



Unit 2

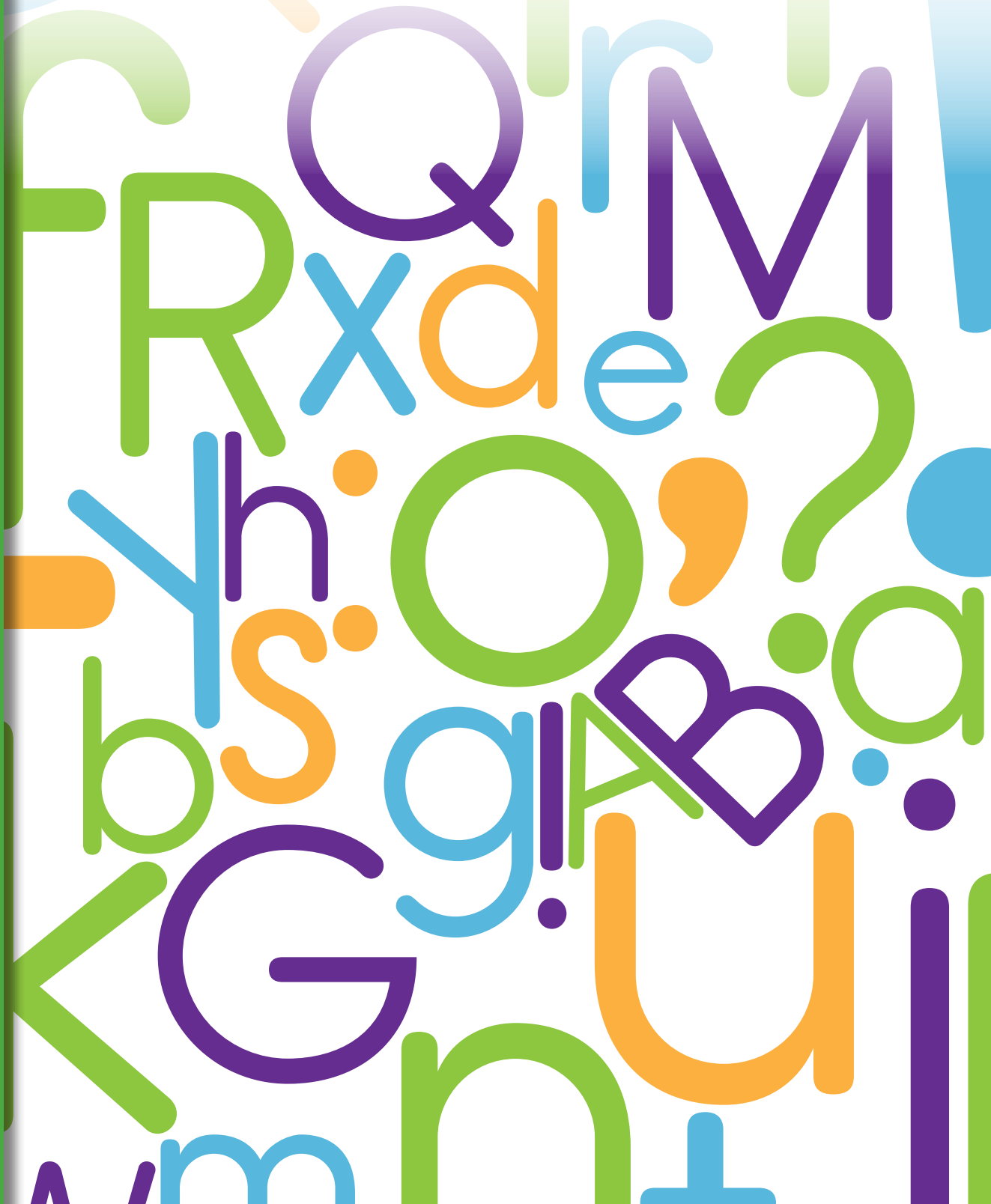
Assessment and Remediation Guide

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 2



Section III (Unit 2)

Vowel Digraphs

One-Syllable Words with Separated Digraphs (Magic E)

