



Unit 5

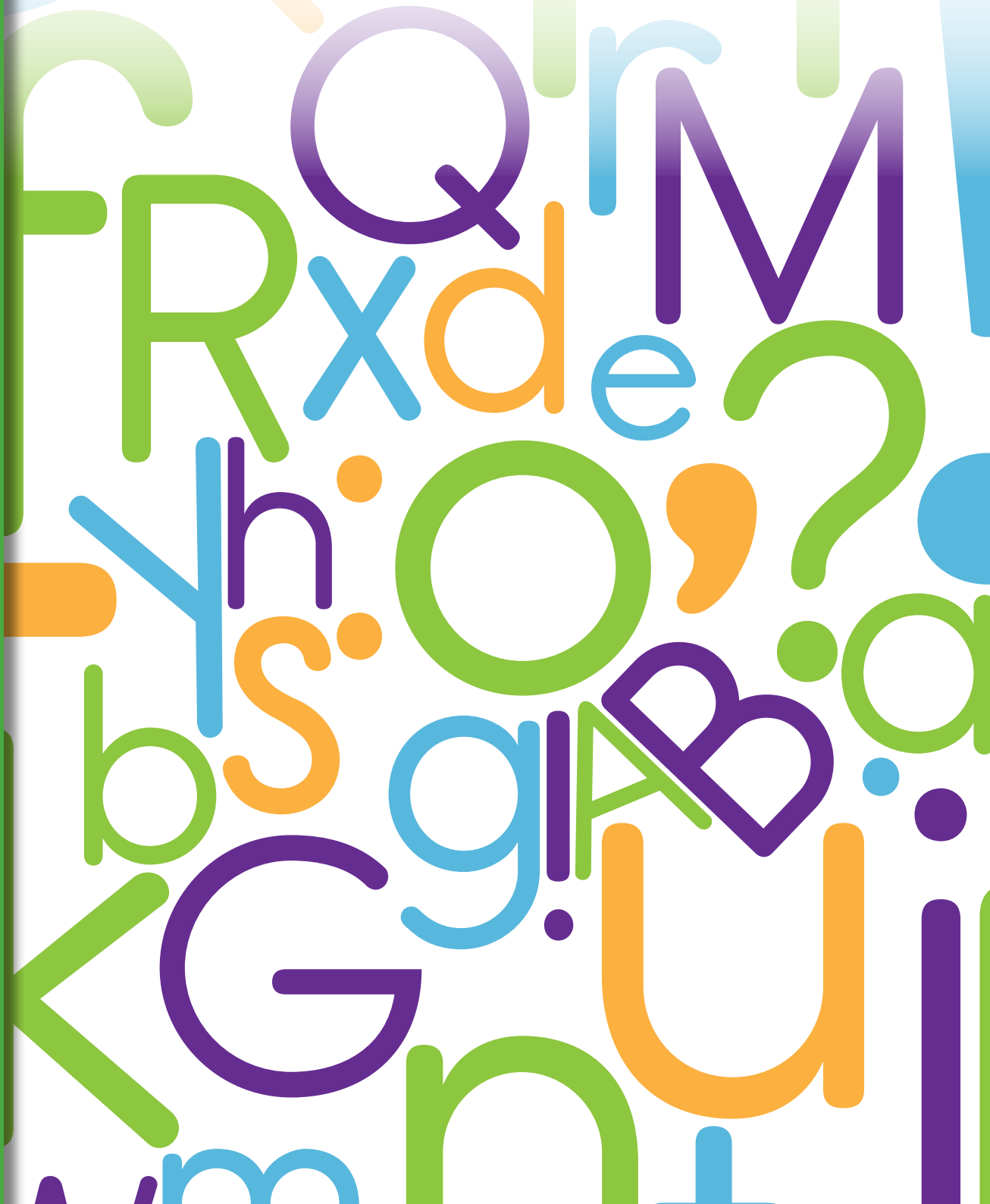
Assessment and Remediation Guide

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



Core Knowledge®

GRADE 2



Section VI (Unit 5)

**Spelling Alternatives and Tricky Spellings
Associated with /u/ and /ə/**

Section VI

Spelling Alternatives and Tricky Spellings Associated with /u/ and /ə/ Lesson Template

Spelling Alternatives and Tricky Spellings

Focus: Spelling Alternatives	Teaching	Materials
Warm-Up	<p>Working in a small group, show students Spelling Cards previously taught.</p> <p>Say the sound and have students repeat or have students say the sound as you show students the Spelling Card.</p>	<p>previously taught Spelling Cards</p> <p>Code Flip Books</p>
Introduction/ Teaching	<p>Ask students for the spellings they know for the particular sound.</p> <p>Write the spellings and write several words with that spelling.</p> <p>Introduce the spelling alternative.</p> <p>Write words with the alternate spelling.</p> <p>Go over the alternative spelling by reviewing the spelling of the target sound and words that are written with that spelling, using the Spelling Card(s) and Vowel Code Flip Book.</p> <p>Have students repeat the words.</p> <p>Repeat the words and ask students where the target sound is located, as they refer to the Individual Code Chart.</p>	<p>board or chart paper</p> <p>Spelling Card(s)</p> <p>Vowel Code Flip Book</p> <p>Individual Code Chart</p>
Guided Practice	<p>Have a pocket chart or chart paper or use the board with a column for each spelling alternative.</p> <p>Give students cards with words with the different spellings of the target sound.</p> <p>Students read their words and place them under the correct column by spelling.</p>	<p>pocket chart or chart paper on board</p>
Suggested Independent Practice	<p>Students can read isolated words with targeted sound.</p> <p>Students can read list of words or phrases with targeted sound.</p> <p>More proficient students can read connected decodable text with targeted sound.</p>	

Section 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*

rush

/u/ spelled 'o'

as in *other*

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*.

