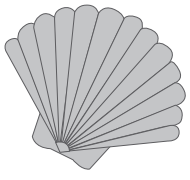


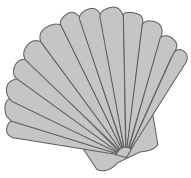
Name: _____

Basic High-Frequency Words

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







Name: _____

Mixed Review: Basic High-Frequency Words

to	why	I	see
where	your	when	first
by	be	but	you
he	would	could	how
do	should	she	have
me	was	word	who
all	what	my	did
from	which	get	go
once	one	said	says
there	two	down	ask

Section I-H

Basic High-Frequency Words Worksheets

Name: _____

Fill in the Blanks

she	down	should
to	do	two

1. Mom said _____ was mad at me.

2. Max got _____ cans of ham.

3. Dad had _____ run to get the bus.

4. _____ we pick up a bag of chips?

5. What should we _____?

6. Stan fell _____ and got a cut.

Name: _____

Fill in the Blanks

Why	What	Where

1. _____ is in the bag?

2. _____ did Dad set his cup?

3. _____ did Stan hit him?

Name: _____

Fill in the Blanks

word	was	says	there	of

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

Name: _____

Fill in the Blanks

one	once	from	said	of

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

Name: _____

Fill in the Blanks

are	were	some
so	go	no

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

Name: _____

Fill in the Blanks

I	your	have
by	who	all

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

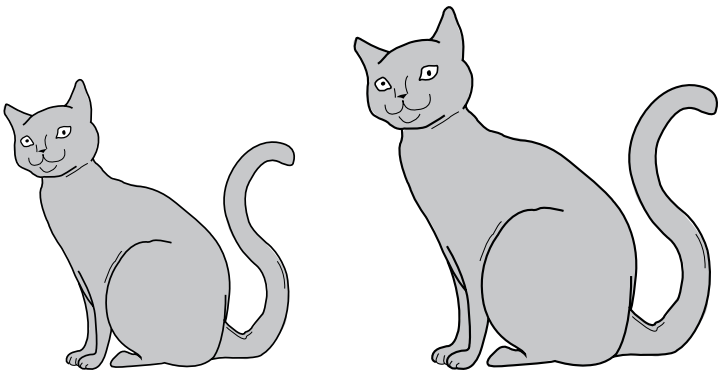
Section I-H

Basic High-Frequency Words
Practice Sentences and Stories for Oral Reading

Name: _____

From, of

1. **from** Stan
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



Name: _____

Once, one

1. **Once** Dan got a gift.

2. I got **one** gift.

3. **Once** Ben got mud on his pants.

4. She has **one** sister.

5. **Once** the cat bit the dog.

6. **Once** Brad went on his sled.

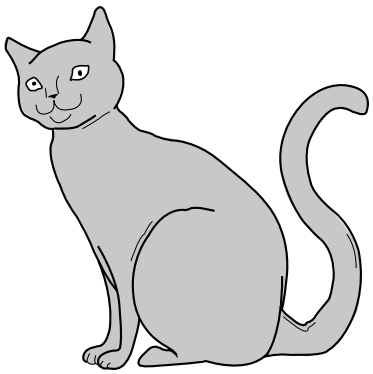
7. There is **one** book.

8. **Once** Val got in, it got hot.

Name: _____

Said, says

1. Dad **said** no, but Mom **said** yes.
2. Dad **said** get a cat.
3. Jen **said** that's not it.
4. Rich **says** it is not ten yet.
5. Glen **says** Dad is in bed.
6. Chip **says** Mom is in the den.
7. Vic **says** the pot is hot.
8. Ted **said** to sit by him.



Name: _____

Here, when, which, where, there

1. **There** it is.

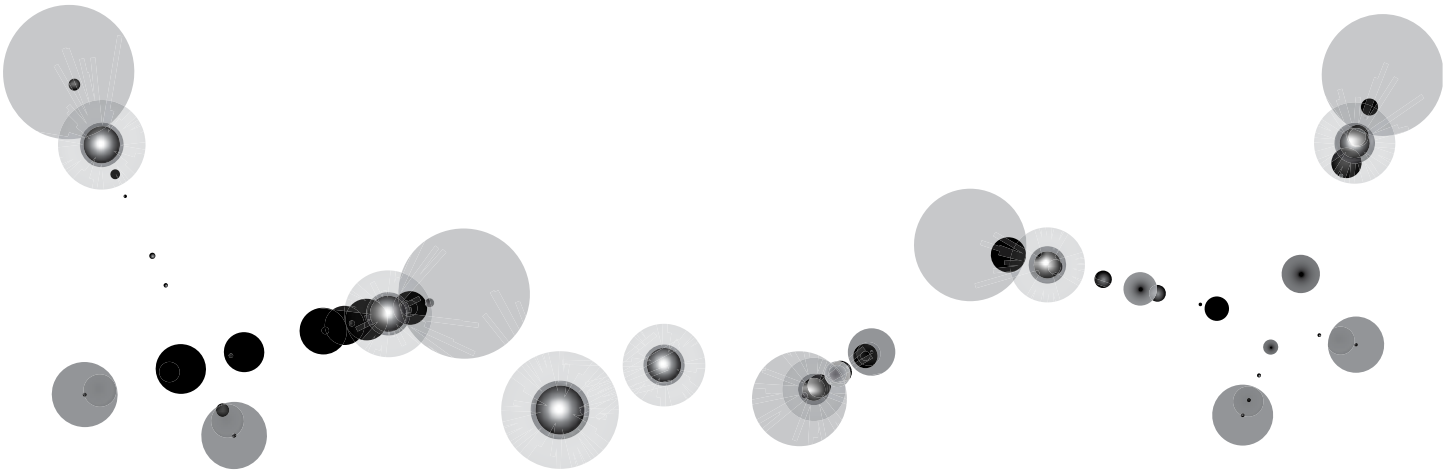
2. **Where** is Len?

3. **When** will Beth come?

4. **Which** one is it?

5. **Here** is the pizza.

6. **There's** a fox in **there**.



Name: _____

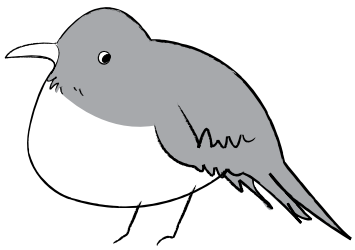
Was

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

Name: _____

What, when, where, why

1. **What** is that?
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?



Name: _____

He

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

Name: _____

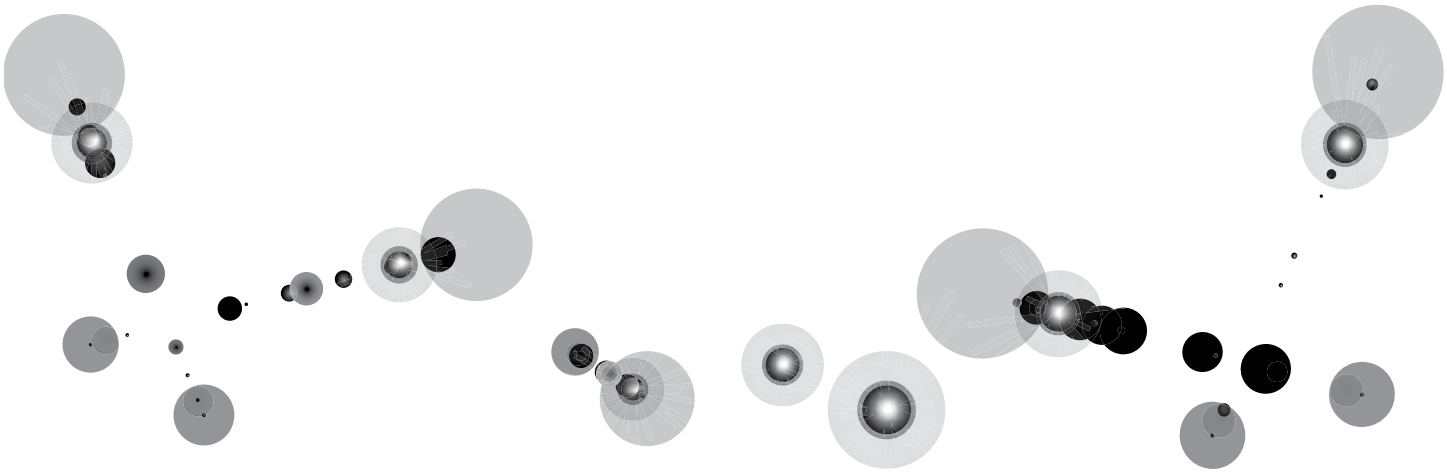
She

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

Name: _____

We

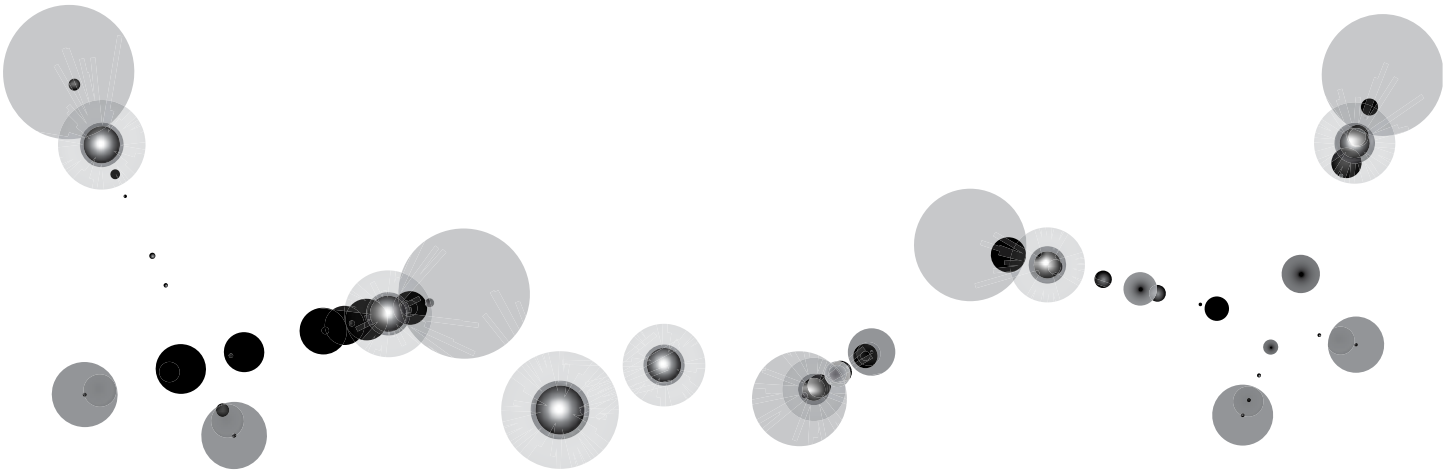
1. **We** sat up.
2. **We** went to bed.
3. **We** will help.
4. **We** went up the hill.
5. **We** had one.
6. **We** rang the bells.
7. **We** ran.
8. **We** can yell.



Name: _____

Be

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



Name: _____

Could, should, would

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

Name: _____

The Cat

Brad said, “Can we get a pet?”

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

Dad said, “Dan’s cat had kittens.

We **could** get one of them.”

“**Would** he sell us one?” Mom said.

“Yes, he **would**,” said Dad.

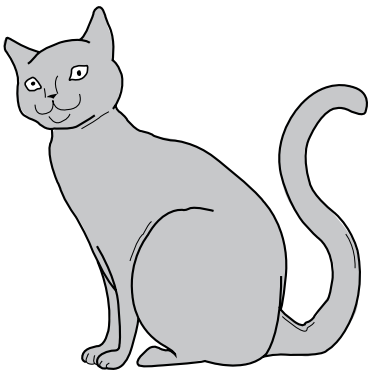
“We **could** get a cat, then,” said Mom, “but **should** we get one?”

“**Would** it cost a lot?” Brad said.

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

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

“Let’s get one!” said Mom.



Name: _____

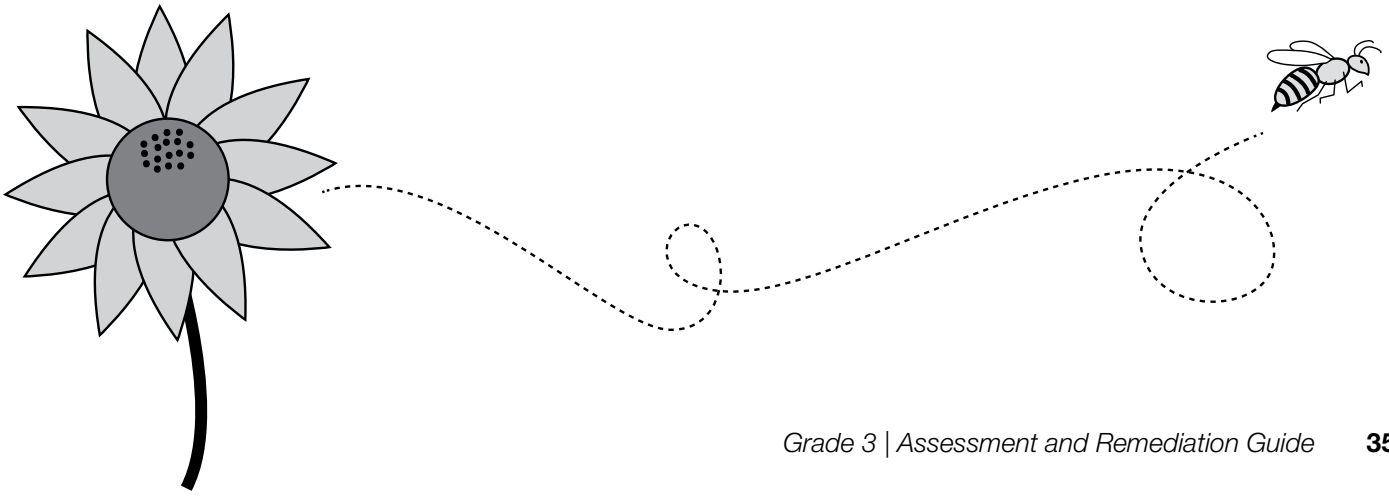
How, down

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

Name: _____

Do

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



Name: _____

What Should We Do?

Dan: It went **down** there.

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

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

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

Dan: **There** must be steps.

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

Dan: Then we can yell for help.

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

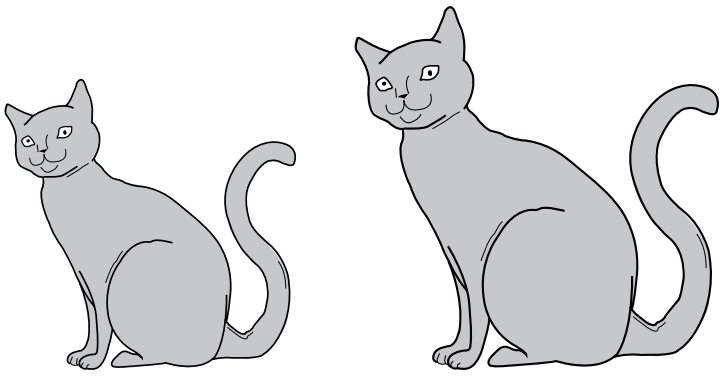
Dan: Let's just **do** it.

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

Name: _____

High-Frequency Word: ***Two***

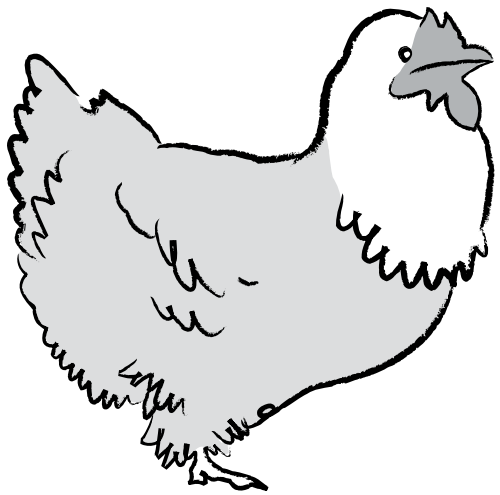
1. **two** dogs	4. **two** hens	7. **two** kids
2. **two** cats	5. **two** maps	8. **two** cups
3. **two** hams	6. **two** of us	9. **two** of them



Name: _____

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

1. Did **you** get **your** present?
2. **You** can't catch me.
3. **You** did that well.
4. Do **your** best.
5. Did **you** get **your** hat back?
6. **You** must pick up **your** socks.
7. Do **you** like this hat?
8. Is that **your** chicken with the eggs?



Name: _____

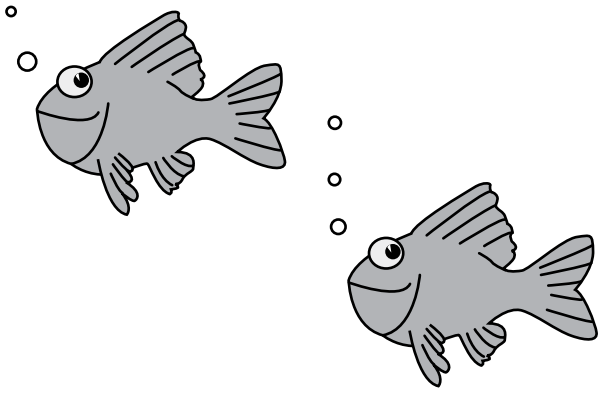
High-Frequency Word: ***by***

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

Name: _____

High-Frequency Word: ***all***

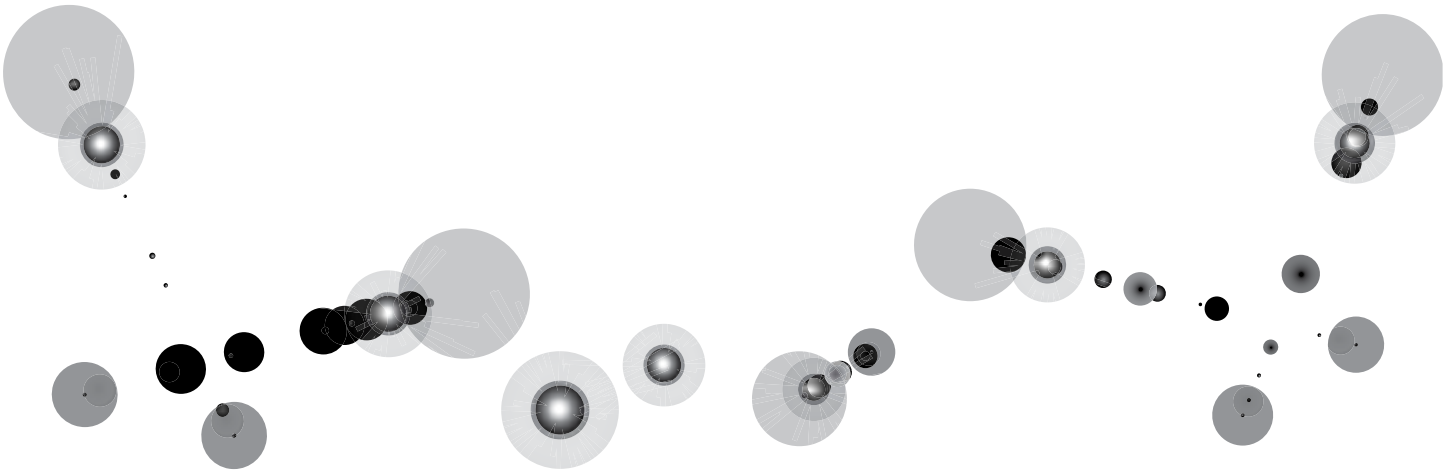
1. **all** of it	5. **all** of them
2. **all** of us	6. **all** the frogs
3. **all** the hats	7. **all** the cats
4. **all** the trash	8. **all** of the fish



Name: _____

High-Frequency Word: *who*

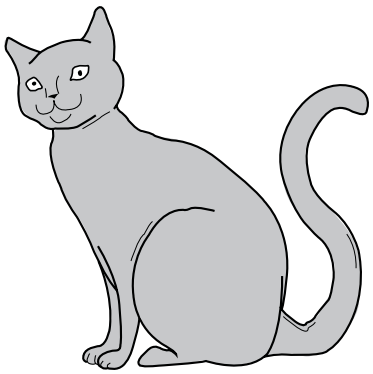
1. **Who** is he?
2. **Who** can help me with this?
3. **Who** said that?
4. **Who** has my trumpet?
5. **Who** did this?
6. Is that the man **who** ran so fast?
7. **Who** can run the fastest?
8. **Who** will help me?



Name: _____

High-Frequency Word: *have*

1. **Have** you got pets?
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: _____

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

I Said, He Said

I said there was one word.

He said there were two.

I said, "What were the two words?"

He said, "One word was **would**.

One word was **could**."

"No," I said.

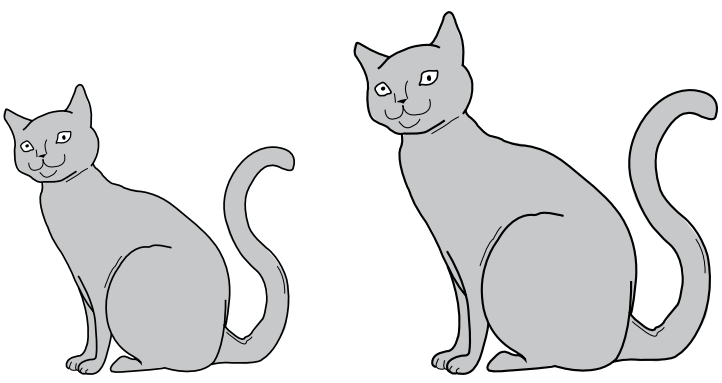
"There was one word.

The word was **should**."

Name: _____

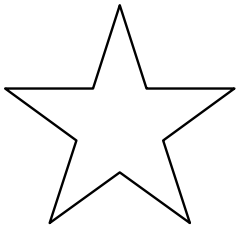
High-Frequency Words: *they* and *their*

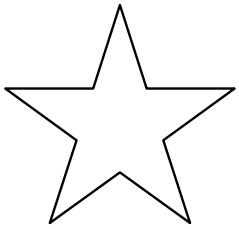
1. **They** made us cake.
2. What did **they** sing?
3. **They** got their cat back.
4. The dogs are in **their** pen.
5. They were late to **their** class.
6. **They** said **they** did not see it.
7. Did **they** play?
8. Is it **theirs**?
9. **They** like to swim.
10. The **cats** sat in **their**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

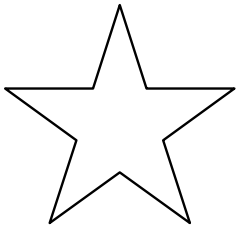


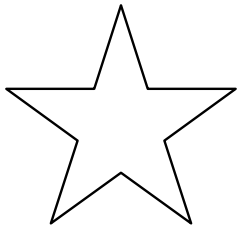
Section I-H

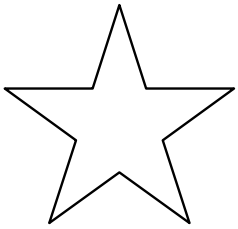
Basic High-Frequency Words
Bingo Game Boards

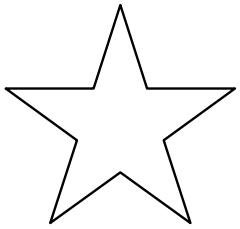
she	be	word	how	a
he	could	of	was	we
from	said		says	why
down	two	should	the	would
do	one	where	me	once

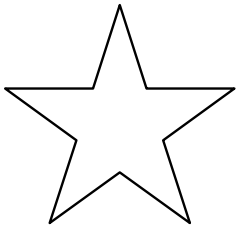
what	down	there	do	one
once	how	the	could	from
would	where		to	she
says	be	a	we	word
why	of	said	two	me

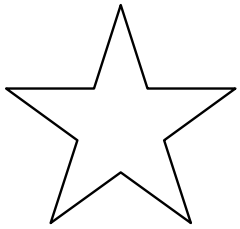
could	to	should	there	she
a	word	one	said	two
why	would		he	once
down	how	was	we	be
the	from	says	of	what

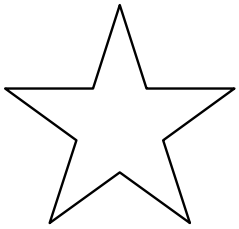
word	of	one	could	says
me	two	he	a	from
do	how		the	be
should	we	was	she	where
said	down	why	once	what

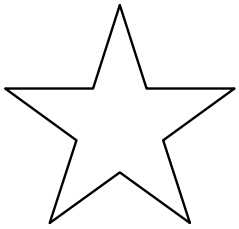
we	why	of	word	what
was	a	two	how	down
could	should		says	do
said	the	me	she	be
there	would	where	he	from

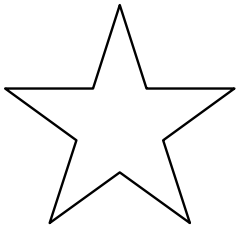
we	she	of	a	to
me	how	he	once	was
what	be		where	said
from	two	why	word	should
the	would	could	one	down

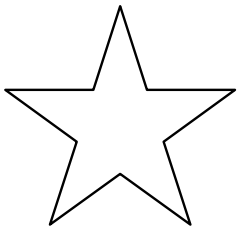
she	word	why	said	could
we	a	one	once	the
me	should		where	was
down	do	how	there	would
from	what	he	be	two

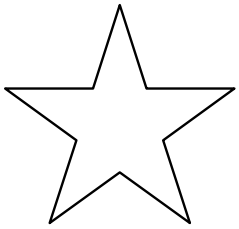
be	was	there	to	do
two	why	she	word	one
the	would		a	from
says	where	said	we	what
could	me	he	once	of

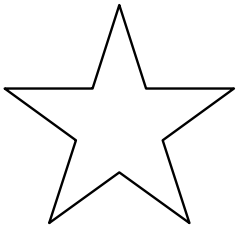
how	down	word	from	two
she	to	the	he	be
there	could		one	should
of	once	what	why	would
a	we	said	me	do

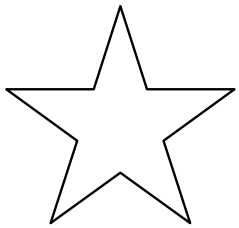
word	once	of	what	she
how	a	why	one	me
from	where		to	says
the	we	two	could	he
there	should	do	be	was

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

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

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

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

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

Section I-I
Basic High-Frequency Words Assessment

Name: _____

Read the following words.

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

_____/ 35 Correct
Mastery: 28/35 Correct

Section II

Two-Syllable Short Vowel Words: Closed Syllables

Section II-A

Closed Syllables
Lesson Template

Two-Syllable Short Vowel Words

Sample Lesson Template

Two-Syllable Words

Focus: **Two-Syllable Words**	**Teaching**	**Materials**
Warm-Up	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.	
Introduction Teaching	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.	board or chart paper
Guided Practice	Repeat this process with additional two-syllable words.	

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

Section II-A

Closed Syllables
Word Lists

Name: _____

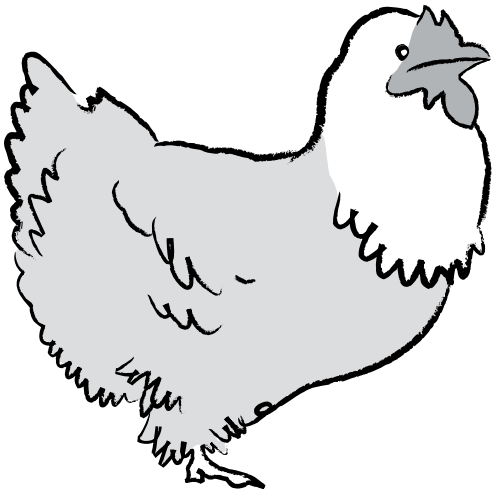
Two-Syllable Short Vowel Words

lunchbox	sandbox	himself
sunset	zigzag	backpack
milkman	madman	handbag
snapshot	hilltop	checkup
kickoff	anthill	windmills

Name: _____

Two-Syllable Short Vowel Words

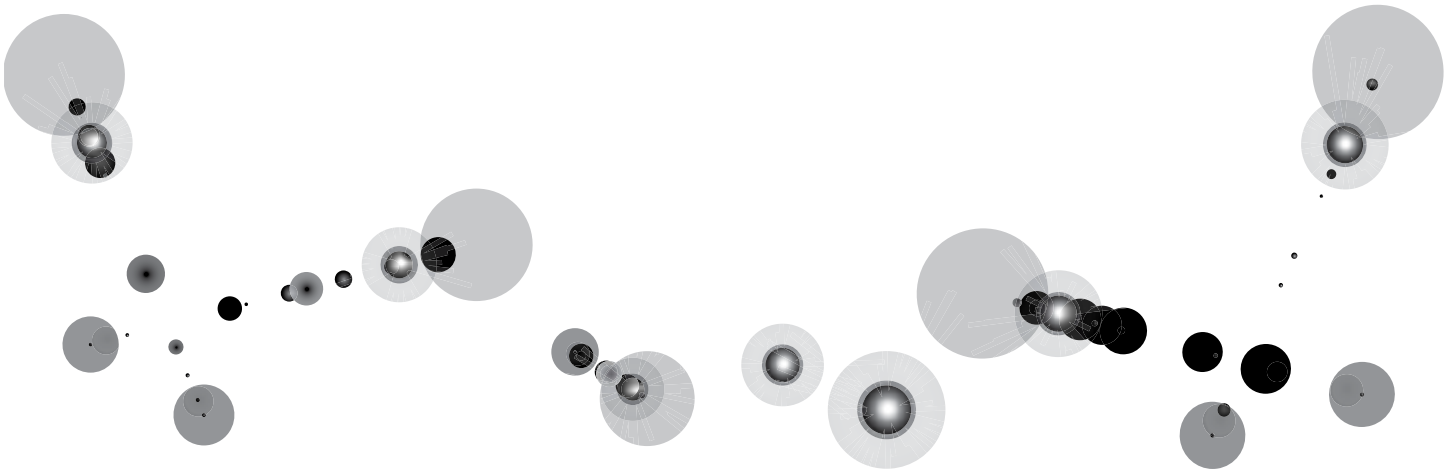
problem	chicken	rocket
kitten	rabbit	picnic
basket	goddess	trumpet
dentist	plastic	traffic
napkin	endless	madman
walnut	children	pumpkin



Name: _____

Two-Syllable Short Vowel Words

signal	magnet	hectic
bandit	discuss	tennis
husband	address	convict
comment	bucket	gallon



Name: _____

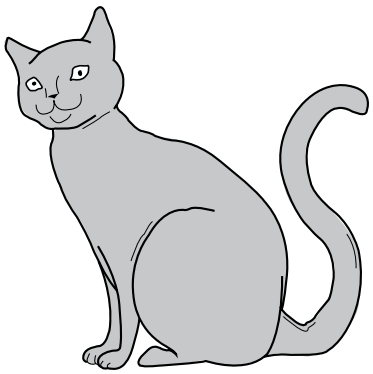
Two-Syllable Short Vowel Words

lesson	public	ribbon
tunnel	happen	velvet
hundred	blanket	tantrum
attic	contest	sandal

Name: _____

Two-Syllable Short Vowel Words

witness	chipmunk	ticket
puppet	goblin	helmet
confess	falcon	insult
cactus	kennel	subject



Section II-A

Closed Syllables Worksheets

Name: _____

Write each word under its matching picture.

1. bathtub

_____ _____

2. magnet

_____ _____

3. insect

_____ _____

Name: _____

Write each word under its matching picture.

1. picnic

_____ _____

2. rocket

_____ _____

3. tennis

_____ _____

Name: _____

Fill in the Blanks

attic	address	sandal	velvet
husband	ribbon	blanket	tantrum

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

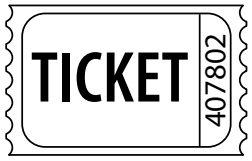
Name: _____

Match the word with the appropriate picture.

basket	helmet	bucket	ticket	pumpkin
cactus	walnut	chipmunk	falcon	muffin

1. _____

2. _____

3. _____ 

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Fill in the Blanks

problem	insects	plastic
signal	kennel	napkin

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

Section II-A

Closed Syllables
Practice Sentences and Stories for Oral Reading

Name: _____

Two-Syllable Short Vowel Words

1. The fork stuck to the magnet.

2. He was upset that he was stuck in traffic.

3. She is a dentist.

4. The kitten is missing.

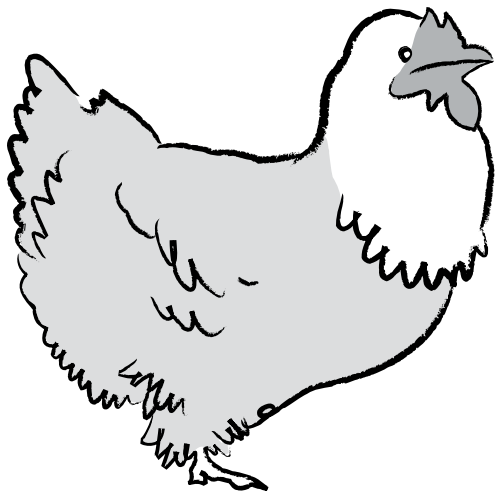
5. This is a snapshot of the trip.

6. There's a chicken in the bathtub!

7. A British man was having a big sandwich.

8. We went to a wedding.

9. Dan has a bat in his attic.



Name: _____

Two-Syllable Short Vowel Words

1. I won the contest.

2. She has six puppets in her class.

3. The king dropped his goblet.

4. Sam's car had a dent and he was upset.

5. Will you buy a gallon of milk?

6. They did not expect to win the match.

7. Math is the best subject.

8. My dad put his musket in a box.

9. Tell me what will happen next.

10. That is a strong magnet.

Name: _____

Two-Syllable Short Vowel Words

1. Sally wants a trip in a rocket.

2. The path felt endless.

3. He walked in the tunnel.

4. I will go to the public park.

5. I did not wash the cloth napkin.

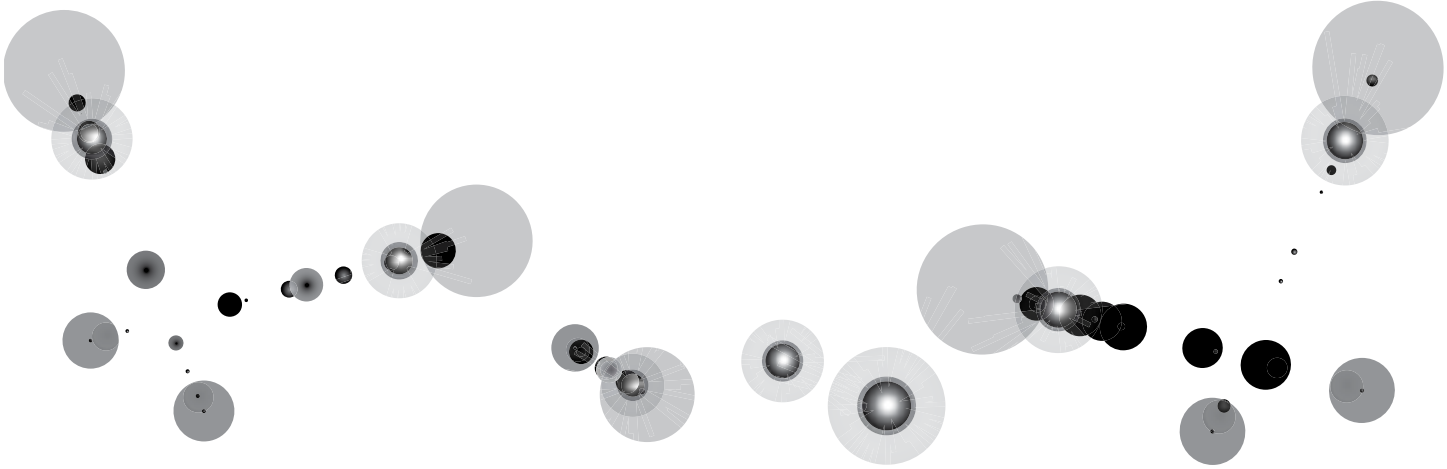
6. Tennis is a fun thing to watch on TV.

7. I want a velvet blanket.

8. I stepped in a basket.

9. Did Jan get the ticket?

10. Did she drop the muffin on the mat?



Section II-A

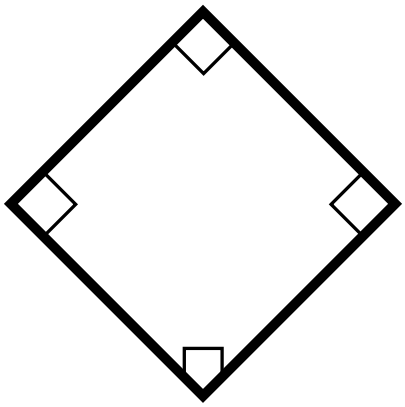
Closed Syllables Game

Two-Syllable Words
Two-Syllable Baseball

Whole Group or Small Group

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

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



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

Each team takes a "turn at bat" as follows:

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

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

Section II-B

Closed Syllables
Word Lists

Name: _____

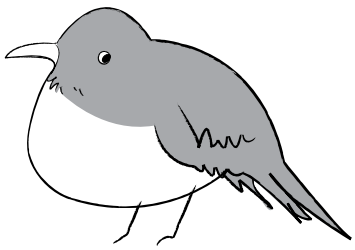
Two-Syllable Short Vowel Words

rapid	wagon	metal
limit	lemon	punish
static	timid	travel
comet	prison	salad
vanish	panel	closet
finish	model	radish

Name: _____

Two-Syllable Short Vowel Words

credit	polish	satin
level	cabin	melon
novel	planet	habit
robin	gravel	camel
second		



Section II-B

Closed Syllables Worksheets

Name: _____

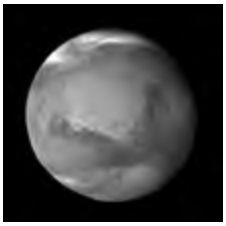
Match the word with the appropriate picture.

comet	radish	cabin	novel	planet
robin	wagon	camel	melon	salad

1. _____

2. _____

3. _____

4. _____ 

5. _____

Name: _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

Fill in the Blanks

credit	lemons	satin	travel
prison	level	timid	polish

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

Section II-C

Two-Syllable Short Vowel Words
Practice Sentences for Oral Reading

Name: _____

Two-Syllable Short Vowel Words

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

Name: _____

Two-Syllable Short Vowel Words

1. The path has gravel on it.

2. I have walnuts on my salad.

3. My husband wants to visit his mom.

4. What subject do you want help on first?

5. Josh has a model of the planets in the contest.

6. In the novel, there is a goblin who picks lemons.

7. To what address can I send the travel plans?

8. Tim wants to polish his metal rocket.

9. Kim got the tickets for the tennis match.

10. Jill will cut the pumpkin.

Name: _____

Two-Syllable Short Vowel Words

1. The horse was timid when it was next to the wagon.

2. The magnet was stuck to the metal.

3. The chickens clucked and clucked.

4. Dad put my stuffed camel in the attic.

5. The lemon muffin is in the napkin.

6. I didn't pick a radish.

7. I filled the bucket and went to the cabin.

8. I have a dog, but want a kitten as a second pet.

9. There are six robins, but no falcons.

10. The velvet dress has a lot of static.

Section II-D

Two-Syllable Short Vowel Words Assessment

Name: _____

Read the following words aloud to your teacher.

1. rapid
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. _____
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 II-E

Consonant Spelling Alternatives

‘g’ > /j/
‘c’ > /s/
‘ce’ > /s/
‘se’ > /s/
‘s’ > /z/
‘kn’ > /n/
‘tch’ > /ch/
‘ve’ > /v/
‘wh’ > /w/
‘wr’ > /r/

Section II-E

Consonant Spelling Alternatives Lesson Template

Consonant Spelling Alternatives

Sample Lesson Template

Spelling Alternatives

Focus: Alternative Spellings	**Teaching**	**Materials**
Warm-Up	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.	previously taught Spelling Cards Code Flip Books
Introduction Teaching	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.	board or chart paper Spelling Card(s) for Spelling Alternative Consonant Code Flip Book Individual Code Chart
Guided Practice	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.	pocket chart word cards with the same sound spelled with the basic spelling and with the spelling alternative
Independent Practice	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.	

Section II-E

Consonant Spelling Alternatives Word Lists

Name: _____

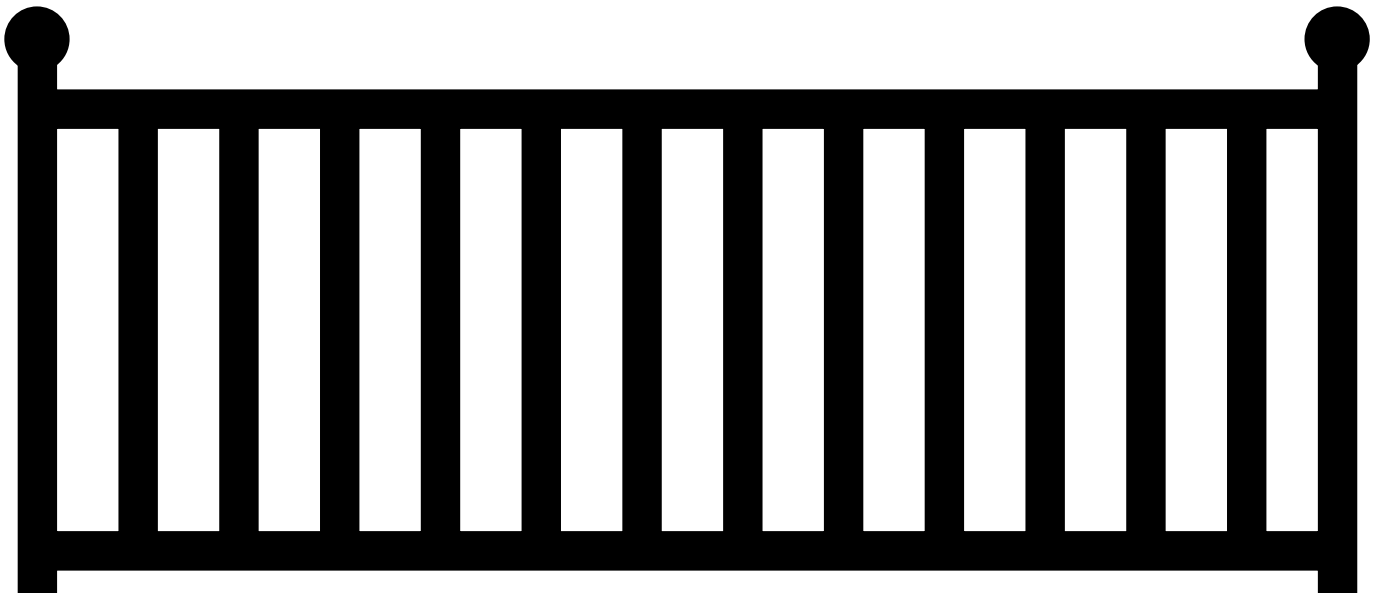
Spelling Alternative: 'g' > /j/ (*gem*)

gem	plunge	singe
fringe	hinges	grunge
bulge	bulging	gems
legend	challenge	college
logic	large	magic

Name: _____

Spelling Alternative: 'c' > /s/ (*cent*)

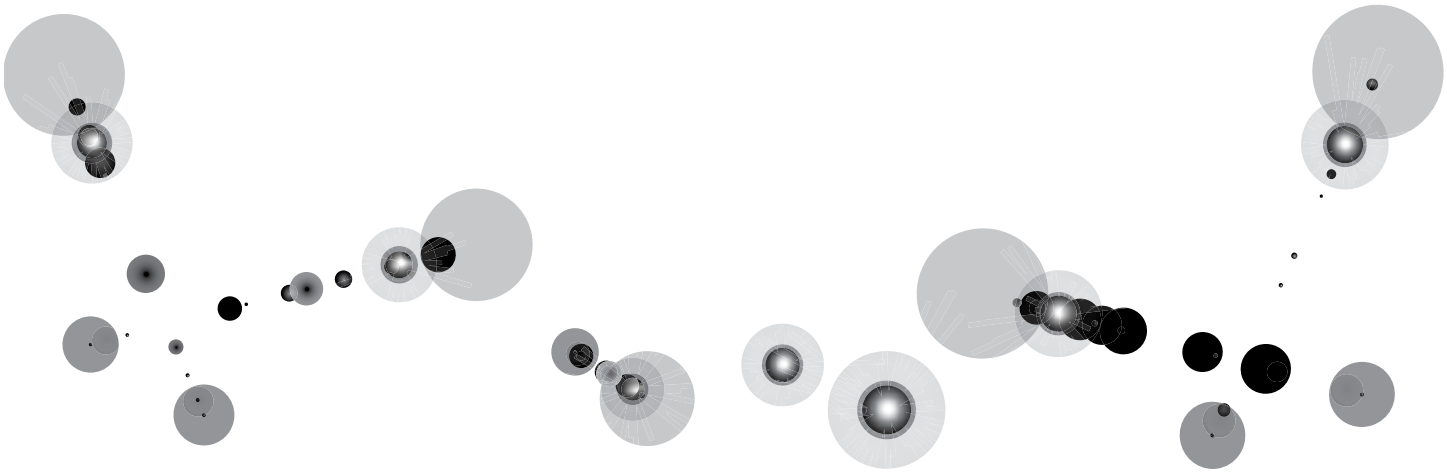
cell	cents	dancing
prancing	fencing	process
accept	Francis	dances
chances	fences	princess



Name: _____

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

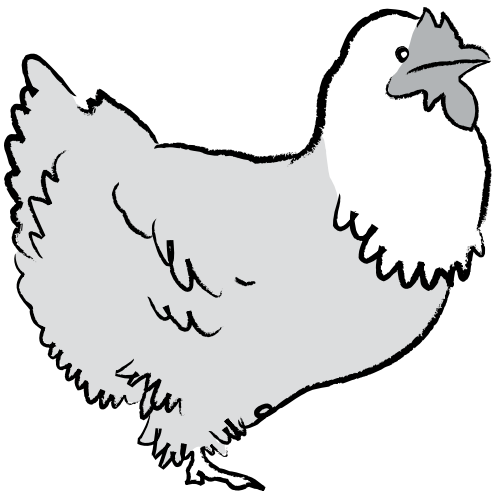
rinse	since	prince
else	fence	sense
chance	dance	prance
France	sentence	presence
tense	absence	nonsense
Vince	glance	lettuce



Name: _____

Spelling Alternative: 's' > /z/ (*dogs*)

as	things	presents	pins
has	muffins	riches	bugs
his	pals	eggs	hogs
wings	ducklings	fishes	benches



Name: _____

Spelling Alternative: 'kn' > /n/ (*knock*)

knit	knot	knob
knock	knack	knitting
knocked	knocking	knotted

Name: _____

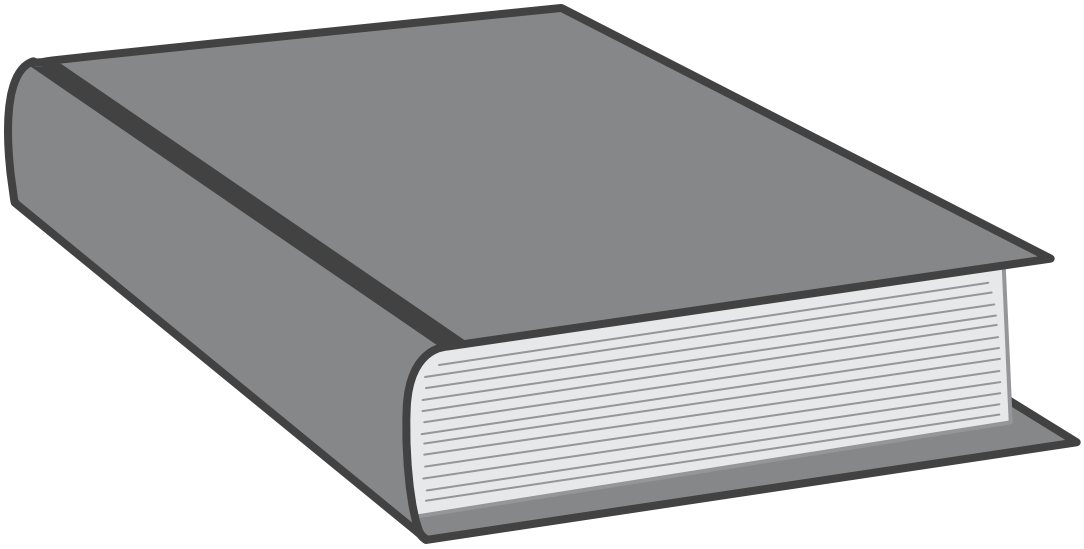
Spelling Alternative: 'tch' > /ch/ (*itch*)

catch	match	hatch
patch	batch	scratch
itch	pitch	ditch
witch	Dutch	fetch
matches	patches	scratches
itching	scratching	pitching
hatching	itches	kitchen

Name: _____

Spelling Alternative: 've' > /v/ (*twelve*)

twelve	solve	bookshelves
elves	involve	themselves



Name: _____

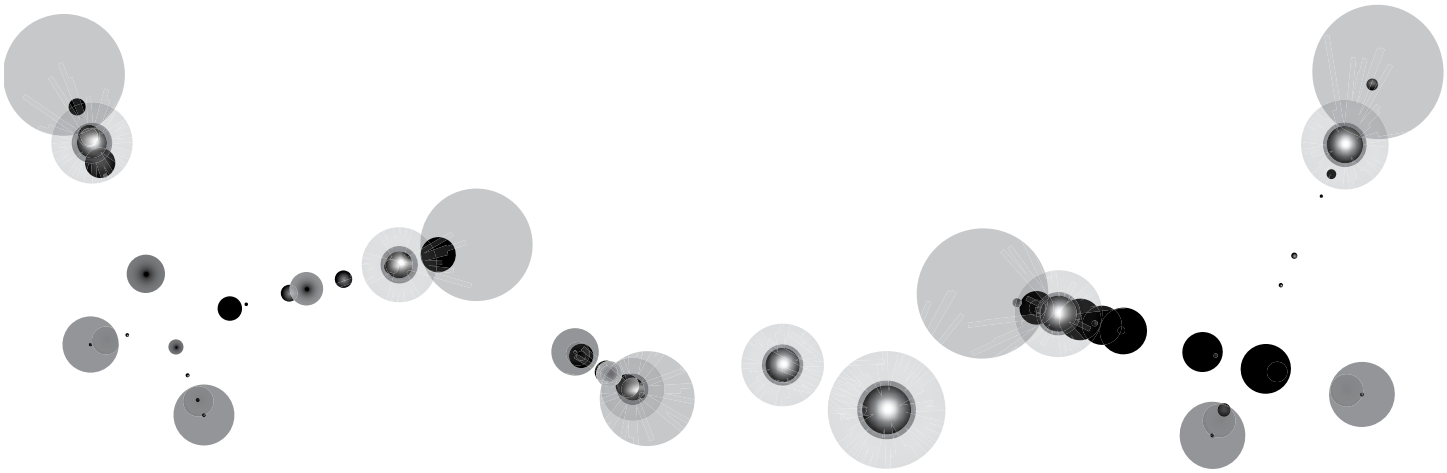
Spelling Alternative: 'wh' > /w/ (*when*)

when	which	whip
whipping	what	why
where	whack	whisk

Name: _____

Spelling Alternative: 'wr' > /r/ (*wrist*)

wrong	wrist	wrap
wrench	written	wreck
wrapped	wrecked	wrapping
wrecking	wrath	unwrap

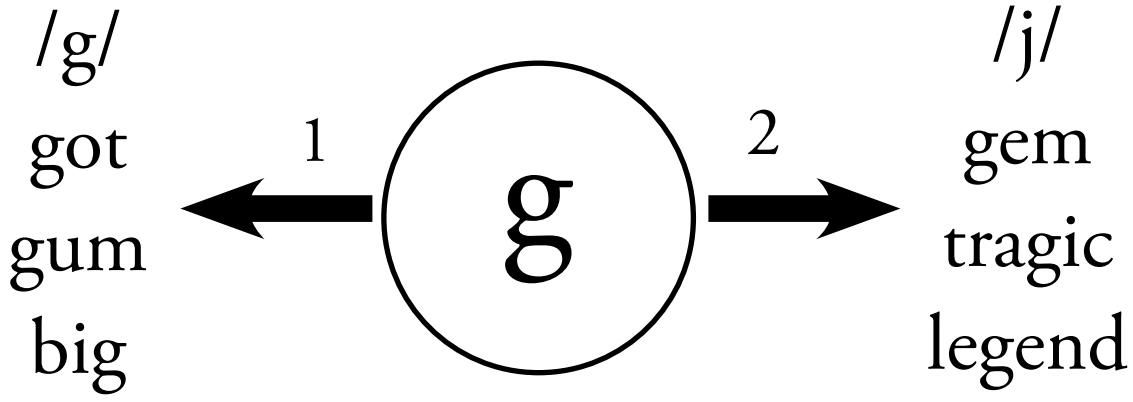


Section II-E

Consonant Spelling Alternatives Worksheets

Name: _____

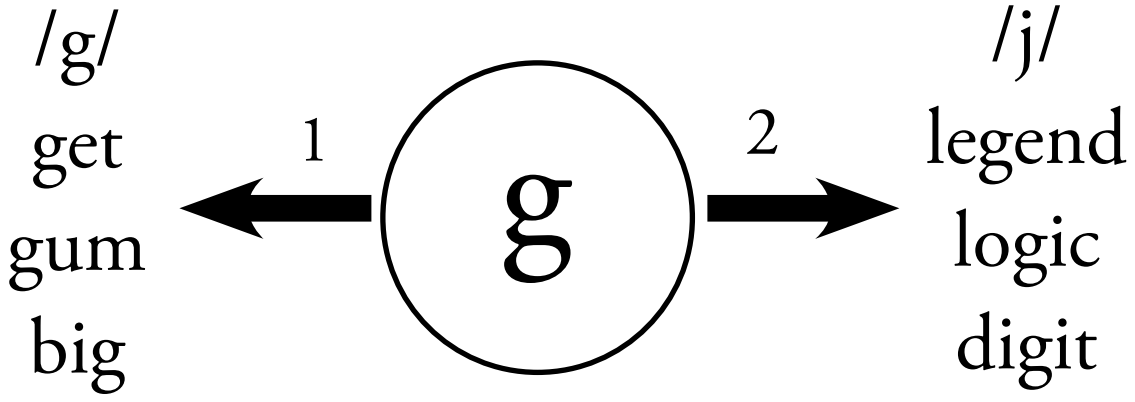
Circle the 'g' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'g' under the heading *got* if the tricky spelling is pronounced /g/ or *gem* if it is pronounced /j/.



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

Name: _____

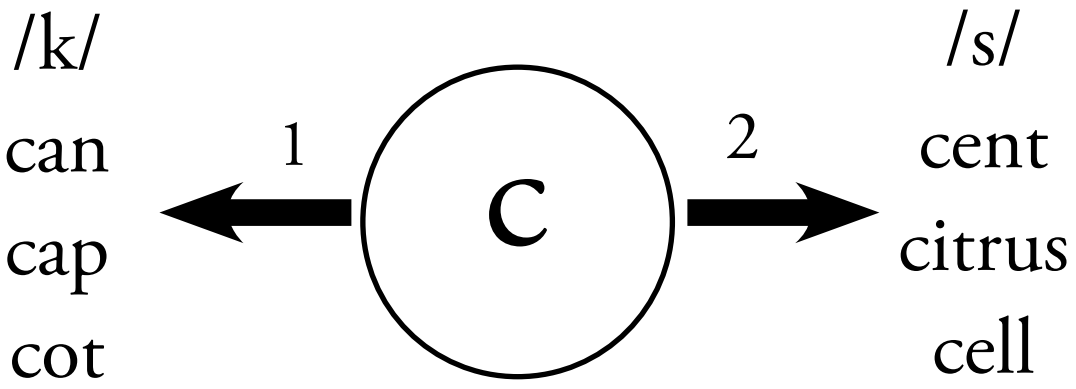
Circle the 'g' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'g' under the heading *get* if the tricky spelling is pronounced /g/ or *legend* if it is pronounced /j/.



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

Name: _____

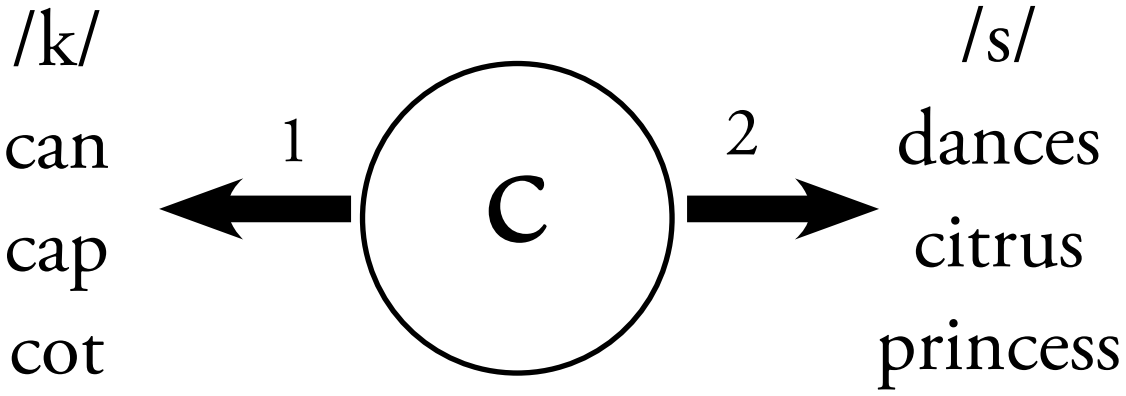
Circle the 'c' in each word found in the sentences. Then read each sentence and write the word with the tricky spelling 'c' under the heading *can* if the tricky spelling is pronounced /k/ or *cent* if it is pronounced /s/.



	/k/ can	/s/ cent
1. The king got the princess a kitten.		princess
2. We slept in a log cabin.		
3. As the band was singing, she was dancing.		
4. Mom swept up the dust and cobwebs.		
5. Fill up that cup.		
6. He had six chances to stop.		
7. Liz spotted a skunk at camp.		

Name: _____

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



	/k/ can	/s/ dances
1. It cost ten cents.		cents
2. My pals are in a club.		
3. Don yelled and got a cab.		
4. Pam traced the stencil with a pencil.		
5. On his left leg he has a cast.		
6. She was a nun in the convent.		
7. His best pal is Francis.		

Name: _____

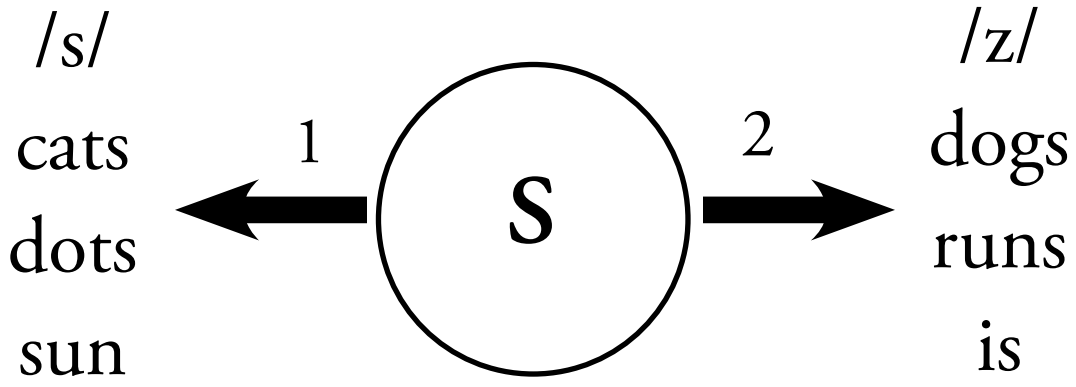
Parent/Teacher Instructions: Have the student write the words with the tricky spelling 'c' pronounced /k/ under *can* and the words with the tricky spelling 'c' pronounced /s/ under *cent*.

process	cram	clap
panic	dances	camp
credit	cell	cot
scan	princess	cab

/k/	/s/
can	cent
	process

Name: _____

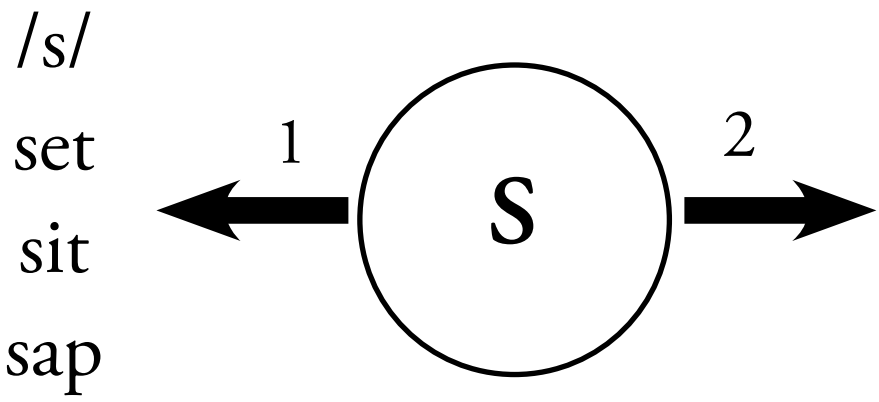
Circle the 's' in each word. Then read each sentence and write the word with the tricky spelling 's' under the heading *cats* if the tricky spelling is pronounced /s/ or *dogs* if it is pronounced /z/.



	/s/ cats	/z/ dogs
1. He handed me his pet pig.		his
2. Ben can swim.		
3. Will he visit?		
4. The cat got in the basket.		
5. He did it himself.		
6. Kevin will mop and dust.		

Name: _____

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



	/s/ set	/z/ his
1. The robin flapped its wings.		wings
2. Get a pen from the desk.		
3. Ring the bells.		
4. The kitten is soft.		
5. Toss the egg shells in the trash can.		
6. What did the shop sell?		
7. Get in the pond and swim.		

Name: _____

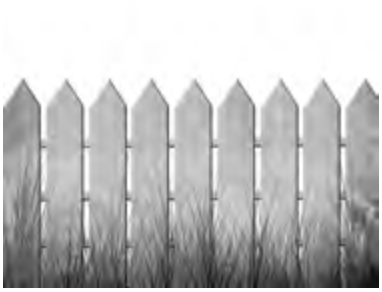
Read and circle the spelling in each word that stands for the sound printed above.

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

Name: _____

Write each word under its matching picture.

fringe	prince	shelves
twelve	fence	dance

fringe		
	12	

Name: _____

Write each word under its matching picture.

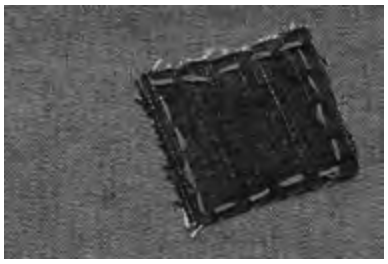
shells	lettuce	pulse
rinse	bandage	elves

_____	_____	_____
_____	_____	_____

Name: _____

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

patch	match	catch	pitch	kitchen
hatch	scratch	itch	stretch	stitch

		
_____	_____	_____
_____	_____	_____

Name: _____

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

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

Name: _____

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

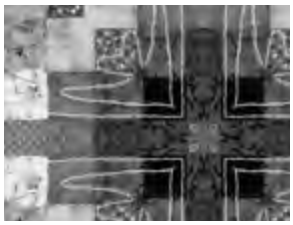
knob	knot	wrist	knapsack	wrapping
knitting	wrench	wrong	which	knock

_____ _____ _____

_____ _____ _____

Name: _____

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

	wr w	i a	p t	wrap _____
	kn k	i ee	s t	_____
	wr qu	i a	l i	t d	_____
	kn n	e o	t ck	_____
	qu k	a o	ed ck	_____
	wr r	i u	t s	t s	_____

Name: _____

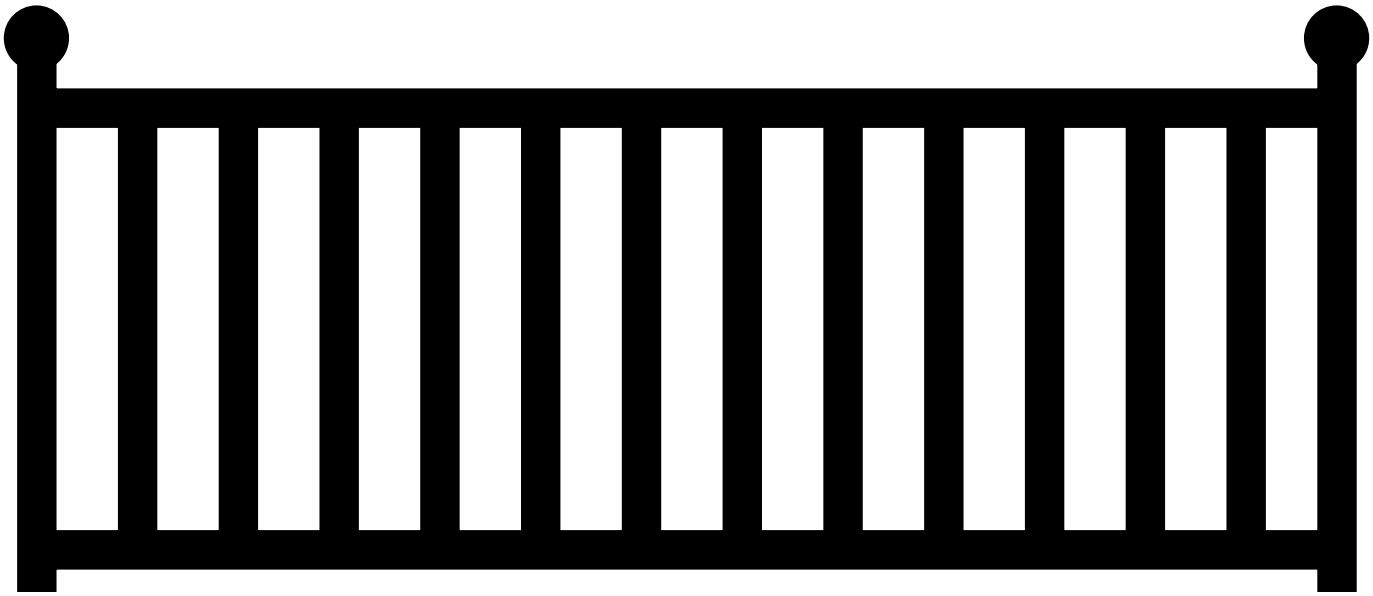
	f v	e i	ch sh	_____
	d b	w r	e a	ss z	_____
	ch th	i u	ck n	_____
	p b	o u	s n	_____
	f b	e i	ll d	_____
	kn m	a o	d t	_____

Section II-E

Consonant Spelling Alternatives
Practice Sentences and Stories for Oral Reading

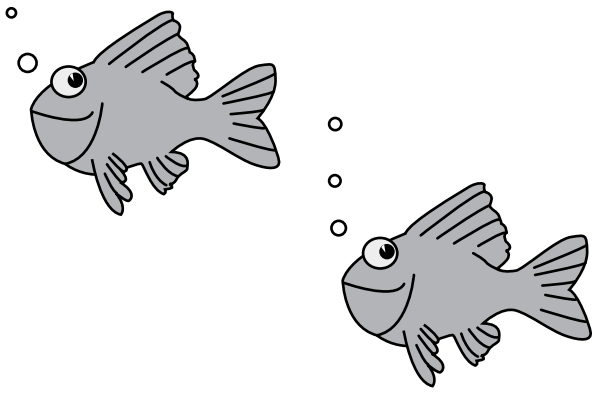
Name: _____

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



Name: _____

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



Name: _____

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

Section II-E

Consonant Spelling Alternatives Games

Name: _____

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

Whole Group or Small Group

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

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

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

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

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

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

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

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

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

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

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

Whole Group or Small Group

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

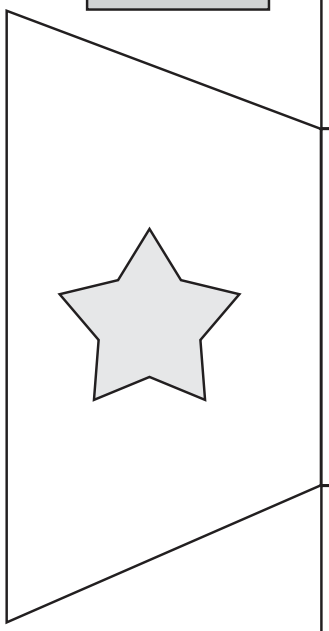
Spelling Card Game

Whole Group or Small Group

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

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

‘s’ ‘ss’ ‘c’ ‘ce’ ‘se’	banks	fit·ness	sink
	lettuce		prance
	dis·cuss*		wrist
	dense		cells
	prince	sen·tence*	dancing



chance	cent	rinse	citrus
	swimming		trunks
	class		snatch
	France		pulse
sense*	whisk	fence	glass

Name _____

's' _____ _____

'ss' _____ _____

'c' _____ _____

'ce' _____ _____

'se' _____ _____

Name _____

's' _____ _____

'ss' _____ _____

'c' _____ _____

'ce' _____ _____

'se' _____ _____

Name _____

's' _____ _____

'ss' _____ _____

'c' _____ _____

'ce' _____ _____

'se' _____ _____

Name _____

's' _____ _____

'ss' _____ _____

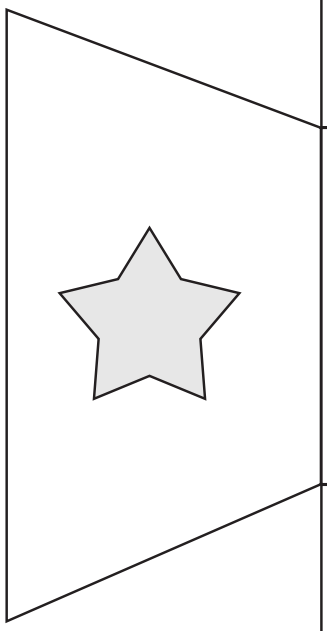
'c' _____ _____

'ce' _____ _____

'se' _____ _____

just	hinge	fringe
legend		jumped
cringe		junk
gel		logic
magic	plunge	binge

“j”
‘g’
‘ge’



tragic	subject	gem	challenge
	digit		twinge
	job		jam
	cringed		pro·ject
college	jot	gems	jacket

Name _____

‘j’ _____ _____

‘g’ _____ _____

‘ge’ _____ _____

Name _____

‘j’ _____ _____

‘g’ _____ _____

‘ge’ _____ _____

Name _____

‘j’ _____ _____

‘g’ _____ _____

‘ge’ _____ _____

Name _____

‘j’ _____ _____

‘g’ _____ _____

‘ge’ _____ _____

Section II-F

Consonant Spelling Alternatives Assessment

Name: _____

Read the following words aloud to your teacher.

