



SAMPLER

Teacher's Edition • Grade 1





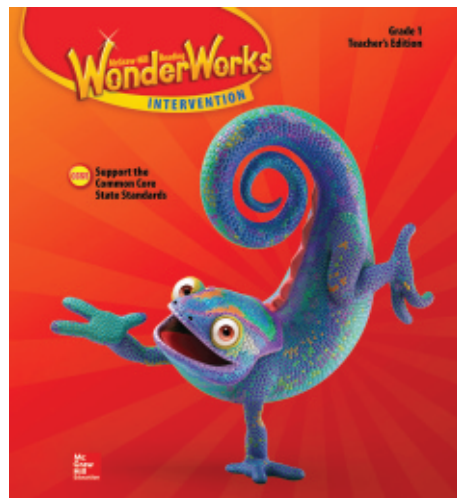
Your Connected Intervention Solution



Teaching Chart



Decodable Reader



WonderWorks Teacher's Edition



Adaptive Learning

WonderWorks intervention moves students towards grade level expectations more quickly with:

- Connected skills, strategies, vocabulary, and texts
- Scaffolded support for accelerated progress
- Targeted reinforcement of foundational skills
- Ample practice for accuracy and fluency

How *WonderWorks* Supports *Wonders*

Scaffolded Support

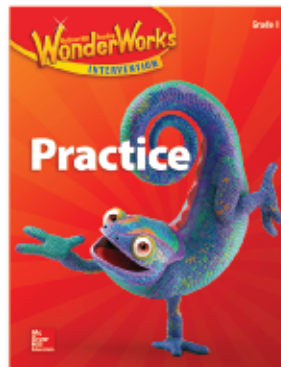
Core Grade-Level Instruction



Teaching Chart



Decodable Readers



Practice



Reading/Writing Workshop

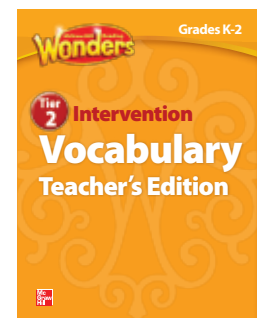
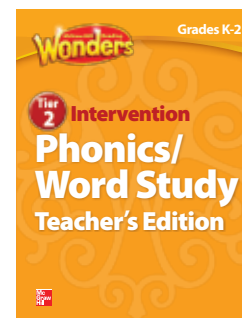
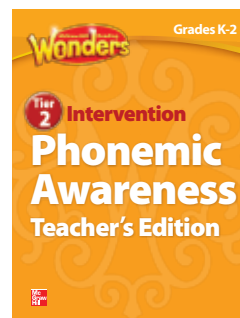
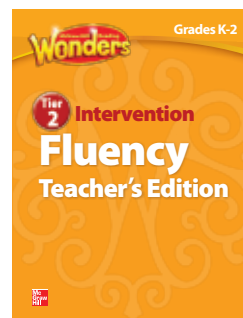
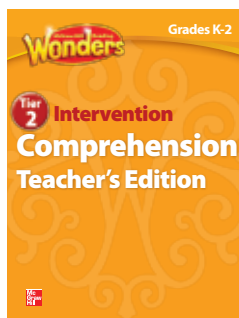


Literature Anthology



Leveled Readers

Tier 2



- Flexible, explicit instruction for phonics, structural analysis, word recognition, and fluency
- Ample practice for achieving accuracy and fluency
- Assessment to monitor progress and mastery

Program Authors



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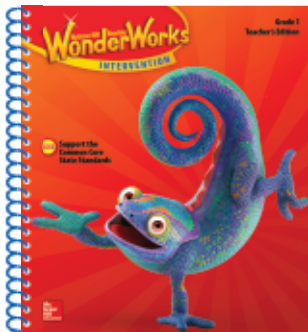
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Program Components



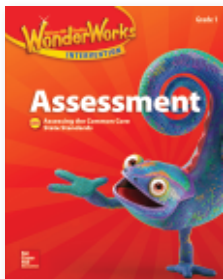
Teacher's Edition



Teaching Chart



Practice



Assessment



Decodable Readers



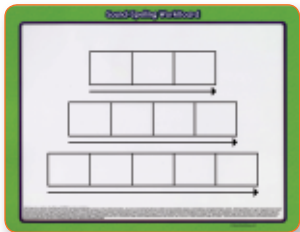
ADAPTIVE LEARNING



Sound Box



High-Frequency Word Cards



Sound-Spelling WorkBoards



Sound-Spelling Cards



Photo Cards



Letter Cards



For the Teacher



Plan
Customizable Lesson Plans



Manage and Assign
Student Grouping and Assignments



Professional Development
Lesson and CCSS Videos



Teach
Instructional Lessons



Assess
Reports and Scoring



My To-Do List
Assignments Assessments



Words to Know
Oral Vocabulary



Read
e Books



Reading Wonders
Adaptive Learning

www.connected.mcgraw-hill.com

How *WonderWorks* Supports *Wonders*

Scaffolded Support

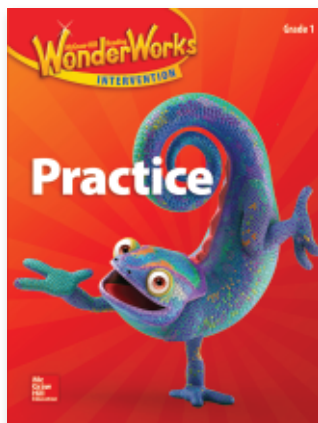
Core Grade-Level Instruction



Teaching Chart



Decodable Readers



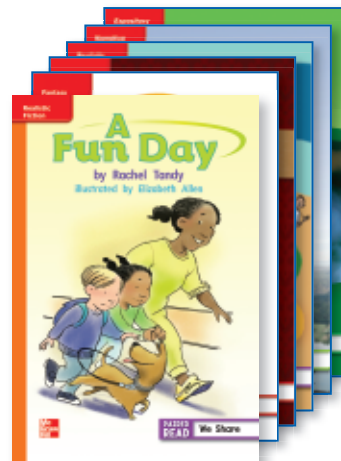
Practice



Reading/Writing Workshop



Literature Anthology



Leveled Readers

Explicit Instruction, Ample Practice for

- Phonological Awareness
- Phonemic Awareness
- Phonics
- High-Frequency Words
- Decodable/Connected Texts



Consolidation of Foundational Skills to Build Proficient Readers

Teaching with *WonderWorks*

WORD WORK

Daily, Explicit and Systematic Instruction

- Phonological Awareness
- Phonemic Awareness
- Phonics
- High-Frequency Words
- Building Fluency through Word Automaticity

Gradual Release of Instruction

- I Do** Teacher Modeling
- We Do** Guided Practice with teacher and children
- You Do** Independent Practice


Corrective Feedback

- Identify common errors
- Address errors before children practice independently

Phonics/Fluency

Short u

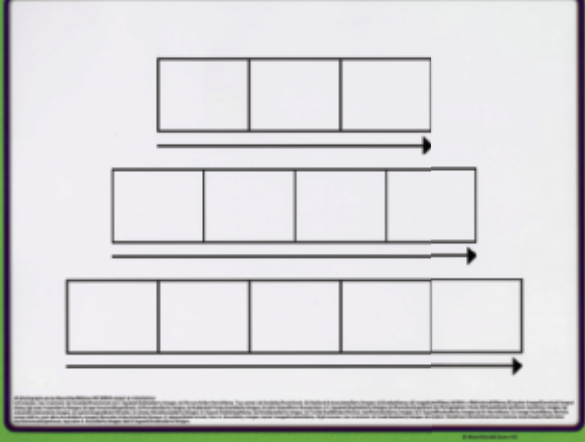
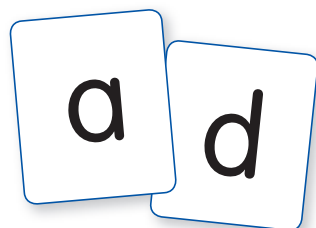
up	pup	run	fun
tug	bud	cut	rub
plum	drum	pluck	stuck
hut	cup	hug	bug
trick	track	truck	
click	clack	cluck	



Three ducks run for fun.
Then the ducks quack at the truck.

Unit 2 Week 3 24

Sound-Spelling WorkBoard

Pp piano



p

Description of Sound: The sound of p in piano is a voiceless consonant. The voice is not used to make the p sound. The sound is made when air pushes through and opens the lips.

How to Make the Sound: Press your lips together. Keep your tongue in the bottom of your mouth. Use your voice. Force air against the back of your lips. Let the air build up until it pushes out between your lips. Hold your hand up in front of your mouth. You should feel the puff of air.

Articulation

16



SHARED READ

Read Connected Text Daily

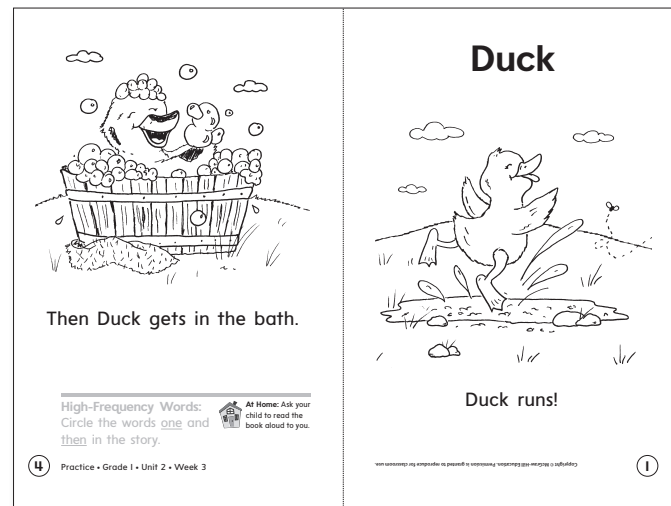
- Decodable text
- Application of foundational skills

Respond to Reading

- Reread the text to answer specific, text-dependent questions
- Facilitate collaborative discussions about text among children

Build Fluency with Connected Text

- Scaffolded instruction through modeling, choral reading and independent reading
- Focus on accuracy and expression
- Begin to develop appropriate rate



ORAL LANGUAGE

Develop and Expand Children's Oral Vocabulary

- Explicit instruction with the Define/Example/Ask Routine
- General academic words that relate to what children read
- Collaborative discussions using academic language



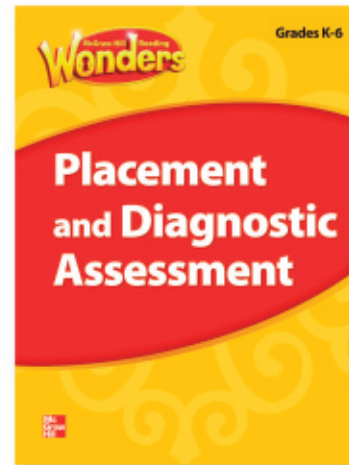
Assessment in WonderWorks

Placement and Diagnostic Assessment

Includes diagnostic assessments for

- Phonemic Awareness
- Letter Naming Fluency


Recommendations for placement into
Reading WonderWorks

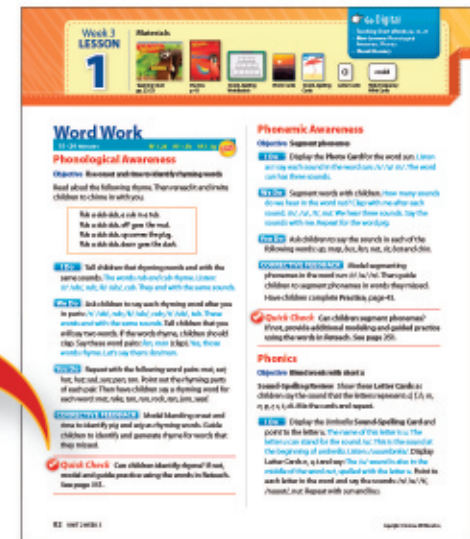


**Wonders
Placement and
Diagnostic Assessment**

Quick Checks

Informal teacher observations based on student
practice within daily lessons

 **Quick Check** Can children identify rhyme? If not,
model and guide practice using the words in Reteach.
See page 351.

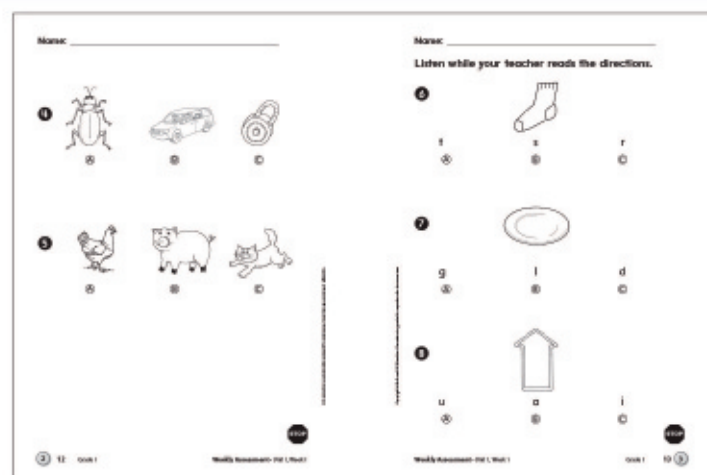


WonderWorks Teacher's Edition

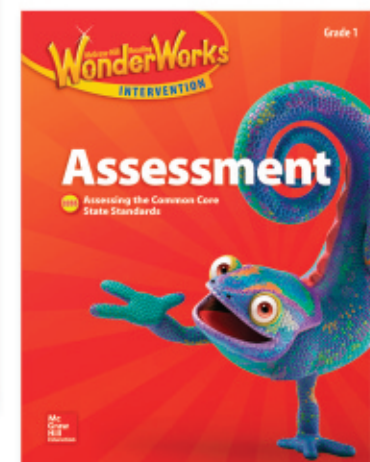
Weekly Assessment

Assesses

- Phonological Awareness
- Phonemic Awareness
- Phonics
- High-Frequency Words



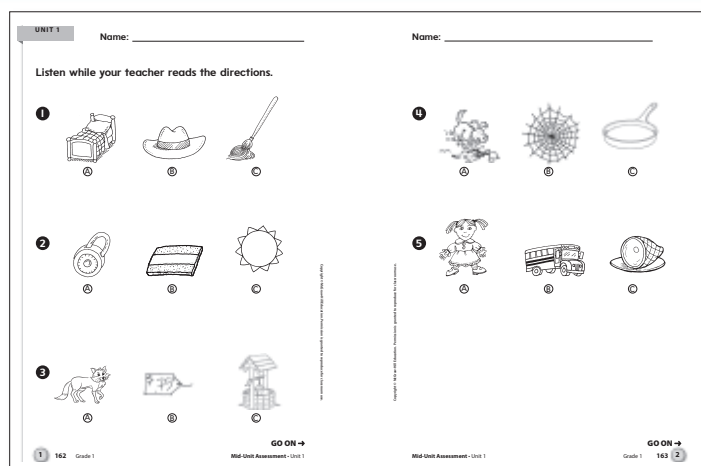
WonderWorks Assessment



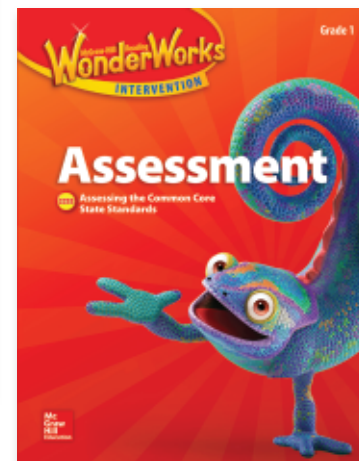
Mid-Unit Assessment

Assesses

- Phonological Awareness
- Phonemic Awareness
- Phonics
- High-Frequency Words
- Letter-Naming Fluency
- Sight Word Fluency



WonderWorks Assessment

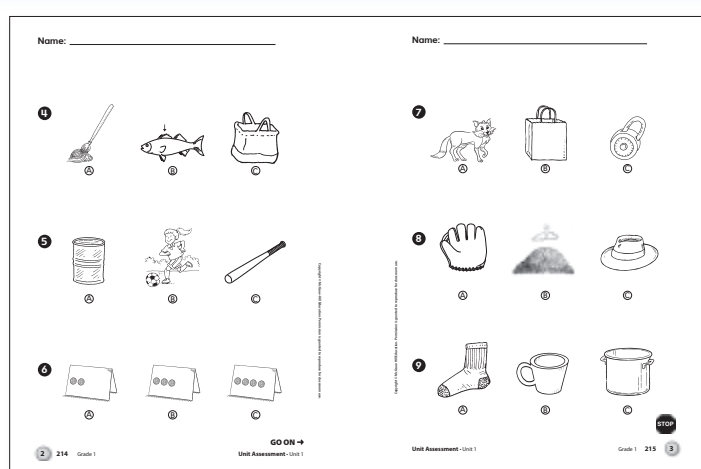


Unit Assessment

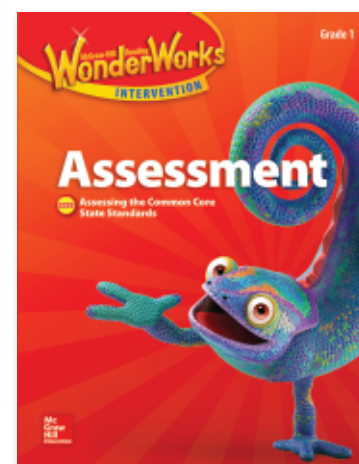
Every 6 weeks

Assesses

- Phonological Awareness
- Phonemic Awareness
- Phonics
- High-Frequency Words
- Letter-Naming Fluency
- Sight Word Fluency
- Reading Fluency



WonderWorks Assessment



Exiting Out of WonderWorks

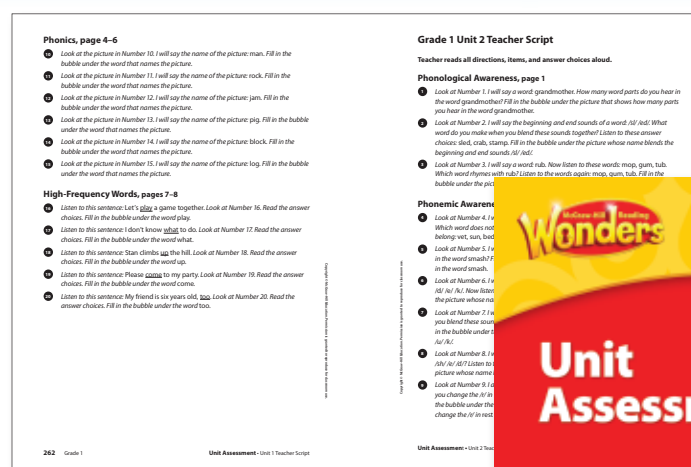
There are exit opportunities at the end of each unit of *Reading WonderWorks*. Children who score 90% or higher on the *Reading WonderWorks* Unit Assessment participate in "Level Up" instruction during Week 6 of the unit and should be considered for exit.