More One-Syllable Vowel Digraphs and R-Controlled Vowels

‘ee’ and ‘ea’ > /ee/

‘oo’ > /oo/ or /oo/

‘oi’ and ‘oy’ > /oi/

‘ou’ and ‘ow’ > /ou/

‘er’ > /er/

‘ar’ > /ar/

‘or’ > /or/

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

Section III-A

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

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

Sample Lesson Template

Digraphs

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

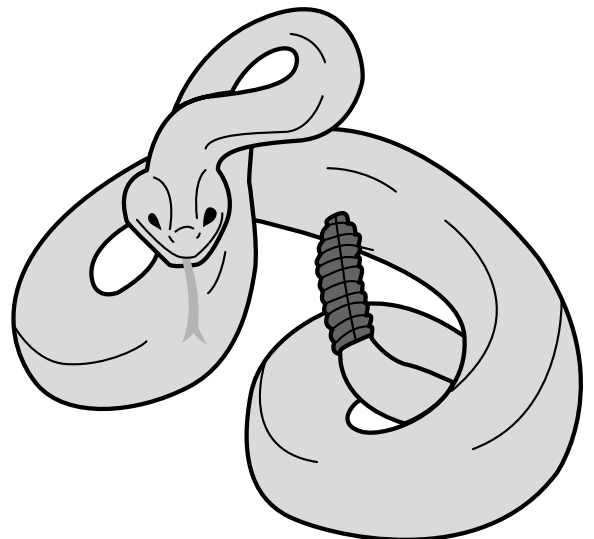
Section III-A

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

Name: _____

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

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



Name: _____

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

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

bake cake



Name: _____

Mixed Practice

cap

cape

can

max

bat

came

sat

take

cake

tab

hat

hate

bad

made

mad

tap

wake

had

fake

fat

lane

lad

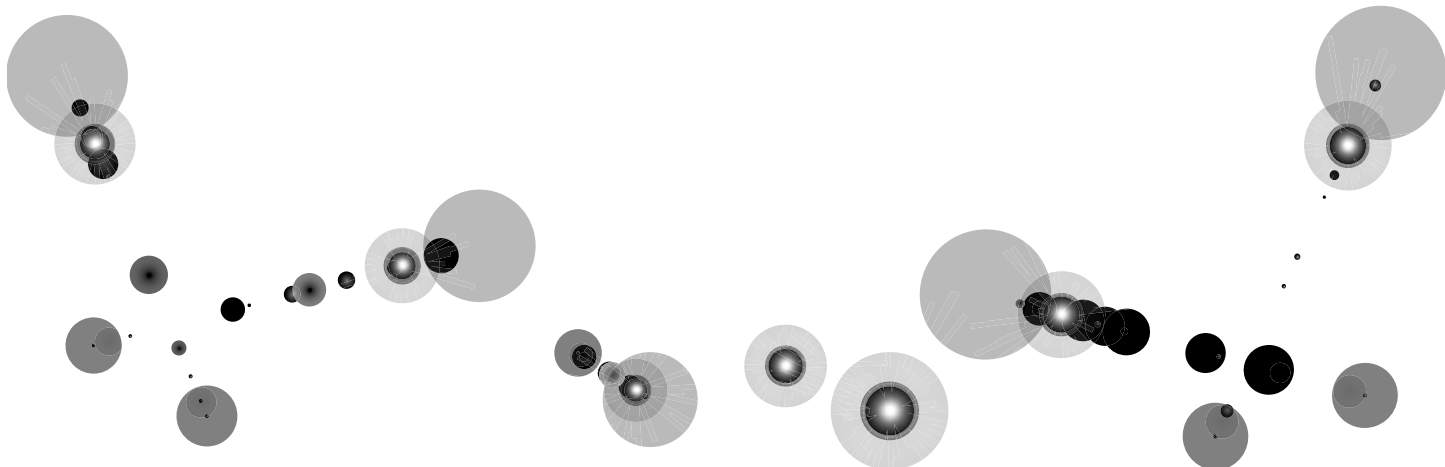
pan

race

shame

tape

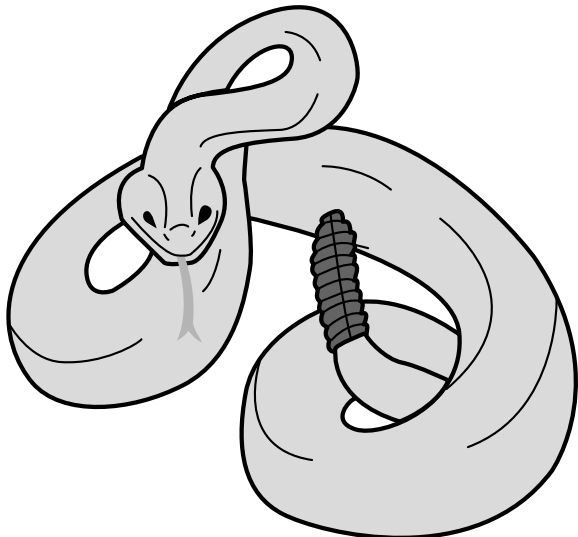
sap



Name: _____

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

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



Name: _____

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

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



Name: _____

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

use

used

mule

cute

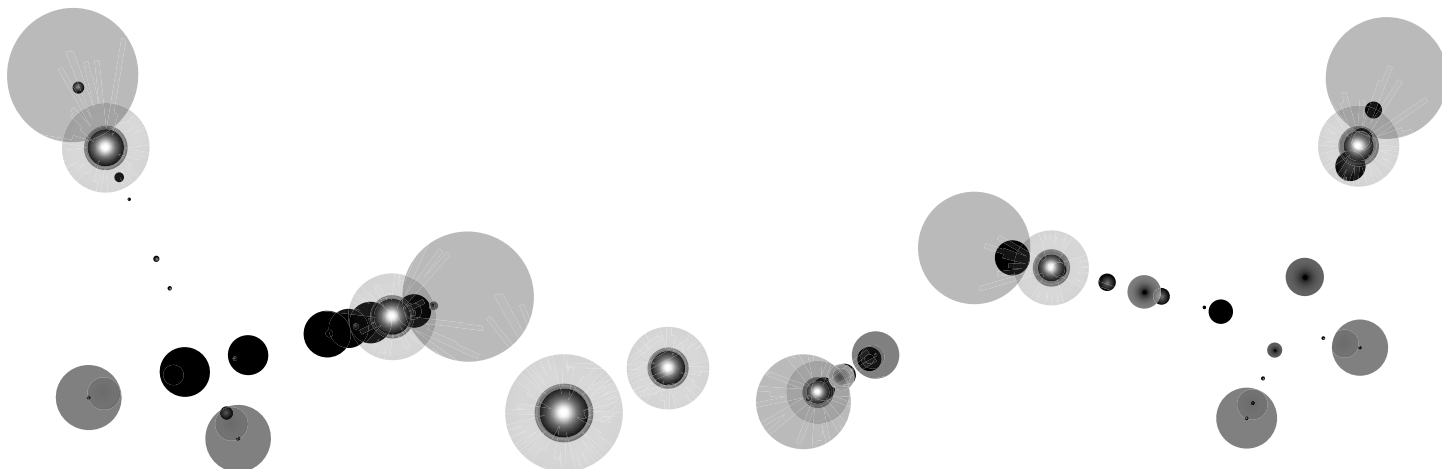
cube

cubes

fumes

fuse

mute



Name: _____

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

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



Section III-A

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

Name: _____

Fill in the Blanks

plane

bake

tape

wake

snake

whale

sale

rake

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

Name: _____

Fill in the Blanks

gave

drive

smile

like

cake

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

Name: _____

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

slid__

slim__

plan__

grim__

spin__

mad__

pin__

glad__

quit__

Jan__

rat__

twin__

fat__

sit__

win__

rip__

fad__

hid__

Name: _____

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

cub__

slop__

us__

hop__

not__

cut__

hat__

fat__

slid__

pop__

rob__

wok__

mop__

tap__

plan__

Name: _____

Fill in the Blanks

hope

tune

note

rope

poke

broke

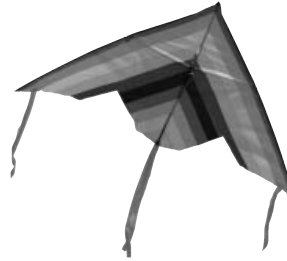
shone

nose

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

Name: _____

Circle the word that matches the picture.



dim

kit

fin

dine

kite

find

dime

kiss

fine



rate

cute

pin

rake

cap

pint

rat

cut

pine

Name: _____

Circle the word that matches the picture.



rod
rode
red



cap
cane
cape



mate
mat
male

10

ten
teen
tent



can
cane
cape

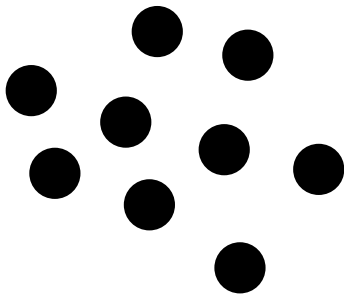


pale
pane
pan

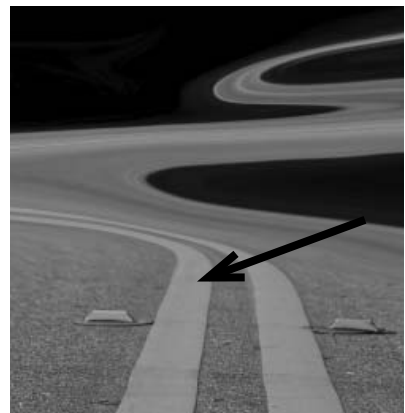
Name: _____

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

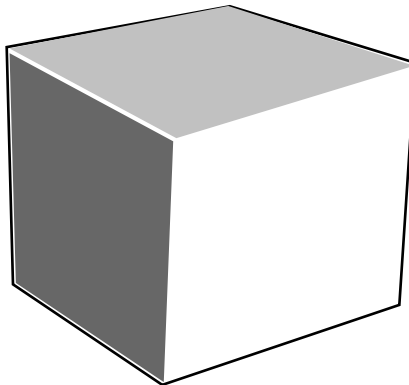
cube

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.

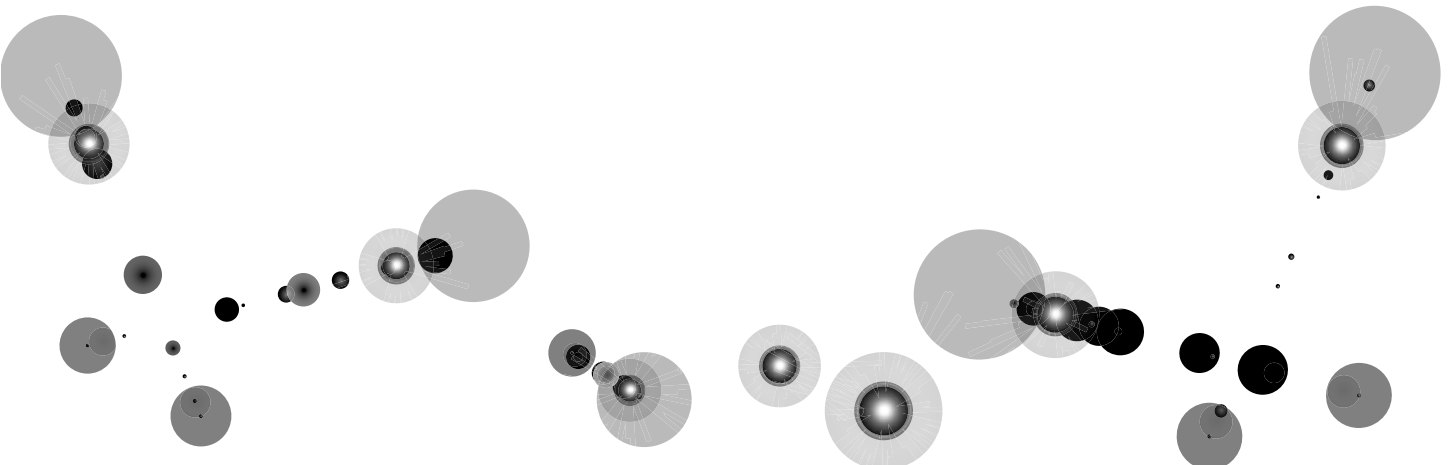
"Kate," he yelled, "run and get me my lunch!"

"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' > /oel/ (*home*) and 'i_e' > /iel/ (*bite*)

Nice and Not Nice

It's nice when you smile.

It's nice when you care.

It's nice when you joke.

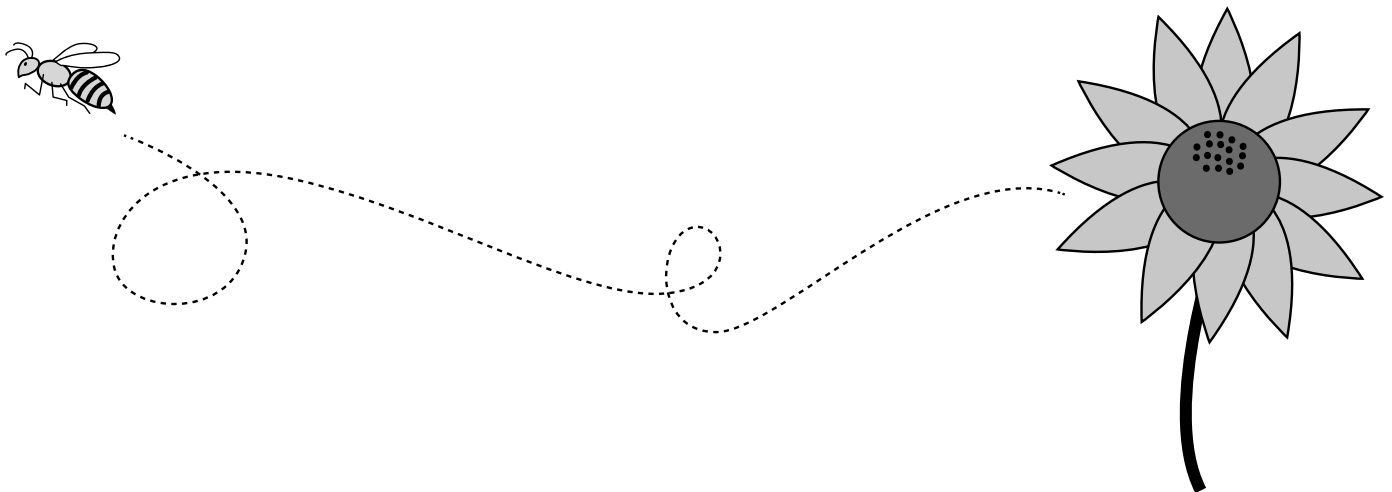
It's nice when you share.

It's nice when you get me a gift.

It's nice when you get me a rose.

But what is not nice,

Is when you spray me with a hose.



Section III-A

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

Slap the Spelling

Small Group

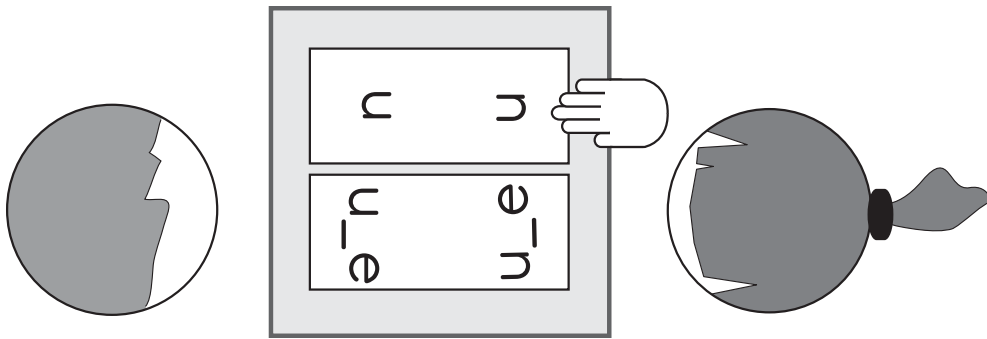
Cut out a long, rectangular slip of paper and write 'u_e' (as in *cute*) on each end. The spellings should face away from each other (see illustration). Repeat for 'u' (as in *cut*).

