



From Phonics to Reading™

Grades K-3

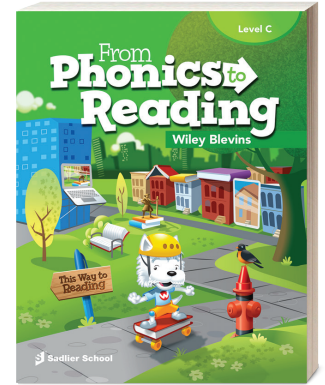
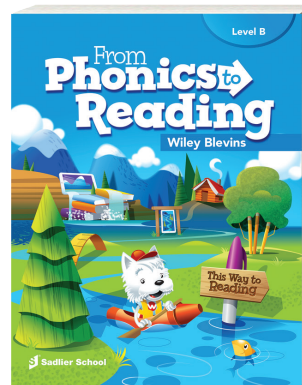
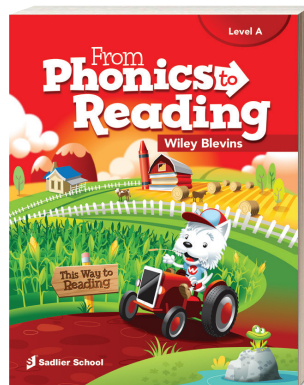
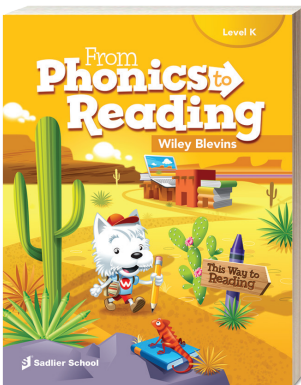
SAMPLER



SBOE Approved | IMRA 2024




Commissioner Recommended



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Dear Texas Educators,

I am thrilled to share that *From Phonics to Reading* has officially been approved by the Texas State Board of Education as a high-quality phonics program. As the author, I am excited that Texas educators and students will now have access to this research-based program, designed to build a strong foundation for reading success.

For over 30 years, my work has focused on understanding effective phonics instruction and the science of reading. I've studied the importance of decoding—helping students connect sounds to letters, sound out words, and read with fluency. *From Phonics to Reading* was built on this foundation, providing tools and strategies to ensure students decode quickly, accurately, and confidently. With early success, students build motivation and the skills they need to become lifelong readers.

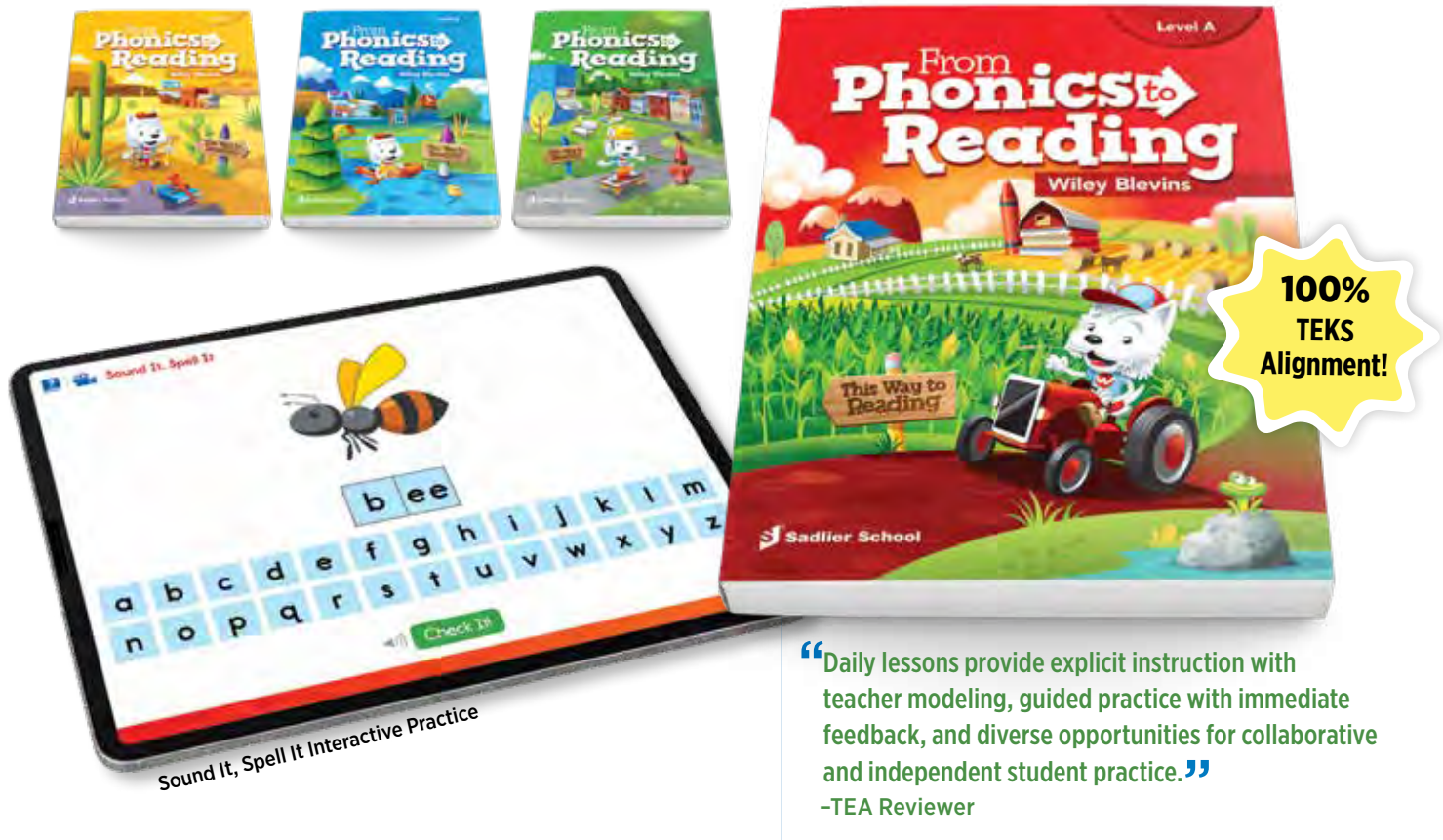
Texas teachers, the work you do to help children read is nothing short of extraordinary. I am honored to support you in this important mission. Together, we can ensure that every student receives the gift of reading.

With gratitude,

Author, *From Phonics to Reading*



Bring the Science of Reading



From Phonics to Reading by Dr. Wiley Blevins is an evidence-based foundational literacy skills program with systematic and explicit instruction. Each program component builds proficiency in reading, writing, vocabulary, comprehension, and fluency.

From Phonics to Reading features:

- Systematic and direct (explicit) instruction, practice, and review related to the **Alphabet, Phonological Awareness, Phonics** (decoding and encoding), and **Fluency**
- **Detailed guidance** that supports teacher's year-long **delivery of instruction**
- **Frequent and distributed** review of phonics skills with cumulative practice opportunities with decodable text
- **Opportunities to monitor and respond** to student progress using diagnostic tools and teacher guidance to analyze and respond to data
- Support for all learners including emergent bilinguals, with **guidance, scaffolds, supports, and extensions** that maximize student learning
- **Digital Resources** that enhance learning and promote **connections** between home and school

































into Your Texas Classroom!

Build Academic Excellence with *From Phonics to Reading*

Achieving success for every Texas student is possible with access to rigorous, on-grade-level instructional materials. It is important to use **High-Quality Instructional Materials (HQIM)** that ensure full coverage of the **Texas Essential Knowledge and Skills (TEKS)**, align with research-based instructional strategies, support all learners, and include implementation support for teachers.

From Phonics to Reading does that and more!

The score tells it all! See how *From Phonics to Reading* aligns to the IMRA 2024 Rubric.

Rubric for ELAR: Phonics Kindergarten—Grade 3								
			Phonics-Related TEKS-Alignment Review	Content and Instructional Concepts			Educator Supports	
Grade	Commissioner Recommended	SBOE Approved IMRA 2024	TEKS-ELPS Alignment	1. Intentional Instructional Design	2. Phonics Rule Compliance	3. Foundational Skills	4. Progress Monitoring	5. Supports for All Learners
Grade K								
Grade 1								
Grade 2								
Grade 3								

Phonics-Related TEKS-Alignment Review	Standards Alignment
Content and Instructional Concepts	Instructional Approach
	Content-Specific Skills
Educator Supports	Progress Monitoring
	Supports for All Learners

Look for this key to see how *From Phonics to Reading* aligns to the Rubric for ELAR.

Interactive Practice Bundle



“It’s in the application where the learning sticks.”
–Wiley Blevins



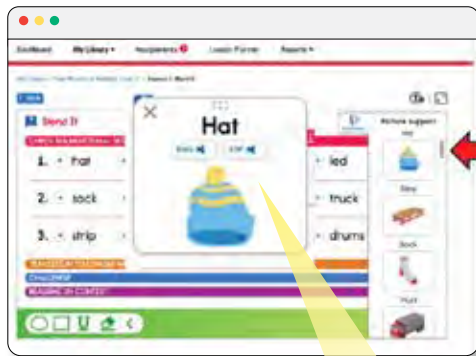
Standards Alignment
Instructional Approach
Content-Specific Skills
Progress Monitoring
Supports for All Learners

Enhance Learning for All Students

Reinforce taught skills with this collection of online student and teacher resources that support the development of students’ decoding, encoding/spelling, blending, vocabulary, word awareness, and reading comprehension skills after initial teacher-led instruction.

- **240 Decodable Texts** help build decoding skills and allow for differentiation across all levels.
- **240 Decodable Texts Lesson Plans** support instruction before, during, and after reading decodable texts.
- **454 Interactive Practice Activities** provide additional practice with blending, vocabulary, word awareness, reading comprehension, and encoding/spelling.
- **Sound (Vowel and Consonant) and Grapheme Wall Cards** with Articulation Videos help students properly associate spoken sounds with printed words and match phonemes with graphemes.
- **Short Vowels Sound Cards** provide support with sounds in the initial and medial positions.

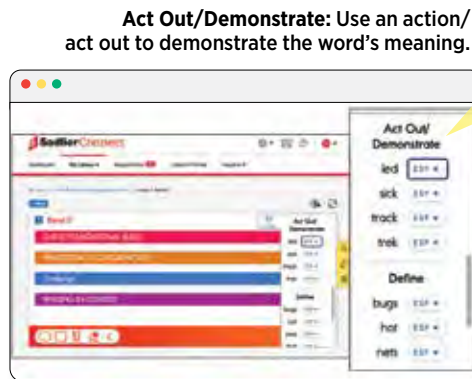
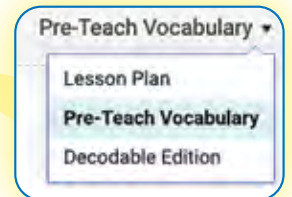
- **Vocabulary Booster with Spanish Support** is integrated into each lesson, specifically crafted to aid ELL and multilingual learners in enhancing their vocabulary. Audio support, visual representations, and a pre-teaching vocabulary routine help students connect with words in their native language.



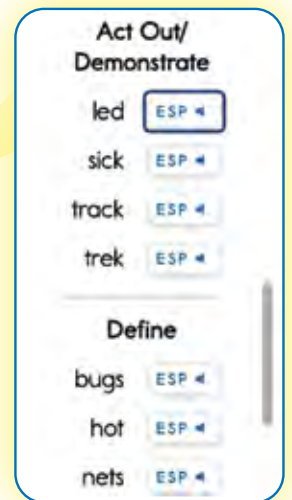
Picture Support: Use a picture to discuss the word's meaning.



Pre-Teach Vocabulary: Use a variety of ways to pre-teach vocabulary in the decodable texts.



Act Out/Demonstrate: Use an action/act out to demonstrate the word's meaning.



Define: Use a simple student-friendly definition to discuss the word's meaning.

- The **Interactive Pocket Chart** provides an interactive and visual way for students to engage with language, making connections with letters, sounds, and words. It features four workspaces:

- Whiteboard
- Elkonin Boxes
- Pocket Chart
- Sorting Boxes

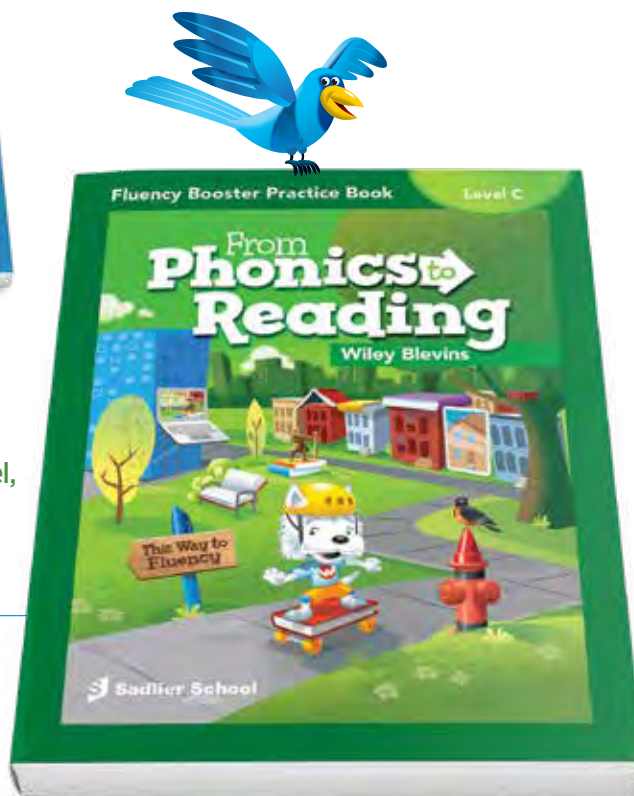


Pocket Chart Workspace

Fluency Booster Practice Book



“We develop fluency on lots of different levels, the letter level, the word level, and the connected text level.”
–Wiley Blevins



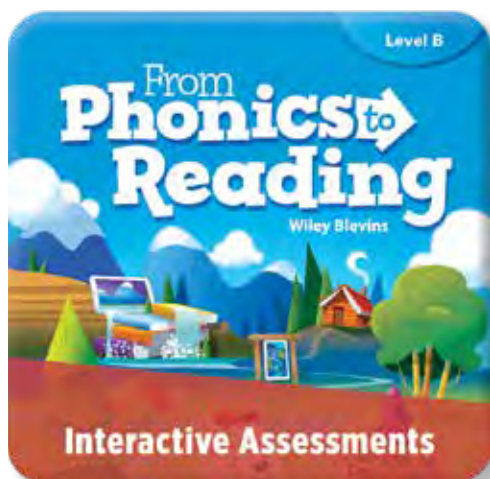
Standards Alignment
Instructional Approach
Content-Specific Skills
Progress Monitoring
Supports for All Learners

Boost Fluency

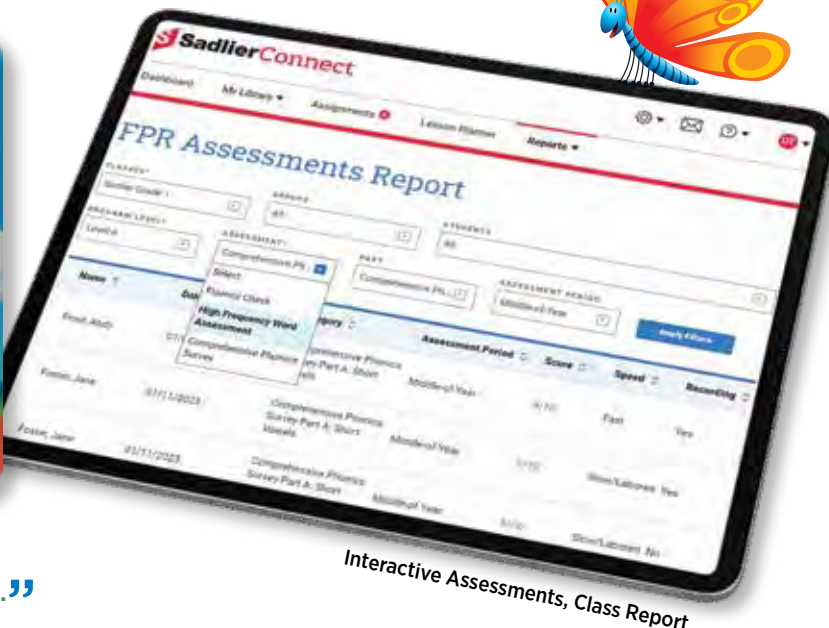
Boost students' reading and writing skills with the *Fluency Booster Practice Book*. A variety of Tier 1 and Tier 2 practice and application opportunities increase students' vocabulary, fluency, and comprehension.

- **Decodable Texts** allow students to apply phonics skills, develop strong reading behaviors, build fluency through repeated reading, grow Tier 2 vocabulary, and increase comprehension.
- **Writing activities** help students transfer phonics skills to writing through authentic activities in response to reading.
- **Fluency practice** accelerates mastery of phonics skills and promotes fluency with cumulative practice using sentence-level repeated reading.
- **Handwriting** instruction and practice (in Level K) fosters handwriting and letter writing fluency, increases letter recognition automaticity, and improves reading skills.
- **Partner Reading** (in Levels B and C) provides opportunities for students to decode texts with a focus on fluency.

Interactive Assessments



“Assessments are linked directly to lesson content for foundational skills.”
–Wiley Blevins



Interactive Assessments, Class Report

Streamline Your Assessment

Get a complete picture of a student's growing foundational skills with routinely administered interactive assessments.

- **Comprehensive Spelling and Phonemic Awareness assessments and reports** help teachers to easily view class and individual student progress. Links at point of use to Item Analyses and If/Then statements inform next instructional steps. Every lesson includes Cumulative Fluency Checks. Other assessments include: Letter Name, Letter Sound, High-Frequency Words, and Comprehensive Phonics Survey.
- **Save time** with teacher-administered and self-guided student administration options with and without a student's audio recording.
- **Administer diagnostic, formative, and benchmark/summative interactive assessments** to monitor students' progress for accuracy, fluency, and speed.
- **Score assessments** in real time or asynchronously.
- **Analyze reports** to inform differentiated instruction.

Standards Alignment
Instructional Approach
Content-Specific Skills
Progress Monitoring
Supports for All Learners

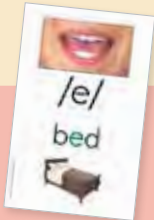
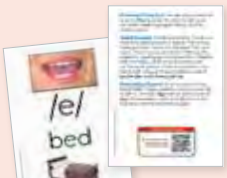





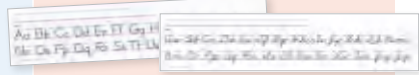



Early Literacy Manipulatives Kit



Standards Alignment
Instructional Approach
Content-Specific Skills
Progress Monitoring
Supports for All Learners

Make Learning Engaging and Active

Maximize student learning potential with manipulatives that appeal to a variety of learning interests and needs. Hands-on learning experiences enable students to interact with concepts in a multisensory manner. The Early Literacy Manipulatives Kit not only makes learning fun but also provides students with additional ways to engage with letters, texts, and comprehension skills, ultimately leading to better readers. Perfect support for Emergent Bilinguals!

Contents:	Use to support:		What's inside:
	<i>From Phonics to Reading</i>	<i>Building Reading Success</i>	
One (1) set of Sound Cards (7" x 11") consisting of 20 vowel cards and 27 consonant cards. Each card illustrates mouth movement and provides the phonetic sound, an example of the sound used in a word, and a picture illustrating the word.	Grades K–3	Modules 1–6	
One (1) set of Instructional Sound Cards (5" x 7") with 20 two-sided vowel cards and 27 two-sided consonant cards. The front illustrates the mouth movement and provides the phonetic sound, an example of the sound used in a word, and a picture illustrating the word. The back provides instructional support for sound and formation, sound transfer, and articulation support.	Grades K–3	Modules 1–6	
Eight (8) Hand Mirrors to aid students in accurately producing both consonant and vowel sounds and distinguishing between similar letter sounds. Students are encouraged to mimic the precise mouth movements associated with each sound.	Grades K–3	Modules 1–6	
One (1) set of 48 Phoneme/Grapheme Cards with each card connecting graphemes to a phoneme to help build an association of the given sound to its spellings.	Grades K–3	Modules 1–6	
One (1) set of 252 High-Frequency Word (HFW) Cards . The front shows a HFW with the letters in red indicating irregular, less common, or challenging spellings that students must remember "by heart." The back shows the HFW used in an example sentence.	Grades K–3	Modules 1–8	
One (1) set of 322 Syllable Cards . Each card focuses on a high-utility syllable, helping students to automatically recognize these common syllables in words and use that knowledge to aid in their decoding of longer, more complex words.	Grades 2–3	Modules 3–8	
One (1) set of 26 Handwriting Cards (4" x 18"). The front of the card shows the manuscript (print) form of the letters in the alphabet and the back of the card shows the cursive form.	Grades K–3	Modules 1–8	
One (1) set of 30 Alphabet Desk Cards .	Grades K–3	Modules 1–8	
One (1) set of 26 Mnemonic Alphabet Cards .	Grades K & 1	Modules 1 & 2	
Eight (8) double-sided Magnetic Dry Erase Boards and 8 Dry Erase Markers . One side of the board contains Elkonin (sound) boxes, and the flip side contains letter formation lines and a workspace for word building with the magnetic letter tiles.	Grades K–3	Modules 1–8	
Eight (8) sets of Magnetic Letters, Tiles, and Counters .	Grades K–3	Modules 1–8	

Grade K, Level K

	Main Skill	TEKS Alignment	ELPS Alignment*	Word Study/Morphology or Extra Focus	Phonemic Awareness	
1	Mm	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.A Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 4.A, 4.F, 5.A Level 4: 4.A, 4.F, 5.A	Alphabet Recognition	• Recognize Rhyme • Clap Syllables • Blend Syllables • Identify Words in a Spoken Sentence	
2	Short a	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Alphabet Recognition	• Recognize Rhyme • Clap and Count Syllables • Blend Syllables • Identify Words in a Spoken Sentence	
3	Ss	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Alphabet Recognition	• Oral Blending • Isolate Beginning Sounds • Alliteration • Identify Words in a Spoken Sentence	
4	Tt	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Alphabet Recognition	• Recognize Rhyme • Blend Syllables • Isolate Beginning Sounds • Identify Words in a Spoken Sentence	
5	Pp	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Alphabet Recognition	• Oral Blending • Clap and Count Syllables • Isolate Beginning and Ending Sounds • Identify Words in a Spoken Sentence	
6	Nn	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Plural Nouns with -s	• Oral Blending • Recognize Rhyme • Isolate Beginning and Ending Sounds	
7	Short i	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Inflectional Ending -s	• Oral Blending • Recognize Rhyme • Isolate Beginning and Ending Sounds	
8	Cc	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Ending _ck	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	
9	Ff	ELAR 2.A.i, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Distinguish Initial and Final Consonant Sounds	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	
10	Dd	ELAR 2.A.v, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.ix, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Distinguish Initial and Final Consonant Sounds	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	
11	Hh	ELAR 2.A.v, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.ix, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Inflectional Ending -s	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	All rights reserved. Sadlier, Inc. Copyright © by William H.
12	Short o	ELAR 2.A.i, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Distinguishing Initial and Medial Vowel Sounds	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	
13	Rr	ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Ending _ck	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	
14	Bb	ELAR 2.A.i, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Plural Nouns with -s	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	
15	Ll	ELAR 2.A.i, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Double Final Consonants	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	
16	Kk	ELAR 2.A.i, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Ending _ck	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	Copyright © by William H.
17	Short e	ELAR 2.A.i, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Distinguishing Initial and Medial Vowel Sounds	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds	

Grade K, Level K (Continued)

	Main Skill	TEKS Alignment	ELPS Alignment*	Word Study/Morphology or Extra Focus	Phonemic Awareness	
18	Gg	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Inflectional Ending -s	• Oral Blending • Oral Segmentation • Isolate Medial Sounds	
19	Ww	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Plural Nouns with -s	• Oral Blending • Oral Segmentation • Alliteration	
20	Xx	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Plural Nouns -es	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme	
21	Vv	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Blends	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme	
22	Short u	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Distinguishing Initial and Medial Vowel Sounds	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme	
23	Jj	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Plural Nouns with -s	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme and Alliteration	
24	Qu	ELAR 2.A.iii, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Inflectional Ending -s	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	
25	Yy	ELAR 2.A.iii, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Double Final Consonants	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds	
26	Zz	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Blends	• Oral Blending • Oral Segmentation • Recognize and Produce Rhyme and Alliteration • Phonemic Manipulation: Delete Syllables	
27	Short Vowel Review	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.ix, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Compare Short and Long Vowel Sounds	• Oral Blending • Phonemic Manipulation: Add Sounds and Syllables • Phonemic Manipulation: Delete Syllables	
28	Single Letter Long Vowels	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.ix, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Compare Short and Long Vowel Sounds	• Oral Blending • Phonemic Manipulation: Add Sounds and Syllables • Phonemic Manipulation: Delete Syllables	
29	Final e (a_e)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.ix, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Compare Short and Long Vowel Sounds and Spellings	• Oral Blending • Phonemic Manipulation: Add Sounds and Syllables • Phonemic Manipulation: Substitute Initial Sounds	
30	Final e (o_e, i_e)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vii, ELAR 2.A.viii, ELAR 2.A.ix, ELAR 2.A.x, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.D.iii, ELAR 2.D.iv, ELAR 2.D.v, ELAR 2.E	Level 1: 1.D, 4.F, 5.B Level 2: 1.D, 4.A, 4.F, 5.A Level 3: 2.C, 4.F, 5.A, 5.B Level 4: 2.C, 4.F, 5.A, 5.B	Compare Short and Long Vowel Sounds and Spellings	• Oral Blending • Phonemic Manipulation: Add Syllables and Phonemes • Phonemic Manipulation: Substitute Initial Sounds	

*ELPS Alignment

Level 1: Beginner
Level 2: Intermediate
Level 3: Advanced
Level 4: Advanced High

Grade 1, Level A

	Main Skill	TEKS Alignment	ELPS Alignment*	Word Study/ Morphology	Phonemic Awareness	
1	Short a	ELAR 2.A.i, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.vi, ELAR 2.B.v, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.A, 5.A, 5.F Level 3: 3.A, 4.F, 5.F Level 4: 3.A, 4.F, 5.F	Plurals	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Recognize and Produce Rhyme 	
2	Short i	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 3.A, 4.F, 5.F Level 4: 3.A, 4.F, 5.F	Inflectional Ending -s	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Alliteration 	
3	Short o	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 3.A, 4.F, 5.F Level 4: 3.A, 4.F, 5.F	Double Final Consonants (ll, ss, zz)	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Recognize and Produce Rhyme 	
4	Short u	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 3.A, 4.F, 5.F Level 4: 3.A, 4.F, 5.F	Double Final Consonants (dd, ll, zz)	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Alliteration 	
5	Short e	ELAR 2.A.i, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 3.A, 4.F, 5.F Level 4: 3.A, 4.F, 5.F	Plurals (review)	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Recognize and Produce Rhyme 	
6	l-Blends	ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Possessives	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Alliteration/Categorize Sounds 	
7	s-Blends	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Final Blends	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Phonemic Manipulation: Add Sounds 	
8	r-Blends	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Contractions	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Alliteration/Categorize Sounds 	
9	Digraphs sh, th	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Inflectional Ending -ed	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Phonemic Manipulation: Add Sounds 	
10	Digraphs ch, tch, wh	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Inflectional Ending -ing	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Categorize Sounds 	
11	Digraphs ng, nk	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Three-Letter Blends Trigraphs	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Phonemic Manipulation: Add Sounds 	
12	Final e (a_e, i_e)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Soft c and g	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Distinguish Long and Short Vowel Sounds 	
13	Final e (o_e, u_e, e_e)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Inflectional Ending -ing and -ed	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Distinguish Long and Short Vowel Sounds 	
14	Single Letter Long Vowels (e, i, o)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Prefixes (re-, un-)	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Phonemic Manipulation: Substitute Sounds 	
15	Long a (ai, ay)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Compound Words	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Distinguish Long and Short Vowel Sounds 	
16	Long e (ee, ea)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Short e Spelled ea	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Phonemic Manipulation: Delete Sounds 	
17	Long o (oa, ow)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Suffixes (-ful, -less)	<ul style="list-style-type: none"> • Oral Blending • Oral Segmentation • Phonemic Manipulation: Substitute Sounds 	

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Grade 1, Level A (Continued)

