

Level B

Group 1

Usually /a/ is spelled a as in cat.

an (R)
had (R)
back (R)
that (R)
cat
am
last
ran
black
asked
happy
bad
family
clap
slam

Group 2

Usually /e/ is spelled e as in nest.

then (R)
seventh (R)
tenth (R)
when (R)
men
best
red (color)
next
bed
left
help
let
every
pet
yes

Group 3

Usually /i/ is spelled i as in big.

this (R)
will (R)
his (R)
him (R)
think
fish
spring
thing
which
hit
king

lived
with
six
wish

Group 4

Usually /o/ is spelled o as in not.

got (R)
not (R)
off (R)
long
mom
lot
hot
stop
box
lost
top
shot
song
rock

Group 5

Usually /u/ is spelled u as in run.

just (R)
but (R)
us (R)
up (R)
much
fun
run
cut
gun
sun (our star)
must
bus
hundred
under

Review Test 1

The following words have been previously tested.

am
family
black
happy
every
next
help
think
which
spring
song

hundred
under
much
must

Group 6

/θ/ can be written th, as in eight, as, or a followed by a consonant and silent e.

they (R)
play (R)
came (R)
day (R)
sprain (R)
away
way
baby
made (of clay)
make
great (large, good)
rain
grade
same
wait (stay)

Group 7

/c/ can be spelled ca, ce, y, in, el, ey, or e followed by a consonant and silent e.

eat (R)
cheek (R)
freeze (R)
each (R)
three
tree
green
sleep
feet
even
read (a book)
week (day of)
keep

Group 8

/f/ can be spelled fa, igh, y, or i followed by two consonants as in wild or as i followed by a consonant and silent e as in kite.

like (R)
i (R)
nice (R)
fright (R)
time (R)
why

Spelling Power 3

Katrin Zwirglmaier



Spelling Power 3:

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Spelling Power Book H Curriculum Associates Staff,1999 **On-line English 3 Tm' 2005 Ed.** , *Diagnosis and Correction of Reading Problems, Second Edition* Darrell Morris,2013-10-02 This widely adopted text and teacher resource provides a comprehensive approach to assessing and remediating reading difficulties in grades K 6 Darrell Morris presents rich case studies of beginning and older readers struggling with different types of reading problems He shows how to administer a thorough diagnostic battery and provide instruction tailored to each student s needs In addition to one to one tutoring strategies small group and whole class applications are discussed Reproducible tools book lists and other user friendly materials can be photocopied from the book or downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Detailed explanations of how to adapt the techniques for classroom use The latest research findings pertaining to reading diagnosis Updated and expanded book lists Chapter on historical and theoretical foundations See also the Morris Informal Reading Inventory Preprimer through Grade 8 a complementary assessment tool that yields systematic data on K 8 students reading abilities **Crossing Over 3' 2002 Ed.** , *Morris Informal Reading Inventory* Darrell Morris,2014-09-25 In one concise volume Darrell Morris provides a complete tool for assessing students reading ability Unlike most informal reading inventories IRIs Morris s approach incorporates measures of automaticity word recognition and fluency together with oral reading accuracy and comprehension This results in more efficient accurate and thorough assessments Included are an examiner s manual and all test materials for the basic IRI grades 2 8 plus a separate beginning reading inventory grades K 1 In a large size spiral bound format for ease of use the book features more than 90 pages of word letter lists illustrated reading passages and other test materials all with permission to photocopy See also Morris s *Diagnosis and Correction of Reading Problems Second Edition* which guides teachers through a comprehensive diagnostic battery for planning instruction and intervention **Bulletin** ,1967 **Spelling Power Book E** Curriculum Associates Staff,1999 Specific Skills Series: Reading for Details (Rdg. Lvl. 3) , **American Education** ,1918 *Teachers Monographs* ,1925 *The Automatic Speller* Nettie Sawyer Funk,1915 The Routledge Handbook of Inclusive Education for Teacher Educators Santoshi Halder,Shakila Dada,Rashida Banerjee,2023-03-14 This handbook provides foundational conceptual and practical knowledge and understanding of inclusive education and special needs education It highlights the need for preparing special educators and teachers for inclusive classrooms to effectively cater to the needs of students with diverse needs in various low middle and high income countries globally It demonstrates various evidence based and practice based strategies required to create classrooms inclusive of diverse learners While tracing the historical trajectory of the foundational underpinnings philosophical bases and crucial issues associated with inclusive education this book presents a

future roadmap and pathways through case instances and in depth discussions to share with educators how they can strengthen their bases and make learning more inclusive in their context It also provides an overview of the different models of assessment and their applications in the analysis of children in inclusive classroom settings Comprehensive accessible and nuanced this handbook will be of immense interest and benefit to teachers educators special educators students scholars and researchers in the areas of social inclusion education special needs education educational psychology technology for inclusion disability studies among other related disciplines It will be extremely beneficial for academicians teacher educators special educators and those interested in professional teacher training courses

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is provided in this guide for ensuring that African American boys grow up to be strong,