<p>‘o’</p> <p>O</p>	→	/o/	hop	drop	spot
	→	/oe/	open	hotel	no
	→	/u/	son	front	coming

	<i>/o/ as in hop</i>	<i>/oe/ as in open</i>	<i>/u/ as in son</i>
1. I need to find my father and <u>mo</u> ther.			mother
2. I have one sister and two <u>bro</u> thers.			
3. Is the watch silver or <u>go</u> ld?			
4. The baby has a <u>bo</u> ttle.			
5. Is my ankle sprained or <u>bro</u> ken?			
6. When I <u>bro</u> ke my leg, I went to the <u>hos</u> pital.			
7. This is a difficult math <u>pro</u> blem.			

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

	<i>/o/ as in hop</i>	<i>/oe/ as in open</i>	<i>/u/ as in son</i>
1. There are 31 days in the <u>month</u> of March.			month
2. The kids are eating <u>pop</u> sicles.			
3. When he swims, he wears <u>gog</u> gles.			
4. Rats, mice, and hamsters are <u>rod</u> ents.			
5. I like reading <u>po</u> etry.			
6. She is reading a <u>nov</u> el.			
7. The horses <u>gallo</u> ped 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 <i>home</i>	/u/ as in <i>come</i>
1. We can leave when we are <u>done</u> .		done
2. Adam is wearing <u>gloves</u> .		
3. Alan is digging a <u>hole</u> .		
4. Do you want all of that <u>bacon</u> or just <u>some</u> of it?		
5. Her youngest <u>son</u> went skiing down the <u>slope</u> .		
6. Take small bites <u>so</u> that you don't <u>choke</u> .		
7. Simon tied a knot in the <u>rope</u> .		

Name: _____

Write the words found in the sentences that have the tricky spelling ‘o_e’ sounded /oel/ under *home* and the words that have the tricky spelling ‘o_e’ sounded /u/ under *come*.

‘ <u>o</u> _e’ →	/oel/	home	those	trombone
	/u/	come	none	love

	/oel/ as in <i>home</i>	/u/ as in <i>come</i>
1. Even if you are mad, you should not <u>shove</u> .		shove
2. I like ice cream <u>cones</u> .		
3. That is not the letter that I <u>wrote</u> .		
4. The mat on the porch said “ <u>Welcome</u> !”		
5. Do you want a slice or do you want the <u>whole</u> thing?		
6. A rock is a lot like a <u>stone</u> .		
7. I <u>love</u> my baby sister.		

Name: _____

Tricky Spelling 'o_e'

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

'o_e' > /oe/ (*home*) vs. 'o_e' > /u/ (*come*)

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

Name: _____

First read the words in the box. Write the words with the tricky spelling 'o_e' sounded /oe/ under *hope* and the words with the tricky spelling 'o_e' sounded /u/ under *done*.

role	welcome	notebook	shove
glove	vote	none	choke
lovely	rope	bone	stole

/oe/
as in *hope*

role

/u/
as in *done*

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 →	/ou/	shout	out	mountain
	/u/	touch	country	jealous

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

Name: _____

Write the words found in the sentences that have the tricky spelling 'ou' sounded /ou/ under *shout* and the words that have the tricky spelling 'ou' sounded /u/ under *touch*.

'ou' → ou →	/ou/	shout	out	proud
	/u/	touch	country	jealous

	/ou/ as in <i>shout</i>	/u/ as in <i>touch</i>
1. When he got an A and I got a B, I felt <u>jeal</u> ous.		jealous
2. Stop being silly. It's time to be <u>seri</u> ous.		
3. The cookie is flat and <u>rou</u> nd.		
4. They are sitting on the <u>cou</u> ch.		
5. David is my uncle and Rachel is my <u>cous</u> in.		
6. That radio is too <u>lou</u> d!		
7. When she is upset, she <u>pou</u> ts.		

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?

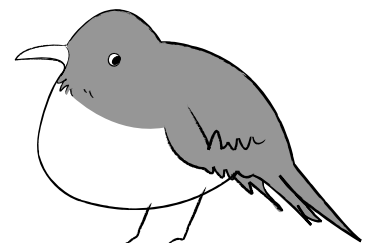
Come here, Dove!

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 *about* on the board.]**

"Whereas we know it is really spelled like this."