	Main Skill	TEKS Alignment	ELPS Alignment*	Word Study/ Morphology	Phonemic Awareness	
18	Long i (y, igh)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Comparatives and Superlatives (-er, -est)	<ul style="list-style-type: none"> Oral Blending Oral Segmentation Phonemic Manipulation: Add Sounds 	
19	Long u (u, ew, ue)	ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Compound Words	<ul style="list-style-type: none"> Oral Blending Oral Segmentation Phonemic Manipulation: Delete Sounds 	
20	r-Controlled ar	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Transition to Longer Words	<ul style="list-style-type: none"> Phonemic Manipulation: Substitute Sounds Phonemic Manipulation: Add Sounds Categorize Sounds 	
21	r-Controlled er, ir, ur	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Transition to Longer Words	<ul style="list-style-type: none"> Phonemic Manipulation: Substitute Sounds Phonemic Manipulation: Add Sounds Categorize Sounds 	
22	r-Controlled or, ore, oar	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Prefixes (dis-, pre-)	<ul style="list-style-type: none"> Phonemic Manipulation: Substitute Sounds Phonemic Manipulation: Add Sounds Categorize Sounds 	
23	Short oo and Long oo	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Suffixes (-ly, -y)	<ul style="list-style-type: none"> Oral Blending Oral Segmentation Phonemic Manipulation: Delete Sounds 	
24	Diphthong /ou/ (ou, ow)	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Compound Words	<ul style="list-style-type: none"> Oral Blending Oral Segmentation Phonemic Manipulation: Delete Sounds 	
25	Diphthong /oi/ (oi, oy)	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Transition to Longer Words	<ul style="list-style-type: none"> Oral Blending Oral Segmentation Phonemic Manipulation: Delete Syllables 	
26	Complex Vowel /ɔ/ (au, aw, alk, all)	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Inflectional Endings (review)	<ul style="list-style-type: none"> Categorize Sounds Phonemic Manipulation: Add Syllables Phonemic Manipulation: Delete Syllables 	
27	r-Controlled are, air, ear	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Transition to Longer Words	<ul style="list-style-type: none"> Categorize Sounds Phonemic Manipulation: Add Syllables Phonemic Manipulation: Delete Syllables 	
28	Long i (ild, ind) Long o (old)	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Transition to Longer Words	<ul style="list-style-type: none"> Oral Blending Oral Segmentation Phonemic Manipulation: Add and Delete Syllables 	
29	Long i (ie) Long o (oe)	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Transition to Longer Words	<ul style="list-style-type: none"> Oral Blending Oral Segmentation Phonemic Manipulation: Add and Delete Syllables 	
30	Long e (y, ey, ie)	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.vi, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv, ELAR 2.D, ELAR 2.F	Level 1: 1.D, 2.B, 4.F, 5.A, 5.F Level 2: 1.D, 2.B, 4.F, 5.A, 5.F Level 3: 2.B, 4.F, 5.F Level 4: 2.B, 4.F, 5.F	Transition to Longer Words	<ul style="list-style-type: none"> Oral Blending Oral Segmentation Phonemic Manipulation: Add and Delete Syllables 	

*ELPS Alignment

Level 1: Beginner
Level 2: Intermediate
Level 3: Advanced
Level 4: Advanced High

Grade 2, Level B

	TEKS Alignment	TEKS Alignment	ELPS Alignment*	Word Study/ Morphology	Phonemic Awareness	
1	Short Vowels	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Inflectional Endings -s	<ul style="list-style-type: none"> • Oral Blending and Segmenting CVC Words • Blend and Segment Multisyllabic Words by Syllable 	
2	Closed Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.C.v	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Reading Big Words Strategy	<ul style="list-style-type: none"> • Oral Blending and Segmenting CVC Words • Substitute Medial Vowel Sounds 	
3	Consonant + le Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv, ELAR 2.C.v	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Reading Big Words Strategy	<ul style="list-style-type: none"> • Oral Blending and Segmenting words with Initial Blends • Delete Initial Sound in a Blend 	
4	l-Blends, r-Blends, s-Blends	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Inflectional Endings -ing	<ul style="list-style-type: none"> • Oral Blending and Segmenting words with Initial Blends • Delete Initial Sounds in a Blend 	
5	Final Blends	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Inflectional Endings -ed	<ul style="list-style-type: none"> • Oral Blending and Segmenting Words with Final Blends • Delete Final Sound in a Blend 	
6	Final e	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.v	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Soft c and Soft g	<ul style="list-style-type: none"> • Oral Blending and Segmenting Words with Final Blends • Substitute Sounds (parts of blends in the final position) 	
7	Final e Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Inflectional Endings (drop e)	<ul style="list-style-type: none"> • Add Initial and Final Sounds • Substitute Medial Vowel Sounds 	
8	Consonant Digraphs (sh, ch, tch, th)	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Possessives	<ul style="list-style-type: none"> • Add Initial and Final Sounds • Substitute Medial Vowel Sounds 	
9	Consonant Digraphs (wh, ph, ng/nk)	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Three-Letter Blends	<ul style="list-style-type: none"> • Add Initial and Final Sounds • Blend and Segment Multisyllabic Words by Syllable 	
10	Long a	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Contractions	<ul style="list-style-type: none"> • Delete Initial and Final Sounds • Delete Initial Sound in a Blend 	
11	Open Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Inflectional Endings (double final consonants)	<ul style="list-style-type: none"> • Delete Initial and Final Sounds • Substitute Medial Vowel Sounds 	
12	Long e	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Inflectional Endings (change y to i)	<ul style="list-style-type: none"> • Delete Initial and Final Sounds • Substitute Medial Vowel Sounds 	
13	Vowel Team Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.ii, ELAR 2.C.iv	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Silent Letters (kn, wr, gn, mb)	<ul style="list-style-type: none"> • Substitute Initial and Final Sounds • Blend and Segment Multisyllabic Words by Syllable 	
14	Long i	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Suffixes (-y, -ly)	<ul style="list-style-type: none"> • Substitute Initial and Final Sounds • Delete Initial Sound in a Blend 	
15	Long o	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Compound Words	<ul style="list-style-type: none"> • Substitute Initial and Final Sounds • Delete Final Sound in a Blend 	
16	Long u	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Prefixes (un-, re-, dis-)	<ul style="list-style-type: none"> • Add Initial and Final Sounds • Delete Final Sound in a Blend 	

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Grade 2, Level B (Continued)

	TEKS Alignment	TEKS Alignment	ELPS Alignment*	Word Study/ Morphology	Phonemic Awareness	
17	Consonant + le Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Homophones	<ul style="list-style-type: none"> Delete Initial and Final Sounds Delete Initial Sound in a Blend 	
18	r-Controlled ar	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Comparative Suffixes (-er, -est)	<ul style="list-style-type: none"> Substitute Initial, Medial, and Final Sounds Substitute Sounds (parts of blends in the final position) 	
19	r-Controlled er, ir, ur	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Suffixes (-ful, -less)	<ul style="list-style-type: none"> Add Initial and Final Sounds Blend and Segment Multisyllabic Words by Syllable 	
20	r-Controlled or, ore, oar	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iii, ELAR 2.C.iv	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Abbreviations	<ul style="list-style-type: none"> Delete Initial and Final Sounds Substitute Sounds (parts of blends in the final position) 	
21	r-Controlled are, air, ear	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Homographs	<ul style="list-style-type: none"> Substitute Initial, Medial, and Final Sounds Delete Final Sound in a Blend 	
22	r-Controlled Vowel Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Irregular Plurals	<ul style="list-style-type: none"> Add Initial and Final Sounds Substitute Medial Vowel Sounds 	
23	Consonant + le Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Inflectional Endings with Spelling Changes	<ul style="list-style-type: none"> Delete Initial and Final Sounds Substitute Sounds (parts of blends in the final position) 	
24	Short oo and Long oo	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Suffixes (-ful, -less, -y, -ly)	<ul style="list-style-type: none"> Substitute Initial and Final Sounds Blend and Segment Multisyllabic Words by Syllable 	
25	Diphthong /ou/	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Compound Words	<ul style="list-style-type: none"> Add Initial and Final Sounds Substitute Medial Vowel Sounds 	
26	Diphthong /oi/	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Prefixes (un-, re-, dis-, pre-, mis-)	<ul style="list-style-type: none"> Substitute Initial, Medial, and Final Sounds Blend and Segment Multisyllabic Words by Syllable 	
27	Complex Vowel /ô/	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	More Irregular Plurals	<ul style="list-style-type: none"> Add Initial and Final Sounds Substitute Medial Vowel Sounds 	
28	Vowel Team Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vi, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v, ELAR 2.C.vi	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Inflectional Endings with Spelling Changes	<ul style="list-style-type: none"> Substitute Initial and Final Sounds Substitute Medial Vowel Sounds 	
29	Review Syllable Types	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Related Words	<ul style="list-style-type: none"> Substitute Initial and Final Sounds Blend and Segment Multisyllabic Words by Syllable 	
30	Final Stable Syllables	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v, ELAR 2.B.vii, ELAR 2.C.i, ELAR 2.C.iv, ELAR 2.C.v	Level 1: 1.D, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 3.A, 4.F, 5.A, 5.F Level 3: 1.D, 3.A, 4.F, 5.A, 5.F Level 4: 3.A, 4.F, 5.A, 5.F	Related Words	<ul style="list-style-type: none"> Substitute Initial and Final Sounds Blend and Segment Multisyllabic Words by Syllable 	

*ELPS Alignment

Level 1: Beginner
Level 2: Intermediate
Level 3: Advanced
Level 4: Advanced High

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Grade 3, Level C

	Main Skill	TEKS Alignment	ELPS Alignment*	Word Study/Morphology	
1	Short Vowels	ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Closed Syllables	
2	Long a	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Open Syllables	
3	Long o	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Vowel Team Syllables	
4	Long e	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Final Stable Syllables	
5	Long i	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Final e Syllables	
6	Long u	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Context Clues: General Clues	
7	r-Controlled Vowels (/är/, /ör/)	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	r-Controlled Vowel Syllables	
8	r-Controlled Vowels (er, ir, ur)	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Abbreviations	
9	Long oo and Short oo	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Compound Words	
10	Diphthongs /ou/ and /oi/	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Hard and Soft c and g	
11	Variant Vowel /ö/	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Final Stable Syllables	
12	Closed Syllables	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Suffixes with Spelling Changes	
13	Open Syllables	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Suffixes with Spelling Changes	
14	Final Stable Syllables	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Context Clues: Definitions, Synonyms	
15	Vowel Team Syllables	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Context Clues: Antonyms, General Clues	
16	r-Controlled Vowel Syllables	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1D, 2E, 3A, 4F, 5A, 5F Level 2: 1D, 2E, 3A, 4F, 5A, 5F Level 3: 2E, 3A, 4F, 5F Level 4: 2E, 3A, 4F, 5F	Homophones	

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Grade 3, Level C (Continued)

	Main Skill	TEKS Alignment	ELPS Alignment*	Word Study/Morphology	
17	Final e Syllables	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Adding Suffixes with Spelling Changes	
18	Unaccented Final Syllables	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Contractions	
19	Inflectional Endings -ed, -ing with Spelling Changes	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Using Morphology: Related Words	
20	Irregular Plurals	ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	More Irregular Plurals	
21	Prefixes (dis-, un-, pre-, re-)	ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.v.ii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vi	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Using Morphology: Prefixes, Roots	
22	Suffixes (-er, -or)	ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Homographs	
23	Suffixes (-able, -ful, -less, -ness, -y, -ly)	ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vi, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vii	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Using Morphology: Related Words	
24	Prefixes (im-, in-, non-, and others)	ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.v, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v, ELAR 2.B.vi	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Using Morphology: Prefixes, Roots	
25	Related Words	ELAR 2.A.i, ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1.D, 2.E, 3.D, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.D, 4.F, 5.A, 5.F Level 3: 2.E, 4.F, 5.F Level 4: 2.E, 4.F, 5.F	Using Morphology: Related Words	
26	Homophones	ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.ii, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Context Clues: Examples, Definitions	
27	Homographs	ELAR 2.A.ii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iv, ELAR 2.B.v	Level 1: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 2: 1.D, 2.E, 3.A, 4.F, 5.A, 5.F Level 3: 2.E, 3.A, 4.F, 5.F Level 4: 2.E, 3.A, 4.F, 5.F	Context Clues: Synonyms, Antonyms	
28	Compound Words	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v	Level 1: 1.D, 2.E, 3.D, 4.F, 5.F Level 2: 1.D, 2.E, 3.D, 4.F, 5.F Level 3: 2.E, 3.D, 4.F, 5.F Level 4: 2.E, 3.D, 4.F, 5.F	Using Morphology: Roots	
29	Abbreviations	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v	Level 1: 1.D, 2.E, 3.D, 4.F, 5.F Level 2: 1.D, 2.E, 3.D, 4.F, 5.F Level 3: 2.E, 3.D, 4.F, 5.F Level 4: 2.E, 3.D, 4.F, 5.F	More Abbreviations	
30	Contractions	ELAR 2.A.ii, ELAR 2.A.iii, ELAR 2.A.iv, ELAR 2.A.vii, ELAR 2.B.i, ELAR 2.B.iii, ELAR 2.B.v	Level 1: 1.D, 2.E, 3.D, 4.F, 5.F Level 2: 1.D, 2.E, 3.D, 4.F, 5.F Level 3: 2.E, 3.D, 4.F, 5.F Level 4: 2.E, 3.D, 4.F, 5.F	More Contractions	

*ELPS Alignment

Level 1: Beginner
Level 2: Intermediate
Level 3: Advanced
Level 4: Advanced High

Level K

From Phonics to Reading

Wiley Blevins



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The Teacher's Edition for Fluency Booster Practice Book is online at www.SadlierConnect.com	

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LESSON

1	Target Skill: <i>Mm</i>	9
	Alphabet: Uppercase Letters Take-Home Book: "My ABC Book"	Cumulative Assessment: Lesson 1
2	Target Skill: <i>Short a</i>	21
	Alphabet: Lowercase Letters High-Frequency Words: <i>I, can</i> Take-Home Book: "I Can"	Spell and Write Cumulative Assessment: Lessons 1–2
3	Target Skill: <i>Ss</i>	35
	Alphabet: Uppercase and Lowercase Letters High-Frequency Words: <i>see, a</i> Take-Home Book: "Sam"	Spell and Write Cumulative Assessment: Lessons 1–3
4	Target Skill: <i>Tt</i>	49
	Alphabet: Match Uppercase and Lowercase Letters High-Frequency Words: <i>the, on</i> Take-Home Book: "Sam Sat"	Spell and Write Cumulative Assessment: Lessons 1–4
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	Alphabet: Match Uppercase and Lowercase Letters High-Frequency Words: <i>like, to</i> Take-Home Book: "I Like"	Spell and Write Cumulative Assessment: Lessons 1–5

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Unit 2: Short i

LESSON

6	Target Skill: Nn	79
	High-Frequency Words: <i>is, it</i> Take-Home Book: "What Is It?"	Spell and Write Cumulative Assessment: Lessons 1–6
7	Target Skill: Short i	91
	High-Frequency Words: <i>big, little</i> Take-Home Book: "Big and Little"	Spell and Write Cumulative Assessment: Lessons 2–7
8	Target Skill: Cc	103
	High-Frequency Words: <i>my, good</i> Take-Home Book: "Good Cat"	Spell and Write Cumulative Assessment: Lessons 3–8
9	Target Skill: Ff	115
	High-Frequency Words: <i>yes, no</i> Take-Home Book: "Can It Fit?"	Spell and Write Cumulative Assessment: Lessons 4–9
10	Target Skill: Dd	127
	High-Frequency Words: <i>look, he</i> Take-Home Book: "Dan and Dad"	Spell and Write Cumulative Assessment: Lessons 5–10



Unit 3: Short o

LESSON

11	Target Skill: Hh	141
	High-Frequency Words: <i>do, you</i> Take-Home Book: "Hats"	Spell and Write Cumulative Assessment: Lessons 6–11
12	Target Skill: Short o	153
	High-Frequency Words: <i>what, this</i> Take-Home Book: "What Is This?"	Spell and Write Cumulative Assessment: Lessons 7–12
13	Target Skill: Rr	165
	High-Frequency Words: <i>and, under</i> Take-Home Book: "Uh-oh!"	Spell and Write Cumulative Assessment: Lessons 8–13
14	Target Skill: Bb	177
	High-Frequency Words: <i>or, are</i> Take-Home Book: "Good or Bad?"	Spell and Write Cumulative Assessment: Lessons 9–14
15	Target Skill: Ll	189
	High-Frequency Words: <i>up, down</i> Take-Home Book: "Up and Down"	Spell and Write Cumulative Assessment: Lessons 10–15

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LESSON

16	Target Skill: Kk	203
	High-Frequency Words: <i>she, her</i> Take-Home Book: "Run, Kim!"	Spell and Write Cumulative Assessment: Lessons 11–16
17	Target Skill: Short e	215
	High-Frequency Words: <i>make, they</i> Take-Home Book: "Ten Little Men"	Spell and Write Cumulative Assessment: Lessons 12–17
18	Target Skill: Gg	227
	High-Frequency Words: <i>where, with</i> Take-Home Book: "Where Am I?"	Spell and Write Cumulative Assessment: Lessons 13–18
19	Target Skill: Ww	239
	High-Frequency Words: <i>we, play</i> Take-Home Book: "We Will Win!"	Spell and Write Cumulative Assessment: Lessons 14–19
20	Target Skill: Xx	251
	High-Frequency Words: <i>one, have</i> Take-Home Book: "Six Boxes"	Spell and Write Cumulative Assessment: Lessons 15–20

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LESSON

21	Target Skill: Vv	265
	High-Frequency Words: <i>go, hurt</i> Take-Home Book: "The Best Vet"	Spell and Write Cumulative Assessment: Lessons 16–21
22	Target Skill: Short u	277
	High-Frequency Words: <i>day, of</i> Take-Home Book: "The Bus"	Spell and Write Cumulative Assessment: Lessons 17–22
23	Target Skill: Jj	289
	High-Frequency Words: <i>said, that</i> Take-Home Book: "What Will Jan Do?"	Spell and Write Cumulative Assessment: Lessons 18–23
24	Target Skill: Qu	301
	High-Frequency Words: <i>there, out</i> Take-Home Book: "Quick, Quick, Quick!"	Spell and Write Cumulative Assessment: Lessons 19–24
25	Target Skill: Yy	313
	High-Frequency Words: <i>all, read</i> Take-Home Book: "Yes!"	Spell and Write Cumulative Assessment: Lessons 20–25



Unit 6: Introduction to Long Vowels

LESSON

26	Target Skill: Zz	327
	High-Frequency Words: <i>for, finds</i>	Spell and Write
	Take-Home Book: "Zig, Zag, Buzz!"	Cumulative Assessment: Lessons 21–26
27	Target Skill: Short Vowel Review	339
	High-Frequency Words: <i>was, too</i>	Spell and Write
	Take-Home Book: "Lots of Fun"	Cumulative Assessment: Lessons 22–27
28	Target Skill: Single Letter Long Vowels e, i, o	351
	High-Frequency Words: <i>come, some</i>	Spell and Write
	Take-Home Book: "We Play"	Cumulative Assessment: Lessons 23–28
29	Target Skill: Final e (a_e)	363
	High-Frequency Words: <i>your, very</i>	Spell and Write
	Take-Home Book: "The Hat"	Cumulative Assessment: Lessons 24–29
30	Target Skill: Final e (o_e, i_e)	375
	High-Frequency Words: <i>use, blue</i>	Spell and Write
	Take-Home Book: "The Bike Ride"	Cumulative Assessment: Lessons 25–30

Picture, Word, and Letter Cards	387
--	------------



Learn and Blend

Directions: Listen and join in.

l...l...l...

Lick the lemons
and the limes. Ooo!



Blend It

Directions: Chorally say the sounds and read the words.

INTRODUCE

1. l	b	o	i
2. lot	hot	hill	fill
3. lap	lip	lid	lit

REVIEW

4. bad	ran	top	his
--------	-----	-----	-----

CHALLENGE

5. lips	hills	bills	bats
---------	-------	-------	------

IN CONTEXT

- Bill has a lot.
- The hill is big.

Daily Practice

Directions: Do one activity each day. Then check the box.

- ☐ **Build Fluency** Read the words each day by yourself and to a partner.
- ☐ **Mark It** Circle all the words with l.
- ☐ **Spell It** Have a partner say each word. Write the word. Check your answer.
- ☐ **Write About It** Use the words to create a story. Draw a box around words from the list that you used.

High-Frequency Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. up

2. down

Use in Context

Directions: Complete each sentence with a word from above.
Read the finished sentences to a partner.

1. Pick _____ the cat.

2. Sit _____ on the mat.

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Name _____

Up and Down



Fold

Bill ran up the hill.
He had to fill his pail.

1

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Bill ran up the hill.
Up. Up. Up!

4

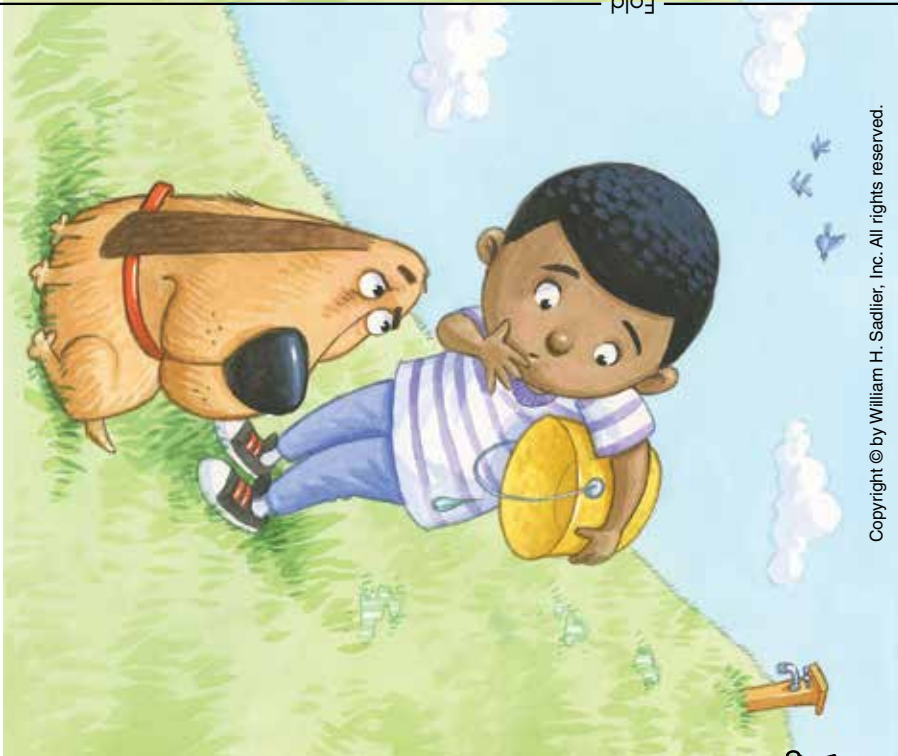
Read Connected
Text



Bill ran down the hill.
Down. Down.

D O W N!

2



Oh, no!
No water.
What did Bill do?

3

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Trace and Write

Directions: Trace and write the letters L and I. These letters stand for /l/. Say the sound each time you write the letter.

Tracing practice lines for the letter L. The first row shows two dashed L's for tracing, followed by six green dots for independent writing. The second row shows two dashed I's for tracing, followed by seven green dots for independent writing.

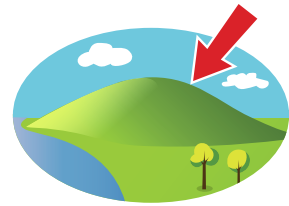
Directions: Say the name of the picture. Write LI on the line if the picture name begins with /l/.



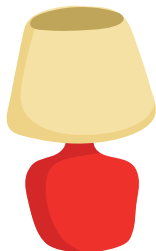
1. _____



2. _____



3. _____



4. _____



5. _____



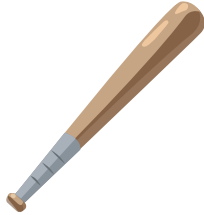
6. _____

Dictation

Think and Write

Directions: Listen to each picture name. Write the first letter of the picture name on the line.

1.

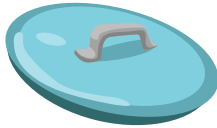


2.



Directions: Listen to each picture name. Write the letter for each sound in a separate box.

3.



--	--	--

4.



--	--	--

Listen and Spell

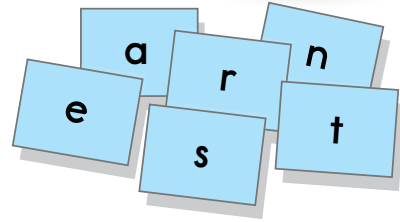
Directions: Write each word and sentence that you hear.

1.

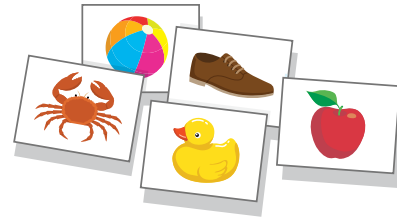
2.

Trace, Write, and Build

Directions: Trace and write each word. Then build each word with letter cards.



TRACE	WRITE
up	
down	
lot	
all	
hill	



Sort It Out

Directions: Look at the pictures on page 391. Say each picture name. Then sort the pictures by beginning sound.

Ll

Rr

What words do you know with these sounds?

Read and Write

Directions: Say the picture name. Circle the first letter of the picture name.
Write the letter on the line.

m

n

t

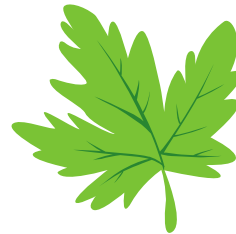


1. _____

f

l

r

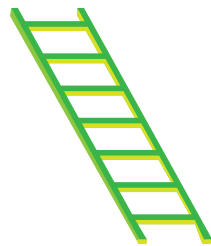


2. _____

d

l

r

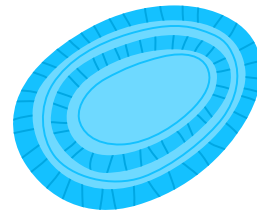


3. _____

b

d

r



4. _____

h

l

t



5. _____

d

f

l



6. _____

Build Fluency

Directions: Complete each sentence with a word from the box.

or up

1. Sam ran _____ the hill.

2. Is the fan on _____ off?

Directions: Write a sentence using each word.

3.

lid

4.

bad

Write About It

Directions: Read "Up and Down" again. Draw a picture about Bill. Write about your picture.



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Fluency Check

Directions: Listen to the child read the list below. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

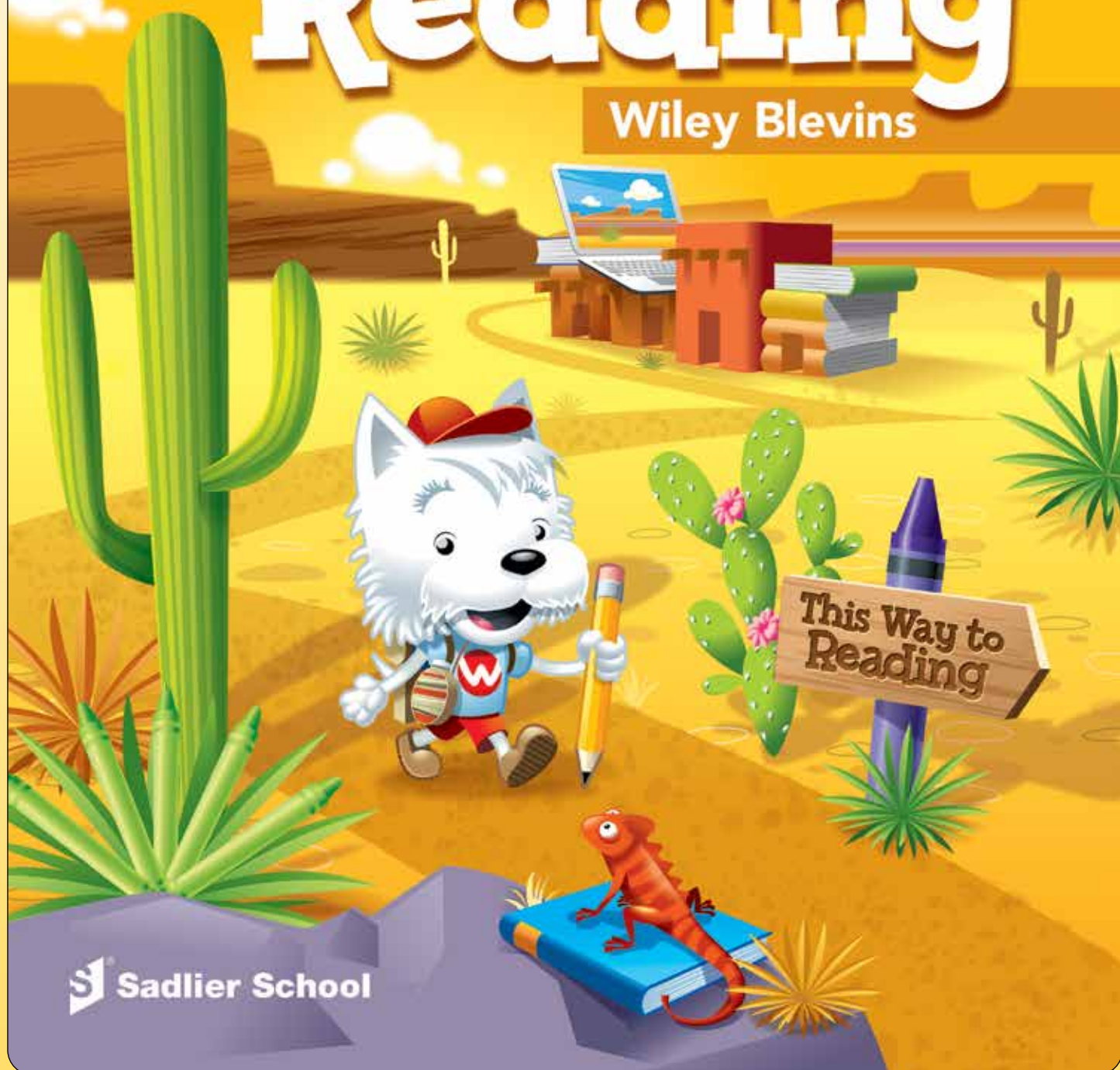
CUMULATIVE ASSESSMENT			
Lesson	Word		
15	lips	<input type="checkbox"/>	<input type="checkbox"/>
	lid	<input type="checkbox"/>	<input type="checkbox"/>
	lot	<input type="checkbox"/>	<input type="checkbox"/>
	fill	<input type="checkbox"/>	<input type="checkbox"/>
14	bats	<input type="checkbox"/>	<input type="checkbox"/>
	bad	<input type="checkbox"/>	<input type="checkbox"/>
	bit	<input type="checkbox"/>	<input type="checkbox"/>
	rob	<input type="checkbox"/>	<input type="checkbox"/>
13	ran	<input type="checkbox"/>	<input type="checkbox"/>
	rats	<input type="checkbox"/>	<input type="checkbox"/>
	rip	<input type="checkbox"/>	<input type="checkbox"/>
	rock	<input type="checkbox"/>	<input type="checkbox"/>
12	on	<input type="checkbox"/>	<input type="checkbox"/>
	mom	<input type="checkbox"/>	<input type="checkbox"/>
	top	<input type="checkbox"/>	<input type="checkbox"/>
	not	<input type="checkbox"/>	<input type="checkbox"/>
11	has	<input type="checkbox"/>	<input type="checkbox"/>
	hats	<input type="checkbox"/>	<input type="checkbox"/>
	him	<input type="checkbox"/>	<input type="checkbox"/>
	hid	<input type="checkbox"/>	<input type="checkbox"/>
10	dad	<input type="checkbox"/>	<input type="checkbox"/>
	did	<input type="checkbox"/>	<input type="checkbox"/>
	sad	<input type="checkbox"/>	<input type="checkbox"/>
	dip	<input type="checkbox"/>	<input type="checkbox"/>
Number Correct (accuracy): ____ /24			
Number Automatic (fluency): ____ /24			

TEACHER'S EDITION

Level K

From Phonics to Reading

Wiley Blevins



 Sadlier School

Introduction

Learn and Blend

Directions: Listen and join in.

l...l...l...
Lick the lemons
and the limes. Ooo!

