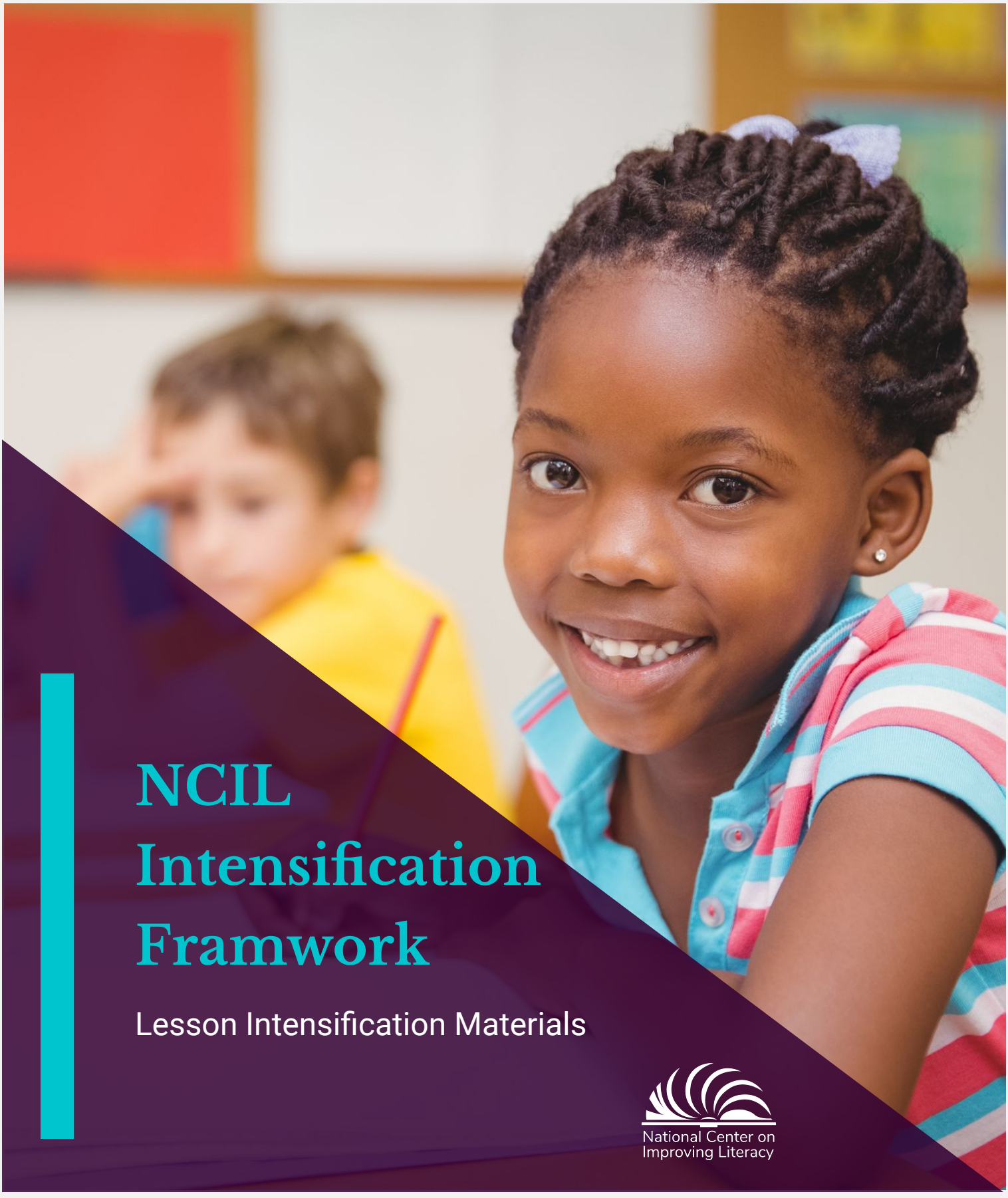
Student Workbook



NCIL Intensification Framwork

Lesson Intensification Materials

National Center on Improving Literacy

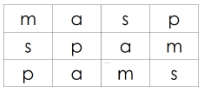
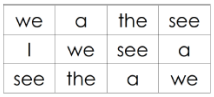
Student Workbook

Intensification Lesson Materials

National Center on Improving Literacy

The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: H283D210004). The opinions or policies expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. Copyright © National Center on Improving Literacy.

LESSON 1

I can  and   and  .