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

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

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

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



Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels

'ee' and 'ea' > /ee/

'oo' > /oo/ or /oo/

'oi' and 'oy' > /oi/

'ou' and 'ow' > /ou/

'er' > /er/

'ar' > /ar/

'or' > /or/

Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels Lesson Templates

More Vowel Digraphs

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

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

Focus: 'ee' > /ee/ (<i>bee</i>)	Teaching	Materials
Warm-Up	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	<p>Show card with 'ee' on it. Tell students the sound of the letters 'ee' (/ee/). Tell students you will say and they will hear words with the /ee/ sound in the middle or end of the word. Say the words <i>bee, sweet, trees</i>. Have students repeat the words after you. Ask where they hear the /ee/ sound?</p> <p>Tape the 'ee' > /ee/ Spelling Card to the appropriate page and space in the Vowel Code Flip Book, as students refer to their own Individual Code Chart.</p>	Spelling Card for 'ee' > /ee/ Vowel Code Flip Book Individual Code Chart
Guided Practice	<p>Have students number their paper from one to six and then draw three horizontal lines for each row. Tell students that you will say a word with three sounds. Have them write the spelling for each sound on the line. Focus on pronouncing the /ee/ sound.</p> <p>Dictate words one at a time: <i>beet, bleed, tree, deep, feet, keep</i>. To check spelling, ask students to orally spell the word while you write the word on board or chart paper.</p>	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

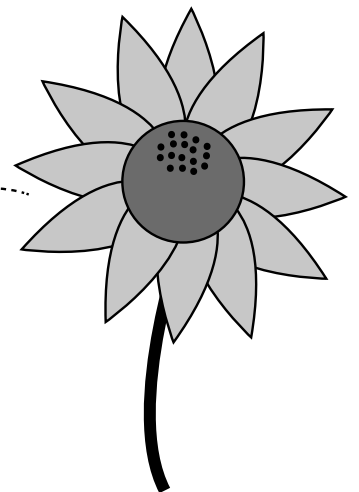
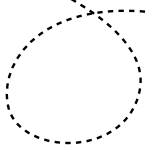
week

teeth

beef

sleeping

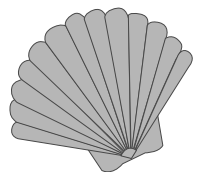
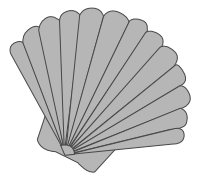
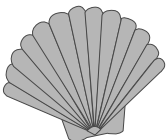
green trees



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

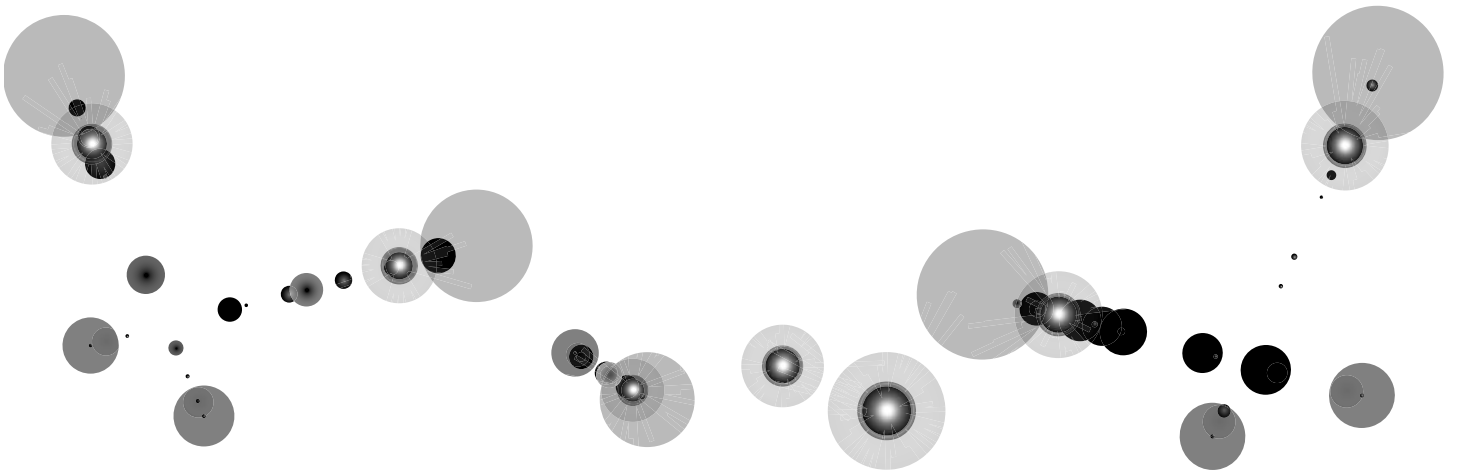


Name: _____

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

too	food	room	soon
moon	tools	cool	spoon
pool	noon	zoo	broom
zoom	loop	shampoo	scoop
bedroom	bathroom	classroom	rooms

The raccoon is fast.

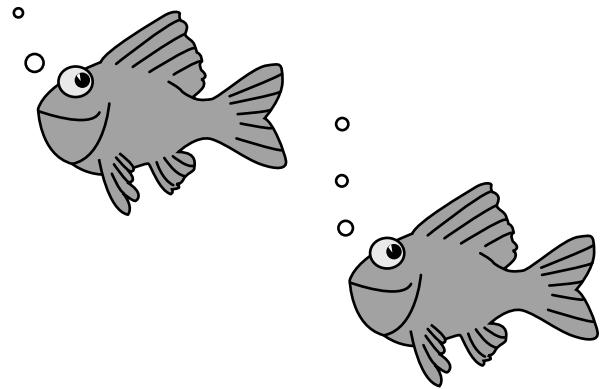


Name: _____

Basic Code Spelling: 'oo' > /ool/ (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

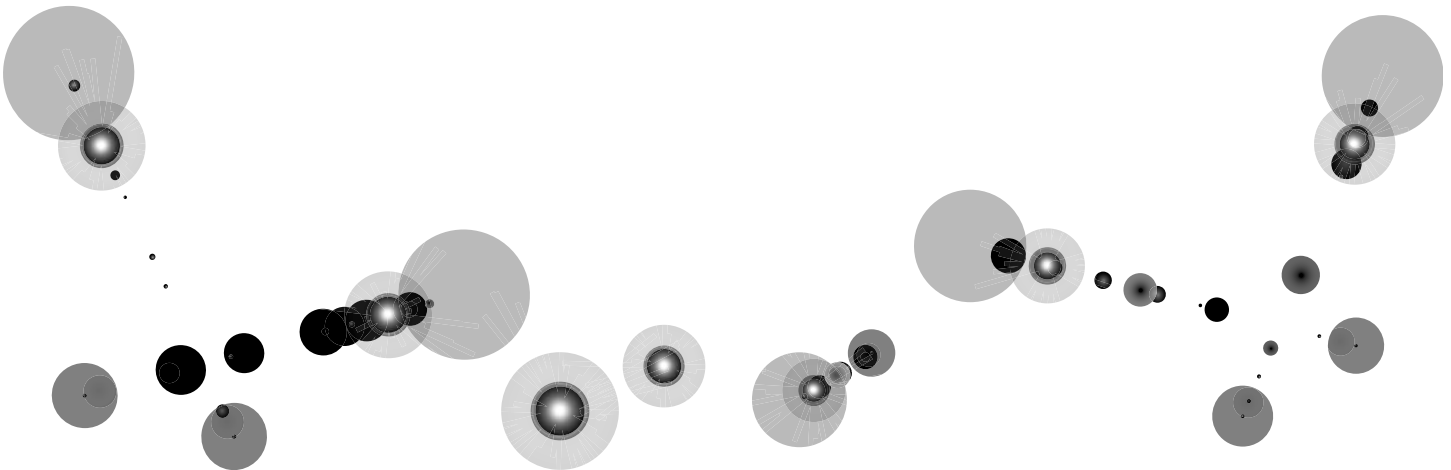


Name: _____

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

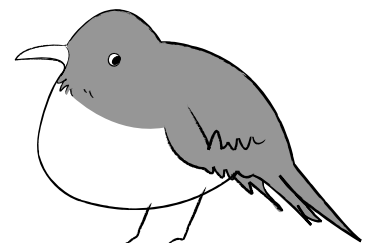
downtown

growled

cowboy

howling

owl



Name: _____

Spelling Alternative: 'ou' > /ou/ (*shout*)

out

shout

grouch

loud

proud

found

ground

south

mouth

count

cloud

ouch

couch

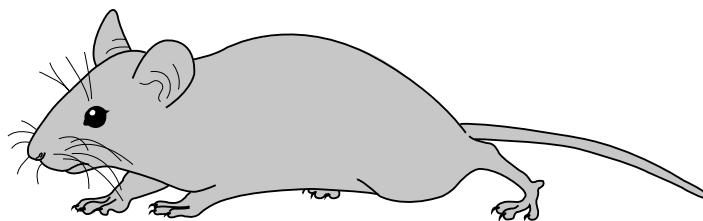
house

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

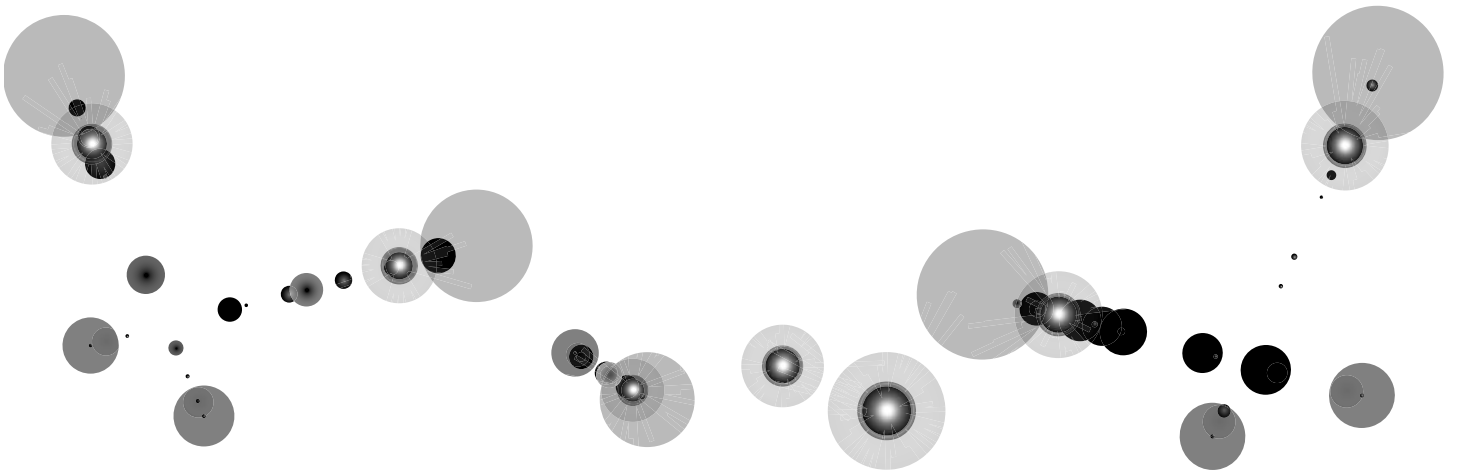


Name: _____

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

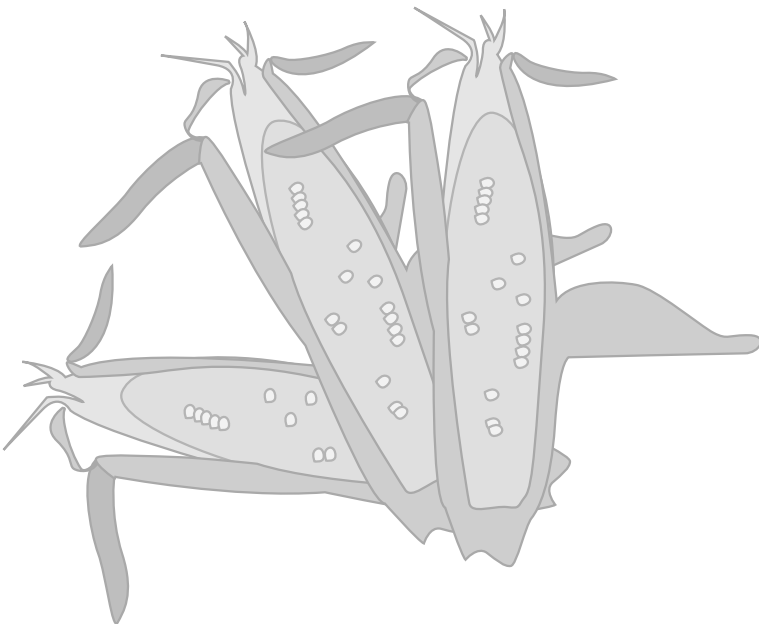
corner

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.