 **[Cross out *about* 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!”

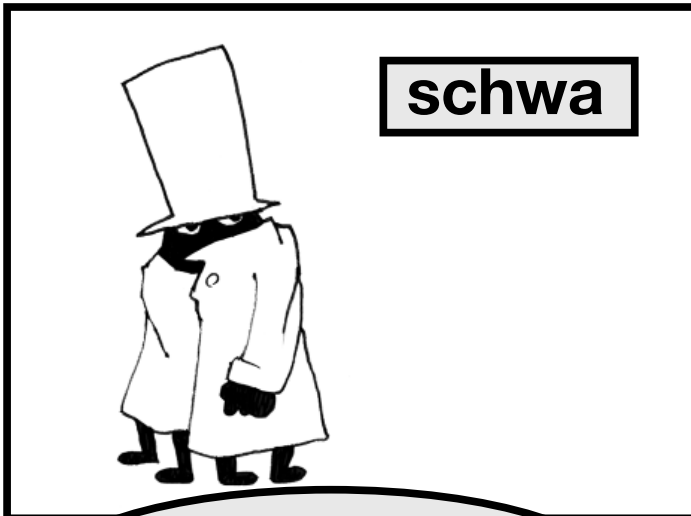
He cackled his loudest cackle yet: “/u/ . . . /u/ . . . /u/!”

“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. Tennessee |
| 2. China | 7. u love |
| 3. u round | 8. u cousin |
| 4. Africa | 9. u something |
| 5. u ppetite | 10. u touch |

Beat the Spoilers

The Spelling Spoilers are trying to wreck your spelling. Foil them by spelling the words your teacher says the right way.

	Copy	Spell	Did you beat the spoilers?	
1.			<input type="radio"/> yes <input type="radio"/> no	 <input type="radio"/> no 
2.			<input type="radio"/> yes <input type="radio"/> no	 <input type="radio"/> no 
3.			<input type="radio"/> yes <input type="radio"/> no	 <input type="radio"/> no 
4.			<input type="radio"/> yes <input type="radio"/> no	 <input type="radio"/> no 
5.			<input type="radio"/> yes <input type="radio"/> no	 <input type="radio"/> no 
6.			<input type="radio"/> yes <input type="radio"/> no	 <input type="radio"/> no 

	Copy	Spell	Did you beat the spoilers?	
7.			<input type="radio"/> yes 	<input type="radio"/> no 
8.			<input type="radio"/> yes 	<input type="radio"/> no 
9.			<input type="radio"/> yes 	<input type="radio"/> no 
10.			<input type="radio"/> yes 	<input type="radio"/> no 

Section VI-B

Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ Word Lists

Name: _____

Spelling Alternative: 'a' >/ə/ (*about*)

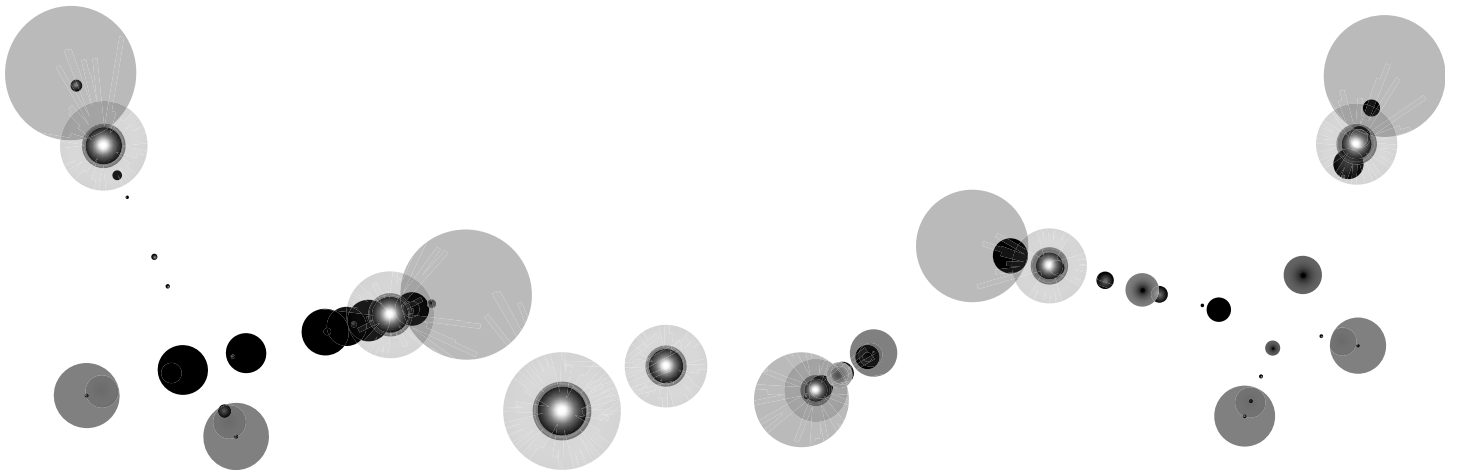
across	afraid	balloon	banana	zebra
pajamas	roman	Cuba	separate	woman
voyage	extra	purchase	giant	human
village	sofa	organ	pyramid	vacant
idea	among	lava	salad	mama
soda	nowadays	umbrella	pyramid	palace
theater	vacant	vitamin		



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 _____

_____ 1	W	_____ 2	_____ 9	_____ 3	_____ 4	_____ 5
	W	_____ 6	_____ 7	_____ 8	!	

Name: _____

Use a word from the box to fill in each line.

nostril	angrily	evil	easily
April	jubilee	lentil	pupil
steadily	similar	pencil	utensils

