

Name _____

The letters **a**, **aw**, **au**, **augh**, **al**, and **ough** can stand for the vowel sound you hear in **call**, **dawn**, **sauce**, **caught**, **salt**, and **thought**.

A. Read each word. Circle the word that has the same vowel sound as the first word. Write it on the line. Underline the letters that spell the vowel sound.

- | | | | |
|------------------|---------------|--------------|---------------|
| 1. yawn | bank | fault | <u>fault</u> |
| 2. cause | hawk | rail | <u>hawk</u> |
| 3. hall | fought | last | <u>fought</u> |
| 4. walk | sale | tall | <u>tall</u> |
| 5. taught | day | chalk | <u>chalk</u> |

In a long word, the letters that make up a vowel team stay together in the same syllable.

B. Draw a line to divide each word into syllables. Circle the vowel team.

- | | |
|------------|------------|
| 6. yellow | 7. awful |
| 8. pointer | 9. caution |

Name _____

A. Reread the passage and answer the questions.

1. What is the problem in the passage?

The students at Grover School are throwing away lots of paper.

2. What is one step that Ms. Hines takes to solve the problem?

Ms. Hines starts a recycling contest at the school.

3. What is the solution to the problem?

The whole school recycles because they want to win the contest.**B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	