



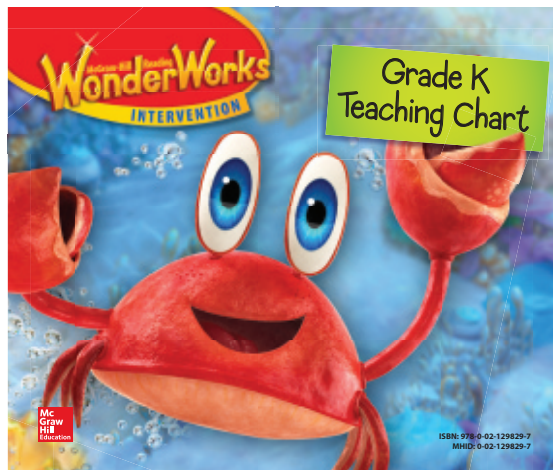
SAMPLER

Teacher's Edition • Grade K





Your Connected Intervention Solution



Teaching Chart



Decodable Reader



WonderWorks Teacher's Edition



Adaptive Learning

***WonderWorks* intervention moves students towards CCSS 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

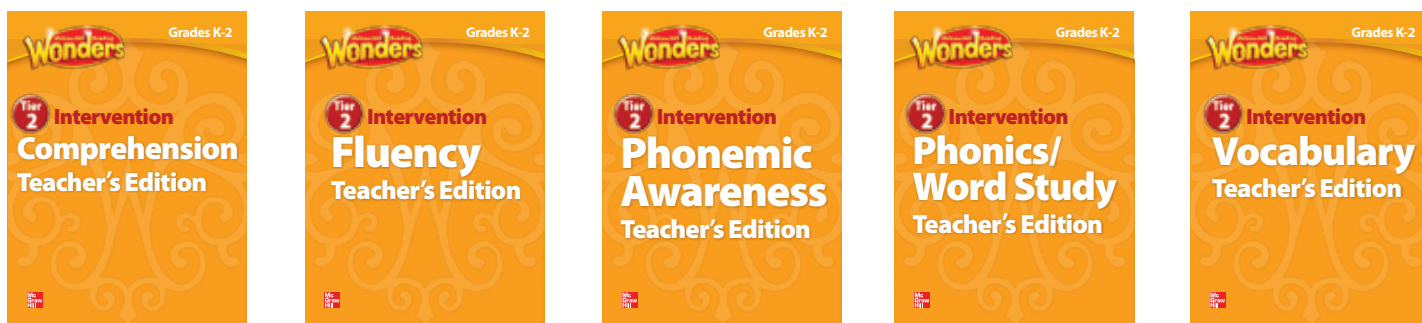
How *WonderWorks* Supports *Wonders*

Scaffolded Support

Core Grade-Level Instruction



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



Dr. Douglas Fisher

San Diego State University

Co-Director, Center for the Advancement of Reading, California State University

Author of *Language Arts Workshop: Purposeful Reading and Writing Instruction* and *Reading for Information in Elementary School*



Dr. Jan Hasbrouck

J. H. Consulting

Gibson Hasbrouck and Associates
Developed Oral Reading Fluency Norms for Grades 1–8

Author of *The Reading Coach: A How-to Manual for Success* and *Educators as Physicians: Using RTI Assessments for Effective Decision-Making*



Dr. Timothy Shanahan

University of Illinois at Chicago

Professor, Urban Education

Director, UIC Center for Literacy Chair, Department of Curriculum & Instruction

Member, English Language Arts Work Team and Writer of the Common Core State Standards

President, International Reading Association, 2006

Program Reviewers

Kelly Aeppli-Campbell

Escambia County School District
Pensacola, FL

Whitney Augustine

Brevard Public Schools
Melbourne, FL

Shanalee Cannon

Southern Nevada Regional Professional Development Program
Las Vegas, NV

Fran Clay

Howard County School District
Ellicott City, MD

Fran Gregory

Metro Nashville Public Schools
Nashville, TN

Elaine M. Grohol, NBCT, Ed.S.

Osceola County School District
Kissimmee, Florida

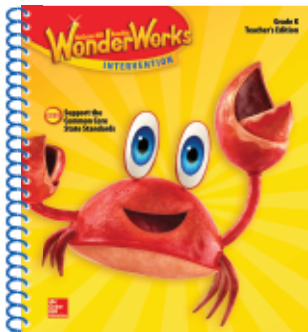
Randall B. Kincaid

Sevier County Schools
Sevierville, TN

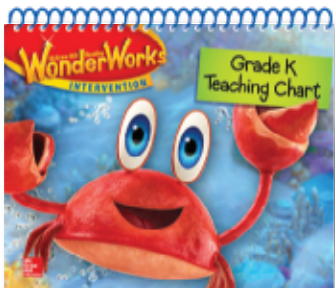
Angela Reese

Bay District Schools
Panama City, FL

Program Components



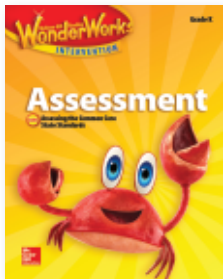
Teacher's Edition



Teaching Chart



Practice



Assessment



Decodable Readers



ADAPTIVE LEARNING



Sound Box



High-Frequency Word Cards



Sound-Spelling WorkBoards



Sound-Spelling Cards



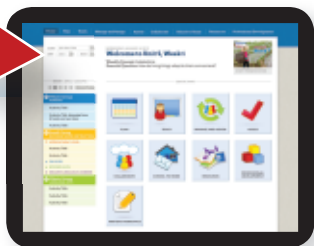
Photo Cards



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



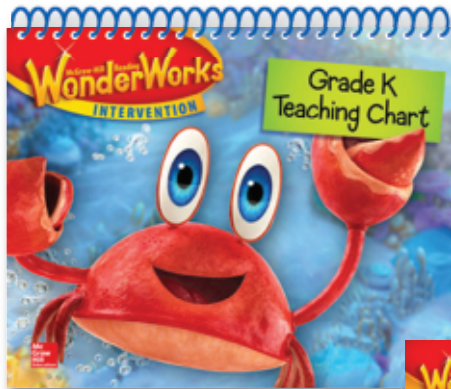
Reading Wonders
Adaptive Learning

www.connected.mcgraw-hill.com

How *WonderWorks* Supports *Wonders*

Scaffolded Support

Core Grade-Level Instruction



Teaching Chart



Decodable Readers



Practice



Reading/Writing Workshop



Literature Big Book



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

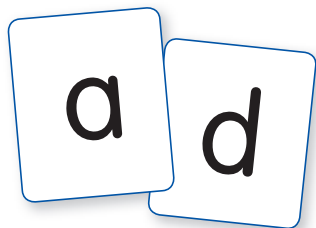
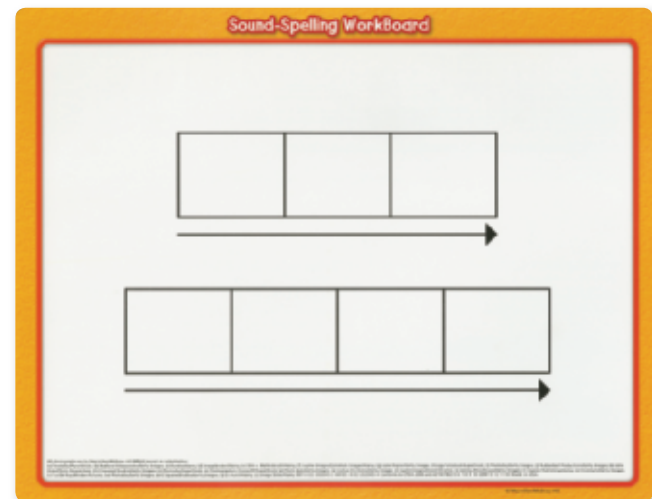
- Phonological Awareness
- Phonemic Awareness
- Phonics
- High-Frequency Words
- Building Fluency through Word Automaticity

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



SHARED READ

Read Connected Text Daily

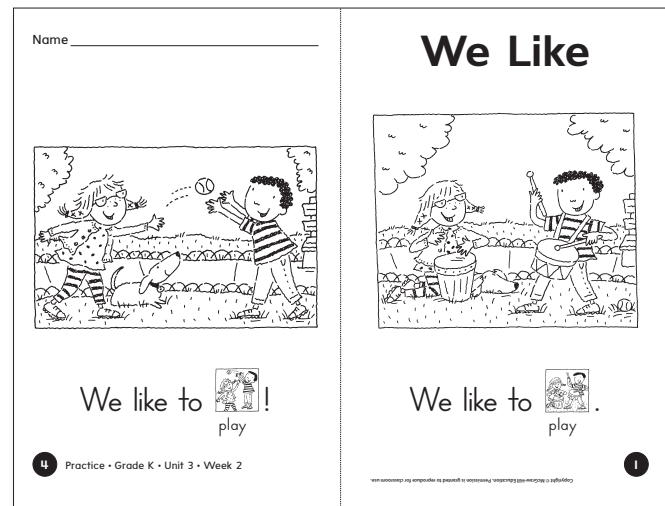
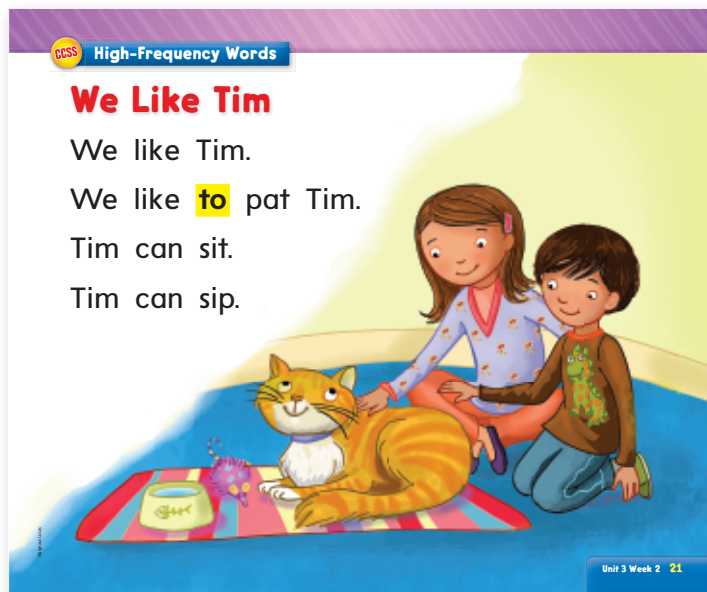
- Decodable text
- Application of foundational skills

Respond to Reading

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

Build Fluency with Connected Text

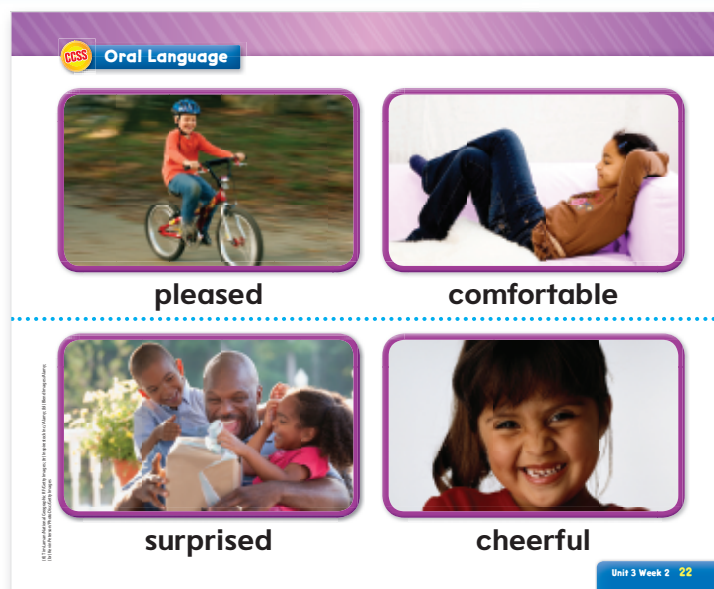
- Scaffolded instruction through modeling, choral reading and independent reading
- Focus on accuracy and expression
- Begin to develop appropriate rate