If children

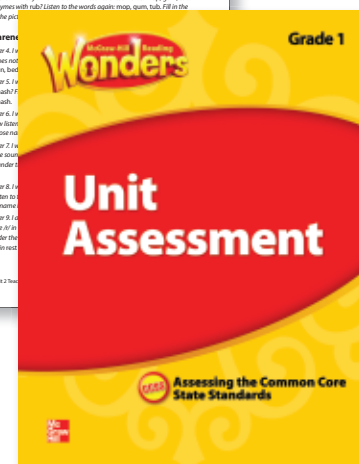
- score 70% or higher on the *Reading Wonders* Unit Assessment
- achieve Fluency Assessment goals for the unit
- reach grade-level benchmarks in *Reading Wonders* Adaptive Learning



Then consider moving children out of *Reading WonderWorks*.



Wonders Unit Assessment



UNIT 4 PLANNER

Week 1



Word Work

RF.K.2b **Phonological Awareness:**
Onset and Rime Blending

RF.1.2b **Phonemic Awareness:**
Phoneme Blending and Deletion

RF.1.3a **Phonics:** /û / oo, u

RF.1.3b **High-Frequency Words:**
after, buy, done, every, soon, work

RF.1.3b **Fluency**



Shared Read

RF.1.4a Teaching Chart: "Time to Work"
RF.1.4b Decodable Reader:
"A Good Ride in Bug's Brook"
Take Home Decodable:
"A Good Game"
Write: Respond to Reading



Oral Vocabulary

RL.1.5c *reclined, recommend, task, tremble*

Week 2



Word Work

RF.K.2a **Phonological Awareness:**
Identify and Generate Rhyme

RF.1.x **Phonemic Awareness:**
Phoneme Blending and
Categorization

RF.1.3b **Phonics:** Long a: a, ai, ay

RF.1.3c **High-Frequency Words:**
about, animal, carry, eight, give, our

RF.1.3b **Fluency**



Shared Read

RF.1.4a Teaching Chart: "A Class Pet"
RF.1.4b Decodable Reader: "Sailing"
Take-Home Decodable:
"Gray the Mule"
Write: Respond to Reading



Oral Vocabulary

RL.1.5c *educate, disappointed, donate, weather*

Week 3



Word Work

RF.K.2b **Phonological Awareness:**
Identify and Generate Rhyme

RF.1.2c **Phonemic Awareness:**
Phoneme Identity and Segmentation

RF.1.3b **Phonics:** Long e: e, ee, ea, ie

RF.1.3c **High-Frequency Words:**
because, blue, into, or, other, small

RF.1.3b **Fluency**



Shared Read

RF.1.4a Teaching Chart: "The Painting Sheep"
RF.1.4b Decodable Reader: "East Side Beach"
Take-Home Decodable:
"Sleep for Kean"
Write: Respond to Reading



Oral Vocabulary

RL.1.5c *artistic, coast, distinct, suggestion*

A

S

S

E

S

S

M

E

N

T



Quick Check

Phonological Awareness, Phonemic
Awareness, Phonics, High-
Frequency Words, Build Fluency



Weekly Assessment

Assessment Book, pp. 71–74



Quick Check

Phonological Awareness, Phonemic
Awareness, Phonics, High-
Frequency Words, Build Fluency



Weekly Assessment

Assessment Book, pp. 75–78



Quick Check

Phonological Awareness, Phonemic
Awareness, Phonics, High-
Frequency Words, Build Fluency



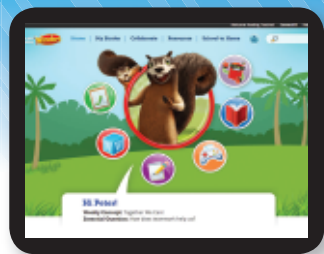
Weekly Assessment

Assessment Book, pp. 79–82



MID-UNIT ASSESSMENT

Assessment Book, pp. 180–185



Differentiate to Accelerate

Use *Reading Wonders* Adaptive Learning to meet children's individual foundational skills needs.

Week 4



- Word Work**
- RF.K.2b **Phonological Awareness:** Syllable Segmentation
 - RF.1.2b **Phonemic Awareness:** Phoneme Blending and Categorization
 - RF.1.3b **Phonics:** Long o: o, oa, ow, oe
 - RF.1.3g **High-Frequency Words:** find, food, more, over, start, warm
 - RF.1.3b **Fluency**

- Shared Read**
- RF.1.4a Teaching Chart: "Cooking Food"
 - RF.1.4b Decodable Reader: "We Can Grow Food"
 - Take-Home Decodable: "Ways to Go"
 - Write: Respond to Reading

- Oral Vocabulary**
- RL.1.5c blaze, remove, resource, tend

Week 5



- Word Work**
- RF.K.2b **Phonological Awareness:** Onset and Rime Blending
 - RF.1.2c **Phonemic Awareness:** Phoneme Identity and Segmentation
 - RF.1.3b **Phonics:** Long i: i, y, igh, ie
 - RF.1.3g **High-Frequency Words:** caught, flew, know, laugh, listen, were
vocab: beautiful, fancy
 - RF.1.3b **Fluency**

- Shared Read**
- RF.1.4a Teaching Chart: "Kites Flying High"
 - RF.1.4b Decodable Reader: "Meg Is Not Shy"
 - Take-Home Decodable: "Pig Flies His Kite"
 - Write: Respond to Reading

- Oral Vocabulary**
- RL.1.5c bury, habit, soar, tangled

Week 6

ASSESS

RETEACH

LEVEL UP

- Reteach**
- Phonological Awareness
 - Phonemic Awareness
 - Phonics
 - High Frequency Words

- Level Up**
- Word Work
 - Read *Reading/Writing Workshop*
 - Shared Read

A S S E S S M E N T

- Quick Check**
- Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words, Build Fluency
- Weekly Assessment**
- Assessment Book, pp. 83–86

- Quick Check**
- Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words, Build Fluency
- Weekly Assessment**
- Assessment Book, pp. 87–90

- Unit Assessment**
- Assessment Book, pp. 237–244
- Fluency Assessment**
- Assessment Book, pp. 319–336

- EXIT ASSESSMENT**
- Use *Wonders* Unit Assessment, pp. 73–98



Teaching Chart
pp. 49–50



Practice
p. 97



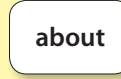
Sound-Spelling
WorkBoards



Photo Cards



Letter Cards



High-Frequency
Word Cards

- Teaching Chart eBook: pp. 49–50
- Mini-Lessons: Phonological Awareness, Phonics
- Visual Glossary

Word Work

15–20 Minutes

RF.1.2b RF.1.3b RF.1.3c RF.1.3g



Phonological Awareness

Objective Identify and generate rhyme

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

When I send you a letter by mail,
It may go by truck or go by rail.
Then you wait a day or two,
And the letter will be in the box for you.

I Do Tell children that rhyming words end with the same sounds. The words *mail* and *rail* rhyme. Listen: /m/ /ā/, /r/ /ā/. Both words end with the sounds /ā/. *Sail* is another word that rhymes with *mail* and *rail*.

We Do I will say three words. Tell me which two words rhyme. Listen: *why*, *may*, *say*. Which two words have the same ending sound? That's right, *may* and *say* both end with /ā/. What is another word that ends with /ā/? (Possible responses: *day*, *pay*) Repeat with *feet*, *meet*, *these*; *mole*, *slow*, *pole*.

You Do Continue the activity. Have children name the two rhyming words in each group. Then have them name another rhyming word for each pair: *fill*, *cone*, *will*; *soon*, *look*, *took*; *rose*, *box*, *chose*; *same*, *name*, *bake*.

CORRECTIVE FEEDBACK Model identifying rhyming words *sit*, *fit* in *sit*, *bill*, *fit*. Guide children to identify the generate rhyming words using words that they missed.

Quick Check Can children identify and generate rhyme? If not, provide additional modeling and guided practice using the words in Reteach. See page 351.

Phonemic Awareness

Objective Blend Phonemes

I Do Display the **Photo Card** *Quail*. I will say each sound in this word. Listen to the three sounds: /kw/ /ā/, /l/. Now I will blend the sounds together to say the word: /kwāālll/, *quail*. The word is *quail*.

We Do Have children practice blending phonemes. Say these sounds after me: /p/ /l/ /ā/. Now blend these sounds with me to make a word: /plllāā/, *play*. Repeat with *goat*, *stand*, and *judge*.

You Do Blend these sounds together: /p/ /ā/ /n/. What is the word? (*pain*) Continue with the following words: /b/ /ā/ /t/ (*bait*); /g/ /ū/ /d/ (*good*); /w/ /ā/ /t/ (*wait*) /v/ /ō/ /t/ (*vote*); /m/ /ā/ (*may*); /p/ /u/ /n/ /ch/ (*punch*) Have children complete **Practice**, page 97.

CORRECTIVE FEEDBACK Model blending phonemes to make the word *gain*. Guide children to blend the sounds in words that they missed.

Quick Check Can children blend phonemes? If not, provide additional modeling and guided practice using the words in Reteach. See page 351.

Phonics

Objective Blend words with long *a*: *a*, *ai*, *ay*

Sound-Spelling Review Show these **Letter Cards** as children say the sound that the letters represent: *a*, *c*, *d*, *h*, *i*, *l*, *n*, *p*, *t*, *w*, *y*. Mix the cards and repeat.

I Do Display the **Train Sound-Spelling Card** and point to the letters *a*, *i*. These are the letters *ai*. Together they can stand for the sound /ā/ as in the middle of *train*. Listen: /t/ /r/ /ā/ /n/, /trāānnn/, *train*. Display the **Letter Cards** *t*, *r*, *a*, *i*, *n* and model blending the sounds. Repeat for the letters *ay* in the word *hay* and the letter *a* in *agent*.

We Do Display **Letter Cards** *p, a, i, l*. Point to the letters *ai* in *pail*. Let's blend the sounds: /p/ /ā/ /l/. Try it with me: /pāāālll/, *pail*. Repeat with *chain, wait, day, stay*.

You Do Guide children to blend the following words: *nail, maid, rain, pay, way, and basic*.

CORRECTIVE FEEDBACK Display the word *gain* and model blending the sounds: /g/ /ā/ /n/, /gāāānnn/, *gain*. Display words that children missed and guide them to blend the sounds to say the words.

Write Say each sound one at a time: /l/, /ā/, /r/, /n/, /m/, /b/. Have children write the letter or letters that stand for each sound on their **Sound-Spelling WorkBoards**. Then have children write each of the following words: *rail, main, bay*.

Build Fluency

Objective Read words accurately

Review Use **Letter Cards** to display *tail, aim, hay, may, sail, tray, paid, gray, faint*. Have children practice word accuracy by blending the sounds to say each word with you. Then have them echo-read. Model blending words children miss.

CORRECTIVE FEEDBACK Display *paint*. Model blending the sounds. Guide children to repeat the exercise to read words that they missed.

High-Frequency Words: *about, animal, carry, eight, give, our*

Objective Read high-frequency words

Display the **High-Frequency Word Cards** *about, animal, carry, eight, give, and our*. Use the **Read/Spell/Write** routine.

Read Point to and say the word *about*. This is the word *about*. Say it with me: *about. This book is about dolphins.*

Spell The word *about* is spelled *a-b-o-u-t*. Spell it with me.

Write Write the word in the air as we spell *about: a-b-o-u-t*.

Repeat to introduce *animal, carry, eight, give, and our*.

CORRECTIVE FEEDBACK Write *animal*. Point to and name each letter. Say: This is the word *animal*. Have children repeat each step. Repeat for the other words.

Shared Read

10–15 Minutes

RF.1.3b RF.1.3g RF.1.4a

CCSS

Read “A Class Pet”

Objective Read words in connected text

Preview Display page 49 of the **Teaching Chart**. Point to the words in the title “A Class Pet” and have children read it aloud with you. Let's read to find out about the class pet.

I Do Listen as I read the first sentence. Point to each word as you model sounding it out or saying it.

We Do Have children read the first two lines chorally with you. Help children sound out the decodable words and say the sight words. Provide assistance as necessary.

You Do Continue having children chorally read the remaining two lines. Provide assistance as necessary.

Respond to Reading Ask: What kind of animal is the class pet? (a hamster) How long does the girl train the hamster? (eight days) Will the hamster make a good class pet? Why? (Possible response: Yes, because it is small and quiet.)

Oral Language

5–10 Minutes

L.1.5c

CCSS

Oral Vocabulary

Objective Expand oral vocabulary

Display page 50 of the **Teaching Chart** and teach the words *educate* and *donate*.

Define The word *educate* means to teach somebody something.

Example The teacher will *educate* the students in the class.

Ask Tell about someone who *educates* you.

Define The word *donate* means to give something to a person or people who need help.

Example We *donate* food to the food bank.

Ask What is something you could *donate*?

Ask children to tell how the girl *educates* the hamster in “A Class Pet.” Then ask what her classmates might *donate* to help care for the hamster.

Week 2 LESSON

2

Materials



Teaching Chart
pp. 49–51



Decodable Reader
Unit 4: pp. 9–16



Practice
p. 98



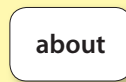
Sound-Spelling
WorkBoards



Sound-Spelling
Cards



Letter Cards



High-Frequency
Word Cards

Go Digital

- **Teaching Chart eBook:** pp. 46–51
- **Decodable Reader eBook:** pp. 9–16
- **Mini-Lessons:** Phonemic Awareness, Phonics, High-Frequency Words

Word Work

15–20 Minutes

RF.1.2b RF.1.3b RF.1.3c RF.1.3g



Phonemic Awareness

Objective Blend phonemes

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

When I send you a letter by mail,
It may go by truck or go by rail.
Then you wait a day or two,
And the letter will be in the box for you.

I Do Listen as I say the sounds in a word: /w/ /ā/ /t/. Now listen as I blend the sounds together and say the word: /wāāt/, *wait*. The word is *wait*.

We Do Continue blending words with children. Listen to these sounds: /n/ /ā/ /l/. Now say the three sounds with me, /n/ /ā/ /l/. Let's blend the sounds to say the word: /nnāāl/. What is the word? That's right, the word is *nail*. Repeat with *hose*, *stamp*, and *drain*.

You Do Continue the activity. Ask children to blend these sounds and say the words:

/h/ /ā/ /l/ (*hail*) /p/ /ā/ /n/ /t/ (*paint*)
/d/ /ō/ /z/ (*doze*) /r/ / ü / /l/ (*rule*)
/t/ /ü/ /k/ (*took*) /sh/ /ā/ /d/ (*shade*)
/d/ /ā/ (*day*)

CORRECTIVE FEEDBACK Model blending phonemes to make the word *drain*. Guide children to blend the sounds in words that they missed.

Quick Check Can children blend phonemes? If not, provide additional modeling and guided practice using the words in Reteach. See page 351.

Phonics

Objective Blend and build words with long *a*: *a*, *ai*, *ay*

Sound-Spelling Review Display **Letter Cards** or **Letter Card** pairs as children say the sound that these letters stand for: *ai*, *ay*, *d*, *l*, *m*, *n*, *s*, *t*. Mix the cards and repeat. Have children point to words with these sounds on **Teaching Chart**, page 51.

I Do Display page 51 of the **Teaching Chart**. Point to the word *tail*. The word *tail* begins with the letter *t*. The letter *t* stands for the /t/ sound. Together the letters *ai* stand for the /ā/ sound. The letter *l* stands for the /l/ sound. I will blend the sounds to say the word: /tāāl/, *tail*.

We Do Let's blend the next word together. The word *sail* begins with the letter *s*. The letter *s* stands for the /s/ sound. Together the letters *ai* stand for the /ā/ sound. The letter *l* stands for the /l/ sound. Let's blend these sounds together: /sssāāl/, *sail*. Guide children to repeat and blend *day* and *agent*. Then read the words in the second and third rows together.

You Do Have children use **Letter Cards** to build the word *wait*. Then have them blend the sounds to say the word. Have children repeat with the words *aim*, *fail*, *hay*, *basic*. Have children complete **Practice**, page 98.

CORRECTIVE FEEDBACK Display the word *rain* and model blending sounds: /r/ /ā/ /n/, /rrrāānnn/, *rain*. Display words that children missed and guide them to blend the sounds to say the words.



ENGLISH LANGUAGE LEARNERS

Display the **Train Sound-Spelling Card**. Point to the letters *a*, *ai*, and *ay* and say the /ā/ sound. On the back of the card, point out the correct mouth position. Have children repeat. Demonstrate the meaning of words with long *a*: *a*, *ai*, and *ay* using gestures or images.

Write Say the words *pail*, *snail*, *may*, and *tray* one at a time and have children repeat. Then say the words again and have children write them on their **Sound-Spelling WorkBoards**.

Build Fluency

Objective Read words accurately

Display page 51 of the **Teaching Chart**. Point to and read each word in rows 1–3, blending the sounds. Have children chorally blend each word after you. Then say the words in random order and have children point to and say the words aloud.