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

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

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

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

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

1. scratch
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 II-G

Stories
The Cat Bandit
(from Grade 2, Unit 1)

The Cat Bandit and the Hot Dog

Mom had a hot dog.

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

The hot dog sent up a smell.

The smell drifted and drifted.

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

Then the hot dog smell hit him.

Such a smell!

Sniff, sniff, sniff!

The cat bandit ran in the den.

He spotted the hot dog up on the shelf.

He got up on a bench.

Then he sprang up on the TV set.

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

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

The Cat Bandit and the Ham

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

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

What was that smell?

It was ham!

Where was the ham?

The cat bandit set off, sniffing as he went.

He went on sniffing until he spotted the ham.

But the ham was up on top.

How was he to get it down?

That was the problem.

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

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

He stuck the magnet on the end of the belt.

The magnet stuck to the belt.

Then the cat bandit swung the belt.

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

It stuck to the pan.

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

Tug, tug, tug!

Yank, yank, yank!

At last, the pan slid off.

It fell down and landed with a clang.

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

The Cat Bandit and the Chicken Nugget

Hank set his dish in the sink.

He left a big chicken nugget on the dish.

The nugget was still hot.

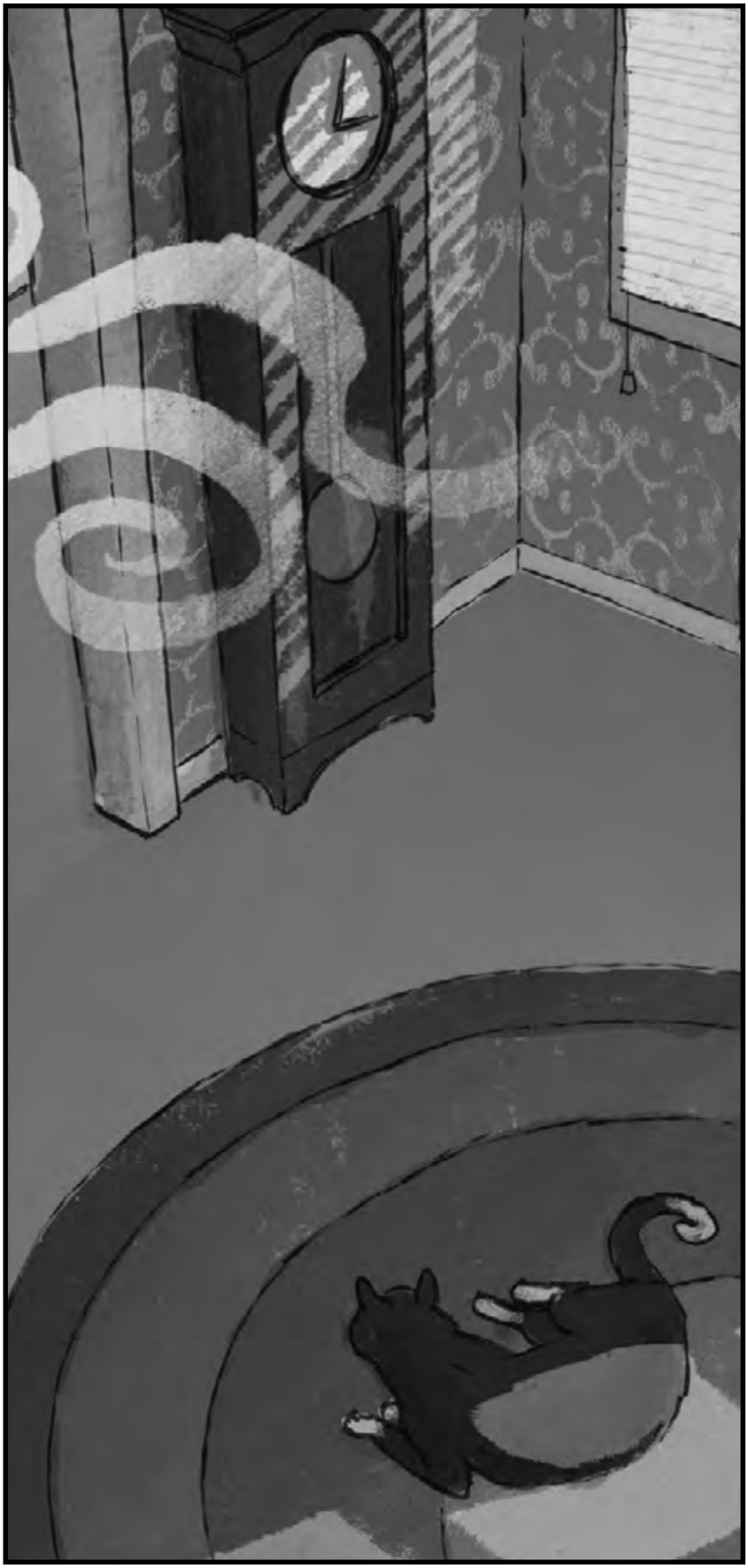
The smell of chicken drifted up from the sink.

It drifted into the den.

The cat bandit was napping in the den.

But he was sniffing as he slept.

Sniff, sniff, sniff!



The cat bandit sprang up.

He ran in and spotted the nugget in the sink.

He sat a bit, thinking up a plan.

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

He set up a box.

Then he set a big box next to that box.

Then he set the biggest box next to the sink.

The cat bandit set off running.

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

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

Section III

Vowel Digraphs
One-Syllable Words with Separated Digraphs (Magic E)
More One-Syllable Vowel Digraphs and R-Controlled Vowels
‘ee’ and ‘ea’> /ee/
‘oo’ > /<u>oo</u>/ or /oo/
‘oi’ and ‘oy’ > /oi/
‘ou’ and ‘ow’ > /ou/
‘er’ > /er/
‘ar’ > /ar/
‘or’ > /or/
Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels

Section III-A

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

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

Sample Lesson Template

Digraphs

Focus: Digraphs	Teaching	Materials
Warm-Up	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: *pit, sit, fit, bed, pet, bell, hat, sat, cap, pot, mop, sock, cut, run, fun*.	board or chart paper Vowel Code Flip Book
Teaching	Write the word *at* 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 *ate*. 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' > /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 *ate* 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: *name*, *late*, *safe*.	board or chart paper Spelling Card 'a_e' > /ae/ Vowel Code Flip Book Individual Code Chart
Guided Practice	**Pop-Out Chaining**: Write the word *fat* and ask students to read it. While adding an 'e' to the word, ask students "If that was *fat* and I add an 'e', how do we now say this word?" (*fate*). Continue with this procedure with the following words: *pan*, *rat*, *cap*, *mad*, *tap*.	board or chart paper
Independent Practice	Read words that have the target digraph sound and other digraphs previously taught (you may use the Reader or stories provided in this guide). Have them write the words they find with digraphs.	paper
For Other Separated Digraphs	This lesson can be used for more pop-out chaining. /ee/: *these, theme, Pete, Steve* /ie/: *time*, *mine*, *shine*, *ride* / *rip*, *pin*, *grip*, *hid* /oe/: *home*, *stone*, *note*, *shone* / *rod*, *hop*, *mop*, *glob* /ue/: *cube, cute* / *cub*, *cut*	

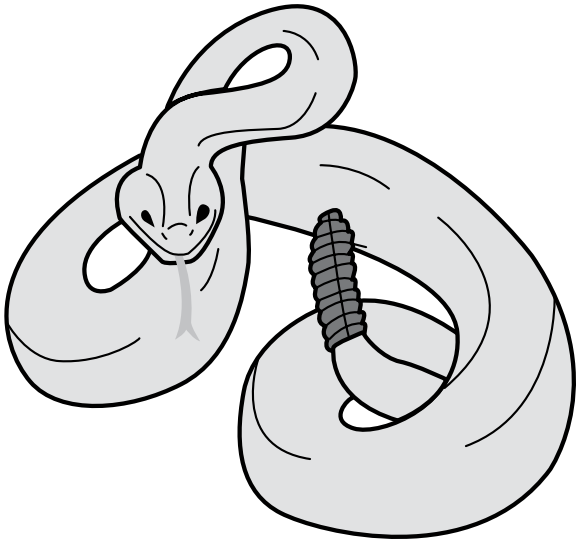
Section III-A

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

Name: _____

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

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



Name: _____

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

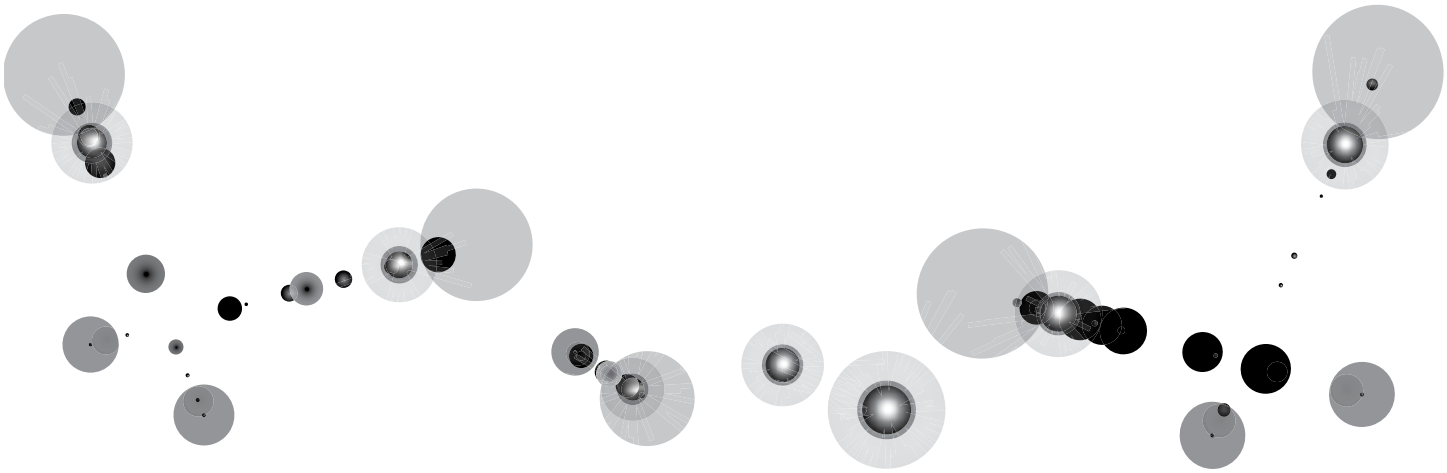
age	cape	place
plane	cave	rake
amaze	take	same
bake	late	sale
brake	made	snake
tape	wake	whale
fake	grave	lane
name	pane	race
shame	flake	state

bake cake

Name: _____

Mixed Practice

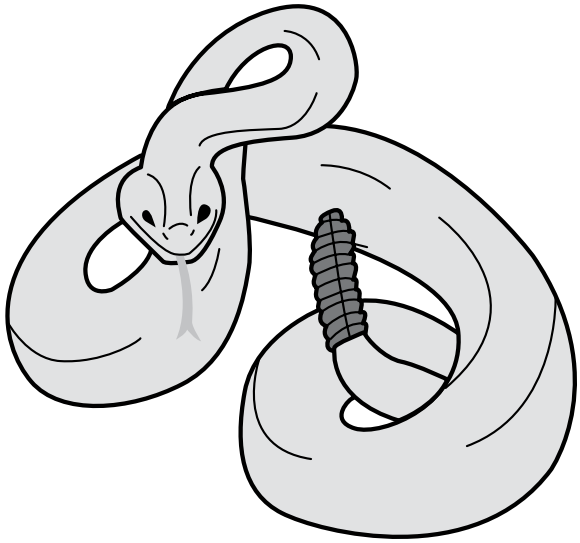
cap	cape	can
max	bat	came
sat	take	cake
tab	hat	hate
bad	made	mad
tap	wake	had
fake	fat	lane
lad	pan	race
shame	tape	sap



Name: _____

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

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



Name: _____

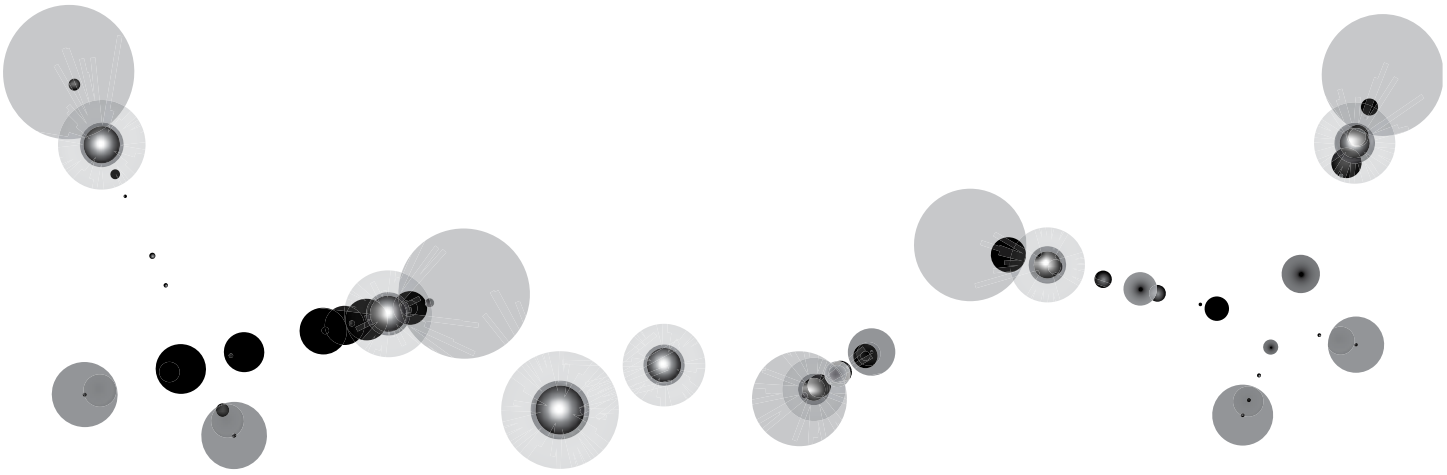
Separated Digraph: 'o_e' > /oe/ (*home*)

nose	rose	those	chose
close	closed	froze	home
stone	bones	hope	rope
pope	note	vote	hole
pole	spoke	broke	stove
globe	joke	poke	smoke

Name: _____

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

use	used	mule
cute	cube	cubes
fumes	fuse	mute



Name: _____

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

Pete	these	Steve
theme	stampede	trapeze
extreme	compete	concrete
athlete	adhere	complete

Section III-A

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

Name: _____

Fill in the Blanks

plane	bake	tape	wake
snake	whale	sale	rake

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

Name: _____

Fill in the Blanks

gave	drive	smile	like	cake

1. Mike _____ Dad a hot dog.

2. "Let's go for a _____," said Dad.

3. "Would you _____ to go to the game?" asked Dad.

4. "Yes," said Mike with a _____.

5. "I like the _____ best," Dad said.

Name: _____

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

slid__	slim__	plan__
grim__	spin__	mad__
pin__	glad__	quit__
Jan__	rat__	twin__
fat__	sit__	win__
rip__	fad__	hid__

Name: _____

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

cub__	slop__	us__
hop__	not__	cut__
hat__	fat__	slid__
pop__	rob__	wok__
mop__	tap__	plan__

Name: _____

Fill in the Blanks

hope	tune	note	rope
poke	broke	shone	nose

1. Can you hum a _____?

2. The sun _____ on the rock.

3. I _____ I can get a ride.

4. The cup _____ when it dropped.

5. Did you _____ him in the side?

6. Let's jump _____!

7. My _____ is red.

8. I will write a _____ to Mom.

Name: _____

Circle the word that matches the picture.

dim
dine
dime

kit
kite
kiss

fin
find
fine

rate
rake
rat

cute
cap
cut

pin
pint
pine

Name: _____

Circle the word that matches the picture.

rod
rode
red

cap
cane
cape

mate
mat
male

10

ten
teen
tent

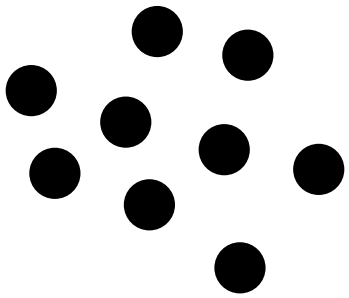
can
cane
cape

pale
pane
pan

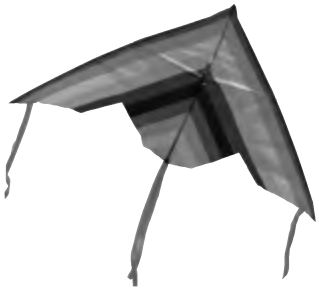
Name: _____

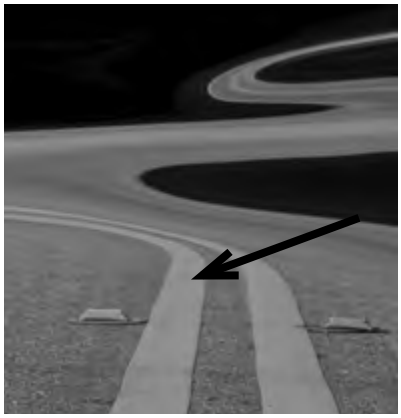
Print the words in the box on the lines where they fit best. Horseshoe-circle the separated digraphs in each word.

lines	bike	gate
kite	~~nine~~	plate



nine _____ _____ _____





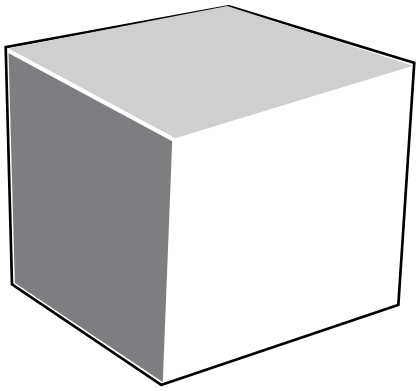
_____ _____ _____

Name: _____

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

dime	cube	grapes
globe	cone	cake

_____ _____ _____



_____ _____ _____

Name: _____

Draw a picture that matches the paragraph.

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

Name: _____

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

1. Can a mule make a kite? no

2. Can you wave your hand? _____

3. Can a cat rake? _____

4. Can you swim in a lake? _____

5. Is a dime less than five cents? _____

6. Is a cake wet? _____

Name: _____

7. Can a plane be late? _____

8. Can you hum a tune? _____

9. Can a cat ride a bike? _____

10. Can a rock swim? _____

11. Can a stove be hot? _____

12. Will you smile at a joke? _____

Section III-A

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

Name: _____

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

1. Abe baked a cake and gave it to Jake.

2. Jake ate the cake on his plate.

3. Kate made a game.

4. There was a snake in the lake.

5. It was a fake snake.

6. His name is James.

7. Jake and Kate went on a date.

8. The man has a cape.

9. Was it bad luck or just fate?

Name: _____

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

Jane Makes a Cake

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

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

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

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

Then Jane let the cake bake.

She made a glaze to frost the cake.

Then she ate the cake. Yum, yum!

Name: _____

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

Kate's Boss

Kate had a nine to five job.

But it was a bad job.

Kate's boss was not nice to Kate.

Kate's boss yelled at Kate all the time.

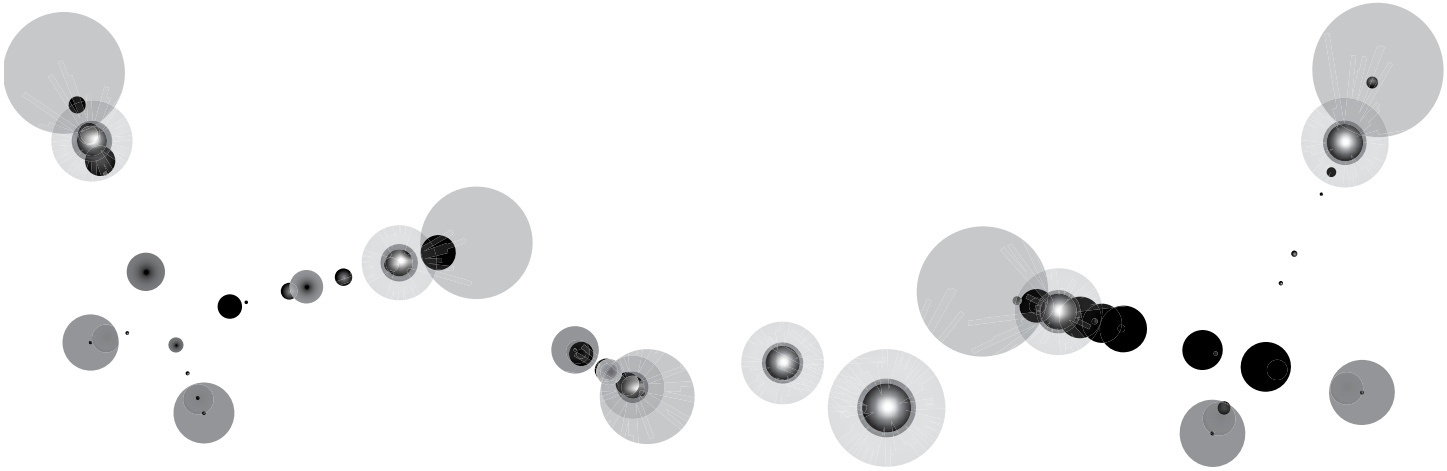
"Kate," he yelled, "run and get me my lunch!"

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

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

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

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



Name: _____

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

Nice and Not Nice

It's nice when you smile.

It's nice when you care.

It's nice when you joke.

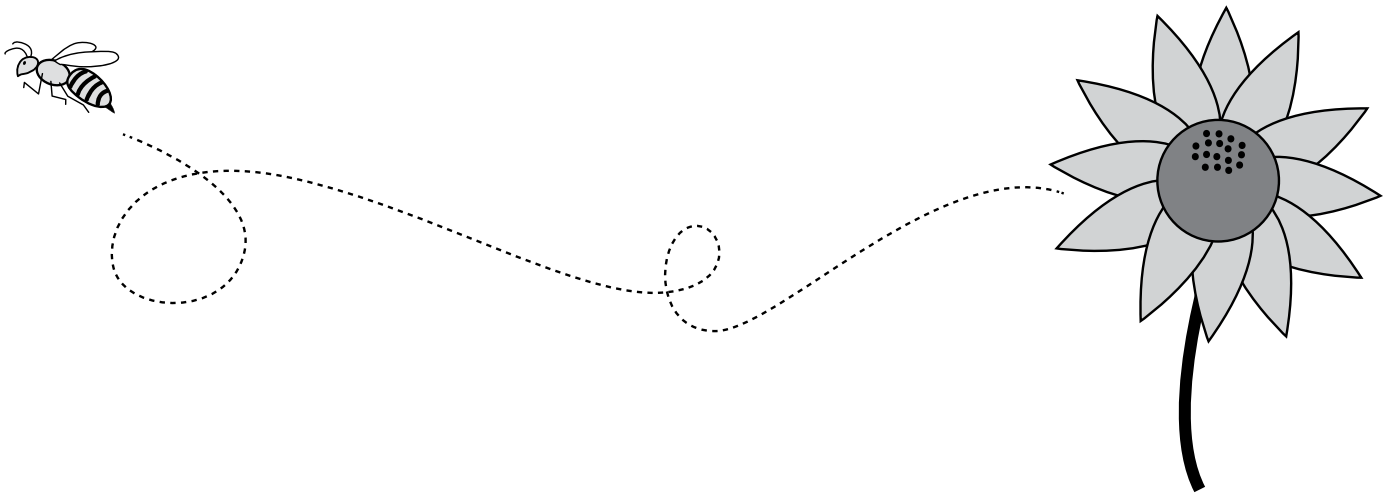
It's nice when you share.

It's nice when you get me a gift.

It's nice when you get me a rose.

But what is not nice,

Is when you spray me with a hose.



Section III-A

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

Slap the Spelling

Small Group

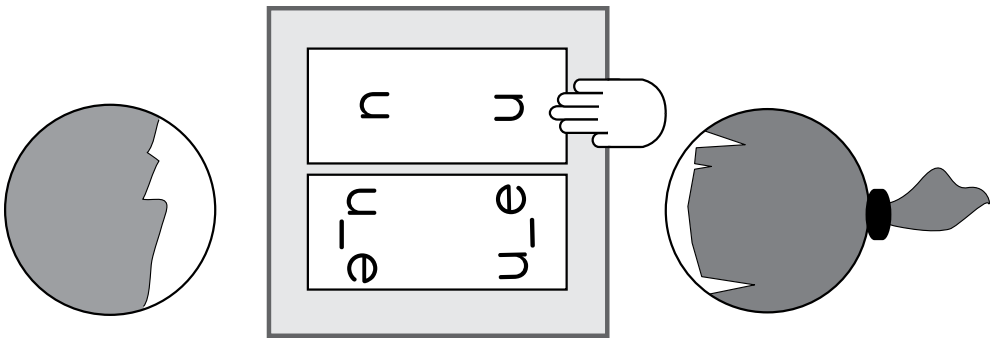
Cut out a long, rectangular slip of paper and write ‘u_e’ (as in *cute*) on each end. The spellings should face away from each other (see illustration). Repeat for ‘u’ (as in *cut*).

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

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

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

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



Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels

‘ee’ and ‘ea’ > /ee/
‘oo’ > /oo/ or /oo/
‘oi’ and ‘oy’ > /oi/
‘ou’ and ‘ow’ > /ou/
‘er’ > /er/
‘ar’ > /ar/
‘or’ > /or/

Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels Lesson Templates

More Vowel Digraphs

Focus: **Sound-Spelling**	**Teaching**	**Materials**
Warm-Up	Working in a small group, show students Spelling Cards previously taught. Say the sound and have students repeat or say the sound as you show them the Spelling Card.	previously taught spelling cards Vowel Code Flip Book
Teaching	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.	Target Vowel Digraph Spelling Cards Vowel Code Flip Book Individual Code Chart
Guided Practice	Ask students to give you words with the target sound. Ask students to write decodable words with the target sound.	dry erase boards and markers *or* paper and pencil
Independent Practice	Students will read words with targeted sound. Students can read lists of words or phrases with targeted sound; more proficient students can read connected decodable text with targeted sound.	

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

Focus: 'ee' > /ee/ (*bee*)	**Teaching**	**Materials**
Warm-Up	Show students previously reviewed Spelling Cards and have them tell the sound each letter represents. If additional practice is still needed, the teacher should show the card and say the sound of each letter, having the students repeat each sound.	previously reviewed Spelling Cards Vowel Code Flip Book
Teaching	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' > /ee/ Spelling Card to the appropriate page and space in the Vowel Code Flip Book, as students refer to their own Individual Code Chart.	Spelling Card for 'ee' > /ee/ Vowel Code Flip Book Individual Code Chart
Guided Practice	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.	paper
Independent Practice	Have students read word lists and practice sentences and stories as well as complete worksheets with the 'ee' spelling.	word lists, worksheets, etc. from this Guide

Section III-B

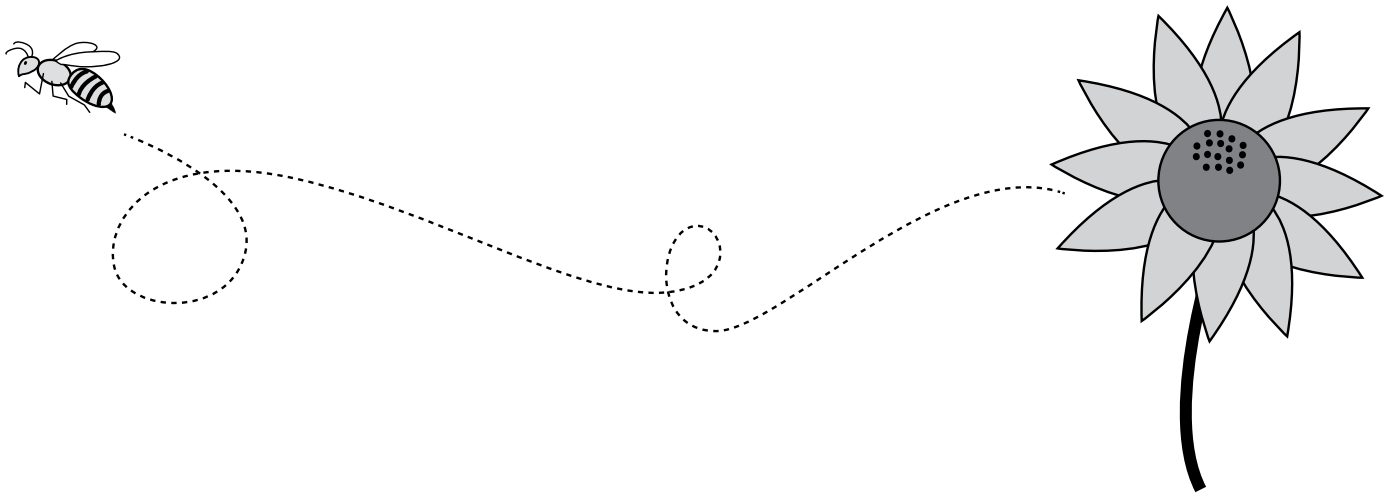
More One-Syllable Vowel Digraphs and R-Controlled Vowels Word Lists

Name: _____

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

see	bee	free	tree
three	need	seed	feed
speed	keep	deep	sleep
sheep	steep	teen	seen
green	feet	meet	street
feel	steel	seems	week
teeth	beef	sleeping	

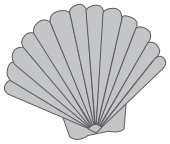
green trees

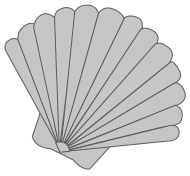


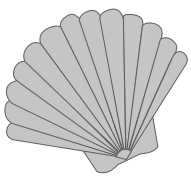
Name: _____

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

beach	reach	teach	each
sea	seal	tea	deal
real	read	east	leak
feast	yeast	dream	least
steal	steam	seat	eat
reading	teaching	dreaming	beast





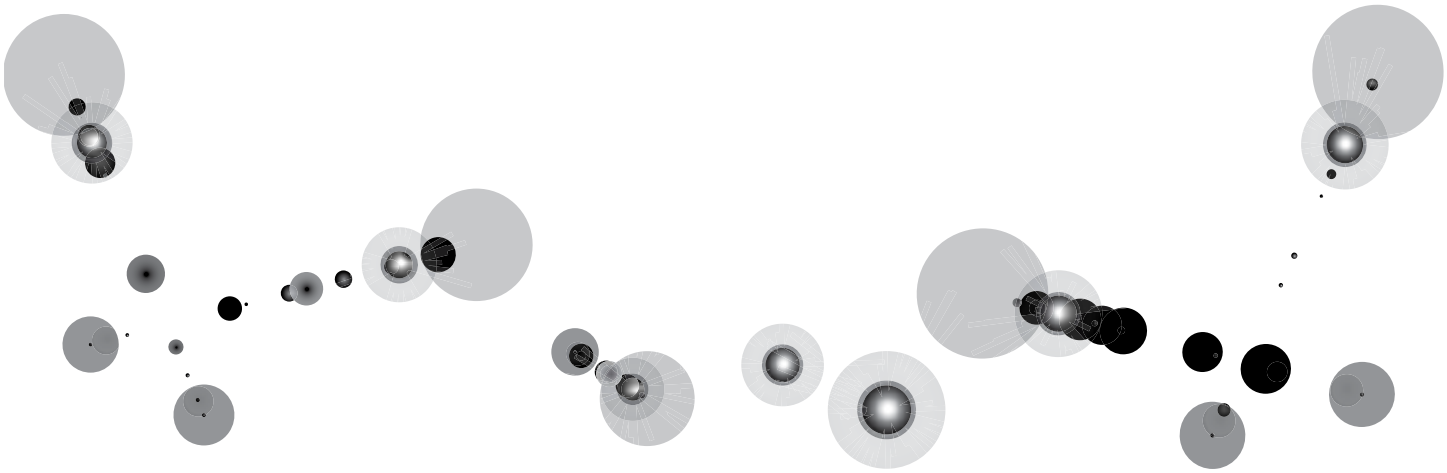


Name: _____

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

too	food	room	soon
moon	tools	cool	spoon
pool	noon	zoo	broom
zoom	loop	shampoo	scoop
bedroom	bathroom	classroom	rooms

The raccoon is fast.

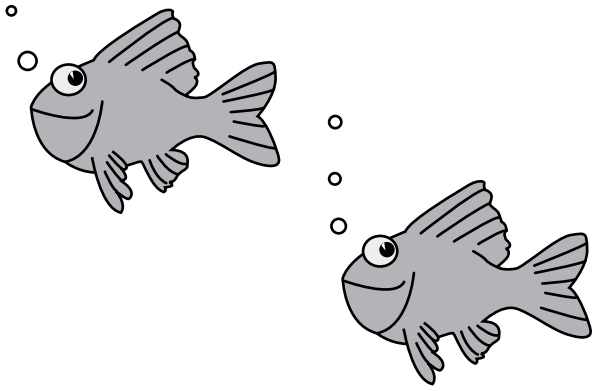


Name: _____

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

look	book	took
cook	good	wood
stood	foot	shook
wooden	cookbook	books
notebook	footprint	fishhook

The man is cooking.



Name: _____

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

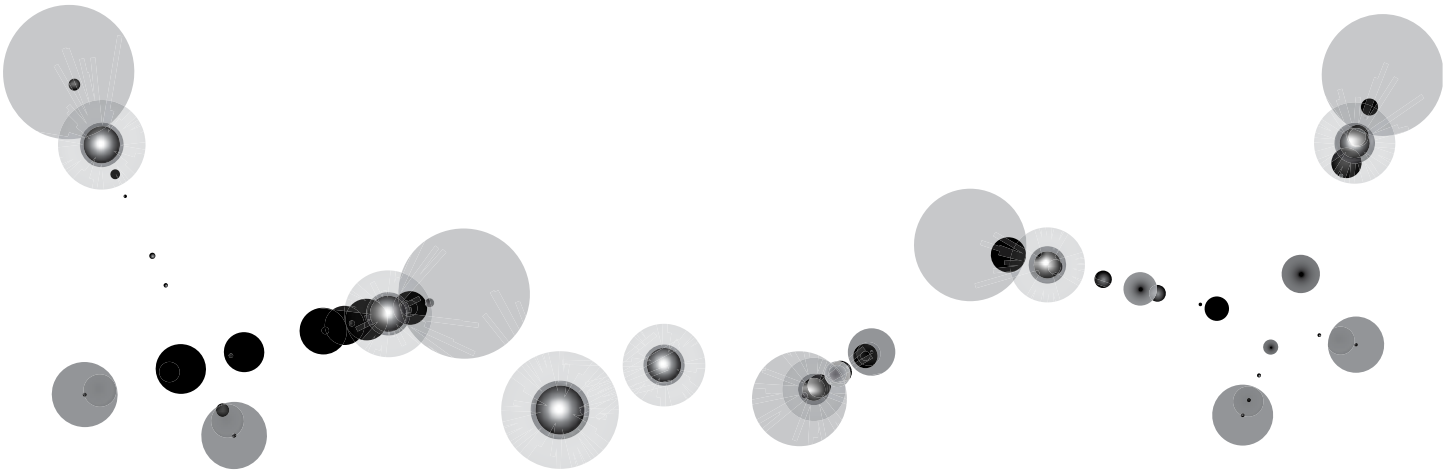
boy	joy	toy
soy	Roy	Troy
boys	toys	soybeans
enjoy	boyish	toyland

Name: _____

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

oil	boil	coil
foil	point	join
voice	moist	coin
joining	tinfoil	boiling
voices	coins	pointing

She is pointing.



Name: _____

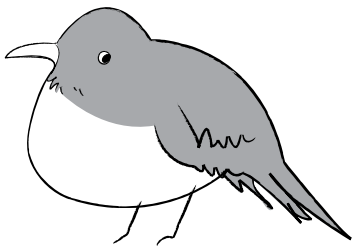
Basic Code Review

x:	tax	lax	max
z:	zip	zoo	zoom
qu:	queen	squeak	squeal
oi:	soil	oil	boil
wr:	wrong	wrist	wrench
kn:	knife	kneel	knob
tch:	itch	scratch	batch
ve:	sleeve	leave	heave

Name: _____

Spelling Alternative: 'ow' > /ou/ (*now*)

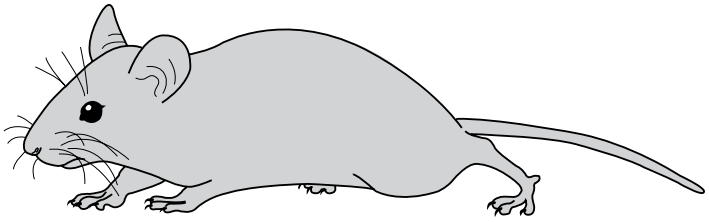
wow	cow	how
plow	now	brown
town	gown	down
frown	growl	fowl
clown	crowd	crown
crowded	downtown	growled
cowboy	howling	owl



Name: _____

Spelling Alternative: 'ou' > /ou/ (*shout*)

out	shout	grouch
loud	proud	found
ground	south	mouth
count	cloud	ouch
couch	house	outhouse
without	outside	mouse



Name: _____

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

her	hers	term	verb
herd	jerk	nerve	after
serve	swerve	perch	merge
faster	deeper	sooner	cooler
bigger	louder	richer	quicker

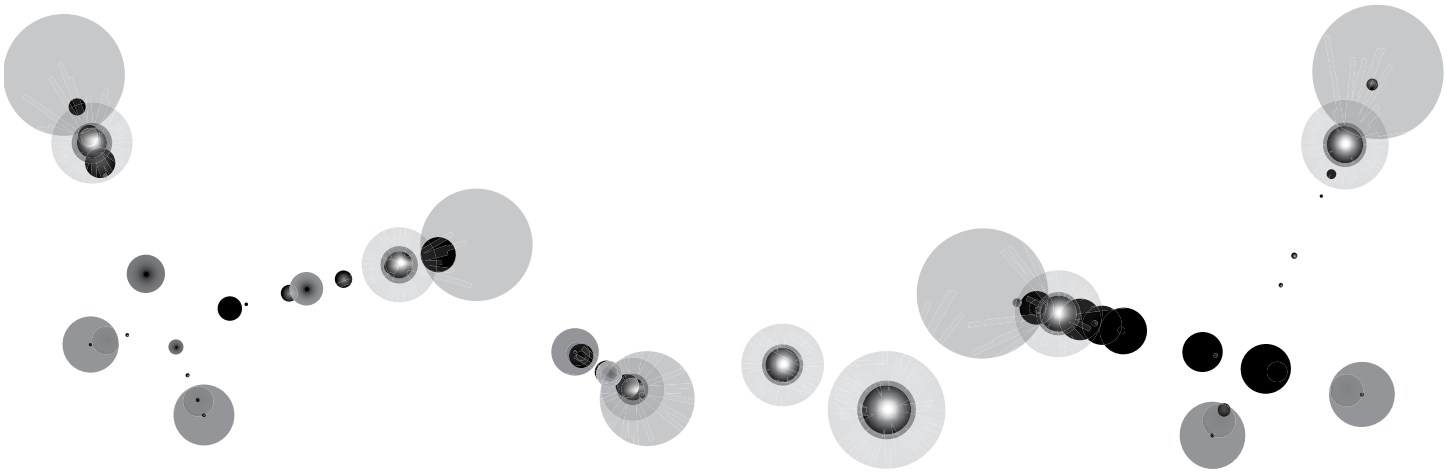
big green fern

Name: _____

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

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

I had dinner with pals.



Name: _____

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

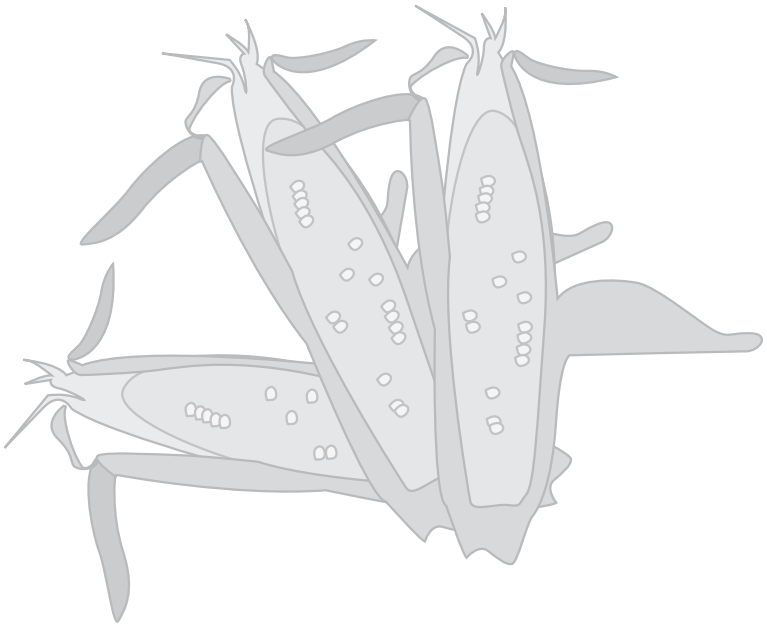
art	arm	farm	harm
car	far	jar	star
dark	mark	park	bark
sharp	hard	yard	card
yarn	barge	march	barn
start	large	larger	farmer
darkness	marker	harvest	partner
parking	target	artist	

The barber works hard.

Name: _____

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

or	for	form	fort
sort	short	shorts	sports
born	corn	horn	torn
thorn	storm	horse	cord
north	porch	fork	pork
force	order	morning	corner
border	forest	support	horses



Section III-B

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

Name: _____

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

grapes gate

_____

coin corn

_____

grapes

sleep slope

_____

slide dive

_____

Name: _____

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

book cook

_____

drive dive

_____

short shark

_____

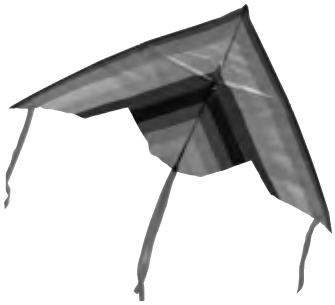
home hill

_____

Name: _____

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

mule	cake	spoon
~~kite~~	house	tree



kite _____ _____ _____

_____ _____ _____

Name: _____

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

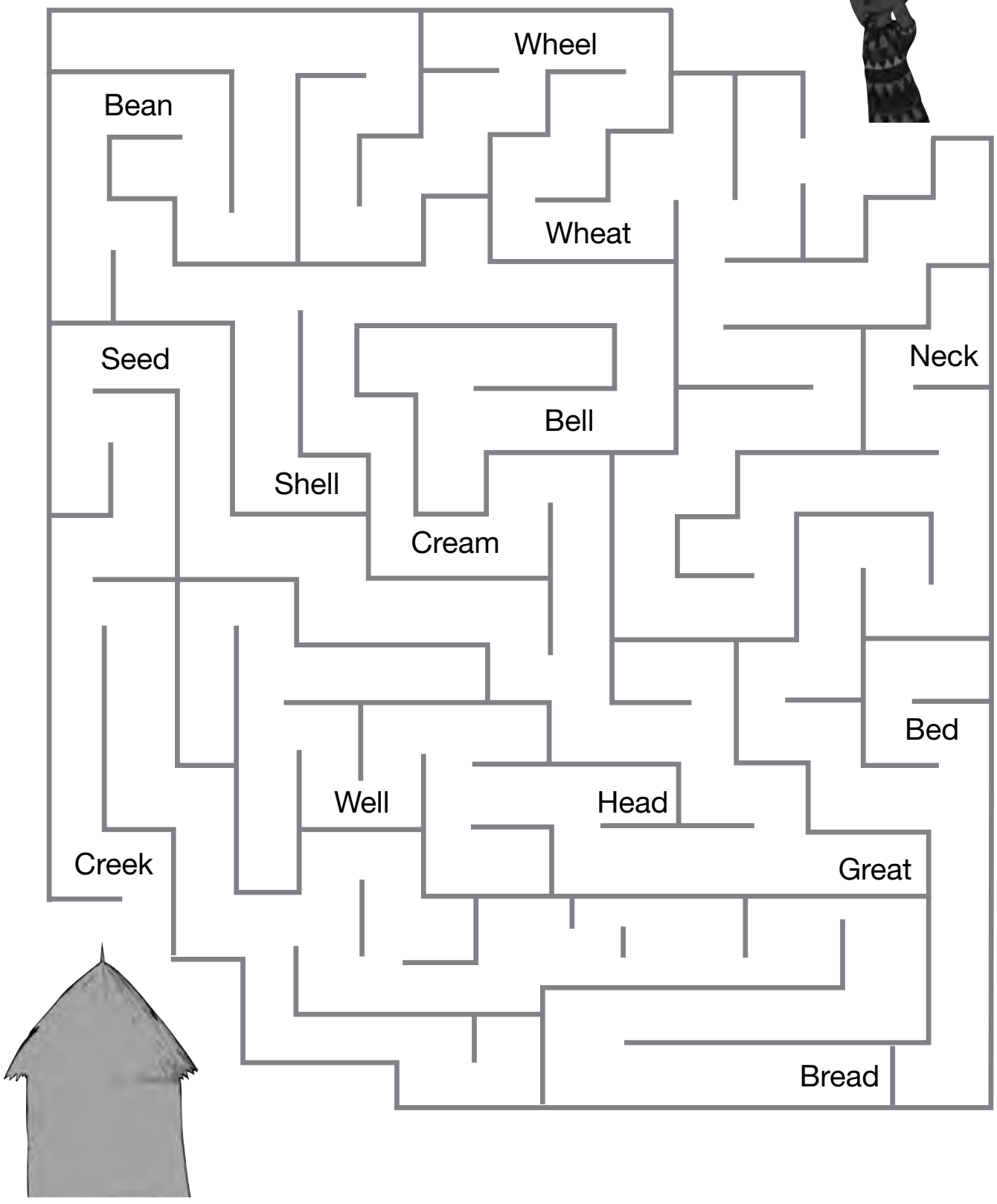
coin	rope	hook
cloud	fern	vase

_____ _____ _____

_____ _____ _____

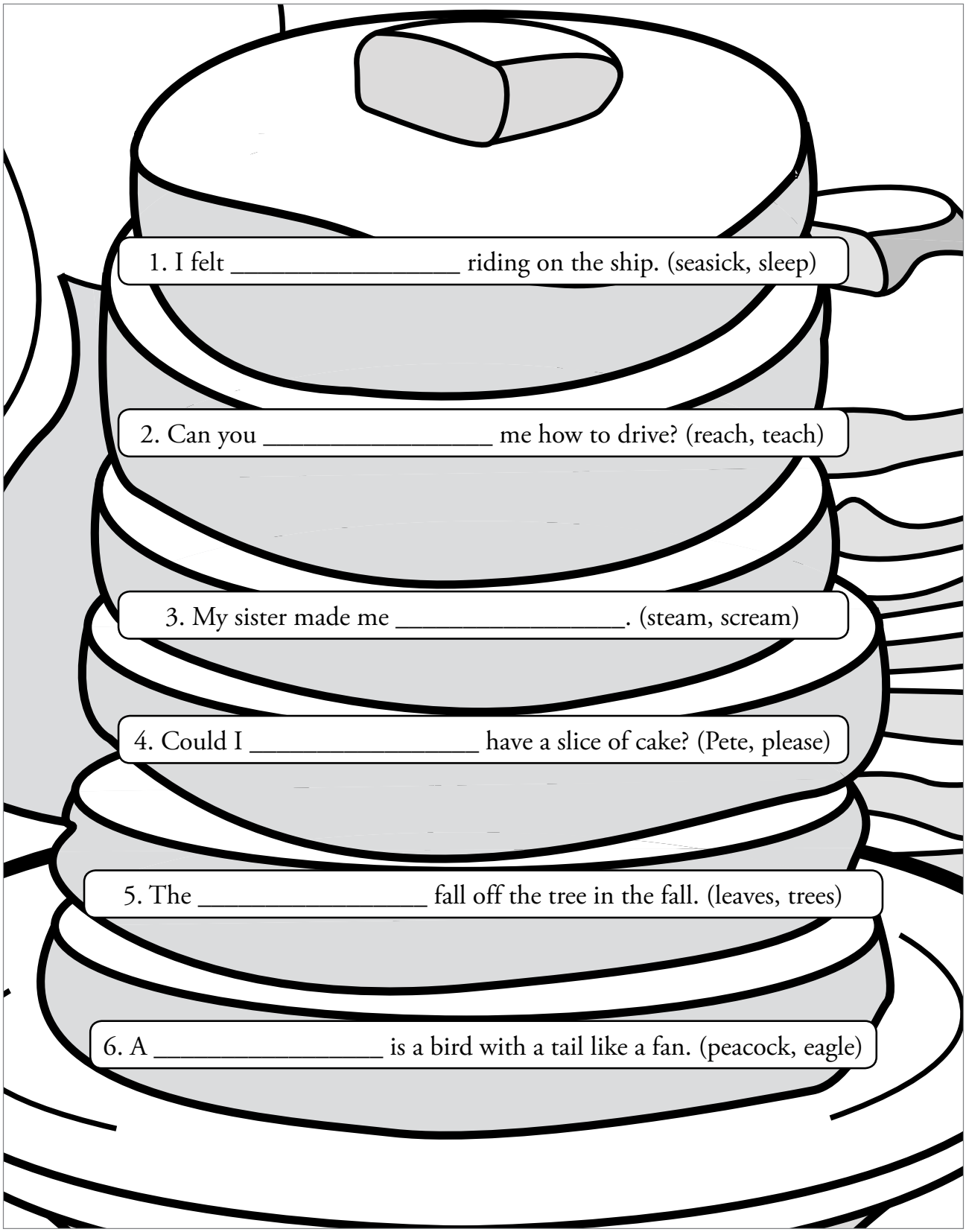
Name: _____

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

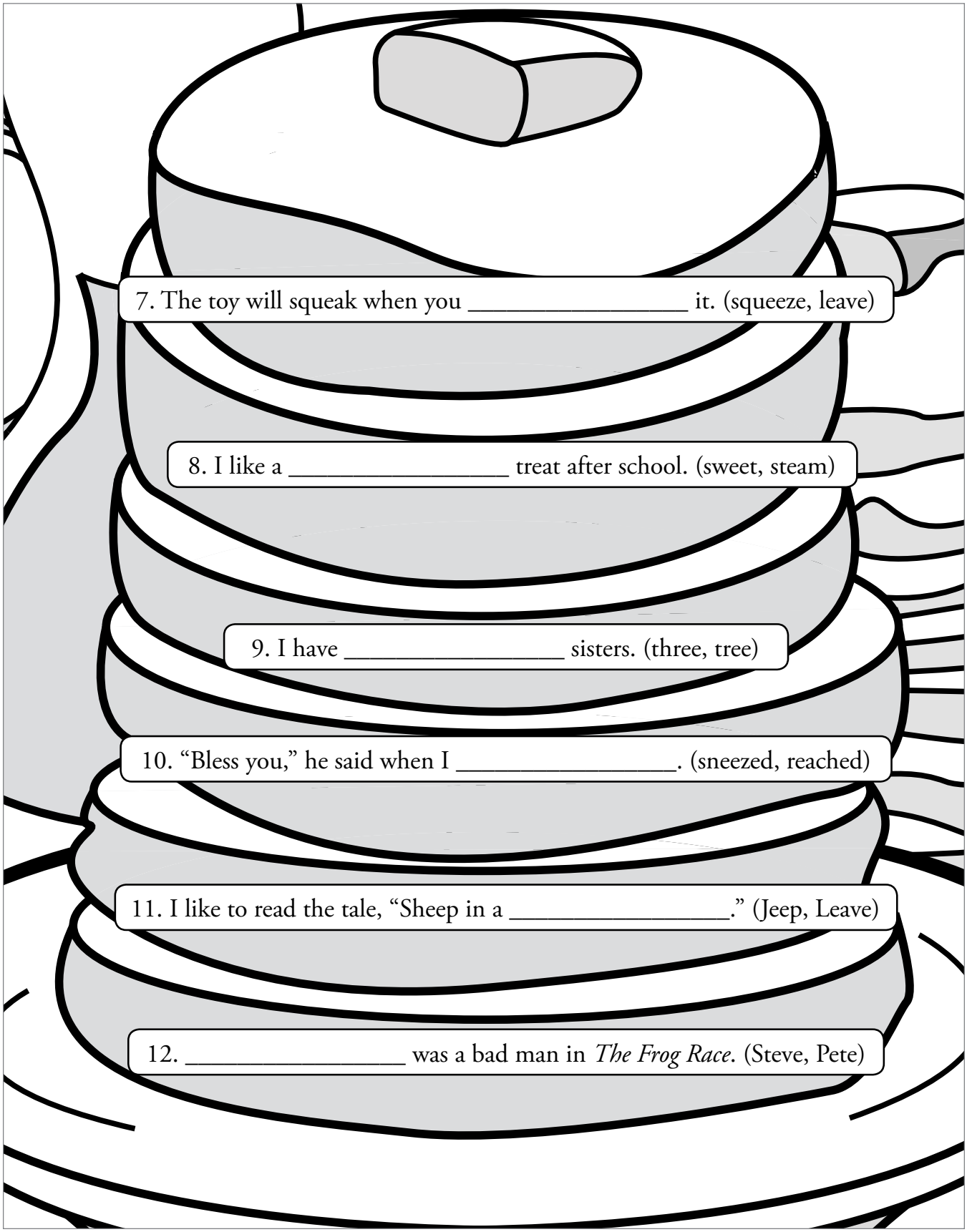


Name: _____

Directions: Circle the word that best completes each sentence.



Name: _____


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)

Name: _____

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

1. Can a pepper be green? yes

2. Do pigs moo? _____

3. Is ice hot? _____

4. Can you use a pen to write? _____

5. Do words have letters? _____

6. Can a fish oink? _____

Name: _____

7. Is nineteen a number? _____

8. Is it hot at the South Pole? _____

9. Do fish have feet? _____

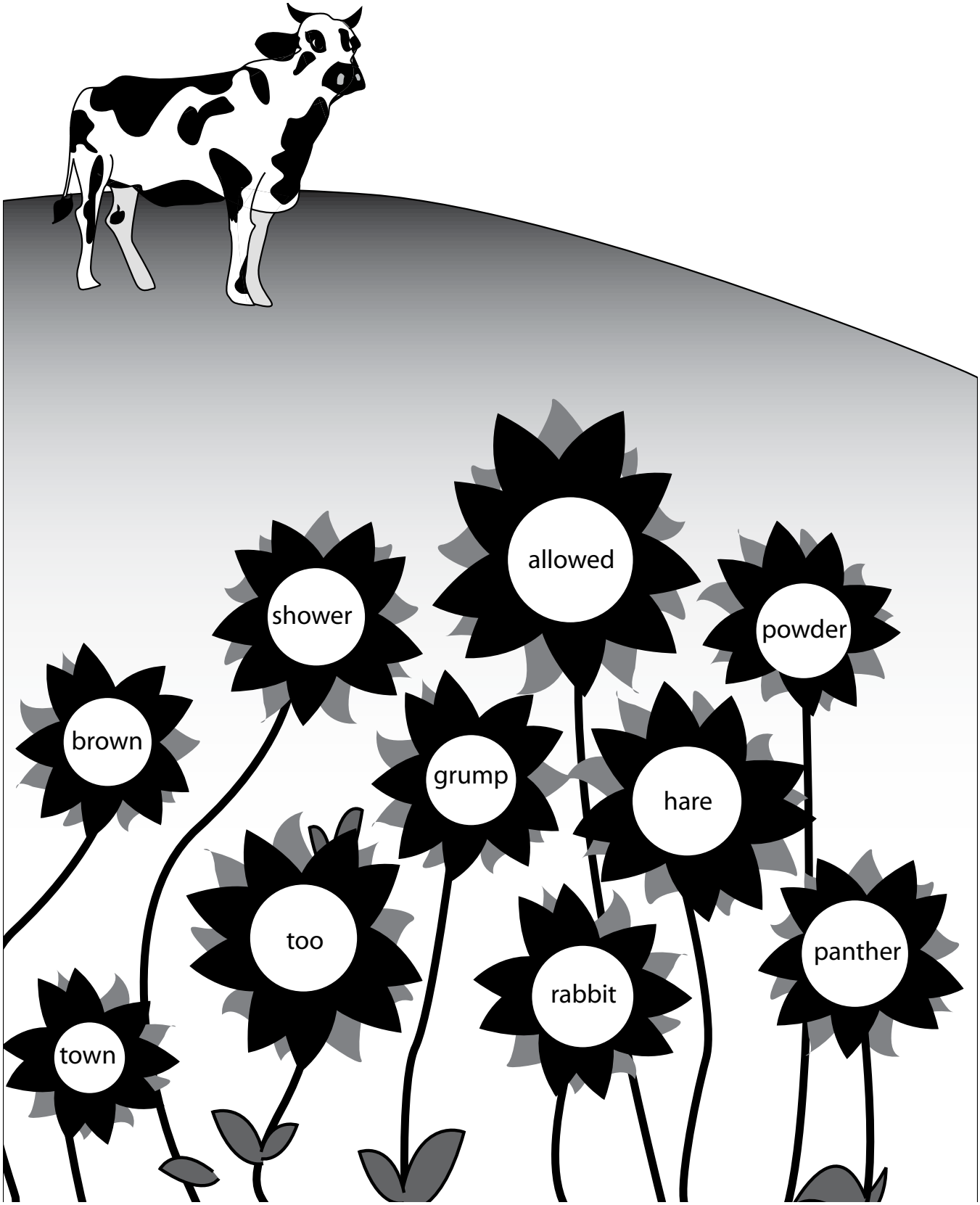
10. Is shouting loud? _____

11. Is a panther a fish? _____

12. Do raccoons have fins? _____

Name: _____

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



Name: _____

Complete the crossword puzzle.

owl	now	out	shout	cow
mouse	howl	brown	frown	trout

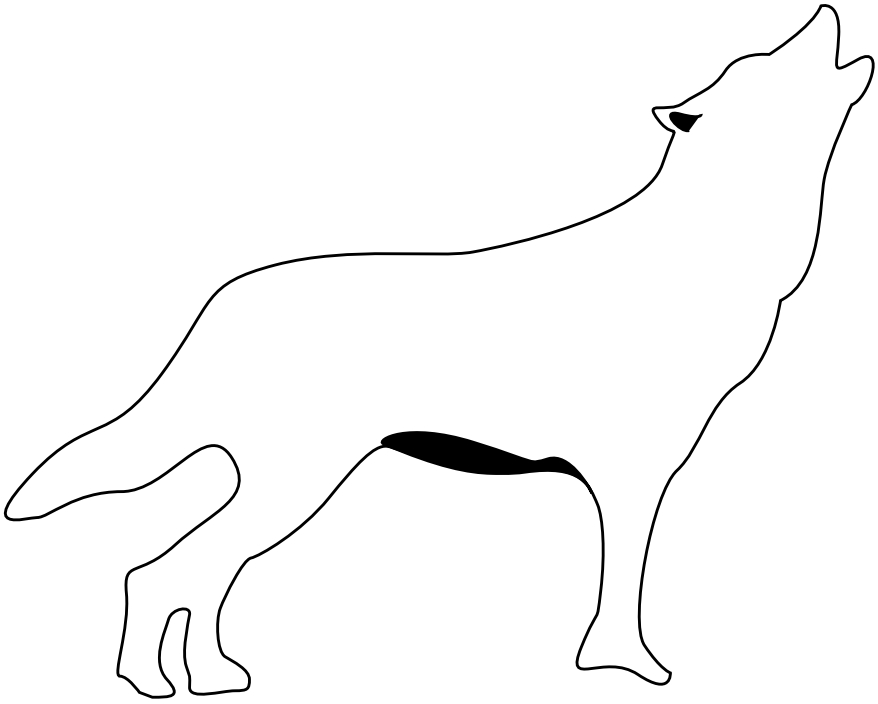
Across

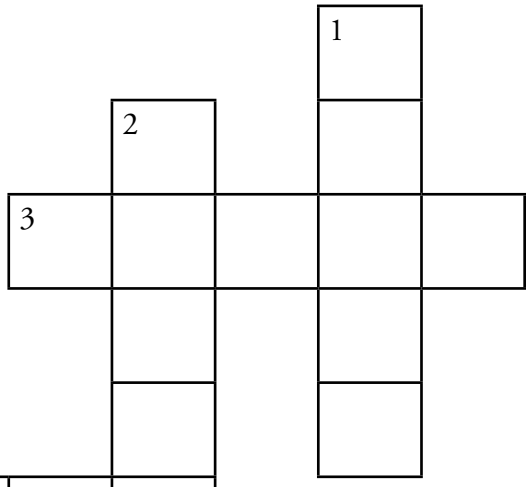
3. A fish
4. not a smile
6. a loud voice
9. a bird
10. “Go to bed _____,” said Mom.

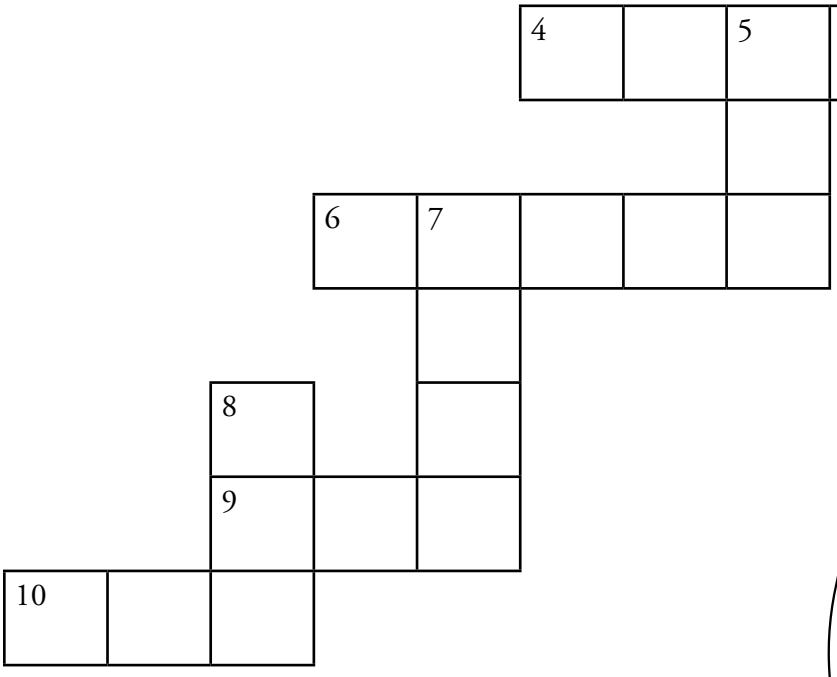
Down

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

Name: _____







Name: _____

Fill in the Blanks

batboy	toybox	toys	coiled
soil	boiling	coins	

1. The sun is _____ hot outside.

2. Did you see the snake all _____ up?

3. The _____ will keep the baseball bats neat.

4. We will plant the seeds in the _____.

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

6. Could you help me count my _____?

7. Are the stuffed _____ on the bed?

Name: _____

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

	h w	oo ou	se ze	_____
	m w	oo ou	se ze	_____
	h m	ow oo	t l	_____
	t d	ow oe	l el	_____
	c s	t r	ow ou	n m	_____

Name: _____

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

	c s	oi oe	t n	z s	_____
	c s	l w	ee e	r p	_____
	ch sh	e oe	l ll	f p	_____
	p b	t r	oo u	n m	_____
	k c	r wr	ow oy	ed d	_____

Name: _____

Circle the word that has the 'er' spelling in each sentence.

