



Unit 6

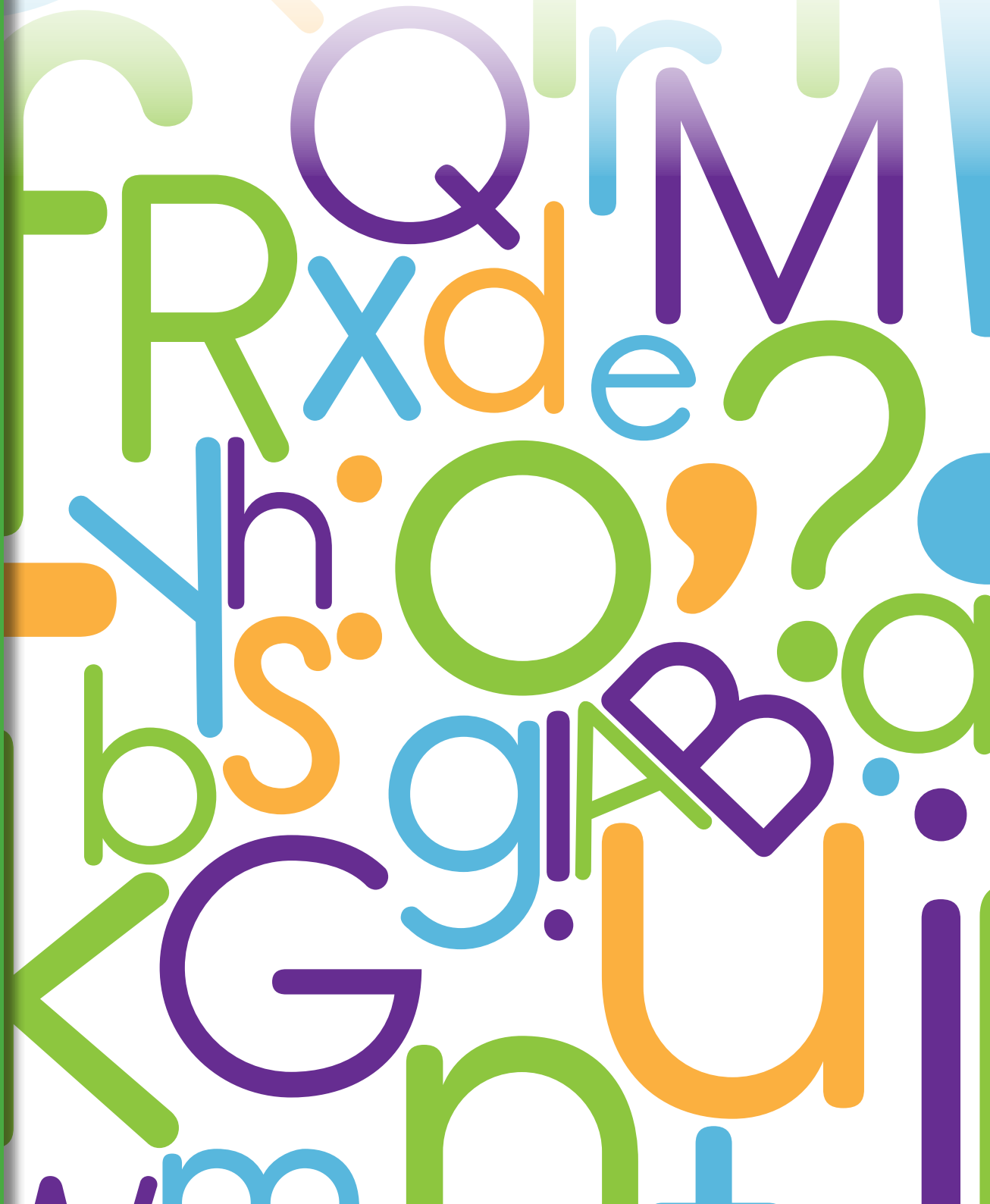
Assessment and Remediation Guide

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



Core Knowledge®

GRADE 2



SECTION VII (UNIT 6)

Assorted Spelling Alternatives and Tricky Spellings

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Welcome!

Dear Teacher,

Welcome to the *Grade 2 Assessment and Remediation Guide*. While there are many competencies required to be a successful reader able to comprehend, analyze, and synthesize what one reads, one of the key prerequisite components is the ability to automatically apply knowledge of the English letter-sound correspondences when reading unfamiliar text. You will find resources in this Guide to help you provide additional instruction and remediation to students who enter Grade 2 with gaps in their code knowledge and fluency.

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

Assessment is a prerequisite first step to helping struggling readers. It is particularly important that you have a broad overview of each student's strengths and weaknesses at the very beginning of the year—or whenever a new student enters your classroom—so that you can make the best use of instructional time. Placement Assessments and guidelines are included in the Grade 2, Unit 1 teacher and student materials for this purpose. For your convenience, they are also reproduced in this Guide.

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

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

Overview

How to Use this Guide

At the beginning of the school year

It is highly recommended that teachers administer the Grade 2 Placement Assessments to all students during the first weeks of school. Detailed explanations as to administration and analysis of these Assessment results are provided in the Unit 1 Teacher Guide.

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

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

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

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

Section VII (Unit 6)

Assorted Spelling Alternatives and Tricky Spellings

'ph' > /f/

'ea' > /e/

'ar' and 'or' > /er/

'ch' > /k/

'i' > /ee/

'wa' and 'a' > /o/

Section VII-A
**Assorted Spelling Alternatives
and Tricky Spellings
Lesson Template**

Spelling Alternatives and Tricky Spellings

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

Section VII-B

Spelling Alternative 'ph' > /f/ Word List

Name: _____

Read these words that have the /f/ sound spelled 'ph'. Then circle the letters that stand for the /f/ sound in each word.

phone	phrase	graph	sphere
dolphin	triumph	orphan	phantom
paragraph	alphabet	photograph	emphasize
physical	atmosphere	pharmacy	elephant
homophone	telephone	microphone	Joseph
amphibian	apostrophe	geography	biography

Section VII-B
Spelling Alternative 'ph' > /f/
Worksheets

Name: _____

Fill in the Blanks

photograph

homophones

amphibian

trophy

alphabet

paragraph

telephone

dolphin

1. Philip answered the _____.
2. 'Z' is the last letter in the _____.
3. Ralph saw a _____ swimming in the sea.
4. Sophie took this _____ of her sister with her camera.
5. Stephanie wrote the first _____ of the story.
6. Randolph won a _____.
7. "Road" and "rode" are _____.
8. A frog can live on land or in the water. It is an _____.