CORRECTIVE FEEDBACK Display the words *frail*. Model blending the sounds to read the word. Then guide children to repeat the exercise to read words that they missed.


High-Frequency Words: *about*, *animal*, *carry*, *eight*, *give*, *our*

Objective Read high-frequency words

Display the high-frequency words using the **High-Frequency Word Cards**. Have children **Read/Spell/Write** each word.

On page 49 of the **Teaching Chart**, point to each of the highlighted words: *about*, *animal*, *carry*, *eight*, *give*, and *our*. Ask children to say each word as you point to it. Repeat in random order. *Now we are going to reread “A Class Pet.” Read along with me.* Choral read “A Class Pet.”

CORRECTIVE FEEDBACK Write the word *about*. Point to and name each letter in the word. Say: *This is the word about.* Have children repeat each step. Repeat for *carry*, *animal*, *eight*, *give*, and *our*.

 **Quick Check** Can children read *about*, *animal*, *carry*, *eight*, *give*, and *our*? If not, model and guide practice using the Reteach routine. See page 351.

Shared Read

10–15 Minutes

RF.1.3b RF.1.3g RF.1.4a

CCSS

Read Decodable Reader “Sailing”

Objective Read connected text

Preview Display the **Decodable Reader** story “Sailing.” Read aloud the story title. Ask: *Who is this story about?* (a fox and a rabbit) *What are they going to do?* (sail in a boat)

I Do Model reading the first page. Point to each word as you read it aloud. *Listen as I read the sentence.*

We Do Ask children to read the next page with you. Remind children to point to the words as they read. Help children sound out decodable words and say sight words.

You Do Then have children continue chorally reading the remaining pages with you. Provide assistance as necessary

Respond to Reading Ask the following questions: *Where is the sailboat?* (tied up at the dock) *Why does Jay want to wait and sail another day?* (It looks like a storm is coming.) *What do Jay and Ray do at the end of the story?* (They decide to sail another day.)

Oral Language

5–10 Minutes

L.1.5c

CCSS

Oral Vocabulary

Objective Expand oral vocabulary

Discuss Display page 50 of the **Teaching Chart** and review the words *educate* and *donate*. Ask volunteers to use each word in a sentence. Ask: *How does Jay educate Ray about sailing?*

Connect Ask children to explain how people at school *educate* them. Then ask them to think about the kinds of things that people can *donate* to a school.

Week 2 LESSON

3

Materials



Teaching Chart
pp. 49–51



Decodable Reader
Unit 4: pp. 9–16



Practice
p. 100



Sound-Spelling
WorkBoards

a

Letter Cards

about

High-Frequency
Word Cards

Go Digital

- Teaching Chart eBook: pp. 49–51
- Decodable Reader eBook: pp. 9–16
- Mini-Lessons: Phonemic Awareness, Phonics, High-Frequency Words
- Visual Glossary



Sound Boxes

Word Work

15–20 Minutes

RF.1.2c RF.1.3b RF.1.3c RF.1.3g



Phonemic Awareness

Objective Categorize phonemes

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

The old gray horse walks down the trail,
She dreams of a meal of hay.
She's also hoping for oats in her pail,
At the end of a long workday.

I Do Show how to categorize words by vowel sound. Say the words: *trail, pail, meal*. Put one marker in the **Sound Boxes** as you say each sound. /t/ /r/ /ā/ /l/, /p/ /ā/ /l/, /m/ /ē/ /l/. *Trail and pail have the vowel sound /ā/. Meal does not. Meal does not belong.*

We Do Say *hay, sigh, and day*. Then say the sounds in each word and have children place a marker on the **Sound-Spelling WorkBoard** for each sound. *Which word does not belong? Sigh does not belong because it does not have the sound /ā/ as in hay and day.* Repeat with *rest, bend, lock; home, gain, pain; rule, save, tune*.

You Do Continue the activity. Ask children to tell which word in each set does not belong and why: *back, fail, bait; say, may, try; hood, hot, wool; tape, time, ride*.

CORRECTIVE FEEDBACK Model categorizing phonemes in the words *jay, use, tray*. Guide children to categorize phonemes in words that they missed.

Quick Check Can children categorize phonemes? If not, provide additional modeling and guided practice using the words in Reteach. See page 351.

Phonics

Objective Blend and manipulate words with long *a*: *a, ai, ay*

Sound-Spelling Review Display the following **Letter Cards** or **Letter Card** pairs as children say the sound: *ai, ay, b, n, r, s, t, w*. Mix the cards and repeat. Display page 51 of the **Teaching Chart** and have children point to words that contain these letters.

I Do Use the **Letter Cards** to build the word *wet*.

The letter *e* stands for the /e/ sound in the word *wet*. Have children say the /e/ sound with you. I am going to change the letter *e* to *ai*. Now I will blend the word /wwwāāt/. The new word is *wait*.

We Do Point to the word *wait* again. Let's blend the sounds to say the word: /wwwāāt/, *wait*. Now let's change the letter *t* to *l*. Let's blend the sounds to say the new word together: /wwwāāl/, *wail*.

You Do Have children write *run* on their **Sound-Spelling WorkBoards**. Then have them change the letter *u* to *ai*. Have children blend the sounds to say the new word together: /rrrāānnn/, *rain*. Continue by changing the letters to make the words *grain/gray*. Then have children blend and read line 4 on the **Teaching Chart**.

CORRECTIVE FEEDBACK Display the word *paid* and model blending the sounds: /p/ /ā/ /d/, /pāād/, *paid*. Display words children missed and guide them to blend the sounds.

Quick Check Can children blend and manipulate words with long *a*: *a, ai, ay*? If not, model and guide practice using the words in Reteach. See page 351.

Write Say the words *nail, plain, say, and fray*. Have children repeat. Then say each word one at a time and have children write each word on their **Sound-Spelling WorkBoards**.

Build Fluency

Objective Read words accurately

Display page 51 of the **Teaching Chart**. Point to and read each word in rows 1–4, blending the sounds. Have children chorally blend the sounds to say each word after you. Then say the words in random order and have children point to and say the words aloud.

CORRECTIVE FEEDBACK Display *sway*. Model blending the sounds. Then guide children to repeat the exercise to read words they missed.

High-Frequency Words: *about, animal, carry, eight, give, our*

Objective Read high-frequency words

Review the **High-Frequency Word Cards** *about, animal, carry, eight, give, and our* with children. Have children use their **Sound-Spelling WorkBoards** to complete these sentence frames about “A Class Pet” on **Teaching Chart** page 49:

The hamster has been in training for _____ days.

The girl can _____ the hamster in her hand.

Have children complete **Practice**, page 100.

CORRECTIVE FEEDBACK Model completing the sentence *This is _____ house*. Guide children to complete sentences for *about, animal, carry, eight, give*.

Shared Read

10–15 Minutes

RF.1.3b RF.1.3g RF.1.4b



Reread “Sailing”

Objective Reread connected text

Review Display the **Decodable Reader** story “Sailing.” Read aloud the title.

I Do Read aloud the first page. Point to the words as you read.

We Do Have children chorally read pages 12–14 of the story. Remind children to point to the words as they read. Help children sound out the decodable words and say the sight words. Note children who are having difficulty.

You Do Have children continue to chorally read the remaining pages of the story.

Respond to Reading Ask: *Who knows more about sailing, Ray or Jay? (Jay) How do you think Ray feels at the end of the story? (Possible responses: sad, disappointed)*

ELL ENGLISH LANGUAGE LEARNERS

Guide children to understand that the word *sail* in “Sailing” has two different meanings: *sail* as in moving in a boat and *sail* as a piece of fabric that catches the wind and moves a boat. Explain that the phrase “That is a shame” means it is too bad or something to feel sorry for.

Build Fluency: Connected Text

Objective Read with expression

Display page 49 of the **Teaching Chart**. Model reading the passage with expression. Then have children chorally read the passage with you. Have children read the passage again. Circulate and listen in.

CORRECTIVE FEEDBACK Model reading the passage with expression. Have children echo-read after you. Then have children read aloud the passage themselves.

Oral Language

5–10 Minutes

L.1.5c



Oral Vocabulary

Objective Expand oral vocabulary

Display page 50 of the **Teaching Chart** and teach the words *weather* and *disappointed*.

Define *Weather* is what it is like outside.

Example *We used umbrellas because of the rainy weather.*

Ask *What are some different kinds of weather?*

Define *Disappointed* means to feel sorry about something.

Example *The boy was disappointed that his friend could not come over to play.*

Ask *Tell about a time when you felt disappointed.*

Display page 16 of “Sailing.” Have volunteers use the word *disappointed* in sentences about the story “Sailing.”

Week 2 LESSON

4

Materials



Teaching Chart
pp. 49–51



Practice
pp. 99, 101–102



Sound-Spelling
WorkBoards



Letter Cards

about

High-Frequency
Word Cards

Go Digital

- Teaching Chart eBook: pp. 49–51
- Take-Home Decodable
- Mini-Lessons: Phonemic Awareness, Phonics

Word Work

15–20 Minutes

RF.1.2c RF.1.3b RF.1.3c RF.1.3g



Phonemic Awareness

Objective Categorize phonemes

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

The old gray horse walks down the trail,
She dreams of a meal of hay.
She's also hoping for oats in her pail,
At the end of a long workday.

I Do Demonstrate how to categorize words by vowel sound. Listen as I say these words: *gray, she, hay*. Two of these words, *gray* and *hay*, have the /ā/ sound. *She* does not. *She* does not belong.

We Do Ask children to say each word after you and listen for the vowel sounds: *base, joke, dome*. Two words have the same vowel sound, /ō/. One word has a different vowel sound. Which word does not belong? Why? (*base*; it has the vowel sound /ā/) Repeat with *trick, club, spin; dream, meat, line; flute, chain, braid*.

You Do Continue the activity. Which word does not belong? Why?

pest, jump, drum (*pest*; vowel sound /e/)
sail, wait, these (*these*; vowel sound /ē/)
stay, trap, play (*trap*; vowel sound /a/)
skit, flip, crash (*crash*; vowel sound /a/)

CORRECTIVE FEEDBACK Model categorizing medial vowel sounds in the words *took, blame, stood*. Lead children to explain that *blame* does not belong because it has a different vowel sound, /ā/. Guide children categorize phonemes in groups of words that they missed.

Phonics

Objective Blend and manipulate words with long *a*: *a, ai, ay*

Sound-Spelling Review Display the following **Letter Cards** or **Letter Card** pairs as children say each sound: *a, ai, ay, b, e, g, h, l, m, n, t*. Mix the cards and repeat.

I Do Display the **Letter Cards** *a, i*. These are the letters *ai*. Use the cards to build the word *nail*. Together the letters *ai* can stand for the /ā/ sound as in the middle of the word *nail*. Listen: /n/ /ā/ /l/, *nail*. Repeat with the **Letter Card** *a* and the word *agent* and the **Letter Cards** *a, y* and the word *day*.

We Do Now let's change the letter *h* in *day* to *b*. What word did we make? Let's blend the sounds: /bāāā/, *bay*. Let's change the *b* in *bay* to *m*. What word did we make? Let's blend the sounds: /mmmāāā/, *may*.

You Do Guide children to change the *m* in *may* to *r* to make the word *ray*. Have children continue to change letters to make *gray, grain*, and *brain*. Then have children blend and read lines 5–6 and the sentences on the **Teaching Chart** page 51.

Have children complete **Practice**, page 99.

CORRECTIVE FEEDBACK Display the word *may* and model blending the sounds: /m/ /ā/, /mmmāāā/, *may*. Then guide children to blend the sounds in words that they missed.


Write Have children use the **Sound-Spelling WorkBoards**. Have them write the letter or letters that stand for each sound you say: /l/, /b/, /s/, /t/, /ā/, /r/, /w/. Then have children write each word: *bait, trail, sway*.

Build Fluency

Objective Read words accurately

Display page 51 of the **Teaching Chart**. Have children chorally read each word in rows 1–6, blending the sounds. Then have children chorally read the sentences. Have them point to each word as they read.

CORRECTIVE FEEDBACK Display the word *bay*. Model blending the sounds to read the word. Then guide children to repeat the exercise to read words they missed.

 **Quick Check** Can children read words fluently? If not, model and guide practice using the words and sentences on page 51 of the Teaching Chart.

High-Frequency Words: *about, animal, carry, eight, give, our*

Objective Read high-frequency words

Display the **High-Frequency Word Cards** for *about, animal, carry, eight, give, and our*. Use the **Read/Spell/Write** routine to review the words. Then display one card at a time and have children read the words as quickly as they can.

CORRECTIVE FEEDBACK Write the word *about*. Point to and name each letter in the word. Say: *This is the word about*. Have children repeat each step. Repeat for *animal, carry, eight, give, and our*.

Shared Read

10–15 Minutes

RF.1.3b RF.1.3g RF.1.4a

CCSS

Read “Gray the Mule”

Objective Read connected text

I Do Display the Take-Home Decodable from **Practice**. Read aloud the title of the story. Have children repeat it after you. Model reading the first sentence. Have children point to each word as you read it aloud.

We Do Have children chorally read the first sentence with you. Remind children to blend the sounds or say the words as they read. Continue chorally reading the rest of the story with children. Provide assistance as needed.

You Do Have children partner-read the story. Circulate and listen in. Provide guidance as necessary.

Review Ask the following questions: *Who are the characters? (Kay, Dad, Gray) How does Gray feel at the beginning of the story? (He is in pain.) Why does Kay run to get her flute? (She wants to play music to help Gray feel better.)*

Write Have children use the sentence starter to write about how Kay helps Gray: *Kay helps _____*.

Build Fluency: Connected Text

Objective Increase reading speed

Display page 49 of the **Teaching Chart**. *Now let’s read this story a little faster. I’ll read the first sentence.* Read aloud about one second per word. *Now read it with me.* Then have children chorally read the story themselves.

CORRECTIVE FEEDBACK Model reading the passage on the Teaching Chart. Have children echo-read after you. Then have children read the story aloud themselves.

Oral Language

5–10 Minutes

L.1.5c

CCSS

Oral Vocabulary

Objective Develop oral vocabulary

Discuss Display page 50 of the **Teaching Chart** and review the words *weather* and *disappointed*. Ask volunteers to use each word in a sentence. Talk about why Kay might feel *disappointed* when she sees Gray in pain.

Connect Ask: *What is your favorite kind of weather? Why?* Ask children to tell about a time they felt *disappointed* at school.

Week 2 LESSON 5

Materials



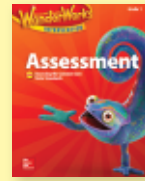
Teaching Chart
pp. 49–50



Decodable Reader
Unit 4: pp. 9–16



Practice
pp. 101–102



Assessment
pp. 75–78



Letter Cards



Sound-Spelling
WorkBoards

Go Digital

- **Teaching Chart eBook:** pp. 49–50
- **Decodable Reader eBook:** pp. 9–16
- **Take-Home Decodable**
- **Mini-Lessons:** Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words
- **eAssessment**

Word Work Review

15–20 Minutes RF.1.2b RF.1.2c RF.1.3b RF.1.3c RF.1.3g



Phonological Awareness

Objective Review identifying and generating rhyme

Remind children that rhyming words end with the same sounds. Listen: *pain, rain*. *Pain* and *rain* rhyme because they both end with /ān/. Listen to this word: *stain*. *Stain* rhymes with *pain* and *rain* because it ends with /ān/. Now listen to these words: *ray, pie, say*. Which two words rhyme? (*ray, say*) Here is another word that rhymes with *ray* and *say*: *jay*. Ask children to identify the two rhyming words in each group, and to say another word that rhymes with them: *pack, wind, sack* (*pack, sack*; possible responses: *tack, back*); *full, tail, jail* (*tail, jail*; possible responses: *mail, rail*); *shook, took, room*. (*shook, took*; possible responses: *look, cook*)

Phonemic Awareness

Objective Review phonemes

Blend Phonemes Ask children to listen as you say the sounds in *snail*: /s/ /n/ /ā/ /l/. Clap once for each sound you say. Now listen as I blend the sounds together: /s/ /n/ /ā/ /l/, *snail*. Blend the sounds with me: /snāl/, *snail*. Have children blend the following sounds to say the words: /w/ /e/ /n/ /t/ (*went*), /s/ /l/ /i/ /p/ (*slip*), /b/ /ā/ /t/ (*bait*), /s/ /t/ /ā/ (*stay*), /k/ /l/ /ā/ (*clay*).

Categorize Phonemes Tell children to listen as you say each word: *paint, globe, train*. Then have children repeat each word with you. Now listen for the vowel sound as I say each word: /pānt/, /glōb/, /trān/. Which word does not belong? Why? (*globe*; it has the vowel sound /ō/) Repeat with the words *rose, night, soap; key, gray, hay*.

Phonics

Objective Review words with long *a*: *a, ai, ay*

Sound-Spelling Review Show the **Letter Cards** for *a, i*. Together, the letters *ai* can stand for the /ā/ sound, as in the middle of the word *bait*. Write the word *bait*. Underline the letters *ai* as you say /ā/. Repeat with the **Letter Cards** *a, y* and the word *day* and the **Letter Card** *a* and the word *agent*.

Blend Words Use the **Letter Cards** to model blending words. Display **Letter Cards** *s, a, i, l*. The letter *s* stands for the sound /s/. Together the letters *ai* stand for the sound /ā/. The letter *l* stands for the sound /l/. Listen as I blend all three sounds together: /sssāālll/, *sail*. Have children blend the word with you. Repeat the routine using the words *gain, waist, hay, and clay*. Have children take turns using **Letter Cards** to blend the sounds and to say the words.