LI

Blend It

Directions: Chorally say the sounds and read the words.

INTRODUCE

1. l	b	o	i
2. lot	hot	hill	fill
3. lap	lip	lid	lit

REVIEW

4. bad	ran	top	his
--------	-----	-----	-----

CHALLENGE

5. lips	hills	bills	bats
---------	-------	-------	------

IN CONTEXT

6. Bill has a lot.
7. The hill is big.

Daily Practice

Directions: Do one activity each day. Then check the box.

- ☐ **Build Fluency** Read the words each day by yourself and to a partner.
- ☐ **Mark It** Circle all the words with l.
- ☐ **Spell It** Have a partner say each word. Write the word. Check your answer.
- ☐ **Write About It** Use the words to create a story. Draw a box around words from the list that you used.

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Lesson 15 • LI 189

LI

OBJECTIVES

Teacher pages 189–190

- Orally blend sounds to produce words
- Know /l/ spelled l
- Decode one-syllable words
- Read irregularly spelled words

1. Phonemic Awareness

5 MIN

Oral Blending Tell children they will blend sounds to make words. Say the sound sequences below. Ask children to blend the sounds to make a word.

/l/ /i/ /d/ /h/ /i/ /l/ /b/ /e/ /l/ /l/ /o/ /g/
/l/ /i/ /t/ /l/ /i/ /s/ /t/ /l/ /a/ /p/ /l/ /a/ /m/ /p/

Provide corrective feedback by modeling how to stretch together (or sing) the sounds.

2. Introduce Sound-Spelling

10 MIN

Learn and Blend • Student Book, page 189

Read the action rhyme on Student Book, page 189. Pantomime licking a lemon or lime and scrunching your face because it's sour. Repeat and have children join in. Explain that the /l/ sound is spelled with the letter l. Point out the uppercase L and lowercase l. Then guide children to find the words *lick*, *lemons*, and *limes*. Have them underline the l in each word.

Blend It • Student Book, page 189

Guide children to say the sound for each letter in the first line and then blend the word lines and sentences. Model blending the first word. Then have children chorally blend the remaining words. Line 1 contains letters—new and review; lines 2–3 mostly LI words, with some minimal contrasts; line 4 review words to build fluency; line 5 challenge words for advanced learners or words with the week's word study skill; lines 6–7 context sentences.

Corrective Feedback When children make an error, say: *My turn*. Make the sound correctly. Have them repeat the sound. Tap under the letter and say: *What's the sound?* Have children chorally respond. Return to the beginning of the word. Say: *Let's start over*. Blend the word with children again.

LI 189

TEACHER TABLE

ENGLISH LEARNERS

Sound Transfer The /l/ sound transfers in many languages, but the spelling only transfers in Spanish, Vietnamese, Hmong, and Tagalog. Focus on articulation. Model correct mouth position (lips open). Guide children to place the tongue behind the upper front teeth and feel the vibration as they produce the sound.

Vocabulary Each day, select several words from the Blend It lines on Student Book, page 189. Focus on words whose meanings can be explained or demonstrated in a concrete way. For example, show a picture of a *hill* and *lid*. Point to your *lip* and your *lap* when you sit.

Note: Children will complete the **Daily Practice** activities on Student Book, page 189 throughout the week. Whenever you see children will return to previous pages to reinforce their learning.

Lesson 15 • Day 1

3. High-Frequency Words

5
MIN

Read-Spell-Write • Student Book, page 190

Introduce *up* and *down* using the Read-Spell-Write routine. Use Student Book, page 190.

Read Write the word in a context sentence and underline the word. Point to the word and have children chorally read it. Then, to accelerate orthographic mapping, guide children to say or tap the sounds they hear in the word.

Say: *Look up at the sky.* [Point to the word *up*.] *This is the word up. What is the word? What sounds do you hear in up? Let's say the sounds together.*

Spell Spell the word aloud and have children repeat it. Briefly point out any letter-sounds or spellings children might already know and then highlight the irregular or unknown spellings that need to be remembered “by heart.” Underline, write in a different color, or draw a heart above the letter(s).

Say: *The word up is spelled u-p. Spell it with me: u-p. What is the last letter in the word up? What sound does this letter make? (p; /p/)* Then draw a heart over the *u*. Tell children this is the part of the word they must learn by heart.

Write Ask children to write the word two times on the Student Book page as they spell it aloud.

Say: *Watch as I write the word. I will say each letter as I write it. [Model this.] Now it's your turn. Write the word two times. Say each letter as you write it.*

Note: Children will complete the **Use in Context** activity on Student Book, page 190 on Day 3.

High-Frequency Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

Use in Context

Directions: Complete each sentence with a word from above. Read the finished sentences to a partner.

190 LI • Lesson 15

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LEARNING CENTER/ENRICHMENT

LI Scramble Compose a list of six **LI** words, such as *lit*, *lid*, *lot*, *fill*, *hill*, and *let*, but scramble the letters in each word. Have children work with partners to unscramble and write the correct spelling of each word.

In addition, place other consonant games, activities, computer games, and apps in the center for children to explore and consolidate learning. Recommend that children work in the center with partners.



LI

OBJECTIVES

Teacher pages 191–193

- Orally blend sounds to produce words
- Decode words with LI
- Write uppercase and lowercase LI
- Develop print concepts (end punctuation)
- Read words with double final consonants
- Read grade-level text with understanding
- Use context to confirm word meanings
- Develop fluency

1. Phonemic Awareness

5 MIN

Oral Blending Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences. Ask children to blend the sounds together to make a word.

/l/ /a/ /p/ /l/ /i/ /p/ /h/ /i/ /l/ /h/ /o/ /p/
/r/ /a/ /t/ /r/ /a/ /t/ /s/ /b/ /e/ /t/ /b/ /e/ /s/ /t/

Provide corrective feedback by modeling how to stretch together (or sing) the sounds.

2. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say the sound. Mix the card set, then repeat.

Blend It • Revisit Student Book, page 189

Have children reread the Blend It lines to a partner. Circulate, listen in, and provide corrective feedback. Then have children complete the Mark It activity.

3. High-Frequency Words

5 MIN

Review Reteach the high-frequency words *up* and *down* using the Read-Spell-Write routine.

Extend Ask children to create oral sentences for each word. Have them say each sentence to a partner, and then write the sentence (e.g., *I hop up and down*). Prompt children to expand on one sentence by adding details (e.g., *I hop up and down on the mat*).

Read Connected Text

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Bill ran up the hill.
Up. Up. Up!

Bill ran up the hill.
He had to fill his pail.

Up and Down

Name _____

191

TEACHER TABLE

INTERVENTION

Address Learning Gaps Based on your weekly cumulative assessments, meet each day with children who have not mastered previously taught skills. Repeat the blending, dictation, and connected text reading pages. Focus on application of the skills to authentic reading and writing experiences, rather than skill-and-drill exercises. Application activities will accelerate learning.

Lesson 15 • Day 2

4. Read Connected Text

10 MIN

Take-Home Book • Student Book, pages 191–192

Guide children in a reading of “Up and Down” on Student Book, pages 191–192. First help them cut out the story and fold it in half to form a booklet.

Preview and Predict Read the title. Have children repeat. Describe the picture on the first page using key words to frontload vocabulary. Ask children to tell what they think the text is about and why, noting details in the picture and title.

First Read (Read Together) Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. For example, ask: *Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word?*

Check Comprehension Ask questions about the text. Allow children to discuss answers with a partner before you call on a child to answer. Prompt children to answer in complete sentences and find details in the text or illustrations to support their answers.

- *Why does Bill go up the hill? Point to the words that tell you. What will Bill fill the pail with? How do you know?*
- *Why isn't there any water in the pail when Bill runs back down the hill? Point to details in the picture that show what happens.*
- *Why do you think Bill's dog follows him when he goes back up the hill with his pail?*
- *What could Bill do so that the water doesn't spill out this time?*

Read Connected Text

2

Bill ran down the hill.
Down, Down.
D O W N



Oh, no!
No water.
What did Bill do?



3

192 LI • Lesson 15

INDEPENDENT/PARTNER WORK

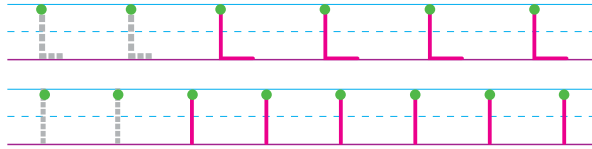
Build Fluency Have children reread the Take-Home Books from the previous five weeks to build skill mastery (if children have collected them in a folder at their desks). Assign one book for children to reread to a partner each day this week. Have the partner sign and date the story to confirm the rereading.



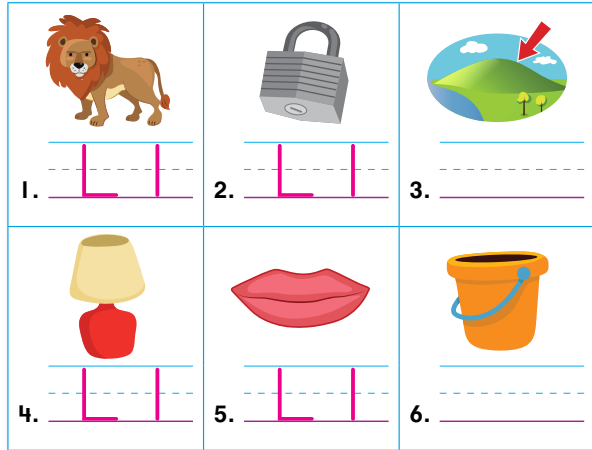
Visit [SadlierConnect.com](https://www.SadlierConnect.com) for Instructional Resources.

Trace and Write

Directions: Trace and write the letters L and I. These letters stand for /l/. Say the sound each time you write the letter.



Directions: Say the name of the picture. Write LI on the line if the picture name begins with /l/.



Lesson 15 • LI 193

TEACHER TABLE INTERVENTION

Word Study/Morphology: Double Final Consonants

Write the word *fill*. Have children read the word with you. Have a child point to the letters that stand for the /l/ sound. Remind children that when a word ends in double consonant letters, the letters stand for one sound. Say the following words one at a time: *hill, hiss, miss, mill, pill, pass, toss, loss*. Have children repeat the word and segment and count the sounds. Then write the word and have children chorally read it and count the number of letters. Guide children to identify the double final consonants that stand for one sound.

5. Print Concepts

5 MIN

Student Book, pages 191–192

Understanding How Sentences Work Use sentences from “Up and Down” to review end punctuation.

- Write on the board the sentence “Bill ran down the hill.” Point to each word as you track the print. Guide children to count the words and identify the end punctuation.
- Then write “What will Bill do?” Point to the question mark. Have children explain its use. Repeat with the phrase “Oh, no!” and the use of an exclamation mark to show strong feeling.
- Name an end mark, such as exclamation mark. Have partners find and read all the sentences or phrases with this end mark.

6. Word Study/Morphology

5 MIN

Double Final Consonants Say the word *hill* and have children segment the word into individual sounds. Ask: *How many sounds do you hear in the word hill? That’s right, three: /h/ /i/ /l/, hill.*

Write the word *hill*. Have children chorally read the word and count the number of letters. Underline the letters *ll*. Say: *The word hill has four letters but only three sounds. The double final consonants ll together stand for one sound, /l/.* Repeat the routine with the following words: *Bill, fill, miss, pass, toss*.

7. Handwriting

5 MIN

Student Book, page 193

Trace and Write Model how to form LI.

Have children trace and then write LI. Remind children to say the letter’s name and sound each time they trace or write it. This will accelerate their mastery of the letter-sound connection.

Say each picture name. Have children repeat. If the picture name begins with /l/, children write LI.

Children can complete much of this page during independent work time. Monitor children’s writing of LI. Provide corrective feedback and support.

Lesson 15 • Day 3

LI

OBJECTIVES

Teacher pages 194–195

- Recognize and produce rhyme
- Read and spell words with /l/ spelled l
- Build and write words
- Read irregularly spelled words

1. Phonemic Awareness

5 MIN

Recognize and Produce Rhyme Say three words: *hill, fan, bill*. Ask: *Which two words rhyme? Listen: /h/ /il/, hill; /b/ /il/, bill. Hill and bill rhyme because they both end in /il/.* Then ask children to name other words that rhyme with *hill* and *bill*. Continue with these word sets.

met, lit, fit bell, mud, tell lot, pot, gap
mill, will, sell left, let, pet land, send, band

2. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say the sound. Mix the card set, then repeat.

Blend It • Revisit Student Book, page 189

Have children whisper-read the Blend It lines independently. Circulate and listen in. Point to words in random order for children to read.

3. High-Frequency Words

5 MIN

Review Review the high-frequency words *up* and *down* using the Read-Spell-Write routine.

Use In Context • Revisit Student Book, page 190

Guide children to complete the Use in Context sentences on Student Book, page 190. When completed, have children read their sentences to a partner. Circulate and listen in.

Cumulative Sentence Review Have children record these sentences in their journals. Have them practice reading these and all previous sentences independently and with a partner to build fluency.

194 Lesson 15

Dictation

Think and Write

Directions: Listen to each picture name. Write the first letter of the picture name on the line.

1.



b

2.



l

Directions: Listen to each picture name. Write the letter for each sound in a separate box.

3.



l	i	d
---	---	---

4.



m	o	p
---	---	---

Listen and Spell

Directions: Write each word and sentence that you hear.

1. lot

2. Sit on my lap.

194

LI • Lesson 15

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INDEPENDENT/PARTNER WORK

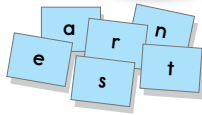
Spell Words Have children complete the Spell It activity in Daily Practice on Student Book, page 189 with partners. Prompt each child to select five words for their partner to write. Have them use the words on the Student Book page to self-correct their work.



Visit SadlierConnect.com for Instructional Resources.

Trace, Write, and Build

Directions: Trace and write each word. Then build each word with letter cards.



TRACE	WRITE
up	up
down	down
lot	lot
fill	fill
hill	hill

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Lesson 15 • LI 195

4. Dictation

5 MIN

Think and Write • Student Book, page 194

Connect children's growing phonics skills to writing.

- Say the name of each picture for items 1 and 2. Have children repeat. Then have them write the letter for the first sound in the picture name.
- Say the word *lid*. Model segmenting the word sound by sound. Move your hand from left to right as you go from one sound to the next (/l/ /i/ /d/). Have children repeat. Ask: *How many sounds are in the word lid?*
- Guide children to connect each sound to a spelling. Say: *What is the first sound in lid? That's right, /l/. What letter do we write for that sound?* [Write the letter l.] *What is the next sound in lid? Yes, it's /i/. What letter have we learned for the short i sound? (i) What is the last sound in lid? That's right, /d/. What letter do we write for that sound?* [Write the letter d.]
- Have children complete item 4 on their own. When completed, write the answers for children to self-correct their work.



Note: Children will complete the **Listen and Spell** activity on Student Book, page 194 on Day 4.

5. Word Building

10 MIN

Trace, Write, and Build • Student Book, page 195

Guide children to trace, write, and then build with letter cards the following words on Student Book, page 195: *up, down, lot, fill, hill*.

- Have children use their letter cards (if they have saved them in re-sealable bags). The letter cards appear on Student Book, pages 399–400 and are available in Instructional Resources at SadlierConnect.com.
- Circulate and provide support as needed. Remind children to spell aloud the words when they trace and write them.
- This activity can be completed during independent work time.

TEACHER TABLE INTERVENTION

Think and Write Repeat the Think and Write activity on Student Book, page 194 with children who struggle.

- Use sound boxes and counters in items 3 and 4. Stretch the sounds in the first word. Place one counter in each box as you move from sound to sound. Have children repeat.
- Then model how to connect each sound with a spelling. For example, ask: *What is the first sound in lid? What spelling do we write for the /l/ sound?* Refer children to sound-spelling cards or your alphabet wall frieze. Remove the counter and replace it with the letter *l*.
- Guide children to orally segment the remaining word, then replace each counter with a spelling. Continue with words such as: *lap, rip, back*.

Lesson 15 • Day 4

LI

OBJECTIVES

Teacher pages 196–198

- Isolate beginning, medial, and ending sounds in words
- Decode words with /l/ spelled l
- Sort words with /l/ and /r/
- Read irregularly spelled words
- Develop fluency

1. Phonemic Awareness

5 MIN

Isolate Beginning, Medial, and Ending Sounds

Tell children you will say a word. They will say the sound they hear at the beginning, in the middle, or at the end of the word. Provide corrective feedback.

(beginning) in pin ran mop

(middle) hill lap pop lock

(end) fill sad back map

2. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say the sound. Mix the card set, then repeat.

3. Sound Sort

5 MIN

Open Sort Help children find and cut out the picture cards on Student Book, page 391. Say each picture name with children to make sure they know all the words. Have partners discuss ways to sort the words. Invite children to share their ideas and model their sorts. This is a good way to see how they are thinking about words and sounds.

Sort It Out • Student Book, page 196

Closed Sort Tell children that they will now sort the words according to the beginning sound: /l/ or /r/. Model sorting the first picture. Then have children place each picture card in the correct column. Circulate and ask children why they are putting specific pictures into each column. When completed, have children say the picture names in each column.

196 Lesson 15

Sound Sort

Sort It Out

Directions: Look at the pictures on page 391. Say each picture name. Then sort the pictures by beginning sound.



LI	Rr

What words do you know with these sounds?

Accept words with l and r.

196 LI • Lesson 15

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INDEPENDENT/PARTNER WORK




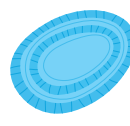


Reread Connected Text Have partners reread “Up and Down” on Student Book, pages 191–192. Ask children to list any words they struggle with. Review these with children as time permits.



Visit SadlierConnect.com for Instructional Resources.

Read and Write

Directions: Say the picture name. Circle the first letter of the picture name. Write the letter on the line.

<p>m</p> <p>n</p> <p>t</p>  <p>1. <u> m </u></p>	<p>f</p> <p>l</p> <p>r</p>  <p>2. <u> l </u></p>
<p>d</p> <p>l</p> <p>r</p>  <p>3. <u> l </u></p>	<p>b</p> <p>d</p> <p>r</p>  <p>4. <u> r </u></p>
<p>h</p> <p>l</p> <p>t</p>  <p>5. <u> l </u></p>	<p>d</p> <p>f</p> <p>l</p>  <p>6. <u> l </u></p>

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Lesson 15 • LI 197

Check and Discuss: Rules/Generalizations

Review the picture names in each sort category. Ask children what they learned about these words from doing the sort. Guide children to understand that the /l/ and /r/ sounds are formed differently. For example, to make the /l/ sound, you lightly touch the front of your tongue behind the upper front teeth and let your breath out. You don't for /r/. Have children name other words with /l/ and /r/. Point out that this letter-sound awareness will help them in spelling and reading **LI** words.

4. Independent Practice

5 MIN

Read and Write • Student Book, page 197

Guide children to complete Read and Write independently. Have children select and write the correct letter for the beginning sound in each picture name. Use the page as an informal assessment of children's developing ability to identify words that begin with the /l/ sound.

5. Dictation

5 MIN

Listen and Spell • Revisit Student Book, page 194

Have children complete the Listen and Spell activity.

- Say the following word: 1. *lot*. Have children write the word. Then have children write the following sentence: 2. *Sit on my lap*. Write the answers for children to self-correct their work.
- Use the dictation activity to analyze spelling errors and provide corrective feedback and additional instruction and practice at the Teacher Table.

For example, some children might have trouble connecting the /l/ sound with **LI**. Help children move past that by giving them additional practice sorting, reading, and building **LI** words. Teach children a small set of high-utility words with **LI** (e.g., *lap*, *lip*, *lot*). Have them write the words in their journals to use as a reference.

TEACHER TABLE INTERVENTION

Think and Write Repeat the Listen and Spell activity on Student Book, page 194 with children who struggle.

- Use sound boxes and counters. Stretch the sounds in the word *lot*. Place one counter in each box as you move from sound to sound. Have children repeat.
- Then model how to connect each sound with a spelling. For example, ask: *What is the first sound in lot? What spelling have we learned for the /l/ sound?* Refer children to sound-spelling cards or your alphabet wall frieze. Remove the counter and replace it with the letter *l*.
- Guide children to orally segment the word *lap* in the sentence, then replace each counter with a spelling. Reinforce the importance of starting a sentence with an uppercase letter and ending it with the correct end mark.

Lesson 15 • Day 4

6. Read Connected Text

5 MIN

Take-Home Book • Student Book, pages 191–192

Guide children through a second read of “Up and Down.”

Second Read (Develop Fluency) Have children whisper-read the book or read it to a partner. Circulate, listen in, and provide corrective feedback.

Retell and Write Have children retell the text to a partner in their own words. They can use the illustrations as cues to their retellings. Then have children write a response to the story. Use this sentence frame for children needing support: *Bill ran up the _____*. Encourage drawings.

7. Cumulative Review

5 MIN

Build Fluency • Student Book, page 198

Guide children to complete Cumulative Review. This activity can be done during independent work time.

- Have children complete items 1 and 2 using a high-frequency word from the box.
- Have children write a sentence using the word provided in items 3 and 4.
- Use the cumulative review to determine children’s skill needs.
- For children needing additional support, write the week’s high-frequency words on separate index cards. Display one word at a time. Have children read, spell aloud, then build the word with letter cards. If time allows, include a few high-frequency words from previous weeks.

Cumulative Review

Build Fluency

Directions: Complete each sentence with a word from the box.

or up

1. Sam ran up the hill.

2. Is the fan on or off?

Directions: Write a sentence using each word. Sample answers below.

3. lid The lid is on the pot.

4. bad The cat is not bad.

198 LI • Lesson 15

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HOME-SCHOOL CONNECTION

Build Fluency At the end of the week, have children take “Up and Down” home to read to their families. Ask children to return the book to school and place it in their Take-Home Book folders to reread in future weeks to build fluency. Frequent repeated readings of these and other stories containing LI words and words with previously taught skills will help to accelerate children’s phonics mastery.

As an alternative, write five sentences each week containing words with the target skill. Have children record these sentences in their journals and practice rereading them to build fluency:

1. Is the hill big or little?
2. I can hop up and down.
3. The pot has a lid.
4. The cat is on my lap.
5. I like you.



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Write About It

Directions: Read "Up and Down" again. Draw a picture about Bill. Write about your picture.



Check children's drawings.

Answers will vary.

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Lesson 15 • LI 199

LI**OBJECTIVES**

Teacher page 199

- Isolate beginning, medial, and ending sounds in words
- Decode words with LI
- Read irregularly spelled words
- Develop fluency
- Write a response to a reading

1. Phonemic Awareness

5 MIN

Isolate Beginning, Medial, and Ending Sounds

Tell children you will say a word. They will say the sound they hear at the beginning, in the middle, or at the end of the word. Provide corrective feedback.

(beginning)	jam	will	chop	link
(middle)	bell	lip	catch	hum
(end)	fell	led	big	luck

2. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say the sound. Mix the card set, then repeat.

3. High-Frequency Words

5 MIN

Build Fluency • Revisit Student Book, page 190

Review Write *up* and *down*. Have children chorally read each word. Then have them read their completed sentence frames from page 190.

4. Writing Extension

10 MIN

Take-Home Book • Student Book, pages 191–192

Have children reread "Up and Down" to themselves. Circulate and ask children to read a few sentences to you to check on their growing fluency.

Write About It • Student Book, page 199

Tell children to draw and write about Bill. Then have them share their responses with partners, get feedback, and revise as needed.

INDEPENDENT/PARTNER WORK

Build Fluency While you administer the Fluency Check on Student Book, page 200 to a small number of students, have the remaining children reread previous stories in their Take-Home Book folders, practice reading the words on the Fluency Check with a partner, and/or complete the Write About It activity in Daily Practice on Student Book, page 189.

Lesson 15 • Day 5

PROGRESS CHECK

- Assess children's growing decoding skills

5. Cumulative Assessment

5 MIN

Fluency Check • Student Book, page 200

Assessment of phonics skills must be done over an extended period of time to ensure mastery. Weekly assessments focusing on one skill often give “false positives.” That is, they show movement toward learning, but not mastery. If the skill is not practiced systematically and purposefully for subsequent weeks, learning can decay. Cumulative assessments help you determine which skills have truly been mastered. All skills should be evaluated based on two factors: accuracy and fluency.

Administer the Cumulative Assessment.

- Select a small group of children to assess this week. Note that the goal is to cycle through all the children every 3–4 weeks.
- One at a time, ask children to read the cumulative word list. Make one check for every word read correctly (accuracy) and one check for every word read automatically (fluency). Record the results on the Student Fluency Report on page 141C. You may want to note any misreadings on the form.
- Use the Small Group Planners on pages 399–400 to modify the Teacher Table small group instruction and practice in the upcoming weeks.
- While you are assessing the small group of children, have the children not selected for this week's assessment read the cumulative word lists to partners. Have children take home the list to practice reading with their families to display their growing reading abilities.

For more information on Assessment Options, see pages xxiii and xxiv of this Teacher's Edition.

Cumulative Assessment

Fluency Check

Directions: Listen to the child read the list below. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT					
Lesson			Word		
15	lips	<input type="checkbox"/> <input type="checkbox"/>	12	on	<input type="checkbox"/> <input type="checkbox"/>
	lid	<input type="checkbox"/> <input type="checkbox"/>		mom	<input type="checkbox"/> <input type="checkbox"/>
	lot	<input type="checkbox"/> <input type="checkbox"/>		top	<input type="checkbox"/> <input type="checkbox"/>
	fill	<input type="checkbox"/> <input type="checkbox"/>		not	<input type="checkbox"/> <input type="checkbox"/>
14	bats	<input type="checkbox"/> <input type="checkbox"/>	11	has	<input type="checkbox"/> <input type="checkbox"/>
	bad	<input type="checkbox"/> <input type="checkbox"/>		hats	<input type="checkbox"/> <input type="checkbox"/>
	bit	<input type="checkbox"/> <input type="checkbox"/>		him	<input type="checkbox"/> <input type="checkbox"/>
	rob	<input type="checkbox"/> <input type="checkbox"/>		hid	<input type="checkbox"/> <input type="checkbox"/>
13	ran	<input type="checkbox"/> <input type="checkbox"/>	10	dad	<input type="checkbox"/> <input type="checkbox"/>
	rats	<input type="checkbox"/> <input type="checkbox"/>		did	<input type="checkbox"/> <input type="checkbox"/>
	rip	<input type="checkbox"/> <input type="checkbox"/>		sad	<input type="checkbox"/> <input type="checkbox"/>
	rock	<input type="checkbox"/> <input type="checkbox"/>		dip	<input type="checkbox"/> <input type="checkbox"/>
Number Correct (accuracy): ____ /24					
Number Automatic (fluency): ____ /24					

200

LI • Lesson 15

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TEACHER TABLE

ASSESSMENT

Extend the Assessment You may wish to also check on children's growing ability to spell this week's high-frequency words and words with LI and previously taught phonics skills. Use these words: *lot, up, down, bit, hats*. This assessment does not have to be administered individually.



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From Phonics to Reading

Wiley Blevins



 Sadlier School

Name _____

Fill the Bins



Fold

Bill has bins to fill.

1

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Fold

Up and down.
Up and down.
Bill fills the bins!

4

Decodable Text
Lesson 15



Up. Up. Up.
Bill picks and picks.

2



Down. Down. Down.
Bill fills the bins.

3

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Directions: Read “Fill the Bins” again.
Then answer the questions.

- 1.** Who has to fill the bins?
Write the name.

- 2.** What does Bill gather?
Draw your answer.

- 3.** Bill worked hard to gather apples and fill the bins.
When did you work hard to do a job?
Draw and write about it.

I

Writing

Write About It

Directions: Read "Fill the Bins" again. Draw a picture to show what Bill does to fill the bins. Write about your picture.



Handwriting practice lines consisting of three sets of horizontal lines: a solid blue top line, a dashed blue middle line, and a solid purple bottom line.

