

A: READ WORDS ON TILES ANSWER SHEET

<u>Divides as</u>	<u>Lesson</u>
THE-SIS	1 letter goes to the end 4.2
PLAC-ID	1 letter goes the other way, C says /s/ 4.2
SCRAN-TON	Split 2 letters, Closed-O to Schwa 4.3, 4.6
FLA-GRANT	Don't split Rotten Letters, Closed-A to Schwa 4.3, 4.6
SMIT-TEN	Split 2 letters, don't pronounce first T 4.3, 4.5
SPIN-ACH	1 letter goes the other way, Closed-A to Schwa 4.2, 4.6
IM-PRESS	1-2 split, last syllable lasts longer (is accented)..... 4.5, 4.7
IN-STANT	1-2 split, Closed-A to Schwa 4.3, 4.7
STRETCH-PANTS .	Compound word 4.8
OB-STRUCT	1-3 split 4.8
PEN-AL-TY	1 letter goes other way, split 2 letters, Closed-A to Schwa 4.6, 4.9
SECOND-HAND ..	Compound word even with 3 syllables, Closed-O to Schwa 4.6, 4.9
A-BAN-DON	1 letter to the end, split 2 letters, Banana rule, Closed-O to Schwa ... 4.6, 4.10
VA-NIL-LA	Banana rule for both Open-A's 4.10
DEC-I-MAL	Confident rule, Vowel-L to Schwa, C says /s/ 4.6, 4.11
STOW-A-WAY	Don't split Vowel Teams, Banana Rule for Open-A 4.10, 4.12
AM-PU-TEE	Vowel Team EE 4.12
OC-CU-PY	Y at end can say /eye/ 4.12
HE-BREW	Don't split Rotten Letters, EW says /ee-oo/ 4.3, 4.13
RES-I-DUE	Vowel Team UE, Confident rule 4.11, 4.13
JA-MAI-CA	Don't split Vowel Teams, Banana Rule for both Open-A's 4.10, 4.14
COCK-ROACH	Don't split Vowel Teams, Vowel Team OA 4.14

SCORING INSTRUCTIONS:

Circle words that your student had difficulty with. At the next session, re-teach those rules, then at the session after that, return to this posttest and present some words he did NOT have trouble with, as well as the ones that he did. If the rules and concepts are now clear, go on to Book 5.

B: SPELL WORDS WITH TILES ANSWER SHEET

<u>Correct Spelling</u>	<u>Lesson</u>
SPRY /eye/ at the end is spelled Y. 3-letter blend	4.12, 3.4
SPREE /ee/ at the end of a 1 syllable word is EE. 3 letter blend	4.12, 3.4
SPRAY..... Long-A at the end is Vowel Team AY	4.12
SPRAIN Long-A in the middle is Vowel Team AI	4.14
REDEEM..... Spell Long Vowel sounds with Open syllables.....	4.14
FRISKY Spelling of /k/ in the middle	4.4
TACTIC Spelling of /c/ in the middle. /ic/ at the end	4.4
SPROCKET Spelling of /c/ in the middle	4.4
DRUMSTICK Compound word. spell each word as you would by itself	4.7
COFFIN..... Double Letter to close off the first syllable	4.5
ADDICT Double Letter to close off the first syllable. A by itself would say /uh/	4.5, 4.10
SCANDAL Vowel-L (student should use spell checker to determine vowel)	4.6
CANVAS Closed-A or Closed-O goes to Schwa (use spell checker)	4.6
METHOD Closed-A or Closed-O goes to Schwa (use spell checker)	4.6, 4.9
INFANCY..... Closed-A or Closed-A goes to Schwa, /see/ at the end is CY	4.10, 4.3
ANEMIC..... Banana rule for A, /ic/ at the end	4.10, 4.4
IDENTIFY Confident rule. I at the end is spelled Y	4.11, 4.12

SCORING INSTRUCTIONS:

Circle words that your student could not spell correctly. At the next session, re-teach those spelling rules and practice them. Then at the session after that, return to this posttest and present some words he did NOT have trouble with, as well as the ones that he did. If the rules and concepts are now clear, go on to Book 5.

POSTTEST
READ THESE WORDS
using the Word Frame

encroach

falcon

conscript

canteen

pivot

witchcraft

waitress

vendetta

muskrat

shadow

bigamy

mongrel

domino

pendulum

principal

ashtray

indignant

cabinet

atlas

probably

minimum

POSTTEST
READ THESE SIGHT WORDS
using the Word Frame

put

push

people

how

busy

change

know

very

listen

once

sure

look

both

about

right

these

only

our

now

full

month

Dictate Phrases

MY DAFFY HIPPO
COULDN'T MULTIPLY
FILL MY CAVITY
HAD A VACANCY
PLASTIC RING FROM
TACOMA
DIDN'T EXPECT

E: Spell Phrases on Paper

“Now you’re going to write some phrases.”

“The first phrase is MY DAFFY HIPPO. Repeat that phrase.”

“Write it down. Use your spell checker whenever you’re not certain of a word.”

“Read back exactly what you wrote.”

TUTOR NOTE

Dictate only three phrases. In the next procedure, dictate three sentences that DO NOT contain those phrases.

F: Spell Sentences on Paper

“Now you’re going to write a sentence.”

“The first sentence is (see tutor note). Repeat that sentence.”

“Write it down. Use your spell checker whenever you’re not certain of a word.”

“Read back exactly what you wrote.”

*****TUTOR NOTE*****

Dictate only three sentences. Dictate sentences that DO NOT contain phrases you dictated in the last procedure.

On the longer sentences, say the entire sentence, then if it helps your student, go back and dictate it phrase-by-phrase.

Dictate Sentences

MY DAFFY HIPPO DID
PLAY WITH A
PUMPKIN.

THE EXAM DID SHOW
THAT I COULDN'T
MULTIPLY.

WILL THE DENTIST FILL
MY CAVITY WITH
PLATINUM?

THE HOTEL ON THE
PACIFIC COAST HAD A
VACANCY.

THE PLASTIC RING FROM
TACOMA WAS
PRACTICAL BUT NOT
ROMANTIC.

HER MAJESTY DIDN'T
EXPECT TO SEE SUCH
A FUNNY ACROBAT.

SIGHT WORD TRACKING SHEET

Book 4, Lesson 1		Book 4, Lesson 4		Book 4, Lesson 8	
<u>Read</u>	<u>Spell</u>	<u>Read</u>	<u>Spell</u>	<u>Read</u>	<u>Spell</u>
put	_____	very	_____	our	_____
how	_____	sure	_____	please	_____
both	_____	mother	_____	month	_____
walk	_____	brother	_____	change	_____
once	_____	only	_____	people	_____
none	_____	push	_____	which	_____
two	_____	nothing	_____	through	_____
pull	_____	about	_____	gone	_____
now	_____	because	_____	other	_____
know	_____	father	_____	cover	_____
their	_____	friend	_____	strange	_____
her	_____	full	_____	look	_____
these	_____	busy	_____	listen	_____
come	_____	love	_____	right	_____