Build Words Use the **Letter Cards** to model building words. Display the **Letter Cards** *a, i, and d*. Guide children to blend the sounds: /ā/ /d/, /āāād/, *aid*. Add **Letter Card** *p* to the beginning of *aid*. Let's add the letter *p* to *aid*. What word did we make? The letter *p* stands for the sound /p/. Together the letters *ai* stand for /ā/. The letter *d* stands for /d/. Listen as I blend all three sounds together: /pāāād/, *paid*. We made the word *paid*. Let's change the *p* in *paid* to *r*. The letter *r* stands for the /r/ sound. Let's read the word: *raid*. Continue changing one or more letters to make the following words: *rail, trail, train, pain, main, mail, may, way, ray, tray*. Have volunteers use the **Letter Cards** to substitute the sounds and blend the new words.

Write Say each of the following words: *pay, chain, waist*. Have children write each word on their **Sound-Spelling WorkBoards** after you say it.

High-Frequency Words: *about, animal, carry, eight, give, our*

Objective Review high-frequency words

Display page 49 of the **Teaching Chart** and refer children to the highlighted words: *about, animal, carry, eight, give, our*. Use the **Read/Spell/Write** to review the words.

Write Guide children to work with partners to say and write sentences using all the words. Have them write on their **Sound-Spelling WorkBoards**. Then have pairs read each other's sentences aloud.

Shared Read

10–15 Minutes

RF.1.3b RF.1.3g RF.1.4b

CCSS

Read “Gray the Mule”

Objective Reread connected text

I Do Display the Take-Home Decodable, “Gray the Mule,” from **Practice**. Tell children that as they reread “Gray the Mule,” they should remember to sound out or say the words. Model reading the title.

We Do Reread “Gray the Mule” together. Pause periodically to check understanding.

You Do Have children whisper-read “Gray the Mule” independently. Listen in, offering guidance as necessary.

Respond to Reading Ask: *What is the problem in “Gray the Mule?” (Gray is in pain.) How does Kay solve her problem differently than Ray and Jay solve their problem in “Sailing?” (Kay plays music to help Gray feel better. Ray and Jay wait to sail on another day.)*

Write Have children write and share sentences about the kind of person Kay is in “Gray the Mule.”

Build Fluency: Connected Text

Objective Increase reading speed

Model reading **Decodable Reader** story “Sailing” with appropriate expression. Then have pairs of children take turns reading the story aloud. Guide them to use the same expression and phrasing as you did. *Now let’s read this story a little faster. Read it with me.* Read aloud about one second per word. Then have children chorally read the story themselves.

Oral Language Review

5–10 Minutes

L.1.5c

CCSS

Oral Vocabulary

Objective Review oral vocabulary

Review the meanings of the oral vocabulary words *educate, donate, weather, and disappointed* with children. Display **Teaching Chart** page 50 as you discuss the words. Provide a riddle for each word and have children choose the correct oral vocabulary word to answer it.

This is a feeling of being sad because something did not happen. What is it? (disappointed)

This is something a teacher does. What is it? (educate)

This is what it is like outdoors. What is it? (weather)

This is what you do when you give old clothes to someone who needs them. What is it? (donate)

Then have children turn to a partner and use an oral vocabulary word in a sentence. Listen in and help children as necessary.

Weekly Assessment

Have children complete the Weekly Assessment online or on pp. 75–78 of the **Assessment Book**.

Additional Resources



Reteach

Phonological Awareness.....	352
Phonemic Awareness.....	357
Phonics.....	369
High-Frequency Words	377



English Language Learner Strategies

Understanding Students' Levels.....	378
Collaborative Conversations	380

Program Information



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Alliteration

RF.1.2c



I Do Explain to children that they will be listening for the beginning sound in words. Select a word pair from the word list, such as *fade, fast*. Listen to these words: /ffāād/, /ffaaast/. *Fade* and *fast* both begin with the same sound, /f/. Another word that begins with /f/ is *find*.

We Do Help children practice recognizing and generating alliteration. Select a word pair from the list, such as *bug, back*. Listen to these words: *bug, back*. Say the words with me: *bug, back*. Say the beginning sound in *bug* with me: /b/. Say the beginning sound in *back* with me: /b/. *Bug* and *back* begin with the same sound, /b/. Now let's think of another word that begins with /b/. *Boy* begins with /b/. Continue with other word pairs from the word list that follows.

You Do Choose from the word list that follows. Say a pair of words. Have children name the beginning sound in each word and then name more words that begin with that sound.

CORRECTIVE FEEDBACK Model how to identify alliteration in the following words: *Mike, missed, morning*. Say each word and have children listen for the initial sound. Have them repeat the sound back to you and say the sentence again, emphasizing initial /mmm/.

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 3	24, 32
Unit 2 Week 4	96, 102
Unit 3 Week 3	140, 148
Unit 5 Week 4	268, 276

Repeat lesson as needed using the Word List below.

Word List

apple, act (/a/)	in, itch (/i/)	quite, quiz (/kw/)
ape, age, (/ā/)	jam, jet (/j/)	race, ride (/r/)
bone, base (/b/)	junk, jar (/j/)	run, rest (/r/)
big, bug (/b/)	keep, kit (/k/)	sat, sun (/s/)
car, cut (/k/)	key, kind (/k/)	sore, send (/s/)
cave, coat (/k/)	list, land (/l/)	tap, tin (/t/)
den, dog (/d/)	lot, leg (/l/)	town, tug (/t/)
dime, dart (/d/)	man, mix (/m/)	up, under (/u/)
egg, edge (/e/)	more, mart (/m/)	van, vase (/v/)
eel, east (/ē/)	nest, north (/n/)	vine, vet (/v/)
fade, fast (/f/)	nut, nap (/n/)	wet, wig (/w/)
first, fun (/f/)	ox, odd (/o/)	win, wood (/w/)
gate, gum (/g/)	oat, old (/ō/)	yam, yes (/y/)
get, girl (/g/)	page, pig (/p/)	you, yield (/y/)
hard, hedge (/h/)	pin, part (/p/)	zip, zoo (/z/)
hot, hide (/h/)	quick, queen (/kw/)	zone, zap (/z/)

Identify/Generate Rhyme

RF.K.2a



I Do Demonstrate how to identify and generate rhyming words. Select words from the word list for the unit and week, such as *ran, bag, man*. Listen to these three words: *ran, bag, man*. *Ran* and *man* rhyme because they both end in /an/. *Bag* does not end in /an/. To think of another word that rhymes with *ran* and *man*, I need to think of a word that ends in /an/. *Van* ends in /an/. *Van* rhymes with *ran* and *man*.

We Do Help children practice identifying and generating rhyming words. Select words from the list, such as *his, dig, wig*. Say these words after me: *his, dig, wig*. *Dig* and *wig* have the same ending sounds. Let's think of another word that ends in /ig/. *Pig* ends in /ig/ so *pig* rhymes with *dig* and *wig*. Continue with other words from the word lists that follow.

You Do Choose from the word lists that follow. Have children name the two words that rhyme in each group. Then have them name another rhyming word.

CORRECTIVE FEEDBACK Model how to identify rhyming words by isolating the sounds. *Let's see if set and met rhyme. Listen to set: /s/ /et/. Listen to met: /m/ /et/. Both words end with /et/. Set and met rhyme.* Model how to generate rhyming words by isolating the sounds that must rhyme. Then guide children to add sounds to generate a rhyming word. *Let's name another word that rhymes with set. Listen: /s/ /et/. Set ends with /et/. Listen when I add /b/ to /et/: /b/ /et/, bet. Set rhymes with bet.*

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 2	14, 22
Unit 1 Week 5	46, 54
Unit 2 Week 3	82, 90
Unit 2 Week 5	104, 112
Unit 3 Week 2	130, 138
Unit 3 Week 4	152, 160
Unit 4 Week 2	188, 196
Unit 4 Week 3	198, 208
Unit 5 Week 3	256, 264
Unit 5 Week 5	278, 286
Unit 6 Week 1	294, 302

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List 1 (Weeks 1–3, Mid-Unit)

ran, bag, man	nip, tip, tap
back, tack, rip	wag, had, bad
fill, hill, can	quack, nap, tap
mad, miss, kiss	his, dig, wig
fat, rat, fin	fit, pick, sit
mat, cat, jam	bat, pin, pat
rag, dip, sag	nap, sip, nip
lid, kid, gas	

Word List 2 (Weeks 4–5, End-of-Unit)

hat, bat, big	sock, lock, sack
bib, rib, pig	fox, win, box
clack, glass, tack	tab, cab, lap
mop, job, hop	six, man, mix
clap, sip, map	pad, slim, dim
tag, fan, can	not, pop, got
sat, quick, will	log, top, fog
flag, bag, flap	

Unit 3

Word List 1 (Weeks 1–3, Mid-Unit)

chip, dip, chat	dime, lime, lunch
whip, slip, while	size, block, rise
base, batch, case	patch, same, hatch
fade, cane, grade	lake, fine, cake
late, like, bike	skate, late, skip
line, inch, pinch	fetch, vine, pine
stuff, graph, staff	which, wide, side
much, tame, game	

Word List 2 (Weeks 4–5, End-of-Unit)

bunch, bench, crunch	stage, phone, page
fence, gate, rate	dune, these, tune
hive, dive, drop	whizz, mine, fizz
globe, space, trace	whale, sale, quake
hole, mole, mile	woke, wipe, ripe
switch, pitch, mice	nudge, nice, judge
ledge, cave, save	rose, those, cage
smile, pile, pole	

Unit 4

Word List 1 (Weeks 1–3, Mid-Unit)

book, plain, look	deep, cook, sleep
push, bush, rain	sway, yield, shield
tray, bee, bay	full, fill, pull
way, say, wood	mail, pail, week
leap, wheel, keep	feet, faint, paint
head, hood, stood	wheat, freeze, sneeze
hook, foot, put	real, rail, meal
snail, drain, main	

Word List 2 (Weeks 4–5, End-of-Unit)

snow, took, shook	roast, coast, rest
paid, braid, brook	play, shy, why
peek, rain, seek	foot, high, soot
hold, speak, sold	slow, fail, tail
mind, mail, kind	beach, teach, crow
bull, feel, full	glow, wool, show
jay, me, hay	fried, tried, good
east, sheep, feast	

Unit 5

Word List 1 (Weeks 1–3, Mid-Unit)

funny, heavy, bunny	first, thirst, key
tabby, study, crabby	dirt, shirt, dart
smart, curb, cart	fuzzy, dizzy, fizzy
dark, bark, bird	hard, arm, farm
clerk, march, work	sharp, star, far
holly, jolly, valley	park, purse, nurse
cozy, rosy, silly	term, mark, germ
ledge, large, charge	

Word List 2 (Weeks 4–5, End-of-Unit)

puppy, peppy, guppy	more, score, short
torn, yarn, barn	how, plow, owl
fern, shark, turn	happy, runny, sunny
card, corn, horn	part, start, port
pouch, couch, cord	wood, herd, word
hockey, jockey, dusty	loud, oar, roar
car, cow, jar	mouse, north, house
gown, girl, swirl	

Unit 6

Word List 1 (Weeks 1–3, Mid-Unit)

toy, boy, wall	clue, claw, draw
hoist, small, moist	walk, flew, talk
dune, prune, room	join, crew, coin
group, soup, soy	tool, took, cool
food, fault, vault	glue, saw, due
call, coil, soil	hall, hill, tall
choice, voice, choose	dawn, lawn, dune
drew, chew, saw	

Word List 2 (Weeks 4–5, End-of-Unit)

oil, foil, fall	rude, wrote, coat
broom, stream, zoom	thread, head, split
spoil, shawl, crawl	joy, coy, raw
kneel, reel, knight	my, you, moo
sauce, scrub, tub	caught, truth, taught
point, knock, joint	gnaw, paw, knee
suit, fruit, threw	strong, spring, string
salt, hoop, halt	

Onset/Rime Blending

RF.K.2c



I Do Explain that you will say a word in parts. Then you will put the sounds together to say the whole word. Select a word from the word list for the unit and week, such as *cat*. *Listen to the first sound and the end part of a word: /k/ /at/. Now I will blend the sounds together to say the word. Listen: /k/ /at/, /kaaat/, cat. The word is cat.*

We Do Help children practice blending words by onset and rime. Select a word from the word list, such as *mud*. *Say these word parts after me: /m/ /ud/. Now let's blend the sounds together: /mmmuud/, mud. The word is mud.* Continue with other words from the word lists that follow.

You Do Choose from the word lists that follow. Say the onset and rime of each word. Ask children to blend the sounds to say the whole word.

CORRECTIVE FEEDBACK Model blending onset and rime in the word, *sat*. Say: *The beginning part of the word has the sound /sss/. Have children repeat the sound. The ending part of the word has the sounds /aaat/. Have children repeat the sounds. Now listen as I blend, or put together, the beginning and ending sounds: /s/ /at/, /sssaat/. Have children blend. What's the word? Yes, the word is sat.*

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 1	4, 12
Unit 2 Week 2	72, 80
Unit 3 Week 1	120, 128
Unit 3 Week 5	162, 170
Unit 4 Week 1	178, 186
Unit 4 Week 5	220, 228
Unit 5 Week 2	246, 254

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List 1 (Weeks 1–3, Mid-Unit)

/k/ /at/	/b/ /at/	/d/ /ig/
/f/ /an/	/h/ /im/	/k/ /ik/
/m/ /ap/	/m/ /iks/	/m/ /ad/
/p/ /al/	/r/ /ip/	/s/ /ad/
/t/ /ag/	/t/ /op/	/w/ /il/

Word List 2 (Weeks 4–5, End-of-Unit)

/b/ /ig/	/k/ /ap/	/kl/ /am/
/kl/ /ok/	/d/ /og/	/fl/ /ag/
/g/ /as/	/h/ /it/	/j/ /ob/
/p/ /in/	/pl/ /ot/	/r/ /an/
/sl/ /ip/	/t/ /an/	/w/ /ig/

Unit 2

Word List 1 (Weeks 1–3, Mid-Unit)

/b/ /ed/	/br/ /ed/	/br/ /ik/
/k/ /up/	/dr/ /op/	/fr/ /og/
/g/ /et/	/h/ /ed/	/r/ /ug/
/sn/ /ak/	/s/ /un/	/sw/ /im/
/tr/ /uk/	/t/ /ub/	/y/ /es/

Word List 2 (Weeks 4–5, End-of-Unit)

/b/ /el/	/kr/ /ab/	/dr/ /il/
/d/ /uk/	/g/ /um/	/h/ /en/
/j/ /ust/	/n/ /ut/	/r/ /ed/
/r/ /ing/	/s/ /and/	/sh/ /op/
/sk/ /ip/	/th/ /ink/	/w/ /ent/

Unit 3

Word List 1 (Weeks 1–3, Mid-Unit)

/ch/ /in/	/f/ /iv/	/g/ /ām/
/gr/ /ād/	/h/ /ach/	/l/ /if/
/l/ /unch/	/m/ /āk/	/m/ /uch/
/f/ /il/	/r/ /āk/	/sl/ /id/
/t/ /im/	/v/ /ās/	/hw/ /en/

Word List 2 (Weeks 4–5, End-of-Unit)

/b/ /uj/	/k/ /āv/	/s/ /ent/
/ch/ /ik/	/h/ /id/	/h/ /ōm/
/l/ /āt/	/m/ /is/	/p/ /āj/
/f/ /ōn/	/p/ /ich/	/r/ /üd/
/sh/ /in/	/th/ /ēz/	/tr/ /ād/

Unit 4

Word List 1 (Weeks 1–3, Mid-Unit)

/ch/ /ēf/	/k/ /ük/	/d/ /ā/
/f/ /üt/	/g/ /ān/	/h/ /ē/
/h/ /üd/	/b/ /ā/	/l/ /ēf/
/m/ /āl/	/p/ /ül/	/p/ /üşh/
/s/ /ēd/	/tr/ /ā/	/w/ /ēk/

Word List 2 (Weeks 4–5, End-of-Unit)

/b/ /ük/	/br/ /it/	/b/ /üşh/
/kr/ /ēm/	/dr/ /id/	/f/ /ēld/
/f/ /ind/	/gr/ /ā/	/l/ /ōf/
/p/ /ēk/	/sh/ /ük/	/sl/ /ō/
/t/ /ō/	/tr/ /āl/	/w/ /āt/

Unit 5

Word List 1 (Weeks 1–3, Mid-Unit)

/b/ /ûrd/	/b/ /unē/	/k/ /ärd/
/k/ /opē/	/f/ /är/	/h/ /ärd/
/h/ /ûrt/	/k/ /ē/	/p/ /enē/
/sm/ /ärt/	/th/ /ûrd/	/v/ /alē/
/v/ /ûrb/	/w/ /ûrm/	/y/ /ärn/

Word List 2 (Weeks 4–5, End-of-Unit)

/a/ /lē/	/är/ /t/	/b/ /ûrn/
/k/ /ouch/	/k/ /ôrk/	/d/ /ustē/
/f/ /ûrst/	/gr/ /oul/	/h/ /obē/
/h/ /ôrn/	/l/ /ärj/	/p/ /ärk/
/s/ /ûrv/	/sh/ /ôr/	/t/ /oun/

Syllable Addition

RF.K.2b



I Do

Explain that you will add a word part to make a new word. Select a word from the word list that follows, such as *buckle*. Listen to this word: *buck*. I will add the word part *le* to the end of *buck* and blend the sounds to make a new word: *buck-le*, *buckle*. The new word is *buckle*.

We Do

Help children practice adding syllables to make new words. Select a word from the list, such as *cabin*. Say this word after me: *cab*. Let's add the word part *in* to the end of *cab*. Now we'll blend the sounds together: *cab-in*, *cabin*. The new word is *cabin*. Continue with other words from the word list.

You Do Choose from the word list that follows. Say each word and the syllable to add. Ask children to blend the sounds to say the word.

