



Tutor Manual



The information in this manual is intended for Reading Results Tutors to have the resources needed to provide Tier 2 intervention to 1st-3rd grade students. Tier 2 intervention offers targeted instruction in order to: remediate skill deficits; review skills from Tier 1 lessons; provide multiple opportunities to practice; and to provide immediate corrective feedback.

The content included is by no means exhaustive and is not intended as a full literacy or language arts program.

Reading Results strives to continually grow and improve to serve students. Please share ideas for changes and improvements to this Manual with your Program Site Manager and Program Director.

September 2023

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Welcome

Reading Results partners with schools to support students from systemically excluded communities in becoming successful readers. We believe that literacy is a basic human right, and we work to increase access and break down barriers through supporting students with an effective, individualized, culturally-responsive reading intervention program.

Reading Results uses a structured literacy approach informed by:

The Teaching Reading Sourcebook from Core Learning (CORE)

This is a research-based guide to effective reading instruction that supports educators in bridging the gap between evidence-based reading research and actionable instructional strategies. The Sourcebook explicitly covers the scientific basis and instructional elements of effective reading instruction.

UFLI Foundations from the University of Florida Literacy Institute

This is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.

Instructional routines are designed using an Orton-Gillingham approach; characterized by being explicit, structured, sequential, multisensory and responsive.

What does this look like at Reading Results?

explicit	The tutor teaches the student exactly what they need to know.
structured	Every lesson is organized around a consistent set of instructional routines. The student knows what to expect during each lesson.
sequential	Skills are taught in a logical order or sequence. The student starts out learning simple word patterns and then progresses gradually to more difficult and complex ideas. The sequence also provides cumulative practice to consolidate new skills while simultaneously reviewing previously taught concepts.
multisensory	Tutors use multiple pathways (seeing, hearing, feeling and motion) to introduce and practice concepts and skills. The combination of listening, looking and moving around creates a lasting impression for the student.
responsive	Tutors plan the next lesson based on how the student performed on the current lesson. Regular progress monitoring tracks student growth and informs adjustments to instruction.

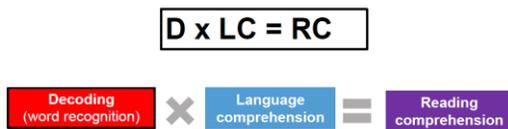
Our History: Reading Results was founded in 2001 by a group of educators who saw an opportunity to close the achievement gap with an intentional and strategic focus on ensuring all students have the support they need to be successful readers.

The Science of Reading

More than five decades of research has provided us with a deeper understanding of what skills are involved in learning to read and how different parts of the brain work together to process written language. There are known pathways or circuits developed in the brains of skilled readers. These pathways are built with explicit instruction and deliberate practice. Reading Results Tutors provide structured literacy instruction for students who need extra time and support building these pathways.

Theoretical frameworks that guide reading instruction based on the Science of Reading:

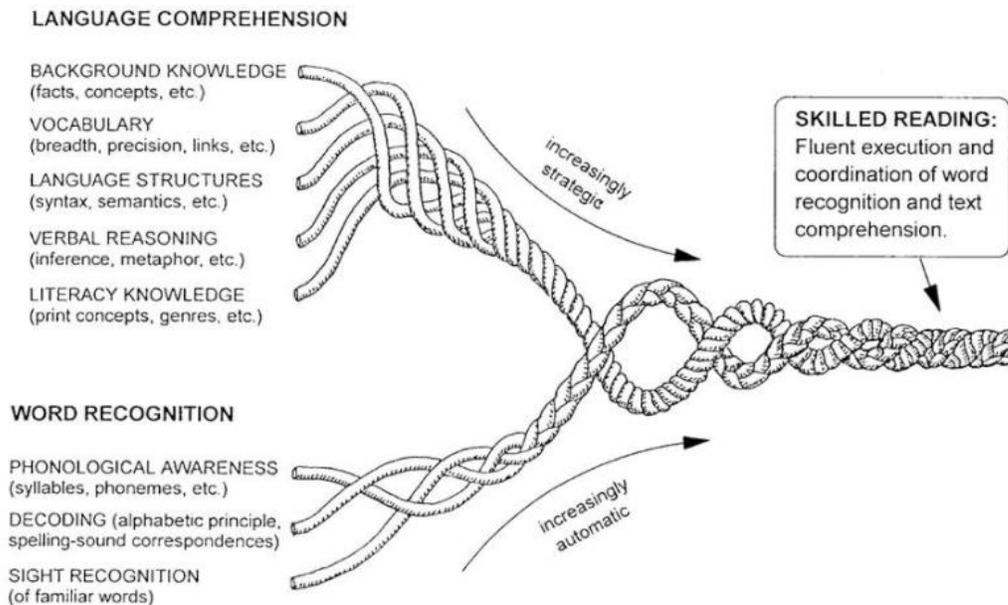
The Simple View of Reading



The **Simple View of Reading** represents reading comprehension as the product of two separate but equally important skills. If either of these skills is limited or missing altogether, the whole system—reading comprehension—breaks down (Gough & Turner, 1986).

The Reading Rope is a metaphor that elaborates on The Simple View’s two categories of essential reading skills: word recognition and language comprehension. The rope is further broken down, offering substrands of word recognition and language comprehension that make the rope strong (Scarborough, 2001).

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



Our ABAR (Anti-bias/Anti-racist) Pledge

Reading Results is committed to upholding ABAR principles in all we do and know that this work is central to the vision that ALL children have the right to read and succeed. This requires explicit and intentional effort to counteract the systemic and systematic exclusion of BIPOC students.

We believe that literacy is a basic human right, and access to it is a social justice issue. Centuries of institutional and systemic racism have created disproportionate access and opportunity for BIPOC students compared to their white peers – particularly in the field of education. We support school districts and school efforts to achieve educational equity, by providing differentiated resources to support the success of all students.

The Reading Results Equity Lens is used to guide this process internally and help us hold ourselves accountable in this work. Our Equity Lens outlines sets of questions to help focus our work and center our ABAR ideals in all we do. Each tutor should be familiar with the Reading Results Equity Lens – particularly, the “top two” guiding questions:

- **Is this [policy, decision, material, interaction] racist, nonracist, or anti-racist?**
- **How might this [policy, decision, material, interaction] increase, decrease, or ignore equity?**

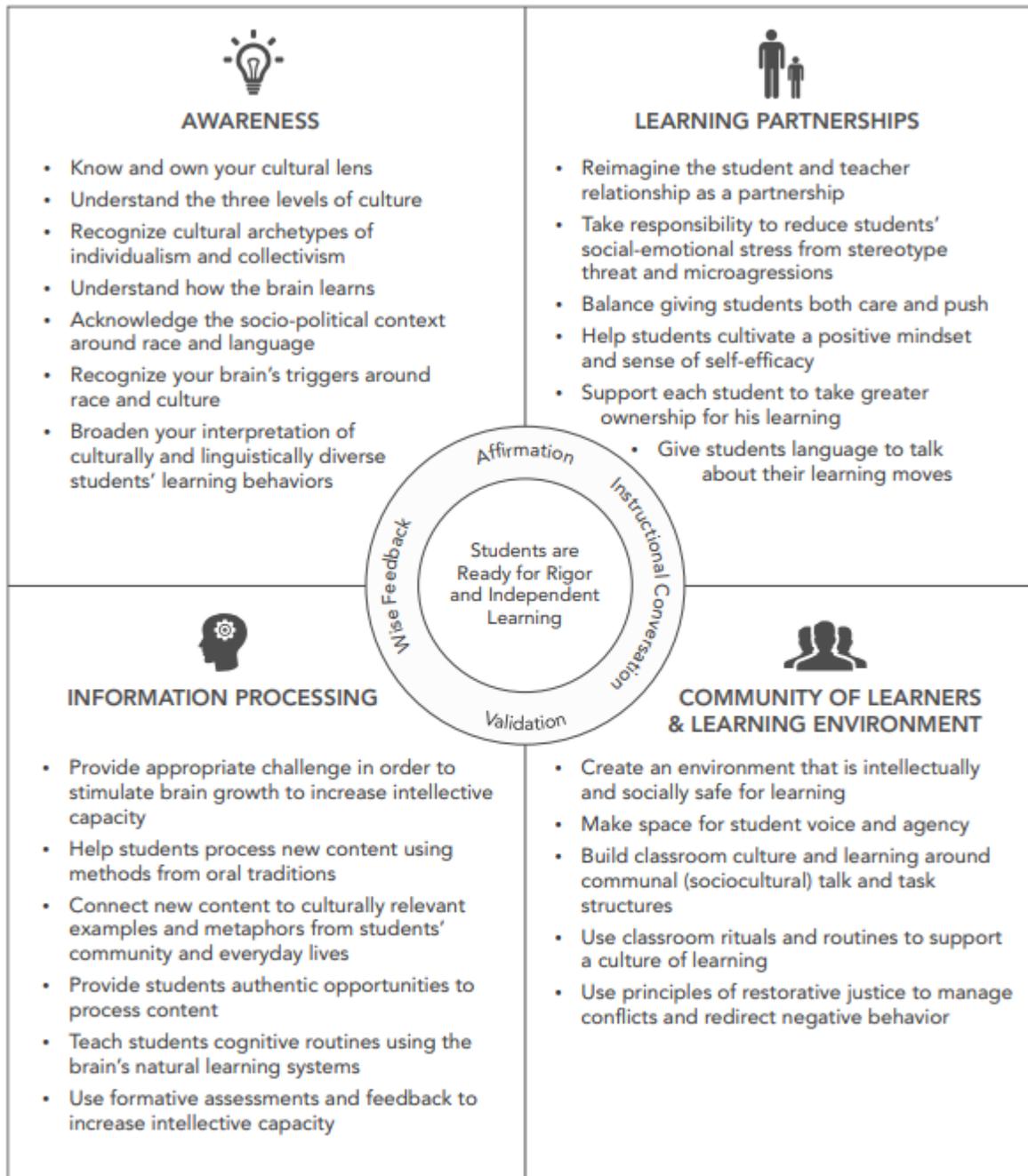
The full version of our Equity Lens can be found in the staff area of the Reading Results website.

Ready For Rigor Framework

In Culturally Responsive Teaching & The Brain, Zaretta Hammond writes:

Learning to put culturally responsive teaching into operation is like learning to rub your head and pat your stomach at the same time. This move feels a bit awkward at first because you have to get your hands to perform two different movements in unison. The trick is to get each movement going independently then synchronizing them into one rhythmic motion. The practices are only effective when done together. In unison they create a synergetic effect. The Ready for Rigor Framework lays out four separate practice areas that are inter-dependent. When the tools and strategies of each area are blended together, they create the social, emotional and cognitive conditions that allow students to more actively engage and take ownership of their learning process.

Ready For Rigor Framework for Culturally Responsive Teaching



Student Engagement

Culturally Responsive Teaching, Growth Mindset and The Zones of Regulation provide Reading Results Tutors models of thinking to support both students and themselves.

Culturally Responsive Teaching is a mindset and practice centered around the core belief that all students have inherent knowledge and skills, and it is the responsibility of the educator to create dynamic learning opportunities that meet the needs of all students. Within this work, Reading Results Tutors use the “Ready for Rigor” Framework by Zaretta Hammond to help guide our instruction.

Growth Mindset, as identified by Stanford professor Carol Dweck in her book *Mindset*, describes the mindset of people who believe that their success depends on time and effort. People with a growth mindset feel their skills and intelligence can be improved with effort and persistence. They embrace challenges, persist through obstacles, learn from criticism and seek out inspiration in others’ success.

The **Zones of Regulation**, developed by Leah Kuypers, provides a common language and compassionate framework to support positive mental health and social/emotional learning. The zones can be broken into four categories. Each one is a different level of alertness and each one is present in all of us at varying times.

Need some tips for keeping students engaged? Here are some things to try!

Reflect!

- Be self-aware and know when you’re running out of patience. Children are extremely perceptive and can identify almost immediately if you’re being inauthentic or don’t fully buy-in to what you’re saying/doing. If you find yourself in this space, take a minute to re-direct your thoughts and adjust your mindset.
- Consider what is in your control that you can alter.
 - Pacing – Is the lesson moving too slowly and the student is getting bored, or is it moving too quickly and they are getting overwhelmed?
 - Demeanor – Are you happy to be there? Are you happy to see the students in front of you? If not, they can tell!
 - Expectations – What are your expectations about what “successful learning” looks like. Ask yourself, “Does this interfere with them completing the task, or is it just annoying to me?”

Connect!

- Relationship is key! While it is critical for us to remember that we are tutors (not counselors), we can still make sure that students know they are safe, cared for and loved. This should come first.
- Play “This or That” for the first minute of the session (e.g. “Dogs or cats? Summer or winter? Sonic or Mario?). This will help you get to know them, as well as get them excited to share.
- Validate and affirm. Let them know that whatever they are feeling/experiencing is important, and that they are important, too.
- Tell a quick joke! Humor is great for de-escalating or distracting.

Move!

- Take a stretch/movement break. Wiggle arms/fingers, do chair push-ups, take a ten second dance break. Have them mirror their partner's moves - this also helps with team building! Tip: calf muscles are one of the strongest muscles and engaging them really gets blood flowing! Stand on tiptoes and stretch this muscle 10x.
- Integrate movement into your lesson. Put review words/sounds on flash cards, and have students quickly tap, or even step, on them as they read; have students stand during parts of the session.
- Practice "crossing the meridian" – twist arms so that they are on the opposite side of the body, touch elbows to opposite knee, etc. This reinvigorates and helps connect the different hemispheres of the brain.

Build Agency!

- Offer as much choice as possible. Let students take ownership over their time by letting them help set the agenda for the day. Talk about their goals for the day/week/year and remind them what you're working toward.
- Use the Zones of Regulation to guide language around what students are feeling/experiencing. Take 1-2 minutes for them to review and share, and if they can think of something that would help them in that moment.

Notice of Concern

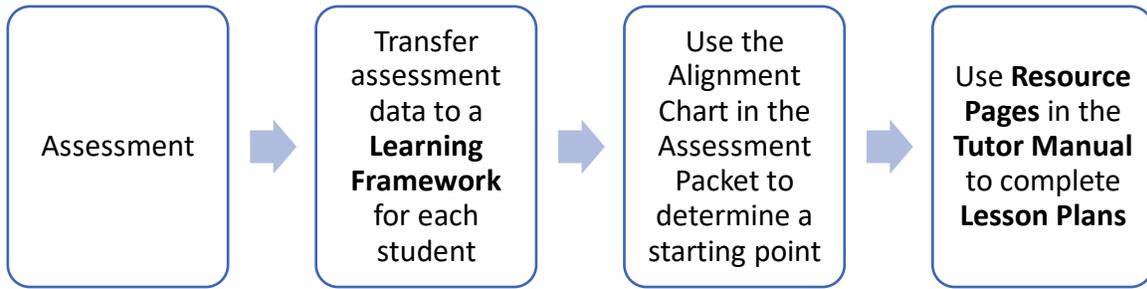
For incidents that require follow up, communication, or problem solving to best support students, we complete a Notice of Concern.

A Notice of Concern should be filled out any time:

- A student is sent back to class before the session ends due to a behavior issue
- A student is physically aggressive to another student and/or tutor
- A student uses derogatory and/or inappropriate language towards others
- A student has exhibited *consistent* behavior that severely impacts learning and/or the learning of other students

Copies of the Notice of Concern can be found on our website and in the Curriculum Box at each school.

Learning Framework, Tutor Manual and Lesson Plans (and how they work together)



A **Learning Framework** is developed for each student based on assessment data and student performance.

The Learning Framework:

- Is a record of student assessment data
- Is a guide for sequential lesson planning
- Is a tool for goal setting

Reading Results
Learning Framework

Student: _____ Fall Assessment: _____ Winter Assessment: _____

Alignment Code and Letter Grade	Fall	Winter	Notes
A. Letter names—uppercase	124	124	
A. Letter names—lowercase	124	124	
C. Onset and blend	125	125	
D. Long vowel sounds	126	126	
E. Short vowel sounds	127	127	

Strategic and Foundational Skills

Code	Fall	Winter	Notes
A. Short vowels in CVC words	123	123	
B. Consonant short vowels	123	123	
C. Short vowels, digraphs, & silent e	123	123	
H. R-controlled vowels	123	123	
I. Long vowel sounds	123	123	
J. Vowel digraphs	123	123	
K. Low-frequency digraphs	123	123	
L. Multisyllable words	124	124	

WRITING

Code	Fall	Winter	Notes
WRITING			

Progress Monitoring

Code	Mon	Tue	Wed	Thu	Fri	Sat	Sun
WRITING							

Notes

Directions for entering a new student:

- Transfer data from Assessment Package
- Use alignment chart to check to (1) new student on the framework
- (2) mark the starting point

After each PM and at Mid-year:

- Reassess the student
- Date when you are on the framework
- Adjust pacing and resources as needed

Reading Results
Learning Framework

Code	Fall	Winter	Notes
111			
112			
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Lesson Plans are developed for each tutoring session based on the Learning Framework for both students in the session.

Lesson Plans:

- Guide direct and explicit instruction
- Provide consistency for the tutor and student
- Are visible while tutoring to allow for active note taking

Reading Results
Weekly Lesson Plan

Student(s): _____ Week of: _____

This week we are working on: _____

	Day One	Day Two	Day Three
Preview/Review			
• Preview today's plan			
• Phonemic Awareness			
• Auditory/Visual Discrim			
• High Frequency Words			
Teach/Miscel (I do)			
• Focus on target concept			
• Introduce new concept			
Guided Practice (We do)			
• Word Work: Blending, Dictation, Mapping, Word Chains			
Extended Practice (You do)			
• Read decodable text			
• Read for fluency and meaning			
• Games			
Wrap-up/Review			
• What did you learn?			
• Mindful Message			

Notes:

Learning Frameworks and Lesson Plans are living documents that support Reading Results Tutors in meeting the needs of individual students. These documents are stored in your tutor folder. Lesson Plans are collected and/or recycled based on the needs of the student. Please check in with your Program Site Manager prior to recycling.

Sample Resource Page

Each Resource Page is designed to provide the resources needed to lesson plan. The numbers correlate directly to Instructional Routines that are found on the following pages.

17. B /b/

Notes: When modeling, be careful not to add a schwa or short /ü/ at the end. Example: /b/ not /buh/.

1

Phonemic Awareness

Blend	Segment
s - ö - b (sob)	bus (b - ü - s)
f - i - b (fib)	bad (b - ä - d)
t - ü - b (tub)	bit (b - i - t)
b - ä - t (bat)	fun (s - ü - b)

Visual and Auditory Drills

g	u	c	d
o	n	i	f
p	t	s	m
a			

2

3

Irregular High Frequency Words

Teach: of

Review: the, I, and, a, is, said, to, do

4

Introduce New Concept

B is a consonant. B spells /b/ like at the beginning of the word bat or the end of the word cub.

5

Word Work – Blending and Dictation

cab	bag	bun
tub	but	bus
The pup is in the tub.		

sob	cub	fib
bug	bat	bad
I am on the big bus.		

6

Decodable Text, Fluency, Comprehension

UFLI – A Bug on the Bus

7

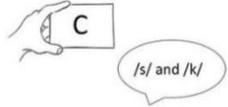
Word Lists

b /b/ initial	b /b/ final
bad	cub
bag	dab
bam	fib
ban	gab
bat	sob
bib	sub
bid	tab
big*	tub
bin	
bit	
bog	
bop	
bud	
bug	
bun	
bus	
but	

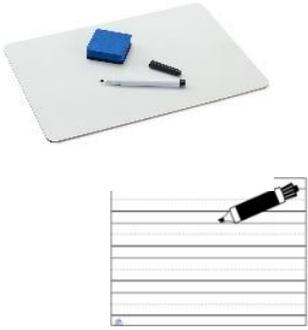
Word Chains

ab – nab – tab – dab – cab
mob – sob – cob – gob
sub – cub – tub – nub – dub
bat – bit – bin – bid – big
tab – gab – dab – cab – cob – mob – sob – gob
sob – cob – cab – tab – tap – tad – sad – bad –
bat – bit – but – bun – bin – big
Phrases and Sentences
I got a big bag.
The bug is in the cab.
Bob got a dog.
It is bad to fib.

Reading Results Instructional Routines

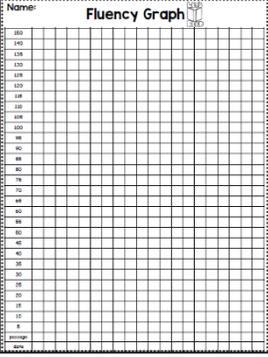
Instructional Routine	Materials	Directions						
Lesson Preview	Lesson Plan	Preview what is expected using a written or verbal agenda.						
<p>1</p> <p>Phonemic Awareness</p>		<p>Blending: Segment, or break apart, words into individual phonemes (/sh/ /ō/ /p/). Ask students to blend the phonemes to form a word (shop).</p> <p>Segmenting: Say a word (shin). Ask students to repeat word and segment into individual phonemes (/sh/ /i/ /n/).</p>						
<p>2</p> <p>Visual Drill</p>		<p>Show a sound card of the letter or letter combination. Ask students to say the name and sound(s) of the letter.</p>						
<p>2</p> <p>Auditory Drill</p>		<p>Say a sound (/ă/). Ask students to write the letter or letter combination while saying the sound (/ă/ is a).</p>						
<p>3</p> <p>High Frequency Words</p>	<table border="1"> <tr> <td data-bbox="488 1346 672 1455">  </td> <td data-bbox="672 1346 867 1455"> <p>They said we can play!</p> </td> </tr> <tr> <td data-bbox="488 1455 672 1598">  </td> <td data-bbox="672 1455 867 1598"> <p>— —</p> </td> </tr> <tr> <td data-bbox="488 1598 672 1745"> <p><u>th</u> <u>ey</u></p> </td> <td data-bbox="672 1598 867 1745"> <p>"The ey at the end of the word is surprising. We need to remember that!"</p>  </td> </tr> </table>		<p>They said we can play!</p>		<p>— —</p>	<p><u>th</u> <u>ey</u></p>	<p>"The ey at the end of the word is surprising. We need to remember that!"</p> 	<ul style="list-style-type: none"> • Say the word and ask students to repeat • Model the word in a sentence and have students try it • Ask students to tap it out or finger spell the word • Ask students to draw boxes or lines on a piece of paper or dry erase board with one space for each sound • Call special attention to the parts of that have irregular spellings • Read the word
	<p>They said we can play!</p>							
	<p>— —</p>							
<p><u>th</u> <u>ey</u></p>	<p>"The ey at the end of the word is surprising. We need to remember that!"</p> 							

Instructional Routine	Materials	Directions
<p>4</p> <p>Introduce New Concept / Focus on Target Concept</p>	<p>Tutor Manual</p>	<p>Use the suggested language in the Tutor Manual to introduce each concept or skill. Although it is not necessary to read the script word-for-word, most tutors find it helpful.</p>
<p>5</p> <p>Word Work</p>	<p>After introducing a concept, students need to read and spell words featuring the new grapheme-phoneme correspondence.</p> <p>Blending is the main strategy we teach students to decode, or sound out, words. For this activity you will model reading words with the grapheme (I do) and then have your students practice reading several more together (we do) and independently (you do).</p> <p>Dictation is the main strategy we teach students to encode or spell words. Dictation provides the modeling and practice needed to transfer phonics skills from reading to writing. Word Mapping and Word Chains can be used for additional support, extended practice or for variety.</p>	
<p>5</p> <p>Word Work – Blending</p>	<p>s st stomp sto stom stomp</p>	<p>Sound-by-Sound Blending – for emerging readers</p> <p>Write phonemes (letters) on white board one at a time. Model and then ask students to blend the sounds as added. This can also be done with sound cards.</p>
<p>flat</p> <p>fflll aaattt</p> <p>flat</p>	<p>Continuous Blending – use as soon as students begin blending on their own</p> <p>Write or show full word. Model and then ask students to blend the sounds without stopping, holding each sound. Stretch out each individual sound to the end of the word. Read the word.</p>	

Instructional Routine	Materials	Directions			
<p>5</p> <p>Word Work – Dictation</p>		<ul style="list-style-type: none"> • Say word (sound/word/phrase or sentence) and ask students to repeat • Ask students to tap it out or finger spell the word as needed • Ask students to write the word • Check and give corrective feedback as needed • Words should be corrected quickly with one single line and written correctly: pag page • Ask students to read words 			
<p>5</p> <p>Word Work – Mapping (Elkonin Sound Boxes)</p>	<p>dish</p> <p>/d/ /i/ /sh/ </p> <table border="1" data-bbox="492 1031 837 1115"> <tr> <td>d</td> <td>i</td> <td>sh</td> </tr> </table>	d	i	sh	<ul style="list-style-type: none"> • Say the word and ask students to repeat • Ask students to tap it out or finger spell the word • Ask students to draw boxes or lines on a piece of paper or dry erase board with one space for each sound • Ask students to write the phonemes in the boxes or on the lines • Ask students to read the word
d	i	sh			

Instructional Routine	Materials	Directions
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<p>6</p> <p>Read Decodable Text</p>	<p>Lesson 78 (or 70) One Day</p> <p>Marvel of the Shore</p>  <p>Cory and his horse, North, traveled to the shore. Cory held on to North's mane as North galloped across the sand. They arrived at the shore before anyone else. There had been a storm at sunset, so this morning the shore was a marvel.</p> <p>There were hundreds of starfish along the shoreline. The starfish got pulled to the shore in the storm. They were so pretty, but if they were left on the shore they would dry up. Cory jumped off North's back. He picked up starfish one by one and placed them back where they came from. Cory was happy he could transport the starfish back home.</p>	<ul style="list-style-type: none"> • Guide students to highlight the target pattern in the selected text • Have students read only the highlighted words so that they practice the words in isolation before reading whole sentences • Have students read the passage using their highlighted copy • Give students a clean copy of the text (with no highlighting) and have them read the whole passage • Read multiple times to build fluency and confidence
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<p>6</p> <p>Read for Fluency</p>	<p>Name: _____</p> <p>Fluency Graph</p> 	<p>Frequently model fluent reading, demonstrating (and sometimes explicitly pointing out) how accurate reading can be done at a reasonable rate and with good phrasing, intonation, and expression.</p> <p>Repeated Reading: Students read the list/passage/book multiple times</p> <p>Timed Repeated Reading: Time and graph one-minute readings of a text that is at the student's instructional level</p> <p>Choral Reading: Everyone in the group reads the same text together at the same time</p> <p>Echo Reading: Students hear and repeat, or echo, a model of fluent reading</p>
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Instructional Routine	Materials	Directions
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<p style="text-align: center;">6</p> <p style="text-align: center;">Read for Comprehension</p>	<p>Engage</p> <p style="text-align: center;">What is your favorite part of the book?</p> <p style="text-align: center;">When the mouse saved the lion.</p> <p>Repeat and Expand</p> <p style="text-align: center;">Oh, when the mouse saved the lion! That was so surprising!</p> <p>Engage</p> <p style="text-align: center;">How do you think the mouse felt?</p> <p style="text-align: center;">Happy!</p>	<p>Make space for planned and incidental conversation. Adjust your responses and language based on the age of the child. Make your conversation authentic by showing interest in the child, the conversation, and/or the text.</p> <p>Sample prompts:</p> <ul style="list-style-type: none"> • Let's talk about... • This is so interesting. Let's talk more about it... • What do you think about...? • How are __ and __ alike or different? • Wow, that's so interesting. You... • Tell me more about... • Let's read this sentence again and try to figure out what it means • Tell the story in your own words • After posing a question, wait. (Silence.)
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Wrap-up/Review	Lesson Plan	Quickly review what was just practiced and share mindset messages or encouragement.
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Extended Practice

Instructional Routine	Materials	Directions																														
<p style="text-align: center;">7</p> <p style="text-align: center;">Games</p>	<p style="text-align: center;">Roll and Read <small>Lesson 108: double consonant -er...est</small></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>glummer</td> <td>sadder</td> <td>madder</td> <td>hottest</td> <td>biggest</td> <td>flattest</td> </tr> <tr> <td>slimmest</td> <td>bigger</td> <td>slimmer</td> <td>thinnest</td> <td>hotter</td> <td>saddest</td> </tr> <tr> <td>maddest</td> <td>thinner</td> <td>reddest</td> <td>glummiest</td> <td>wettest</td> <td>fattest</td> </tr> <tr> <td>flatter</td> <td>hottest</td> <td>fatter</td> <td>wetter</td> <td>bigger</td> <td>redder</td> </tr> </table>							glummer	sadder	madder	hottest	biggest	flattest	slimmest	bigger	slimmer	thinnest	hotter	saddest	maddest	thinner	reddest	glummiest	wettest	fattest	flatter	hottest	fatter	wetter	bigger	redder	<p>Games should:</p> <ul style="list-style-type: none"> • Support targeted skill(s) • Integrate both decoding (reading) and encoding (writing) if possible • Minimize lag time between turns • Have both partners play at the same time if possible
																																
glummer	sadder	madder	hottest	biggest	flattest																											
slimmest	bigger	slimmer	thinnest	hotter	saddest																											
maddest	thinner	reddest	glummiest	wettest	fattest																											
flatter	hottest	fatter	wetter	bigger	redder																											

<p style="text-align: center;">7</p> <p style="text-align: center;">Word Work – Word Chains (Word Ladders)</p>	<p style="text-align: center;">chat chap chip chin chick</p>	<ul style="list-style-type: none"> • Say the word and ask students to repeat • Ask students to tap it out or finger spell the word • Ask students to write the word • Tell students how you want them to change the word by changing only one sound • Ask students to say the sounds and blend the word after each change
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1-5. A /ă/, M /m/, S /s/, T /t/

Notes: Consonants are sounds that are blocked by the tongue, teeth or lips in some way. Most consonants are difficult to sing or control for volume. Vowels are sounds that are produced when the mouth is open and the sound is not blocked by the lips, teeth or tongue. Vowels are sounds that can be sustained such as in singing. In the early lessons, vowels are introduced as the short sound only. Students may benefit from hand symbols to help them remember short vowel sounds. For short a – put your hand (in a fist with fingers towards you) near your mouth and make it look like you are eating an apple.

Phonemic Awareness

Blend	Segment
ă - t (at)	pat (p - ă - t)
m - ă - t (mat)	sat (s - ă - t)
s - ă - p (sap)	mat (m - ă - t)

Visual and Auditory Drills

t	s	m	a
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Irregular High Frequency Words

Teach: the, l, and

Introduce New Concept

A is a vowel. You know the name of this letter already, A, this is the long vowel sound. Today we are going to read words with the short vowel sound. The short vowel A spells /ă/ like in the beginning of the word apple or in the middle of the word map.

M is a consonant. M spells /m/ like the beginning of the word map or the end of the word gum.

S is a consonant. S spells /s/ like in the beginning of the word sun.

T is a consonant. T spells /t/ like in the beginning of the word tiger or the end of the word sat.

Word Work – Blending and Dictation

at	sat	mat
I sat at the mat.		

sat	mat	at
the mat		

Decodable Text, Fluency, Comprehension

Read-aloud – High-Interest Books

Word Lists

at
mat
sat

Word Chains

at – mat – sat – at

6-8. I /i/, P /p/, F /f/

Notes: I is being introduced as the short vowel sound /i/. Students may benefit from hand symbols to help them remember short vowel sounds. For short i – use one hand to lightly scratch the top of the other hand, signaling “itch.” When modeling the sound of consonants, be careful not to add a schwa or short /ü/ at the end. Example: /p/ not /puh/.

Phonemic Awareness

Blend	Segment
ĭ - t (it)	if (ĭ - f)
s - ĭ - t (sit)	it (ĭ - t)
f - ĭ - t (fit)	pit (p - ĭ - t)
s - ĭ - p (sip)	tip (t - ĭ - p)

Visual and Auditory Drills

f	p	t	s
m	a		

Irregular High Frequency Words

Teach: a

Review: the, l, and

Introduce New Concept

I is a vowel. I spells /i/ like at the beginning of the word itch or the middle of the word fit.

P is a consonant. P spells /p/ like at the beginning of the word pig or the end of the word map.

F is a consonant. F spells /f/ like at the beginning of the word fun.

Word Work – Blending and Dictation

fit	sit	sip
Tim	pit	it
Tim and I sit.		

pit	fit	tip
if	sit	sip
I sat on the tip.		

Decodable Text, Fluency, Comprehension

UFLI – I Sit, I Tap

Word Lists

I /i/
fit
if
it
its
it's
pit
sip
sit
tip

Word Chains

it – sit – fit – pit
if – it – fit – sit – sip – tip – Tim

Sentences

Tap the map.
Pat and I sat.
I tap a map.
I sat on a mat.

9. N /n/

Notes: When modeling, be careful not to add a schwa or short /ü/ at the end. Example: /n/ not /nuh/.

Phonemic Awareness

Blend	Segment
n - ä - p (nap)	in (ĩ - n)
f - ĩ - n (fin)	tin (t- ĩ - n)
n- ĩ - p (nip)	pin (p- ĩ - n)
p - ĩ - n (pin)	nap (n - ä - p)

Visual and Auditory Drills

i	f	p	t
s	m	a	

Irregular High Frequency Words

Teach: is

Review: the, I, and, a

Introduce New Concept

N is a consonant. N spells /n/ like at the beginning of the word nap or the end of the word pin.

Word Work – Blending and Dictation

nap	in	fin
pin	nip	tin
Tim and I nap.		

pit	fit	tip
if	sit	sip
I tap the fin.		

Decodable Text, Fluency, Comprehension

UFLI – The Pin in the Map

Word Lists

n /n/
fin
in
nap
nip
pin
tin

Word Chains

in – fin – tin – pin
it – in – fin – tin – pin – pit – sit – fit
nip – sip – sap – nap – map – tap – tip – tin – pin – fin – in - it

Sentences

It fit in the pit.
The map is in the tin.
The pin is in.