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Level A

From Phonics to Reading

Wiley Blevins

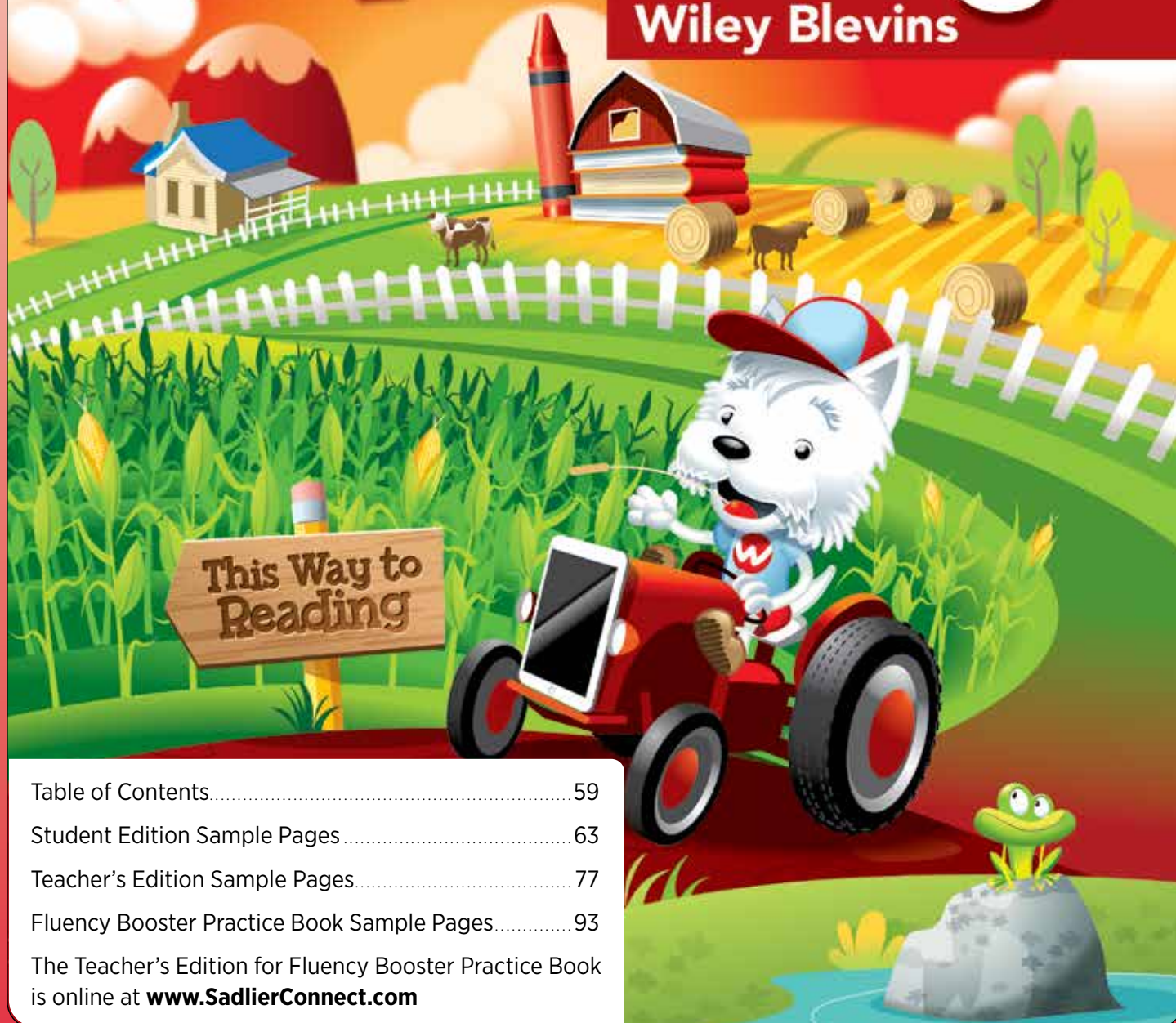


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The Teacher's Edition for Fluency Booster Practice Book is online at www.SadlierConnect.com	

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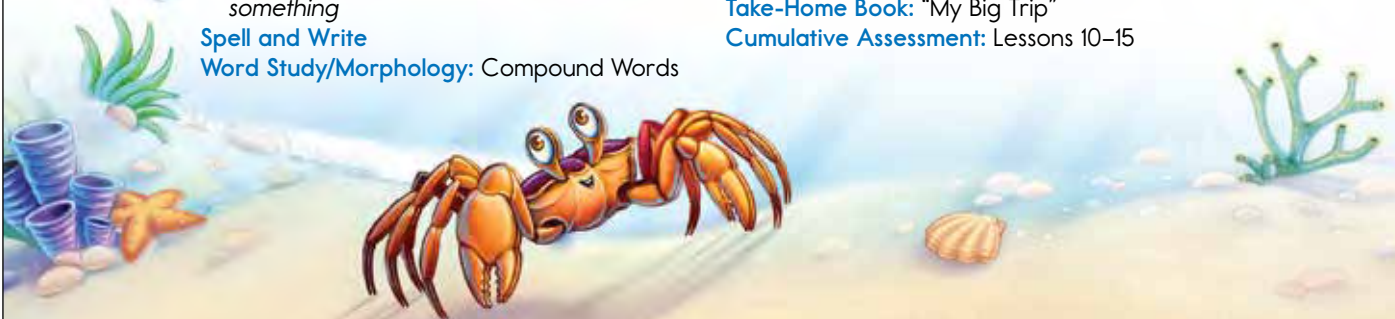
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Letter and Word Cards 439



Learn and Blend

Directions: Listen and join in.

A as in ant.

A as in late.

A as in apron, pay,
and wait.

Long a

a ai

ay a_e

Blend It

Directions: Chorally read the words.

INTRODUCE

- | | | | | | |
|---|------|-------|-------|-------|-------|
| 1. ran | rain | plan | plain | sad | say |
| 2. may | pay | play | say | stay | stray |
| 3. pail | sail | tail | trail | train | brain |
| 4. chain | tray | faint | nail | paint | raise |
| 5. "Rain, rain, go away," yelled Gail. | | | | | |
| 6. I had to wait all day for the train to come. | | | | | |

REVIEW

- | | | | | | |
|----------|-------|------|------|-------|------|
| 7. go | she | hope | cute | ride | same |
| 8. bring | ranch | chop | sink | pitch | when |

CHALLENGE

- | | | | |
|---------|---------|-----|----------|
| 9. rain | rainbow | day | birthday |
|---------|---------|-----|----------|

Daily Practice

Directions: Do one activity each day. Then check the box.

- ☐ **Build Fluency** Read the words each day by yourself and to a partner.
- ☐ **Mark It** Circle all the words with **ai**. Underline all the words with **ay**.
- ☐ **Spell It** Have a partner say each word. Write the word. Check your answer.
- ☐ **Write About It** Use the words to create a story. Draw a box around the words from the list that you used.

High-Frequency Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. away

2. one

3. doesn't

4. something

Use in Context

Directions: Complete each sentence with a word from above. Read the finished sentences to a partner.



1. My dog _____ like to play catch.

2. _____ big is inside that box.

3. _____ day I will ride in a train.

4. "Go _____ !" yelled Kate.

Connected Text

Directions: Read the clues. Then answer the questions.

What Will I Paint?

1. I will paint something big.
It runs on tracks all day.
It goes fast. You may ride it if you pay.
What will I paint? (Answer: train)
2. I will paint something wet.
It is in the big gray clouds.
When it comes down, you may stay inside.
What will I paint? (Answer: rain)
3. I will paint an animal. It has a little shell.
It doesn't go fast.
What will I paint? (Answer: snail)



Interact with the Text

Directions: Mark the text.

1. Circle all the words with **long a** spellings.
2. Draw a box around the words that rhyme with **say**.

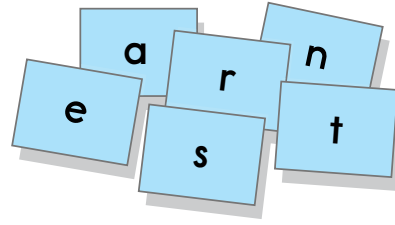
Directions: Write about the text.

3. What did the child paint? Tell a partner. Then write about it.

Word Sort

Sort It Out

Directions: Read each word. Then sort the words.
Write each word in the correct box.



gray may nail paint play
rain sail say stay train

ai

ay

What did you learn about how words work?

Think and Write

Directions: Listen to each picture name.

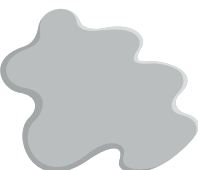
Write the spelling for each sound in a separate box.

1.



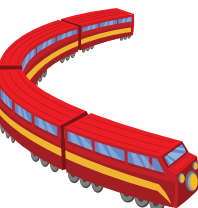
--	--	--

2.



--	--	--

3.



--	--	--	--

Listen and Spell

Directions: Write each word and sentence that you hear.

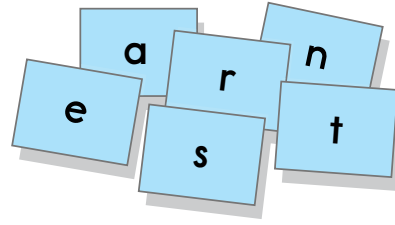
1.

2.

3.

4.

5.



Make New Words

Directions: Make words with the letter cards on page 444.

Write the words on the lines.

[illegible]



Name _____

My Big Trip



Spain is a fun place to visit.
When I go away next spring,
maybe I will go back.
But I hope it doesn't rain
again!

4

Last May, I went to Spain.
It was a fun trip.
What did I do there?
Take a look!

1

Read Connected
Text



One day, I rode in a train.

I paid a lot for the ride.

I went to see a museum.

I had to wait in a long line to
get inside.

2



The next day, it rained.

I went to see a castle.

A castle is a big home for a
king and queen.

But the King of Spain doesn't
live in this one.

3

218

Long a • Lesson 15

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Compound Words

Directions: Write the name of each picture. Use the words in the box. Then combine the picture names to make a compound word. Draw a picture above the word you made.

brush rain foot tooth box ball mail bow



1. _____ + _____ = _____



2. _____ + _____ = _____



3. _____ + _____ = _____



4. _____ + _____ = _____

Independent
Practice

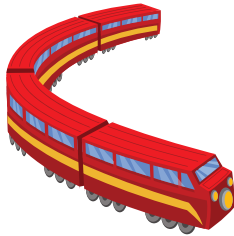
Read and Write

Directions: Say each picture name. Circle the word for the picture.
Write it on the line.

chain

train

tray



1. _____

sail

scale

snail

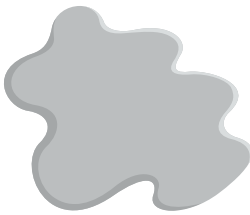


2. _____

grain

grade

gray



3. _____

pain

paint

pants



4. _____

spray

stay

stray



5. _____

pay

plane

play



6. _____

Build Fluency

Directions: Complete each sentence. Use at least one word with **ai** or **ay**.

1. He doesn't _____.

2. Who will _____?

3. My school _____.

4. Don't use _____.

Directions: Write a sentence using each word pair.

5. race, snail _____

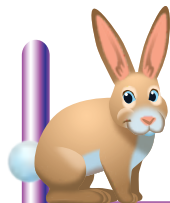
6. hope, stay _____

Word Ladder

Directions: Listen to each clue. Then write the word.
Start at the bottom and climb to the top.

A color

Add one letter.



A beam of light

Change one letter.

Past tense of "run"

Take away one letter.

It falls from the clouds.

Take away one letter.

This runs on a track.
Choo choo!

Change one letter.

Start →

g r a i n

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Write About It

Directions: Read "My Big Trip" again.
Write what you learned about Spain.



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Fluency Check

Directions: Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

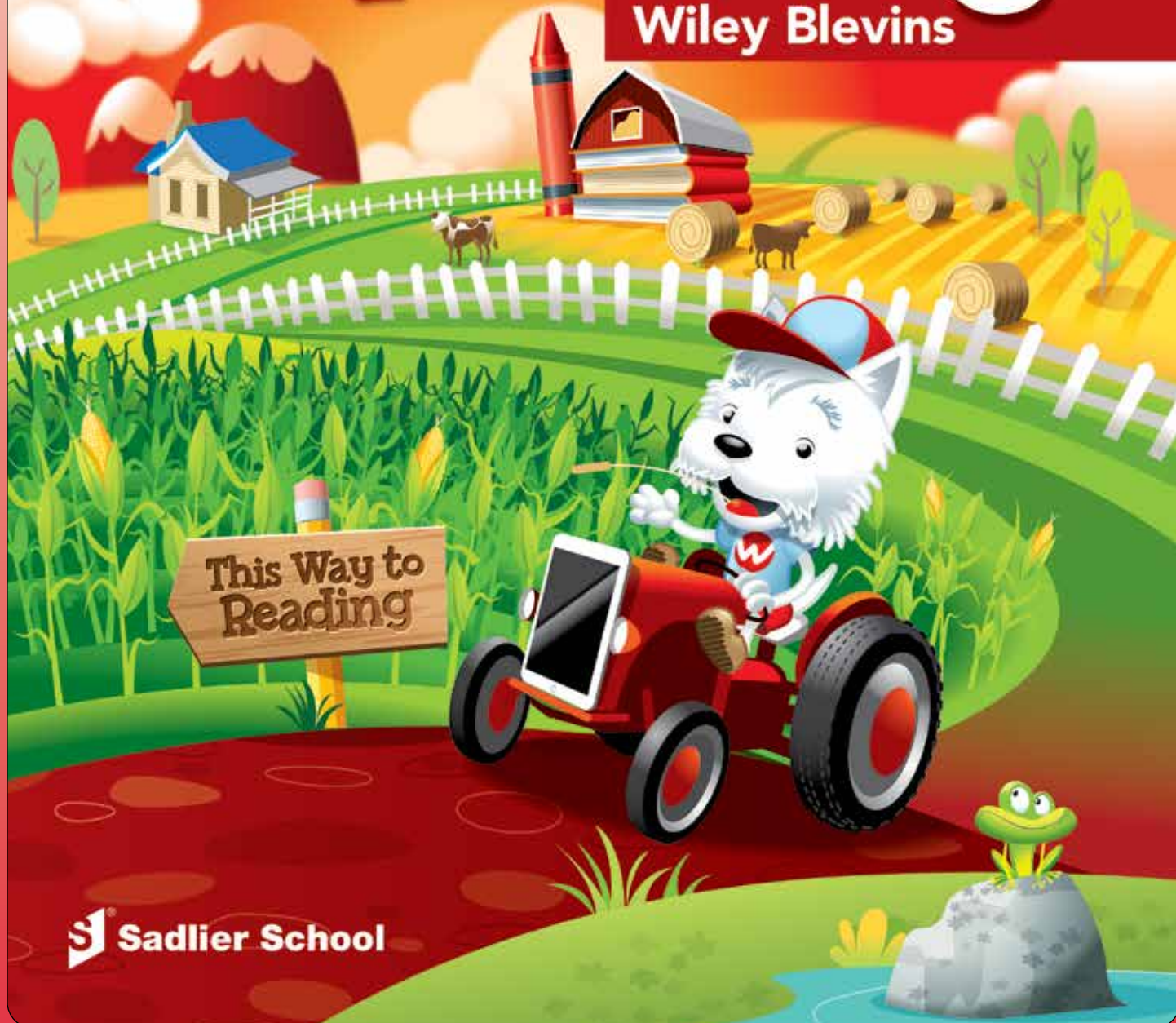
CUMULATIVE ASSESSMENT							
Lesson	Word			Lesson	Word		
15	brain	<input type="checkbox"/>	<input type="checkbox"/>	12	bake	<input type="checkbox"/>	<input type="checkbox"/>
	gray	<input type="checkbox"/>	<input type="checkbox"/>		side	<input type="checkbox"/>	<input type="checkbox"/>
	sway	<input type="checkbox"/>	<input type="checkbox"/>		place	<input type="checkbox"/>	<input type="checkbox"/>
	paintbrush	<input type="checkbox"/>	<input type="checkbox"/>		fine	<input type="checkbox"/>	<input type="checkbox"/>
14	we	<input type="checkbox"/>	<input type="checkbox"/>	11	long	<input type="checkbox"/>	<input type="checkbox"/>
	hi	<input type="checkbox"/>	<input type="checkbox"/>		bank	<input type="checkbox"/>	<input type="checkbox"/>
	go	<input type="checkbox"/>	<input type="checkbox"/>		sunk	<input type="checkbox"/>	<input type="checkbox"/>
	she	<input type="checkbox"/>	<input type="checkbox"/>		string	<input type="checkbox"/>	<input type="checkbox"/>
13	rope	<input type="checkbox"/>	<input type="checkbox"/>	10	chip	<input type="checkbox"/>	<input type="checkbox"/>
	hoping	<input type="checkbox"/>	<input type="checkbox"/>		when	<input type="checkbox"/>	<input type="checkbox"/>
	these	<input type="checkbox"/>	<input type="checkbox"/>		bunch	<input type="checkbox"/>	<input type="checkbox"/>
	huge	<input type="checkbox"/>	<input type="checkbox"/>		matching	<input type="checkbox"/>	<input type="checkbox"/>
Number Correct (accuracy): ____ /24							
Number Automatic (fluency): ____ /24							

TEACHER'S EDITION

Level A

From Phonics to Reading

Wiley Blevins



 Sadlier School

Introduction

Learn and Blend

Directions: Listen and join in.

A as in ant.
A as in late.
A as in apron, pay,
and wait.



Long a

a ai
ay a_e

Blend It

Directions: Chorally read the words.

INTRODUCE

1. ran rain plan plain sad say
2. may pay play say stay stray
3. pail sail tail trail train brain
4. chain tray faint nail paint raise
5. "Rain, rain, go away," yelled Gail.
6. I had to wait all day for the train to come.

REVIEW

7. go she hope cute ride same
8. bring ranch chop sink pitch when

CHALLENGE

9. rain rainbow day birthday

Daily Practice

Directions: Do one activity each day. Then check the box.

- ☐ **Build Fluency** Read the words each day by yourself and to a partner.
- ☐ **Mark It** Circle all the words with *ai*. Underline all the words with *ay*.
- ☐ **Spell It** Have a partner say each word. Write the word. Check your answer.
- ☐ **Write About It** Use the words to create a story. Draw a box around the words from the list that you used.

Lesson 15 • Long a 211

Long a

OBJECTIVES

Teacher pages 211–212

- Distinguish long *a* and short *a* vowel sounds
- Blend sounds to produce words
- Know vowel team sound-spellings
- Decode one-syllable words
- Read irregularly spelled words

1. Phonemic Awareness

5 MIN

Oral Blending Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences:

/ā/ /t/ /g/ /ā/ /t/ /r/ /ā/ /n/ /p/ /ā/ /n/ /m/ /ā/
/m/ /ā/ /n/ /b/ /ā/ /k/ /p/ /ā/ /n/ /t/

Ask children to blend the sounds together to make a word. Provide corrective feedback by modeling how to stretch together (or sing) the sounds. Introduce **long a** using the sound-spellings in Learn and Blend.

2. Introduce Sound-Spelling

10 MIN

Learn and Blend • Student Book, page 211

Review **long a** spelled *a_e*. Point out that the **long a** sound /ā/ can also be spelled *ai* and *ay*. Write *train* and *late*, underline the **long a** spelling in each word, and model blending. Then read aloud the rhyme several times. Prompt children to join in, emphasizing that the letter *a* has two sounds—the **long a** sound /ā/ and the **short a** sound /a/.

Blend It • Student Book, page 211

Model blending the first two words in Line 1. Contrast the **short a** and **long a** sounds. Then have children chorally blend the remaining words. Lines 2–4 contain **long a** words and get progressively more complex; 5–6 contain context sentences; 7–8 review words to build fluency; 9 challenge words for advanced learners.

Corrective Feedback When children make an error, say: *My turn*. Make the sound correctly. Have them repeat it. Tap under the letter and say: *What's the sound?* Have children chorally respond. Return to the beginning of the word. Say: *Let's start over*. Blend the word with children again.

Long a 211

TEACHER TABLE

ENGLISH LEARNERS

Sound Transfer In Cantonese, Vietnamese, and Hmong, there is only an approximate transfer for the **long a** sound. Focus on articulation. Model correct mouth position. Contrast /a/ and /ā/. Have children make each sound to feel the difference.

Vocabulary Each day, select several words from the Blend It lines on Student Book, page 211. Focus on words whose meanings can be explained or demonstrated in a concrete way. For example, show a picture of *rain*, *play*, *train*, *chain*, and an animal *tail*. Pantomime how to *paint* or *pay* for something.

Note: Children will complete the **Daily Practice** activities on Student Book, page 211 throughout the week. Whenever you see children will return to previous pages to reinforce their learning.

Lesson 15 • Day 1

3. High-Frequency Words

5 MIN

Read-Spell-Write • Student Book, page 212

Introduce *away*, *one*, *doesn't*, and *something* using the Read-Spell-Write routine.

Read Write the word in a context sentence and underline the word. Point to the word and have children chorally read it. Then, to accelerate orthographic mapping, guide children to say or tap the number of syllables they hear in the word.

Say: *The cat ran away fast.* [Point to the word *away*.] *This is the word away. What is the word? How many syllables do you hear in away? Let's say the sounds in each syllable together.*

Spell Spell the word one syllable at a time and have children repeat it. Briefly point out any known spellings and then highlight the irregular or unknown spellings that need to be remembered “by heart.” Underline, write in a different color, or draw a heart above these letters.

Say: *The word away has two syllables: a-way. Spell it with me: a-w-a-y. How many sounds do you hear in the syllable a? What letter do we write for this sound? How many sounds do you hear in the syllable way? What letters do we write for these sounds? Point out that the spelling of the first syllable of *away* is the part of the word children need to learn by heart.*

Write Ask children to write the word two times on Student Book, page 212 as they spell it aloud.

Say: *Watch as I write the word. I will say each letter as I write it.* [Model this.] *Now it's your turn. Write the word two times. Say each letter as you write it.*



Note: Children will complete the **Use in Context** activity on Student Book, page 212 on Day 3.

212 Lesson 15

High-Frequency Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. away *away away*
2. one *one one*
3. doesn't *doesn't doesn't*
4. something *something something*

Use in Context

Directions: Complete each sentence with a word from above. Read the finished sentences to a partner.



1. My dog *doesn't* like to play catch.
2. *Something* big is inside that box.
3. *One* day I will ride in a train.
4. "Go *away* !" yelled Kate.

212 Long a • Lesson 15

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LEARNING CENTER/ENRICHMENT

Spelling Patterns Create long a trains. Write long a words with *a_e*, *ai*, and *ay* on index cards. Have children create trains by connecting all the words with the same spelling for long a. Have children read each word train to a partner.

In addition, place other long vowel games, activities, computer games, and apps in the center for children to explore and consolidate learning. Recommend that children work in the center with partners.



Visit SadlierConnect.com for Instructional Resources.

Connected Text

Directions: Read the clues. Then answer the questions.

What Will I Paint?

1. I will paint something big.
It runs on tracks all day.
It goes fast. You may ride it if you pay.
What will I paint? (Answer: train)
2. I will paint something wet.
It is in the big gray clouds.
When it comes down, you may stay inside.
What will I paint? (Answer: rain)
3. I will paint an animal. It has a little shell.
It doesn't go fast.
What will I paint? (Answer: snail)



Interact with the Text

Directions: Mark the text.

1. Circle all the words with long a spellings.
2. Draw a box around the words that rhyme with say.

Directions: Write about the text.

3. What did the child paint? Tell a partner. Then write about it.

Sample answer: She painted a train.

OBJECTIVES

Teacher pages 213–214

- Read grade-level text with understanding
- Use context to confirm word meanings
- Sort words by common spelling patterns

4. Read Connected Text

10 MIN

Connected Text • Student Book, page 213

Guide children in a reading of “What Will I Paint?”

- Read the title. Have children repeat. Point out the question-and-answer format of the story.
- Have children point to each word as they chorally read it aloud.
- If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. For example, ask: *Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word?*
- Ask questions about the text to check comprehension. Allow children to discuss answers with a partner before you call on a child to answer. Prompt children to answer in complete sentences and find details in the text to support their answers. Say:

What is the first thing the child painted?

Each question has many clue words. Which words in Question 1 helped you figure out the answer?

Which sentence is the same in each question?

Interact with the Text • Student Book, page 213

- Have children mark the text prompts and answer the question at the bottom of the page.

TEACHER TABLE

INTERVENTION

Address Learning Gaps Based on your weekly cumulative assessments, meet each day with children who have not mastered previously taught skills. Repeat the blending, dictation, and connected text reading pages. Focus on application of the skills to authentic reading and writing experiences, rather than skill-and-drill exercises. Application activities will accelerate learning.

Lesson 15 • Day 1

5. Word Sort

5 MIN

Open Sort Display the following word cards (on page 443 and available in Instructional Resources at SadlierConnect.com): *gray, may, nail, paint, play, rain, sail, say, stay, train*. Read each word with children to make sure they know all the words. Have partners discuss ways to sort the words. Invite children to share their ideas and model their sort. This is a good way to see how children are thinking about words.

Sort It Out • Student Book, page 214

Closed Sort Tell children that they will now sort the words according to **long a** spelling patterns: *ai* and *ay*. Model sorting the first word on page 214. Have children write the words in the correct column. Circulate and ask children why they are putting specific words into each column. When completed, have children read the completed word lists in each box.

Check and Discuss Review the words in each sort category. Ask children what they learned about these words from doing the sort. Guide children to understand that the *ai* spelling for **long a** never appears at the end of a word. Have children record their new learning on the page. Point out that this word awareness will help them in spelling and reading **long a** words.

Word Sort

Sort It Out

Directions: Read each word. Then sort the words. Write each word in the correct box.

gray	may	nail	paint	play
rain	sail	say	stay	train

ai
nail
paint
rain
sail
train

ay
gray
may
play
say
stay

What did you learn about how words work?

The **ai** is in the middle of a word. The **ay** is at the end of a word.

214

Long a • Lesson 15

INDEPENDENT/PARTNER WORK

Build Fluency Have children reread the Take-Home Books from the previous five weeks to build skill mastery (if children have collected them in a folder at their desks). Assign one book for children to reread to a partner each day this week. Have the partner sign and date the story to confirm the rereading.



Think and Write

Directions: Listen to each picture name.
Write the spelling for each sound in a separate box.

1. 

ch	ai	n
----	----	---
2. 

g	r	ay
---	---	----
3. 

t	r	ai	n
---	---	----	---

Listen and Spell

Directions: Write each word and sentence that you hear.

1. may
2. pain
3. stay
4. brain
5. One day I will ride a train.

Lesson 15 • Long a 215

INDEPENDENT/PARTNER WORK

Reread Connected Text Have partners reread "What Will I Paint?" on Student Book, page 213. Ask children to list any words they struggle with. Review these words with children as time permits. Prompt partners to write new "What Will I Paint?" questions and answers.

Alphabetize Words Have children alphabetize the words in Line 4 on Student Book, page 211.

Long a**OBJECTIVES**

Teacher pages 215–216

- Segment words into individual sounds
- Decode one-syllable words with vowel teams ai and ay
- Read irregularly spelled words
- Spell words with ai and ay spelling patterns

1. Phonemic Awareness

5 MIN

Oral Segmentation Tell children they will be segmenting, or breaking apart, words. Say the following words, one at a time: *save, may, make, pain, paint, rain, train*. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound.

2. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say each sound. Mix the card set, then repeat.

Blend It • Revisit Student Book, page 211

Have children reread the Blend It lines to a partner to build fluency. Circulate, listen in, and provide corrective feedback. Then have children complete the Mark It activity.

3. High-Frequency Words

5 MIN

Review Reteach the high-frequency words *away, one, doesn't, and something* using the Read-Spell-Write routine.

Extend Ask children to create oral sentences for each word. Have them say each sentence to a partner, and then write the sentence (e.g., *I ate one apple*). Prompt children to expand on one sentence by adding descriptive details or combining two ideas using *and* (e.g., *I ate one red apple and a cheese sandwich*).

Lesson 15 • Day 2

4. Dictation

5 MIN

Think and Write • Student Book, page 215

Connect children's growing phonics skills to writing.

- Say *may*. Model segmenting the word sound by sound. Move your hands from left to right as you go (/m/ . . . /ā/). Have children repeat. Ask: *How many sounds are in may?*
- Guide children to connect each sound to a spelling. Say: *What is the first sound in may? That's right, /m/. What letter do we write for that sound?* [Write the letter *m*.] *What is the next sound in may? Yes, it's /ā/. What spellings have we learned for the long a sound? Which spelling should I write? Why is ay a better choice than ai?*
- Have children complete Think and Write. When completed, write the answers for children to self-correct their work.

Note: Children will complete the **Listen and Spell** activity on Student Book, page 215 on Day 4.

5. Word Building

10 MIN

Make New Words • Student Book, page 216

Guide children to use letter cards to build or make the following words in sequence: *pay, lay, play, plain, pain, rain, train, strain, stain, say, may, ray*. Have them cut out the letter cards on Student Book, page 444.

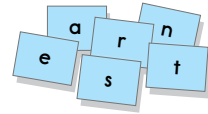
- Say a word for children to make (e.g., *pay*). Circulate and provide corrective feedback.
- Then tell children which letter to replace (e.g., replace the *p* in *pay* with the letter *l*). Ask: *What is the new word?*
- Repeat the activity. This time don't tell children which letter to replace. Tell them which new word to make (e.g., change *lay* to make *play*). Ask: *Which sound is different? What new letter will you use?*
- Have children write the words they made on Student Book, page 216.

216 Lesson 15

Word Building

Make New Words

Directions: Make words with the letter cards on page 444. Write the words on the lines.



pay	train
lay	strain
play	stain
plain	say
pain	may
rain	ray

216 Long a • Lesson 15

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TEACHER TABLE

INTERVENTION

Think and Write Repeat the Think and Write activity on Student Book, page 215 with children who struggle.

