

## Introduction to Sound/Spellings

Day	Sound/Spelling	Core Decodables	Practice Decodables	High-Frequency Words Introduced
<b>GETTING STARTED</b>				
1	/a/ spelled <b>a</b> /d/ spelled <b>d</b> /h/ spelled <b>h_</b> /m/ spelled <b>m</b> /n/ spelled <b>n</b> /s/ spelled <b>s</b> and <b>ss</b> /t/ spelled <b>t</b> and <b>tt</b> /i/ spelled <b>i</b> /o/ spelled <b>o</b> /b/ spelled <b>b</b> /k/ spelled <b>c, k</b> /f/ spelled <b>f, ff</b> /g/ spelled <b>g</b>	<b>Core 1</b> <i>Matt, Kim, and Sam</i>	<b>Practice 1</b> <i>Sam</i>	hand, high, land, watch
2	/e/ spelled <b>e</b> and <b>_ea_</b> /j/ spelled <b>j</b> /l/ spelled <b>l</b> and <b>ll</b> /p/ spelled <b>p</b> /r/ spelled <b>r</b> /ks/ spelled <b>■x</b> /u/ spelled <b>u</b> /kw/ spelled <b>qu_</b> /v/ spelled <b>v</b> /w/ spelled <b>w_</b> /y/ spelled <b>y_</b> /z/ spelled <b>z, zz,</b> and <b>_s</b>	<b>Core 2</b> <i>Fast Sam</i>	<b>Practice 2</b> <i>Help</i>	hear, next, still, until
3	/c/ spelled <b>■ck</b> /j/ spelled <b>■dge</b> /k/ spelled <b>■ck</b> /ng/ spelled <b>■ng</b> /nk/ spelled <b>■nk</b> /a/ spelled <b>a</b> /e/ spelled <b>e</b> and <b>_ea_</b> /i/ spelled <b>i</b> /o/ spelled <b>o</b> /u/ spelled <b>u</b>	<b>Core 3</b> <i>Midge</i>	<b>Practice 3</b> <i>Fran and Ann</i>	back, children, head, move, plants, second
4	/ar/ spelled <b>ar</b> /er/ spelled <b>er, ir, ur,</b> and <b>ear</b> /or/ spelled <b>or</b> and <b>ore</b>	<b>Core 4</b> <i>Tell Your Pals</i>	<b>Practice 4</b> <i>Fran's Story</i>	earth, hard, last, more, school, story, than
5	/sh/ spelled <b>sh</b> /th/ spelled <b>th</b> /ch/ spelled <b>ch</b> and <b>■tch</b>	<b>Core 5</b> <i>Stars</i>	<b>Practice 5</b> <i>Fishing</i>	above, answer, friend, night, turned