10. Review /ă/, /ĩ/

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
f - ĩ - t (fit)	if (ĩ - f)
m - ă - t (mat)	tap (t - ă - p)
n - ă - p (nap)	sat (s - ă - t)
t - ĩ - n (tin)	pin (p - ĩ - n)

Visual and Auditory Drills

n	i	f	p
t	s	m	a

Irregular High Frequency Words

Review: the, I, and, a, is

Introduce New Concept

Today we will practice reading and spelling words with the letters we've learned so far. When we read words, we look at each letter, say the sound, then blend the sounds to read the word. When we spell words, we say the whole word, then say each sound as we write the sound of each letter in order.

Word Work – Blending and Dictation

at	fat	fin
tip	nap	fit
The pin is in the tin.		

sit	sap	sat
tin	in	tap
I sat in sap!		

Decodable Text, Fluency, Comprehension

UFLI – The Pit

Word Lists

a /ă/	i /ĩ/
at	fin
fat	fit
map	if
mat	in
nap	it
pat	its
sap	pin
sat	pit
tap	sip
	sit
	tin
	tip

Word Chains

in – fin – tin – pin
it – in – fin – tin – pin – pit – sit – fit
nip – sip – sap – nap – map – tap – tip – tin – pin – fin – in – it

Sentences

It fit in the pit.
The map is in the tin.
The pin is in.

11. Nasalized A

Notes: When A is followed by N or M, the sound of the vowel is slightly changed. This is called a nasalized sound, as the air is released through the nose.

Phonemic Awareness

Blend	Segment
s - ă - k (sack)	it (ĩ - t)
n - ĩ - t (knit)	tin (t- ĩ - n)
s - ĩ - t (sit)	tap (t - ă - p)
p - ă - t (pat)	pass (p - ă - s)

Visual and Auditory Drills

n	i	f	p
t	s	m	a

Irregular High Frequency Words

Teach: as

Review: the, I, and, a, is

Introduce New Concept

When A is followed by N or M the sound of the vowel changes a bit, it sounds whiny. You try it. Say **at** and then **an**. Say **pat** and then **Pam**. Can you hear the difference?

Word Work – Blending and Dictation

an	fan	man
Sam	Pam	am
It is a fan.		

pan	tan	Tam
at	sat	pat
I tap the pan.		

Decodable Text, Fluency, Comprehension

UFLI – Sam and Pam

Word Lists

am	an
am	an
Pam	fan
Sam	man
Tam	pan
	tan

Word Chains

am – Sam – Pam – Tam
an – fan – man – pan – tan
Sam – Pam – am – an – fan – man – pan – tan
an – fan – man – pan – tan – Tam – Sam – Pam – am – at – sat – pat

Sentences

It is an ant.
Pam and I sit.
I am Sam.

12. O /*ö*/

Notes: O is being introduced as the short sound /*ö*/. You may notice that the pronunciation of CVC words with O can vary based on dialect. Students may benefit from hand symbols to help them remember short vowel sounds. For short o – use your index finger to circle the mouth.

Phonemic Awareness

Blend	Segment
ö - n (on)	on (ö - n)
m - ö - m (mom)	top (t - ö - p)
n - ö - t (not)	pot (p - ö - t)
m - ö - p (mop)	tot (t - ö - t)

Visual and Auditory Drills

n	i	f	p
t	s	m	a

Irregular High Frequency Words

Review: the, I, and, a, is

Introduce New Concept

O is a vowel. O makes the sound /*ö*/ like at the beginning of the words on or off or the middle of the word mop.

Word Work – Blending and Dictation

on	mom	mop
not	top	tot
I am at the top.		

pop	mop	on
top	not	mom
The fan is not on.		

Decodable Text, Fluency, Comprehension

UFLI – Tom and the Fan

Word Lists

o /<i>ö</i>/
mom
mop
not
on
pop
top
tot

Word Chains

mop – top – pop
top – pop – pot – not – tot – top – mop
mop – top – tap – map – mat – fat – sat – pat – pot – not

Sentences

Is the fan on?
Mom and Pop sat.
The mop is not on the mat.
I tap the pot.

13. D /d/

Notes: When modeling, be careful not to add a schwa or short /ü/ at the end. Example: /d/ not /duh/.

Phonemic Awareness

Blend	Segment
m - ä - d (mad)	dip (d- ĭ - p)
s - ö - d (sod)	pad (p - ä - d)
t - ä - d (tad)	dip (d- ĭ - p)
d - ĭ - m (dim)	dot (d - ö - t)

Visual and Auditory Drills

o	n	i	f
p	t	s	m
a			

Irregular High Frequency Words

Teach: said

Review: the, I, and, a, is

Introduce New Concept

D is a consonant. D spells /d/ like at the beginning of the word dog or the end of the word pad.

Word Work – Blending and Dictation

ad	mad	sad
dim	did	dot
It did not pop.		

pad	tad	dip
and	not	nod
Did Tom tap the pad?		

Decodable Text, Fluency, Comprehension

UFLI – Sid and Dad

Word Lists

a /ă/	i /ĭ/	o /ö/
ad	dip	dot
dad	did	mod
dam	dim	nod
fad	mid	pod
mad		sod
pad		
sad		
tad		

Word Chains

ad – mad – sad – fad – tad – pad
sad – mod – nod – pod
ad – sad – fad – tad – pad – pod – sod – sad – mad
ad – mad – sad – fad – tad – pad – pod – sod – nod – not – pot – dot

Sentences

I did it!
It is not dim.
Dad did not fit in the pit.
Sid is not mad.

14. C /k/

Notes: C is being introduced as an initial sound. When modeling, be careful not to add a schwa or short /ü/ at the end. Example: /k/ not /kuh/.

Phonemic Awareness

Blend	Segment
s - ö - k (sock)	cat (k - ä - t)
k - ä - t (cat)	cap (k - ä - p)
k - ä - p (cap)	cot (k - ö - t)
k - ö - d (cod)	sick (s - i - k)

Visual and Auditory Drills

d	o	n	i
f	p	t	s
m	a		

Irregular High Frequency Words

Review: the, I, and, a, is, said

Introduce New Concept

C is a consonant. C spells /k/ like at the beginning of the word cat.

Word Work – Blending and Dictation

cap	cat	can
map	tap	cap
The cap did not fit.		

cot	cod	con
cop	cot	not
Can I nap on the cot?		

Decodable Text, Fluency, Comprehension

UFLI – The Cat Can

Word Lists

c /k/
can
cap
cat
cod
con
cop
cot

Word Chains

cat – cap – cop – cod – cot
con – cop – cod – cot – cat – mat – map – tap – cap – can

Sentences

I can tap it.
Dad said the cat can sit.
Mom said I can!
The cat fit on the mat.

15. U /ǔ/

Notes: U is being introduced as the short vowel sound /ǔ/. Students may benefit from hand symbols to help them remember short vowel sounds. For short u – put your thumb and index finger in the shape of u and move hand upward.

Phonemic Awareness

Blend	Segment
ǔ - s (us)	up (ǔ - p)
n - ǔ - t (nut)	cut (k - ǔ - t)
f - ǔ - n (fun)	cup (k - ǔ - p)
m - ǔ - d (mud)	fun (f - ǔ - n)

Visual and Auditory Drills

c	d	o	n
i	f	p	t
s	m	a	

Irregular High Frequency Words

Teach: to, do

Review: the, I, and, a, is, said

Introduce New Concept

U is a vowel. U spells /ǔ/ like at the beginning of the word up or the middle of the word fun.

Word Work – Blending and Dictation

sun	up	us
mud	cup	cut
I can cut it up.		

nut	sum	fun
pup	pun	dud
The nut is in the cup.		

Decodable Text, Fluency, Comprehension

UFLI – The Pup

Word Lists

u /ǔ/	
cup	pun
cut	pup
dud	sum
fun	sun
mud	up
mum	us
nut	

Word Chains

sun – fun – pun
sum – sun – fun – pun – un – up – cup – cut
sum – sun – fun – pun – pin – pit – pot – not – nut – cut – cup – up

Sentences

It is up to us.
Is the pup in the mud?
I am in the sun!
Mom said it is fun.

16. G /g/

Notes: G is being introduced as its hard sound /g/ like in the word got. When modeling, be careful not to add a schwa or short /ü/ at the end. Example: /g/ not /guh/.

Phonemic Awareness

Blend	Segment
m - ü - g (mug)	dog (d - ö - g)
f - ö - g (fog)	pig (p - ĩ - g)
g - ö - t (got)	gap (g - ä - p)
d - ü - g (dug)	gut (g - ü - t)

Visual and Auditory Drills

u	c	d	o
n	i	f	p
t	s	m	a

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do

Introduce New Concept

G is a consonant. G spells /g/ like at the beginning of the word go or the end of the word dog.

Word Work – Blending and Dictation

tug	gap	fog
pig	got	gum
Mom got a mug.		

mug	dog	tag
got	gut	gag
The gum is fun!		

Decodable Text, Fluency, Comprehension

UFLI – Gus the Dog

Word Lists

g /g/ initial	g /g/ final
gag	dig
gap	dog
gas	dug
gig	fog
got	gag
gum	mug
gut	nag
	pig
	pug
	sag
	tag
	tug

Word Chains

sag – nap – tag
mug – pug – dug – tug
gum – gut – got – not – nod
fig – dig – pig – pug – mug – tug – tag – sag – nag
gum – tug – dug – pug – pig – dig – dog – dot – cot – cut – gut – got

Sentences

Do not gag!
A dog and pig dug.
I got the gas.
Gus is a pug.

17. B /b/

Notes: When modeling, be careful not to add a schwa or short /ü/ at the end. Example: /b/ not /buh/.

Phonemic Awareness

Blend	Segment
s - ö - b (sob)	bus (b - ü - s)
f - ĩ - b (fib)	bad (b - ä - d)
t - ü - b (tub)	bit (b - ĩ - t)
b - ä - t (bat)	sub (s - ü - b)

Visual and Auditory Drills

g	u	c	d
o	n	i	f
p	t	s	m
a			

Irregular High Frequency Words

Teach: of

Review: the, I, and, a, is, said, to, do

Introduce New Concept

B is a consonant. B spells /b/ like at the beginning of the word bat or the end of the word cub.

Word Work – Blending and Dictation

cab	bag	bun
tub	but	bus
The pup is in the tub.		

sob	cub	fib
bug	bat	bad
I am on the big bus.		

Decodable Text, Fluency, Comprehension

UFLI – A Bug on the Bus

Word Lists

b /b/ initial	b /b/ final
bad	bit
bag	bog
bam	bop
ban	bud
bat	bug
bib	bun
bid	bus
big	but
bin	

Word Chains

ab – nab – tab – dab – cab
mob – sob – cob – gob
sub – cub – tub – nub – dub
bat – bit – bin – bid – big
tab – gab – dab – cab – cob – mob – sob – gob
sob – cob – cab – tab – tap – tad – sad – bad – bat – bit – but – bun – bin – big

Sentences

I got a big bag.
The bug is in the cab.
Bob got a dog.
It is bad to fib.

18. E /ě/

Notes: E is being introduced as the short vowel sound /ě/. Some students have a difficult time distinguishing the sounds of short /i/ vs short /ě/. Call attention to the shape and feel of each sound in your mouth. Students may benefit from hand symbols to help them remember short vowel sounds. For short e – use thumb and index finger to push the corners of your lips back to emphasize mouth and lip placement for this sound.

Phonemic Awareness

Blend	Segment
m - ě - n (men)	get (g - ě - t)
s - ě - t (set)	ten (t - ě - n)
f - ě - d (fed)	pet (p - ě - t)
m - ě - t (met)	bed (b - ě - d)

Visual and Auditory Drills

b	g	u	c
d	o	n	i
f	p	t	s
m	a		

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of

Introduce New Concept

E is a vowel. E spells /ě/ like at the beginning of the word edge or the middle of the word pet.

Word Work – Blending and Dictation

men	net	set
bed	pet	beg
The pet did not beg.		

fed	ten	get
pen	bet	den
The men set up the bed.		

Decodable Text, Fluency, Comprehension

UFLI – Ten on the Bed

Word Lists

e /ě/	
bed	met
beg	net
bet	peg
den	pen
fed	pet
get	set
men	ten

Word Chains

men – pen – ten – den - Ken
met – net – set – bet – pet – get
men – ten – pen – pet – set- met – Meg – peg – beg – Ben – den
men – ten – pen – pet – met – set – get – bet – beg – bug – tug – pug – peg

Sentences

I get to the gig at ten.
I met him at ten.
Meg can set it up.
Deb, get a pen!

19. Review Short Vowels

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
f - ĭ - g (fig)	bug (b - ŭ - g)
m - ě - t (met)	did (d - ĭ - d)
p - ĭ - n (pin)	bat (b - ă - t)
t - ă - g (tag)	got (g - օ - t)

Visual and Auditory Drills

e	b	g	u
c	d	o	n
i	f	p	t
s	m	a	

Irregular High Frequency Words

Teach: see

Review: the, I, and, a, is, said, to, do, of

Introduce New Concept

Today we will practice reading and spelling words with the letters we've learned so far. When we read words, we look at each letter, say the sound, then blend the sounds to read the word. When we spell words, we say the whole word, then say each sound as we write the sound of each letter in order.

Word Work – Blending and Dictation

mug	bat	bug
and	sun	did
I can see the pig in the pen.		

not	bag	us
bad	tip	big
The cub is sad.		

Decodable Text, Fluency, Comprehension

UFLI – I See

Word Lists

a /ă/	e /ĕ/	i /ĭ/	o /օ/	u /ŭ/		
am	gap	beg	bib	if	bog	bug
an	gas	bet	big	in	bop	bun
at	mad	den	bin	it	cob	bus
bad	man	fed	bit	pig	cod	but
bag	map	get	did	pin	cop	cub
bat	mat	men	dig	pit	cot	cup
cab	nag	met	dim	sip	dog	cut
can	nap	net	dip	sit	dot	fun
cap	pad	peg	fib	tic	fog	mud
cat	pat	pen	fig	tin	got	nut
dad	tap	pet	gig	tip	on	us

Word Chains

at – mat – sat – fat – cat – bat – pat
men – ten – pen – den
in – fin – tin – din – bin – pin
not – pot – cot – dot – got
sun – fun – pun – bun
not – got – pot – pit – bin – ban – man – mad – mud – bud – bed – bad – bat – sat – sit – bit – but

Sentences

The bug is on Pam!
Tim did not mop the den.
Can Dan pet the pup?

20. -S /s/

Notes: This may be the first introduction to words with four letters and sounds. This lesson focuses on adding S to the end of words. If appropriate, you can discuss how adding S to the end of certain words indicates a plural (more than one); and adding S to verbs changes the tense of the verb. The concepts of verbs and plurals are usually taught separately.

Phonemic Awareness

Blend	Segment
n - ě - t - s (nets)	pats (p - ä - t - s)
s - ĩ - t - s (sits)	taps (t - ä - p - s)
m - ä - p - s (maps)	cups (c - ů - p - s)
t - ö - p - s (tops)	mops (m - ö - p - s)

Visual and Auditory Drills

e	b	g	u
c	d	o	n
i	f	p	t
s	m	a	

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see

Introduce New Concept

S is a consonant. S spells /s/ like at the beginning of the word sit. We can also add S to the end of words. If we add S to the end of cat we get the word cats. If we add S to the end of tap we get the word taps.

Word Work – Blending and Dictation

maps	pats	mats
cups	gets	tops
The pups sat in the pen.		

nets	nuts	taps
mops	sits	pots
Mom said to get the pots and cups.		

Decodable Text, Fluency, Comprehension

UFLI – Pet Cats

Word Lists

-s /s/		
bats	gaps	pots
bets	gets	pups
bops	maps	sets
caps	mats	sips
cats	mops	sits
cops	naps	taps
cots	nets	tips
cups	nuts	tops
dots	pets	tots

Word Chains

maps – naps – taps – gaps – caps
nets – gets – pets – bets – sets
mops – bops – tops – cops – pops
mats – maps – mops – tops – taps – caps – cats – pats – pets – nets – gets – bets
mat – mats – maps – map – mop – tops – top – tap – taps – caps – cap – cat – cats – pats

Sentences

Dad naps on the cot.
The cap fits.

21. -s /z/

Notes: S is the most common spelling of the sound /z/. S only represents /z/ at the end of words.

Phonemic Awareness

Blend	Segment
f - ĩ - n - z (fins)	beds (b - ě - d - z)
s - ǒ - b - z (sobs)	dogs (d - ǒ - g - z)
s - ů - d - z (suds)	pigs (p - ĩ - g - z)
b - ů - g - z (bugs)	gums (g - ů - m - z)

Visual and Auditory Drills

e	b	g	u
c	d	o	n
i	f	p	t
s	m	a	

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see

Introduce New Concept

This is the letter S. We know it can make the sound /s/. S also makes the sound /z/ at the end of words like fans and dads.

Word Work – Blending and Dictation

is	dads	gums
pigs	beds	dogs
Mom got beds for the dogs.		

as	fans	bugs
bags	fins	suds
Nat said, "I can see ten pigs!"		

Decodable Text, Fluency, Comprehension

UFLI – Cubs in the Den

Word Lists

-s /z/		
abs	dims	pigs
bags	dogs	pins
beds	fans	Pods
begs	fibs	pugs
bibs	fins	puns
bins	gags	sags
buds	gums	sobs
bugs	moms	suds
buns	mums	tabs
cabs	naps	tags
cubs	nods	tins
dabs	pads	tubs
dads	pans	
dens	peg	

Word Chains

sags – nags – tags – bags
figs – pigs – digs – gigs
fins – tins – bins – buns – bugs – bags – tags – tugs – pugs – pigs – digs
fin – fins – bins – bin – bun – buns – bugs – bags – tags – tag – tug – tugs – pugs – pigs

Sentences

Dad tugs on the tag.
The dog is as big as Ben!
Bugs got in the bins.
Sid tugs on the bags.

22. K /k/

Notes: This may be the first introduction to words with blends. Blends are two or more consecutive consonants that retain their individual sounds. It is important for students to identify the individual sounds in blends. It is not necessary for students to memorize common blends, but they do need lots of practice reading and writing words with blends. K spells /k/ when followed by E, I or Y. C spells /k/ when followed by A, O or U.

Phonemic Awareness

Blend	Segment
s - k - ĭ - n (skin)	kid (k - ĭ - d)
s - k - ĭ - p (skip)	kit (k - ĭ - t)
m - ä - s - k (mask)	ask (ä - s - k)
k - ĭ - t - s (kits)	skid (s - k - ĭ - d)

Visual and Auditory Drills

s /s/ /z/	e	b	g
u	c	d	o
n	i	f	p
t	m	a	

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see

Introduce New Concept

You've learned that the letter C spells /k/ like at the beginning of the word cat. K is a consonant that also makes the /k/ sound like at the beginning of the word kite. S can also be combined with K at the beginning of words like skip or the end of words like mask. When we read these words, we are careful to say each sound.

Word Work – Blending and Dictation

kit	task	skip
kids	skim	desk
The kids can skip.		

kin	kid	ask
ask	skin	risk
I see a mask on the desk.		

Decodable Text, Fluency, Comprehension

UFLI – Kip is the Best Pup

Word Lists

k /k/ CVC	k /k/ CCVC	k /k/ CVCC
kid	skid	desk
kin	skim	disk
kit	skin	dusk
	skip	mask
	skit	task
		tusk

Word Chains

kid – kip – kit – skit – skip – skin – kin
kit – kin – kip – skip – skim – Kim – kid – kids – skid – skin – kin – fin – tin – tip – tap – taps

Sentences

Can Kat get the kit?
The desk can spin.
Kip sits at the desk.
The kids did a skit.

23. H /h/

Notes: When modeling, be careful not to add a schwa or short /ü/ at the end. Example: /h/ not /huh/.

Phonemic Awareness

Blend	Segment
h - ä - d (had)	hug (h - ü - g)
h - ĩ - p (hip)	hen (h - ě - n)
h - ö - p - s (hops)	hogs (h - ö - g - z)
h - ů - n - t (hunt)	hint (h - ĭ - n - t)

Visual and Auditory Drills

k	s /s/ /z/	e	b
g	u	c	d
o	n	i	f
p	t	m	a

Irregular High Frequency Words

Teach: he, be, me

Review: the, I, and, a, is, said, to, do, of, see

Introduce New Concept

H is a consonant. H spells /h/ like at the beginning of the word hat.

Word Work – Blending and Dictation

hat	had	has
hunt	hint	hand
Is it hot in the hut?		

him	hug	his
husk	hand	hint
Did he hit his hand?		

Decodable Text, Fluency, Comprehension

UFLI – The Big Hut

Word Lists

h /h/ CVC	h /h/ CVCC
had	hip
ham	his
has	hit
hat	hog
hem	hot
hen	hug
hid	hum
him	hut
	hand
	hint
	hump
	hunt
	husk

Word Chains

hat – hit – hot – hut – hug – hop – hip – hid – his – has – had
hot – hit – hut – hot – got – get – net – not – hot – hog – hop – hip – hid – him – hum – hug

Sentences

Deb got me a big hat!
Can I be it?
She got a hint.
The hog is in a pen.

24. R /r/ Part 1

Notes: R is being introduced as an initial sound.

Phonemic Awareness

Blend	Segment
r - ŭ - n (run)	rat (r - ă - t)
r - ă - d (rod)	red (r - ě - d)
r - ă - g - z (rags)	rugs (r - ŭ - g - z)
r - ŭ - s - t (rust)	rest (r - ě - s - t)

Visual and Auditory Drills

h	k	s /s/ /z/	e
b	g	u	c
d	o	n	i
f	p	t	m

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me

Introduce New Concept

R is a consonant. R spells /r/ like at the beginning of the word red.

Word Work – Blending and Dictation

rim	run	rap
raft	rust	rent
Rob ran to me.		

rag	red	rat
ramp	rant	rest
Did he see the rat?		

Decodable Text, Fluency, Comprehension

UFLI – The Red Cat and the Rat

Word Lists

r /r/ CVC	r /r/ CVCC
rag	raft
rim	ramp
rip	rant
rod	rasp
rot	rest
rub	rug
run	runt
rust	rust

Word Chains

rim – rip – rap – rat – rag – rags – rugs – rug – rig – rid – rod
rap – rip – rid – red – bed – bet – bat – rat – rut – run – runs – rugs – rug – rag

Sentences

He got rid of the rags.
Ron runs fast.
Rob has a red rug.
Can I rest on the bed?

25. R /r/ Part 2

Notes: The sound /r/ can be difficult for students to produce and may require extra practice.

Phonemic Awareness

Blend	Segment
r - ĭ - p (rip)	rot (r - ö - t)
f - r - ö - g (frog)	grip (g - r - ĭ - p)
g - r - ä - b (grab)	drum (d - r - ũ - m)
f - r - ě - t (fret)	prop (p - r - ö - p)

Visual and Auditory Drills

r	h	k	s /s/ /z/
e	b	g	u
c	d	o	n
i	f	p	t
m	a		

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me

Introduce New Concept

Sometimes R is the second letter in a word like in grab or frog. When we see R after a consonant, we say each sound and then blend them together.

Word Work – Blending and Dictation

brag	crab	trim
grab	prop	grub
Greg grins at me.		

drop	crib	drip
drum	grip	frog
Do not drop the drum!		

Decodable Text, Fluency, Comprehension

UFLI – The Drums

Word Lists

r /r/ CCVC		
brag	drum	grub
brim	fret	prim
crab	frog	prod
cram	from	prop
crib	grab	tram
crop	gram	trap
drab	grid	trek
drag	grim	trim
drip	grin	trip
drop	grip	trot

Word Chains

trim – grim – brim – prim
grip – trip – drip – drips – grips – trips
crib – crab – grab – gram – grim – grip – trip – drip – drop – crop – prop – prod

Sentences

Grab a hat from the bin.
Do not fret!
He trips on the rug.
The frog hid from me.

26. L /l/ Part 1

Notes: L is being introduced as an initial sound. It is difficult for many students to produce and may require additional time practicing.

Phonemic Awareness

Blend	Segment
l - ĭ - d (lid)	let (l - ě - t)
l - ǒ - g - z (logs)	lap (l - ǎ - p)
l - ě - f - t (left)	log (l - ǒ - g)
l - ǒ - s - t (lost)	last (l - ǎ - s - t)

Visual and Auditory Drills

r	h	k	s /s/ /z/
e	b	g	u
c	d	o	n
i	f	p	t
m	a		

Irregular High Frequency Words

Teach: look, book

Review: the, I, and, a, is, said, to, do, of, see, he, be, me

Introduce New Concept

L is a consonant. L spells /l/ like at the beginning of the word leaf.

Word Work – Blending and Dictation

lip	lost	let
left	last	list
Is the lamp on?		

lap	lid	lots
land	lump	lamp
Lin lost the book.		

Decodable Text, Fluency, Comprehension

UFLI – Lost in the Lab

Word Lists

I /l/ CVC	I /l/ CVCC
lab	lamp
lad	land
lag	last
lap	left
led	list
leg	lens
let	lent
lid	lift
lip	limp
lit	lint
log	lost
lot	lump
lug	

Word Chains

lab – lag – lad – lap – laps – lips – lip – lid – lit – let – led – leg – lug
lap – lag – log – leg – led – red – bed – bet – let – lot – lit – lip – limp – lump – lamp

Sentences

Mel let me look at the book.
Do not fret!
Look, the log it lit!
He got the last rag.

27. L /l/ Part 2

Notes: When reading words with blends, students should be able to hear and produce each sound.

Phonemic Awareness

Blend	Segment
f - l - ä - g (flag)	club (k - l - ü - b)
s - l - ü - g (slug)	glad (g - l - ä - d)
f - l - ĩ - p (flip)	plug (p - l - ü - g)
k - l - ä - p (clap)	flat (f - l - ä - t)

Visual and Auditory Drills

l	r	h	k
s /s/ /z/	e	b	g
u	c	d	o
n	i	f	p
t	m	a	

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book

Introduce New Concept

We have learned the letter L spells /l/. It can come at the end of words like pal. Sometimes L is next to another consonant, like the words slip and glad. When we see L next to a consonant, we say each sound and blend them together.

Word Work – Blending and Dictation

flip	slug	club
clap	slam	help
The frog can flip!		

glad	plan	flag
plant	flat	clip
The pals are in the club.		

Decodable Text, Fluency, Comprehension

UFLI – Slugs on a Plant

Word Lists

l /l/ CCVC			l /l/ CVCC
blab	flag	plum	belt
bled	flap	slab	felt
blip	flat	slam	held
blob	fled	slap	help
blot	flip	sled	melt
clam	flop	slid	plant
clap	glad	slim	
clip	glum	slit	
clog	plan	slob	
clot	plot	slug	
club	plug		

Word Chains

slot – plot – clot – blot
slob – flop – plop – glop – clop
lip – flip – slip – slap – clap – clop – clog
plug – lug – lag – flag – flat

Sentences

Did Sal plug the lamp in?
Cal and I are glad.
I can plan the trip.
Glen has a pet slug.

28. W /w/

Notes: W is being introduced as an initial sound and as part of a blend. When modeling, be careful not to add a schwa or short /ü/ at the end. Example: /w/ not /wuh/.

Phonemic Awareness

Blend	Segment
w - ĭ - n (win)	wet (w - ě - t)
w - ä - g (wag)	twin (t - w - ĭ - n)
w - ě - n - t (went)	west (w - ě - s - t)
t - w - ĭ - g (twig)	swim (s - w - ĭ - m)

Visual and Auditory Drills

l	r	h	k
s /s/ /z/	e	b	g
u	c	d	o
n	i	f	p
t	m	a	

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book

Introduce New Concept

W is a consonant. W spells /w/ like at the beginning of the word win. We can also see W after S or T like in the words swim or twin.

Word Work – Blending and Dictation

web	west	went
wet	went	wept
The twig got wet.		

wag	win	wit
swam	twin	twig
Did Brad swim fast?		

Decodable Text, Fluency, Comprehension

UFLI – A Hog in the Mud

Word Lists

w /w/ CVC	w /w/ CVCC	w /w/ CCVC
wag	welt	swam
web	went	swig
wed	wept	swim
wet	west	twig
wig	wilt	twin
win	wind	
wit	wisp	
wok		

Word Chains

win – twin – twig – wig – wag – swag
web – wed – fed – led – let – wet – west – went – dent – den – ten – tin – win – twin – twig

Sentences

Ken and Ben are twins.
The web got wet.
The wind lifts it up.
Glen said he can win!

29. J /j/

Notes: The letter J only appears at the beginning of words or syllables.

Phonemic Awareness

Blend	Segment
j - ǒ - t (jot)	jog (j - ǒ - g)
j - ĭ - g (jig)	jet (j - ě - t)
j - ě - t (jet)	job (j - ǒ - b)
j - ů - m - p (jump)	just (j - ů - s - t)

Visual and Auditory Drills

w	l	r	h
k	s /s/ /z/	e	b
g	u	c	d
o	n	i	f
p	t	m	a

Irregular High Frequency Words

Teach: was

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book

Introduce New Concept

J is a consonant. J spells /j/ like in the word job and jet. J only comes at the beginning of a word.

Word Work – Blending and Dictation

jog	just	jump
jot	jam	jobs
Jeb and I jog.		

jig	jet	jab
jog	jet	just
He got me red jam.		

Decodable Text, Fluency, Comprehension

UFLI – The Jet

Word Lists

j /j/ CVC	j /j/ CVCC
jab	jest
jam	jump
jet	just
jig	
job	
jog	
jot	
jug	
jut	

Word Chains

jab – jag – jig – jug – jog – Jon – jot – jut – just – jest – jet
jet – jot – job – jog – jug – bug – bag – wag – wig – jig – Jim – jam – Jan

Sentences

I was just a bit mad.
Jan got the job!
The jet was fast.
Did Jen jump up?

30. Y /y/

Notes: Y is being introduced as the initial /y/ sound.

Phonemic Awareness

Blend	Segment
y - ě - t (yet)	yes (y - ě - s)
y - ě - s (yes)	yak (y - ě - k)
y - ě - k - s (yaks)	yum (y - ů - m)
y - ě - l - p (yelp)	yap (y - ě - p)

Visual and Auditory Drills

j	w	l	r
h	k	s /s/ /z/	e
b	g	u	c
d	o	n	i
f	p	t	m

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was

Introduce New Concept

Y is a consonant. Y spells /y/ like at the beginning of the words yellow and yes.

Word Work – Blending and Dictation

yes	yelp	yam
yum	yet	yup
“Yum!” said Jet.		

yip	yet	yap
yes	yum	yelp
He did not tag me yet.		

Decodable Text, Fluency, Comprehension

UFLI – Yams! Yum

Word Lists

y /y/ CVC	y /y/ CVCC
yak	yelp
yam	
yap	
yep	
yes	
yet	
yip	
yum	
yup	

Word Chains

yes – yet – yen – yep – yup – yam
yes – yep – yet – jet – wet – west – rest – best – bet – get – gut – gum – sum – yum

Sentences

Did he get the book yet?
Kim said yes!
The yaks rest.
The dogs yip and yap.

31. X /ks/

Notes: X is unusual because it is one single letter, but represents two phonemes (sounds), /k/ and /s/.

Phonemic Awareness

Blend	Segment
f - ö - ks (fox)	ax (ă - k - s)
s - ĩ - ks (six)	box (b - ö - k - s)
f - l - ě - ks (flex)	tux (t - ů - k - s)
n - ě - ks - t (next)	text (t - ě - k - s - t)

Visual and Auditory Drills

y	j	w	l
r	h	k	s /s/ /z/
e	b	g	u
c	d	o	n
i	f	p	t

Irregular High Frequency Words

Teach: you

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was

Introduce New Concept

X is a consonant. The letter X makes two sounds blended together: /k/ and /s/ like at the end of the words fox and six. Usually, X comes at the end of a word. It can be followed by a T like in the word text.

Word Work – Blending and Dictation

Max	flex	as
tux	wax	next
Are you next?		

fox	mix	six
text	tax	flax
Lex can fix the box.		

Decodable Text, Fluency, Comprehension

UFLI – This Box

Word Lists

x /ks/ VC/CVC	x /ks/ CCVC/CVCC
ax	max
box	mix
fax	ox
fix	six
fox	tax
lax	vex
lox	wax
	flax
	flex
	next
	text

Word Chains

ax – Max – sax – wax – tax – fax – flax
ox – fox – lox – box – pox
ox – box – lox – fax – fix – mix – six – sax – wax – fax – flax – lax – ax – tax – tux
six – fix – fox – box – ox – ax – max – tax – wax – way – wig – big – beg – bet – net – next

Sentences

Did Max test you?
Lex has six cats.
Look at Dax flex.
Did you text me?

32. QU /kw/

Notes: In English, the letter Q is paired with the letter U. The QU letter combination represents two phonemes (sounds), /k/ and /w/.

Phonemic Awareness

Blend	Segment
kw - ĭ - t (quit)	queen (k - w - ē - n)
kw - ĭ - k (quick)	quit (k - w - ĭ - t)
kw - ĭ - l - t (quilt)	quest (k - w - ě - s - t)
s - kw - ĭ - d (squid)	squid (s - k - w - ĭ - d)

Visual and Auditory Drills

x	y	j	w
l	r	h	k
s /s/ /z/	e	b	g
u	c	d	o
n	i	f	p

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you

Introduce New Concept

Q is a consonant that is always followed by the letter U. QU spells /kw/ like at the beginning of the word queen.

Word Work – Blending and Dictation

quit	quilt	quest
quests	squid	squids
Did you quit?		

quit	quits	quilt
quilts	quest	quests
Get the quilt from dad.		

Decodable Text, Fluency, Comprehension

UFLI – Do Not Quit!

Word Lists

qu /kw/
quest
quilt
quip
quit
squid

Word Chains

quest – best – west
wilt – quilt – quit – quip – lip – slip

Sentences

Quin and Wes are on a quest.
He quit the quest.
Can you see the squid?
The quilt is in the den.

33. V /v/

Notes: In English, words never end in V. Words that do end with the /v/ sound are followed by an E. This is why words like have and give have a silent E even though they have a short vowel sound.

