



THE ULTIMATE BOOK OF PHONICS WORD LISTS FOR GRADES 1-2

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Assessment Master Chart

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18	Word Reading List: Long a (rare spellings)	12	n/a
19	Word Reading List: Long e (ee, ea)	12	n/a
20	Word Reading List: Short e (ea)	12	n/a
21	Word Reading List: Long e (rare spellings)	13	n/a
22	Word Reading List: Long i	13	n/a

List #		Student Assessment page #	Teacher Assessment Record Sheet page #
23	Word Reading List: Long o (<i>oa, ow</i>)	13	n/a
24	Word Reading List: Long o	13	n/a
25	Word Reading List: Long u	14	n/a
26	Word Reading List: Long oo	14	n/a
27	Word Reading List: Long and short oo	14	n/a
28	Word Reading List: r-Controlled vowels <i>ar, or</i>	14	n/a
29	Word Reading List: r-Controlled vowels <i>er, ir, ur</i>	15	n/a
30	Word Reading List: Diphthongs <i>ou, ow</i>	15	n/a
31	Word Reading List: Diphthongs <i>oi, oy</i>	15	n/a
32	Word Reading List: Suffix spelling rule: Drop e (multisyllable words)	15	n/a
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Assessments

This companion online resource to *The Ultimate Phonics Word Lists for Grades 1–2* contains assessments for reading words, phrases, and sentences, as well as for spelling words and writing sentences.

Assessment for Reading Words

This resource contains 32 ready-to-use Student Assessment: Word Reading Lists, each focusing on specific phonics skills from the book. The first 16 word lists have corresponding Teacher Assessment Record Sheets (TA) with space for two assessments. You can use the sheets to record pre- and post-testing scores or, if you did not pre-test, two different assessment scores. Do a pre-assessment to determine student need and a starting place for instruction. Do a post-assessment at your discretion to determine growth and understanding.

The additional 16 word lists are slightly more advanced and do not have corresponding Teacher Assessment Record Sheets. (See page 5 for instructions on how to create your own Teacher Assessment Record Sheets.) As skills become more advanced, multiple combinations of letters can produce the same sound (e.g., *ai* and *ay* for the long-a sound), and the same graphemes can have multiple pronunciations (e.g., *ea* can be a long-e or short-e sound).

You can also create your own custom lists using the blank templates for the Student Assessment: Word Reading List (page 32) and the Teacher Assessment Record Sheet: Word Reading List (page 33).

PREPARING THE STUDENT ASSESSMENT: WORD READING LISTS

On each Student Assessment page, there are four lists of 10 words, highlighting four skill levels. Each list is labeled at the top of the column and corresponds to a particular phonics skill in the book. Cut apart the lists for individual assessments. The corresponding Teacher Assessment Record Sheet page is noted at the top of each list for easy access.

1. Choose a word list based on the skill you want to assess.
2. Make a copy of the page and cut the specific word list into a strip. If possible, laminate for reusability and durability.
3. Place a paper clip along the left edge of the strip. Have children use the paper clip as a tracker. They can slide it down the list as they read each word.
4. Make a copy of the corresponding Teacher Assessment Record Sheet (see page 5).

Student Assessment: Word Reading Lists			
Word Reading List #1 Skill: Soft c (TA page 16)	Word Reading List #2 Skill: Soft g (TA page 17)	Word Reading List #3 Skill: y pronounced /i/, /e/ (TA page 18)	Word Reading List #4 Skill: Long a (ai, ay) (TA page 19)
1. ice	1. gem	1. by	1. sail
2. face	2. stage	2. my	2. chain
3. slice	3. huge	3. shy	3. hay
4. city	4. large	4. sty	4. way
5. fancy	5. ginger	5. spry	5. main
6. December	6. margin	6. candy	6. stray
7. recent	7. energy	7. hobby	7. crayon
8. pencil	8. stingy	8. tiny	8. explain
9. concentrate	9. legend	9. penny	9. subway
10. cyclone	10. gigantic	10. pony	10. daisy

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TEACHER ASSESSMENT RECORD SHEET: WORD READING LISTS

Each Teacher Assessment Record Sheet is labeled to correspond to a Student Assessment: Word Reading List. Each record sheet includes

- space to record two assessments on different dates. (It may be helpful to record each date in a different color.) You can use the record sheet for pre- and post-testing or for two separate tests to note progression over time. If a child is proficient, you may need to assess only once for that skill.
- two ways to record words read. You can note whether the child is reading the words with automaticity or decoding the words. Automaticity is considered two seconds or less. There is also space to note errors for each assessment date. You can use this information to identify patterns, to plan instruction, and to note growth over time.
- comprehension questions based on the word list. Ask these questions to assess the child's word knowledge.
- sentence generation. Ask the child to use one word on the list in a sentence. Record the child's response on the space provided.
- a section for anecdotal teacher notes.

USING THE TEACHER ASSESSMENT RECORD SHEET: WORD READING LISTS

After you have chosen which skill to assess and prepared the corresponding Student Assessment: Word Reading List, follow the steps below.

1. Make a copy of the corresponding Teacher Assessment Record Sheet for each child.
2. Fill in the child's name. Then write the date of the assessment.
3. Provide the child with the corresponding Word Reading List strip and have the child read the 10 words. Record the number of words read correctly and note the words that were read with automaticity. Record the errors in the corresponding Errors box.
4. Ask the child the five comprehension questions and note his or her responses.
5. Ask the child to choose one word and use it in a sentence. Record the sentence.
6. Record any anecdotal notes in the Teacher Notes box.