ORAL LANGUAGE

Develop and Expand Children's Oral Vocabulary

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



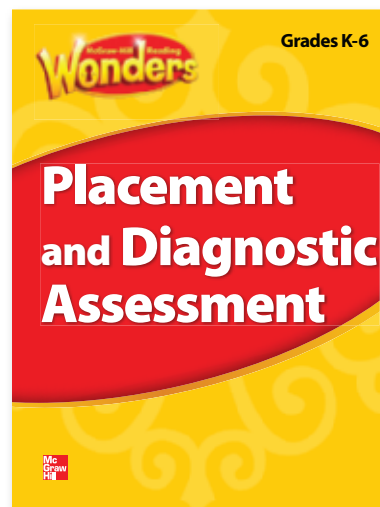
Assessment in *WonderWorks*

Placement and Diagnostic Assessment

Includes diagnostic assessments for

- Phonemic Awareness
- Letter-Naming Fluency

Recommendations for placement in
Reading WonderWorks

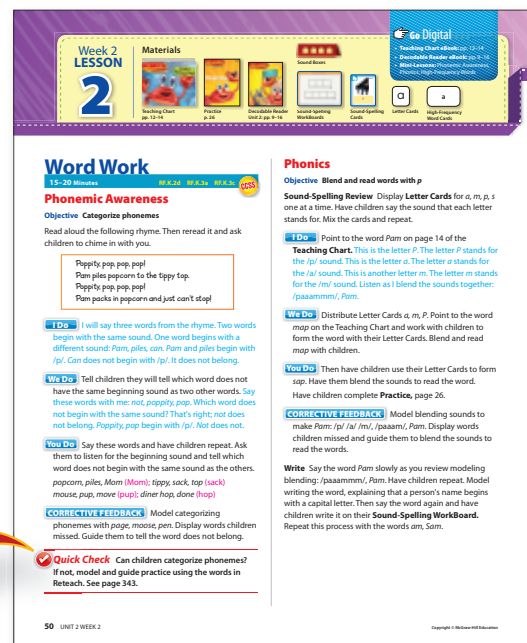


Wonders Placement and Diagnostic Assessment

Quick Checks

Informal teacher observations based on student practice within daily lessons

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



WonderWorks Teacher's Edition



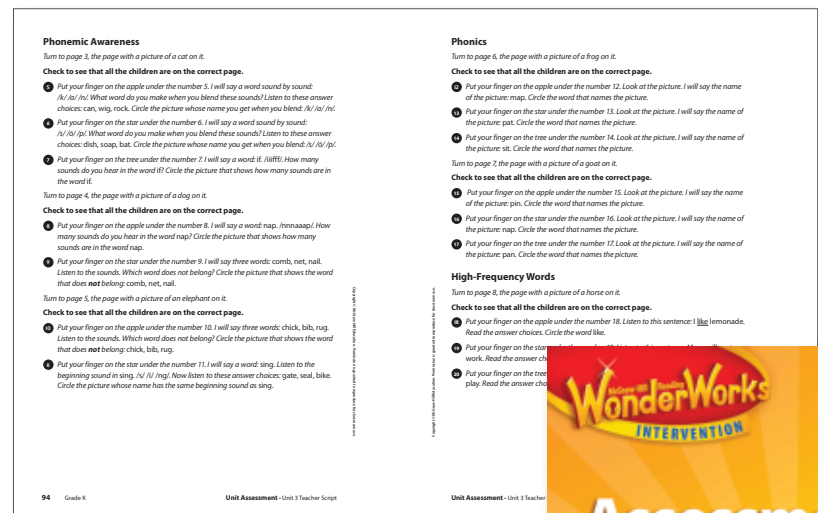
Quick Check Can children categorize phonemes?
If not, model and guide practice using the words in
Reteach. See page 343.

Unit Assessment

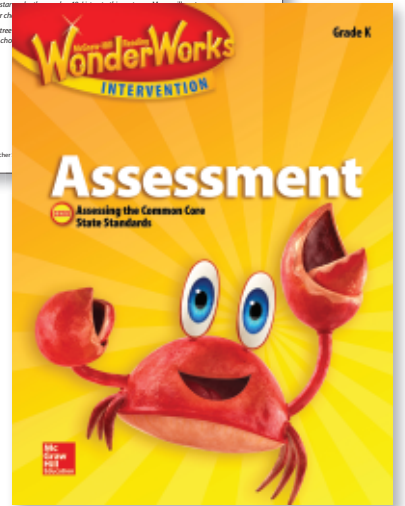
Every 3 weeks

Assesses

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



WonderWorks Assessment



Exiting Out of WonderWorks

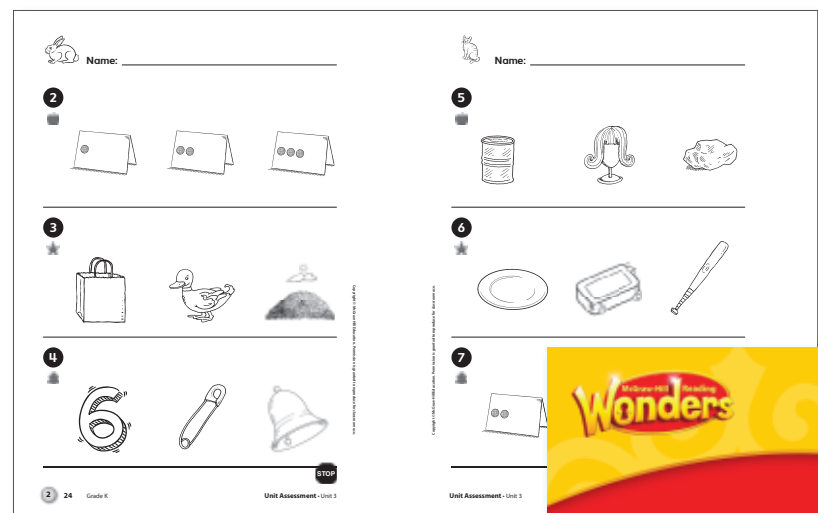
There are exit opportunities at the end of each unit of *Reading WonderWorks*. Children who score 90% or higher on the *Reading WonderWorks* Unit Assessment should be considered for exit from the program.

If children

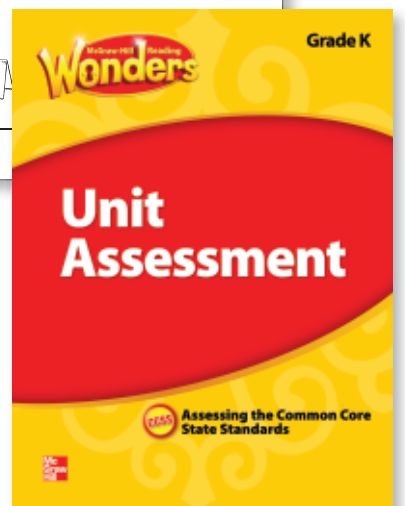
- score 90% or higher on the *Reading Wonders* Unit Assessment
- achieve Fluency Assessment goals for the unit
- reach grade-level benchmarks in *Reading Wonders* Adaptive Learning



Then consider moving children out of *Reading WonderWorks*.



Wonders Unit Assessment



UNIT 4 PLANNER

Week 1



Word Work

RF.K.2b

Phonological Awareness:
Count and Pronounce Syllables

RF.K.2d

Phonemic Awareness:
Phoneme Isolation, Phoneme Blending,
Phoneme Segmentation

RF.K.3a

Phonics: /k/c

RF.K.3c

High-Frequency Words: go



Fluency

RF.K.3a



Shared Read

RF.K.4

Teaching Chart: "Cam Cat"
Decodable Reader: "Can Cat? Can Cam?"
Take-Home Decodable: "Cam in a Cap"
Write: Respond to Reading



Oral Vocabulary

RL.K.6

drowsy, bathe, field, chase

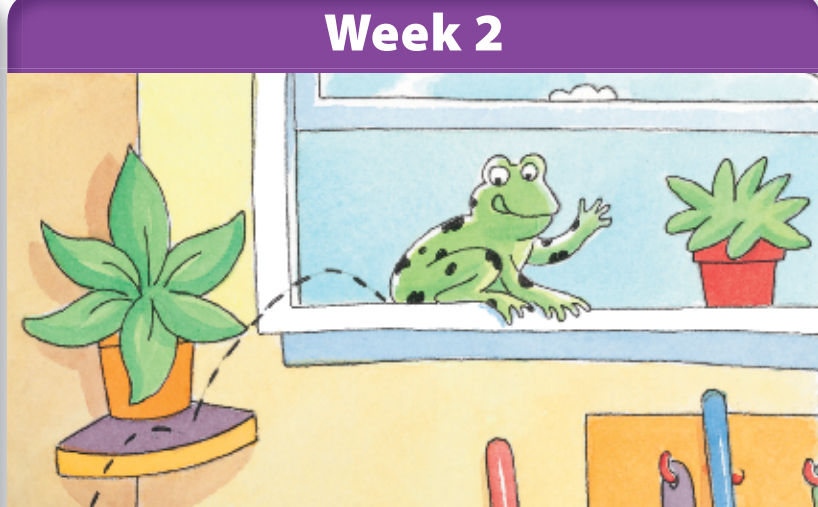
ASSESSMENT



Quick Check

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

Week 2



Word Work

RF.K.2c

Phonological Awareness:
Onset/Rime Segmentation

RF.K.2d

Phonemic Awareness:
Phoneme Isolation, Phoneme Categorization, Phoneme
Blending

RF.K.3a

Phonics: /o/o

RF.K.3c

High-Frequency Words: you



Fluency

RF.K.3a



Shared Read

RF.K.4

Teaching Chart: "Sit on Top"
Decodable Reader: "Tom Can Sit"
Take-Home Decodable: "Can You Pin It On?"
Write: Respond to Reading



Oral Vocabulary

RL.K.6

accident, clumsy, success, hopeful

ASSESSMENT



Quick Check

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



Week 3



Word Work

RF.K.2

Phonological Awareness:
Sentence Segmentation (Word Awareness)

RF.K.2d

Phonemic Awareness:
Phoneme Isolation, Phoneme Segmentation, Phoneme Blending

RF.K.3a

Phonics: /d/d

RF.K.3c

High-Frequency Words: do



Fluency

RF.K.3a



Shared Read

RF.K.4

Teaching Chart: "Tad and Dad"
Decodable Reader: "Dad Did It!"
Take-Home Decodable: "Sid, Don, and Dan"
Write: Respond to Reading



Oral Vocabulary

RL.K.6

upset, scrumptious, damaged, appetite

ASSESSMENT



Quick Check

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



Unit Assessment, Assessment Book, pp. 31–38



Letter Naming Fluency Assessment, Assessment Book, p. 133

EXIT ASSESSMENT

Use *Reading Wonders* Unit Assessment, pp. 43–50.

Differentiate to Accelerate



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

Reteach

Use the following lessons to reteach skills as needed.

Skills	Pages
Phonological Awareness	Pages 344–350
Phonemic Awareness	Pages 351–360
Phonics	Pages 361–366
High-Frequency Words	Page 367



Week 2 LESSON

1

Materials



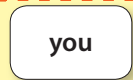
Teaching Chart
pp. iv, 30–31



Practice
p. 61



Sound-Spelling
WorkBoards



you
High-Frequency
Word Cards



Oo
Sound-Spelling
Cards



Q
Letter Cards



Photo Cards

Go Digital

- **Teaching Chart eBook:** pp. iv, 30–31
- **Mini-Lessons:** Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words
- **Visual Glossary**

Word Work

15–20 Minutes

RF.K.1d RF.K.2c RF.K.2d
RF.K.3a RF.K.3c



Phonological Awareness

Objective Segment onset and rime

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

My dog Ollie has lots of spots.
Ollie's spots are like big, black dots.
Black spots here, black spots there;
Ollie has big, black spots everywhere!

I Do Remind children that you can break a word into its beginning sound and the remaining part of the word. Ask them to listen as you say a word from the rhyme and then break it into its beginning sound and the remaining part of the word. *The word is lots. I can say the beginning sound and the remaining part of the word: lots: /l/ /ots/.*

We Do Ask children to listen as you say words from the rhyme. Have them say the beginning and end parts of the words with you. Say *dots*. *Let's say the beginning and end part of dots: /d/ /ots/. The sound /d/ is the beginning part and /ots/ is the end part.* Repeat with *like* and *round*.

You Do Say the following words and have children segment the onset and rime in each: *has*, (/h/ /az/); *dime*, (/d/ /ime/); *leg* (/l/ /eg/).

CORRECTIVE FEEDBACK Model segmenting the onset and rime in the word *log*: /l/, /og/, *log*. Guide children to segment the onset and rime in any words they missed.

Phonemic Awareness

Objective Isolate phonemes

I Do Display the **Photo Card** for *ox*. Listen as I say the word *ox*. *Ox begins with the /o/ sound. Say the sound and the word with me: /o/, ox. What's the beginning sound in ox? (/o/)*

We Do Display the Photo Card for *ostrich*. The word *ostrich* begins with /o/. *Let's say the word together: ostrich. Let's say the beginning sound in ostrich: /o/.* Repeat with the words *ax*, *octopus*, *zip*.

You Do Display the Photo Card for *olive*. *What is the sound you hear in olive? (/o/)* Repeat using the Photo Cards for *apple*, *octopus*, *inch*.
Have children complete **Practice**, page 61.

CORRECTIVE FEEDBACK Model isolating the initial phoneme in *on*. Then guide children to isolate the initial phoneme in any words they missed.

Phonics

Objective Introduce /o/o

Letter Review Display page iv of the **Teaching Chart**. Sing "The Alphabet Song" as a volunteer points to each letter. Point to the letter *o* and have children name it. Have volunteers point to the letters *c*, *i*, *n*, *p*, *t*.

Sound-Spelling Review Display the **Letter Cards** for *c*, *i*, *n*, *p*, *t*. Have children say each letter and its sound.

I Do Display the *Octopus* **Sound-Spelling Card**. Point to *Oo*. *This is uppercase O. This is lowercase o. The letter o stands for /o/ in octopus. Listen for /o/: octopus.*

We Do Distribute Letter Card *o* to children. Display the **Photo Card** for *otter*. *What sound does otter begin with? (/o/) What letter stands for /o/? Let's show our Letter Card o because o stands for the beginning sound /o/ in otter.*

You Do Display and name Photo Cards for *ant*, *October*, *ax*, *olive*, *inch*, and *ostrich*. Tell children to hold up Letter Card o when the picture name begins with /o/.

CORRECTIVE FEEDBACK Model identifying the /o/ sound in the word *otter*. Guide children to identify the /o/ sound in any words they missed.

Handwriting Display the *Octopus* Sound-Spelling Card. Model how to write Oo by tracing the letter with your finger on the card. Write the letter Oo. Have children use their finger to trace Oo in the air and then write the letter multiple times on their **Sound-Spelling WorkBoards**.

Build Fluency

Objective Identify letter sounds

Show the following Letter Cards: *c*, *i*, *n*, *o*, *p*, *t*. Have children chorally say the sound that each letter stands for. Repeat. Vary the pace.