Phonemic Awareness

Blend	Segment
v - ě - t (vet)	vend (v - ě - n - d)
v - ě - s - t (vest)	vast (v - ä - s - t)
v - ě - n - d (vend)	crave (c - r - ā - v - e)
sh - ũ - v (shove)	vents (v - ě - n - t - s)

Visual and Auditory Drills

qu	x	y	j
w	l	r	h
k	s /s/ /z/	e	b
g	u	c	d
o	n	i	f

Irregular High Frequency Words

Teach: what, have

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you

Introduce New Concept

V is a consonant. V spells /v/ like at the beginning of the words volcano and van.

Word Work – Blending and Dictation

van	vat	vet
vast	vend	vest
The dog was at the vet.		

van	vans	vest
vests	vast	vent
Did Vic have the vest on?		

Decodable Text, Fluency, Comprehension

UFLI – What is a Vet?

Word Lists

v /v/ CVC	v /v/ CVCC
van	vast
vat	vend
vet	vent
	vest

Word Chains

vet – vat – vast – vest – vent – vend
vet – vest – vent – vend – end – fend – tend – ten – tan – van – Vin

Sentences

What did you and Vic get?
Viv vents to Bev.
What is in the van?
Val and I have a lot to do!

34. Z /z/

Notes: Z is being introduced as an initial sound.

Phonemic Awareness

Blend	Segment
z - ä - p (zap)	zip (z - ĩ - p)
z - ĩ - t (zit)	quiz (k - w - ĩ - z)
z - ě - n (zen)	zest (z - ě - s - t)
z - ĩ - p - s (zips)	begs (b - ě - g - z)

Visual and Auditory Drills

qu	x	y	j
w	l	r	h
k	s /s/ /z/	e	b
g	u	c	d
o	n	i	f

Irregular High Frequency Words

Teach: what, have

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you

Introduce New Concept

Z is a consonant. Z spells /z/ like at the beginning of the word zip. The letter Z can also come at the end of words like quiz. We have also learned that the /z/ at the end of words can be spelled with an S like bugs and dogs.

Word Work – Blending and Dictation

zap	zen	zit
zip	zest	quiz
Zed zips up the bag.		

zap	zaps	zip
zips	quiz	zest
Zap the bug!		

Decodable Text, Fluency, Comprehension

UFLI – Zip the Tent

Word Lists

z /z/
quiz
zap
zest
zip
zit

Word Chains

zit – zip – zap – Zak
zit – zits – zips – zip – zap – zaps – taps – tap – tip – tin – Quin – quit – quiz

Sentences

Did you do the quiz?
Liz did not quit.
I can zip up the bag.
Can you quiz us?

35a. Short A Review

Notes: This review lesson contains three parts to review short /ă/. Lesson 35a focuses on CVC words. Lesson 35b focuses on a review of the nasalized sound and Lesson 35c is a review of short /ă/ with blends. Select the lesson(s) that best meet the needs of your student.

Phonemic Awareness

Blend	Segment
ă - t (at)	tap (t - ă - p)
s - ă - t (sat)	pad (p - ă - d)
f - ă - t (fat)	cap (k - ă - p)
m - ă - p (map)	hat (h - ă - t)

Visual and Auditory Drills

m	s /s/ /z/	t	p
f	n	d	c
g	b	k	h
r	l	w	j
y	x	qu	v

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /ă/ sound like at the beginning of the word apple or in the middle of the word map.

Word Work – Blending and Dictation

at	as	sat
cat	bad	tap
The cat sat.		

map	had	has
bad	cap	pad
I had a map.		

Decodable Text, Fluency, Comprehension

UFLI – Bag of Hats and Caps

Word Lists

a / ă/			
as	dad	mad	sag
at	gap	map	sap
ax	gas	nag	sat
bad	had	nap	tap
bag	has	pad	tax
bat	hat	pat	vat
cab	jab	rag	wag
cap	lab	rap	wax
cat	lag	rat	yap
dab	lap	sad	zap

Word Chains

lab – nab – cab – tab – dab – jab
mad – sad – fad – lad – pad – tad – had – bad
map – nap – sap – rap – lap – zap – tap – gap
ax – fax – sax – max – wax – lax – tax
mat – hat – had – sad – mad – map – gap – gab – lab – lag – wag
at – mat – sat – hat – cat – cap – sap – nap – tap – tad – mad – had – has – as

Sentences

Pam has a bag.
I nap.
The bat sat.

35b. Short A Review (Nasalized)

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
m - ä - d (mad)	bat (b - ä - t)
s - ä - g (sag)	has (h - ä - z)
l - ä - p (lap)	nap (n - ä - p)
r - ä - t (rat)	sad (s - ä - d)

Visual and Auditory Drills

m	s /s/ /z/	t	p
f	n	d	c
g	b	k	h
r	z	w	j
y	x	qu	v

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

When A is followed by N or M the sound of the vowel changes a bit, it sounds whiny. Say **at** and then **an**. Say **pat** and then **Pam**. Can you hear the difference?

Word Work – Blending and Dictation

am	ham	an
ran	Sam	jam
I am Pam.		

am	Pam	yam
ram	and	fan
The man has jam.		

Decodable Text, Fluency, Comprehension

UFLI – Let's Plan a Trip

Word Lists

am	an
am	an
bam	and
dam	ban
ham	can
jam	fan
ram	man
yam	pan
	ran
	tan
	van

Word Chains

am – Pam – ram – yam – ham – Sam – jam
an – fan – man – ran – van – tan – can – pan – ban
man – can – pan – pat – hat – ham – ram – bam – jam – tam – tan – van
an – fan – man – pan – Pam – am – yam – ham – jam – Jan – tan – can – ran – ram – Sam

Sentences

Dan and I ran a lap.
I am Jan.
The man ran.
Pam and I can nap.

35c. Short A Advanced

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
ă - s - k (ask)	bad (b - ă - d)
m - ă - p - s (maps)	had (h - ă - d)
f - l - ă - g (flag)	glad (g - l - ă - d)
f - ă - s - t (fast)	snap (s - n - ă - p)

Visual and Auditory Drills

m	s /s/ /z/	t	p
f	n	d	c
g	b	k	h
r	z	w	j
y	x	qu	v

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /ă/ sound, like at the beginning of the word apple or in the middle of the word map. To read longer words with /ă/ we say each sound and blend them together.

Word Work – Blending and Dictation

bad	blab	band
glad	mask	span
I am at camp.		

cab	clap	damp
grab	snag	task
Jan has a flag.		

Decodable Text, Fluency, Comprehension

UFLI – Vlad the Crab

Word Lists

/ă/	/ă/ CVC	/ă/ CCVC	/ă/ CVCC
am	bad jam	blab scab	band pant
an	bag lab	brag slab	camp past
as	bat mad	clam scam	cast ramp
at	can man	clap scan	damp rant
ax	cap map	crab slab	fact rasp
	cat mat	cram slam	fast sand
	dad nap	drab slap	gasp tack
	fad pat	drag snag	hand task
	fat rag	flag snap	lamp vast
	gas ran	flop span	land
	had rap	flat swam	last
	ham rat	glad tram	mask

Word Chains

tab – dab – jab – lab – blab – slab – scab – cab
mad – sad – fad – pad – tad – had – bad – lad
map – sap – rap – lap – zap – gap – cap – clap
at – mat – sat – rat – vat – hat – pat – cat – bat – fat – flat
lap – flap – flag – lag – nag – snag – snap – nap – rap – rag – drag – drab – crab – cram – clam
ask – as – an – man – ran – fan – fat – fast – last – past – pat – pad – had – hand – land

Sentences

Stan had maps and hats.
I can snap.
The cat ran fast.
Dan and I had a band.

36a. Short I Review

Notes: This review lesson contains two parts to review short /i/. Lesson 36a focuses on CVC words. Lesson 36b is a review of short /i/ with blends. Select the lesson(s) that best meet the needs of your student.

Phonemic Awareness

Blend	Segment
ĭ - n (in)	it (ĭ - t)
s - ĭ - t (sit)	big (b - ĭ - g)
w - ĭ - n (win)	him (h - ĭ - m)
l - ĭ - p (lip)	kid (k - ĭ - d)

Visual and Auditory Drills

a	m	s /s/ /z/	t
p	f	n	d
c	g	b	k
h	r	l	w
j	y	x	qu

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /i/ sound, like at the beginning of the word itch or in the middle of the word big.

Word Work – Blending and Dictation

it	pit	dig
sip	fig	kid
Do I mix it?		

mix	nip	pit
tin	did	fig
Sid said to sit.		

Decodable Text, Fluency, Comprehension

UFLI – Gil and His Pig

Word Lists

I /i/				
bid	fit	is	nip	rip
dig	fix	it	pig	slip
bin	gig	it's	pin	sit
bit	hid	jig	pip	six
did	him	kid	pit	tin
dig	hip	kit	quip	tip
dim	his	lid	quit	wig
dip	hit	lip	quiz	win
fib	if	lit	rid	wit
fig	in	mix	rim	zip

Word Chains

rid – lid – kid – hid – bid
fig – wig – pig – big – dig – jig
in – fin – win – tin – pin – bin – kin
it – sit – fit – win – hit – pit – bit – kit
sit – it – fit – fin – tin – tip – sip – hip – hid – kid – him – his – is – in – win – wit
in – win – tin – tip – hip – dip – rip – zip – zap – sap – sag – bag – bat – bit – hit – hid – his

Sentences

I see a big pig.
Tim can do it.
I see him dig.
The kid is six.

36b. Short I Advanced

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
ī - f (if)	digs (d - ī - g - z)
f - ī - t (fit)	twin (t - w - ī - n)
s - ī - t - s (sits)	list (l - ī - s - t)
s - k - ī - n (skin)	slip (s - l - ī - p)

Visual and Auditory Drills

a	m	s /s/ /z/	t
p	f	n	d
c	g	b	k
h	r	l	w
j	y	x	qu

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /i/ sound, like at the beginning of the word itch or in the middle of the word big. To read longer words with /i/ we say each sound and blend them together.

Word Work – Blending and Dictation

did	wind	flip
skin	snip	mint
Lin ran to lift it.		

if	fit	win
hint	list	wind
Can Sid do a flip?		

Decodable Text, Fluency, Comprehension

UFLI – Trip to the Pond

Word Lists

/i/ VC	/i/ CVC	/i/ CCVC	/i/ CVCC
if	big kid	blip spin	disk
in	bin lid	brim spit	fist
is	bit lip	clip squid	gift
it	did mix	drip swig	hint
its	dig pig	flip swim	lift
	dim pit	grin trim	limp
	dip quip	grip trip	lint
	fib quit	grit twig	list
	fin rid	skid twin	mint
	fit rip	skin	mist
	fix sip	skip	rift
	gig sit	skit	risk
	hid six	slid	sift

Word Chains

fig – pig – big – dig – jig – wig – twig – swig
in – fin – win – tin – bin – kin – pin – spin – skin
sip – rip – dip – tip – nip – snip – skip – slip – flip – clip
mint – hint – tint – lint – glint
sip – sit – it – fit – fits – fins – fin – tin – tip – nip – snip – skip – skin – skim – skit – skid
taps – tap – lap – lip – flip – slip – sip – snip – skip – skin – skid – kid – kids – lids – lid

Sentences

I see the cap fits him!
I can do a jig.
I see a big gift.
Tim swims to his twin.

37a. Short O Review

Notes: This lesson contains two parts to review short /*ō*/. Lesson 37a focuses on CVC words. Lesson 37b is a review of short /*ō*/ with blends. Select the lesson(s) that best meet the needs of your student.

Phonemic Awareness

Blend	Segment
m - <i>ō</i> - m (mom)	pot (p - <i>ō</i> - t)
n - <i>ō</i> - t (not)	hop (h - <i>ō</i> - p)
f - <i>ō</i> - g (fog)	got (g - <i>ō</i> - t)
r - <i>ō</i> - d (rod)	job (j - <i>ō</i> - b)

Visual and Auditory Drills

i	a	m	s /s/ /z/
t	p	f	n
d	c	g	b
k	h	r	l
w	j	y	x

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /*ō*/ sound like at the beginning of the word octopus or in the middle of the word mop.

Word Work – Blending and Dictation

on	not	mom
job	got	top
He can mop.		

lot	fox	hot
dog	hop	dot
Tom got me a box.		

Decodable Text, Fluency, Comprehension

UFLI – It’s Hot

Word Lists

o /o/			
bog	fog	lob	pod
pop	fox	log	pop
box	gob	lop	pot
cob	got	lot	rob
cod	hog	mob	rod
cog	hop	mom	rot
cop	got	mop	sob
cot	job	nod	sad
dog	jog	not	top
dot	jot	on	tot

Word Chains

sob – rob – mob – cob – job – gob - Bob
fog – log – dog – tog – bog – hog – jog – cog
not – lot – rot – hot – pot – cot – got
mop – top – hop – hot – not – pot – cot – lot – log – fog – dog – dot – rot – rod – not – sod – pod
not – lot – pot – hot – hat – mat – map – mop – top – hop – hog – fog – log – dog – dot – rot – rod

Sentences

The fox can hop from log to log.
Jan can jog.
Bob got me a pot.

37b. Short O Advanced

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
l - ö - t (lot)	dog (d - ö - g)
m - ö - p - s (mops)	jogs (j - ö - g - z)
l - ö - s - t (lost)	pond (p - ö - n - d)
s - p - ö - t (spot)	stop (s - t - ö - p)

Visual and Auditory Drills

i	a	m	s /s/ /z/
t	p	f	n
d	c	g	b
k	h	r	l
w	j	y	x

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /*ö*/ sound like at the beginning of the word octopus or in the middle of the word mop. To read longer words with /*ö*/ we say each sound and blend them together.

Word Work – Blending and Dictation

on	pond	blob
smog	spot	soft
He lost the prop.		

blot	crop	drop
plot	stop	cost
Mom got me a spot.		

Decodable Text, Fluency, Comprehension

UFLI – Lost

Word Lists

o / <i>ö</i> / CVC		o / <i>ö</i> / CCVC		o / <i>ö</i> / CVCC
bog	log	blob	prop	bond
bop	lot	blot	slob	cost
box	mob	clog	slot	fond
cob	mom	clot	smog	loft
cot	mop	crop	snot	lost
dog	nod	drop	spot	pond
dot	not	flop	stop	soft
fog	pod	frog	trot	
fox	pop	glob		
got	pot	plop		
hog	rob	plot		
hop	rod	prod		

Word Chains

sob – rob – mob – cob – job – gob – Bob – blob glob – slob – snob
spot – snot – not – hot – cot – got – pot – plot – slot – blot – clot
top – mop – hop – hot – pot – spot – slot – lot – log – clog – clot – cot – cost – lost
lot – plot – pot – spot – pots – pods – rods – rod
crop – drop – drip – grip – rip – rap – ram – Sam – swam

Sentences

The frog is from the pond.
He did not stop.
Bob got me a job.

38a. Short A, I, O Review

Notes: This lesson contains two parts to review short /ă/, /ĭ/ and /ŏ/. Lesson 38a focuses on CVC words. Lesson 38b is a review of these short vowel sounds with blends. Select the lesson(s) that best meet the needs of your student.

Phonemic Awareness

Blend	Segment
m - ä - d (mad)	hat (h - ä - t)
s - ĭ - ks (six)	big (b - ĭ - g)
f - ŏ - g (fog)	not (n - ŏ - t)
g - ŏ - t (got)	did (d - ĭ - d)

Visual and Auditory Drills

o	i	a	m
s /s/ /z/	t	p	f
n	d	c	g
b	k	h	r
l	w	j	z

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review words with short vowel sounds /ă/, /ĭ/ and /ŏ/. Short A spells /ă/ like at the beginning of the word apple. Short I spells /ĭ/ like at the beginning of the word itch. Short O spells /ŏ/ like at the beginning of the word octopus. All these short vowels can also be in the middle of words like map, sit and not.

Word Work – Blending and Dictation

sat	had	if
his	six	top
I got a hat from the big box.		

and	map	sit
did	on	hot
The man did not see the pin.		

Decodable Text, Fluency, Comprehension

UFLI – The Big Box

Word Lists

a /ă/		i /ĭ/		o /ŏ/	
as	map	big	in	bog	lot
at	nag	bit	is	box	mom
bad	nap	did	it	cob	mop
bag	dad	dip	its	cot	nod
bat	pat	fib	kid	dog	not
cap	rag	fig	lip	dot	on
cat	rap	fit	mix	fog	pod
dad	sad	fix	pig	fox	pot
fat	sat	gig	pin	got	rod

Word Chains

mat – map – man – an – ran – pan – can – cat
sit – fit – fin – tin – tip – dip – dig – fig – fix
fog – log – dog – dot – hot – not – nod – sob
at – am – an – ran – man – mad – sad – sat – fat – fit – sit – six – mix – fix – fox – fog – log – jog
sad – sat – sit – lit – lot – not – nod – rod – rid – mid – mix – fix – fax – fan – man – can

Sentences

Sam did not tag me.
The cat ran to the top.
Mom and Dad can do a lot.

38b. Short A, I, O Advanced

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
m - ä - d (mad)	hat (h - ä - t)
s - ĩ - ks (six)	big (b - ĩ - g)
f - ö - g (fog)	not (n - ö - t)
g - ö - t (got)	did (d - ĩ - d)

Visual and Auditory Drills

o	i	a	m
s /s/ /z/	t	p	f
n	d	c	g
b	k	h	r
l	w	J	z

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review words with short vowel sounds /ä/, /ĩ/ and /ö/. Short A spells /ä/ like at the beginning of the word apple. Short I spells /ĩ/ like at the beginning of the word itch. Short O spells /ö/ like at the beginning of the word octopus. These short vowels can also be in the middle of words like map, sit and not. We can also read longer words with these short sounds by saying each sound and blending them together like last, slip and frog.

Word Work – Blending and Dictation

cats	trap	stop
hand	kids	skip
A frog hops to the pond.		

plan	fast	twin
list	drop	spot
He got to band camp at six.		

Decodable Text, Fluency, Comprehension

UFLI – Brad Quits

Word Lists

a /ä/		i /ĩ/		o /ö/	
brag	band	blip	disk	blob	spot
clam	camp	clip	fist	blot	stop
drag	fast	drip	gift	clog	trot
flag	hand	grin	hint	crop	bond
flat	land	grip	lift	drop	cost
grab	mask	skid	limp	frog	fond
scan	pant	skin	lint	glob	loft
slab	past	skit	list	plop	lost
slam	raft	slim	mint	plot	pond
slap	ramp	spin	rift	slob	soft

Word Chains

flat – flag – flap – slap – laps – naps – snap – sap – sat – at – an – and – sand – land – hand
pin – pins – spin – spit – slit – slim – slip – lips – lip – lit – lint – tint – mint – mist – fist – list
flag – flat – flap – slap – slip – slit – skit – kit – lit – lot – slot – spot – pot – pod – pond – bond – band – land – hand

Sentences

Can you get the list from Stan?
Is it the last stop?
He skips to get the flag.
The kids swim on the trip.

39a. Short U Review

Notes: This lesson contains two parts to review short /ŭ/. Lesson 39a focuses on CVC words. Lesson 39b is a review of short /ŭ/ with blends. Select the lesson(s) that best meet the needs of your student.

Phonemic Awareness

Blend	Segment
f - ŭ - n (fun)	up (ŭ - p)
m - ŭ - d (mud)	bus (b - ŭ - s)
n - ŭ - t (nut)	cut (k - ŭ - t)
r - ŭ - n (run)	gum (g - ŭ - m)

Visual and Auditory Drills

o	i	a	m
s /s/ /z/	t	p	f
n	d	c	g
b	k	h	r
l	w	j	z

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /ŭ/ sound like at the beginning of the word up or in the middle of the word run.

Word Work – Blending and Dictation

up	us	but
sun	cut	bus
Are the pigs in the mud?		

fun	mud	run
cut	sun	tug
Look at the bug in the tub!		

Decodable Text, Fluency, Comprehension

UFLI – Cub and Pup

Word Lists

u /ŭ/			
bud	dug	lug	run
bug	fun	mud	rut
bum	gum	mug	sub
bun	gut	nun	sum
bus	hub	nut	sun
but	hug	pug	tub
cub	hum	pun	tug
cup	hut	pup	up
dub	jug	rub	us
dud	jut	rug	

Word Chains

sun – fun – run – pun – bun
nut – rut – but – cut – gut – hut – jut
mug – rug – hug – pug – jug – bug – dug
mug – mud – bud – but – bus – us – up – cup – cut – nut – hut – rut – rub – tub – tug – jug
us – bus – but – nut – net – set – get – gut – cut – cup – cub – rub – rut – run – sun – sum – hum – gum

Sentences

The mug was on the book.
The pug dug a pit.
Did he look in the hut?
It was fun to run in the sun.

39b. Short U Advanced

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
r - ŭ - n - z (runs)	cuts (k - ŭ - t - s)
s - l - ŭ - g (slug)	hugs (h - ŭ - g - z)
m - ŭ - s - t (must)	jump (j - ŭ - m - p)
s - t - ŭ - n (stun)	dust (d - ŭ - s - t)

Visual and Auditory Drills

u	o	i	a
m	s /s/ /z/	t	p
f	n	d	c
g	b	k	h
r	l	w	qu

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /ŭ/ sound like at the beginning of the word up or in the middle of the word run. To read longer words with /ŭ/ we say each sound and blend them together.

Word Work – Blending and Dictation

up	run	slug
dusk	hugs	plug
Look at the fast slug!		

us	cut	cups
plum	dust	fund
Was there rust on the lamp?		

Decodable Text, Fluency, Comprehension

UFLI – Gus the Pup

Word Lists

u /ŭ/ CVC	u /ŭ/ CCVC	u /ŭ/ CVCC
bud hub	club stub	bump hunt
bug hug	drum stud	bunt jump
bum hum	glum stun	bust just
bun hut	plug	duct lump
bus jug	plum	dump must
but mud	plus	dusk pump
cub mug	scum	dust punt
cup nun	slug	fund rump
cut nut	smug	gulp runt
dug pup	snug	gust rust
fun rub	spud	hump tusk
gum rug	spun	
	stub	

Word Chains

sun – fun – run – spun – stun
rub – tub – stub – snub – sub – cub – club
must – just – dust – gust – rust
mug – rug – dug – tug – hug – bug – jug – pug – lug – plug – slug – smug – snug
stud – stub – tub – tubs – rubs – ribs – rib – rob – rot – rut – rust – dust – gust – gut – rut – rug – lug – slug – plug

Sentences

The drum set has a lot of dust.
I look at the cubs.
The bug did not jump.
He was on a run at dusk.

40a. Short E Review

Notes: This lesson contains two parts to review short /ĕ/. Lesson 40a focuses on CVC words. Lesson 40b is a review of short /ĕ/ with blends. Select the lesson(s) that best meet the needs of your student.

Phonemic Awareness

Blend	Segment
m - ĕ - t (met)	bed (b - ĕ - d)
y - ĕ - s (yes)	ten (t - ĕ - n)
l - ĕ - g (leg)	peg (p - ĕ - g)
w - ĕ - t (wet)	yet (y - ĕ - t)

Visual and Auditory Drills

u	o	i	a
m	s /s/ /z/	t	p
f	n	d	c
g	b	k	h
r	l	w	j

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /ĕ/ sound like at the beginning of the word edge or in the middle of the word wet.

Word Work – Blending and Dictation

hen	let	yes
pet	red	bed
I do not have pets.		

set	get	ten
men	wet	yet
Have you fed the hen?		

Decodable Text, Fluency, Comprehension

UFLI – The Pet Hen

Word Lists

e /ĕ/		
bed	leg	red
beg	let	set
bet	men	ten
den	met	wed
fed	net	wet
get	peg	yen
hen	pen	yes
jet	pet	yet
led		

Word Chains

men – pen – ten – hen – den – Ken – Ben
met – net – set – let – wet – bet – jet – pet – get – yet
fed – red – wed – led – bed – Ted
men – met – net – get – yet – wet – set – jet – let – led – bed – bet – beg – peg – pen
set – met – wet – get – let – lot – lit – sit – pit – pet – pen – peg – beg – bed – bet – yet – yes

Sentences

What do you see on the jet?
What is in the den?
I have ten red pens.
Can you get the wet net?

40b. Short E Advanced

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
l - ě - t (let)	get (g - ě - t)
r - ě - s - t (rest)	pets (p - ě - t - s)
l - ě - f - t (left)	best (b - ě - s - t)
s - l - ě - d (sled)	step (s - t - ě - p)

Visual and Auditory Drills

u	o	i	a
m	s /s/ /z/	t	p
f	n	d	c
g	b	k	h
r	l	w	z

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we are going to review reading and spelling words with the short /ě/ sound like at the beginning of the word edge or in the middle of the word wet. To read longer words with /ě/ we say each sound and blend them together.

Word Work – Blending and Dictation

let	wet	kept
fled	mend	next
I must send the text.		

ten	red	belt
step	send	text
What did you send to Ben?		

Decodable Text, Fluency, Comprehension

UFLI – Fred is in the Tent

Word Lists

e /ě/ CVC	e /ě/ CCVC	e /ě/ CVCC
bed net	bled	belt melt
beg peg	bred	bend mend
bet pen	fled	bent nest
den pet	fret	best next
fed red	sled	dent pelt
get set	sped	felt pest
hen ten	step	fend quest
jet wed		jest rent
led wet		kept rest
leg yen		left send
let yes		lend sent
met yet		lent tent

Word Chains

fed – red – wed – bed – led – fled – bled – sled – sped
nest – west – rest – zest – vest – pest – best
went – lent – rent – sent – vent – bent – dent
end – mend – lend – fend – send – bend – tend
yes – yet – wet – west – rest – nest – best – bent – bend – end – and – band – land – hand – sand – send – sent – went

Sentences

Did you get a text from Jen?
Meg can be next.
I have the best belt!
What tent did you get?

41a. Short Vowels Review

Notes: This lesson contains three parts to review short vowel sounds. Lesson 41a focuses on a mixed review of CVC words. Lesson 41b focuses on review of short vowel sounds with blends. Lesson 41c is a review of short vowels in words with beginning and ending blends, as well as three letter blends. Select the lesson(s) that best meet the needs of your student.

Phonemic Awareness

Blend	Segment
f - ĩ - n (fin)	hit (h - ĩ - t)
l - ǒ - g (log)	fog (f - ǒ - g)
s - ů - m (sum)	but (b - ů - t)
m - ě - n (men)	get (g - ě - t)

Visual and Auditory Drills

e	u	o	i
a	m	s /s/ /z/	t
p	f	n	d
c	g	b	k
h	r	l	w

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we will review reading and spelling words with short vowel sounds. The sounds are /ă/ like apple, /i/ like itch, /ǒ/ like octopus, /ũ/ like up and /ě/ like edge.

Word Work – Blending and Dictation

mat	sit	not
met	run	six
I have a pig and a hen.		

mud	let	sat
hit	fog	get
I was not on the bus.		

Decodable Text, Fluency, Comprehension

UFLI – The Fox and the Red Hen

Word Lists

a /ă/	i /i/	o /ǒ/	u /ũ/	e /ě/
at	did	ox	bug	bed
bag	dip	cot	bus	beg
cat	fit	dog	cub	fed
hat	fix	fox	hum	get
mad	him	hot	jug	leg
nap	kid	log	mid	let
pat	lid	mom	pup	pet
sap	mix	on	run	ten
sat	pig	pop	sun	wet
tap	pit	top	up	yet

Word Chains

cat – pat – rat – rag – sag – sap – sip – sit – fit – fin – tin – dip – dig
dog – dot – hot – not – nod – sod – sob – cob – cub – cup – cut – nut – hut – rut – rub – tub
had – hid – hit – sit – set – let – lot – pot – pat – rat – rot – rut – run – fun – fin – fan
has – had – hid – hit – hot – lot – got – gut – but – bet – met – men – man – can

Sentences

Do you see the big fan?
What did he dig?
The dog and cat run.

41b. Short Vowels Advanced

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
l - ö - t - s (lots)	tops (t - ö - p - s)
s - l - ĩ - p (slip)	spin (s - p - ĩ - n)
r - ů - s - t (rust)	just (j - ů - s - t)
s - t - ě - p (step)	left (l - ě - f - t)

Visual and Auditory Drills

e	u	o	i
a	m	s /s/ /z/	t
p	f	n	d
c	g	b	k
y	x	qu	v

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we will review reading and spelling words with short vowel sounds. The sounds are /ă/ like apple, /ĩ/ like itch, /ö/ like octopus, /ũ/ like up and /ě/ like edge. To read longer words with short vowels, we say each sound and blend them together.

Word Work – Blending and Dictation

must	bend	cats
lift	slip	lots
Tom said he can do a flip!		

last	hand	fits
spot	left	runs
You have the best spot to rest.		

Decodable Text, Fluency, Comprehension

UFLI – The Frog and the Slug

Word Lists

High Frequency Words				
a /ă/	i /ĩ/	o /ö/	u /ũ/	e /ě/
ask	it's	stop	jump	best
fast	its		just	end
hand	list		must	help
land				left
last				next
				went

Word Chains

flat – flag – flap – slap – slip – slim – slit – spit – pit – lit – lint – mint – mist – fist – fast – past
lost – lot – slot – spot – pot – pet – bet – best – rest – rust – gust – dust – dusk – desk
yes – yet – wet – west – rest – nest – best – bent – bend – end – send – sent – went
snap – snip – slip – flip – flop – lop – lot – let – bet – best – bust – just – rust – rest – west

Sentences

What did Mom and Dad send you?
I held his hand.
I have to get a tent.
The frog was in the pond.

41c. Short Vowels Advanced

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
s - w - ĭ - f - t (swift)	grasp (g - r - ä - s - p)
f - r - ö - s - t (frost)	crust (c - r - ũ - s - t)
s - t - ů - n - t (stunt)	swept (s - w - ě - p - t)
s - p - ě - n - t (spent)	split (s - p - l - ĭ - t)

Visual and Auditory Drills

e	u	o	i
a	m	s /s/ /z/	t
p	f	n	d
c	g	b	k
h	r	l	w

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have

Introduce New Concept

Today we will review reading and spelling words with short vowel sounds. The sounds are /ă/ like apple, /ĭ/ like itch, /ö/ like octopus, /ũ/ like up and /ě/ like edge. To read even longer words with short vowels, we say each sound and blend them together.

Word Work – Blending and Dictation

blast	scrub	craft
frost	stunt	crust
Can you get the crust?		

stand	swift	twist
spend	blend	scrap
Stand next to the plants.		

Decodable Text, Fluency, Comprehension

UFLI – A Craft for Mom

Word Lists

a /ă/	i /ĭ/	o /ö/	u /ũ/	e /ě/
bland	blimp	blond	blunt	blend
blast	brisk	frond	brunt	crest
clasp	crisp	frost	clump	crept
craft	glint	stomp	crump	slept
cramp	print		crust	spend
draft	squint		plump	spent
gland	swift		slum	swept
graft	twist		stunt	trend
grand			trump	
grant			trust	
grasp				
plant				

Word Chains

and – land – bland – gland – grand – grant – rant – pant – plant – slant – slat – sat – rat – raft – graft - draft
trust – crust – rust – runt – brunt – blunt – bunt – bun – bum – bump – lump – clump – crump
scram – scrap – strap – strip – trip – rip – lip – lit – slit – split
land – gland – bland – blend – lend – send – spend – spent – sent – rent – runt – rust – crust

Sentences

Stan and Ben are the best at sprints.
Do you trust me?
He had a blast at camp.
I have a grand plan.

42. FLSZ Spelling Rule

Notes: This may be a first introduction to the concept that two letters can make a single sound.

Phonemic Awareness

Blend	Segment
ö – f (off)	tell (t – ě – l)
w – ĭ – l (will)	jazz (j – ä – z)
f – ĭ – z (fizz)	cliff (c – l – ĭ – f)
s – p – ě – l (spell)	class (c – l – ä – s)

Visual and Auditory Drills

u	e	i	o
a	t	p	f
d	s /s/ /z/	n	c
b	g	h	r
l	w	j	v

Irregular High Frequency Words

Teach: your, want

Review: the, l, a, said, to, do, of, see, he, be, me, from, look, book, are, was, you, what, have

Introduce New Concept

Let's look at some letters we already know: F spells /f/, L spells /l/, S spells /s/ and Z spells /z/.

When these sounds come at the end of a word after a short vowel, we need to double them (use the same letter twice). A helpful way to remember this rule is a sentence like "Buzz off Miss Pill."

When you see these letters doubled, you sound them out just like they are one letter.

Word Work – Blending and Dictation

off	huff	still
will	pass	fuss
Jeff will pass Buzz.		

sell	cliff	miss
jazz	dress	sniff
Tell Cliff to pass.		

Decodable Text, Fluency, Comprehension

UFLI – Buzz Sells Milk

Word Lists

ff /f/	ll /l/	ss /s/	zz /z/
bluff	bell mill	bliss kiss	buzz
buff	bill pill	boss less	fizz
cuff	dill sell	brass loss	fuzz
fluff	doll skill	class mass	azz
gruff	dull smell	cross mess	
huff	fell spell	dress miss	
off	fill still	fuss moss	
puff	gill tell	glass pass	
scuff	hill well	gloss press	

Word Chains

sniff – snuff – still – sill – hill – fill – fuzz – fuss – muss – moss – boss
cuff – puff – buff – bluff – fluff
well – fell – bell – tell – sell – spell – smell
pill – bill – fill – quill – will – till – still – skill
moss – toss – boss – loss – floss

Sentences

Jill is in jazz class.
Do you want your stuff from class?

43. -all, -oll, -ull

Notes: The spellings ALL, OLL and ULL may be pronounced differently based on dialect.

Phonemic Awareness

Blend	Segment
m – ĭ – s (miss)	hill (h – ĭ – l)
f – ě – l (fell)	toss (t – ǒ – s)
s – t – ĭ – l (still)	press (p – r – ě – s)
s – t – ǒ – p (stop)	gloss (g – l – ǒ – s)

Visual and Auditory Drills

ff	f	ll	l
s /s/ /z/	ss	zz	z
u	e	i	o
a	t	p	d
n	c	b	g

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want

Introduce New Concept

We have learned that we use LL to spell /l/ at the end of a word after a short vowel, like in the words fell and will. Sometimes when LL comes after the vowels A, O and U, the LL changes the vowel sound. ALL spells /all/ like in the words call and small. OLL can have the short /ǒ/ sound like doll, but OLL is usually pronounced with the long vowel sound like roll and troll. ULL usually spells the short /ü/ sound, but some people may pronounce it /oo/. When we see LL after A, O and U we need to be flexible in how we read the word to make it a real word we know.