- Use sound boxes and counters. Stretch the sounds in the first word. Place one counter in each box as you move from sound to sound. Have children repeat.
- Then model how to connect each sound with a spelling. For example, ask, *What is the first sound in chain? What spelling do we write for the /ch/ sound?* Refer children to sound-spelling cards or your alphabet wall frieze. Remove the counter and replace it with the letters *ch*.
- Guide children to orally segment each remaining word, then replace each counter with a spelling. Continue with words such as: *say, stay, may, main, pain, paint*.

Visit SadlierConnect.com for Instructional Resources.

My Big Trip

Name _____

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Spain is a fun place to visit.
When I go away next spring,
maybe I will go back.
But I hope it doesn't rain
again!

Read Connected Text

Last May, I went to Spain.
It was a fun trip.
What did I do there?
Take a look!

Lesson 15 • Long a 217

HOME-SCHOOL CONNECTION

Build Fluency At the end of the week, have children take home “My Big Trip” to read with their families. Ask children to return the book to school and place it in their Take-Home Book folders to reread in future weeks to build fluency. Frequent repeated readings of these and other stories containing **long a** words and words with previously taught skills will help to accelerate children’s phonics mastery.

As an alternative, write five sentences each week containing words with the target skill. Have children record these sentences in their journals and practice rereading them to build fluency.

1. Don’t wait for Pete and me.
2. We stay home from school.
3. Did the mail come yet?
4. He doesn’t say why he is late.
5. I will play the other song for you.

Long a

OBJECTIVES

Teacher pages 217–218

- Distinguish long **a** and short **a** vowel sounds
- Know vowel team sound spellings
- Read grade-level text with understanding
- Use context to confirm word meanings
- Build fluency by reading connected text

1. Phonemic Awareness

5 MIN

Distinguish Long and Short Vowel Sounds Tell children you will say a word. If the word has the **long a** sound /ā/, they should stand up tall; if the word has the **short a** sound /a/, they should remain sitting. Use these words: *say, rain, man, chain, sad, tap, play, brain, paid, stay, wait, bag, tail, pail, fan, ran.*

2. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say each sound. Mix the card set, then repeat.

Blend It • Revisit Student Book, page 211

Have children whisper-read the Blend It lines independently to build fluency. Circulate and listen in. Point to words in random order for children to read.

3. High-Frequency Words

5 MIN

Review Review the high-frequency words *away, one, doesn’t, and something* using the Read-Spell-Write routine (Student Book, page 212).

Use In Context • Revisit Student Book, page 212


Guide children to complete Use in Context. When completed, have children read their sentences to a partner. Circulate and listen in. To build fluency, have children record these sentences in their journals and practice reading these and all previous sentences independently and with a partner.

Long a 217

Lesson 15 • Day 3

4. Read Connected Text

10
MIN

 **Take-Home Book** • Student Book, pages 217–218

Guide children in a reading of “My Big Trip.” First help them cut out the story and fold it in half to form a booklet.

Preview and Predict Read the title. Have children repeat. Describe the illustration on the first page using key words to frontload vocabulary. Ask children to tell what they think the story will be about and why, noting details in the illustration and title.

First Read (Read Together) Have children point to each word as they chorally read it aloud. If they have difficulty with a word, provide corrective feedback. Have children reread the sentence with the corrected word. Confirm that the word is correct by asking children to use other cues. For example, ask: *Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word?*

Check Comprehension Ask questions about the story. Allow children to discuss answers with a partner before you call on a child to answer. Prompt children to answer in complete sentences and find details in the text or illustrations to support their answers.

- *Where did the girl go? Point to the country’s name in the story.*
- *What did the girl do in Spain? Find the sentences that tell this.*
- *What problems did the girl have? Circle them.*
- *Where might the girl go next? Why do you think this?*

Read Connected
Text

2

One day, I rode in a train.
I paid a lot for the ride.
I went to see a museum.
I had to wait in a long line to
get inside.



Fold

3

The next day, it rained.
I went to see a castle.
A castle is a big home for a
king and queen.
But the King of Spain doesn’t
live in this one.



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218 Long a • Lesson 15

INDEPENDENT/PARTNER WORK



Spell Words Have children complete the Spell It activity in Daily Practice on Student Book, page 211 with partners. Prompt each child to select five words for their partner to write. Have them use the words on the Student Book page to self-correct their work.



Visit **SadlierConnect.com** for Instructional Resources.



Compound Words

Directions: Write the name of each picture. Use the words in the box. Then combine the picture names to make a compound word. Draw a picture above the word you made.

brush rain foot tooth box ball mail bow

1.  +  = football

2.  +  = rainbow

3.  +  = mailbox

4.  +  = toothbrush

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Lesson 15 • Long a 219

OBJECTIVES

Teacher page 219

- Identify the elements of a sentence
- Read compound words
- Review the use of different end marks
- Read irregularly spelled words

5. Print Concepts

5 MIN

 Student Book, pages 217-218

Understanding How Sentences Work Use sentences from the story to review proper sentence construction.

- Write “last may, I went to Spain” on the board. Guide children to recognize and correct errors.
- Point out that the first word in a sentence and proper names (*Last, May*) begin with a capital letter.
- Point out the word spaces between each word in the sentence. Ask: *What would happen if all the words were squished together like this?* lastmayIwenttoSpain
- Point out that a sentence must end with a punctuation mark. Ask: *What end mark do we use for this sentence? Is the sentence telling us something? Or, is it asking a question?* Review the names and use of periods and question marks.

6. Word Study/Morphology

5 MIN

Compound Words • Student Book, page 219

Write the word *raindrop*. Explain that *raindrop* is a compound word, made up of the two smaller words. Draw a line between *rain* and *drop*. Discuss that the smaller words in a compound word often help the reader determine the compound word’s meaning. Ask: *What is a raindrop?*

- Guide children to complete Compound Words. Have children put together words to make a compound word, then draw a picture of the word.
- Help children read and spell words they are unsure of, such as: *foot*, *tooth*, and *bow*.
- With children, create a list of other compound words they know. Add to the list in the upcoming weeks.

TEACHER TABLE

INTERVENTION

Word Building Repeat the Day 2 Word Building activity (Teacher page 216) with children who struggled.

- Focus on the position and spelling of sounds that change from one word to the next.
- Model your thinking as you build a new word.
- For example, *The words may and pay sound almost the same. The only difference is their beginning sound. May starts with the /m/ sound. The /m/ sound is spelled with the letter m. Pay starts with the /p/ sound. The /p/ sound is spelled with the letter p. So I need to take away the letter m in may and replace it with the letter p to make the word pay.*

Long a 219

Lesson 15 • Day 4

Long a

OBJECTIVES

Teacher pages 220–221

- Blend sounds to produce words
- Decode one-syllable words with vowel-team spellings
- Read irregularly spelled words
- Build fluency
- Spell words with common spelling patterns

1. Phonemic Awareness

5 MIN

Oral Blending Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences:

/d/ /ā/ /s/ /ā/ /v/ /p/ /ā/ /d/ /w/ /ā/ /t/
/r/ /ā/ /n/ /m/ /ā/ /d/ /t/ /ā/ /k/ /s/ /f/ /ā/ /n/ /t/

Ask children to blend the sounds together to make a word. Provide corrective feedback.

2. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say each sound. Mix the card set, then repeat.

Word Study/Morphology: Compound Words

Write the word *snowman*. Explain that *snowman* is a compound word. Guide children in identifying the two smaller words in *snowman* and then using them to define the word. Repeat with the words *raincoat*, *anthill*, *bathroom*, *pancake*, *wheelchair*, *starfish*, and *classroom*.

3. Independent Practice

5 MIN

Read and Write • Student Book, page 220

Guide children to complete Read and Write independently. Have children select and write the correct word to match the picture. Use the page as an informal assessment of children's developing ability to read and write **long a** words.

Independent Practice

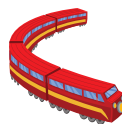
Read and Write

Directions: Say each picture name. Circle the word for the picture. Write it on the line.

chain

train

tray



1.

train

sail

scale

snail



2.

snail

grain

grade

gray



3.

gray

pain

paint

pants



4.

paint

spray

stay

stray



5.

spray

pay

plane

play



6.

play

220

Long a • Lesson 15

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TEACHER TABLE

INTERVENTION

Word Study/Morphology: Compound Words Repeat the compound word activity with children who struggled. Write each word on separate index cards. Read the words and have children repeat. Then guide them to make compound words. Ask children to explain what each compound word means. Help children see smaller words in larger words as they begin to transition from one-syllable to multi-syllable words.



Visit SadlierConnect.com for Instructional Resources.

Build Fluency

Directions: Complete each sentence. Use at least one word with *ai* or *ay*. Sample answers below.

1. He doesn't like rain.
2. Who will take the train?
3. My school sends mail.
4. Don't use the red tray.

Directions: Write a sentence using each word pair. Sample answers below.

5. race, snail The snail lost the race.
6. hope, stay I hope you can stay and play.

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Lesson 15 • Long a 221

INDEPENDENT/PARTNER WORK

Word Building Have partners use the letter cards on Student Book, page 444 to practice building **long a** words. Write the following words for children to build with their partners: *may, say, play, pain, main, rain, train, strain*. Prompt children to build any other words they can, using the letter cards.

4. Cumulative Review

5
MIN

Build Fluency • Student Book, page 221

Write and review the high-frequency words *away, one, doesn't, and something*. Then have children complete the Build Fluency sentence activities independently. Prompt children to add this cumulative review page to their folders and use it to build fluency.

5. Dictation

5
MIN

Listen and Spell • Revisit Student Book, page 215

Have children complete the Listen and Spell activity.

- Say the following words, one at a time: 1. *may*, 2. *pain*, 3. *stay*, 4. *brain*. Have children write the words. Then have children write the following sentence: 5. *One day I will ride a train*. Write the answers for children to self-correct their work.
- Use children's dictation to analyze spelling errors and provide corrective feedback and additional instruction and practice at the Teacher Table.

For example, some children might be stuck using the **final e** spelling *a_e* for all **long a** words. Help children move past that by giving them additional practice sorting, reading, and building *a_e, ai, and ay* words. Teach children a small set of high-utility words for each spelling (e.g., *made, take, say, play, rain, paint*). Have them write the words in their journals to use as a reference.

6. Read Connected Text

10
MIN

Take-Home Book • Student Book, pages 217–218

Guide children through a second read of “My Big Trip.”

Second Read (Develop Fluency) Have children whisper-read the book or read it to a partner. Circulate, listen in, and provide corrective feedback.

Retell and Write Have children retell the story to a partner in their own words. They can use the illustrations as cues to their retelling. Then have children write a response to the story. Use sentence starters for children needing support: *In Spain, you can _____*, or *Spain is a fun place to go because _____*. Allow drawings.

Lesson 15 • Day 5

Long a

OBJECTIVES

Teacher page 222

- Segment words into individual sounds
- Decode one-syllable words with vowel-team spellings
- Read compound words

1. Phonemic Awareness

5 MIN

Oral Segmentation Tell children they will be segmenting words. Say the following words, one at a time: *say, save, may, make, pain, paint, rain, train*. Ask children to segment each word sound by sound. Provide corrective feedback.

2. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display sound-spelling cards for all the previously taught phonics skills, one at a time. Have children chorally say each sound. Mix the card set, then repeat.

Word Study/Morphology: Compound Words

Write: *rain, ball, some, bow, coat, cap, drop, base, foot, one, thing, place*. Read the words and have children repeat them. Guide children to make as many compound words as possible. Record the words.

3. High-Frequency Words

5 MIN

Build Fluency • Revisit Student Book, page 221

Review Write *away, one, doesn't, and something* on chart paper. Have children chorally read each word. Then have them read their Build Fluency sentences.

4. Word Building

10 MIN

Word Ladder • Student Book, page 222

Guide children to complete the Word Ladder. Say each clue and the number of letters that must change. Prompt children to write the new word. Ask children to spell aloud the answer. Have children give a thumbs-up if correct. Circulate and check children's work for accuracy.

222 Lesson 15

Word Building

Word Ladder

Directions: Listen to each clue. Then write the word. Start at the bottom and climb to the top.

A color
Add one letter.

g r a y

A beam of light
Change one letter.

r a y

Past tense of "run"
Take away one letter.

r a n

It falls from the clouds.
Take away one letter.

r a i n

This runs on a track.
Choo choo!
Change one letter.

t r a i n

Start →

g r a i n

222

Long a • Lesson 15

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INDEPENDENT/PARTNER WORK

Sort Words Have children cut out the word cards on Student Book, page 443 and use them to repeat the closed sort activity described on page 214 of this Teacher's Edition. Children can work independently, then with a partner. Suggest that the partner time the sort. For example, have children use a timer and sort the words in less than 15 seconds. If timers are not available, have the child's partner count to 30. The child should complete the sort before the partner stops counting. Have partners read their completed sorts aloud.



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Write About It

Directions: Read "My Big Trip" again.
Write what you learned about Spain.



Answers will vary.

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Lesson 15 • Long a 223

OBJECTIVES

Teacher page 223

- Read irregularly spelled words
- Develop fluency
- Write a response to a reading

5. Writing Extension

10
MIN

Take-Home Book • Revisit Student Book, pages 217–218

Have children reread "My Big Trip" to themselves. Circulate and ask children to read a few sentences to you to check on their growing fluency.

Write About It • Student Book, page 223

Guide children to complete the Write About It activity. Tell children to write what they learned about Spain. Have children complete their stories during independent work time. Children can share their stories with partners, get feedback, and revise as needed.

INDEPENDENT/PARTNER WORK

Build Fluency While you administer the Fluency Check on Student Book, page 224 to a small number of students, have the remaining children reread previous stories in their Take-Home Book folders, practice reading the words on the Fluency Check with a partner, and/or complete the Write About It activity in Daily Practice on Student Book, page 211.

Lesson 15 • Day 5

PROGRESS CHECK

- Assess children's growing decoding skills

6. Cumulative Assessment

5 MIN

Fluency Check • Student Book, page 224

Assessment of phonics skills must be done over an extended period of time to ensure mastery. Weekly assessments focusing on one skill often give “false positives.” That is, they show movement toward learning, but not mastery. If the skill is not practiced systematically and purposefully for subsequent weeks, learning can decay. Cumulative assessments help you determine which skills have truly been mastered. All skills should be evaluated based on two factors: accuracy and fluency.

Administer the Cumulative Assessment.

- Select a small group of children to assess this week. Note that the goal is to cycle through all the children every 3–4 weeks.
- One at a time, ask children to read the cumulative word list. Mark one check for every word read correctly (accuracy) and one check for every word read automatically (fluency). Record the results on the Student Fluency Report on page 197C. You may want to note any misreadings on the form.
- Use the Small Group Planners on pages 461–462 to modify the Teacher Table small-group instruction and practice in the upcoming weeks.
- While you are assessing the small group of children, have the children not selected for this week's assessment read the cumulative word lists to partners. Have children take home the list to practice reading with their families to display their growing reading abilities.

For more information on Assessment Options, see pages xxv and xxvi of this Teacher's Edition.

224 Lesson 15

Cumulative Assessment

Fluency Check

Directions: Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT			
Lesson	Word		
15	brain	<input type="checkbox"/>	<input type="checkbox"/>
	gray	<input type="checkbox"/>	<input type="checkbox"/>
	sway	<input type="checkbox"/>	<input type="checkbox"/>
	paintbrush	<input type="checkbox"/>	<input type="checkbox"/>
14	we	<input type="checkbox"/>	<input type="checkbox"/>
	hi	<input type="checkbox"/>	<input type="checkbox"/>
	go	<input type="checkbox"/>	<input type="checkbox"/>
	she	<input type="checkbox"/>	<input type="checkbox"/>
13	rope	<input type="checkbox"/>	<input type="checkbox"/>
	hoping	<input type="checkbox"/>	<input type="checkbox"/>
	these	<input type="checkbox"/>	<input type="checkbox"/>
	huge	<input type="checkbox"/>	<input type="checkbox"/>
12	bake	<input type="checkbox"/>	<input type="checkbox"/>
	side	<input type="checkbox"/>	<input type="checkbox"/>
	place	<input type="checkbox"/>	<input type="checkbox"/>
	fine	<input type="checkbox"/>	<input type="checkbox"/>
11	long	<input type="checkbox"/>	<input type="checkbox"/>
	bank	<input type="checkbox"/>	<input type="checkbox"/>
	sunk	<input type="checkbox"/>	<input type="checkbox"/>
	string	<input type="checkbox"/>	<input type="checkbox"/>
10	chip	<input type="checkbox"/>	<input type="checkbox"/>
	when	<input type="checkbox"/>	<input type="checkbox"/>
	bunch	<input type="checkbox"/>	<input type="checkbox"/>
	matching	<input type="checkbox"/>	<input type="checkbox"/>
Number Correct (accuracy): ____ /24			
Number Automatic (fluency): ____ /24			

224 Long a • Lesson 15

TEACHER TABLE

ASSESSMENT

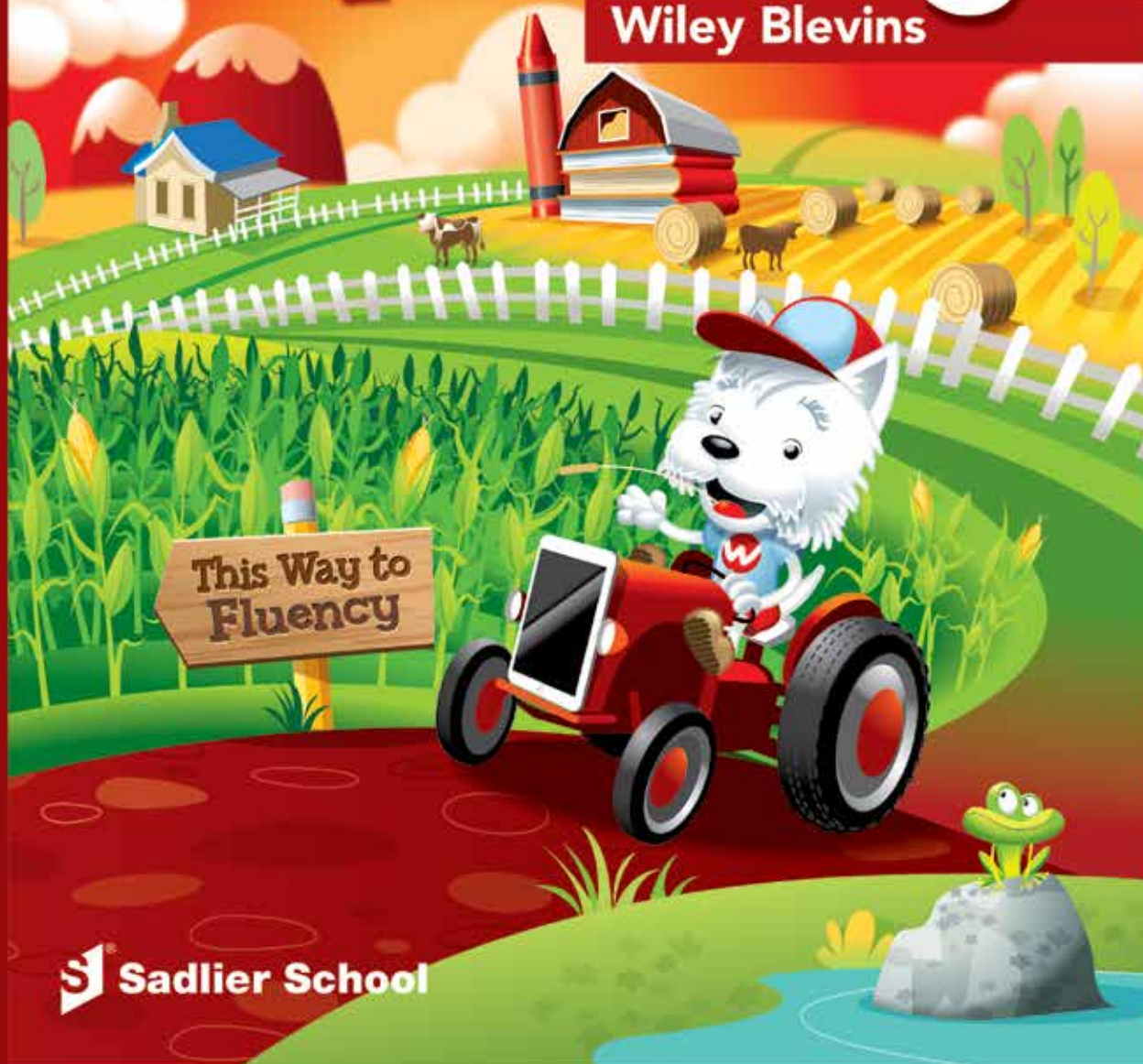
Extend the Assessment You may wish to also check on children's growing ability to spell this week's high-frequency words and words with **long a** and previously taught phonics skills. Use these words: *one, away, brain, stay, go, hope, nice, sing, chop, when*. This assessment does not have to be administered individually.



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From Phonics to Reading

Wiley Blevins



 Sadlier School

Name _____

Snail Mail



It is a gray day.
Snail has to carry mail.
He doesn't want it to get wet.

1

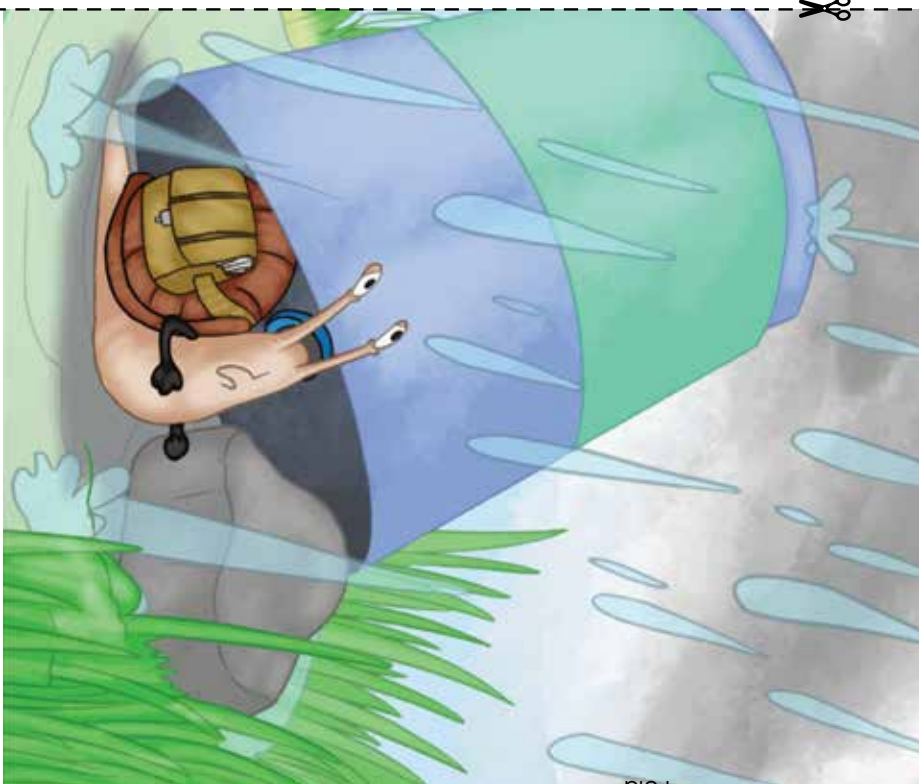
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But Snail has something for Jay.
"This is one big letter!" says
Snail.
"Thank you," says Jay.
"Thank you!" says Snail.

4

Decodable Text
Lesson 15



Raindrops hit.
Snail hides under a pail.
He stays there for a bit.

2



Jay sees Snail.
“Get on my tail,” Jay says.
“I will help you with the mail.”
Away go Jay and Snail!

3

60

Long a • Lesson 15

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Directions: Read “Snail Mail” again. Then answer the questions.

- 1.** Who is the main character? Write the name.

- 2.** What is Snail’s problem? Write the words.

Snail has to carry _____.

He doesn’t want it to get _____.

- 3.** What does Snail do to try to solve his problem? Write the word.

Snail hides under a _____.

- 4.** Think about a problem you have had.
Draw and write about how you tried to solve it.

Writing

Write About It

Directions: Read "Snail Mail" again. Write a retelling of the story.



Handwriting practice area with multiple sets of three horizontal lines (top solid blue, middle dashed light blue, bottom solid purple) for writing.

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Level B

From Phonics to Reading

Wiley Blevins

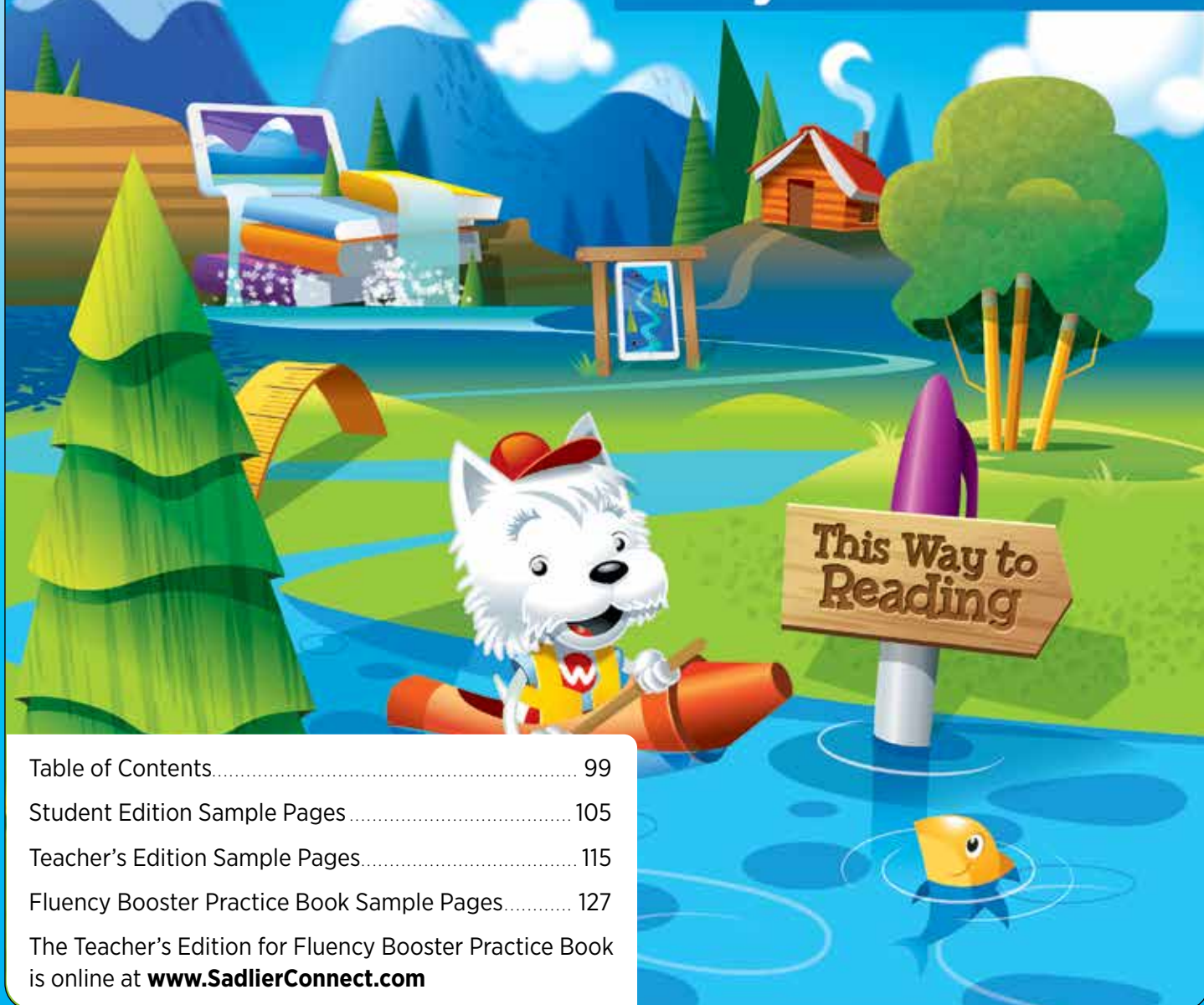
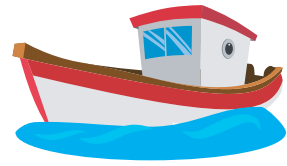


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The Teacher's Edition for Fluency Booster Practice Book is online at www.SadlierConnect.com	

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- 2 Target Skill: Closed Syllables 19**
 High-Frequency Words: *what, funny, some, where, were*
 Connected Text: "The Joke Book" Decodable Passage: "A Nutty Picnic"
 Word Study/Morphology: "Reading Big Words" Cumulative Assessment: Lessons 1–2
 Strategy
- 3 Target Skill: Consonant + /e Syllables 29**
 High-Frequency Words: *of, for, fall, live, from*
 Connected Text: "A Happy Baby" Decodable Passage: "Riddle Time!"
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- 4 Target Skill: /l-Blends, /r-Blends, /s-Blends 39**
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 Word Study/Morphology: Inflectional Ending -ing Cumulative Assessment: Lessons 1–4
- 5 Target Skill: Final Blends 49**
 High-Frequency Words: *good, our, do, give, does*
 Connected Text: "Want More Riddles?" Decodable Passage: "Dear Grandma"
 Word Study/Morphology: Inflectional Ending -ed Cumulative Assessment: Lessons 1–5

Unit 2: Review Final e and Consonant Digraphs; Transition to Longer Words

LESSON

- 6 Target Skill: Final e 61**
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- 7 Target Skill: Final e Syllables 71**
 High-Frequency Words: *many, there, said, them, other*
 Connected Text: "Surprise Party!" Decodable Passage: "A Place for Wildlife"
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8 Target Skill: Consonant Digraphs (sh, ch, tch, th) 81

High-Frequency Words: *after, little, her, want, how*

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Word Study/Morphology: Possessives

Decodable Passage: "A Horse's Tail"

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9 Target Skill: Consonant Digraphs (wh, ph, ng, nk) 91

High-Frequency Words: *another, white, draw, about, five*

Connected Text: "Whale Watching"

Word Study/Morphology: Three-Letter Blends

Decodable Passage: "A Year of Seasons"

Cumulative Assessment: Lessons 4–9

Unit 3: Review Long Vowels: Transition to Longer Words

LESSON

10 Target Skill: Long a 103

High-Frequency Words: *if, school, or, any, small*

Connected Text: "Hay Bale Maze This Saturday"

Word Study/Morphology: Contractions

Decodable Passage: "Nate, Don't Be Late!"