Teacher Assessment Record Sheet: Word Reading List

Student: _____ Reading Assessment #1 Skill: Soft c

Assessment Date #1: _____ Assessment Date #2: _____

Words to Read

1. ice	6. December
2. face	7. recent
3. slice	8. pencil
4. city	9. concentrate
5. fancy	10. cyclone

Comprehension Check

1. What is a piece of pizza called? (slice)
2. This is the last month of the year. (December)
3. When water freezes, it becomes this. (ice)
4. What word means the opposite of plain? (fancy)
5. This is something you write with. (pencil)

Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)

Date #1: _____

Date #2: _____

Errors

Date #1: _____

Date #2: _____

Teacher Notes

Date #1: _____

Date #2: _____

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CREATING YOUR OWN WORD READING LISTS AND ASSESSMENTS

To create your own word lists, make a copy of the blank Student Assessment: Word Reading Lists template (page 32). Decide which specific skills you want to assess. Find the corresponding word lists in the book and choose words to write in the template.

Next, make a corresponding Teacher Assessment Record Sheet for each word list you created. Make a copy of the Teacher Assessment blank template (page 33) and fill in the skills being assessed. In the spaces provided, write the same words you wrote on the matching Student Assessment: Word Reading List. Make a copy of the Teacher Assessment Record Sheet for each child being assessed and follow the directions for using the Teacher Assessment Record Sheet: Word Reading List.

Assessment for Reading Phrases and Sentences

On page 34, you'll find two ready-to-use Student Assessment: Phrase and Sentence Reading Lists, each focusing on a specific phonics skill. Each Phrase and Sentence Reading List comes with a corresponding Teacher Assessment Record Sheet (pages 35–36). Follow the steps below to prepare your own Student Assessments and corresponding Teacher Assessment Record Sheets.

PREPARING THE STUDENT ASSESSMENT: PHRASE AND SENTENCE READING LISTS

To create your own phrase and sentence reading lists, make a copy of the blank Student Assessment: Phrase and Sentence Reading Lists template (page 37). The template contains two blank assessments, each with space for four phrases and four sentences for children to read.

1. Choose a phrase and sentence list from the book based on the skill you want to assess.
2. At the top of each list, fill in the Phrase and Sentence Reading List # and the skill being assessed. The skill should correspond to a particular phonics skill in the book.
3. Fill in four phrases and four sentences on the lines provided. (Note: Since there are two blank templates on the page, you can assess two different skills or make two different phrase and sentence reading lists using the same skill.)
4. Cut the assessments apart. If possible, laminate for reusability and durability.
5. Place a paper clip along the left edge of the strip. Have children use the paper clip as a tracker. They can slide it down the list as they read each phrase or sentence.

Student Assessment: Phrase and Sentence Reading Lists

Phrase and Sentence Reading List #1 Skill: Diphthongs (TA page 35)	Phrase and Sentence Reading List #2 Skill: Consonant + -le (TA page 36)
Phrases to Read 1. a paw with a sharp claw 2. a hound that growls 3. a moist cake to enjoy 4. rocket launch at dawn	Phrases to Read 1. in the middle 2. maple pancakes 3. horses in the stable 4. a purple jacket
Sentences to Read 1. Paul made an awesome sauce. 2. The crowd cheered loudly. 3. The boy made a good choice. 4. Roy found his dirty laundry.	Sentences to Read 1. Use a ladle to serve the stew. 2. The turtle's shell is extremely hard. 3. The kids are able to blow bubbles. 4. Place the sleeping baby in the cradle.

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PREPARING AND USING THE TEACHER ASSESSMENT RECORD SHEET: PHRASE AND SENTENCE READING LISTS

After you have prepared the Student Assessment: Phrase and Sentence Reading Lists, follow the steps below.

1. Make a copy of the blank Teacher Assessment Record Sheet: Phrase and Sentence Reading List (page 38). Write the date of the assessment.
2. Using the filled-in Student Assessment: Phrase and Sentence Reading List, copy the four phrases and four sentences onto the Teacher Assessment Record Sheet. Make sure the student page and teacher page match exactly.
3. Make a copy of the Teacher Assessment Record Sheet: Phrase and Sentence Reading List for each child.
4. Provide a child with the Student Assessment: Phrase and Sentence Reading List and have the child read the four phrases and four sentences. Record the words read

Teacher Assessment Record Sheet: Phrase and Sentence Reading List

Reading Assessment #1 Skill: Diphthongs	
Student: _____ Assessment Date #1: _____ Assessment Date #2: _____	
Phrases to Read 1. a paw with a sharp claw 2. a hound that growls 3. a moist cake to enjoy 4. rocket launch at dawn	Date #1: Number read correctly: ____/4 Number read with automaticity: ____/4 Date #2: Number read correctly: ____/4 Number read with automaticity: ____/4
Sentences to Read 1. Paul made an awesome sauce. 2. The crowd cheered loudly. 3. The boy made a good choice. 4. Roy found his dirty laundry.	Date #1: Number read correctly: ____/4 Number read with automaticity: ____/4 Date #2: Number read correctly: ____/4 Number read with automaticity: ____/4
Errors and Teacher Notes Date #1: Date #2: 	

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correctly and note which phrases and sentences were read with automaticity. Record the errors in the corresponding Errors box.

5. Record any anecdotal notes in the Teacher Notes box.

You can use these assessments to plan instruction as well as to communicate student progress.

Assessment for Spelling Words and Sentence Dictation

This resource also includes a blank student template for assessing word spelling and sentence dictation skills (pages 39–40) and a blank Teacher Assessment Record Sheet: Spelling and Sentence Dictation (page 42) with space for a pre- and post-assessment or two separate assessments. There is also a sample Teacher Assessment Record Sheet (page 41) to use as a model.

Make a new master to correspond with all new spelling assessments. Decide which specific skills you want to assess and find the corresponding word and sentence lists in the book. In the space provided, fill in the words and sentences you will dictate to children. Make a copy of the Teacher Assessment Record Sheet for each child being assessed. After correcting the child's work, copy any errors or areas of need from the Student Assessment to the Teacher Assessment Record Sheet. Use the record sheets to plan instruction as well as to communicate student progress. Over time, the record sheets will collectively portray children's strengths and areas of need.