1. month after March
2. a kind of soup
3. you are one and you have one in each eye

4. looks alike

5. Not a pen

6. Knife, fork and spoon

7. At the same rate

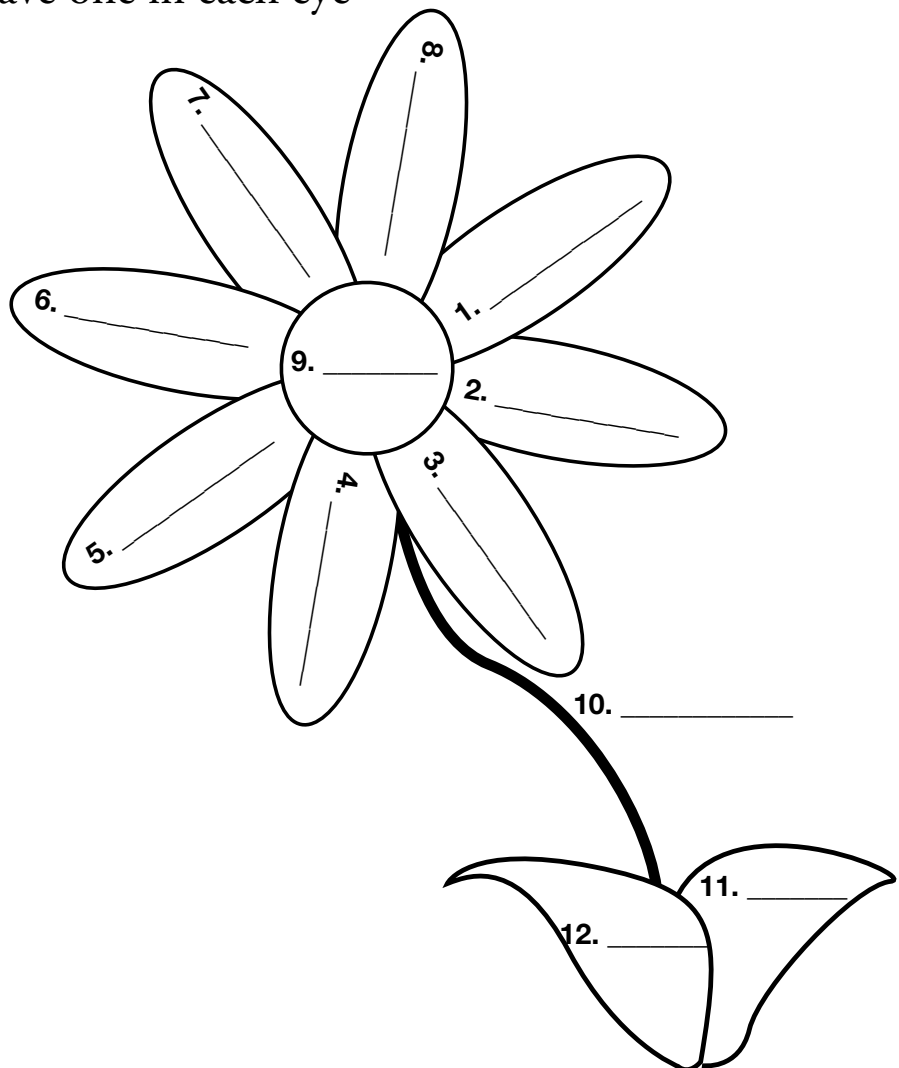
8. A happy party

9. It is part of your nose.

10. mad

11. not good

12. no problem



Name: _____

Sort the words by spelling. Write the words that have the 'ul' ending under *useful*. Write the words that have the 'al' ending under *metal*. Write the words that have the 'il' ending under *April*.

harmful	fossil	hospital	evil
total	pencil	several	awful
peaceful	hopeful	normal	civil

'ul'
as in *useful*

'al'
as in *metal*

'il'
as in *April*

harmful

Name: _____

Help Hazel on her way. Write a word from the box on each space.

vowel	nickel	enamel	level
channels	telescope	antelope	envelope

1. You put a letter in this
2. An animal with antlers
3. You can see the stars with this
4. You have a lot of these on TV
5. even
6. The white part of your teeth
7. 5 cents
8. a, e, i, o, u are all this