Word Work – Blending and Dictation

call	ball	small
roll	troll	pull
I want to go to the mall.		

all	mall	hall
poll	toll	full
Can you go get the ball?		

Decodable Text, Fluency, Comprehension

UFLI – Let's Golf

Word Lists

-all	-oll	-ull
all	poll	bull
ball	roll	full
call	toll	pull
fall	troll	
hall		
mall		
tall		
wall		

Word Chains

all – ball – bull – full – pull – poll – roll – troll – toll – tall – fall – call – mall – small
all – call – tall – wall – mall – small – stall

Sentences

The bin is not full.
Pull the small box in the hall.

44. CK /k/

Notes: K spells /k/ when followed by E, I or Y. C spells /k/ when followed by A, O or U. The CK pattern spells /k/ at the end of a word after a short vowel. CK is a digraph, two letters that represent a single sound.

Phonemic Awareness

Blend	Segment
r - ö - k (rock)	pick (p - ĩ - k)
l - ü - k (luck)	duck (d - ũ - k)
s - ä - k (sack)	click (c - l - ĩ - k)
s - t - ĩ - k (stick)	black (b - l - ä - k)

Visual and Auditory Drills

ff	f	ll	l
s /s/ /z/	ss	zz	z
u	e	i	o
a	t	p	d
n	c	b	g

Irregular High Frequency Words

Teach: goes, says

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want

Introduce New Concept

We know that the letter C and the letter K can both spell the /k/ sound. Today we are going to learn how CK can be used together to make this same sound. When we hear /k/ at the end of a word with a short vowel, we spell it with CK like at the end of the word duck. CK is a digraph, two letters that make one sound.

Word Work – Blending and Dictation

back	duck	rock
block	track	truck
Mom packs the best snacks.		

sick	pick	luck
stick	quack	clock
The clock goes tick tock.		

Decodable Text, Fluency, Comprehension

UFLI – The Mud Track

Word Lists

-ack	-eck	-ick	-ock	-uck
back	deck	brick	block	buck
black	fleck	click	clock	cluck
crack	neck	kick	dock	duck
lack	peck	lick	flock	luck
pack	speck	pick	frock	pluck
quack		quick	lock	puck
rack		sick	mock	struck
sack		slick	rock	stuck
slack		stick	smock	suck

Word Chains

lack – slack – sack – rack – track – tack - stack
pick – tick – stick – sick – slick – flick – lick
sock – mock – dock – rock – tock – stock
pack – sack – snack – slack – black – block – lock – lick – pick – sick – stick – stuck – tuck – truck – trick – tick

Sentences

The duck got stuck in the muck.
Pick up the stick and a brick.
Jack has a big black truck.

45. SH /sh/

Notes: SH is the first grapheme that represents a sound that is different from either of its letters.

Phonemic Awareness

Blend	Segment
f - ĭ - sh (fish)	shin (sh - ĭ - n)
r - ŭ - sh (rush)	shock (sh - ۆ - k)
sh - ĩ - p (ship)	dash (d- ä - sh)
sh - ů - t (shut)	brush (b - r - ů - sh)

Visual and Auditory Drills

ck	ff	f	ll
l	s /s/ /z/	ss	zz
z	u	e	i
o	a	t	p
d	n	c	b

Irregular High Frequency Words

Teach: she, we

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says

Introduce New Concept

SH is a digraph, two letters that work together to make one sound. S and H have their own sounds, but when they are used together, they make a new sound, /sh/ like at the beginning of the word ship. The digraph SH can come at the beginning of words like shop and shin. SH can also come at the end of words like fish and wish.

Word Work – Blending and Dictation

shed	shop	shut
crash	shelf	shin
She goes to the shop at ten.		

shell	shock	fish
wish	brush	hush
Are we in a rush to get to the bash?		

Decodable Text, Fluency, Comprehension

UFLI – The Ship

Word Lists

sh /sh/ initial	sh /sh/ final
shack	ash fresh trash
shed	blush hush wish
shelf	brush lash
shell	cash lush
shift	clash mash
shin	crash mesh
ship	crush rash
shock	dash rush
shop	dish slush
shot	fish smash
shut	flash stash

Word Chains

ash – bash – cash – dash – hash – gash - mash
rush – crush – brush – blush – lush – hush
shot – shut – shun – shin – ship – shock
fish – dish – dash – ash – cash – hash – bash – gash – gush – hush
shin – ship – shop – shot – shock – sock – sick – sack – rack – rash – dash – cash – clash – crash – crush – brush – rush

Sentences

Jill says she wants to have fish sticks.
We went on a ship.
Will you shut the trash can lid?

46. Voiced TH /th/

Notes: The TH digraph represents two sounds. One is called voiced, like in the word this. TH can also represent an unvoiced sound, like in the word thin. You can tell whether a sound is voiced by putting your hand gently on your throat. When you say the sound, if you can feel a vibration, it is a voiced sound.

Phonemic Awareness

Blend	Segment
sh - ä - k (shack)	dish (d - ĩ - sh)
sh - ě - l (shell)	shop (sh - ǒ - p)
th - ě - m (them)	then (th - ě - n)
th - ä - t (that)	this (th - ĩ - s)

Visual and Auditory Drills

sh	ck	ff	f
ll	l	s /s/ /z/	ss
zz	z	u	e
i	o	a	t
p	d	n	c

Irregular High Frequency Words

Teach: they, their

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we

Introduce New Concept

The digraph TH spells two sounds, voiced and unvoiced. Today we will focus on the voiced TH sound. The voiced TH spells /th/ like at the beginning of the word this. The voiced TH comes at the beginning of words like them and that.

Word Work – Blending and Dictation

this	that	them
then	than	thus
This is their last stop.		

then	than	thus
this	that	them
Six is less than ten.		

Decodable Text, Fluency, Comprehension

UFLI – This and That

Word Lists

th /th/ (voiced)
than
that
them
then
this
thus

Word Chains

that – than – then – them
then – ten – tan – than – then – them – hem – hum – um – us – thus – this

Sentences

Tim and Pam fed their fish.
They will stop to pick up shells.
Do they want this or that?
She goes to the shop.

47. Unvoiced TH /th/

Notes: The TH digraph can also represent an unvoiced sound like in the word thin. The unvoiced version of TH is the more common pronunciation.

Phonemic Awareness

Blend	Segment
w - ĭ - th (with)	bath (b- ä - th)
m - ä - th (math)	thick (th - ĭ - k)
th - ĭ - n (thin)	cloth (k - l - ö - th)
f - r - ö - th (froth)	tenth (t - ě - n - th)

Visual and Auditory Drills

th	sh	ck	ff
f	ll	l	s /s/ /z/
ss	zz	z	u
e	i	o	a
t	p	d	n

Irregular High Frequency Words

Teach: were

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their

Introduce New Concept

The digraph TH spells two sounds, voiced and unvoiced. Today we will focus on the unvoiced TH sound. The unvoiced TH sound spells /th/ like at the beginning of the word thumb. The unvoiced TH can come at the beginning of words like thin and thick. It can also come at the end of words like path and with.

Word Work – Blending and Dictation

with	thud	bath
math	bath	moth
The cats are in the bath.		

thin	thick	with
tenth	cloth	path
The thin cloth will rip.		

Decodable Text, Fluency, Comprehension

UFLI – Thump!,
Thump!, Thud

Word Lists

th /th/ initial	th /th/ final	
theft	bath	moth
thick	broth	path
thin	cloth	sixth
thud	fifth	sloth
thump	froth	tenth
	math	with

Word Chains

math – bath – path
moth – math – path – bath – Beth
moth – math – mat – pat – path – bath – bat – bit – bin – thin – thick

Sentences

We were with them.
“I can do that trick,” said Beth.
Miss Kim helps them with math.
We were on the path with Seth.

48. CH /ch/

Notes: The /ch/ sound is usually spelled TCH at the end of a word with a short vowel like in the word catch. This concept will be addressed in a later lesson.

Phonemic Awareness

Blend	Segment
ĭ - n - ch (inch)	chin (ch - ĭ - n)
s - ŭ - ch (such)	chat (ch - ä - t)
l - ŭ - n - ch (lunch)	chick (ch - ĭ - k)
ch - ĭ - p (chip)	punch (p - ŭ - n - ch)

Visual and Auditory Drills

th / <u>th</u> / /th/	sh	ck	ff
f	ll	l	s /s/ /z/
ss	zz	z	u
e	i	o	a
t	p	d	n

Irregular High Frequency Words

Teach: talk, walk

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were

Introduce New Concept

CH is a digraph, two consonants that work together to make a single sound. C and H both have their own sounds, but when they are used together, they spell /ch/ like at the beginning of the words chicken and chin. CH can also be used at the end of words like rich and such.

Word Work – Blending and Dictation

chop	much	chat
such	rich	lunch
Chuck and Beth had lunch.		

check	chin	inch
chick	punch	bench
I munch on chips.		

Decodable Text, Fluency, Comprehension

UFLI – Chips and Dip

Word Lists

ch /ch/ initial	ch /ch/ final	
chap	bench	quen ch
chat	branch	ranch
check	bunch	rich
chest	clinch	such
chick	crunch	trench
chin	hunch	
chip	inch	
chop	lunch	
chuck	munch	
chug	pinch	
chum	punch	

Word Chains

chat – chap – chop – chip – chin – chick – check
inch – pinch – punch – bunch – lunch – hunch
chat – chop – chip – chin – inch – pinch – punch – munch – much – such
chat – chap – cap – tap – tip – hip – chip – chin – inch – pinch – punch – hunch – lunch – munch – much – such

Sentences

Did Thad chat with Chet?
I had such a fun talk with Ben.
Did they walk on the path?
Chad walks to the bench.

49. Digraphs Review 1

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
l - ä - sh (lash)	path (p- ä - th)
s - ö - k (sock)	mash (m- ä - sh)
m - ü - ch (much)	clock (k - l - ö - k)
f - l - ä - sh (flash)	chest (ch - ë - s - t)

Visual and Auditory Drills

ch	th / <u>th</u> / /th/	sh	ck
ff	f	ll	l
s /s/ /z/	ss	zz	z
u	e	i	o
a	t	p	d

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk

Introduce New Concept

Today we will review reading and spelling words with digraphs. A digraph is two letters that work together to make one sound. The sounds are: CK /k/ like duck, SH /sh/ like sheep, TH voiced /th/ like this, TH unvoiced /th/ like thumb and CH /ch/ like chicken.

Word Work – Blending and Dictation

shed	with	this
math	them	checks
She will be back in a flash!		

chip	chick	much
chest	shift	flash
We are on the bench next to the path.		

Decodable Text, Fluency, Comprehension

UFLI – Snacks for the Pets

Word Lists

ck /k/	ch-, sh-, th-	-ch, -sh, - th
back	check	bath
black	chin	bench
block	chip	brush
click	chop	crash
clock	shed	crunch
duck	shell	dish
luck	ship	fish
neck	shock	flash
pack	shop	inch
rock	than	lunch
snack	that	rush
sock	them	sixth
stuck	then	smash

Word Chains

pack – back – bash – cash – crash – crush – rush – shush – shut – hut – hat – that – chat – chap – chip – chin – thin – shin
ship – shop – shock – sock – tock – tick – thick – thin – chin – chip – hip – lip – lick – wick – wish – dish – dash – mash – math – path

Sentences

Seth and Beth talk on their walk.
We were on the bench.
They were in luck!
They left their snacks on the bus.

50. WH /w/, PH /f/

Notes: Most English speakers produce the same sound for both W /w/ and WH /w/.

Phonemic Awareness

Blend	Segment
wh - ĭ - m (whim)	which (w - ĭ - ch)
w - ĭ - f (whiff)	when (wh - ě - n)
w - ī - t (white)	graph (g - r - ä - f)
f - ā - z (phase)	phone (f - ō - n)

Visual and Auditory Drills

ch	th /th/ /th/	sh	ck
ff	f	ll	l
s /s/ /z/	ss	zz	z
u	e	i	o
a	t	p	d

Irregular High Frequency Words

Teach: could, would, should

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk

Introduce New Concept

The digraph WH spells /w/ at the beginning of the words whistle and when. The digraph PH spells /f/ like at the beginning of the word phone or at the end of a word like graph. This is the same sound as the consonant F.

Word Work – Blending and Dictation

when	Phil	whim
whack	graph	whisk
Steph is a whiz at math and graphs!		

whip	which	whiff
Steph	Ralph	when
When will we have lunch?		

Decodable Text, Fluency, Comprehension

UFLI – On a Whim

Word Lists

wh /w/	ph /f/
whack	graph
when	
which	
whiff	
whim	
whip	
whisk	
whiz	

Word Chains

whip – whim – whiz – whiff – which
whip – whips – hips – ship – hip – him – whim – whiz – which

Sentences

Would the moth munch on the cloth?
Ralph should whack the ball with his bat.
When should we be back?
Phil whips up lunch on a whim.

51. NG /ŋ/

Notes: NG can distort the sound of the preceding vowel. The extent of the distortion depends on accent and dialect. ANG is often pronounced with a long A like sang. ING is often pronounced with a long E sound like ring.

Phonemic Awareness

Blend	Segment
wh - ĭ - m (whim)	which (w - ĭ - ch)
w - ĭ - f (whiff)	when (wh - ě - n)
w - ī - t (white)	graph (g - r - ä - f)
f - ā - z (phase)	phone (f - ō - n)

Visual and Auditory Drills

wh	ph	ch	th /th/ /th/
sh	ck	ff	ll
ss	zz	s /s/ /z/	u
e	i	o	a
t	p	d	k

Irregular High Frequency Words

Teach: or, for

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should

Introduce New Concept

The sound /ŋ/ is usually spelled by the letters NG. NG /ŋ/ usually comes at the end of words like ring, bang and song. NG /ŋ/ can change the sound of the vowel.

Word Work – Blending and Dictation

sing	hang	ring
thing	bring	swing
You can sing the song for me!		

long	song	sang
wing	rung	strong
She hung on to the swing.		

Decodable Text, Fluency, Comprehension

UFLI – King and Ash

Sing

Word Lists

-ang	-ing	-ong	-ung
bang	bring	gong	slung
clang	ding	long	flung
fang	fling	song	hung
gang	king		lung
hang	ring		rung
ang	sing		slung
rang	sling		stung
sang	sting		sung
slang	swing		swung
tang	thing		

Word Chains

sang – rang – fang – bang – gang – tang – twang
ring – wing – zing – ding – sing – sling – fling
lung – hung – rung – sung – slung – stung
song – long – lung – rung – run – bun – sun – sung – lung – stung – sting – swing – wing – sing – sang – fang – hang – bang

Sentences

What is that thing?
You will get the hang of it.
Ling swung the bat.

52. N /ŋ/ when followed by a K

Notes: NK can distort the sound of the preceding vowel. The extent of the distortion depends on accent and dialect. ANK is often pronounced with a long A sound like sank. INK is often pronounced with a long E sound like think.

Phonemic Awareness

Blend	Segment
h - ǒ - ŋ - k (honk)	bunk (b - ǔ - ŋ - k)
ch - ǔ - ŋ - k (chunk)	junk (j - ǔ - ŋ - k)
g - ǔ - ŋ - k (gunk)	dunk (d - ǔ - ŋ - k)
s - t - ǔ - ŋ - k (stunk)	skunk (s - k - ǔ - ŋ - k)

Visual and Auditory Drills

ng /ŋ/	wh	ph	ch
th / <u>th</u> / /th/	sh	ck	ff
ll	ss	zz	s /s/ /z/
u	e	i	o
a	t	p	d

Irregular High Frequency Words

Teach: there, where

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for

Introduce New Concept

We have just learned that NG /ŋ/ is usually at the end of words like ring and sang. NK /ŋk/ is another combination of consonants that come at the end of words and can change the sound of the vowel like the words pink and skunk.

Word Work – Blending and Dictation

bank	think	sank
drink	frank	trunk
There are things in the trunk.		

pink	stink	think
prank	thank	blank
The skunk stinks!		

Decodable Text, Fluency, Comprehension

UFLI – Stink in the Bank

Word Lists

-ank	-ink	-unk
bank	blink	bunk
blank	clink	chunk
crank	drink	clunk
drank	ink	dunk
plank	link	flunk
prank	pink	hunk
rank	rink	junk
sank	sink	skunk
stank	slink	spunk
tank	stink	stunk

Word Chains

ink – pink – rink – wink – sink – link – slink
junk – punk – hunk – sunk – spunk – stunk
ink – pink – sink – think – thank – tank – sank – bank – blank – plank – plunk – punk – sunk –
ink – pink – sink – think – thin – tin – tan – tank – thank – sank – bank – blank – plank – plunk – punk – sunk – junk – hunk – bunk

Sentences

There is a lot of junk in the tank.
Where is Frank? I have to thank him.
Where do you think it is?

53. Digraphs Review 2

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
sh - r - ũ - g (shrug)	chunk (ch - ũ - ŋ - k)
th - r - ĩ - l (thrill)	throb (th - r - ö - b)
s - p - l - ä - sh (splash)	shred (sh - r - ě - d)
sh - r - ũ - b (shrub)	struck (s - t - r - ũ - k)

Visual and Auditory Drills

nk /ŋk/	ng /ŋ/	wh	ph
ch	th / <u>th</u> / /th/	sh	ck
ff	ll	ss	zz
s /s/ /z/	u	e	i
o	a	t	p

Irregular High Frequency Words

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where

Introduce New Concept

Today we will review reading and spelling words with CK, SH, TH, CH, WH, PH, NG and NK. Remember, a digraph is two letters that work together to make a single sound.

Word Work – Blending and Dictation

shrimp	strong	shrug
thrash	throb	champ
I could not just shrug it off!		

shrub	shrill	graph
throb	swing	when
Where is this rash from?		

Decodable Text, Fluency, Comprehension

UFLI – The Ship Dock

Word Lists

shr	thr	high frequency
shrank	thrash	back that
shred	thrift	black them
shrill	thrill	bring then
shrimp	throb	long thing
shrink	thrust	much this
shrub		pick when
shrug		sing which
shrunk		such with
		than

Word Chains

strap – trap – trip – strip – string – strong – strung – sprung – spring – sprint – print – prints
string – sting – sing – ring – rink – shrink – shrank – shrunk – shrub – rub – rush – rash – rack – tack – stack – stick

Sentences

Should I toss the scraps in the trash?
Your pants should not have shrunk this much.
What a thrill it was to be there.
Your cat should not be in the shrubs.

54. A_E /ā/

Notes: This may be a first introduction to long vowel sounds.

Phonemic Awareness

Blend	Segment
m - ā - d (made)	bake (b - ā - k)
s - ā - m (same)	late (l - ā - t)
l - ā - k (lake)	cake (k - ā - k)
s - t - ā - t (state)	came (k - ā - m)

Visual and Auditory Drills

nk /ŋk/	ng /ŋ/	wh	ph
ch	th / <u>th</u> / /th/	sh	ck
ff	ll	ss	zz
s /s/ /z/	u	e	i
o	a	t	p

Irregular High Frequency Words

Teach: who

Review: the, I, and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where

Introduce New Concept

We have learned that A spells /ă/ like at the beginning of the word apple. This is the short vowel sound. A also has a long sound. The long sound is the same as the name of the letter A. A spells /ā/ when there is a silent E at the end of words like made and tape. The silent E makes the vowel say its name. It's important to notice when there is an E at the end of the word. The E does not make a sound, it is silent. When I add an E to the end of the word, tap becomes tape; mad becomes made and cap becomes cape.

Word Work – Blending and Dictation

mad	made	came
make	same	take
There are no waves in the lake.		

name	gave	late
games	state	skate
The vase was on sale.		

Decodable Text, Fluency, Comprehension

UFLI – Cave in the Maze

Word Lists

a_e /ā/				
bake	fade	late	sale	take
brake	flake	made	same	tale
brave	flame	make	save	tape
cake	game	mate	shade	vase
came	gate	maze	shake	wade
case	gave	phase	shape	wake
cave	grade	plate	skate	wave
chase	grape	rate	state	whale
date	lake	sake		

Word Chains

ate – mate – fate – date – gate – late – plate
save – wave – gave – pave – cave – crave
came – cape – cake – take – lake – flake – flame – fame – tame – tape – tale – pale – sale
cap – cape – came – tame – tape – tap – map – mat – mate – late – plate – slate – skate
Sentences
Nate and Blake should skate there.
Where can we bake the cake.
Who said they would be at the game?

55. I_E /i/

Notes: This is the second lesson to introduce the silent E rule and long vowel sounds.

Phonemic Awareness

Blend	Segment
s - ī - d (side)	dive (d - ī - v)
m - ī - l (mile)	time (t - ī - m)
s - ī - z (size)	pile (p - ī - l)
sh - ī - n (shine)	dine (d - ī - n)

Visual and Auditory Drills

a /ă/ /ā/	nk /ŋk/	ng /ŋ/	wh
ph	ch	th / <u>th</u> / /th/	sh
ck	ff	ll	ss
zz	s /s/ /z/	u	e
i	o	t	p

Irregular High Frequency Words

Teach: by, my

Review: and, a, is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who

Introduce New Concept

We have learned that I spells /i/ like at the beginning of the word itch. This is the short vowel sound. I also has a long sound. The long sound is the same as the name of the letter I. I spells /ī/ when there is a silent E at the end of words like bike and side. The silent E makes the vowel say its name. It's important to notice when there is an E at the end of the word. The E does not make a sound. It is silent. When I add an E to the end of the word, bit becomes bite; fin becomes fine and hid becomes hide.

Word Work – Blending and Dictation

fin	fine	ride
side	mile	line
Mike likes to ride his bike.		

five	like	time
life	while	white
We drive for six miles.		

Decodable Text, Fluency, Comprehension

UFLI – Kites for Sale

Word Lists

i_e /i/				
bike	fine	lime	ride	spike
bite	five	line	ripe	tide
bride	grime	mile	rise	time
chime	hide	mine	shine	twine
chive	hike	nine	shrine	while
dime	hive	pike	side	white
dine	kite	pine	size	wide
dive	life	pipe	slide	wife
drive	like	quite	slime	wise

Word Chains

glide – slide – side – hide – tide – wide – side
bike – hike – like – Mike – pike – spike
bike – bite – site – side – hide – hike – like – mike – mile – pile – tile – time – lime – slime
rip – ripe – ride – rid – hid – hide – hike – bike – bite – bit – kit – kite – site – white – while

Sentences

I will get my white kite for Beth.
Jake likes to drive by the tall slide.
The five kids are not on time!

56. O_E /ō/

Notes: This lesson introduces the long O sound.

Phonemic Awareness

Blend	Segment
r - ō - d (rode)	home (h - ō - m)
n - ō - t (note)	rose (r - ō - s)
w - ō - k (woke)	stone (s - t - ō - n)
s - t - ō - v (stove)	globe (g - l - ō - b)

Visual and Auditory Drills

i /ī/ /ī/	a /ă/ /ā/	nk /ŋk/	ng /ŋ/
wh	ph	ch	th /th/ /th/
sh	ck	ff	ll
ss	zz	s /s/ /z/	u
e	o	t	p

Irregular High Frequency Words

Review: is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my

Introduce New Concept

We have learned that O spells /ō/ like at the beginning of the word octopus. This is the short vowel sound. O also has a long sound. The long sound is the same as the name of the letter O. O spells /ō/ when there is a silent E at the end of the word like rope. The silent E makes the vowel say its name. It's important to notice when there is an E at the end of the word. The E does not make a sound. It is silent. When I add an E to the end of the word, not becomes note; rod becomes rode and hop becomes hope.

Word Work – Blending and Dictation

not	note	rope
hole	rode	home
The rope fell in the hole.		

rose	those	phone
close	stove	globe
We rode the bikes home.		

Decodable Text, Fluency, Comprehension

UFLI – The Drive Home

Word Lists

o_e /ō/			
bone	drove	note	spoke
broke	froze	phone	stone
choke	globe	poke	stove
chose	grove	pole	stroke
close	hole	robe	those
code	home	rode	throne
cone	hope	rope	vote
cope	hose	rose	woke
cove	joke	slope	zone
dome	lone	smoke	

Word Chains

woke – joke – poke – spoke – smoke – stoke
stone – tone – cone – clone – lone – bone
mope – nope – rope – hope – cope – scope
hope – rope – rode – code – mode – mole – hole – home – dome – dove – wove
rod – rode – rope – hope – hop – mop – mope – mode – code – cope – nope – note – vote

Sentences

Cole is on the phone with Dave.
My home is close to those lakes.
Do you see a note from Hank?

57. VCe Review 1, E_E /ē/

Notes: This lesson introduces the long E sound. This lesson is also a review of the VCe pattern already learned. Note that there are very few E_E words.

Phonemic Awareness

Blend	Segment
f - ī - n (fine)	eve (ē - v)
th - ē - z (these)	gave (g - ā - v)
s - p - ō - k (spoke)	code (c - ō - d)
s - k - ā - t (skate)	shine (sh - ī - n)

Visual and Auditory Drills

o /ō/ /ō/	ll	u	nk /ŋk/
ng /ŋ/	wh	ph	ch
th /th/ /th/	sh	ck	ff
i /ī/ /ī/	ss	zz	s /s/ /z/
a /ă/ /ā/	e	t	p

Irregular High Frequency Words

Review: is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my

Introduce New Concept

Today we will review words with long vowel sounds with silent E and practice a new long vowel sound. Remember, vowels make their long sound or say their name when there is a silent E at the end. We have learned that E spells /ĕ/ like at the beginning of the word edge. E also has a long sound. The long sound is the same as the name of the letter E. E spells /ē/ when there is a silent E at the end of the word like these. Let's look at the word pet. When I add an E to the end of the word, pet becomes the name Pete.

Word Work – Blending and Dictation

home	theme	eve
Pete	these	make
Pete and I hike by the stone path.		

state	time	white
those	shine	same
Deke hopes his theme will be best.		

Decodable Text, Fluency, Comprehension

UFLI – The Five Mile Hike

Word Lists

a_e /ā/	i_e /ī/	o_e /ō/	/ē/
bake lake	bike ripe	bone lone	eve
blade made	bite side	broke nose	sphere
cake name	dime size	close note	theme
came rake	dine slide	cone poke	these
cape sale	five tide	cope robe	
cave save	hide time	cave rope	
chase shade	kite twine	doze slope	
date state	life white	froze stone	

Word Chains

bite – kite – mite – mine – fine – dine
rope – hope – cope – cove – code – cone – bone – one – stone – stove
bite – bike – hike – hide – ride – rode – mode – made – shade – Shane – shine

Sentences

My five cats like to sit on the white rug.
What time will the shop close?
I like to sit in the shade.

58. U_E /ū/, /yū/

Notes: The U in U_E words may be pronounced two ways. /ū/ as in tube or /yū/ as in cube.

Phonemic Awareness

Blend	Segment
f - yū - z (fuse)	use (yū - z)
r - ū - d (rude)	June (j - ū - n)
m - yū - t (mute)	cute (k - yū - t)
t - ū - b (tube)	dude (d - ū - d)

Visual and Auditory Drills

e /ĕ/ /ē/	o /ŏ/ /ō/	i /ĭ/ /ī/	a /ă/ /ā/
nk /ŋk/	ng /ŋ/	wh	ph
ch	th /t̬h/ /th/	sh	ck
ff	ll	ss	zz
s /s/ /z/	u	d	k

Irregular High Frequency Words

Teach: one, once

Review: is, said, to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my

Introduce New Concept

We have learned that U spells /ŭ/ like in the word up. This is the short vowel sound. U can also make two long vowel sounds. Long U can spell /ū/ like in the word tube or /yū/ like in the word cute. U spells its long sound when there is a silent E at the end of the words like June and cube. When we see words with U_E, we can be flexible and try both sounds to see which one sounds right.

Word Work – Blending and Dictation

rude	mule	rule
duke	tube	tune
Luke broke a rule.		

cute	tune	cube
puke	use	fume
That cat is so cute!		

Decodable Text, Fluency, Comprehension

UFLI – June’s Flute

Word Lists

u_e /ū/	u_e /yū/
dude	cube
duke	cute
dune	fume
flute	fuse
June	mule
rude	muse
rule	mute
tube	puke
tune	use

Word Chains

duke – dune – June – tune – tube – tub – cub – cube – cute – mute – mule – muse – fuse – use
--

Sentences

Did you see that cute dog?
June could use the flute if it was in tune.
The phone is on mute.
Would you sing a tune?

59. VCe Review 2

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
yū - z (use)	eve (ē - v)
th - ē - m (theme)	tune (t - ū - n)
r - ū - l (rule)	cube (k - yū - b)
f - l - ū - t (flute)	truce (t - r - ū - s)

Visual and Auditory Drills

u /ŭ/ /ū/ /yū/	e /ĕ/ /ē/	o /ō/ /ō/	i /ĭ/ /ī/
a /ă/ /ā/	nk /ŋk/	ng /ŋ/	wh
ph	ch	th /th/ /th/	sh
ck	ff	ll	ss
zz	s /s/ /z/	d	k

Irregular High Frequency Words

Review: to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once

Introduce New Concept

Today we will review long vowel sounds in words with a silent E. Remember words make their long vowel sound or say their name when there is a silent E at the end of the word.

Word Work – Blending and Dictation

made	bone	cube
name	hole	eve
I see he gave Jane one white rose.		

life	fume	five
broke	use	mute
Eve would like to tell one joke.		

Decodable Text, Fluency, Comprehension

UFLI – A Cake for Tess

Word Lists

a_e /ā/	i_e /ī/	o_e /ō/	u_e /ū/	e_e /ē/
blade	bride	broke	dude	eve
brake	chime	choke	duke	here
brave	chive	chose	dune	sphere
chase	drive	close	flute	theme
flame	grime	clove	June	these
grade	quite	drone	rude	
grape	shine	drove	rule	
maze	shrine	froze	tube	
phase	slide	globe	tune	
plate	spike	phone		
shade	stride	slope		
shape	strive	smoke		
skate	twine	spoke		
state	while	those		
whale	white	throne		

Word Chains

make – cake – cape – tape – tame – time – lime – slime – slide – side – ride – rode – code – mode – mole – hole
make – cake – cape – cap – tap – tape – tame – time – lime – slime – slim – slid – slide – side – ride – rode – code – mode

Sentences

Should Steve bake the cake at home?
Luke could not make them smile once.
Jane made lime cake for me once.
You should rise and shine, Kate!

60. _CE /s/

Notes: This may be a first introduction to the soft c sound. Most words with the CE pattern follow the silent E rule. Some words have an extra consonant between the first vowel and the CE causing the first vowel to be short and slightly nasalized like in the word chance.

Phonemic Awareness

Blend	Segment
ī - s (ice)	pace (p - ā - s)
r - ā - s (race)	brace (b - r - ā - s)
f - ā - s (face)	price (p - r - ī - s)
s - p - ā - s (space)	grace (g - r - ā - s)

Visual and Auditory Drills

u /ū/ /ū/ /yū/	e /ě/ /ē/	o /ō/ /ō/	i /ī/ /ī/
a /ă/ /ā/	nk /ŋk/	ng /ŋ/	wh
ph	ch	th / <u>th</u> / /th/	sh
ck	ff	ll	ss
zz	s /s/ /z/	d	k

Irregular High Frequency Words

Review: to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once

Introduce New Concept

We have learned that it's important to notice when there is an E at the end of a word because it tells us to make the vowel sound long. E does not make a sound. It is silent. We have learned that C spells /k/. C can also say /s/ when it is followed by an E like in the words rice and face.

Word Work – Blending and Dictation

pace	twice	face
race	place	space
I use a plate for my rice.		

nice	trace	face
spice	ice	mice
There is no space there.		

Decodable Text, Fluency, Comprehension

UFLI – The Mice Can Race

Word Lists

<u>_ce /s/</u>	
ace	place
brace	price
face	race
grace	rice
ice	slice
lace	space
mice	spice
nice	trace
pace	twice

Word Chains

face – pace – place – lace – race – trace – brace – grace
ice – mice – nice – lice – rice – price
ice – lice – lace – place – pace – face – race – rice – price

Sentences

Do you want ice for your drink?
Dave kept a fast pace in the race.
What is the price for this nice dress?
Where did they place your brace?

61. _GE /j/

Notes: This may be a first introduction to the soft g sound. GE is a common pattern for /j/ as the last sound in a word because words in English don't end in J. Some words follow the silent E rule. Some words have an extra consonant between the first vowel and the GE like in the words change and fringe.

Phonemic Awareness

Blend	Segment
ā - j (age)	page (p - ā - j)
w - ā - j (wage)	huge (h - yū - j)
r - ā - j (rage)	cage (k - ā - j)
s - t - ā - j (stage)	sage (s - ā - j)

Visual and Auditory Drills

u /ü/ /ū/ /yū/	e /ě/ /ē/	o /ö/ /ō/	i /ĩ/ /ī/
a /ă/ /ā/	nk /ŋk/	ng /ŋ/	wh
ph	ch	th / <u>th</u> / /th/	sh
ck	ff	ll	ss
zz	s /s/ /z/	d	k

Irregular High Frequency Words

Review: to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once

Introduce New Concept

We have learned that it's important to notice when there is an E at the end of a word because it tells us to make the vowel sound long. E does not make a sound. It is silent. We have learned that G spells /g/. G can also spell /j/ when it is followed by an E like in the words cage and huge.

Word Work – Blending and Dictation

page	age	huge
stage	range	change
Sage made a huge wage.		

wage	cage	rage
strange	sage	huge
Do not change that page.		

Decodable Text, Fluency, Comprehension

UFLI – Pete's Pet Snake

Word Lists

<u>ge</u> /j/	
age	rage
cage	range
change	sage
huge	stage
page	strange
plunge	wage

Word Chains

age – page – rage – cage – wage – sage – stage
race – grace – glace – place – pace – page – wage – cage – age – sage – stage

Sentences

Did Bruce like the rice?
The mice in that cage are huge.
The stage is a place where Grace shines!
There is no space on the page.