Name: _____

Do the bolded letters stand for the same sound? Write *yes* or *no*.

1. trophy funny _____

2. knock kettle _____

3. sphere spear _____

4. when witch _____

5. traffic orphan _____

6. nickel knot _____

7. phone pane _____

8. graph group _____

9. write when _____

10. wrong right _____

Name: _____

Fill in the Blanks

dolphin

graph

elephant

pharmacy

phobia

phone

trophy

phase

phonics

phony

1. The bar _____ shows that we like green apples best of all.
2. Dad will call on his cell _____.
3. My two year old sister is in a stubborn _____.
4. Mom needs to stop by the _____ to pick up the pills that the doctor prescribed for my sore throat.
5. A _____ lives in the sea but it is a mammal that breathes air.
6. We study _____ every day in reading.
7. I have a fear, or _____, of spiders.
8. He is such a fake, he is _____.
9. The first place winner in the spelling bee got a _____.
10. We fed peanuts to the baby _____ at the zoo.

Name: _____

Circle letter(s) in each column to make a word to fill in the blank.

1. She has a _____ snake.

ph	u	ff	y
f	o	n	ea

2. Please use my cell _____ to call 911.

ph	u	ff	y
p	o	n	e

3. I can see the _____ swimming by the ship.

d	u	l	f	e	n	s
b	o	t	ph	i	m	z

4. The acorn just sprouted and the maple tree is in the seedling _____ of growth.

f	a	z	i
ph	u	s	e

5. We learn _____ so that we will be better readers.

f	u	e	g	z
ph	o	n	i	cs

6. Please tell me if this is a sentence or a _____.

ph	rr	i	s	ee
ff	r	a	z	e

7. I have a fear, or _____, of snakes.

f	u	b	e	a
ph	o	d	i	a

8. I can sing the _____ song.

e	f	a	d	e	t
al	ph	u	b	k	k

9. The ringing _____ woke me up.

t	i	l	a	ph	o	n	e
k	e	ll	e	ff	u	m	e

10. We will make a bar _____ of our favorite candy.

gl	e	ph
gr	a	ff

Name: _____

Use the words in the word box and the clues to complete the crossword puzzle on the following page.

phone	dolphin	alphabet	sphere	orphan
gopher	graph	photo	asphalt	hyphen

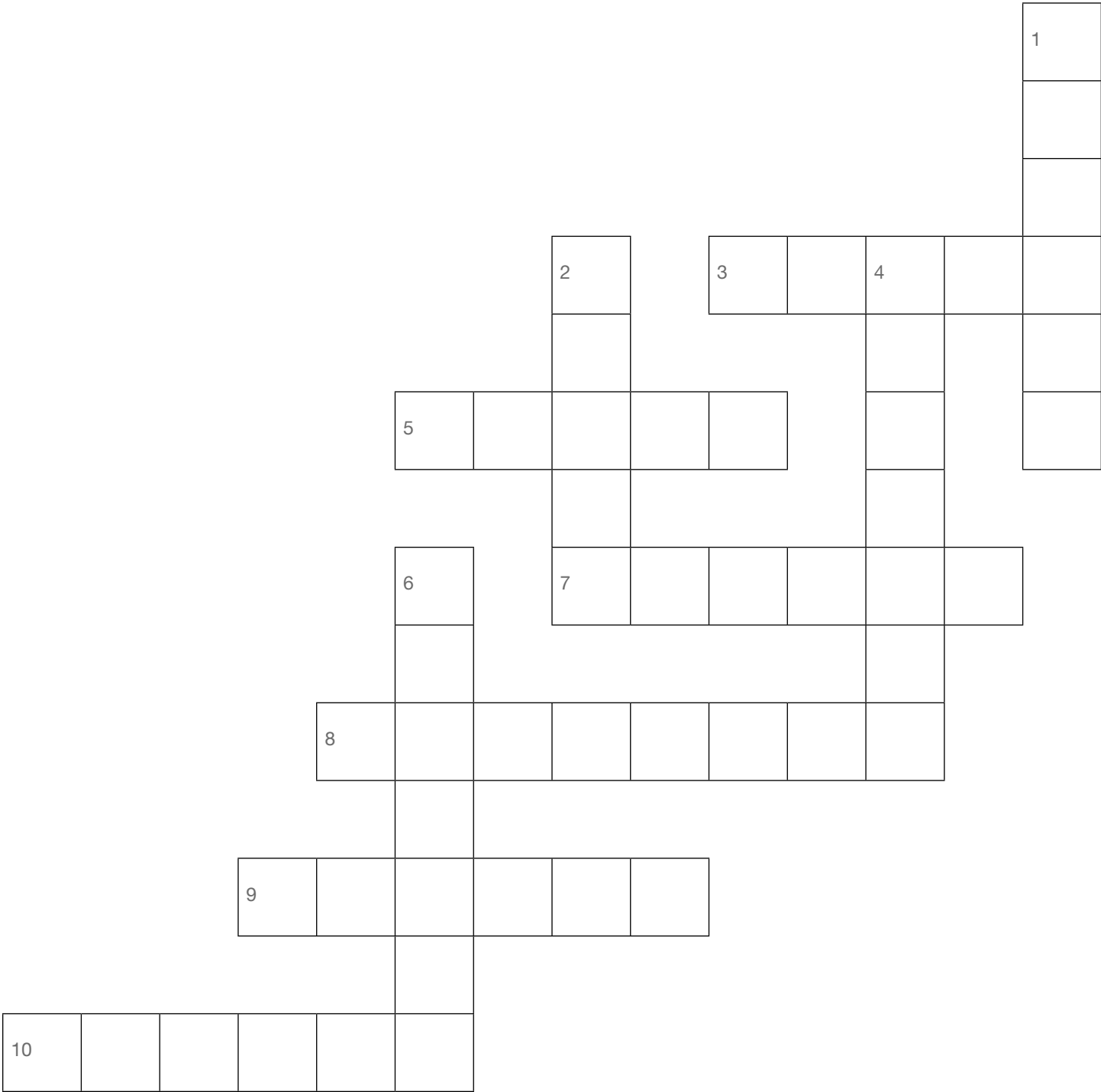
Down

1. Small burrowing animal
2. Another word for a picture taken with a camera
4. Another word for pavement
6. Mammal who swims in the sea

Across

3. A bar _____
5. A cell _____
7. A person who does not have a mom or dad
8. Your ABCs
9. Round ball
10. Little tiny line between words (e.g., Smith-Jones)

Name: _____



Section VII-B

Spelling Alternative 'ph' > /f/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ph' > /f/

1. The physician told Philip to stop by the pharmacy to get his pills.
2. My nephew Joseph is a photographer.
3. Sophie was able to recite the entire alphabet when she was just three years old!
4. We saw elephants and dolphins at the zoo.
5. My teacher said we could take notes by writing just short phrases instead of complete paragraphs.
6. I asked to use the telephone at the pharmacy.
7. A baseball is an example of a sphere.
8. Jim Murphy won a trophy for coming in first place in the race.
9. Before CDs were invented, people played music on phonograph records.
10. We collected pamphlets from the travel agency about lots of different places that we wanted to visit.

Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/ Word List

Name: _____

Spelling Alternative: 'ea' > /e/ (*head*)

head

sweat

dead

deaf

tread

meant

thread

bread

breakfast

health

threat

wealth

steady

sweater

weather

leather



Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/ Worksheets

Name: _____

Fill in the Blanks

meat	head	peach	cream	heat
thread	health	sweater	meadow	bread

1. Mom needs a loaf of _____ to make sandwiches.
2. We will have a picnic in the grassy _____.
3. I hope there will be a _____ for me to eat.
4. I like to pour a little _____ over my fruit.
5. Will there be sandwiches with _____ and cheese?
6. If the _____ of the sun gets too hot, we can sit in the shade.
7. My sister went to the store to buy more _____ so my mother could finish the dress she is making.
8. Make sure to pack a _____ in case it is chilly.
9. Fresh air is good for your _____.
10. I will need a hat for my _____.

Name: _____

Fill in the Blanks

thread

spread

meant

dead

bread

breakfast

feather

dread

head

lead

1. Would you _____ butter on the toast?
2. I _____ to pick up the paper but I forgot it.
3. It has been a very dry summer with little rain, so some of the plants in the garden are _____.
4. My _____ is hurting from the loud noise.
5. I like _____ and jam for a snack.
6. My mom fixed the rip in my pants with a needle and _____.
7. Most people _____ going to the dentist.
8. Do you like eggs and bacon for _____?
9. I found the _____ of a bird outside next to a nest.
10. The pipes were made of _____.

Name: _____

Sort the words by sound.

peach	bread	dead	cream	dream
health	dread	deaf	mean	wealth
spread	sweat	scream	thread	seam
tread	stream	team	beaver	steam

'ea' > /ee/ (*beach*)

'ea' > /e/ (*head*)

Section VII-C

Spelling Alternative and Tricky Spelling 'ea' > /e/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ea' > /e/

1. I need to purchase peaches, bread, and cream from the grocery store.
2. What would you like to eat for breakfast?
3. Please spread the peanut butter on the bread.
4. We saw many birds in the meadow, and I even found a feather.
5. There was a dam in the stream that the beavers had made.
6. If the weather turns cool, bring your sweater and leather jacket.
7. The bite of a black widow spider can be deadly.
8. I meant to do my homework, but I forgot.
9. Someone who is deaf cannot hear.
10. The tread on the tires is very bare.

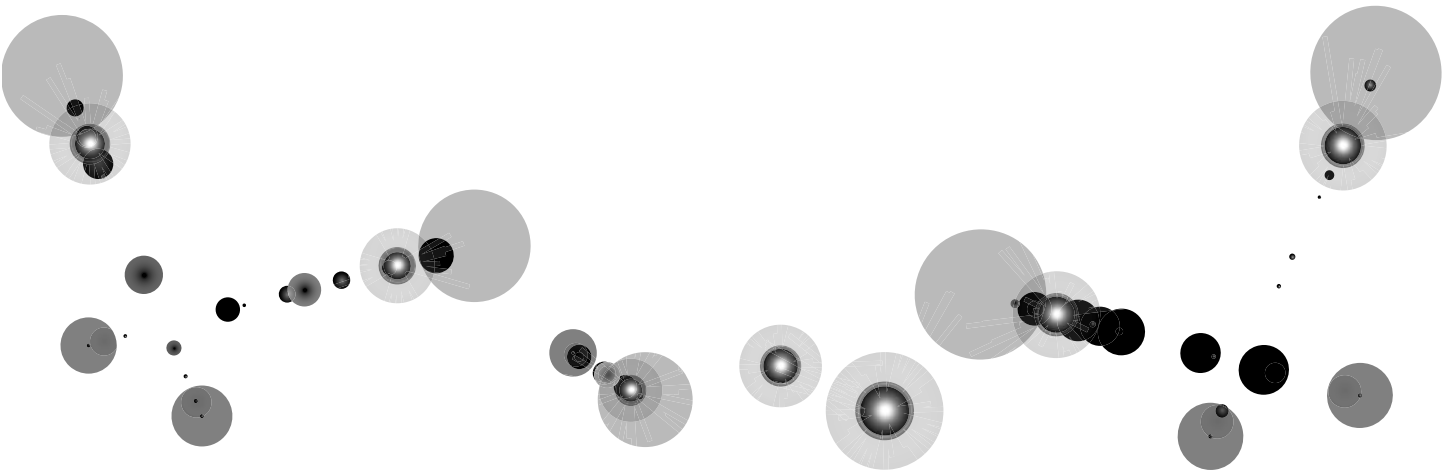
Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/ Word List

Name: _____

Spelling Alternatives: 'ar' and 'or' > /er/

dollar	collar	lizard	custard
doctor	alligator	actor	polar
color	blizzard	favor	vapor
homework	backward	author	calendar



Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/ Worksheets

Name: _____

Read each word. Then mark the sound the underlined letters stand for. Hint: *Follow your ear, not your eye.*

1. **farmer** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

2. **snorting** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

3. **beggar** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

4. **favor** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

5. **corner** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

6. **effort** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

7. **custard** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

8. **army** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

9. **blizzard** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

10. **alligator** /ar/ as in *car* /or/ as in *for* /er/ as in *her*

Name: _____

Fill in the Blanks

dollar

actor

color

history

doctor

polar

calendar

lizard

wizard

mustard

1. I would like _____, not ketchup, on my hot dog.
2. May I have a _____ to buy candy?
3. Do I have to get a shot when I go to the _____?
4. I like the _____ red.
5. Are all _____ bears white?
6. My teacher puts up a new _____ each month.
7. John is an _____ in the school play.
8. *The War of 1812* is a _____ book.
9. The _____ sat in the sun on a rock.
10. A _____ can cast a spell.