1. _____

2. _____

3. _____

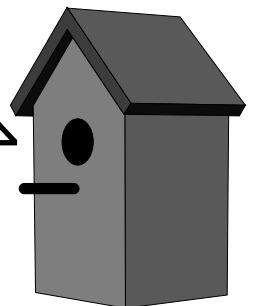
4. _____

5. _____

6. _____

7. _____

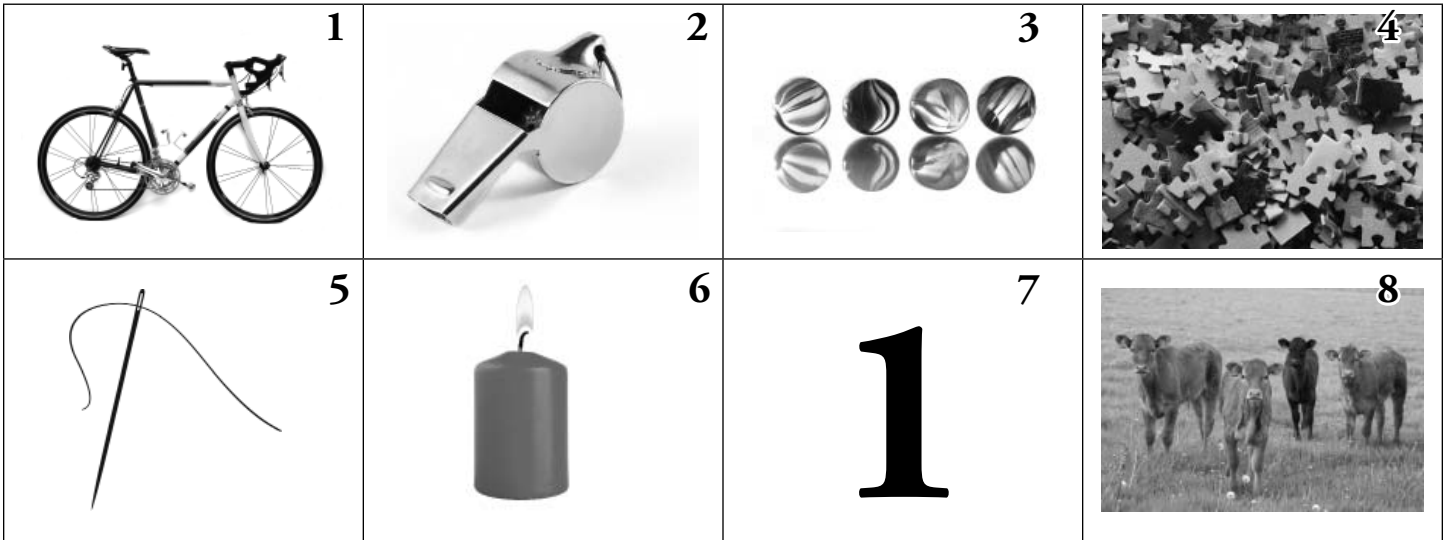
8. _____



Name: _____

Write a word for each picture from the box.

single	whistle	cattle	bicycle
candle	marbles	needle	puzzle



1. It has two wheels: _____
2. Your P.E. teacher many have one: _____
3. Round glass spheres: _____
4. Jigsaw: _____
5. A _____ and thread
6. This is on your birthday cake: _____
7. Just one: _____
8. Lots of cows: _____

Name: _____

Fill in the Blanks

bubble

apples

beagles

noodles

eagle

maple

single

candle

poodles

stable

1. A horse will stay in the _____ on a rainy day.
2. Mom likes to light a _____ on the table at supper.
3. A _____ leaf is on the Canadian flag.
4. _____ and _____ are kinds of dogs.
5. I like to blow a big _____ with my gum.
6. Would you like to help me pick the _____ from the tree?
7. An _____ is a symbol of our country.
8. I like to eat spaghetti _____.
9. I can't eat just one _____ chip, I can eat the entire bag.

Name: _____

Dear Family Member,

The words shown below all end with 'le'. Please help your child practice reading these words. Ask your child to use each word in an oral sentence after he or she reads it.

single	handle	gamble	temple
stable	cradle	idle	twinkle
able	title	needle	apple
gurgle	jingle	cattle	purple
bubble	eagle	steeple	beagle

Name: _____

Fill in the Blanks

mother	camel	decide	cover	animals
jungle	cousin	fossils	angels	chief
petals	bubble	afraid	wonderful	little

1. Could you help me _____ between a cookie or a cupcake?
2. I call my _____, "Mom."
3. It was a _____ party and we all had fun!
4. An animal with two humps is called a _____.
5. I have a night light because I am _____ of the dark.
6. Monkeys live in the _____.
7. The rose _____ were scattered in front of the bride.
8. I like to blow a big _____ with my gum.
9. My _____ and aunt will come to spend the night.

Name: _____

mother	camel	decide	cover	animals
jungle	cousin	fossils	angels	chief
petals	bubble	afraid	wonderful	little

10. The baby bird is too _____ to fly.
11. A zoo has a lot of _____.
12. Will you _____ the dish before you place it in the fridge?
13. Some of the _____ were from long, long ago.
14. The leader of a Native American tribe is often called a _____.
15. Some people believe that _____ have wings.

Name: _____

Fill in the Blanks

hospital

decide

normal

America

pedal

petals

animal

cheerful

April

signal

emergency

principal

appear

dangerous

equals

helpful

1. In an _____, call 911.
2. The rose _____ smell great!
3. She is always smiling and _____.
4. It would be _____ to me if you would clean your room.
5. My favorite _____ is a panda.
6. She is a nurse in a _____.

Name: _____

hospital	decide	normal	America
pedal	petals	animal	cheerful
April	signal	emergency	principal
appear	dangerous	equals	helpful

7. The month after March is _____.
8. I can't _____ if I would like red or pink ribbons.
9. Two plus two _____ four.
10. We live in the United States of _____.
11. It is very _____ to skate on thin ice.
12. Turn left at the next traffic _____.

Name: _____

Fill in the Blanks

station

options

attention

infection

dictionary

vacation

1. Select one of the following options.
2. If you don't know what a word means, you can look it up in the _____.
3. This summer, we will take a _____.
4. If you don't clean that cut, you might get an _____.
5. We need to stop at a gas _____.
6. If you want to understand, you should pay _____.