1. Last summer was hot.

2. Who is that person?

3. The water is so cold!

4. The book is under the bed.

5. My mother's name is Ann.

Name: _____

Create sentences with the words containing the 'er' spelling.

flower	never	river	after	later

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Name: _____

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

park	car	short	shower	shark

1. We like to go to the _____ to eat a picnic lunch.

2. Kate is not tall, she is _____.

3. We had a rain _____.

4. The _____ is red and fast.

5. A _____ is in the sea.

Name: _____

sports	flower	fork	dark	barking

6. I need a _____ to eat my food.

7. The dog will not stop _____!

8. Do you enjoy _____ like soccer?

9. The _____ smells nice.

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

Name: _____

‘er’

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

after	sister	marker	chapter
herd	fern	perch	number

1. Ten is the _____ I like best.

2. The _____ of cows ate grass.

3. Do you have the red _____?

4. The green _____ needs water and sun.

5. My big _____ Jan is tall.

6. The bird is sleeping on its _____.

7. _____class, I like to take a nap.

8. That _____ of the book was long.

Name: _____

‘or’ and ‘ar’

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

arm	shark	farmer	car	torn
corn	yarn	cart	thorn	

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

Name: _____

‘or’, ‘er’, and ‘ar’

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

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

/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.

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

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____

Check the sentence that matches the picture.

1.		☑ Roses have thorns. ☐ Roses have horns.
2.		☐ My house has a yard. ☐ My cloud has a yard.
3.		☐ I can knit mittens. ☐ I can knit kittens.
4.		☐ Dentists fix teeth. ☐ Dentists fix sheep.
5.		☐ This pup is cute. ☐ This duck is cute.
6.		☐ I swim in the pool. ☐ I run on the moon.

Name: _____

7.		☐ Trees are green. ☐ Bees are green.
8.		☐ He rides a bike. ☐ He rides a horse.
9.		☐ I have a dime. ☐ I have a lime.
10.		☐ The band is loud. ☐ The fan is loud.
11.		☐ This is a good book. ☐ He is a good cook.
12.		☐ The artist can paint. ☐ The artist can faint.

Name: _____

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

catch	green
spend	boil
trick	spoon
cord	foot
bunch	cloud
space	broil
lime	fern
slope	thorn
cute	yard

Name: _____

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

1. cloud 4

cloud

2. grapes ☐

_____

3. twitch ☐

_____

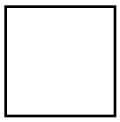
4. foil ☐

_____

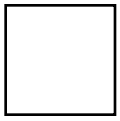
5. crow ☐

_____

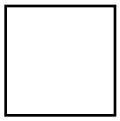
Name: _____

6. short 

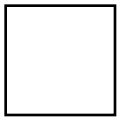
_____

7. teeth 

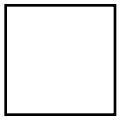
_____

8. joke 

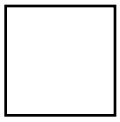
_____

9. parking 

_____

10. choice 

_____

11. winter 

_____

Name: _____

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

1. fork

fork _____ _____

The fork is sharp.

_____

_____

2. slide

_____ _____

_____

_____

3. coin

_____ _____

_____

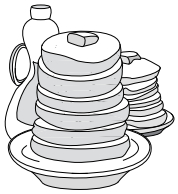
_____

Name: _____

4. igloo

_____ _____

5. pancakes



_____ _____

6. rooster

_____ _____

Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels Practice Sentences and Stories for Oral Reading

Name: _____

Basic Code Spelling: 'ee'

The Cranes

A crane wades in the mud.

It is a male crane.

He has long legs and a long black bill.

He stands in a maze of reeds.

He feeds on fish, frogs, and snakes.

Then he lifts his wings and flaps them.

He glides up.

The crane lands in his nest.

His mate is there with him.

She sits on three eggs.

The male crane shares a fish with his mate.

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

Name: _____

Basic Code Spelling: 'ee'

Biff and his Blimp

Biff has a blimp.

He likes to ride in the blimp with his pets.

They all get in the blimp.

Biff makes the blimp lift off.

The blimp drifts up.

It drifts with the wind. They feel free!

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

They see trees.

At last Biff has to land the blimp.

The cat and the dog are sad.

"No need to feel sad!" says Biff.

"The next blimp ride will be just as much fun!"

Name: _____

Basic Code Spelling: 'ea'

The Dream

Dean was in class.

He was tired.

He drifted off to sleep.

He had a dream.

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

He felt the sand on his feet.

He could see a hot dog.

It was steaming hot.

He could smell it.

It smelled fine.

Yum, yum!

Dean reached out to grab the hot dog.

Just then his teacher tapped him on the back.

Dean woke up.

"Rats!" he said.

"Where did my hot dog go?"

Name: _____

Basic Code Spelling: 'oo'

By the Brook

I like to camp with my mom and dad.

We camp out in the woods.

We look for a good spot close to a brook.

Then we pitch our tent.

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

We slip bugs on our hooks.

If we catch fish, we cook them.

They are so good on the grill.

Camping is fun!

Name: _____

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

For class he has to read ten textbooks.

What you did was foolish.

Is Mom cooking chicken?

Do you like to eat seafood?

The cooks made good food.

At the wedding we saw the groom.

If we do not get help, we are doomed!

Mom, can I loop the loop?

This wood is no good.

It's too crooked.

Name: _____

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

Fern

Fern is mean.

She never asks.

She just grabs things.

She eats her dinner.

Then she grabs her sister's dinner.

Fern never says, "Thanks."

She will not do what her teacher tells her.

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

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

Name: _____

R-Controlled Vowels: Mixed Review

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

Name: _____

R-Controlled Vowels: Mixed Review

The Grilling Artist

Last week Dad made p**or**k f**or** dinn**er**.

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

He rubbed some g**ar**lic and a spice mix on the p**or**k. Then he set the p**or**k on the grill.

“There!” he said, “that’s p**er**fect! Now that this is all set, the Grilling **Ar**tist will just see what’s on TV.”

There was a big game on TV. Dad st**ar**ted rooting f**or** his team.

Time passed. The p**or**k got d**ar**k**er** and d**ar**k**er**. Dad sat on the couch, eating popc**or**n and sipping a drink.

Aft**er** a while, mom came in and asked, “When will the p**or**k be finished? I’m st**ar**ving.”

“Ack!” Dad said, “The p**or**k!”

He ran out on the p**or**ch. When he came back in, the p**or**k was sitting on a big silv**er** platt**er**. It was d**ar**k 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 **Ar**tist will slice into it with his c**ar**ving knife and, you will see, it will be tend**er** and moist on the inside.”

Name: _____

Dad grabbed a big f**or**k and a c**ar**ving knife. He st**ar**ted hacking at the p**or**k with the c**ar**ving knife. The p**or**k was h**ar**d to cut. At last he hacked off five slabs of p**or**k. It was brown on the inside and jet black on the outside. He set one slab on my plate, one on my sist**er**'s plate, and one on Mom's plate.

Mom took one look at the p**or**k and said, "I will nev**er** eat this. Kids, get in the c**ar**. Let's go get some take-out food."

Name: _____

Spelling Alternatives and Basic Code: 'oy' > /oi/ (*toy*) and 'oi' > /oi/ (*oil*)

Boiled or Broiled?

R**oy** got a fish.

"Let's br**oi**l this fish in **oi**l," J**oy**ce said.

"I'll get the **oi**l.

You line the pan with tinf**oi**l."

"No, no," said R**oy**.

"I do not enjoy br**oi**led fish.

The trick to keeping fish m**oi**st is to b**oi**l it."

J**oy**ce acted as if R**oy** had not said this.

"Get the f**oi**l and we will br**oi**l it," she said.

"I said, let's b**oi**l it!" said R**oy**.

"Br**oi**l!" said J**oy**ce, a loud v**oi**ce.

"B**oi**l!" shouted R**oy**.

J**oy**ce grabbed at the fish.

R**oy** grabbed at it too.

The fish fell.

Name: _____

Fl**oy**d the cat grabbed the fish.

The cat ate the fish, all but the bones.

“Yum,” said Fl**oy**d.

“That was a good fish!”

“It did not need to be b**oi**led or br**oi**led.”

Name: _____

Spelling Alternatives and Basic Code: 'ou' > /ow/ (*shout*) and 'ow' > /ow/ (*now*)

Mouse in the House

"Eek!" Beth sh**ou**ted.

"There's a m**ou**se in the h**ou**se!"

Beth ran **ou**tside.

Ben ran **ou**t too.

Dad came **ou**t and asked, "What's wrong?"

"There's a m**ou**se!" h**ow**led Beth.

"In the h**ou**se!" added Ben.

"Get it **ou**t!" sh**ou**ted Beth.

"N**ow**!" added Ben, with a fr**ow**n.

The kids sent Dad in to get the m**ou**se **ou**t.

Dad looked in the kitchen.

He did not see the m**ou**se.

He looked in the den.

There was no m**ou**se there.

He looked in the bathroom.

Name: _____

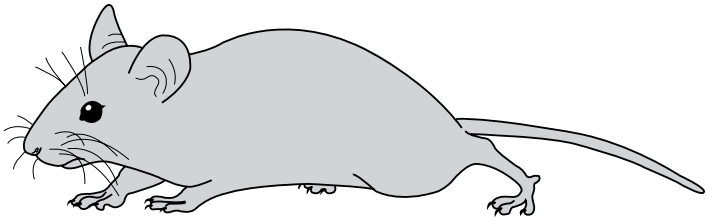
There was a br**ow**n m**ou**se!

Dad got a box and swept the m**ou**se into the box.

He took the box **ou**t of the h**ou**se.

Then he let the m**ou**se go.

When the m**ou**se was **ou**t, 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 **ou**tside.

Hide in a closet.

Hide in the shed.

Hide in the kitchen.

Hide in your bed.

Make like a m**ou**se,

Make like a bug.

Get d**ow**n on the gr**ou**nd,

As flat as a rug.

If you wish

Not to be f**ou**nd,

Make no **noi**ses,

Name: _____

Make no s**ou**nds.

Do not yell,

Do not sh**ou**t

(If y**ou** do, y**ou**'ll be f**ou**nd **ou**t.)

Hide your legs.

Hide your feet.

That's h**ow** y**ou** win

At hide and seek.

Name: _____

Mixed Review

The Bike Ride

Dan has a bike.

The bike is green.

It has a bell that Dan likes to ring when he rides fast.

Dan rides his bike on a bike path.

He rides at top speed and rings his bell.

It is fun.

But then Dan hits a bump.

Name: _____

His tire slips.

He lands with a thud and scrapes his leg.

Dan's leg bleeds a bit.

But it is not a bad cut.

It is just a scrape.

Dan is brave.

He gets back on the bike.

He rides up a steep hill.

He pumps his legs till he gets to the top.

At last he spots his home.

He rings the bell.

Dan's mom spots him.

She helps him fix up the scrape.

Name: _____

Mixed Review

At the Ranch

It's fun to camp at the ranch.

You can wade in the creek.

You can ride on a mule.

You can pet the sheep.

You can take a hike.

You can sit on a log and have your lunch.

You can smell the pine trees.

You can sit by the fire.

You can sleep in a tent.

The ranch is lots of fun.

So grab your cap.

Bring your pals.

It's ranch time!

Name: _____

Mixed Review

The Long Hike

Kate and Mike set off on a hike.

Mike likes to hike but not as much as Kate likes it.

They hike up to the top of a cliff.

"Let's take this path next!" Kate says.

"Back to the campsite?" asks Mike.

"No!" says Kate. "Not yet."

"Let's hike up this hill!" Kate says.

"Ug!" says Mike.

"That's a big one!"

Kate hikes up the hill.

And so must Mike.

"Let's cross this creek!" says Kate.

"But what if I slip?" says Mike.

"Hush!" says Kate.

"Just run on the log!"

Name: _____

Kate runs on the log.

Mike runs on the log, but his feet slip.

Splash! Mike's feet get wet.

"Let's hike back," says Mike.

"I have wet feet!"

"Not yet!" says Kate.

They hike up a hill.

Name: _____

"It's late," says Mike. "Can we hike back?"

At last Kate says yes.

Kate and Mike hike and hike.

At last, Mike spots the campsite.

He is glad to be back.

"That was best hike of all time!" Kate says.

"Not quite!" says Mike.

Section III-B

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

Slap the Spelling

Small Group

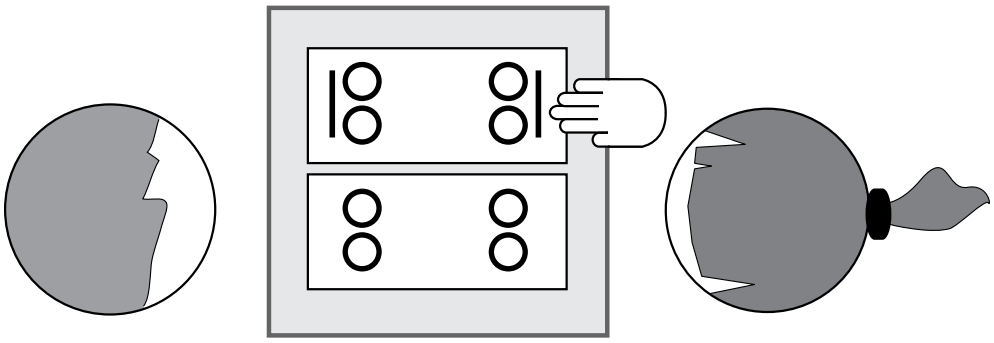
Cut out a long, rectangular slip of paper and write '<u>oo</u>' (as in *root*) on each end. The spellings should face away from each other (see illustration). Repeat for 'oo' (as in *look)*.

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

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

Use any of the word lists in this section for this activity.

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



Wiggle Cards

Whole Group or Small Group

If your students enjoy reading and acting out the Wiggle Cards, here are some additional decodable words and phrases that you may want to add to your inventory of Wiggle Cards. Feel free to pull from this stack of cards any time during the day, not just the language arts period, when students need an active transition.

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

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. _____
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. _____

Section III-D

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

Section III-D

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

Two-Syllable Words with Vowel Digraphs

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

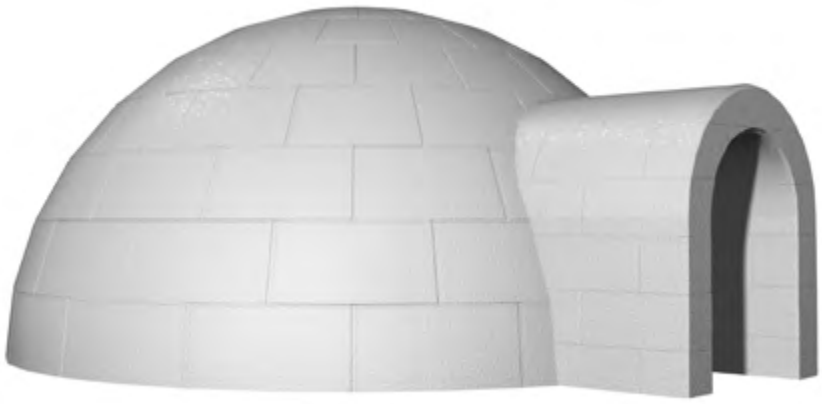
Section III-D

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

Name: _____

Mixed Review

stampede	compute	person	scoundrel
perform	mushroom	combine	treason
igloo	confuse	steamboat	expire
shampoo	popcorn	hamster	chapter
oyster	counter	translate	athlete



Name: _____

Mixed Review

panther	escape	season	leapfrog	soybean
carpet	reptile	ignite	barber	tower
insane	seashore	bookmark	woodchuck	border
extreme	mistake	stubborn	beaver	pattern
snowflake	between	outside	spider	seaside

Name: _____

Mixed Review

complete	subscribe	retire	empire	oyster
shutter	structure	artist	sunrise	poison
enclose	compete	invite	rooster	shower
power		leader		suppose

Section III-D

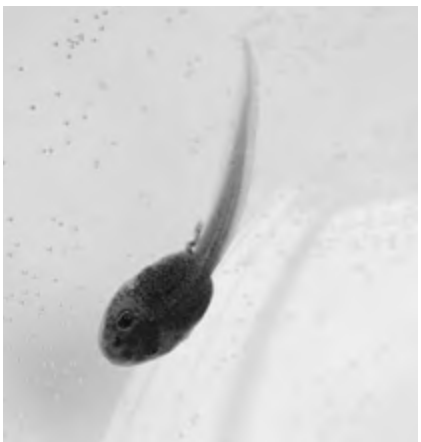
Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels Worksheets

Name: _____

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

artist	barefoot	tadpole
~~duckling~~	comics	checkers

duckling _____ _____ _____



_____ _____ _____

Name: _____

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

bookcase	broomstick	dentist
fireplace	handshake	iceberg

_____ _____ _____

_____ _____ _____

Name: _____

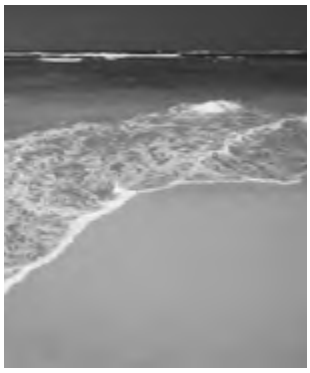
Horseshoe circle the pattern at the top of the column.

a_e	i_e
cupcake	sunshine
pancake	reptile
mistake	sunrise
fateful	timeline
bracelet	inside
cascade	pastime
snakeskin	combine
inflate	subscribe
translate	hostile

Name: _____

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

1. winter



winter

2. river

3. forest

Name: _____

4. farmer

_____ _____ _____

5. ladder

_____ _____ _____

6. collar

_____ _____ _____

Name: _____

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

children	~~number~~	winter
kitchen	garden	fingers

38

number _____ _____ _____

_____ _____ _____

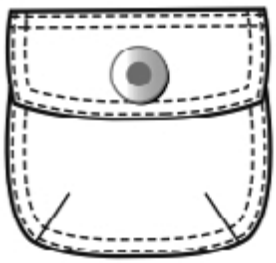
Name: _____

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

writing	coffee	pocket
fireplace	fifteen	soccer

15

_____ _____ _____



_____ _____ _____

Name: _____

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

bee	beans	leaf
peanuts	teacup	~~seashe~~ll

seashell _____ _____ _____

_____ _____ _____

Name: _____

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

wheat	chimpanzee	eel
athlete	cheese	geese

_____ _____ _____

_____ _____ _____

Name: _____

Spell the word. Then print it on the line.

	(ar) r	(t) d	(i) c	k (s)	(t) f	artist
	h d	ar a	k p			_____
	p b	u ar	x k			_____
	qu k	oo ee	n m			_____
	b d	oo ou	t k			_____

Name: _____

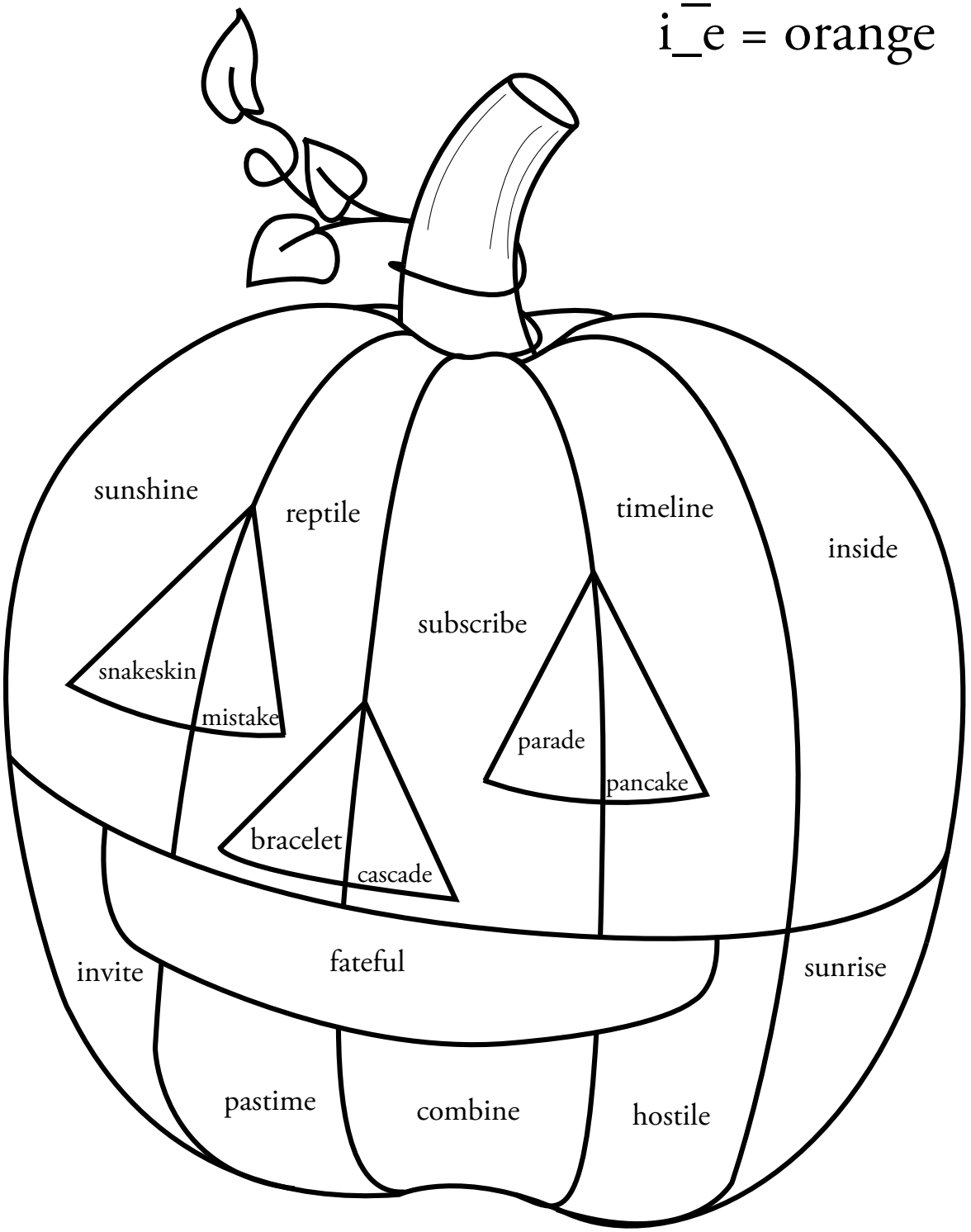
Spell the word. Then print it on the line.

	s c	p k	u oo	d n	_____
	kn k	e i	v f	i e	_____
	t f	ar or	d m	r er	_____
	p g	l w	o d	t b	e a	_____
	g c	ar r	m d	e o	n d	_____

Name: _____

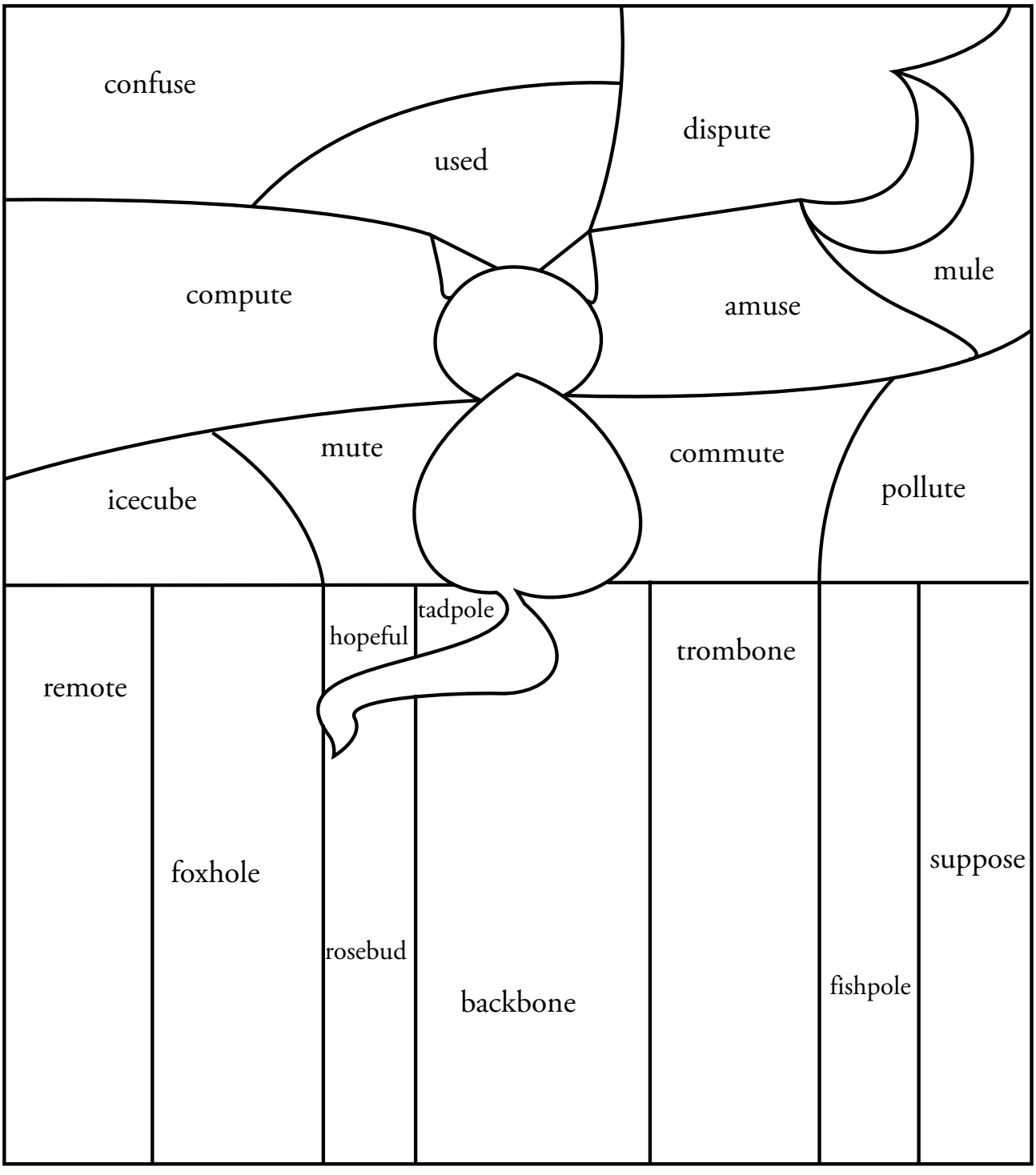
Read each word and to then color the spaces of words with /ae/ brown and the spaces of words with /ie/ orange.

a_e = brown
i_e = orange



Name: _____

Color the areas with /oe/ words light brown and /ue/ words blue.

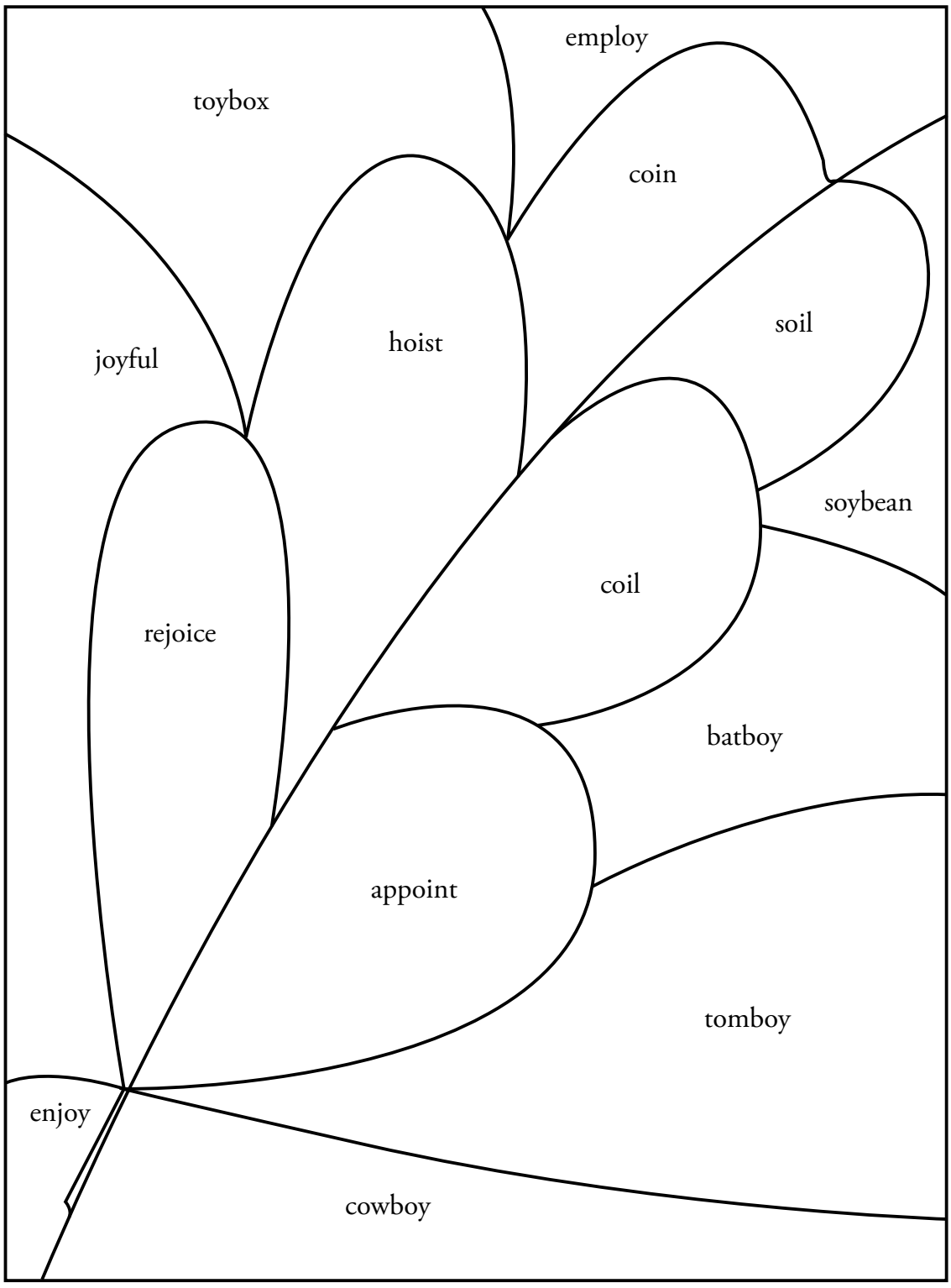


/oe/ = light brown

/ue/ = blue

Name: _____

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



‘oy’ = blue ‘oi’ = green

Section III-D

Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels Practice Sentences and Stories for Oral Reading

Name: _____

Practice Sentences

1. The man wants to start a fire in the igloo because it is so cold.

2. That rooster is such a scoundrel! He wakes me up at sunrise.

3. The expired eggs were sitting on the counter.

4. Can you tell a beaver from a woodchuck?

5. James likes to play leapfrog with his pals.

6. He was confused and made a mistake on the math problem.

7. The athlete wanted to compete in the tennis match.

8. I season my popcorn with butter.

9. Chapter three is the best in the book.

10. The spider is on its web outside.

Name: _____

Practice Sentences

1. The artist drew a cool picture of a steamboat.

2. Sam wants to see panthers and big reptiles at the zoo.

3. The princess lives at the top of the tower with her pet hamster.

4. My dad subscribes to a sports channel and watches extreme sports.

5. Close the shutters if you want to keep the glare out of the room.

6. Jim got the barber to shave his face.

7. The leader of the empire has a lot of power.

8. Jill likes to catch snowflakes as they fall.

9. The stampede of cows made the ground shake.

10. Those beams support the house.

Name: _____

Practice Sentences

1. My teacher corrected the mistakes on my test.

2. I like to eat mushrooms in my salad.

3. Please combine all of the second graders on the same team.

4. Mom will shampoo the carpet to clean it.

5. The farmer planted soybeans.

6. I did not realize he was retired.

7. We ate oysters when we were at the seashore.

8. Who will perform on stage next?

9. The convict escaped from prison.

10. The expert said some spiders inject poison when they bite.

Section III-E

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

Name: _____

Read these words to your teacher.

1. person
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 oi:_____/1 ow:_____/2 ou:_____/2

Name: _____

Provide students with the worksheet on the following page and ask them to write each word after you say it.

1. person
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

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

Stories
Bedtime Tales
(from Grade 2, Unit 2)

Name: _____

The Frog Race

"Dad," Mike said when he woke up, "what happened with the jumping frog? I missed the end of the tale. I was sleeping."

"I did not tell it to the end," said his dad. "When you drifted off to sleep, I stopped."

"Oh, tell the ending!" said Mike.

Mike's dad picked up the tale where he had left off.

Big Jim handed his frog to Pete and ran off to the stream.

Pete held Big Jim's frog in his hand. Pete looked at the frog. Then Pete reached into his pocket and got a pile of limes. Yum—Big Jim's frog drooled. The frog ate the whole pile of limes from Pete's hand! Then Pete set the frog down.

While Pete was feeding the frog limes, Big Jim was down at the stream. He tossed off his boots and went frog hunting. At last he nabbed a nice green frog. He ran back and handed the frog to Pete.

"There's your frog!" said Jim. "Just set him down there next to my frog. Then we will let them compete to see which one of them is the fastest!"

Pete set his frog down.

"All set?" said Jim.

"All set," said the man.

Then Jim yelled, "Jump, frogs, jump!"

Pete gave the two frogs a tap to get them jumping. His frog hopped off nice and quick. But Jim's frog just sat there. Once he hitched up his legs like he was fixing to jump. But it was no use. With all those limes in him, he was planted there just as solid as a rock. His tummy was full!

Pete's frog hopped and hopped till it got to the finish line.

"Fine race!" said Pete. He took Jim's ten bucks and slipped the cash in his pocket. Then Pete tipped his hat and set off.

Well, Big Jim was stunned. "What happened to my frog?" he said. "I hope he's not sick."

He bent down and picked up the frog and rubbed his tummy.

"Goodness!" said Jim. "He must have had a big lunch!"

"I think Pete tricked me! He fed my frog too much to eat!" Jim said. Big Jim let out a whoop. His face got red. Jim ran to catch Pete. But it was no use. Pete had run off. Pete had tricked Big Jim!

Name: _____

How the Hedgehog Tricked the Hare

"Where was it I left off?" asked Mike's dad.

"The hedgehog was telling his wife the plan to trick the hare," said Mike.

"Got it!" said his dad.

The hedgehog made a map of his plan. He pointed to the map and outlined his plan to trick the hare.

"The hare and I will race from down by the fence up to the house on the hill," the hedgehog said to his wife. "I need you to stand next to the house. Stand in a spot where the hare can't see you. And be on the lookout, my dear!"

The hedgehog's wife nodded and said, "Your map is clear. I will be there."

The hedgehog went on, "When the hare gets close, you must pop out and shout, 'There you are! What took you so long?' But when you do this, make your voice deep and stern like my voice. The hare can't tell one hedgehog from the next. If you sound like me, he will think you are me. And he will think that he has lost the race!"

"What a clever plan!" said his wife. "It's perfect!"

She puckered up and kissed him on one of his cheeks, where he had no spikes. The hedgehog handed his wife the map.

After his meal, the hedgehog went to the fence. His wife went up to the house on the hill.

Name: _____

The hedgehog and the hare lined up.

"All set?" said the hare.

"All set," said the hedgehog.

"Run!" said the hare.

The hare bounded off. He was a fast and powerful runner. In a flash he ran down the hill, past the well, and up to the house.

When he got to the top of the hill, there was a hedgehog standing next to the house.

It was the hedgehog's wife, but she spoke in a deep, stern voice like a male hedgehog. "There you are!" she said. "What took you so long?"

The hare was stunned. "It can't be!" he said. "How did you get here so fast? I will race you back to the fence!"

And so the hare ran back past the well and up the hill until he got back to the fence.

And what did he see when he got there?

A hedgehog! This time it was the male hedgehog. The hedgehog said, "There you are! What took you so long?"

"No, no, no!" screamed the hare. The hare lost his temper. "It can't be. It can't be. I am faster. I will race you back to the house! You can't beat me!"

So the hare ran back up the hill, past the well, and up to the house.

And what did he see when he got there?

A hedgehog! This time it was the hedgehog's wife. In a deep, stern voice, she said, "There you are! What took you so long?"

The hare ran to the fence and back ten times. But it was the same all ten times. At last he was so tired out that he fell on the ground next to the male hedgehog. He could not stop huffing and puffing. He frowned and said, with a gasp, "I feel weak. You are faster and better than me!"

The hedgehog just smiled.

Name: _____

The Pancake, Part I

"Did you enjoy the tale of the hedgehog and the hare?" asked Mike's dad.

"Yes, I liked it," said Mike. "The hedgehog came up with a good trick."

"The tale I'd like to tell you next has a trick in it, too."

"Cool!" said Mike. "Is there a hedgehog in it?"

"Nope," said his dad. "But there is a pancake in it!"

"A pancake?"

"Yep."

"Neat! Tell it!"

"But the sun has not set yet! The street lamp is not on yet!"

"Please! I would like to hear it! Will you tell the pancake tale!"

Once upon a time there was a mom who had six kids. One morning the mom was grilling a pancake for the kids. The kids looked at the pancake. They got out their forks and started licking their lips.

The pancake looked back at the kids. He was scared. He feared the kids would eat him.

Name: _____

When the mom was not looking, the pancake jumped out of the pan and ran off.

The pancake ran out of the house.

"Stop, pancake!" shouted the mom from the porch.

"Stop, pancake!" shouted the six kids.

All seven of them chased the pancake as he ran out of the yard.

But the pancake was too fast. He outran them all.

The pancake ran north on a foot path. He zoomed past a barn and two farmers who were plowing the ground.

"Why are you running, pancake?" the farmers asked.

The pancake shouted, "I've outrun a mom and six kids, and I can outrun you too! I'm too fast and too smart for you."

"You think so?" said the farmers. They started running. But the pancake was too fast. He outran the farmers.

Just then Mike's sister Ann came in. She was just three. She had on her gown for bed.

"Dad," she said, "will you tell it to me, too?"

"Yes, I will," said her dad. "You can sit up here with Mike and hear the rest of the tale."

Name: _____

The Pancake, Part II

"Let's see," said Mike's dad. "Where did I stop?"

"The pancake was running," said Mike. "He had just outrun the two farmers."

"OK," said Mike's dad. "Let's start there."

The pancake ran on until, by and by, he ran past a pig.

"Why are you running, pancake?" the pig asked.

The pancake shouted, "I've outrun a mom, six kids, and two farmers, and I can outrun you too! I am too fast and too smart for you."

"You think so?" said the pig. Then it snorted and started running. The pig chased the pancake. But the pancake was too fast.

The pancake ran on until, by and by, he ran past a hen.

"Why are you running, pancake?" the hen asked.

The pancake shouted, "I've outrun a mom, six kids, two farmers, and a pig, and I can outrun you too! I am too fast and too smart for you."

"You think so?" said the hen. Then she set off, clucking as she ran. The hen chased the pancake. But the pancake was too fast.

The pancake went on until, by and by, he ran past a fox.

"Why are you running, pancake?" the fox asked.

Name: _____

The pancake said, "I've outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!"

The fox did not get up. He just sat there and said, "What was that you said? I could not quite make it out."

The pancake stopped running and yelled, **"I've outrun a mom, six kids, two farmers, a pig, and a hen, and I can outrun you too! I am too fast and too smart for you!"**

The fox squinted and said, "What was that you said? I still could not quite hear you. Why do you stand so far off? Stand nearer to me so I can hear you."

The pancake ran up near to the fox. Then he shouted at the top of his lungs: **"I'VE OUTRUN A MOM, SIX KIDS, TWO FARMERS, A PIG, AND A HEN, AND I CAN OUTRUN YOU TOO! I AM TOO FAST AND TOO SMART FOR YOU!"**

"You think so?" said the fox. "I think you made a mistake and got a bit too close." Then he scooped the pancake into his mouth and ate it for dinner.

And that was the end of the pancake. And that is the end of the tale.

Name: _____

The Panther

Mike and Ann ran in.

"Dad," said Mike, "Please tell us a bedtime tale!"

"Yes," said Ann, clapping her hands. "Tell us a pancake tale."

"I would if I could," said their dad. "But I can't."

"Why not?" asked Mike.

"As far as I can tell, there is just one pancake tale."

"Oh no!" said Mike. "Now I'm in a sad mood."

"Let's sit down on Mike's bed," said their dad. "I'll see if I can think of a good bedtime tale that you will enjoy. Would you kids like a tale that has a panther in it?"

"What's a panfer?" Ann asked. Since she was just three, sometimes when she said /th/ it came out sounding like /f/.

"It's panther," said Mike with a smile.

"Panfer!" said Ann.

"Ug!" said Mike.

"Mike," said their dad. "Don't be mean. Be nice to your sister. She's just three. When you were her age, you made mistakes too."

"I did?"

Their dad nodded. Then he spoke to Ann. "A panther is a huge black cat that has sharp teeth."

"Tell it!" said Ann. "Tell the panfer tale!"

"OK," said their dad. "The name of this tale is *The Panther*."

Once there was a panther who could no longer hunt. His legs were just too tired. His joints were just too stiff. So he went in his cave and sat down near the mouth of the cave.

The panther still had to get food to eat. But how could he get food without hunting? At last he came up with a plan.

Soon, an owl came up to the mouth of the cave.

"How are you feeling, Panther?" the owl asked.

Name: _____

"Not so well," said the panther. "I am sick and can't leave my cave. Will you visit me in my cave? When someone is sick, it is so nice to have a pal visit." The owl went in for a visit. He stepped inside. But he did not step out.

Next a hare came hopping by.

"How are you feeling, Panther?" the hare asked.

"Not so well," said the panther. "I am sick. Will you visit me in my cave? When someone is sick, it is so nice to have a pal visit." The hare went inside the cave for a visit. He hopped inside. But he did not hop out.

Next a fox ran up.

"How are you feeling, Panther?" the fox asked.

"Not so well," said the panther. "I am sick. Will you visit me in my cave? When someone is sick, it is so nice to have a pal visit."

"Thanks," said the fox, "but no thanks!"

"Why not?" asked the panther.

"You can't fool me," said the fox. "I see lots of footprints going into your cave, but there are no footprints going out of it."

Moral: Be careful who you trust.

"What a clever fox," said Mike.

"I don't understand," shouted Ann. "What happened?"

"It seems that Mike is as smart as the fox," said the dad. "Perhaps he can tell you the reason the fox said 'No thanks!' to the panther."

"The fox is smart," Mike said. "He tricked the pancake and could tell that the panther was tricking him. You can't trick a trickster like the fox!"

Name: _____

Cat and Mouse Keep House

"Dad," said Mike, "can you tell us a bedtime tale that has a trick in it?"

"A trickster tale?" asked the dad.

"Yes!" shouted the kids with one voice.

"OK," said the dad. "The name of this tale is *Cat and Mouse Keep House.*"

Once, a cat and a mouse set up house.

"We must get some food for the winter," said the mouse.

"Yes," said the cat. "We must indeed."

So the two of them went out and got a jar of jam.

"Where can we hide this jar of jam to keep it safe?" asked the cat.

"Let's hide it in the house next door," said the cat. "No one is in that house."

Name: _____

"Yes," said the mouse. "The old house next door is just the place!"

So the cat and the mouse hid the jar of jam in a dark corner of the house next door. They said that they would let it sit there until winter came.

A week passed. The cat felt a pang of hunger. He started thinking of the jar of jam. What if he went and had just a bit of jam for a snack? There would still be a lot left.

The cat made a plan to trick the mouse.

"Mouse," said the cat, "I must run off for a bit. Will you keep the house while I am out?"

The cat ran to the house next door and got out the jar. He started licking the jam. He licked and licked. When he stopped there was just a bit of jam left. Then he ran back home.

A week passed. This time it was the mouse who felt a pang of hunger.

"The cat is napping," he said to himself. "I think I will visit the house and get myself a snack. I will just have a bit of the jam. What's the harm in that? There will still be a lot left."

The mouse ran to the house next door. When he got there, what did he see? A jar with no jam! The cat had tricked him. The mouse was mad. He ran back and woke up the cat.

Name: _____

"You tricked me!" said the mouse.

"Did I?" said the cat.

"You ate the jam we said we would save for winter! You had it for a snack!" the mouse yelled.

"Yes!" said the cat. "I could have you for a snack!"

But the mouse was too mad to stop.

"You tricked me!" he shouted. "Now we have no jam! Now we. . . ."

But he did not have time to finish his sentence. The cat pounced on the mouse and made an end of him.

Moral: Be careful who you trust.

"What do you think is the point of the tale?" asked the dad. "Is there a point?"

Mike said, "I think that the point is that mice should not keep house with cats."

"I like that!" said the dad. "My dad used to tell me that tale when I was a kid. He said the point of it was: *Be careful who you trust.*"

Then the dad got up and tugged on the drapes.

"Look there!" he said. "It's dark outside. The street lamp is on. The tale is finished. It's time for bed."

Section III-G

Fluency Assessment

Fluency Assessment

The second assessment for Section III that you may choose to give students is a Fluency Assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Fox and Cat." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately three minutes to read the story. If the student cannot read the story in three minutes, this is a clear indication that he or she is struggling and needs to work on fluency. **Note**: You may allow more time (up to six minutes) for a student to finish reading the story. Three minutes is a sufficient amount of time to conduct the assessment, but some students may be frustrated if they do not have the opportunity to finish reading the story.

Directions: Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the students read the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table found on the page following the story to find students' fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

Name: _____

The Fox and the Cat

Once a fox and a cat were drinking from a river. 11

The fox started bragging. 15

"I am a clever one," said the fox. "There are lots of beasts out there 30
that would like to eat me, but they can't catch me. I have lots of tricks 46
that help me escape from them. I can run. I can swim. I can dig a hole 63
and hide. Why, I must have a hundred clever tricks!" 73

"I have just one trick," said the cat. "But it is a good one." 87

"Just one?" said the fox. "That's all? Well, that is too bad for you!" 101

Just then there was a loud sound. It was the sound of barking dogs. 115
A hunter was leading a pack of hunting dogs by the side of the river. 130

The cat scampered up a tree and hid in the leaves. 141

"This my plan," said the cat. "What are you going to do?" 153

The fox started thinking which of his tricks he should use. Should 165
he run? Should he swim? Should he dig a hole and hide? He had such 180
a long list of tricks. It was hard to pick just one. But while he was 195
thinking, the hunter and his dogs were getting nearer and nearer. Soon 208
they spotted the fox and then it was too late. 218

The cat said, "It's better to have one trick you can count on than a 233
hundred you can't." 236

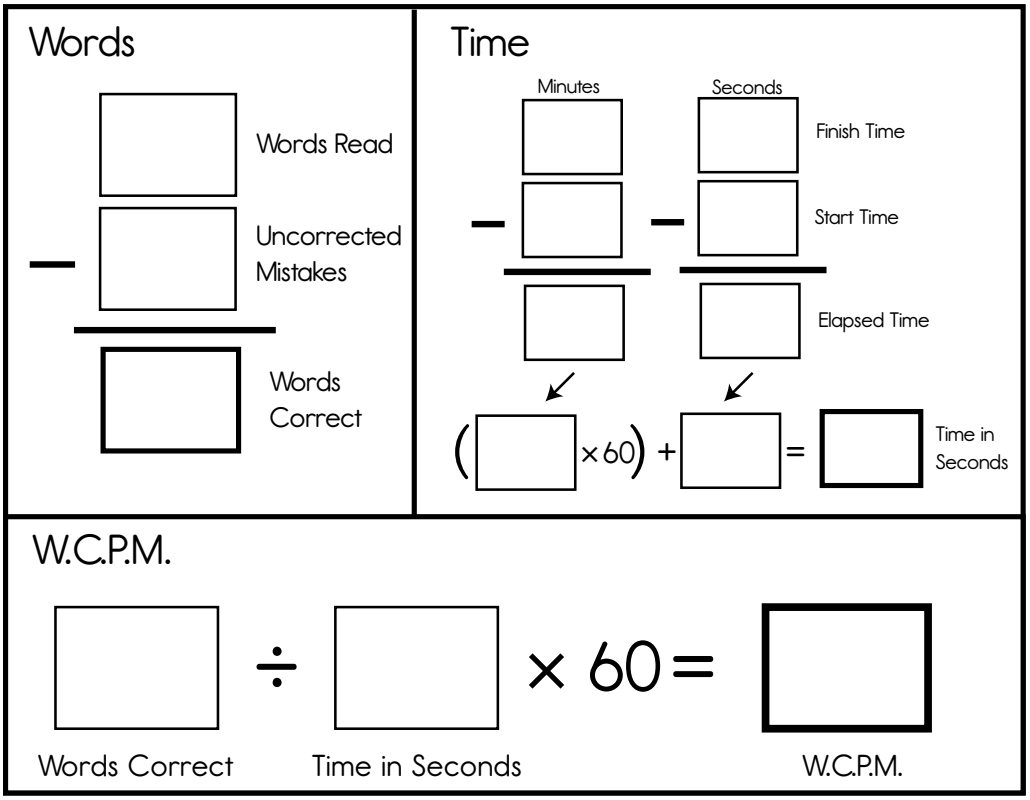
WCPM Calculation Worksheet

Student:_____

Date:_____

Story: *The Fox and the Cat*

Total words in story (not including title): 236



Compare the student's WCPM score to national norms for Fall of Grade 3 (Hasbrouck and Tindal, 2006). See chart in the Introduction of this Guide.

Section IV

Vowel Spelling Alternatives and Tricky Spellings
Spelling Alternatives for /ae/
Tricky Spelling 'a'
Spelling Alternatives for /oe/
Tricky Spelling 'o'
Spelling Alternative for /ie/
Tricky Spelling 'i'
Spelling Alternative for /ue/
Tricky Spelling 'u'
Spelling Alternatives for /aw/

Section IV-A

Vowel Spelling Alternatives and Tricky Spellings Lesson Templates

Spelling Alternatives

Focus: Spelling Alternatives	**Teaching**	**Materials**
Warm-Up	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.	Spelling Cards
Introduction/ Teaching	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.	board or chart paper Spelling Card(s) Vowel Code Flip Book 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 different spellings of the target sound. Have students read their words and sort 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 lists of words or phrases with targeted sound. More proficient students can read connected decodable text with targeted sound.	

Two-Syllable Words with a Tricky Vowel Spelling (Open vs. Closed Syllables)

Sample Lesson

Tricky Spellings

Focus: Tricky Spellings	**Teaching**	**Materials**
Warm-Up	Remind students that in multi-syllable words, they need to look at the words and try to break them apart into syllables and sound them out in chunks.	
Introduction/ Teaching	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. (i.e., *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."). **Note**: Do not write the sentence on the board—this is to be done orally as the emphasis is on decoding the target word, NOT decoding the words in the sentence. 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.	board
Guided Practice	Repeat the above procedure: write the target word on the board and then write the two different ways it can be broken into syllables. Use the word in an oral sentence, pronouncing it two different ways based upon how the word is divided.	board
Suggested Independent Practice	Independent practice is accomplished for this skill as students read unknown words in unfamiliar text such as trade books.	

Section IV-B

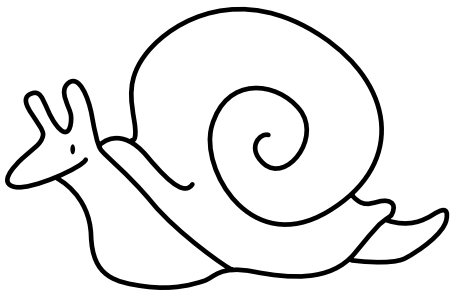
Spelling Alternatives 'ai' and 'ay' > /ae/
Mixed Review with 'a_e'
Word Lists

Name: _____

Spelling Alternative: 'ai' > /ae/ (*wait*)

chain	snail	fail	praise	nail
aim	raise	faint	braid	paid
brain	saint	gain	grain	pain
detail	waist	jail	wait	paint
drain	sail	maid	rail	plain

plain train



Name: _____

Mixed Practice /ae/

chain	cave	rake	rain	shade
bake	state	brain	tape	lane
paid	nail	flake	rail	made
brake	detail	plane	tail	faint
shame	name	sail	grave	wake
same	pain	paint	raise	whale
grain	braid	fake	praise	pane
waist	waste	saint	snail	race
wait	plain	maid	drain	jail
sale	aim	amaze	take	gain
late	rain	snake	pale	

Name: _____

Spelling Alternative: 'ay' > /ae/ (*day*)

day	way	pay
clay	essay	play
decay	gray	pray
delay	hay	ray
jay	lay	say
okay	may	spray
stay	stray	x-ray
tray	hurray	bay

play day

Name: _____

Mixed Practice /ae/

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

Section IV-B

Spelling Alternatives 'ai' and 'ay' > /ae/
Mixed Review with 'a_e'
Worksheets

Name: _____

Fill in the Blanks

aim	gain	drain	tail
braid	nail	plain	raise

1. Will you help me _____ up the soccer goal?
2. The boy is going to _____ the lead in the race!
3. _____ with care for the basketball goal.
4. Will you help me _____ my hair?
5. Can you pound the _____ into the board?
6. I like my hot dog _____ with no bun.
7. Don't step on the cat's _____!
8. Let the water from the tub go down the _____.

Name: _____

Fill in the Blanks

day	may	stay	hay
stray	pay	play	say

1. Will you _____ me to help you paint your home?
2. I just stopped by to _____ "Hi!"
3. The sun is shining and it is a nice _____ outside.
4. Can you _____ here and play with me?
5. _____ I have a bite of your cake?
6. Let's jump into the big stack of _____.
7. I like to _____ with my jump rope.
8. A cat that does not have a home may be a _____.

Name: _____

Sort the words by their spellings. Write the words with the /ae/ sound spelled 'ai' under *rain*, the words with the /ae/ sound spelled 'ay' under *day*, and the words with the /ae/ sound spelled 'a_e' under *cake*.

stain	paid	playing	raining	plate	trait
train	strayed	brains	say	rake	daytime
clay	bait	tray	make	paints	mistake

/ae/ spelled 'ai' as in ***rain***	/ae/ spelled 'ay' as in ***day***	/ae/ spelled 'a_e' as in ***cake***
stain		

Name: _____

Read the pair of words. Write *yes* if the underlined letters stand for the same sound, and *no* if they do not.

	Word 1	Word 2	Are the sounds the same? Yes or No
	r<u>a</u>k<u>e</u>	r<u>ai</u>n	Yes
1.	m<u>ai</u>n	w<u>ay</u>side	
2.	<u>wr</u>ist	<u>w</u>et	
3.	s<u>ay</u>	s<u>ai</u>d	
4.	<u>kn</u>ock	<u>n</u>ot	
5.	br<u>a</u>k<u>e</u>	st<u>ai</u>n	
6.	t<u>ai</u>l	t<u>a</u>l<u>e</u>	
7.	cl<u>ay</u>	cl<u>a</u>m	
8.	s<u>ai</u>lor	tr<u>ay</u>	
9.	b<u>ea</u>n	b<u>e</u>nd	

Name: _____

Circle the spelling for the vowel sound and then read each word. Then write *yes* if the words have the same sound, and *no* if they do not.

Word 1	Word 2	Are the vowel sounds the same?
train	track	No
1. cap	cape	
2. wag	wade	
3. rate	rain	
4. stake	wait	
5. sand	sad	
6. hate	hat	
7. paid	paper	
8. faint	play	
9. pat	pay	

Name: _____

Word 1	Word 2	Are the vowel sounds the same?
10. shave	faint	
11. pain	pan	
12. chain	chat	
13. stay	stain	
14. hay	hat	
15. plate	pain	
16. flag	flat	
17. fat	fate	
18. aim	am	

Section IV-B

Spelling Alternatives 'ai' and 'ay' > /ae/
Mixed Review with 'a_e'
Practice Sentences and Stories for Oral Reading

Name: _____

Wait, Snail, Wait!

Wait, Snail, wait!

Don't go so fast!

You could get a ticket and have to go to jail.

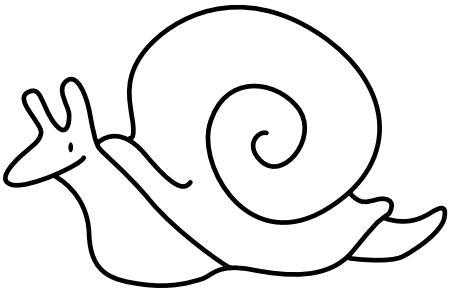
Wait, Snail, wait!

Don't go over the rail with your tail.

You could get a pain in your tail.

You could get a chain stuck to your tail.

Wait, Snail, wait!



Name: _____

Hurray! It's a Play Day!

Hurray! It's a Play Day!

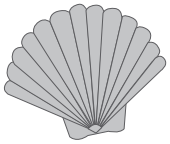
What will you play?

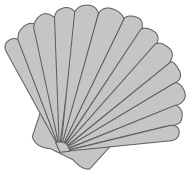
Will you play with some clay?

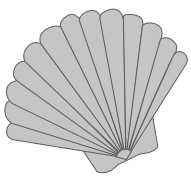
Will you play in the haystack?

Is it okay to play in the spray of the sea?

What will you play?







Name: _____

Practice Sentences for Spelling Alternatives for /ae/

1. Raindrops fell all day on the pavement.

2. The painter placed his pail of paint next to the mailbox.

3. The airplane came down the runway.

4. The waiter gave us a tray of hot dogs with some plates.

5. I daydreamed that there was a mermaid in the sea.

6. We played with crayons.

7. When I stepped on the nail, I felt a lot of pain.

8. The dog escaped from the basement.

9. The maid made a cake for my birthday.

10. We went for a sail on the lake.

Name: _____

Practice Sentences for Spelling Alternatives for /ae/

1. Do not be afraid to raise your hand.
2. The mailman explained that the mail was late.
3. There is a stain on the cape and the cap.
4. The waitress made a mistake and gave us grapes, so we did not pay.
5. Can you stay at the gate next to the lake to wait for me?
6. Dad ate the snails, but I hate them!
7. The tail of the snake started to shake.
8. What will we use for bait when we fish in the bay?
9. The man had a chain on his waist.
10. I tasted the raisins in the snack.

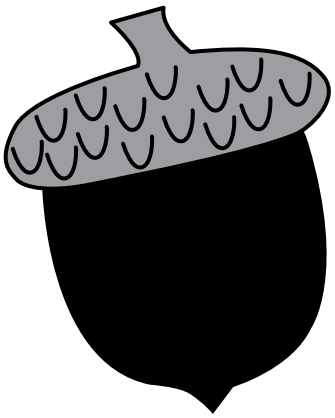
Section IV-C

Tricky Spelling 'a' > /a/ or /ae/ Word Lists

Name: _____

Tricky Spelling 'a'

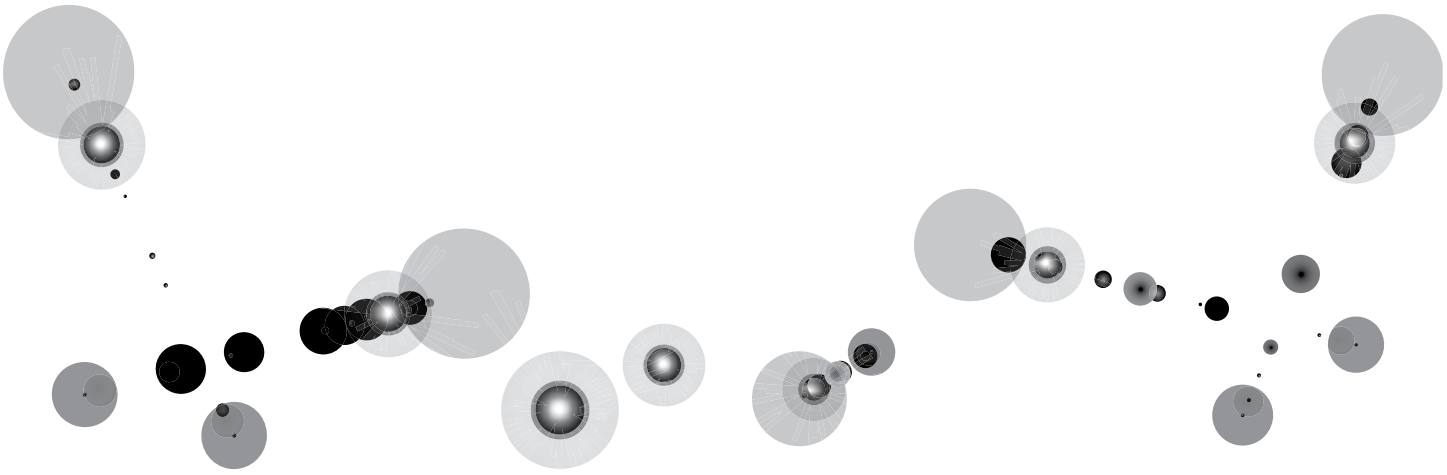
satin	haven	wager	wagon
acorn	acid	fragrant	fragment
agent	absent	vanish	vacant
radish	raven	basin	basket



Name: _____

Tricky Spelling 'a'

cabin	salad	paper	apron
halo	magic	flavor	label
planet	bacon	vacant	wafer
habit	major	crater	radar



Section IV-C

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

Name: _____

Sort the words by spelling. Write the words with the /a/ sound spelled 'a' under *cat*, the words with the /ae/ sound spelled 'a' under *paper*, the words with the /ae/ sound spelled 'a_e' under *cake*, the words with the /ae/ sound spelled 'ai' under *paid*, and the words with the /ae/ sound spelled 'ay' under *tray*.

cat	paper	cake	paid	tray
shame	agent	race	acorn	cap
day	play	strain	radar	late
crane	faint	pain	snake	pray
napkin	basic	frame	tablet	David

'a'	'a'	'a_e'	'ai'	'ay'
cat	paper	cake	paid	tray

Name: _____

Fill in the Blanks

salad	habit	acorns	April	bacon
radish	baker	camel	later	label

1. There were many _____ on the ground next to the tree.

2. I will do that job at a _____ time.

3. I asked the waitress to put a _____ in my _____ for lunch.

4. Did you ever ride a _____?

5. _____ showers bring May flowers.

6. Biting your nails is a bad _____.

7. The _____ made a cake for us.

8. I like to eat _____ and eggs in the morning.

9. Please write your name in the space on the _____.

Name: _____

This chart lists words with the /ae/ sound spelled four different ways. Use the chart to fill out the worksheet.

	‘a_e’	‘a’	‘ai’	‘ay’
a	ape	acorn	aim	
b	brake	bacon	bait	bay
c	cake		chain	clay
d	date			day
f	fake		faint	fray
g	gaze	gazing	Gail	gray
h	hate	hating		hay
j	James		jail	Jay
l	late	laser		lay
m	made	making	maid	May
n		naked	nail	
p	plane	paper	plain	pray
r	race	ratings	raisin	ray
s	stake		sail	Sunday
t	take	taking	train	tray
w	wade	waking	wait	way

Name: _____

Use the chart to fill in the blanks.

1. Which word on the chart is one of the days of the week?

   _____

2. Which word on the chart is a place where we lock up robbers and crooks?

   _____

3. Which word on the chart names something you write on?

   _____

4. Which three words on the chart are foods?

   _____ _____ _____

5. Can you track down three words that have the suffix *–ing?*

   _____ _____ _____

6. Can you track down two words that sound the same but are not spelled the same way and have a different meaning?

   _____ _____

7. Which word is the name of a nut that falls from a tree?

   _____

8. Which word on the chart is the thing you step on to stop a car?

   _____

9. Can you track down two words that are names?

   _____ _____

Name: _____

10. Which word on the chart is something that you can ride in down the railroad tracks? _____

11. Where is the 'ay' spelling used in words? _____

12. Is the 'ai' spelling used at the end of words? _____

13. Write a sentence using a word from the chart.

_____

_____

_____

_____

14. Write a sentence using at least two words from the chart.

_____

_____

_____

_____

Name: _____

Write *yes* or *no* to the questions. On the last two lines, create your own questions.

1. Can a dog shake its tail? _____
2. Can a raisin sing? _____
3. Do airplanes eat hay? _____
4. Can Jay bake a cake? _____
5. Can you sail a tree? _____
6. Are acorns from trees? _____
7. Do cakes sleep in parks? _____
8. Can you race a horse? _____
9. Do you have fingernails? _____

Name: _____

10. Can you make a sad face? _____

11. Can a rake shake a leg? _____

12. Do books have pages? _____

13. Can a crayon smile? _____

14. Is Sunday a day in the weekend? _____

15. Can you read a tale? _____

16. Can you use a rake to sweep leaves into a pile? _____

17. _____

18. _____

Name: _____

Mark the Vowel Spelling

If a square has a word with the letter 'a' sounded /a/, make it red. If a square has a word with the letter 'a' sounded /ae/, make it green.

hayride	after	happen	cape	mermaid
yesterday	later	stamp	basic	subway
payment	acorn	fragrant	major	fragment
places	pad	snail	mattress	math
caper	rainstorm	packing	making	painted

Section IV-C

Tricky Spelling 'a' > /a/ or /ae/
Practice Sentences and Stories for Oral Reading

Name: _____

Practice Sentences for Tricky Spelling 'a'

1. The angel has a halo.
2. My dad is a major in the army.
3. I like to eat radishes in my salad.
4. My mom has a gray and black apron.
5. How many craters are on the moon?
6. My dress is velvet with a satin ribbon.
7. Radar can show how fast a car is going.
8. I dipped my wafer in my tea.
9. The label on my shirt says it is made of cotton.
10. I washed my hands in the basin.

Name: _____

Practice Sentences for Tricky Spelling 'a'

1. The acid in the rain dulled the paint on the car.
2. The travel agent said we were late and missed the airplane.
3. The teacher said to correct the mistake on my paper.
4. I would wager all of my cash on that bet.
5. The perfume smelled fragrant.
6. I like the flavor of bacon and eggs.
7. The parking lot is vacant. There are no cars there today.
8. The teacher said not to make a habit of being late.
9. There were lots of acorns next to the tree.
10. Who is absent today?

