Tricky Word Read-Aloud

Read irregularly spelled words and use them in sentences

Name: _____ Date: _____

Part 1 - Practice Read

Say each word aloud. These are practice words. Take your time. Look all the way through each word before you say it.

Practice words	Practice words
cousin	early
great	heart
island	

Now read these sentences aloud.

1. My cousin came early.
2. We had a great day on the island.
3. Her heart felt happy.

If a word feels hard, pause, look carefully, and try it again.

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Part 2 - Sentence Read

Read each sentence aloud to your teacher. Point to each word as you read. After your first reading, circle one word that felt difficult. Then read that word aloud one more time.

1. Please **answer** the question.
2. The **busy** bee flew away.
3. My **friend** can **laugh** loudly.
4. Many **people** came to the park.
5. The **pretty** kite rose high.
6. We walked **through** the gate.
7. The **young** puppy wagged its tail.
8. I will share my snack.

My word to try again:

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Answer key and teaching notes

Purpose: This is an oral-reading observation, not a written spelling test. Practice items and scored items are separate.

Materials supplied: student pages and the checklist below. **Additionally needed:** pencil and a quiet place for one student and teacher. Optional: a folder or blank paper to cover the practice page while administering Part 2.

Exact setup: Print and supply all student pages, keeping teacher-key pages separate. Seat the student beside the teacher. Give the student a pencil. Begin with **Part 1 - Practice Read** and tell the student that it is practice and will not be scored. Have the student read Part 1. Then direct the student to **Part 2 - Sentence Read**. Keep the checklist out of the student's view. Do not preteach, sound out, or model any Part 2 word before its first attempt.

Teaching script: “First, read the practice words and sentences in Part 1. These help you get ready. Next, read the sentences in Part 2 aloud. Point to the words as you read. If a word feels hard, do your best. When you finish, circle one word that felt difficult and read that word one more time.” If the student stops for about 5 seconds, say once: “Try the word.” If needed, say: “I will tell you this word. Please repeat it and keep reading.”

Pronunciation and acceptance guide: cousin /KUH-zin/; early /UR-lee/; great /grayt/; heart /hart/; island /EYE-lund/. Scored words: answer /AN-ser/; busy /BIZ-ee/; friend /frend/; laugh /laf/; people /PEE-pul/; pretty /PRIT-ee/; through /throo/; young /yung/. Accept a clear regional pronunciation that identifies the intended word. Do not count a teacher-supplied word as independently read.

Source credit: New York State Next Generation English Language Arts Learning Standards, 3RF3.e, “Recognize and read grade-appropriate irregularly spelled words.” https://www.nysed.gov/curriculum-instruction/english-language-arts-ela-literacy

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Observation checklist and scoring key

Observe during Part 2. Mark I if the student reads the bold target word correctly without a teacher model. Mark SC if the student first misreads but self-corrects before moving on; count SC as independent. Mark M if the teacher supplies the word. Mark E for an error that is not self-corrected. The sentence word “share” is included for connected reading but is not scored.

#	Scored word	I / SC / M / E	Notes
1	answer		
2	busy		
3	friend		
4	laugh		
5	people		
6	pretty		
7	through		
8	young		

Item 9 - reread check: Record the word the student circled or wrote. If the student read every word easily, invite the student to choose any Part 2 target word to reread. This is a persistence check, not a required correct-answer item.

Selected word	Student reread the selected word
	Yes Not yet

Scoring: Independent total = number marked I or SC out of 8. Record: ____ / 8. Use the error notes to plan brief follow-up practice with only words marked M or E. Do not infer mastery from the written circle or blank alone; the oral reading is the evidence.

Teacher key for sentence reading: 1 answer; 2 busy; 3 friend, laugh; 4 people; 5 pretty; 6 through; 7 young. Item 8 has no scored irregular-word target.