Class Assessment Record Sheets

The Class Assessment Record Sheets (pages 43–44) are compilations of student data that can be used to record pre- and post-test scores for each skill, or scores for various assessments on different dates. It provides an overview of children's abilities. You can use this chart for instructional planning, grouping based on academic need, parent communication, and data reporting.

SETTING UP AND USING THE CLASS RECORD SHEET

1. Make a copy of the master Class Assessment Record Sheet (page 43 or 44). Page 43 is set up for pre- and post-testing of two skills, while page 44 is set up to record four different assessments. Depending on class size, you may need to make multiple copies of the class list.
2. Write the numbers in the # column and fill in all the children's names in the second column. After filling in the names, consider making multiple copies before recording any scores, so that the assessment sheets are ready for future assessments.
3. Write the skill that is being assessed in the appropriate space.
4. Record the date below the specified skill where noted.
5. After each assessment, record the individual student scores for an overview of student abilities.

Student Assessment: Word Reading Lists

Word Reading List #1 Skill: Soft c (TA page 16)	Word Reading List #2 Skill: Soft g (TA page 17)	Word Reading List #3 Skill: y Pronounced /i/, /ē/ (TA page 18)	Word Reading List #4 Skill: Long a (ai, ay) (TA page 19)
<ol style="list-style-type: none"> ice face slice city fancy December recent pencil concentrate cyclone 	<ol style="list-style-type: none"> gem stage huge large ginger margin energy stingy legend gigantic 	<ol style="list-style-type: none"> by my shy sly spry candy hobby tiny penny pony 	<ol style="list-style-type: none"> sail chain hay way main stray crayon explain subway daisy

Student Assessment: Word Reading Lists

Word Reading List #5 Skills: <i>-ild, -ind, -old, -olt, -ost</i> (TA page 20)	Word Reading List #6 Skills: <i>r-Controlled vowels ar, or</i> (TA page 21)	Word Reading List #7 Skills: <i>Diphthongs au, aw</i> (TA page 22)	Word Reading List #8 Skill: <i>Schwa</i> (TA page 23)
<ol style="list-style-type: none"> molt scold blind host gold child behind most jolt wild 	<ol style="list-style-type: none"> yarn sport marsh storm scarf story memory garment argument organize 	<ol style="list-style-type: none"> sauce claw haunt crawl launch dawn vault yawn pause awful 	<ol style="list-style-type: none"> alive cavity demand ribbon comma alone problem president compliment substitute

Student Assessment: Word Reading Lists

Word Reading List #9 Skill: Contractions (TA page 24)	Word Reading List #10 Skill: Adding suffixes (no change to base word) (TA page 25)	Word Reading List #11 Skill: Suffix spelling rule: Drop e (TA page 26)	Word Reading List #12 Skill: Suffix spelling rule: Double the final consonant (TA page 27)
1. you're	1. bumped	1. saved	1. swimming
2. we've	2. dashing	2. hoped	2. running
3. I'm	3. twigs	3. icing	3. dropped
4. there's	4. fixes	4. swiped	4. planned
5. can't	5. golden	5. waving	5. foggy
6. she'll	6. stronger	6. muted	6. clapped
7. let's	7. softly	7. later	7. biggest
8. he'd	8. hatches	8. gliding	8. flatter
9. they'll	9. bravely	9. cutest	9. quizzes
10. wouldn't	10. filmed	10. quoted	10. rubbed

Student Assessment: Word Reading Lists

Word Reading List #13 Skill: Suffix spelling rule: Change <i>y</i> to <i>i</i> (TA page 28)	Word Reading List #14 Skill: Syllabication (V/CV and VC/V) (TA page 29)	Word Reading List #15 Skill: Syllabication (consonant + <i>-le</i>) (TA page 30)	Word Reading List #16 Skill: Syllabication (V/V) (TA page 31)
<ol style="list-style-type: none"> cried cities trays babies spying keys fries copying funnier ponies 	<ol style="list-style-type: none"> relax vivid basic vacate planet tropic menu ivy rodent unite 	<ol style="list-style-type: none"> title needle bubble circle bugle rumble noble sparkle saddle eagle 	<ol style="list-style-type: none"> meow poem fluent fluid poet lion create quiet diet violin

Student Assessment: Word Reading Lists

Word Reading List #17 Skill: -ge, -dge	Word Reading List #18 Skill: Long a (rare spellings)	Word Reading List #19 Skill: Long e (ee, ea)	Word Reading List #20 Skill: Short e (ea)
1. lodge	1. sleigh	1. tea	1. bread
2. page	2. prey	2. beep	2. heavy
3. grudge	3. veil	3. repeat	3. sweat
4. hinge	4. great	4. queen	4. instead
5. ridge	5. eight	5. cheap	5. head
6. sledge	6. rein	6. peanut	6. thread
7. charge	7. reindeer	7. meet	7. feather
8. badge	8. hey	8. bleach	8. breath
9. plunge	9. weigh	9. indeed	9. sweater
10. challenge	10. steak	10. street	10. weather

Student Assessment: Word Reading Lists

Word Reading List #21 Skill: Long e (rare spellings)	Word Reading List #22 Skill: Long i	Word Reading List #23 Skill: Long o (oa, ow)	Word Reading List #24 Skill: Long o
1. receive	1. night	1. boat	1. toe
2. turkey	2. pie	2. crow	2. coach
3. hockey	3. style	3. grow	3. throw
4. barley	4. thigh	4. oat	4. unload
5. perceive	5. why	5. shown	5. window
6. brief	6. tie	6. own	6. cockroach
7. ceiling	7. bright	7. poach	7. shoulder
8. niece	8. type	8. goal	8. snowflake
9. either	9. sly	9. glow	9. raincoat
10. believe	10. flashlight	10. tugboat	10. rowboat