62. VCe Review 3, Exceptions

Notes: Words in English don't end in V. A silent E is added to the end as a result. Not all words follow the VCe pattern like in carve and prove. SE is also a common pattern. If S is the last sound in the word, a silent E is added to differentiate the /s/ sound from the suffix S (indicating plural). Not all words with SE have a long vowel sound like house and course.

Phonemic Awareness

Blend	Segment
r - ī - s (rice)	give (g - ĭ - v)
l - ā - s (lace)	done (d - ŭ - n)
s - ŭ - m (some)	place (p - l - ā - s)
l - ĭ - v (live)	twice (t - w - ī - s)

Visual and Auditory Drills

g /g/ /j/	c /k/ /s/	u /ŭ/ /ū/ /yū/	e /ě/ /ē/
o /ö/ /ō/	i /ĩ/ /ī/	a /ă/ /ā/	nk /ŋk/
ng /ŋ/	wh	ph	ch
ck	sh	th / <u>th</u> / /th/	ff
ll	ss	zz	s /s/ /z/

Irregular High Frequency Words

Review: to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once

Introduce New Concept

We have been learning about words with the silent E pattern. Most of the time when silent E is added to the end of a word it makes the vowel long, or say its name. Silent E can also make C spell /s/ and G spell /j/. There are three exceptions to the silent E rule: VE and SE and scribal O. Sometimes these words do not make a long vowel sound. The first exception is VE like in the words give, have and live. This is because words in English don't end in V. Another exception is SE. We add a silent E to words that end in /s/ so that we can tell the difference between a single or a plural word like house. The last exception is called the scribal O because a long time ago, scribes had a hard time reading U next to other letters, so they changed the /ŭ/ sound to an O like in the words done, love and come.

Word Work – Blending and Dictation

have	some	give
dove	solve	none
Steve and Jane have to race home!		

live	come	love
done	have	give
Mike must live by the rules!		

Decodable Text, Fluency, Comprehension

UFLI – June's Bike Shop

Word Lists

VCe: Exceptions		
come	give	love
done	have	none
dove	live	some

Word Chains

life – like – line – lane – plane – place – lace – late – gate – rate – mate – mute – mule – rule

Sentences

Did Nate give you ice for your drink?

63. -ES

Notes: This may be a first introduction to words with more than one syllable. This lesson focuses on reading and spelling words with the S and ES ending.

Phonemic Awareness

Blend	Segment
ă - sh (ash)	tax (t - ă - k - s)
l - ũ - n - ch (lunch)	lash (l - ă - sh)
b - ě - n - ch (bench)	bunch (b - ũ - n - ch)
s - t - r - ě - s (stress)	wrench (r - ě - n - ch)

Visual and Auditory Drills

g /g/ /j/	c /k/ /s/	u /ů/ /ū/ /yū/	e /ě/ /ē/
o /ö/ /ō/	i /ĩ/ /ī/	a /ă/ /ā/	nk /ŋk/
ng /ŋ/	wh	ph	ch
ck	sh	th / <u>th</u> / /th/	ff
ll	ss	zz	s /s/ /z/

Irregular High Frequency Words

Teach: two, does

Review: to, do, of, see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once

Introduce New Concept

We add S to the end of nouns to make them plural (more than one) like cats. The S ending can also change the tense of a verb like I run or she runs. If a word ends in CH, SH, S, X or Z, we add ES instead of just S like in lunches or foxes. The ES ending has two sounds. The E makes a schwa sound /ə/ and the S makes a /z/ sound like in glasses or buzzes.

Word Work – Blending and Dictation

boxes	dresses	passes
inches	ashes	buses
He has to scrub the two dishes.		

axes	foxes	boxes
taxes	classes	glasses
The two bosses were nice.		

Decodable Text, Fluency, Comprehension

UFLI – Two Foxes

Word Lists

-es		
ashes	classes	kisses
axes	dishes	lashes
benches	dresses	losses
bosses	foxes	sashes
boxes	glasses	slashes
brushes	grasses	taxes
bunches	inches	wishes
buses		

Word Chains

glasses – glass – class – clash – clashes – lashes – rashes – rushes – bushes – brush – crush – crushes
box – boxes – foxes – fixes – fishes – fish
ash – ashes – dashes – dishes – dish – wish – wishes

Sentences

Which one of the buses is mine?
There are two dishes in the sink.
Does Phil have glasses?
They all have black dresses.

64. -ED

Notes: In some words, the final consonant is doubled before adding ED like in stopped. Not all past tense verbs end in ED. Students can already read and spell many of these verbs (ran, sat, went).

Phonemic Awareness

Blend	Segment
f - ǐ - l - d (filled)	yelled (y - ǝ - l - d)
k - l - ǎ - p - t (clapped)	sipped (s - ǐ - p - t)
w - ǐ - sh (wish)	brush (b - r - ǔ - sh)
wish - es (wishes)	brushes (brush - es)

Visual and Auditory Drills

g /g/ /j/	c /k/ /s/	u /ǔ/ /ū/ /yū/	e /ě/ /ē/
o /ǒ/ /ō/	i /ǐ/ /ī/	a /ǎ/ /ā/	nk /ŋk/
ng /ŋ/	wh	ph	ch
ck	sh	th /th/ /th/	ff
ll	ss	zz	s /s/ /z/

Irregular High Frequency Words

Teach: many, any

Review: see, he, be, me, look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does

Introduce New Concept

A verb is an action word. Jump and yell are both verbs. They tell what someone is doing. We use past tense verbs to show that something has already happened. We can add ED to the end of verbs to make them past tense like I jumped, or I yelled. There are three ways to pronounce the ED ending: /d/, /t/ and /əd/. We can think about how to pronounce the ED ending by thinking about how we say the word when we are talking. For words like called or tamed, we say /d/. For words like sniffed or helped we say /t/. If the sound /d/ or /t/ comes before the ED, we say /əd/. The E is pronounced with a schwa.

Word Work – Blending and Dictation

yelled	smashed	rested
crashed	rocked	ended
They listed many things to shop for.		

filled	called	asked
handed	lasted	ended
We asked for a snack.		

Decodable Text, Fluency, Comprehension

UFLI – Will the Whale

Word Lists

ed /d/	ed /t/	ed /əd/
called	asked	acted
filled	backed	listed
pulled	blinked	fixed
rolled	blocked	added
yelled	boxed	melted
	passed	busted
		rested
		drifted
		shifted
		ended
		sanded

Word Chains

pick – picked – licked – lick – lack – slack – slacked – slicked – slick
--

Sentences

They planted kale and then rested.
The flame melted the wax.
He splashed but did not get any kids wet!

65. -ING

Notes: In some words, the final consonant is doubled before adding ING like in stopping. In some words, the final E is dropped before adding ING. These concepts will be addressed later.

Phonemic Awareness

Blend	Segment
ě - n - d (end)	act (ă - k - t)
end - ing (ending)	acting (act - ing)
f - ĩ - sh (fish)	tell (t - ě - l)
fish - ing (fishing)	telling (tell - ing)

Visual and Auditory Drills

ed /t/ /d/ /əd/	g /g/ /j/	c /k/ /s/	e /ě/ /ē/
u /ů/ /ū/ /yū/	o /ö/ /ō/	i /ĩ/ /ī/	a /ă/ /ā/
nk /ŋk/	ng /ŋ/	wh	ph
th /t̪/ /θ/	ch	sh	ck
ff	ll	ss	s /s/ /z/

Irregular High Frequency Words

Teach: been, into

Review: look, book, was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any

Introduce New Concept

ING is an ending we can add to verbs to change their tense. ING is pronounced like the ending of the word sing. We add ING to verbs when we are talking about actions that continuously happen in the present or past. We can break up words with ING to make them easier to read. Let's look at the word jumping. Find the ING ending and cover it up. Read the base word jump, then uncover the ING. Blend these parts together to read jumping.

Word Work – Blending and Dictation

resting	doing	pulling
calling	being	fishing
Steve has been singing while planting.		

helping	asking	bending
planting	sticking	thinking
I love helping you!		

Decodable Text, Fluency, Comprehension

UFLI – We Love Camp

Word Lists

-ing		
acting	fishing	ringing
asking	going	seeing
being	helping	smashing
blocking	landing	standing
boxing	looking	telling
brushing	mashing	thinking
calling	planting	walking
doing	pulling	wining
ending	resting	wishing

Word Chains

fall – falling – filling – willing – will – sill – spill – spilling – pilling – pill – till – tell – telling
bend – bending – sending – mending – ending – end – and – sand – sanding – standing

Sentences

Is Liz being nice to you?
Many kids liked fishing at the pond.
Have you been walking?
We were standing by the stage.

66. Closed and Open Syllables

Notes: For students who may need extra practice differentiating open and closed syllables, consider using a syllable sort. Use the open and closed syllables on the Read and Roll Game #66 to sort into open vs. closed categories. While sorting, students should read and/or spell the syllables.

Phonemic Awareness

Blend	Segment
sh - ē (she)	hi (h - ī)
sh - ě - d (shed)	him (h - ĭ - m)
w - ē (we)	go (g - ō)
w - ě - t (wet)	got (g - ǒ - t)

Visual and Auditory Drills

ed /t/ /d/ /əd/	g /g/ /j/	c /k/ /s/	e /ě/ /ē/
u /ů/ /ū/ /yū/	o /ǒ/ /ō/	i /ĭ/ /ī/	a /ǎ/ /ā/
nk /ŋk/	ng /ŋ/	wh	ph
th /th/ /t/	ch	sh	ck
ff	ll	ss	s /s/ /z/

Irregular High Frequency Words

Teach: friend

Review: was, you, what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into

Introduce New Concept

A syllable is a word or a part of a word with one vowel sound. Your chin will drop when you say each syllable. Let's say these words and count the syllables. Robot, robot has two syllables. Octopus, octopus has three syllables. Shoe, shoe has one syllable. Umbrella, umbrella has three syllables. Watermelon, watermelon has four syllables. Today we are going to learn about open and closed syllables. Closed syllables have one vowel followed by one or more consonants. The vowels in closed syllables are short. Bat, clump, in and not are examples of closed syllables. Open syllables have one vowel and the vowel is the last letter in the syllable. The vowel sound is long. Be, go, he and no are examples of open syllables.

Word Work – Blending and Dictation

be	met	nap
men	go	set
My friend and I want to go camping in June.		

hi	mash	we
dip	split	tip
She said hi to my friend.		

Decodable Text, Fluency, Comprehension

UFLI – Jo's Friend Russ

Word Lists

Open Syllables	Closed Syllables
be me	bat not strap
go no	clump rock sun
he she	in step test
hi we	it strand tip

Word Chains

be – bed – bet – met – mesh – men – me – we – wed – shed – she – he – hem – him – hi

Sentences

Have you been sticking the stamps here?
His friend crashed his bike.

67a. Compound Words

Notes: To support this concept, say the word while modeling how your mouth drops for each word part with your flat hand under your chin.

Phonemic Awareness

Blend	Segment
up - hill (uphill)	upset (up - set)
sun - set (sunset)	himself (him - self)
back - pack (backpack)	hilltop (hill - top)
soft - ball (softball)	suntan (sun - tan)

Visual and Auditory Drills

ed /t/ /d/ /əd/	g /g/ /j/	c /k/ /s/	e /ě/ /ē/
u /ŭ/ /ū/ /yū/	o /ō/ /ō/	i /ī/ /ī/	a /ă/ /ā/
nk /ŋk/	ng /ŋ/	wh	ph
th /th/ /th/	ch	sh	ck
ff	ll	ss	s /s/ /z/

Irregular High Frequency Words

Teach: because

Review: what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend

Introduce New Concept

A syllable is a word or a part of a word with one vowel sound. Your chin will drop when you say each syllable. Closed syllables have one vowel followed by one or more consonants. The vowels in closed syllables are short. We can combine two closed syllables to make longer words. When these words are made up of two smaller words, we call them compound words. Let's look at the word sunset. The first part of the word is sun. The second part of the word is set. We put them together to make the word sunset. When reading compound words, we can read each syllable or word and then blend them together to read the whole word.

Word Work – Blending and Dictation

hotdog	handstand	itself
cannot	uphill	backpack
He went on a long hike by himself.		

bulldog	suntan	sandlot
sometimes	something	bedrock
She filled up the bathtub.		

Decodable Text, Fluency, Comprehension

UFLI – Mo and the Sandbox

Word Lists

Compound Words closed/closed			
anthill	drumstick	jackpot	stepdad
backdrop	eggshell	kickball	stepmom
backlash	gridlock	kickoff	sunset
backpack	handstand	lipstick	suntan
bathtub	hilltop	pickup	uphill
bedrock	himself	sandbox	uplift

Sentences

My friend likes softball and kickball
Pete got something from the sandbox.
Can you get me a drumstick?
I picked this backpack because it is big.

67b. Closed/Closed

Notes: When reading multisyllabic words, reinforce the connection between syllable type and vowel sound. Open syllables have a long vowel sound. Closed syllables have a short vowel sound.

Phonemic Awareness

Blend	Segment
un - til (until)	napkin (nap - kin)
sub - ject (subject)	object (ob - ject)
ca - bin (cabin)	habit (ha - bit)
den - tist (dentist)	insect (in - sect)

Visual and Auditory Drills

ed /t/ /d/ /əd/	g /g/ /j/	c /k/ /s/	e /ě/ /ē/
u /ŭ/ /ū/ /yū/	o /ō/ /ō/	i /ī/ /ī/	a /ă/ /ā/
nk /ŋk/	ng /ŋ/	wh	ph
th /th/ /th/	ch	sh	ck
ff	ll	ss	s /s/ /z/

Irregular High Frequency Words

Review: what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend

Introduce New Concept

We have been learning about closed syllables. Closed syllables have one vowel followed by one or more consonants. The vowels in closed syllables are short. Today we are going to read longer words with closed syllables that are not compound words. Let's look at the word dentist. The first part of this word is den. The next part is tist. When we put the two parts together, we get the word dentist. Sometimes, when we read two-syllable words we hear the schwa sound. Listen for the /ə/ sound in these words: distant, pencil, ribbon and denim.

Word Work – Blending and Dictation

until	second	absent
picnic	denim	contest
You are my friend because you are kind.		

chicken	subject	children
sentence	contact	until
Did you plug in the tablet?		

Decodable Text, Fluency, Comprehension

UFLI – The Rocket Contest

Word Lists

Closed/Closed			
absent	content	insect	pumpkin
active	contest	insult	rapid
admit	dentist	jacket	socket
anklet	exit	magnet	submit
attic	figment	muffin	suffix
basket	fossil	napkin	tennis
blanket	goblin	picnic	timid
cactus	hectic	pigment	until
chicken	helmet	plastic	valid

Sentences

We bring the lunches in a picnic basket.
Can you go to the bag and get me a napkin?
I was absent because I was sick.
I felt timid when I went to the dentist.

68. Open/Closed

Notes: When reading multisyllabic words, reinforce the connection between syllable type and vowel sound. Open syllables have a long vowel sound. Closed syllables have a short vowel sound. The schwa sound is in the unstressed syllable and can be represented by any vowel.

Phonemic Awareness

Blend	Segment
ra - ven (raven)	basic (ba - sic)
mo - ment (moment)	secret (se - cret)
be - gin (begin)	open (o - pen)
fro - zen (frozen)	silent (si - lent)

Visual and Auditory Drills

ed /t/ /d/ /əd/	g /g/ /j/	c /k/ /s/	e /è/ /ē/
u /ü/ /ū/ /yū/	o /ö/ /ō/	i /ï/ /ī/	a /ä/ /ā/
nk /ŋk/	ng /ŋ/	wh	ph
th / <u>th</u> / /th/	ch	sh	ck
ff	ll	ss	s /s/ /z/

Irregular High Frequency Words

Review: what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend

Introduce New Concept

We have been learning about closed and open syllables. A closed syllable has a short vowel sound followed by a consonant. Met is a closed syllable. An open syllable has one vowel that makes a long sound and ends with the vowel. Me is an open syllable. We can combine open and closed syllables to make longer words. Let's look at the word beyond. The first part of the word is the open syllable be. The next part of the word is the closed syllable yond. Put them together to make beyond.

Word Work – Blending and Dictation

basic	frozen	open
even	unit	virus
My phone has been on silent.		

robot	begin	secret
humid	moment	zero
It has been humid.		

Decodable Text, Fluency, Comprehension

UFLI – Music Class

Word Lists

Open/Closed				
basic	demand	humid	prefix	solo
basis	donut	idol	protect	spoken
begin	ego	item	raven	total
begun	equal	latex	result	unit
bonus	even	legal	program	token
crisis	evil	motel	secret	vacant
cubic	frozen	moment	silent	vital
cupid	hijack	music	silo	virus

Sentences

Did your friend begin the race?
I love music class because we sing.
Do you have many items in your bag?
We should get two donuts and one drink.

69. tch /ch/

Notes: The TCH pattern only occurs after a short vowel sound.

Phonemic Awareness

Blend	Segment
l - ä - ch (latch)	batch (b - ä - ch)
f - ě - ch (fetch)	ditch (d - ě - ch)
s - t - ě - ch (stitch)	patch (p - ä - ch)
s - w - ě - ch (switch)	hitch (h - ě - ch)

Visual and Auditory Drills

ed /t/ /d/ /əd/	g /g/ /j/	c /k/ /s/	e /ě/ /ē/
u /ů/ /ū/ /yū/	o /ö/ /ō/	i /ĩ/ /ī/	a /ǎ/ /ā/
nk /ŋk/	ng /ŋ/	wh	ph
th / <u>th</u> / /th/	ch	sh	ck
ff	ll	ss	s /s/ /z/

Irregular High Frequency Words

Teach: woman, women

Review: what, have, your, want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend

Introduce New Concept

We have learned that the digraph CH spells /ch/ like at the beginning of the word chin. CH can come at the beginning of words like chicken and chip. It can also come at the end of words like such and rich. The grapheme TCH is another way to spell /ch/. It is a trigraph, three letters that make a single sound. TCH only comes at the end of a word after a short vowel like catch and itch.

Word Work – Blending and Dictation

match	itch	fetch
witch	latch	patch
Spot will fetch the long stick!		

ditch	notch	crutch
switch	hitch	batch
Where is your sketch?		

Decodable Text, Fluency, Comprehension

UFLI – Catching Fish

Word Lists

tch /ch/	
batch	latch
catch	match
clutch	splotch
crutch	patch
ditch	pitch
fetch	sketch
hatch	snatch
hitch	stitch
hutch	witch
itch	

Word Chains

match – latch – batch – catch – patch
itch – pitch – ditch – witch – switch – stitch
match – latch – hatch – hitch – pitch – witch – switch – twitch
batch – latch – patch – pitch – pit – pat – mat – match – Mitch – ditch – itch

Sentences

The woman will patch the dress with lace.
Close the latch on the fence.
Can we switch spots?
The eggs will hatch in the ditch.

70. dge /j/

Notes: The DGE pattern only occurs after a short vowel sound.

Phonemic Awareness

Blend	Segment
ě - j (edge)	dodge (d - ǒ - j)
f - ů - j (fudge)	badge (b - ǎ - j)
l - ě - j (ledge)	nudge (n - ů - j)
g - r - ů - j (grudge)	fridge (f - r - ě - j)

Visual and Auditory Drills

tch /ch/	g /g/ /j/	c /k/ /s/	e /ě/ /ē/
u /ů/ /ū/ /yū/	o /ǒ/ /ō/	i /ĩ/ /ī/	a /ǎ/ /ā/
ed /t/ /d/ /əd/	ng /ŋ/	wh	ph
th / <u>th</u> / /th/	ch	sh	ck
ff	ll	ss	s /s/ /z/

Irregular High Frequency Words

Teach: move

Review: want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women

Introduce New Concept

We have learned that J spells /j/ like in the word jar. The consonant G also spells /j/ when it is followed by a silent E like in the word cage. The grapheme DGE is another way to spell /j/. It is a trigraph, three letters that make one sound. DGE only comes at the end of a word after a short vowel like dodge and bridge.

Word Work – Blending and Dictation

badge	fridge	ridge
fudge	nudge	bridge
Has Midge been your friend for a long time?		

ledge	judge	wedge
smudge	edge	dodge
We rode bikes across the bridge.		

Decodable Text, Fluency, Comprehension

UFLI – The Lodge

Word Lists

dge /j/	
badge	ledge
bridge	lodge
budge	nudge
dodge	pledge
edge	ridge
fridge	sludge
fudge	smudge
grudge	trudge
hedge	wedge
judge	

Word Chains

edge – hedge – wedge – ledge – pledge – sledge
edge – wedge – hedge – ledge – pledge – sledge – sludge – smudge – Mudge – nudge – judge – fudge

Sentences

I move the batch of fudge into the fridge.
The woman trims the hedge next to the fence.
Will Frank budge if I nudge him?
Midge was mad and held a grudge.

71. tch /ch/, dge /j/ Review

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
ĭ - ch (itch)	catch (k - ä - ch)
m - ä - ch (match)	pitch (p - ĭ - ch)
r - ĭ - j (ridge)	hedge (h - ě - j)
f - r - ĭ - j (fridge)	bridge (b - r - ĭ - j)

Visual and Auditory Drills

dge /j/	tch /ch/	g /g/ /j/	e /ě/ /ē/
u /ů/ /ū/ /yū/	o /ö/ /ō/	i /ĩ/ /ī/	a /ǎ/ /ā/
ed /t/ /d/ /əd/	ng /ŋ/	wh	ph
th / <u>th</u> / /th/	ch	sh	ck
ff	ll	c /k/ /s/	s /s/ /z/

Irregular High Frequency Words

Review: want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move

Introduce New Concept

Today we will review new ways to spell familiar sounds. We have learned that the digraph CH spells /ch/ like at the beginning of the word chin. The grapheme TCH is another way to spell /ch/. It is a trigraph, three letters that make one sound. TCH only comes at the end of words after a short vowel like catch and itch. We have learned that J spells /j/ like in the word jar. The grapheme DGE is another way to spell /j/. It is a trigraph, three letters that make one sound. DGE only comes at the end of a word after a short vowel like dodge and bridge.

Word Work – Blending and Dictation

hatch	badge	match
ditch	ridge	ledge
I see a smudge on my chin.		

patch	stretch	bridge
trudge	fridge	patch
Catch a batch of cod fish.		

Decodable Text, Fluency, Comprehension

UFLI – Robin and Butch

Word Lists

tch /ch/		dge /j/	
batch	match	badge	ledge
catch	notch	bridge	lodge
clutch	patch	budge	nudge
ditch	pitch	dodge	pledge
fetch	sketch	edge	ridge
hatch	snatch	fridge	sludge
hitch	stitch	fudge	smudge
hutch	switch	grudge	trudge
itch	witch	hedge	wedge
latch		judge	

Word Chains

batch – catch – latch – match - patch
itch – pitch – ditch – witch – switch – stitch
edge – hedge – wedge – pledge – sledge
batch – match – patch – latch – lad – rad – rid – ridge – bridge

Sentences

They have a patch that will match.
Mitch missed his friends.
I like to stretch and then run.
Did you catch fish by the hedge?

72. -ILD, -OLD, -IND, -OLT, -OST

Phonemic Awareness

Blend	Segment
m - ö - s - t (most)	gold (g - ö - l - d)
f - ö - l - d (fold)	hold (h - ö - l - d)
m - ī - n - d (mind)	bolt (b - ö - l - t)
m - ī - l - d (mild)	kind (k - ī - n - d)

Visual and Auditory Drills

dge /j/	tch /ch/	g /g/ /j/	e /è/ /ē/
u /ü/ /ū/ /yū/	o /ö/ /ō/	i /ĩ/ /ī/	a /ă/ /ā/
ed /t/ /d/ /əd/	ng /ŋ/	wh	ph
th / <u>th</u> / /th/	ch	sh	ck
ff	ll	c /k/ /s/	s /s/ /z/

Irregular High Frequency Words

Teach: both

Review: want, goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move

Introduce New Concept

There are some word endings that change the sound of the vowel in words. ILD, IND, OLD, OLT, OST all have long vowel sounds like in the words wild, find, told, bolt and most. Some people remember this rule by calling them wild old words.

Word Work – Blending and Dictation

mild	child	find
old	cold	hold
The cold ice gave me a jolt.		

kind	bolt	jolt
most	wild	kind
Grant sold most of his gold.		

Decodable Text, Fluency, Comprehension

UFLI – The Gold Rush

Word Lists

-ild	-ind	-old	-olt	-ost
child	bind	bold	bolt	host
mild	behind	cold	colt	most
wild	blind	gold	holt	post
	find	hold	jolt	
	grind	mold	molt	
	kind	old	revolt	
	mind	scold		
	rind	sold		
	wind	told		

Word Chains

grind – rind – find – wind – kind – bind – blind
old – mold – fold – cold – told – hold – gold
molt – jolt – bolt – colt – holt
find – bind – kind – rind – mind – wind – wild – child
most – host – hold – sold – cold – bold – mold – molt – bolt
bolt – bold – old – cold – hold – mold – mild – wild – wind – find – kind – mind – rind – grind

Sentences

The child wanted to hold the doll.
Which cake did you like the most?
They were told to see the host.
Was the wild hog behind the old gate?

73. Y /ī/

Notes: This may be a first introduction to Y as a vowel. Y can spell the long vowel sound /ī/.

Phonemic Awareness

Blend	Segment
m - ī (my)	by (b - ī)
s - l - ī (sly)	try (t - r - ī)
s - k - ī (sky)	cry (k - r - ī)
f - r - ī (fry)	pry (p - r - ī)

Visual and Auditory Drills

dge /j/	tch /ch/	g /g/ /j/	e /ě/ /ē/
u /ů/ /ū/ /yū/	o /ö/ /ō/	i /ĩ/ /ī/	a /ǎ/ /ā/
ed /t/ /d/ /əd/	ng /ŋ/	wh	ph
th / <u>th</u> / /th/	ch	sh	ck
ff	ll	c /k/ /s/	s /s/ /z/

Irregular High Frequency Words

Teach: four, fourth

Review: goes, says, she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both

Introduce New Concept

We have learned that Y is a consonant that spells the sound /y/ like at the beginning of the word yellow. Y can also be used as a vowel. When Y comes at the end of a one-syllable word, it spells /ī/ like at the end of the words my and cry.

Word Work – Blending and Dictation

my	fry	by
fly	sky	cry
The sly fly landed by the plate.		

sly	spy	try
shy	try	why
Planes fly in the sky.		

Decodable Text, Fluency, Comprehension

UFLI – Plane Race

Word Lists

y /ī/	
by	sky
cry	sly
dry	spy
fly	sty
fry	try
my	why
pry	

Word Chains

tying – trying – crying – prying – frying – flying – lying – spying
my – by – Ty – try – cry – dry – pry – fry sly – sky – sty – Ty – tying – trying – crying

Sentences

I was trying to dry myself in the sun.
Sky was in my class in fourth grade.
We will both try to win.
I gave my friend a french fry.

74. Y /ē/

Notes: Multisyllabic words ending in Y spell /ē/. Many have double consonants. This happens when the first syllable is closed and has a short vowel sound like bunny. There is no double consonant when the closed syllable ends in a blend or diagraph such as bumpy or lucky.

Phonemic Awareness

Blend	Segment
luck - y (lucky)	baby (ba - by)
rock - y (rocky)	bumpy (bump - y)
cand - y (candy)	dusty (dust - y)
cop - y (copy)	rusty (rust - y)

Visual and Auditory Drills

y /y/ /ī/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /ĭ/ /ī/
o /ō/ /ō/	e /ĕ/ /ē/	ng /ŋ/	nk /ŋk/
u /ŭ/ /ū/ /yū/	wh	ph	sh
th /th/ /th/	ck	p	d

Irregular High Frequency Words

Teach: forty

Review: she, we, they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth

Introduce New Concept

We are going to learn a new sound for Y. We know that Y spells /y/ like at the beginning of yes. We also know that Y can spell /ī/ at the end of a single syllable word like my and by. Y can also spell /ē/ at the end of a word with more than one syllable like baby and puppy. Often words that end in Y making the /ē/ sound have double consonants when the first syllable is closed and has a short vowel like puppy and sunny.

Word Work – Blending and Dictation

happy	lady	funny
lucky	candy	mommy
Did your buddy bring you candy?		

sunny	study	only
baby	tiny	penny
We are lucky it is sunny!		

Decodable Text, Fluency, Comprehension

UFLI – Lily's Puppy

Word Lists

y /ē/			
angry	dusty	lucky	silly
baby	duty	mommy	sixty
body	fluffy	muddy	skinny
buddy	funny	only	study
bumpy	handy	penny	sunny
bunny	happy	pony	teddy
candy	hungry	puppy	thirty
chilly	jelly	rocky	tiny

Word Chains

puppy – poppy – soppo – sloppy – loppo – choppy – chippy – chilly – hilly – silly – sully
chilly – hilly – holly – jolly – jelly – Jenny – penny – punny – bunny – buddy – muddy

Sentences

I will bring a funny gift for Tommy.
It was foggy and windy by the lake.
Andy and Tony are so lucky.

75. - LE

Notes: Many multisyllabic words ending in LE include double consonants when the first syllable is closed and has a short vowel sound like puzzle and little. This does not happen when the first syllable ends in a blend like sample and bundle.

Phonemic Awareness

Blend	Segment
no - ble (noble)	table (ta - ble)
sam - ple (sample)	jungle (jun - gle)
gam - ble (gamble)	mingle (min - gle)
jan - gle (jangle)	pickle (pic - kle)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /i/ /ī/
o /ō/ /ō/	e /ĕ/ /ē/	ng /ŋ/	nk /ŋk/
u /ū/ /ū/ /yū/	wh	ph	sh
th /th/ /th/	ck	p	d

Irregular High Frequency Words

Teach: people

Review: they, their, were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty

Introduce New Concept

We have been learning that a syllable is a word or part of a word that has one vowel sound. Closed syllables end in a consonant and have a short vowel sound. Open syllables end in a vowel and have a long vowel sound. Today we will learn about a new kind of syllable called a final stable syllable. The name helps us remember the rule. Final means last. Stable means stays the same. One common final stable syllable is consonant + LE. LE spells /l/ like at the end of apple and puzzle. To read words with the consonant LE pattern, we cover up the last three letters in the word, then look at the first syllable. If it ends in a consonant, we know it is closed and makes a short vowel sound. If it ends in a vowel, it is open and makes a long vowel sound.

Word Work – Blending and Dictation

little	puddle	jingle
middle	battle	handle
My uncle is so kind and funny!		

simple	trample	table
noble	middle	jungle
All four apples fell off the table!		

Decodable Text, Fluency, Comprehension

UFLI – Maple Fudge

Word Lists

-ble	-dle	-gle	-kle	-ple
able	candle	angle	ankle	apple
cable	cradle	giggle	buckle	dimple
fable	fiddle	jingle	freckle	maple
mumble	ladle	jungle	pickle	pimple

Word Chains

sizzle – fizzle – frizzle – drizzle
juggle – jiggle – wiggle – giggle – goggle

Sentences

Many people see the bubbles go by.
Seven people sit at the table.

76. Ending Patterns Review

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
m - ō - l - d (mold)	child (ch - ī - l - d)
w - ī - l - d (wild)	kind (k - ī - n - d)
f - ū - z (fuzz)	sky (s - k - ī)
t - r - ī (try)	dry (d - r - ī)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /i/ /ī/
o /ō/ /ō/	e /ě/ /ē/	ng /ŋ/	nk /ŋk/
u /ü/ /ū/ /yū/	wh	ph	sh
th /th/ /th/	ck	p	d

Irregular High Frequency Words

Review: were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people

Introduce New Concept

Today we are going to review words with different ending patterns.

Word Work – Blending and Dictation

rind	sly	lady
noble	wild	mind
Many people like candy apples.		

my	sky	by
puppy	baby	lumpy
Can I hold the little puppy?		

Decodable Text, Fluency, Comprehension

UFLI – A Trip to the Jungle

Word Lists

Long VCC	y /ī/	y /ē/	-le
child	by	baby	apple
cold	cry	body	giggle
find	dry	candy	goggle
hold	fly	funny	jungle
host	my	happy	middle
jolt	sky	hungry	puddle
kind	spy	lucky	puzzle
mind	try	only	simple
most	shy	puppy	table
post		tiny	wiggle
told			

Word Chains

find – bind – kind – rind - mind
most – host – hold – cold – mold – molt
my – by – try – cry – crying – trying – tying
handle – hand – handy – candy – can – fan – fin – find – mind – my – by

Sentences

Does the little pony have a bridle?
Betsy is a kind friend to me.
The lady holds the baby while walking.
Sammy was cold while at the race.

77. AR /ar/

Notes: This may be a first introduction to R-controlled vowels.

Phonemic Awareness

Blend	Segment
f - ar (far)	jar (j - ar)
s - t - ar (star)	cart (k - ar - t)
m - ar - k (mark)	part (p - ar - t)
s - t - ar - t (start)	hard (h - ar - d)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /i/ /ī/
o /ō/ /ō/	e /ě/ /ē/	ng /ŋ/	nk /ŋk/
u /ü/ /ū/ /yū/	wh	ph	sh
th /th/ /th/	ck	p	r

Irregular High Frequency Words

Teach: pretty

Review: were, talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people

Introduce New Concept

When we put the /r/ sound after a vowel, it changes the way we say the vowel sound. We call this an R-controlled vowel. The R-controlled vowel AR usually spells the /ar/ sound like in the word car. AR can come in the middle of words like bark and part. It can also come at the end of words like star and far. AR sometimes comes at the beginning of words like art and arm.

Word Work – Blending and Dictation

part	start	far
car	hard	star
Bart makes a pretty card in art class.		

dark	park	large
marble	target	mark
It is hard to see in the dark!		

Decodable Text, Fluency, Comprehension

UFLI – The Garden

Word Lists

ar /ar/	two syllables			
ark	far	part	artist	junkyard
arm	farm	scar	backyard	marble
art	hard	scarf	ballpark	market
bar	hark	shark	barnyard	marvel
bark	harp	sharp	bookmark	party
barn	harsh	smart	carpet	postcard
car	jar	spark	depart	recharge
card	lard	star	discard	startle
cart	large	starch	farmland	target
charge	march	start	garden	
chart	mark	tar	gargle	

Word Chains

art – dart – part – cart – chart – mart – smart – start – tart
ark – bark – mark – dark – park – hark – shark – spark
at – art – cart – cat – car – bar – bark – hark – hard – had
art – dart – mark – park – part – cart – card – yard – yarn – barn – bark – hark – shark

Sentences

My dog loves going on car rides to the park.
The cat was playing with yarn in the backyard.
We drove pretty far in the car.