Section IV-C

Tricky Spelling 'a' > /a/ or /ae/ Game

Name: _____

Game Cards: Focus Sound /ae/

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

mermaid	at	may	cap
paper	fat	danish	pain
cake	rainstorm	taper	naptime
ray	wager	crab	rapping
train	caper	painter	stay
acorn	ape	lapping	mail
pray	batboy	daytime	basic
faking	subway	baking	batting
snail	grade	wait	hayride
waving	hag	play	mapping
snapped	yesterday	grab	payment

Section IV-D

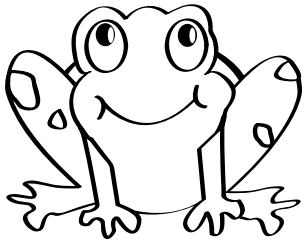
Spelling Alternatives 'oa' and 'oe' > /oe/
Mixed Review with 'o_e'
Word Lists

Name: _____

Spelling Alternative: 'oa' > /oe/ (*boat*)

coach	coal	coast
coat	float	foam
goal	road	roast
throat	toaster	roach
goat	load	loaf
loan	oak	oats
roam	soak	toad
croak	groan	moan
soap	toast	poach

oak boat



Name: _____

Spelling Alternative: 'oe' > /oe/ (*toe*)

goes	heroes	hoe
Joe	toe	tomatoes
doe	foe	woe

doe toes

Name: _____

Mixed Practice /ae/ and /oe/

waist	coach	ray	snail	coast
race	coat	pay	cake	float
foam	flake	make	may	okay
x-ray	road	snake	lake	say
braid	toaster	roach	praise	pane
gain	pain	load	nail	essay
loan	cave	oak	hay	oats
roam	sale	spray	toad	faint
croak	groan	moan	roast	fray

Name: _____

Mixed Practice /oe/

goat	goes	toaster
heroes	throat	hoe
Joe	coach	toe
toad	tomatoes	oak
float	doe	load
foe	woe	oats

Section IV-D

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

Name: _____

Fill in the Blanks

globe	coach	goal	chose	cone
grade	train	name	may	tray

1. My sister's _____ is Jane.
2. We have a _____ in our classroom.
3. I am in first _____.
4. Mom's shaved ice _____ has melted.
5. I _____ the dress I wanted to wear today before going to bed.
6. _____ I have a snack?
7. Place the paper in the _____.
8. Our team needs a _____.
9. The soccer player made a _____.
10. What time will the _____ get here?

Name: _____

Fill in the Blanks

Joe	hoe	goes	tomatoes
toe	foe	woe	doe

1. The bus _____ down that street for a stop.
2. Use the _____ to chop the weeds.
3. Someone who does not like you may be a _____.
4. A female deer is called a _____.
5. _____ is a name of a boy or man.
6. You stepped on my _____!
7. _____ are good to eat.
8. "_____ is me," said the sad girl.

Name: _____

Fill in the Blanks

goal	throat	goat	soap
coal	soak	roast	toad

1. I need some _____ to wash my hands.

2. _____ is black and is used as a fuel.

3. My _____ hurts when I talk.

4. My pet _____ does not eat tin cans.

5. Mom likes to _____ in the bath tub.

6. It is so hot, I feel like I am about to _____.

7. The big _____ is green and croaks.

8. Can you make a _____ for the team?

Name: _____

Sort the words by their spellings. Write the words with the /oe/ sound spelled 'oa' under *load*, the words with the /oe/ sound spelled 'oe' under *doe*, and the words with the /oe/ sound spelled 'o_e' under *home*.

~~toes~~	choke	boat	goes	coat
hoe	tote	coast	foe	toenail
tiptoe	Joe	road	vote	coach
poke	doze	loading	float	hope

/oe/ spelled 'oa' as in *load*	**/oe/ spelled 'oe' as in *doe***	**/oe/ spelled 'o_e' as in *home***
	toes	

Section IV-D

Spelling Alternatives 'oa' and 'oe' > /oe/
Mixed Review with 'o_e'
Practice Sentences and Stories for Oral Reading

Name: _____

Do you want toast, Goat?

Oh Goat, can you float over here on your oak boat?

Goat, do you want toast?

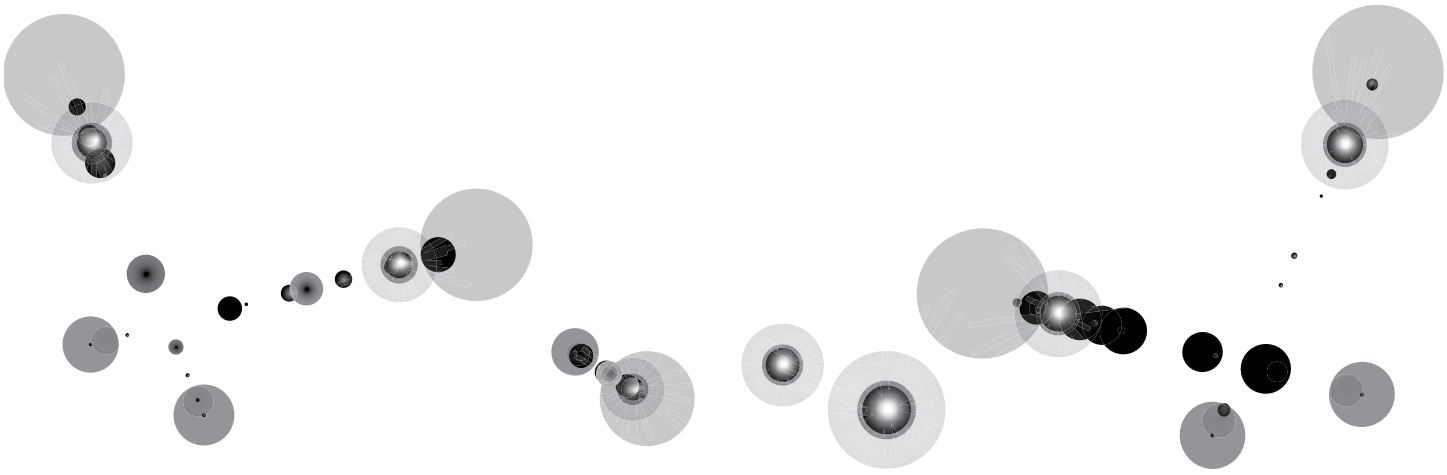
Or Goat, would you rather have oats?

Oh Goat, what will you do?

Will you eat oats or toast or will you groan?

Oh Goat, don't roam away from home.

Oh no, Goat – don't eat my coat!



Name: _____

Joe's Tomato Plants

Joe planted six tomato plants in his garden.

He tilled the soil and pulled the weeds.

Joe used his hoe to kill the horn worms.

Horn worms are a foe of tomato plants.

Joe was glad and went to bed.

In the dark, the doe smelled the tomato plants.

The doe ate all of the tomato plants.

Joe was sad the next day.

Name: _____

Practice Sentences for Spelling Alternatives for /oe/

1. Joe wrote a note about a steamboat.

2. I groaned when I stubbed my toe.

3. The coach hoped the baseball players would win the game.

4. He played the trombone.

5. Do you suppose that I will need my raincoat today?

6. We went for a ride on the roller coaster.

7. We drove to the cove by the bay.

8. The men did not approach the king on the throne.

9. I like to eat meat loaf and oatmeal.

10. I chose to wash with the soap on the rope that was in the tub.

Name: _____

Practice Sentences for Spelling Alternatives for /oe/

1. The farmer loaded a hoe and a rake in his truck.

2. While I floated in the boat, I could hear the toads croaking.

3. The tadpoles were also croaking.

4. My mom forgot the toast in the toaster until she smelled smoke.

5. I had to tiptoe as my dad was dozing.

6. A foe is not a pal.

7. My throat is sore.

8. Hang your coat on the oak coat rack in the hall.

9. He made the winning goal in the game.

10. We drove down the coast.

Section IV-E

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

Name: _____

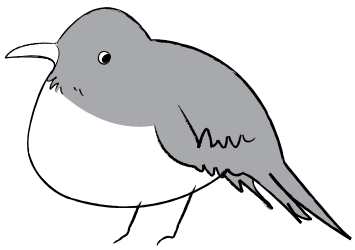
Tricky Spelling 'o'

model	robot	solo	hotel
moment	comic	local	solid
solar	total	bonus	omit
bonnet	motto	frozen	hippo

Name: _____

Tricky Spelling 'o'

oval	donate	polite	polish
politics	romantic	program	object
rotate	protect	jumbo	robin
locate	cola	Robert	yodel



Section IV-E

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

Name: _____

The words shown below contain the /oe/ sound (*road, toes, stroke*) and /o/ (*hot, top, box*) sound. Read the words and tally how many times the spelling occurs in the box below.

toast	stroke	shopper	goes	coat
road	robber	loan	stone	home
foal	soap	toes	toad	oats
boat	shot	cot	coal	chomp
Rome	Joe	foe	goal	pose

'o_e' (*hope*)	
'oe' (*hoe*)	
'oa' (*boat*)	
'o' (*hop*)	

Name: _____

Sort the words by spelling. Write the words with the /oe/ sound spelled 'o' under *go*, the words with the /oe/ sound spelled 'oa' under *foal*, the words with the /oe/ sound spelled 'oe' under *toe*, and the words with the /oe/ sound spelled 'o_e' under *bone*.

bone	go	foal	toe
rope	soap	doe	note
home	hole	choke	Joe
over	focus	donate	coat
coal	opened	moment	load
provide	robot	floating	mole

'o'	'oa'	'oe'	'o_e'
go	foal	toe	bone

Name: _____

Combine two of the three syllables to create a word that completes the sentence and write the word on the line provided.

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.

6. My teacher is Po lish. / Pol ish.

7. My mom asked me to po lish / pol ish the desk.

8. Dan likes to collect mo del / mod el cars.

9. Mr. Chang is the gro cer / groc er at the corner store.

10. The chairs were made of so lid / sol id oak wood.

Name: _____

This chart lists words with the /oe/ sound spelled four different ways. Use the chart to fill out the worksheet.

	‘o_e’	**‘o’**	**‘oa’**	**‘oe’**
b	bone	bonus	boast	
c	close	cola	coach	
d	dope	donate		doe
f		frozen	foam	
g		going	groan	goes
h	home	halo		hoe
j	joke	jumbo		Joe
l	lone	locate	loaf loan	
m	mope	moment	moan	mangoes
n	note			
o		open	oatmeal	
p		program		
r	rode	robot	road	
s	slope	solo	soap	
t	tone		toad toast	toes
w	wrote			

Name: _____

Use the chart to fill in the blanks.

1. Which word means the same thing as a "deer?" _____

2. Which word on the chart is stuff you use to get clean when you take a shower? _____

3. Write three foods listed on the chart.

   _____ _____ _____

4. Which words sound the same, but are not spelled the same?

   _____ _____

5. Which word means big? _____

6. Which word on the chart names things that are on your feet?

   _____

7. Which word on the chart names something that is a lot like a frog?

   _____

8. Which word on the chart is a man's name? _____

9. Which word on the chart names a tool farmers use to dig up the ground? _____

Name: _____

BONUS:

1. Count the words on the chart that have the sound /oe/ spelled ‘o_e’ and write the number here. _____

2. Count the words on the chart that have the sound /oe/ spelled ‘o’ and write the number here. _____

3. Count the words on the chart that have the sound /oe/ spelled ‘oa’ and write the number here. _____

4. Count the words on the chart that have the sound /oe/ spelled ‘oe’ and write the number here. _____

Name: _____

Fill in the Blanks

angel	explain	solar	cockroach	entire	panel
yesterday	halo	explode	invite	umpire	

1. The _____ said the batter was out!
2. I asked the teacher to _____ the math problem.
3. If today is Sunday, what day was it _____?
4. Let's _____ Ted and Carl to dinner.
5. A _____ is an insect.
6. Mister Smith drank so much cola, he said he felt as if he would _____.
7. The _____ _____ on the roof heats the house.
8. There is a _____ over the _____.
9. Sam ate the _____ cake.

Name: _____

Match the Picture

toad	tornado	hoe
airplane	bathrobe	mailman

_____ _____ _____

_____ _____ _____

Name: _____

Mark the Vowel Spellings

If a square has a word with letter 'o' sounded /o/, make it red. If a square has a word with the letter 'o' sounded /oe/, make it green.

hotel	pole	open	shop	soak
oboe	comment	moment	drop	omit
bonus	poster	problem	lot	program
opal	chop	hippo	socks	polo
block	clock	oak	halo	oath

Name: _____

Crossword Puzzle

Use the clues to fill in the crossword.

coat	broke	home	over	open
coach	hole	moaned	smoke	soap

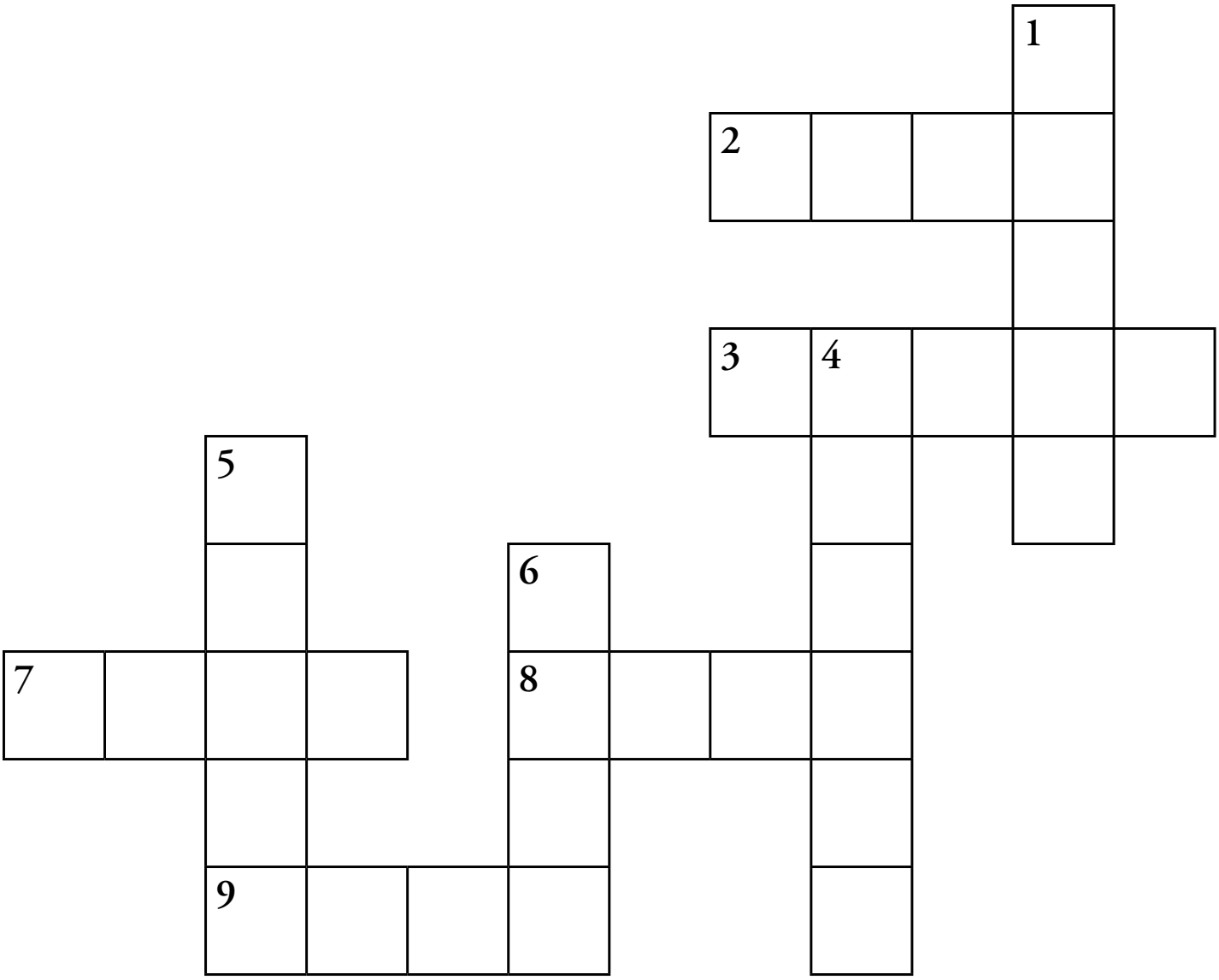
Across

2. When winter is _____, it is spring.
3. There is _____ from the fire.
7. I need some _____ to clean my hands.
8. Is the gate _____?
9. There is a _____ in my pocket.

Down

1. I _____ mom's vase when I dropped it.
4. I _____ because my leg hurt.
5. The soccer _____ is Mr. Dave.
6. I would like to go _____ after class.

Name: _____



Name: _____

Sound Quest /oe/

Read the story and circle all the spellings for /oe/. Then sort the circled words in the chart at the bottom of the page.

Jo, the Eskimo, has a home not so far from the North Pole. Her home is an igloo. It is made from solid ice blocks. You may not think it, but her home is snug inside. Jo's dad keeps a fire going inside the ice home. There is a hole in the roof to let the smoke from the fire escape.

It is freezing at the North Pole. There are lots of frozen slabs of ice. The wind tosses things around as it swoops down from the Pole. If you go to visit Jo, take lots of thick clothing. Take an overcoat and a scarf. Take boots, too. If you don't, you could end up with frozen toes.

'o_e'	'o'	'oa'	'oe'

Section IV-E

Tricky Spelling 'o' > /o/ or /oe/
Practice Sentences and Stories for Oral Reading

Name: _____

Practice Sentences for Tricky Spelling ‘o’

1. Robert opened the door.
2. The model polished her nails.
3. Joe played a solo on the oboe.
4. There are solar spots on the sun.
5. The robin hopped over the object.
6. We stopped at the hotel for a moment.
7. There were a total of three rooms left.
8. Can you yodel?
9. The ice was frozen solid.
10. I like to read comic books.

Name: _____

Practice Sentences for Tricky Spelling ‘o’

1. The program omitted the name of the singer.
2. Open the map so I can try to locate this road.
3. A polite man polished our car.
4. Maybe someday a robot will take the place of a maid at a motel.
5. Will you donate any cash?
6. Please provide your name and address.
7. The cops will protect us.
8. The man said we should rotate the tires on the car.
9. I smelled the crocus.
10. My motto is "look before you leap."

Section IV-E

Tricky Spelling 'o' > /o/ or /oe/ Game (Use with any game board.)

Name: _____

Game Cards: Focus Sound /oe/

frozen	blossom	omit	robber
poker	soon	robot	bonus
tadpole	oatmeal	woeful	comment
explode	sailboat	spoon	halo
omit	oboe	over	locate
hippo	raccoon	moment	hotel
slope	raincoat	goat	copper
rope	polo	open	hoedown
spoke	stone	poem	soap
rosebud	roadway	bathrobe	stepmom
without	toes	lobster	comet

Section IV-F

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

Name: _____

Mixed Practice

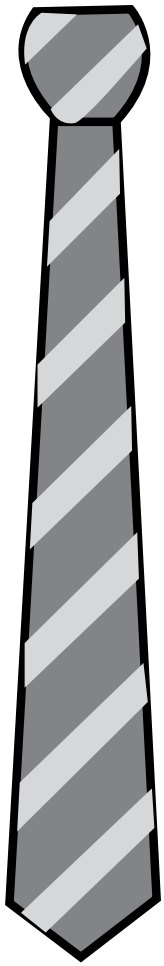
pip	live	lit
pill	time	crime
price	side	dim
pride	bit	dive
rice	like	till
rip	bike	mine
drill	ride	nine
fill	fin	pride
five	hid	nice
hit	kit	smile
mice	mile	spice

Name: _____

Spelling Alternative: 'ie' > /ie/ (*tie*)

die	lie	pie	tie
tied	pies	lied	untie

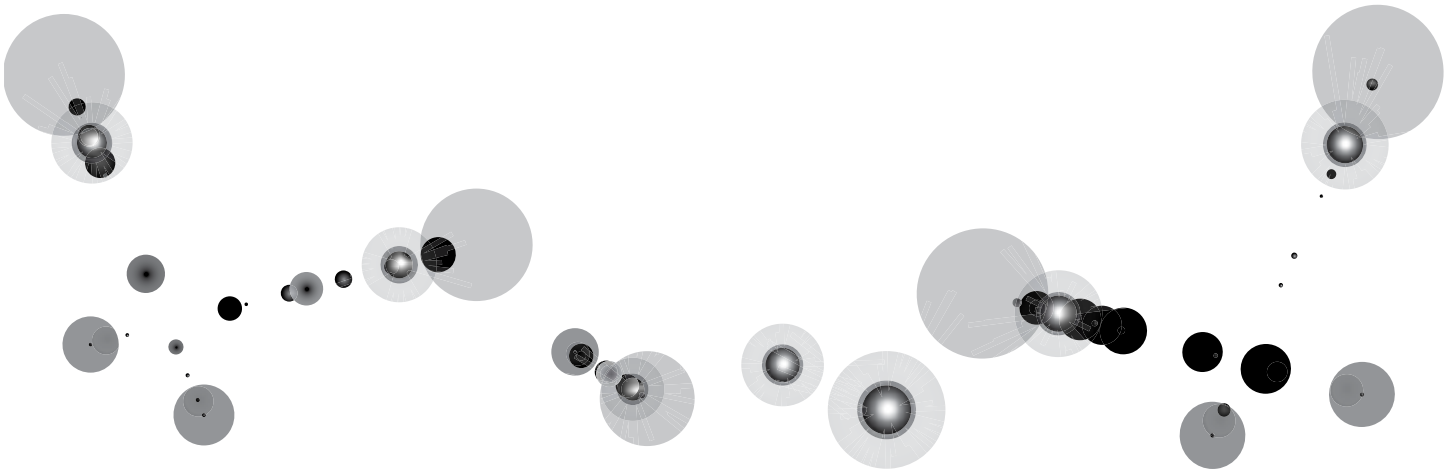
untie tie



Name: _____

Mixed Practice /ie/

invite	untie	entire	fries
cries	termite	agile	hemline
tried	ignite	advise	spies



Section IV-F

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

Name: _____

Fill in the Blanks

die	lie	pie	tie
tied	pies	lied	untie

1. Would you like a slice of _____ to eat?

2. Would you help me _____ my mixed up shoe laces?

3. The plant will _____ without sunshine.

4. We have _____ the rope to the post.

5. "I can not tell a _____," said George Washington.

6. I can bake six _____ in one day!

7. My dad's _____ is red.

8. Jane _____ and said that Max ate the cake, but Jane ate it.

Name: _____

Fill in the Blanks

rice	five	mice	bite
bike	dime	mine	nice

1. She smiles a lot and is so _____.
2. Do you have _____ sheets of paper?
3. May I have a _____ of your cake?
4. _____ is good to eat.
5. I need one more _____ to pay for the toy.
6. That doll is _____, not yours.
7. May I have a turn to ride your _____?
8. The _____ ate the rice.

Name: _____

Fill in the Blanks

invite	untie	sunshine	flies	fries
cries	reptile	spies	umpire	combine

1. The baby _____ all day.

2. The _____ made us think it would be a good time to have a picnic.

3. Can you help him _____ his laces?

4. A snake is a _____.

5. Would you like to eat some French _____?

6. Mom asked me to _____ the milk and eggs and mix them well.

7. The FBI put the _____ in jail.

8. The _____ yelled, "Strike three!"

9. Who will you _____ to your home to play on Sunday?

10. The _____ were buzzing around the food.

Section IV-F

Spelling Alternative 'ie' > /ie/
Mixed Review with 'i_e'
Practice Sentences and Stories for Oral Reading

Name: _____

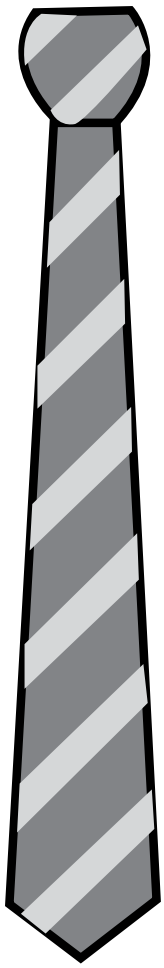
My Dad's Tie

My dad puts on a tie to go to work.

My dad ties his tie in front of the mirror.

Sometimes my dad gets a spot of pie on his tie.

My dad's tie gets untied when my dad comes home.



Name: _____

Mice on a Bike

Nine mice went for a hike.

The mice came upon a bike on the path.

All the mice wanted to ride the bike at the same time.

The mice did not like to take turns to ride the bike.

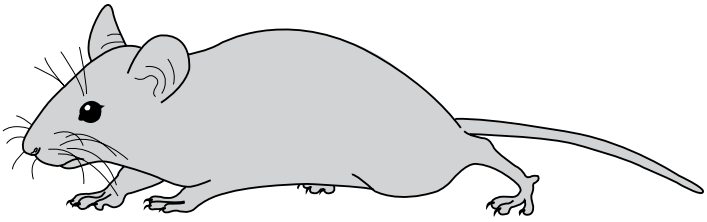
The mice needed to be nice.

Three of the mice sat on the path and ate rice.

The mice on the bike could not stay in a line.

The mice crashed into the tree.

Oh no! No more bike!



Name: _____

Practice Sentences for Spelling Alternatives for /ie/

1. I admire firemen because they are so brave.

2. Do you subscribe to a newspaper?

3. We ate the entire pie!

4. The date on the ice cream was expired.

5. He tried to open the can, but could not.

6. Ted ignited the bonfire.

7. The spies are confined to jail.

8. My mom fried some French fries for dinner.

Section IV-G

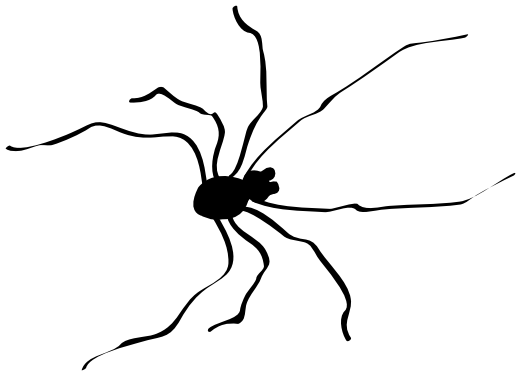
Tricky Spelling 'i' > /i/ or /ie/ Word Lists

Name: _____

Spelling Alternative: 'i' > /ie/ (*biting*)

Friday	spider	liking
miner	silent	ivy
library	biting	fiber
rising	final	item
digest	hiding	diver
icy	invited	idea

biting spider



Name: _____

Mixed Practice

pip	Friday	live	diver	lit
pill	time	crime	miner	invited
price	side	dim	fiber	silent
item	pride	bit	dive	idea
rice	spider	like	till	hiding
rip	final	bike	mine	spice
drill	liking	ride	nine	mile
fill	fin	digest	side	mice
five	hid	nice	biting	smile

Name: _____

Mixed Practice

untie	pip	die	Friday
live	pies	diver	pill
time	lie	crime	miner
invited	lit	tied	price
pie	side	dim	fiber
silent	item	pride	bit
tie	lied	dive	idea

Name: _____

Mixed Practice

dinner	diner	silver	silent
lilac	final	limit	iris
visit	spiral	virus	timid
river	pilot	horizon	item

Section IV-G

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

Name: _____

Sound Quest /ie/

Read the story and circle all the spellings for /ie/. Then sort the circled words in the chart at the bottom of the page.

Last Friday, Mike and his dad visited the zoo in Ohio. Mike was excited at the idea of seeing the tigers, but as soon as he saw them, he became scared. (Mike is only five.) His dad tried to tell Mike that it would be fine, but Mike started weeping. He was scared of the tigers! At last, Mike's dad asked Mike if he'd like to see the hippos instead. Mike nodded and his sobs went away. He was quiet as he and his dad tried to find the hippos. Once they found them, Mike started smiling and chatting with his dad.

'i_e'	'i'	'ie'

Name: _____

Fill in the Blanks

fried	reptiles	umpire	lie	siren	tie
cried	spider	exercise	pie	pilot	decide

1. The airplane _____ said we were going to take off.
2. At the game, the _____ said the player was out.
3. Please _____ a strong knot in the string on the kite.
4. A _____ has eight legs and can weave a web.
5. I like to eat _____ after dinner.
6. My teacher is scared of _____ like snakes.
7. I cannot tell a _____!
8. He fell and _____.
9. Did you _____ what to wear today?
10. We had _____ chicken for dinner.
11. My dad likes to jog in the morning for _____.
12. A fire truck has a loud _____.

Name: _____

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

	'i_e'	'ie'	'i'
b	bike		bicep
c	crime		cider
d	dine	die	diner
f	fine		finest
h	hide		hijack
i	ice		iris
k	knife		
l	like	lie	lilac
m	mice		mining
p	prize	pie	
q	quite		quiet
r	ride		riding
s	side		silent
	smile		spider
t	time	tie	tiger
v	vine		Viking
w	write		writing

Name: _____

Use the chart to fill in the blanks.

1. Which word on the chart is something you do when you are glad?
   _____

2. Which two words on the chart means there is no sound?
   _____ _____

3. Which word on the chart is something that you place in a drink to make it cooler? _____

4. Which word on the chart has two wheels?_____

5. Which word on the chart is a plant that has grapes?
   _____

6. Which word on the chart is an animal that growls?
   _____

7. Which word on the chart is the name of a place you could go to eat lunch or dinner?
   _____

8. Can you track down three words that end with /ie/?
   _____ _____ _____

Name: _____

9. Count the words on the chart that have the sound /ie/ spelled ‘i_e’ and write the number here.

   _____

10. Count the words on the chart that have the sound /ie/ spelled ‘ie’ and write the number here.

    _____

11. Count the words on the chart that have the sound /ie/ spelled ‘i’ and write the number here.

    _____

Name: _____

Fill in the Blanks

hiding	biting	liking	final
spider	item	rising	Friday

1. I spell my words on _____ at school.
2. Did you see the balloon _____ up in the sky?
3. The _____ is making a web.
4. The rabbit is _____ in the thicket.
5. I want to stop _____ my finger nails.
6. "This is your _____ warning, stop that now!" said Mom.
7. We need to take one _____ out of the cart.
8. We are _____ our new home very much.

Section IV-G

Tricky Spelling 'i' > /i/ or /ie/
Practice Sentences and Stories for Oral Reading

Name: _____

The Biting Spider

The spider needs to eat.

The spider makes a web in the tree to catch food.

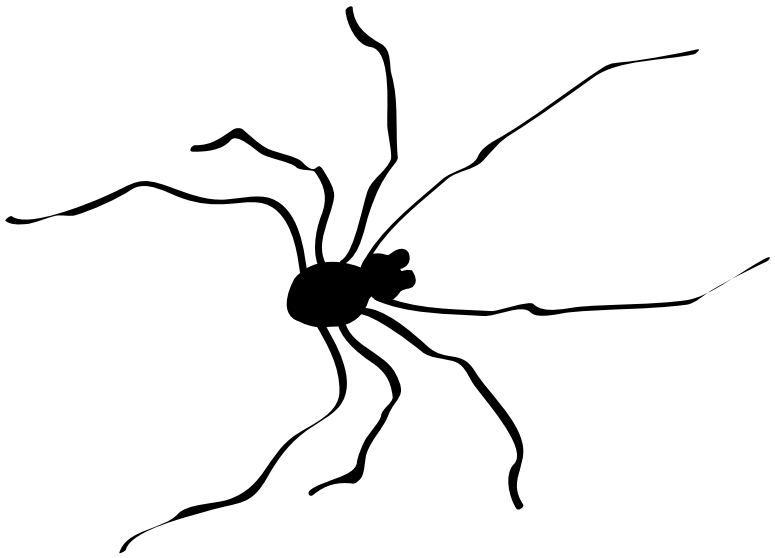
The silent spider is hiding and waiting for food to come to the web.

When the food comes to the web, the spider bites it.

The spider will use its spinnerets to keep the food.

The spider will eat the food.

When the spider is full, it will digest the food.



Name: _____

Practice Sentences for Tricky Spelling 'i'

1. We want to visit the lions and tigers when we go to the zoo.

2. Some animals hibernate in the winter.

3. The pilot is making his final approach to the runway.

4. What is the limit to the number of items we can get on sale?

5. The spider bite was a minor problem.

6. I think I am sick with a virus.

7. I see an iris on the other side of the river.

8. The lilacs are blooming.

9. The teacher said we each need three spiral notebooks.

10. The fire truck siren was loud.

Section IV-G

Tricky Spelling 'i' > /i/ or /ie/ Game (Use with any game board.)

Name: _____

Game Cards: Focus Sound /ie/

life	price	visit	spider
dining	quiet	timeline	siren
river	lifetime	limestone	igloo
bridesmaid	limit	pinecone	hippo
spine	minus	bidding	sliding
wisecrack	singing	linebacker	lining
Viking	tide	grapevine	pie
lipstick	sideline	bitesize	ping-pong
hi	sister	die	bedtime
item	silent	winter	wishbone
lie	slime	milestone	pipeline

Section IV-H

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

Name: _____

Mixed Practice

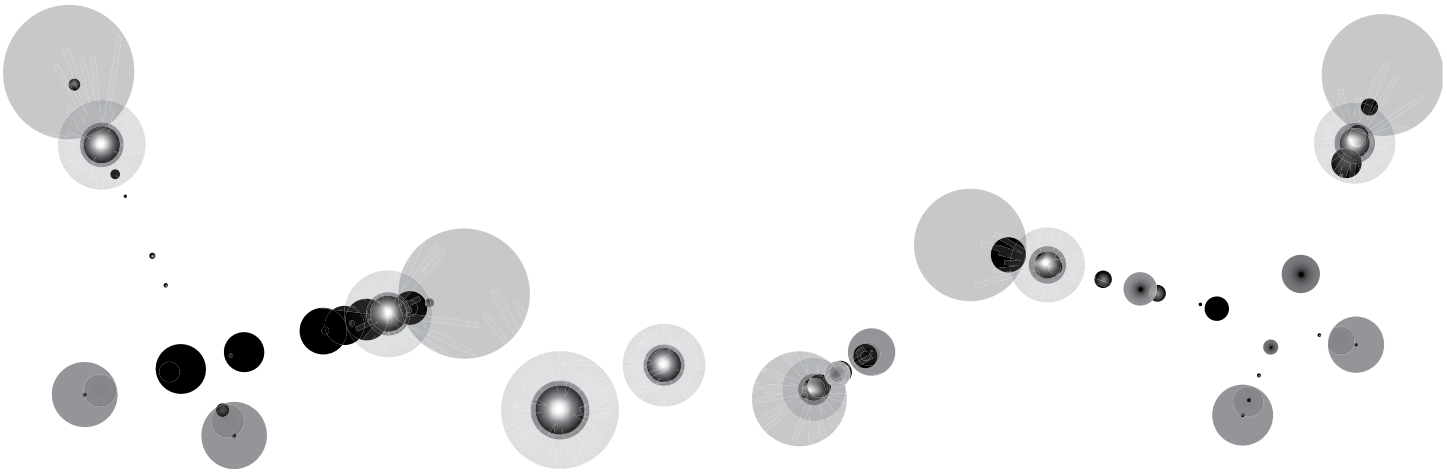
mule	utilize	menu	Utah
pun	huge	tub	unit
humor	uniform	cubic	fun
compute	unified	abuse	document
dispute	fusion	music	mutt
future	cute	pupil	cut
fumes	amuse	dump	unite
cube	confuse	but	universe
perfume	refuse	January	commute
popular	excuse	human	nun

Name: _____

Spelling Alternative: 'ue' > /ue/ (*cue*)

argue	fuel	rescue	tissue
value	barbecue	cue	

tissue box



Name: _____

Mixed Practice

fuel	dump	rescue	cut
argue	January	Cuba	music
pun	barbecue	unit	cue
future	tissue	humor	value

Name: _____

Mixed Practice

mutt	mule	but	abuse	cut
amuse	dump	confuse	fun	cube
cute	strut	refuse	stun	commute
compute	nun	perfume	pun	huge
dispute	run	excuse	sun	fumes
sub	fuse	tub	use	mute

Section IV-H

Spelling Alternative 'ue' > /ue/
Mixed Review with 'u_e'
Worksheets

Name: _____

Fill in the Blanks

mule	cube	cute	huge
use	fumes	fuse	mute

1. What a _____ little kitten!

2. The _____ from the fresh paint made my nose hurt.

3. May I _____ your pencil?

4. Nell, the _____, pulled the cart.

5. We have a _____ bag of sweets from trick or treats!

6. A _____ is a shape that is square.

7. Push the _____ button on the TV remote so I can talk to you.

8. The flame is so hot, it may _____ the two bits of glass into one.

Name: _____

Fill in the Blanks

argue	fuel	rescue	tissue
value	barbecue	cue	

1. My dad likes to grill on the _____.
2. You use a _____ stick to play the game of pool.
3. Please don't _____ with your sister.
4. Can we _____ the hurt dog?
5. Gas is a _____ used in trucks.
6. May I have a _____ for my nose?
7. What is the _____ of a dime?

Name: _____

Fill in the Blanks

cute	fuse	confused	refused
fumes	compute	accused	mute

1. There is too much noise. Please put the TV on _____.

2. If there is a gas leak, you will smell _____.

3. In math class, we learn how to _____.

4. Dad checked the _____ box when the power went off in the storm.

5. I asked to stay up later, but my mom _____ and said it was time for bed.

6. I still felt _____ even after the teacher explained how to do the worksheet.

7. Pam said my dress was _____.

8. The robber was _____ of stealing cash from the bank.

Section IV-H

Spelling Alternative 'ue' > /ue/
Mixed Review with 'u_e'
Practice Sentences and Stories for Oral Reading

Name: _____

The Cute Mule

Nell is a mule who lives with Farmer Ted.

Nell is cute.

Nell has huge long ears.

Nell likes to eat sugar cubes.

Nell is a good pal with the cows.

Name: _____

Dad Cooks!

Dad cooks outside.

Dad cooks on the barbecue grill.

Dad uses gas for fuel.

Dad cooks hot dogs.

Dad makes good food.

Section IV-I

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

Name: _____

Spelling Alternative: 'u' > /ue/ (*unit*)

utilize	menu	Utah
unit	universe	Cuba
humor	uniform	cubic
unified	document	January
fusion	music	popular
future	pupil	human
unite	regular	humid

music pupil

Name: _____

Tricky Spelling 'u'

music	punish	human	humid
tuna	pupil	puppet	unit
until	student	unite	tulip
stupid	supper	super	humor

Section IV-I

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

Name: _____

Fill in the Blanks

unit	menu	Cuba	uniform
music	unite	pupil	human

1. Our math _____ is about adding numbers.
2. Can you play _____ with your horn?
3. I am a _____ in Miss Smith's class.
4. Our team _____ is green and red.
5. _____ is a proper noun.
6. Are hot dogs on the _____?
7. I will _____ the two teams into one.
8. We are all _____ beings.

Name: _____

Fill in the Blanks

barbecued	unicorn	argue	argument	using
fuel	menu	unit	United	

1. A _____ has a horn between its ears.
2. We will be _____ pens today.
3. Our _____ in math is on adding two numbers.
4. I had an _____ with my mom about what I would wear today.
5. I don't like to _____ with my mom.
6. What is on the _____ for lunch today?
7. We are in the _____ States of America.
8. Dad stopped to get _____ for the car.
9. I like to eat _____ chicken.

Name: _____

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

	‘u_e’	**‘u’**	**‘ue’**
a		argument	argue
b			barbecue
c	confuse cube cute		cue
f	fumes fuse		fuel
h		humid	hue
j	June		
m	mule mute	menu music	
p	pure	pupil	
r	refuse	refusing	rescue
t		tulip	
u	use	using unicorn uniform	
v			value

Name: _____

Use the chart to fill in the blanks.

1. Which spelling for /ue/ is the least common?

   _____

2. Where does the spelling ‘ue’ tend to be found in a word?

   _____

3. Which word in the chart is the name of a flower?

   _____

4. What word in the chart is a shape that looks like a box or square?

   _____

5. What word in the chart is the name of something you would use at a diner to order lunch?

   _____

6. What word on the chart means to cook on a grill outside?

   _____

Name: _____

7. Pick a word from the chart that can be used as a verb. Write a sentence that uses that verb.

_____

_____

8. Pick a word from the chart that can be used as a noun. Write a sentence that uses that noun.

_____

_____

Name: _____

Sound Quest /ue/

Read the story and circle all the spellings for /ue/. Then sort the circled words in the chart at the bottom of the page.

Last week, my sister and I argued about whether or not unicorns exist. I tried to tell my sister that unicorns are not real, but she did not listen to me. She said that they are just as real as humans. She said that she's seen one. If you ask me, I think she has confused a horse or a mule with a unicorn. We continued our dispute, but then I realized that arguing with her is useless. I will never be able to get her to understand that unicorns don't exist. Besides, it's sort of cute that she thinks unicorns are real.

'u_e'	'u'	'ue'

Section IV-I

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

Name: _____

The Music Pupil

Cuba is a boy who likes to make music.

Cuba plays the tuba and makes up songs.

When Cuba marches with the band, he has a uniform.

In the future, Cuba would like to play the piano.

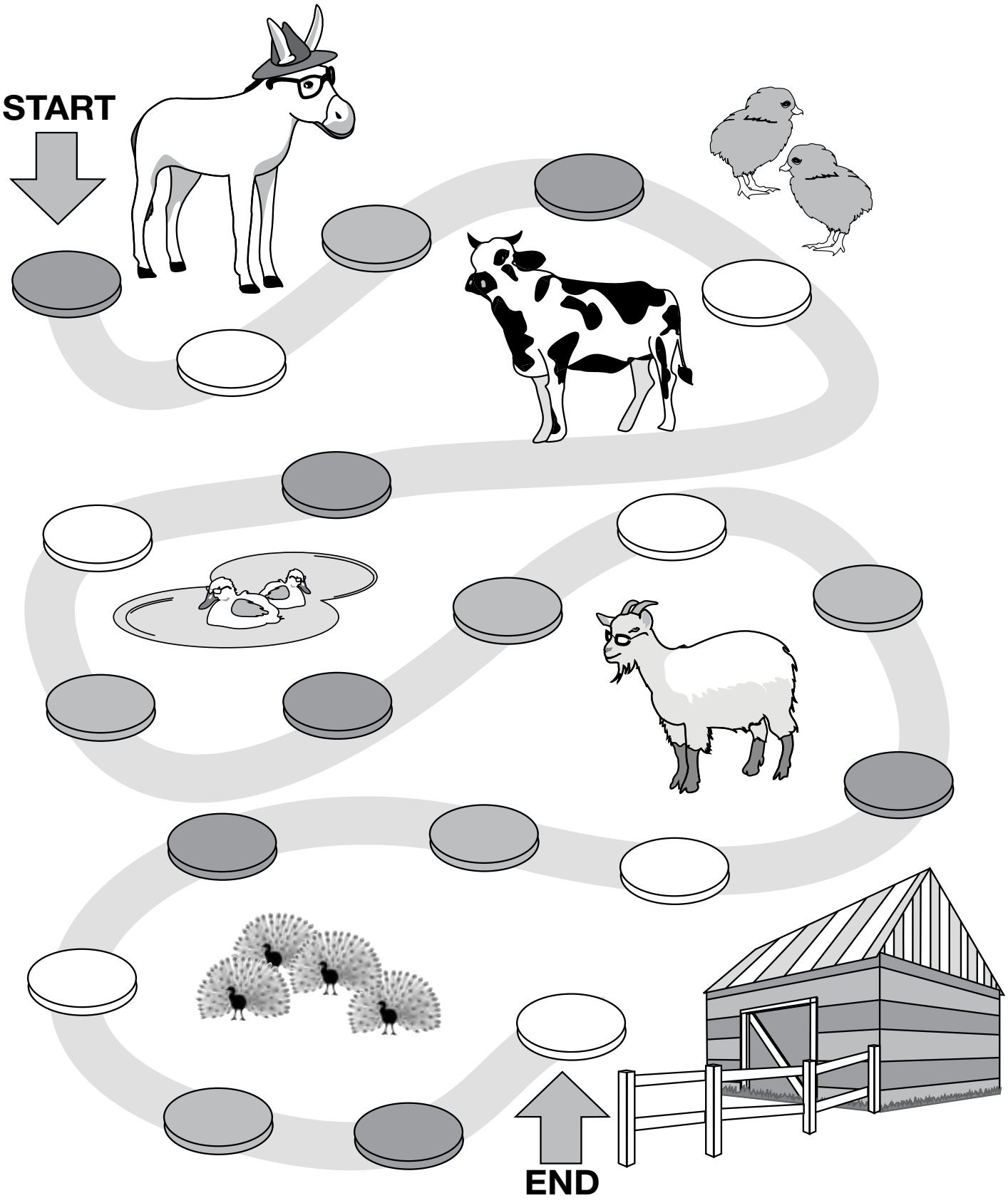
Name: _____

Practice Sentences for Tricky Spelling ‘u’

1. The students listened to the music.
2. It is very hot and humid in the summer.
3. Another word for student is pupil.
4. I need extra help in reading so I am going to a tutor.
5. Everyone in the army unit has a uniform.
6. He has a super sense of humor.
7. Mom praised me for doing something cute.
8. We had tuna for supper.

Section IV-I

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


START
END

Help Farmer Chester Get Sunshine the Mule Back to the Barn!

Farmer Chester is in a fix. Sunshine, the mule, has escaped from the barn again! Help Farmer Chester get Sunshine to the barn.

Teacher Directions:

1. Group students in pairs or small groups to play. Make a copy of the previous page for each player.

2. Make a copy of the next two pages for each player.

3. Explain that the first student should choose and read any "card" on the page. After the student reads the word, all players should cross out the card on their own page.

4. If the student reads the card correctly, he or she may place a checkmark on one space of his or her own game board. If the student can also answer the question correctly, he or she may place another checkmark on another space on the game board.

5. After the first student finishes his or her turn, the other player(s) should take a turn.

6. The first player to lead Sunshine back to the barn wins.

Help Farmer Chester Get Sunshine the Mule Back to the Barn!

Would you kiss a mule?	Do you add in a math unit?	Can corn on the cob rescue you?
Is a unicorn real?	Are we in the United States?	Should you argue with your mom?
Is the moon red?	Does a unicorn have 3 horns?	Do mules wear uniforms?
Can a mule sing a song?	Can a boy be named Sue?	Do you eat bacon in the bathtub?
Can you place mail in a mailbox?	Can you read a menu at a diner?	If you are seen in public, are you hiding?
Can a cucumber play a song?	Is gas a sort of food?	Can it be humid on a hot summer day?
Can a cute cat eat a dog?	Can a unicorn use a crayon?	Can you argue with a spider?
Can you write with a pencil on paper?	Are you using your brain?	Can you eat corn on a cob?

Would you use a stick to cut a slice of cake?	Can a mule point to a book?	Could a powerful king wear a crown?
Can you cook an ice cube?	Can a cow be rescued by an ant?	Can you play music with an ice cube?
Can a mouse count out loud?	Could a huge eggplant be in a garden?	Could you hear the TV if it is on mute?
Will it be quiet if you press mute on your TV?	Can you eat a cube of fudge?	Would an ice cube start a fire?
Can you eat a raisin?	Would a dog rescue a shark?	Would a cube of ice be a good snack?
If your book is overdue, do you have to pay a fine?	Can you act sad?	Can a mule dance a jig?
Are you a cube?	Have you patted a unicorn?	Can you knit a set of books?
Can you dance to the music?	Can beans have three wheels?	Are you a duck?

Section IV-J

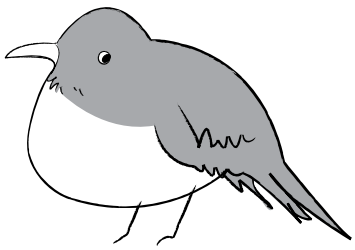
Spelling Alternatives 'aw', 'au', and 'augh' > /aw/ Word Lists

Name: _____

Spelling Alternative: 'aw' > /aw/ (*paw*)

saw	law	raw	draw
straw	jaws	paws	claws
lawn	yawn	crawl	hawk

hawk claw



Name: _____

Mixed Practice

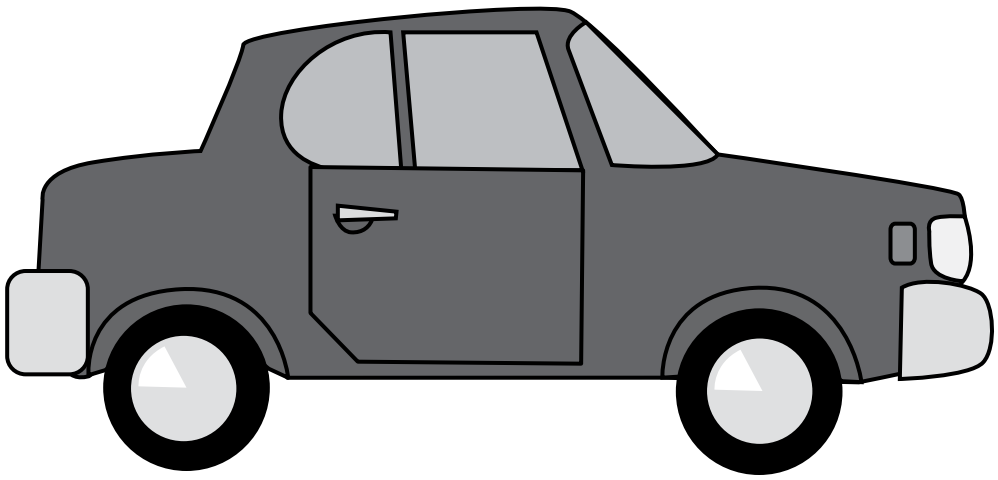
sat	saw	late	law
hay	straw	shape	jaws
fame	lawn	yawn	can
rate	raw	date	draw
paws	pan	claws	day
crawl	hat	hawk	slaw

Name: _____

Spelling Alternative: 'au' > /aw/ (*Paul*)

August	faucet	sauce
vault	sausage	pause
saucer	haunted	applause
author	auto	autumn
launch	haul	cause
fault	clause	laundry

haul auto



Name: _____

Mixed Practice /aw/

August	haunted	launch	auto	raw
fault	autumn	straw	saucer	jaws
law	lawn	yawn	cause	crawl
applause	faucet	author	sauce	saw
pause	haul	laundry	hawk	claws
vault	paws	clause	sausage	draw

Name: _____

Spelling Alternative: 'augh' > /aw/ (*caught*)

caught	daughter	taught

caught daughter

Name: _____

Mixed Practice /aw/

August	caught	haunted	daughter
draw	taught	raw	claw

Section IV-J

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

Name: _____

Fill in the Blanks

straw	jaws	paws	draw
claws	lawn	yawn	crawl

1. Please help me wipe our dog's wet _____.
2. A shark has sharp teeth in its _____.
3. The grass on the _____ needs to be cut.
4. I _____ when it is close to bedtime.
5. Can you _____ under the sink and get the rag?
6. The sharp _____ of the cat grabbed the leaf.
7. I like to _____ with pencils.
8. The hen will line the nest with _____ for her eggs.

Name: _____

Fill in the Blanks

August	vault	launch	fault
haul	sauce	pause	autumn

1. In _____, leaves fall from the trees.
2. I like the _____ my mom puts on noodles.
3. A bank will have a _____ that will keep things safe.
4. We will _____ the rocket into space.
5. It is my _____ that the vase is broken.
6. The truck will _____ the big rocks away.
7. _____ is a summer month.
8. A small break is called a _____.

Name: _____

Fill in the Blanks

caught	daughter	taught

1. A girl can be a _____.

2. My mom _____ me how to bake.

3. I got _____ taking a slice of cake.

Name: _____

Crossword Puzzle

paw	claw	August	author	faucet
saucepan	Claus	pause	lawn	Autumn

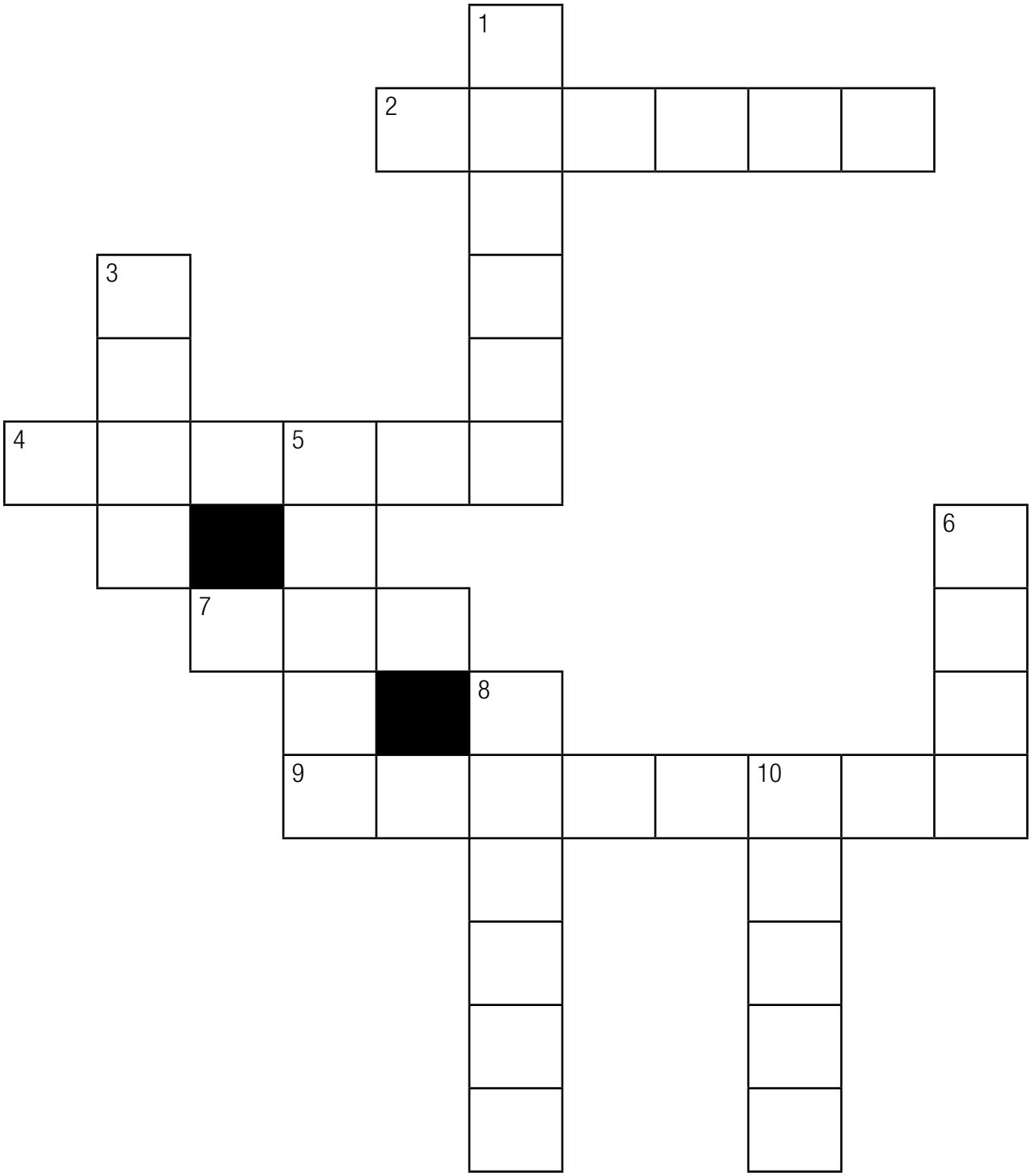
Across

2. Summer, _____, Winter, Spring
4. This is at the sink.
7. The cat's _____ is cut.
9. You cook in this.

Down

1. _____, September, October
3. The tiger's _____ is sharp.
5. Santa _____
6. You cut the grass of a _____.
8. An _____ writes a book.
10. This is a short rest.

Name: _____



Name: _____

Write *yes* or *no* to each question.

1. Can you applaud after a play? _____

2. Does an author draw the different parts of a book? _____

3. Can a dump truck haul rocks? _____

4. Could a fisherman tell a tale about a fish he caught? _____

5. Could you help a dog with a thorn in his paw? _____

6. Has your teacher taught you how to write? _____

7. Does the exhaust from a bus smell like peaches? _____

8. Can you launch a pumpkin? _____

9. Do ice cubes make drinks cool? _____

10. Could there be a tiger on your lawn? _____

11. Can a faucet drip? _____

12. Could you pause to look at the sunset? _____

13. Is it good to get in an argument with your sister? _____

14. Would a mule drink from a straw? _____

15. Could a shark bite with the teeth in his jaws? _____

Name: _____

Fill in the Blanks

paw	taught	awful	lawn	caught
daughter	hawk	faucet	saw	yawn

1. Miss Smith _____ us to add and subtract numbers.
2. I baited the hook, cast the rod, and _____ a fish.
3. Karen is her parents' _____.
4. That was an _____ storm.
5. Can you cut the grass on the _____?
6. The sink _____ in the kitchen is dripping.
7. I saw you _____ and then I yawned, too.
8. Did you see the _____ chase the mouse?
9. The dog cut his _____.
10. Dad used a _____ to cut the wood.

Name: _____

Crossword Puzzle

paw	taught	dawn
lawn	caught	yawn

Across

2. Grass

4. She _____ me to ride a bike.

6. You do this with your mouth when you are tired.

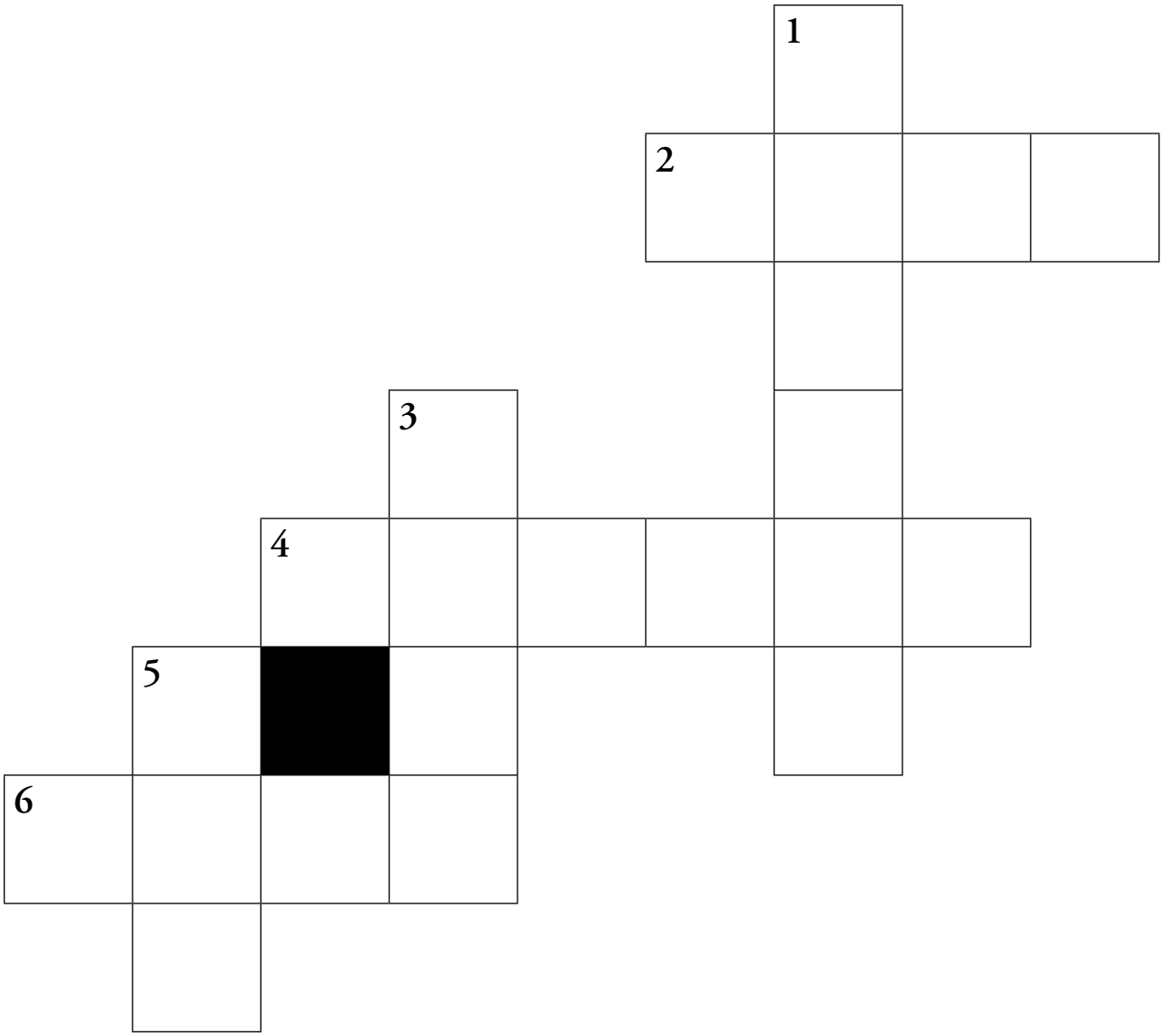
Down

1. I _____ a fish.

3. This is when the sun rises.

5. An animal's foot

Name: _____



Name: _____

Fill in the Blanks

taught	caught	daughter	applaud
sauce	argument	auto	bacon

1. My sister and my mom had an _____ over her messed up room.

2. My sister is my mom's _____.

3. I like to eat _____ and eggs.

4. We picked tomatoes and made _____.

5. My dad _____ me how to tie my laces.

6. We will _____ when the singers finish.

7. I got _____ taking cake from the cake plate.

8. Another word for a car is an _____.

Section IV-J

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

Name: _____

The Hawk

We saw a hawk floating on the wind.

The hawk has strong jaws and claws.

The hawk uses its claws to snag food.

The hawk has wide wings.

Name: _____

Paul's Auto Tow Truck

In August, Paul takes his tow truck to the school.

Paul uses his truck to haul the autos from the lot.

In the autumn, Paul sells the autos.

Paul puts the cash in the vault after the sale.

Name: _____

Jill, the Daughter

Jill listens to her mom.

Jill's mom taught her to be nice.

Jill gets caught being sweet to the dog.

Jill is doing what her mom taught her.

Section IV-K

Vowel Spelling Alternatives and Tricky Spellings Assessment

Vowel Spelling Alternatives and Tricky Spellings Assessment

Provide students with the sheet that has 14 rows of words.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. goes
2. beach
3. shawl
4. cue
5. caught
6. wait
7. boast
8. fraud
9. fail
10. hay
11. thaw
12. pilot
13. music
14. pupil

Mastery: 12/14 words correct

Below are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation. For example, students who spell *beach* as *beetch*, or *thaw* as *taw*, may need help with digraphs.

1. 'oe' > /oe/
2. 'ea' > /ee/
3. 'aw' > /aw/
4. 'ue' > /ue/
5. 'augh' > /aw/
6. 'ai' > /ae/
7. 'oa' > /oe/
8. 'au' > /aw/
9. 'ai' > /ae/
10. 'ay' > /ae/
11. 'aw' > /aw/
12. 'i' > /ie/
13. 'u' > /ue/
14. 'u' > /ue/

(Alternate Administration: Ask each individual student to read all of the words aloud in rows 3–14. Mastery: 39/48 words correct)

Name: _____

Section IV Assessment

Circle the word your teacher says.

1.	goes	gaze	go	Gus
2.	bake	brook	beach	beat
3.	sell	sauce	shawl	saw
4.	caught	cup	cue	cute
5.	taught	coat	caught	daughter
6.	wait	white	wade	way
7.	best	boast	boat	bones
8.	fraud	freed	fray	frame
9.	fail	fray	frail	fame
10.	hail	hill	hay	hate
11.	thaw	than	teach	taught
12.	pale	pile	pilot	pills
13.	music	muse	mute	mud
14.	place	pup	puppet	pupil

Section IV-L

Stories
Kids Excel
(from Grade 2, Unit 3)

Name: _____

A Letter From the Publisher

Kids,

My name is Mark Deeds, and I have a fun job. I visit with kids who *excel* at what they do.

When you *excel* at something, you are good at it.

The kids I visit all excel at different things. Some of them excel at sports like running or jumping.

Some of them excel at math. Some of them excel at skipping rocks or standing on their hands. All of them are good at something.

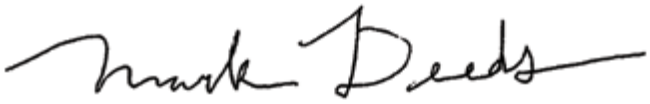
I visit with the kids. I chat with them. I ask them how they got started doing what they do and how they got good at it. Sometimes I chat with their moms and dads, too. I jot down notes and take snapshots. Then I write up what they tell me so I can share it with you.

In *Kids Excel* you will meet a lot of kids who excel. I had fun meeting them. I think you will like meeting them, too.

Name: _____

When I meet someone who excels at something, it inspires me to be as good as I can be. I hope the kids in *Kids Excel* have the same effect on you, too!

Mark Deeds



Publisher
Kids Excel

Name: _____

The Spelling Bee

This past spring I went to see the state spelling bee.

The state spelling bee is a spelling contest that lasts two days. On Day 1, a bunch of kids sit down to take a written spelling test. On Day 2, the kids who do the best on the written test get up on a stage and spell.

One hundred ten kids took the spelling test last spring. The kids had to spell words like *chimpanzee*. The 50 who did the best on the written test went on to Day 2 of the spelling bee.

Day 2 is the part of the bee I like best. That's when the kids get up on stage and spell words out loud.

A man will say a word. Then the speller has to spell the word one letter at a time. If the speller spells the word without a mistake, he or she gets to keep spelling. If the speller makes a mistake, a bell rings.

Ding!

Once the bell rings, that is the end. The speller is out of the bee. He or she must sit down in a chair and look on while the rest of the spellers stay in the bee and keep spelling.

Name: _____

On Day 2 of the bee I sat and looked on as the bell rang for lots of kids in the bee.

Airplane. A-e-r-p-l-a-n-e? *Ding!*

Graying. G-r-a-i-n-g? *Ding!*

Sunday. S-u-n-n-d-a-y? *Ding!*

The bell went on ringing all day, until there were just three spellers left.

Nate Griffin, age 12, was one of the three. He was the runner-up at the last spelling bee. Two of the experts I spoke with said they expected him to win the bee.

Craig Ping, age 12, was still in the hunt, too. He had finished in fifth place at the last bee. The experts I spoke with said he had a good chance of winning.

Gail Day, age 11, was the dark horse. When I asked the spelling experts who she was, they just shrugged.

Craig Ping was spelling well. Then he got a hard word. He stood thinking. He spelled the word as well as he could. He waited.

Ding!

Craig Ping was out of the bee. That left just Gail Day and Nate Griffin.

Name: _____

Miss Baker

I was sitting with spelling champ Gail Day.

I asked her, "How did this Miss Baker make you into a good speller?"

"Well," said Gail, "Miss Baker had a cool way of explaining English spelling. She made spelling trees."

"Spelling trees?"

"Yes," said Gail. "Here, I'll make one for you."

Gail got a sheet of paper and made a tree.

She pointed at the trunk of the tree and explained, "The trunk stands for a sound, like the sound /ae/ as in *cake*. The branches stand for the spellings for that sound. There's one branch for words with the 'a_e' spelling like *flame* and *stake*. There's one branch for words that have the 'ay' spelling like *play* and *stay*. There's one branch for words that have the 'ai' spelling like *pain* and *train*. And so on. Get it?"

Name: _____

"Got it."

"So Miss Baker would make a big spelling tree for a sound. Then we kids would add words to it. When we found words with the sound in them we would stick the words on the branches of the tree. We would stick all of the words with the 'ai' spelling on this branch. We would stick all of the words with the 'ay' spelling on that branch."

"I see. And this helped you get better at spelling?"

Gail nodded.