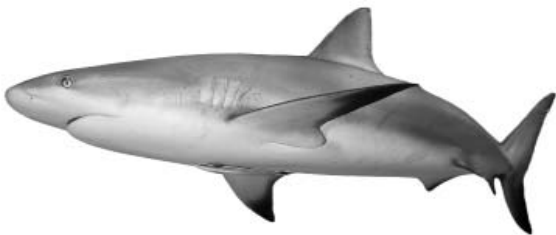
book cook



drive dive



short shark



home hill



Name: _____

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

mule

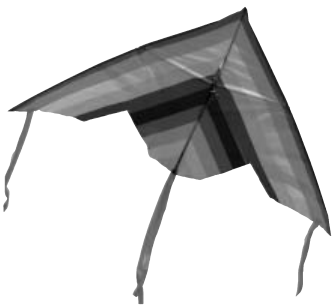
cake

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











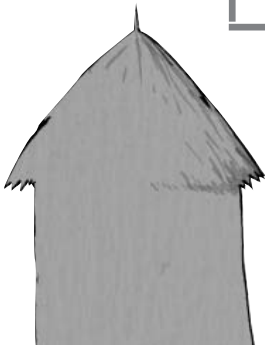


Name: _____

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

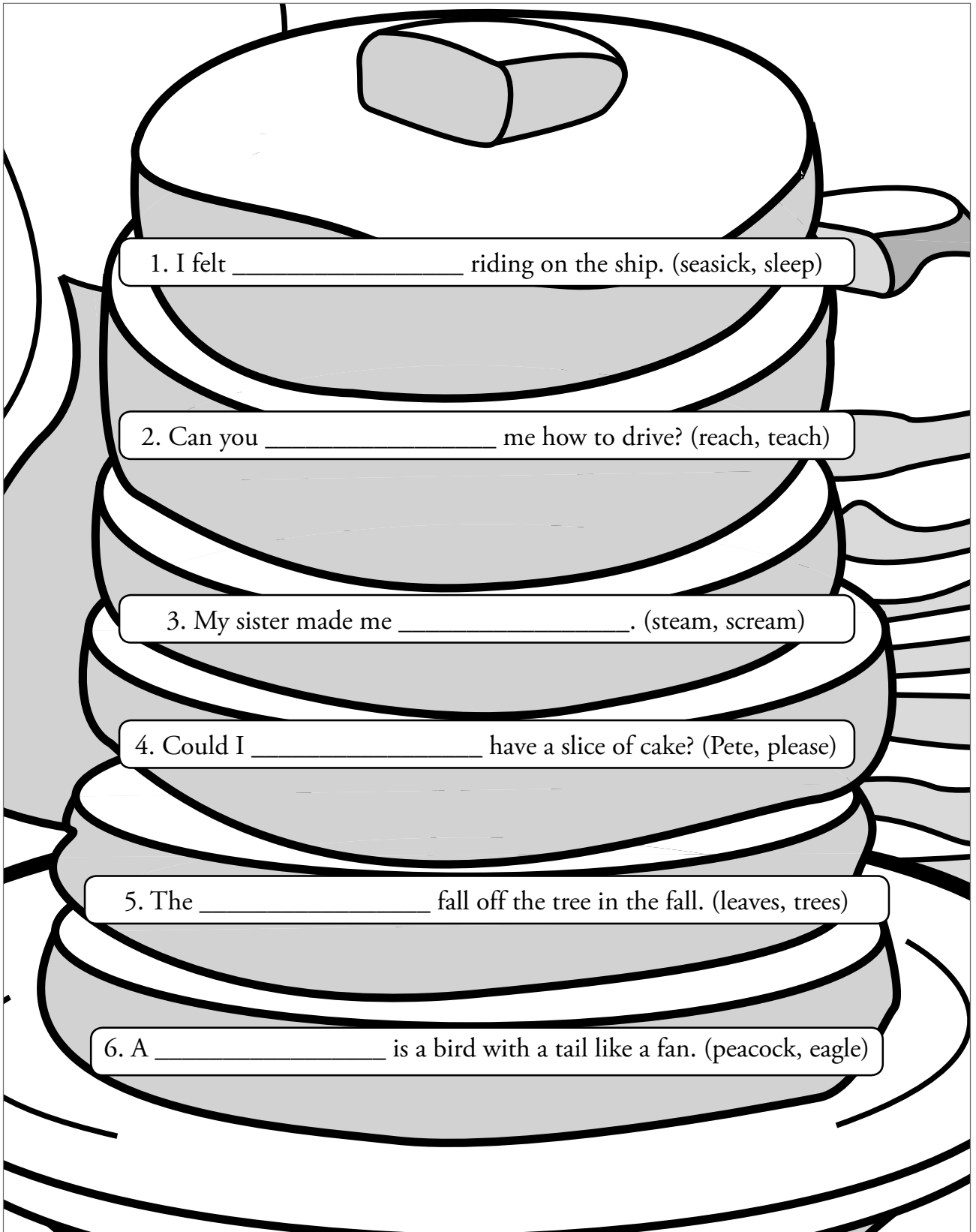
A large rectangular maze with a grid of paths. The maze contains the following words in various positions:

- Wheel (top center)
- Bean (top left)
- Wheat (middle right)
- Seed (middle left)
- Shell (middle left)
- Cream (middle center)
- Bell (middle right)
- Neck (middle right)
- Well (bottom left)
- Head (bottom center)
- Creek (bottom left)
- Great (bottom right)
- Bed (bottom right)
- Bread (bottom right)

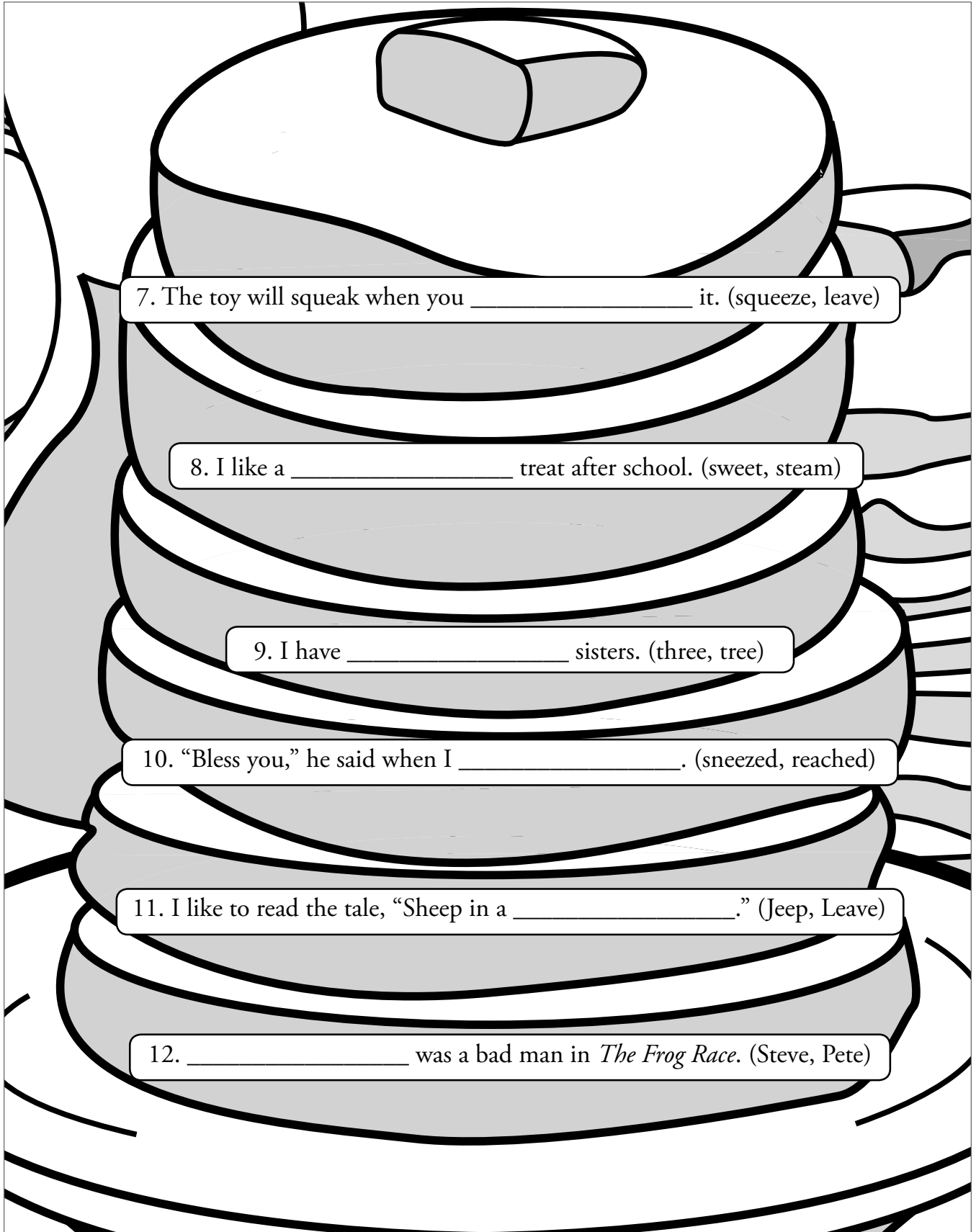


Name: _____

Directions: Circle the word that best completes each sentence.