CORRECTIVE FEEDBACK Display Letter Card for *o*. Model identifying the sound the letter stands for. Guide children to identify the sound for any letters they missed.

High-Frequency Words: you

Objective Read high-frequency words

Display **High-Frequency Word Card** *you*. Use the **Read/Spell/Write** routine.

Read Point to and say the word *you*. *This is the word you. Say it with me: you. Are you my friend?*

Spell *The word you is spelled y-o-u. Spell it with me.*

Write *Write the word in the air as we spell you: y-o-u.*

CORRECTIVE FEEDBACK Write the word *you*. Point to and name each letter in the word. Have children repeat after you. Say: *This is the word you.*

Shared Read

10–15 Minutes

RF.K.1a RF.K.3c RF.K.4



Read “Sit on Top”

Objective Read words in connected text

Preview Display page 30 of the **Teaching Chart**. Point to the words in the title “Sit on Top” and read them aloud. Then have children repeat. *Let’s read to find out why the story is called “Sit on Top.”*

I Do *Listen as I read the first sentence.* Point to each word as you read, following words from left to write.

We Do *Now I’ll read the first sentence again.* Encourage children to join in as they are able, by reading any decodable words and sight words they know.

You Do Read the remaining sentences. Then reread the page and encourage children to join in as they are able.

Respond to Reading Ask children the following questions: *What is the family doing? (playing on a see-saw) Who is Pip? (the dog) What happens when Pip sits on the see-saw? (The see-saw tips.)*

Oral Language

5–10 Minutes

L.K.5c L.K.6



Oral Vocabulary

Objective Expand oral vocabulary

Display page 31 of the **Teaching Chart** and teach the words *accident* and *clumsy*.

Define *An accident is an unfortunate incident.*

Example *The boy had an accident and needs a bandage.*

Ask *Did you ever have an accident?*

Define *Someone who is clumsy is awkward.*

Example *The girl was clumsy as she poured her cereal.*

Ask *Tell about a time you felt awkward or clumsy.*

Guide children to tell if they think Pip’s jumping on the see-saw was an *accident*. Have them explain their answer. Then ask them if they think Pip is *clumsy*. Encourage discussion.



Teaching Chart
pp. 30–32



Practice
p. 62



Decodable Reader
Unit 4: pp. 9–16



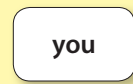
Sound-Spelling
WorkBoards



Sound-Spelling
Cards



Letter Cards



High-Frequency
Word Cards

- Teaching Chart eBook: pp. 30–32
- Decodable Reader eBook, pp. 9–16
- Mini-Lessons: Phonemic Awareness, Phonics, High-Frequency Words

Word Work

15–20 Minutes

RF.K.2d RF.K.3a RF.K.3c



Phonemic Awareness

Objective Isolate phonemes

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

My dog Ollie has lots of spots.
Ollie's spots are like big, black dots.
Black spots here, black spots there;
Ollie has big, black spots everywhere!

I Do Listen as I say the word *lot*: /llloooot/. The middle sound in *lot* is /o/. Listen again as I say the middle sound and the word: /o/, *lot*. Repeat with the middle sound /a/ in *black* and the middle sound /i/ in *big*.

We Do Ask children to say each word with you and name the middle sound. Say *fog* with me. /fffoooog/. What sound do you hear in the middle? (/o/). That's right, the /o/ sound is in the middle of the word *fog*. Repeat with *tag* and *fit*.

You Do Have children name the middle sound in each word: *rock*, *map*, *pop*, *tin*, *log*, *rack*, *tick*, *tock*.

CORRECTIVE FEEDBACK Model isolating the middle sound in the word *hop*. Then guide children to isolate the middle sound in any words they missed.

Quick Check Can children isolate phonemes? If not, model and guide practice using the words in Reteach. See page 343.

Phonics

Objective Blend and read words with short o

Sound-Spelling Review Display **Letter Cards** for *c*, *i*, *n*, *o*, *p*, *t* one at a time. Have children say the sound that each letter stands for. Mix the cards and repeat.

I Do Point to the word *on* on page 32 of the **Teaching Chart**. This is the letter *o*. The letter *o* stands for the /o/ sound. This is the letter *n*. The letter *n* stands for the /n/ sound. Listen as I blend the sounds together: /ooonnn/, *on*. Repeat with *Mom*.

We Do Distribute Letter Cards *c*, *m*, *n*, *o*, *p*, *t*. Point to and read the word *cot* on the Teaching Chart and have children form the word with their Letter Cards. Blend and read *cot* with children. Repeat with *mop*.

You Do Then have children use Letter Cards to form *not*, *pop*, *pot*, and *top*. Have them blend sounds to read the words.

Have children complete **Practice**, page 62.

CORRECTIVE FEEDBACK Model blending sounds in the word *pot*: /p/ /o/ /t/, /pooot/, *pot*. Then guide children to blend the sounds to read any words they missed.



ENGLISH LANGUAGE LEARNERS

Point to the letter *o* and say /o/. Have children repeat. Demonstrate the meanings of words with *o* using gestures or images. Use the **Sound-Spelling Cards** for articulation support.

Write Say the word *mop* slowly as you review modeling blending: /mmmooop/, *mop*. Have children repeat. Model writing the word. Then say the word again and have children write it on their **Sound-Spelling WorkBoard**. Repeat this process with the words *pot* and *top*.

Build Fluency

Objective Read words accurately

Display page 32 of the **Teaching Chart**. Point to and read each word. Then point to words randomly and have children choral-read. Repeat and vary the pace.

CORRECTIVE FEEDBACK Point to the word *not*. Model blending the sounds to read the word. Then point to any words children missed and guide them to blend the sounds and say the words.

High-Frequency Words: you

Objective Read high-frequency words

Display the **High-Frequency Word Card** *you* in a pocket chart. *This is the word you. I like to play with you.* Then have children **Read/Spell/Write** the word *you*.

Have children take turns using the word *you* in a sentence.

On page 30 of the **Teaching Chart**, point to the word *you* and have children read it. Then choral-read “Sit on Top.”

Then have children write the word *you* on individual cards or pieces of paper to add to their word bank.

CORRECTIVE FEEDBACK Write the word *you*. Point to each letter in the word. Have children repeat after you. Say: *This is the word you.* Repeat for *to*, *and*, *go*.

 **Quick Check** Can children read the word *you*? If not, model and guide practice using the Reteach routine. See page 343.

Shared Read

10–15 Minutes

RF.K.1a RF.K.3c RF.K.4

CCSS

Read “Tom Can Sit”

Objective Read words in connected text

Display page 9 of the **Decodable Reader** and read aloud the story title, “Tom Can Sit.” Point to the frog in the picture. Ask: *Who might Tom be? (the frog)* Ask: *How do you think Tom was able to reach the window? (He hopped on the shelves to reach the window.)*

I Do Model sounding out the decodable words and saying the sight words as you read the first page. Point out that we read from left to right. *Listen as I read the sentence.*

We Do Have children choral-read pages 12 and 13 with you. Remind them to point to the words as they read. Help children read the sight words. Tell children that the picture of the frog hopping on page 13 represents the word *hop*.

You Do Tell children that the picture of the window on pages 15 and 16 represents the word *window*. Then have children choral-read pages 15–16 with you.

Respond to Reading Ask: *What happened when Tom tried to sit on the mop? (He fell.) What happened when Tom tried to hop on top of the wooden board? (He fell.) What happened when Tom tried to sit in the window? (He sat in the window!)*

Oral Language

5–10 Minutes

L.K.6

CCSS

Oral Vocabulary

Objective Expand oral vocabulary

Discuss Display page 31 of the **Teaching Chart** and review the words *accident* and *clumsy*. Have volunteers use each word in a sentence. Ask: *What accidents did Tom have? Would you say Tom is clumsy? Why?*

Connect Tell about a time when you had an *accident*. Allow children to share. Lead children to discuss how wearing the wrong shoes might make them *clumsy* and cause an *accident*.

Week 2 LESSON

3

Materials



Teaching Chart
pp. 30–32



Practice
p. 64



Decodable Reader
Unit 4: pp. 9–16

a

Letter Cards



Sound-Spelling
WorkBoards

you

High-Frequency
Word Cards



Sound-Spelling
Cards

Go Digital

- Teaching Chart eBook: pp. 30–32
- Decodable Reader eBook: pp. 9–16
- Mini-Lessons: Phonemic Awareness, Phonics, High-Frequency Words
- Visual Glossary



Sound Box

Word Work

15–20 Minutes

RF.K.2c RF.K.3a RF.K.3c



Phonological Awareness

Objective Segment onset and rime

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

Frog sat on a log.
Frog saw a lot of fog!
A big, fat fly went by.
Gulp! Frog got the fly!

I Do Listen as I say a word from the rhyme. I'll say the word and then separate it into its beginning sound and the rest of the word: *log*, /l/ /og/.

We Do Have children listen as you say a word from the rhyme. Have them say the beginning and end parts of the word with you. Say *sat*. Let's say the beginning and end part of *sat*: /s/ /at/. The beginning part of *sat* is /s/ and the end part of *sat* is /at/. Repeat with *lot* and *fog*.

You Do Have children listen as you say the following words from the rhyme. Tell children to repeat the word and segment the onset and rime. Use *big*, (/b/ /ig/) *fat*, (/f/at/) *got* (/g/ot/).

CORRECTIVE FEEDBACK Model segmenting the onset and rime in the word *nod*: /n/, /od/, *nod*. Guide children to segment the onset and rime in any words they missed.

Quick Check Can children segment onsets and rimes? If not, model and guide practice using the words in Reteach. See page 343.

Phonemic Awareness

Objective Blend phonemes

I Do Tell children you are going to blend sounds in *log*. I can use my **Sound Boxes** to place a marker in each box for each sound I hear. I hear three sounds /l/ /o/ /g/. I can blend the sounds together to make the word /llooog/, *log*. What is the word? (*log*)

We Do Guide children to use their **Sound-Spelling WorkBoards** to show how many sounds they hear in the word *got* and then blend the sounds together to say the word. Repeat with *bat* and *tug*.

You Do Say the following sounds and have children repeat. Then have children blend the sounds to say the word. /h/ /o/ /p/ (*hop*); /b/ /i/ /g/ (*big*); /t/ /a/ /k/ (*tack*)

CORRECTIVE FEEDBACK Model blending phonemes: /t/ /o/ /t/, /tooot/, *tot*. Guide children to blend sounds in any words they missed.

Quick Check Can children blend phonemes in words? If not, model and guide practice using the words in Reteach. See page 343.

Phonics

Objective Connect /o/ to the letter o


Sound-Spelling Review Display **Letter Cards** *c, i, n, o, p,* and *t* and have children say the sound each letter stands for. Change the order, vary the pace, and have children repeat.

I Do Display the *Octopus Sound-Spelling Card*. Listen as I say a word. If the word begins with /o/, I will write *o* because the letter *o* can stand for the /o/ sound. The word is *ostrich*, /ooo/strich. I hear /o/ at the beginning so I will write *o*. Repeat with *otter*. Model how to identify medial *o* in *rock* and *dog*.

We Do Distribute **Sound-Spelling WorkBoards**. Say *olive*, and have children listen for the beginning sound. Have children say the word with you. *Let's write o on our Sound-Spelling WorkBoards because olive begins with /o/. Continue with October, apple, ox, opera, alligator. Repeat for medial /o/ using the words hop, big, mom.*

You Do Have children write the letter o if the word begins with /o/: *on, inch, ox, in, odd, ask*. Repeat for medial /o/ with *man, job, hog, miss, pop*.

CORRECTIVE FEEDBACK Model identifying the /o/ sound and writing letter o for *odd*. Guide children to identify words with the beginning /o/ sound for any words they missed.

 **Quick Check** Can children identify words with initial and medial /o/? If not, model and guide practice using the words in Reteach. See page 343.

Build Fluency

Objective Improve word accuracy

Display page 32 the **Teaching Chart**. Point to and read the words. Have children chorally say each word. Then point to the words randomly and have children say each one.


CORRECTIVE FEEDBACK Point to *on*. Model blending sounds to read the word. Point to words children missed and guide them to blend sounds and read the words.

High-Frequency Words: you

Objective Review high-frequency word *you*

Review the high-frequency word *you*. Write the sentence frame: *Do you like to _____?* Have each child read the words and complete the frame. Write the completed sentences. Have children read the sentences and circle *you*. On page 30 of the **Teaching Chart**, have children point to and read the word *you* in the first sentence. Have children complete **Practice**, page 64.

CORRECTIVE FEEDBACK Write *you*. Point to and name each letter. Have children repeat. Say: *This is the word you*. Repeat for *to, and, go*.

 **Quick Check** Can children read and write the word *you*? If not, model and guide practice using the Reteach routine. See page 343.

Shared Read

10–15 Minutes

RF.K.4 RF.K.3c



Reread “Tom Can Sit”

Objective Reread connected text

Review Display page 9 of the **Decodable Reader** and read aloud the story title, “Tom Can Sit.” Have children repeat.

I Do Point to the words as you model reading page 11.

We Do Ask children to choral-read page 12. Help children sound out the decodable words and say the sight words.

You Do Have children choral-read the remaining pages. Remind children of the words the rebuses stand for.

Respond to Reading Ask: *What happened at the beginning of the story? (Tom tried to sit on the mop.) Where was Tom able to sit? (in the window)*

Oral Language

5–10 Minutes

L.K.6



Oral Vocabulary

Objective Expand oral vocabulary

Display page 31 of the **Teaching Chart** and teach the words *success* and *hopeful*.