Student Assessment: Word Reading Lists

Word Reading List #25 Skill: Long u	Word Reading List #26 Skill: Long oo	Word Reading List #27 Skills: Long and short oo	Word Reading List #28 Skills: r~Controlled vowels ar, or
1. few	1. soup	1. broom	1. harvest
2. cue	2. grew	2. cook	2. marble
3. hue	3. youth	3. mood	3. glory
4. pew	4. chew	4. wood	4. ornate
5. skew	5. sue	5. shook	5. victory
6. value	6. crew	6. understood	6. tardy
7. curfew	7. bruise	7. shampoo	7. forest
8. pewter	8. glue	8. bamboo	8. orbit
9. argue	9. blue	9. notebook	9. harmony
10. rescue	10. wetsuit	10. rooster	10. garble

Student Assessment: Word Reading Lists

Word Reading List #29 Skills: <i>r</i> -Controlled vowels <i>er, ir, ur</i>	Word Reading List #30 Skills: Diphthongs <i>ou, ow</i>	Word Reading List #31 Skills: Diphthongs <i>oi, oy</i>	Word Reading List #32 Skill: Suffix spelling rule: Drop <i>e</i> (multisyllable words)
<ol style="list-style-type: none"> 1. sir 2. swirl 3. verb 4. hurt 5. stern 6. thirteen 7. purple 8. hermit 9. thirty 10. curly 	<ol style="list-style-type: none"> 1. owl 2. cow 3. plow 4. sound 5. cloud 6. bounce 7. mound 8. county 9. flower 10. towel 	<ol style="list-style-type: none"> 1. coin 2. toy 3. foil 4. boy 5. join 6. loyal 7. foyer 8. enjoy 9. voice 10. poison 	<ol style="list-style-type: none"> 1. disliked 2. confusing 3. updated 4. escaping 5. inflated 6. completed 7. excused 8. competing 9. surprised 10. exhaled