78. OR, ORE /or/

Notes: Other than common words like or and for, OR rarely comes at the end of words.

Phonemic Awareness

Blend	Segment
f - or - m (form)	born (b - or - n)
n - or - th (north)	cord (k - or - d)
sh - or - t (short)	chore (ch - or)
s - t - or - m (storm)	dorm (d - or - m)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /ī/ /ī/
o /ō/ /ō/	e /ě/ /ē/	ng /ŋ/	nk /ŋk/
u /ū/ /ū/ /yū/	wh	ph	sh
th /th/ /th/	ck	ar	r

Irregular High Frequency Words

Teach: nothing

Review: talk, walk, could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty

Introduce New Concept

We are learning that R can change a vowel sound. Another R-controlled vowel is OR. It spells the sound /or/. OR can come in the middle of words like corn and fork. OR can sometimes come at the beginning like in the word orb. When OR comes at the end of a word, it is usually spelled ORE like store and more.

Word Work – Blending and Dictation

sport	important	for
form	corn	north
The bad storm tore up the shore!		

more	force	story
morning	before	storm
Look at the fort we made!		

Decodable Text, Fluency, Comprehension

UFLI – Marvel at the Shore

Word Lists

or /or/	ore /or/	two syllables
born	pork	bore
cork	port	chore
corn	scorn	core
dorm	short	more
for	sort	pore
fork	sport	score
form	storm	shore
fort	sworn	snore
horn	thorn	sore
horse	torch	store
north	torn	tore
		boring
		explore
		forty
		glory
		morning
		northwest
		platform
		popcorn
		report
		shortcut
		transport

Word Chains

born- horn – corn – scorn – sworn – worn – torn – thorn
more – pore – bore – core – chore – shore – sore – snore – store – tore
horn – corn – cord – core – more – tore – sore – sort – short – port – fort – fork

Sentences

I love to sit and do nothing on my porch.
We ate popcorn after lunch.
They have gone back and forth.
I would like some more corn.

79. AR /ar/ and OR, ORE /or/ Review

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
m - ar - ch (march)	hard (h - ar - d)
f - or - th (forth)	fort (f - or - t)
d - ar - k (dark)	store (s - t - or)
s - p - or - t (sport)	short (sh - or - t)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /i/ /ī/
o /ō/ /ō/	e /ě/ /ē/	ng /ŋ/	nk /ŋk/
u /ū/ /ū/ /yū/	wh	ph	sh
th /th/ /th/	or	ore /or/	ar

Irregular High Frequency Words

Review: could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing

Introduce New Concept

When we put R after a vowel it changes the sound of the vowel. We call this an R-controlled vowel. AR spells /ar/ like in part and bark. AR can also come at the end like star and far or at the beginning like arm and art. Another R-controlled vowel sound is OR. It spells /or/ like in fork and corn. When /or/ is at the end of words, it is most often spelled ORE.

Word Work – Blending and Dictation

start	hard	form
story	before	market
There was nothing left in the cart.		

mark	sort	hard
short	garden	porch
That store sells nice cards.		

Decodable Text, Fluency, Comprehension

UFLI – Trip to the Market

Word Lists

ar /ar/	or /or/	ore /or/	syllables
arm	born	bore	artist
art	cork	chore	backyard
bark	corn	core	ballpark
barn	force	more	barnyard
car	fork	pore	bookmark
chart	horn	score	carpet
dark	horse	shore	garden
farm	north	snore	market
large	short	sore	northwest
park	sport	store	party
shark	storm	tore	target

Word Chains

born – horn – corn – scorn – sworn – worn – torn – thorn
art – dart – mart – mark – park – part – cart – card – yard – yarn – barn – bark – hark – shark
torn – thorn – horn – corn – cord – cork – pork – fork – fort – for – form – dorm
arm – art – dart – part – park – pork – fork – fort – port – sport – sort – sore – core – more

Sentences

I love to sit and do nothing on my porch.
We ate popcorn after lunch.
They have gone back and forth.

80. ER /er/

Notes: ER is the most common spelling of the /er/ sound.

Phonemic Awareness

Blend	Segment
f - er - n (fern)	term (t - er - m)
v - er - b (verb)	herd (h - er - d)
m - er - j (merge)	perch (p - er - ch)
s - t - er - n (stern)	clerk (k - l - er - k)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /i/ /ī/
o /ō/ /ō/	e /ě/ /ē/	ng /ŋ/	nk /ŋk/
u /ü/ /ū/ /yū/	wh	ph	sh
th /th/ /th/	or	ore /or/	ar

Irregular High Frequency Words

Teach: other, another

Review: could, would, should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing

Introduce New Concept

When we put R after a vowel it changes the sound of the vowel. We call this an R-controlled vowel. ER spells /er/ like in verb and fern. ER can also come at the end of words like her and after. ER is the most common spelling for the /er/ sound.

Word Work – Blending and Dictation

term	after	letter
her	fern	verb
That pretty fern will perk her up!		

herd	perch	serve
under	number	never
That term is a verb.		

Decodable Text, Fluency, Comprehension

UFLI – My Sister’s Fern

Word Lists

er /er/		two syllables	
clerk	perk	adverb	observe
fern	serve	converge	over
her	stern	diverge	preserve
herd	swerve	ever	reserve
merge	term	farmer	sister
nerve	verb	letter	super
per	verge	mister	under
perch	verse	number	winter

Word Chains

herd – her – per – perch – merch – merge- verge- verse – verb – verbs
--

Sentences

What other dishes do they serve?
Her sister wants the number for that place.
My sister gets on my nerves.
Carter sang another verse.

81. IR, UR /er/

Phonemic Awareness

Blend	Segment
s - t - er (stir)	girl (g - er - l)
n - er - s (nurse)	dirt (d - er - t)
th - er - d (third)	purse (p - er - s)
f - er - s - t (first)	burst (b - er - s - t)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /ī/ /ī/
o /ō/ /ō/	e /ě/ /ē/	ng /ŋ/	nk /ŋk/
u /ū/ /ū/ /yū/	wh	sh	er
th /th/ /th/	or	ore /or/	ar

Irregular High Frequency Words

Teach: mother, brother

Review: should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another

Introduce New Concept

When we put R after a vowel, it changes the sound of the vowel. We call this an R-controlled vowel. We know that ER is the most common way to spell /er/. IR and UR can also spell /er/. IR can be used to spell /er/ in the middle of a word like bird, or the end of a word like stir. UR can spell /er/ at the beginning, middle or end of words like urge, turn or fur.

Word Work – Blending and Dictation

turn	dirty	nurse
hurt	burn	shirt
There is some dirt on her shirt.		

girl	bird	third
burst	thirsty	turtle
We see the nurse if we get hurt.		

Decodable Text, Fluency, Comprehension

UFLI – A Turtle can Surf!

Word Lists

ir /er/	ur /er/	syllables
bird	squirm	blur
birth	squirt	purge
chirp	stir	burn
dirt	swirl	purse
fir	third	burst
firm	thirst	spur
first	twirl	church
girl	whirl	surf
quirk		churn
shirt		turn
sir		curb
skirt		urge
		sturdy
		suburb
		surplus
		thirsty
		thirty
		turnip
		turtle

Word Chains

sir – fir – firm – first – thirst – third – bird
fur – furl – curl – curb – curve – curse – nurse – purse – purge
firm – fir – sir – stir – star – far – fur – furl – curl – curb – curve – curse – nurse – purse

Sentences

Her brother is done with first grade!
My mother has a black skirt and pink purse.
We see the nurse if we get hurt.
My mother thinks those birds chirp a lot.

82. Spelling /er/

Notes: During dictation, encourage students to try multiple spellings (ER, IR, UR) for /er/ to find the one that looks right and then confirm.

Phonemic Awareness

Blend	Segment
s - t - er (stir)	girl (g - er - l)
n - er - s (nurse)	dirt (d - er - t)
th - er - d (third)	purse (p - er - s)
f - er - s - t (first)	burst (b - er - s - t)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /i/ /ī/
o /ō/ /ō/	e /è/ /ē/	ng /ŋ/	nk /ŋk/
u /ü/ /ū/ /yū/	wh	ir	er
th /th/ /th/	or	ore /or/	ar

Irregular High Frequency Words

Teach: mother, brother

Review: should, or, for, there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another

Introduce New Concept

When we put R after a vowel, it changes the sound of the vowel. We call this an R-controlled vowel. We learned that the most common way to spell the sound /er/ is ER. The /er/ sound can also be spelled IR or UR. OR usually spells /or/. OR spells /er/ in words that start with W like work or word.

Word Work – Blending and Dictation

her	third	hurt
after	under	over
These worms live in the dirt.		

first	turn	work
paper	worker	world
That girl is such a hard worker!		

Decodable Text, Fluency, Comprehension

UFLI – The Worst Pet Ever

Word Lists

w + or /er/	two syllables		
word	adverb	network	surplus
work	burden	number	swirling
worm	confirm	observe	thirsty
world	converge	over	thirty
worse	dirty	preserve	turnip
worth	diverge	reserve	turtle
worst	ever	return	under
	farmer	sister	winter
	furnish	sturdy	worker
	letter	suburb	workshop
	mister	super	worry

Word Chains

curl – furl – fur – fir – firm – farm – harm – hard – herd – her – per – perk – perch
work – worm – worth – word – world

Sentences

Her baby brother just said his first words!
Bert and Kirk work well together.
That girl is such a hard worker!
I have the best brother in the world.

83. R-Controlled Vowels Review

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
f - er - m (firm)	turn (t - er - n)
sh - er - t (shirt)	blur (b - l - er)
w - er - k (work)	word (w - er - d)
w - er - l - d (world)	worth (w - er - th)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /i/ /ī/
o /ō/ /ō/	e /ě/ /ē/	ng /ŋ/	nk /ŋk/
u /ū/ /ū/ /yū/	wh	ir	er
th /th/ /th/	or	ore /or/	ar

Irregular High Frequency Words

Teach: father, water

Review: there, where, who, by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother

Introduce New Concept

Remember, when we put the /r/ sound after a vowel, it completely changes the way the vowel sounds. We call this an R-controlled vowel. Today we will review those sounds.

Word Work – Blending and Dictation

starter	worker	sharp
merge	worthy	farmer
The shark started to swim to shore!		

first	after	number
worst	better	dirty
I got another star for doing my work.		

Decodable Text, Fluency, Comprehension

UFLI – Fishing at the Port

Word Lists

ar /ar/	or /or/	er, ir, ur /er/
art	born	bird under
backyard	chore	curb word
bark	cord	curve work
car	for	dirt world
carpet	fork	first worm
charge	horse	her
chart	more	number
garden	morning	nurse
hard	north	return
large	report	serve
part	score	super
shark	sort	swirl
smart	sport	turtle

Word Chains

start – tart – tar – tore – more – sore – core – cord – card – hard – herd – bird – word – worm

Sentences

My father was the first farmer in this part of the state.
What is this number for?
Her father went to the old fort.
Pick another card for the trick.

84. AI, AY /ā/

Notes: This may be a first introduction to vowel teams. Vowel teams are combinations of letters that, together, represent one vowel sound. Vowel digraphs (ai), diphthongs (oy) and longer combinations that can include consonant letters (ough) are all vowel teams.

Phonemic Awareness

Blend	Segment
m - ā (may)	pay (p - ā)
s - w - ā (sway)	gray (g - r - ā)
w - ā - t (wait)	braid (b - r - ā - d)
st - ā - n (stain)	grain (g - r - ā - n)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /i/ /ī/
o /ō/ /ō/	e /ě/ /ē/	ng /ŋ/	nk /ŋk/
u /ū/ /ū/ /yū/	wh	ir	er
th /th/ /th/	or	ore /or/	ar

Irregular High Frequency Words

Teach: today, very

Review: by, my, one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water

Introduce New Concept

Today we will learn new ways to spell the long A sound. We know that A spells /ā/ in silent E words like bake. A also spells /ā/ in open syllables like baby. Vowels can also work together to make a sound. Vowel teams are two or more letters that work together to make one vowel sound. The vowel team AI spells /ā/. AI usually comes in the middle of a word like mail. AI sometimes comes at the beginning of a word like aim. The vowel team AY also spells /ā/. AY always comes at the end of a word like may.

Word Work – Blending and Dictation

rain	say	away
paint	stain	Sunday
Their friend will stay here today.		

trail	wait	main
play	saying	waist
There are many snails on the trail.		

Decodable Text, Fluency, Comprehension

UFLI – Sunday Fun

Word Lists

ai /ā/	ay /ā/	two syllables		
aim	pain	bay	play	birthday
braid	rail	clay	pray	contain
brain	rain	day	spray	daytime
chain	sail	hay	stay	explain
drain	snail	lay	sway	Friday
faith	tail	pay	way	maybe

Word Chains

gain – main – mail – pail – paid – raid – braid – brain – rain – pain – main – vain – chain
pay – way – say – stay – stray – tray – ray – way

Sentences

We will wait at the main gate today.
Can you water the plants if it does not rain?

85. EE, EA, EY /ē/

Phonemic Awareness

Blend	Segment
f - ē - t (feet)	heat (h - ē - t)
m - ē - l (meal)	beet (b - ē - t)
r - ē - ch (reach)	greet (g - r - ē - t)
s - p - ē - d (speed)	screen (s - k - r - ē - n)

Visual and Auditory Drills

y /y/ /ī/ /ē/	dge /j/	g /g/ /j/	tch /ch/
ed /t/ /d/ /əd/	c /k/ /s/	a /ă/ /ā/	i /ī/ /ī/
o /ō/ /ō/	e /ě/ /ē/	ng /ŋ/	ay /ā/
u /ū/ /ū/ /yū/	ai /ā/	ir	er
th /th/ /th/	or	ore /or/	ar

Irregular High Frequency Words

Teach: above, among

Review: one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very

Introduce New Concept

Today we will learn new ways to spell the long E sound. We know that E spells /ē/ in silent E words like theme. E also spells /ē/ in open syllables like began. Y spells /ē/ at the end of two-syllable words like at the end of candy. Vowel teams are two or more letters that work together to make one vowel sound. The vowel team EE spells /ē/. EE usually comes in the middle of a word like feet. EE can also come at the end of a word like three, or at the beginning of a word like eel. The vowel team EA also spells /ē/. EA usually comes in the middle of a word like team. EA can also come at the end of a word like sea. The vowel team EY also spells /ē/. EY only comes at the end of a two-syllable word like turkey.

Word Work – Blending and Dictation

keep	heat	monkey
seem	need	tree
My father drinks sweet tea at the beach.		

green	cheap	turkey
eat	each	leave
Put the green beans next to the beef.		

Decodable Text, Fluency, Comprehension

UFLI – Deep in the Green Forest

Word Lists

ee /ē/	ea /ē/	two syllables
bee seed	beach peak	chimney
beef sheep	beak read	donkey
cheek sleep	beat sea	galley
creep street	cheap seam	honey
deep sweet	clean seat	jockey
fee teeth	deal steal	money
feel three	each tea	monkey
feet	eat	smiley
see	neat	

Word Chains

meet – beet – feet – sheet – sleet – sweet
beep – deep – jeep – keep – seep – sheep – steep – sleep – sweep – weep
meet – feet – beet – beat – meat – heat – heal – deal – meal – real – teal – steal – steel

Sentences

We will wait at the main gate today.
Can you water the plants if it does not rain?
My mother may paint her nails today.

86. OA, OW, OE /ō/

Phonemic Awareness

Blend	Segment
s - l - ō (slow)	blow (b - l - ō)
th - r - ō (throw)	toad (t - ō - d)
m - ō - t (moat)	boat (b - ō - t)
r - ō - s - t (roast)	toast (t - ō - s - t)

Visual and Auditory Drills

ee /ē/	ea /ē/	ey /ē/	ai /ā/
ay /ā/	ir /er/	ur /er/	er
or /or/ /er/	ore /or/	ar	y /y/ /ī/ /ē/
dge /j/	g /g/ /j/	tch /ch/	ch
ee /ē/	ea /ē/	ey /ē/	ai /ā/

Irregular High Frequency Words

Teach: again, against

Review: does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, above, among

Introduce New Concept

Today we will learn new ways to spell the long O sound. We know that O spells /ō/ in silent E words like hope. O also spells /ō/ in open syllables like open. Vowel teams are two or more letters that work together to make one vowel sound. The vowel team OA spells /ō/. OA usually comes in the middle of a word like road. OA also comes at the beginning of a word like oat. The vowel team OW also spells /ō/. OW usually comes at the end of a word like grow. OW can also come in the middle of a word like flown. The vowel team OE also spells /ō/. OE comes at the end of a word like toe.

Word Work – Blending and Dictation

road	grow	toe
show	throat	throw
She will row the boat to the coast.		

coat	blow	window
coast	yellow	grown
Throw me the ball, coach!		

Decodable Text, Fluency, Comprehension

UFLI – A Trip to the Coast

Word Lists

oa /ō/	ow /ō/	oe /ō/	two syllables
boast	blow	aloe	coastline
boat	bowl	doe	floated
coach	flow	foe	floating
coat	flown	toe	growing
float	grow	woe	lifeboat
goal	low		loaded
loan	row		oatmeal
oak	show		pillow
oat	shown		railroad
road	slow		snowing
soap	snow		window

Word Chains

oat – boat – moat – coat
goat – boat – boast – roast – toast
grow – row – show – sow – slow – low – glow – flow – flown – blown
toad – load – loan – moan – moat
mow – bow – blow – low – slow – glow – grow

Sentences

Take your coat with you.
It is very cold today.
The boat floats in the water.
There is a toad on the railroad track again.

87. ie, igh /ī/

Phonemic Awareness

Blend	Segment
l - ī (lie)	pie (p - ī)
f - ī - t (fight)	tight (t - ī - t)
r - ī - t (right)	cried (k - r - ī - d)
s - ī - t (slight)	bright (b - r - ī - t)

Visual and Auditory Drills

oa /ō/	ow /ō/	oe /ō/	ee /ē/
ea /ē/	ey /ē/	ai /ā/	ay /ā/
ir /er/	ur /er/	er	or /or/ /er/
ore /or/	ar	y /y/ /ī/ /ē/	dge /j/
a /ă/ /ā/	i /ī/ /ī/	o /ō/ /ō/	e /ě/ /ē/

Irregular High Frequency Words

Teach: always, almost

Review: any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very. above, among, again, against

Introduce New Concept

Today we will learn new ways to spell long I sounds. We know that I spells /ī/ in silent E words like bike. I also spells /ī/ in open syllables like tiger. Y also spells /ī/ at the end of one-syllable words like my. Vowel teams are two or more letters that work together to make one vowel sound. The vowel team IE can spell /ī/. IE comes at the end of words like tie. The vowel team IGH spells /ī/. IGH usually comes in the middle of a word like light. IGH can also come at the end of a word like high.

Word Work – Blending and Dictation

tie	sight	pie
high	bright	sunlight
Do you fight for the last slice of pie?		

might	lie	flight
retie	night	right
She always tries with all her might!		

Decodable Text, Fluency, Comprehension

UFLI – The Right Job

Word Lists

ie /ī/	igh /ī/	2 syllables
die	bright	daylight
lie	fight	delight
pie	flight	highway
tie	high	insight
	light	lightning
	might	nightfall
	night	nighttime
	right	sighing
	sigh	sighting
	sight	sunlight
	thigh	tonight

Word Chains

tight – fight – flight – light – right – bright
pie – tie – die – lie
sight – slight – flight – fright – bright – right

Sentences

We are almost done fixing the bright lights.
They were up almost all night.
She tried to do the right thing.
It is dark because the light is off.

88. Vowel Teams Review 1

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
ō - t (oat)	high (h - ī)
m - ē - l (meal)	way (w - ā)
r - ā - n (rain)	grow (g - r - ō)
k - ō - t (coat)	light (l - ī - t)

Visual and Auditory Drills

oa /ō/	ow/ō/	oe /ō/	ee /ē/
ea /ē/	ey /ē/	ai /ā/	ay /ā/
ir /er/	ur /er/	er	or /or/ /er/
ore /or/	ar	y /y/ /ī/ /ē/	dge /j/
a /ă/ /ā/	i /ĩ/ /ī/	o /ō/ /ō/	e /ě/ /ē/

Irregular High Frequency Words

Review: one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very

Introduce New Concept

Remember, vowel teams are two or more letters that work together to make one vowel sound. Today we will review some vowel teams that make long vowel sounds.

Word Work – Blending and Dictation

stray	oatmeal	way
gain	greet	scream
It is very bright on the road today.		

day	untie	follow
daylight	railroad	play
The goat likes to eat oatmeal.		

Decodable Text, Fluency, Comprehension

UFLI – Aiden’s Goal

Word Lists

/ā/	/ē/	/ī/	/ō/
away	between	high	below
day	clean	light	follow
may	each	might	grow
play	eat	night	own
say	feet	right	show
today	green		yellow
way	keep		
	leave		
	mean		
	need		
	please		
	sea		
	sleep		
	three		

Word Chains

tray – stray – stay – ray – gray – grow – row – ray – raid – reed – feed – feel – feet – fight – flight – fright – bright

Sentences

The team almost scored one more goal!

I always use soap when I take a bath at night.

My throat is hurting again today.

I always sleep with the yellow pillow.

89. oo, u /oo/

Notes: The /oo/ sound for U is most common in short words that begin with B or P, like bush or push.

Phonemic Awareness

Blend	Segment
f - oo - t (foot)	cook (k - oo - k)
w - oo - d (wood)	hood (h - oo - d)
sh - oo - k (shook)	took (t - oo - k)
s - t - oo - d (stood)	brook (b - r - oo - k)

Visual and Auditory Drills

ie /ī/	igh /ī/	oa /ō/	ow/ō/
oe /ō/	ee /ē/	ea /ē/	ey /ē/
ai /ā/	ay /ā/	ir /er/	ur /er/
er	or /or/ /er/	ore /or/	ar
a /ă/ /ā/	i /ī/ /ī/	o /ö/ /ō/	e /ë/ /ē/

Irregular High Frequency Words

Teach: floor, poor, door

Review: one, once, two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very

Introduce New Concept

Today we will learn a new sound /oo/ as in book. The sound /oo/ can be spelled with the vowel team OO. OO comes in the middle of a word like good. The sound /oo/ can also be spelled with U. U spells /oo/ in the middle of a word like bush.

Word Work – Blending and Dictation

book	bush	cook
cooking	took	wood
He put a hook on the door.		

good	shook	put
push	textbook	football
It is not good to push.		

Decodable Text, Fluency, Comprehension

UFLI – Brooklyn’s Reading Nook

Word Lists

oo /oo/	u /oo/	two syllables	
book	shook	bull	booking
brook	stood	bush	cooking
cook	took	full	firewood
foot	wood	pull	football
good		push	footprint
hood		put	handbook
hook			looking
look			notebook
nook			textbook
rook			wooden

Word Chains

look – hook – shook – took – rook – cook – nook – book – brook – crook
good – wood – hood – hook – look – cook
wood – good – hood – hook – look – cook – took – nook – rook – book – brook – crook

Sentences

They stood on the clean floor.
Did you cook a full meal for these people?
The baby fox hid in the bush.
I put a stack of books on the floor.

90. OO /ū/

Notes: The long /ū/ is the more common sound for the OO grapheme.

Phonemic Awareness

Blend	Segment
f - ū - d (food)	boot (b - ū - t)
s - ū - n (soon)	pool (p - ū - l)
r - ū - f (roof)	tooth (t - ū - th)
s - c - ū - p (scoop)	bloom (b - l - ū - m)

Visual and Auditory Drills

oo /oo/	u /ü/ /ū/ /oo/	ie /ī/	igh /ī/
oa /ō/	ow /ō/	oe /ō/	ee /ē/
ea /ē/	ey /ē/	ai /ā/	ay /ā/
ir /er/	or /or/ /er/	er	ur /er/
ore /or/	ar	a /ă/ /ā/	i /ī/ /ī/

Irregular High Frequency Words

Teach: won, son

Review: two, does, many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door

Introduce New Concept

We have learned that OO spells the sound /oo/ like in the word book. OO can also spell the sound /ū/ as in spoon. OO spells /ū/ at the beginning, middle or end of words like oops, food and too.

Word Work – Blending and Dictation

room	bedroom	soon
food	roof	cool
Their son will scoop the food for the dog.		

tooth	bloom	too
scoop	boot	bathroom
Will the bud bloom soon?		

Decodable Text, Fluency, Comprehension

UFLI – The Groom is Late!

Word Lists

oo /ū/			two syllables
bloom	groom	scoop	bamboo
boo	hoop	smooth	bathroom
boom	hoot	soon	bedroom
boot	loop	spoon	booming
broom	moo	stool	cartoon
cool	moon	swoon	classroom
doom	moose	too	lunchroom
drool	oops	tool	mushroom
droop	pool	tooth	raccoon
food	proof	troop	toothbrush
fool	roof	zoo	
gloom	room	zoom	

Word Chains

cool – tool – stool – spool – pool – fool
boot – loot – loop – hoop – coop – cool – pool – fool
roof – room – root – boot – boo – coo – cool – pool – fool – tool – stool – spool – spoon – soon – swoon

Sentences

Did your son have a smooth bus ride to the zoo?
They won the game when he shot the ball in the hoop.
The troop won first place on the track.
Forty people took a dip in the cool pool!

91. EW, UI, UE /ū/

Notes: During dictation, encourage students to try multiple spellings (U_E, OO, EW, UI or UE) for /ū/ to find the one that looks right and then confirm.

Phonemic Awareness

Blend	Segment
n - ū (new)	due (d - ū)
s - ū - t (suit)	blue (b - l - ū)
th - r - ū (threw)	crew (k - r - ū)
f - r - ū - t (fruit)	bruise (b - r - ū - z)

Visual and Auditory Drills

ow /ō/	u /ŭ/ /ū/ /oo/	ie /ī/	igh /ī/
oa /ō/	oo /oo/ /ū/	oe /ō/	ee /ē/
ea /ē/	ey /ē/	ai /ā/	ay /ā/
ir /er/	or /or/ /er/	er	ur /er/
ore /or/	ar	a /ă/ /ā/	i /ĭ/ /ī/

Irregular High Frequency Words

Teach: month

Review: many, any, been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son

Introduce New Concept

We have learned that OO spells the /ū/ sound like in the middle of the word spoon. There are three additional vowel teams that can spell /ū/. EW spells /ū/ at the end of a word like grew. UI spells /ū/ in the middle a word like juice. UE spells /ū/ at the end of a word like glue.

Word Work – Blending and Dictation

blew	suit	clue
blueprint	chew	cruise
Sue made stew for the whole crew.		

fruit	juice	grew
newborn	Tuesday	blue
What fruit is good this month?		

Decodable Text, Fluency, Comprehension

UFLI – Cruise Ship Trip

Word Lists

ew /ū/	ui /ū/	ue /ū/	two syllables
blew	bruise	blue	blueprint
chew	cruise	clue	brewing
crew	fruit	due	chewed
dew	juice	duel	chewing
drew	suit	glue	grapefruit
flew		rue	newborn
grew		sue	renew
new		true	subdue
stew			suitcase
threw			Tuesday

Word Chains

flew – blew – brew – crew – grew – drew – dew – new – newt
due – sue – rue – true
threw – brew – grew – crew – drew – dew – due – sue – glue – blue – clue

Sentences

What month will we go on the cruise?
Sue threw on her new suit.
The crew likes blue fruit juice.
Is that your new blue suitcase?

92. Vowel Teams Review 2

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
k - o - t (coat)	light (l - i - t)
s - l - i - t (slight)	bright (b - r - i - t)
s - w - a (sway)	gray (g - r - a)
s - k - u - p (scoop)	bloom (b - l - u - m)

Visual and Auditory Drills

ew /ū/	ui /ū/	ue /ū/	oo /oo/ /ū/
u /ū/ /ū/ /oo/	igh /ī/	oa /ō/	ow/ō/
oe /ō/	ee /ē/	ea /ē/	ey /ē/
ay /ā/	ir /er/	ur /er/	er
or /or/ /er/	ore /or/	ar	y /y/ /ī/ /ē/

Irregular High Frequency Words

Review: been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month

Introduce New Concept

We have been learning about vowel teams. When we read and spell words with these letter combinations, we need to be flexible because the sounds we hear can be spelled different ways and the letters we see can represent different sounds. When we read and spell big words with vowel teams, we can break them into syllables.

Word Work – Blending and Dictation

sunlight	grapefruit	maintain
teaspoon	snowsuit	toothbrush
Please clean the stain on the floor.		

replay	oatmeal	unhook
rainbow	blooming	Sunday
It feels good to float in the pool.		

Decodable Text, Fluency, Comprehension

UFLI – Classroom Clean-up

Word Lists

Compound	two syllables
bathroom	lunchroom
bedroom	newborn
birthday	nineteen
blueprint	notebook
classroom	oatmeal
daylight	railroad
daytime	rainbow
driveway	raincoat
firewood	sixteen
football	suitcase
hallway	toothbrush
highway	weekend

Word Chains

scoop – coop – hoop- heap – leap – lean – mean – moon – main – pain – pay – say – stay – stew – new – chew – dew – drew – crew – grew

Sentences

We got a scoop of ice cream as a sweet treat.
Put a teaspoon of toothpaste on your new toothbrush.
Who put this raincoat on the floor?
There will be a blue moon this month.

93. AU, AW, AUGH /aw/

Notes: The pronunciation of AU, AW and AUGH can vary from one dialect to another and may not be distinguishable from /ō/.

Phonemic Awareness

Blend	Segment
l - aw - n (lawn)	pawn (p - aw - n)
l - aw - n - ch (launch)	draw (d - r - aw)
s - t - r - aw (straw)	haunt (h - aw - n - t)
f - aw - l - t (fault)	caught (k - aw - t)

Visual and Auditory Drills

ew /ū/	ui /ū/	ue /ū/	oo /oo/ /ū/
u /ū/ /ū/ /oo/	igh /ī/	oa /ō/	ow /ō/
oe /ō/	ee /ē/	ea /ē/	ey /ē/
ay /ā/	ir /er/	ur /er/	er
or /or/ /er/	ore /or/	ar	y /y/ /ī/ /ē/

Irregular High Frequency Words

Teach: hour, minute

Review: been, into, friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month

Introduce New Concept

Today we are going to learn a new sound /aw/. The /aw/ sound is similar to the /ō/ sound. The sound /aw/ can be spelled with the vowel team AW. AW usually comes in the middle of a word like lawn. It can also come at the end of a word like paw or at the beginning like awe. The sound /aw/ can also be spelled with the vowel team AU. AU comes in the middle of a word like haul. AUGH can also make the /aw/ sound in the middle of a word like caught.

Word Work – Blending and Dictation

draw	flaw	cause
fault	taught	caught
I always yawn at this late hour.		

flaw	pawn	haul
sauce	seesaw	withdraw
I will mow the lawn in a minute.		

Decodable Text, Fluency, Comprehension

UFLI – Trip to the Zoo

Word Lists

aw /aw/	au /aw/	augh /aw/	2 syllables
bawl lawn	cause	caught	August
claw paw	fault	fraught	causing
crawl pawn	gauze	taught	daughter
dawn raw	haul		drawing
draw saw	haunt		launching
drawl slaw	launch		pausing
faw spawn	pause		rawhide

Word Chains

dawn – lawn – fawn – yawn – pawn - spawn
flaw – claw – law – saw – paw – pawn - lawn – law – raw – draw – drawl – crawl – crawls

Sentences

She taught me to draw what I saw.
I picked up more sauce at the last minute.
My cat will paw and claw at my door.
The baby likes to crawl on the lawn.

94. EA /ĕ/, A /ŏ/

Phonemic Awareness

Blend	Segment
r - ĕ - d (read)	head (h - ĕ - d)
m - ĕ - n - t (meant)	want (w - ŏ - n - t)
w - ŏ - ch (watch)	swap (s - w - ŏ - p)
s - p - r - ĕ - d (spread)	tread (t - r - ĕ - d)

Visual and Auditory Drills

au /aw/	aw /aw/	augh /aw/	ew /ū/
ui /ū/	ue /ū/	oo /oo/ /ū/	u /ŭ/ /ū/ /oo/
igh /ī/	oa /ō/	ow /ō/	oe /ō/
ee /ē/	ea /ē/	ey /ē/	ai /ā/
ay /ā/	ir /er/	ur /er/	er

Irregular High Frequency Words

Teach: Monday, Wednesday

Review: friend, woman, women, move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute

Introduce New Concept

Today we are going to learn a few different ways to spell some short vowel sounds. They only happen in a few words but are helpful to know. We know that EA spells /ĕ/. EA can also spell /ĕ/ like in the words head and bread. We know that A usually makes the /ă/ sound. A can also make the /ŏ/ sound like in the words father and wash. A usually makes the /ŏ/ sound when it follows W.

Word Work – Blending and Dictation

head	read	bread
wash	water	watch
Watch out for the sharks in the water.		

dead	deaf	lead
squash	swap	want
The water jug is heavy.		

Decodable Text, Fluency, Comprehension

UFLI – Surprise on the Track

Word Lists

ea /ĕ/		a /ŏ/	
bread	head	father	waddle
breakfast	health	quad	waffle
breath	heavy	squad	wallow
dead	lead	squash	wand
deaf	leapt	squat	wander
dealt	ready	swallow	want
death	spread	swamp	wash
dread	steady	swan	watch
feather		swap	water

Word Chains

lead – head – dead – read – tread – thread – read – dread – bread – breath
--

Sentences

On Monday we will sweat a lot.
We will wash the car on Wednesday.
The box was light as a feather.
Betsy will be ready in an hour.

95. OI, OY /oi/

Notes: This may be a first introduction to diphthongs. A diphthong is produced by combining two vowels, gliding the tongue from one position to another during articulation.

