Sound It Out

Read high-frequency words, then sort their spelling patterns.

2.FFR.3.E "Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy."

NAME _____ DATE _____

SOUND-OUT WORDS

These words follow spelling patterns you know. You can say the sounds and blend them.

make

TRICKY WORDS

These words have a part that does not say the sound you expect. You need to remember the tricky part.

give

1 SORT

8 items

First read the eight printed words aloud to your teacher or partner. Your listener checks, teaches any unfamiliar word and helps you retry. Read the mixed list again for accurate, ready recognition. Then circle REGULAR or TRICKY and explain two choices in Part 2.

1.	help	REGULAR TRICKY
2.	could	REGULAR TRICKY
3.	their	REGULAR TRICKY
4.	black	REGULAR TRICKY
5.	once	REGULAR TRICKY
6.	must	REGULAR TRICKY
7.	just	REGULAR TRICKY
8.	people	REGULAR TRICKY

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Write one new REGULAR high-frequency word and one new TRICKY high-frequency word. Read both words to your listener for an accuracy check.

REGULAR _____

TRICKY _____

CHALLENGE

Write a sentence that uses one REGULAR high-frequency word and one TRICKY high-frequency word. Actually read your sentence to your teacher or partner; check the words, practice any difficult word, then reread smoothly.

ANSWER KEY

Sound It Out

GRADE 2 · 2.FFR.3.E

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	help	**REGULAR**	Each letter or letter team follows a common sound pattern.
2	could	**TRICKY**	The letters ou and l do not make the expected sounds.
3	their	**TRICKY**	The letters ei do not say the expected sounds.
4	black	**REGULAR**	The word follows common consonant and vowel spelling patterns.
5	once	**TRICKY**	The letter o does not say its expected sound.
6	must	**REGULAR**	The word follows common short-vowel and consonant patterns.
7	just	**REGULAR**	The word follows common short-vowel and consonant patterns.
8	people	**TRICKY**	The letters eo do not say the expected sounds.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **REGULAR**: best
- **TRICKY**: were

Challenge: Could Sam jump?

Accept any explanation that names the deciding feature from the rule box for the chosen item. For Part 2, accept explanations that name a regular spelling pattern or point to a tricky letter or letter team. In the challenge sample, could is TRICKY and jump is REGULAR. Require actual reading of the supplied high-frequency words and the learner's sentence. Observe accurate word recognition and increasing readiness across a mixed-order second reading; reteach a missed word and invite retry. Teach tricky parts explicitly (could: silent l and unexpected vowel; once begins /w/; people has unexpected eo). Retain REGULAR/TRICKY classifications and pattern explanations. Record correct words and words needing more practice; no stopwatch, public performance or mastery of an entire frequency list is required. Adult directions/support and accessible communication are allowed.