"The spelling trees helped us see the patterns and keep track of the spellings. They helped us see which spellings are used a lot and which ones are used less. There were a lot of good spellers in Miss Baker's class."

"But not all of them went on to win the state spelling bee," I said. "Why did you?"

Gail shrugged.

"I was good at spelling. But I did not understand why English spelling was so hard. Once I asked Miss Baker why it was so hard. 'Miss Baker,' I said, 'why are there five or six spellings for some sounds? That makes no sense. Why isn't there just one spelling for a sound?'"

Miss Baker explained as much as she could. Then she gave me a book on spelling. It was a cool book. It explained how English has taken in lots of spellings from French, Latin, Greek, and Spanish. When I finished that book, Miss Baker gave me a longer book. Then I found the next book by myself. One book sort of led to the next. So that's how I got started."

Name: _____

The Swimming Sisters

Kim and Val Castro are swimming sisters.

Kim is sixteen. Val is fifteen. The sisters swim for the Red River Swim Program (RRSP). Both of them are fast. In fact, they are two of the fastest swimmers in the state.

I went to see the two sisters at the pool where they swim. They were training for a big meet.

"So," I said, "do I dare ask which of you is faster?"

Kim smiled. "I am faster in the sprints," she said. "But Val is faster in the long races."

"So what counts as a sprint in swimming?"

"The 50 Free is a sprint," said Kim.

"50?" I said. "Is that 50 feet?"

"No," said Kim, "it's 50 yards."

"Gosh!" I said. "50 yards? That's a sprint? It sounds long to me! You see, I am not much of a swimmer."

"The 50 Free is an all-out sprint," Kim said. "It's like the hundred yard dash in track. It's over in a flash. The 100 Free is a sprint, too."

"So what counts as a long race in swimming?"

"The 500 Free is a long race," Kim groaned. "It's too long for me. I start to get tired after 150 yards or so. But not Val! The longer the race is, the better she is."

Name: _____

"The 500 Free is my best race!" said Val.

"500 yards?" I said. "What's that, a hundred laps?"

"Um, no," Val said. "In a 25-yard pool, it's up and back ten times."

I jotted notes in my notebook.

"So let's see," I said. "100 yards counts as a short race. Kim is good at the short races. 500 yards is a long race. Val is good at the long races. Is there a race that is longer than 100 yards and shorter than 500?"

"Yes, there is," said Kim. "The 200 Free."

"So which of you speedsters wins that race?" I asked.

Kim looked at Val. She had a smile on her face. It was a sister-to-sister smile, and there was something else in it. There was a sort of challenge in the look.

Val smiled back. She had the same look on her face.

I waited.

At last Kim spoke. "It's hard to say who is faster in the 200 Free. Sometimes Val wins and sometimes I win."

"I see," I said. "It sounds like the 200 Free is the race to see. When will that race take place?"

"It will be on Sunday," said Val, "the last day of the state meet."

I got out my pen and wrote: "Sunday the 25th. 200 Free. Castro versus Castro!"

Name: _____

The Big Race

I got to the pool in time for the 200 Free. I sat in the stands with Grover and Joan Castro, Kim and Val's parents.

"I am so proud of Kim and Val," said Grover Castro. "But I have a bad case of nerves. I hate it when the two of them swim in the same race. They have both been training so hard. They would both like to win this race. But they can't both win. I don't like to think that one of them may be upset."

A man's booming voice filled the air. "It's time for the last race of the meet!" the man said.

"Let's meet our swimmers!" The man started listing the swimmers in the race.

"In Lane 2," he said, "from Red River Swim Program, we have the winner of the 500 Free, Val Castro." Cheers rose up from the RRSP swimmers on the deck and from fans in the stands.

"In Lane 3," the man said, "from Red River Swim Program, the winner of the 50 and 100 Free, Kim Castro." There were shouts and cheers for Kim, as well.

The swimmers got up on the starting blocks.

A man in a white coat said, "Swimmers, take your marks." The swimmers bent down and grabbed the starting blocks.

Then there was a beep. The swimmers shot off. Kim's start was perfect. She did her kick. Then she popped up and started swimming. Her arms went so fast. She seemed to be coasting.

Kim was the fastest swimmer for a hundred yards. She made a big wave.

The rest of the swimmers were trailing her. They seemed to be bouncing and sloshing in Kim's waves.

I was starting to think it would not be such a close race after all. But just as I was thinking this, Grover Castro said, "Wait for it!"

"Wait for what?" I said.

"You'll see!" said Grover.

I looked back at the pool. Kim was still winning. But Val was closing in on her. The gap was five feet. Then it was three.

The swimmers flipped one last time. Kim was starting to look a bit tired. The gap was down to two feet. Then it was one foot. Then the two sisters were swimming side by side. As they came to the finish line it was too close to pick a winner. Kim and Val smacked the side of the pool at what looked to be the same moment.

A hundred parents in the stands looked up at the clock. A hundred swimmers on the deck looked up as well.

This is what the clock said:

Val Castro Lane 2 1:45

Kim Castro Lane 3 1:46

Val was the winner!

Section IV-M

Fluency Assessment

Fluency Assessment

The second assessment that you may choose to give students is a Fluency Assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Slug Trainer." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately three minutes to read the story. If the student cannot read the story in three minutes, this is a clear indication that he or she is struggling and needs to work on fluency. **Note**: You may allow more time (up to six minutes) for a student to finish reading the story. Three minutes is a sufficient amount of time to conduct the assessment, but some students may be frustrated if they do not have the opportunity to finish reading the story.

Directions: Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the students read the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records given represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table to find students' fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

The Slug Trainer

Sunday I went to a slug race.

My pal was Paul Gumfish. Paul is ten. He keeps slugs as pets. He has sixteen slugs. Paul is a slug trainer. He has been training slugs since he was nine. In August one of his slugs took the top prize in a slug race.

"Paul," I said.

"Call me Coach," Paul said.

"Okay, Coach. Which slug is the fastest?"

Paul pointed to his prize-winning slug.

"His name is King David," Paul said.

"Why is he so fast?" I asked.

Paul said, "He just is. Want to hold him?"

"No thanks," I said.

Next Paul took out a race track. It was a box with two plastic pipes sticking out of it. Paul said that the box is like a slug hotel. It's a place for the slugs to hang out until it is time to race. When the gates of the box are opened, the slugs make their way down the pipes. They race side by side until they get to the finish line.

Paul set two slugs in the box. He sprayed water on them to keep them moist. Then he set some slug food at the end of the pipes.

Paul opened the gates and shouted, "Go, slugs, go!"

Then we watched and waited. After five minutes the two slugs had made their way out of the box and into the pipes.

"Is that King David?" I asked.

Paul nodded.

"He's the fast one?" I asked.

"He starts by just creeping along but finishes fast," Paul said.

The slugs inched their way down the track. They were just creeping along! I sat with Paul for fifteen minutes. At last King David made it to the end of the pipe.

"King David is the winner!" said Paul.

The Slug Trainer

Sunday I went to a slug race. 7

My pal was Paul Gumfish. Paul is ten. He keeps slugs as pets. 20
He has sixteen slugs. Paul is a slug trainer. He has been training 33
slugs since he was nine. In August one of his slugs took the top 47
prize in a slug race. 52

"Paul," I said. 55

"Call me Coach," Paul said. 60

"Okay, Coach. Which slug is the fastest?" 67

Paul pointed to his prize-winning slug. 74

"His name is King David," Paul said. 81

"Why is he so fast?" I asked. 88

Paul said, "He just is. Want to hold him?" 97

"No thanks," I said. 101

Next Paul took out a race track. It was a box with two plastic 115
pipes sticking out of it. Paul said that the box is like a slug hotel. 130
It's a place for the slugs to hang out until it is time to race. When 146
the gates of the box are opened, the slugs make their way down the 159
pipes. They race side by side until they get to the finish line. 173

Paul set two slugs in the box. He sprayed water on them to keep them moist. Then he set some slug food at the end of the pipes. 186 200 201

Paul opened the gates and shouted, "Go, slugs, go!" 210

Then we watched and waited. After five minutes the two slugs had made their way out of the box and into the pipes. 220 233

"Is that King David?" I asked. 239

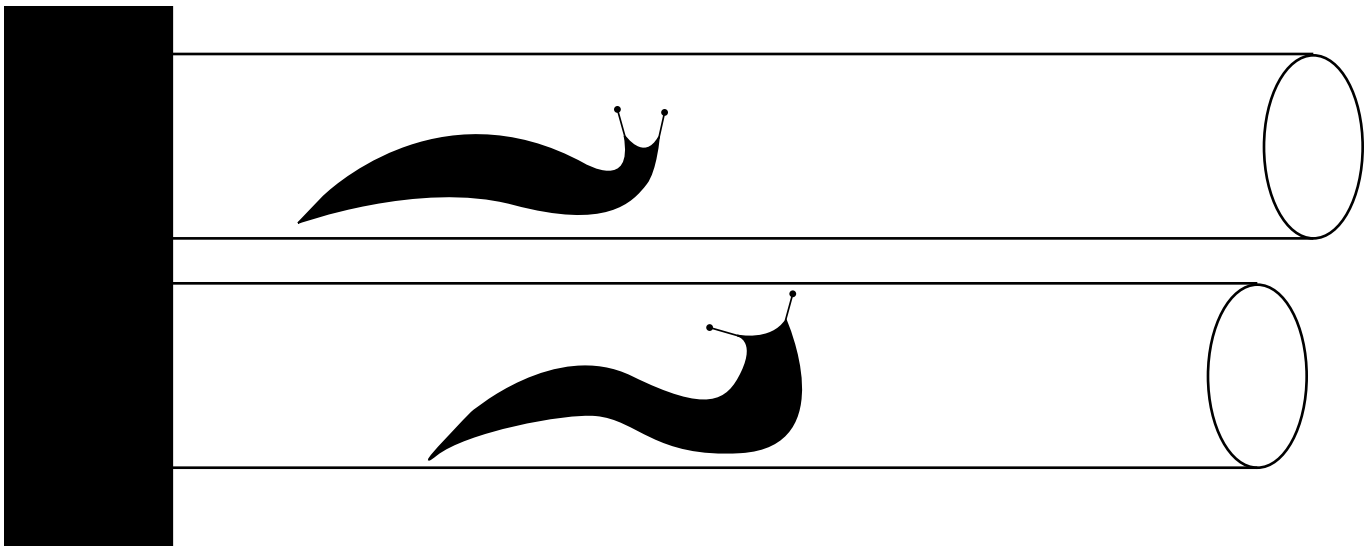
Paul nodded. 241

"He's the fast one?" I asked. 247

"He starts by just creeping along but finishes fast," Paul said. 258

The slugs inched their way down the track. They were just creeping along! I sat with Paul for fifteen minutes. At last King David made it to the end of the pipe. 269 281 290

"King David is the winner!" said Paul. 297



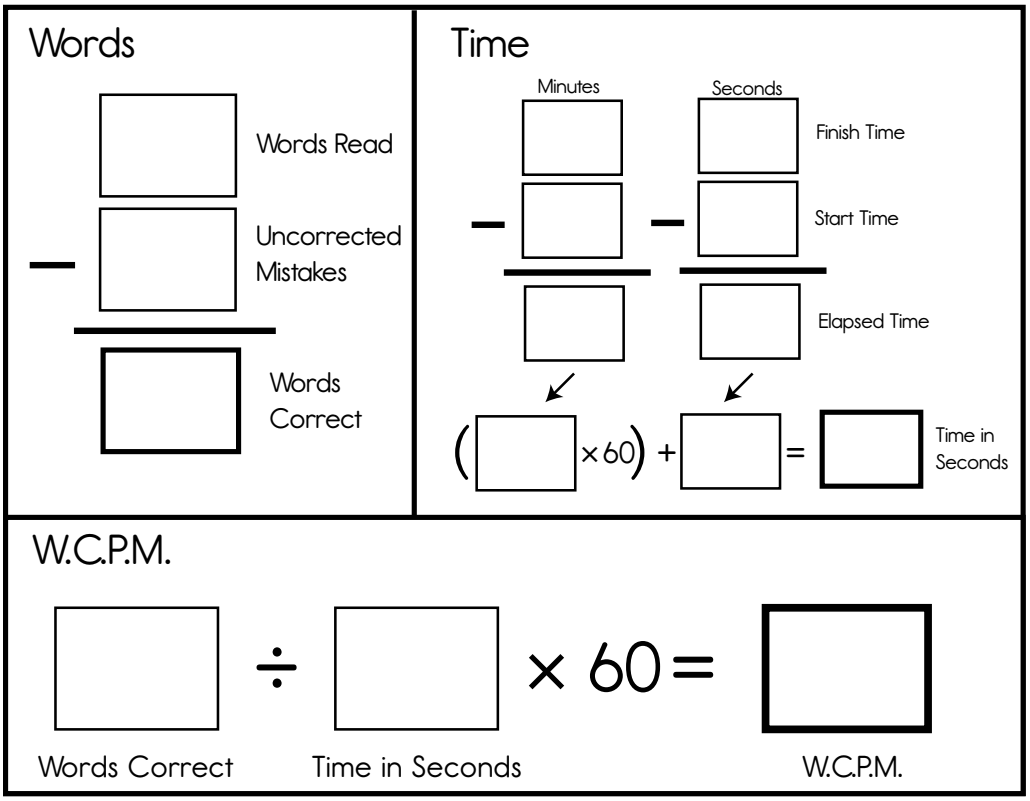
W.C.P.M. Calculation Worksheet

Student:_____

Date:_____

Story: *The Slug Trainer*

Total words in story (not including title): 297



Compare the student's W.C.P.M. score to national norms for Grade 3. See chart in the Introduction of this Guide.

Section V

Spelling Alternatives and Tricky Spellings
Spelling Alternatives for /er/
Spelling Alternatives /i/
Spelling Alternatives for /ie/
Spelling Alternatives for /oe/
Spelling Alternatives for /ee/
Spelling Alternatives for /aw/
Tricky Spelling 'y'
Tricky Spelling 'e'
Tricky Spelling 'ow'

Section V-A

Spelling Alternatives and Tricky Spellings Lesson Template

Spelling Alternatives

Focus: Spelling Alternatives	**Teaching**	**Materials**
Warm-Up	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 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.	board or chart paper Spelling Cards Code Flip Book 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 sort 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 lists of words or phrases with targeted sound. More proficient students can read connected decodable text with targeted sound.	

Section V-B

Spelling Alternatives 'ir' and 'ur' > /er/
Mixed Review
Word Lists

Name: _____

Spelling Alternative: 'ir' > /er/ (*bird*)

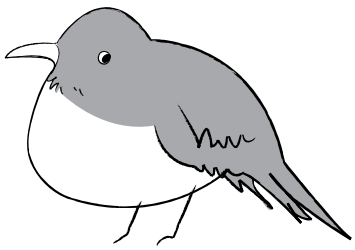
thirsty	shirt	birth
bird	girl	stir
thirst	whirl	firm
flirt	thirteen	aspirin
third	sir	circus
dirt	skirt	birthday
thirty	twirl	fir

The girl likes to sing.

Name: _____

Spelling Alternative: 'ir' > /er/ (*bird*)

birch	birthday	circling
direct	fir	chirp
swirled	twirl	girls
firmer	flirt	whirl
thirst	shirt	squirt
Kirk	dirty	blackbird

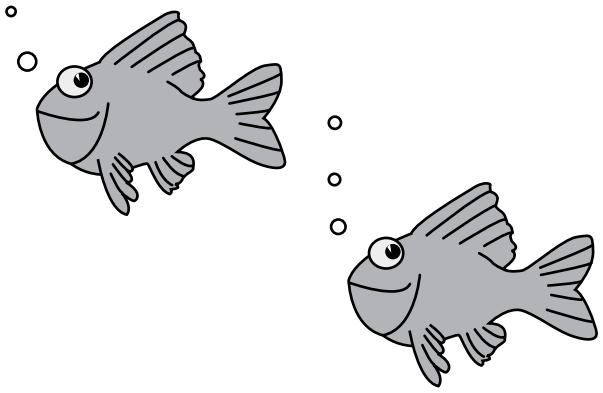


Name: _____

Spelling Alternative: 'ur' > /er/ (*hurt*)

turn	surf	turnip	nurse
hurl	hurt	fur	Saturday
turf	burst	curve	curl
blurt	church	blur	disturb
churning	murmur	during	urge

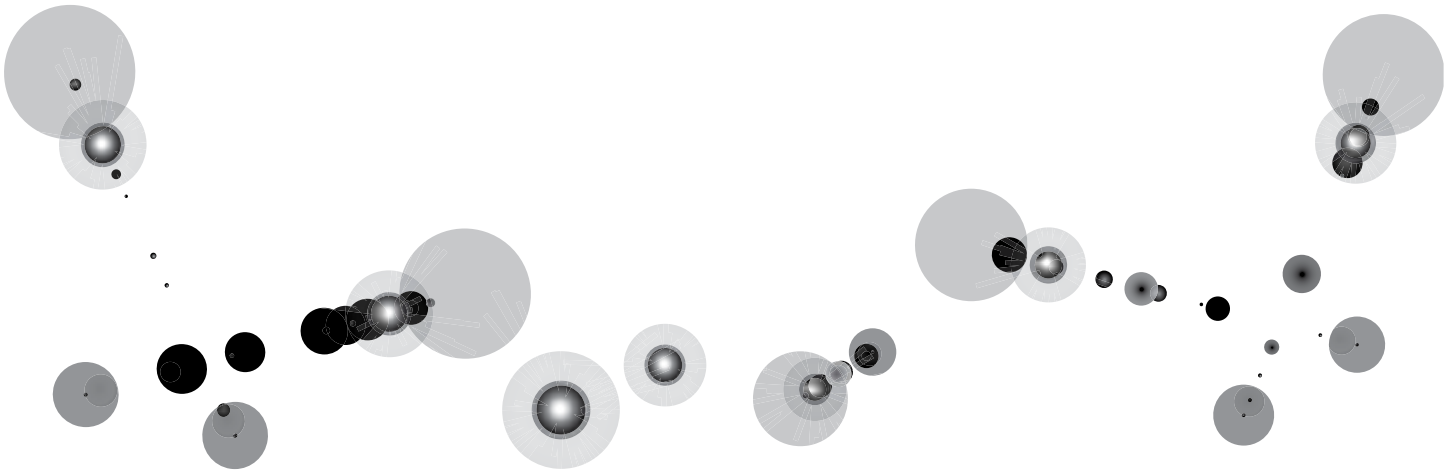
A fish has no fur.



Name: _____

Spelling Alternative: 'ur' > /er/ (*hurt*)

curb	purse	murmur
lurk	turnout	unhurt
outburst	Wilbur	blurted
curve	curlers	burlap
Thursday	burning	churned
Saturn	sunburn	hamburger

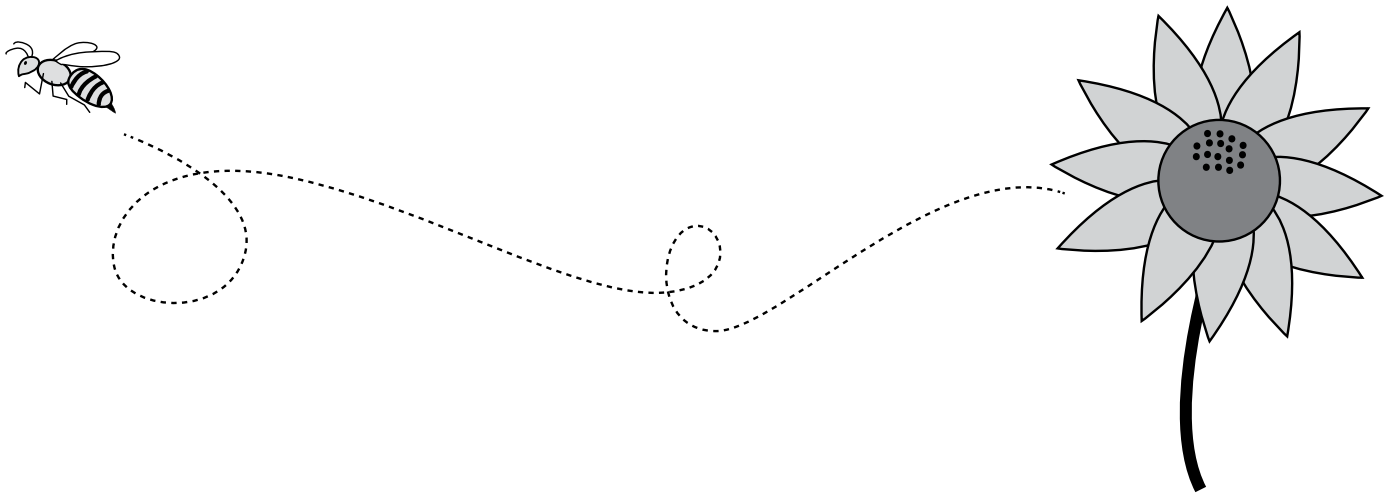


Name: _____

Spelling Alternative: 'er' > /er/ (*her*)

after	bigger	butter
gather	germs	helper
powder	flower	tower
wrapper	enter	permit
her	pepper	verb

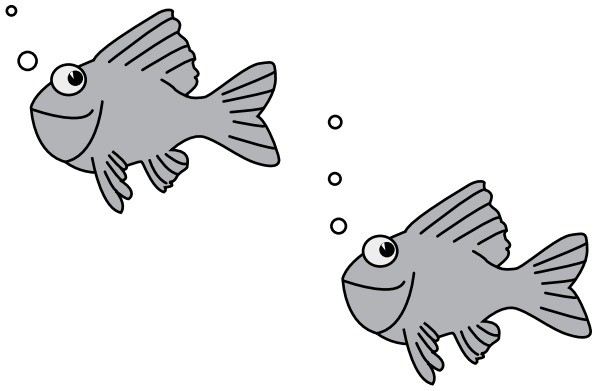
A hot desert has sand.



Name: _____

Spelling Alternative: 'er' > /er/ (*her*)

ever	fishermen	verse
checkers	cracker	sprinkler
spinner	termites	sticker
letters	flatter	finger



Section V-B

Spelling Alternatives 'ir' and 'ur' > /er/
Mixed Review
Worksheets

Name: _____

Yes or No?

Read each question and then write *yes* or *no* to each question.

1. Can a dog chirp with joy? _____
2. Can yogurt sing as you eat it? _____
3. Can birds sit on a tree branch? _____
4. Do squirrels have gray fur? _____
5. Do you like to stir dirt into your milk? _____
6. Would your mom be pleased if you burped out loud at dinner? _____
7. Could a nurse place a thermometer in your mouth? _____
8. Can you draw a pattern on your paper? _____
9. Can a clown be part of a circus? _____
10. If you use sunblock, will you get a sunburn? _____
11. Could your purse eat popcorn? _____

Name: _____

12. Would a glass of sawdust take away your thirst? _____

13. Can a waitress serve us lunch after she takes our order? _____

14. Is Thursday a day in the weekend? _____

15. Could you surf in the desert? _____

16. Can you cook hamburgers on a grill? _____

17. Can you make a cake in a whirlpool? _____

18. Can a girl turn and turn to make her skirt twirl? _____

19. Can a girl with short hair have curls? _____

20. Can you jump feet first into a pool? _____

21. Can a curb be at the side of the road? _____

Name: _____

Yes (Same) or No (Different)?

Read each pair of words and listen to decide if the vowel sounds are the same. Write "yes" if the sounds are the same or "no" if the sounds are different.

1. third – thorn _____
2. nurse – jerk _____
3. bird – burn _____
4. chirp – church _____
5. skirt – shirt _____
6. fur – far _____
7. surf – sir _____
8. burst – barn _____
9. prize – purse _____
10. Carl – curl _____
11. hurt – girl _____
12. flirt – dirt _____

Name: _____

13. verb – herd _____

14. Burt – Bert _____

15. perk – park _____

16. fir – fur _____

17. curve – churn _____

18. fern – curb _____

19. stir – turn _____

20. thorn – bore _____

Name: _____

Mixed Review R-Controlled Vowels

Write the best choice for each sentence in the blank.

1. _____ and Kim are job hunting.
   (Kurt Corn)

2. Jill would like to get three more _____.
   (skirts swirls)

3. A bird will _____ to its mom for food.
   (curb chirp)

4. Did you _____ a log in the fireplace?
   (burn burst)

5. Can a _____ help you when you are hurt?
   (purse nurse)

6. Did you see the boy as he _____ the huge waves?
   (surfed barked)

Name: _____

7. Beth asked her mom to help _____ her hair.
(churn curl)

8. Would you rather put on a red or a green _____?
(shirt fork)

9. Who was your teacher in _____ grade?
(fire first)

10. The _____ dug holes next to the tree to hide its acorns.
(sunburn squirrel)

11. The _____ is herding the sheep.
(artist shepherd)

12. Did you _____ that today is my birthday?
(target forget)

Name: _____

Fill in the Blanks

hurt	circus	skirts
burned	birthday	flirt
surprise	Saturday	birds
thirsty	dirty	clerks

1. I like pants better than _____.

2. Be careful near the edge! I don't want you to get _____.

3. Is the party on Friday or _____?

4. In the nest sat three baby _____.

5. Shirley saw clowns at the _____.

Name: _____

6. Is the party a _____?

7. Abby got lots of gifts for her _____.

8. Can I have something to drink? I am so _____.

9. Jeannie likes to _____ with the boys.

10. My mom makes me shower when I am _____.

11. The fire _____ all night.

12. The store _____ were very helpful.

Name: _____

Mixed Review /er/

Write *yes* or *no* on each blank.

1. Can a bird swim in a birdbath? _____

2. Is today Thursday? _____

3. Do fish have fur? _____

4. Can tigers run fast? _____

5. Does a hamburger have corners? _____

6. Is a goose a bird? _____

7. Does a nurse use a thermometer? _____

8. Does a shepherd take care of squirrels? _____

9. Is Mars a planet? _____

10. Do you have to go to class on Saturday? _____

11. Do you go to bed in the morning? _____

Name: _____

Mixed Review /er/

Write the best word to complete each sentence.

1. The _____ will make a nest in the spring.
   (bard bird)
2. Her hair has lots of _____.
   (church curls)
3. My mom's _____ has lots of stuff.
   (nurse purse)
4. Can you ask that _____ to skip rope with me?
   (grill girl)
5. The _____ gave me a shot in the arm.
   (purse nurse)
6. If you can ride the waves in the sea, then you can _____.
   (sure surf)
7. Last year I was in _____ grade.
   (fist first)
8. I like the _____ ice cream cones at the shop.
   (swirl sell)
9. To make butter, you have to _____ 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)

Name: _____

Fill in the Blanks

hurt	purse	concert	store
fur	bird	turns	twirl
nurse	first	butter	beaver

1. I fell and _____ my arm.
2. _____ is yellow and tasty.
3. The _____ made a dam.
4. We have to take _____ with the games.
5. Do you have some gum in your _____?
6. I like to spin and _____.
7. A _____ was in the nest.
8. That cat has a lot of _____!
9. My dad will go to the _____ to get some milk.
10. He was in the _____ grade.
11. I like the songs at the _____.
12. The _____ gave me a shot in the arm.

Section V-B

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

Name: _____

Kurt in the Dirt

Kurt was outside on Thursday. He looked at a fir tree and saw three big birds.

He gathered up some flowers.

He took a nap in a cluster of clover.

Kurt liked to be outside.

When he went home, his mom said, "Kurt! Go change your shirt!"

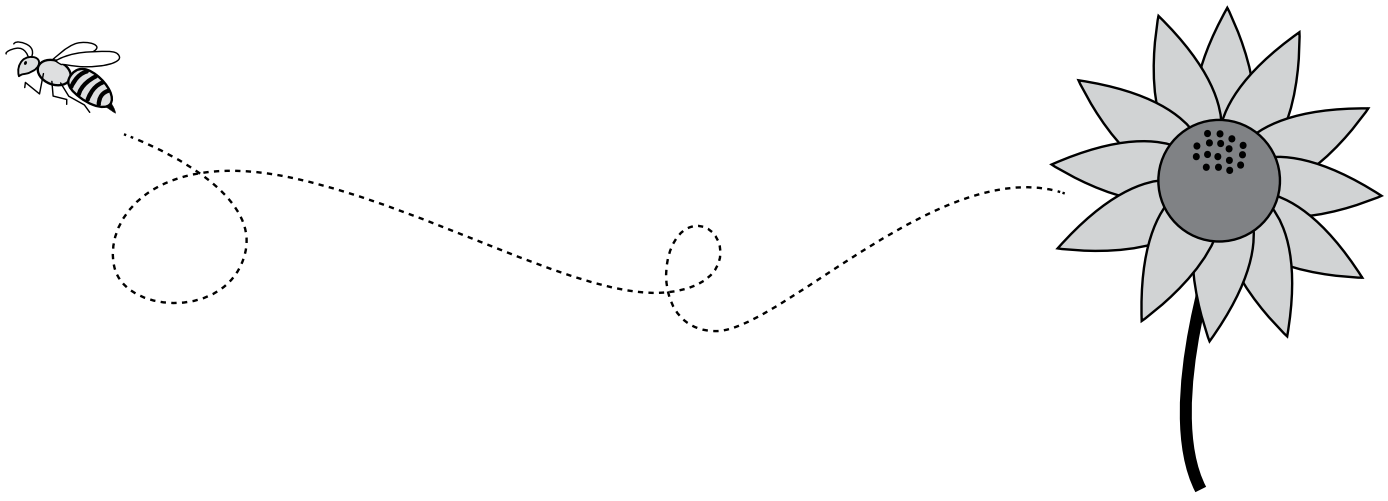
Kurt's shirt had dirt all over it. Kurt's mom was mad.

Kurt put on a red shirt with no dirt on it.

He went to his mom and gave her the flowers.

Kurt's mom was no longer mad.

She gave Kurt a hug.



Name: _____

Wiggle Cards

Turn around.

Point at a girl.

Return to your seat.

Act surprised.

Twirl around.

Section V-C

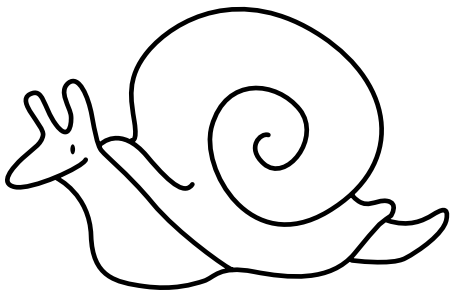
Spelling Alternative 'y' > /i/
Word List

Name: _____

Spelling Alternative: 'y' > /i/ (*myth*)

gym	myth	system
mystic	Brooklyn	symbol
bicycling	lyric	Lynn
hymn	Syd	synonym
oxygen	antonym	cylinder

What is an antonym for fast?



Section V-C

Spelling Alternative 'y' > /i/ Worksheets

Name: _____

Fill in the Blanks

cylinder	cymbals	gym
antonyms	oxygen	myths

1. I work out to get strong at the _____.

2. "Big" and "small" do not have the same meaning, so they are _____.

3. Bang the _____ and sing a song!

4. In the _____ was a rolled-up map.

5. All humans must have _____.

6. Have you read Greek _____ in your class?

Name: _____

Fill in the Blanks

symbolic	synonyms	lyrics
gymnastics	antonyms	myth

1. This song has great _____.

2. Is that a fact, or is it a _____?

3. The stars on the U.S. flag are _____ of the 50 states.

4. "Street" and "road" are _____.

5. "Hot" and "cold" are _____.

6. I like to do flips in my _____ class.

Name: _____

Fill in the Blanks

cymbals	synonyms	oxygen	gym
~~cylinder~~	myths	symbol	antonym

1. A can is __cylinder__ shaped.
2. I exercise at the _____.
3. When the boy in the band clapped the _____ together, they made a loud sound like a gong.
4. An _____ of the word "yes" is the word "no."
5. In math problems, a "+" is the _____ that tells you to add the numbers.
6. "Smile" and "grin" have the same meaning and are _____.
7. The teacher read the class some Greek _____.
8. Humans breathe _____.

Name: _____

Read the words in the box aloud. Then circle the letter that stands for the /i/ sound in each word. Then write the words with the /i/ sound spelled 'i' under *skin* and the words with the /i/ sound spelled 'y' under *system*.

~~kick~~	gym	gift	hill	myth	lip
syllable	milk	antonym	synonym	acting	did

'i' like *skin*

kick

_____

_____

_____

_____

_____

_____

_____

_____

'y' like *system*

_____

_____

_____

_____

_____

_____

_____

_____

Section V-C

Spelling Alternative 'y' > /i/
Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'y' > /i/

1. I exercise at the gym on Saturday.

2. How many syllables are there in the word "myth?"

3. We are studying synonyms and antonyms in grammar.

4. The oxygen tank was shaped like a cylinder.

5. I would like to play the cymbals in the marching band.

6. Brooklyn is part of the city of New York.

7. Lynn and Syd ordered hamburgers.

8. Crosses are often placed on church steeples as a symbol.

Section V-D

Spelling Alternatives 'i', 'igh', and 'y' > /ie/ Word Lists

Name: _____

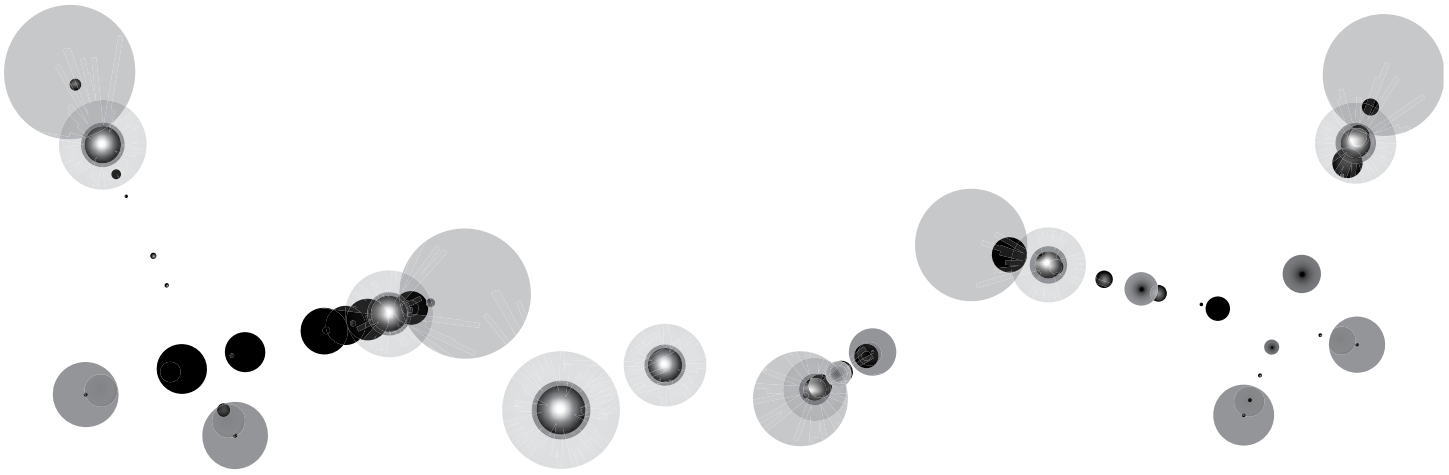
Spelling Alternative: 'i' > /ie/ (*biting*)

mild	wild	find
kind	blind	grind
mind	bind	rind
wind	hind	child

Name: _____

Spelling Alternative: 'i' > /ie/ (*biting*)

blind	bind	find	kind
mind	mild	child	wild
wind	hind	rind	grind
blinded	minded	kindness	finding
silent	Friday	spider	tiger
quiet	diet	item	virus



Name: _____

Spelling Alternative: 'igh' > /ie/ (*night*)

right	might	delight
night	bright	slight
lighter	fright	daylight
fight	sight	flight
fright	sighing	tights
thigh	knight	tonight

A big and bright spotlight shines.

Name: _____

Spelling Alternative: 'y' > /ie/ (*try*)

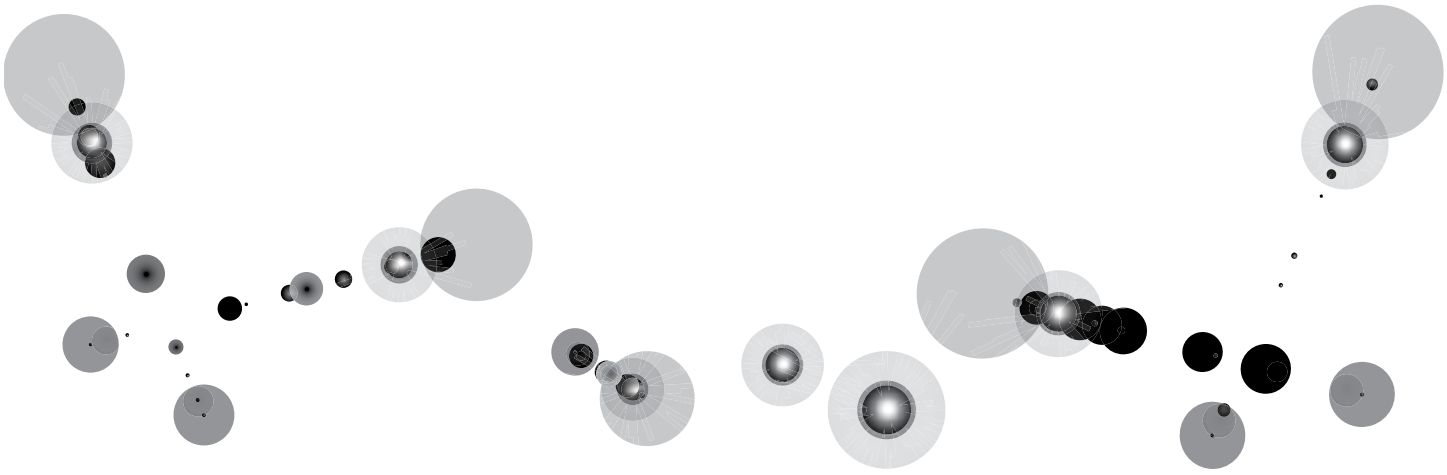
try	my	shy
sly	fly	dry
nearby	supply	butterfly
by	why	dryer
spy	sky	magnify
multiply	satisfy	flying
crying	flyer	skylight

A big python snake slithers.

Name: _____

Mixed Review

untie	Olympics	life	silence
symbolic	prices	crime	gym
satisfy	prize	child	satisfies
supply	drive	driver	gymnastics



Section V-D

Spelling Alternatives 'i', 'igh', and 'y' > /ie/ Worksheets

Name: _____

Fill in the Blanks

kind	entire	grind
child	mind	surprise
pilot	find	wild

1. A cat is tame and can be a pet, but a tiger is _____.
2. What _____ of ice cream do you like the best?
3. Lynn hid my notebook and now I cannot _____ it.
4. The _____ landed the plane on time.
5. A _____ cannot drive a car.
6. The farmer will _____ the wheat into flour.
7. Don't tell Kim what I got for her birthday. I want to _____ her.
8. Do you _____ if I sit next to you?
9. Bill ate the _____ pie and then felt sick!

Name: _____

Fill in the Blanks

writing	silence	kind	siren
shining	Friday	spider	finds

1. The sun is _____.
2. A bug that has eight legs is a _____.
3. Is he mean, or is he _____?
4. "Quiet" and "_____" are synonyms.
5. Here is the story that I am _____.
6. One of the days of the week is _____.
7. When we play hide-and-seek, he never _____ me.
8. The fire truck has a loud _____.

Name: _____

Fill in the Blanks

bright	tonight	fight
tight	right	thigh
fright	flight	flashlight

1. It is dark and I need my _____ to see.
2. My pants are too _____!
3. He snuck up and gave me a _____.
4. We will go to the store after dinner _____.
5. That was the _____ thing to do.
6. Your _____ is near your knee.
7. Those are _____ colors.
8. Do not _____ with your sister.
9. They had to travel on a long _____ to get home.

Name: _____

Write the word that matches the picture.

light	lightning
knight	fight

_____

_____

_____

_____

Name: _____

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

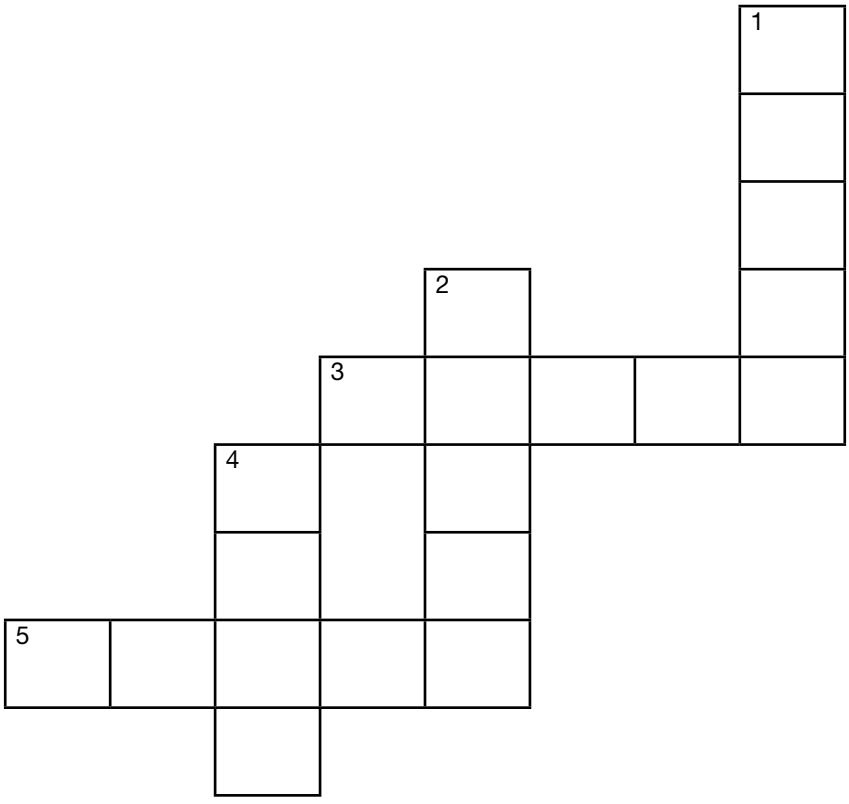
light	might	night	right	high

Down

1. I _____ like an ice pop.
2. We can see the stars at _____.
4. Put the book on the _____ shelf.

Across

3. Turn _____ at the corner.
5. Please turn on the _____.



Name: _____

Spelling Alternatives: Mixed Review /ie/

Last week m**y** dad went on an all-lettuce d**i**et. For six days he ate just lettuce. B**y** Fr**i**day n**igh**t he was f**igh**ting to stay on his d**i**et. That n**igh**t **I** went and got m**y**self a sl**i**ce of p**ie**. Dad s**igh**ed. "Would you m**i**nd not having that p**ie** in my s**igh**t?" he cr**ie**d out. "**I**'m tr**y**ing to stay on m**y** d**i**et." I went in the d**i**ning room and started munching on the p**ie**. I tr**ie**d to be qu**i**et. But **I** think the s**igh**t and smell of the p**ie** was too much for m**y** dad. He ran into the d**i**ning room and ate three sl**i**ces of p**ie**. "Well," he said, "I tr**ie**d to d**i**et."

1. What did the dad do?

   - ○ He went on an all-lettuce diet
   - ○ He went on an all-pie diet.
   - ○ He went on an all-chicken diet.

2. What did the kid have that the dad wanted?

   - ○ The kid had a slice of cake.
   - ○ The kid had a slice of pie.
   - ○ The kid had a chicken pot pie.

3. What happened in the end?

   - ○ The dad gave up on his all-lettuce diet and had pie.
   - ○ The dad stayed on his all-lettuce diet.
   - ○ The kid went on an all-lettuce diet too.

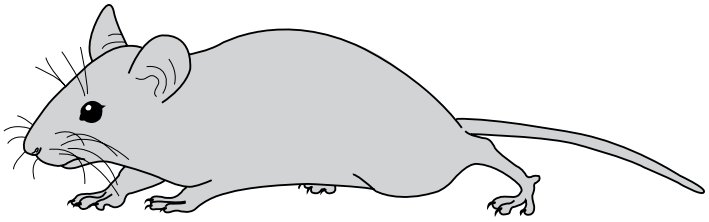
Section V-D

Spelling Alternatives 'i', 'igh', and 'y' > /ie/
Practice Sentences and Stories for Oral Reading

Name: _____

Spelling Alternative: 'i' > /ie/ (*biting*)

meek and mild	kind man
wild child	wind a watch
find your sock	mind your manners
bind the book	three blind mice



Name: _____

Spelling Alternative: 'igh' > /ie/ (*night*)

high on the hog

Turn on the nightlight.

Jump up high!

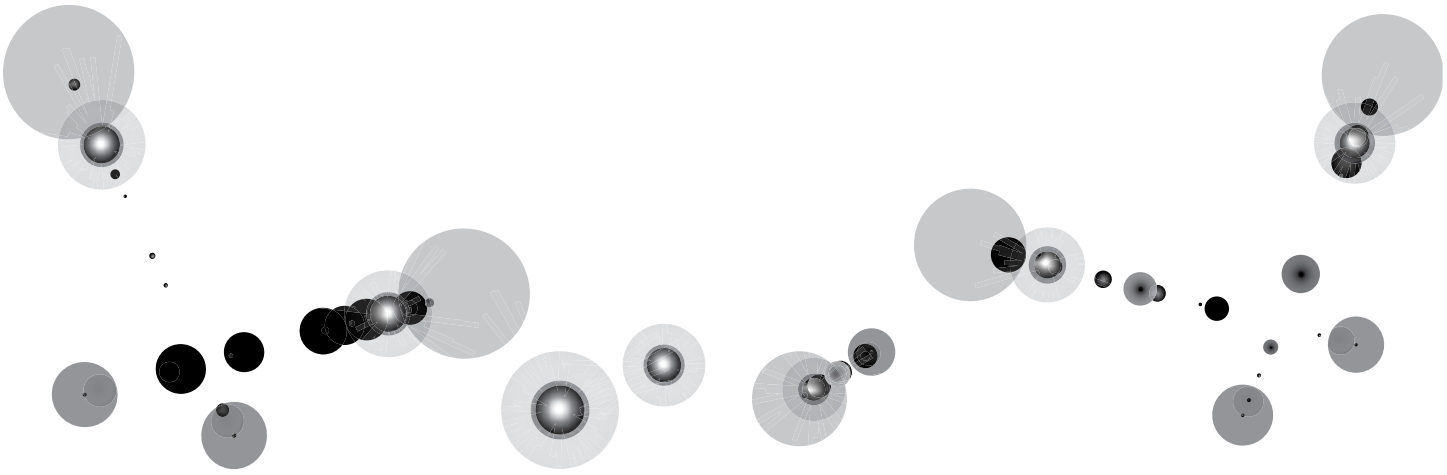
Shake your right hand.

Drive on the highway.

Look at the bright side!

Go and see the sights.

much to my delight



Name: _____

Spelling Alternative: ‘y’ > /ie/ (*try*)

Tyler’s Chores

Tyler has chores.

He has to put the wet clothes in the dryer.

He must wash and dry the dishes.

Tyler has to mop and dry the floor.

He has to help his crying sister.

Do you have chores to do like Tyler?

Name: _____

Spelling Alternative: 'y' > /ie/ (*try*)

Don't cry over spilled milk.

Are my pants dry yet?

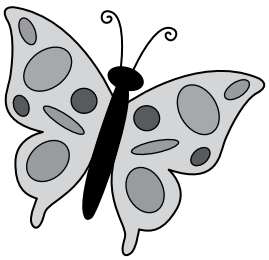
I am frying chicken fingers.

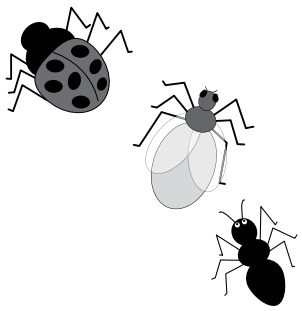
We are flying there next week.

Sh! I am trying to spy on him.

Cyrus is from Wyoming.

Let's try to catch a butterfly.





Name: _____

Spelling Alternatives: ‘y’, ‘igh’, and ‘i’ for /ie/

Wild Dream

I had a dream on Friday night.

It was midnight and I was in a wild place.

There were fast tigers.

There were big spiders with fangs.

Up high, there were flying bats.

In the moonlight, I could see critters of all sizes.

But I did not want to run out of sight.

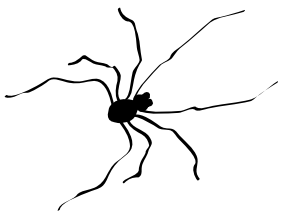
I did not feel like crying with fright.

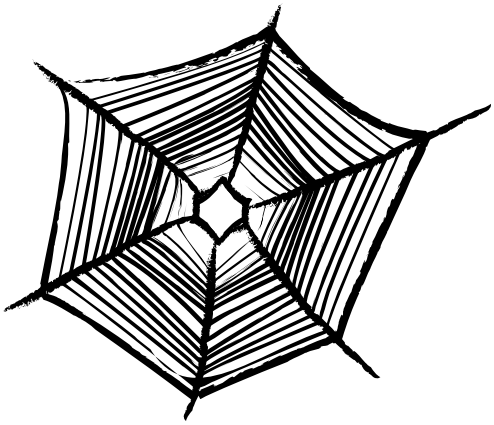
I was not having a nightmare.

The tigers and spiders and critters were my pals!

We were all smiling and having fun.

It was a good dream.





Section V-E

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

Name: _____

Spelling Alternative: 'o' > /oe/ (*open*)

bold	old	mold
fold	host	most
colt	stroll	hold
gross	gold	both
poll	post	roll
troll	toll	sold

Cold colt

Name: _____

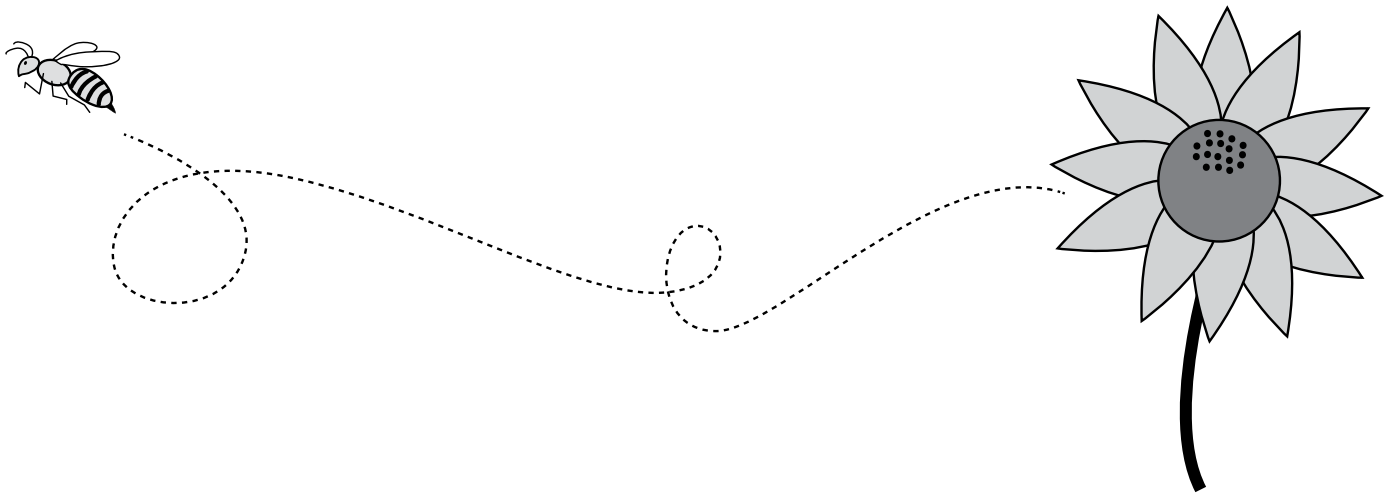
Spelling Alternative: 'o' > /oe/ (*open*)

focus	colder	clover
robot	program	poet
frozen	cargo	broken
poking	rodents	roller
bongo	totem	token
ozone	protest	hotel
clothing	over	program
closer	voted	banjo

Name: _____

Spelling Alternative: 'ow' > /oe/ (*snow*)

slow	snow	grow
elbow	owners	glow
throw	yellow	window



Name: _____

Spelling Alternative: 'ow' > /oe/ (*snow*)

low	tow	row
show	crow	blow
below	pillow	fellow

Mow the yard.

Section V-E

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

Name: _____

Write the correct word in each blank.

1. My sister is one year _____ today.
   (told old)

2. A _____ of lightning hit the tree.
   (toll bolt)

3. We had to pay a _____ to drive on the highway.
   (told toll)

4. Would you like a dinner _____ with your meat?
   (scroll roll)

5. Who has the _____ eggs in a basket?
   (told most)

6. I have a stuffed up nose and a bad _____.
   (cold gold)

7. Dad will _____ us if we don't do our jobs.
   (sold scold)

8. Can you help me _____ the fence post while I fix it?
   (sold hold)

9. Would you like to go for a _____ outside to get some exercise?
   (colt stroll)

10. Will you help me _____ the clean shirts?
    (fold sold)

Name: _____

Fill in the Blanks

cold	yodel	scold	solo	cola
mold	hold	banjo	moment	open

1. Will you _____ the door?
2. A _____ is a kind of shout or call.
3. Please wait one _____ and then we will all go to the store.
4. To sing by yourself means to sing a _____.
5. Would you like a _____ to drink?
6. There was green _____ on my sandwich so I didn't eat it.
7. Can you _____ my mittens?
8. My mom might _____ me if I am not home on time.
9. My sister can play the _____.
10. I am so _____, I think I will just freeze.

Name: _____

Fill in the Blanks

growth	elbow	blown	hollow	shadows
bowl	pillow	window	shallow	flown

1. The crows had already _____ to the top of the tree as soon as they heard the bear growling below.
2. I like to sleep on a firm _____.
3. The leaves have all _____ off the trees.
4. I hurt my _____ and have to keep my arm in a cast and sling for two weeks.
5. We used the flashlight and our hands to make different _____ on the wall.
6. Please serve my ice cream in a very large _____ so I can have a lot.
7. We are keeping track of the _____ of the seeds we planted by checking their size with a ruler each week.
8. The tree died long ago, so that now all that is left is a _____ stump.
9. When we looked out of the _____, we could see that it was snowing.
10. The opposite of deep is _____.

Section V-E

Spelling Alternatives 'o' and 'ow' > /oe/
Practice Sentences for Oral Reading

Name: _____

Spelling Alternative: 'o' > /oe/ (*old*)

Take a stroll in the park during daylight.

Hold your nose.

Run like a light colt.

The troll was mad.

Hold the door.

How old is the girl?

Name: _____

Spelling Alternative: 'ow' > /oe/ (*snow*)

a yellow flower

a black crow

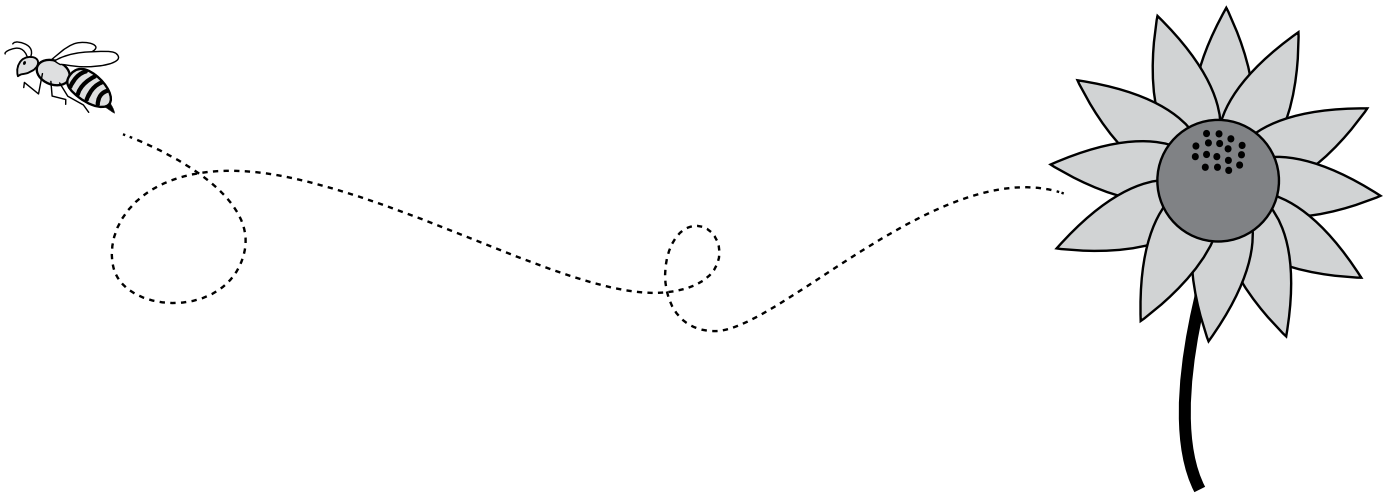
How low can you go?

open window

I don't know.

Follow me!

a long row of corn



Section V-F

Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/
Mixed Review
Word Lists

Name: _____

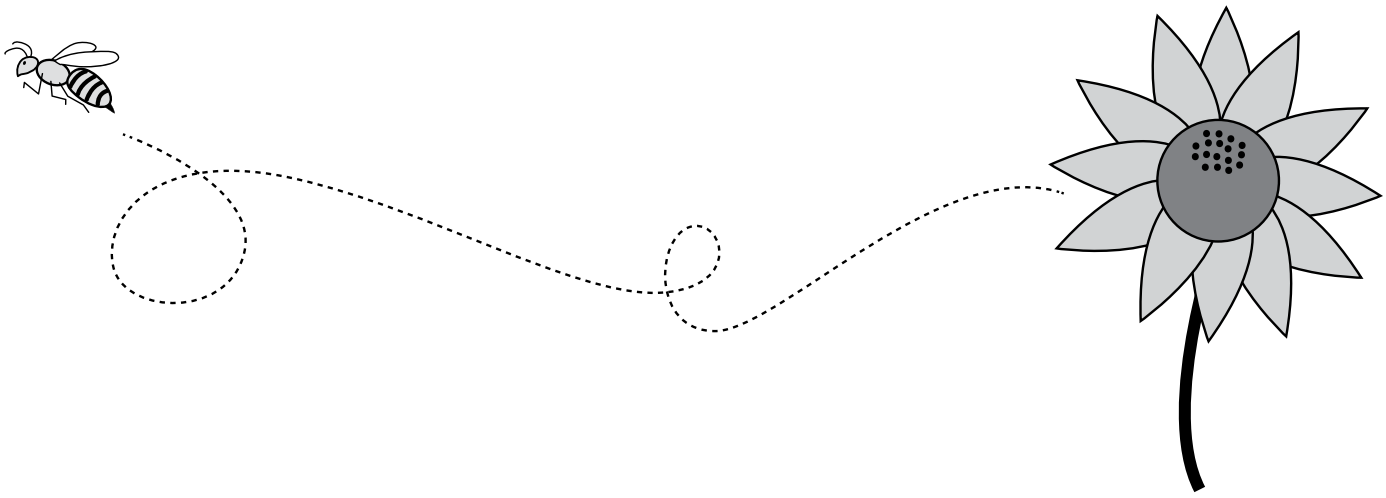
Spelling Alternative: ‘e’ > /ee/ (*me*)

report	respond	recent	repair
remain	respect	refuse	repeat
between	began	became	behind
below	believe	beneath	belong
decide	because	demand	decent
hero	fever	even	secret

Name: _____

Mixed Review /ee/

sea	creek	eat	beat
wheat	week	peas	feet
me	least	be	peach
leave	happy	bee	beach
speak	we	see	meet
meat	meter	she	below



Name: _____

Mixed Review /ee/

prepare	here	might	cities
creek	near	predict	sea
higher	these	activities	east
deal	cheeks	sincere	fighting
details	create	carries	peel
priest	interfere	three	sunlight

Name: _____

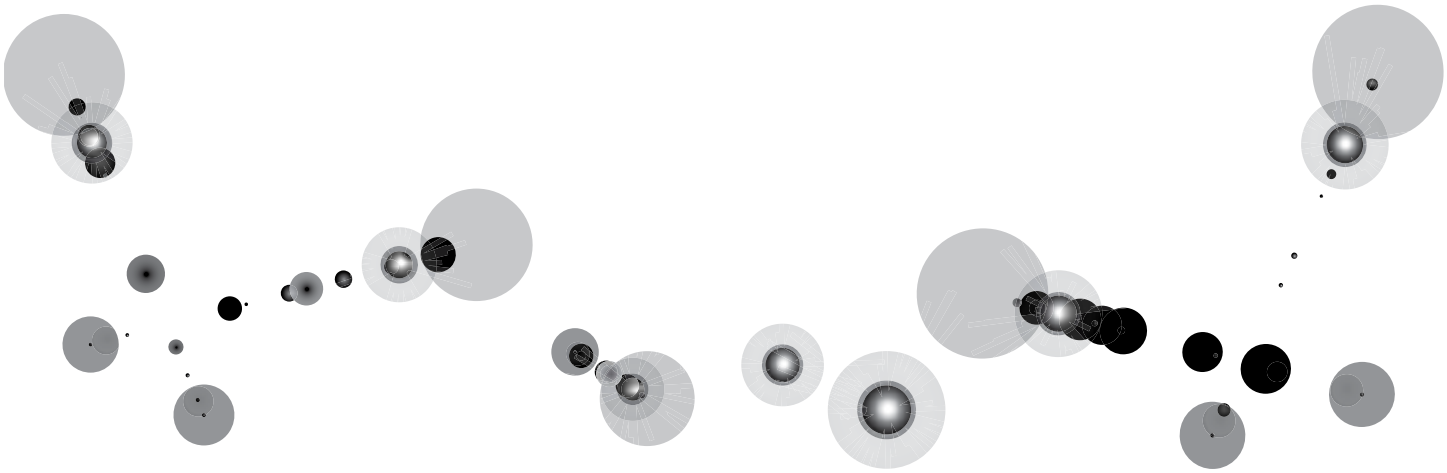
Spelling Alternative: 'y' > /ee/ (*funny*)

only	very	body	city
story	study	ready	slowly
easy	heavy	party	carry
nearly	tiny	happy	baby
angry	army	empty	twenty
lady	hungry	lately	mostly

Name: _____

Mixed Review /ee/

library	meet	tweet	obese
meal	field	began	safety
these	mean	real	reach
bodies	greedy	decide	prepare
cookie	sheets	fifty	stampede
funny	repeat	Chinese	sweet



Name: _____

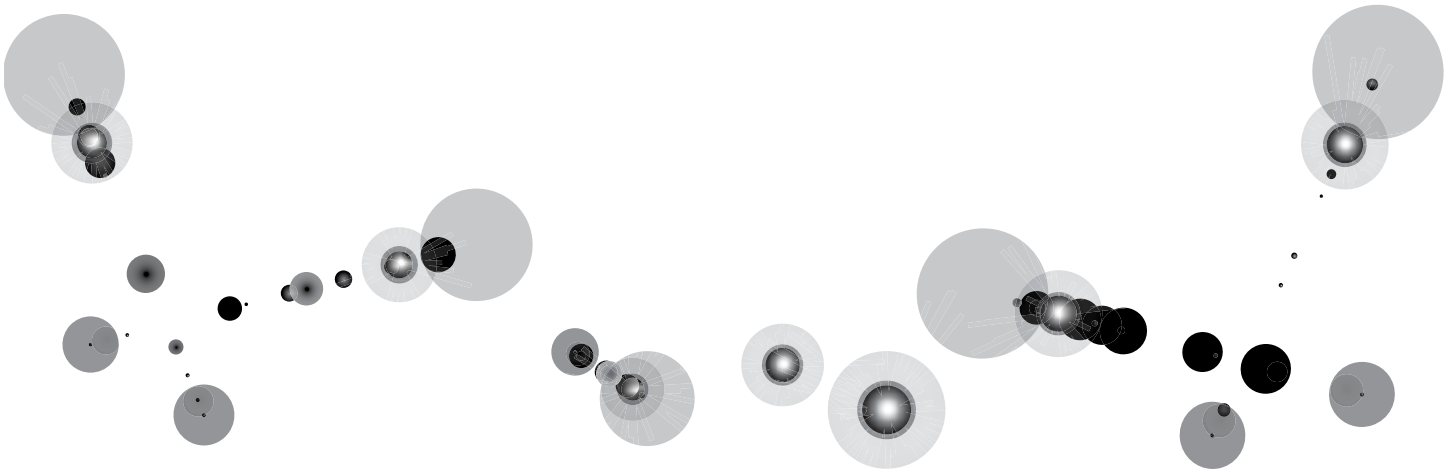
Mixed Review /ee/

these	here	mere	theme
genes	eve	Steve	Pete
Chinese	supreme	extreme	athlete
sincere	stampede	discrete	Irene

Name: _____

Spelling Alternative: 'ey' > /ee/ (*key*)

key	valley	donkey	chimney
hockey	jersey	kidneys	trolley
keyhole	gooey	alley	volleyball
Casey	Wesley	Stacey	Jeffrey



Name: _____

Spelling Alternative: 'ie' > /ee/ (*cookie*)

chief	achieve	belief	field
yield	fierce	believe	thief
priest	pierce	piece	relief
shield	shriek	grief	thieves

Name: _____

Mixed Review

hockey	tiny	secret	happy
carefully	Ashley	healthier	valleys
chimneys	behave	create	alien
hero	suddenly	donkeys	December

Section V-F

Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/
Mixed Review
Worksheets

Name: _____

Fill in the Blanks

athlete	beach	zebra	expect	fever	replied
else	second	became	pretend	create	decide

1. He is a good _____ and plays football for a pro team.

2. Sometimes my sister likes to wear a crown and a long dress and _____ that she is a princess.

3. When I asked my mom if I could stay up until midnight, she firmly _____, "No way!"

4. A _____ looks like a horse with black and white stripes.

5. He _____ a third grader at the end of the year.

6. On a summer day, I like to spend the day at the _____, relaxing and swimming.

7. Mark has a _____ and does not feel well.

Name: _____

8. Lynn came in first place in the race and Sheryl came in _____.

9. Kurt had a hard time trying to _____ what kind of ice cream to order because he liked them all.

10. What time do you _____ your aunt to get here?

11. The artist will _____ a new painting to be displayed in the art show.

12. I have looked everywhere for my lost purse and don't know where _____ to search.

Name: _____

Fill in the Blanks

behave	December	fever	female
video	secret	repaired	recall

1. Steven told Peter his _____.
2. Is Eli's dog male or _____?
3. Edith is sick. She has a _____.
4. When did you begin watching this _____?
5. "Remember" and "_____" are synonyms.
6. Leo is leaving in November or _____.
7. This is broken. It needs to be _____.
8. When Felix is being bad, his dad tells him to_____.