Name: _____

Find the Secret Message!

forward	diary	calendar	alligator	vapor
beggar	forgot	author	dollars	collar

1. The person who writes a book is called an
____ _ $\frac{\quad}{3}$ ____ _ ____ _ ____ _ ____ _ .
2. My shirt ____ _ ____ _ ____ _ ____ _ $\frac{\quad}{5}$ is crooked.
3. Don't go back! Go
____ _ ____ _ ____ _ ____ _ ____ _ $\frac{\quad}{10}$!
4. The fierce $\frac{\quad}{1}$ ____ _ ____ _ ____ _ ____ _ $\frac{\quad}{6}$ ____ _ ____ _
jumped out of the water.
5. It will cost ten ____ _ ____ _ ____ _ ____ _ ____ _ $\frac{\quad}{7}$ to buy
the toy truck.
6. I ____ _ $\frac{\quad}{2}$ ____ _ ____ _ ____ _ ____ _ to turn off the stove when
I left home.

1. The poor _____₉ _____ asked us for food as we walked by.

2. My sister writes in her _____₄ every night before she goes to bed.

3. The water _____₈ _____ turned into fog.

4. It is a new month; please turn the _____₁₁ _____ page.

Now solve the secret message by writing the letters that match the numbers.

 ₄ ₂ ₃ ₁ ₅ ₉ ₁

 ₇ ₃ ₈ ₉ ₅

 ₇ ₆ ₃ ₁₀ ₉ ₁₁ ₆!

Name: _____

Fill in the Blanks

factory	orchard	similar	grammar	mirror
cellar	calendar	effort	blizzard	actor

1. I looked in the _____ while I brushed my hair.
2. We went to an apple _____ to pick apples from trees.
3. A synonym for a *basement* in a house is _____.
4. Someday I would like to be an _____ on a TV show.
5. My class visited a car _____ to see how cars are made.
6. Don't forget to mark the date on your _____.
7. I came in second place in the race, but I gave it my best _____.
8. A _____ is a synonym for a bad snowstorm.
9. We both like the color green so we have _____ taste.
10. We are studying the parts of speech in our _____ lessons.

Section VII-D

Spelling Alternatives 'ar' and 'or' > /er/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ar and 'or'

1. Someday I would like to become either a doctor or an author.
2. The unexpected blizzard froze all of the oranges in the orchard.
3. That actor looks familiar, but I don't remember his name.
4. My dad gave the beggar a dollar.
5. Alligators and lizards are both reptiles.
6. The wizard's robe was black with stars the color of sparkling silver.
7. My history report and grammar homework are both due on March 5th, so I marked that date on the calendar.
8. The factory workers gave their best effort.
9. Would you do a favor for me and take my laundry to the dry cleaners on the corner?
10. Please ask the cleaner to put extra starch on the collars of my shirts.

Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/ Word Lists

Read the words aloud with your class.

In most words, the letters 'ch' stand for the /ch/ sound:

ch in	ch op	ch ea p	ch ore
ch est	lun ch	bran ch	ch ange

However, in some words, the letters 'ch' stand for the /k/ sound:

sch ool	Ch ris	ch orus	stoma ch
anch or	ech o	mona rch	or ch id
ch emical	ch emistry	ch emist	ch aracter
me ch anic	or ch estra	ar ch itect	te ch nical

Name: _____

Tricky Spelling 'ch'

chipmunk

chimney

chisel

ache

chapel

anchor

chemistry

approach

chorus

launch

character

archery

schedule

school

bachelor

scholar

architect

butterscotch

monarch

challenge

chairman

stomach

Christmas

technical



Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/ Worksheets

Name: _____

Fill in the Blanks

School

stomach

monarchy

anchor

chemist

architect

orchestra

echo

1. Chris is in tenth grade at East Side High
_____.
2. A person who mixes chemicals is called a
_____.
3. Christina shouted into the cave and her voice came back as an
_____.
4. A person who draws plans for houses and buildings is called an
_____.
5. Zachary plays the violin in the symphony
_____.
6. This food is awful! I think I may be sick to my
_____.
7. A country ruled by a king is called a _____.
8. The man tossed the _____ into the water.

Name: _____

Sort the words by sound.

ache	anchor	screech	ranch	rich
orchid	stomach	school	porch	change
chemical	munch	chord	child	coach
chorus	grinch	lunch	echo	headache

'ch' > /ch/ (*chin*)

'ch' > /k/ (*school*)

Section VII-E

Spelling Alternative and Tricky Spelling 'ch' > /k/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'ch' > /k/

1. A king, who is the crowned ruler of a country, is a monarch.
2. To become a chemist, you must study the subject of chemistry.
3. The mechanic said it was a real challenge to fix the problem with the car.
4. Please check the school schedule to find out when we have vacation.
5. I feel terrible because I have a headache and a toothache!
6. The sculptor used a chisel to carve the marble.
7. I could hear the echo of your voice.
8. At church today, we all sang the chorus of the song.
9. A new character was introduced in this chapter.
10. The boat dropped anchor in the harbor.

Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/ Word Lists

Name: _____

Spelling Alternative: 'i' > /ee/ (*ski*)

patio

kiwi

spaghetti

pizza

zucchini

salami

taxi

ski

piano

media

medium

curious

radio

lollipop

cafeteria

chili



Name: _____

Tricky Spelling 'i'

item

India

Indian

violin

medium

radio

baptism

liter

visa

citizen

curious

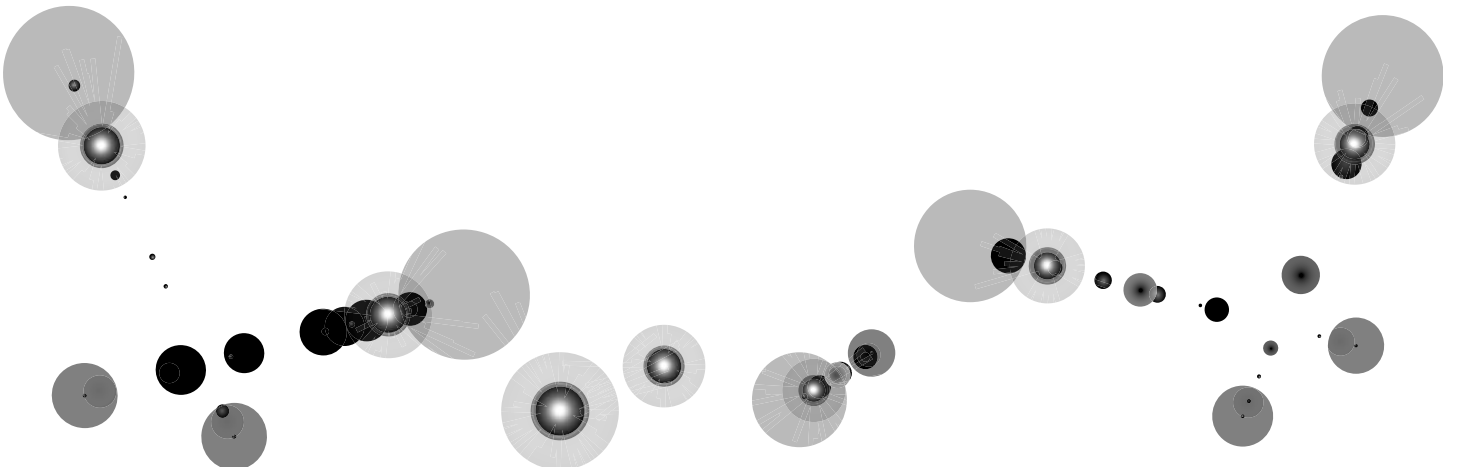
icicle

igloo

piano

cabinet

cafeteria



Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/ Worksheets

Name: _____

Find the Secret Message!