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #1 Skill: Soft c	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. ice 6. December 2. face 7. recent 3. slice 8. pencil 4. city 9. concentrate 5. fancy 10. cyclone		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is a piece of pizza called? (<i>slice</i>) 2. This is the last month of the year. (<i>December</i>) 3. When water freezes, it becomes this. (<i>ice</i>) 4. What word means the opposite of <i>plain</i> ? (<i>fancy</i>) 5. This is something you write with. (<i>pencil</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes <div> Date #1: _____ _____ _____ </div> <div> Date #2: _____ _____ _____ </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #2 Skill: Soft g	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. gem 6. margin 2. stage 7. energy 3. huge 8. stingy 4. large 9. legend 5. ginger 10. gigantic		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is the red line on the left side of a sheet of notebook paper called? (<i>margin</i>) 2. Actors and actresses perform plays on this for their audiences. (<i>stage</i>) 3. What is the opposite of <i>small</i> ? (<i>large</i>) 4. What is a precious stone or fancy jewel? (<i>gem</i>) 5. What three words mean "very big"? (<i>huge, large, and gigantic</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes Date #1: _____ _____ _____ Date #2: _____ _____ _____			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #3 Skill: y Pronounced /ī/, /ē/	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. by 6. candy 2. my 7. hobby 3. shy 8. tiny 4. sly 9. penny 5. spry 10. pony		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is an antonym for <i>large</i> ? (<i>tiny</i>) 2. What is something you enjoy doing for fun? (<i>hobby</i>) 3. What is a sweet treat? (<i>candy</i>) 4. What word means "a small horse"? (<i>pony</i>) 5. What words means "clever and tricky"? (<i>sly</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #1: _____ _____ _____ </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #2: _____ _____ _____ </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #4 Skill: Long a (<i>ai, ay</i>)	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. sail 6. stray 2. chain 7. crayon 3. hay 8. explain 4. way 9. subway 5. main 10. daisy		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is the name of a flower? (<i>daisy</i>) 2. What is something used to color a picture? (<i>crayon</i>) 3. This type of transportation uses an underground train. (<i>subway</i>) 4. What is used to feed farm animals? (<i>hay</i>) 5. What rhymes with <i>mail</i> and is a part of a boat? (<i>sail</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #1: </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #2: </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #5 Skills: <i>-ild, -ind, -old, -olt, -ost</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. molt 6. child 2. scold 7. behind 3. blind 8. most 4. host 9. jolt 5. gold 10. wild		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. This shiny metal is used to make jewelry. (<i>gold</i>) 2. What word is the opposite of <i>tame</i> ? (<i>wild</i>) 3. What word is the antonym of <i>least</i> ? (<i>most</i>) 4. This describes someone who cannot see. (<i>blind</i>) 5. What word describes a young person who is not an adult? (<i>child</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes			
Date #1: _____ _____ _____			
Date #2: _____ _____ _____			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #6 Skills: <i>r</i> -Controlled vowels <i>ar, or</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. yarn 6. story 2. sport 7. memory 3. marsh 8. garment 4. storm 9. argument 5. scarf 10. organize		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What do you wrap around your neck to keep you warm on a cold, windy day? (<i>scarf</i>) 2. What kind of weather brings a lot of rain, lightning, and thunder? (<i>storm</i>) 3. What is used to knit or crochet? (<i>yarn</i>) 4. Baseball is a kind of _____. (<i>sport</i>) 5. What is another name for a piece of clothing? (<i>garment</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____		Errors Date #1: Date #2:	
Teacher Notes <div> Date #1: </div> <div> Date #2: </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #7 Skills: Diphthongs <i>au, aw</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. sauce 6. dawn 2. claw 7. vault 3. haunt 8. yawn 4. crawl 9. pause 5. launch 10. awful		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is a synonym for <i>terrible</i> ? (<i>awful</i>) 2. What is a curved, pointy nail found on some animals? (<i>claw</i>) 3. What word means "to put on hold or to take a brief break"? (<i>pause</i>) 4. What does a baby do before learning to walk? (<i>crawl</i>) 5. What word means "a place to store money or valuables"? (<i>vault</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #1: _____ _____ </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #2: _____ _____ </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #8 Skill: Schwa	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. alive 6. alone 2. cavity 7. problem 3. demand 8. president 4. ribbon 9. compliment 5. comma 10. substitute		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. When you have a toothache, a dentist might find this. (<i>cavity</i>) 2. What decoration is used to make a gift box look extra special? (<i>ribbon</i>) 3. This person teaches at school when the regular teacher is absent. (<i>substitute</i>) 4. What type of punctuation means to pause? (<i>comma</i>) 5. This person is the head of a country. (<i>president</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #1: _____ _____ _____ </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #2: _____ _____ _____ </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #9 Skill: Contractions	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. you're 6. she'll 2. we've 7. let's 3. I'm 8. he'd 4. there's 9. they'll 5. can't 10. wouldn't		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. This contraction means "would not." (<i>wouldn't</i>) 2. This contraction means "let us." (<i>let's</i>) 3. This contraction means "you are." (<i>you're</i>) 4. This contraction means "they will." (<i>they'll</i>) 5. This contraction means "there is." (<i>there's</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #1: _____ _____ _____ </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #2: _____ _____ _____ </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #10 Skill: Adding suffixes (no change to base word)	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. bumped 6. stronger 2. dashing 7. softly 3. twigs 8. hatches 4. fixes 9. bravely 5. golden 10. filmed		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. When something is broken, someone _____ it. (<i>fixes</i>) 2. What are the small branches that grow out of a larger tree? (<i>twigs</i>) 3. This word is an antonym of <i>loudly</i> . (<i>softly</i>) 4. What word describes when a baby bird comes out of its egg? (<i>hatches</i>) 5. What word describes how a person faces something hard with courage? (<i>bravely</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #1: Date #2: </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #11 Skill: Suffix spelling rule: Drop e	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. saved 6. muted 2. hoped 7. later 3. icing 8. gliding 4. swiped 9. cutest 5. waving 10. quoted		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What word describes the most adorable puppy in the litter? (<i>cutest</i>) 2. What is the sweet, creamy topping on a cake? (<i>icing</i>) 3. What word means the opposite of <i>sooner</i> ? (<i>later</i>) 4. What word means the same as <i>kept</i> ? (<i>saved</i>) 5. What word means "wished for something"? (<i>hoped</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Date #1: _____ _____ _____ </div> <div style="border: 1px solid black; padding: 5px;"> Date #2: _____ _____ _____ </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #12 Skill: Suffix spelling rule: Double the final consonant	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. swimming 6. clapped 2. running 7. biggest 3. dropped 8. flatter 4. planned 9. quizzes 5. foggy 10. rubbed		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What word means that something fell? (<i>dropped</i>) 2. What word describes a misty morning when it is hard to see? (<i>foggy</i>) 3. What did the audience do at the end of a fabulous performance? (<i>clapped</i>) 4. What is the opposite of <i>smallest</i> ? (<i>biggest</i>) 5. What is something people do for exercise and to stay in shape? (<i>running or swimming</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1: _____ _____			
Date #2: _____ _____			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #13 Skill: Suffix spelling rule: Change y to i	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. cried 6. keys 2. cities 7. fries 3. trays 8. copying 4. babies 9. funnier 5. spying 10. ponies		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. These are very young children. (<i>babies</i>) 2. This is when someone watches someone else without them knowing. (<i>spying</i>) 3. This is a tasty side dish made from potatoes. (<i>fries</i>) 4. These are small, young horses. (<i>ponies</i>) 5. These are used to open locked doors. (<i>keys</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____		Errors Date #1: Date #2:	
Teacher Notes <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #1: </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #2: </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #14 Skill: Syllabication (V/CV and VC/V)	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. relax 6. tropic 2. vivid 7. menu 3. basic 8. ivy 4. vacate 9. rodent 5. planet 10. unite		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What lists all the food choices and prices at a restaurant? (<i>menu</i>) 2. This plant grows wild on buildings, trees, and fences. (<i>ivy</i>) 3. This means "to calm down and unwind." (<i>relax</i>) 4. This is a type of animal like a mouse, rat, or gerbil. (<i>rodent</i>) 5. This means "to come together as one." (<i>unite</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes Date #1: _____ _____ _____ Date #2: _____ _____ _____			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #15 Skill: Syllabication (consonant + -le)	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. title 6. rumble 2. needle 7. noble 3. bubble 8. sparkle 4. circle 9. saddle 5. bugle 10. eagle		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is an example of a shape? (<i>circle</i>) 2. What gets threaded with string and is used to sew? (<i>needle</i>) 3. What is a large bird with good vision? (<i>eagle</i>) 4. What is found on the cover of a book or at the beginning of a story? (<i>title</i>) 5. What is the name of a brass instrument that looks like a trumpet? (<i>bugle</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Date #1: Date #2: </div>			

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #16 Skill: Syllabication (V/V)	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. meow 6. lion 2. poem 7. create 3. fluent 8. quiet 4. fluid 9. diet 5. poet 10. violin		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is a musical instrument that has strings and a bow? (<i>violin</i>) 2. What is the sound a cat makes? (<i>meow</i>) 3. What wild animal in the cat family has a large mane and a ferocious roar? (<i>lion</i>) 4. This word is the opposite of <i>noisy</i> . (<i>quiet</i>) 5. This is a person who writes poems. (<i>poet</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1: _____ _____ _____			
Date #2: _____ _____ _____			

Student Assessment: Word Reading Lists



Word Reading List # _____ Skill: _____	Word Reading List # _____ Skill: _____	Word Reading List # _____ Skill: _____	Word Reading List # _____ Skill: _____
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment # _____	
Assessment Date #1: _____		Assessment Date #2: _____	
Skills: _____			
Words to Read 1. _____ 6. _____ 2. _____ 7. _____ 3. _____ 8. _____ 4. _____ 9. _____ 5. _____ 10. _____		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>		Date #2: <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	

Student Assessment: Phrase and Sentence Reading Lists



Phrase and Sentence Reading List #1

Skill: Diphthongs

(TA page 35)

Phrases to Read

1. a paw with a sharp claw
2. a hound that growls
3. a moist cake to enjoy
4. rocket launch at dawn

Sentences to Read

1. Paul made an awesome sauce.
2. The crowd cheered loudly.
3. The boy made a good choice.
4. Roy found his dirty laundry.