Cumulative Assessment: Lessons 5–10

11 Target Skill: Open Syllables 113

High-Frequency Words: *don't, would, off, out, more*

Connected Text: "Would You Like?"

Word Study/Morphology: Inflectional Endings
(double final consonant)

Decodable Passage: "Animals on the Go"

Cumulative Assessment: Lessons 6–11

12 Target Skill: Long e 123

High-Frequency Words: *going, which, bring, with, round*

Connected Text: "Busy as a Beaver"

Word Study/Morphology: Inflectional Endings
(change y to i)

Decodable Passage: "A Piece of Cheese"

Cumulative Assessment: Lessons 7–12

13 Target Skill: Vowel Team Syllables 133

High-Frequency Words: *been, done, even, one, different*

Connected Text: "Breakfast Time"

Word Study/Morphology: Silent Letters (kn, wr,
gn, mb)

Decodable Passage: "Fireboats"

Cumulative Assessment: Lessons 8–13

14 Target Skill: Long i 143

High-Frequency Words: *every, far, eight, try, walk*

Connected Text: "A Ride into the Wild"

Word Study/Morphology: Suffixes (-y, -ly)

Decodable Passage: "How to Make Mud Pies"

Cumulative Assessment: Lessons 9–14

15 Target Skill: Long o 153

High-Frequency Words: *why, because, could, eat, you*

Connected Text: "Scarecrow Joe"

Word Study/Morphology: Compound Words

Decodable Passage: "A Show on the Road"

Cumulative Assessment: Lessons 10–15

16 Target Skill: Long u 163

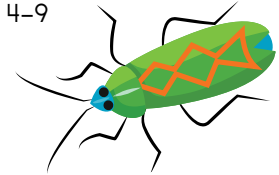
High-Frequency Words: *together, around, first, its, part*

Connected Text: "A Few More Riddles!"

Word Study/Morphology: Prefixes (un-, re-, dis-)

Decodable Passage: "Make a Card"

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- 17 Target Skill: Consonant + le Syllables** **173**
 High-Frequency Words: *both, clean, drink, must, these*
 Connected Text: "Lion and Mouse" Decodable Passage: "At the Stable"
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LESSON

- 18 Target Skill: r-Controlled /är/** **185**
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 (-er, -est)
- 19 Target Skill: r-Controlled /ûr/** **195**
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- 20 Target Skill: r-Controlled /ôr/** **205**
 High-Frequency Words: *hurt, buy, four, hold, again*
 Connected Text: "Florida Trip" Decodable Passage: "A Roar at the Door!"
 Word Study/Morphology: Abbreviations Cumulative Assessment: Lessons 15–20
- 21 Target Skill: r-Controlled /âr/** **215**
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 Word Study/Morphology: Homographs Cumulative Assessment: Lessons 16–21
- 22 Target Skill: r-Controlled Vowel Syllables** **225**
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 Word Study/Morphology: Irregular Plurals Cumulative Assessment: Lessons 17–22
- 23 Target Skill: Consonant + le Syllables** **235**
 High-Frequency Words: *but, each, fly, here, kind*
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 with Spelling Changes

Unit 5: Review Complex Vowels and Diphthongs; Transition to Longer Words

LESSON

- 24 Target Skill: Short oo and Long oo** **247**
 High-Frequency Words: *words, know, most, two, full*
 Connected Text: "More Riddles" Decodable Passage: "Moose on the Loose"
 Word Study/Morphology: Suffixes (-ful, -less, -y, -ly) Cumulative Assessment: Lessons 19–24



- 25 Target Skill: Diphthong /ou/** **257**
 High-Frequency Words: *by, goes, time, through, water*
 Connected Text: "Around We Go" Decodable Passage: "How to Make Lemonade"
 Word Study/Morphology: Compound Words Cumulative Assessment: Lessons 20–25
- 26 Target Skill: Diphthong /oi/** **267**
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 Connected Text: "Toy Drive!" Decodable Passage: "The Compost Heap"
 Word Study/Morphology: Prefixes (*un-, re-, dis-, pre-, mis-*) Cumulative Assessment: Lessons 21–26
- 27 Target Skill: Complex Vowel /ō/** **277**
 High-Frequency Words: *soon, pull, over, also, carry*
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- 28 Target Skill: Vowel Team Syllables** **287**
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LESSON

- 29 Target Skill: Review Syllable Types** **299**
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- 30 Target Skill: More Final Stable Syllables** **309**
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Name _____

Introduction

Learn and Blend

Final e Syllables

The **final e** vowel spellings, such as **a_e**, **e_e**, **i_e**, **o_e**, and **u_e**, also act as teams and must remain in the same syllable.

com pete de cide



Blend It

Directions: Chorally read the syllables and words.

TRANSITION TO LONGER WORDS

1. side	inside	made	unmade	hope	hopeless
2. side	sideways	wide	widespread	note	notebook
3. cape	escape	male	female	take	mistake
4. pole	tadpole	lone	alone	fuse	refuse
5. rase	erase	plode	explode	vite	invite
6. cite	excite	lete	delete	plete	complete

USING THE "READING BIG WORDS" STRATEGY

7. unexplored uninvented competing shamefully

READING IN CONTEXT

8. A turtle is a reptile that can hide inside its shell.

9. Did Hope decide if she will compete in the five-mile race?

Daily Practice

Directions: Do one activity each day. Then check the box.

- ☐ **Build Fluency** Read the words each day by yourself and to a partner.
- ☐ **Mark It** Circle the **final e syllable** in each word.
- ☐ **Spell It** Have a partner say each word. Write the word. Check your answer.
- ☐ **Write About It** Use the words to create a story. Draw a box around words from the list that you used.

High-Frequency Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. many _____
2. there _____
3. said _____
4. them _____
5. other _____

Use in Context

Directions: Complete each sentence with a word from above.
Read the finished sentences to a partner.

1. There are _____ tadpoles in the pond.
2. Mom _____ she would make my costume.
3. Should we ask _____ to help with the puzzle?
4. My friend lives over _____.
5. Who ate the _____ apple?

Name _____

Build Fluency

Speed Drill

1. Underline the first **final e syllable** in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute. Keep practicing to improve your speed.

inside	alive	hopeless	homesick	sunshine
combine	cupcake	alone	decide	suppose
escape	unmade	compete	erase	makeup
bathrobe	dislike	pancake	awake	inspire
invade	refuse	invite	mistake	behave
excite	tadpole	trombone	unripe	explode
remote	sunrise	amuse	flagpole	milkshake
commute	bedtime	complete	confuse	describe
classmate	reptile	campfire	outline	backbone
advice	bagpipe	rosebud	outside	hopeless
escape	amuse	dislike	awake	bedtime
hopeless	outside	erase	invade	campfire
alive	inside	bagpipe	suppose	mistake
compete	flagpole	trombone	excite	refuse
outline	rosebud	decide	confuse	alone
bathrobe	tadpole	combine	remote	reptile
makeup	unripe	inspire	milkshake	explode
homesick	unmade	pancake	advice	cupcake
behave	describe	commute	backbone	sunshine
classmate	invite	hopeless	complete	sunrise

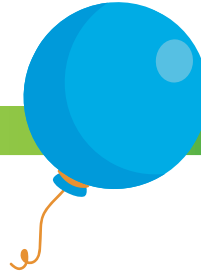
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	Words Per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Read Connected Text

Connected Text

Directions: Read the invitation. Then answer the questions.



Surprise Party!

What: A surprise party for Jake!

When: Sunday, June 5. Arrive any time before 5:00 p.m.

Where: We will meet inside the clubhouse. We will go outside if there is sunshine.

Other Stuff:

Bring tales about Jake to share. We will recite them to Jake. Then we will gather them to make a book. We want to get as many as we can.

P.S. Pete's dad will bring his bagpipe. We hoped he would, and he said yes!

Shh! This is a complete surprise!

Interact with the Text

Directions: Mark the text.

1. Circle all the two-syllable words with **final e syllables**.
2. Draw a box around the **final e syllable** word with long **e**.

Directions: Write about the text.

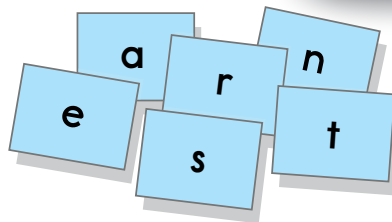
3. What should people coming to the party do? Tell a partner. Then write about it.

Name _____

Word Sort

Sort It Out

Directions: Read each word. Then sort the words.
Write each word in the correct box.



dislike	explode	inside	invite	mistake
pancake	reptile	suppose	tadpole	unmade

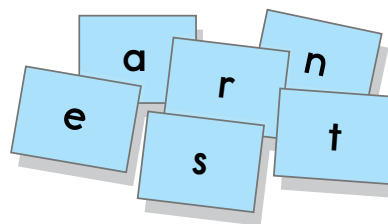
a_e

i_e

o_e

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What did you learn about how words work?



Syllable Building

Directions: Make words with the syllable cards on page 322.
Write the words on the lines.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name _____

Read Connected
Text

Directions: Read the passage.

A Place for Wildlife

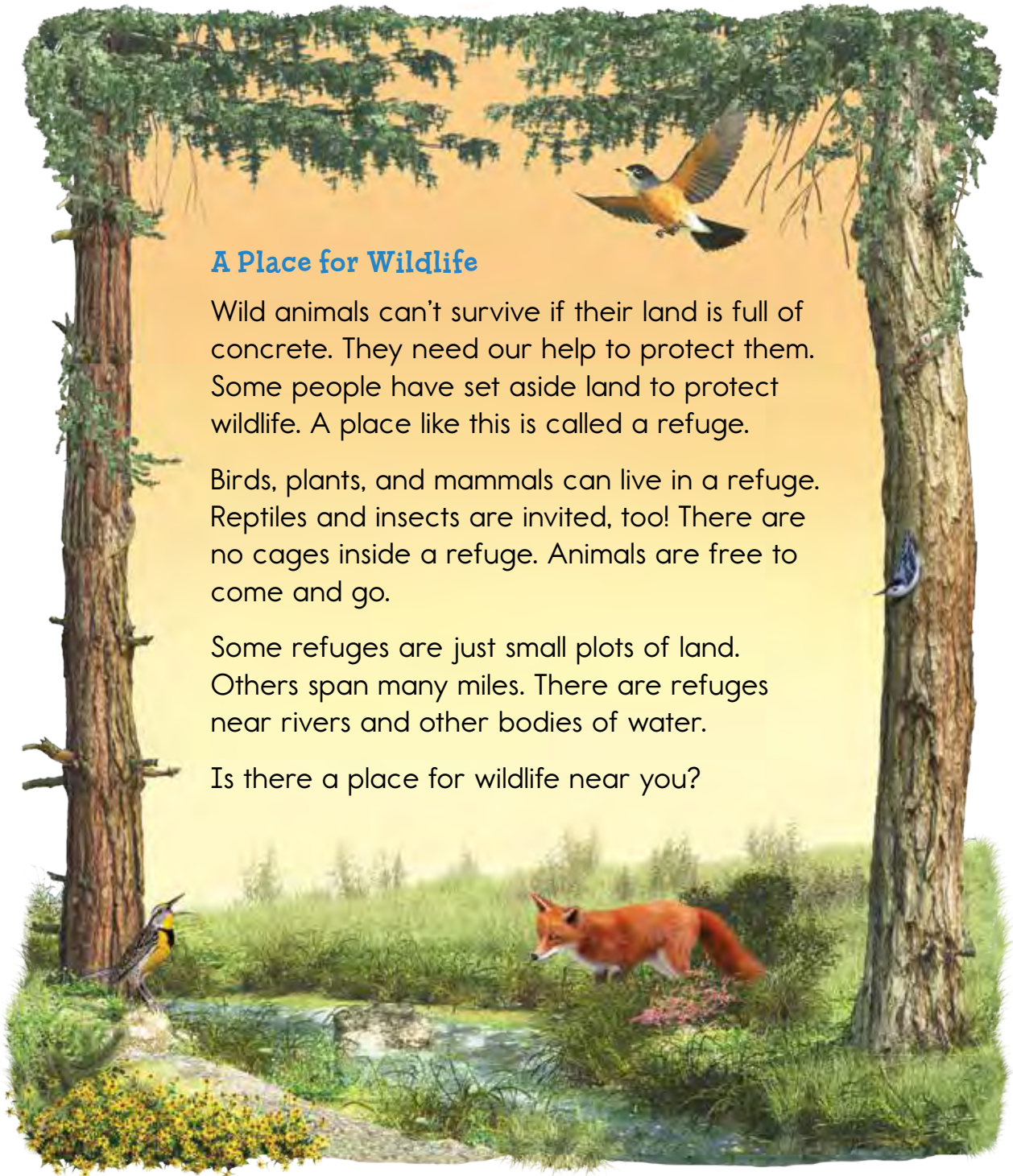
Wild animals can't survive if their land is full of concrete. They need our help to protect them. Some people have set aside land to protect wildlife. A place like this is called a refuge.

Birds, plants, and mammals can live in a refuge. Reptiles and insects are invited, too! There are no cages inside a refuge. Animals are free to come and go.

Some refuges are just small plots of land. Others span many miles. There are refuges near rivers and other bodies of water.

Is there a place for wildlife near you?

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Inflectional Endings (**drop e**)

Action words are base words. Sometimes you need to change the spelling of a base word before you add an ending. When a base word ends in **final e**, drop the **final e** before you add **-ed** or **-ing**.

bake + ed = baked Jake **baked** a pie.

bake + ing = baking He is **baking** with me.

Directions: Add **ed** and **ing** to each word to make new words. Write the new words on the lines. Remember to drop the **final e** before you add the endings.

1. trade _____
2. smile _____
3. slice _____
4. decide _____

Directions: Complete each sentence with a word you wrote.

5. I _____ to play in the band.
6. Jade and I _____ desks at school.
7. Dad is _____ the cake.
8. We were _____ at the cute kittens.
9. Everyone _____ for the class picture.
10. They are _____ which game is better.

Name _____

Writing
Extension

Write About It

Directions: Read "A Place for Wildlife" again.
Write what you learned about places for wildlife.



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Cumulative Assessment

Fluency Check

Directions: Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT			
Lesson	Word		
7	compete	<input type="checkbox"/>	<input type="checkbox"/>
	escape	<input type="checkbox"/>	<input type="checkbox"/>
	hopeless	<input type="checkbox"/>	<input type="checkbox"/>
	mistake	<input type="checkbox"/>	<input type="checkbox"/>
6	globe	<input type="checkbox"/>	<input type="checkbox"/>
	price	<input type="checkbox"/>	<input type="checkbox"/>
	cube	<input type="checkbox"/>	<input type="checkbox"/>
	stage	<input type="checkbox"/>	<input type="checkbox"/>
5	spent	<input type="checkbox"/>	<input type="checkbox"/>
	fact	<input type="checkbox"/>	<input type="checkbox"/>
	left	<input type="checkbox"/>	<input type="checkbox"/>
	bumped	<input type="checkbox"/>	<input type="checkbox"/>
4	sled	<input type="checkbox"/>	<input type="checkbox"/>
	brag	<input type="checkbox"/>	<input type="checkbox"/>
	clam	<input type="checkbox"/>	<input type="checkbox"/>
	tricking	<input type="checkbox"/>	<input type="checkbox"/>
3	battle	<input type="checkbox"/>	<input type="checkbox"/>
	kettle	<input type="checkbox"/>	<input type="checkbox"/>
	dribble	<input type="checkbox"/>	<input type="checkbox"/>
	jungle	<input type="checkbox"/>	<input type="checkbox"/>
2	napkin	<input type="checkbox"/>	<input type="checkbox"/>
	kitten	<input type="checkbox"/>	<input type="checkbox"/>
	plastic	<input type="checkbox"/>	<input type="checkbox"/>
	dentist	<input type="checkbox"/>	<input type="checkbox"/>
Number Correct (accuracy): ____ /24			
Number Automatic (fluency): ____ /24			

TEACHER'S EDITION

Level B

From Phonics to Reading

Wiley Blevins



 Sadlier School

Name _____

Introduction

Learn and Blend

Final e Syllables

The **final e** vowel spellings, such as **a_e**, **e_e**, **i_e**, **o_e**, and **u_e**, also act as teams and must remain in the same syllable.

com pete de cide

Blend It

Directions: Chorally read the syllables and words.

TRANSITION TO LONGER WORDS

1. <u>side</u>	inside	<u>made</u>	unmade	<u>hope</u>	hopeless
2. <u>side</u>	sideways	<u>wide</u>	widespread	<u>note</u>	notebook
3. <u>cape</u>	escape	<u>male</u>	female	<u>take</u>	mistake
4. <u>pole</u>	tadpole	<u>lone</u>	alone	<u>fuse</u>	refuse
5. rase	<u>erase</u>	plode	<u>explode</u>	vite	<u>invite</u>
6. cite	<u>excite</u>	lete	<u>delete</u>	plete	<u>complete</u>

USING THE "READING BIG WORDS" STRATEGY

7. unexplored uninvited competing shamefully

READING IN CONTEXT

8. A turtle is a reptile that can hide inside its shell.
 9. Did Hope decide if she will compete in the five-mile race?

Daily Practice

Directions: Do one activity each day. Then check the box.

- ☐ **Build Fluency** Read the words each day by yourself and to a partner.
- ☐ **Mark It** Circle the **final e** syllable in each word.
- ☐ **Spell It** Have a partner say each word. Write the word. Check your answer.
- ☐ **Write About It** Use the words to create a story. Draw a box around words from the list that you used.

Lesson 7 • Final e Syllables 71

Final e Syllables

OBJECTIVES

Teacher pages 71–72

- Know the spelling pattern for final e syllables
- Decode words with final e syllables
- Read irregularly spelled words

1. Introduce Spelling Pattern

10 MIN

Learn and Blend • Student Book, page 71

Final e Syllables Write *fuse* and have children read the word. Then write *confuse*. Remind children that they can use what they know about syllable spelling patterns to read longer words. Guide children to read the explanation about **final e syllables** at the top of the page. Divide the word *confuse* into syllables (*confuse*) and underline the **final e syllable**. Then help children blend each syllable and put the syllables together to read the word.

Blend It • Student Book, page 71

Guide children to blend the word lines and sentences on Student Book, page 71. Model blending the first two words. Point out how the **final e** long vowel word can help them read the two-syllable word. Then have children chorally blend the remaining words. Lines 1–6 support the transfer to longer words by having children read a **final e syllable** and then use that syllable to read a two-syllable word. The **final e syllable** may appear in the first or second syllable. Line 7 calls on children to use multiple strategies to read longer words. Lines 8–9 contain context sentences.

Corrective Feedback When children make an error, say: *My turn*. Point to the spelling and say the sound. Ask: *What's the sound?* Have children chorally respond. Return to the beginning of the word. Say: *Let's start over*. Blend the word with children again. For multisyllabic words, model how to break apart the word, and then sound it out using knowledge of syllable types or common spelling patterns.

TEACHER TABLE

ENGLISH LEARNERS

Syllabication Most languages do not have a grapheme transfer for **final e** words and syllables. Children may try to pronounce the **final e** as a separate syllable. Use the words in the lesson to provide extra practice in recognizing and pronouncing **final e syllables**.

Vocabulary Each day, select several words from the Student Book, page 71 Blend It lines. Focus on words whose meanings can be explained or demonstrated in a concrete way. For example, display items or pictures of a *notebook*, *cape*, and *tadpole*. Pantomime or use gestures to demonstrate *inside*, *hopeless*, *erase*, or *explode*.



Note: Children will complete the **Daily Practice** activities on Student Book, page 71 throughout the week. Whenever you see children will return to previous pages to reinforce their learning.

Lesson 7 • Day 1

2. High-Frequency Words

5 MIN

Read-Spell-Write • Student Book, page 72

Introduce *many*, *there*, *said*, *them*, and *other* using the Read-Spell-Write routine.

Read Write the word in a context sentence and underline the word. Point to the word and have children chorally read it. Then, to accelerate orthographic mapping, guide children to say or tap the number of syllables they hear in the word.

Say: *We saw many cat toys at the pet shop.* [Point to the word *many*.] *This is the word many. What is the word? How many syllables do you hear in many? Let's say the sounds in each syllable together.*

Spell Spell the word one syllable at a time and have children repeat. Briefly point out any known spellings and then highlight the irregular or unknown spellings that need to be remembered "by heart." Underline, write in a different color, or draw a heart above these letters.

Say: *The word many has two syllables: man-y. Spell it with me: m-a-n-y. What sound do you hear at the beginning of the first syllable of many? What letter do we write for this sound? What sound do you hear at the end of the first syllable of many? What letter do we write for this sound? What vowel sound do you hear in the middle of the first syllable of many? What letter do we write for this sound? What vowel sound do you hear in the second syllable of many? What letter do we write for this sound? Notice that the a spelling for /e/ does not follow the rules. That's the part we need to remember by heart.*

Write Ask children to write the word two times on Student Book, page 72 as they spell it aloud.

Say: *Watch as I write the word. I will say each letter as I write it.* [Model this.] *Now it's your turn. Write the word two times. Say each letter as you write it.*

Note: Children will complete the **Use in Context** activity on Student Book, page 72 on Day 3.

High-Frequency Words

Read-Spell-Write

Directions: Write each word two times. Say each letter as you write it.

1. many many many
2. there there there
3. said said said
4. them them them
5. other other other

Use in Context

Directions: Complete each sentence with a word from above. Read the finished sentences to a partner.

1. There are many tadpoles in the pond.
2. Mom said she would make my costume.
3. Should we ask them to help with the puzzle?
4. My friend lives over there.
5. Who ate the other apple?

72 Final e Syllables • Lesson 7

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LEARNING CENTER/ENRICHMENT

Syllable Hunt Assign partners one or two **final e syllable** spelling patterns: a_e, e_e, i_e, o_e, or u_e. Have partners work together to look through picture books, old magazines, and catalogs to find and list words with **final e syllables**. Have children take turns reading the words they found. Then invite partners to post their lists for other children to read.

In addition, place other **final e syllable** games, activities, computer games, and apps in the center for children to explore and consolidate learning. Recommend that children work in the center with partners.



Visit SadlierConnect.com for Instructional Resources.

Name _____

Build Fluency

Speed Drill

1. Underline the first **final e syllable** in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute. Keep practicing to improve your speed.

inside	alive	hopeless	homesick	sunshine
combine	cupcake	alone	decide	suppose
escape	unmade	compete	erase	makeup
bathrobe	dislike	pancake	awake	inspire
invade	refuse	invite	mistake	behave
excite	tadpole	trombone	unripe	explode
remote	sunrise	amuse	flagpole	milkshake
commute	bedtime	complete	confuse	describe
classmate	reptile	campfire	outline	backbone
advice	bagpipe	rosebud	outside	hopeless
escape	amuse	dislike	awake	bedtime
hopeless	outside	erase	invade	campfire
alive	inside	bagpipe	suppose	mistake
compete	flagpole	trombone	excite	refuse
outline	rosebud	decide	confuse	alone
bathrobe	tadpole	combine	remote	reptile
makeup	unripe	inspire	milkshake	explode
homesick	unmade	pancake	advice	cupcake
behave	describe	commute	backbone	sunshine
classmate	invite	hopeless	complete	sunrise

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Words Per Minute Date Partner

Timed Reading 1 _____

Timed Reading 2 _____

Timed Reading 3 _____

Lesson 7 • Final e Syllables 73

Final e Syllables**OBJECTIVES**

Teacher pages 73–74

- Read irregularly spelled words
- Decode words with final e syllables
- Read grade-level text with understanding
- Use context to confirm word meaning

1. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display cards labeled with sound-spellings, affixes, and syllable types for each previously taught lesson. Have children chorally read each card. Mix the card set, then repeat.

Blend It • Revisit Student Book, page 71

Have children reread the Blend It lines to a partner to build fluency. Circulate, listen in, and provide corrective feedback. Then have children complete the Mark It activity.

2. High-Frequency Words

5 MIN

Review Reteach the high-frequency words *many*, *there*, *said*, *them*, and *other* using the Read-Spell-Write routine.

Extend Ask children to create oral sentences to say to a partner. Then have them write the sentences (e.g., *The bake shop has many kinds of muffins*). Prompt children to expand on one sentence by adding descriptive details or combining two ideas using *and* (e.g., *The bake shop has many kinds of muffins and pies*).

3. Build Fluency

5 MIN

Speed Drill • Student Book, page 73

Guide children to read two-syllable words with **final e syllables** to build fluency and determine skill deficits for small group instruction and practice.

- Have children underline the **final e syllable** spelling pattern in each word. Ask children to refer to the explanation on Student Book, page 71.

TEACHER TABLE**INTERVENTION**

Address Learning Gaps Based on your weekly cumulative assessments, meet each day with children who have not mastered previously taught skills. Repeat the blending and connected text reading pages. Focus on application of the skills to authentic reading and writing experiences, rather than skill-and-drill exercises. Application activities will accelerate learning.

Lesson 7 • Day 2

- Model blending the first word. Then read the words with children. Have children work with partners to read the words again. Circulate, listen in, and provide pronunciation correction as needed.

4. Read Connected Text

10 MIN

Connected Text • Student Book, page 74

Guide children in a reading of “Surprise Party!”

- Read the title. Have children repeat. Point out that “Surprise Party!” is an invitation.
- Have children chorally read it aloud.
- If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, *Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word?*
- Ask questions about the invitation to check comprehension. Allow children to discuss answers with a partner before you call on children to answer. Prompt children to answer in complete sentences and find details in the text to support their answers. Say:

What kind of party is it? How do you know?

What other important information does the invitation give?

What does the word recite mean? What words help you figure out its meaning?

What do you think Pete’s dad will do with the bagpipe? What makes you think this?

Do you think gathering the tales into a book is a good idea? Why or why not?

 **Interact with the Text** • Student Book, page 74

- Have children mark the text prompts and answer the question at the bottom of the page.
- Circulate, listen in, and provide feedback as needed.

Read Connected Text

Connected Text

Directions: Read the invitation. Then answer the questions.

Surprise Party!

What: A surprise party for Jake!

When: Sunday, June 5. Arrive any time before 5:00 p.m.

Where: We will meet inside the clubhouse. We will go outside if there is sunshine.

Other Stuff:

Bring tales about Jake to share. We will recite them to Jake. Then we will gather them to make a book. We want to get as many as we can.

P.S. Pete’s dad will bring his bagpipe. We hoped he would, and he said yes!

Shh! This is a complete surprise!

Interact with the Text

Directions: Mark the text.

1. Circle all the two-syllable words with final e syllables.
2. Draw a box around the final e syllable word with long e.

Directions: Write about the text.

3. What should people coming to the party do? Tell a partner. Then write about it.

They should arrive before 5:00 p.m. and bring tales about

Jake to recite and put into a book.

INDEPENDENT/PARTNER WORK

Build Fluency Prompt children to practice reading the Speed Drill words on Student Book, page 73 during independent work time. Remind them that they should have a partner time them reading the words at least two times throughout the week, once they feel prepared.

Reread Connected Text and Write Have partners reread “Surprise Party!” on Student Book, page 74. Ask children to list any words they struggle with. Review these words with children as time permits. Prompt partners to use information in “Surprise Party!” to write a paragraph describing how the guests surprise Jake. Remind them to talk about their writing before they write to clarify their ideas.



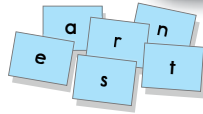
Visit SadlierConnect.com for Instructional Resources.

Name _____

Word Sort

Sort It Out

Directions: Read each word. Then sort the words. Write each word in the correct box.



dislike explode inside invite mistake
pancake reptile suppose tadpole unmade

a_e
mistake pancake unmade

i_e
dislike inside invite reptile

o_e
explode suppose tadpole

What did you learn about how words work?

When a syllable ends in a final e, the e is silent and the vowel that comes

before it is long. Final e syllables have the VCe pattern.

Lesson 7 • Final e Syllables 75

Final e Syllables

OBJECTIVES

Teacher pages 75–76

- Read and write irregularly spelled words
- Sort words by common spelling patterns
- Spell words with final e syllable spelling patterns

1. Sound-Spelling/Blending

5 MIN

Cumulative Quick Check Display cards labeled with sound-spellings, affixes, and syllable types for each previously taught lesson. Have children chorally read each card. Mix the card set, then repeat.

Blend It • Revisit Student Book, page 71

Have children whisper-read the Blend It lines independently to build fluency. Circulate and listen in. Point to words in random order for children to read.

2. High-Frequency Words

5 MIN

Review Reteach the high-frequency words *many*, *there*, *said*, *them*, and *other* using the Read-Spell-Write routine (Student Book, page 72).

Use In Context • Revisit Student Book, page 72

Guide children to complete Use in Context. When completed, have children read their sentences to a partner. Circulate and listen in. To build fluency, have children record these sentences in their journals and practice reading these and all previous sentences independently and with a partner.