Name: _____

Fill in the Blanks

happy	slowly	story	funny
heavy	shiny	candy	forty

1. Mary will tell us a _____.
2. Twenty plus twenty is _____.
3. Jenny is driving _____.
4. Is Danny sad or _____?
5. Amy can't carry the box. It's too _____.
6. Henry's joke was really _____.
7. The _____ is sticky and sweet.
8. I saw a _____ penny on the ground.

Name: _____

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

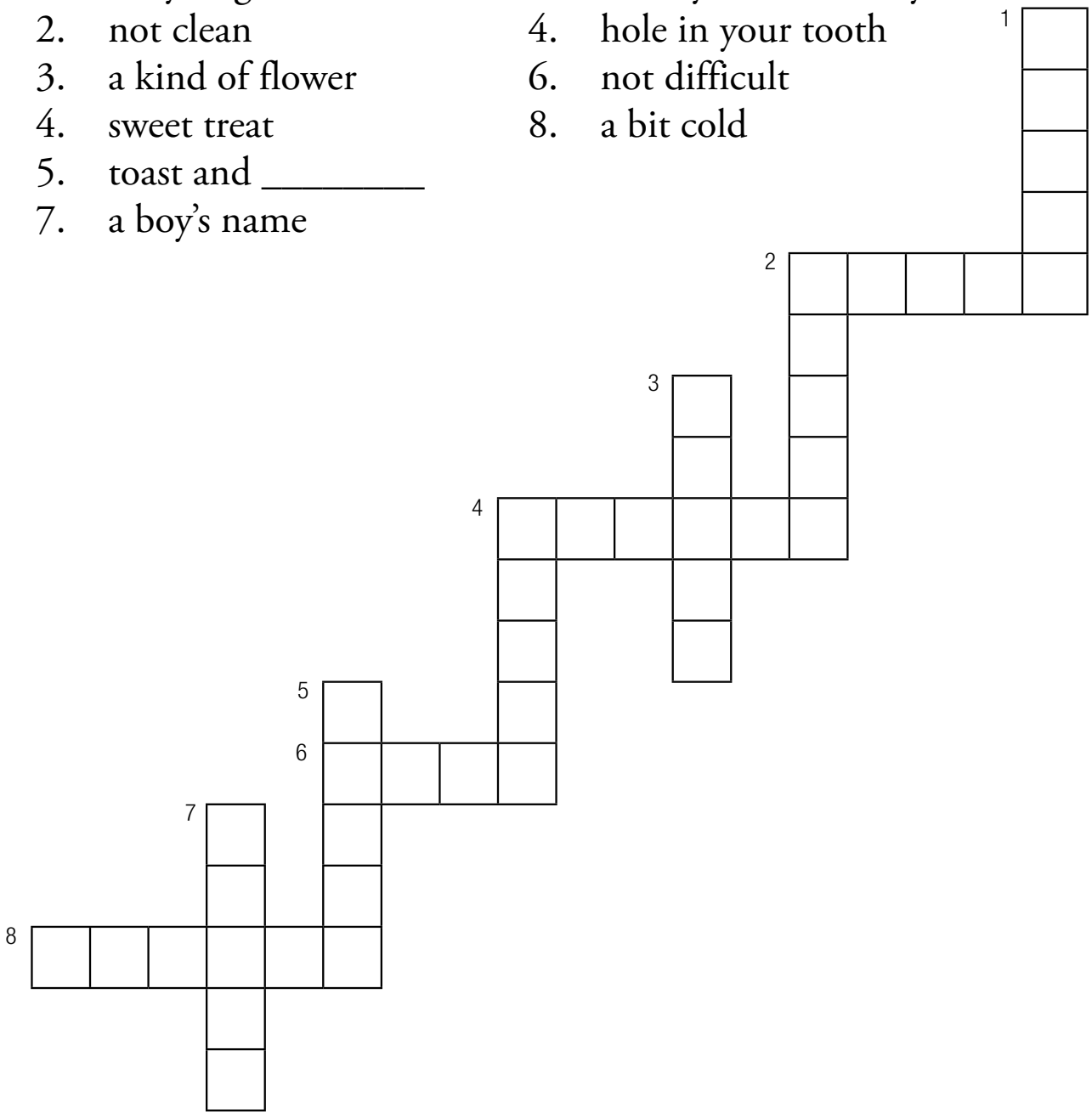
Billy	daddy	cavity	puppy	dirty
daisy	easy	chilly	jelly	candy

Down

1. baby dog
2. not clean
3. a kind of flower
4. sweet treat
5. toast and _____
7. a boy's name

Across

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



Name: _____

Use the words from the box to fill in the puzzle on the following page.

lady	baby	crazy	gravy	tasty
shaky	tummy	bunny	sunny	wavy

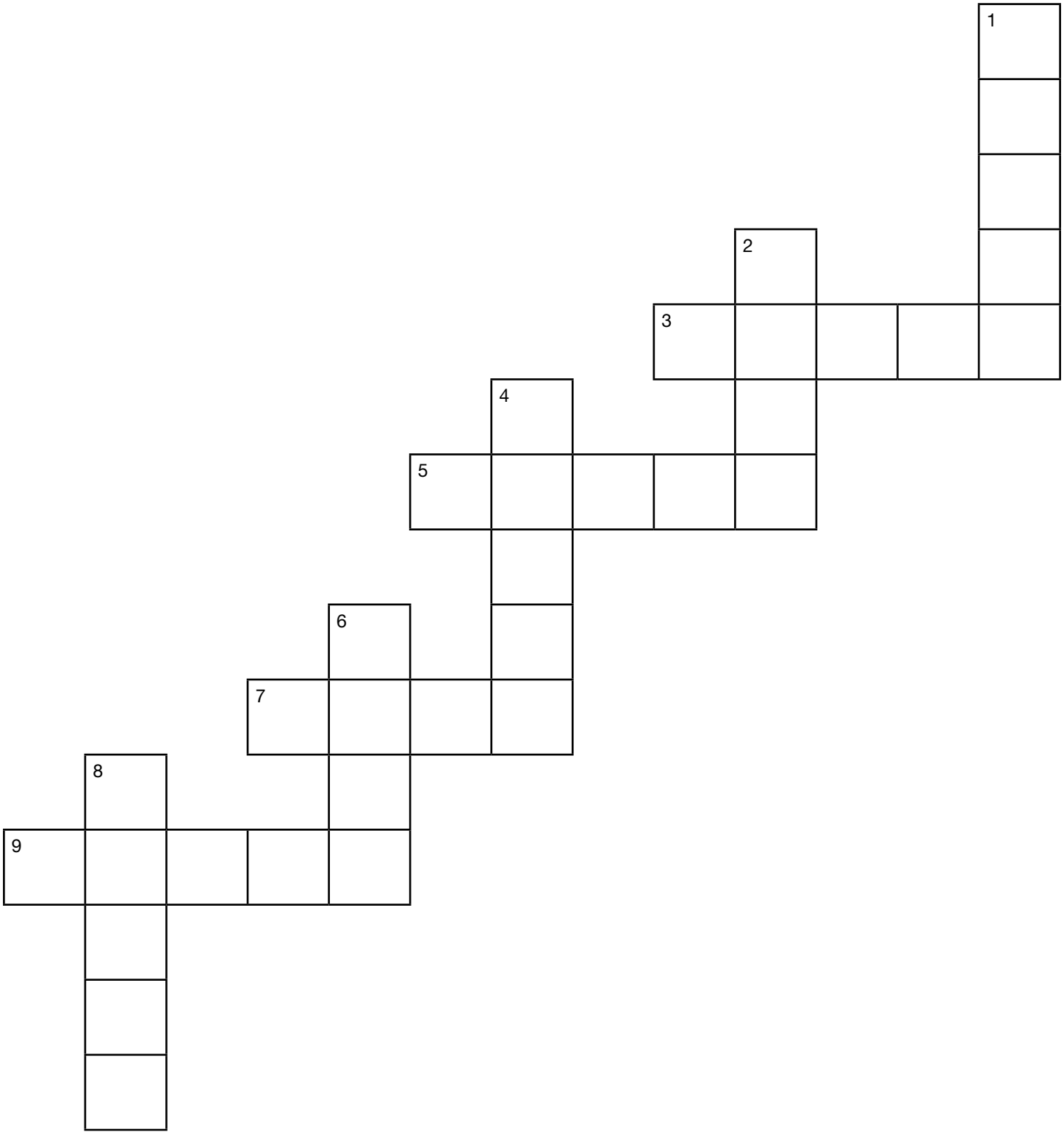
Down

1. I get _____ when I am cold.
2. My hair is curly and _____.
4. I like _____ and rolls.
6. _____ and the Tramp is the name of a film.
8. It is a hot and _____ day.

Across

3. Ice cream is _____.
5. Are you _____?
7. A _____ can crawl.
9. My _____ is filled with good food.

Name: _____



Name: _____

Fill in the Blanks

nurse	easy	light	butterfly	twenty
squirrel	furry	really	angry	body

1. I stayed outside all day and got a sunburn over my entire _____.
2. The _____ told me I had a fever.
3. My sister is _____ years old.
4. Math is an _____ subject for me.
5. The _____ ate the corn from the feeder.
6. I did not eat lunch, so I am _____ hungry!
7. Can you turn on the _____?
8. A soft, _____ bunny hopped past the lawn.
9. My mom was _____ when she saw the hole in my pants.
10. The _____ flitted from flower to flower.

Name: _____

Fill in the Blanks

key	bunny	story	city	baby	shy
myth	chimney	yard	funny	study	donkey

1. A _____ looks a lot like a horse.

2. The grass in the back _____ needs to be mowed.

3. The _____ was crying because he was hungry.

4. Kurt asked his sister to read him a silly _____.

5. Do you have your house _____ so you can unlock the door?

6. I saw a fluffy white _____ burrow into its hole.

7. There was smoke blowing from the _____ because we had a fire in the fireplace.

8. The Greek _____ we are reading is about gods and goddesses.

Name: _____

9. What a _____ joke!

10. Don't forget to _____ your spelling words for the test on Friday!

11. Jenny is _____ with people that she does not know well.

12. I do not like the noise of the traffic in the _____.

Name: _____

Fill in the Blanks

believe	relief	field	chief	shriek
yield	thief	achieve	ladies	piece

1. May I have another _____ of chicken?
2. Do you _____ in witches?
3. My sister slammed her finger in the car door and started to _____.
4. I don't think we will get any _____ from the heat because it is supposed to be hot every day this week!
5. My dad got a ticket because he did not _____ at the yellow light.
6. They do not know who the _____ is that robbed the bank yesterday.
7. I always try my best to _____ good grades.
8. The fire _____ told the other men get the fire trucks ready.
9. I'll meet you at the _____ for our soccer game.
10. All of the _____ were wearing pretty straw hats.

Name: _____

Fill in the Blanks

dizzy	parsley	priest	relax	erase
pierce	money	fever	chimney	slippery
turkey	zebra	grief	angry	refund

1. After it rained, the road was very _____.

2. How much _____will it cost to go to the movies?

3. My mom mixed salt, pepper, and _____ into the oil and vinegar to make salad dressing.

4. There is smoke coming out of the _____ of the house next door.

5. Amy returned the jeans to the store and asked for a _____.

6. The teacher asked the students to _____ their mistakes, rather than crossing them out.

7. Cindy was very sad when her dog died, but she did not show her _____ by crying.

8. Jeremy knows the _____ at the church in town.

Name: _____

9. When I looked at the thermometer, I realized I had a _____.

10. We will have _____ and mashed potatoes with gravy on Thanksgiving.

11. I felt _____ after I fell down the steps.

12. I would rather _____ at home tonight, rather than go out.

13. A _____ has black and white stripes.

14. Mad is a synonym for _____.

15. The nail in the driveway may_____ the tire and make it flat.

Name: _____

Long /ee/ Mixed Review

Last w**ee**k, Henr**y**'s mom told Henr**y** to cl**ea**n his room. Since Henr**y** is ver**y** ob**ed**i**e**nt, his mom did not have to r**e**p**ea**t herself. Henr**y** promptl**y** began cl**ea**ning. H**e** picked up his hock**ey** jers**ey** and tossed it in the laundr**y** basket. H**e** wiped goo**ey** gunk off of his desk. H**e** picked up p**ie**ces of cook**ie** from his rug. H**e** washed his sh**ee**ts. H**e** **e**ven caught a centip**e**de that was crawling under his bed and set it fr**ee** outside. Cl**ea**ning was **ea**s**i**er than Henr**y** thought it would b**e**. His room was compl**e**tel**y** fr**ee** of clutter by thr**ee**.

1. What did Henry's mom tell Henry to do?

   ○ She told him to rake the leaves.

   ○ She told him to sweep the porch.

   ○ She told him to clean his room.

2. What did Henry wash?

   ○ Henry washed his sheets.

   ○ Henry washed his jeans.

   ○ Henry washed his puppy.

3. What did Henry catch?

   ○ Henry caught a bee.

   ○ Henry caught a flea.

   ○ Henry caught a centipede.

Section V-F

Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/
Mixed Review
Practice Sentences for Oral Reading

Name: _____

Spelling Alternative: 'e' > /ee/ (*me*)

He's got a high fever.

She's a hero to me.

She told me a secret.

We've got to watch this video.

She is being a good helper.

He's not even six yet.

Recess is between one and two.

Maybe he is right.

Six minus six equals zero.

Name: _____

Spelling Alternative: 'ey' > /ee/ (*key*)

Stacey plays volleyball.

Wesley plays hockey.

Jeffrey is hiding in the alley.

Tracey is having her kidney taken out.

Casey rode the trolley.

Name: _____

Spelling Alternatives: /ee/

Annie is here, but Steve is not.

Pete bit off a piece of pie.

Debbie is my niece.

Eddie went out in right field.

The chief made a brief speech.

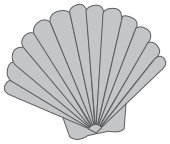
Eve went to see a priest.

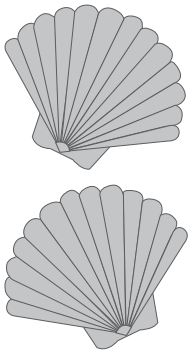
Steve, try these cookies.

Name: _____

Circle all of the spellings for the /ee/ sound.

Katie and Molly and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the sea for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really sweet plays. (She's quite the athlete.) In fact, a small group formed to look at her play. After the game, Katie and Molly and their mom started to feel like they could use some food. They left the beach to find something to eat. What a good day!



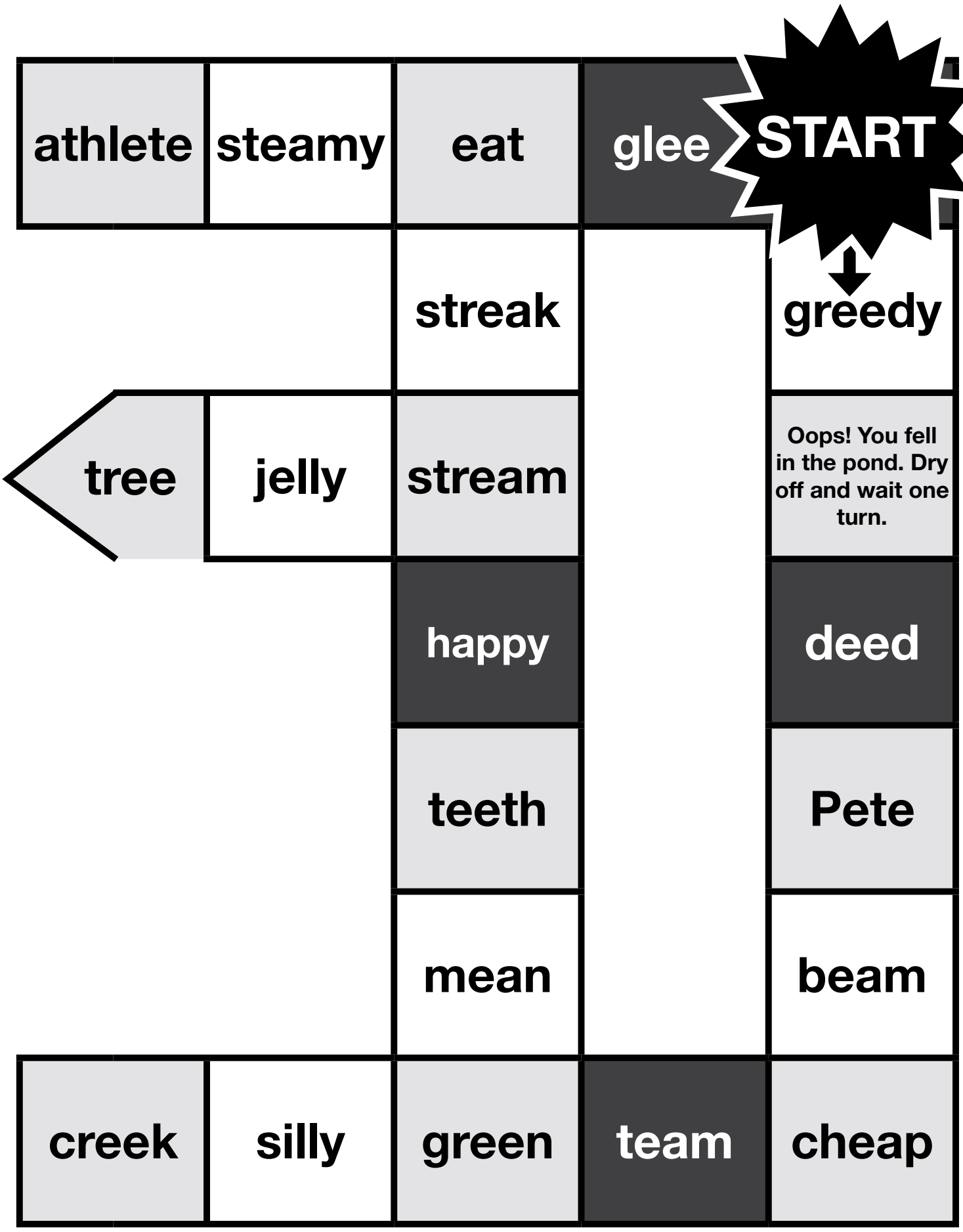


Section V-F

Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/
Mixed Review
Game

Frisky Beavers

scream	dream	weed	Good Job! You got a big tree for the beavers. Move ahead one space.	sleep
eve				
lucky				
beet				
puppy				
wheat				
Oh no! The tree fell on the den. Wait 1 turn..	steep	compete	queen	seam


athlete
steamy
eat
glee
START
streak
greedy
tree
jelly
stream
Oops! You fell in the pond. Dry off and wait one turn.
happy
deed
teeth
Pete
mean
beam
creek
silly
green
team
cheap

Frisky Beavers /ee/

Throw the die to move a game piece. Read the word in the space then write the word in the correct column on this sheet.

‘e_e’	‘ea’	‘ee’	‘y’

Section V-G

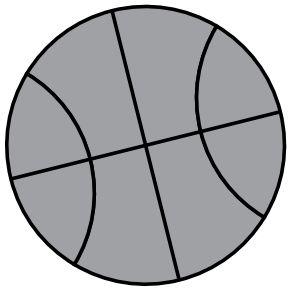
Spelling Alternative 'al' > /aw/ Word List

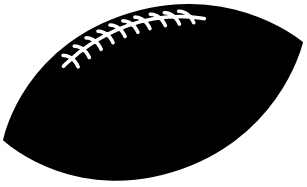
Name: _____

Spelling Alternative: 'al' > /aw/ (*wall*)

hallway	always	false
wall	install	walnut
call	tall	also
wallpaper	ball	salt

There is salt for the food.





Section V-G

Spelling Alternative 'al' > /aw/ Worksheet

Name: _____

Fill in the Blanks

salty	caught	dawn	wallpaper
false	always	almanac	walrus

1. The sun rises in the east at _____.

2. My sister is _____ last to wake up at our house.

3. I went to the store with my mom to pick out _____ to decorate my bedroom walls.

4. The _____ says that the first snowfall this year will be in December.

5. The test will be a true or _____ test.

6. There was a sudden thunderstorm and we got _____ in the rain.

7. I got very thirsty because the peanuts were _____.

8. A _____ has whiskers and long white tusks.

Section V-G

Spelling Alternative 'al' > /aw/
Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'al' > /aw/ (*wall*)

1. I think this meat tastes too salty.
2. Martin scalded his hand with the hot water.
3. Do you like malt balls?
4. The students had to mark the sentences as true or false on the test.
5. The farmer cleaned out the barn stalls and put down clean hay.
6. My dad is almost bald.
7. We had a new stove delivered and installed today.
8. A synonym for *stop* is *halt*.
9. She tripped and had fallen down the steps.
10. My pants were too long so my mom altered them.

Section V-H

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

Name: _____

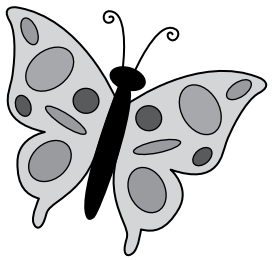
Tricky Spelling 'y'

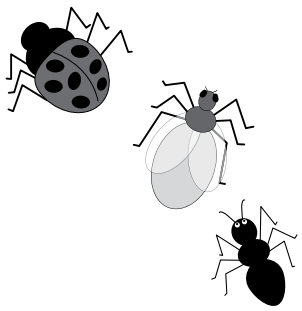
yesterday	body	fry	system	mummy
crystal	myth	lobby	monkey	yodel
multiply	honey	yardstick	gypsy	trolley
lullaby	yellow	oxygen	sympathy	crazy

Name: _____

Tricky Spelling 'y'

volley	hungry	yogurt	antonym	supply
satisfy	valley	typical	turkey	empty
synonym	yummy	candy	butterfly	penny
plenty	chimney	nearby	Olympics	yearlong



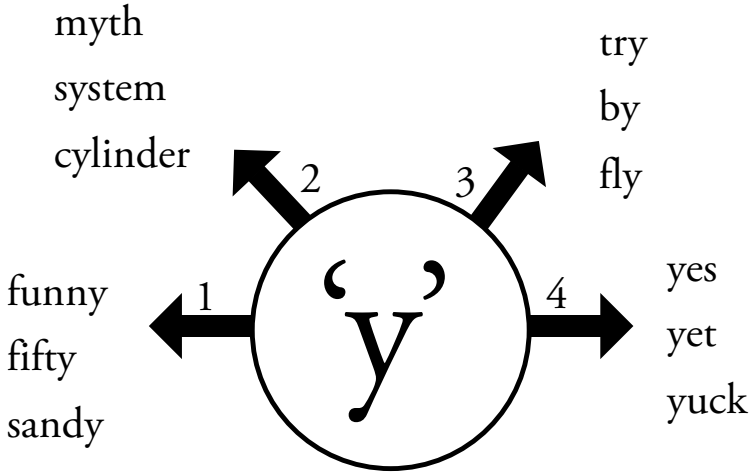


Section V-H

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

Name: _____

Sort the underlined Tricky Spelling words.



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

Name: _____

Tricky Spelling 'y'

fry	baby	cry	picky
spy	system	only	softly
yarn	symbol	yes	fly

/ie/ as in *try*

_____

_____

_____

_____

/i/ as in *myth*

_____

_____

_____

_____

/ee/ as in *funny*

_____

_____

_____

_____

/y/ as in *yes*

_____

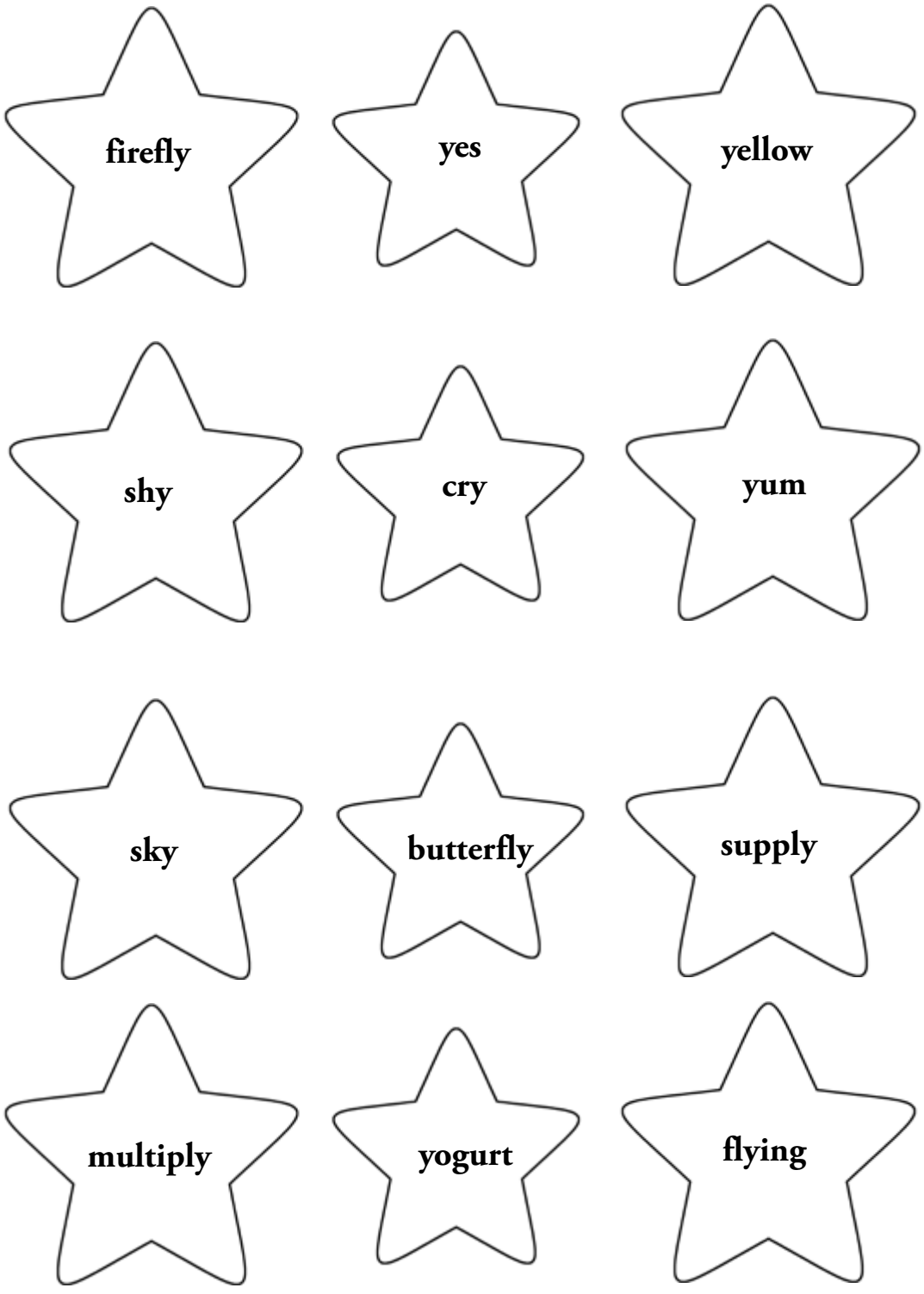
_____

_____

_____

Name: _____

If the word on the star has the /ie/ sound, color it blue. If the word on the star has the /y/ sound, color it yellow.



Name: _____

Write the words that have the tricky spelling 'y' sounded /ee/ under *funny*, the words that have the tricky spelling 'y' sounded /i/ under *myth*, the words that have the tricky spelling 'y' sounded /ie/ under *try*, and the words that have the tricky spelling 'y' sounded /y/ under *yet*.

empty	very	satisfy	system
yawn	energy	really	multiply
story	gym	study	yuck

funny	**myth**	**try**	**yet**
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name: _____

Yes (Same) or No (Different)?

Circle the letter 'y' in each word. Read the word pairs aloud. Decide if the sound 'y' is the same or different in each word pair. In Part 2 circle the vowel sound in each word. Read the word pairs aloud. After reading each pair, write if the vowel sounds are the same or different.

Part 1: Does the letter 'y' have the same sound in each word pair?

1. yelp – myth _____
2. gym – myth _____
3. Lynn – yarn _____
4. yikes – lynx _____
5. Syd – gym _____

Part 2: Do these words have the same vowel sound?

1. join – gym _____
2. miss – myth _____
3. gym – jam _____
4. myth – math _____
5. quill – lynx _____

Name: _____

Write each word in the correct sound box.

yellow	tricky	butterfly	baby	gym	antonym
story	dry	study	supply	crazy	fairy

‘y’ > /y/ (yarn)	**‘y’ > /ie/ (my)**
‘y’ > /i/ (myth)	**‘y’ > /ee/ (funny)**

Name: _____

If a square has a word with the letter 'y' sounded /ee/, make it green. If a square has a word with the letter 'y' sounded /i/, make it yellow. If a square has a word with the letter 'y' sounded /ie/, make it red. If a square has a word with the letter 'y' sounded /y/, make it light brown.

try	system	year	dry	simply
gym	sky	likely	plenty	funny
yet	gingerly	Brooklyn	yes	supply
flying	beyond	myth	easy	copy
happy	daddy	satisfy	lynx	yelled

Section V-H

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

Name: _____

Practice Sentences for Tricky Spelling 'y'

1. The yams tasted really yummy because I was so hungry.

2. I saw smoke coming out of the chimney of the nearby house.

3. Mommy sang a lullaby to the baby.

4. The crystal bracelet was pretty.

5. The flag had the Olympic symbol.

6. There is plenty of candy for everyone.

7. I started to cry when it was time to say good-bye.

8. I used the hair dryer yesterday.

Name: _____

Practice Sentences for Tricky Spelling 'y'

1. Why is Beverly crying?

2. I dropped my keys in the alley.

3. The yellow honey looked yummy.

4. The gypsy was playing a cymbal.

5. We waited for everybody in the lobby.

6. The shelves of the pantry are empty.

7. The silly monkey yelled loudly.

8. I would like a cherry on my ice cream.

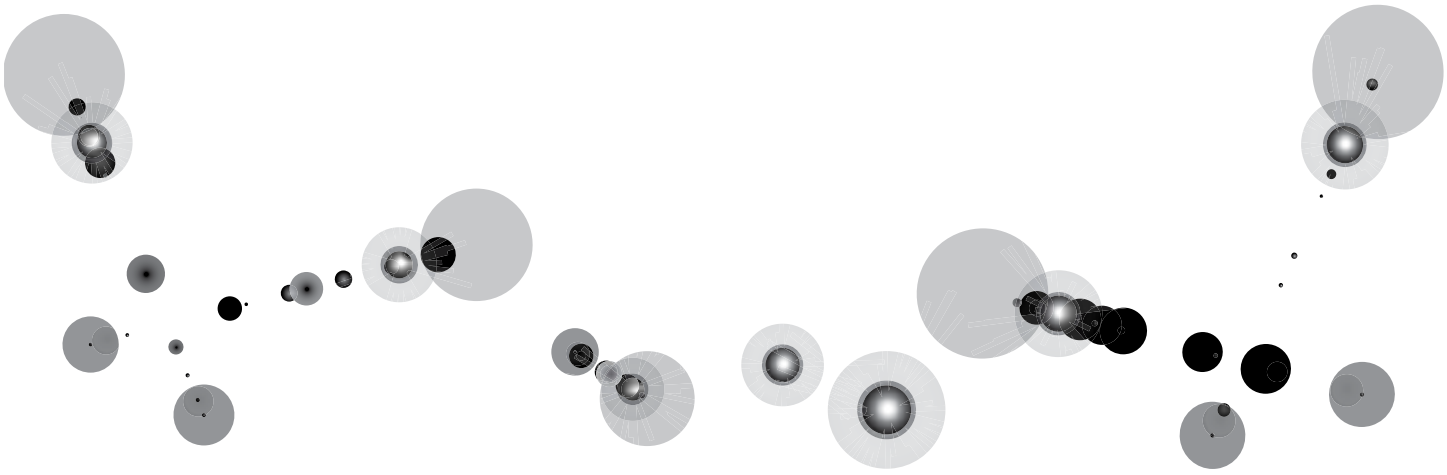
Section V-I

Tricky Spelling 'e' > /e/ or /ee/ Word Lists

Name: _____

Tricky Spelling 'e'

before	bedroom	eraser	effort	legal
repair	behave	Beverly	benefit	destroy
decoy	return	temper	exact	result
extreme	recommend	equipment	retire	revenge



Name: _____

Tricky Spelling 'e'

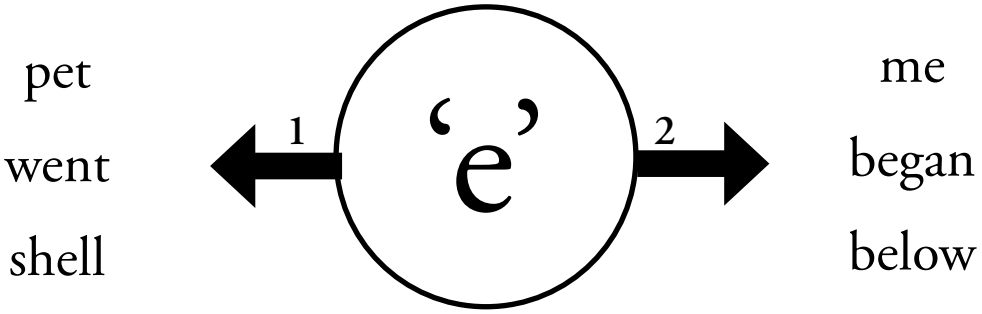
tempest	mental	second	meter	lemon
level	eleven	elect	ever	even
pretend	explore	secret	seven	elastic
rebel	evil	demon	demonstrate	reflex

Section V-I

Tricky Spelling 'e' > /e/ or /ee/ Worksheets

Name: _____

Sort the underlined Tricky Spelling words.



	/e/ like *pet*	/ee/ like *me*
I find <u>sweets</u> hard to resist.		sweets
Should we go <u>east</u> or <u>west</u>?		
The horse jumped the <u>fence</u>.		
I saw a cow at the <u>rodeo</u>.		
If you make a mistake, <u>erase</u> it.		
Who came in <u>second</u> place?		
Is it on the right or the <u>left</u>?		
Batman is my <u>hero</u>.		
I will write a <u>report</u> for homework.		

Name: _____

Tricky Spelling 'e'

Write the words under the correct header.

she	net	Venus	wet
we	wedding	desk	maybe

/e/ as in *bed*

_____

_____

_____

/ee/ as in *me*

_____

_____

_____

_____

Name: _____

Tricky Spelling: ‘e’ >/e/ (*pet*) vs. ‘e’ /ee/ (*me*)

Teacher: Write the Target word on the board. Beside the Target word write the two possible divisions. Read the sentence aloud to the students. Ask them to tell you the correct division to circle.

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

Name: _____

Write the words that have the tricky spelling 'e' sounded /e/ under *pet* and the words that have the tricky spelling 'e' sounded /ee/ under *me*.

~~fever~~	bench	behind
zebra	maybe	tense
eleven	went	seven

/e/ like *pet*	/ee/ like *me*
	fever

Name: _____

If a square has a word with the spelling 'e' sounded /ee/, make it yellow. If a square has a word with the spelling 'e' sounded /e/, make it brown.

seven	them	then	being	western
below	get	result	went	maybe
because	never	decide	men	require
best	tell	reply	next	seed
end	redo	zero	better	destroy

Section V-I

Tricky Spelling 'e' > /e/ or /ee/
Practice Sentences for Oral Reading

Name: _____

Practice Sentences for Tricky Spelling ‘e’

1. We needed to add money to the parking meter.

2. My dad plans to retire and relax before he turns fifty-seven.

3. For a second, I didn’t even realize you were here.

4. We pitched the tent on level ground.

5. Another word for devil is demon.

6. Mark is an expert in legal questions.

7. Would you like lemon in your tea?

8. The stack of envelopes was held together by an elastic band.

9. What equipment do we need to explore the cave?

10. Beverly would not tell me her secret.

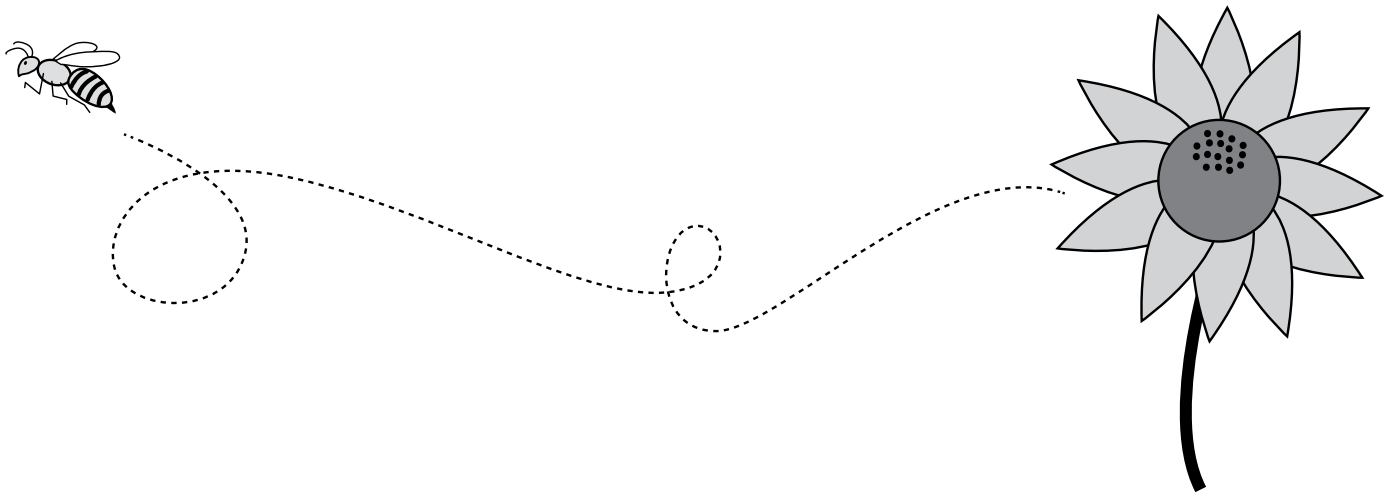
Section V-J

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

Name: _____

Tricky Spelling 'ow'

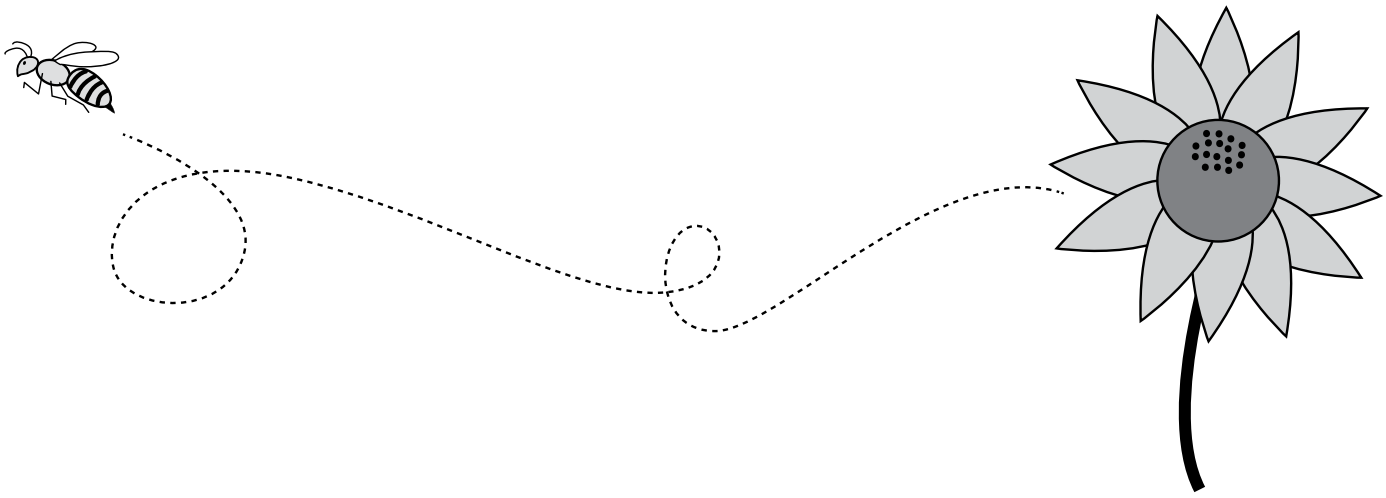
powder	snowdrift	owe	power	borrow
howl	chowder	fellow	swallow	downtown
prowler	towel	elbow	below	tower
pillow	flower	owl	slowly	crowd



Name: _____

Tricky Spelling 'ow'

snowplow	willow	throw	crown	however
widow	frown	flower	shallow	rowboat
owners	growling	snowing	grown	downstairs
shower	showed	hollow	countdown	tow

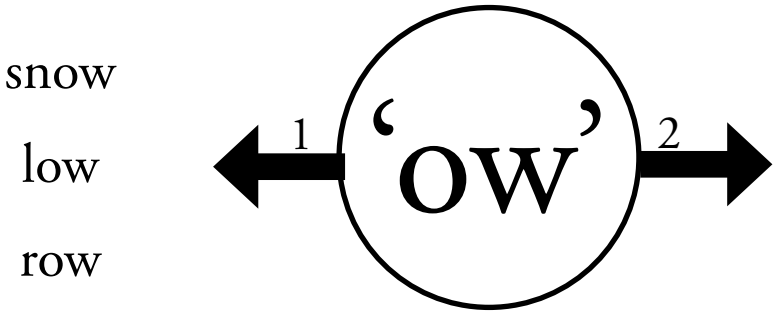


Section V-J

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

Name: _____

Write the words found in the sentences that have the tricky spelling 'ow' sounded /oe/ under *snow*. Write the words that have the tricky spelling 'ow' sounded /ou/ under *now*.



	/oe/ like *snow*	/ou/ like *now*
The king is wearing a crown.		crown
That boy needs to take a shower.		
Troy has some food in his bowl.		
The baby pool is very shallow.		
On Hugo's bed, there are two pillows.		
The starving tiger growled.		
Jake looked at the sky and saw a rainbow.		

Name: _____

Read the words in the box aloud. Circle the tricky spelling 'ow' and then sort the words into correct columns.

blow	fowl	owl	glow	row
show	howl	slow	prowl	snow
tow	crown	grow	frown	gown
clown	throw	growl	scowl	town

/oe/ like *snow*

/ow/ like *now*

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Name: _____

Fill in the Blanks

glow	snow	throw	gown	cloud
pound	sound	howl	town	crown

1. We have a house in a small _____.
2. Did you hear the _____ of the crickets?
3. Can you _____ a ball?
4. Fireflies can _____ in the dark at night.
5. Did you hear the dog _____ at the moon?
6. Sometimes when it is cold, _____ will fall and make the ground white.
7. Is there a _____ in the sky?
8. The queen has a _____.
9. The clerk at the market sold me a _____ of beans.
10. I like my pink night _____ the most.

Name: _____

Underline 'ow' in each word where it is found. Write the words that have 'ow' sounded /oe/ under *snow*. Write the words that have 'ow' sounded /ou/ under *cow*.

This morning, my mom gave me a yellow pot filled with brown soil. She told me that the soil had a flower seed in it. I set the pot on my windowsill and waited, but the flower did not grow. I put the pot in the shower to water the seed, but the flower did not grow. I placed the pot where the sun would shine on it, but the flower did not grow. I placed the pot in a shadow, but the flower still did not grow. I frowned and was just about to throw it out. At last, my mom said to me, "Don't you know that flowers grow slowly?" Well, now I know!

/oe/ like *snow*	/ou/ like *cow*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name: _____

Answer the questions by writing *yes* or *no*.

1. Can flowers frown? _____
2. Have you ever seen a show? _____
3. Is clam chowder something to eat? _____
4. Are you a snowman? _____
5. Can a man blow a horn in a car? _____
6. Is your elbow part of your arm? _____
7. Do you use a towel to dry off after a shower? _____
8. Can you look out a window? _____
9. Can a cow bow? _____
10. Can a pig grow wings? _____
11. Is the sun yellow? _____
12. Can a firefly glow at night? _____
13. Is *up* the antonym of *down*? _____
14. Can a spider growl? _____
15. Do you like clowns? _____

Name: _____

If a square has a word with the spelling 'ow' sounded /oe/, make it yellow. If a square has a word with the spelling 'ow' sounded /ou/, make it brown.

crown	now	know	owl	own
show	grow	power	follow	below
crowded	slowly	window	town	snow
yellow	drown	narrow	flow	brown
cow	throw	flower	blow	bowl

Section V-J

Tricky Spelling 'ow' > /ow/ or /oe/
Practice Sentences for Oral Reading

Name: _____

Practice Sentences for Tricky Spelling 'ow'

1. I showed my mom where I hurt my elbow after I took my shower.
2. I could hear something growling outside my window.
3. The owners of house planted flowers in the yard.
4. My sister is so tall she towers over me.
5. The wind was blowing so hard it howled.
6. May I borrow your snowplow to clear my driveway?
7. I think that fellow may be the prowler we saw outside the house.
8. The crowd bowed as the queen passed by wearing her crown.
9. I dried off with a towel and put on some powder.
10. The willow tree in the center of town has grown very tall.

Section V-K

Mixed Review Worksheets for Section V

Name: _____

Circle the spellings that stand for each sound.

/ee/	/i/	/ie/
treat	gym	stripe
even	hint	wild
Pete	amethyst	night
centipede	kissed	pie
meter	Brooklyn	cry
wheat	myth	find
complete	bitter	try
repeat	system	sigh
relax	skip	shine
steep	hiccup	tie

Name: _____

This chart shows spellings for the /ie/ sound. Use the chart to fill in worksheet on the following pages.

	'i_e'	'i'	'y'	'ie'	'igh'
b	bike	biker			bright
c		child	cry	cries	
d	drive	diet driver	dry	dried	
e	excite	excited			
f	campfire	find	fly		
g		gigantic			
h	hike	hiking			high
k	kite	kind			
l	life				light
m		mind			might
n	nine	ninth			night
o		Ohio			
p	pride				
q	quite	quiet			
r	rise				right
s	shine slime smile	shining silent smiling spider	satisfy shy sky spy supply	spies	
t	time tired	tiger	try	tried	
w	write	wild writing	Wyoming		

Name: _____

Use the chart on the previous page to fill in the blanks.

1. Count the words on the chart that have the sound /ie/ spelled ‘i_e’ and write the number here.

   _____

2. Count the words on the chart that have the sound /ie/ spelled ‘i’ and write the number here.

   _____

3. Count the words on the chart that have the sound /ie/ spelled ‘y’ and write the number here.

   _____

4. Count the words on the chart that have the sound /ie/ spelled ‘ie’ and write the number here.

   _____

5. Count the words on the chart that have the sound /ie/ spelled ‘igh’ and write the number here.

   _____

6. Which spelling for /ie/ has the most words?

   _____

7. Where does the spelling ‘igh’ tend to be found in a word—at the beginning, in the center, or at the end?

   _____

8. Where does the spelling ‘y’ tend to be found in a word—at the beginning, in the center, or at the end?

_____

9. Which words on the chart are proper nouns?

_____

10. Which word on the chart is an antonym of *low*?

_____

11. There are two bugs on the chart. What are they?

_____

12. Which word on the chart names something that a lot of kids like to ride?

_____

13. Which word on the chart is a synonym of *nice*?

_____

14. Which word on the chart is a synonym of *huge*?

_____

15. There is one compound word on the chart. What is it?

_____

16. Write a sentence that has some words from the chart. Use a lot of words from the chart if you can!

_____

_____

Section V-L

Spelling Alternatives Game

Let's Do the Bunny Hop!

Here's How to Play:

1. Assist your students in cutting out the cards on the next worksheet.

2. Shuffle the cards and lay them face down.

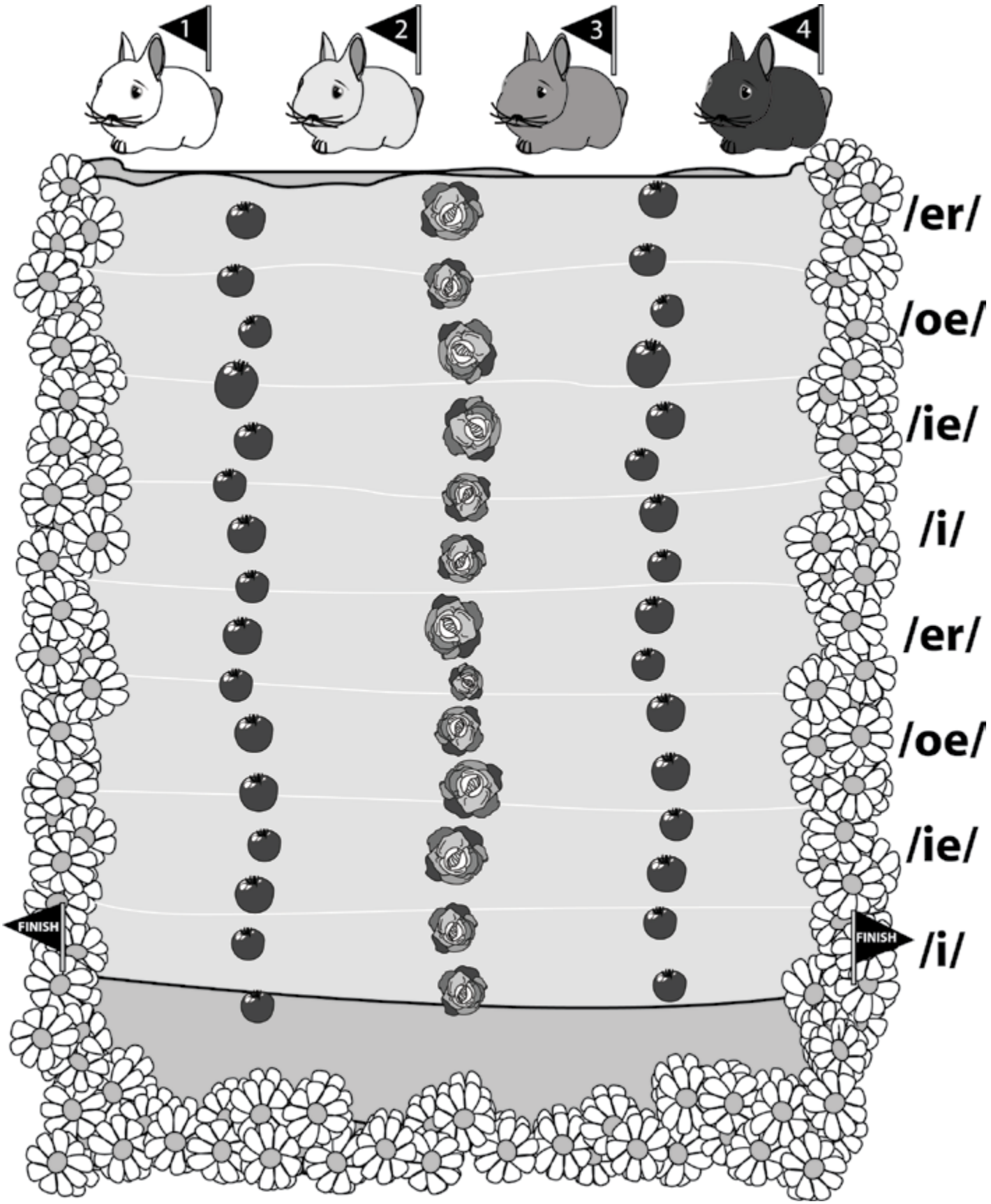
3. Each person should write their name on one of the bunny hop paths.

4. Draw a card. Read the word on the card. Write the word on the correct space on the bunny path.

5. Put the card back on the bottom of the stack.

6. First person to fill up the bunny path wins!

Name: _____



Bunny Hop Cards

servant	find	curb	gym	post	multiply
stirrup	dryer	gold	spider	fellow	nearby
pattern	supply	surrender	silent	elbow	mold
system	old	bright	tiger	owners	disturb
cymbal	cold	swirl	dryer	toll	snow
symbol	below	squirrel	cry	high	blow
bind	yellow	disturb	fry	lies	show
blind	window	myth	most	oxygen	third

Section V-M

Spelling Alternatives and Tricky Spellings Assessment

Assessment

Provide students with the sheet labeled Section V Assessment that has 15 rows of words.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. fern
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' > /er/; 'y' > /ie/
14. 'y' > /i/
15. 'al' > /aw/

Name: _____

Section V Assessment

Circle the word you hear your teacher say.

1.	fern	first	find	furl
2.	burnt	bend	burn	bunt
3.	fist	first	find	furl
4.	mist	math	miss	myth
5.	find	kite	kin	kind
6.	neat	nice	night	might
7.	spit	spy	sky	sight
8.	snout	now	snow	cow
9.	ever	ease	even	easy
10.	luck	ducky	lucky	leaky
11.	water	Walter	walnut	walrus
12.	could	cold	coal	cod
13.	butter	fly	flurry	butterfly
14.	item	system	sister	stem
15.	false	fall	fell	waltz

Section V-N

Stories
The Job Hunt
(from Grade 2, Unit 4)

Name: _____

Brooklyn

Kim took Kurt by the hand and the two of them set off so that Kim could look for a job.

It was a summer morning in Brooklyn. There were lots of cars on the streets. There were people walking here and there. A man was sweeping the street outside his shop.

Kim and Kurt walked until they got to Prospect Park.

Kurt looked into the park as they went past. He saw people playing frisbee. He saw people on bikes. He saw a man playing fetch with his dog. He saw soccer players on their way to a game. He saw runners on their way to the gym.

"Can we stop and play?" asked Kurt.

"No," Kim said. "I have to get a job."

Kurt slumped a bit to let Kim see that he was sad, but he kept walking.

"Kim," he said after a bit, "will having a job make you a grownup?"

"Well, sort of," said Kim. "I'm in college. I think that makes me part kid and part grownup."

"Will you still have time to play with me?"

"Yes!" Kim said, rubbing Kurt's arm. "We will have lots of time to play. I'll get a part-time job, one that is not too hard. That way, I will not be too tired when I get home. Then we can play."

"You should get a job at the Bronx Zoo!" Kurt said. "Then you can play with the snakes and tigers."

Kim said. "I don't think so. I don't like snakes. But we can visit the zoo later this summer. After I get a job, I will have cash to do fun things like that."

Just then Kim saw two old pals waving at her.

"Lynn!" she yelled. "Sheryl! What's up?"

Lynn and Sheryl crossed the street. "Hi, Kim!" said Lynn. "Are you home from college for the summer?"

"Yes," said Kim. "It's good to be back here in Brooklyn!"

Kim slapped hands with her pals. Then she said, "You two have met Kurt, haven't you?"

Lynn and Sheryl nodded. Lynn stooped down to look at Kurt and said, "Hi, big man! Would you like to come with us? We are going over to Drummer's Grove to see the drummers."

"Drummer's Grove?" Kurt said. "Can we go, Kim? Can we? Can we? Can we?"

Kim hesitated. She needed to get started on her job hunt. But she wanted Kurt to have fun, too. If she dragged him off without seeing the drummers, there was a chance he would get mad and fuss all day. That would not be much fun.

"Okay," she said at last. "But just for a bit. I need to get started with my job hunt."

Name: _____

The Gym

After leaving Dwight's Lights, Kim stopped for a moment to think about where she should try next to find a job.

"Mom's pals, Tom and Beth, run a gym that is nearby. I might have a chance getting a job at their gym, so let's go!"

On the way to the gym, Kim explained to Kurt that a gym is a place where people go to exercise and get in shape. She explained that people pay to be members of a gym.

Kurt had never visited a gym. The gym seemed odd to him. He stood staring at a man who was jogging in place.

"He keeps running," said Kurt, "but he is still in the same place!"

"It's kind of like the wheel that rat of yours likes to run on," said Kim. "It lets him run in place."

"He's not a rat," said Kurt. "He's a hamster!"

Kurt kept on looking at the man jogging in place.

"Why not just run in the park?" he asked.

"Some people think the gym is fun, just like you think the park is fun," Kim said.

"All the people here are working hard," Kurt said. "Why do they pay to work so hard?"

"It makes them feel good and strong after they have finished," Kim said.

Just then Tom and Beth came over to see them.

"Hi, Kim! Hi, Kurt!" said Beth. "It's good to see you.

What brings you here?"

Kim said, "I'm looking for a summer job. I stopped to see if you need help. Are you hiring?"

"We just hired someone for a job in the snack bar," Beth said, pointing over to the counter. "People like to have a cool drink and a snack when they finish in the gym."

"That looks like a good job," said Kim. "I wish I had gotten here sooner."

"Bad timing," said Beth. "We don't need more help right now. But you will find a job somewhere else."

Tom took Kurt and Kim to see the rest of the gym.

Kurt pointed at a man who was doing curls.

"What's he doing?" Kurt asked.

"He's doing curls," Tom explained. "Would you like to do some curls?"

Kurt nodded.

"Here," Tom said.

"Use this one. Lift it up. That will strengthen your biceps—the tops of your arms. Then let it down. That will strengthen your triceps—the backs of your arms."

Kurt did five or six curls. Then he clenched his arm and yelled, "I am the man of steel!"

Kim just smiled at Kurt.

Kim spoke to Beth and Tom. "Well, I suppose we should go," she said. "Thank you for meeting with me."

"No problem," said Tom.

"Good luck with the job hunt," said Beth. "We will send word to you if we need help here."

"Why don't you go see Alberto at the corner market?" added Tom. "He may have a job for you. Plus, he's one of the nicest men I ever met."

Name: _____

The Subway

When Kim and Kurt were finished eating, Kim paid for the meal and left a tip for the waitress. Then they went out of the diner.

"We need to get on the subway and go into Manhattan," she said.

"Manhattan?" Kurt said with a loud sigh. "This job hunt will take all day!"

"It won't take that long. I'm just having no luck here in Brooklyn. Maybe I can find a job in Manhattan."

They walked to the subway stop.

Kim got out the fare card her mom had given her.

"Which train will we take?" Kurt asked.

"The Number 3 train."

Kim pointed to a map on the wall. She showed Kurt a red line on the map. "We will ride from here in Brooklyn over to Manhattan and all the way up to Times Square."

Kurt pointed at the spot on the map that marked the East River.

"Will we get to see the river?"

"No," said Kim. "The subway goes under the river. That's why it's named a subway. Sub means under. A subway is a train that goes under things like rivers and roads. It travels underground."

Kurt and Kim waited on the platform for the subway train. Soon, Kurt could hear the sound of the train as it got closer. There was a gust of air. The train rolled up to the platform and stopped.

The people inside the subway train were packed in tight. There were no seats, so Kim reached up and grabbed a strap. Kurt held on tight to Kim's leg.

The train started off with a jerk. All the people swayed from side to side. Kurt could hear the train squeaking and creaking.

Soon, the train slowed down. A voice came over the speaker, "This is Clark Street. Next stop is Wall Street."

"Where are we?" Kurt asked Kim.

"This is the last stop in Brooklyn," Kim explained. "Next, the subway crosses over to Manhattan."

"Then can we get off? I'm so squashed I'm having a hard time breathing."

"Hang in there," Kim said. "Some people will get off as soon as we get to Manhattan."

Kim was right. The next stop was Wall Street. Lots of people got off the train.

At last, Kurt and Kim got seats on the train.

"This is much better!" Kurt said.

Name: _____

Wall Street

At the Wall Street stop a man got on the train. He had on black pants, a black jacket, a crisp white shirt, and a red necktie. He was holding a black case. He looked sharp.

Kurt jabbed Kim with his elbow and whispered, "What do you think his job is? Do you think he is a spy or a secret agent?"

"I don't know," Kim said. "He might be a banker who has a job in a bank on Wall Street."

"What's a bank?"

"A bank is a place where you can keep your cash so it is safe. The bank keeps your cash until you need it and they pay you a bit for saving your cash with them. Since not everyone needs their cash at the same time, the bank has extra cash that they can use to make loans to people who need cash."

"What's a loan?"

"When you get a loan from a bank, the bank lets you borrow some of the cash that it has, and you make a deal to pay the cash back later, plus some fees that the bank adds in."

"You mean you have to pay back more cash than the cash you borrow?"

"That's right."

"Why not just use the cash you've got?" Kurt asked.

"Well, if you have a lot of cash, you might not need to get a loan. But let's say you plan to open your own store. You would need a lot of cash before you even opened the store! You might not have all of this cash on your own, so you might need a loan to get started."

Kurt dreamed of a store he might like to open and of a banker handing him a big bag of cash. Then he dreamed that he might even like to be a banker himself.

"Do bankers get paid a lot?" Kurt asked.

"Some of them do."

"So why don't you get a job at a bank?"

"Most banks won't hire you unless you have finished two or three years of college. I have just finished one year."

"So it's a hard job to get?"

Kim nodded.

Name: _____

The Daydream

The subway train went on past Wall Street, going north.

Kim looked at the Job Opening ads in the paper.

Kurt looked up at the posters that were hanging on the walls of the train. One of them was a poster of two star baseball players. The players seemed to smile down at Kurt, as if to say, "This is the life, man!"

Kurt stared at the poster and daydreamed. He could hear a man speaking. The man was calling out the play-by-play for a baseball game.

"Two out in the ninth inning," the man said. "The home team is down by two runs. So, Mark, it looks like it's all up to Kurt Gunter at this point."

"Well, James," said a different voice, "Kurt Gunter has had such a good year. As you know, the former spaceship pilot and race car driver is leading the team in hits, home runs, and runs batted in. He has hit the ball so well this year that most fans I've spoken with think he's the bee's knees! In fact, I had a caller on my show, Sports Yap, last week who told me he thinks Gunter should make twice what they pay him."

"So Gunter steps up to the plate. Here's the pitch. It's a strike. The fans are mad. They don't like the call. They think it was a ball. But Gunter himself seems not to mind. He steps back into the box. Here's the pitch. Gunter swings."

Smack!

"Look out, Mark! He got a bit of that one! It's a long fly ball to the left. It's going, it's going. It's out of here! Kurt Gunter has hit a home run! Home run by Gunter! We win! We win!"

"James, I'm telling you, that's why Kurt Gunter is a rich man!"

"Gunter is rounding the bases. He tips his hat to the fans. The fans are going wild! They are shouting, 'Kurt! Kurt! Kurt!'"

Just then Kurt looked up. Kim was shaking him and saying, "Kurt, Kurt, Kurt! This is our stop!"

Name: _____

The Visit

Kim was happy that she had found herself a summer job.

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.

Kim held up a hand to hail a cab.

A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in.

"Where to?" asked the driver.

Kim told him the address.

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides.

Kurt hung on tight. It was a crazy ride. The cab man was weaving in and out of traffic. Kurt thought they might crash. Part of him was frightened. But part of him found driving at that speed exciting. It was like riding in a race car.

"Do you have a license to drive?" Kurt called to the driver.

"Yes. All cab drivers must have a license," the driver said.

"And they teach you to drive like this?"

"No, no," said the driver. "It takes years and years of driving to become an expert like me!"

They made it safely. Kim paid the driver and gave him a tip. She and Kurt went in to see their mom.

Mrs. Gunter gave Kim a big hug. Kurt snuck in between them so he could be part of the hug, too. Then Kim told her mom how they had spent the day.

Kim listed the places they had visited. She explained what had happened with Tom and Beth, with Alberto at the Corner Market, with Dwight, the Man of Light, with Hester the Florist, and, at last, with Mr. Fremont. She told her mom how she had used math to help her get the job at the grocery.

By the end of the story, Mrs. Gunter was beaming. "You see," she said. "I told you math would help you out one day. You thought I was crazy."

"You were right," said Kim. "Mr. Fremont was really impressed that I could add up the tally without the cash register and also add in the sales tax."

"Good for you!" said her mom. "I'm so proud of you!"

"I never dreamed I would have a job in a grocery," added Kim, "but I think it's going to be a good job for me."

"It may not be the job of your dreams," said her mom. "But it's a job. The next job you get can be better. And the next one can be even better. If you study hard in college, you will have a chance to get the job of your dreams some day. Until then, just do a good job and save as much of your paycheck as you can."

"I will," said Kim.

"Let's do something fun!" said Kurt.

"I know!" said their mom. "Let's celebrate Kim's new job by getting some subs and snacks and going down to Battery Park for a picnic. Are you two hungry for dinner?"

"You bet!" said Kurt.

"This is crazy!" Kim said. "Mom, all day, Kurt ate and ate. Each time I got him a snack, I said, that's the end of that. But he was still hungry."

"Well, he's a strong, growing child," said Mrs. Gunter. "And he was busy all day."

"That's right!" said Kurt.

They went to a sub shop nearby. Mrs. Gunter ordered a sub for each of them, plus some snacks and drinks.

Then Mrs. Gunter hailed a cab. The three of them got in. The cab took them down the West Side Highway. It dropped them off in Battery Park, on the south end of Manhattan.

Section V-O

Fluency Assessment

Fluency Assessment

The second assessment for Section V that you may choose to give students is a Fluency Assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Visit." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately three minutes to read the story. If the student cannot read the story in three minutes, this is a clear indication that he or she is struggling and needs to work on fluency. **Note**: You may allow more time (up to six minutes) for a student to finish reading the story. Three minutes is a sufficient amount of time to conduct the assessment, but some students may be frustrated if they do not have the opportunity to finish reading the story.