Phrase and Sentence Reading List #2

Skill: Consonant + -le

(TA page 36)

Phrases to Read

1. in the middle
2. maple pancakes
3. horses in the stable
4. a purple jacket

Sentences to Read

1. Use a ladle to serve the stew.
2. The turtle's shell is extremely hard.
3. The kids are able to blow bubbles.
4. Place the sleeping baby in the cradle.

Teacher Assessment Record Sheet: Phrase and Sentence Reading List

Student: _____		Reading Assessment #1 Skill: Diphthongs	
Assessment Date #1: _____ Assessment Date #2: _____			
Phrases to Read 1. a paw with a sharp claw 2. a hound that growls 3. a moist cake to enjoy 4. rocket launch at dawn		Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Sentences to Read 1. Paul made an awesome sauce. 2. The crowd cheered loudly. 3. The boy made a good choice. 4. Roy found his dirty laundry.		Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Errors and Teacher Notes			
<div>Date #1:</div> <div></div> <div>Date #2:</div> <div></div>			

Teacher Assessment Record Sheet: Phrase and Sentence Reading List

Student: _____		Reading Assessment #2 Skill: Consonant + -le	
Assessment Date #1: _____		Assessment Date #2: _____	
Phrases to Read 1. in the middle 2. maple pancakes 3. horses in the stable 4. a purple jacket		Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Sentences to Read 1. Use a ladle to serve the stew. 2. The turtle's shell is extremely hard. 3. The kids are able to blow bubbles. 4. Place the sleeping baby in the cradle.		Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Errors and Teacher Notes			
<div> <div>Date #1:</div> <div></div> </div>			
<div> <div>Date #2:</div> <div></div> </div>			

Student Assessment: Phrase and Sentence Reading Lists



Phrase and Sentence Reading List # _____

Skill: _____

Phrases to Read

1. _____

2. _____

3. _____

4. _____

Sentences to Read

1. _____

2. _____

3. _____

4. _____

Phrase and Sentence Reading List # _____

Skill: _____

Phrases to Read

1. _____

2. _____

3. _____

4. _____

Sentences to Read

1. _____

2. _____

3. _____

4. _____

Student: _____		Reading Assessment # _____	
Assessment Date #1: _____		Assessment Date #2: _____ Skills: _____	
Phrases to Read 1. _____ 2. _____ 3. _____ 4. _____		Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Sentences to Read 1. _____ 2. _____ 3. _____ 4. _____		Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Errors and Teacher Notes			
Date #1: 			
Date #2: 			

Student Assessment: Spelling and Sentence Dictation (page 1)

Skill: _____

Name: _____ Date: _____

Write the words you hear below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Student Assessment: Spelling and Sentence Dictation (page 2)

Skill: _____

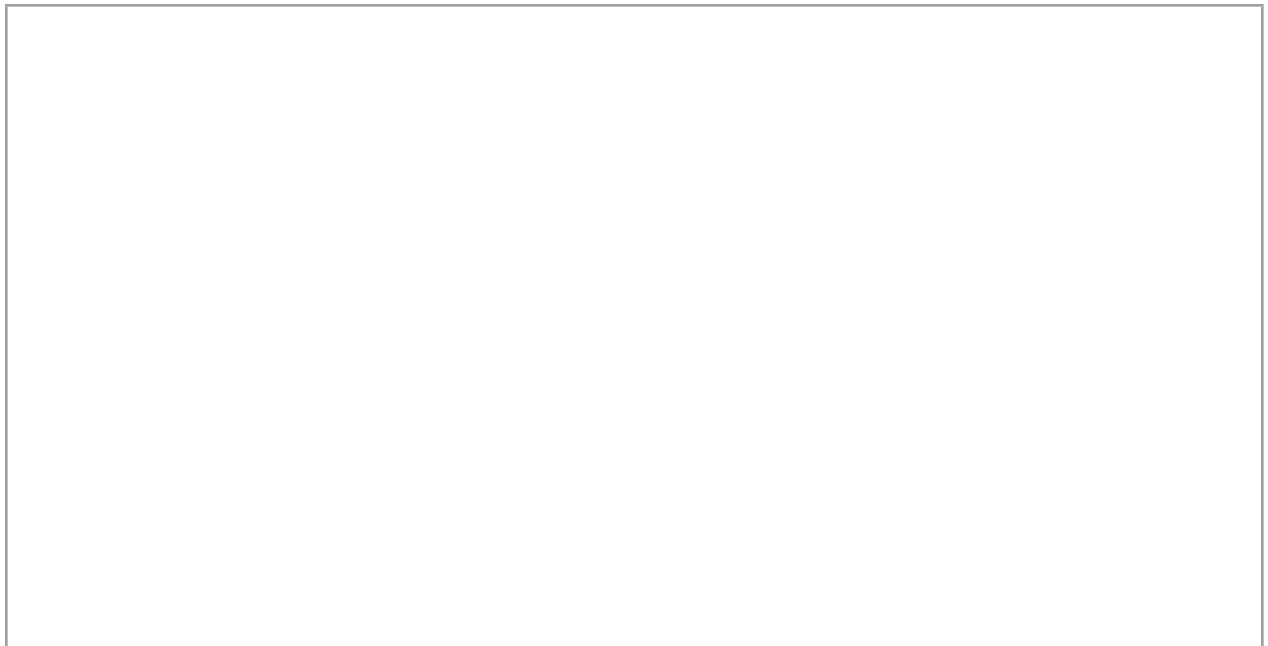
Name: _____ Date: _____

Write the sentences you hear below.

1. _____

2. _____

Illustrate one of the sentences.