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Lesson	Sound/Spelling	Core Decodables	Practice Decodables	High-Frequency Words Introduced
<b>Unit 1</b>				
<b>Lesson 1</b>	/ā/ spelled <i>a</i> and <i>a_e</i> /ī/ spelled <i>i</i> and <i>i_e</i> /ō/ spelled <i>o</i> and <i>o_e</i>	<b>Core 6</b> <i>Val's New Bike</i>	<b>Practice 6</b> <i>Dave's New Home</i>	change, find, most, talk, thought
<b>Lesson 2</b>	/ē/ spelled <i>e</i> and <i>e_e</i> /ū/ spelled <i>u</i> and <i>u_e</i>	<b>Core 7</b> <i>Vic's Big Chore</i>	<b>Practice 7</b> <i>Dave Returns</i>	close, time, while
<b>Lesson 3</b>	/j/ spelled <i>ge</i> and <i>gi_</i> /s/ spelled <i>ce</i> , <i>ci_</i> , and <i>cy</i>	<b>Core 8</b> <i>Gem Is Missing</i>	<b>Practice 8</b> <i>More Clover</i>	home, large, name, things
<b>Lesson 4</b>	/ā/ spelled <i>ai_</i> , <i>ay</i> /ə/ spelled <i>_ie</i> , <i>_el</i> , <i>_al</i> , and <i>_il</i>	<b>Core 9</b> <i>On a Train</i>	<b>Practice 9</b> <i>Riddles</i>	city, each, face, near, through
<b>Lesson 5</b>	/f/ spelled <i>ph</i> /m/ spelled <i>_mb</i> /n/ spelled <i>kn_</i> /r/ spelled <i>wr_</i> /w/ spelled <i>wh_</i>	<b>Core 10</b> <i>Bike Races</i>	<b>Practice 10</b> <i>Dad Wraps a Gift</i>	almost, also, years
<b>Lesson 6</b>	Review Lessons 1-5	<b>Core 11</b> <i>Too Cold?</i>	<b>Practice 11</b> <i>I Was Inside a Dragon</i>	air, such
<b>Unit 2</b>				
<b>Lesson 1</b>	/ē/ spelled <i>ee</i> , <i>ea</i> , <i>_y</i> , <i>_ie_</i> , and <i>_ey</i>	<b>Core 12</b> <i>The Empty Field</i>	<b>Practice 12</b> <i>Lee's Eagle</i>	eyes, part
<b>Lesson 2</b>	/ī/ spelled <i>_igh</i> , <i>_ie</i> , and <i>_y</i>	<b>Core 13</b> <i>Bats</i>	<b>Practice 13</b> <i>Mack's Problem</i>	even, might, need, trees
<b>Lesson 3</b>	/ō/ spelled <i>oa_</i> and <i>_ow</i>	<b>Core 14</b> <i>More Bats</i>	<b>Practice 14</b> <i>An Old Boat</i>	house, same, side
<b>Lesson 4</b>	/ū/ spelled <i>_ew</i> and <i>_ue</i>	<b>Core 15</b> <i>Condors</i>	<b>Practice 15</b> <i>Mew? Mew?</i>	feet, world, without
<b>Lesson 5</b>	/ōō/ spelled <i>oo</i> , <i>u</i> , <i>u_e</i> , <i>_ew</i> , <i>_ue</i>	<b>Core 16</b> <i>A Visit</i>	<b>Practice 16</b> <i>Yikes! Sue!</i>	end, should
<b>Lesson 6</b>	Review Lessons 1-5	<b>Core 17</b> <i>Migrating Geese</i>	<b>Practice 17</b> <i>Strange Stuff</i>	along, began, following
<b>Unit 3</b>				
<b>Lesson 1</b>	Contrast /oo/ and /ōō/ spelled <i>oo</i>	<b>Core 18</b> <i>A Trade</i>	<b>Practice 18</b> <i>Hockey Tryouts</i>	book, letters, took
<b>Lesson 2</b>	/ow/ spelled <i>ow</i> and <i>ou_</i> ; Contrast with /ō/ spelled <i>_ow</i>	<b>Core 19</b> <i>A Brief History of Money</i>	<b>Practice 19</b> <i>Snow</i>	enough, set
<b>Lesson 3</b>	/aw/ spelled <i>au_</i> , <i>aw</i> , <i>augh</i> , <i>ough</i> , and <i>al</i>	<b>Core 20</b> <i>Collecting Baseball Cards</i>	<b>Practice 20</b> <i>The Hawk</i>	between, ever
<b>Lesson 4</b>	/oi/ spelled <i>oi</i> and <i>_oy</i>	<b>Core 21</b> <i>Money Stories</i>	<b>Practice 21</b> <i>Cowboy Roy's Two Rules</i>	words
<b>Lesson 5</b>	/ō/ spelled <i>_ow</i> /ū/ spelled <i>u_e</i> , <i>_ew</i> , and <i>_ue</i> /ōō/ spelled <i>_ue</i> , <i>_ew</i> , and <i>u_e</i> /ow/ spelled <i>ow</i>	<b>Core 22</b> <i>Seven Bank Facts</i>	<b>Practice 22</b> <i>Josh and Brownie</i>	paper
<b>Lesson 6</b>	Review Lessons 1-5	<b>Core 23</b> <i>Dad Is Back</i>	<b>Practice 23</b> <i>A Crew in Outer Space</i>	point