CORRECTIVE FEEDBACK Model syllable addition, and guide children to add the syllables to form the new word. Say: *Listen as I say the word pet: /peeet/. Pet has one word part. Let's add the word part /kär/ to the beginning of pet. Listen as I say each word part: /kär/ /peeet/. Say them with me: /kär/ /peeet/. Listen as I say the word parts together: /kärpet/. Now it's your turn to say the word parts: /kärpet/. What is the new word? Yes, it's carpet.*

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 6 Week 4	326, 334
Unit 6 Week 5	336, 344

Repeat lesson as needed using the Word Lists below.

Word List

buck (buckle)	hard (hardly)	room (roomy)
cab (cabin)	joy (joyful)	talk (talking)
can (cannot)	new (newest)	van (vanish)
for (forget)	play (playful)	win (winter)
fun (funny)	pump (pumpkin)	wrap (wrapper)

Syllable Deletion

RF.K.2b



I Do Explain that you will take away a word part to make a new word. Select a word from the word list that follows, such as *almost*. *Listen to this word: almost. I will take away the word part al from the beginning of almost. When I take al away from almost, I get the new word most.*

We Do Help children practice deleting syllables from words. Select a word from the list, such as *because*. *Say this word after me: because. Let's take away the word part be from the beginning of because and say the new word: cause.* Continue with other words from the word list that follows.

You Do Choose from the word list that follows. Say each word and the syllable to delete. Ask children to say the new word.

CORRECTIVE FEEDBACK Segment the syllables in the word. Model deleting a syllable, and guide children to identify the new word. Say: *Listen as I say each word part in handshake: /haaand/ /shāāāk/. Repeat after me: /haaand/ /shāāāk/. If I take away /hand/ I have one part left: /shāāāk/. Say the word part with me: /shāāāk/. This is a new word: shake.*

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 6 Week 2	304, 312
Unit 6 Week 3	314, 322

Repeat lesson as needed using the Word List below.

Word List

airport (air)	napkin (nap)
almost (all)	needle (need)
bandage (band)	outside (side)
because (cause)	open (pen)
chewy (chew)	payment (pay)
careful (care)	picnic (pick)
dining (dine)	quickly (quick)
diving (dive)	quitting (quit)
easy (ease)	raccoon (rack)
enjoy (joy)	railroad (road)
football (ball)	stretcher (stretch)
fairly (fair)	subway (way)
greenhouse (green)	toothbrush (brush)
glasses (glass)	telephone (phone)
healthy (health)	unreal (real)
hopping (hop)	useful (use)
into (in)	vowel (vow)
inform (form)	visiting (visit)
jacket (jack)	walrus (wall)
juggle (jug)	wedding (wed)
kitten (kit)	boxing (box)
kingdom (king)	mixes (mix)
kneecap (knee)	yellow (yell)
letter (let)	youngster (young)
little (lit)	zipper (zip)
mittens (mitt)	zooming (zoom)
manners (man)	

Syllable Segmentation

RF.K.2b



I Do Demonstrate how to segment a word into syllables and then count the syllables. Select a word from the word list that follows, such as *absent*. *I am going to say a word. Then I will clap the word parts I hear. Each word part has only one vowel sound. Listen: absent. ab (clap) sent (clap). The word absent has two word parts.*

We Do Practice segmenting syllables with children. Select a word from the list, such as *baby*. *Say the word baby with me. Now clap the word parts with me: ba (clap) by (clap). You clapped two times because baby has two word parts.* Continue with other words from the word list that follows.

You Do Choose from the word list that follows. Say each word. Ask children to clap the syllables and tell how many syllables they hear.

CORRECTIVE FEEDBACK Model segmenting a word into syllables, stretching out the sounds in each syllable. Then guide children to segment the word independently. Say: *Listen as I say the word sunset part by part: /sssuuunnn/ /ssseet/. The first part is sun. The second part is set. Now say each word part after me: /sssuuunnn/ /ssseet/. What is the first word part in sunset? That's right: sun. What is the second word part? That's right: set.*

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 4	36, 44
Unit 2 Week 1	62, 70
Unit 4 Week 4	210, 218
Unit 5 Week 1	236, 244

Repeat lesson as needed using the Word List below.

Word List

bloom	more
dish	phone
flag	prize
light	stem

absent (ab•sent)
asking (ask•ing)
baby (ba•by)
bedtime (bed•time)
carpet (car•pet)
chapter (chap•ter)
enter (en•ter)
frozen (fro•zen)
insect (in•sect)
invite (in•vite)
jelly (jel•ly)
mistake (mis•take)
napkin (nap•kin)

painted (paint•ed)
pocket (pock•et)
rabbit (rab•bit)
reason (rea•son)
sandwich (sand•wich)
spelling (spell•ing)
stitches (stitch•es)
subway (sub•way)
thinking (think•ing)
unhook (un•hook)
valley (val•ley)
wrinkle (wrin•kle)

animal (an•i•mal)
apartment (a•part•ment)
basketball (bas•ket•ball)
champion (cham•pi•on)
daydreaming (day•dream•ing)
elephant (el•e•phant)
important (im•por•tant)
location (lo•ca•tion)
potato (po•ta•to)

remember (re•mem•ber)
reminder (re•mind•er)
separate (sep•a•rate)
together (to•geth•er)
tomato (to•ma•to)
tomorrow (to•mor•row)
unlucky (un•luck•y)
yesterday (yes•ter•day)

definition (def•i•ni•tion)
discovery (dis•cov•er•y)
exclamation (ex•cla•ma•tion)

magnificent (mag•nif•i•cent)
understanding
(un•der•stand•ing)

cafeteria (caf•e•te•ri•a)
hippopotamus
(hip•po•pot•a•mus)

imaginary (i•mag•i•nar•y)

Phoneme Addition

RF.K.2e



I Do Tell children you will add a sound to the beginning of a word to make a new word. Select a word from the word list for the unit and week, such as *ape*. *Listen to this word: ape. Now I will say the word again and add the sound /k/ to the beginning. When I add /k/ to the beginning of ape, I make a new word: /k/ /ape/, cape. The new word is cape.* Repeat by adding the sound /d/ to the end of the word *bran* to make the new word *brand*.

We Do Work with children to add phonemes to words. Select a word from the list, such as *chat*. Say this word after me: *at*. Now let's add the sound /ch/ to the beginning of *at* to make a new word: /ch/ /at/, *chat*. The new word is *chat*. Repeat by adding the sound /t/ to the end of the word *day* to make the new word *date*. Continue with other words from the word lists that follow.

You Do Choose from the word lists that follow. Say the word and the sound to be added. Ask children to add the sound and say the new word.

CORRECTIVE FEEDBACK When children make mistakes during phoneme addition: Say the word, stretching the sounds. Have children repeat. Say the word again, stretching the sounds as you place a marker in the **Sound Boxes** for each sound. Model how to add the new sound and place the markers in the correct positions. Have children chorally blend the new word formed. Have children repeat the routine with their own **WorkBoard** and markers.

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 3 Week 1	124, 126, 128
Unit 5 Week 4	268, 270, 276
Unit 6 Week 5	336, 338, 344

Repeat lesson as needed using the Word Lists below.

Unit 3

Word List 1 (Weeks 1–3, Mid-Unit)

at (chat)	eat (wheat)	age (cage)
ill (chill)	it (knit)	ape (cape)
in (chin)	own (known)	lime (slime)
itch (hitch)	own (phone)	pine (spine)
am (wham)	raise (praise)	ride (pride)
angle (dangle)	late (plate)	

Word List 2 (Weeks 4–5, End-of-Unit)

ace (face)	edge (ledge)	ant (chant)
ice (mice)	lobe (globe)	inch (pinch)
rice (price)	oat (vote)	witch (switch)
aid (fade)	own (bone)	
age (page)	use (fuse)	

Unit 5

Word List 1 (Weeks 1–5, End-of-Unit)

alley (valley)	park (spark)	shore (short)
any (many)	pear (spare)	owl (howl)
luck (lucky)	earn (fern)	ouch (pouch)
tar (star)	oar (boar)	out (shout)
ark (shark)	ore (chore)	

Unit 6

Word List 1 (Weeks 1–5, End-of-Unit)

oil (soil)	ought (caught)	red (shred)
oy (boy)	raw (draw)	ring (spring)
Lou (blue)	tall (stall)	row (throw)
tool (stool)	ash (gnash)	
too (stew)	eel (kneel)	

Phoneme Blending

RF.1.2b

CCSS

I Do Explain that you will say the sounds in a word. Then you will blend the sounds to say a word. Select a word from the word list for the unit and week, such as *bad*. We will be blending, or putting together sounds, to make words. Listen to these three sounds: /m/ /a/ /n/. Now I will blend the sounds to say the word: /mmaaann/, *man*. I blended the word *man*.

We Do Guide children to blend sounds to say words. Provide children with markers and **Sound-Spelling WorkBoards**. Select a word from the list, such as *lamb*. Say these sounds after me: /l/ /a/ /m/. Let's say the sounds again. As you say each sound, put one marker in a box. Now let's blend the sounds together: /lllaamm/, *lamb*. The word is *lamb*. Continue with other words from the word lists that follow.

You Do Choose from the word lists that follow. Say the sounds in each word. Ask children to blend the sounds to say the whole word. Children may use markers and **Sound-Spelling WorkBoards** as needed.

CORRECTIVE FEEDBACK When children make mistakes during phoneme blending: Model how to place a marker in a **Sound Box** for each sound

in the word. Move your finger from left to right as you stretch the sounds. Blend the sounds to say the word. Then repeat the routine using the same sound set, asking children to respond with you. Use the same routine with any words missed before proceeding with additional examples.

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 1	8, 10, 12
Unit 1 Week 3	28, 30, 32
Unit 2 Week 2	76, 78, 80
Unit 2 Week 3	86, 88, 90
Unit 2 Week 5	108, 110, 112
Unit 3 Week 4	152, 154, 160
Unit 4 Week 1	178, 180, 186
Unit 4 Week 2	188, 190, 196
Unit 4 Week 4	214, 216, 218
Unit 5 Week 2	250, 252, 254
Unit 5 Week 5	282, 284, 286
Unit 6 Week 1	294, 296, 302

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List 1 (Weeks 1–3, Mid-Unit)

/m/ /a/ /n/	/l/ /a/ /m/	/g/ /a/ /p/
/h/ /a/ /m/	/m/ /a/ /t/	/k/ /a/ /b/
/s/ /a/ /k/	/w/ /a/ /ks/	/b/ /i/ /g/
/d/ /i/ /d/	/f/ /i/ /l/	/k/ /i/ /d/
/kw/ /i/ /z/	/s/ /i/ /t/	/w/ /i/ /n/

Word List 2 (Weeks 4–5, End-of-Unit)

/b/ /l/ /a/ /k/	/k/ /l/ /a/ /p/	/k/ /l/ /i/ /f/
/f/ /l/ /i/ /p/	/f/ /l/ /i/ /k/	/g/ /l/ /a/ /d/
/p/ /l/ /a/ /n/	/s/ /l/ /i/ /p/	/s/ /l/ /o/ /t/
/n/ /o/ /t/	/p/ /o/ /t/	/l/ /o/ /g/
/s/ /i/ /ks/	/f/ /l/ /a/ /t/	/h/ /o/ /t/

Unit 2

Word List 1 (Weeks 1–3, Mid-Unit)

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

Word List 2 (Weeks 4–5, End-of-Unit)

/l/ /e/ /n/ /d/	/k/ /a/ /m/ /p/	/b/ /a/ /n/ /k/
/b/ /e/ /n/ /t/	/m/ /u/ /s/ /t/	/t/ /u/ /s/ /k/
/th/ /u/ /m/	/sh/ /i/ /p/	/th/ /i/ /n/ /g/
/h/ /e/ /n/	/l/ /a/ /s/ /t/	/p/ /e/ /t/
/sh/ /e/ /d/	/s/ /k/ /i/ /p/	/t/ /u/ /k/
/w/ /e/ /n/ /t/	/w/ /i/ /n/ /d/	/w/ /i/ /th/

Unit 3

Word List 1 (Weeks 1–5, End-of-Unit)

/ch/ /ō/ /s/	/ch/ /e/ /k/	/ch/ /a/ /m/ /p/
/hw/ /ā/ /l/	/hw/ /e/ /n/	/hw/ /i/ /l/
/f/ /u/ /j/	/l/ /a/ /ch/	/g/ /ā/ /m/
/m/ /ā/ /k/	/sh/ /ā/ /p/	/s/ /p/ /i/ /k/
/th/ /ē/ /z/	/t/ /i/ /m/	/v/ /ō/ /t/

Unit 4

Word List 1 (Weeks 1–3, Mid-Unit)

/s/ /t/ /ù/ /d/	/p/ /ù/ /sh/	/k/ /ù/ /k/
/b/ /r/ /ā/ /d/	/h/ /ā/	/sh/ /ā/ /p/
/l/ /ē/ /f/	/m/ /ē/ /t/	/g/ /r/ /ē/ /f/
/t/ /ù/ /k/	/t/ /r/ /ā/ /l/	/w/ /ā/ /t/

Word List 2 (Weeks 4–5, End-of-Unit)

/b/ /ō/ /l/	/k/ /ō/ /ch/	/t/ /ō/ /z/
/sh/ /i/	/n/ /i/ /t/	/k/ /i/ /n/ /d/
/s/ /p/ /i/ /d/	/m/ /ā/	/n/ /ā/ /l/
/p/ /l/ /ā/ /n/	/w/ /ù/ /d/	/f/ /ù/ /l/
/s/ /t/ /ē/ /m/	/t/ /r/ /ē/	/s/ /p/ /ē/ /d/

Unit 5

Word List 1 (Weeks 1–3, Mid-Unit)

/t/ /i/ /n/ /ē/	/b/ /u/ /g/ /ē/	/v/ /a/ /l/ /ē/
/d/ /är/ /k/	/f/ /är/	/h/ /är/ /p/
/n/ /ûr/ /s/	/s/ /k/ /ûr/ /t/	/w/ /ûr/ /m/
/v/ /ûr/ /b/	/hw/ /ûr/ /l/	/b/ /ûr/ /d/
/p/ /ûr/ /s/	/k/ /l/ /ûr/ /k/	/th/ /ûr/ /d/

Word List 2 (Weeks 4–5, End-of-Unit)

/th/ /ôr/ /n/	/ch/ /ôr/	/s/ /ôr/
/k/ /r/ /ou/ /n/	/p/ /r/ /ou/ /d/	/w/ /ou/
/b/ /är/ /j/	/m/ /är/ /sh/	/s/ /t/ /är/ /t/
/b/ /l/ /ûr/	/d/ /ûr/ /t/	/f/ /ûr/ /n/
/k/ /ē/	/r/ /o/ /k/ /ē/	/s/ /k/ /i/ /n/ /ē/

Unit 6

Word List 1 (Weeks 1–3, Mid-Unit)

/b/ /oi/	/s/ /oi/ /l/	/j/ /oi/ /n/
/t/ /oi/	/p/ /oi/ /n/ /t/	/k/ /ü/ /l/
/g/ /r/ /ü/	/d/ /ü/ /k/	/y/ /ü/ /th/
/f/ /ô/ /l/ /t/	/k/ /r/ /ô/ /l/	/h/ /ô/ /l/
/t/ /ô/ /t/	/s/ /ô/ /l/ /t/	/t/ /r/ /ü/

Word List 2 (Weeks 4–5, End-of-Unit)

/n/ /i/ /t/	/n/ /i/ /f/	/r/ /e/ /n/ /t/
/r/ /ô/ /t/	/n/ /ü/	/n/ /ô/
/s/ /p/ /l/ /a/ /sh/	/sh/ /r/ /e/ /d/	/s/ /k/ /r/ /ā/ /p/
/th/ /r/ /e/ /d/	/s/ /t/ /r/ /ā/	/s/ /p/ /r/ /ā/ /n/
/f/ /oi/ /l/	/j/ /oi/	/k/ /ô/ /z/
/s/ /p/ /r/ /ā/	/s/ /t/ /ü/	/t/ /ô/ /l/
/th/ /r/ /ô/ /t/	/r/ /a/ /p/	/z/ /ü/

Phoneme Categorization

RF.1.2c



I Do Tell children that they will be listening for words that have something in common. *We will listen for the same sound in words. I will say three words. I want you to tell me which word does not belong. Two of these words begin with the same sound; one does not. I want you to listen for which word begins with a different sound. Listen carefully to the words *astronaut*, *act*, *sand*. *Astronaut* and *act* begin with the sound /a/. The word *sand* begins with the sound /s/. The word *sand* does not belong. It begins with a different sound.*

We Do Lead children to repeat each word you say and listen for the beginning sounds. Select words from the word list, such as *moon*, *seal*, *mermaid*. *Two of these words begin with the same sound. One does not. Which word does not belong? Yes, the word *seal* does not belong. *Moon* and *mermaid* begin with the sound /m/. *Seal* does not. *Seal* begins with the /s/ sound. It does not belong.* Continue with other words from the word lists that follow. Guide children to listen for the initial, medial, or final sound.

You Do Choose three words from the lists. Have children say each word and listen for the beginning, medial or final sounds. Have them identify the word with a different sound in each group.

CORRECTIVE FEEDBACK When children make mistakes during phoneme categorization: Say the word, stretching the sound in the targeted position for three seconds: /baaat/. Have children repeat. If the targeted sound is a stop sound, say the sound and then the word: /t/ /bat/, *bat*. Have children repeat. Model stretching the sound in the targeted position for the three words in the set and identifying which two words have the same target sound (for initial, medial, or final sound). Emphasize how the word that doesn't belong contains a different sound in the target position.