Teacher Assessment Record Sheet: Spelling and Sentence Dictation (sample)

Student: _____		Spelling & Dictation Assessment # _____	
Assessment Date #1: _____		Assessment Date #2: _____	
Spelling Words <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> 1. smart 2. charge 3. marble 4. inform 5. porch </div> <div style="width: 48%;"> 6. scarlet 7. export 8. thirty 9. turtle 10. orbit </div> </div>		Date #1: Number of words spelled correctly: _____ /10 Date #2: Number of words spelled correctly: _____ /10	
Sentences to Read 1. Mark is having a victory party for his surfing team. _____ _____ 2. The florist will use purple flowers from his garden. _____ _____			
Sentence Dictation Errors and Teacher Notes			
Date #1: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes:		Date #2: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes:	

Teacher Assessment Record Sheet: Spelling and Sentence Dictation

Student: _____		Spelling & Dictation Assessment # _____
Assessment Date #1: _____ Assessment Date #2: _____		Skills: _____
Spelling Words 1. _____ 6. _____ 2. _____ 7. _____ 3. _____ 8. _____ 4. _____ 9. _____ 5. _____ 10. _____		Date #1: Number of words spelled correctly: _____ /10 Date #2: Number of words spelled correctly: _____ /10
Sentences to Read 1. _____ _____ 2. _____ _____		
Sentence Dictation Errors and Teacher Notes		
Date #1: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes: 		Date #2: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes:

Class Assessment Record Sheet (Pre- and Post-Test)

[illegible]



ADDITIONAL WORD LISTS and ACTIVITIES

war, wor

Both *r*-controlled vowels *ar* and *or* have a variable sound when following the letter *w*. For example, *war* sounds like /wor/, as in *warm*, and *wor* sounds like /wur/, as in *worm*. (**Note:** Words in **boldface** are slightly more advanced and can be used with older students who still need basic instruction.)

war, wor Words

war			
swarm	warp	forward	toward
thwart	wart	homeward	upward
war	award	inward	warble
ward	awkward	lukewarm	wardrobe
warm	backward	onward	warning
warmth	coward	outward	warrant
warn	downward	reward	warthog
wor			
swore	afterword	network	workplace
sworn	artwork	password	workshop
word	crossword	seatwork	worldwide
work	firework	teamwork	wormhole
world	foreword	woodwork	worry
worm	homework	workbench	worsen
worn	housework	workbook	worship
worse	inchworm	worker	worthless
worst	keyword	workload	worthwhile
worth	needlework	workout	worthy

war, wor Phrases

warbling sparrow	warped woodwork	world class
world-class fireworks	needlework award	Warren's pet worm
worst warning	Dad's warm workshop	worthwhile reward
toward the workshop	worried about the homework	homeward bound
artwork of the world	forgot the password	lukewarm water
hard workout	quite awkward	great teamwork

war, wor Sentences

The warthog had the worst breath.	The loud warble of the crow worsened.
We saw a world-class fireworks display.	His needlework was worthy of the award.
The workshop was warm after he lit the stove.	Have you seen her worldly artwork?
Warren is proud of his pet worm.	The workers are homeward bound.
The worried dad walked forward and backward.	Don't you think we should get a reward for all our hard work?
They showed great teamwork during the warm-ups.	The swarm of bees worked hard to protect their queen.
The woodwork was warped because of the damp air.	I am worried about the homework for this weekend.

wa, qua

When the letter *a* follows the letters *w* or *qu*, it often has a variable sound like a short *o*, as in *wash* and *quad*. A mnemonic you might want to teach children could be: "water quality." (**Note:** Words in **boldface** are slightly more advanced and can be used with older students who still need basic instruction.)

wa Words

swab	waft	watch	wallow
swamp	wall	swaddle	walnut
swan	waltz	swallow	walrus
swap	wand	waddle	wander
swatch	want	waffle	washstand
swath	wash	wallet	water
wad	wasp		

wa Phrases

waddling walrus	a swarm of wasps	a worn wallet
warm waffles	will swat the fly	water by the washstand
the wandering swan	swaddled the baby	warped wooden wands

wa Sentences

Do not swab the deck with swamp water.	We washed the walls with warm water.
The wandering swan flew over the swamp.	We watched Walter and Wanda waltz.
We watched the wasp wander over the water.	Watch out for the swarm of wasps!
The smell of maple walnut waffles wafted down the hallway.	A waddling walrus wandered down to the swamp.
He put a swatch of cloth in his wallet for safekeeping.	He used his sword to cut a swath of grass and make a path.

qua Words

quad	squat	quadrant	quantity
qualm	squawk	quadrilateral	squabble
squad	equal	qualify	squander
squall	equality	quality	unequal
squash	kumquat	quantify	

qua Phrases

water quality	a squawking hawk	a tart kumquat
a cup of squash soup	a squall on the ocean	equal amounts
qualify for the race	squander quarters	squawking squabble

qua Sentences

Cook the squash in a quart-size pot.	We rode on a quad around the park.
The catcher squats behind home plate.	The squad of wasps buzzed around the camp.
The walruses squabble over the tart kumquat.	A quadrilateral shape has four sides.
The cheerleading squad qualified for the finals.	The name is in the upper quadrant of the screen.
Cooper squandered his quarters in the vending machine.	A squall blew in over the water and quickly passed.
The seagulls squawk as they squabble over a hunk of bread.	The parrot squawks at Oswald the frog.

Multiple Spelling Mnemonics

After children have learned the multiple spellings of consonant and vowel sounds, help them remember the different spellings with these mnemonics.