Define *Success is something that turns out well.*

Example *Our team was a great success.*

Ask *What is something you have had success doing?*

Define *If you're hopeful, you wish for good to happen.*

Example *The girl is hopeful her gift is something special.*

Ask *When have you felt hopeful about something good?*

Page through the story “Tom Can Sit” with children. Have them use the words *success* and *hopeful* in sentences about the story.

Week 2 LESSON

4

Materials



Teaching Chart
pp. 31–32



Practice
pp. 63, 65–66



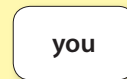
Sound-Spelling
WorkBoards



Sound-Spelling
Cards



Letter Cards



High-Frequency
Word Cards

Go Digital

- **Teaching Chart eBook:** pp. 31–32
- **Take-Home Decodable:** “Can You Pin It On?”
- **Mini-Lessons:** Phonemic Awareness, Phonics, High-Frequency Words

Word Work

15–20 Minutes

RF.K.2d RF.K.3a RF.K.3c



Phonemic Awareness

Objective Phoneme categorization

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

Frog sat on a log.
Frog saw a lot of fog!
A big, fat fly went by.
Gulp! Frog got the fly!

I Do I’m going to say three words from the rhyme. Two words have the same sound in the middle. One word has a different middle sound: *fog, big, lot*. *Fog* and *lot* both have the sound /o/ in the middle. *Big* has a different middle sound. *Big* does not belong.

We Do Ask children which words have the same middle sound. Say these words: *sip, did, cot*. Which words have the same middle sound? Yes, *sip* and *did* have the sound /i/ in the middle. *Cot* does not. *Cot* does not belong.

You Do Say these words and have children repeat. Ask them to listen for the middle sound and tell which word does not have the same middle sound as the others.

hog, dock, bit *box, tag, pack*
lip, job, win *mop, lid, not*

CORRECTIVE FEEDBACK Model categorizing medial phonemes with *him, six, pot*. *Him* and *six* have the same middle sound, /i/. *Pot* has a different middle sound. It does not belong.

Quick Check Can children categorize phonemes? If not, model and guide practice using the words in Reteach. See page 343.

Phonics

Objective Write and read words with short o

Sound-Spelling Review Display each **Letter Card** for *c, i, n, o, p, t* one at a time. Have children say the sound that each letter stands for. Mix the cards and repeat.

I Do Model how to write and read words using the **Sound-Spelling WorkBoards**. Listen to this word: *mop*. I hear three sounds in *mop*, /m/ /o/ /p/. I know that the letter *m* stands for /m/ so I will write *m*. Write *m* in the first sound box. Continue with *o* and *p*. Now I will read the word: /m/ /o/ /p/, /mmmooop/, *mop*.

We Do Distribute Sound-Spelling WorkBoards. Let’s use sound boxes to write and read some words together. Listen: *top*. Say the word to yourself and count how many sounds are in the word *top*. Point to the first box. What is the first sound in *top*? (/t/) What letter stands for /t/? Let’s write *t* in the first box. Continue with the letters *o* and *p*. Now let’s blend the sounds and read the word: /t/ /o/ /p/, /tooop/, *top*. Repeat with *Tom*.

You Do Say these words for children to write and read: *on, cot, pop, man, pot, nap, not*. Have them use sound boxes to count the number of sounds. Then have them write a letter for each sound. Have them blend the sounds to read the word.

Have children complete **Practice**, page 63.

CORRECTIVE FEEDBACK Model writing and reading the word *cot*. Then guide children to write and read any words they missed.

Quick Check Can children write and read words with short o? If not, model and guide practice using the words in Reteach. See page 343.

Write Say this sentence and have children write it on their Sound-Spelling WorkBoards: *Can Tom mop? A person's name, such as Tom, begins with a capital letter.*

Build Fluency

Objective Improve word accuracy

Display page 32 of the **Teaching Chart**. Point to and read each word. Have children chorally say each word after you. Then say the words in random order and have children point to and say the words.

Point to the sentences at the bottom of the chart and have children read each sentence.

CORRECTIVE FEEDBACK Point to the word *mop*. Model blending the sounds to read the word. Then point to words children missed and guide them to blend the sounds to read the words.

High-Frequency Words: you

Objective Review high-frequency words

Place **High-Frequency Word Cards** *a, and, like, go, to, you* in a pocket chart. Have children read the words with you.

Word Contest Have partners take out these words from their word banks. Children pick up one card, read the word, and hold it where the partner cannot see the word. Children count together, "One, two, three." On "three," children put the cards face up and read the word. If the words match, each player takes his or her card back. If the words do not match, the player who has the longer word takes both word cards. If the words have the same number of letters, each player takes his or her card. Play continues until all cards have been read.

CORRECTIVE FEEDBACK Write the word *you*. Point to and name each letter in the word. Have children repeat after you. Say: This is the word *you*. Repeat for *a, like, and, go, and to*.

Shared Read

10–15 Minutes

RF.K.4



Read "Can You Pin It On?"

Objective Read words in connected text

Display the Take-Home Decodable, "Can You Pin It On?" from **Practice**. Read the title of the story. Have children repeat.

I Do Model reading the first page. Point to each word as you read it aloud. *I will read the first page of the story.* Point to each word in your book as I read it aloud.

We Do Ask children to read the next page with you. Point to the word *Pam* on page 3. *What is this word? Let's say it together: Pam.*

You Do Have children read the remaining page with a partner. Ask: *What finally happened?*

Respond to Reading Ask children these questions: *Where are the children? (at a birthday party) What are the children trying to do? (Pin the donkey's tail on the donkey while they are blindfolded.)*



ENGLISH LANGUAGE LEARNERS

Point out different items and their meanings in the picture, such as *donkey, blindfold, and pin*. Have children repeat the words. Demonstrate with real objects and actions when possible.

Oral Language

5–10 Minutes

L.K.6



Oral Vocabulary

Objective Expand oral vocabulary

Discuss Display page 31 of the **Teaching Chart** and review the words *success* and *hopeful*. Discuss why the children in "Can You Pin It On?" felt *hopeful*. Discuss if any of the children had *success* in the game.

Connect Have children think about something they are learning how to do, such as tie their shoes. Ask children to tell about being *hopeful* about having *success* in learning the skill.

Week 2 LESSON

5

Materials



Teaching Chart
pp. 30–32



Practice
pp. 65–66



Sound-Spelling
WorkBoards



Sound-Spelling
Cards



Letter Cards

Go Digital

- **Teaching Chart eBook:** pp. 30–32
- **Take-Home Decodable:** “Can You Pin It On?”
- **Mini-Lessons:** Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words

Word Work

15–20 Minutes

RF.K.2d RF.K.3.a RF.K.3c



Phonological Awareness

Objective Review segmenting onset and rime

Review Remind children that words can be separated into their beginning sound and the rest of the word. Read the rhyme from Lesson 1 aloud. Then say: *Listen as I say a word from the rhyme. Separate the word into its beginning sound and the rest of the word. dots /d//ots/. What is the beginning sound in dots? That’s right, the beginning sound in dots is /d/. What is the rest of the word in dots? Yes, the rest of the word in dots is /ots/. Repeat with lots, like, big, dog, has.*

Phonemic Awareness

Objective Review phonemes

Phoneme Isolation *Listen as I say the following words: on, olive, octopus. The words all begin with the sound /o/. Say /o/ with me.* Tell children to say /o/ when they hear a word that begins with the sound /o/: *Ollie, odd, ax, inch, otter.* Repeat for medial o with *Bob, cat, lock, fox, cot, cap.*

Phoneme Categorization Tell children to listen as you say three words aloud: *hot, rope, hive.* Ask children to repeat the words as they listen closely to the beginning sound in each one. Ask them to tell the words that begin with the same sound. Then have them tell which word does not belong in the set because it doesn’t begin with that sound. Repeat with *page, cast, could.*

Phoneme Blending Tell children to listen as you blend sounds to make a word: */d/ /o/ /t/, /dooot/, dot.* Have children repeat. Continue with the words *an, log, sit.*

Phonics

Objective Review words with short o

Review Show the *Octopus Sound-Spelling Card*. Remind children that the letter o can stand for /o/, as in the beginning of the word *octopus*. Explain that this is also the sound in the middle of *cot*. Write *cot*. Underline the letter o as you say /o/.

Blend Words Use the *Letter Cards* to review blending words. Display Letter Cards c, o, t. The letter c stands for the sound /k/. The letter o stands for the sound /o/. The letter t stands for the sound /t/. Listen as I blend all three sounds together: /koooot/, *cot*.

Guide children to use Letter Cards *m, n, o, p, t, t*. Have children use the cards to form the following words: *on, top, mop, not, and tot*. Tell them to say the sound for each letter as they form the words.

Write Say each of the following words: *cot, pot, Tom, pop, mom*. Have children write each word on their *Sound-Spelling WorkBoards* after you say it.

Build Fluency

Objective Increase reading speed

Display page 32 of the *Teaching Chart*. Have children take turns pointing to and reading each word as quickly as they can until all of the words have been read.

Then have children read the sentences aloud, pointing to each word.

High-Frequency Words: you

Objective Review high-frequency words

Display page 30 of the **Teaching Chart** and read the sentence with the word *You*. Use the **Read/Spell/Write** the review this word. Then read all of the sentences with children. Listen in and provide assistance as necessary.

Write Guide children to write each word that you say: *a, and, like, go, to, you.*

Shared Read

10–15 Minutes

RF.K.4 RF.K.3c

CCSS

Read “Can You Pin It On?”

Objective Read connected text

I Do Display the Take-Home Decodable, “Can You Pin It On?” from **Practice**. Tell children that as they reread “Can You Pin It On?” they should sound out decodable words and read the sight words. Model reading the first page.

We Do Ask children to choral-read the rest of the story with you. Help children sound out decodable words and say the sight words.

You Do Have children whisper-read “Can You Pin It On?” independently. Listen in, offering guidance as necessary.

Respond to Reading Ask: *Did anyone pin the tail on the donkey? (No) What happens at the end of the story? (A child missed the donkey and stuck the pin in a balloon. The balloon popped.)*

Write Have children draw themselves playing a game at a party. Have them use the sentence frame *I can _____*.

Oral Language Review

5–10 Minutes

L.K.6

CCSS

Oral Vocabulary

Objective Expand oral vocabulary

Review Review the meanings of the oral vocabulary words *accident, clumsy, success, and hopeful* as you display page 31 of the **Teaching Chart**.

Then tell children that you will say a sentence and ask them to tell which word completes each sentence.

Cam felt (clumsy) when she dropped all of the papers.

Tom was not hurt in his bike (accident).

Our team is (hopeful) that we can win the ball game.

When our team won the game, we were pleased with our (success).

Additional Resources



Reteach

Phonological Awareness.....	344
Phonemic Awareness.....	351
Phonics.....	361
High-Frequency Words	367



English Language Learner Strategies

Understanding ELL Levels	368
Collaborative Conversations	370

Program Information



Scope and Sequence	372
Common Core State Standards	380
Index.....	390

Alliteration

RF.K.2d



I Do Explain to children that they will be listening to words that begin with the same sound. Select words from the word list, such as *ask, Alex, apple*. Listen to these words: /aaask/, /aaaleks/, /aaapəl/. The words *ask, Alex, and apple* all begin with the same sound, /a/. Listen for the sound /a/ as we say the words together: *ask, Alex, apple*. These words begin with the sound /a/.

We Do Help children recognize alliteration. Select words from the list, such as *silly, seals, sip*. Listen to these words: *silly, seals, sip*. Say the words with me: *silly, seals, sip*. Say the beginning sound in *silly* with me: /s/. Say the beginning sound in *seals* with me: /s/. Now let's say the beginning sound in *sip*: /s/. The words *silly, seals, and sip* begin with the same sound, /s/. Continue with other words with the same beginning sound from the word list that follows.

You Do Choose from the word list that follows. Say a group of words. Have children repeat the words and then name the beginning sound of the words.

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 2 Week 2	48, 56
Unit 7 Week 1	208, 216

Repeat this lesson as needed using the following Word List.

Word List

ask, Alex, apple (/a/)	mighty, moose, mouse (/m/)
act, am, ax (/a/)	napkin, nature, nest (/n/)
bean, berry, basket (/b/)	new, notes, night (/n/)
big, bad, bug (/b/)	ox, ostrich, on (/o/)
camel, caught, cactus (/k/)	opposite, olive, odd (/o/)
cute, cat, costume (/k/)	pick, peck, peppers (/p/)
deep, dog, dish (/d/)	parrot, puppy, pets (/p/)
damp, ducks, dive (/d/)	quick, queen, quilt (/kw/)
egg, echo, end (/e/)	question, quack, quit (/kw/)
ebb, exit, elephant (/e/)	rhino, recess, romp (/r/)
fast, fat, fog (/f/)	rabbit, ran, race (/r/)
furry, fox, fell (/f/)	silly, seal, sip (/s/)
goose, goat, gallop (/g/)	sailboat, salty, sea (/s/)
gorilla, guitar, giggle (/g/)	tiger, tastes, turnips (/t/)
happy, hippo, hides (/h/)	Tom, toy, top (/t/)
horse, has, hay (/h/)	up, under, umbrella (/u/)
insect, it, icky (/i/)	ugly, us, until (/u/)
itch, inner, if (/i/)	violin, vase, van (/v/)
jam, jar, jelly (/j/)	Vic, velvet, vest (/v/)
jet, jungle, jolly (/j/)	wave, wiggle, waggle (/w/)
kangaroo, kit, key (/k/)	warm, walrus, wonder (/w/)
kid, kiss, koala (/k/)	young, yard, yawns (/y/)
lion, lamb, lemon (/l/)	yellow, yak, yes (/y/)
lobster, lizard, lock (/l/)	zebra, zips, zoo (/z/)
monkey, mermaid, moth (/m/)	zero, zoom, zigzag (/z/)

Identify/Generate Rhyme

RF.K.2a



I Do Demonstrate how to identify rhyming words. Select words from the word list for the unit and week, such as *map, cap*. Let's listen for words that rhyme. I will say two words and clap my hands if the words rhyme. Listen: *map, cap*. *Map* and *cap* rhyme because they both end with /ap/. Listen; /m/ /ap/, *map*; /k/ /ap/, *cap*.