3. Word Sort

5 MIN

Open Sort Have children cut out the word sort cards (on Student Book, page 321 and available in Instructional Resources at SadlierConnect.com). Read each word from the list to confirm pronunciation and meaning. Have partners discuss ways to sort the words. Invite children to share their ideas and model their sort. This is a good way to see how children are thinking about words.

INDEPENDENT/PARTNER WORK

Spell Words Have children complete the Spell It activity in Daily Practice on Student Book, page 71 with partners. Prompt each child to select five words for their partner to write. Have them use the words on Student Book, page 71 to self-correct their work.

Build Fluency Have children reread the decodable passages from the previous five weeks to build skill mastery (if children have collected them in a folder at their desk). Assign one passage for children to reread to a partner each day this week. Have the partner sign and date the story to confirm the reading.

Alphabetize Words Have children alphabetize the words in Line 7 on Student Book, page 71.

Lesson 7 • Day 3

Sort It Out • Student Book, page 75

- Closed Sort** Tell children that they will now sort the words by their **final e syllable** spelling patterns: *a_e*, *i_e*, and *o_e*. Use Student Book, page 75. Model sorting the first word. Children then write the words in the correct boxes. Circulate and ask children why they are putting specific words into each box. When completed, have children read the word lists in each box.

Check and Discuss: Rules/Generalizations Review the words in each sort category. Ask children what they learned about these words from doing the sort. Guide children to understand that when a syllable ends in a final *e*, the *e* is silent and the vowel that comes before it is usually long. Have children record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading words with **final e syllables**.

4. Word Building

10 MIN

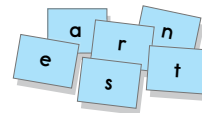
Syllable Building • Student Book, page 76

Guide children to build or make the following words from syllable cards: *sideways*, *sidewalk*, *mistake*, *retake*, *replace*, *misplace*, *disgrace*, *graceful*, *disgraceful*.

- Have children find and cut out the syllable cards on Student Book, page 322.
- Read each syllable with children. Ask children to share what they notice about the syllables. Guide them to notice that some of the syllables are **final e syllables** (*side*, *take*, *place*, *grace*), which have a long vowel sound. Children may also notice that the remaining syllables are common words (*ways*, *walk*) or affixes (*mis-*, *re-*, *dis-*, *-ful*). Say: *Knowing these common syllable types will help you chunk a long unfamiliar word to sound it out.*
- Have children work in pairs and use the syllables to build as many words as possible. Circulate and provide corrective feedback.
- Have children write the words they made on Student Book, page 76.

76 Lesson 7

Word Building



Syllable Building

Directions: Make words with the syllable cards on page 322. Write the words on the lines.

<i>sideways</i>	<i>misplace</i>
<i>sidewalk</i>	<i>disgrace</i>
<i>mistake</i>	<i>graceful</i>
<i>retake</i>	<i>disgraceful</i>
<i>replace</i>	

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76 Final e Syllables • Lesson 7

TEACHER TABLE

INTERVENTION

Guided Spelling/Dictation Model how to connect phonics skills to writing with children needing support.

- Say the word *unmade*. Model segmenting the word into syllables: *un-made*. Tell children they will spell the word one syllable at a time. Model segmenting the first syllable sound by sound (/u/ /n/) and then the second (/m/ /ā/ /d/).
- Model how to connect each sound to a spelling. Say: *What is the first sound in un? That's right, /u/. What letter do we write for the /u/ sound?* [Write *u*.] Continue in a similar fashion to connect the remaining sounds to letters (*u-n*) and repeat for the second syllable (*m-a-de*).
- Say the following words and sentence, one at a time: 1. *unmade*, 2. *mistake*, 3. *dislike*, 4. *suppose*, 5. *A snake is a reptile*. Have children write them.
- Then write the answers for children to self-correct.

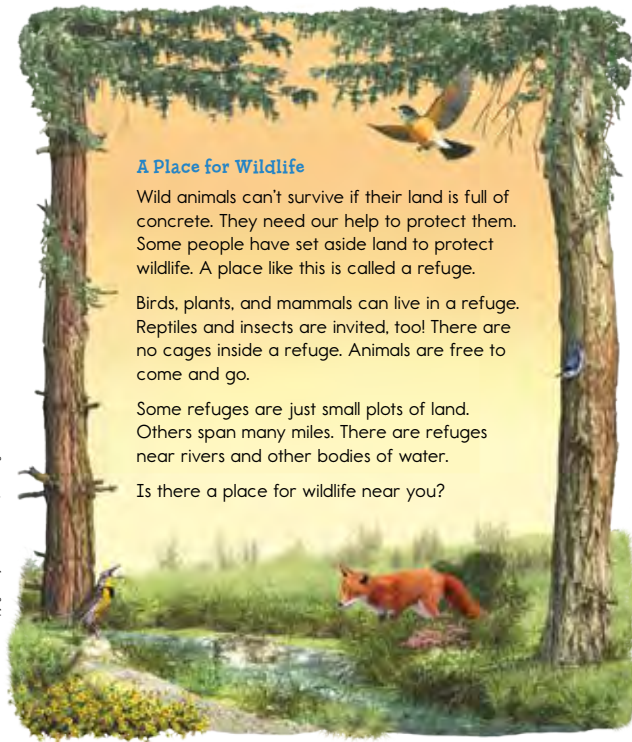


Visit SadlierConnect.com for Instructional Resources.

Name _____

Read Connected
Text

Directions: Read the passage.

**A Place for Wildlife**

Wild animals can't survive if their land is full of concrete. They need our help to protect them. Some people have set aside land to protect wildlife. A place like this is called a refuge.

Birds, plants, and mammals can live in a refuge. Reptiles and insects are invited, too! There are no cages inside a refuge. Animals are free to come and go.

Some refuges are just small plots of land. Others span many miles. There are refuges near rivers and other bodies of water.

Is there a place for wildlife near you?

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Lesson 7 • Final e Syllables 77

HOME-SCHOOL CONNECTION

Build Fluency At the end of the week, have children take home "A Place for Wildlife" to read with their families. Ask children to return the decodable passage to school and place it in their folders to reread in future weeks to build fluency. Frequent repeated readings of these and other stories containing words with **final e syllables** and words with previously taught skills will help to accelerate children's phonics mastery.

As an alternative, write five accountable text sentences each week containing words with the target skill. Have children record the sentences in their journals and practice rereading them to build fluency:

1. My dad commutes to work on a train.
2. Will other kids compete in the contest?
3. A pencil can erase many mistakes.
4. This little song will amuse you.
5. Stan said he dislikes pancakes.

Final e Syllables**OBJECTIVES**

Teacher pages 77–78

- Read grade-level text with understanding
- Use context to confirm word meaning
- Decode words with final e syllables
- Read words with inflectional endings with spelling changes

1. Sound-Spelling/Blending5
MIN

Cumulative Quick Check Display cards labeled with sound-spellings, affixes, and syllable types for each previously taught lesson. Have children chorally read each card. Mix the card set, then repeat.

Blend It • Revisit Student Book, page 71

Have children whisper-read the Blend It lines independently to build fluency. Circulate and listen in. Point to words in random order for children to read.

2. High-Frequency Words5
MIN

Have children write a new sentence in their notebooks for each of the high-frequency words: *many, there, said, them, other*. Suggest that they write a sentence about something they have read, such as a recent book.

3. Read Connected Text10
MIN**Decodable Passage** • Student Book, page 77

Guide children in a reading of "A Place for Wildlife" on Student Book, page 77.

- For a first read, have children read independently. Prompt them to underline any confusing or difficult words and sentences. Circulate and provide support.
- Then have children chorally read the decodable passage to build oral reading fluency.
- If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then have children reread the

Final e Syllables **77**

Lesson 7 • Day 4

sentence with the correct word. Confirm that the word is correct by asking children to use other cues. For example, ask, *Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word?*

- Ask questions to check comprehension. Allow children to discuss answers with a partner before you call on children to answer. Prompt children to answer in complete sentences and find details in the text to support their answers.

What will happen to wildlife if the land is full of concrete?

What are places for wildlife called?

What does the word span mean in the third paragraph? Which words help you figure out its meaning?

Is the title good for this passage? Why or why not?

4. Word Study/Morphology

5 MIN

Inflectional Endings (drop e) • Student Book, page 78

Explain that sometimes the spelling of a word changes when we add an inflectional ending. For example, when we add **-ed** or **-ing** to a word that ends in *e*, such as *bake*, we have to drop the *e* before adding **-ed** or **-ing**. Discuss how the words *baked* and *baking* on page 78 were formed. Provide additional modeling with the words *use* and *escape*.

- In items 1–4, have children add the **-ed** and **-ing** endings to each word, then write the new words.
- Have children read aloud the words they wrote. Remind them of the spelling changes they made to help them isolate the base words. As children read the words with **-ed**, remind them that the ending **-ed** can stand for /t/, /d/, or /ed/.
- Assign items 5–10 for independent completion. Then, with children, create a list of other action words that end in **final e** to which the endings **-ed** and **-ing** can be added.

Word Study/ Morphology

Inflectional Endings (drop e)

Action words are base words. Sometimes you need to change the spelling of a base word before you add an ending. When a base word ends in **final e**, drop the **final e** before you add **-ed** or **-ing**.

bake + ed = **baked** Jake **baked** a pie.
bake + ing = **baking** He is **baking** with me.

Directions: Add **ed** and **ing** to each word to make new words. Write the new words on the lines. Remember to drop the **final e** before you add the endings.

- trade traded trading
- smile smiled smiling
- slice sliced slicing
- decide decided deciding

Directions: Complete each sentence with a word you wrote.

- I decided to play in the band.
- Jade and I traded desks at school.
- Dad is slicing the cake.
- We were smiling at the cute kittens.
- Everyone smiled for the class picture.
- They are deciding which game is better.

78 Final e Syllables • Lesson 7

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TEACHER TABLE

INTERVENTION

Word Building Repeat the Word Building activity (Teacher page 76) with children who struggled.

- Focus on syllable types and their spelling patterns. Guide children to sort the syllables, grouping **final e syllables** apart from the other syllables.
- Review how to pronounce each syllable before beginning the activity. If children struggle, say a word to build and guide them to find the syllables.
- Model your thinking as you build a new word.



Name _____

Writing
Extension**Write About It**

Directions: Read "A Place for Wildlife" again.
Write what you learned about places for wildlife.



Answers will vary.

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Lesson 7 • Final e Syllables 79

INDEPENDENT/PARTNER WORK

Sort Words Have children repeat the closed sort activity described on page 76 of this Teacher's Edition. Children can work independently, then with a partner. Suggest that the partner time the sort. For example, have children use a timer and sort the words in less than 15 seconds. If timers are not available, have the child's partner count to 30. The child should complete the sort before the partner stops counting. Have partners read their completed sorts aloud.

Build Fluency While you administer the Fluency Check on Student Book, page 80 to a small number of students, have the remaining children reread previous stories in their folders, practice reading the words on the Fluency Check with a partner, and/or complete the Write About It activity in Daily Practice on Student Book, page 71.

Final e Syllables**OBJECTIVES**

Teacher page 79

- Read irregularly spelled words
- Develop fluency
- Write a response to a reading

1. Sound-Spelling and Word Study/Morphology5
MIN

Cumulative Quick Check Display cards labeled with sound-spellings, affixes, and syllable types for each previously taught lesson. Have children chorally read each card. Mix the card set, then repeat.

Word Study/Morphology: Inflectional Endings (drop e) Have children read: *hoped, placing, invited, confusing, provided*. Review the spelling changes to help "uncover" the **final e** words or syllables. Review that **-ed** stands for /ed/, /t/, or /d/.

2. High-Frequency Words5
MIN

Review Write the high-frequency words *many, there, said, them, and other* on chart paper. Have children chorally read each word. Build each word with letter cards, mix the cards, and have children rebuild the word. As an alternative, write each word leaving one or more letters out. Have children complete the word. Then have children read the sentences they wrote on Day 4 (Teacher page 77) with partners.

3. Writing Extension10
MIN

Decodable Passage • Revisit Student Book, page 77

Have children reread "A Place for Wildlife" to themselves. Circulate and ask children to read a few sentences to you to check on their growing fluency.

Write About It • Student Book, page 79

Guide children to complete Write About It, writing what they learned about places for wildlife. Have children complete their responses during independent work time. Children can share their ideas with partners to get feedback before they write.

Final e Syllables **79**

Cumulative Assessment

Fluency Check

Directions: Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT			
Lesson	Word		
7	compete	<input type="checkbox"/>	<input type="checkbox"/>
	escape	<input type="checkbox"/>	<input type="checkbox"/>
	hopeless	<input type="checkbox"/>	<input type="checkbox"/>
	mistake	<input type="checkbox"/>	<input type="checkbox"/>
6	globe	<input type="checkbox"/>	<input type="checkbox"/>
	price	<input type="checkbox"/>	<input type="checkbox"/>
	cube	<input type="checkbox"/>	<input type="checkbox"/>
	stage	<input type="checkbox"/>	<input type="checkbox"/>
5	spent	<input type="checkbox"/>	<input type="checkbox"/>
	fact	<input type="checkbox"/>	<input type="checkbox"/>
	left	<input type="checkbox"/>	<input type="checkbox"/>
	bumped	<input type="checkbox"/>	<input type="checkbox"/>
4	sled	<input type="checkbox"/>	<input type="checkbox"/>
	brag	<input type="checkbox"/>	<input type="checkbox"/>
	clam	<input type="checkbox"/>	<input type="checkbox"/>
	tricking	<input type="checkbox"/>	<input type="checkbox"/>
3	battle	<input type="checkbox"/>	<input type="checkbox"/>
	kettle	<input type="checkbox"/>	<input type="checkbox"/>
	dribble	<input type="checkbox"/>	<input type="checkbox"/>
	jungle	<input type="checkbox"/>	<input type="checkbox"/>
2	napkin	<input type="checkbox"/>	<input type="checkbox"/>
	kitten	<input type="checkbox"/>	<input type="checkbox"/>
	plastic	<input type="checkbox"/>	<input type="checkbox"/>
	dentist	<input type="checkbox"/>	<input type="checkbox"/>
Number Correct (accuracy): ____ /24			
Number Automatic (fluency): ____ /24			

From Phonics to Reading

Wiley Blevins



 Sadlier School

Name _____

Decodable Text
Lesson 7

Directions: Read the story.

At the Lakeside

“Let’s go hiking, Max,” said Mom. “And let’s invite your classmate, Ben.”

Max texted Ben. Then he got his notebook. Max liked to draw.

A little later, they all hiked to a lake. The boys raced to the lakeside.

“Look—next to that stick,” said Ben. “I see tadpoles. There are so many!”

“I’ll draw them in my notebook,” said Max. “I’ll include the other things we find on our hike. I hope we can find some reptiles, too.”

Soon it was lunchtime. Ben and Max sat in the sunshine as they ate. Max smiled. What a nice way to complete a visit to the lakeside!



Comprehension and Vocabulary

Name _____

Directions: Read "At the Lakeside" again.
Then answer the questions.



1. How does Max know Ben? Write the word.

Ben is a _____ of Max's.

2. Where do Max and Ben race to on their hike? Write the word.

Max and Ben race to the _____.

3. How does Max record the information about what they see on the hike?

4. Imagine that you are going on a hike. Where will you hike?
How will you record your experience?

Write About It

Directions: Write what Max and Ben see and do at the lakeside.

Writing

Level C

From Phonics to Reading

Wiley Blevins

This Way to
Reading

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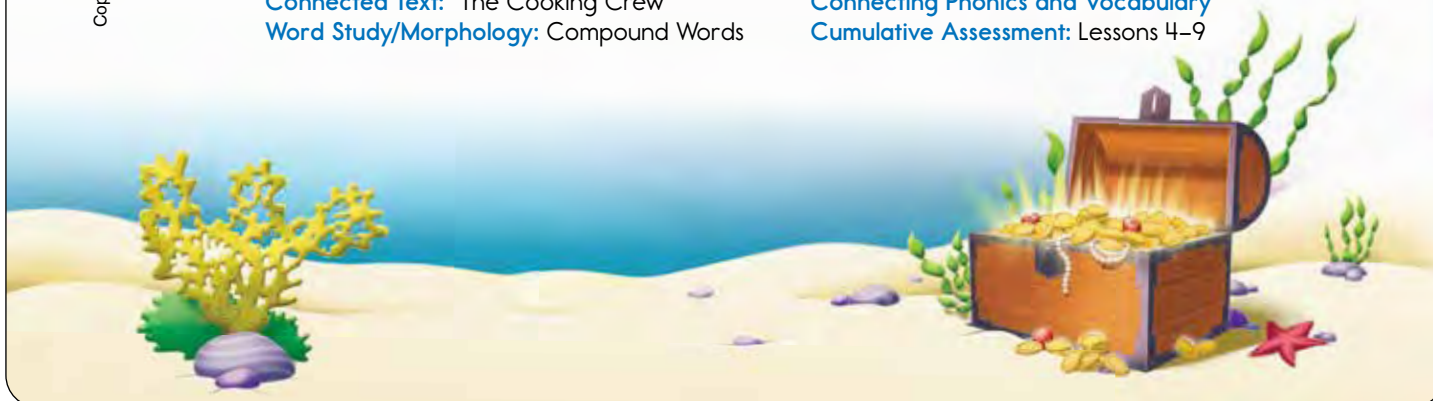
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(-tion/-sion, -ture/-sure)

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Name _____

Introduction

Learn and Blend

Suffixes

A **suffix** is a letter or group of letters added to the end of a base word to make a new word. It changes the word's meaning and often its part of speech.

The suffixes **-er** and **-or** are used to show "a person connected with" or "one who."

farmer sailor

Blend It

Chorally read the words.

TRANSITION TO LONGER WORDS

1. farm	farmer	teach	teacher	play	player
2. sail	sailor	act	actor	visit	visitor
3. dream	dreamer	sleep	sleeper	paint	painter
4. lead	leader	work	worker	invent	inventor

USING THE "READING BIG WORDS" STRATEGY

5. governor	conductor	survivor	investigator
6. senator	illustrator	creator	collector

READING IN CONTEXT

- Mr. Tripp is a farmer by day and singer by night.
- Dr. Bates was a star baseball player in high school.

Daily Practice

Do one activity each day. Then check the box.

- ☐ **Build Fluency** Read the words each day by yourself and to a partner.
- ☐ **Mark It** Circle all the words with the suffix **-or**. Underline the words with the suffix **-er**.
- ☐ **Spell It** Have a partner say each word. Write the word. Check your answer.
- ☐ **Write About It** Use the words to create a story. Draw a box around words from the list that you used.

Speed Drill

1. Underline the **-er** or **-or** suffix in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
Keep practicing to improve your speed.

farmer	sailor	creator	officer	editor
teacher	actor	villager	actor	swimmer
player	visitor	helper	drummer	quitter
dreamer	sleeper	baker	driver	juggler
painter	inventor	timer	director	catcher
leader	worker	singer	dancer	collector
survivor	creator	editor	writer	rancher
sculptor	collector	teacher	illustrator	director
narrator	reader	collector	diver	waiter
governor	helper	fighter	pitcher	hunter
director	timer	actor	teacher	writer
waiter	singer	visitor	governor	illustrator
hunter	editor	sleeper	fighter	diver
catcher	inventor	sailor	painter	villager
inventor	worker	driver	leader	helper
rancher	creator	director	survivor	baker
villager	farmer	dancer	teacher	collector
quitter	officer	sculptor	player	reader
juggler	swimmer	narrator	dreamer	helper
visitor	drummer	inventor	creator	pitcher

Words Per Minute

Date

Partner

Timed Reading 1 _____

Timed Reading 2 _____

Timed Reading 3 _____

Name _____

Read Connected
Text

Connected Text

Read the poem. Then answer the questions.

What Will I Be?

When I grow up, I think I will be
A diver who swims deep under the sea,
An astronomer who studies what's out in space,
Or an explorer who journeys all over the place.
Then again, I could be a movie director,
An actor, a singer, a building inspector,
A baker who whips up cookies and cakes,
A sailor who travels across oceans and lakes,
A juggler, a rancher, a catcher at home plate,
A mayor of a town or the governor of a state.
The world will need dancers, writers, teachers,
Zookeepers to care for all kinds of creatures,
Firefighters, farmers, inventors—oh, gee!
I think for right now I'll just be plain me.



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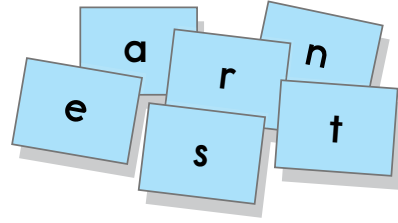
Interact with the Text

1. Circle all the words with the suffix **-er** or **-or** used to mean “a person connected with” or “one who.”
2. Which of these things would you like to be? Why? Discuss with a partner. Use details from your personal experiences to support your answer.

Word Sort

Sort It Out

Read each word. Then sort the words.
Write each word in the correct box.



actor	catcher	climber	collector	conductor
director	driver	explorer	gardener	governor
inventor	operator	painter	reporter	singer
surveyor	teacher	translator	visitor	waiter

-er

-or

What did you learn about how words work?

Name _____

Homographs

Define It

Homographs are words that are spelled the same but have different meanings.

fast¹ quickly **fast**² to eat little or no food

Homographs that are pronounced differently are called **heteronyms**.

wound¹ to hurt **wound**² wrapped around

Practice It

Complete each sentence with a homograph from the box.
Then write the number of the homograph whose meaning is shown.

record ¹	to put down in writing
record ²	facts about what a person or group has done
rest ¹	to relax or sleep
rest ²	the remaining part of something
wind ¹	moving air
wind ²	to wrap something around something else

1. I am going to _____ for a moment. ____
2. The judges _____ the swimmers' times. ____
3. We will _____ up the string to pull the kite back in. ____
4. That runner broke the world _____. ____

Try It

Write a sentence using each meaning that was not used in items 1–4.

5. _____
6. _____

High-Frequency Syllables

Connecting Phonics and Vocabulary

Read It

Underline the target syllable in each word. Practice reading the words to a partner.

- | | | | | | |
|----------------|---------|-------------|----------------|-----------|-------------|
| 1. cir | circle | circus | 2. dle | cradle | bundle |
| 3. cor | corner | incorporate | 4. ef | effort | effect |
| 5. coun | council | counselor | 6. end | endless | bookend |
| 7. cus | custom | focus | 8. ent | different | transparent |
| 9. dan | danger | dandelion | 10. tom | bottom | atomic |

Explain It

Choose four words from above whose meanings you do not know. Or choose words that you would like to know more about. Write each word, its definition, a synonym, and a sample sentence.

- | | |
|----------------|------------------|
| 11. Word _____ | Definition _____ |
| Synonym _____ | Sentence _____ |
| 12. Word _____ | Definition _____ |
| Synonym _____ | Sentence _____ |
| 13. Word _____ | Definition _____ |
| Synonym _____ | Sentence _____ |
| 14. Word _____ | Definition _____ |
| Synonym _____ | Sentence _____ |

Find It

Look in books and stories for 3–5 words with the syllables you learned in this lesson. Write the words below.

Name _____

Writing
Extension

Write About It

Read “What Will I Be?” again. Write to describe how the **suffixes -er** and **-or** help you know what each person does.



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Quick Check

- ☐ Underline all the words you used with the **suffix -er** or **-or**.
- ☐ Check the spelling and meaning of each word with **suffix -er** or **-or**. Use a dictionary, if needed.
- ☐ Did you support your answer with more than one detail from the poem?

Cumulative Assessment

Fluency Check

Directions: Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT			
Lesson	Word		
22	leader	<input type="checkbox"/>	<input type="checkbox"/>
	worker	<input type="checkbox"/>	<input type="checkbox"/>
	sailor	<input type="checkbox"/>	<input type="checkbox"/>
	inventor	<input type="checkbox"/>	<input type="checkbox"/>
21	dislike	<input type="checkbox"/>	<input type="checkbox"/>
	unpaid	<input type="checkbox"/>	<input type="checkbox"/>
	reheat	<input type="checkbox"/>	<input type="checkbox"/>
	prewash	<input type="checkbox"/>	<input type="checkbox"/>
20	women	<input type="checkbox"/>	<input type="checkbox"/>
	children	<input type="checkbox"/>	<input type="checkbox"/>
	people	<input type="checkbox"/>	<input type="checkbox"/>
	teeth	<input type="checkbox"/>	<input type="checkbox"/>
19	filed	<input type="checkbox"/>	<input type="checkbox"/>
	making	<input type="checkbox"/>	<input type="checkbox"/>
	grabbed	<input type="checkbox"/>	<input type="checkbox"/>
	strumming	<input type="checkbox"/>	<input type="checkbox"/>
18	broken	<input type="checkbox"/>	<input type="checkbox"/>
	dragon	<input type="checkbox"/>	<input type="checkbox"/>
	curtain	<input type="checkbox"/>	<input type="checkbox"/>
	muffin	<input type="checkbox"/>	<input type="checkbox"/>
17	complete	<input type="checkbox"/>	<input type="checkbox"/>
	boneless	<input type="checkbox"/>	<input type="checkbox"/>
	delete	<input type="checkbox"/>	<input type="checkbox"/>
	shameful	<input type="checkbox"/>	<input type="checkbox"/>
Number Correct (accuracy): ____ /24			
Number Automatic (fluency): ____ /24			

TEACHER'S EDITION

Level C

From Phonics to Reading

Wiley Blevins



 Sadlier School

Suffixes

OBJECTIVES

Teacher pages T223–T224

- Decode words with suffixes (-er, -or)
- Sort words by common spelling patterns
- Spell words with suffixes

1. Introduce Sound-Spelling

10 MIN

Learn and Blend • Student Book, page 181


Guide students to read the explanation of **suffixes** on Student Book, page 181. Remind students that recognizing suffixes will help them divide a longer word into parts when they attempt to sound it out and determine its meaning. Write *helper*, *editor*, *skater*, and *swimmer*; underline the **suffix** in each word; and model blending. Point out any spelling changes, then discuss how the suffix changed the meaning of the base word.

Blend It • Student Book, page 181

Guide students to blend the word lines and sentences. Model blending the first two words. Point out how knowing *farm* can help students read *farmer*. Then have students chorally blend the remaining words. Lines 1–4 support the transition to longer words by having students read base words and then the base word with a **suffix**. Lines 5–6 contain challenge words for advanced learners. Lines 7–8 contain context sentences.

Corrective Feedback When students make an error, say: *My turn*. Point to the missed spelling. Say the sound and ask: *What's the sound?* Have students chorally respond. Return to the beginning of the word. Say: *Let's start over*. Blend the word with students again. For multisyllabic words, model how to break apart the word by syllable, then sound it out using knowledge of syllable types.



Note: Students will complete the **Daily Practice** activities on Student Book, page 181 throughout the week. Wherever you see  students will return to previous pages to reinforce their learning.

2. Word Sort

5 MIN

Open Sort Distribute word cards (available at SadlierConnect.com) for the word list below. Have students cut out the word cards. Together, read each word to confirm pronunciation and meaning. Have partners discuss ways to sort the words and then model their sorts. This is a good way to see how students are thinking about words and word parts.

Word List: *actor*, *catcher*, *climber*, *collector*, *conductor*, *director*, *driver*, *explorer*, *gardener*, *governor*, *inventor*, *operator*, *painter*, *reporter*, *singer*, *surveyor*, *teacher*, *translator*, *visitor*, *waiter*

3. Spelling

5 MIN

Use the words on the word cards (or a portion of them) as the week's spelling list. Have students record the words in their notebooks to review for homework. Discuss common spelling patterns and any rules or generalizations about these patterns. Use the Intervention Dictation activity on Day 2 to model, as needed.

ENGLISH LEARNERS

Sound Transfer In Spanish, the suffixes *-dor(a)* and *-ero(a)* are similar to the English suffixes *-er* and *-or* (*creador/creator*; *ranchero/rancher*). Lesson cognates include: *actor/actor*, *conductor/conductor*, *ilustrador/illustrator*, *inventor/inventor*.

Vocabulary Each day, select several words from the Blend It lines on Student Book, page 181. Focus on words whose meanings can be explained or demonstrated in a concrete way. For example, show a picture for *farmer*, *sailor*, and *painter*. Use pantomime or gestures for *teacher*, *actor*, or *singer*.

ASSESSMENT

Address Learning Gaps Based on your weekly cumulative assessments, meet each day with students who have not mastered previously taught skills. Repeat the blending, word sort, and connected text reading pages. Focus on application of the skills to authentic reading and writing experiences, rather than skill-and-drill exercises. Application activities will accelerate learning.

TEACHER TABLE

INTERVENTION

Sound-Spelling Review As a warm-up to each day's lesson, display sound-spelling cards for all previously taught phonics skills (including common syllables), one at a time. Have students chorally say the sound(s). Mix the card set, then repeat. If the card set is too large, focus on those sound-spellings students struggle with the most.

Introduce Speed Drill • Student Book, page 182

Guide students to read one- and two-syllable words to which suffixes have been added to check oral reading fluency and to determine skill deficits for small group instruction and practice. Use the speed drill on Student Book, page 182. Have students read the words across each row.

- Have students underline the **suffix** in each word on the speed drill. Ask students to refer to the suffixes on Student Book, page 181.
- Model blending one word with each **suffix**: -er, -or. Then have student partners read the words in the speed drill. Circulate, listen in, and provide pronunciation correction as needed.
- Prompt students to practice reading the words during independent work time. Remind them to have a partner time them reading the words once they feel prepared. Have students read the words at least two times throughout the week.

Name _____

Introduction

Learn and Blend

Suffixes

A **suffix** is a letter or group of letters added to the end of a base word to make a new word. It changes the word's meaning and often its part of speech. The suffixes **-er** and **-or** are used to show "a person connected with" or "one who."

farmer sailor

Blend It

Chorally read the words.