Phonemic Awareness

Blend	Segment
s - oi - l (soil)	toy (t - oi)
n - oi - z (noise)	boy (b - oi)
s - p - oi - l (spoil)	join (j - oi - n)
m - oi - s - t (moist)	point (p - oi - n - t)

Visual and Auditory Drills

ea /ē/ /ě/	a /ă/ /ā/ /ǎ/	aw /aw/	au /aw/
augh /aw/	ew /ū/	ui /ū/	ue /ū/
oo /oo/ /ū/	u /ŭ/ /ū/ /oo/	igh /ī/	oa /ō/
ow /ō/	oe /ō/	ee /ē/	ai /ā/
ay /ā/	ir /er/	ur /er/	er

Irregular High Frequency Words

Teach: February

Review: move, both, four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday

Introduce New Concept

Today we are going to learn a new sound /oi/. /oi/ is a diphthong. This is a sound that glides together. Our mouths move a little bit when we make the sound. The letters OI together spell the /oi/ sound. OI usually comes in the middle of a word like coin. It can also come at the beginning of a word like oil. The letters OY together also spell the sound /oi/. OY usually comes at the end of a word like toy or enjoy.

Word Work – Blending and Dictation

toy	boy	boys
boil	joint	oil
I hope the fruit does not spoil.		

joy	voice	point
employ	enjoy	joining
Should Troy join them?		

Decodable Text, Fluency, Comprehension

UFLI – The Right Choice

Word Lists

oi /oi/		oy /oi/		2 Syllables
boil	noise	boy		boycott
choice	oil	boys		destroy
coil	point	coy		employ
coin	soil	joy		enjoy
foil	spoil	ploy		joining
join	toil	soy		oyster
joint	voice	toy		pinpoint
moist		toys		pointed

Word Chains

foil- coil – toil – soil – spoil
spoil – soil – coil – coin – join – joint – point
toys – toy – soy – joy – boy – boys

Sentences

I will join the hockey team in February.
Does Joy's plant need moist soil to live?
What a joy that your boy won!
Those coins make too much noise.

96. OU, OW /ow/

Phonemic Awareness

Blend	Segment
n - ow (now)	howl (h - ow - l)
l - ow - d (loud)	couch (k - ow - ch)
m - ow - s (mouse)	crown (k - r - ow - n)
f - r - ow - n (frown)	proud (p - r - ow - d)

Visual and Auditory Drills

oi	oy /oi/	ea /ē/ /ě/	a /ă/ /ā/ /ǎ/ /ǎ/
aw /aw/	au /aw/	augh /aw/	ew /ū/
ui /ū/	ue /ū/	oo /oo/ /ū/	u /ů/ /ū/ /oo/
igh /ī/	oa /ō/	ow /ō/	oe /ō/
ee /ē/	ai /ā/	ay /ā/	ir /er/

Irregular High Frequency Words

Teach: eye, heart

Review: four, fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February

Introduce New Concept

Today we are going to learn a new sound /ow/. /ow/ is a diphthong. This is a sound that glides together. Our mouths move a little bit when we make the sound. The letters OU together spell the /ow/ sound. OU can come in the middle of a word like in round, or at the beginning like in ouch. We have learned that OW can spell the /ō/ sound. OW can also spell the /ow/ sound like in the middle of town or the beginning of owl.

Word Work – Blending and Dictation

sound	how	down
house	round	crowd
He found a brown mouse on the ground.		

around	outside	crown
ground	without	downtown
The king gave his son a crown.		

Decodable Text, Fluency, Comprehension

UFLI – Summer at the Farmhouse

Word Lists

ou /ow/	ow /ow/	2 Syllables
bound ouch	brow howl	around
cloud out	brown now	compound
couch pound	clown owl	cowboy
count proud	cow plow	downhill
foul round	crowd pow	downtown
found shout	crown scowl	eyebrow
ground sound	down town	flower
hound south	drown vow	outdoor
house spout	fowl wow	outside
loud sprout	gown	shower
mouse trout	growl	somehow
noun	how	southeast

Word Chains

shout – out – tout – stout – scout – spout – sprout
found – bound – hound – pound – round – ground
clown – crown – brown – frown – drown – down – gown – town

Sentences

The brown owl hunts a mouse.
His grandmother owns a farmhouse.
That sound is far too loud!
I will keep my eye out for the mouse.

97. Vowel Teams and Diphthongs Review

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
m - ě - n - t (meant)	took (t - oo - k)
f - r - ū - t (fruit)	bruise (b - r - ū - z)
f - ī - t (fight)	tight (t - ī - t)
w - ā - t (wait)	braid (b - r - ā - d)

Visual and Auditory Drills

ou /ow/	ow /ō/ /ow/	oi	oy /oi/
ea /ē/ /ě/	a /ă/ /ā/ /ǎ/	aw /aw/	au /aw/
augh /aw/	ew /ū/	ui /ū/	ue /ū/
oo /oo/ /ū/	u /ŭ/ /ū/ /oo/	igh /ī/	oa /ō/
ai /ā/	oe /ō/	ee /ē/	

Irregular High Frequency Words

Review: fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart

Introduce New Concept

We have been learning about vowel teams and diphthongs. When we read and spell words with these letter combinations, we need to be flexible because the sounds we hear can be spelled different ways and the letters we see can represent different sounds. When we read and spell big words with vowel teams and diphthongs, we can break them into syllables.

Word Work – Blending and Dictation

toilet	destroy	drawing
August	noisy	headlight
I keep my bedroom nice and clean.		

taught	thousand	caught
cowboy	weather	pointed
My drawing of the heart is almost ready.		

Decodable Text, Fluency, Comprehension

UFLI – A New Coin

Word Lists

/aw/	/oi/	/ow/
caught	boy	bounce out
cause	choice	brown round
claw	coin	cloud shout
draw	foil	crown sound
fault	join	down
hawk	joy	found
lawn	noise	ground
pause	point	house
saw	toil	how
taught	toy	now
yawn	voice	our

Word Chains

point – joint – join – joy – jaw – saw – caw – cow – how – howl – howls – owls – owl

Sentences

Roy will raid the fridge for something good to eat.

Dean threw the floats in the pool.

How did the dog get outside?

The fruit pie needs to bake for forty minutes.

98. Silent Letters

Phonemic Awareness

Blend	Segment
kn - ö - ck (knock)	knee (n - ē)
n - ī - t (knight)	comb (k - ō - m)
r - ē - th (wreath)	climb (k - l - ī - m)
r - ě - n - ch (wrench)	crumb (k - r - ů - m)

Visual and Auditory Drills

ou /ow/	ow /ō/ /ow/	oi	oy /oi/
ea /ē/ /ě/	a /ă/ /ā/ /ǎ/	aw /aw/	au /aw/
augh /aw/	ew /ū/	ui /ū/	ue /ū/
oo /oo/ /ū/	u /ů/ /ū/ /oo/	igh /ī/	oa /ō/
ai /ā/	oe /ō/	ee /ē/	

Irregular High Frequency Words

Teach: about

Review: fourth, forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart

Introduce New Concept

Today we are going to learn about some sounds that include silent letters. KN can represent the /n/ sound like in the word knob. WR can represent the /r/ sound like in the word wrist. KN /n/ and WR /r/ can only come at the beginning of a word. MB can represent the /m/ sound, like in the word comb. MB /m/ only comes at the end of a word.

Word Work – Blending and Dictation

knot	wrap	thumb
know	write	knee
Will you knock and then turn the knob?		

knock	wrote	numb
lamb	wreck	crumb
I wrote a story about a brave knight.		

Decodable Text, Fluency, Comprehension

UFLI – Bird Watching

Word Lists

kn /n/	wr /r/	mb /m/
knack	wry	bomb
knead	wring	comb
knee	wrinkly	climb
kneel	wrist	crumb
knelt	writ	jamb
knew	write	lamb
knife	writhe	limb
knight	wrong	numb
knit	wrote	thumb
knob	wrung	
knoll		
known		

Word Chains

know – knew – knee – kneel
knack – knock – knob – knot – knit
wrench – wren – wreck – wrack – wrap – wrath – wreath
knot – knob – knock – knack – rack – rap – wrap – wrath – wrack – wreck – wren – wrench

Sentences

Grandma knits for about twenty minutes each night.
Please clean up your crumbs after you eat.
I know how to wrap gifts very well.
My thumbs went numb in the cold.

99. –S, -ES

Notes: This may be a first introduction to the word morpheme. A morpheme is the smallest unit of meaning in language. Prefixes, suffixes and roots are morphemes. The next several lessons focus on suffixes.

Phonemic Awareness

Blend	Segment
rush - es (rushes)	couches (couch - es)
bench - es (benches)	dishes (dish - es)
mix - es (mixes)	bushes (bush - es)
rush - es (rushes)	pushes (push - es)

Visual and Auditory Drills

ou /ow/	ow /ō/ /ow/	oi	oy /oi/
ea /ē/ /ě/	a /ă/ /ā/ /ǎ/	aw /aw/	au /aw/
ough /aw/	ew /ū/	ui /ū/	ue /ū/
oo /oo/ /ū/	u /ü/ /ū/ /oo/	igh /ī/	oa /ō/
ai /ā/	oe /ō/	ee /ē/	

Irregular High Frequency Words

Teach: answer

Review: forty, people, pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about

Introduce New Concept

Morphemes are word parts that change a word's meaning. A suffix is a morpheme we add to the end of a word. The suffixes S and ES can be added to verbs to change the tense (when they are happening) or to show if the action is happening to us or happening to someone else. The rule for adding ES is the same for verbs as it is for nouns. We add ES to words that end in CH, SH, S, X or Z.

Word Work – Blending and Dictation

classes	grows	girls
days	brushes	mixes
The girls got new dresses and glasses.		

fixes	parts	dresses
screams	matches	shows
Sal fixes broken toys.		

Decodable Text, Fluency, Comprehension

UFLI – Trip to the Baseball Park

Word Lists

noun + -s	noun + -es	verb + -s	verb + -es
apples	benches	asks	matches
boys	boxes	calls	mixes
days	bunches	feels	passes
desks	buses	grows	pushes
girls	bushes	jumps	reaches
houses	churches	looks	relaxes
letters	classes	meets	rushes
muffins	dishes	opens	
names	dresses	pays	

Word Chains

sage – stage – stages – cages – pages – page – pace – place – places – laces – races – race
cords – cards – carts – parts – parks – park – dark – dash – dish – dishes
speaks – peaks – leaks – leaps – leap – loop – loops – lap – lack – pack – pass – passes

Sentences

Chase and Finn walk their dogs on leashes
Jane always says hello when she phones.
He sings and jumps and spins to the song.

100. –ER, -EST

Phonemic Awareness

Blend	Segment
rush - es (rushes)	couches (couch - es)
bench - es (benches)	dishes (dish - es)
mix - es (mixes)	bushes (bush - es)
rush - es (rushes)	pushes (push - es)

Visual and Auditory Drills

s /s/ /z/	kn /n/	wr /r/	mb /m/
ou /ow/	ow /ō/ /ow/	oi	oy /oi/
ea /ē/ /ě/	a /ǎ/ /ā/ /ǒ/	au /aw/	aw /aw/
augh /aw/	ew /ū/	ui /ū/	ue /ū/
oo /oo/ /ū/	u /ű/ /ū/ /oo/	ie /ī/	igh /ī/

Irregular High Frequency Words

Review: pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer

Introduce New Concept

A suffix is a morpheme we add to the end of a word. The suffix ER is pronounced /er/ like in the word taller. ER means more than. For example, when we say, "You are taller than me," that describes your height is greater than mine. EST is pronounced /əst/ with the E making a schwa sound like in the word tallest. For example, when we say, "You are the tallest in the class," that means there is nobody taller than you.

Word Work – Blending and Dictation

highest	smaller	sharper
shorter	newer	quickest
My bunny has the softest fur!		

higher	softer	longest
hardest	tallest	louder
Who got the higher score?		

Decodable Text, Fluency, Comprehension

UFLI – Growth Spurt

Word Lists

-er/-est		
hard	harder	hardest
high	higher	highest
long	longer	longest
loud	louder	loudest
new	newer	newest
old	older	oldest
slow	slower	slowest
small	smaller	smallest
soft	softer	softest
tall	taller	tallest
quick	quicker	quickest

Sentences

At this rate, we could walk there faster!
Jayden is taller than Josh, but Eve is the tallest.
He talks louder than he should.
This was the longest walk ever!

101. -LY

Phonemic Awareness

Blend	Segment
sad - ly (sadly)	gladly (glad - ly)
loud - ly (loudly)	badly (bad - ly)
calm - ly (calmly)	hardly (hard - ly)
deep - ly (deeply)	safely (safe - ly)

Visual and Auditory Drills

er	e /ĕ/ /ē/	t	s /s/ /z/
kn /n/	wr /r/	mb /m/	ou /ow/
oi	ow /ō/ /ow/	oy /oi/	ea /ē/ /ĕ/
au /aw/	a /ă/ /ā/ /ō/	aw /aw/	augh /aw/
ew /ū/	ui /ū/	ue /ū/	oo /oo/ /ū/

Irregular High Frequency Words

Teach: honest, honor

Review: pretty, nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer

Introduce New Concept

The suffix LY is pronounced /lē/ with the Y making the long E sound, like in the word slowly. LY means like or manner of. Words that end in LY are usually adverbs. Adverbs are words that describe actions. When we say, "They played the game calmly," calmly tells us how the game was played.

Word Work – Blending and Dictation

deeply	hardly	slowly
quickly	widely	swiftly
Can you repeat the answer slowly?		

badly	lightly	loudly
firmly	wrongly	sadly
The kids screamed loudly.		

Decodable Text, Fluency, Comprehension

UFLI – Rollercoaster

Word Lists

-ly	
badly	lovely
boldly	quickly
bravely	sadly
calmly	safely
costly	sharply
deeply	shortly
firmly	silently
gladly	slightly
hardly	slowly
highly	swiftly
instantly	widely
lightly	wrongly
loudly	

Sentences

Sadly, it did not work out.
We must run swiftly.
Being honest is highly important.
They could hardly wait!

102. –LESS, –FUL

Phonemic Awareness

Blend	Segment
end - less (endless)	painless (pain - less)
skill - ful (skillful)	hopeful (hope - ful)
count - less (countless)	thankful (thank - ful)
harm - less (harmless)	wishful (wish - ful)

Visual and Auditory Drills

l	y /y/ /ī/ /ē/	er	e /ĕ/ /ē/
t	s /s/ /z/	kn /n/	wr /r/
mb /m/	ow /ō/ /ow/	oi	ou /ow/
oy /oi/	ea /ē/ /ĕ/	au /aw/	aw /aw/
augh /aw/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Review: nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor

Introduce New Concept

The suffix LESS is pronounced /les/ with the E making a schwa sound, like in the word sleepless. LESS means without. Sleepless means without sleep. The suffix FUL is pronounced /fəl/ with the U making a schwa sound like in the word helpful. FUL means full of. Helpful means full of help.

Word Work – Blending and Dictation

helpless	helpful	useless
useful	thankless	thankful
The trophy was such an honor, I am speechless.		

spotless	painless	endless
cheerful	grateful	skillful
The baby has a cute toothless grin.		

Decodable Text, Fluency, Comprehension

UFLI – A Dreadful Stormy Day

Word Lists

-less	-ful
countless	cheerful
endless	colorful
flawless	delightful
harmless	forgetful
helpless	graceful
hopeless	grateful
meaningless	harmful
painless	helpful
powerless	hopeful
speechless	meaningful
stoploss	painful
thankless	powerful
toothless	skillful
useless	thankful

Sentences

The floor is spotless after endless cleaning.
We are thankful for the useful gifts.
The graceful dancer had a flawless show.
The toy was useless after it broke.

103. UN-

Notes: Morphemes are the smallest unit of meaning in language. Prefixes, suffixes and roots are morphemes. The next several lessons focus on prefixes.

Phonemic Awareness

Blend	Segment
un - safe (unsafe)	unlike (un - like)
un - well (unwell)	unpack (un - pack)
un - able (unable)	unlock (un - lock)
un - cover (uncover)	unwind (un - wind)

Visual and Auditory Drills

l	y /y/ /ī/ /ē/	er	e /ě/ /ē/
t	s /s/ /z/	kn /n/	wr /r/
mb /m/	ow /ō/ /ow/	oi	ou /ow/
oy /oi/	ea /ē/ /ě/	au /aw/	aw /aw/
ough /aw/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Teach: truth, truly

Review: nothing, other, another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor

Introduce New Concept

A prefix is a morpheme we add to the beginning of a word. The prefix UN is pronounced /ŭn/ like in the word unhappy. UN means not or opposite. Unlucky means not lucky and uncover means the opposite of cover.

Word Work – Blending and Dictation

unwrap	untamed	unsafe
undo	untie	unkind
This trip was truly unlike any other.		

unclean	unhappy	unfinished
uncover	unpack	unlike
That is unlikely to happen.		

Decodable Text, Fluency, Comprehension

UFLI – Unlucky

Word Lists

un-	
unable	unlock
unbroken	unlucky
unclean	unpack
uncover	unreal
undo	untidy
unfinished	untie
unhappy	untrue
unkind	unwell
unlike	unwind

Sentences

Please unlock the car so I can unload it.
Tell me the truth. Why does he look so unhappy?
It is unlike him to be unfair.
Are they truly unable to come?

104. PRE-, RE-

Phonemic Awareness

Blend	Segment
re - sent (resent)	replay (re - play)
pre - set (pre - set)	prepaid (pre - paid)
pre - heat (preheat)	preview (pre - view)
re - tell (retell)	return (re - turn)

Visual and Auditory Drills

l	y /y/ /ī/ /ē/	er	e /ĕ/ /ē/
t	s /s/ /z/	kn /n/	wr /r/
mb /m/	ow /ō/ /ow/	oi	ou /ow/
oy /oi/	ea /ē/ /ĕ/	au /aw/	aw /aw/
augh /aw/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Review: another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly

Introduce New Concept

The prefix PRE is pronounced /prē/ with a long E like in the word preview. PRE means before. You can preheat the oven before you bake something. The prefix RE is pronounced /rē/ with a long E like in the word redo. RE means again or back. If you replay a game, you play it again.

Word Work – Blending and Dictation

preset	revisit	precook
rewind	resell	remix
Will I need to prepay for the food?		

preteen	prepay	resend
reshape	replay	preview
This was the hardest pretest!		

Decodable Text, Fluency, Comprehension

UFLI – Dinner at Grandma’s

Word Lists

pre-	re-
precook	redo retell
predate	refill retie
predawn	rejoin return
preheat	relive rewind
premade	remix
prepaid	remove
prepay	rename
preplan	repaint
preprint	repay
presale	replay
preset	reread
preteen	rerun
preview	resell
prewash	reshape

Word Chains

pack – repack – prepack – pack – pay – prepay – repay – replay – play
Sentences
Please untie the knot and redo the bow.
Replay the tape so we can review it.
Would you please rejoin the group?
Will you repeat what you said again?

105. DIS-

Phonemic Awareness

Blend	Segment
dis - place (displace)	disown (dis - own)
dis - like (dislike)	disgrace (dis - grace)
dis - agree (disagree)	discount (dis - count)
dis - loyal (disloyal)	disown (dis - own)

Visual and Auditory Drills

l	y /y/ /ī/ /ē/	er	e /ě/ /ē/
t	s /s/ /z/	kn /n/	wr /r/
mb /m/	ow /ō/ /ow/	oi	ou /ow/
oy /oi/	ea /ē/ /ě/	au /aw/	aw /aw/
augh /aw/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Review: another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly

Introduce New Concept

The prefix DIS is pronounced /dīs/ with a short I sound like in the word dislike. DIS means not or apart. If you disagree with someone, you do not agree or you have a different opinion.

Word Work – Blending and Dictation

disrespect	dislodge	disorder
disown	disinterested	disinfect
Dad will disinfect the new toys.		

discount	disorder	disagree
discredit	dislike	disgrace
I should not disrespect my friends.		

Decodable Text, Fluency, Comprehension

UFLI – Poppy the Gamer

Word Lists

dis-	
disadvantage	dislocate
disagree	dislodge
disappoint	disloyal
discomfort	disorder
discount	disown
discredit	displease
disgrace	disqualify
dishonest	disrespect
disinfect	distaste
dislike	

Sentences

Jay and I disagree about what to eat for lunch.
The Wi-Fi got disconnected so I could not play the video game.
I got a discount on my new shoes.
She dislikes that song.

106. Prefixes and Suffixes Review 1

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
loud - ly (loudly)	pushes (push - es)
count - less (countless)	newer (new - er)
un - well (unwell)	unlock (un - lock)
pre - heat (preheat)	return (re - turn)

Visual and Auditory Drills

er	wr /r/	s /s/ /z/	e /è/ /ē/
t	kn /n/	ea /ē/ /ě/	ed /t/ /d/ /əd/
oi	ou /ow/	ough /aw/	y /y/ /ī/ /ē/
mb /m/	au /aw/	aw /aw/	ow /ō/ /ow/
oy /oi/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Review: another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly

Introduce New Concept

Morphemes are word parts that change the meaning of a word. Suffixes and prefixes are types of morphemes. Suffixes are morphemes that are added to the end of a word. Morphemes added to the beginning of a word are called prefixes. Let's review the suffixes and prefixes we have been learning.

Word Work – Blending and Dictation

unfinished	going	jumped
slowly	harmful	spotless
Ride your bike slowly to prevent a crash.		

mixes	smarter	loudest
preset	restart	unkind
The kids dislike the newest snack.		

Decodable Text, Fluency, Comprehension

UFLI – Words Matter

Word Lists

Prefixes	Suffixes	Combo
disconnect	badly	dishonestly
discount	deeply	disrespectful
disrespect	dresses	renewed
preheat	endless	repainting
preset	hopeless	returning
preteen	mixes	unending
redo	newer	unfinished
refill	newest	unlocks
remix	opens	untruthful
rename	painful	
return	powerful	
undo	slowly	

Word Chains

speaks – peaks – leaks – leaps – leap – loop – loops – laps – lap – lack – pack – pass – passes
loud – louder – loudest
slow – slower – slowest
help – helpless – helpful
power – powerless – powerful
tie – untie
pack - unpack

Sentences

He discovered a mistake and had to fix it.
We are truly thankful for the gifts.
Please review your work slowly.
Unkind words can be hurtful.

107. Doubling Rule -ED, -ING

Notes: This may be a first introduction to spelling rule changes when adding suffixes.

Phonemic Awareness

Blend	Segment
hug - ing (hugging)	shopped (shop - ed)
nod - ed (nodded)	shopping (shop - ing)
bat - ed (batted)	padded (pad - ed)
bat - ing (batting)	hopping (hop - ing)

Visual and Auditory Drills

er	wr /r/	s /s/ /z/	e /ě/ /ē/
t	kn /n/	ea /ē/ /ě/	ed /t/ /d/ /əd/
oi	ou /ow/	augh /aw/	y /y/ /ī/ /ē/
mb /m/	au /aw/	aw /aw/	ow /ō/ /ow/
oy /oi/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Teach: busy

Review: another, mother, brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly

Introduce New Concept

When we add the suffixes ED and ING to a word with one vowel and one final consonant, we need to double the final consonant before we add the suffix as in bat → batted → batting. Remember, words with one vowel followed by a consonant are closed syllables with a short vowel sound.

Word Work – Blending and Dictation

tap	tapped	tapping
stop	stopped	stopping
The kids were skipping and running today!		

hug	hugged	hugging
stir	stirred	stirring
The team hugged after winning the game.		

Decodable Text, Fluency, Comprehension

UFLI – The Busy Day

Word Lists

Base	-ed	-ing
bat	batted	batting
clap	clapped	clapping
clip	clipped	clipping
drop	dropped	dropping
hop	hopped	hopping
hug	hugged	hugging
plan	planned	planning
skip	skipped	skipping
star	starred	starring
stop	stopped	stopping
tap	tapped	tapping
trim	trimmed	trimming

Sentences

We were busy shopping and chatting.
She stopped jogging and fanned herself.
They begged to go swimming
They chatted while sipping tea.

108. Doubling Rule -ER, -EST

Phonemic Awareness

Blend	Segment
big - er (bigger)	thinner (thin - er)
big - est (biggest)	thinnest (thin - est)
sad - er (sadder)	hotter (hot - er)
sad - est (saddest)	hottest (hot - est)

Visual and Auditory Drills

er	wr /r/	s /s/ /z/	e /è/ /ē/
t	kn /n/	ea /ē/ /ě/	ed /t/ /d/ /əd/
oi	ou /ow/	augh /aw/	y /y/ /ī/ /ē/
mb /m/	au /aw/	aw /aw/	ow /ō/ /ow/
oy /oi/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Teach: build, built

Review: brother, father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy

Introduce New Concept

When we add the suffixes ER and EST to a word with one vowel and one final consonant, we need to double the final consonant before we add the suffix as in big → bigger → biggest.

Word Work – Blending and Dictation

hot	hotter	hottest
big	bigger	biggest
It has been another one of the hottest days.		

wet	wetter	wettest
flat	flatter	flattest
We built a bigger fort today.		

Decodable Text, Fluency, Comprehension

UFLI – The Hottest Day

Word Lists

Base	-er	-est
big	bigger	biggest
fat	fatter	fattest
flat	flatter	flattest
glum	glummer	glummost
hot	hotter	hottest
mad	madder	maddest
red	redder	reddest
sad	sadder	saddest
slim	slimmer	slimmest
thin	thinner	thinnest
wet	wetter	wettest

Word Chains

flat – flatter – flattest – fattest – fatter – fat – fad – sad – sadder – saddest
reddest – redder – red – rod – rot – hot – hotter – hottest
big – bigger – big – biggest – big – bag – bad – mad – madder – mad – maddest

Sentences

That is the saddest I have ever seen my friend.
My brother can build the biggest tower.
The grass is the wettest at night.
This is the hottest day of the week.

109. Drop -E Rule

Notes: The drop E rule does not apply to the LY suffix as in safe → safely.

Phonemic Awareness

Blend	Segment
smile - ing (smiling)	using (use - ing)
large - est (largest)	cutest (cute - est)
bake - ing (baking)	joking (joke - ing)
safe - est (safest)	smiling (smile -ing)

Visual and Auditory Drills

er	wr /r/	s /s/ /z/	e /ě/ /ē/
t	kn /n/	ea /ē/ /ě/	ed /t/ /d/ /əd/
oi	ou /ow/	augh /aw/	y /y/ /ī/ /ē/
mb /m/	au /aw/	aw /aw/	ow /ō/ /ow/
oy /oi/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Teach: sure

Review: father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built

Introduce New Concept

Today we are going to learn about another spelling rule change when we add suffixes to words. If the word ends with a silent E, we drop or take away the E before we add the suffixes ER, EST, ED and ING. Examples include brave → braver, safe → safest, trade → traded and bake → baking.

Word Work – Blending and Dictation

brave	braver	bravest
joke	joking	smiling
My father was hoping to come.		

close	closer	closest
dance	dancing	baking
The bravest child keeps trying.		

Decodable Text, Fluency, Comprehension

UFLI – The Baker

Word Lists

-er	-est	-ed	-ing
braver	bravest	baked	baking
closer	closest	danced	dancing
cuter	cutest	faded	fading
larger	largest	filed	filing
nicer	nicest	hoped	hoping
safer	safest	joked	joking
		rinsed	rinsing
		skated	skating
		sliced	slicing
		smiled	smiling
		traded	trading

Word Chains

safe – safer – safest – safe – save – saved – saving
smile – smiled – smiling – smile – file – filing – filed – file – pile – piling

Sentences

Who is the bravest in all the land?
Are you sure she is taking the safer way home?
Your baby brother is the cutest!
Are the fish biting the bait?

110. -Y to I Rule

Notes: The Y to I spelling rule does not apply to the ING ending. If the letter before the final Y is a vowel, the Y is part of a vowel team and does not change the I when adding a suffix as in play → playing.

Phonemic Awareness

Blend	Segment
re - ply (reply)	retry (re - try)
stud - ies (studies)	babies (ba - bies)
cop - y (copy)	penny (pen - ny)
cop - ies (copies)	pennies (pen - nies)

Visual and Auditory Drills

er	wr /r/	s /s/ /z/	e /è/ /ē/
t	kn /n/	ea /ē/ /ě/	ed /t/ /d/ /əd/
oi	ou /ow/	augh /aw/	y /y/ /ī/ /ē/
mb /m/	au /aw/	aw /aw/	ow /ō/ /ow/
oy /oi/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Teach: laugh

Review: father, water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure

Introduce New Concept

Today we are going to learn about another spelling change that happens when we add suffixes to words. If the word ends in Y, we often change the Y to I before adding the suffixes ER, EST, ED, S and ES. Examples include funny → funnier → funniest, copy → copied, puppy → puppies and cry → cries. We do not change Y to I when adding ING as in say → saying.

Word Work – Blending and Dictation

hurry	hurries	study
studies	copy	copied
What are your hobbies?		

silly	sillier	silliest
cry	cried	cries
She studied a lot.		

Decodable Text, Fluency, Comprehension

UFLI – Puppies

Word Lists

base	-ed past tense	-es 3 rd person
baby	babied	babies
carry	carried	carries
cry	cried	cries
dry	dried	dries
fry	fried	fries
hurry	hurried	hurries
reply	replied	replies
scurry	scurried	scurries
worry	worried	worries

Sentences

She throws the silliest parties!
I love when the babies laugh.
I laugh at the funniest stories.
These are the happiest puppies.

111. -AR, -OR /er/

Notes: This is a review lesson of R-controlled vowels in two-syllable words.

Phonemic Awareness

Blend	Segment
fla - vor (flavor)	doctor (doc - tor)
nec - tar (nectar)	polar (po - lar)
liz - ard (lizard)	major (ma - jor)
so - lar (solar)	flavor (fla - vor)

Visual and Auditory Drills

er	wr /r/	s /s/ /z/	e /ě/ /ē/
t	kn /n/	ea /ē/ /ě/	ed /t/ /d/ /əd/
oi	ou /ow/	augh /aw/	y /y/ /ī/ /ē/
mb /m/	au /aw/	aw /aw/	ow /ō/ /ow/
oy /oi/	ew /ū/	ui /ū/	ue /ū/

Irregular High Frequency Words

Teach: who, whom

Review: water, today, very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure, laugh

Introduce New Concept

We have learned that AR usually spells /ar/. AR can also spell /er/ like at the end of the word dollar. AR spells /er/ at the end of two syllable words as in nectar and in the middle of other words, like upward or lizard. We have learned that OR usually spells /or/ and that OR can spell /er/ after w as in word or work. OR also spells /er/ at the end of two syllable words, such as the words doctor and author.

Word Work – Blending and Dictation

dollar	doctor	nectar
flavor	tutor	author
Who will the doctor help next?		

collar	lizard	factor
visitor	similar	sailor
Who has a dollar?		

Decodable Text, Fluency, Comprehension

UFLI – A Pet Lizard

Word Lists

-ar /or/	-or /er/	
burglar	actor	motor
cellar	author	rumor
collar	color	sailor
dollar	doctor	sensor
liar	factor	tailor
lizard	flavor	tractor
nectar	harbor	tumor
polar	horror	tutor
solar	major	vendor
standard	mirror	

Word Chains

world- word – words – works – work – worm – worth – worthy
pact – fact – factor – actor – act – tact – tract – tractor – tractors

Sentences

To whom should I give this dollar?
The actor played the role of a powerful wizard.
This book is signed by the author.
The doctor made sure the treatment was painless.

112. -AIR, -ARE, -EAR /air/

Notes: The /air/ sound produces several homophones which can be confusing for students, especially in spelling. Review the words in context as needed. Examples include fair/fare, bear/bare and pair/pear.

Phonemic Awareness

Blend	Segment
w - air (wear)	bear (b - air)
sh - air (share)	care (k - air)
s - t - air (stare)	pair (p - air)
s - k - are (scare)	chairs (ch - air - z)

Visual and Auditory Drills

t	oy /oi/	s /s/ /z/	y /y/ /ī/ /ē/
er	ew /ū/	ou /ow/	or /or/ /er/
oi	wr /r/	ea /ē/ /ě/	ow /ō/ /ow/
kn /n/	mb /m/	e /ě/ /ē/	ar /ar/ /er/
au /aw/	aw /aw/	augh /aw/	ed /t/ /d/ /əd/

Irregular High Frequency Words

Teach: whose

Review: very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom

Introduce New Concept

There are three different ways to spell the sound /air/. AIR as in chair; ARE as in care; and EAR as in bear.

Word Work – Blending and Dictation

air	care	tear
scare	glare	dare
Love is in the air!		

pair	stairs	share
pear	fair	care
Whose chair is this?		

Decodable Text, Fluency, Comprehension

UFLI – A New Pair of Pants

Word Lists

air /air/	are /air/	ear /air/
air	bare	bear
airplane	dare	pear
airy	fare	swear
chair	flare	wear
eclair	glare	
fair	hare	
hair	share	
lair	silverware	
pair	stare	
stair		
unfair		

Word Chains

air – hair – chair – fair – flair – lair – pair
bare – mare – care – dare – hare – share – stare – snare – spare – scare – square
bear – pear – tear – wear – swear

Sentences

Blair won the toy fair and square.
Whose doll has rainbow hair?
The bear is in his lair.
Be careful running up the stairs.

113. EAR /ear/

Notes: /ear/ is the most common sound for EAR. When reading and spelling encourage students to try that first.

Phonemic Awareness

Blend	Segment
n - ear (near)	gear (g - ear)
f - ear (fear)	hear (h - ear)
s - m - ear (smear)	clear (k - l - ear)
s - p - ear (spear)	beard (b - ear - d)

Visual and Auditory Drills

t	oy /oi/	s /s/ /z/	y /y/ /i/ /ē/
er	ew /ū/	ou /ow/	or /or/ /er/
oi	wr /r/	ea /ē/ /ě/	ow /ō/ /ow/
kn /n/	mb /m/	e /ě/ /ē/	ar /ar/ /er/
au /aw/	aw /aw/	augh /aw/	ed /t/ /d/ /əd/

Irregular High Frequency Words

Teach: toward

Review: very, floor, poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose

Introduce New Concept

We learned that EAR is one of the ways to spell the sound /air/. EAR can also spell /ear/ like in hear. EAR usually comes at the end of a word like near and dear.