We Do Practice identifying rhyming words. Select words from the list, such as *gap* and *hum*. I am going to say two words. If the words rhyme, we will stand up. We will stay seated if the words do not rhyme. Say these words after me: *gap, hum*. Give children time to figure out if the words rhyme. *Gap* and *hum* do not have the same ending sounds. *Gap* and *hum* do not rhyme. Repeat with *dad, had*. Continue with words from the word lists.

You Do Choose from the word lists that follow. Have children tell if the word pairs rhyme and have them identify the ending sounds that are the same. In the later units, you may wish to have children generate an additional 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, such as consonants, to generate a rhyming word. *Let's name words that rhyme with set. Listen: /s/ /et/. Set ends with /et/. Listen when I add /b/ to the sounds /et/: /b/ /et/, bet. A word that rhymes with set is bet.*

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 1	6, 12
Unit 1 Week 3	24, 28, 32
Unit 3 Week 2	82, 86, 90
Unit 5 Week 1	140, 144, 148
Unit 6 Week 1	174, 178, 182
Unit 6 Week 3	194, 198, 202
Unit 7 Week 3	228, 232, 236
Unit 8 Week 3	262, 266, 270
Unit 9 Week 3	296, 300, 304

Repeat this lesson as needed using the following Identify Rhyme Word Lists.

Unit 1

Word List

map, cap	mat, cat	nap, tap
sat, tap	am, Sam	sad, dip
tam, Pam	net, said	dad, had
ham, jam	tap, sap	tub, bat
fan, pan	tax, ax	set, pet

Unit 3

Word List

nip, sip	lap, nap	sad, fit
tin, pin	rim, lit	pit, hit
bat, can	class, glass	pack, chin
rim, slim	gap, hum	quit, kit
sit, knit	run, trip	mitt, fit

Unit 5

Word List

hem, gem	hen, pen	pin, pan
pet, vet	rob, cob	tack, take
wet, yet	ten, men	jet, set
hog, log	rod, tap	red, bed
nod, cod	pop, hop	when, whale

Unit 6

Word List

fed, red	den, Ben	bed, led
fan, rib	pick, sick	hat, hen
bet, let	tick, tock	fox, box
kit, fit	lock, rock	sled, slide
hole, role	dig, wig	pig, jig

Unit 7

Word List

tub, rub	gag, hug	mug, jug
tot, sub	wag, tag	lamb, limp
pup, cup	hog, hat	nut, hut
wig, jig	bus, plus	rib, rut
lip, trip	gum, sum	win, skin

Unit 8

Word List

van, pan	fox, ox	mix, six
zoo, boo	zoom, room	queen, teen
quilt, keep	zip, ship	quack, back
sell, slip	duck, cluck	men, tan
vet, let	vain, rain	slip, slide

Unit 9

Word List

vane, mane	came, tame	cape, tape
white, kite	make, lake	wade, jade
yarn, yank	plant, lamp	wide, hide
zig, zag	size, frizz	bill, fill
jab, cage	mile, file	trap, trick

Onset/Rime Blending

RF.K.2c



I Do

Explain that you will say a word in parts. Then you will blend the parts together to say the whole word. Select a word from the word list for the unit and week, such as *pat*. **Let's put together the first part and end parts of a word to make the whole word. Listen to the first sound and the end sounds of a word: /p/ /at/. Now I will blend the sounds to say the word. Listen: /m/ /at/, /mmaaat/, *mat*. The word is *mat*.**

We Do

Help children blend words by onset and rime. Select a word from the word list, such as *tip*. **Listen to the word parts. Repeat the parts and then blend the parts to say the word: /t/ /ip/. Let's blend the sounds together: /tiiip/, *tip*. The word is *tip*.** Continue with other words from the word lists that follow.

You Do

Choose from the word lists. Say the onset and rime of each word. Ask children to say each part and then blend the sounds to say the 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 the sounds. What's the word? Yes, the word is *sat*.**

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 2 Week 1	38, 42, 46
Unit 2 Week 3	58, 62, 66
Unit 3 Week 3	92, 96, 100
Unit 5 Week 3	160, 164, 168
Unit 8 Week 2	252, 256, 260
Unit 10 Week 3	330, 334, 338

Repeat this lesson as needed using the following Word Lists.

Unit 2

Word List

/p/ /at/	/m/ /at/	/s/ /at/
/m/ /ap/	/t/ /ap/	/t/ /am/
/r/ /ap/	/m/ /an/	/m/ /it/
/p/ /an/	/r/ /an/	/s/ /ad/
/t/ /ag/	/t/ /ip/	/l/ /ap/

Unit 3

Word List

/n/ /ip/	/s/ /ip/	/p/ /in/
/n/ /a/ /p/	/d/ /id/	/t/ /ag/
/m/ /ad/	/h/ /it/	/h/ /it/
/l/ /ed/	/l/ /ip/	/r/ /an/
/p/ /ig/	/t/ /an/	/p/ /it/

Unit 5

Word List

/b/ /ed/	/h/ /en/	/n/ /od/
/k/ /it/	/h/ /op/	/f/ /in/
/t/ /en/	/h/ /ed/	/s/ /ed/
/p/ /ep/	/h/ /em/	/k/ /ob/
/r/ /od/	/l/ /og/	/y/ es/

Unit 8

Word List

/b/ /el/	/r/ /ub/	/d/ /uk/
/v/ /an/	/h/ /um/	/h/ /og/
/j/ /am/	/kw/ /it/	/w/ /ig/
/w/ /eb/	/b/ /oks/	/l/ /ok/
/g/ /et/	/y/ /ak/	/z/ /ip/

Unit 10

Word List

/t/ /āk/	/s/ /īz/	/g/ /ām/
/l/ /īm/	/r/ /ōp/	/l/ /īf/
/m/ /ōl/	/k/ /ūt/	/m/ /ūl/
/f/ /ēd/	/r/ /āk/	/w/ /īd/
/j/ /ēp/	/v/ /āz/	/t/ /ūn/

Onset/Rime Segmentation

RF.K.2c



I Do Remind children that you can break a word into two parts: a beginning sound and the remaining part of the word. Select a word from the word list for the unit and week, such as *not*. **Let's separate the sounds in a word into a beginning part and ending parts. I will say a word. Then I will say the beginning sound and then the end part. Listen: *not*, /n/ /ot/. The first sound in *not* is /n/. The end sounds in *not* are /ot/. Listen: *not*, /nnnooot/, /n/ /ot/.**

We Do Help children segment words into onset and rime. Select a word from the word list, such as *map*. **Listen: *map*. Let's say the word together: *map*. Let's say the first sound in the word *map*: /m/. Let's say the ending sounds: /ap/. Listen: *map*, /m/ /ap/. Repeat with other words from the word lists that follow.**

You Do Choose from the word lists that follow. Say each word. Ask children to segment the beginning and ending sounds of the word.

CORRECTIVE FEEDBACK Guide children to segment words into parts. Say: **Listen as I say the beginning sound and ending sounds in the word *sat*: /sss/ /aat/. The beginning of *sat* has the sound /sss/. Say the sound after me: /sss/. The ending of *sat* has the sounds: /aat/. Repeat these sounds after me /aat/. What is the sound at the beginning? That's right, /s/. What sounds are at the end of the word? That's right, /at/.**

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 4 Week 2	116, 120, 124
Unit 6 Week 2	184, 188, 192
Unit 8 Week 1	242, 246, 250
Unit 9 Week1	276, 280, 284

Repeat this lesson as needed using the following Word Lists.

Unit 4

Word List

not (/n/ /ot/)	tam (/t/ /am/)	pit (/p/ /it/)
cod (/k/ /od/)	nod (/n/ /od/)	win (/w/ /in/)
sat (/s/ /at/)	pin (/p/ /in/)	dog (/d/ /og/)
map (/m/ /ap/)	mitt (/m/ /it/)	dip (/d/ /ip/)
tap (/t/ /ap/)	hog (/h/ /og/)	him (/h/ /im/)

Unit 6

Word List

hem (/h/ /em/)	kick (/k/ /ik/)	bad (/b/ /ad/)
fin (/f/ /in/)	lock (/l/ /ok/)	deck (/d/ /ek/)
top (/t/ /op/)	men (/m/ /en/)	fed (/f/ /ed/)
rack (/r/ /ak/)	back (/b/ /ak/)	bib (/b/ /ib/)
dim (/d/ /im/)	cab (/k/ /ab/)	ran (/r/ /an/)

Unit 8

Word List

bud (/b/ /ud/)	jig (/j/ /ig/)	van (/b/ /ad/)
fix (/f/ /iks/)	vest (/v/ /est/)	buzz (/b/ /uz/)
bus (/b/ /us/)	zip (/z/ /ip/)	wax (/w/ /aks/)
yet (/y/ /et/)	yak (/y/ /ak/)	zag (/z/ /ag/)
quit (/kw/ /it/)	gas (/g/ /as/)	rug (/r/ /ug/)

Unit 9

Word List

game (/g/ /ām/)	jeep (/j/ /ēp/)	vane (/v/ /ān/)
hike (/h/ /īk/)	five (/f/ /īv/)	wide (/w/ /īd/)
bike (/b/ /īk/)	hive (/h/ /īv/)	mile (/m/ /īl/)
vase (/v/ /ās/)	yoke (/y/ /ōk/)	wave (/w/ /āv/)
quake (/kw/ /āk /)	gate (/g/ /āt/)	

Sentence Segmentation

RF.K.2



I Do Tell children that a sentence is made of words. Explain that you will count words in sentences. Demonstrate how to segment a sentence into words and then count the words. Select a sentence from the list that follows, such as *Spot is a pup*. *I am going to say a sentence and clap for each word I say*. Clap as you say each word in the following sentence. *Listen: Spot is a pup*. Repeat the sentence as you hold up a finger for each word. *The sentence Spot is a pup has four words*.

We Do Segment sentences with children. Select a sentence from the list, such as *Sam can see Spot*. *Say the sentence with me. Now let's clap as we say the words in the sentence*. Clap with children as you say each word. *Sam can see Spot. We clapped four times, because the sentence Sam can see Spot has four words*. Continue with other sentences from the list that follows.

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

CORRECTIVE FEEDBACK Model clapping for each word in this sentence and have children repeat. *Listen for how many words are in this sentence: Meg has crayons. Let's say it together and clap for each word*. Repeat the sentence clapping for each word. *How many times did we clap? How many words are in the sentence? Yes, there are three words*.

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 2	14, 18, 22
Unit 4 Week 3	126, 130, 134

Repeat this lesson as needed using the following list.

Sentence List

Unit 1 Sentences

Spot is a pup.
Spot has lots of spots.
Spot can go.
He can get the ball.
Spot can run with Sam.

Max is a cat.
Max plays with yarn.
He sits on a mat.
Max sits on my lap.
Max takes a nap.

Kim got in the van.
She will go to camp.
Kim can swim at camp.
She made a friend.
They played tag.

Unit 4 Sentences

Carl got a gift.
Is it a mitt?
Does it drink milk?
Can it swim?
Will it fit in a bowl?
It is a fish!

Tim and Jen play in the sand.
Tim has a red pail.
Jen has a blue shovel.
Tim and Jen dig and dig.
They find a lost toy.

Meg has crayons.
She draws a picture.
There is a tree.
She draws a nest in it.
The eggs are hatching.

Syllable Segmentation

RF.K.2b



I Do Tell children that they will say the syllables or word parts in words. Select a word from the word list that follows, such as *rabbit*. Say: *I will say and count the syllables, or parts, of a word. I'll clap each word part: /rab/ /it/. Now I will blend the word part to say the word: /rrraabiit/. rabbit.* Explain that every syllable or word part has its own vowel sound. *I will say the word parts.* Clap as you say each syllable.

We Do Count and blend syllables with children. Select a word from the list, such as *cabin*. Say the word *cabin* with me. Now say and clap the word parts with me: /kab/ /in/. We clapped two times because *cabin* has two syllables. Now let's blend the parts to say the word: /kaaabiinnn/, *cabin*. 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 say and clap the syllables and tell how many syllables they hear. Then ask children to blend the sounds together to say the word.

CORRECTIVE FEEDBACK Count the syllables in the word children have difficulty with. Then say the syllables in the word children have trouble blending, stretching out the sounds and pausing between syllables. Then model blending the syllables, and guide children to blend independently. Say: *Listen as I say the two word parts: /baaasss/ /ket/. Now listen as I blend, or put together, the word parts: /basket/. Say the word parts after me: /baaasss/ /ket/. Now it's your turn to blend the word parts: /basket/. What is the word? Yes, it's basket.*

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 3 Week 1	72, 76, 80
Unit 4 Week 1	106, 110, 114
Unit 5 Week 2	150, 154, 158
Unit 10 Week 1	310, 314, 318

Repeat this lesson as needed using the following Word List.