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 3	24, 26, 32
Unit 1 Week 5	46, 48, 54
Unit 2 Week 1	62, 64, 70
Unit 2 Week 4	94, 96, 102
Unit 4 Week 2	192, 194, 196
Unit 4 Week 4	210, 212, 218
Unit 5 Week 1	236, 238, 244
Unit 5 Week 2	246, 248, 254
Unit 6 Week 3	314, 316, 322
Unit 6 Week 4	326, 328, 334

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List 1 (Weeks 1–3, Mid-Unit)

Initial Sounds:	Medial Sounds:
astronaut, act, sand	cat, van, jet
apple, inside, alligator	hat, log, cab
sail, alley, asteroid	get, cap, fan
ill, imprint, ax	lip, pen, kid
insect, octopus, itch	wag, pin, bib
upset, inner, it	fish, hog, skip
ox, alpaca, activity	pep, kit, net
jet, jigsaw, antler	fox, box, dig
sea, time, sail	trip, nod, doll
moon, seal, mermaid	tub, bun, let
peach, badge, pumpkin	bell, mat, set
napkin, sandwich, soup	sun, hut, tan
coach, camel, rain	plum, mug, nap
tire, wig, tent	jet, cup, neck
garden, rabbit, rock	cape, tone, wave

Word List 2 (Weeks 4–5, End-of-Unit)

Initial Sounds:	glass, glue, flat
bloom, blouse, trap	glow, cloth, glass
block, camp, blue	mark, globe, glove
train, blow, blast	play, plant, gold
cloud, class, door	plate, rush, please
clown, trout, clue	computer, plastic, plenty
airport, clothes, clock	slip, slosh, trip
flat, flag, grow	slipper, fruit, sleep
flashlight, crane, flame	clever, slow, slimy
brain, flower, float	

Unit 2**Word List 1** (Weeks 1–3, Mid-Unit)

Initial Sounds:	
braid, bread, climb	pretzel, yarn, pretend
branch, truck, breeze	watch, pretty, prince
grow, brick, broom	truck, trap, slink
crown, crash, plane	train, joint, tractor
crow, whale, crunch	garden, tree, traffic
plunk, crane, crocodile	scat, scooter, fly
drink, drill, shape	slide, slap, money
draw, blink, dragon	smile, dance, smell
parade, dream, drink	close, spell, spider
frog, fresh, spark	spoon, spin, well
friend, dark, free	squaw, squirrel, blare
ketchup, fruit, frozen	racket, squirt, squeeze
growl, gray, very	sting, star, chimp
grape, story, grass	stamp, hurry, station
queen, ground, green	swing, umpire, sweep
prey, present, zoom	

Medial Sounds:	
bread, led, trip	kind, nest, web
sweater, read, mix	tub, sun, most
wrench, breath, funny	much, rope, hunt
red, beg, take	grape, sunk, strum
met, rib, sent	

Unit 4**Word List 1** (Weeks 1–3, Mid-Unit)

Medial Sounds:	
hood, cook, bake	peek, braid, queen
look, croak, wood,	net, seem, feet
great, book, stood	dream, team, west
full, push, tint	teach, most, heat
pull, put, lake	took, bead, plead
chain, raise, melt	field, chief, bone
rain, hood, wait	thief, held, shield

Final Sounds:	
may, stay, tan	she, try, we
gray, map, way	he, be, lie
cooks, hay, play	

Word List 2 (Weeks 4–5, End-of-Unit)

Medial Sounds:	
boat, road, hop	book, trade, should
foal, clean, goat	tune, cube, but
grain, toast, roam	lime, shine, quilt
known, shown, strain	
thrown, beak, flown	Final Sounds:
night, fright, mown	hoe, doe, tie
right, wild, heap	mow, be, toe
cries, town, bright	day, row, so
	me, shy, we

Unit 5**Word List 1** (Weeks 1–3, Mid-Unit)

Medial Sounds:	
bark, harm, fork	damp, clerk, shirt
farm, grain, barn	batter, core, hammer
pies, yard, bark	
nurse, burn, fun	Final Sounds:
curl, chime, turn	bunny, pony, hoe
seem, hurt, purse	key, my, baby
birth, cute, third	grow, jelly, cherry
fern, bird, shark	key, she, why
	fir, her, they

Word List 2 (Weeks 4–5, End-of-Unit)

Medial Sounds:	
horn, sport, trap	Final Sounds:
pork, harp, thorn	shore, core, mule
corn, skirt, storm	store, car, more
cloud, mouse, taste	tire, boar, snore
show, slight, crow	bow, cow, hoe
firm, howl, down	mow, cot, row
huge, town, house	pie, sow, grow
	by, tie, show

Unit 6

Word List (Weeks 4–5, End-of-Unit)

Initial Sounds:	split, grand, splinter
wrist, wrap, south	spray, spread, saw
wren, train, wrench	topple, spring, sprinkle
kind, write, wriggle	street, string, shake
know, knuckle, rabbit	stretch, donkey, stream
knock, ship, knit	three, throat, igloo
prince, knight, knew	thrill, children, thread
nine, gnaw, grain	
gnat, glitter, gnome	Final Sounds:
gnarl, nest, change	fair, chair, tire
screw, scream, string	pair, snore, stair
scratch, brain, screen	spare, sore, dare
shine, scrub, scrap	mare, warn, stare
splash, splint, acorn	wax, care, glare

Phoneme Deletion

RF.1.2c



I Do Tell children you will take away the beginning sound of a word to make a new word. Select a word from the word list for the unit and week, such as *bad*. Listen as I say this word: /b/ /a/ /d/, *bad*. I will take away the first sound: /b/. Listen: /a/ /d/, *add*. The new word is *add*. *Bad* without /b/ is *add*.

We Do Work with children to delete phonemes from words. Select a word from the list, such as *block*. Say this word after me: *block*. Now let's take away the first sound: /b/. We will say the sounds that are left: /l/ /o/ /k/, *lock*. The new word is *lock*. *Block* without /b/ is *lock*. Continue with other words from the word lists that follow.

You Do Choose from the word lists that follow. Say the word and the sound to be deleted. Ask children to say the new word.

CORRECTIVE FEEDBACK Say the word, stretching the sounds. Have children repeat. Say the word again, stretching the sounds as you place a marker in **Sound Boxes** for each sound. Then point to the box for the targeted sound and remove its marker. Say the new word formed. Have children repeat the routine with their own **WorkBoard** and markers.

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 5	50, 52, 54
Unit 3 Week 3	144, 146, 148
Unit 4 Week 1	182, 184, 186
Unit 5 Week 1	240, 242, 244
Unit 5 Week 3	256, 258, 264

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List 1 (Weeks 1–5, End-of-Unit)

bad (add)	tin (in)	flap (lap)
block (lock)	box (ox)	flock (lock)
pat (at)	click (lick)	plot (lot)
hill (ill)	clog (log)	slip (lip)
his (is)	cod (odd)	

Unit 3

Word List 1 (Weeks 1–3, Mid-Unit)

branch (ranch)	fame (aim)	bride (ride)
chat (at)	flake (lake)	gripe (ripe)
chin (in)	stale (tale)	prime (rhyme)
pinch (inch)	grate (rate)	smile (mile)
which (itch)	plate (late)	swipe (wipe)

Word List 2 (Weeks 4–5, End-of-Unit)

cinch (inch)	is (whiz)	pride (ride)
nice (ice)	own (phone)	slime (lime)
pitch (itch)	brake (rake)	spine (pine)
switch (witch)	game (aim)	spoke (poke)
pledge (ledge)	spade (paid)	froze (rose)
hedge (edge)	trace (race)	

Unit 4

Word List 1 (Weeks 1–3, Mid-Unit)

rook (brook)	snail (nail)	sneeze (knees)
bleak (leak)	sway (way)	speech (peach)
drain (rain)	brief (reef)	sweet (wheat)
fray (ray)	greed (reed)	wait (ate)
maid (aid)	plead (lead)	
plain (lane)	real (eel)	

Word List 2 (Weeks 4–5, End-of-Unit)

blown (loan)	fly (lie)	clean (lean)
glow (low)	slight (light)	feast (east)
goat (oat)	gait (ate)	sleep (leap)
hold (old)	gray (ray)	steam (team)
bright (right)	train (rain)	sweep (weep)

Unit 5**Word List 1** (Weeks 1–3, Mid-Unit)

glassy (glass)	chart (art)	star (tar)
handy (hand)	harm (arm)	birth (earth)
lumpy (lump)	march (arch)	stern (turn)
rosy (rose)	smart (mart)	surge (urge)
funny (fun)	spark (park)	worth (earth)

Word List 2 (Weeks 4–5, End-of-Unit)

alley (valley)	shark (ark)	shore (ore)
muddy (mud)	spur (purr)	cloud (loud)
penny (pen)	swirl (whirl)	fowl (owl)
windy (wind)	turn (urn)	ground (round)
charm (arm)	boar (oar)	
scar (car)	scorn (corn)	

Phoneme Identity

RF.1.2c

**I Do**

Explain that you will be identify the same beginning sound in three different words. Select a group of three words from the word list for the unit, such as *man*, *march*, and *mail*. Listen as I say three words: /mmaaannn/, /mmmärch/, /mmmääälll/. I hear the same sound /m/ at the beginning of *man*, *march*, and *mail*.

We Do

Help children practice identifying phonemes. Select words from the list, such as *breakfast*, *bread*, *brick*. Listen to these words: *breakfast*, *bread*, *brick*. Let's say the words together: /brrreeekfast/, /brrreeed/, /brrriik/. The beginning sound in *breakfast*, *bread*, and *brick* is /b/. Say the beginning sound with me: /b/. Continue with other words from the word lists that follow. Lead children to identify the initial, medial, or final sound that is the same.

You Do

Choose from the word lists that follow. Say the words in a group, and ask children to identify the phoneme that is the same.

CORRECTIVE FEEDBACK

When children make mistakes during phoneme identity: Say the word, stretching the targeted sound for three seconds: /ssset/. Have children repeat. If the targeted sound is a stop sound, say the sound and then the word: /b/ /bat/. Have children repeat. Model stretching the targeted sound in all three words in a set and identifying the sound that is the same in the words.

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 2 Week 3	82, 84, 90
Unit 3 Week 2	130, 132, 138
Unit 4 Week 3	398, 200, 206
Unit 4 Week 5	220, 222, 228
Unit 6 Week 2	304, 306, 312

Repeat lesson as needed using the Word Lists below.

Unit 2**Word List 1** (Weeks 1–3, Mid-Unit)

breakfast, bread, brick	snow, sneaker, snap
crocodile, crawl, crown	spaceship, special, spider
dress, drink, dragon	squirrel, squeeze, squirt
frog, fresh, fruit	star, stamp, sting
green, grass, grow	swim, swallow, swan
pretzel, principal, problem	egg, enter, elephant
truck, trade, trumpet	met, hen, red
scat, scarf, scarecrow	bread, weather, heavy
sky, skirt, skunk	umpire, us, uncle
slipper, slide, slowly	tub, hug, sun
smart, small, smoke	fun, cup, mug

Word List 2 (Weeks 4–5, End-of-Unit)

and, bend, pond	tusk, mask, husk
fond, wind, mend	camp, bump, limp
honk, think, tank	bang, ring, song
junk, sink, yank	wing, sprang, stung
tent, ant, hint	thunder, thick, thirsty
lint, rent, stunt	thermometer, thief, thumb
must, list, rest	this, those, they
last, just, mist	

Unit 3

Word List 1 (Weeks 1–3, Mid-Unit)

chick, change, cheese	hatch, fetch, witch
chalk, chimp, cherry	hutch, catch, pitch
chunk, chin, chocolate	cape, date, lake
whale, wheat, wheel	bake, made, tame
why, whisper, white	tape, mane, rake
phone, photograph,	kite, life, tribe
pharmacy	hike, dime, vine
pheasant, phonograph,	ripe, mine, lime
phase	

Word List 2 (Weeks 4–5, End-of-Unit)

celebrate, cereal, center	bone, globe, stove
celery, cent, certain	mole, home, phone
cider, circle, circus	hope, rose, wrote
giant, giraffe, ginger	mule, cute, tune
gem, gerbil, geranium	fume, dune, cube
gym, German, gesture	yule, flute, June
dodge, hedge, budge	these, Eve, Steve
ledge, fudge, badge	

Unit 4

Word List 1 (Weeks 1–3, Mid-Unit)

put, brook, wood	bean, heap, read
hood, cook, push	seed, keep, peek
hook, stood, full	cheese, sheep, breeze
day, stray, gray	thief, chief, field
bray, away, hay	bull, shook, food
paid, mail, rain	fuse, mute, cube
braid, pail, chain	flame, cape, gate
tail, bait, paid	

Word List 2 (Weeks 4–5, End-of-Unit)

toad, goat, croak	night, bright, cried
tow, grow, mow	shy, fly, by
hoe, toe, doe	ache, age, ate
grown, blown, snowed	each, eat, eagle,
boat, soak, goal	ice, idea, item
show, Joe, below	obey, ocean, oak
dry, why, spy	unicorn, unite, use
tie, pie, lie	

Unit 6

Word List 1 (Weeks 1–3, Mid-Unit)

soil, choice, noise	due, blue, true
avoid, join, spoil	suit, fruit, ruin
toy, boy, joy	truth, rule, tuba
enjoy, annoy, Roy	claw, jaw, saw
pool, broom, spoon	pause, lawn, crawl
goose, coop, loose	autumn, August, awe
school, room hoop	sought, taught, bought
mew, chew, flew	

Word List 2 (Weeks 4–5, End-of-Unit)

wrench, wrist, wren	sprain, spring, spray
wrap, wreck, wrote	string, strong, struggle
kneel, knit, know	shred, shrink, shrimp
knob, knots, knife	three, throw, throne
gnaw, gnash, gnu	fair, chair, pair
gnat, gnarl, gnome	mare, flare, care
screw, scrap, scratch	near, pear, bear
splash, splinter, split	

Phoneme Isolation

RF.1.2c



I Do Explain to children that you will isolate or separate a sound in a word. Select a word from the word list for the unit and week, such as *fan*. **Today we will listen for and set apart a sound in a word. Listen as I say a word: /fffan/. I hear the sound /a/ in the middle of fan. The middle sound in fan is /a/.**

We Do Guide children to practice isolating phonemes. Select a word from the list, such as *jam*. **Listen to this word: /jjjam/, jam. Say jam with me: /jjjam/. The middle sound in jam is /a/. Say the middle sound with me: /a/.** Repeat for the /a/ sound in *has* and *bat*. Continue with words on the lists.

You Do Choose from the word lists that follow. Say each word and ask children to isolate the initial, medial, or final phoneme.

CORRECTIVE FEEDBACK When children make mistakes during phoneme isolation: Say the word, stretching the sound in the targeted position for three seconds: /neeet/. Have children repeat. If the targeted sound is a stop sound, say the sound and then the word: /t/ /tap/. Have children repeat.

Then model repeating the sounds in the word and identifying the target sound (initial, medial, or final sound): *I hear /t/ at the beginning of tap.*

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 1	4, 6, 12
Unit 1 Week 2	14, 16, 22
Unit 2 Week 2	72, 74, 80
Unit 2 Week 5	104, 106, 112
Unit 3 Week 5	162, 164, 170
Unit 5 Week 5	278, 280, 286

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List 1 (Weeks 1–3, Mid-Unit)

/a/:	afternoon	alligator	ambulance
/a/:	fan	bat	gas
/i/:	instrument	invention	invite
/i/:	quiz	chimp	trick
/m/:	mosquito	moose	melon

Word List 2 (Weeks 1–5, End-of-Unit)

/a/:	cab	map	wag
/i/:	slip	quit	clip
/bl/:	blimp	blue	
/fl/:	flower	flag	
/gl/:	globe	glass	
/o/:	opossum	odd	
/o/:	clock	plop	

Unit 2

Word List 1 (Weeks 1–3, Mid-Unit)

/kr/:	crown	crocodile	
/br/:	broccoli	brain	
/fr/:	frog	frown	
/sk/:	skip	skate	
/e/:	bread	feather	weather
/e/:	fed	get	met
/u/:	cub	shrub	skunk

Word List 2 (Weeks 1–5, End-of-Unit)

/u/:	stuff	bud
/e/:	pen	nest
/fr/:	friend	
/kr/:	croak	
/sk/:	skunk	
/nd/:	sand	pond

/nk/:	skunk	rink	
/nt/:	sent	want	
/st/:	must	west	
/ng/:	long	wing	
/sk/:	tusk	ask	
/th/:	thumb	think	thunder
/sh/:	ship	shout	shark

Unit 3

Word List (Weeks 4–5, End-of-Unit)

/ō/:	boast	grown	toes
/ō/:	mow	hoe	go
/ī/:	night	cried	fright
/ī/:	try	sigh	die
/ù/:	push	hood	full
/ē/:	green	weed	seat

Unit 5 (Weeks 4–5, End-of-Unit)

Word List

/ôr/:	board	snore	porch
/ou/:	found		
/ow/:	now	down	
/ûr/:	germ	girl	worth
/ē/:	heavy	cozy	jockey
/är/:	part	sharp	marsh

Phoneme Reversal

RF.1.2b RF.1.2c RF.1.2d



I Do

Explain that you will reverse sounds to make new words. Select a word from the word list for the unit and week, such as *boot*. *Listen as I blend these sounds: /b/ /ü/ /t/, /büüt/, boot. Now I will say the sounds backward and blend them to make a new word. Listen: /t/ /ü/ /b/, /tüüb/, tube. The new word is tube.*

We Do

Help children practice reversing sounds in words. Select a word from the list, such as *caught*. *Let's say these sounds together and blend them: /k/ /ô/ /t/, /kôôt/, caught. Now let's say the sounds backward and blend them to make a new word: /t/ /ô/ /k/, /tôôk/, talk. Repeat with more words from the list.*

You Do Choose from the word lists below. Say the sounds in a word. Have children blend the sounds to make a word. Then have them say the sounds backward and blend them to make another word.

CORRECTIVE FEEDBACK Say the word, stretching the sounds. Have students repeat. Say the word again, stretching the sounds as you place a marker in the **Sound Boxes** for each sound. Then model reversing the sounds and blending the new word. Sweep your fingers under the sound boxes in the reverse direction as you blend the sounds. Have students repeat with their own **WorkBoard** and markers.