Word Work – Blending and Dictation

hear	fear	near
smear	spear	rear
What grade will they be in next year?		

year	dear	clear
gear	beard	tear
I can hear bears in the woods.		

Decodable Text, Fluency, Comprehension

UFLI – The Yearly Strawberry Festival

Word Lists

ear /ear/		
appear	fear	sear
beard	fearful	searing
clear	fearless	smear
clearly	gear	tear
disappear	hear	teardrop
dreary	near	weary
ear	nearly	year
earplug	overhear	yearbook
earring	reappear	yearly

Word Chains

hear – near – year – fear – gear

Sentences

Please sit toward the rear of the ship.

The camping gear is too heavy to pick up.

Did you hear us toward the end?

The ink smeared near the top of the page.

114. Alternate Long A /ā/

Notes: The many spellings of /ā/ introduced in this lesson are far less common than those introduced earlier.

Phonemic Awareness

Blend	Segment
th - ā (they)	weigh (w - ā)
v - ā - n (vain)	prey (p - r - ā)
w - ā - t (weight)	grey (g - r - ā)
f - r - ā - t (freight)	rein (r - ā - n)

Visual and Auditory Drills

h	air /air/	s /s/ /z/	y /y/ /ī/ /ē/
er	are /air/	ou /ow/	or /or/ /er/
oi	ear /air/	ea /ē/ /è/	ow /ō/ /ow/
kn /n/	wr /r/	e /ě/ /ē/	ar /ar/ /er/
au /aw/	aw /aw/	a /ă/ /ā/	ed /t/ /d/ /əd/

Irregular High Frequency Words

Teach: through

Review: poor, door, won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward

Introduce New Concept

We know four ways to spell the long A: A_E as in cake, AI as in rain, AY as in gray and A in an open syllable like the A in acorn. Today we are going to learn five more, less common ways to make this sound. EI as in vein. EI only comes in the middle of a word. EY as in hey. EY only comes at the end of a word. EIGH as in eight. EIGH can come at the beginning, middle or end of a word. AIGH as in straight. AIGH only comes in the middle of a word. EA as in great. EA only comes in the middle of a word.

Word Work – Blending and Dictation

hey	eight	straight
neighbor	straighten	reindeer
Martin had fun at his eighth birthday party.		

prey	eighty	survey
great	steak	eight
Hey, neighbor!		

Decodable Text, Fluency, Comprehension

UFLI – The Yearly Strawberry Festival

Word Lists

ei, ey /ā/	ey, eigh /ā/	aigh /ā/
rein	grey	straight
unveil	survey	straightaway
vein	eight	straighten
grey	freight	straightener
obey	neighbor	straightening
survey	weigh	straighter
they	weight	straightest

Word Chains

eight – eighty – eighteen – eight – weight – weigh - sleigh

Sentences

They will have to wait for the freight train to pass through town.
Hold the reins and guide the sleigh straight.
We had a great time playing in the rain.
The path went straight through the woods.

115. Alternate Long U /ū/

Notes: The many spellings of /ū/ and /yū/ introduced in this lesson are far less common than those introduced earlier.

Phonemic Awareness

Blend	Segment
f - yū (few)	cue (k - yū)
s - p - yū (spew)	hue (h - yū)
s - k - yū (skew)	pew (p - yū)
s - ū - p (soup)	group (g - r - ū - p)

Visual and Auditory Drills

ei /ā/	eigh /ā/	ey /ā/ /ē/	y /y/ /ī/ /ē/
air /air/	are /air/	aigh /ā/	ow /ō/ /ow/
t	ou /ow/	ar /ar/ /er/	ed /t/ /d/ /əd/
oi	s /s/ /z/	e /ě/ /ē/	ear /air/ /ear/
er	oy /oi/	augh /aw/	ea /ē/ /ě/ /ā/

Irregular High Frequency Words

Teach: learn, earth, early

Review: won, son, month, hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through

Introduce New Concept

We know two sounds for long U: /ū/ as flew and /yū/ as in cube. Both sounds can be spelled several ways. We know four ways to spell the /ū/ sound: U_E as in rule, EW as in chew, UI as in fruit and UE as in blue. OU is another way to spell /ū/. We know OU spells /ow/ as in shout. Sometimes, OU can also spell /ū/ as in soup and group. We already know one way to spell the /yū/ sound, U_E as in cute. Three more ways to spell the /yū/ sound are EW as in spew, UE as in value and EU as in eucalyptus.

Word Work – Blending and Dictation

curfew	venue	you
hue	argue	rescue
My nephew has the best rescue dog on earth.		

few	spew	nephew
value	group	youth
Shane threw me the blue ball.		

Decodable Text, Fluency, Comprehension

UFLI – It's No Fun to Argue

Word Lists

ew /yū/	eu /yū/	ue /yū/
curfew	eucalyptus	argue
ewe	eulogy	barbecue
few	euphemism	continue
nephew	euphoria	cue
pew	euphoric	hue
phew	feud	rescue
skew		value
spew		venue

Word Chains

phew – pew – pews – spews – spew – skew –
skews – skewed – spewed

Sentences

We learned the true value of hard work early.
We need a few more people in this group.
My sister thinks her curfew is too early.
How on earth did you spill all the glue?

116. OUGH /aw/, /ō/

Notes: There are multiple variations in pronunciation of these sounds based on regional dialect.

Phonemic Awareness

Blend	Segment
th - ō (though)	dough (d- ō)
aw - t (ought)	though (th - ō)
th - aw - t (thought)	bought (b - aw - t)
s - aw - t (sought)	fought (f - aw - t)

Visual and Auditory Drills

ei /ā/	eigh /ā/	ey /ā/ /ē/	y /y/ /ī/ /ē/
air /air/	are /air/	aigh /ā/	ow /ō/ /ow/
t	ou /ow/	ar /ar/ /er/	ed /t/ /d/ /əd/
oi	s /s/ /z/	e /ě/ /ē/	ear /air/ /ear/
er	oy /oi/	augh /aw/	ea /ē/ /ě/ /ā/

Irregular High Frequency Words

Teach: buy, guy

Review: hour, minute, Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early

Introduce New Concept

OUGH is a grapheme that can represent two sounds, /aw/ and /ō/. OUGH spells /aw/ as in the words bought and fought. When OUGH spells /aw/ it is usually followed by T. OUGH can also spell /ō/ as in the words although and dough. OUGH usually spells /ō/ at the end of a word.

Word Work – Blending and Dictation

ought	though	brought
dough	thoughtful	thorough
I thought you brought the snacks!		

fought	sought	although
wrought	thought	thoughtfully
I will buy a doughnut at lunch.		

Decodable Text, Fluency, Comprehension

UFLI – The Dough Guy

Word Lists

ough /aw/	ough /ō/
bought	although
brought	borough
fought	dough
ought	doughnut
sought	sourdough
thought	thorough
thoughtful	though
wrought	

Word Chains

brought – bought – fought – sought – thought – wrought – ough

Sentences

I will buy doughnuts for the kids.
The pizza guy thought his dough was the best.
Although the brothers fought, they were still close.

117. Signal Vowels

Phonemic Awareness

Blend	Segment
s - ě - l (cell)	since (s - ě - n - s)
v - oi - s (voice)	cent (s - ě - n - t)
j - ě - m - z (gems)	germ (j - er - m)
j - ě - m (gym)	range (r - ā - n - j)

Visual and Auditory Drills

ei /ā/	eigh /ā/	ey /ā/ /ē/	y /y/ /ī/ /ē/
air /air/	are /air/	aigh /ā/	ow /ō/ /ow/
t	ou /ow/	ar /ar/ /er/	ed /t/ /d/ /əd/
oi	s /s/ /z/	e /ě/ /ē/	ear /air/ /ear/
er	oy /oi/	augh /aw/	ea /ē/ /ě/ /ā/

Irregular High Frequency Words

Teach: guess, guest, guide

Review: Monday, Wednesday, February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy

Introduce New Concept

We have learned that the letter C can spell /s/ and the letter G can spell /j/ when followed by a silent E as in the words rice and cage. We call these soft sounds. Today we will learn another way that C and G can make their soft sounds. When C or G are followed by E, I or Y they make their soft sounds as in gem, city or gym. This means when C or G are followed by A, O or U they make the hard sounds /k/ and /g/; when followed by E, I or Y, they make their soft sounds /s/ and /j/.

Word Work – Blending and Dictation

city	gems	pencil
cell	place	energy
Place your pencil on the desk.		

germ	center	except
oxygen	change	giant
She gave giant gems to all her guests.		

Decodable Text, Fluency, Comprehension

UFLI – A Trip to the City

Word Lists

c /s/		g /j/	
acid	fancy	agent	ingest
cell	icicle	allergic	logic
cellar	lacy	college	magic
cent	pencil	danger	margin
center	percent	digital	message
cinnamon	policy	eligible	orange
circle	practice	energy	origin
circus	princess	engage	oxygen
city	process	fragile	stingy
civil	recite	general	strategy
cycle	sentence	germ	surgery
excel	specific	giant	tragic

Word Chains

kit – kite – cite – cute – cube – cub – cob – cab – cat – rat – rate – race – pace
gum – gym – gam – game – fame – face – pace – page – cage – sage – stage

Sentences

We went through the city's civic center with a guide.
The guests sat next to the giant fence.
Can you guess how the magic trick was done?
The guide showed us a new place to ride bicycles.

118. Alternate CH, GN, GH, Silent T

Notes: The sound of CH is determined by the origin of the word. CH as /ch/ is of English origin, CH as /k/ is of Greek origin and CH as /sh/ is of French origin.

Phonemic Awareness

Blend	Segment
n - ō - m (gnome)	arch (ar - k)
n - ä - t (gnat)	ache (ā - k)
sh - ě - f (chef)	gnarl (n - ar - l)
s - k - ū - l (school)	ghost (g - ō - s - t)

Visual and Auditory Drills

ei /ā/	eigh /ā/	ey /ā/ /ē/	y /y/ /ī/ /ē/
air /air/	are /air/	aigh /ā/	ow /ō/ /ow/
t	ou /ow/	ar /ar/ /er/	ed /t/ /d/ /əd/
oi	s /s/ /z/	e /ě/ /ē/	ear /air/ /ear/
er	oy /oi/	augh /aw/	ea /ē/ /ě/ /ā/

Irregular High Frequency Words

Teach: young, touch

Review: February, eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide

Introduce New Concept

Today we will learn some less common letter-sound patterns. These patterns only happen in a few words. CH spells /ch/ as in chip. CH can also spell /sh/ as in chute and /k/ as in chord. /n/ can be spelled KN at the beginning of a word as in know. GN also spells /n/ at the beginning of a word like gnat or at the end of a word like reign. GH spells /g/ at the beginning of a word like ghost. T is sometimes silent in the middle of a two-syllable word with the letter patterns STEN and STLE such as the words listen and whistle.

Word Work – Blending and Dictation

echo	listen	chord
school	ghastly	often
She went to school to become a chef.		

fasten	chute	chef
hustle	castle	glisten
How often do you listen to music?		

Decodable Text, Fluency, Comprehension

UFLI – The School Chorus

Word Lists

gn / gh	ch /sh/	ch /k/	silent t
gnat	brochure	ache	castle
gnaw	charade	arch	fasten
gnocchi	chef	archive	glisten
gnome	Chicago	chemical	hasten
ghastly	chute	choir	listen
ghee	machine	echo	moisten
ghost	mustache	mechanic	thistle
ghoul	quiche	orchid	whistle

Word Chains

bustle – hustle – rustle – rust
fast – fasten – fast – fist – list – listen – glisten

Sentences

They say there are ghosts and gnomes in the castle.
Fasten your seatbelts!
When I blow the whistle, run and touch the anchor.

119. -SION, -TION

Notes: The SI and TI in SION and TION are Latin spellings of /sh/. The SI in SION is often pronounced /zh/ as in vision, TION is never pronounced this way.

Phonemic Awareness

Blend	Segment
lo - tion (lotion)	caution (cau - tion)
ver - sion (version)	vision (vi - sion)
ses - sion (session)	lotion (lo - tion)
mis - sion (mission)	portion (por - tion)

Visual and Auditory Drills

gh /g/	gn /n/	ch /ch/ /sh/ /k/
ough /aw/ /ō/	ew /ū/ /yū/	ew /ū/ /yū/
eu /ū/ /yū/	eigh /ā/	aigh /ā/
ey /ā/ /ē/	ear /air/ /ear/	air /air/
are /air/	ar /ar/ /er/	or /or/ /er/

Irregular High Frequency Words

Teach: enough, tough, rough

Review: eye, heart, about, answer, honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch

Introduce New Concept

Syllables are words or word parts with one vowel sound. Learning about syllables helps us read and spell. Final stable syllables always come at the end of a word. We know one final stable syllable, LE, as in apple and puzzle. Two more final stable syllables are SION and TION. SION can be pronounced two ways. When SION follows a vowel (including r-controlled vowels), it is usually pronounced /zhən/ as in the word vision. When SION follows a consonant letter, it is usually pronounced /shən/ as in mission. TION can also be pronounced /shən/ like in the word fiction. TION is sometimes pronounced /chən/ with the /ch/ sound like in the word question.

Word Work – Blending and Dictation

division	action	fraction
section	question	vision
It's time for vacation and a mission!		

portion	option	fiction
invasion	confusion	equation
We had to make a quick decision to take action.		

Decodable Text, Fluency, Comprehension

UFLI – The Audition

Word Lists

-sion		-tion	
collision	mission	action	nation
confusion	obsession	addition	option
decision	passion	audition	position
diversion	provision	caution	question
division	revision	digestion	rotation
erosion	session	fiction	section
explosion	television	friction	solution

Word Chains

lotion – motion – potion – notion – nation – station
--

Sentences

They are on a mission to stop the invasion!
Reading fiction and watching television are fun.
I needed a large portion of lotion for my hands.

120. -TURE

Notes: The T in TURE is commonly pronounced /ch/.

Phonemic Awareness

Blend	Segment
fea - ture (feature)	capture (cap - ture)
nur- ture (nurtrue)	pasture (pas - ture)
cul - ture (culture)	mixture (mix - ture)
fix - ture (fixture)	vulture (vul - ture)

Visual and Auditory Drills

gh /g/	gn /n/	ch /ch/ /sh/ /k/
ough /aw/ /ō/	ew /ū/ /yū/	ew /ū/ /yū/
eu /ū/ /yū/	eigh /ā/	aigh /ā/
ey /ā/ /ē/	ear /air/ /ear/	air /air/
are /air/	ar /ar/ /er/	or /or/ /er/

Irregular High Frequency Words

Review: honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch, enough, tough, rough

Introduce New Concept

Syllables are words or word parts with one vowel sound. Learning about syllables helps us read and spell. Final stable syllables always come at the end of a word. We know three final stable syllables, LE, SION and TION. Today we will learn another final stable syllable, TURE. TURE is pronounced /cher/ with T making the /ch/ sound as in picture and nature.

Word Work – Blending and Dictation

adventure	creature	nature
nurture	signature	departure
Do vultures capture their food?		

picture	capture	moisture
mixture	texture	pasture
Did we take enough pictures of this sculpture?		

Decodable Text, Fluency, Comprehension

UFLI – We're Going on an Adventure

Word Lists

-ture		
adventure	junction	rapture
agriculture	literature	sculpture
capture	mixture	signature
creature	moisture	stature
culture	nature	texture
feature	picture	venture
fixture	pasture	vulture
fracture	picture	
furniture	posture	
future	puncture	

Word Chains

fix – fixture – mixture – mix

Sentences

The cows are a fixture in the pasture.
What a nice day in nature!
Did you draw this picture?
This mixture has an odd texture.

121. -ER, -OR, -IST

Phonemic Awareness

Blend	Segment
art - ist (artist)	dentist (den - tist)
chem - ist (chemist)	binder (bind - er)
sail - ors (sailors)	leader (lead - er)
read - er (reader)	tourist (tour - ist)

Visual and Auditory Drills

gh /g/	gn /n/	ch /ch/ /sh/ /k/
ough /aw/ /ō/	ew /ū/ /yū/	ew /ū/ /yū/
eu /ū/ /yū/	eigh /ā/	aigh /ā/
ey /ā/ /ē/	ear /air/ /ear/	air /air/
are /air/	ar /ar/ /er/	or /or/ /er/

Irregular High Frequency Words

Review: honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch, enough, tough, rough

Introduce New Concept

Remember, a morpheme is a word part that changes a word's meaning. A suffix is a morpheme that comes at the end of a word. Today we will learn about three new suffixes: ER, OR and IST. We already know that when we add the suffix ER to adjectives, it means more as in the word big to bigger. When we add the suffix ER to verbs, or action words, it makes the verb become a noun as in teach to teacher. OR and IST are also used to make verbs into nouns. OR is pronounced /er/ as in sailor. IST is pronounced /ist/ as in cartoonist.

Word Work – Blending and Dictation

player	actor	teacher
trainer	farmer	heater
The cartoonist draws the best pictures.		

sailor	chemist	cyclist
helper	inventor	biologist
These painters and sculptors are great artists!		

Decodable Text, Fluency, Comprehension

UFLI – Chris Joins a Club

Word Lists

-er	-or	-ist
baker	calculator	allergist
binder	collector	artist
catcher	creator	balloonist
developer	director	cartoonist
divider	editor	chemist
dryer	educator	dentist
farmer	governor	finalist
fighter	instructor	guitarist
heater	projector	novelist
helper	reflector	meteorologist
painter	sailor	novelist
player	sculptor	pianist

Word Chains

read – reader – leader – lead – bead – beak –
bake – baker – maker – taker – talker – walker

Sentences

An orthodontist helps people get straighter teeth.
My teacher could not find a binder big enough for all of her papers.
The farmer was also a basketball player.
Did the director sell enough tickets for the play?

122. -ISH

Phonemic Awareness

Blend	Segment
new - ish (newish)	hottish (hot - ish)
slug - ish (sluggish)	childish (child - ish)
fool -ish (foolish)	greenish (green - ish)
gray - ish (grayish)	oldish (old - ish)

Visual and Auditory Drills

gh /g/	gn /n/	ch /ch/ /sh/ /k/
ough /aw/ /ō/	ew /ū/ /yū/	ew /ū/ /yū/
eu /ū/ /yū/	eigh /ā/	aigh /ā/
ey /ā/ /ē/	ear /air/ /ear/	air /air/
are /air/	ar /ar/ /er/	or /or/ /er/

Irregular High Frequency Words

Review: honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch, enough, tough, rough

Introduce New Concept

Suffixes are added to the end of a word to change the word's meaning. The suffix ISH means somewhat like or likely to. If you say something is greenish it means the color is somewhat like green but not quite.

Word Work – Blending and Dictation

pinkish	grayish	selfish
boyish	sluggish	newish
After it rains, the sand turns brownish.		

greenish	brownish	foolish
bluish	childish	oldish
The heat is making me sluggish.		

Decodable Text, Fluency, Comprehension

UFLI – Stella the Chemist

Word Lists

-ish
bluish
brownish
childish
darkish
foolish
grayish
greenish
hottish
newish
oldish
pinkish
reddish
sluggish
sweetish

Sentences

I did not sleep well last night so today I feel sluggish.
It would be tough to be a doctor if you are squeamish.
The shell with the pinkish spots is the prettiest.
She wore the grayish jacket to the park.

123. -Y

Phonemic Awareness

Blend	Segment
lum - py (lumpy)	bumpy (bum - py)
storm - y (stormy)	grumpy (grum - py)
breez - y (breezy)	rocky (rock - y)
sun - ny (sunny)	windy (wind - y)

Visual and Auditory Drills

gh /g/	gn /n/	ch /ch/ /sh/ /k/
ough /aw/ /ō/	ew /ū/ /yū/	ew /ū/ /yū/
eu /ū/ /yū/	eigh /ā/	aigh /ā/
ey /ā/ /ē/	ear /air/ /ear/	air /air/
are /air/	ar /ar/ /er/	or /or/ /er/

Irregular High Frequency Words

Review: honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch, enough, tough, rough

Introduce New Concept

Suffixes are added to the end of a word to change the word's meaning. The suffix Y means full of or described as. When we use Y as a suffix, it makes the long /ē/ sound. Y is usually added to nouns to make them adjectives as in trick to tricky. Adjectives are words that describe.

Word Work – Blending and Dictation

muddy	runny	spooky
grumpy	rainy	speedy
The sea looks extra shiny on this sunny day.		

healthy	whiny	sandy
messy	bumpy	shiny
I love her curly hair!		

Decodable Text, Fluency, Comprehension

UFLI – The Haunted House

Word Lists

-y		
breezy	icy	sandy
bumpy	itchy	shiny
chilly	juicy	speedy
classy	lucky	spooky
cloudy	lumpy	sticky
curly	messy	stormy
dusty	muddy	sunny
fizzy	muggy	sweaty
grouchy	rainy	whiny
grumpy	rocky	windy
healthy	runny	

Word Chains

run – runny – sunny – funny – fun – bun – bud – buddy – muddy – mud
whine – whiny – shiny – shine – shone
rose – rosy – nosy – noisy – noise

Sentences

When I play in the yard, I get muddy and sweaty.
I need an umbrella because it is cloudy and rainy.
That ride was very bumpy.
I need to clean my messy room.

124. -NESS

Phonemic Awareness

Blend	Segment
fit - ness (fitness)	darkness (dark - ness)
sad - ness (sadness)	kindness (kind - ness)
cold - ness (coldness)	slowness (slow - ness)
sick - ness (sickness)	calmness (calm - ness)

Visual and Auditory Drills

gh /g/	gn /n/	ch /ch/ /sh/ /k/
ough /aw/ /ō/	ew /ū/ /yū/	ew /ū/ /yū/
eu /ū/ /yū/	eigh /ā/	aigh /ā/
ey /ā/ /ē/	ear /air/ /ear/	air /air/
are /air/	ar /ar/ /er/	or /or/ /er/

Irregular High Frequency Words

Review: honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch, enough, tough, rough

Introduce New Concept

Suffixes are added to the end of a word to change the word's meaning. Today we will learn a new suffix, NESS. NESS is usually pronounced /nəs/ with the E making a schwa sound as in kindness. NESS means state of or the way something is. NESS is usually added to adjectives to make them nouns. When adding NESS to words that end in Y, we follow the Y to I rule as in happy to happiness.

Word Work – Blending and Dictation

slowness	fitness	sickness
kindness	darkness	brightness
I am thankful for their kindness.		

boldness	redness	sadness
sweetness	lightness	silliness
I have had this sickness for weeks.		

Decodable Text, Fluency, Comprehension

UFLI – Spreading Kindness

Word Lists

-ness	
awfulness	lightness
awkwardness	loneliness
bitterness	loudness
boldness	messiness
brightness	preparedness
bumpiness	quickness
calmness	redness
coldness	resourcefulness
cuteness	responsiveness
darkness	rudeness
greediness	sadness
grumpiness	sickness
happiness	silliness
kindness	slowness

Word Chains

fuzzy – fuzziness – fizziness – dizziness – dizzy – dilly – chilly – chilliness – silliness – silly

Sentences

Your happiness is important to me.
At night, the room filled with darkness.
The lamps added brightness to the room.
The loudness of the music hurt my ears.

125. -MENT

Phonemic Awareness

Blend	Segment
state - ment (statement)	payment (pay - ment)
place - ment (placement)	pavement (pave - ment)

Visual and Auditory Drills

gh /g/	gn /n/	ch /ch/ /sh/ /k/
ough /aw/ /ō/	ew /ū/ /yū/	ew /ū/ /yū/
eu /ū/ /yū/	eigh /ā/	aigh /ā/
ey /ā/ /ē/	ear /air/ /ear/	air /air/
are /air/	ar /ar/ /er/	or /or/ /er/

Irregular High Frequency Words

Review: honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch, enough, tough, rough

Introduce New Concept

Suffixes are added to the end of a word to change the word's meaning. Today we will learn a new suffix: MENT. MENT is usually pronounced /mənt/ with the E making a schwa sound as in payment. MENT means the result, state or act of. MENT is usually added to verbs to make them nouns.

Word Work – Blending and Dictation

employment	treatment	payment
retirement	assessment	government
The director wrote a long statement.		

statement	pavement	enjoyment
placement	payment	pavement
The store takes cash or card payments.		

Decodable Text, Fluency, Comprehension

UFLI – Grandma’s Retirement Party

Word Lists

-ment	
accomplishment	embarrassment
adjustment	employment
advertisement	encouragement
agreement	entertainment
amazement	establishment
arrangement	government
assessment	investment
assignment	judgement
astonishment	management
attachment	measurement
commitment	pavement
development	resentment
disagreement	retirement
disappointment	treatment
discouragement	understatement

Word Chains

pay – payment
treat – treatment
pave – pavement
state – statement
place - placement

Sentences

My grandma is enjoying her retirement.
My sister and I had a disagreement about the game.
The pavement outside is very hot!
They watched the fireworks in amazement.

126. –ABLE, -IBLE

Phonemic Awareness

Blend	Segment
love - a - ble (loveable)	flexible (flex - i - ble)
flex - i - ble (flexible)	teachable (teach - a - ble)
bend - a - ble (bendable)	loveable (love - a - ble)
teach - a - ble (teachable)	bendable (bend - a - ble)

Visual and Auditory Drills

ir /er/	er	ch /ch/ /sh/ /k/
ore /or/	ur /er/	ed /t/ /d/ /əd/
g /g/ /j/	c /k/ /s/	y /y/ /ī/ /ē/
tch /ch/	dge /j/	ar /ar/ /er/
nk /ŋk/	ng /ŋ/	or /or/ /er/

Irregular High Frequency Words

Review: honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch, enough, tough, rough

Introduce New Concept

Suffixes are added to the end of a word to change the word's meaning. Today we will learn two new suffixes: ABLE and IBLE. The suffixes ABLE and IBLE are both pronounced /əble/ with the A or I making a schwa sound as in enjoyable and flexible. They mean able or can do. When adding ABLE or IBLE to a word that ends with a silent E, we drop the E before adding the suffix as in observe to observable. Most of the time when we use the suffix IBLE, it's added to a root that can't stand alone, like in possible or edible. For now, we'll focus on whole words that IBLE can be added to.

Word Work – Blending and Dictation

convertible	teachable	breakable
collectible	digestible	reversible
Do not worry, the mistake is fixable.		

washable	bendable	flexible
breakable	fixable	washable
It that outfit comfortable?		

Decodable Text, Fluency, Comprehension

UFLI – The Indestructible Dog Toy

Word Lists

-able		-ible
bendable	recyclable	accessible
breakable	respectable	collapsible
comfortable	teachable	collectible
controllable	unbreakable	convertible
dependable	uncomfortable	digestible
disposable	uncontrollable	distractible
fixable	understandable	flexible
lovable	unquestionable	reversible
questionable	washable	
recognizable	workable	

Word Chains

fix – fixable
work – workable
break – breakable
convert – convertible
collect – collectible
flex - flexible

Sentences

The puppy loves that bendable toy!
Washable markers do not stain your hands.
May I have a bendable straw?
He drives a red convertible.

127. UNI-, BI-, TRI-

Phonemic Awareness

Blend	Segment
u - ni - corn (unicorn)	triple (trip - le)
bi - cep (bicep)	unify (u - ni - fy)
u - ni - fy (unify)	unicorn (u - ni - corn)
trip - le (triple)	bicep (bi -cep)

Visual and Auditory Drills

ai /ā/	aigh /ā/
ay /ā/	ea /ē/ /è/ /ā/
igh /ī/	ou /ow/ /ū/
oa /ō/	oo /ū/ /oo/
ai /ā/	aigh /ā/

Irregular High Frequency Words

Review: honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch, enough, tough, rough

Introduce New Concept

Prefixes are added to the beginning of a word to change the word's meaning. Today we will learn three new prefixes: UNI, BI and TRI. UNI means one. The U in UNI makes the long /yū/ sound and the I makes the schwa sound /ə/, as in uniform. BI means two. The I in BI makes the long /ī/ sound as in binary. TRI means three. The I in TRI usually makes the long /ī/ sound as in triangle but sometimes makes the short /i/ sound, as in triple. We can remember by adding each prefix to the base cycle: unicycle, bicycle and tricycle!

Word Work – Blending and Dictation

unicycle	bicycle	tricycle
bilingual	triathlon	tripod
Macy, Stacy and Tracy are triplets.		

uniform	unify	biweekly
universe	bisect	triangle
The choir sang in unison.		

Decodable Text, Fluency, Comprehension

UFLI – The Triplets Go to School

Word Lists

uni-	bi-	tri-
unicorn	biannual	triangle
unicycle	bicentennial	triangular
uniform	bicycle	triathlon
unify	bilingual	tricolor
universal	bimonthly	tricycle
universe	binary	trifecta
	bisect	trigraph
	biweekly	trilogy
		trio
		triple
		triplet

Sentences

At some jobs, you need to wear a uniform.
If you can speak two languages, you are bilingual.
A triangle has three sides
If I bisect something, I cut it in two parts.

128. Affixes Review 2

Notes: This is a review lesson.

Phonemic Awareness

Blend	Segment
sick - ness (sickness)	cloudy (cloud - y)
cloud - y (cloudy)	messy (mess - y)
green - ish (greenish)	sickness (sick - ness)
mess - y (messy)	greenish (green - ish)

Visual and Auditory Drills

ai /ā/	aigh /ā/
ou /ow/ /ū/	ea /ē/ /ě/ /ā/
ay /ā/	oa /ō/
igh /ī/	oo /ū/ /oo/

Irregular High Frequency Words

Review: honest, honor, truth, truly, busy, build, built, sure, laugh, who, whom, whose, toward, through, learn, earth, early, buy, guy, guess, guest, guide, young, touch, enough, tough, rough

Introduce New Concept

Morphemes are word parts that change what a word means. Suffixes and prefixes are types of morphemes. Let's review the suffixes and prefixes we have been learning.

Word Work – Blending and Dictation

agreement	farmer	cartoonish
happiness	disagreement	fixable
Be careful with that breakable vase!		

brownish	messy	darkness
flexible	fixable	sickness
Our teacher taught us about being healthy.		

Decodable Text, Fluency, Comprehension

UFLI – The Carnival

Word Lists

2 syllables	3 syllables	4 syllables
baker	adventure	calculator
bisect	arrangement	collectible
capture	awkwardness	developer
chilly	bendable	disposable
darkness	commitment	introduction
fixture	confusion	operation
helper	decision	orthodontist
lucky	divider	triangular
nation	fixable	
newish	furniture	
sickness	happiness	
sluggish	location	
speedy	loneliness	
sweetness	noisily	
texture	projector	

Word Chains

sad – sadly - sadness
loud – loudly – loudness
quick – quickly – quickness
light – lightly – lightness
kind – kindly - kindness

Sentences

The farmer and the artist had a disagreement.
The darkness makes the castle look extra spooky.
The new puppy brought me so much happiness.
It is understandable that your sickness made you feel sluggish.

Glossary

Automaticity: The ability to read quickly and accurately without conscious effort.

Base words: Words from which many other words are formed. For example, many words can be formed from the base word migrate: migration, migrant, immigration, immigrant.

Blend: A written consonant sequence that comes before or after a vowel in a word or syllable. In a blend, each letter retains its individual sound. For example, bl in black or nd in find.

Consonant (white cards): A sound which is blocked by the tongue, teeth, or lips in some way. Most consonants are difficult to sing or control for volume.

CVC word: a word made up of a consonant sound, followed by a vowel sound (usually a short vowel), followed by another consonant sound (example: sit.)

CVCe word: a word made up of a consonant sound, vowel sound, consonant sound, and a silent e at the end (typically has a long vowel sound, like the word rake.)

Decodable texts: Books or passages written to practice a specific phonics pattern in early literacy instruction. Decodable texts contain mostly regular words and some high-frequency words so that students can read independently.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences. It is also the act of deciphering a new word by sounding it out.

Digraph (white cards): A combination of two consonants that combine to form one single sound. For example, /sh/ shoot; /ch/ cheek; /th/ that; /wh/ where.

Encoding: Identifying the auditory sounds of a word and translating them into writing (complementary with decoding.)

Fluency: The ability to read a text accurately, quickly, and with proper expression and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means.

Grapheme: A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh.)

High-frequency words: Words that occur most often in written English.

Multisyllabic: Words that have more than one syllable.

Phoneme: The smallest unit of speech that serves to distinguish one sound from another.

Phonemic Awareness: The ability to notice, think about, and work with individual sounds in spoken words. An example of how beginning readers show us they have phonemic awareness is combining or blending the separate sounds of a word to say the word (/c/ /a/ /t/ – cat.)

Phonics: The study of the relationships between letters and the sounds they represent.

Phonological Awareness: The conscious awareness of all levels of the speech sound system, including all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes.

Prefix: A word part at the beginning of a word. It affects the meaning of a word.

Progress monitoring: The method by which a tutor determines if students are benefiting from instruction. Progress is measured using brief and easy-to-administer assessments.

Prosody: The rhythms and patterns of sounds in spoken language; expression.

R-controlled vowels (pink cards): The consonant /r/ paired with a vowel that makes a specific sound.

Sight Words: Words that are recognized instantly upon sight (includes words with regular and irregular spellings.) Any word can be a sight word.

Suffix: A word part at the end of a word. It affects when an action happens (work, worked). It affects the amount of the word (big, bigger, biggest.)

Syllable: A word, or portion of a word, that contains one vowel sound and that may contain one or more consonant sounds. The six common syllable patterns are closed, open, silent-e, r-controlled, vowel pair/team, and final stable (e.g., consonant-le.)

Trigraph (white cards): A three-letter combination that represents one phoneme (e.g. -tch in ditch and -dge in dodge.)

Vowel (pink cards): a sound that is produced when the mouth is open and the sound is not blocked by the lips, teeth, or tongue. Vowels are sounds that can be sustained such as in singing.

Vowel team: A combination of two, three, or four letters that stand for a vowel (e.g., au, ea, oo, eigh.)

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