Directions: Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the student reads the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records given represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table to find students fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

Name: _____

The Visit

Kim was happy that she had found herself a summer job. 11

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there." 27 29

Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan. 43

Kim held up a hand to hail a cab. 52

A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in. 69 70

"Where to?" asked the driver. 75

Kim told him the address. 80

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides. 95 100

Kurt hung on tight. It was a crazy ride. The cab man was weaving in and out of traffic. Kurt thought they might crash. Part of him was frightened. But part of him found driving at that speed exciting. It was like riding in a race car. 118 133 147

"Do you have a license to drive?" Kurt called to the driver. 159

"Yes. All cab drivers must have a license," the driver said. 170

"And they teach you to drive like this?" 178

"No, no," said the driver. "It takes years and years of driving to become an expert like me!" 194 196

They made it safely. Kim paid the driver. She and Kurt went in to see their mom. 213

Mrs. Gunter gave Kim a big hug. Kurt snuck in between them so he could be part of the hug, too. Then Kim told her mom how they had spent the day. 229 245

Kim listed the places they had visited. She explained what had happened with Tom and Beth, with Alberto at the Corner Market, with Dwight, the Man of Light, with Hester the Florist, and, at last, with Mr. Fremont. She told her mom how she had used math to help her get the job at the grocery. 258 273 289 301

By the end of the story, Mrs. Gunter was beaming. "You see," she said. "I told you math would help you out one day. You thought I was crazy." 318 330

"You were right," said Kim. "Mr. Fremont was really impressed that I could add up the tally without the cash register and also add in the sales tax." 344 358

"Good for you!" said her mom. "I'm so proud of you!" 369

"I never dreamed I would have a job in a grocery," added Kim, "but I think it's going to be a good job for me." 386 394

"It may not be the job of your dreams," said her mom. "But it's a job. The next job you get can be better. And the next one can be even better. If you study hard in college, you will have a chance to get the job of your dreams some day. Until then, just do a good job and save as much of your paycheck as you can." 412 431 449 463

"I will," said Kim. 467

"Let's do something fun!" said Kurt. 473

"I know!" said their mom. "Let's celebrate Kim's getting a job by getting some subs and snacks and going down to Battery Park for a picnic. Are you two hungry for dinner?" 487 504 505

"You bet!" said Kurt. 509

"This is crazy!" Kim said. "Mom, all day, Kurt ate and ate. Each time I got him a snack, I said, that's the end of that. But he was still hungry." 527 540

"Well, he's a strong, growing child," said Mrs. Gunter. "And he was busy all day." 555

"That's right!" said Kurt. 559

They went to a sub shop nearby. Mrs. Gunter ordered a sub for each of them, plus some snacks and drinks. 576 580

Then Mrs. Gunter hailed a cab. The three of them got in. The cab took them down the West Side Highway. It dropped them off in Battery Park, on the south end of Manhattan. 596 612 614

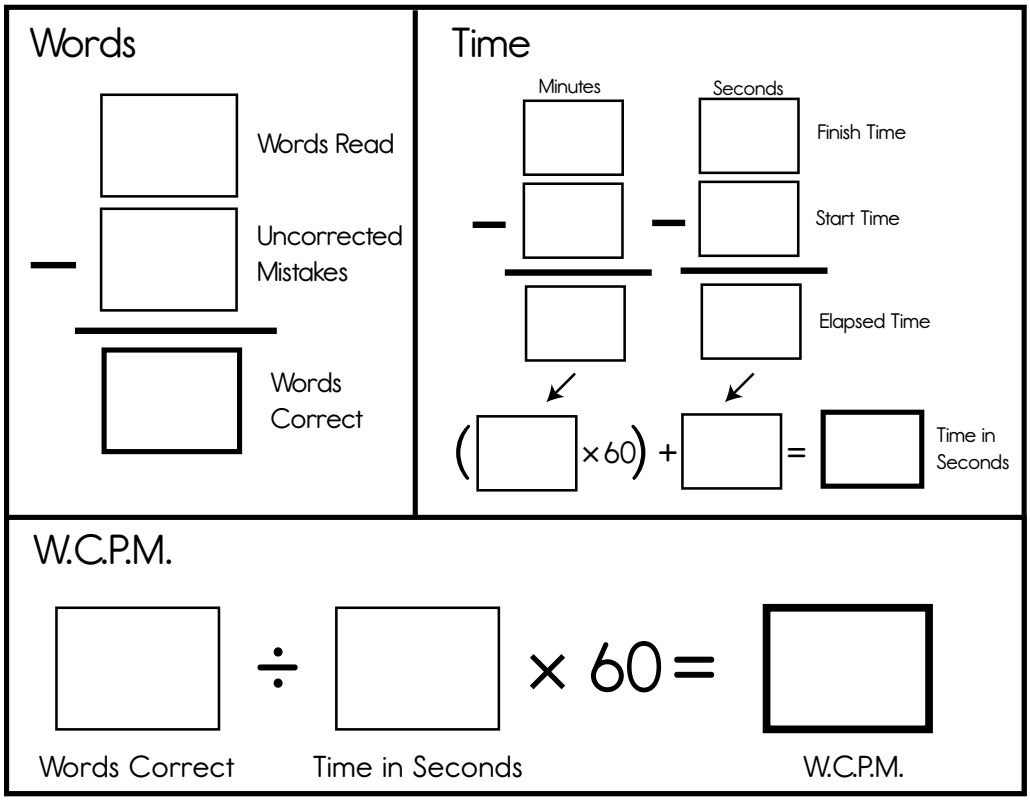
W.C.P.M. Calculation Worksheet

Student:_____

Date:_____

Story: *The Visit*

Total words in story (not including title): 614



Compare the student's W.C.P.M. score to national norms for Grade 3.
See chart in the Introduction of this Guide.

Section VI

Spelling Alternatives and Tricky Spellings Associated with /u/ and /ə/

Section VI

Spelling Alternatives and Tricky Spellings Associated with /u/ and /ə/ Lesson Template

Spelling Alternatives and Tricky Spellings

Focus: Spelling Alternatives	**Teaching**	**Materials**
Warm-Up	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 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.	board or chart paper Spelling Card(s) Vowel Code Flip Book 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 VI-A

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

Name: _____

Spelling Alternative: 'o' > /u/ (*son*)

comfort	develop	carrot	among	another	apron
becoming	freedom	gallon	canyon	blossom	brother
gallop	honey	isolate	kingdom	lemon	mammoth
nobody	observe	person	reason	season	together
		union	violent		

Name: _____

Spelling Alternative: 'ou' > /u/ (*touch*)

country	couple	double	famous	generous
nervous	southern	young	enormous	dangerous
furious	cousin	curious	jealous	trouble
marvelous	humorous	numerous	serious	

Name: _____

Spelling Alternative: 'o_e' > /u/ (*come*)

above	become	done	dove
love	glove	none	shove
beloved	come	income	overcome
purpose	welcome	handsome	

Section VI-A

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

Name: _____

Sort the words by spelling. Write the words that have the /u/ sound spelled 'u' under *bug*. Write the words that have the /u/ sound spelled 'o' under *other*.

~~rush~~	trust	bunch	son
month	ugly	mother	until
truck	unkind	money	front

/u/ spelled 'u' as in *bug*	/u/ spelled 'o' as in *other*
rush	

Name: _____

Fill in the Blanks

son	mother	brother	cover	month	money
wonder	dozen	trumpet	grumpy	mummy	thunder

1. We heard the _____ before we saw the lightning.
2. My _____, not my dad, woke me up this morning.
3. I wish I had some _____ to buy some candy.
4. I feel _____ when I don't get plenty of sleep.
5. King Tut's _____ was discovered in 1922.
6. Did you _____ your nose when you sneezed?
7. The _____ is a brass instrument.
8. Did you know that 12 cookies make one _____?

Name: _____

Fill in the Blanks

double	trouble	furious	humorous
serious	curious	cousin	young

1. My aunt's child is my _____.
2. I don't like to get in _____.
3. The storyteller was _____ and made us giggle.
4. This is a _____, not funny, book.
5. Most cats are _____ about things.
6. He is very _____ at age two.
7. Mom was _____ when we broke her favorite lamp.
8. I would like a _____ scoop of ice cream.

Name: _____

Find a word from the box that is a synonym for each word.

love	none	come	above
dove	welcome	handsome	shove

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

Name: _____

Read the words in the box aloud. Write the best word from the box to complete each sentence.

younger	none	welcome
gloves	enormous	touched

1. Is your sister older or _____ than you?
2. When it is cold, I cover my hands with _____.
3. The mat on the porch said "_____."
4. If you eat it all, there will be _____ left for me.
5. An antonym of "tiny" is "_____."
6. The baby cried after she _____ the hot stove.

Write two new sentences using two of the words from the box.

_____

_____

_____

_____

_____

Name: _____

Read the words in the box aloud. Write the best word from the box to complete each sentence.

nervous	dove	country
love	shove	poisonous

1. We looked up and saw a white _____ flying by.
2. I like hamburgers, but I really _____ ice cream!
3. Mexico is a _____.
4. It's not nice to hit or _____.
5. When I have to take a test, I get _____.
6. Some spiders and snakes are _____.

Write two new sentences using two of the words from the box.

_____

_____

_____

_____

_____

Name: _____

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

but	some	other	just	such
come	mother	under	done	money
brother	southern	touch	run	young
trouble	month	son	none	bus

Name: _____

This chart shows four spellings for the /u/ sound. Use the chart to fill in the worksheet on the following pages.

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

Name: _____

Use the chart on the previous page to fill in the blanks.

1. Count the words on the chart that have the sound /u/ spelled ‘u’ and write the number here. _____

2. Count the words on the chart that have the sound /u/ spelled ‘o’ and write the number here. _____

3. Count the words on the chart that have the sound /u/ spelled ‘ou’ and write the number here. _____

4. Count the words on the chart that have the sound /u/ spelled ‘o_e’ and write the number here. _____

5. Which spelling for /u/ has the most words?

   _____

6. Which word on the chart names something bees make?

   _____

7. Which word on the chart means twelve of something?

   _____

8. Which word on the chart is a synonym for *good-looking*?

   _____

Name: _____

9. Which word on the chart is a synonym for *cup*?

_____

10. Which word on the chart is an antonym for *hate*?

_____

11. Which word on the chart is an antonym for *old*?

_____

12. Which word on the chart is a synonym for *mom*?

_____

13. Which word on the chart is a proper noun?

_____

14. Which word on the chart is a synonym for *finished*?

_____

15. Write a sentence using at least two words from the chart here:

_____

_____

_____

_____

Name: _____

Sort the words by sound. Write the words found in the sentences that have 'o' sounded /o/ under *hop*. Write the words that have 'o' sounded /oe/ under *open*. Write the words that have 'o' sounded /u/ under *son*.

'o'				
→	/o/	hop	drop	spot
→	/oe/	open	hotel	no
→	/u/	son	front	coming

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

Name: _____

Write the words found in the sentences that have the tricky spelling 'o' sounded /o/ under *hop*, the words that have the tricky spelling 'o' sounded /oe/ under *open*, and the words that have the tricky spelling 'o' sounded /u/ under *son*.

'o'				
→	/o/	hop	drop	model
→	/oe/	open	hotel	no
→	/u/	son	front	coming

		/o/ as in *hop*	/oe/ as in *open*	/u/ as in *son*
1.	There are 31 days in the month of March.			month
2.	The kids are eating popsicles.			
3.	When he swims, he wears goggles.			
4.	Rats, mice, and hamsters are rodents.			
5.	I like reading poetry.			
6.	She is reading a novel.			
7.	The horses galloped past us.			

Name: _____

Tricky Spelling ‘o’

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

‘o’ > /o/ (*hop*) vs. ‘o’ > /oe/ (*open*) vs. ‘o’ > /u/ (*son*)

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

Name: _____

Write the words with the tricky spelling 'o' sounded /o/ under *stop*, the words with the tricky spelling 'o' sounded /oe/ under *hotel*, and the words with the tricky spelling 'o' sounded /u/ under *from*.

~~front~~	pollen	open	hoping
cover	model	kingdom	motel
command	topic	noble	tropical

/o/ as in *stop*	/oe/ as in *hotel*	/u/ as in *from*
		front

Name: _____

If a square has a word with the letter 'o' sounded /o/, make it red.
If a square has a word with the letter 'o' sounded /oe/, make it yellow.
If a square has a word with the letter 'o' sounded /u/, make it green.

motel	only	person	cottage	total
money	cannot	problem	over	coming
also	going	process	almost	modern
reason	period	product	program	provide
bodies	solid	brother	focus	radio

Name: _____

Write the words with the tricky spelling 'o' sounded /o/ under *stop*, the words with the tricky spelling 'o' sounded /oe/ under *hotel*, and the words with the tricky spelling 'o' sounded /u/ under *from*. Sort only the words in which the 'o' is underlined.

Last month, my older brother won second place in a hot dog eating contest. To win, he had to eat the most hot dogs. Well, my brother ate lots and lots of hot dogs—most of the people competing found it impossible to eat as many. At the closing ceremony, my brother was given a ton of money (one thousand bucks) and a trophy of a golden hot dog. My brother slipped the money in his pocket and smiled modestly as people took his snapshot. It was a fine moment for my brother.

/o/ as in *stop*	/oe/ as in *hotel*	/u/ as in *from*
_____	_____	month
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Sort the words by sound. Write the words found in the sentences that have 'o_e' sounded /oe/ under *home*. Write the words that have 'o_e' sounded /u/ under *come*.

'o_e'				
→	/oe/	home	those	wrote
→	/u/	come	none	love

	/oe/ as in *home*	/u/ as in *come*
1. We can leave when we are done.		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.		

Name: _____

Write the words found in the sentences that have the tricky spelling 'o_e' sounded /oe/ under *home* and the words that have the tricky spelling 'o_e' sounded /u/ under *come*.

'o_e'				
→	/oe/	home	those	trombone
→	/u/	come	none	love

		/oe/ as in *home*	/u/ as in *come*
1.	Even if you are mad, you should not shove.		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.		

Name: _____

Tricky Spelling 'o_e'

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

'o_e' > /oe/ (*home*) vs. 'o_e' > /u/ (*come*)

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

Name: _____

First read the words in the box. Write the words with the tricky spelling 'o_e' sounded /oe/ under *hope* and the words with the tricky spelling 'o_e' sounded /u/ under *done*.

~~role~~	welcome	notebook	shove
glove	vote	none	choke
lovely	rope	bone	stole

/oe/ as in *hope*	/u/ as in *done*
role	

Name: _____

Write the words found in the sentences that have the tricky spelling 'ou' sounded /ou/ under *shout* and the words that have the tricky spelling 'ou' sounded /u/ under *touch*.

'ou'				
→	/ou/	shout	out	mountain
→	/u/	touch	country	jealous

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

Name: _____

Write the words found in the sentences that have the tricky spelling 'ou' sounded /ou/ under *shout* and the words that have the tricky spelling 'ou' sounded /u/ under *touch*.

'ou'				
→	/ou/	shout	out	proud
→	/u/	touch	country	jealous

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

Name: _____

Tricky Spelling 'ou'

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

'ou' > /ou/ (*shout*) vs. 'ou' > /u/ (*touch*)

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

Name: _____

Write the words with the tricky spelling 'ou' sounded /ou/ under *mouth* and the words with the tricky spelling 'ou' sounded /u/ under *touch*.

outing	serious	dangerous	about
amount	southern	cousin	shouting
youngster	thousand	background	counter

/ou/ as in *mouth*	/u/ as in *touch*
outing	

Section VI-A

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

Name: _____

My younger cousin, Doug, lives in the country. Cousin Doug is a person who is curious. Sometimes he gets into dangerous spots. Sometimes humorous things happen to Cousin Doug. A couple of times, his mom has been furious with him.

Name: _____

Come here, Dove!

Will you sit on my glove?

Come here, Dove!

You are welcome here, Dove.

Come here, Dove!

What a handsome dove you are.

Come here, Dove!

Will you fly about the trees?

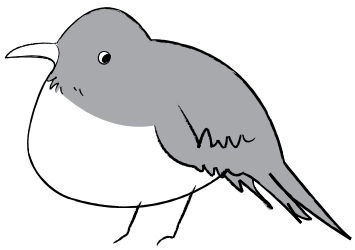
Come here, Dove!

Can you come down, please?

Come here, Dove!

Do not shove the leaves in the trees.

Come here, Dove!



Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ Lesson

Spelling Spoilers Story

Read "The Spelling Spoilers" on the next pages aloud to the students. The story describes a group of bad guys called "The Spelling Spoilers" who are trying to ruin the students' spelling by convincing them to spell schwa with the letter 'u'.

Be sure to read the story to yourself before reading it to the class since there are places where you will need to fill in your name, the name of your school, and the name of your community.

You will also need to write on a chalkboard (or white board) as you present the read-aloud.

Use your best "TV villain voice" to make the Head Spelling Spoiler sound as villainous as possible. His laughter is meant to sound like the schwa sound: /u/ . . . /u/ . . . /u/! If you find that hard to say, you can have him laugh like this: huh . . . huh . . . huh!

As you present the read-aloud, be sure to point out to students the pictures printed after the story of the Spelling Spoilers that follows.

The Spelling Spoilers

Deep in his underground lair, the Head Spelling Spoiler spoke to the other Spelling Spoilers.

"Fellow Spoilers, our plot to ruin spelling in the United States is going well!"

He paused to let out a long cackle of strange-sounding laughter: "/u/. . . /u/ . . . /u/!"

[Point to the first picture on the page that follows the story.]

The Head Spelling Spoiler went on: "There are lots of children out there who can't spell well. And there are lots of adults who can't spell well either. And, best of all, there are adults who are telling the children that English spelling makes no sense. All of these things show that our master plan to ruin spelling in this country is working!"

Then he cackled again: "/u/ . . . /u/ . . . /u/!"

All of the other Spoilers began whispering happily among themselves.

Then the Head Spoiler lowered his voice and began speaking again.

"But I am afraid the news is not all good."

[Point to the second picture on the first line of the page that follows the story.]

The other Spoilers fell silent.

"I have received an alarming report from **[insert name of your town]**. It seems that the students at **[insert name of your school]** are learning what they need to know to become very good spellers."

The Spoilers fidgeted in their seats nervously.

"I am especially concerned about Mr./Ms. **[insert your name]**'s class. I am told that the students in that class know five ways to spell the /oe/ sound."

The Spoilers moaned.

"I am told that the children in Mr./Ms. **[insert your name]**'s class know four ways to spell the /ae/ sound."

The Spoilers groaned.

"And, worst of all, I am told that the students in Mr./Ms. **[insert your name]**'s class know seven ways to spell the /ee/ sound."

The Spoilers gasped.

"No! It can't be true!" cried one of the Spoilers.

The Head Spelling Spoiler spoke again: "Fellow Spoilers, I don't have to tell you that the situation is serious. If those children can spell sounds like /ae/, /oe/, and /ee/, they are on the verge of becoming good spellers. There's only one thing that can stop them from becoming really good spellers. And that is our old friend, schwa."

[Point to schwa picture, the third picture on the page that follows the story.]

Ah, yes, schwa! The spoilers all smiled and nodded. They knew that schwa had been messing up children's spelling for many years. Schwa caused more spelling problems than almost anything else. It was a Spelling Spoiler's best friend.

"You Spoilers all know that schwa is a sound that sounds a lot like /u/. But it is not necessarily spelled with the letter 'u'. And that's just what we need to ruin the children's spelling! /u/ . . . /u/ . . . /u/!"

"Now, the next few weeks are going to be very important. I want all of you to make yourselves invisible. Then I want you to go out to Mr./Ms. **[insert your name]**'s classroom. Whenever the students are writing, and they come to a word that has the schwa sound in it, I want you to be there, whispering in their ears, 'Spell it with a 'u'! Spell it with a 'u'!'"

All the Spoilers started to chant: "Spell it with a 'u'! Spell it with a 'u'!"

"That's the spirit!" said the Head Spoiler. "If we can get them to spell the schwa sound with a 'u', they will make hundreds of mistakes."

He cackled: "/u/ . . . /u/ . . . /u/!"

[Point to the fourth picture on the page that follows the story.]

"If we can get them to spell the schwa sound with a 'u', they will write the word *about* like this."

✍ **[Write *ubout* on the board.]**

"Whereas we know it is really spelled like this."

✍ **[Cross out *ubout* and write *about*.]**

"If we can get them to spell the schwa sound with a 'u', they will write *reporter* like this."

✍ **[Write *ruporter* on the board.]**

"Or maybe like this."

✍ **[Write *riporter* on the board.]**

"Whereas we know it is really spelled like this."

✍ **[Cross out *ruporter* and *riporter*; write *reporter* on the board.]**

"And, best of all, they will write America like this."

✍ **[Write *Umericu* on the board.]**

"Whereas we know it is really spelled like this."

✍ **[Cross out *Umericu* and write *America* on the board.]**

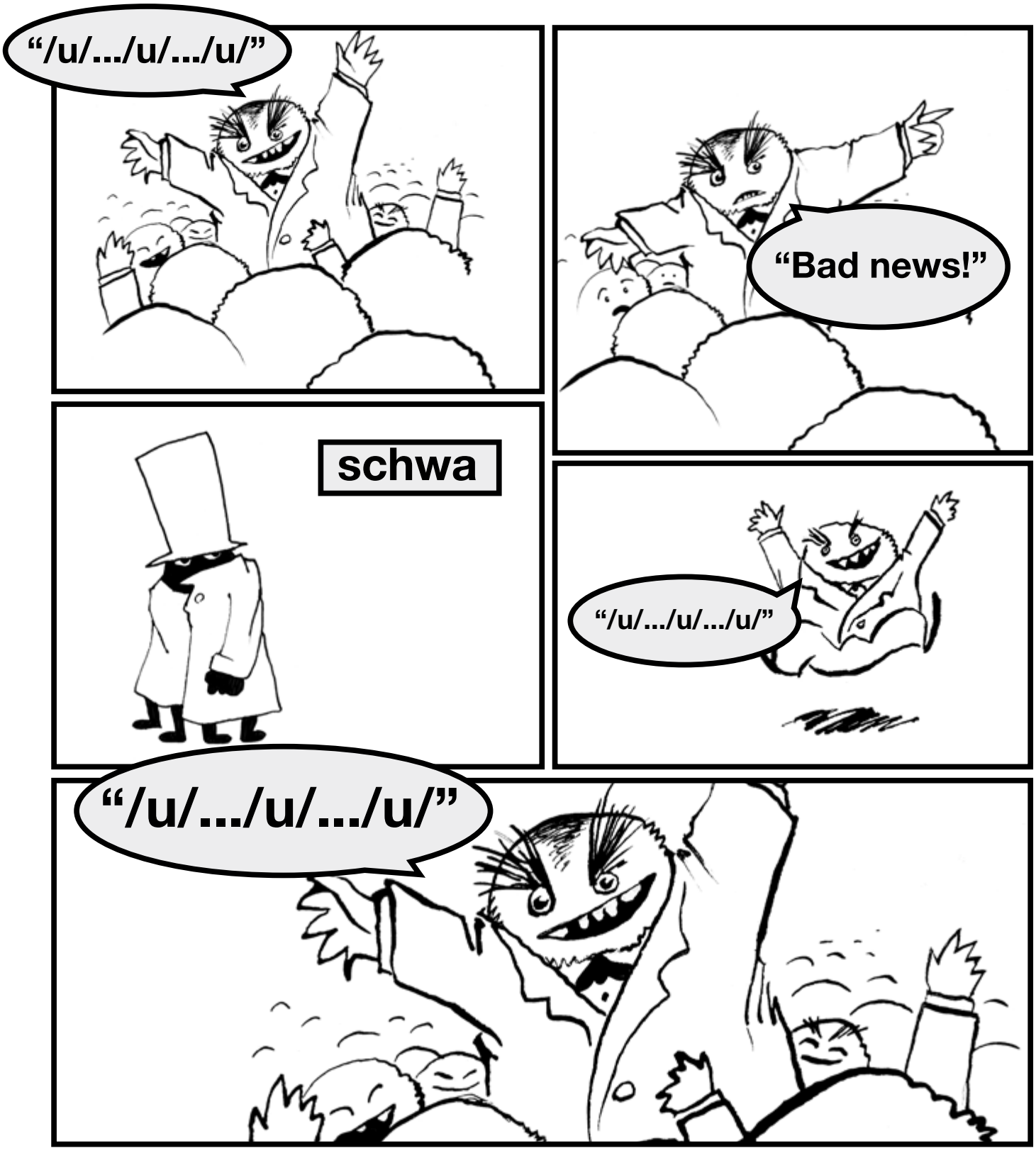
"Ah, how I love to see the word America spelled with two u's!"

He cackled his loudest cackle yet: "/u/ . . . /u/ . . . /u/!"

"So, my little Spoilers, you know what to do! Get out there and whisper in their ears! Convince them to spell every schwa sound with a 'u'! Turn their spelling into rubbish! Spoil their spelling! /u/ . . . /u/ . . . /u/!"

[Point to the last picture on the page that follows the story.]

The Spelling Spoilers



Today's Spelling

20 minutes

Review of Schwa (/ə/) and the /u/ Sound

Ask students to take out the worksheet that follows. Tell students it is time to try to beat the Spelling Spoilers by spelling the schwa and the /u/ sounds they have learned in this unit correctly.

Write *about* on the board and read it aloud. Point out that even though the first sound in *about* is /ə/, the first letter in the printed word is 'a'.

Have students copy about into the far left column on the worksheet labeled "Copy." They should say the sound of each letter as they copy the word.

Erase the word from the board.

Have students fold the worksheet along the dotted line so that *about* is facing the desk.

Have students write *about* from memory in the middle column on the worksheet labeled "Spell." They should say the sound of each letter as they write the word.

Tell students to unfold the worksheet and compare the word they just wrote from memory with the word they copied earlier.

If any of the students spelled the word incorrectly, have them erase the incorrect spelling and print the correct spelling.

Tell students to make a mark on the worksheet indicating whether they beat the Spelling Spoilers or not.

Repeat these steps with the remaining words in the following box.

Note: The letter or letters in each word that stand for the schwa or the /u/ sound are bolded.

1. **a**bout	6. Tenn**e**ssee
2. Chin**a**	7. l**ov**e
3. **a**round	8. c**ou**sin
4. Afric**a**	9. s**o**m**e**thing
5. app**e**tite	10. t**ou**ch

Beat the Spoilers

The Spelling Spoilers are trying to wreck your spelling. Foil them by spelling the words your teacher says the right way.

	Copy	Spell	Did you beat the spoilers?	
1.			○ yes	○ no
2.			○ yes	○ no
3.			○ yes	○ no
4.			○ yes	○ no
5.			○ yes	○ no
6.			○ yes	○ no

	Copy	Spell	Did you beat the spoilers?	
7.			○ yes	○ no
8.			○ yes	○ no
9.			○ yes	○ no
10.			○ yes	○ no

Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ Word Lists

Name: _____

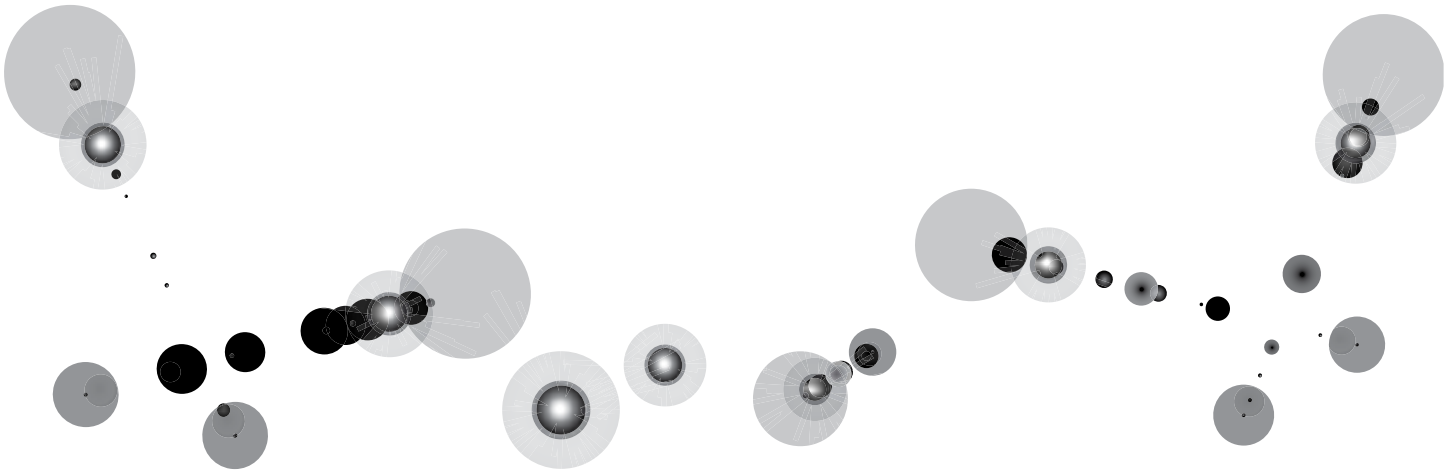
Spelling Alternative: 'a' >/ə/ (*about*)

across	afraid	balloon	banana	zebra
pajamas	roman	Cuba	separate	woman
voyage	extra	purchase	giant	human
village	sofa	organ	pyramid	vacant
idea	among	lava	salad	mama
soda	nowadays	umbrella	pyramid	palace
theater	vacant	vitamin		

Name: _____

Spelling Alternative: ‘e’> /ə/ (*debate*)

ashen	vinegar	anthem	appetite
ticket	taken	Kentucky	benefit
category	element	comedy	ceremony
tragedy	severe	correspond	courtesy
debate	bucket	strategy	supplement
arithmetic	cafeteria	hello	eleven



Name: _____

Spelling Alternative: 'al' > /ə/ + /l/ (*animal*)

loyal	local	legal	musical	burial
capital	cardinal	carnival	casual	central
tidal	total	mortal	musical	rural
mammal	manual	material	medal	medical
mental	royal	rival	rental	plural
petal	pedal	oval	oral	normal
naval	natural	national	formal	final
festival	fatal	equal	global	general
hospital	illegal	dental	dial	dismal
disposal	vital	vocal	verbal	magical
journal	metal	animal	admiral	cereal
coastal	crystal	signal	spiral	approval

Name: _____

Spelling Alternative: 'il' > /ə/ + /l/ (*pencil*)

angrily	April	civil	devil	easily
evil	family	fossil	happily	hastily
nostril	pencil	utensils	lentil	jubilee
greedily	tonsils	pupil	readily	similar
		steadily		

Name: _____

Spelling Alternative: 'el' > /ə/ + /l/ (*travel*)

kennel	funnel	flannel	towel	travel
tunnel	vowel	bushel	cancel	duel
easel	morsel	shovel	jewel	label
model	nickel	novel	rebel	angel
antelope	barrel	squirrel	chapel	select
level	camel	channel	gravel	cruel
enamel	envelope		excellent	hazel

Name: _____

Spelling Alternative: 'le' > /ə/ + /l/ (*apple*)

able	ample	angle	ankle	axle	battle
beetle	bicycle	bottle	bubble	cable	whistle
wrinkle	candle	castle	cattle	circle	couple
cradle	double	eagle	example	freckle	gentle
giggle	handle	horrible	huddle	humble	idle
jungle	kettle	little	maple	marble	middle
miracle	muffle	muzzle	needle	paddle	pebble
people	pickle	puddle	purple	puzzle	rattle
riddle	saddle	simple	single	sparkle	stable
stumble	table	tackle	tangle	temple	title
uncle	visible	vegetable			

Name: _____

Spelling Alternative: 'tion' > /sh/+/ə/+ /n/ (*action*)

action	addition	adoption	affection
attention	caution	condition	connection
creation	decoration	definition	direction
education	election	emotion	eruption
exception	fiction	fraction	injection
infection	invention	junction	location
mention	motion	nation	notion
operation	population	position	reaction
section	station	tradition	vacation

Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ Worksheets

Name: _____

Read aloud the words in the box. Then write the best word from the box to complete each sentence.

afraid	adults	telescope
appetite	about	orange

1. My parents are both _____.
2. I eat a lot. I have a big _____.
3. Doug looks at the stars with his _____.
4. Should we paint the walls yellow or _____?
5. Is your book _____ a king and queen?
6. I am not _____ of the dark.

Write two new sentences using two of the words from the box.

_____

_____

_____

_____

_____

Name: _____

Fill in the Blanks

about	China	around	Africa	appetite
Tennessee	love	cousin	something	touch

1. _____ is a country in the Far East.

2. _____ is a state in our country.

3. Your aunt's child is your _____.

4. Do not _____ a hot stove!

5. I worked up an _____by chopping wood for the fire.

6. _____ is a continent.

7. Can you tell me _____ your book?

8. Let's look _____ the room for the lost book.

9. I _____ to eat snow cream in winter.

10. I have _____ to say about that.

Name: _____

Fill in the Blanks

lemon	season	together	kingdom
brother	honey	Canyon	mammoth

1. Which _____ follows spring?
2. Sir Gus was a knight of the _____.
3. The woolly _____ was a huge animal.
4. The _____ is a tart fruit.
5. Would you like to play _____?
6. My _____ bugs me!
7. The Grand _____ is a park.
8. I like _____ in my tea.

Name: _____

Find a word from the box that is an antonym for each word.

nowadays	vacant	extra	palace
giant	purchase	vitamin	damage

1. perfect _____
2. candy _____
3. sell _____
4. small _____
5. hut _____
6. barely _____
7. full _____
8. past _____

Name: _____

Find a word from the box that is an antonym for each word.

neglect	vinegar	cafeteria	comedy
secure	ashen	hello	decay

1. soda _____
2. dining room _____
3. fresh _____
4. good-bye _____
5. flushed _____
6. loose _____
7. serious _____
8. feed _____

Name: _____

Use the words from the box to find the secret message.

oval	skeletal	plural	petal
mammal	oral	cereal	rural

1. More than one

   _____ _____ _____ _____ _____ _____
   1

2. Pretty part of flower _____ _____ _____ _____ _____
   2

3. Warm-blooded animal

   _____ _____ _____ _____ _____ _____
   4

4. Reading out loud is called _____ _____ _____ _____
   3

5. You may eat it in the morning

   _____ _____ _____ _____ _____ _____
   5

6. In the country _____ _____ _____ _____ _____
   7

7. Having to do with your bones

   _____ _____ _____ _____ _____ _____ _____ _____
   9 8

8. Not quite round _____ _____ _____ _____
   6

_____	W	_____	_____	_____	_____	_____
1		2	9	3	4	5

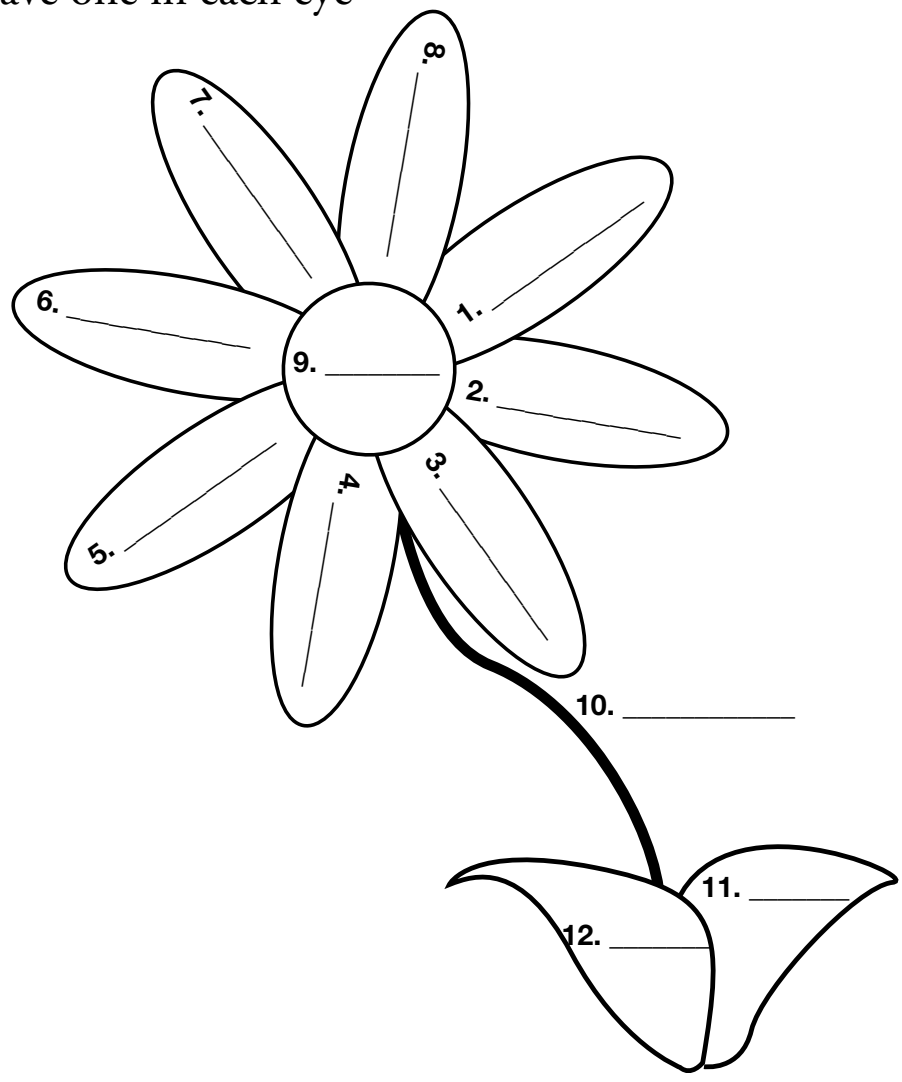
W _____ _____ _____!
6 7 8

Name: _____

Use a word from the box to fill in each line.

nostril	angrily	evil	easily
April	jubilee	lentil	pupil
steadily	similar	pencil	utensils

1. month after March
2. a kind of soup
3. you are one and you have one in each eye
4. looks alike
5. Not a pen
6. Knife, fork and spoon
7. At the same rate
8. A happy party
9. It is part of your nose.
10. mad
11. not good
12. no problem



Name: _____

Sort the words by spelling. Write the words that have the 'ul' ending under *useful*. Write the words that have the 'al' ending under *metal*. Write the words that have the 'il' ending under *April*.

~~harmful~~	fossil	hospital	evil
total	pencil	several	awful
peaceful	hopeful	normal	civil

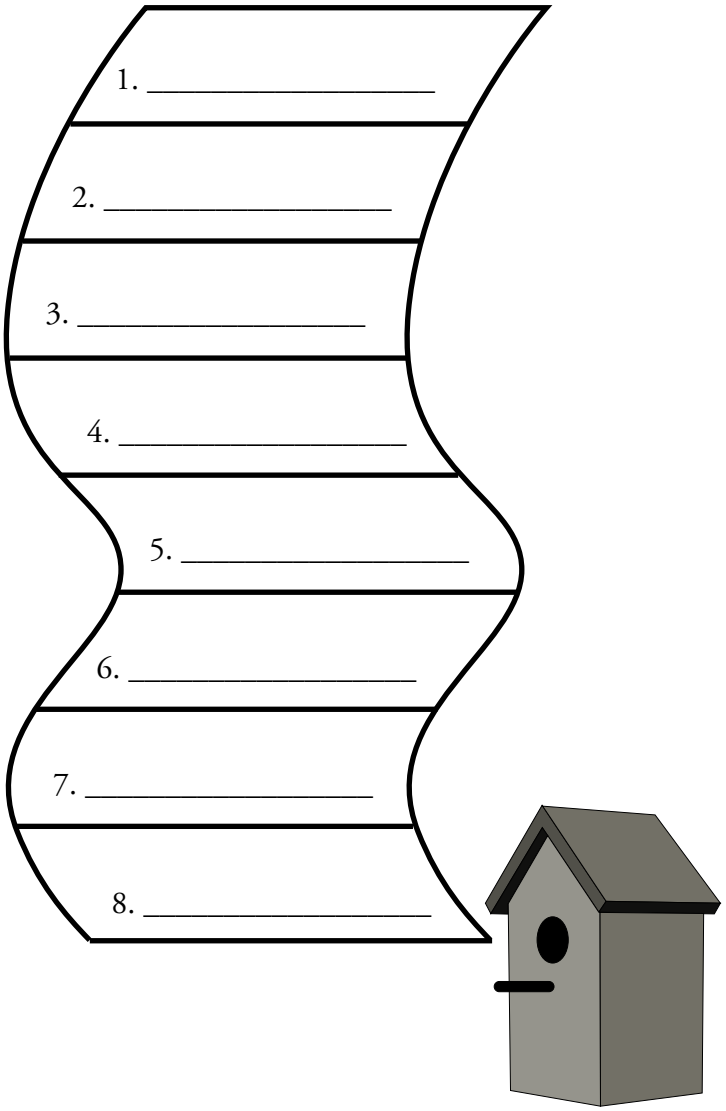
'ul' as in *useful*	'al' as in *metal*	'il' as in *April*
harmful		

Name: _____

Help Hazel on her way. Write a word from the box on each space.

vowel	nickel	enamel	level
channels	telescope	antelope	envelope

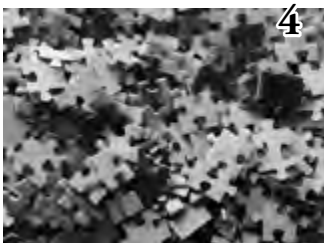
1. You put a letter in this
2. An animal with antlers
3. You can see the stars with this
4. You have a lot of these on TV
5. even
6. The white part of your teeth
7. 5 cents
8. a, e, i, o, u are all this



Name: _____

Write a word for each picture from the box.

single	whistle	cattle	bicycle
candle	marbles	needle	puzzle

1	2	3	4 
5	6	7 1	8

1. It has two wheels: _____
2. Your P.E. teacher many have one: _____
3. Round glass spheres: _____
4. Jigsaw: _____
5. A _____ and thread
6. This is on your birthday cake: _____
7. Just one: _____
8. Lots of cows: _____

Name: _____

Fill in the Blanks

bubble	apples	beagles	noodles	eagle
maple	single	candle	poodles	stable

1. A horse will stay in the _____ on a rainy day.

2. Mom likes to light a _____ on the table at supper.

3. A _____ leaf is on the Canadian flag.

4. _____ and _____ are kinds of dogs.

5. I like to blow a big _____ with my gum.

6. Would you like to help me pick the _____ from the tree?

7. An _____ is a symbol of our country.

8. I like to eat spaghetti _____.

9. I can't eat just one _____ chip, I can eat the entire bag.

Name: _____

Dear Family Member,

The words shown below all end with 'le'. Please help your child practice reading these words. Ask your child to use each word in an oral sentence after he or she reads it.

single	handle	gamble	temple
stable	cradle	idle	twinkle
able	title	needle	apple
gurgle	jingle	cattle	purple
bubble	eagle	steeple	beagle

Name: _____

Fill in the Blanks

mother	camel	decide	cover	animals
jungle	cousin	fossils	angels	chief
petals	bubble	afraid	wonderful	little

1. Could you help me _____ between a cookie or a cupcake?
2. I call my _____ , “Mom.”
3. It was a _____ party and we all had fun!
4. An animal with two humps is called a _____.
5. I have a night light because I am _____ of the dark.
6. Monkeys live in the _____.
7. The rose _____ were scattered in front of the bride.
8. I like to blow a big _____ with my gum.
9. My _____ and aunt will come to spend the night.

Name: _____

mother	camel	decide	cover	animals
jungle	cousin	fossils	angels	chief
petals	bubble	afraid	wonderful	little

10. The baby bird is too _____ to fly.

11. A zoo has a lot of _____.

12. Will you _____ the dish before you place it in the fridge?

13. Some of the _____ were from long, long ago.

14. The leader of a Native American tribe is often called a _____.

15. Some people believe that _____ have wings.

Name: _____

Fill in the Blanks

hospital	decide	normal	America
pedal	petals	animal	cheerful
April	signal	emergency	principal
appear	dangerous	equals	helpful

1. In an _____, call 911.

2. The rose _____ smell great!

3. She is always smiling and _____.

4. It would be _____ to me if you would clean your room.

5. My favorite _____ is a panda.

6. She is a nurse in a _____.

Name: _____

hospital	decide	normal	America
pedal	petals	animal	cheerful
April	signal	emergency	principal
appear	dangerous	equals	helpful

7. The month after March is _____.

8. I can't _____ if I would like red or pink ribbons.

9. Two plus two _____ four.

10. We live in the United States of _____.

11. It is very _____ to skate on thin ice.

12. Turn left at the next traffic _____.

Name: _____

Fill in the Blanks

station	~~options~~	attention
infection	dictionary	vacation

1. Select one of the following ___options___.

2. If you don't know what a word means, you can look it up in the

   _____.

3. This summer, we will take a _____.

4. If you don't clean that cut, you might get an _____.

5. We need to stop at a gas _____.

6. If you want to understand, you should pay _____.

Name: _____

Fill in the Blanks

reflection	lotion	potion
invention	stationery	emotions

1. The witch is making a sleeping _____.

2. If you look in the pond, you will see your _____ staring back at you.

3. Carol wrote the letter on _____.

4. To keep your skin from drying out, use _____.

5. Jealousy and anger are _____.

6. The wheel is a great _____.

Section VI-B

Tricky Spellings 'a' and 'e' Worksheets

Name: _____

Sort the underlined words with tricky spellings.

‘a’ →	/a/ →	h**a**t	b**a**nd	l**a**st
	/ae/ →	p**a**per	l**a**ter	l**a**dy
	/ə/ →	**a**bout	**a**long	b**a**lloon

		/a/ as in *hat*	/ae/ as in *paper*	/ə/ as in *about*	/aw/ as in *hall*
1.	Summer comes after fall.				
2.	Can you set the table?				
3.	She told him to go away.				
4.	Let’s get some books from the small bookcase.				
5.	What do you want?				
6.	Take out the trash.				
7.	Let’s have eggs for lunch.				
8.	This envelope needs a stamp.				

Name: _____

Sort the underlined words with tricky spellings.

‘a’				
→	/a/	h**a**t	b**a**nd	l**a**st
→	/ae/	p**a**per	l**a**ter	l**a**dy
→	/ə/	**a**bout	**a**long	b**a**lloon

	/a/ as in *hat*	/ae/ as in *paper*	/ə/ as in *about*
1. She has a yellow cap.			
2. She is wearing her silver necklace.			
3. To mail this letter, I need one stamp.			
4. When my mom cooks, she wears her apron.			
5. I need a map to find the park.			

Name: _____

Tricky Spelling: ‘a’

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

‘a’ > /a/ (*hat*) vs. ‘a’ > /ae/ (*paper*) vs. ‘a’ > /ə/ (*about*)

Target Word	**Possible division**	**2nd possible division**	**Possible sentence for meaning** (Remember the sentence is done orally.)
cabin	ca bin	cab in	We will stay at the _____ in the woods.
paper	pa per	pap er	I need a sheet of _____ to write my words.
table	tab le	ta ble	We eat supper at the _____.
basket	bas ket	ba sket	Please place the eggs in the Easter _____.
napkin	nap kin	na pkin	Use the _____ to wipe your face.
crater	cra ter	crat er	The volcano _____ is huge.
faster	fas ter	fa ster	The rabbit is _____ than the tortoise.
rapid	rap id	ra pid	Another word for fast is _____.
magic	mag ic	ma gic	The _____ hat is on Frosty’s head.
major	maj or	ma jor	In the army, a _____ is an officer.

Name: _____

Write the underlined words with the tricky spelling 'a' sounded /a/ under *bad*, the words with the tricky spelling 'a' sounded /ae/ under *acorn*, the words with the tricky spelling 'a' sounded /ə/ under *about,* and the words with the tricky spelling 'a' sounded /aw/ under *hall*. Sort only the words in which the 'a' is underlined.

I know a lady who happens to have ten babies. The lady spends all day feeding them, changing them, carrying them around, and washing them. When she's changing her babies, the lady has to watch that they don't fall off the changing table. When she's feeding her babies, the lady has to watch that they don't swallow something that they should not. It's a nonstop job. The crazy part is that the lady wants another ten babies! I cannot understand that!

/a/ as in *bad*	/ae/ as in *acorn*	/ə/ as in *about*	/aw/ as in *hall*
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name: _____

If a square has a word with the letter 'a' sounded /a/, make it red.
If a square has a word with the letter 'a' sounded /ae/, make it yellow.
If a square has a word with the letter 'a' sounded /ə/, make it green.
If a square has a word with the letter 'a' sounded /aw/, make it orange.

after	about	began	family	around
matter	affect	halt	taken	cannot
radio	apple	perhaps	idea	avoid
rather	having	village	carry	cake
ability	chapter	call	China	strange

Name: _____

Write the words with the tricky spelling 'a' sounded /a/ under *bad*, the words with the tricky spelling 'a' sounded /ae/ under *acorn*, the words with the tricky spelling 'a' sounded /ə/ under *about*, and the words with the tricky spelling 'a' sounded /aw/ under *hall*.

~~giant~~	lasted	faking	chapter
fall	extra	alone	able
actress	orange	apple	around

/a/ as in *bad*	/ae/ as in *acorn*	/ə/ as in *about*	/aw/ as in *hall*
		giant	

Name: _____

The letter 'a' can stand for four sounds. Which sounds does it stand for in the underlined letters in these words? Mark all that apply.

Alaska	○ /a/ as in *cat*	☑ /ə/ as in *about*
	○ /a/ as in *table*	○ /aw/ as in *wall*
America	○ /a/ as in *cat*	○ /ə/ as in *about*
	○ /ae/ as in *table*	○ /aw/ as in *wall*
pajamas	○ /a/ as in *cat*	○ /ə/ as in *about*
	○ /ae/ as in *table*	○ /aw/ as in *wall*
Canada	○ /a/ as in *cat*	○ /ə/ as in *about*
	○ /ae/ as in *table*	○ /aw/ as in *wall*
Abraham	○ /a/ as in *cat*	○ /ə/ as in *about*
	○ /ae/ as in *table*	○ /aw/ as in *wall*
banana	○ /a/ as in *cat*	○ /ə/ as in *about*
	○ /ae/ as in *table*	○ /aw/ as in *wall*
Arabia	○ /a/ as in *cat*	○ /ə/ as in *about*
	○ /ae/ as in *table*	○ /aw/ as in *wall*
Almanac	○ /a/ as in *cat*	○ /ə/ as in *about*
	○ /ae/ as in *table*	○ /aw/ as in *wall*
Africa	○ /a/ as in *cat*	○ /ə/ as in *about*
	○ /ae/ as in *table*	○ /aw/ as in *wall*

Name: _____

Sort the underlined words with tricky spelling.

‘e’ →	/e/	p**e**t	l**e**ft	l**e**tter
	/ee/	m**e**	r**e**wind	l**e**gal
	/ə/	d**e**bate	app**e**tite	strat**e**gy

		/e/ as in *pet*	/ee/ as in *me*	/ə/ as in *debate*
1.	He is singing the National Anth<u>e</u>m.			anthem
2.	This glass is <u>e</u>mpty.			
3.	Dad and I saw a play at the th<u>e</u>ater.			
4.	I need a carton of <u>e</u>ggs.			
5.	Don’t squash the bug b<u>e</u>tween the rocks!			
6.	The balloon is filled with h<u>e</u>lium.			
7.	The leaves are d<u>e</u>caying.			

Name: _____

Tricky Spelling ‘e’

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

‘e’ > /e/ (*pet*) vs. ‘e’ > /ee/ (*me*) vs. ‘e’ > /ə/ (*debate*)

Target Word	**Possible division**	**2nd possible division**	**Possible sentence for meaning** (Remember the sentence is done orally.)
rewind	rew ind	re wind	Please _____ the program to the beginning.
debate	de bate	deb ate	When two sides don’t agree, sometimes they _____.
strategy	strat e gy	strate gy	The General’s _____ was to attack at night.
became	be came	bec ame	We _____ third graders at the end of second grade.
demand	dem and	de mand	It is not polite to _____ things from others.
decorations	dec or a tions	de cor a tions	The Easter _____ were pastel colors.
helmet	hel met	helm et	My bike _____ is purple.
cement	cem ent	ce ment	The sidewalk is made of _____.
memory	me mory	mem ory	My _____ is not what it used to be.
beckon	beck on	be ckon	He wants us to come over so he will _____ with his hand.

Name: _____

The letter 'e' can stand for three sounds. It can stand for /e/ as in *bed*, /ee/ as in *me*, or /ə/ as in *debate*. Each sentence below has a word with an underlined 'e'. Which of the three sounds do you hear in each word?

1. His best race is the 100-**meter** dash.
   - ○ /e/ as in bed
   - ○ /ee/ as in me
   - ○ /ə/ as in debate

2. The **men** mixed up a batch of cement.
   - ○ /e/ as in *bed*
   - ○ /ee/ as in *me*
   - ○ /ə/ as in *debate*

3. I have a bug bite on my **elbow**.
   - ○ /e/ as in *bed*
   - ○ /ee/ as in *me*
   - ○ /ə/ as in *debate*

4. When I was fifteen I went on a trip to **Egypt.**
   - ○ /e/ as in *bed*
   - ○ /ee/ as in *me*
   - ○ /ə/ as in *debate*

Name: _____

5. That night we stayed in a **hotel**.

   ○ /e/ as in *bed*

   ○ /ee/ as in *me*

   ○ /ə/ as in *debate*

6. When I saw the sticky glop on my plate, I lost my **appetite**.

   ○ /e/ as in bed

   ○ /ee/ as in me

   ○ /ə/ as in debate

7. Can you keep a **secret**?

   ○ /e/ as in *bed*

   ○ /ee/ as in *me*

   ○ /ə/ as in *debate*

8. Dad is sick. He is running a **fever**.

   ○ /e/ as in *bed*

   ○ /ee/ as in *me*

   ○ /ə/ as in *debate*

9. Miss Douglas, I did not understand the **lesson**.

   ○ /e/ as in *bed*

   ○ /ee/ as in *me*

   ○ /ə/ as in *debate*

Name: _____

If a square has a word with the letter 'e' sounded /e/, make it red.
If a square has a word with the letter 'e' sounded /ee/, make it yellow.
If a square has a word with the letter 'e' sounded /ə/, make it green.

children	send	began	system	wanted
himself	second	decay	me	report
open	equal	given	hello	started
problem	parent	moment	legal	deposit
except	decide	subject	she	hundred

Name: _____

First read the words. Then write the words with the tricky spelling 'e' sounded /e/ under *send*, the words with the tricky spelling 'e' sounded /ee/ under *behind*, and the words with the tricky spelling 'e' sounded /ə/ under *debate*.

pebble	abdomen	mention	she
algebra	relic	symmetry	metallic
equal	pencil	lesson	repeat

/e/ as in *send*	/ee/ as in *behind*	/ə/ as in *debate*
pebble		

Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/
Practice Sentences and Stories for Oral Reading

Name: _____

Mama said to change out of my pajamas.

We are going across town to run an errand.

We will get balloons for Dad's birthday.

Then we will have salad for lunch.

Mama said to bring an umbrella just in case.

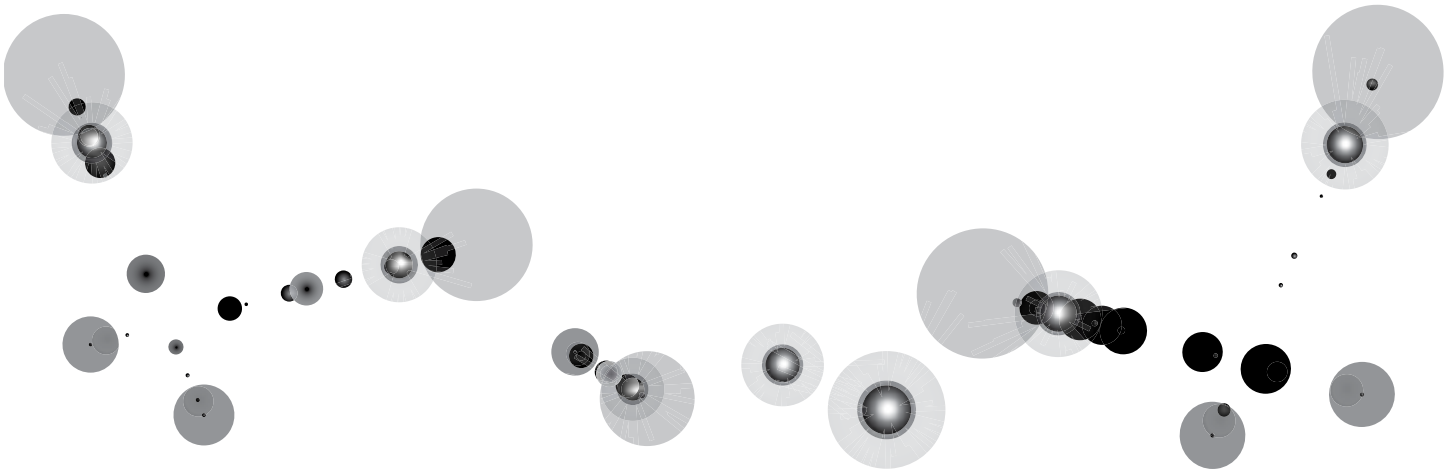
Name: _____

Hello Ellen,

I am in Kentucky for a benefit comedy show. The show is raising money to help repair the cafeteria at my friend's school. A tree fell on the building during a severe storm. I said hello to the people doing the show before I sat down.

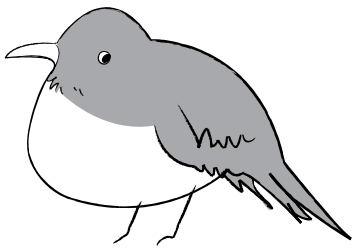
Name: _____

Donald, do you like animal-shaped cereal? I like buffalo shapes in my cereal. I like mammal shapes; such as tigers, lions, and big cats. Donald, do you like animal-shaped cereal?



Name: _____

April is a happy month. Young ducks happily splash in ponds. The dry soil greedily soaks up the April showers. As April rains steadily fall, baby birds readily stretch their long necks up toward the raindrops. The bird family happily welcomes the April rain.



Name: _____

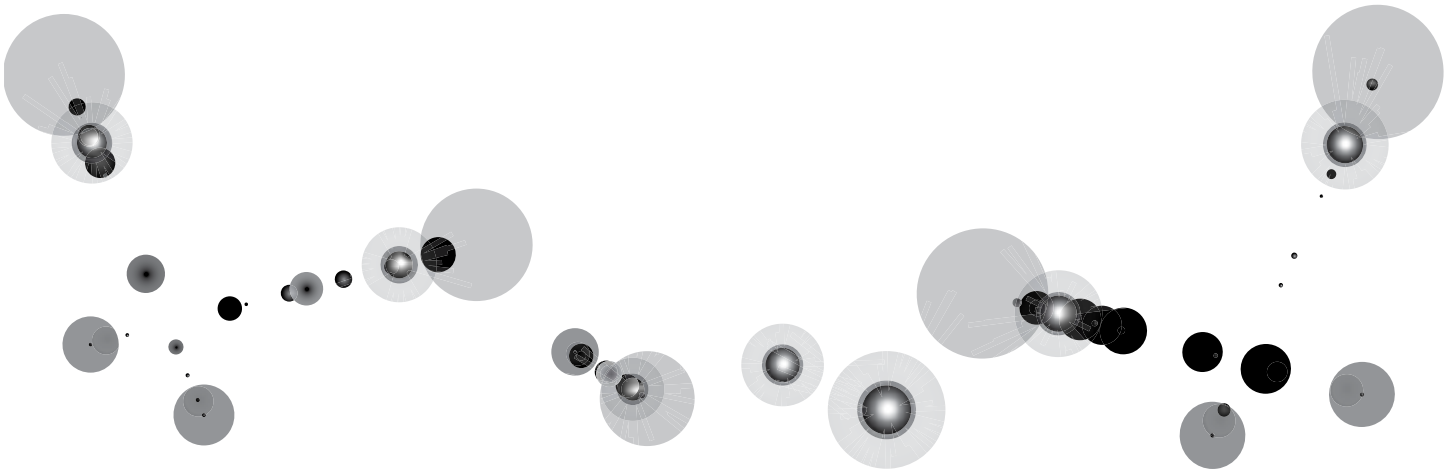
Hazel the squirrel likes to travel. She packs her flannel nightgown and her box of jewels in her duffel bag. She likes her nice warm camel hair coat. Hazel packs a novel to read on the trip and a nickel for the subway fare.

Name: _____

Uncle Charles plays with me when he comes to visit. We blow purple bubbles, play in puddles, and shoot marbles. Sometimes we find colored pebbles that sparkle and shine. Once we built a castle and had a sword battle in the middle of my bedroom.

Name: _____

It is almost time for summer vacation. Our tradition is to have a celebration for the start of summer. The decorations will be of our very own invention. We like to see people's reactions to our decorations. Last year, our theme was "The Best Invention of All Time." People still mention the decorations when they recall the celebration.



Section VI-C

Spelling Alternatives and Tricky Spellings Associated with /ə/ and /u/ Assessment

Assessment

Provide students with the sheet labeled Section VI Assessment that has 10 rows of words (20 total).

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. across
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/
7. 'tion' > /sh/ + /ə/ + /n/
8. 'el' > /ə/ + /l/
9. 'le' > /ə/ + /l/
10. 'ou' > /u/
11. 'tion' > /sh/ + /ə/ + /n/
12. 'o_e' > /u/
13. 'ous' > /u/
14. 'ful' > /f/ + /ə/ + /l/
15. 'o_e' > /u/
16. 'ous' > /u/
17. 'al' > /ə/ + /l/
18. 'il' > /ə/ + /l/
19. 'ful' > /f/ + /ə/ + /l/
20. 'al' > /ə/ + /l/

Name: _____

Section VI Assessment

Circle the word you hear your teacher say.

1.	across	amount	amiss	claws
2.	severe	strategy	courtesy	benefit
3.	mom	mother	brother	bother
4.	determine	deduct	define	decide
5.	shove	shut	shovel	shoot
6.	able	apple	ample	apply
7.	native	notion	nation	national
8.	funny	fundamental	fulfill	funnel
9.	copper	cuddle	couple	cable
10.	cousin	couple	cupful	cotton

Name: _____

Circle the word you hear your teacher say.

11.	traction	fraction	faction	addition
12.	above	about	avoid	amend
13.	fabulous	dangerous	dangers	dagger
14.	wonderland	wistful	wonderful	wondering
15.	glove	lovely	love	clove
16.	hide	hideout	hidden	hideous
17.	peel	pebble	puddle	petal
18.	missile	dismissal	fizzle	fossil
19.	cheerful	hopeful	helpful	careful
20.	animate	animal	annual	anything

Section VI-D

Stories
Sir Gus
(from Grade 2, Unit 5)

Name: _____

The Beginning

Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.

King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.

King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.

The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name "Fearless." This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.

Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint.

Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight.

Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.

Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.

All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.

Name: _____

The Thief

One dark and stormy night while King Alfred was sleeping, a thief crept into his bedroom and stole the king's golden ring. The next morning, when the king woke up, he saw that his ring was gone!

The king was very sad.

"Someone stole my ring!" he cried in agony. "It was my father's ring, and his father's before him. It is a king's ring. I must have it back!"

King Alfred was so upset in the morning; he could not eat his herring on toast.

King Alfred summoned his twelve brave knights. Eleven of them came at once on horseback. Sir Gus the Fearless came later, on foot. Sir Gus explained why he was late. He explained that he had lost his horse.

"Why, good sir," said the king, "you will not get very far on foot!"

"Yes, my lord. I mean no, my lord," replied Sir Gus. "The problem is, your majesty, that when I am on my horse, I itch. I had such a bad itch last night that I fell off my horse and it ran off."

"Well, you must stop itching then," said the king.

"Yes, indeed," replied Sir Gus, trying very hard not to itch.

Then the king told the knights what had happened. He told them he was counting on them to recover his ring.

The next day, at sunrise, eleven of the knights galloped off to find the thief.

Some time after lunch, Sir Gus was awakened by the king himself.

"Not up yet?" asked the king.

"Pardon me, my lord," stammered Sir Gus. "I was just…"

"Never mind!" said the king. "There's no need to explain. Why should you be up at the crack of dawn? For what can a knight do without a horse? But never fear! I have a gift for you. You may take my horse. But you must be careful, Sir Gus. My horse is the fastest in the land."

Sir Gus got out of bed. He stretched and yawned loudly. Then he got dressed.

"Do not fear," said Sir Gus, as he mounted the horse. "I am an—"

And with that, Sir Gus was carried off. The king's horse had shot off like an arrow.

Name: _____

Fire!

It was not hard to find the troll. Trolls cry when they are hungry. The knights simply followed the sound of loud sobs and eating.

As nightfall neared, the knights arrived at the foot of a large hill. The troll had spent all day eating the rocks and plants on the hill. All that was left on the hill were some prickly plants and some old, dying trees.

Near the top of the hill was a cave. Scary troll sounds were coming from inside the cave.

The knights met in a grove at the foot of the hill. They knelt down and made a plan.

"When it is dark we will light our torches," said Sir Tom. "Then we will creep up the hill. The sight of the flames will scare the troll and it will go back to its home beneath the ground."

"And what if that plan fails?" asked Sir Ed. "I don't care to be the troll's dinner."

"Well, do you have a better plan?" asked Sir Tom.

Sir Ed said nothing. The other knights were quiet, as well.

At that very moment came the sound of a horse trotting nearby.

"Found you at last!" said Sir Gus as he rode up to the knights. "So, my fellow knights, tell me, have you devised a plan of attack to defeat this monstrous troll?"

"Yes, we have!" said Sir Tom. "We have agreed that our bravest knight will creep up the hill with a torch and frighten the troll away."

"Splendid idea!" said Sir Gus. "And who is going to attempt this brave deed?" he asked, looking around.

"You!" said Sir Tom and Sir Ed together.

"But, but… well… I… er… um…," said a reluctant Sir Gus.

It was no good trying to get out of it. Sir Tom handed Sir Gus a lit torch. Then he pointed at the cave.

Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

From inside the cave came alarming troll sounds.

"Snnniccck, Snnnuummm, Guffumffffff!"

The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus's feet. Sir Gus jumped back, trying to avoid the flying pieces of rock.

Suddenly there was a thumping sound. Thump! Thump! Thump! The troll was coming out of the cave!

As the troll got closer, the sounds got louder.

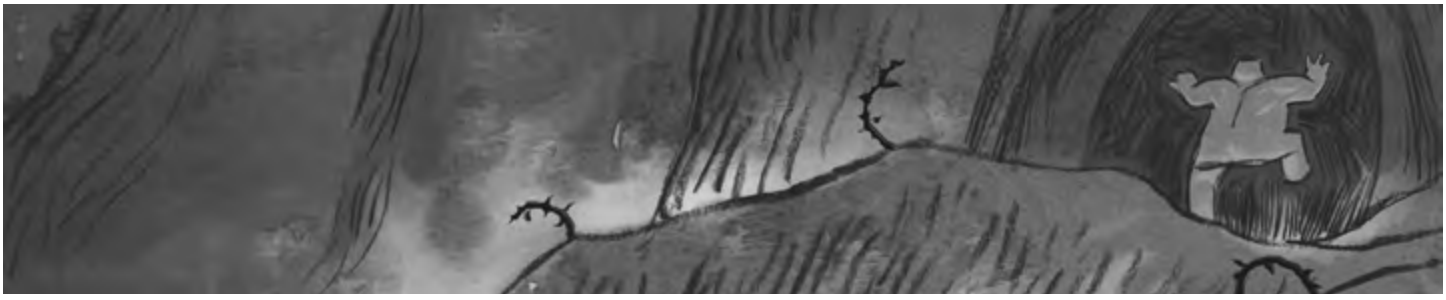
"SNNNNICCCK, SNNNUUUUMMMM, GUFFUMFFFFFF!"

Sir Gus was afraid. He started to feel weak in the knees. At last he fainted. His torch fell to the ground. It landed on some dry, prickly plants near the mouth of the cave. The plants caught on fire. The flames got bigger quickly.

From inside the cave came a scream. Then came the thumping sound of a large beast running away. Soon, all that remained was the sound of crackling flames.

Sir Gus lay on the ground for a while. At last the heat from the fire woke him. He got up and ran back down the hill.

When Sir Gus appeared, the knights shouted, "Hooray! Brave Sir Gus lit the fire! He has driven away the troll! Hooray for Sir Gus!"



Name: _____

The King's Ghost

"Ar! Do as we say or die!" came the sound of a large booming voice from somewhere on the water.

King Alfred and eleven of his knights jumped with fright. They had all tried to sail the boat in the stormy waves and strong winds. They looked up to see a pirate ship flying a black flag. The pirate ship had sailed up next to the king's boat.

The king and the eleven knights were not prepared to fight. The knights did not have their lances or shields with them.

"I will count to ten," shouted the pirate chief. "If you do not hand over the king and his boat by then, we will attack! We do not care to harm you, but if we must, then we must!"

The pirate chief began to count, "One, two . . . um." He hesitated. (Pirates aren't good at math!)