Name: _____



Name: _____

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

1. Can a pepper be green? yes

2. Do pigs moo? _____

3. Is ice hot? _____

4. Can you use a pen to write? _____

5. Do words have letters? _____

6. Can a fish oink? _____

Name: _____

7. Is nineteen a number?

8. Is it hot at the South Pole?

9. Do fish have feet?

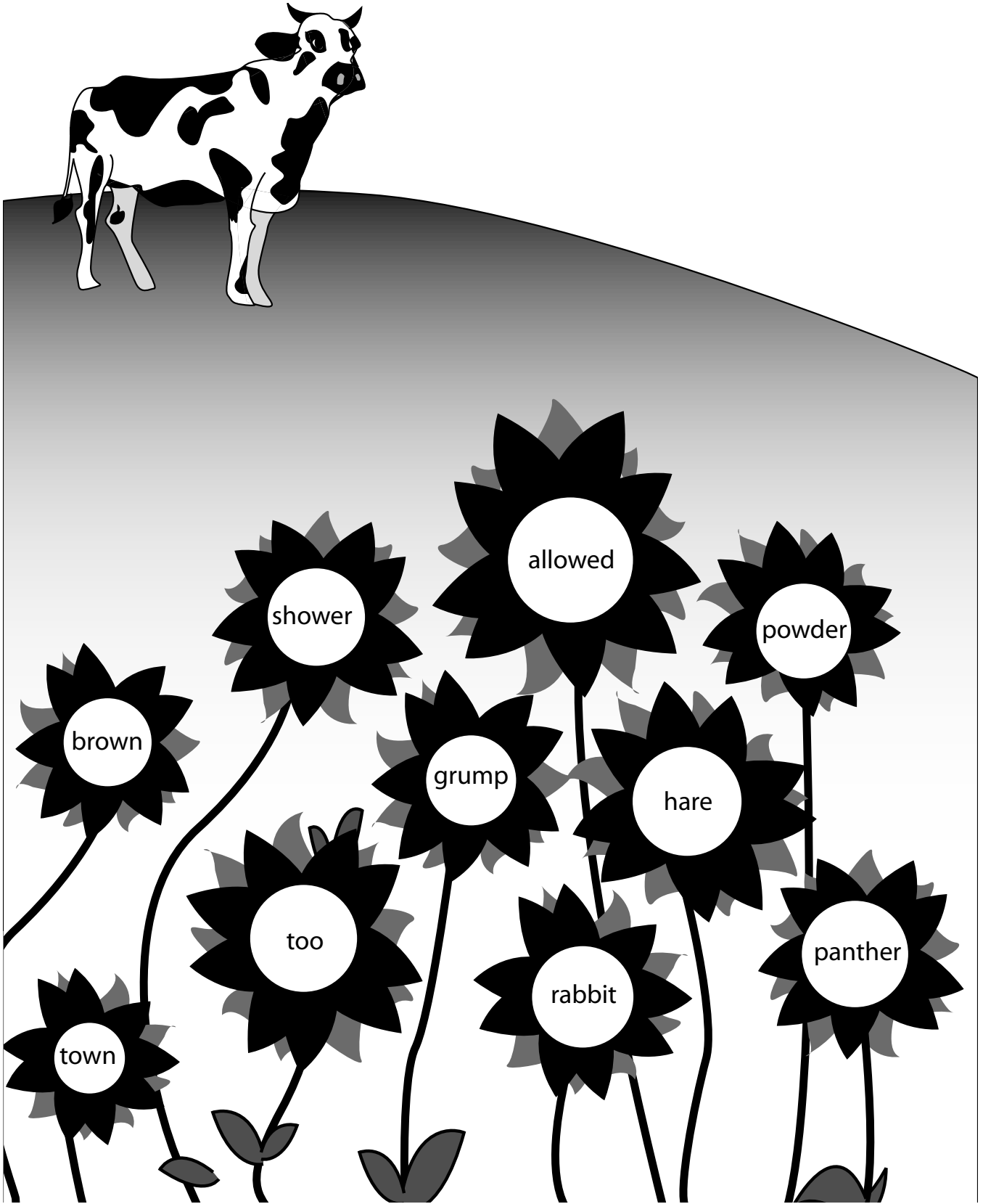
10. Is shouting loud?

11. Is a panther a fish?

12. Do raccoons have fins?

Name: _____

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



Name: _____

Complete the crossword puzzle.

owl	now	out	shout	cow
mouse	howl	brown	frown	trout

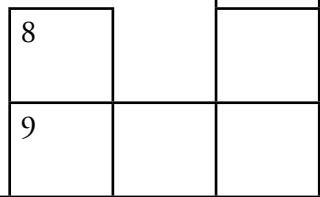
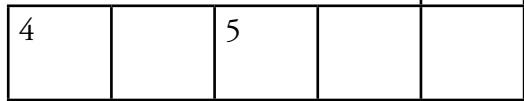
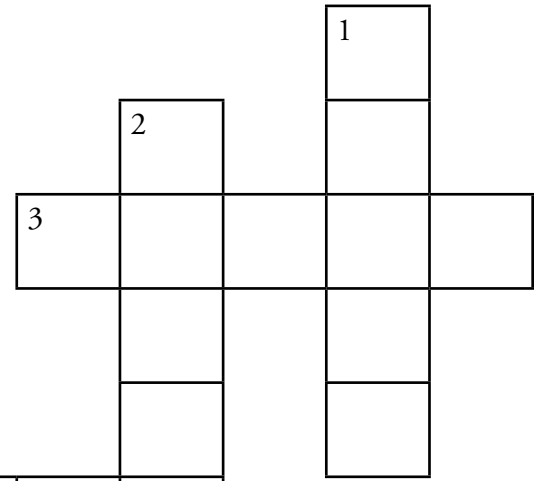
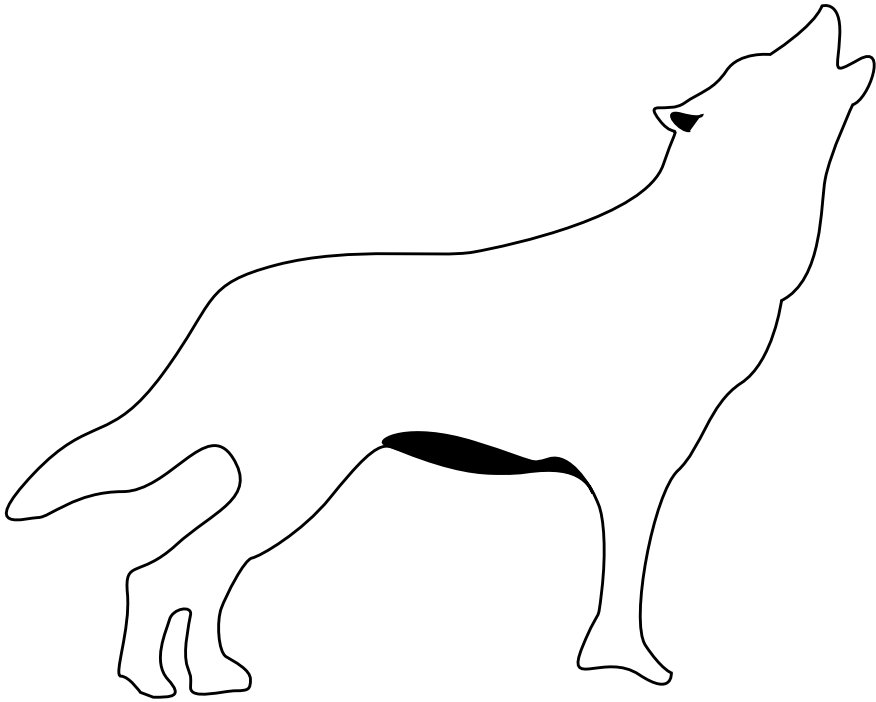
Across

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

Down

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

Name: _____



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	oo	se
	w	ou	ze

	m	oo	se
	w	ou	ze


	h	ow	t
	m	oo	l


	t	ow	l
	d	oe	el


	c	t	ow	n
	s	r	ou	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

<i>/er/ as in her</i>	<i>/ar/ as in car</i>	<i>/or/ as in for</i>

Name: _____

'or,' 'ar,' and 'er'

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

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

1. _____

2. _____







3. _____

4. _____







5. _____

Name: _____

Check the sentence that matches the picture.

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

Name: _____

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

Name: _____

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

catch

green

spend

boil

trick

spoon

cord

foot

bunch

cloud

space

broil

lime

fern

slope

thorn

cute

yard

Name: _____

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

1. cloud

cloud

2. grapes

3. twitch

4. foil

5. crow

Name: _____

6. short

7. teeth

8. joke

9. parking

10. choice

11. winter

Name: _____

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

1. fork



fork

The fork is sharp.

2. slide



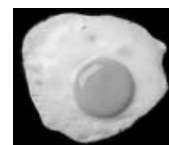
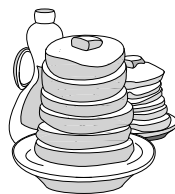
3. coin



Name: _____



4. igloo



5. pancakes



6. rooster

Section III-B

More One-Syllable Vowel Digraphs and R-Controlled Vowels Practice Sentences and Stories for Oral Reading

Name: _____

Basic Code Spelling: 'ee'

The Cranes

A crane wades in the mud.

It is a male crane.

He has long legs and a long black bill.

He stands in a maze of reeds.

He feeds on fish, frogs, and snakes.

Then he lifts his wings and flaps them.

He glides up.

The crane lands in his nest.

His mate is there with him.

She sits on three eggs.

The male crane shares a fish with his mate.

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

Name: _____

Basic Code Spelling: 'ee'

Biff and his Blimp

Biff has a blimp.

He likes to ride in the blimp with his pets.

They all get in the blimp.

Biff makes the blimp lift off.

The blimp drifts up.

It drifts with the wind. They feel free!

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

They see trees.

At last Biff has to land the blimp.

The cat and the dog are sad.

“No need to feel sad!” says Biff.

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

Name: _____

Basic Code Spelling: 'ea'

The Dream

Dean was in class.

He was tired.

He drifted off to sleep.

He had a dream.

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

He felt the sand on his feet.

He could see a hot dog.

It was steaming hot.

He could smell it.

It smelled fine.

Yum, yum!

Dean reached out to grab the hot dog.

Just then his teacher tapped him on the back.

Dean woke up.

“Rats!” he said.

“Where did my hot dog go?”

Name: _____

Basic Code Spelling: 'oo'

By the Brook

I like to camp with my mom and dad.

We camp out in the woods.

We look for a good spot close to a brook.

Then we pitch our tent.

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

We slip bugs on our hooks.

If we catch fish, we cook them.

They are so good on the grill.

Camping is fun!

Name: _____

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

For class he has to read ten textbooks.

What you did was foolish.

Is Mom cooking chicken?

Do you like to eat seafood?

The cooks made good food.

At the wedding we saw the groom.

If we do not get help, we are doomed!

Mom, can I loop the loop?

This wood is no good.

It's too crooked.