/d/ d, -ed	Dom pulled.
/f/ f, ff, ph	Find the cliff where the elephant stands.
/g/ g, gu, gh	Get the guitar for the ghost to play.
/j/ j, g, -dge	The jumping giant crossed the bridge.
/k/ c, k, -ck, ch	The cat kissed the duck at school.
/m/ m, -mb, -mn	Max saw a lamb in the autumn woods.
/n/ n, kn, gn	Ned hit his kneecap on the sign.
/r/ r, wr, rh	Ray used his wrist to make a rhythm.
/s/ s, ss, c, sc	Sondra wore a dress with circles on it in science class.
/t/ t, -ed	Tara fished.
/z/ z, zz, s	Zip and buzz, a bee landed on my nose.
/ch/ ch, -tch	The chimp had an itch.
/sh/ sh, ch	"Hush," said the chef while cooking.
/ā/ a, a_e, ai, ay, eigh, ei, ey, ea	Lady Jane sailed the bay with her eight reindeer who said, "Hey, this is great!"
/ē/ e, e_e, ee, ea, y	He, Pete, can see that the sea is icy.
/ē/ ey, ie, ei	The donkey stood in the field to receive grain.
/ī/ i, i_e, igh, y, ie, y_e	I like the night sky where I can eat my pie in style.
/ō/ o, o_e, oa, ow, oe, ou	Go home on the boat slowly and use your toe and shoulder.
/ū/ u, u_e, ue, ew, eu	The music made the cute cat statue say "mew" in Europe.
/oo/ oo, u, u_e, ue, ou, ui, eu, ew	The moon had the flu and was rude while eating blue soup and drinking orange juice with Zeus who flew away.
/er/ er, ir, ur	The fern the girl found was purple.
/ô/ au, aw	In the autumn, saw wood for cold nights.
/oi/ oi, oy	The noise was joyful.
/ou/ ou, ow	Ouch, the cow stepped on my foot!

Word-Building Activity

Have children practice adding suffixes to base words in a fun way using some simple materials, such as index cards and sticky notes. Write some base words on index cards, leaving a little room at the end to attach a sticky note. Then, write some suffixes on sticky notes. Choose base words carefully, because some words require spelling changes to the base word when adding certain suffixes.

After presenting a base word to children, have them use the various sticky notes to create new words. For example: *paint, painting, painted, painter*. As an extension, place the base-word cards on one side of the table and the suffixes on another. Then, pose questions to delve into the meanings of the suffixes. In response to each question, children will use a base word and suffix to provide an answer. For example: *Create the word that means "one who farms."* (Children would join *farm* + *er*.) *Create the word that describes how someone would walk if they were in a hurry.* (Children would join *quick* + *ly*.)

Word	Base Word + Suffix
<i>farm</i>	<i>farmed, farmer, farming, farms</i>
<i>list</i>	<i>listed, listener, listening, lists</i>
<i>pass</i>	<i>passed, passer, passing, passes</i>
<i>quick</i>	<i>quicken, quicker, quickening, quickly</i>
<i>rain</i>	<i>rained, raining, rains, rainy</i>
<i>tight</i>	<i>tighten, tightened, tightening, tights, tightly</i>

The next step would be to have children place these words in phrases and identify the parts of speech. A sampling is below.


Word	Phrase	Part of Speech
<i>farm</i>	dairy farm	noun
<i>farmer</i>	hardworking farmer	noun
<i>farming</i>	farming the fields Farming is hard work.	verb noun
<i>farms</i>	many alfalfa farms	plural noun
<i>list</i>	on the list	noun
<i>listed</i>	listed the names	verb
<i>listener</i>	a good listener	noun
<i>listening</i>	I am listening. Listening is important.	verb noun
<i>lists</i>	kept many lists	plural noun

Vocabulary Cards

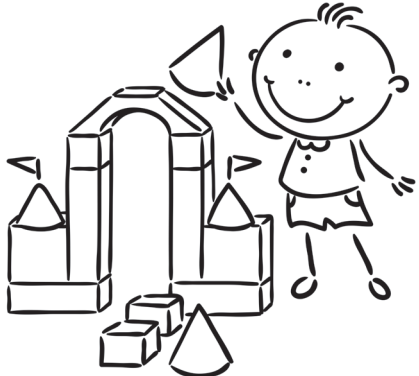
When choosing words for a lesson with a particular child or group of students, it is helpful to consider vocabulary. What vocabulary do they know? What would be useful for them to know? What will interest them? What is age appropriate?


Create vocabulary cards using words from our word lists. Choose words that come up in daily lessons and discussions. Consider choosing new words to introduce to children as well. After you have chosen the words, integrate them whenever possible. Try to extend the meanings beyond the dictionary definitions and make them meaningful for the lives of your students. Also, talk about synonyms and antonyms. Invite children to generate original sentences using the words, so they understand how to use them. When creating the cards, consider having children illustrate the words. Have fun with the words and share the excitement of new words and language together!

SAMPLE VOCABULARY CARD

Word garment	Meaning an item of clothing	Illustrate the word. 
Synonym _____	Part of Speech noun	Write a sentence using the word. Grandma packed all her garments for the upcoming trip.
Antonym _____		

SAMPLE VOCABULARY CARDS

<p>Word</p> <p>gingerly</p> <p>Synonym</p> <p>carefully</p> <p>Antonym</p> <p>_____</p>	<p>Meaning</p> <p>in a careful way</p> <p>Part of Speech</p> <p>adverb</p>	<p>Illustrate the word.</p>  <p>Write a sentence using the word.</p> <p>The boy gingerly added a block to his block tower.</p>
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<p>Word</p> <p>ladle</p> <p>Synonym</p> <p>_____</p> <p>Antonym</p> <p>_____</p>	<p>Meaning</p> <p>a large, deep spoon with a long handle</p> <p>Part of Speech</p> <p>noun</p>	<p>Illustrate the word.</p>  <p>Write a sentence using the word.</p> <p>During big family dinners, my mom uses a ladle to serve soup.</p>
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BLANK VOCABULARY TEMPLATE

Word _____	Meaning _____ _____ _____	Illustrate the word. Write a sentence using the word. _____ _____ _____
Synonym _____		
Antonym _____	Part of Speech _____ _____	

Word _____	Meaning _____ _____ _____	Illustrate the word. Write a sentence using the word. _____ _____ _____
Synonym _____		
Antonym _____	Part of Speech _____ _____	