Name: _____

Fill in the Blanks

reflection

lotion

potion

invention

stationery

emotions

1. The witch is making a sleeping _____.
2. If you look in the pond, you will see your _____ staring back at you.
3. Carol wrote the letter on _____.
4. To keep your skin from drying out, use _____.
5. Jealousy and anger are _____.
6. The wheel is a great _____.

Section VI-B
Tricky Spellings 'a' and 'e'
Worksheets

Name: _____

Sort the underlined words with tricky spellings.

‘ <u>a</u> ’ → → →	/a/	hat	band	last
	/ae/	paper	later	lady
	/ə/	about	along	balloon

	<i>/a/ as in hat</i>	<i>/ae/ as in paper</i>	<i>/ə/ as in about</i>	<i>/aw/ as in hall</i>
1. Summer comes <u>a</u> fter <u>f</u> all.				
2. <u>C</u> an you set the <u>t</u> able?				
3. She told him to go <u>a</u> way.				
4. Let's get some books from the <u>s</u> mall <u>b</u> ook <u>c</u> ase.				
5. <u>W</u> hat do you <u>w</u> ant?				
6. <u>T</u> ake out the <u>t</u> rash.				
7. Let's <u>h</u> ave eggs for lunch.				
8. This envelope needs a <u>s</u> tamp.				

Name: _____

Sort the underlined words with tricky spellings.

‘a’ a	→	/a/	hat	band	last
	→	/æ/	paper	later	lady
	→	/ə/	about	along	balloon

	<i>/a/ as in hat</i>	<i>/æ/ as in paper</i>	<i>/ə/ as in about</i>
1. She has a yellow <u>cap</u> .			
2. She is wearing her silver <u>necklace</u> .			
3. To mail this letter, I need one <u>stamp</u> .			
4. When my mom cooks, she wears her <u>apron</u> .			
5. I need a <u>map</u> to find the park.			

Name: _____

Tricky Spelling: 'a'

Teacher: Write the target words on the board or chart. Beside the target word write the two possible divisions of the word. Read the sample sentence aloud to the students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

'a' > /a/ (*hat*) vs. 'a' > /æ/ (*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 /æ/ under *acorn*, the words with the tricky spelling 'a' sounded /ə/ under *about*, and the words with the tricky spelling 'a' sounded /aw/ under *hall*. Sort only the words in which the 'a' is underlined.

I know a lady who happens to have ten babies. The lady spends all day feeding them, changing them, carrying them around, and washing them. When she's changing her babies, the lady has to watch that they don't fall off the changing table. When she's feeding her babies, the lady has to watch that they don't swallow something that they should not. It's a nonstop job. The crazy part is that the lady wants another ten babies! I cannot understand that!

/a/
as in *bad*

/æ/
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 /æ/, make it yellow.

If a square has a word with the letter 'a' sounded /ə/, make it green.

If a square has a word with the letter 'a' sounded /aw/, make it orange.

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 /æ/ under *acorn*, the words with the tricky spelling 'a' sounded /ə/ under *about*, and the words with the tricky spelling 'a' sounded /aw/ under *hall*.

giant	lasted	faking	chapter
fall	extra	alone	able
actress	orange	apple	around

/a/
as in *bad*

/æ/
as in *acorn*

/ə/
as in *about*

/aw/
as in *hall*

giant

Name: _____

The letter 'a' can stand for four sounds. Which sounds does it stand for in the underlined letters in these words? Mark all that apply.

<u>A</u> laska	<input type="radio"/> /a/ as in <i>cat</i>	<input checked="" type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /a/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>A</u> merica	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
paj <u>a</u> mas	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>C</u> anada	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>A</u> braham	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
ban <u>a</u> na	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>A</u> rabia	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>A</u> lmanac	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>
<u>A</u> frica	<input type="radio"/> /a/ as in <i>cat</i>	<input type="radio"/> /ə/ as in <i>about</i>
	<input type="radio"/> /ae/ as in <i>table</i>	<input type="radio"/> /aw/ as in <i>wall</i>

Name: _____

Sort the underlined words with the tricky spelling.

‘e’ e	→	/e/	pet	left	letter
	→	/ee/	me	rewind	legal
	→	/ə/	debate	appetite	strategy

	<i>/e/ as in pet</i>	<i>/ee/ as in me</i>	<i>/ə/ as in debate</i>
1. He is singing the National Anth <u>e</u> m.			anthem
2. This glass is <u>e</u> mpy.			
3. Dad and I saw a play at the the <u>e</u> ter.			
4. I need a carton of <u>e</u> ggs.			
5. Don't squash the bug <u>e</u> tween the rocks!			
6. The balloon is filled with <u>e</u> lium.			
7. The leaves are <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 **seeret**?