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 6 Week 3	318, 320, 322
Unit 6 Week 5	340, 342, 344

Repeat lesson as needed using the Word Lists below.

Unit 6

Word List 1 (Weeks 1–3, Mid-Unit)

loot (tool)	back (cab)
mood (doom)	net (ten)
tune (newt)	pool (loop)
zoo (ooze)	peek (keep)
caught (talk)	sub (bus)
gum (mug)	taught (taught)
lane (nail)	tops (spot)
nap (pan)	

Word List 2 (Weeks 4–5, End-of-Unit)

but (tub)	make (came)
chip (pitch)	nice (sign)
cod (dock)	pack (cap)
deal (lead)	sail (lace)
knack (can)	seen (niece)
kneel (lean)	tone (note)
knife (fine)	deer (reed)
knit (tin)	

Phoneme Segmentation

RF.1.2d



I Do Explain that you will be taking apart the sounds in a word. Select a word from the word list for the unit and week, such as *bit*. Display the **Sound Boxes**. I am going to say a word. Then I will say it sound by sound. As I say each sound, I will place one counter in each box. Listen: *sat*. I will stretch the sounds in *sat*: /sssaaat/. Now I will say the sounds in *sat*, one at a time: /s/ /a/ /t/. The first sound is /s/. The middle sound is /a/. The last sound is /t/. Watch as I place a marker in a box for each sound I hear: /sss/ /aaa/ /t/. The word *sat* has three sounds, /s/ /a/ /t/. I have placed three markers.

We Do Work with children to segment phonemes in words. Provide children with markers and **Sound-Spelling WorkBoards**. Select a word from the list, such as *ran*. Say this word after me: *ran*. First, we'll stretch the sounds in the word: /rrraannn/. Now we'll say the sounds one at a time: /r/ /a/ /n/. Put one marker in a box for each sound you hear. The word *can* has three sounds, /r/ /a/ /n/. Continue with other words from the word lists that follow.

You Do Choose from the word lists that follow. Say a word. Ask children to say each sound in the word and tell how many sounds they hear. Children may use markers and **Sound-Spelling WorkBoards** as needed.

CORRECTIVE FEEDBACK Say the word, stretching the sounds. Have students repeat. Say the word again, stretching the sounds as you place a marker in the WorkBoard sound boxes for each sound. Say the sound as you touch each marker. Then repeat the routine using the same word, asking students to respond without you. Use the same routine with any words missed before proceeding with additional examples

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 2	18, 20, 22
Unit 2 Week 1	66, 68, 70
Unit 3 Week 1	120, 122, 128
Unit 3 Week 3	140, 142, 148
Unit 3 Week 4	156, 158, 160
Unit 3 Week 5	166, 168, 170
Unit 4 Week 3	202, 204, 206
Unit 4 Week 5	224, 226, 228
Unit 6 Week 1	298, 300, 302
Unit 6 Week 2	308, 310, 312
Unit 6 Week 4	330, 332, 334

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List 1 (Weeks 1–3, Mid-Unit)

fat (/f/ /a/ /t/)	dim (/d/ /i/ /m/)
hat (/h/ /a/ /t/)	fill (/f/ /i/ /l/)
mad (/m/ /a/ /d/)	jig (/j/ /i/ /g/)
pass (/p/ /a/ /s/)	lit (/l/ /i/ /t/)
ran (/r/ /a/ /n/)	pick (/p/ /i/ /k/)
sat (/s/ /a/ /t/)	ran (/r/ /a/ /n/)
tack (/t/ /a/ /k/)	six (/s/ /i/ /ks/)
van (/v/ /a/ /n/)	

Word List 2 (Weeks 4–5, End-of-Unit)

block (/b/ /l/ /o/ /k/)	hog (/h/ /o/ /g/)
clip (/k/ /l/ /i/ /p/)	cap (/c/ /a/ /p/)
flock (/f/ /l/ /o/ /k/)	nap (/n/ /a/ /p/)
glad (/g/ /l/ /a/ /d/)	rack (/r/ /a/ /k/)
plan (/p/ /l/ /a/ /n/)	hit (/h/ /i/ /t/)
slot (/s/ /l/ /o/ /t/)	lick (/l/ /i/ /k/)
box (/b/ /o/ /ks/)	mitt (/m/ /i/ /t/)
dock (/d/ /o/ /k/)	

Unit 2

Word List 1 (Weeks 1–3, Mid-Unit)

bread (/b/ /r/ /e/ /d/)	snap (/s/ /n/ /a/ /p/)
drip (/d/ /r/ /i/ /p/)	stock (/s/ /t/ /o/ /k/)
frog (/f/ /r/ /o/ /g/)	deaf (/d/ /e/ /f/)
grass (/g/ /r/ /a/ /s/)	head (/h/ /e/ /d/)
press (/p/ /r/ /e/ /s/)	step (/s/ /t/ /e/ /p/)
trap (/t/ /r/ /a/ /p/)	cluck (/k/ /l/ /u/ /k/)
skip (/s/ /k/ /i/ /p/)	fluff (/f/ /l/ /u/ /f/)
sled (/s/ /l/ /e/ /d/)	luck (/l/ /u/ /k/)

Word List 2 (Weeks 4–5, End-of-Unit)

tusk (/t/ /u/ /s/ /k/)	crib (/k/ /r/ /i/ /b/)
hump (/h/ /u/ /m/ /p/)	dress (/d/ /r/ /e/ /s/)
bank (/b/ /a/ /n/ /k/)	read (/r/ /e/ /d/)
think (/th/ /i/ /n/ /k/)	tell (/t/ /e/ /l/)
thick (/th/ /i/ /k/)	plum (/p/ /l/ /u/ /m/)
thumb (/th/ /u/ /m/)	rub (/r/ /u/ /b/)
shop (/sh/ /o/ /p/)	smash (/s/ /m/ /a/ /sh/)
shack (/sh/ /a/ /k/)	stick (/s/ /t/ /i/ /k/)
shelf (/sh/ /e/ /l/ /f/)	trust (/t/ /r/ /u/ /s/ /t/)

Unit 3

Word List 1 (Weeks 1–3, Mid-Unit)

chap (/ch/ /a/ /p/)	phone (/f/ /ō/ /n/)
catch (/k/ /a/ /ch/)	phase (/f/ /ā/ /z/)
hitch (/h/ /i/ /ch/)	flame (/f/ /l/ /ā/ /m/)
rich (/r/ /i/ /ch/)	jade (/j/ /ā/ /d/)
wham (/hw/ /a/ /m/)	name (/n/ /ā/ /m/)
whale (/hw/ /ā/ /l/)	quite (/kw/ /i/ /t/)
Steph (/s/ /t/ /e/ /f/)	hive (/h/ /i/ /v/)

Word List 2 (Weeks 4–5, End-of-Unit)

fence (/f/ /e/ /n/ /s/)	late (/l/ /ā/ /t/)
cent (/s/ /e/ /n/ /t/)	Steve (/s/ /t/ /ē/ /v/)
cell (/s/ /e/ /l/)	Pete (/p/ /ē/ /t/)
gem (/j/ /e/ /m/)	slide (/s/ /l/ /i/ /d/)
germ (/j/ /ûr/ /m/)	wise (/w/ /i/ /z/)
dodge (/d/ /o/ /j/)	drove (/d/ /r/ /ō/ /v/)
trudge (/t/ /r/ /u/ /j/)	mole (/m/ /ō/ /l/)
case (/k/ /ā/ /s/)	tube (/t/ /ü/ /b/)

Unit 4

Word List 1 (Weeks 1–3, Mid-Unit)

brook (/b/ /r/ /ü/ /k/)	rail (/r/ /ā/ /l/)
bull (/b/ /ü/ /l/)	say (/s/ /ā/)
cook (/k/ /ü/ /k/)	creak (/k/ /r/ /ē/ /k/)
hood (/h/ /ü/ /d/)	eel (/ē/ /l/)
push (/p/ /ü/ /sh/)	niece (/n/ /ē/ /s/)
bait (/b/ /ā/ /t/)	peel (/p/ /ē/ /l/)
grain (/g/ /r/ /ā/ /n/)	weave (/w/ /ē/ /v/)

Word List 2 (Weeks 4–5, End-of-Unit)

blow (/b/ /l/ /ō/)	ray (/r/ /ā/)
gold (/g/ /ō/ /l/ /d/)	dry (/d/ /r/ /i/)
toe (/t/ /ō/)	mind (/m/ /i/ /n/ /d/)
field (/f/ /ē/ /l/ /d/)	sight (/s/ /i/ /t/)
clean (/k/ /l/ /ē/ /n/)	look (/l/ /ü/ /k/)
weed (/w/ /ē/ /d/)	stood (/s/ /t/ /ü/ /d/)
mail (/m/ /ā/ /l/)	shook (sh/ /ü/ /k/)

Unit 6

Word List 1 (Weeks 1–3, Mid-Unit)

boy (/b/ /oi/)	rule (/r/ /ü/ /l/)
foil (/f/ /oi/ /l/)	snoop (/s/ /n/ /ü/ /p/)
join (/j/ /oi/ /n/)	all (/ô/ /l/)
moist (/m/ /oi/ /s/ /t/)	claw (/k/ /l/ /ô/)
noise (/n/ /oi/ /z/)	talk (/t/ /ô/ /k/)
cue (/k/ /ü/)	taught (/t/ /ô/ /t/)
drew (/d/ /r/ /ü/)	yawn (/y/ /ô/ /n/)
food (/f/ /ü/ /d/)	

Word List 2 (Weeks 4–5, End-of-Unit)

gnat (/n/ /a/ /t/)	coin (/k/ /oi/ /n/)
k(nock (/n/ /o/ /k/)	spoil (/s/ /p/ /oi/ /l/)
wreck (/r/ /e/ /k/)	toy (/t/ /oi/)
splash (/s/ /p/ /l/ /a/ /sh/)	draw (/d/ /r/ /ô/)
spring (/s/ /p/ /r/ /i/ /ng/)	sauce (/s/ /ô/ /s/)
screw (/s/ /k/ /r/ /ü/)	soup (/s/ /ü/ /p/)
street (/s/ /t/ /r/ /ē/ /t/)	throw (/th/ /r/ /ô/)
blue (/b/ /l/ /ü/)	wall (/w/ /ô/ /l/)
fruit (/f/ /r/ /ü/ /t/)	

Phoneme Substitution

RF.1.2c



I Do Tell children that you will change one sound in a word to make a new word. Select a word from the word list for the unit and week, such as *box*. **Listen as I say a word:** /b/ /o/ /ks/, /boooks/, *box*. **The first sound is /b/.** I will change the /b/ to /f/ and make a new word. **Listen:** /f/ /o/ /ks/, /fffoooks/, *fox*. **The new word is fox.** Repeat by changing the middle sound in *cab* from /a/ to /o/ to get *cob* and by changing the final sound in *him* from /m/ to /d/ to get *hid*.

We Do Help children practice substituting phonemes. Select a word from the list, such as *dog*. **Say this word after me:** *dog*. **The first sound is /d/.** Let's change the /d/ to /f/. **Say the sounds:** /f/ /o/ /g/, *fog*. **The new word is fog.** Repeat by changing the middle sound in *map* from /a/ to /o/ to get *mop* and by changing the final sound in *lock* from /k/ to /g/ to get *log*. Continue with other words from the word lists that follow.

You Do Choose from the word lists that follow. Say each word and the sound to substitute. Ask children to change the sound and say the new word.

CORRECTIVE FEEDBACK

Say the word, stretching the sounds. Have students repeat. Say the word again, stretching the sounds as you place a marker in the **Sound Boxes** for each sound. Move your finger from left to right as you stretch the sounds. Blend the sounds to say the word. Then point to the box for the targeted sound, remove its marker, and replace it with a new marker as you say the new sound. Have students chorally blend the new word formed. Have students repeat the routine with their own **WorkBoard** and markers.

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 4	40, 42, 44
Unit 2 Week 4	98, 100, 102
Unit 3 Week 2	134, 136, 138
Unit 5 Week 3	260, 262, 264
Unit 5 Week 4	272, 274, 276

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List 1 (Weeks 1–5, End-of-Unit)

map (mop)	him (ham)	clock (click)
cab (cob)	dog (dig)	class (glass)
flap (flip)	fox (fix)	slam (slim)
fin (fan)	hot (hat)	slap (slip)
pit (pot)	black (block)	

Unit 2

Word List 1 (Weeks 1–5, End-of-Unit)

brake (broke)	pen (pin)	sank (sink)
crow (cry)	head (read)	ship (shop)
grill (grin)	cup (cut)	think (thank)
truck (trick)	nut (net)	sing (sang)
snip (snap)	dust (must)	spring (sprang)
stick (stack)	ramp (camp)	
bed (bad)	sand (send)	

Unit 3

Word List 1 (Weeks 1–3, Mid-Unit)

batch (hatch)	same (game)	bike (hike)
chip (whip)	rake (make)	line (mine)
phone (bone)	take (lake)	mile (male)
such (much)	tape (shape)	pile (pine)
whistle (thistle)	wade (wide)	visé (vase)

Word List 2 (Weeks 4–5, End-of-Unit)

cent (rent)	poke (woke)	size (side)
space (spice)	tune (dune)	hutch (hatch)
face (race)	cute (mute)	thin (chin)
rice (nice)	these (those)	phone (lone)
gem (them)	cape (shape)	whip (chip)
page (wage)	rake (make)	
cage (rage)	five (dive)	

Unit 5

Word List 1 (Weeks 1–3, Mid-Unit)

bunny (funny)	charge (barge)	bird (third)
dusty (rusty)	jars (cars)	fern (turn)
jolly (golly)	sharp (shape)	worm (firm)
bark (shark)	skirt (shirt)	

Word List 2 (Weeks 4–5, End-of-Unit)

core (shore)	nosy (cozy)	yard (card)
roar (soar)	hilly (silly)	letter (better)
short (fort)	hockey (jockey)	hurt (shirt)
clown (town)	curb (curl)	turn (burn)
mound (found)	dark (bark)	
power (tower)	farm (harm)	

Blend Words

RF.1.3b



I Do

Explain that you are going to practice blending words that have certain sound-spellings. For example, tell children you are going to blend words with the /a/ sound, spelled with the letter *a*. Display the **Letter Cards** *b*, *a*, *t* and model blending the sounds to read the word. As you blend the word, run a finger underneath the **Letter Cards**. *The letter b stands for the /b/ sound. The letter a stands for the /a/ sound. The letter t stands for the /t/ sound. Now I will blend the sounds together to read the word: /b/ /a/ /t/, /baat/, bat. The word is bat.*

We Do

Guide in children to practice blending words with the target sound-spelling. Select words from the list and use **Letter Cards** to assist children in blending a simple word, such as *am*. Help children read the word while scanning the letters from left to right with their fingers. *This is the letter a. We know it stands for the /aaa/ sound. This is the letter m. It stands for the /mmm/ sound. Run your finger below each letter as you extend the sounds. Let's blend these sounds together: /aaamm/, /aaamm/, am. The word is am. Say it with me: /aaamm/, am.* Repeat with other words from the list as necessary.

You Do

Choose words from the lists in the next column. Have children use **Letter Cards** to blend the sounds to read the words. Have children first extend the sounds and then read the words slowly, running their fingers beneath the **Letter Cards** until they become comfortable reading the words more quickly.

CORRECTIVE FEEDBACK

Display a word that children had difficulty blending, such as *mat*. Model blending the sounds in the word *mat* by sweeping your finger under the letters of the word. Say: *Listen to me as I blend the word: /m/ /a/ /t/, /mmaaat/, mat.* Guide children to chorally blend the sounds. Monitor each blending step, offering feedback as necessary.

Note: Blend Words is addressed in Lesson 1–5 of every week beginning in Unit 1 Week 2.