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

- We had lunch in the _____
_____ $\frac{5}{3}$ _____.
- There were many kinds of food but I like _____
_____ $\frac{7}{1}$ _____ best of all.
- I could not decide between _____
_____ $\frac{12}{2}$ _____
noodles or a slice of _____ $\frac{6}{6}$.
- Then I saw the _____
and cheese sub. $\frac{4}{4}$ _____

Name: _____

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

5. Or maybe I should have the fruit and veggie plate with

$\frac{Z}{9}$ _____ $\frac{10}{8}$,
_____ $\frac{11}{8}$ _____,
and _____.

6. It was all too much to choose. So I just had a bowl of

_____ and crackers.

7. Then I had a grape


_____ for dessert.

Now solve the secret message by writing the letters that match the numbers.

_____ ' _____
 $\frac{1}{2}$ $\frac{3}{4}$
_____ _____
 $\frac{5}{6}$ $\frac{7}{8}$
_____ !
 $\frac{8}{9}$ $\frac{10}{11}$ $\frac{12}{12}$

Name: _____

Sort the underlined words with tricky spellings.

	→	/i/	it	fish	his
	→	/ie/	driver	find	writer
	→	/ee/	ski	taxi	easier

	<i>/i/ as in it</i>	<i>/ie/ as in driver</i>	<i>/ee/ as in ski</i>
1. My mom plays the <u>p</u> iano.			piano
2. I like pepperoni <u>p</u> izza.			
3. Instead of being mean, be <u>k</u> ind.			
4. Cur <u>i</u> ous means to want to know.			
5. Rub some sunblock on your <u>s</u> kin.			
6. My dad was fur <u>i</u> ous when the glass broke.			
7. I do not like beans in <u>ch</u> ili.			

	<i>/i/ as in it</i>	<i>/ie/ as in driver</i>	<i>/ee/ as in ski</i>
8. The huge waves tossed the ship.			
9. At the zoo, we saw a tiger.			
10. Do you like spaghetti noodles?			
11. The lettuce is crisp.			
12. They play that song on the radio.			

Name: _____

Fill in the Blanks

igloo	media	item	impossible	chilly	chili
medium	violin	piano	curious	spaghetti	India

1. Mom made _____ beans and rice for supper.
2. The strings on the _____ are hard to hold down.
3. I need to practice my _____ lesson.
4. My teacher says that I am very _____ because I ask lots of questions and like to learn about new things.
5. I like _____ and meatballs best of all.
6. An _____ is a kind of home made of ice.
7. I needed my coat as it was a _____ spring day.
8. It is _____ to travel in time.
9. We have one _____ too many for the quick checkout line at the grocery store.
10. I need a _____ size shirt, not a small size.

Section VII-F

Spelling Alternative and Tricky Spelling 'i' > /ee/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'i' > /ee/

1. We ate our pizza outside on the restaurant patio.
2. The cafeteria is serving chili or spaghetti today.
3. I am curious to learn more about India because I am not familiar with Indian customs.
4. We listened to piano and violin music on the radio.
5. My teacher said we could use PowerPoint as part of our multimedia report about Italy.
6. The inside of a kiwi is green.
7. I take a medium size shirt.
8. Please pick up a liter of milk and some broccoli and zucchini when you go to the grocery store.
9. What flavor lollipop would you like?
10. If you are going to travel outside of the United States, you will need a passport and a visa.

Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Lessons

'wa' > /o/

Ask students to turn to the worksheet that follows.