One-Syllable Words

act	horse	oak	vault
bird	inch	prize	wind
bloom	jump	quill	yell
corn	king	rain	yours
dish	lamb	splash	zoo
frog	mouse	teach	
goose	nest	use	

Two-Syllable Words

air•plane (airplane)	monkey (mon•key)
bal•loon (balloon)	nee•dle (needle)
cab•in (cabin)	ol•ive (olive)
dra•gon (dragon)	pan•da (panda)
el•bow (elbow)	rab•bit (rabbit)
flash•light (flashlight)	sea•shell (seashell)
gi•raffe (giraffe)	tur•tle (turtle)
ham•mer (hammer)	un•der (under)
in•vite (invite)	vow•el (vowel)
jun•gle (jungle)	wal•rus (walrus)
knee•cap (kneecap)	yel•low (yellow)
li•on (lion)	ze•bra (zebra)

Three-Syllable Words

an•i•mal (animal)	mic•ro•scope (microscope)
beau•ti•ful (beautiful)	neigh•bor•hood (neighborhood)
char•ac•ter (character)	oc•to•pus (octopus)
di•no•saur (dinosaur)	pho•to•graph (photograph)
el•e•phant (elephant)	quan•ti•ty (quantity)
fav•or•ite (favorite)	sky•scrap•er (skyscraper)
go•ril•la (gorilla)	tel•e•phone (telephone)
hur•ri•cane (hurricane)	un•i•corn (unicorn)
im•por•tant (important)	val•en•tine (valentine)
jel•ly•fish (jellyfish)	won•der•ful (wonderful)
kan•ga•roo (kangaroo)	yes•ter•day (yesterday)
lo•ca•tion (location)	

Syllable Segmentation

RF.K.2b



I Do Remind children that a word is made of parts called syllables. Explain that every syllable or word part has its own vowel sound. Demonstrate how to segment a word into syllables and then count the syllables. Select a word from the word list that follows, such as *pocket*. *I am going to say a word. Then I will clap the word parts I hear. Each word part has only one vowel sound.* Clap as you say each syllable. *Listen: pocket. pock et. The word pocket has two word parts.*

We Do Segment syllables with children. Select a word from the list, such as *baby*. *Say the word baby with me. Together, let's clap the word parts: /bā/ /bē/. We clapped two times because baby has two word parts.* Continue with other words from the word list that follows.

You Do Choose from the one-, two-, and three-syllable 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 in two parts: /sssuuunnn/ /ssseet/. The first word part is sun; the second word part is set. Now say each word part after me: /sssuuunnn/ /ssseet/. What is the first word part in /sunset/? That's right, it's /sun/. What is the second word part? That's right, it's /set/.*

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 9 Week 2	286, 290, 294
Unit 10 Week 2	320, 324, 328

Repeat this lesson as needed using the Word List.

One-Syllable Words

add	horse	name	up
age	hand	one	use
barn	ice	owl	vine
bank	itch	phone	voice
bloom	joke	prize	whale
camp	jump	queen	wind
corn	kite	quilt	yell
dog	knight	rain	yours
dish	lamb	rose	zip
field	light	shell	zoo
flag	miss	splash	
grapes	more	taste	
gate	nest	teach	

Two-Syllable Words

address (ad•dress)	magnet (mag•net)
baby (ba•by)	nature (na•ture)
bedtime (bed•time)	often (of•ten)
castle (cas•tle)	painted (paint•ed)
doctor (doc•tor)	pocket (pock•et)
eagle (ea•gle)	rabbit (rab•bit)
follow (fol•low)	reason (rea•son)
garden (gar•den)	sandwich (sand•wich)
hamster (ham•ster)	spelling (spell•ing)
harvest (har•vest)	stitches (stitch•es)
invite (in•vite)	subway (sub•way)
juggle (jug•gle)	thinking (think•ing)
kingdom (king•dom)	unhook (un•hook)
lemon (lem•on)	valley (val•ley)
marble (mar•ble)	wrinkle (wrin•kle)

Three-Syllable Words

animal (an•i•mal)	medicine (med•i•cine)
apartment (a•part•ment)	neighborhood (neigh•bor•hood)
basketball (bas•ket•ball)	octopus (oc•to•pus)
champion (cham•pi•on)	potato (po•ta•to)
daydreaming (day•dream•ing)	question (ques•tion)
elephant (el•e•phant)	remember (re•mem•ber)
favorite (fav•or•ite)	separate (sep•a•rate)
gorilla (go•ril•la)	tomato (to•ma•to)
hospital (hos•pi•tal)	unlucky (un•luck•y)
important (im•por•tant)	valentine (val•en•tine)
justify (jus•ti•fy)	wonderful (won•der•ful)
kangaroo (kan•ga•roo)	yesterday (yes•ter•day)
location (lo•ca•tion)	

Phoneme Addition

RF.K.2e



I Do Tell children that today they will be adding 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 *an*. *I will say a word. Then I will add the sound /f/ to the beginning of the word. Listen to this word: an. Now I will say the word again and add the sound /f/ to the beginning. When I add /f/ to the beginning of an, I make a new word: /f/ /an/, fan. The new word is fan.* Repeat by adding /r/ to the beginning of *an* to make *ran*.

We Do Work with children to add phonemes to words. Select a word from the list, such as *boat*. *Say this word after me: boat. Now let's add the sound /g/ to the beginning of oat to make a new word: /g/ /oat/, goat. The new word is goat.* Repeat by adding the sound /k/ to the word *ache* to make the new word *cake*. 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 WorkBoard 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 6 Week 1	178, 180, 182
Unit 7 Week 1	210, 214, 216
Unit 9 Week 1	280, 282, 284

Repeat this lesson as needed using the following Word Lists.

Unit 6

Word List (Weeks 1–3)

ace (face)	ate (late)
ake (rake)	and (sand)
act (fact)	east (feast)
ad (lad)	end (lend)
age (cage)	in (fin)
air (fair)	it (fit)
an (fan)	oar (roar)
ant (can't)	

Unit 7

Word List (Weeks 1–3)

ace (lace)	end (bend)
ake (cake)	eye (dry)
am (ham)	itch (rich)
an (ran)	oat (boat)
and (hand)	ounce (bounce)
at (hat)	own (bone)
ate (date)	us (bus)
edge (ledge)	

Unit 9

Word List (Weeks 1–3)

alley (valley)	in (win)
am (jam)	ike (bike)
an (van)	ill (will)
ape (cape)	is (his)
ate (gate)	it (quit)
ax (wax)	own (phone)
ear (year)	ox (fox)
eel (feel)	

Phoneme Blending

RF.K.2d



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*. Display the **Sound Boxes**.

I am going to place one marker in each box as I say each sound in a word. Listen to these three sounds: /b/ /a/ /d/. Place the markers. Now I will blend the sounds to say the word: /baaad/, *bad*. I blended the word *bad*.

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 *fan*. Say these sounds after me: /f/ /a/ /n/. Let's say the sounds again. As you say each sound, put one marker in a box. Now let's blend the sounds together: /fffaaann/, *fan*. The word is *fan*. 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 Phoneme Blending

When children make mistakes during blending:

Model how to place a marker in a WorkBoard 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 3	28, 30, 32
Unit 2 Week 1	42, 44, 46
Unit 2 Week 2	52, 54, 56
Unit 2 Week 3	62, 64, 66
Unit 3 Week 1	80
Unit 3 Week 2	88, 90
Unit 3 Week 3	98, 100
Unit 4 Week 1	108, 110, 114
Unit 4 Week 2	120, 124
Unit 4 Week 3	128, 134
Unit 5 Week 1	142, 144, 148
Unit 5 Week 2	152, 154, 158
Unit 5 Week 3	162, 168
Unit 6 Week 1	176, 182
Unit 6 Week 2	186, 188
Unit 6 Week 3	196, 202
Unit 7 Week 1	216
Unit 7 Week 2	220, 226
Unit 7 Week 3	230, 236
Unit 8 Week 1	246, 250
Unit 8 Week 2	254, 260
Unit 8 Week 3	264, 270
Unit 9 Week 2	288, 294
Unit 9 Week 3	298, 300, 304
Unit 10 Week 1	312, 318
Unit 10 Week 2	322, 324, 328
Unit 10 Week 3	334, 338

Repeat this lesson as needed using the following Word Lists.

Unit 1

Word List (initial/final *m*, initial/medial *a*)

/a/ /m/

Unit 2

Word List (initial *s*, initial/final *p*, initial/final *t*)

/a/ /t/	/m/ /a/ /p/	/m/ /a/ /t/
/p/ /a/ /m/	/p/ /a/ /t/	/s/ /a/ /p/
/s/ /a/ /t/	/t/ /a/ /m/	/t/ /a/ /p/

Unit 3

Word List (Review, initial/medial *i*, initial/final *n*)

/a/ /n/	/i/ /n/	/i/ /t/
/m/ /a/ /n/	/m/ /a/ /t/	/n/ /a/ /p/
/n/ /i/ /p/	/p/ /a/ /m/	/p/ /a/ /n/
/p/ /i/ /n/	/p/ /i/ /t/	/s/ /a/ /p/
/s/ /i/ /t/	/t/ /a/ /m/	/t/ /i/ /p/

Unit 4

Word List (initial *c*, initial/medial *o*, initial/final *d*)

/k/ /a/ /m/	/k/ /a/ /n/	/k/ /a/ /t/
/k/ /o/ /d/	/k/ /o/ /t/	/d/ /a/ /d/
/d/ /i/ /d/	/d/ /i/ /m/	/d/ /i/ /p/
/d/ /o/ /t/	/n/ /o/ /d/	/n/ /o/ /t/
/s/ /a/ /d/	/p/ /a/ /d/	/p/ /o/ /t/

Unit 5

Word List (Review, initial *h*, initial/medial *e*)

/k/ /o/ /d/	/k/ /o/ /t/	/d/ /a/ /d/
/d/ /i/ /d/	/d/ /i/ /m/	/d/ /o/ /t/
/h/ /e/ /n/	/h/ /a/ /d/	/h/ /i/ /d/
/n/ /o/ /d/	/p/ /e/ /t/	/t/ /e/ /n/

Unit 6

Word List (initial *f*, *r*; initial/final *b*; initial *l*; initial *k*, final *ck*)

/b/ /a/ /t/	/b/ /e/ /t/	/b/ /i/ /b/
/k/ /a/ /b/	/k/ /o/ /b/	/f/ /a/ /t/
/f/ /e/ /l/	/f/ /i/ /b/	/k/ /i/ /k/
/k/ /i/ /t/	/l/ /a/ /p/	/l/ /i/ /k/
/r/ /a/ /k/	/r/ /a/ /m/	/r/ /i/ /b/

Unit 7

Word List (Review, initial/medial *u*, initial/final *g*, initial *w*)

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

Unit 8

Word List (initial *v*; final *x*; initial *j*, *qu*; initial *y*, *z*)

/f/ /o/ /ks/	/j/ /a/ /m/	/b/ /o/ /ks/
/kw/ /a/ /k/	/kw/ /i/ /k/	/kw/ /i/ /t/
/v/ /a/ /n/	/v/ /a/ /t/	/v/ /e/ /t/
/y/ /a/ /m/	/y/ /e/ /s/	/y/ /e/ /t/
/z/ /a/ /p/	/z/ /i/ /g/	/z/ /i/ /p/

Unit 9

Word List (Review, *ā*: a_e; *ī*: i_e)

/j/ /e/ /t/	/j/ /u/ /g/	/kw/ /i/ /z/
/d/ /u/ /k/	/f/ /ī/ /v/	/g/ /ā/ /t/
/g/ /ā/ /z/	/r/ /ā/ /k/	/s/ /a/ /ks/
/t/ /a/ /ks/	/v/ /ā/ /s/	/v/ /ī/ /n/
/w/ /ī/ /p/	/y/ /i/ /p/	/z/ /a/ /g/

Unit 10

Word List (*ō*: o_e, o; *ē*: e-e, ee, e; *ū*: u_e)

/b/ /ē/	/d/ /ē/ /d/	/d/ /ū/ /d/
/f/ /ū/ /z/	/k/ /ē/ /p/	/l/ /ō/ /n/
/m/ /ō/ /l/	/m/ /ū/ /l/	/p/ /ō/ /l/
/kw/ /ē/ /n/	/r/ /ē/ /l/	/v/ /ō/ /t/
/w/ /ē/ /p/	/y/ /ō/ /k/	/b/ /ē/ /k/

Phoneme Categorization

RR.K.2d



I Do

Tell children that you will say three words.

Explain that two of the words begin with the same sound and one word begins with a different sound. Select words from the word list for the unit, such as *sail*, *sand*, *talk*. Listen to the first sound of each word I say: *sail*, *sand*, *talk*. Two of these words begin with the same sound; one does not. *Sail* and *sand* begin with the sound /s/. The word *talk* begins with the sound /t/. The word *talk* does not belong.

We Do

Lead children to repeat each word you say and listen for the beginning sound. Select words from the word list, such as *ticket*, *tomato*, *pour*. Two of these words begin with the same sound. One does not. Which word does not belong? Yes, the word *pour* does not belong. *Ticket* and *tomato* begin with the sound /t/. *Pour* does not. *Pour* begins with

the /p/ sound. It does not belong. Continue with other words from the word lists that follow.

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

CORRECTIVE FEEDBACK When children make mistakes during categorization:

Say the word, stretching the sound in the targeted position for three seconds: /pennn/. Have children repeat. If the targeted sound is a stop sound, say the sound and then the word: /t/, /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 2 Week 1	38, 40, 46
Unit 2 Week 2	48, 50, 56
Unit 3 Week 2	82, 84, 90
Unit 3 Week 3	94, 96, 100
Unit 4 Week 2	122, 124
Unit 5 Week 2	156, 158

Repeat this lesson as needed using the following Word Lists.