Name: _____

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

Fern

Fern is mean.

She never asks.

She just grabs things.

She eats her dinner.

Then she grabs her sister's dinner.

Fern never says, "Thanks."

She will not do what her teacher tells her.

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

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

Name: _____

R-Controlled Vowels: Mixed Review

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

Name: _____

R-Controlled Vowels: Mixed Review

The Grilling Artist

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

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

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

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

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

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

After a while, mom came in and asked, “When will the **pork** be finished? I’m **starving**.”

“Ack!” Dad said, “The **pork**!”

He ran out on the **porch**. When he came back in, the **pork** was sitting on a big **silver** platter. It was **dark** black. Black smoke was streaming out of it. Dad had to wave his hand to get rid of the smoke.

“It’s fine!” he said. “The Grilling **Artist** will slice into it with his **carving** knife and, you will see, it will be **tender** and moist on the inside.”

Name: _____

Dad grabbed a big **fork** and a **carving** knife. He **started** hacking at the **pork** with the **carving** knife. The **pork** was **hard** to cut. At last he hacked off five slabs of **pork**. It was brown on the inside and jet black on the outside. He set one slab on my plate, one on my **sister's** plate, and one on Mom's plate.

Mom took one look at the **pork** and said, "I will **never** eat this. Kids, get in the **car**. Let's go get some take-out food."



Name: _____

Spelling Alternatives and Basic Code: 'oy' > /oi/ (*toy*) and 'oi' > /oi/ (*oil*)

Boiled or Broiled?

Roy got a fish.

“Let’s **broil** this fish in **oil**,” **Joyce** said.

“I’ll get the **oil**.

You line the pan with tin**foil**.”

“No, no,” said **Roy**.

“I do not enjoy **broiled** fish.

The trick to keeping fish **moist** is to **boil** it.”

Joyce acted as if **Roy** had not said this.

“Get the **foil** and we will **broil** it,” she said.

“I said, let’s **boil** it!” said **Roy**.

“**Broil!**” said **Joyce**, a loud **voice**.

“**Boil!**” shouted **Roy**.

Joyce grabbed at the fish.

Roy grabbed at it too.

The fish fell.

Name: _____

Floyd the cat grabbed the fish.

The cat ate the fish, all but the bones.

“Yum,” said **Floyd**.

“That was a good fish!”

“It did not need to be **boiled** or **broiled**.”

Name: _____

Spelling Alternatives and Basic Code: 'ou' > /ow/ (*shout*) and 'ow' > /ow/ (*now*)

Mouse in the House

“Eek!” Beth **shouted**.

“There’s a **mouse** in the **house**!”

Beth ran **outside**.

Ben ran **out** too.

Dad came **out** and asked, “What’s wrong?”

“There’s a **mouse**!” **howled** Beth.

“In the **house**!” added Ben.

“Get it **out**!” **shouted** Beth.

“**Now**!” added Ben, with a **frown**.

The kids sent Dad in to get the **mouse out**.

Dad looked in the kitchen.

He did not see the **mouse**.

He looked in the den.

There was no **mouse** there.

He looked in the bathroom.

Name: _____

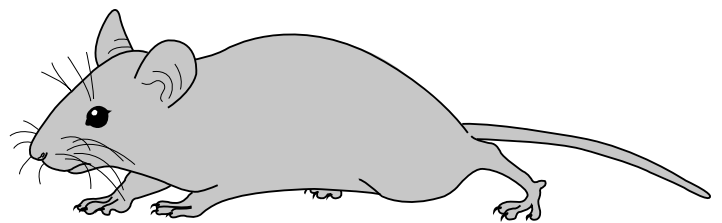
There was a **brown mouse**!

Dad got a box and swept the **mouse** into the box.

He took the box **out** of the **house**.

Then he let the **mouse** go.

When the **mouse** was **out**, the kids went back in.



Name: _____

Spelling Alternatives: Mixed Review

Tips to Win at Hide and Seek

Run from “It.”

Run and hide.

Hide in the bedroom.

Hide **outside**.

Hide in a closet.

Hide in the shed.

Hide in the kitchen.

Hide in your bed.

Make like a **mouse**,

Make like a bug.

Get **down** on the **ground**,

As flat as a rug.

If you wish

Not to be **found**,

Make no **noises**,

Name: _____

Make no **sounds**.

Do not yell,

Do not **shout**

(If **you** do, **you**'ll be **found out**.)

Hide your legs.

Hide your feet.

That's **how you** win

At hide and seek.

Name: _____

Mixed Review

The Bike Ride

Dan has a bike.

The bike is green.

It has a bell that Dan likes to ring when he rides fast.

Dan rides his bike on a bike path.

He rides at top speed and rings his bell.

It is fun.

But then Dan hits a bump.



Name: _____

His tire slips.

He lands with a thud and scrapes his leg.

Dan's leg bleeds a bit.

But it is not a bad cut.

It is just a scrape.

Dan is brave.

He gets back on the bike.

He rides up a steep hill.

He pumps his legs till he gets to the top.

At last he spots his home.

He rings the bell.

Dan's mom spots him.

She helps him fix up the scrape.

Name: _____

Mixed Review

At the Ranch

It's fun to camp at the ranch.

You can wade in the creek.

You can ride on a mule.

You can pet the sheep.

You can take a hike.

You can sit on a log and have your lunch.

You can smell the pine trees.

You can sit by the fire.

You can sleep in a tent.

The ranch is lots of fun.

So grab your cap.

Bring your pals.

It's ranch time!

Name: _____

Mixed Review

The Long Hike

Kate and Mike set off on a hike.

Mike likes to hike but not as much as Kate likes it.

They hike up to the top of a cliff.

“Let’s take this path next!” Kate says.

“Back to the campsite?” asks Mike.

“No!” says Kate. “Not yet.”

“Let’s hike up this hill!” Kate says.

“Ug!” says Mike.

“That’s a big one!”

Kate hikes up the hill.

And so must Mike.

“Let’s cross this creek!” says Kate.

“But what if I slip?” says Mike.

“Hush!” says Kate.

“Just run on the log!”

Name: _____

Kate runs on the log.

Mike runs on the log, but his feet slip.

Splash! Mike's feet get wet.

“Let's hike back,” says Mike.

“I have wet feet!”

“Not yet!” says Kate.

They hike up a hill.

Name: _____

“It’s late,” says Mike. “Can we hike back?”

At last Kate says yes.

Kate and Mike hike and hike.

At last, Mike spots the campsite.

He is glad to be back.

“That was best hike of all time!” Kate says.

“Not quite!” says Mike.

Section III-B

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

Slap the Spelling

Small Group

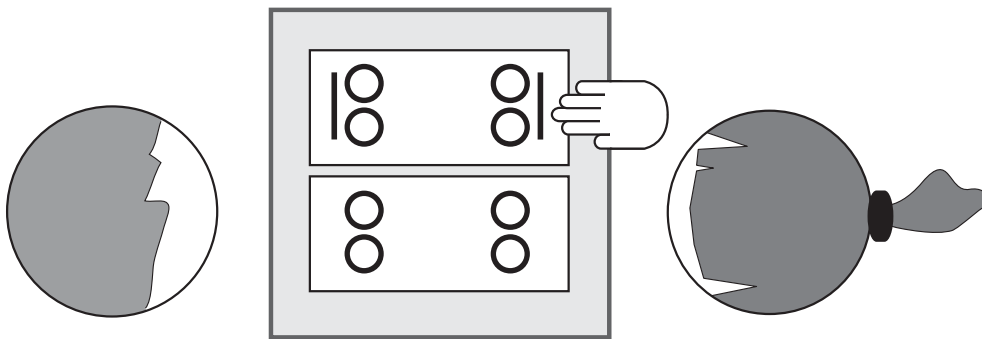
Cut out a long, rectangular slip of paper and write 'oo' (as in *root*) on each end. The spellings should face away from each other (see illustration). Repeat for 'oo' (as in *look*).

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

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

Use any of the word lists in this section for this activity.

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



Wiggle Cards

Whole Group or Small Group

If your students enjoy reading and acting out the Wiggle Cards, here are some additional decodable words and phrases that you may want to add to your inventory of Wiggle Cards. Feel free to pull from this stack of cards any time during the day, not just the language arts period, when students need an active transition.

1. slide like a snake
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 | 16. boy |
| 2. foil | 17. shook |
| 3. dark | 18. rope |
| 4. smile | 19. leak |
| 5. cube | 20. serve |
| 6. fort | 21. trade |
| 7. mouth | 22. sleep |
| 8. waves | 23. froze |
| 9. steep | 24. mute |
| 10. scoop | 25. thorn |
| 11. jerk | 26. joy |
| 12. clown | 27. foot |
| 13. march | 28. growl |
| 14. zoom | 29. voice |
| 15. drive | 30. shout |

Score: _____/30 Students who correctly read 25 out of 30 words have mastered this skill.

a_e: _____/2 i_e _____/2 o_e: _____/2 u_e: _____/2 ee: _____/2 ea: _____/2 oo: _____/2

oo: _____/2 er: _____/2 ar: _____/2 or: _____/2 oy: _____/2 oi: _____/2 ow: _____/2 ou: _____/2

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

1. feast
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	<p>Remind students that words can be broken into chunks called syllables. Each syllable has one vowel sound. For example, a word with one vowel sound, such as <i>cat</i>, is a one-syllable word; a word with two vowel sounds, such as <i>catnip</i>, has two syllables.</p> <p>Remind students that they have worked previously with reading two-syllable words in which both syllables had short vowel sounds, such as /a/, /e/, /i/, /o/, or /u/.</p> <p>Write the following words on the board and guide students in chunking them into syllables by pointing to the two vowel sounds and dividing between the consonants to chunk the words into syllables: <i>catfish</i>, <i>picnic</i>, <i>contest</i>, <i>suntan</i>. The two syllables in each word have short vowel sounds.</p>	board or chart paper
Introduction/ Teaching	<p>Tell students that today they will practice reading more two-syllable words, but these two-syllable words will include vowel digraphs.</p> <p>Write the words <i>base</i>, <i>rise</i>, and <i>home</i>. Ask the students to read each word and tell how many syllables it has. Each word has only one syllable because there is only one vowel sound in each word. Point out to students that these words are spelled with separated digraphs/magic e.</p> <p>Now write <i>basement</i>, <i>sunrise</i>, and <i>homeroom</i>. In each word, guide students in pointing to the vowel sounds and then chunking the words into syllables to read. For example, for <i>basement</i>, point out that the spelling ‘a_e’ represents one vowel sound—/ae/ as a separated digraph—and the other vowel sound is represented by ‘e’. The word can be chunked into two syllables as follows—<i>base ment</i>. Help students read the word.</p> <p>Continue in the same manner chunking and reading <i>sun rise</i> and <i>home room</i>.</p> <p>Now write the words <i>real</i>, <i>soy</i>, and <i>car</i>. Ask students to read each word and tell how many syllables it has. Each word has only one syllable because there is only one vowel sound in each word. Point out to students that these words are all spelled with vowel digraphs—‘ea’ > /ee/, ‘oy’ > /oi/, and ‘ar’ > /ar/. Note: ‘ar’ > /ar/ is also known as an r-controlled vowel, but it is technically a digraph, i.e., two letters represent one sound.</p> <p>Now write the words <i>sidebar</i>, <i>soybean</i>, and <i>carpet</i>. Guide students in recognizing the vowel digraphs so that they can chunk these words into syllables as follows and read them:</p> <p><i>side bar soy bean car pet</i></p>	board or chart paper
Guided and Independent Practice	Provide additional practice reading two-syllable words with digraphs in Word Lists, worksheets, practice sentences, and stories.	materials from this section of the <i>Assessment and Remediation Guide</i>