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
I	the	see	

B

Irregular Word Reading Part 2 (Individual Turns)

★	I	the	see	I
♥	see	I	the	see
■	the	see	I	the

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ m	♥ a	■ s	☺ p
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

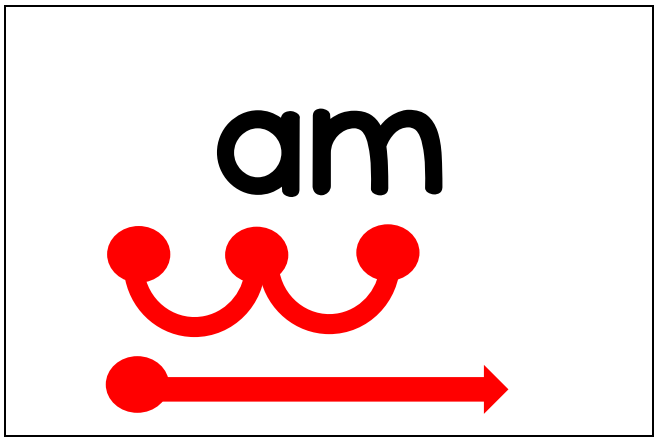
F *Sound-Spelling Review Part 2 (Individual Turns)*

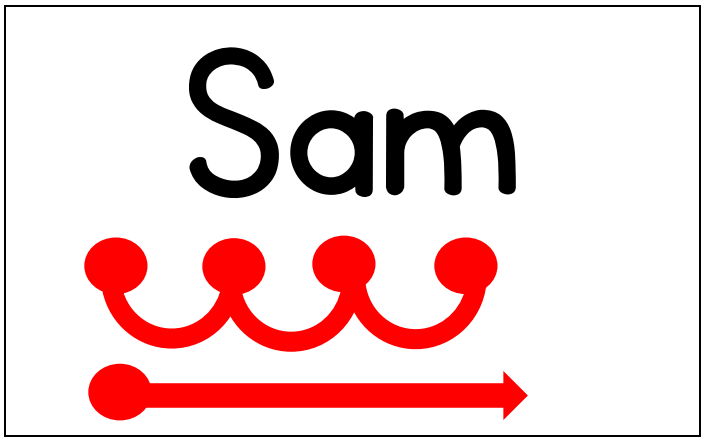
★	m	a	s	p
♥	s	p	a	m
■	p	a	m	s

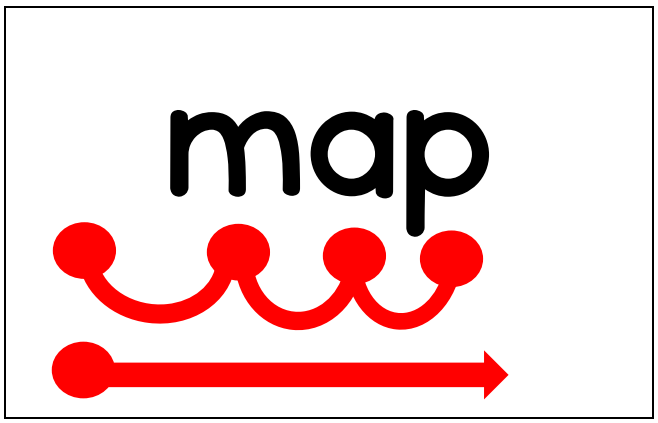
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

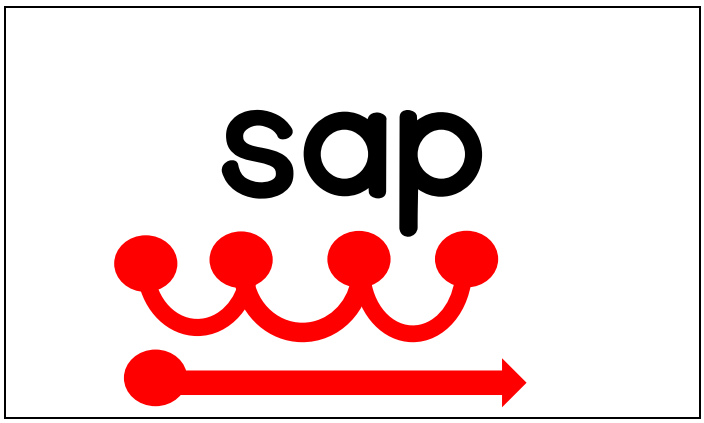
★ am	♥ Sam	■ map	☺ sap
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	am	Sam	map	sap
♥	map	am	sap	Sam

J

Sentence Reading: Accuracy and Comprehension

★ I am Sam.

♥ I see the map.

K

Sentence Reading: Fluency (Individual Turns)

I am Sam.
I see the map.

L

Celebrate Success!

I am…



successful



smart



a hard worker



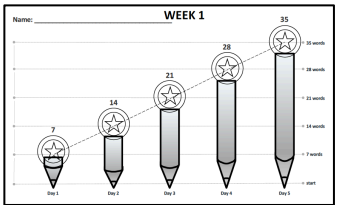
amazing



happy

because…

Graph Progress!