Unit 2

Word List

sail, sand, talk	zoom, table, tickle
tail, salad, sandwich	ticket, tomato, pour
send, soup, tail	add, puppy, action
pumpkin, squash, peach	alligator, sun, apple
puppy, paper, uncle	bath, after, alphabet
palace, queen, potato	map, pear, mouse
taste, lamb, touch	wood, zoo, wish

Unit 3

Word List

insect, invite, jacket	pig, tub, party
rhino, ill, inch	cat, pan, train
math, itch, inform	bat Sam, tot
nap, igloo, nice	lamp, love, make
rabbit, nest, new	napkin, sink, soft
sell, grin, shop	finger, famous, tack
bill, gem, bat	back, tooth, book
fig, pal, fame	

Unit 4

Word List

octopus, apple, on	down, girl, dentist
olive, October, ill	none, deer, decide
extra, odd, ostrich	hidden, good, happy
code, camera, on	toss, waves, tumble
cave, tunnel, coast	calf, cattle, door
wind, camel, cart	seat, begin, baby
movie, ruler, mice	machine, magnet, horn
doubt, damp, frog	

Unit 5

Word List

horse, hammer, flower	bump, crash, build
hamster, grape, hippo	pony, power, goat
coach, hanger, hard	gallop, walk, guitar
every, excellent, four	desert, listen, dictionary
else, onto, end	pollute, quest, power
inner, enter, engine	lion, hero, helmet
mix, money, time	gold, gone, box
surf, fill, seashore	

Phoneme Deletion

RF.K.2e



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 *cup*. Listen as I say this word: /k/ /u/ /p/, *cup*. I will take away the first sound: /k/. Listen: /u/ /p/, *up*. The new word is *up*. Cup without /k/ is *up*.

We Do Work with children to delete phonemes from words. Select a word from the list, such as *ledge*. Say this word after me: *ledge*. Now let's take away the first sound: /l/. We will say the sounds that are left: /e/ /j/, *edge*. The new word is *edge*. *Ledge* without /l/ is *edge*. 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 Phoneme Deletion

When children make mistakes during phoneme deletion:

Say the word, stretching the sounds. Have children repeat. Say the word again, stretching the sounds as you place a marker in the WorkBoard 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 7 Week 2	222, 224, 226
Unit 9 Week 2	292, 294
Unit 9 Week 3	302, 304

Repeat this lesson as needed using the following Word Lists.

Unit 7

Word List (Weeks 1–3)

bend (end)	lone (own)
bounce (ounce)	meat (eat)
cup (up)	ram (am)
fuse (use)	rate (ate)
fuss (us)	wax (ax)
hand (and)	weight (eight)
hat (at)	witch (itch)
ledge (edge)	

Unit 9

Word List (Weeks 1–3)

cape (ape)	mile (isle)
fade (aid)	quit (it)
fox (ox)	quiz (is)
game (aim)	valley (alley)
hive (I've)	wage (age)
jam (am)	wax (ax)
late (ate)	year (ear)
like (ike)	zone (own)

Phoneme Identity

RF.K.2d



I Do Explain that you will 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: /mmaaann/, /mmmärch/, /mmmäääll/. 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 *mouse*, *met*, *milk*. Listen to these words: *mouse*, *met*, *milk*. Let's say the words together: /mmmousss/, /mmmeet/, /mmmmiiillk/. The beginning sound in *mouse*, *met*, and *milk* is /m/. Say the beginning sound with me: /m/. 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 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 1 Week 3	19
Unit 5 Week 1	141
Unit 7 Week 1	208
Unit 9 Week 1	276
Unit 9 Week 3	296
Unit 10 Week 1	310
Unit 10 Week 2	320

Repeat this lesson as needed using the following Word Lists:

Unit 1

Word List (initial/final *m*, initial/medial *a*)

man, march, mail
mouse, met, milk
map, moon, mask
ram, ham, stem
gem, him, sum
lamb, hum, rim

apple, at, act
absent, address, add
after, alligator, and
alphabet, ask, ax
bat, fan, cap
nap, pan, rat
van, tag, cab
sad, tab, ham
van, flag, bath

Unit 5

Word List (Review, initial *h*, initial/medial *e*)

cake, coat, cow nest, name, nose
dish, den, duck pin, tan, men
nod, bed, pad odd, octopus, October
in, it, if not, log, hop
tin, sip, him

hippo, hammer, hair
hamster, harbor, hay
hello, heart, hatch
egg, enjoy, elbow
ever, end, else
pet, hem, ten
Ben, met, den

Unit 7

Word List (Review, initial/medial *u*, initial/final *g*, initial *w*)

but, button, butter hockey, hive, hear
cab, jab, sub kitchen, kind, kid
egg, end, else black, wreck, rock
ten, net, sell lad, let, learn
fan, frog, fish rainbow, rhinoceros, raccoon

gold, goose, garden
pig, hog, dug

umpire, us, uncle
tub, hug, sun

walrus, wash, warm
wagon, walk, water

Unit 9

Word List (Review, *a_e*, *i_e*)

good, guess, game bun, mud, such
flag, egg, twig van, vegetable, volcano
jelly juice, jaguar watch, well, winter
quit, quack, quest umbrella, uncle, ugly
box, fix, wax yard, yellow, yoyo
zipper, zebra, zoo

bake, made, tame kite, life, tribe
tape, mane, rake ripe, mine, lime

Unit 10

Word List (o_e, o; u_e; e_e, ee, e)

easy, eat, eagle, seed, beet, teen peep, meet, feed
me, she, bee
we, knee, flee

oak, own, open
bone, globe, stove
mole, home, phone
hope, rose, wrote
go, so, no

mule, cute, tune
fume, dune, cube
cute, tube, muse
plume, flute, June
use, unicorn, unicycle

Phoneme Isolation

RF.K.2d



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, such as *mat*. **Today we will listen for and set apart a sound in a word. Then we will say the sound. Listen as I say a word: /mmaaat/. I hear the sound /m/ at the beginning of mat. The first sound in mat is /m/.**

We Do Help children practice isolating phonemes. Select a word from the list, such as *ax*. **Listen to this word: /aaaks/, ax. Say ax with me: /aaaks/. The beginning sound in ax is /a/. Say the beginning sound with me: /a/.** Repeat with other words from the word lists that follow.

You Do Choose from the word lists that follow. Say each word and ask children to isolate the phoneme at the beginning, middle, or end of a word you say.

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: I hear /t/ at the beginning of tap (for, initial, medial, or final sound).

This skill appears in the following units and weeks:

Unit and Week	Pages
Unit 1 Week 2	14, 16, 22
Unit 1 Week 3	24, 26, 32
Unit 2 Week 3	58, 60, 66
Unit 3 Week 3	92, 100
Unit 4 Week 1	106, 114
Unit 4 Week 2	116, 124
Unit 4 Week 3	126, 134
Unit 5 Week 2	150, 158
Unit 6 Week 1	174, 182
Unit 6 Week 2	185, 192
Unit 6 Week 3	194, 202
Unit 7 Week 2	218, 226
Unit 7 Week 3	228, 236
Unit 8 Week 1	242, 250
Unit 8 Week 2	252, 260
Unit 8 Week 3	262, 270

Repeat this lesson as needed using the following Word Lists.

Unit 1

Word List

/m/: mat	mitten	map
/m/: ham	gem	swim
/a/: apple	ax	act
/a/: jam	wag	cab
/k/: kite	key	kiss

Unit 2

Word List

/s/:	seal	seesaw	secret
/p/:	parrot	paper	parade
/p/:	cap	ship	mop
/t/:	top	turtle	taxi
/t/:	cart	sit	goat

Unit 3

Word List

/i/:	instrument	imagine	itch
/i/:	pig	mitt	sip
/n/:	nature	needle	neighbor
/n/:	pin	ran	queen
/t/:	turnip	teeth	tomato

Unit 4

Word List

/k/:	caterpillar	carrot	camera
/o/:	octopus	office	opossum
/o/:	hog	not	job
/d/:	daisy	dentist	deer
/d/:	card	bird	pad

Unit 5

Word List

/h/:	horse	honey	hive
/e/:	elf	elevator	excellent
/e/:	spell	peck	sled
/k/:	camel	carnival	castle
/o/:	stop	romp	dot

Unit 6

Word List

/f/:	farm	football	feast
/r/:	ribbon	rhyme	rest
/b/:	beaver	back	bakery
/l/:	llama	leopard	leaf
/k/:	king	kiss	kid
/k/:	sack	brick	trick

Unit 7

Word List

/u/:	under	up	umpire
/u/:	mud	lunch	rush
/g/:	garage	gorilla	garden
/g/:	big	jug	wag
/w/:	wagon	warm	watch

Unit 8

Word List

/ks/:	six	Max	sax
/v/:	vacation	valentine	violin
/j/:	jungle	journey	juggle
/kw/:	quiz	quit	queen

Phoneme Segmentation

RF.K.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 *sat*. 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 *map*. Say this word after me: *map*. First, we'll stretch the sounds in the word: /mmaaap/. Now we'll say the sounds one at a time: /m/ /a/ /p/. Put one marker in a box for each sound you hear. The word *map* has three sounds, /m/ /a/ /p/. 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 Phoneme Segmentation

When children make mistakes during segmenting:

Say the word, stretching the sounds. Have children repeat. Say the word again, stretching the sounds as you place a marker on the WorkBoard sound boxes for each sound. Say the sound as you touch each marker. Then repeat the routine using the same word, asking children 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 3 Week 1	76, 78, 80
Unit 4 Week 1	112, 114
Unit 4 Week 3	130, 132, 134
Unit 5 Week 1	146, 148
Unit 5 Week 3	164, 166, 168
Unit 6 Week 2	190, 192
Unit 6 Week 3	198, 200, 202
Unit 8 Week 2	256, 258, 260
Unit 10 Week 3	330, 332, 338

Repeat this lesson as needed using the following Word Lists.

Unit 3

Word List (Weeks 1–3)

/a/ /t/ (at)	/p/ /a/ /m/ (Pam)	/s/ /i/ /p/ (sip)
/m/ /a/ /p/ (map)	/p/ /a/ /n/ (pan)	/s/ /i/ /t/ (sit)
/m/ /a/ /t/ (mat)	/p/ /a/ /t/ (pat)	/t/ /a/ /p/ (tap)
/n/ /a/ /p/ (nap)	/s/ /a/ /p/ (sap)	/t/ /i/ /n/ (tin)
/n/ /i/ /p/ (nip)	/s/ /a/ /t/ (sat)	/t/ /i/ /p/ (tip)

Unit 4

Word List (Weeks 1–3)

/k/ /a/ /m/ (Cam)	/k/ /o/ /d/ (cod)	/d/ /i/ /p/ (dip)
/k/ /a/ /n/ (can)	/k/ /o/ /t/ (cot)	/d/ /o/ /t/ (dot)
/k/ /a/ /p/ (cap)	/d/ /a/ /d/ (dad)	/m/ /a/ /d/ (mad)
/k/ /a/ /t/ (cat)	/d/ /i/ /d/ (did)	/p/ /a/ /d/ (pad)
/k/ /i/ /n/ (kin)	/d/ /i/ /m/ (dim)	/s/ /o/ /d/ (sod)

Unit 5

Word List (Weeks 1–3)

/b/ /e/ /d/ (bed)	/h/ /e/ /m/ (hem)	/p/ /e/ /n/ (pen)
/k/ /a/ /t/ (cat)	/h/ /e/ /n/ (hen)	/p/ /e/ /p/ (pep)
/k/ /o/ /t/ (cot)	/h/ /i/ /m/ (him)	/p/ /e/ /t/ (pet)
/d/ /e/ /n/ (den)	/h/ /o/ /p/ (hop)	/p/ /i/ /t/ (pit)
/h/ /a/ /d/ (had)	/h/ /o/ /t/ (hot)	/p/ /o/ /d/ (pod)

Unit 6

Word List (Weeks 1–3)

/b/ /a/ /k/ (back)	/f/ /i/ /b/ (fib)	/l/ /i/ /p/ (lip)
/b/ /e/ /d/ (bed)	/k/ /i/ /d/ (kid)	/l/ /o/ /t/ (lot)
/b/ /o/ /b/ (bob)	/k/ /i/ /k/ (kick)	/r/ /e/ /d/ (red)
/k/ /o/ /b/ (cob)	/l/ /e/ /d/ (led)	/r/ /i/ /b/ (rib)
/f/ /e/ /d/ (fed)	/l/ /i/ /k/ (lick)	/r/ /o/ /k/ (rock)

Unit 8

Word List (Weeks 1–3)

/j/ /a/ /m/ (jam)	/r/ /e/ /ks/ (Rex)	/y/ /e/ /t/ (yet)
/j/ /e/ /t/ (jet)	/s/ /i/ /ks/ (six)	/y/ /i/ /p/ (yip)
/j/ /u/ /g/ (jug)	/v/ /a/ /t/ (vat)	/y/ /u/ /k/ (yuck)
/kw/ /i/ /k/ (quick)	/v/ /e/ /t/ (vet)	/z/ /a/ /g/ (zag)
/kw/ /i/ /t/ (quit)	/y/ /a/ /m/ (yam)	/z/ /i/ /g/ (zig)

Unit 10

Word List (Weeks 1–3)

/b/ /ē/ (bee)	/r/ /ē/ /d/ (reed)	/p/ /ō/ /l/ (pole)
/k/ /ū/ /b/ (cube)	/p/ /ē/ /t/ (Pete)	/r/ /ō/ /b/ (robe)
/d/ /ō/ /m/ (dome)	/ē/ /v/ (eve)	/d/ /ū/ /d/ (dude)
/h/ /ō/ /p/ (hope)	/w/ /ē/ (we)	/d/ /ū/ /n/ (dune)
/p/ /ē/ /l/ (peel)	/w/ /ē/ /d/ (weed)	/m/ /ū/ /l/ (mule)

Phoneme Substitution

RF.K.2e



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 *bump*. Listen as I say a word: /b/ /u/ /m/ /p/, /buuummmmp/, *bump*. The first sound is /b/. I will change the /b/ to /h/ and make a new word. Listen: /h/ /u/ /m/ /p/, /huuummmmp/, *hump*. The new word is *hump*. Repeat by changing the initial sound in *can* from /k/ to /f/ to get *fan*.