Section III-D

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

Name: _____

Mixed Review

stampede

compute

person

scoundrel

perform

mushroom

combine

treason

igloo

confuse

steamboat

expire

shampoo

popcorn

hamster

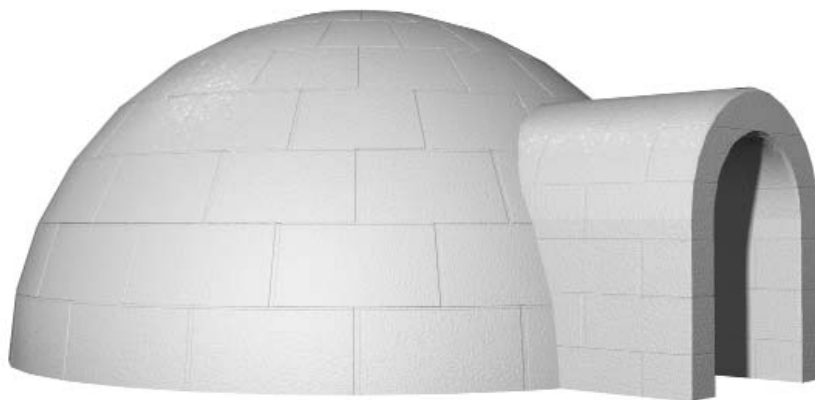
chapter

oyster

counter

translate

athlete



Name: _____

Mixed Review

panther	escape	season	leapfrog	soybean
carpet	reptile	ignite	barber	tower
insane	seashore	bookmark	woodchuck	border
extreme	mistake	stubborn	beaver	pattern
snowflake	between	outside	spider	seaside



Name: _____

Mixed Review

complete

subscribe

retire

empire

oyster

shutter

structure

artist

sunrise

poison

enclose

compete

invite

rooster

shower

power

leader

suppose



Section III-D

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

Name: _____

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

artist

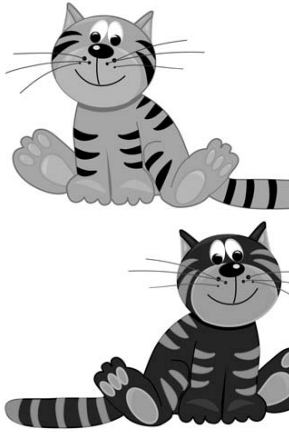
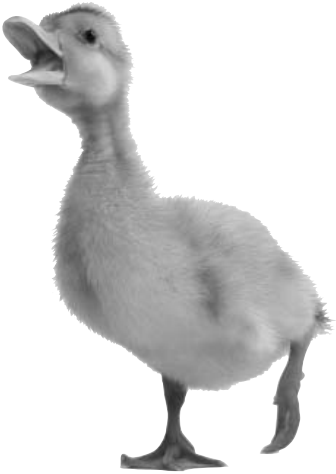
barefoot

tadpole

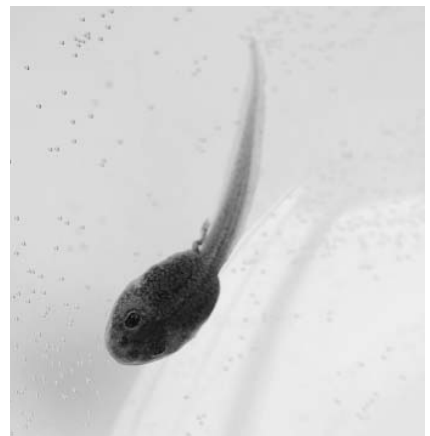
~~duckling~~

comics

checkers



duckling



Name: _____

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

bookcase	broomstick	dentist
fireplace	handshake	iceberg



Name: _____

Horseshoe circle the pattern at the top of the column.

a_e	i_e
cupcake	sunshine
pancake	reptile
mistake	sunrise
fateful	timeline
bracelet	inside
cascade	pastime
snakeskin	combine
inflate	subscribe
translate	hostile

Name: _____

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

1. winter



winter

2. river



3. forest

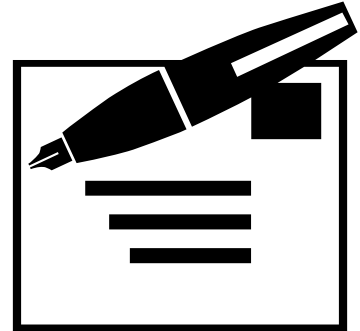


Name: _____

4. farmer



5. ladder



6. collar



Name: _____

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

children	number	winter
kitchen	garden	fingers

38



number



Name: _____

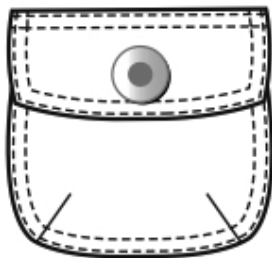
Print the words in the box on the lines where they fit the best.

writing
fireplace

coffee
fifteen

pocket
soccer

15



Name: _____

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

bee	beans	leaf
peanuts	teacup	seashell



seashell



Name: _____

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

wheat

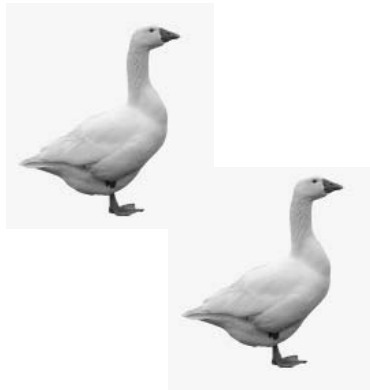
chimpanzee

eel

athlete


cheese

geese





Name: _____


Spell the word. Then print it on the line.


	ar r	t d	i c	k s	t f
---	---------	--------	--------	--------	--------

artist

	h d	ar a	k p
---	--------	---------	--------


	p b	u ar	x k
---	--------	---------	--------


	qu k	oo ee	n m
---	---------	----------	--------


	b d	oo ou	t k
---	--------	----------	--------


Name: _____


Spell the word. Then print it on the line.

	s c	p k	u oo	d n
---	--------	--------	---------	--------

	kn k	e i	v f	i e
---	---------	--------	--------	--------

	t f	ar or	d m	r er
---	--------	----------	--------	---------

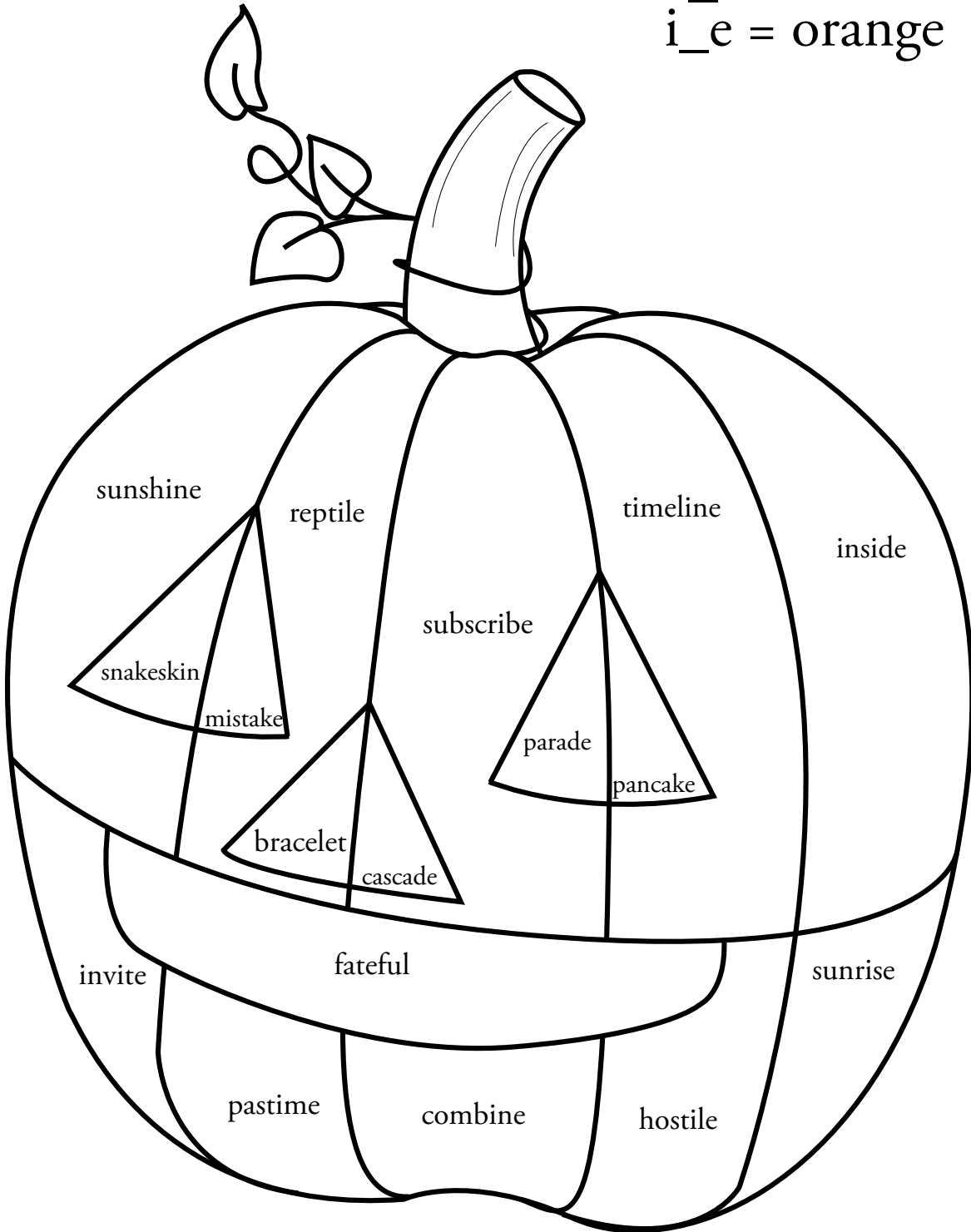
	p g	l w	o d	t b	e a
---	--------	--------	--------	--------	--------