"Three," came a voice from below. It was Sir Gus. He was lying down below the deck, and he was feeling very ill.

Sir Gus was so ill that he had no idea what was happening. The strong winds had kept him from hearing what the pirate chief had said. All he could make out was the sound of someone counting.

"Thank you," said the pirate chief. He went on counting. "Seven, eight, nine . . ."

"Uuuuuug! Oooooe!" came a loud and scary sound from inside King Alfred's boat.

"Uuuuuug! Oooooe!"

"What is that hideous sound?" yelled the pirate.

"It is the ghost of our last king, and it protects our ship!" replied Sir Tom.

Sir Tom was well aware that, in fact, the hideous sound was coming from Sir Gus, who was feeling very sick indeed, but he was hoping to scare the pirates away with a ghost story.

"Uuuuuug! Oooooooe!" came the sound again.

"If you harm the king," Sir Tom shouted, "you will be haunted by this evil, vengeful ghost! I will count to ten, and you had better go away, you thief! The ghost would rather not harm you, but if it must, then it must."

Pirates are very afraid of ghosts. And so, within seconds, the pirate ship began to sail away.

Not long after, the clouds cleared and the waves died down. Sir Gus felt some relief and came limping back up on deck.

"Well done, Sir Gus!" said the king. "You scared those evil pirates away by pretending to be a ghost."

"I did?" said Sir Gus, still looking rather green in the face.

"Why, yes!" said the king. "Such a clever and helpful trick! How can I ever repay you for your wisdom and bravery? Perhaps I should award you a medal?"

"Your majesty," said Sir Gus, "the best payment of all would be if you would order the captain to sail this boat back to land. I find the nautical life not to agree with me."

And with that, the king's boat sailed for home.

Name: _____

The King's Birthday

Six months passed until King Alfred saw his knights. This time he did not need their help, but he asked them to come to his birthday party. The king had asked 500 people to join him. He had made plans for a large feast, as well as jousting, magic, and dancing. Everyone was very excited.

The palace was filled with five thousand candles. Gold cloth was draped on the walls. King Alfred had planned a treat for everyone. Just as the jousting was about to begin, a thousand white doves were to be released into the sky above the palace.

King Alfred asked King Henry, the king of another kingdom, to attend the birthday party. The twelve knights were coming too. King Henry's knights were going to challenge King Alfred's knights in jousting. The winners would get 100 gold coins each.

On the day of the party the king met with some of his knights.

"This is going to be the best party ever!" said the excited king. "I am eager to see each of you joust. I think King Henry and his knights will be amazed by your skill."

"Winning will be our birthday gift to you, sire!" said Sir Pete.

"We are the most feared knights of all time!" said Sir Tom. "We will crush them! We will make them cry!"

Sir Gus looked as his fellow knights boasted of their skill. He did not join them. In fact, he was very nervous. He was hoping that he would not start itching and fall off his horse.

"I know you will win," said the king. "And that will make a fine birthday present. I thank you in advance!"

The knights began to file out.

"Sir Gus!" called the king.

"Your majesty?" said Sir Gus.

"Do you like my birthday cake?" asked the king.

"Yes, sire."

"Do you see how the royal baker made a tiny king out of icing that looks just like me?"

"Yes, sire."

"It is a wonderful birthday present! But the best present of all will be seeing you defeat Sir Ivan the Black Knight in the jousting."

"Sir Ivan?" asked Sir Gus nervously.

"Yes," said the king. "He has made quite a fearsome name for himself. But I trust you will beat him."

Sir Gus was too scared to speak.

"Well, then," said the king. "Off you go! And happy birthday to me!"

Section VI-E

Fluency Assessment

Fluency Assessment

The second assessment for Section VI that you may choose to give students is a Fluency Assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Young Mouse." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately ten minutes to read the story. If the student cannot read the story in ten minutes, this is a clear indication that he or she is struggling and needs to work on fluency.

Directions: Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the student reads the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records given represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table to find students' fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

Name: _____

The Young Mouse

Once upon a time there was a young mouse who had never left his 14
mother's side. One day the young mouse went outside for a walk 26
to explore. But it was not long until he came running back to his 40
mother. 41

"Mother! Mother!" said the young mouse. "What a scare I have had! 53
I was walking along when I saw two strange animals. One of them 66
looked a lot like me. She had paws and a tail. She looked soft, and 81
kind, and graceful. 84

But the other one was a scary monster! You should have seen him! 97
He had just two legs and scratched at the ground with his claws. He 111
kept beating his arms. He was ugly, too. He had no fur, just feathers, 125
and he had big red flaps hanging from his head and neck. But what 138
scared me the most was the awful sound he made. It sounded like 151
cock-a-doodle-doo!" 156

The young mouse went on. “I wanted to say hello to the nice animal 170
that looked like me. She was so lovely, and she looked so good and 184
gentle. She had thick, glossy hair and a modest face. As she looked at 198
me, she waved her fine, long tail and smiled. I think she was about 213
to speak to me when the other animal let out his awful scream. I was 227
so scared that I ran for my life. I didn’t even have time to smile back 243
at the nice animal. It is such a shame. I would have liked to meet 258
that lovely animal.” 261

“My son,” said the mother, “the animal that scared you was a rooster. 274
He may look and sound scary, but he would never harm you. The 287
other animal that you saw was a cat. She may look good and gentle, 301
but she is no pal of ours. She would gladly eat you and your mice 316
pals. In fact, she would have eaten you if you had not run away. So 331
be thankful, my son, that you escaped with your life. Stay close to 344
me and remember that things are not always what they seem to be.” 357

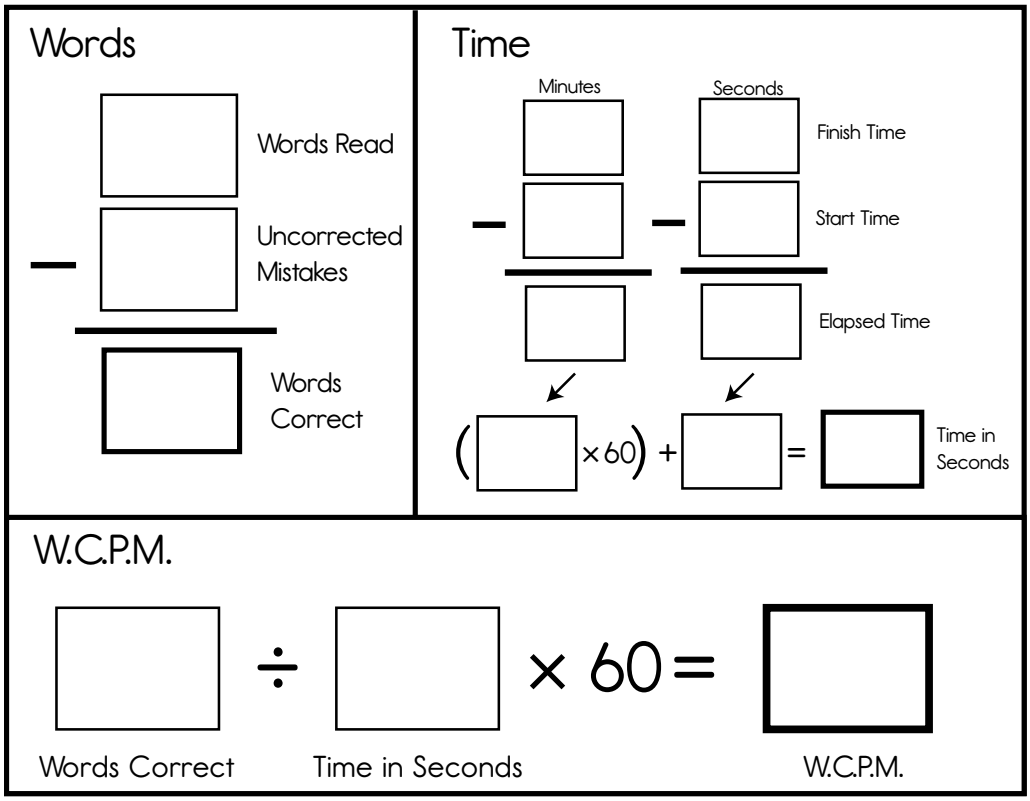
W.C.P.M. Calculation Worksheet

Student:_____

Date:_____

Story: *The Young Mouse*

Total words in story (not including title): 357



Compare the student's W.C.P.M. score to national norms for Grade 3. See chart in the Introduction of this Guide.

Section VII

Assorted Spelling Alternatives and Tricky Spellings

'ph' > /f/

'ea' > /e/

'ar' and 'or' > /er/

'ch' > /k/

'i' > /ee/

'wa' and 'a' > /o/

Section VII-A

Assorted Spelling Alternatives and Tricky Spellings Lesson Template

Spelling Alternatives and Tricky Spellings

Focus: Spelling Alternatives	**Teaching**	**Materials**
Warm-Up	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

Name: _____

Read these words that have the /f/ sound spelled 'ph'. Then circle the letters that stand for the /f/ sound in each word.

phone	phrase	graph	sphere
dolphin	triumph	orphan	phantom
paragraph	alphabet	photograph	emphasize
physical	atmosphere	pharmacy	elephant
homophone	telephone	microphone	Joseph
amphibian	apostrophe	geography	biography

Section VII-B

Spelling Alternative 'ph' > /f/ Worksheets

Name: _____

Fill in the Blanks

photograph	homophones	amphibian	trophy
alphabet	paragraph	telephone	dolphin

1. Philip answered the _____.
2. 'Z' is the last letter in the _____.
3. Ralph saw a _____ swimming in the sea.
4. Sophie took this _____ of her sister with her camera.
5. Stephanie wrote the first _____ of the story.
6. Randolph won a _____.
7. "Road" and "rode" are _____.
8. A frog can live on land or in the water. It is an _____.

Name: _____

Do the bolded letters stand for the same sound? Write *yes* or *no*.

1. tro**ph**y **f**unny _____

2. **kn**ock **k**ettle _____

3. **sph**ere **sp**ear _____

4. **wh**en **w**itch _____

5. tra**ff**ic or**ph**an _____

6. **n**ickel **kn**ot _____

7. **ph**one **p**ane _____

8. gra**ph** grou**p** _____

9. **wr**ite **wh**en _____

10. **wr**ong **r**ight _____

Name: _____

Fill in the Blanks

dolphin	graph	elephant	pharmacy	phobia
phone	trophy	phase	phonics	phony

1. The bar _____ shows that we like green apples best of all.

2. Dad will call on his cell _____.

3. My two year old sister is in a stubborn _____.

4. Mom needs to stop by the _____ to pick up the pills that the doctor prescribed for my sore throat.

5. A _____ lives in the sea but it is a mammal that breathes air.

6. We study _____ every day in reading.

7. I have a fear, or _____, of spiders.

8. He is such a fake, he is _____.

9. The first place winner in the spelling bee got a _____.

10. We fed peanuts to the baby _____ at the zoo.

Name: _____

Circle letter(s) in each column to make a word to fill in the blank.

1. She has a _____ snake.

ph	u	ff	y
f	o	n	ea

2. Please use my cell _____ to call 911.

ph	u	ff	y
p	o	n	e

3. I can see the _____ swimming by the ship.

d	u	l	f	e	n	s
b	o	t	ph	i	m	z

4. The acorn just sprouted and the maple tree is in the seedling _____ of growth.

f	a	z	i
ph	u	s	e

5. We learn _____ so that we will be better readers.

f	u	e	g	z
ph	o	n	i	cs

6. Please tell me if this is a sentence or a _____.

ph	rr	i	s	ee
ff	r	a	z	e

7. I have a fear, or _____, of snakes.

f	u	b	e	a
ph	o	d	i	a

8. I can sing the _____ song.

e	f	a	d	e	t
al	ph	u	b	k	k

9. The ringing _____ woke me up.

t	i	l	a	ph	o	n	e
k	e	ll	e	ff	u	m	e

10. We will make a bar _____ of our favorite candy.

gl	e	ph
gr	a	ff

Name: _____

Use the words in the word box and the clues to complete the crossword puzzle on the following page.

phone	dolphin	alphabet	sphere	orphan
gopher	graph	photo	asphalt	hyphen

Down

1. Small burrowing animal

2. Another word for a picture taken with a camera

4. Another word for pavement

6. Mammal who swims in the sea

Across

3. A bar _____

5. A cell _____

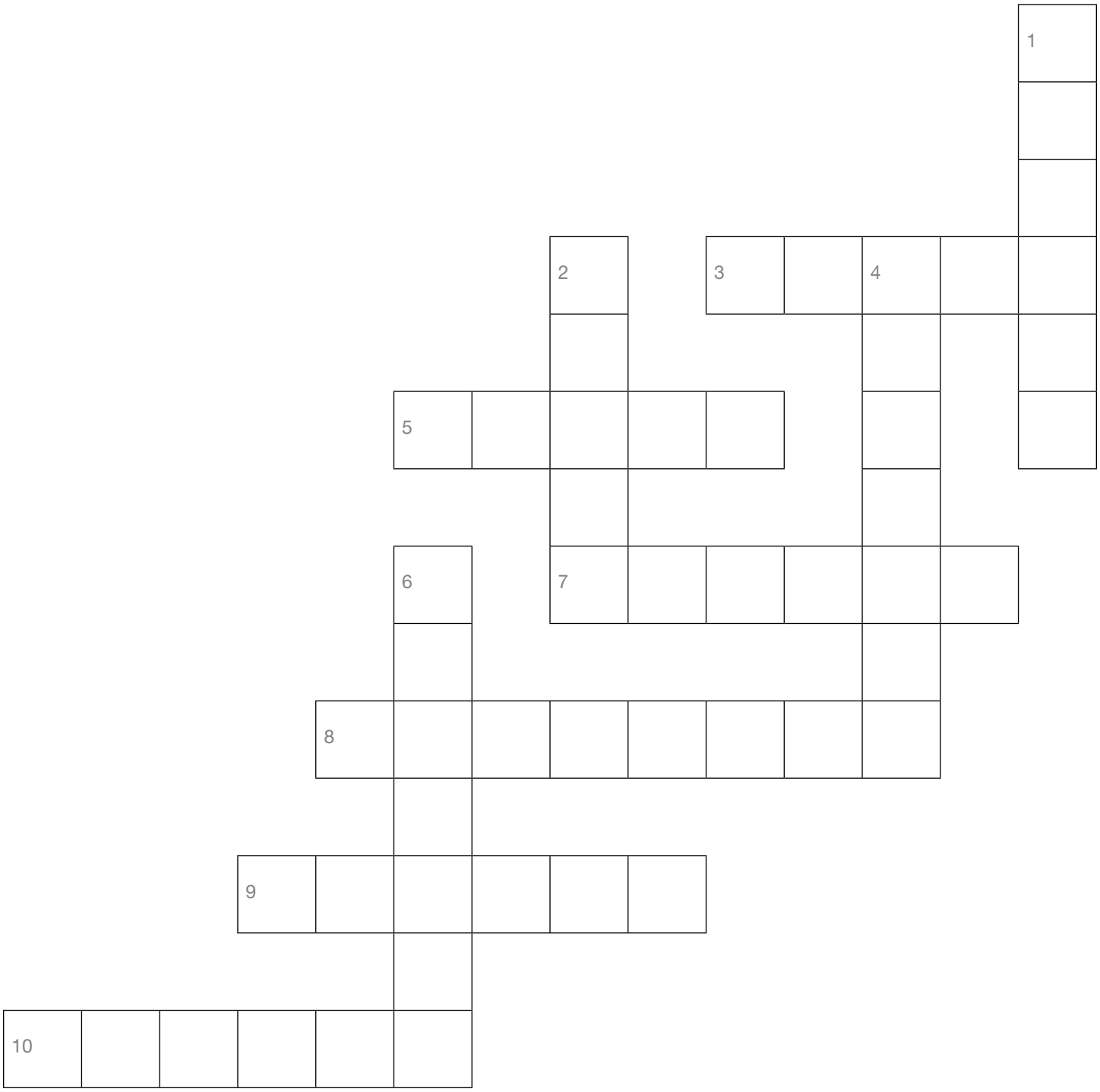
7. A person who does not have a mom or dad

8. Your ABCs

9. Round ball

10. Little tiny line between words (e.g., Smith-Jones)

Name: _____



Section VII-B

Spelling Alternative 'ph' > /f/
Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ph' > /f/

1. The physician told Philip to stop by the pharmacy to get his pills.

2. My nephew Joseph is a photographer.

3. Sophie was able to recite the entire alphabet when she was just three years old!

4. We saw elephants and dolphins at the zoo.

5. My teacher said we could take notes by writing just short phrases instead of complete paragraphs.

6. I asked to use the telephone at the pharmacy.

7. A baseball is an example of a sphere.

8. Jim Murphy won a trophy for coming in first place in the race.

9. Before CDs were invented, people played music on phonograph records.

10. We collected pamphlets from the travel agency about lots of different places that we wanted to visit.

Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/ Word List

Name: _____

Spelling Alternative: 'ea' > /e/ (*head*)

head	sweat	dead	deaf
tread	meant	thread	bread
breakfast	health	threat	wealth
steady	sweater	weather	leather

Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/ Worksheets

Name: _____

Fill in the Blanks

meat	head	peach	cream	heat
thread	health	sweater	meadow	bread

1. Mom needs a loaf of _____ to make sandwiches.
2. We will have a picnic in the grassy _____.
3. I hope there will be a _____ for me to eat.
4. I like to pour a little _____ over my fruit.
5. Will there be sandwiches with _____ and cheese?
6. If the _____ of the sun gets too hot, we can sit in the shade.
7. My sister went to the store to buy more _____ so my mother could finish the dress she is making.
8. Make sure to pack a _____ in case it is chilly.
9. Fresh air is good for your _____.
10. I will need a hat for my _____.

Name: _____

Fill in the Blanks

thread	spread	meant	dead	bread
breakfast	feather	dread	head	lead

1. Would you _____ butter on the toast?
2. I _____ to pick up the paper but I forgot it.
3. It has been a very dry summer with little rain, so some of the plants in the garden are _____.
4. My _____ is hurting from the loud noise.
5. I like _____ and jam for a snack.
6. My mom fixed the rip in my pants with a needle and _____.
7. Most people _____ going to the dentist.
8. Do you like eggs and bacon for _____?
9. I found the _____ of a bird outside next to a nest.
10. The pipes were made of _____.

Name: _____

Sort the words by sound.

peach	bread	dead	cream	dream
health	dread	deaf	mean	wealth
spread	sweat	scream	thread	seam
tread	stream	team	beaver	steam

'ea' > /ee/ (*beach*)	**'ea' > /e/ (*head*)**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ea' > /e/

1. I need to purchase peaches, bread, and cream from the grocery store.
2. What would you like to eat for breakfast?
3. Please spread the peanut butter on the bread.
4. We saw many birds in the meadow, and I even found a feather.
5. There was a dam in the stream that the beavers had made.
6. If the weather turns cool, bring your sweater and leather jacket.
7. The bite of a black widow spider can be deadly.
8. I meant to do my homework, but I forgot.
9. Someone who is deaf cannot hear.
10. The tread on the tires is very bare.

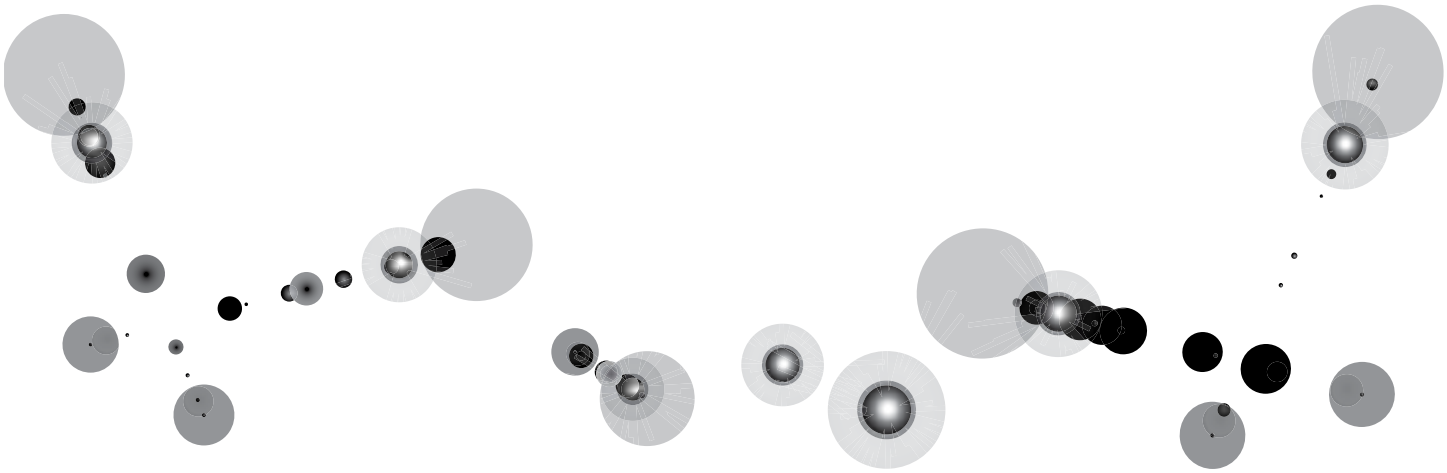
Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/ Word List

Name: _____

Spelling Alternatives: 'ar' and 'or' > /er/

dollar	collar	lizard	custard
doctor	alligator	actor	polar
color	blizzard	favor	vapor
homework	backward	author	calendar



Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/ Worksheets

Name: _____

Read each word. Then mark the sound the underlined letters stand for. Hint: *Follow your ear, not your eye.*

1. f<u>ar</u>mer	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
2. sn<u>or</u>ting	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
3. beggar	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
4. fav<u>or</u>	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
5. c<u>or</u>ner	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
6. eff<u>or</u>t	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
7. cust<u>ar</u>d	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
8. <u>ar</u>my	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
9. blizz<u>ar</u>d	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
10. alligat<u>or</u>	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*

Name: _____

Fill in the Blanks

dollar	actor	color	history	doctor
polar	calendar	lizard	wizard	mustard

1. I would like _____, not ketchup, on my hot dog.
2. May I have a _____ to buy candy?
3. Do I have to get a shot when I go to the _____?
4. I like the _____ red.
5. Are all _____ bears white?
6. My teacher puts up a new _____ each month.
7. John is an _____ in the school play.
8. *The War of 1812* is a _____ book.
9. The _____ sat in the sun on a rock.
10. A _____ can cast a spell.

Name: _____

Find the Secret Message!

forward	diary	calendar	alligator	vapor
beggar	forgot	author	dollars	collar

1. The person who writes a book is called an

   ____ ____ ____ ____ ____ ____.
   3

2. My shirt ____ ____ ____ ____ ____ ____ is crooked.
   5

3. Don't go back! Go

   ____ ____ ____ ____ ____ ____ ____!
   10

4. The fierce ____ ____ ____ ____ ____ ____ ____ ____ ____
   1 6
   jumped out of the water.

5. It will cost ten ____ ____ ____ ____ ____ ____ ____ to buy
   7
   the toy truck.

6. I ____ ____ ____ ____ ____ ____ to turn off the stove when
   2
   I left home.

1. The poor ____ ____ ____ ____ ____ ____ asked us for food as we walked by.
   (9)

2. My sister writes in her ____ ____ ____ ____ ____ every night before she goes to bed.
   (4)

3. The water ____ ____ ____ ____ ____ turned into fog.
   (8)

4. It is a new month; please turn the

   ____ ____ ____ ____ ____ ____ ____ ____ page.
   (11)

Now solve the secret message by writing the letters that match the numbers.

____	____	____		____	____	____	____
4	2	3		1	5	9	1

____	____	____	____	____
7	3	8	9	5

____	____	____	____	____	____	____!
7	6	3	10	9	11	6

Name: _____

Fill in the Blanks

factory	orchard	similar	grammar	mirror
cellar	calendar	effort	blizzard	actor

1. I looked in the _____ while I brushed my hair.
2. We went to an apple _____ to pick apples from trees.
3. A synonym for a *basement* in a house is _____.
4. Someday I would like to be an _____ on a TV show.
5. My class visited a car _____ to see how cars are made.
6. Don't forget to mark the date on your _____.
7. I came in second place in the race, but I gave it my best _____.
8. A _____ is a synonym for a bad snowstorm.
9. We both like the color green so we have _____ taste.
10. We are studying the parts of speech in our _____ lessons.

Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/
Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ar' and 'or'

1. Someday I would like to become either a doctor or an author.

2. The unexpected blizzard froze all of the oranges in the orchard.

3. That actor looks familiar, but I don't remember his name.

4. My dad gave the beggar a dollar.

5. Alligators and lizards are both reptiles.

6. The wizard's robe was black with stars the color of sparkling silver.

7. My history report and grammar homework are both due on March 5th, so I marked that date on the calendar.

8. The factory workers gave their best effort.

9. Would you do a favor for me and take my laundry to the dry cleaners on the corner?

10. Please ask the cleaner to put extra starch on the collars of my shirts.

Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/ Word Lists

Read the words aloud with your class.

In most words, the letters 'ch' stand for the /ch/ sound:

chin	**ch**op	**ch**eap	**ch**ore
chest	lun**ch**	bran**ch**	**ch**ange

However, in some words, the letters 'ch' stand for the /k/ sound:

s**ch**ool	**Ch**ris	**ch**orus	stoma**ch**
an**ch**or	e**ch**o	monar**ch**	or**ch**id
chemical	**ch**emistry	**ch**emist	**ch**aracter
me**ch**anic	or**ch**estra	ar**ch**itect	te**ch**nical

Name: _____

Tricky Spelling 'ch'

chipmunk	chimney	chisel	ache
chapel	anchor	chemistry	approach
chorus	launch	character	archery
schedule	school	bachelor	scholar
architect	butterscotch	monarch	challenge
chairman	stomach	Christmas	technical

Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/ Worksheets

Name: _____

Fill in the Blanks

S**ch**ool	stoma**ch**	monar**ch**y	an**ch**or
chemist	ar**ch**itect	or**ch**estra	e**ch**o

1. Chris is in tenth grade at East Side High _____.

2. A person who mixes chemicals is called a _____.

3. Christina shouted into the cave and her voice came back as an _____.

4. A person who draws plans for houses and buildings is called an _____.

5. Zachary plays the violin in the symphony _____.

6. This food is awful! I think I may be sick to my _____.

7. A country ruled by a king is called a _____.

8. The man tossed the _____ into the water.

Name: _____

Sort the words by sound.

ache	anchor	screech	ranch	rich
orchid	stomach	school	porch	change
chemical	munch	chord	child	coach
chorus	grinch	lunch	echo	headache

'ch' > /ch/(*chin*)	**'ch' > /k/(*school*)**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ch' > /k/

1. A king, who is the crowned ruler of a country, is a monarch.
2. To become a chemist, you must study the subject of chemistry.
3. The mechanic said it was a real challenge to fix the problem with the car.
4. Please check the school schedule to find out when we have vacation.
5. I feel terrible because I have a headache and a toothache!
6. The sculptor used a chisel to carve the marble.
7. I could hear the echo of your voice.
8. At church today, we all sang the chorus of the song.
9. A new character was introduced in this chapter.
10. The boat dropped anchor in the harbor.

Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/ Word Lists

Name: _____

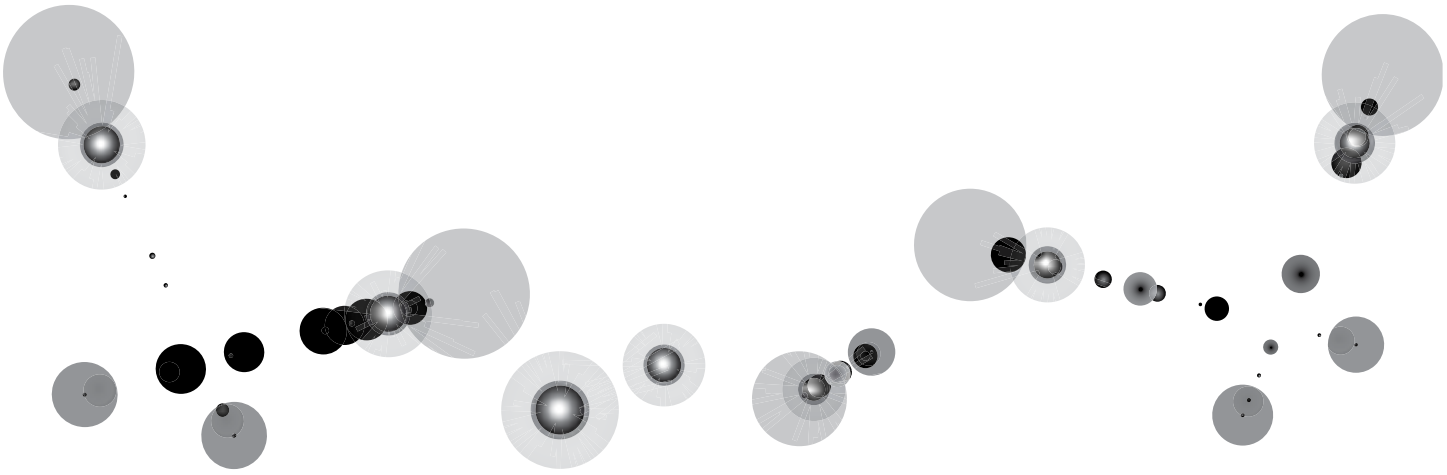
Spelling Alternative: 'i' > /ee/ (*ski*)

patio	kiwi	spaghetti	pizza
zucchini	salami	taxi	ski
piano	media	medium	curious
radio	lollipop	cafeteria	chili

Name: _____

Tricky Spelling 'i'

item	India	Indian	violin
medium	radio	baptism	liter
visa	citizen	curious	icicle
igloo	piano	cabinet	cafeteria



Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/ Worksheets

Name: _____

Find the Secret Message!

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

1. We had lunch in the

   ____ ____ ____ ____ ____ ____ ____ ____ ____ ____.
   5 3

2. There were many kinds of food but I like

   ____ ____ ____ ____ ____ ____ ____ best of all.
   7 1

3. I could not decide between

   ____ ____ ____ ____ ____ ____ ____ ____ ____ ____
   12 2

   noodles or a slice of ____ ____ ____ ____ ____.
   6

4. Then I saw the ____ ____ ____ ____ ____ ____
   4
   and cheese sub.

Name: _____

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

5. Or maybe I should have the fruit and veggie plate with

   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

   _____ _____ _____ _____ _____ _____ _____ _____ for dessert.

Now solve the secret message by writing the letters that match the numbers.

_____(1) _____(2) _____(3) '(4) _____

_____(5) _____(6) _____(7)

_____(8) _____(9) _____(10) _____(11) _____(12)!

Name: _____

Sort the underlined words with tricky spellings.

'i'				
→	/i/	it	fish	his
→	/ie/	driver	find	writer
→	/ee/	ski	taxi	easier

		/i/ as in *it*	/ie/ as in *driver*	/ee/ as in *ski*
1.	My mom plays the p<u>i</u>ano.			piano
2.	I like pepperoni p<u>i</u>zza.			
3.	Instead of being mean, be k<u>i</u>nd.			
4.	Cur<u>i</u>ous means to want to know.			
5.	Rub some sunblock on your sk<u>i</u>n.			
6.	My dad was fur<u>i</u>ous when the glass broke.			
7.	I do not like beans in chil<u>i</u>.			

	/i/ as in *it*	/ie/ as in *driver*	/ee/ as in *ski*
8. The huge waves tossed the sh<u>i</u>p.			
9. At the zoo, we saw a t<u>i</u>ger.			
10. Do you like spaghett<u>i</u> noodles?			
11. The lettuce is cr<u>i</u>sp.			
12. They play that song on the rad<u>i</u>o.			

Name: _____

Fill in the Blanks

igloo	media	item	impossible	chilly	chili
medium	violin	piano	curious	spaghetti	India

1. Mom made _____ beans and rice for supper.

2. The strings on the _____ are hard to hold down.

3. I need to practice my _____ lesson.

4. My teacher says that I am very _____ because I ask lots of questions and like to learn about new things.

5. I like _____ and meatballs best of all.

6. An _____ is a kind of home made of ice.

7. I needed my coat as it was a _____ spring day.

8. It is _____ to travel in time.

9. We have one _____ too many for the quick checkout line at the grocery store.

10. I need a _____ size shirt, not a small size.

Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'i' > /ee/

1. We ate our pizza outside on the restaurant patio.

2. The cafeteria is serving chili or spaghetti today.

3. I am curious to learn more about India because I am not familiar with Indian customs.

4. We listened to piano and violin music on the radio.

5. My teacher said we could use PowerPoint as part of our multimedia report about Italy.

6. The inside of a kiwi is green.

7. I take a medium size shirt.

8. Please pick up a liter of milk and some broccoli and zucchini when you go to the grocery store.

9. What flavor lollipop would you like?

10. If you are going to travel outside of the United States, you will need a passport and a visa.

Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Lessons

'wa' > /o/

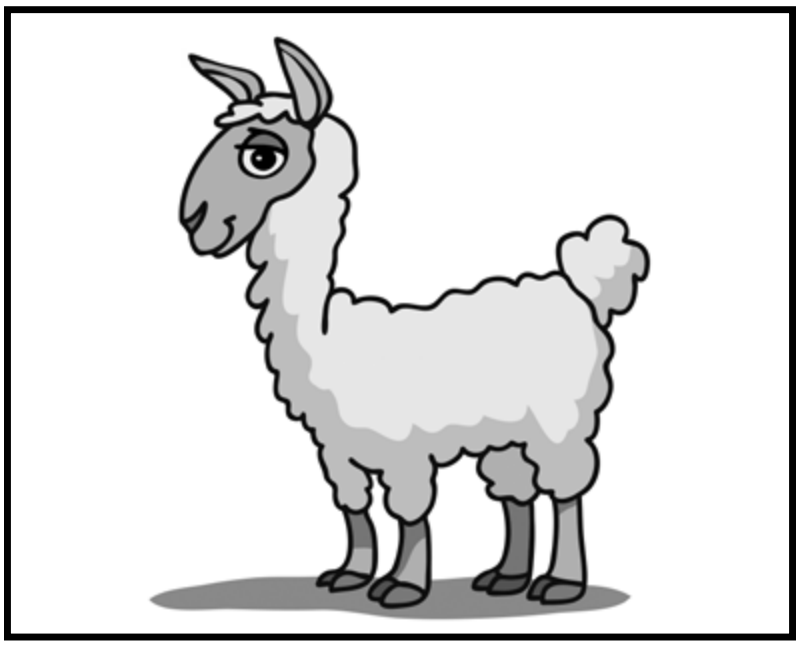
Ask students to turn to the worksheet that follows.

Tell students that they are going to learn about a new spelling alternative. Explain that you are going to read a story to them as they follow along with the pictures, much as they did in the lesson where they learned about the schwa sound and heard the story about the Spelling Spoilers.

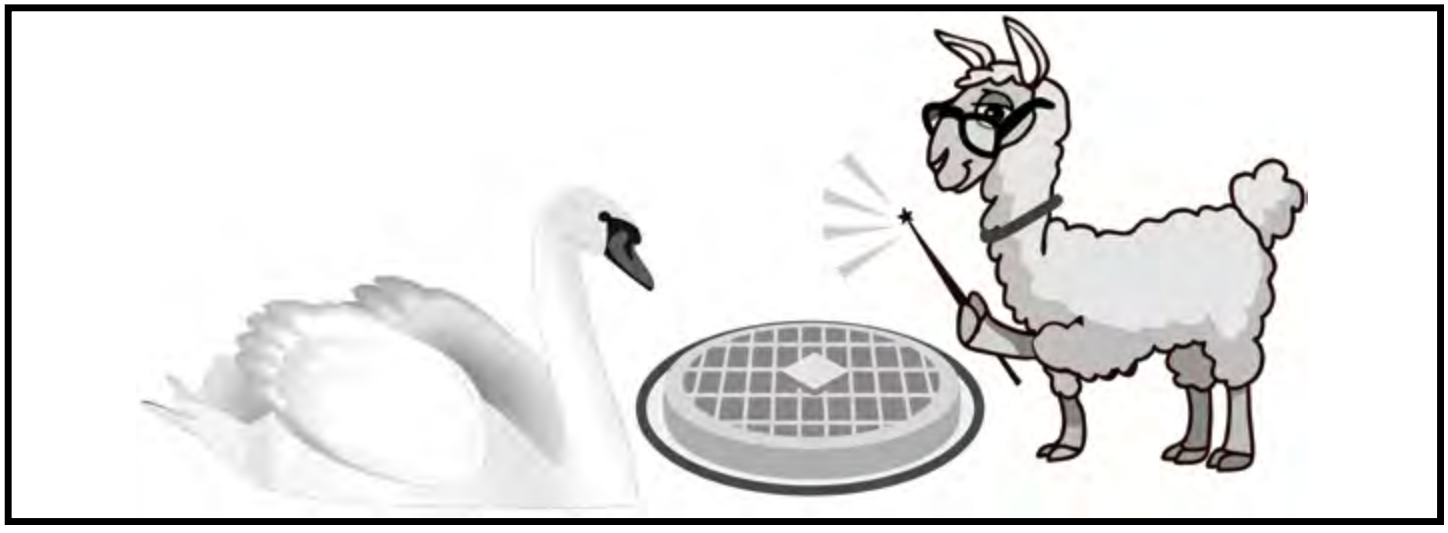
Ask students to point to the first picture on the page. Tell students that this is a picture of Watkins Llama, and that he is going to tell them about a very special sound for the spelling 'a'.

As students point to the picture, read the following: "Hi, Third Graders, my name is Watkins Llama. I like to wear green pajamas. I am a very special llama because my name will help you remember the spelling of a special sound: /o/. (Ask students to point to the next picture beside Watkins.) My friend, Wanda the Swan, will help you remember this sound as well. (Ask students to point to the picture next to Watkins.) Wanda and I both like to paint with watercolors. (Ask students to point to the picture below Wanda.) Sometimes we like to pretend we can take a magic wand and make waffles appear for breakfast." (Ask students to point to the bottom picture.)

Write the following words on the board: *Watkins*, *Wanda*, *water*, *watercolor*, *wand*, and *waffle*.



Watkins Llama & Wanda Swan



'a' > /o/

Tell students that sometimes even when the letter 'w' is not part of the spelling of a word, other letter combinations may represent the /w/ sound and influence the sound of the spelling 'a'.

Write 'qu' on the board and ask students what sound this spelling represents (/qu/). Now write the following words on the board: *squash, squat,* and *squad.* Have students read the words.

Tell students that they will learn some words in which the spelling 'a' represents the sound /o/.

"Hi, Third Graders, Watkins Llama here again. I am back to tell you a little more about words in which the spelling 'a' can stand for the /o/ sound. Previously, you learned that the letter 'a' can stand for the /o/ sound when it follows the /w/ sound. Now you are going to learn some more words in which 'a' stands for /o/, even when there is no /w/ sound.

> Listen to the word *llama*. Do you hear the /o/ sound in *llama*? You can hear it in two places. Guess what – the /o/ is spelled with the letter 'a' in both spots. Listen again: I like to wear green *pajamas*. Do you hear the /o/ sound in the middle of *pajamas*? It is spelled with the letter 'a'. Do you remember my friend, *Wanda* the *Swan*? She likes to act in plays and *dramas*. Do you hear the /o/ sound in *drama*? Just like the 'o' sound in *llama*, the /o/ sound in *drama* is spelled with the letter 'a' in both spots."

Write the following words on the board: *father*, *grandma*, *grandpa*, *lava*, *pajamas*, *drama*, and, *llama.*

Read the words aloud as a class.

Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Word Lists

Name: _____

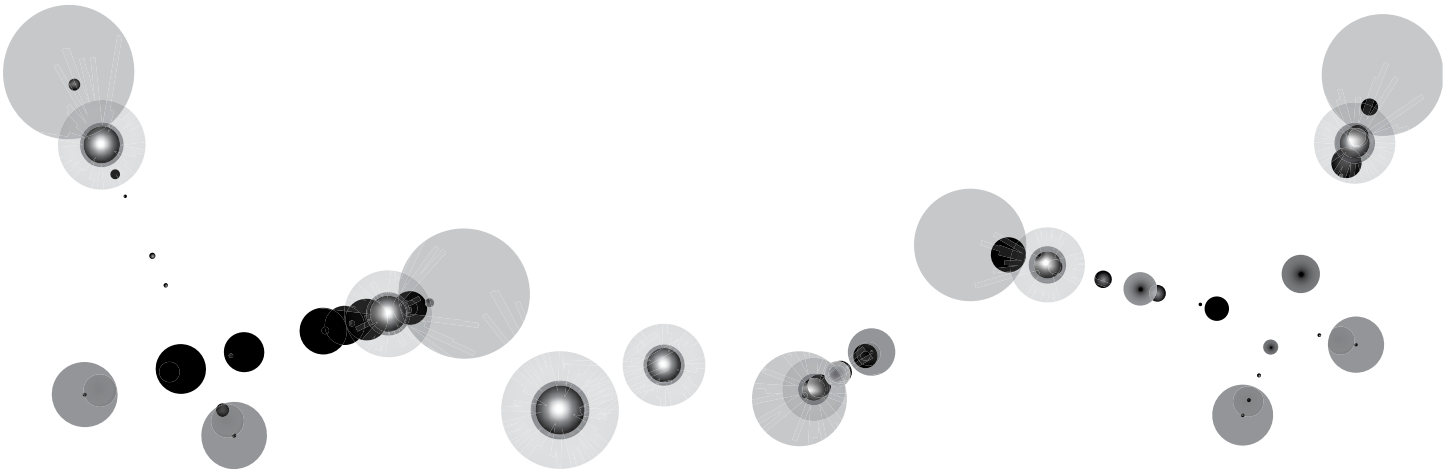
Spelling Alternatives: 'wa' and 'a' > /o/ (*water*)

swamp	swallow	watch	wander
swab	swat	swan	water
wand	wash	watercolor	waffle
squash	squat	squad	squabble

Name: _____

Mixed Review /o/

Watkins	Wanda	water	wash
pajamas	waffles	watch	squash
lava	father	swab	drama
wander	llama	grandpa	grandma



Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Worksheets

Name: _____

Fill in the Blanks

watercolors	Wanda	Watkins	waffle
wand	wash	water	wander

1. _____ Llama likes green pajamas.

2. _____ the Swan floats on water.

3. I need some more shampoo to _____ my hair.

4. I like jam on my _____ for breakfast.

5. Wanda and Watkins like to pretend to use their _____ to make magic.

6. I need some _____ to add to the cake mix.

7. In art class, we get to paint with _____.

8. Mom asked me to watch my baby brother while he played outside in the yard so that he did not _____ off and get lost.

Name: _____

Write the number of the sentence that matches each picture in the box.

1. Watkins is a llama.
2. He waved his magic wand.
3. There was a trail of lava flowing down the volcano.
4. I love waffles with lots of butter for breakfast.

5. Please turn off the water when you are brushing your teeth.

6. Mom said not to wander away from her while we are in the store.

7. I am going to visit my grandma this weekend.

8. Wash your hands before you eat.

9. Do you like acorn or butternut squash?

10. My father has a wristwatch that my grandpa gave him.

11. Wanda the Swan swims slowly across the big blue lake.

12. I took a big gulp and swallowed.

Name: _____

Fill in the Blanks

swamp	wander	want	swat	water
swab	swallowing	wash	swap	watch

1. The plant needs _____.

2. Can we _____ books after we each finish reading our own?

3. Your socks smell. You should _____ them.

4. Mom won't let me _____ too much TV.

5. Sometimes when I go shopping, I just like to _____ around the store looking at everything.

6. Is that a gift that she would _____?

7. I hate _____ pills.

8. The nurse used a piece of cotton to _____ and clean my cut.

9. I would not want to swim in a muddy _____!

10. There were so many flies at the beach, I used my towel to _____ them.

Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/
Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'wa' and 'a'

1. As we wandered about the swamp, I had to keep swatting away the mosquitoes.

2. The cheerleading squad watched the football game with great interest.

3. My father made waffles for breakfast.

4. My grandma swabbed the cut on my grandpa's finger.

5. I have never seen a real llama or swan.

6. My mom washed my pajamas, but they aren't dry yet.

7. I swallowed the water in one big gulp.

8. I wanted to go see a drama, but Wanda wanted to see a comedy at the movies.

Section VII-H

Spelling Alternatives and Tricky Spellings Assessment

Section VII Assessment

Provide students with the sheet labeled Section VII Assessment that has 18 rows of words.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. custard
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

Stories
The War of 1812
(from Grade 2, Unit 6)

Name: _____

Trouble with the British

In 1812, James Madison had a hard choice to make. Many Americans were angry with the **British**. Some of them were saying the United States should declare war on Great Britain. But others disagreed. They said the United States should not go to war.

Madison was president of the United States. He had to decide what to do. Should he ask the **United States Congress** to **declare war**? Or should he try to keep the peace?

At the time, Great Britain was already at war with France. The two countries had been fighting for years. Most of the countries in Europe were involved in the war. Some sided with the **British**. Others sided with the French.

The French were led by a man named Napoleon. He was a brave leader. He had beaten the **British** in a number of battles. Still, the **British** kept fighting.

The United States tried to stay out of this big war. At first, most Americans did not care to get involved. American **traders** wished to **trade** with both Great Britain and France. But this led to problems.

When United States ships **traded** with the **British**, the French got upset. They did not want Americans **trading** with their enemies. When United States ships **traded** with the French, the **British** got upset for the same reason.

Sometimes **British** ships would stop American ships to keep them from **trading** with the French. Sometimes French ships would stop American ships to keep them from **trading** with the **British**.

The Americans had problems with both the French and the **British**. As time went on, the problems with the **British** increased.

The **British** had a strong **army** and an even stronger **navy**. But serving in the **British** Navy was a hard job. Some people quit. Others ran away. This was a problem for the **British**. They needed all the men they could get. How else could they defeat the French?

The **British** spent a lot of time looking for men who had run off. From time to time they would stop American ships. **British** officers would come on deck to look for **British** men. They would grab men and force them to serve in the **British** Navy. This was called **impressment**.

The **British** said they only took **British** men who had run away. But they were not always careful. Sometimes they grabbed Americans. Stories about men taken by the **British** were printed in the papers. How do you think Americans felt when they read them? They felt angry. Some of them felt the United States needed to fight back. They said the United States needed to **declare war** on Great Britain.

Impressment was one problem. But there were others. Many in the United States were also upset with the **British** for **trading** with Native Americans.

In 1812, most Americans were farmers. At first, most farmers had homes near the east coast. But then the country began to grow. Men went west. They settled in places far from the coast. They set up farms. They planted crops. There was just one problem: there were already people living there!

The settlers were moving onto land where Native Americans hunted and made their homes. Native Americans did not like this. There were many fights between settlers and Native Americans.

The **British** controlled Canada. They sent **traders** south from Canada to **trade** with Native Americans. These **traders** sold all sorts of things to Native Americans.

The **British** said they had a right to **trade** with Native Americans. But lots of people in the United States did not see it that way. They said the **British** were helping Native Americans attack American settlers. They felt they needed to fight back.

You can see there were many reasons for Americans to be angry with the **British**. But there were also good reasons for not **declaring war**. A war causes death, wrecks towns, and costs a lot of money. Plus, Americans felt that the **British** would not be easy to defeat. President Madison and the men in Congress would have to think long and hard about **declaring war**.

Name: _____

The War Starts

Presidents have to make hard choices. James Madison had to decide whether to side with the War Hawks or with the merchants who hoped for peace. In the end, he sided with the War Hawks. Madison asked Congress to declare war. On June 18, 1812, the United States declared war on Great Britain.

The Americans were in for a hard fight. The British had a huge army. They also had the world's biggest navy. But the British were already at war with France. They could only send some of their troops to fight the United States. That was a good thing for the Americans. It meant that they would have a better chance of winning.

Even so, not a lot of people at the time could imagine that the United States could win. Today the United States is a strong nation. It has been around for many years. It has a strong army and navy. But that was not the case in 1812.

In 1812, the United States was not very old as a country. It had broken away from Great Britain only about 30 years before.

The United States had a different kind of government, too. At the time, most of the nations of Europe were monarchies. That means they were ruled by kings. A king would rule until he died. Then, in most cases, his oldest son would take over. The United States was not a monarchy. It did not have a king. Instead, it had a president. The president was chosen by voters. He did not get to serve until he died. He served for four years. Then the voters got a chance to pick their president. If they voted for a different president, the old one had to step down.

In 1812, most people in the world felt that the American government was a very strange way of doing things. They were not sure that the system would last and that the United States would be able to survive.

In 1812, the United States did not have a strong army. In fact, the United States Army was tiny. It had about 4,000 soldiers.

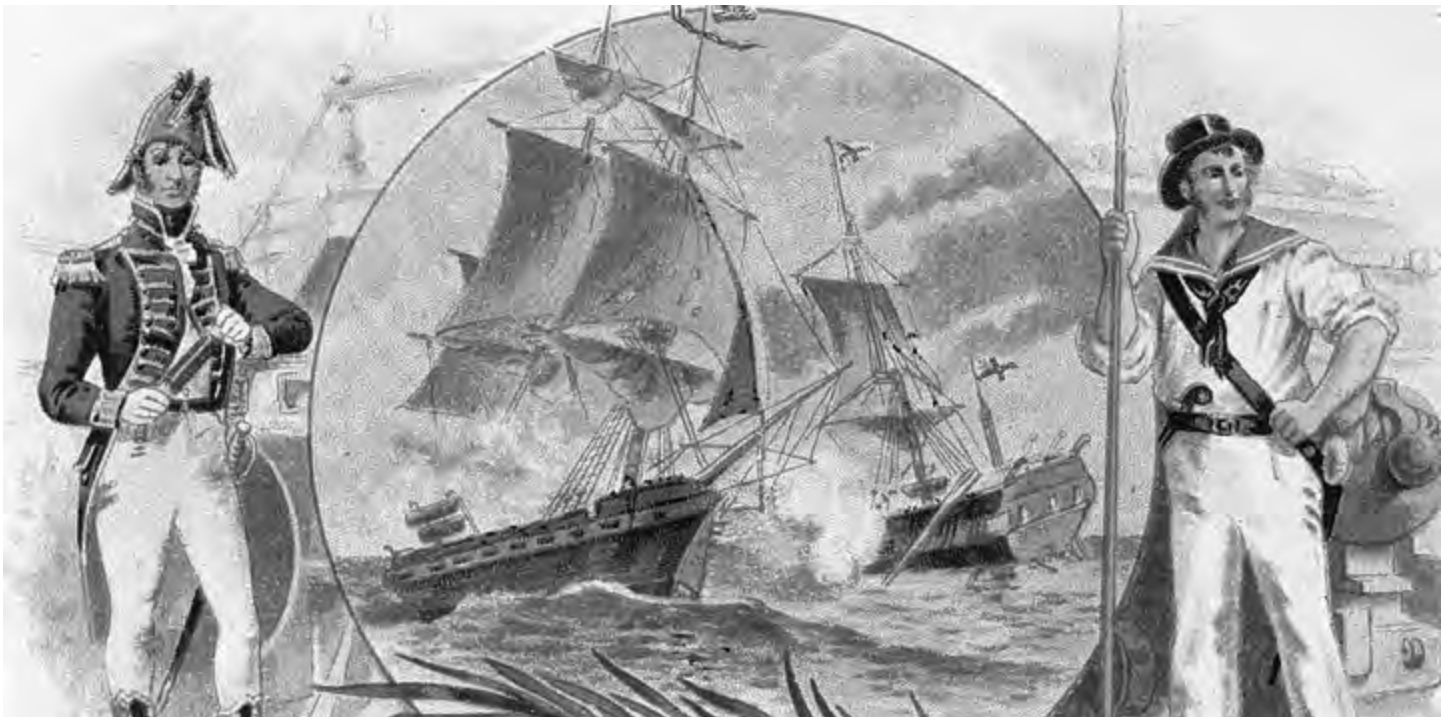
The navy was tiny, too. George Washington, the first president, had set it up. He didn't think the United States needed a big navy, but just a small number of ships to protect merchants from pirates.

President Madison found a way to make the army bigger. He got farmers to join. Many Americans were farmers. They used guns to hunt and to defend their homes. Madison called on these farmers. He asked them to grab their guns and join the army. Farmers were paid money and given land for joining.

The United States soldiers were not well trained. Still, Madison was sure they could win if they attacked the British in Canada. He sent the army north to Canada.

The attack on Canada did not go well. The army lost a string of battles. The United States lost **forts** along the border. The army was simply not ready for war.

No one expected much from the tiny United States Navy. But things went better on the seas than they did on land. The United States battled bravely. They beat the British in a number of naval battles.



Name: _____

The Burning of Washington, D.C.

The British Army marched into Washington, D.C. The British soldiers were angry because the United States Army had burned York, the capital city of Canada. They planned to get back at the Americans by burning the United States Capitol.

The British soldiers went to the Capitol Building. This was where the United States Congress met. They set it on fire. Then they marched down the hill to the President's House.

The British arrived just after Dolley Madison left. They broke down the doors and **charged** inside.

The President's House was empty. In the dining room, the table had been set for dinner.

The British general sat down with some of his men. They ate dinner. They drank some wine, too. As a joke, they **toasted** President Madison. They lifted up their wine glasses and thanked him for the wine.

After dinner, the British soldiers started smashing things. They smashed the dishes. They smashed the table. They smashed the chairs.

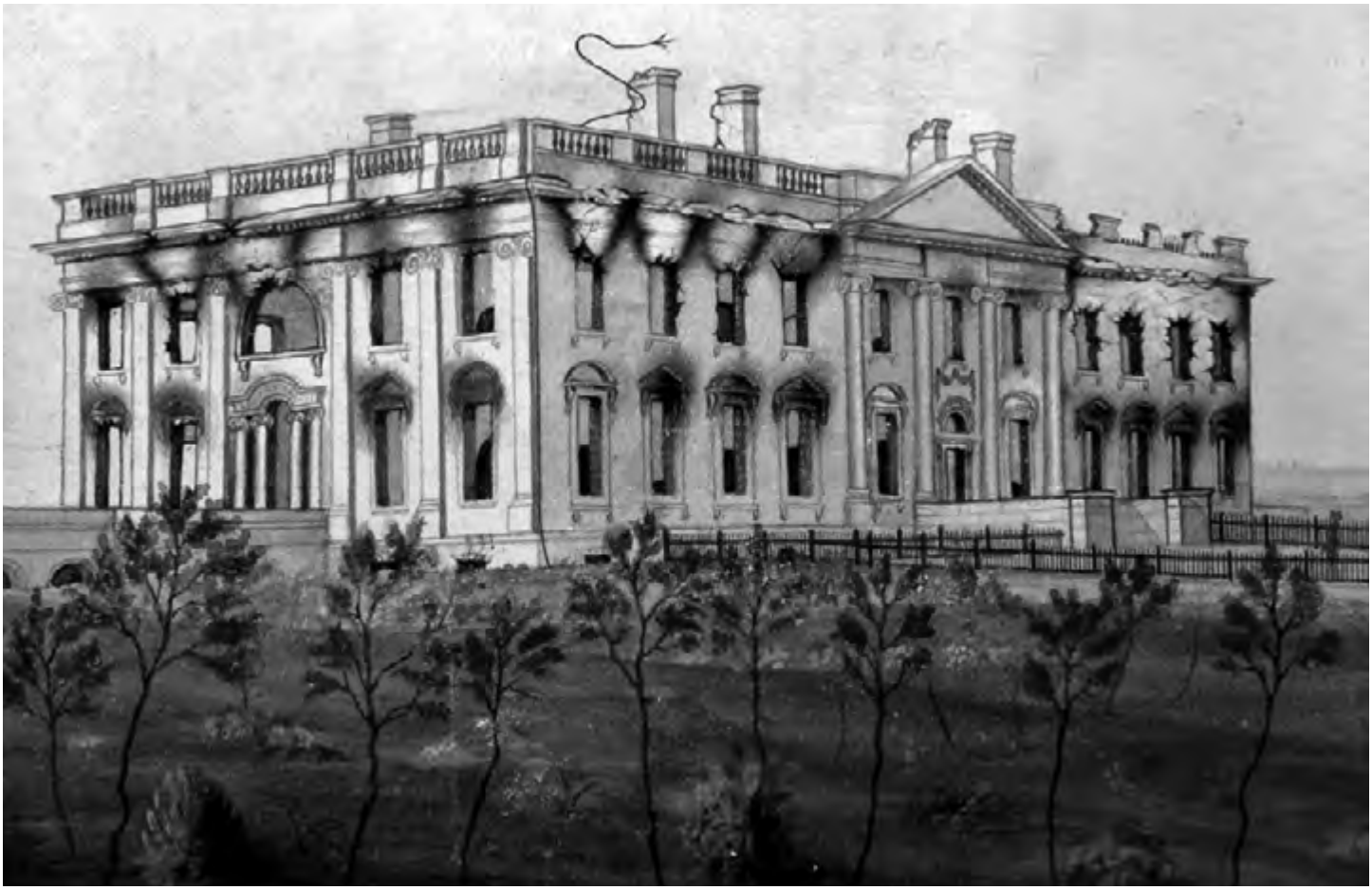
The soldiers ran up and down in the President's House looking for things to steal. They took the spoons and forks. They took the buckles from Mrs. Madison's shoes. They even took the love letters her husband had sent her! The house was **ransacked**.

Then the British general ordered his men to set the house on fire. The soldiers lit their **torches**. Then they went from room to room. They lit the **drapes** on fire. They burned the beds. They burned the desks and chairs. They even burned Mrs. Madison's dresses.

Then the British marched away. They did not care to take over the city. They just planned to burn it. Burning the city would be a **heavy blow**. The British hoped the Americans might feel like there was no longer hope and stop fighting.

Later that day a storm rolled in. The rain stopped most of the fires. But it was too late. Many of the buildings were already lost.

Later in the week, the Madisons came home. The President's House was still standing. But it was a mess. The walls were black with **soot**. The windows were broken. All of their things had been stolen or burned. They felt they would never call the President's House home again.



Name: _____

The Attack on Baltimore

Washington, D.C., took ten years to construct. It took less than one day to destroy it.

Next the British planned to attack Baltimore. Baltimore was a big city north of Washington, D.C. At the time, it was the third largest city in the United States. It was also a key **port**.

Baltimore was protected from naval attack by a large fort. It was called Fort McHenry.

The British focused on Fort McHenry. They hoped that if they could take the fort, they could take the city. They planned to attack the fort by land and also by sea.

The people of the city were aware an attack was coming. They got ready. They **piled up** supplies. They set up walls. They even sank ships in the **harbor** to keep the British ships from getting too close to the city. All of the people in the city **pitched in**. Even the children helped.

A year earlier, the soldiers in Fort McHenry felt like they needed a flag they could fly over

the fort. They asked a local woman named Mary Pickersgill to make a flag. "Make it big," they told her. "Make it so big that the British will be able to see it from miles away!"

The U.S. flag is covered with stars and stripes. Today, the United States flag has fifty stars and thirteen stripes. Each star stands for one of the fifty states of the United States. Each stripe stands for one of the thirteen original colonies. Sometimes America's flag is referred to as "the stars and stripes."

The flag that Mary Pickersgill made for Fort McHenry was different. It had fifteen stars and fifteen stripes.

The Fort McHenry flag was different in another way, too. It was huge! Each star was two feet across. Each stripe was two feet tall and forty-two feet long.

Mrs. Pickersgill could not do all the **stitching** herself. The flag was too big. She needed help. She got her daughter to help her. But she still needed more help. She had her servants help with the **stitching**. Still she needed more help. She sent for two of her **nieces**. That did the trick. She and her five helpers **stitched** day and night until the flag was finished.

When it was done, the flag was as large as a house. It was hung on a giant pole over the fort. You could see it from miles away.

The British arrived later in the week. They sent troops to attack the city. But this time the United States soldiers were ready. They stopped the British Army. The British **commander** was killed during the attack.

The British went back to their ships. They decided to attack Fort McHenry with their navy instead.

Name: _____

Francis Scott Key and the National Anthem

On September 13, 1814, British ships **opened fire** on Fort McHenry. They fired **rockets** and **mortars**.

The soldiers in the fort would have fired back, but there was not much point. The guns in the fort were old. They could not hit the British ships.

The British ships kept firing for a long time. They fired all day. They fired on into the night.

An American named Francis Scott Key watched the British attack. He was on a boat in the harbor. Key was not a soldier. He did not fight in the battle. But he was able to see it. He could see the British ships blasting away. He could see Fort McHenry.

Key kept his eye on the American flag. As long as the flag was still flying at the fort, America was still in the battle. It meant that the troops in Fort McHenry had not given up. If the flag went down, that would mean America was no longer fighting. That would mean that the troops in the fort had given up.

Key watched all day. He was still watching when the sun set. He was proud that the flag was still flying.

At night it was harder for Key to see. But there were flashes of light. Sometimes a **rocket** would go streaking through the darkness. Sometimes a bomb would explode and light up the sky. The flashes of light allowed Key to see the flag.

The firing went on until just before dawn. Then it stopped. The sun had not come up yet. It was still dark. There were no **rockets** blasting. There were no bombs bursting in the air. Key could not see much. The silence was puzzling. What did it mean? Was the battle over? Had the soldiers in the fort given up? Key could not tell.

Key waited nervously. At last the sun rose. Key looked at the fort. And what did he see? The soldiers had raised the huge flag that Mrs. Pickersgill had made. It was not the United States soldiers who had given up. It was the British sailors! They had stopped firing on the fort.

Key felt a surge of joy. He felt pride, too. The brave men in the fort had not given up!

Key felt **inspired**. He hoped to share with others what he had seen. He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning. Key reached into his pocket. He found an old letter. On the back, he wrote a poem. Here is the first part of his poem:

Oh, say can you see by the dawn's early light

*What so proudly we **hailed** at the twilight's last gleaming?*

*Whose broad stripes and bright stars through the **perilous** fight,*

*O'er the **ramparts** we watched were so **gallantly** streaming?*

*And the **rocket's** red glare, the bombs bursting in air,*

*Gave **proof** through the night that our flag was still there.*

Oh, say does that Star-Spangled Banner yet wave

O'er the land of the free and the home of the brave?

Key did not know then that, one day, his poem would become our **national anthem**.

Section VII-J

Fluency Assessment

Fluency Assessment

The second assessment for Section VII that you may choose to give students is a Fluency Assessment. Please note that the Unit VII assessment is identical to the Unit VI assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Young Mouse." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately ten minutes to read the story. If the student cannot read the story in ten minutes, this is a clear indication that he or she is struggling and needs to work on fluency.

Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the students read the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records given represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table to find students' fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

Name: _____

The Young Mouse

Once upon a time there was a young mouse who had never left his 14
mother's side. One day the young mouse went outside for a walk 26
to explore. But it was not long until he came running back to his 40
mother. 41

"Mother! Mother!" said the young mouse. "What a scare I have had! 53
I was walking along when I saw two strange animals. One of them 66
looked a lot like me. She had paws and a tail. She looked soft, and 81
kind, and graceful. 84

But the other one was a scary monster! You should have seen him! 97
He had just two legs and scratched at the ground with his claws. He 111
kept beating his arms. He was ugly, too. He had no fur, just feathers, 125
and he had nasty red blobs hanging from his head and neck. But 138
what scared me the most was the awful sound he made. It sounded 151
like cock-a-doodle-doo!" 156

The young mouse went on. "I wanted to say hello to the nice animal 170
that looked like me. She was so lovely, and she looked so good and 184
gentle. She had thick, glossy hair and a modest face. As she looked at 198
me, she waved her fine, long tail and smiled. I think she was about 212
to speak to me when the other animal let out his awful scream. I was 227
so scared that I ran for my life. I didn't even have time to smile back 243
at the nice animal. It is such a shame. I would have liked to meet 258
that lovely animal." 261

"My son," said the mother, "the animal that scared you was a rooster. 274
He may look and sound scary, but he would never harm you. The 287
other animal that you saw was a cat. She may look good and gentle, 301
but she is no pal of ours. She would gladly eat you and your mice 316
pals. In fact, she would have eaten you if you had not run away. So 331
be thankful, my love, that you escaped with your life. Stay close to 344
me and remember that things are not always what they seem to be." 357

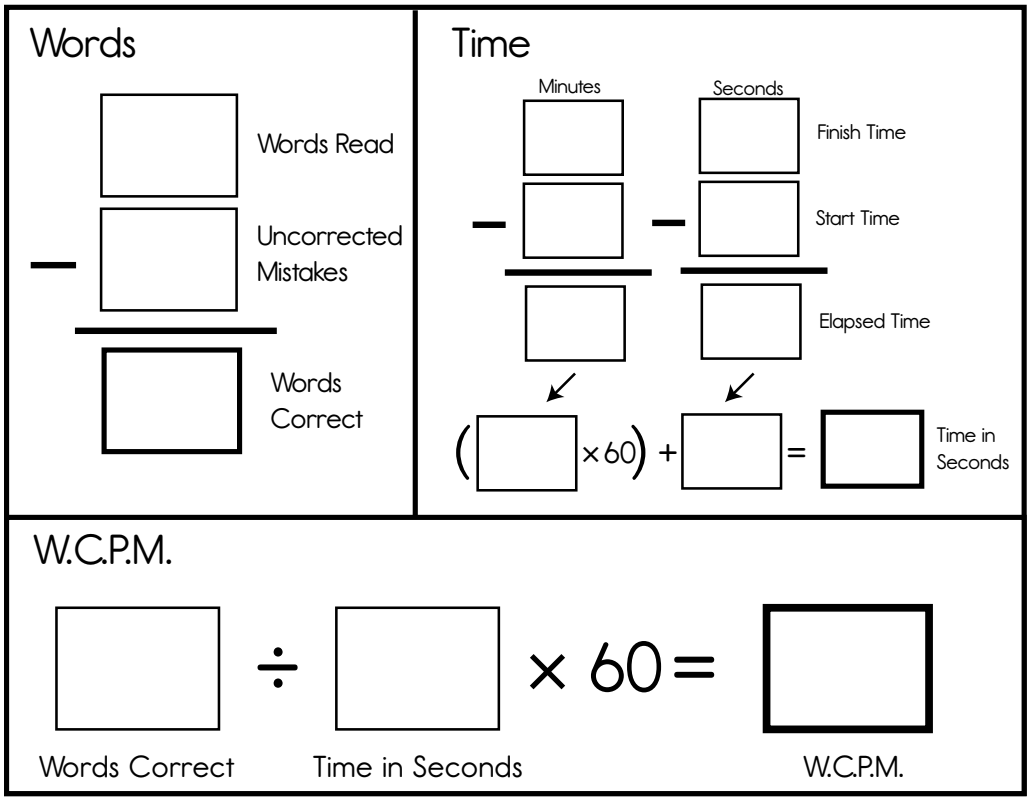
W.C.P.M. Calculation Worksheet

Student:_____

Date:_____

Story: *The Young Mouse*

Total words in story (not including title): *357*



Compare the student's W.C.P.M. score to national norms for Grade 3. See chart in the Introduction of this Guide.

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