We Do Help children practice substituting phonemes. Select a word from the list, such as *fox*. Say this word after me: *fox*. The first sound is /f/. Let's change the /f/ to /b/. Say the sounds: /b/ /o/ /ks/, *box*. The new word is *box*. Repeat by changing the beginning sound in *man* from /m/ to /r/ to get *ran*. 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 children say the word again, stretching the sounds as you place a marker in the WorkBoard 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 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 7 Week 3	232, 234, 236
Unit 8 Week 1	248, 250
Unit 8 Week 3	266, 268, 270
Unit 10 Week 1	314, 316, 318
Unit 10 Week 2	326, 328
Unit 10 Week 3	336, 338

Repeat this lesson as needed using the following Word Lists.

Unit 7

Word List 1 (Weeks 1–3)

bump (hump)	log (hog)
can (fan)	mug (rug)
fox (box)	pack (rack)
giggle (wiggle)	pat (hat)
man (ran)	rip (lip)
must (rust)	rock (lock)
sand (land)	told (gold)
sit (lit)	

Unit 8

Word List 1 (Weeks 1–3)

barn (yarn)	pig (zig)
berry (very)	poke (joke)
box (fox)	rack (quack)
card (yard)	rain (vain)
lawn (yawn)	seen (queen)
lip (zip)	toy (joy)
mix (fix)	wrote (vote)
pail (jail)	

Unit 10

Word List 1 (Weeks 1–3)

beet (feet)	mute (cute)
code (rode)	see (bee)
dome (home)	teen (queen)
dune (tune)	tube (cube)
go (so)	mule (rule)
keep (jeep)	seed (weed)
leek (peek)	note (vote)
lobe (robe)	

Review Sound-Spellings

RF.K.2d



I Do Explain that you are going to display a letter and then name the letter and say its sound. Display the **Letter Card** *m*. Point to the letter *m*. **This is the letter *m*. The letter *m* stands for the sound /m/. You hear the sound /m/ at the beginning of the word *map*, /mmm/.**

Repeat with the words *mad*, *man*, *mat*, and *am*, *ram*, and *Sam* stretching the /m/ sound to identify the beginning or final letter *m* and the sound /m/.

We Do Distribute **Sound-Spelling WorkBoards**. Help children practice identifying letters and sounds. Select a word from the list, such as *map*, and lead children to identify the beginning sound /m/. **Let's write the letter *m* on our Sound-Spelling WorkBoards because *map* begins with /m/. The letter *m* stands for /m/. Let's say it together, /mmm/. Now let's write *m* on our Sound-Spelling Workboards because /mmm/ is the sound the letter *m* stands for.** Repeat with the words *mail*, *mend*, and *mix* to identify the beginning letter *m* and the sound /m/ and the words *ham*, *jam*, and *ram* to identify and isolate final *m*.

Repeat with other words to identify the targeted initial, medial, or final sounds. Choose from other words in the word lists that follow.

You Do Choose from the word lists that follow. Have children identify the initial, medial, or final target letter and the sound it stands for.

CORRECTIVE FEEDBACK **Sound-Spelling Errors:** When children make mistakes with Sound-Spelling correspondences:

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 stands for that sound? Have children repeat that 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.

Repeat this lesson as needed using the following Word Lists.

Unit 1

Word List Week 2 (initial, final *m*)

mad	main	mat
mail	man	mom
am	jam	tam
bag	Pam	yam
Cam	ram	
ham	Sam	

Word List Week 3 (initial, medial *a*)

act	ant	man
add	at	map
Al	dad	mat
am	lad	lad
an	mad	sad

Unit 2

Word List Week 1 (initial *s*)

sad	sell	sip
sail	set	sit
Sam	sill	sud
sat	sing	sun
sap	sink	

Word List Week 2 (initial/final *p*)

pack	pan	nap
pad	pit	not
pal	pot	sap
Pam	cap	tap
pat	map	wrap

Word List Week 3 (initial/final *t*)

at	pat	tam
bat	sat	tan
cat	tack	tap
hat	Tad	tub
mat	tag	tug

Unit 3

Word List Week 1 (Review)

am	mat	sap
at	Pam	sat
mad	Pat	tam
man	pot	tap
map	Sam	tub

Word List Week 2 (initial/medial *i*)

if	kin	sit
in	kit	Tim
it	pin	tin
bit	pit	tip
kid	sip	wit

Word List Week 3 (initial/final *n*)

in	nap	nut
man	neck	pan
men	nest	pin
Nan	nip	tan
nab	not	tin

Unit 4

Word List Week 1 (initial *c*)

cab	cap	coat
cake	cart	come
Cam	case	cub
camp	cat	cup
can	cave	cut

Word List Week 2 (initial/medial *o*)

October	opposite	on
octopus	cot	pop
odd	mom	pot
olive	mop	top
on	not	tot

Word List Week 3 (initial/final *d*)

cod	dip	pad
dad	Don	pod
Dan	dot	sad
did	mad	Sid
dim	nod	sod

Unit 5

Word List Week 1 (Review)

can	dot	nod
cap	mad	not
cot	man	on
did	mop	pin
dip	nap	pot

Word List Week 2 (initial *h*)

had	him	hot
Hal	hip	hub
ham	hit	hug
hat	hog	hum
hid	hop	hut

Word List Week 3 (initial/medial *e*)

den	hen	pen
Ed	men	pep
egg	met	pet
end	Ned	set
hem	net	ten

Unit 6

Word List Week 1 (initial *f, r*)

fan	ram	rid
fat	rap	rim
fed	rat	rip
fin	red	rod
fit	rib	rot

Word List Week 2 (initial /final *b*; initial *l*)

bam	fib	lot
bed	lad	mob
bib	lap	rib
bin	led	sob
bop	lid	
cob	lip	

Word List Week 3 (initial *k*, final *ck*)

back	Kip	rack
deck	kit	rock
dock	lick	sick
kick	lock	tick
Kim	pick	tock

Unit 7

Word List Week 1 (Review)

Ben	fed	lack
Bob	hack	let
box	hit	lick
fat	hop	rib
fib	kid	rod
fin	kit	tack
fit	Kim	

Word List Week 2 (initial/medial u)

bud	muck	sum
buck	mud	sun
bug	mug	tub
bus	rub	tuck
duck	rut	
luck	sub	

Word List Week 3 (initial/final g; initial w)

bag	get	wed
big	got	wet
bug	gut	wig
leg	wag	win
gab	web	won

Unit 8**Word List** Week 1 (final x, initial v)

box	mix	tax
fix	ox	van
fox	pox	vat
lox	six	vet

Word List Week 2 (initial j, qu)

Jack	Jim	jut
jam	job	quack
jet	jot	quick
jig	jug	quit

Word List Week 3 (initial y, z)

yak	yet	zag
yam	yuck	zig
yes	yum	zip

Unit 9**Word List** Week 1 (Review)

box	quack	yuck
bud	quit	yum
fix	tuck	zag
job	vat	zip
jut	vet	
luck	yes	

Word List Week 2 (long a: a_e)

Abe	Dave	haze
ate	daze	jade
base	fame	kale
cave	Gabe	lane
date	hate	wade

Word List Week 3 (long i: i_e)

bite	hike	pike
dine	life	pipe
dive	live	ripe
file	mile	size
fine	Nile	wife

Unit 10**Word List** Week 1 (long o: o_e, o)

code	joke	role
cove	note	tone
dome	owe	vote
doze	pole	yoke
hole	robe	zone

Word List Week 2 (long u: u_e)

cube	fume	rude
cute	June	rule
dude	lute	tube
duke	mule	tune
dune	mute	use

Word List Week 3 (long e: ee, e_e, e)

be	jeep	reel
bee	keen	seek
deep	need	teen
fee	peel	we
feel	queen	Eve
heel	reed	Zeke

Blend Words

RF.K.2d



Note: Blending Words is addressed in Lessons 2, 4, and 5 of every week beginning in Unit 1, Week 3.

I Do Explain that you are going to practice blending sounds to make words. I will model how to blend sounds to make a word. Write the letter *a* on the board or display it in a pocket chart. When I tap under the letter *a*, I will say its sound. Point to the letter *a*, tap under it and say: /aaa/. The letter *a* stands for the /a/ sound. Listen: /aaa/. Repeat for the letter *m*, then say: Now I will blend the sounds these letters make to form a word. Sweep your hand under the letters *a* and *m*, and say: /aaammm/, *am*. I blended the sounds /a/ and /m/ to form the word these letters stand for: /aaammm/, *am*.

We Do Help children practice blending sounds to make words. Help children say the sound each letter stands for when you point to the letter. Guide them to blend the sounds when you sweep your hand under the letters. This is the letter *a*. 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: /aaammm/, /aaammm/, *am*. The word is *am*. Say it with me: /aaammm/, *am*.

You Do Choose words from the lists in the next column. Be sure children have been taught all the individual sound-spellings prior to blending them. Have children practice the blending routine until they become comfortable reading the words more quickly.

CORRECTIVE FEEDBACK **Blending Errors:** When children make mistakes with blending:

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*. Then lead children in chorally blending the sounds. Now blend the sounds in the word with me. Monitor each blending step, offering feedback as necessary.

Repeat this lesson as needed using the following word lists.

Unit 1

Word List Week 3 (initial, medial *a*)

am

Unit 2

Word List Week 1 (initial *s*)

Sam

Word List Week 2 (initial/final *p*)

Pam	map	sap
-----	-----	-----

Word List Week 3 (initial/final *t*)

at	sat	tap
mat	Tam	

Unit 3

Word List Week 1 (Review)

am	mat	sat
at	Sam	Tam
map	sap	tap

Word List Week 2 (initial/medial *i*)

it	Tim	sit
sit	pit	tip

Word List Week 3 (initial/final *n*)

in	nap	pin
man	nip	tan
Nan	pan	tin

Unit 4

Word List Week 1 (initial *c*)

Cam	cap
can	cat

Word List Week 2 (initial/medial *o*)

cot	not	pot
mom	on	top
mop	pop	tot

Word List Week 3 (initial/final *d*)

cod	dim	mad
dad	dip	pad
Dan	Don	sad
did	dot	Sid

Unit 5

Word List Week 1 (Review)

can	dot	nod
cap	mad	not
cot	man	on
did	mop	pin
dip	nap	pot

Word List Week 2 (initial *h*)

had	hid	hop
Hal	him	hot
ham	hip	
hat	hit	

Word List Week 3 (initial/medial *e*)

den	met	pet
Ed	Ned	set
hem	net	ten
hen	pen	
men	pep	

Unit 6

Word List Week 1 (initial *f, r*)

fan	ram	rid
fat	rap	rim
fed	rat	rip
fin	red	rod
fit	rib	rot

Word List Week 2 (initial/final *b*; initial *l*)

bag	fib	lot
bed	lad	mob
bib	lap	rib
bin	led	sob
box	lid	
cob	lip	

Word List Week 3 (initial *k*, final *ck*)

back	Kip	rack
deck	kit	rock
dock	lick	sick
kick	lock	tick
Kim	pick	tock

Unit 7

Word List Week 1 (Review)

Ben	fed	lack
bob	hack	let
bop	hit	lick
fat	hop	rib
fib	kid	rod
fin	kit	tack
fit	Kim	

Word List Week 2 (initial/medial *u*)

bud	muck	sum
buck	mud	sun
bug	mug	tub
bus	rub	tuck
duck	rut	
luck	sub	

Word List Week 3 (initial/final *g*; initial *w*)

bag	get	web
big	got	wed
bug	gut	wet
leg	wag	wig
gab	wax	win

Unit 8

Word List Week 1 (final *x*, initial *v*)

box	mix	tax
fix	ox	van
fox	pox	vat
lox	six	vet

Word List Week 2 (initial *j, qu*)

Jack	Jim	jut
jam	job	quack
jet	jot	quick
jig	jug	quit

Word List Week 3 (initial *y, z*)

yak	yet	zag
yam	yuck	zig
yes	yum	zip

Unit 9

Word List Week 1 (Review)

box	jut	wag
fix	quack	yes
gap	quit	yuck
gum	up	zag
job	van	zip

Word List Week 2 (long a: a_e)

Abe	Dave	haze
ate	daze	jade
base	fame	kale
cave	Gabe	lane
date	hate	wade

Word List Week 3 (long i: i_e)

bite	hike	pike
dine	life	pipe
dive	live	ripe
file	mile	size
fine	Nile	wife

Unit 10

Word List Week 1 (long o: o_e, o)

cove	joke	so
dome	note	tone
doze	pole	vote
go	robe	yoke
hole	role	zone

Word List Week 2 (long u: u_e)

cube	fume	rude
cute	June	rule
dude	lute	tube
duke	mule	tune
dune	mute	use

Word List Week 3 (long e: ee, e_e, e)

be	jeep	reel
bee	keen	seek
deep	need	teen
fee	peel	we
feel	queen	Eve
heel	reed	Zeke

High-Frequency Words

RF.K.3c



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 children, use the Read/Spell/Write Routine that follows.

Step 1: Read

Tell children 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 children chorally repeat.

Step 2: Spell

Spell aloud the word *said*. Have children 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 children 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 children 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.