- /e/ as in *bed*
- /ee/ as in *me*
- /ə/ as in *debate*

8. Dad is sick. He is running a **feever**.

- /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: _____

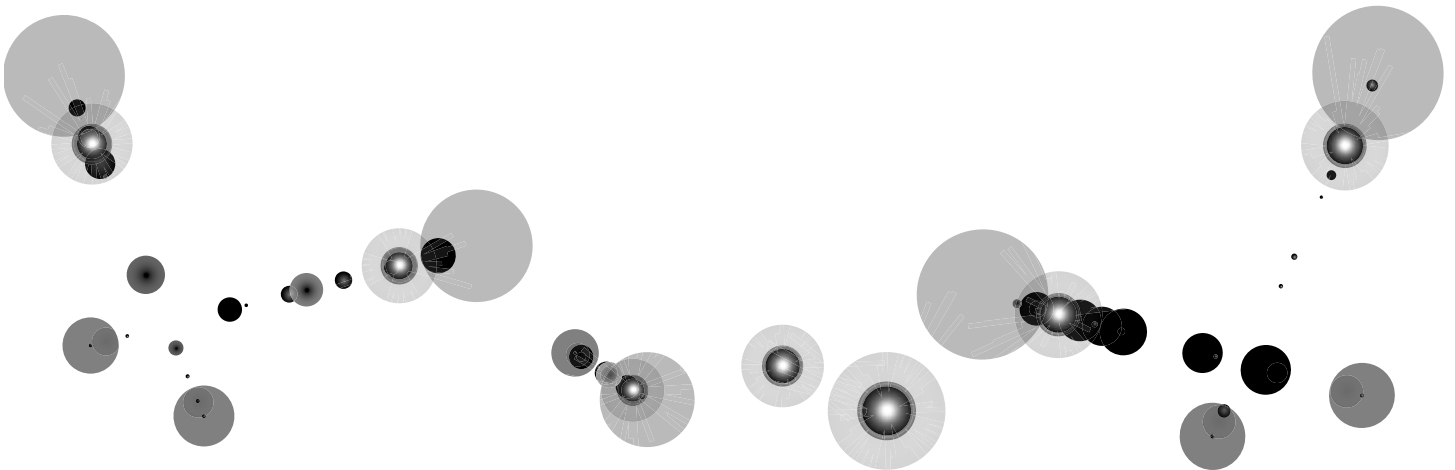
Hello Ellen,

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.



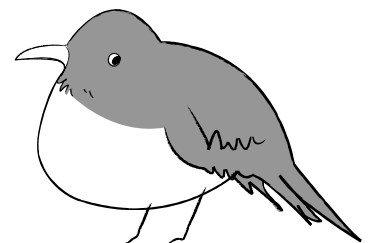
Name: _____

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.



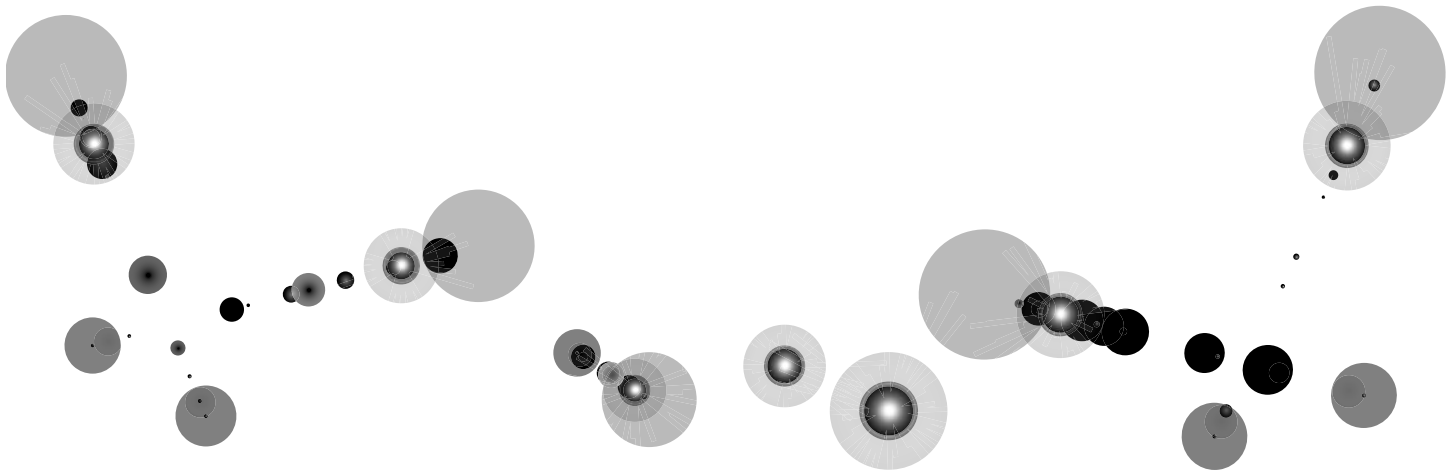
Name: _____

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 | 6. apple | 11. traction | 16. hideous |
| 2. courtesy | 7. nation | 12. above | 17. petal |
| 3. mother | 8. funnel | 13. dangerous | 18. fossil |
| 4. decide | 9. couple | 14. wonderful | 19. cheerful |
| 5. shove | 10. cousin | 15. love | 20. animal |

Below are the sound-spelling correspondences targeted for each word. If a student misses a word, have the student read the line(s) that contained the error. Then ask the student to point and say aloud the correct word for that line. The student's response will indicate whether the mistake was a careless error or if the student needs additional instruction in a specific letter-sound correspondence. Please pay attention to other errors as well, as they may indicate additional areas in need of remediation. Any student who scores less than 16 out of 20 correct needs further remediation.