	g c	ar r	m d	e o	n d
--	--------	---------	--------	--------	--------

Name: _____

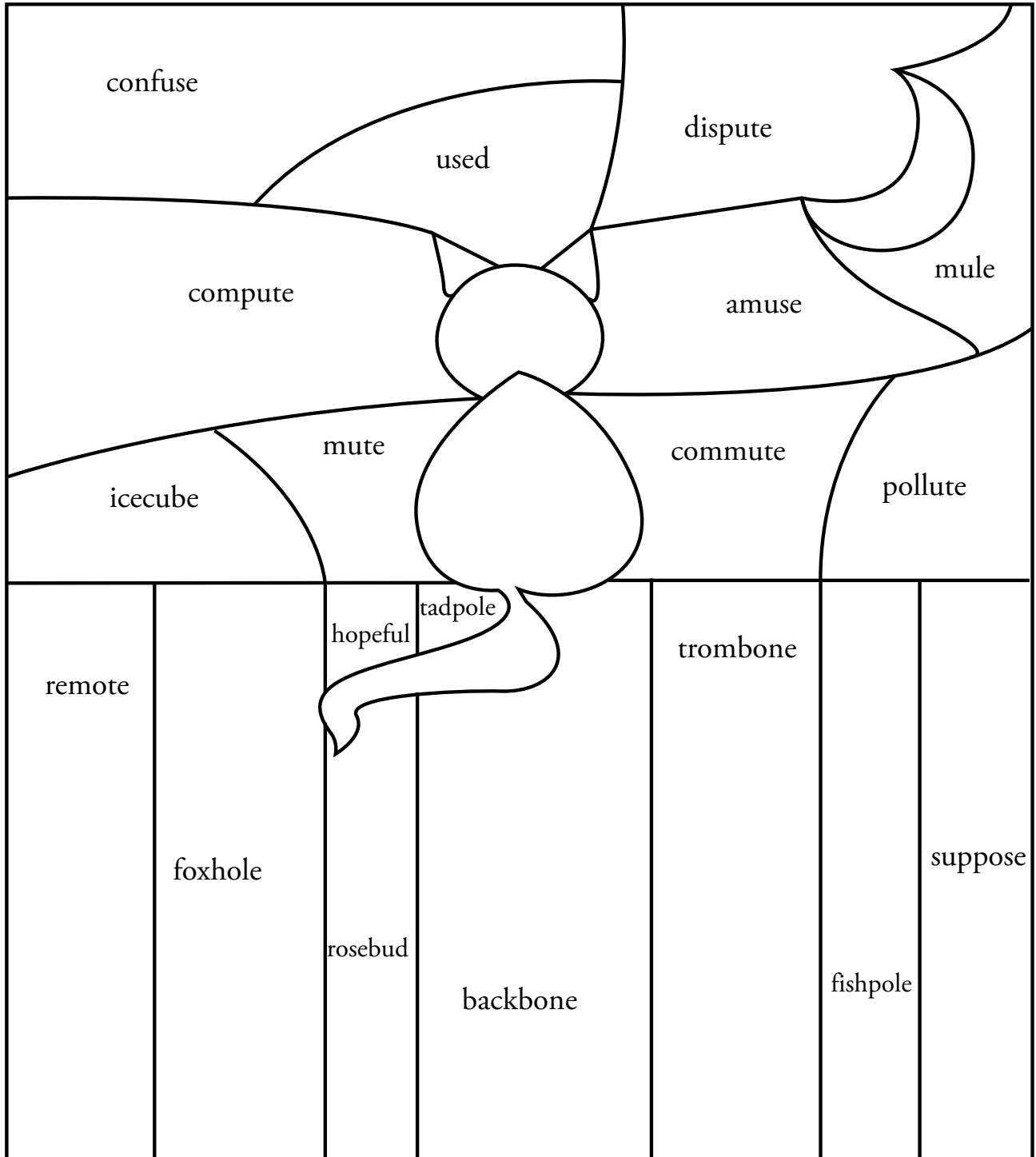
Read each word and to then color the spaces of words with /ae/ brown and the spaces of words with /ie/ orange.

a_e = brown
i_e = orange



Name: _____

Color the areas with /oe/ words light brown and /ue/ words blue.

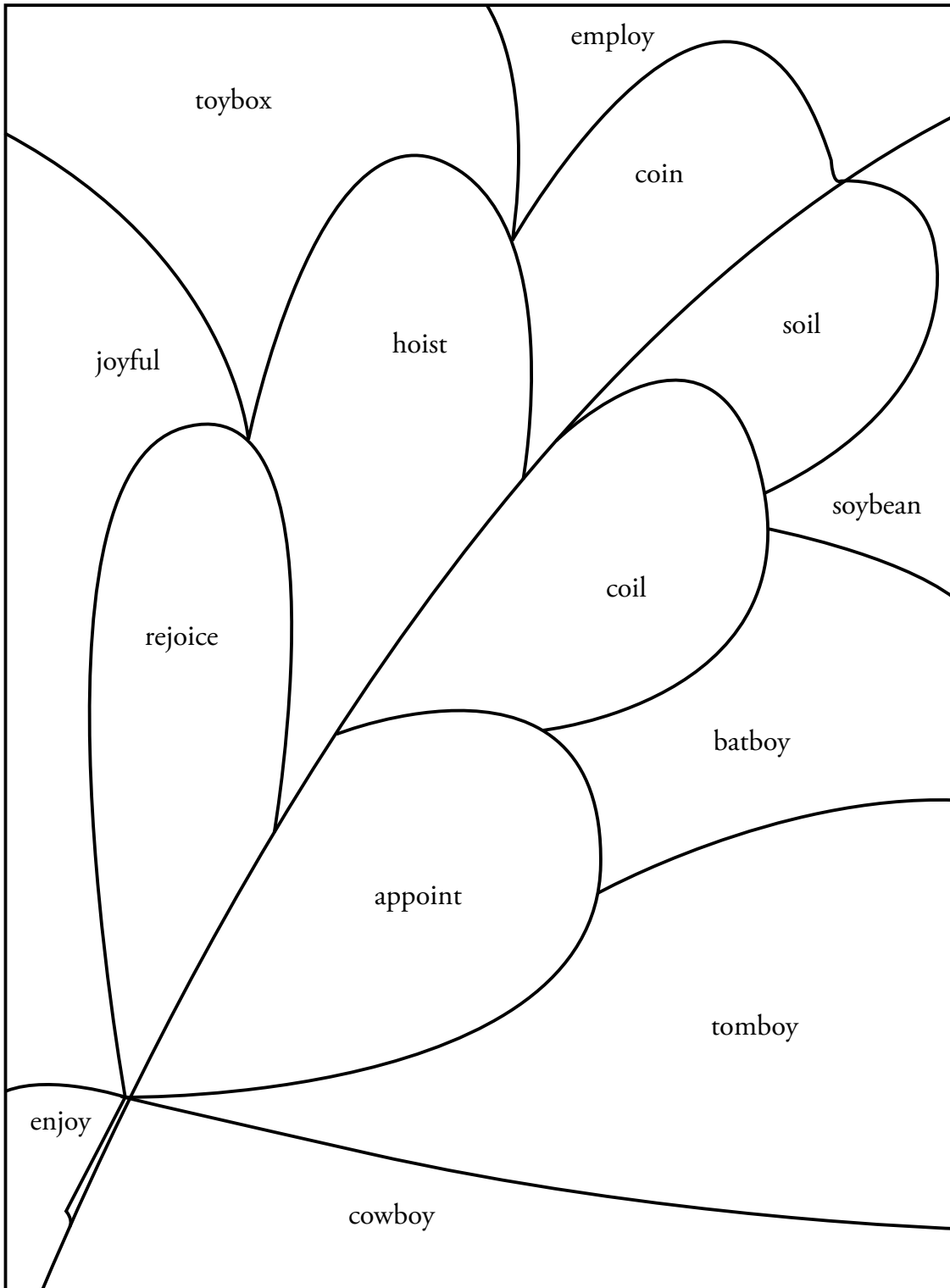


/oe/ = light brown

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

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

a_e: _____/2 i_e _____/2 o_e: _____/2 u_e: _____/2 ee: _____/1 ea: _____/2 oo: _____/2

oo: _____/4 er: _____/4 ar: _____/2 or: _____/2 oy: _____/2 oi: _____/1 ow: _____/2 ou: _____/2

Name: _____

Provide students with the worksheet on the following page and ask them to write each word after you say it.

1. person
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. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

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

a_e: _____/2 i_e _____/2 o_e: _____/2 u_e: _____/2 ee: _____/1 ea: _____/2 oo: _____/2

oo: _____/4 er: _____/4 ar: _____/2 or: _____/2 oy: _____/2 oi: _____/1 ow: _____/2 ou: _____/2

Section III-F

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

<p>Words</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> <div>Words Read</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> <div>Uncorrected Mistakes</div> </div> <hr style="width: 100%; border: 1px solid black; margin: 5px 0;"/> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> <div>Words Correct</div> </div>	<p>Time</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">Minutes</td> <td style="text-align: center; width: 50%;">Seconds</td> <td></td> </tr> <tr> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td>Finish Time</td> </tr> <tr> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td>Start Time</td> </tr> <tr> <td colspan="2" style="text-align: center;"> <hr style="width: 100%; border: 1px solid black;"/> </td> <td></td> </tr> <tr> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></td> <td>Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center; margin-top: 10px;"> $(\text{ } \times 60) + \text{ } = \text{ }$ </td> <td>Time in Seconds</td> </tr> </table>	Minutes	Seconds				Finish Time			Start Time	<hr style="width: 100%; border: 1px solid black;"/>					Elapsed Time	$(\text{ } \times 60) + \text{ } = \text{ }$		Time in Seconds
Minutes	Seconds																		
		Finish Time																	
		Start Time																	
<hr style="width: 100%; border: 1px solid black;"/>																			
		Elapsed Time																	
$(\text{ } \times 60) + \text{ } = \text{ }$		Time in Seconds																	
<p>W.C.P.M.</p> <div style="display: flex; align-items: center; justify-content: center; margin: 10px 0;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> <div style="font-size: 2em; margin-right: 10px;">÷</div> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> <div style="font-size: 2em; margin-right: 10px;">× 60 =</div> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="text-align: center;">Words Correct</div> <div style="text-align: center;">Time in Seconds</div> <div style="text-align: center;">W.C.P.M.</div> </div>																			

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.