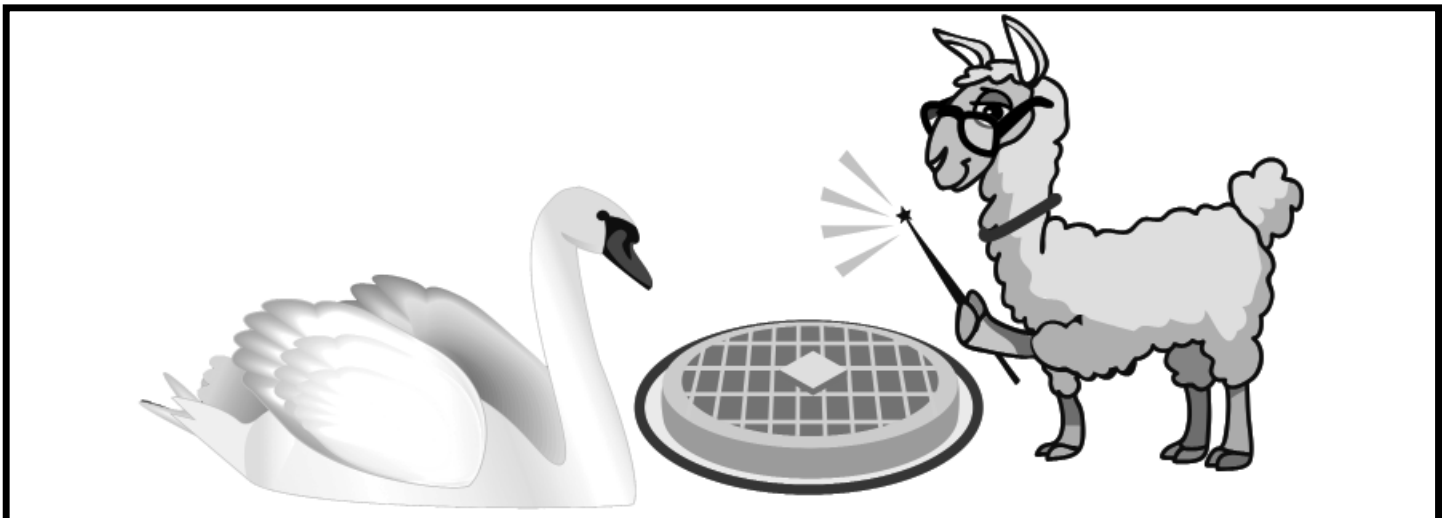
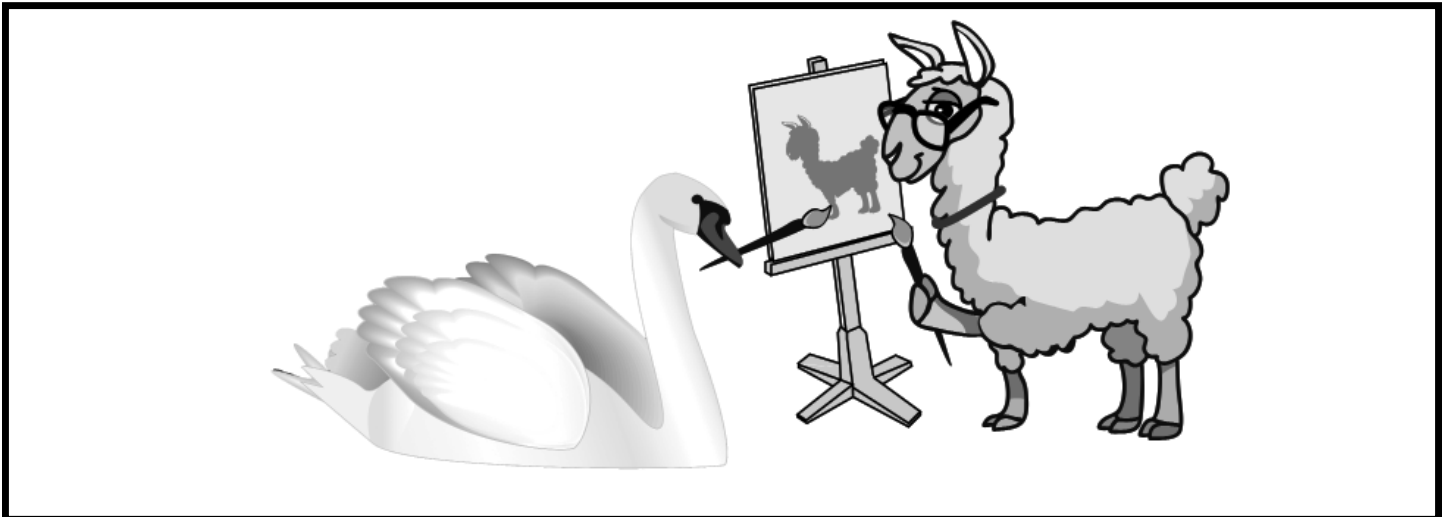
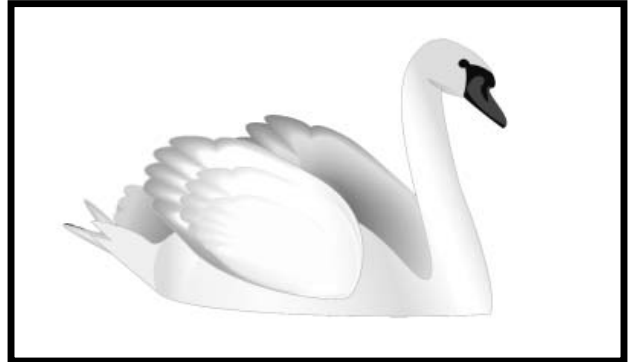
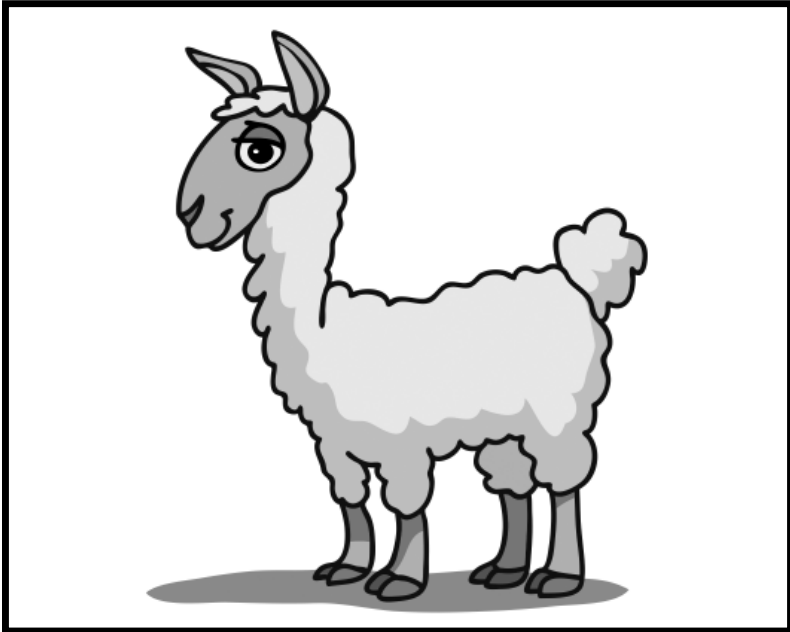
Tell students that they are going to learn about a new spelling alternative. Explain that you are going to read a story to them as they follow along with the pictures, much as they did in the lesson where they learned about the schwa sound and heard the story about the Spelling Spoilers.

Ask students to point to the first picture on the page. Tell students that this is a picture of Watkins Llama, and that he is going to tell them about a very special sound for the spelling 'a'.

As students point to the picture, read the following: "Hi, Third Graders, my name is Watkins Llama. I like to wear green pajamas. I am a very special llama because my name will help you remember the spelling of a special sound: /o/. (Ask students to point to the next picture beside Watkins.) My friend, Wanda the Swan, will help you remember this sound as well. (Ask students to point to the picture below Watkins.) Wanda and I both like to paint with watercolors. (Ask students to point to the picture below Wanda.) Sometimes we like to pretend we can take a magic wand and make waffles appear for breakfast." (Ask students to point to the bottom picture.)

Write the following words on the board: *Watkins, Wanda, water, watercolor, wand, and waffle.*

Watkins Llama & Wanda Swan



'a' > /o/

Tell students that sometimes even when the letter 'w' is not part of the spelling of a word, other letter combinations may represent the /w/ sound and influence the sound of the spelling 'a'.

Write 'qu' on the board and ask students what sound this spelling represents (/qu/). Now write the following words on the board: *squash*, *squat*, and *squad*. Have students read the words.