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List (Week 2)

bat	jam	nap	tack
cat	lap	pan	wag
fan	man	rag	yam
has	mat	sad	

Word List (Week 3)

bit	him	lid	rim
dig	if	nip	six
fill	jig	pig	will
fix	kid	quiz	

Word List (Week 4)

black	class	flip	slim
blip	clip	glad	slip
clack	flag	glass	slit
clam	flap	plan	
clap	flat	slam	
click	flick	slick	

Word List (Week 5)

block	hog	mop	slot
clog	hot	nod	sock
dot	job	not	top
flop	lock	pop	

Unit 2

Word List (Week 1)

brick	frill	skin	stick
brim	frog	smock	stop
crack	grass	snag	swim
crib	grin	snap	
drag	prop	spin	
drop	skill	spot	

Word List (Week 2)

bet	fell	neck	ten
bread	head	pet	wet
den	jet	set	yes
dress	men	smell	

Word List (Week 3)

bud	fun	mug	stuff
bus	gull	plus	sun
cub	hum	rub	tuck
duck	luck	snug	

Word List (Week 4)

best	drink	mint	stand
bump	dusk	nest	tent
camp	ink	pond	trust
cast	junk	rent	
damp	land	send	
dent	lump	skunk	

Word List (Week 5)

bath	ring	sing	this
brush	sash	song	thump
crash	shell	swing	with
fang	ship	that	
hash	shop	thin	
math	shut	think	

Unit 3

Word List Week 1

batch	chug	pinch	whip
bench	graph	rich	when
bunch	lunch	stitch	which
catch	match	switch	
chip	much	wham	
check	pitch	whiff	

Word List Week 2

brave	game	plate	skate
cake	lake	rake	take
date	made	sale	vase
fame	name	shake	

Word List Week 3

bike	hike	ride	while
dive	line	size	wide
five	mine	smile	wise
hide	pile	tide	

Word List (Week 4)

bridge	edge	nudge	since
budge	fence	pledge	space
cell	gel	plunge	trace
cent	gem	race	
chance	grace	rice	
dance	nice	ridge	

Word List (Week 5)

bone	flute	note	tube
cube	froze	robe	use
cute	hose	rose	woke
dome	huge	rude	
duke	joke	rule	
eve	mule	stone	

Unit 4

Word List Week 1

book	full	pull	wood
brook	good	push	woof
bull	hood	shook	wool
bush	hook	soot	cook
look	stood	foot	nook

Word List Week 2

bait	hay	ray	train
clay	mail	sail	tray
day	nail	say	wait
drain	paid	snail	
gray	paint	stain	
hail	pay	stay	

Word List Week 3

bead	heat	read	teeth
brief	keep	seal	tree
clean	leave	she	week
dream	me	sleep	
each	peach	steam	
field	peel	sweet	

Word List Week 4

boat	flow	mow	so
blow	fold	no	soap
coach	gold	oat	toe
croak	grow	roast	
crow	load	slow	
doe	most	snow	

Word List Week 5

bright	kind	right	tried
child	lie	sight	wild
cry	mind	sky	wind
dry	my	spied	
find	night	spy	
fly	pie	tie	

Unit 5**Word List** Week 1

buddy	happy	monkey	tiny
chilly	jockey	muddy	valley
copy	jolly	penny	wavy
dizzy	key	pony	
fussy	lily	ready	
guppy	lobby	slimy	

Word List Week 2

bark	farm	march	sharp
car	hard	mark	star
chart	jar	park	yarn
dart	large	part	

Word List Week 3

bird	first	stir	word
burn	germ	swerve	world
curl	girl	swirl	worm
curve	her	third	
dirt	hurt	urge	
fern	nurse	verb	

Word List Week 4

board	horn	roar	torch
chore	more	snort	tore
core	north	soar	worn
corn	oar	sore	fork
pork	sport	fort	port

Word List Week 5

bounce	clown	house	out
bow	crown	how	shout
brown	down	howl	sound
cloud	found	mouse	
count	ground	mouth	
cow	growl	now	

Unit 6**Word List** Week 1

boil	coin	joy	soil boy
foil	moist	soy	
broil	hoist	noise	spoil
choice	join	oil	toy
coil	joint	point	voice

Word List Week 2

blue	flew	moo	tube
booth	food	new	you
chew	fruit	plume	zoo
clue	glue	soup	
crew	hoop	suit	
dune	juice	truth	

Word List Week 3

all	dawn	paw	talk
bald	draw	salt	walk
call	fall	saw	wall
cause	fault	sauce	
caught	fawn	small	
claw	jaw	taught	

Word List Week 4

gnash	knight	known	write
gnaw	knit	wrap	wrong
gnome	knob	wreck	wrote
knee	knock	wren	
kneel	knot	wrench	
knife	know	wrist	

Word List Week 5

scrap	split	straw	three
screen	spray	stray	throne
scrub	spring	stretch	throw
shred	spread	strike	
shrink	sprout	stripe	
splash	strap	thread	

Build Words

RF.1.3b



I Do Explain that you are going to be making words using letters and spellings that children have learned. Select a word from the word list for the unit and week, such as *man*. Display the **Letter Cards** *m*, *a*, *n*. This word is spelled *m-a-n*. The letter *m* stands for the sound /m/. The letter *a* stands for the sound /a/. The letter *n* stands for the sound /n/. I will blend the sounds together and read the word. Listen: /mmmaaannn/, *man*.

We Do Help children build and blend more words. Select a word from the list that has just one letter different than in *man*, such as *can*. Replace the **Letter Card** *m* with the **Letter Card** *c*. Let's change *m* to *c*. What is the new word we made? The letter *c* stands for the sound /k/. The letter *a* stands for the sound /a/. The letter *n* stands for the sound /n/. Let's blend the sounds together and read the word: /kaaannn/, *can*. The new word is *can*. Say it with me: /kaaannn/, *can*. Now we will build another word. Replace the **Letter Card** *n* with the **Letter Card** *p*. Let's change *n* to *p*. What is the new word we made? The letter *c* stands for the sound /k/. The letter *a* stands for the sound /a/. The letter *p* stands for the sound /p/. Let's blend the sounds together and read the word: /kaaap/, *cap*. The new word is *cap*. Continue changing one letter at a time, using words from the word lists that follow.

You Do Choose from the word lists that follow. Have children use **Letter Cards** or their **WorkBoards** to build and blend a word. Then have them change one or more letters to build and blend a set of words.

CORRECTIVE FEEDBACK Display a word that children had difficulty building, such as *sad*. Model blending the sounds in the word: Listen to me as I blend a word: /s/ /a/ /d/, /ssaaad/, *sad*. Then model replacing the *s* in *sad* with *h*: The letter *h* makes the /h/ sound. Let's blend the sounds: /h/ /a/ /d/, /haaad/, *had*. The new word is *had*. Guide children to repeat the exercise with more words from the list.

Note: Build Words is addressed in Lesson 2–5 of every week beginning in Unit 1 Week 2.

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List (Week 2)

man	tag	sad	pal
can	bag	had	pan
cap	back	hat	ran
tap	sack	pat	rag

Word List (Week 3)

big	dig	tin	lid
bit	wig	tip	lick
fit	win	hip	sick
fig	pin	hid	

Word List (Week 4)

flat	clip	slap	clack
flap	flip	slack	click
clap	slip	black	cliff

Word List (Week 5)

box	dot	map	clock
fox	hot	sap	lock
fog	hop	sack	lot
dog	mop	sock	

Unit 2

Word List (Week 1)

brag	drop	prop	spot
brick	frizz	track	stiff
crab	frog	trip	swim
crack	grass	skill	
crib	grill	smock	
drill	grip	snack	

Word List (Week 2)

bell	fed	leg	stem
den	get	met	ten
dress	hen	red	well
egg	jet	set	

Word List (Week 3)

bug	duck	hum	plug
cub	fun	luck	stuff
cut	gum	mud	sun
drum	hug	run	

Word List (Week 4)

ask	dent	mask	stamp
bank	desk	pink	vest
blink	grand	pond	went
bunk	hand	rest	
camp	jump	send	
cost	lump	sent	

Word List (Week 5)

bath	king	ship	thin
bring	math	shop	thing
crash	path	smash	this
dash	ring	shut	
hang	rush	swing	
hush	sang	thick	

Unit 3**Word List Week 1**

batch	fetch	sketch	which
bench	graph	stitch	whip
chick	lunch	switch	whizz
chill	match	such	
check	much	whack	
crunch	pitch	wham	

Word List Week 2

bake	fame	name	state
brave	flake	pave	take
cake	game	save	wake
date	late	snake	

Word List Week 3

chime	five	pine	ride
dime	hive	pride	size
drive	like	prize	time
fine	mine	quite	

Word List (Week 4)

budge	edge	pledge	space
cell	face	race	trace
cent	hedge	rice	stage
chance	judge	mice	
dance	page	nice	
dodge	place	smudge	

Word List (Week 5)

bone	dune	prune	tune
chose	eve	rose	whole
cone	hole	rule	woke
cube	home	smoke	
cute	joke	these	
dome	mule	those	

Unit 4**Word List Week 1**

book	full	pull	wood
brook	good	push	woof
bull	hood	shook	wool
bush	hook	soot	
cook	look	stood	
foot	nook	took	

Word List Week 2

bay	hay	paint	train
brain	maid	pay	wait
chain	mail	rain	way
clay	main	sail	
faint	nail	stay	
gray	pail	trail	

Word List Week 3

beach	field	need	speed
brief	free	reach	tree
chief	greet	see	wheat
creep	heat	she	
deep	me	shield	
feed	meat	sneeze	

Word List Week 4

blow	go	road	toe
cold	goat	row	toad
crow	groan	show	toast
doe	hold	snow	
fold	loan	so	
flow	own	soap	

Word List Week 5

bright	high	pried	try
child	kind	right	why
dried	mind	shy	wild
find	my	sigh	
fly	night	tie	
grind	pie	tight	

Unit 5**Word List Week 1**

any	hilly	penny	sunny
baby	hockey	ready	valley
buddy	jockey	silly	volley
foggy	lazy	soggy	
funny	many	steady	
hazy	pony	study	

Word List Week 2

arm	card	far	large
art	cart	farm	start
bark	charge	hard	yard
barn	dart	jar	

Word List Week 3

blur	perk	girl	world
burst	term	nurse	worm
clerk	verb	shirt	worth
curl	bird	third	
her	dirt	turn	
hurt	first	word	

Word List Week 4

bore	for	shore	thorn
board	fork	snore	tore
born	more	soar	worn
chore	oar	sport	
corn	roar	store	
cork	score	storm	

Word List Week 5

brown	growl	mouth	south
cloud	house	now	town
cow	how	out	trout
down	howl	pound	
found	loud	prowl	
ground	mouse	scout	

Unit 6

Word List Week 1

boil	coin	joy	soil
boy	foil	moist	soy
broil	hoist	noise	spoil
choice	join	oil	toy
coil	joint	point	voice

Word List Week 2

blue	flew	rule	tube
chew	fruit	soup	you
choose	group	stool	zoo
clue	juice	suit	
cube	new	tooth	
due	room	truth	

Word List Week 3

all	crawl	lawn	talk
bald	dawn	salt	walk
ball	draw	saw	wall
cause	fall	sauce	
caught	fault	small	
claw	fawn	taught	

Word List Week 4

gnash	knight	known	write
gnaw	knit	wrap	wrong
gnome	knob	wreck	wrote
knee	knock	wren	
kneel	knot	wrench	
knife	know	wrist	

Word List Week 5

scrap	splat	strap	three
screen	split	straw	throne
scrub	spray	stream	throw
shred	spring	strike	
shrink	spread	stripe	
splash	sprout	thread	

Review Sound-Spellings

RF.1.3b



I Do Explain that you are going to point to a letter in a word and then name the letter and say its sound. Select a word from the word list for the unit and week, such as *pal*. Display the **Letter Cards** *p*, *a*, *l*. Read the word *pal*. Point to the letter *a*. **This is the letter *a*. The letter *a* stands for the /a/ sound. You hear the /a/ sound in the middle of the word *pal*. Listen: /aaa/.**

Repeat with the word *mad* to identify the beginning letter *m* and the sound /m/ and with the word *bat* to identify the final letter *t* and the sound /t/.

We Do Help children practice identifying letters and sounds. Select a word from the list, such as *bag*. Display the **Letter Cards** *b*, *a*, *g*. Read the word *bag*. Point to the letter *a*. **Here is the letter *a*. Let's say the sound that *a* stands for: /aaa/. You hear the /a/ sound in the middle of the word *bag*.** Display the **Letter Cards** *c*, *a*, *n* and read the word *can*. **Now you try. Point to the letter *a*. Say its sound. That's right, the sound is /a/.**

Repeat with the word *fat* to identify the beginning letter *f* and the sound /f/ and with the word *had* to identify the final letter *d* and the sound /d/. Continue with other words from the word lists that follow.

You Do Choose from the word lists that follow.

Build a word with the **Letter Cards**. Ask children to identify a target letter and then say the sound it stands for.

CORRECTIVE FEEDBACK If a child missed the /a/ sound spelled a, display the *Apple Sound-Spelling Card* and say: *The letter a stands for the /a/ sound as in apple. What is the sound? What letter makes that sound?* Have children repeat the sound. Display the word *am*. Point to the letter *a* as you stretch the /a/ sound for three seconds: /aaam/, *am*. Have children repeat as they stretch the /a/ sound and say the word.

Note: Sound-Spellings for each skill are introduced in Lesson 1 of every week beginning in Unit 1 Week 2.

Repeat lesson as needed using the Word Lists below.

Unit 1

Word List Week 2

am	bat	gas	ran
an	can	had	tag
at	dad	mad	van
bag	fat	pal	

Word List Week 3

big	in	pin	sit
dip	it	quick	tip
fin	lit	rid	win
hid	mix	rip	

Word List (Week 4)

blac	class	flip	slim
blip	cliff	glad	slip
clack	flag	glass	slit
clam	flap	plan	
clap	flat	slam	
click	flick	slick	

Word List (Week 5)

box	doll	jog	ox
clock	fox	log	pot
cot	got	mop	sock
dog	hop	on	

Unit 2

Word List Week 1

brag	frizz	smock	stack
bran	frog	snack	still
crab	grab	sniff	swim
crop	grip	spin	
drag	skid	spill	
drill	skip	spot	

Word List Week 2

bell	fell	lead	spell
bread	get	net	step
deck	head	peg	web
egg	hen	read	

Word List Week 3

bug	drum	nut	tug
cup	gum	pup	up
dug	hug	rug	us
fuss	mud	sum	

Word List Week 4

and	end	rest	task
ant	fast	risk	went
ask	jump	sand	wind
bank	just	sink	
bent	lamp	stamp	
blast	print	tank	

Word List Week 5

bring	long	shed	wing
cloth	math	ship	wish
dash	path	shut	with
flash	ring	than	
fish	rush	thick	
hung	sang	them	

Unit 3

Word List Week 1

branch	ditch	ranch	when
catch	fetch	munch	whiff
chat	graph	sketch	whizz
chick	hatch	Steph	
chess	latch	such	
chum	Phil	whack	

Word List Week 2

ate	fade	make	tape
bake	gate	pave	trade
cane	grape	quake	wave
daze	lane	same	

Word List Week 3

bite	hide	prize	time
dime	life	rise	wipe
drive	mile	shine	vine
fine	nine	side	

Word List Week 4

age	dance	ice	race
badge	face	lace	stage
bridge	fringe	lodge	wedge
cell	fudge	judge	
cent	gem	mice	
chance	gel	page	

Word List Week 5

bone	hope	rude	Steve
cube	huge	vote	these
cute	mole	globe	tune
dune	mule	Pete	
eve	nose	prune	
hole	rode	smoke	

Unit 4

Word List Week 1

book	full	pull	wood
brook	good	push	woof
bull	hood	shook	wool
bush	hook	soot	
cook	look	stood	
foot	nook	took	

Word List Week 2

aim	jay	pay	trail
chain	maid	rail	tray
day	main	rain	way
fail	may	sail	
faint	nail	stain	
gray	pail	tail	

Word List Week 3

be	leak	he	tease
cheese	meal	chief	treat
deal	need	niece	wheat
eat	peek	shield	
feet	real	speak	
green	queen	sweep	

Word List Week 4

bowl	goal	mow	so
coat	grow	no	toad
cold	hold	own	toe
float	Joe	road	foam
loaf	row	go	low show

Word List Week 5

child	high	pie	tight
cried	lie	pried	try
dried	light	pry	why
find	mild	right	
flight	might	shy	
fry	mind	tie	

Unit 5

Word List Week 1

alley	donkey	jumpy	valley
baggy	easy	messy	volley
bossy	foggy	nutty	windy
city	heavy	risky	
classy	hockey	skinny	
crabby	icy	tummy	

Word List Week 2

arm	card	hard	smart
art	charge	large	start
barn	dark	park	yard
barge	far	shark	

Word List Week 3

birth	germ	skirt	world
blur	her	term	worm
clerk	hurl	turn	worth
curb	purse	twirl	
dirt	serve	verb	
fur	sir	whir	

Word List Week 4

board	forth	shore	thorn
bore	more	short	tore
born	porch	soar	wore
chore	oar	snore	
cord	roar	sort	
for	score	storm	

Word List Week 5

bound	down	now	town
bow	frown	ouch	trout
chow	gown	owl	wow
cloud	howl	plow	
couch	hound	pouch	
crowd	mound	south	

Unit 6

Word List Week 1

boil	Floyd	noise	toy
boy	foil	oil	Troy
broil	join	point	voice
choice	joint	Roy	
coil	joy	soil	
coin	moist	spoil	

Word List Week 2

clue	glue	Ruth	tune
cool	group	soon	youth
drew	juice	stew	zoom
duke	June	suit	
few	new	too	
fruit	rude	truth	

Word List Week 3

all	crawl	lawn	talk
bald	dawn	salt	walk
ball	draw	saw	wall
cause	fall	sauce	
caught	fault	small	
claw	fawn	taught	

Word List Week 4

gnash	knight	known	write
gnaw	knit	wrap	wrong
gnome	knob	wreck	wrote
knee	knock	wren	
kneel	knot	wrench	
knife	know	wrist	

Word List Week 5

scrap	splat	strap	thrill
scratch	split	straw	throne
scrub	spray	stream	throw
shred	spring	strike	
shrink	spread	stripe	
splash	strange	three	

High-Frequency Words

RF.1.3g



Read/Spell/Write

High-frequency words are the most common words in the English language. The words taught are derived from established word lists, such as the *Dolch Basic Sight Vocabulary* list of the top 220 words (no nouns), the Fry top 100 words, and the *American Heritage Word Frequency Book* top 150 words in printed school English. Because these words are so common in English school text, mastery of these words is necessary to fluent reading. Many of these words trip up struggling readers and can impede comprehension when incorrectly identified during reading.

When introducing high-frequency words to students, use the **Read/Spell/Write** Routine that follows.

Step 1: Read

Tell students that throughout the year you will be introducing them to high-frequency words that will appear in many texts they read.

Display the High-Frequency Word Card for *said*. Say: **This is the word *said*. What is the word?** Have students chorally repeat.

Step 2: Spell

Spell aloud the word *said*. Have students repeat.

Say: **The word *said* is spelled s-a-i-d. Spell it with me: s-a-i-d.**

When appropriate, point out any spelling patterns students have learned to help them distinguish the word. Say: **What's the first sound you hear in *said*? (/s/) What letter have we learned for the /s/ sound? (s) What letter do you see at the beginning of the word *said*? (s).** Repeat with the ending sound and letter.

Step 3: Write

Have students write the word multiple times as they spell it aloud. Say: **Watch as I write the word *said*. I will say each letter as I write the word. s-a-i-d.** Model writing the word on the board. **Now it is your turn. Write the word *said* five times. Spell it aloud as you write it.**

Provide practice by guiding children to complete sentence frames by writing the high-frequency word.