TRANSITION TO LONGER WORDS

1. farm	farmer	teach	teacher	play	player
2. sail	sailor	act	actor	visit	visitor
3. dream	dreamer	sleep	sleeper	paint	painter
4. lead	leader	work	worker	invent	inventor

USING THE "READING BIG WORDS" STRATEGY

5. governor	conductor	survivor	investigator
6. senator	illustrator	creator	collector

READING IN CONTEXT

- Mr. Tripp is a farmer by day and singer by night.
- Dr. Bates was a star baseball player in high school.

Daily Practice

Do one activity each day. Then check the box.

- ☐ **Build Fluency** Read the words each day by yourself and to a partner.
- ☐ **Mark It** Circle all the words with the suffix **-or**. Underline the words with the suffix **-er**.
- ☐ **Spell It** Have a partner say each word. Write the word. Check your answer.
- ☐ **Write About It** Use the words to create a story. Draw a box around words from the list that you used.

Lesson 22 • Suffixes 181

Build Fluency

Speed Drill

- Underline the **-er** or **-or** suffix in each word.
- Pronounce each word with your teacher.
- Practice reading the words on your own.
- Have a partner time you reading the words for one minute. Keep practicing to improve your speed.

farmer	sailor	creator	officer	editor
teacher	actor	villager	actor	swimmer
player	visitor	helper	drummer	quitter
dreamer	sleeper	baker	driver	juggler
painter	inventor	timer	director	catcher
leader	worker	singer	dancer	collector
survivor	creator	editor	writer	rancher
sculptor	collector	teacher	illustrator	director
narrator	reader	collector	diver	waiter
governor	helper	fighter	pitcher	hunter
director	timer	actor	teacher	writer
waiter	singer	visitor	governor	illustrator
hunter	editor	sleeper	fighter	diver
catcher	inventor	sailor	painter	villager
inventor	worker	driver	leader	helper
rancher	creator	director	survivor	baker
villager	farmer	dancer	teacher	collector
quitter	officer	sculptor	player	reader
juggler	swimmer	narrator	dreamer	helper
visitor	drummer	inventor	creator	pitcher

	Words Per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

182 Suffixes • Lesson 22

Suffixes

OBJECTIVES

Teacher pages T225-T226

- Read grade-level text with understanding
- Sort words with suffixes
- Spell words with suffixes

1. Read Connected Text

10 MIN

Connected Text • Student Book, page 183

Guide students in a reading of “What Will I Be?”

- Ask students to initially read it independently. Prompt students to underline any confusing or difficult words and sentences. Circulate and provide support.
- Have students chorally read the poem aloud to build oral reading fluency.
- If students have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out syllable by syllable). Then have students reread the sentence with the corrected word. Confirm that the word is correct by asking students to use other cues. For example, ask: *Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word?*
- Ask questions about the poem to check comprehension. Allow students to discuss answers with a partner before you call on a student to answer. Prompt students to answer in complete sentences and find details in the text to support their answers. Say:

What are some of the things the narrator names that she could be?

Do you think the narrator knows what she wants to be when she grows up? Why or why not?

Why do you think the narrator says, “for right now I’ll just be plain me”?

Interact with the Text • Student Book, page 183

Have students mark the text using the prompt and answer the question at the bottom of the page during independent work time (or for homework).

2. Word Sort

5 MIN

Sort It Out • Student Book, page 184

Closed Sort Ask students to sort the words on Student Book, page 184 according to their **suffixes**. Model sorting the first word. Then have students write each word in the correct box. Circulate and ask students why they are putting specific words into each box. Have students read the completed word lists in each box.

Check and Discuss: Rules/Generalizations Ask students what they learned about the words in each sort category. Guide them to understand that adding the suffix *-er* or *-or* to a word changes its meaning and its part of speech. They may notice, for example, that a *catcher* is someone who catches. Have students record their new learning on the Student Book page. Point out that this word awareness will help them in spelling and reading words with **suffixes**.

3. Spelling

5 MIN

During independent work time, have students underline the **suffix** in each word of their sort. Then have them write three more words for each sort (e.g., *farmer, juggler, baker; sailor, inspector, creator*).

INDEPENDENT/PARTNER WORK

Build Fluency Have students reread the decodable passages from the previous five weeks to build skill mastery. Assign one passage for students to reread to a partner each day this week. Have the partner sign and date the story to confirm the rereading.

Word Sort Have students repeat the closed sort, using the word cards for the lesson. Students can work independently, then with a partner. Suggest that the partner time the sort. For example, have students use a timer and sort the words in less than 15 seconds. If timers are not available, have the partner count to 30. The other student should complete the sort before the partner stops counting. Have partners read their completed sorts aloud.

TEACHER TABLE

INTERVENTION

High-Frequency Words Write the following words: *but, may, day, take, today, say, play, away*. This set contains mostly long a words spelled ay.

- Review each word using the **Read-Spell-Write** routine. Read each word. Then have students repeat it and tap or say the individual sounds in the word. Guide students to chorally spell the word. Point out and mark any irregular spellings—the parts students need to remember “by heart.” Ask students to write each word five times in a column. On the first line (row), have students write a sentence using the word. For each word, suggest that they write a sentence about a movie they have seen.
- As time permits, conduct quick review activities such as (1) writing the words with missing letters for students to complete (e.g., *t_k_*), (2) having students build the words using letter cards, (3) providing sentence starters for students to orally complete with partners, then record on paper (e.g., *Today is _*).

Think and Write/Dictation Model how to connect students’ growing phonics skills to writing.

- Say *driver*. Model segmenting the word into syllables: *dri-ver*. Then have students segment the first syllable sound by sound (/d/ /r/ /ī/); repeat for the second syllable (/v/ /ûr/).
- Guide students to connect each sound to a spelling. Say: *What is the first sound in dri? That’s right, /d/. What letter can we write for that sound? [Write d.] What is the next sound in dri? Yes, /r/. What letter should I write? [Write r.] What is the last sound in dri? What spelling for long i should I use for an open syllable? [Write i.] Continue with the second syllable (v-er).*
- Say the following words and sentence, one at a time: 1. *driver*, 2. *teacher*, 3. *actor*, 4. *visitor*, 5. *The director needs another singer and actor for the play.* Have students write them. Write the answers for students to self-correct.

Visit SadlierConnect.com for Instructional Resources.

Suffixes T226

Name _____

Read Connected Text

Connected Text

Read the poem. Then answer the questions.

What Will I Be?

When I grow up, I think I will be
A diver who swims deep under the sea,
An astronomer who studies what’s out in space,
Or an explorer who journeys all over the place.
Then again, I could be a movie director.
An actor, a singer, a building inspector.
A baker who whips up cookies and cakes,
A sailor who travels across oceans and lakes,
A juggler, a rancher, a catcher at home plate,
A mayor of a town or the governor of a state.
The world will need dancers, writers, teachers,
Zookeepers to care for all kinds of creatures,
Firefighters, farmers, inventors—oh, gee!
I think for right now I’ll just be plain me.

Interact with the Text

- Circle all the words with the suffix **-er** or **-or** used to mean “a person connected with” or “one who.”
- Which of these things would you like to be? Why? Discuss with a partner. Use details from your personal experiences to support your answer.

Lesson 22 • Suffixes 183

Word Sort

Sort It Out

Read each word. Then sort the words.
Write each word in the correct box.

actor	catcher	climber	collector	conductor
director	driver	explorer	gardener	governor
inventor	operator	painter	reporter	singer
surveyor	teacher	translator	visitor	waiter

-er	-or
catcher	actor
climber	collector
driver	conductor
explorer	director
gardener	governor
painter	inventor
reporter	operator
singer	surveyor
teacher	translator
waiter	visitor

What did you learn about how words work?

Adding the suffix -er or -or to a word changes its meaning and its part of speech. For example, a catcher is someone who catches.

184 Suffixes • Lesson 22

Suffixes

OBJECTIVES

Teacher pages T227–T228

- Read and spell words with suffixes
- Choose the homograph that is appropriate for the given context

1. Sound-Spelling Review

5 MIN

 **Blend It** • Revisit Student Book, page 181

Have students reread the Blend It lines to a partner. Circulate, listen in, and provide corrective feedback. Then have students complete the Mark It activity.

2. Word Study/Morphology

10 MIN

Homographs • Student Book, page 185

Define It Use this section of page 185 to begin a discussion of homographs.

- Tell students that homographs are words that are spelled the same but have different meanings and, sometimes, different pronunciations.
- Explain to students that they can use context clues in a sentence to figure out the meaning of a homograph in a sentence. Say the following sentences and have students tell the meaning of *bank* in each one: *We sat along the bank of the river to watch the boat races. I put the birthday money Gram sent me in the bank.*
- Explain that some homographs also have different pronunciations. Tell students that these homographs are called heteronyms. Say the following sentences and have students tell the meaning of *wound* in each one: *I wound the scarf around my neck to stay warm. Be careful you don't wound yourself on the broken glass.*


Practice It Have students use context clues to choose the homograph that correctly completes each sentence. Guide students in completing item 1. Discuss the two meanings of *rest* before asking students to complete the sentence with the correct meaning of *rest*. Have students complete the remaining items, then discuss the word meanings with partners.

Try It Before assigning this section, have students practice using homographs in sentences.

- Write the following words: *bat, glasses, light, present, tear, bark, duck*. Have students work with partners to write two meanings for each word. Provide dictionaries for student use. Then have students use the words in oral sentences that show their meanings.
- Have students complete the Try It section. Referring back to the box in Practice It, have students write sentences for the meanings not used in items 1–4. Have them share their sentences with partners. Circulate and provide support.

3. Spelling

5 MIN

 Have students complete the Spell It activity on Student Book, page 181 with partners. Prompt each student to select 5–10 words for their partner to write. Have them use the words on the Student Book page to self-correct.

INDEPENDENT/PARTNER WORK

Concept Sort Have partners sort the word cards for this lesson into two piles: people usually seen outdoors and people usually seen indoors.

Speed Drill Recommend that partners do a timed reading of the speed drill on Student Book, page 182.

HOME-SCHOOL CONNECTION

Have students take home “What Will I Be?” to read to their families. Ask them to return the passage to school to reread in future weeks.

As an alternative, provide five sentences containing words with the target skill. Have students write them and practice reading them to build fluency.

1. The governor is the leader of our state.
2. I am the writer and illustrator of the story.
3. The pitcher threw the ball to the catcher.
4. Who will lead the the band in the parade?
5. I wrapped the gift and then tied it with a red bow.

Homographs

Define It

Homographs are words that are spelled the same but have different meanings.

fast¹ quickly **fast**² to eat little or no food

Homographs that are pronounced differently are called **heteronyms**.

wound¹ to hurt **wound²** wrapped around

Practice It

Complete each sentence with a homograph from the box.
Then write the number of the homograph whose meaning is shown.

record¹ to put down in writing

record² facts about what a person or group has done

rest¹ to relax or sleep

rest² the remaining part of something

wind¹ moving air

wind² to wrap something around something else

1. I am going to rest for a moment. 1
2. The judges record the swimmers' times. 1
3. We will wind up the string to pull the kite back in. 2
4. That runner broke the world record. 2

Try It

Write a sentence using each meaning that was not used in items 1–4.

5. I will rake the rest of the leaves this afternoon.
6. The wind blew the papers off my desk.

Sample answers below.

Lesson 22 • Suffixes 185

Notes


Lesson 22 • Day 3

TEACHER TABLE

INTERVENTION

- Word Building** Guide students to build or make the following words from word building cards: *actor, helper, leader, player, reader, sailor, teacher, viewer, director, visitor.*
- Provide students with the word building cards for the lesson, available in Instructional Resources at [SadlierConnect.com](https://www.sadlierconnect.com).
 - Read the word building cards (which include base words, syllables, and suffixes) with students. Guide students to sort the cards and share what they know about them.
 - Have partners work with the base words one at a time. Have them add suffixes to the base words to build as many words as they can. Then have partners build words with the syllables. For each word built, have students add suffixes to make more words.
 - Encourage students to share their words with other pairs of students.

Word Building Cards: *act, di, er, help, it, lead, or, play, read, rect, sail, teach, view, vis*

-  **Reread Connected Text** Guide students through a repeated reading of “What Will I Be?” on Student Book, page 183. Have students read to a partner. Provide corrective feedback. Then do a choral reading of the passage.

High-Frequency Words Have students write a new sentence in their notebooks for each of the high-frequency words: *but, may, day, take, today, say, play, away*. For each word, suggest that they write a sentence about their plans for the weekend. Students can complete this during independent work time.

- Visit [SadlierConnect.com](https://www.sadlierconnect.com) for Instructional Resources.

Suffixes T228

Suffixes

OBJECTIVES

Teacher pages T229–T230

- Read words with common syllables
- Determine the meanings of multisyllabic words
- Reread connected text and write a response
- Spell words with suffixes

1. High-Frequency Syllables

10 MIN

Connecting Phonics and Vocabulary

- Student Book, page 186

Introduce the week's high-frequency syllables.

cir dle cor ef coun
end cus ent dan tom

Guide students to use their knowledge of syllable types to read each of the ten high-frequency syllables. For example, syllables ending in a consonant (e.g., *ef*, *end*, *cus*, *ent*, *dan*, *tom*—*closed syllables*) usually have a short vowel sound, and syllables ending in a vowel followed by *r* (e.g., *cir*, *cor*—*r-controlled syllables*) have a vowel sound that is neither long nor short.

- **Read It** Ask students to underline the target syllable in each word. Then guide students to use the syllable to read the longer words.
- **Explain It** Have students select four words to record in this section. Students can complete this activity during independent work time to build vocabulary. Model one example.
- **Find It** Prompt students to look for words with these syllables in their reading during the upcoming weeks and record them in this section.

2. Reread Connected Text/Write

5 MIN

- **Connected Text** • Revisit Student Book, page 183

Have students reread “What Will I Be?” to partners. Circulate and ask students to read a few sentences to you to check on their growing fluency.

- **Write About It** • Student Book, page 187

- Guide students to complete the writing extension activity. Have them write to describe how the suffixes *-er* and *-or* help them know what each person in the poem does.
- Have students complete the writing activity during independent work time. Remind them to use the Quick Check at the bottom of the page to review their responses. Then have them share their responses with partners, get feedback, and revise as needed.

3. Spelling

5 MIN

Have student partners use the word cards for this lesson to test each other. Students can use the word cards to self-correct. Have students Read-Build-Write any words they misspelled using letter cards.

INDEPENDENT/PARTNER WORK

High-Frequency Syllables Select five words from the Read It section of Student Book, page 186. Write the syllables on the board (e.g., *cir*, *cus*, *ef*, *fect*, *book*, *end*, *fo*, *cus*, *trans*, *par*, *ent*). Put them in random order. Have partners work together to rebuild the words and record them on paper.

Word Building Have partners use the word building cards for this lesson to practice making words with **suffixes**. Write the following words for students to build with their partners: *director*, *teacher*, *visitor*, *reader*, *player*. Prompt students to make any other words they can, using the cards.

Alphabetize Words Have students alphabetize the words in Line 5 on Student Book, page 181.

Connecting Phonics and Vocabulary

Read It

Underline the target syllable in each word. Practice reading the words to a partner.

- | | | | |
|------------------------|--------------------|-------------------------|-------------|
| 1. cir <u>circle</u> | <u>circus</u> | 2. dle <u>cradle</u> | bundle |
| 3. cor <u>corner</u> | <u>incorporate</u> | 4. ef <u>effort</u> | effect |
| 5. coun <u>council</u> | <u>counselor</u> | 6. end <u>endless</u> | bookend |
| 7. cus <u>custom</u> | <u>focus</u> | 8. ent <u>different</u> | transparent |
| 9. dan <u>danger</u> | <u>dandelion</u> | 10. tom <u>bottom</u> | atomic |

Explain It

Choose four words from above whose meanings you do not know. Or choose words that you would like to know more about. Write each word, its definition, a synonym, and a sample sentence. **Answers will vary.**

- | | |
|----------------|------------------|
| 11. Word _____ | Definition _____ |
| Synonym _____ | Sentence _____ |
| 12. Word _____ | Definition _____ |
| Synonym _____ | Sentence _____ |
| 13. Word _____ | Definition _____ |
| Synonym _____ | Sentence _____ |
| 14. Word _____ | Definition _____ |
| Synonym _____ | Sentence _____ |

Find It

Look in books and stories for 3–5 words with the syllables you learned in this lesson. Write the words below. **Answers will vary.**

Name _____

Writing Extension

Write About It

Read "What Will I Be?" again. Write to describe how the **suffixes -er and -or** help you know what each person does.



Answers will vary.

Quick Check

- ☐ Underline all the words you used with the **suffix -er or -or**.
- ☐ Check the spelling and meaning of each word with **suffix -er or -or**. Use a dictionary, if needed.
- ☐ Did you support your answer with more than one detail from the poem?

TEACHER TABLE

INTERVENTION

What's My Word? Play What's My Word? with students to combine their growing phonics and vocabulary skills. Write a word, using blank spaces for the letters in the **suffix** or **prefix** (e.g., *visit _ _*). Then say a clue for the word and prompt students to add the missing letters. Ask students to spell aloud the answer for you to record on the board. Here are examples of What's My Word? clues.

- A *synonym* for guest. (visitor)
- To *visit* someone or something again. (revisit)
- To *look over* something again. (review)
- A *device* for viewing things. (viewer)
- One who *reads*. (reader)
- To *wrongly* read something. (misread)
- To *direct* someone wrongly. (misdirect)

High-Frequency Syllables Review the high-frequency syllables on Student Book, page 186. Write the syllables on index cards. Display one card at a time for students to chorally read. Provide corrective feedback, and repeat. Then write the first word after each syllable (*circle, cradle, corner, effort, council, endless, custom, different, danger, bottom*) on index cards. Cut apart the words by syllables. Display the syllables for each word, one at a time. Slowly build and read the word. Reinforce syllable types and how they help in pronunciation.

High-Frequency Words Have students write a new sentence in their notebooks for each of the high-frequency words: *but, may, day, take, today, say, play, away*. For each word, suggest that they write a sentence about something they would like to be when they grow up. Have students practice reading these and all previous sentences independently and with a partner to build fluency.



Visit **SadlierConnect.com** for Instructional Resources.

Suffixes

PROGRESS CHECK

Teacher pages T231–T232

- Assess students' growing decoding skills
- Spell words with suffixes

1. Cumulative Assessment

15 MIN

Fluency Check • Student Book, page 188

Assessment of phonics skills must be done over an extended period of time to ensure mastery. Weekly assessments focusing on one skill often give “false positives.” That is, they show movement toward learning, but not mastery. If the skill is not practiced systematically and purposefully for subsequent weeks, learning can decay. Cumulative assessments help you determine which skills have truly been mastered. All skills should be evaluated based on two factors: accuracy and fluency.

Administer the Cumulative Assessment.

- Select a small group of students to assess this week. Note that the goal is to cycle through all the students every 3–4 weeks.
- One at a time, ask students to read the cumulative word list. Make one check for every word read correctly (accuracy) and one check for every word read automatically (fluency). Record the results on the Student Fluency Report on page T190. You may want to note any misreadings on the form.
- Use the Small Group Planners on pages T320–T321 to modify the Teacher Table small group instruction and practice in the upcoming weeks.
- While you are assessing the small group of students, have the students not selected for this week's assessment read the cumulative word lists to partners. Have students take home the list to practice reading with their families to display their growing reading abilities.

For more information on Assessment Options, see pages xxvii and xxviii of this Teacher's Edition.

2. Spelling

5 MIN

Check students' growing ability to spell words with **suffixes**: *actor, catcher, climber, collector, conductor, director, driver, explorer, gardener, governor, inventor, operator, painter, reporter, singer, surveyor, teacher, translator, visitor, waiter*. Select five or six of the words. Say a sentence for each word and have the students write the complete sentence.

Administer the assessment to the whole group. Analyze the spelling errors to plan additional small group instruction and practice. Take note of any misspellings. Spelling lags behind reading, so continue to monitor students' writing for evidence of **suffix** skill transfer. Reinforce these spellings in future lessons and writing assignments to support students gaining mastery.

Spelling mastery isn't expected after one week of instruction. Use the cumulative spelling sentences on SadlierConnect.com to more effectively monitor and assess spelling growth over time.

INDEPENDENT/PARTNER WORK

- 🔄 **Writing Fluency** Have students complete the Write About It activity in Daily Practice on Student Book, page 181. Student partners can collaborate on the story beginning and then work independently to write different endings.

Fluency Check

Directions: Listen to the child read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

CUMULATIVE ASSESSMENT							
Lesson	Word		Lesson	Word			
22	leader	<input type="checkbox"/> <input type="checkbox"/>	19	filed	<input type="checkbox"/> <input type="checkbox"/>		
	worker	<input type="checkbox"/> <input type="checkbox"/>		making	<input type="checkbox"/> <input type="checkbox"/>		
	sailor	<input type="checkbox"/> <input type="checkbox"/>		grabbed	<input type="checkbox"/> <input type="checkbox"/>		
	inventor	<input type="checkbox"/> <input type="checkbox"/>		strumming	<input type="checkbox"/> <input type="checkbox"/>		
21	dislike	<input type="checkbox"/> <input type="checkbox"/>	18	broken	<input type="checkbox"/> <input type="checkbox"/>		
	unpaid	<input type="checkbox"/> <input type="checkbox"/>		dragon	<input type="checkbox"/> <input type="checkbox"/>		
	reheat	<input type="checkbox"/> <input type="checkbox"/>		curtain	<input type="checkbox"/> <input type="checkbox"/>		
	prewash	<input type="checkbox"/> <input type="checkbox"/>		muffin	<input type="checkbox"/> <input type="checkbox"/>		
20	women	<input type="checkbox"/> <input type="checkbox"/>	17	complete	<input type="checkbox"/> <input type="checkbox"/>		
	children	<input type="checkbox"/> <input type="checkbox"/>		boneless	<input type="checkbox"/> <input type="checkbox"/>		
	people	<input type="checkbox"/> <input type="checkbox"/>		delete	<input type="checkbox"/> <input type="checkbox"/>		
	teeth	<input type="checkbox"/> <input type="checkbox"/>		shameful	<input type="checkbox"/> <input type="checkbox"/>		
Number Correct (accuracy): ____/24							
Number Automatic (fluency): ____/24							

Notes _____

TEACHER TABLE

INTERVENTION

Reread and Write Guide students through a repeated choral reading of “What Will I Be?” on Student Book, page 183. Then review each student’s written response on Student Book, page 187. Provide feedback for students to revise their writing. For example, say: *Look at the word I circled. Make sure the subject, or naming part of the sentence, agrees with the verb.*

High-Frequency Words Have students review the sentences in their notebooks for each of the high-frequency words: *but, may, day, take, today, say, play, away*. Prompt students to take five sentences and expand on each one by adding descriptive details or combining two ideas (e.g., *Today is my Mom’s birthday. Today is my Mom’s birthday, so I made her a card*). Provide guidance as needed.

Speed Drill Have students meet with partners to do a timed reading of the **suffixes** speed drill on Student Book, page 182. Circulate, listen in, and provide corrective feedback. Record observations for future small group instruction and practice.



Visit SadlierConnect.com for Instructional Resources.

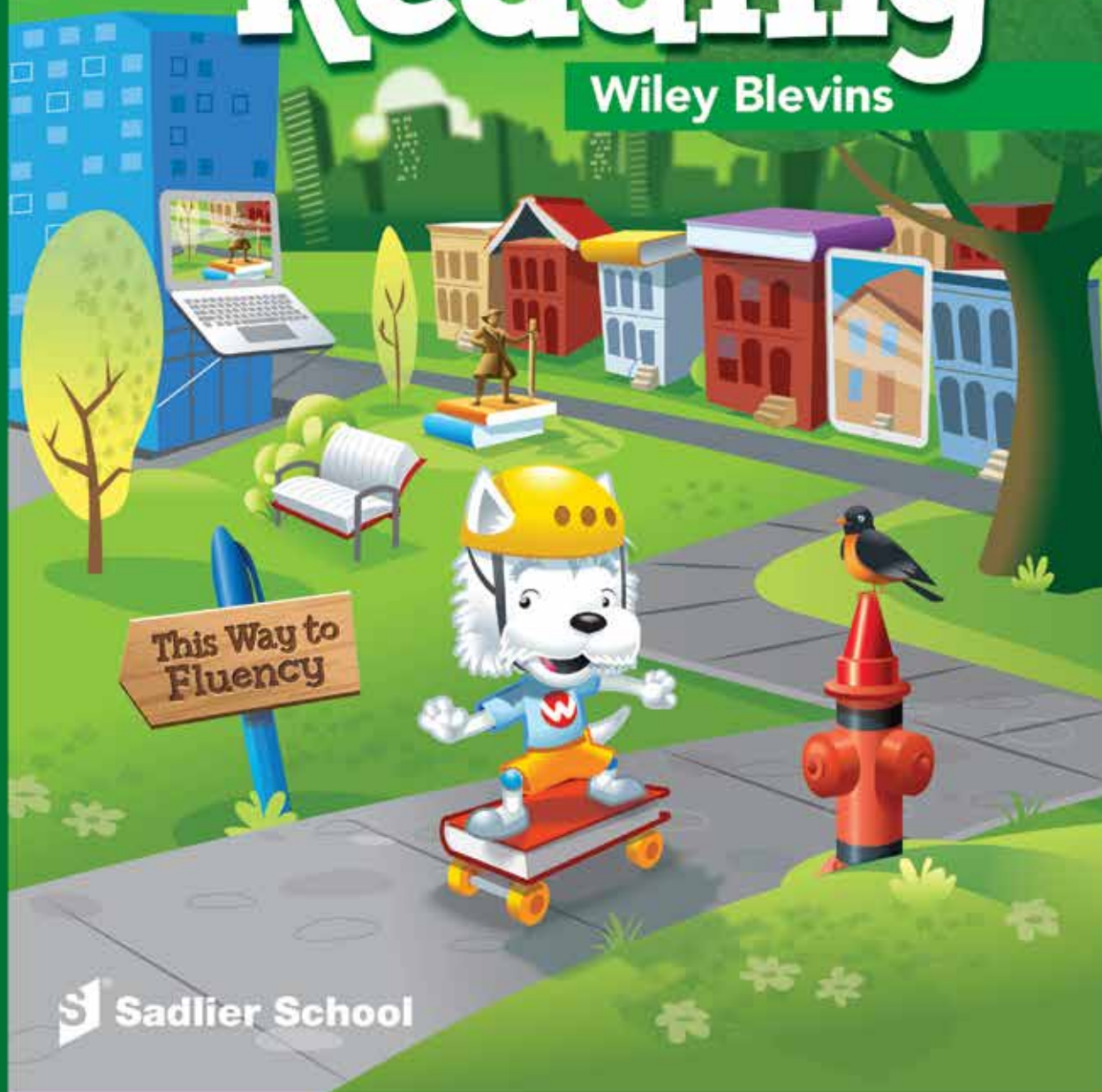
Implementing *From Phonics to Reading*, Level C

From Phonics to Reading incorporates explicit, researched-based phonics and word study instruction with lessons that embody the Seven Characteristics of Strong Phonics Instruction. *From Phonics to Reading*, Level C:

- solidifies the transition to multisyllabic words with lessons on the six syllable types and practice with high-utility syllables, the *building blocks* of multisyllabic words.
- assesses foundational skills taught in *From Phonics to Reading*, Levels K, A, and B and provides support for areas of weakness. To help children with reading difficulties, it is important to assess what they can and cannot do and then plan an intervention program to meet their unique instructional needs.
- models and provides reading of longer words through word study instruction by using the “Reading Big Words” strategy, context clues, related words, etc.
- supplies hands-on resources (e.g., word sorts, speed drills, word building cards, word cards, and word ladders) to engage student learning and to promote overall word awareness.
- reinforces previously taught high-frequency words, with an emphasis on irregular words (e.g., words that readers commonly confuse, reversible words, such as *was/saw* and *on/no*, and words that start with *th* and *wh*). A lack of fluency can impede comprehension.

From Phonics to Reading

Wiley Blevins



 Sadlier School

Directions: Read the text.

The Class Play

TODAY is the last day to try out for the class play!

The play is set on a faraway island. A powerful ring is buried somewhere on the island.

We need actors for these parts:

- a sailor who lands on the island when a boat sinks.
- a farmer who grows crops on the island.
- a singer who becomes the leader of a small group looking for the ring.
- a collector who has different plans for the ring.
- a diver who has been searching the waters around the island for the ring.
- a visitor to the island who pretends not to know about the ring.
- an inventor who helps the ring's finder get away from the island.

We may also need a narrator to help tell the story. So drop by and say a few lines! We will also need set designers if you don't want to act.



Comprehension and Vocabulary

Name _____

Directions: Read "The Class Play" again.
Then answer the questions.



1. Who does the play need in order to fill the parts?
Write the word.

2. What does the part of the singer do in the play?
Use details from the text to support your answer.

3. How will the narrator be different from the other actors?
Use details from the text to support your answer.

4. How can someone contribute to the play if they do not want to act?
Can you think of other ways someone can contribute to the play?

Write About It

Directions: Write a summary of the text.

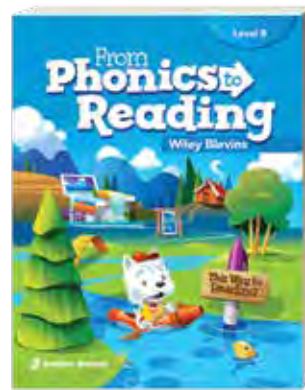
Writing

“Phonics instruction should be active, engaging, and thought-provoking!”

–Wiley Blevins



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