Tell students that they will learn some words in which the spelling 'a' represents the sound /o/.

"Hi, Third Graders, Watkins Llama here again. I am back to tell you a little more about words in which the spelling 'a' can stand for the /o/ sound. Previously, you learned that the letter 'a' can stand for the /o/ sound when it follows the /w/ sound. Now you are going to learn some more words in which 'a' stands for /o/, even when there is no /w/ sound.

Listen to the word *llama*. Do you hear the /o/ sound in *llama*? You can hear it in two places. Guess what—the /o/ is spelled with the letter 'a' in both spots. Listen again: I like to wear green *pajamas*. Do you hear the /o/ sound in the middle of *pajamas*? It is spelled with the letter 'a'. Do you remember my friend, *Wanda the Swan*? She likes to act in plays and *dramas*. Do you hear the /o/ sound in *drama*? Just like the 'o' sound in *llama*, the /o/ sound in *drama* is spelled with the letter 'a' in both spots."

Write the following words on the board: *father*, *grandma*, *grandpa*, *lava*, *pajamas*, *drama*, and, *llama*.

Read the words aloud as a class.

Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Word Lists

Name: _____

Spelling Alternatives: 'wa' and 'a' > /o/ (*water*)

swamp

swallow

watch

wander

swab

swat

swan

water

wand

wash

watercolor

waffle

squash

squat

squad

squabble



Name: _____

Mixed Review /o/

Watkins

Wanda

water

wash

pajamas

waffles

watch

squash

lava

father

swab

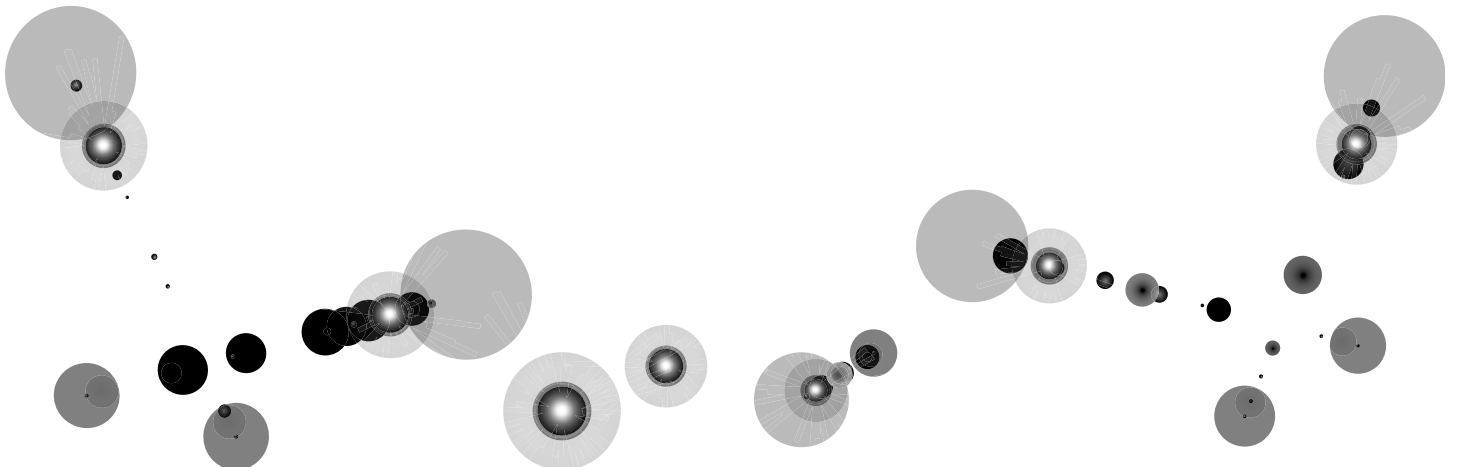
drama

wander

llama

grandpa

grandma



Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Worksheets

Name: _____

Fill in the Blanks

watercolors

Wanda

Watkins

waffle

wand

wash













water

wander

1. _____ Llama likes green pajamas.
2. _____ the swan floats on water.
3. I need some more shampoo to _____ my hair.
4. I like jam on my _____ for breakfast.
5. Wanda and Watkins like to pretend to use their _____ to make magic.
6. I need some _____ to add to the cake mix.
7. In art class, we get to paint with _____.
8. Mom asked me to watch my baby brother while he played outside in the yard so that he did not _____ off and get lost.

Name: _____

Write the number of the sentence that matches each picture in the box.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

1. Watkins is a llama.
2. He waved his magic wand.
3. There was a trail of lava flowing down the volcano.
4. I love waffles with lots of butter for breakfast.

5. Please turn off the water when you are brushing your teeth.
6. Mom said not to wander away from her while we are in the store.
7. I am going to visit my grandma this weekend.
8. Wash your hands before you eat.
9. Do you like acorn or butternut squash?
10. My father has a wristwatch that my grandpa gave him.
11. Wanda the Swan swims slowly across the big blue lake.
12. I took a big gulp and swallowed.

Name: _____

Fill in the Blanks

swamp

wander

want

swat

water

swab

swallowing

wash

swap

watch

1. The plant needs _____.
2. Can we _____ books after we each finish reading our own?
3. Your socks smell. You should _____ them.
4. Mom won't let me _____ too much TV.
5. Sometimes when I go shopping, I just like to _____ around the store looking at everything.
6. Is that a gift that she would _____?
7. I hate _____ pills.
8. The nurse used a piece of cotton to _____ and clean my cut.
9. I would not want to swim in a muddy _____!
10. There were so many flies at the beach, I used my towel to _____ them.

Section VII-G

Spelling Alternatives 'wa' and 'a' > /o/ Practice Sentences for Oral Reading

Name: _____

Practice Sentences for 'wa' and 'a'

1. As we wandered about the swamp, I had to keep swatting away the mosquitoes.
2. The cheerleading squad watched the football game with great interest.
3. My father made waffles for breakfast.
4. My grandma swabbed the cut on my grandpa's finger.
5. I have never seen a real llama or swan.
6. My mom washed my pajamas, but they aren't dry yet.
7. I swallowed the water in one big gulp.
8. I wanted to go see a drama, but Wanda wanted to see a comedy at the movies.

Section VII-H
Spelling Alternatives and Tricky Spellings
Assessment

Section VII Assessment

Provide students with the sheet labeled Section VII Assessment that has 18 rows of words.

Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

- | | |
|--------------|-------------|
| 1. custard | 10. effort |
| 2. emphasize | 11. orchid |
| 3. bread | 12. stomach |
| 4. polar | 13. echo |
| 5. biography | 14. media |
| 6. sweat | 15. curious |
| 7. favor | 16. waffle |
| 8. physical | 17. phobia |
| 9. meant | 18. watch |

Mastery: 15/18 correct

(Alternate Administration: Ask each individual student to read all of the words aloud in rows 1–18. Mastery: 58/72 words correct)

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

- | | |
|----------------|-----------------|
| 1. 'ar' > /er/ | 10. 'or' > /er/ |
| 2. 'ph' > /f/ | 11. 'ch' > /k/ |
| 3. 'ea' > /e/ | 12. 'ch' > /k/ |
| 4. 'ar' > /er/ | 13. 'ch' > /k/ |
| 5. 'ph' > /f/ | 14. 'i' > /ee/ |
| 6. 'ea' > /e/ | 15. 'i' > /ee/ |
| 7. 'or' > /er/ | 16. 'wa' > /o/ |
| 8. 'ph' > /f/ | 17. 'i' > /ee/ |
| 9. 'ea' > /e/ | 18. 'wa' > /o/ |

Section VII Assessment

Circle the word that you hear your teacher say.

- | | | | | |
|-----|---------|-----------|------------|-----------|
| 1. | custom | custard | curtain | mustard |
| 2. | elegant | emphatic | effort | emphasize |
| 3. | breed | bread | dread | dead |
| 4. | polo | pollen | polar | poker |
| 5. | biology | biologist | biography | biosphere |
| 6. | sweep | sweet | swept | sweat |
| 7. | favor | farmer | savor | traitor |
| 8. | physics | finish | finally | physical |
| 9. | mean | meadow | meant | team |
| 10. | effect | effort | effortless | eleven |
| 11. | orchard | orchid | orchestra | anchor |
| 12. | ache | stump | stomach | school |
| 13. | echo | ache | excess | headache |
| 14. | medal | metal | medium | media |
| 15. | cure | curry | curtain | curious |
| 16. | waddle | wafer | waffle | wander |
| 17. | phony | phobia | phone | photo |
| 18. | water | watch | wash | wand |

Section VII-I

Fluency Assessment

Fluency Assessment

The second assessment for Section VII that you may choose to give students is a Fluency Assessment. Please note that the Unit VII assessment is identical to the Unit VI assessment.

You will work individually with each student and make a running record of the student's reading of the story, "The Young Mouse." This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure for the student's fluency by seeing how long it takes the student to read the story. Allow each student approximately ten minutes to read the story. If the student cannot read the story in ten minutes, this is a clear indication that he or she is struggling and needs to work on fluency.

Show the student the story. Ask the student to read the story to you. Start a stopwatch or jot down a start time when the students read the first word in the story. As the student reads, make a running record, using the following marking guidelines. Focus specifically on what a student's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: The guidelines for making running records given represent a simplified version of the process. If you have mastered a different process of taking running records, feel free to use the system you know.

Words read correctly – no mark needed

Omissions – draw a long dash above the word omitted

Insertions – write a carat at the point where the insertion was made

Word read incorrectly – write an "X" above the word and write the word the student says

Self-corrected errors – replace the original error mark with an "SC"

Teacher supplied word – write a "t" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

Fill out the table to find students' fluency percentage. A score below the 50th percentile may be cause for concern; a score below the 25th percentile is definite cause for concern. Students struggling with fluency need more exposure to rereading stories, and may benefit from more previewing of vocabulary before reading as well.

Name: _____

The Young Mouse

Once upon a time there was a young mouse who had never left his mother's side. One day the young mouse went outside for a walk to explore. But it was not long until he came running back to his mother.

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

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

The young mouse went on. "I wanted to say hello to the nice animal 170
that looked like me. She was so lovely, and she looked so good and 184
gentle. She had thick, glossy hair and a modest face. As she looked at 198
me, she waved her fine, long tail and smiled. I think she was about 212
to speak to me when the other animal let out his awful scream. I was 227
so scared that I ran for my life. I didn't even have time to smile back 243
at the nice animal. It is such a shame. I would have liked to meet 258
that lovely animal." 261

"My son," said the mother, "the animal that scared you was a rooster. 274
He may look and sound scary, but he would never harm you. The 287
other animal that you saw was a cat. She may look good and gentle, 301
but she is no pal of ours. She would gladly eat you and your mice 316
pals. In fact, she would have eaten you if you had not run away. So 331
be thankful, my love, that you escaped with your life. Stay close to 344
me and remember that things are not always what they seem to be." 357

W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *The Young Mouse*

Total words in story (not including title): 357

<p>Words</p> <div style="text-align: center;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <p style="margin: 0;">Words Read</p> <hr style="width: 20%; margin: 5px auto;"/> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <p style="margin: 0;">Uncorrected Mistakes</p> <hr style="width: 100%; margin: 5px auto;"/> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <p style="margin: 0;">Words Correct</p> </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;"> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> </td> <td style="text-align: center;"> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> </td> <td style="text-align: right;">Finish Time</td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td></td> </tr> <tr> <td style="text-align: center;"> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> </td> <td style="text-align: center;"> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> </td> <td style="text-align: right;">Start Time</td> </tr> <tr> <td colspan="2" style="text-align: center;"> <hr style="width: 100%;"/> </td> <td></td> </tr> <tr> <td style="text-align: center;"> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> </td> <td style="text-align: center;"> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> </td> <td style="text-align: right;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center;"> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="text-align: center;"> ↓ (<div style="border: 1px solid black; width: 40px; height: 25px; display: inline-block;"></div> × 60) </div> <div style="text-align: center;"> + <div style="border: 1px solid black; width: 40px; height: 25px; display: inline-block;"></div> </div> <div style="text-align: center;"> = <div style="border: 1px solid black; width: 40px; height: 25px; display: inline-block;"></div> </div> </div> </td> <td style="text-align: right;">Time in Seconds</td> </tr> </table>	Minutes	Seconds		<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	Finish Time	-	-		<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	Start Time	<hr style="width: 100%;"/>			<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	Elapsed Time	<div style="display: flex; justify-content: center; gap: 20px;"> <div style="text-align: center;"> ↓ (<div style="border: 1px solid black; width: 40px; height: 25px; display: inline-block;"></div> × 60) </div> <div style="text-align: center;"> + <div style="border: 1px solid black; width: 40px; height: 25px; display: inline-block;"></div> </div> <div style="text-align: center;"> = <div style="border: 1px solid black; width: 40px; height: 25px; display: inline-block;"></div> </div> </div>		Time in Seconds
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Compare the student's W.C.P.M. score to national norms for Grade 3. See chart in the Introduction of this Guide.

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