- | | | | |
|----------------|------------------------------|-------------------------------|-----------------------------|
| 1. 'a' > /ə/ | 6. 'le' > /ə/ + /l/ | 11. 'tion' > /sh/ + /ə/ + /n/ | 16. 'ous' > /u/ |
| 2. 'e' > /ə/ | 7. 'tion' > /sh/ + /ə/ + /n/ | 12. 'o_e' > /u/ | 17. 'al' > /ə/ + /l/ |
| 3. 'o' > /u/ | 8. 'el' > /ə/ + /l/ | 13. 'ous' > /u/ | 18. 'il' > /ə/ + /l/ |
| 4. 'e' > /ə/ | 9. 'le' > /ə/ + /l/ | 14. 'ful' > /f/ + /ə/ + /l/ | 19. 'ful' > /f/ + /ə/ + /l/ |
| 5. 'o_e' > /u/ | 10. 'ou' > /u/ | 15. 'o_e' > /u/ | 20. 'al' > /ə/ + /l/ |

Name: _____

Section VI Assessment

Circle the word you hear your teacher say.

1. across amount amiss claws
2. severe strategy courtesy benefit
3. mom mother brother bother
4. determine deduct define decide
5. shove shut shovel shoot
6. able apple ample apply
7. native notion nation national
8. funny fundamental fulfill funnel
9. copper cuddle couple cable
10. cousin couple cupful cotton

Name: _____

Circle the word you hear your teacher say.

11. traction fraction faction addition

12. above about avoid amend

13. fabulous dangerous dangers dagger

14. wonderland wistful wonderful wondering

15. glove lovely love clove

16. hide hideout hidden hideous

17. peel pebble puddle petal

18. missile dismissal fizzle fossil

19. cheerful hopeful helpful careful

20. animate animal annual anything

Section VI-D

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 mother's side. One day the young mouse went outside for a walk to explore. But it was not long until he came running back to his mother.

“Mother! Mother!” said the young mouse. “What a scare I have had! I was walking along when I saw two strange animals. One of them looked a lot like me. She had paws and a tail. She looked soft, and kind, and graceful.

But the other one was a scary monster! You should have seen him! He had just two legs and scratched at the ground with his claws. He kept beating his arms. He was ugly, too. He had no fur, just feathers, and he had big red flaps hanging from his head and neck. But what scared me the most was the awful sound he made. It sounded like cock-a-doodle-doo!”

The young mouse went on. “I wanted to say hello to the nice animal that looked like me. She was so lovely, and she looked so good and gentle. She had thick, glossy hair and a modest face. As she looked at me, she waved her fine, long tail and smiled. I think she was about to speak to me when the other animal let out his awful scream. I was so scared that I ran for my life. I didn’t even have time to smile back at the nice animal. It is such a shame. I would have liked to meet that lovely animal.”

“My son,” said the mother, “the animal that scared you was a rooster. He may look and sound scary, but he would never harm you. The other animal that you saw was a cat. She may look good and gentle, but she is no pal of ours. She would gladly eat you and your mice pals. In fact, she would have eaten you if you had not run away. So be thankful, my son, that you escaped with your life. Stay close to me and remember that things are not always what they seem to be.”

W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *The Young Mouse*

Total words in story (not including title): 357

<p>Words</p> <div style="text-align: center; margin-bottom: 10px;"> <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/> Words Read </div> <div style="text-align: center; margin-bottom: 10px;"> $\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$ <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/> Uncorrected Mistakes </div> <div style="text-align: center;"> $\begin{array}{r} \text{---} \\ \text{---} \\ \hline \end{array}$ <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/> Words Correct </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="text-align: center;"><input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/></td> <td style="text-align: center;"><input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/></td> <td style="text-align: right;">Finish Time</td> </tr> <tr> <td style="text-align: center;">---</td> <td style="text-align: center;">---</td> <td style="text-align: right;">Start Time</td> </tr> <tr> <td colspan="2" style="text-align: center;">\hline</td> <td></td> </tr> <tr> <td style="text-align: center;"><input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/></td> <td style="text-align: center;"><input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/></td> <td style="text-align: right;">Elapsed Time</td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;"> $(\text{---} \times 60) + \text{---} = \text{---}$ </td> <td style="text-align: right;">Time in Seconds</td> </tr> </table>	Minutes	Seconds		<input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/>	Finish Time	---	---	Start Time	\hline			<input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/>	<input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/>	Elapsed Time	↓	↓		$(\text{---} \times 60) + \text{---} = \text{---}$		Time in Seconds
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$(\text{---} \times 60) + \text{---} = \text{---}$		Time in Seconds																				
<p>W.C.P.M.</p> <div style="text-align: center; margin-bottom: 10px;"> <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/> \div <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/> $\times 60 =$ <input style="width: 60px; height: 30px; border: 1px solid black;" type="text"/> </div> <div style="display: flex; justify-content: space-around; width: 100%;"> Words Correct Time in Seconds W.C.P.M. </div>																						

Compare the student's W.C.P.M. score to national norms for Grade 3.
See chart in the Introduction of this Guide.