LESSON 2

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
we	a	the	see

B

Irregular Word Reading Part 2 (Individual Turns)

★	we	a	the	see
♥	I	we	see	a
■	see	the	a	we

C *Phonemic Awareness* 

D *Sound-Spelling Card Introduction and Practice* 

E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
a	s	p	m
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

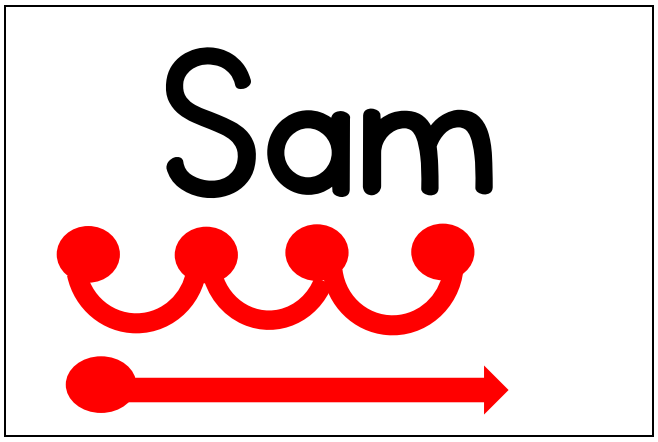
F *Sound-Spelling Review Part 2 (Individual Turns)*

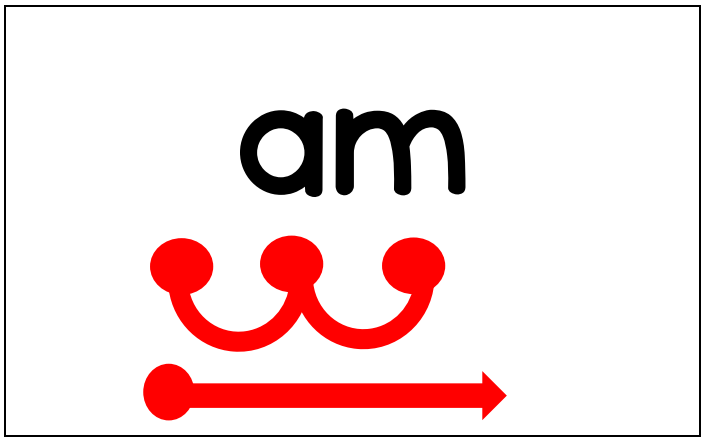
★	a	s	p	m
♥	p	m	s	a
■	s	m	a	p

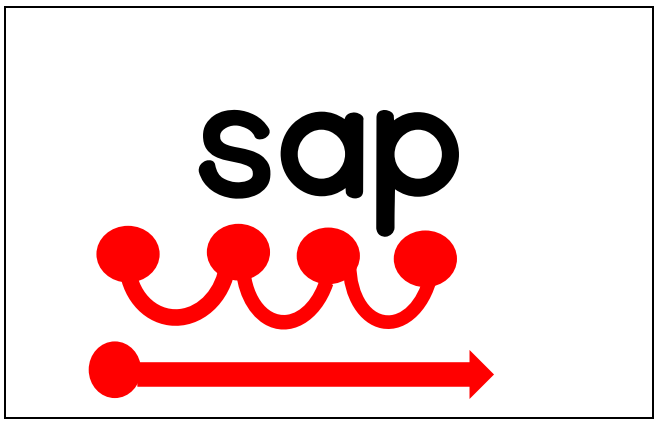
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

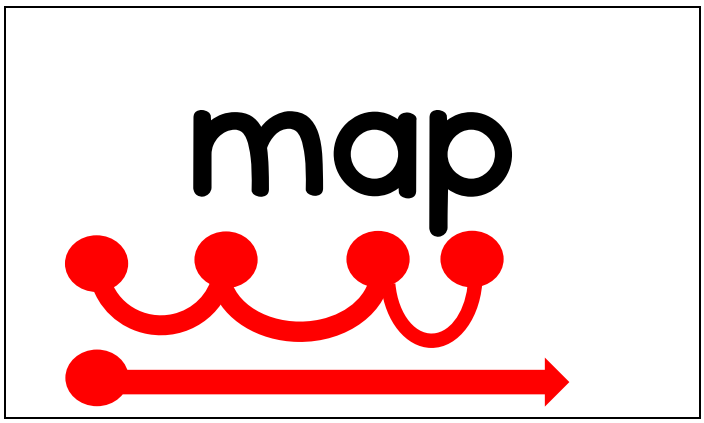
★ Sam	♥ am	■ sap	☺ map
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	Sam	am	sap	map
♥	am	Sam	map	sap

J *Sentence Reading: Accuracy and Comprehension*

★ I am Sam.

♥ I see the sap.

K

Sentence Reading: Fluency (Individual Turns)

I am Sam.
I see the map.

I am Sam.
I see the sap.

L

Celebrate Success!

I am…



successful



smart



a hard worker



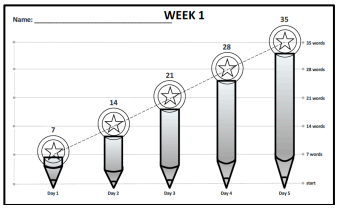
amazing



happy

because…

Graph Progress!



LESSON 3

I can  and  and

m	a	s	p
s	p	a	m
p	a	m	s

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ the ♥ see ■ I ☺ we

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	the	see	I	we
♥	see	a	we	the
■	I	the	see	we

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
p	a	s	m
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

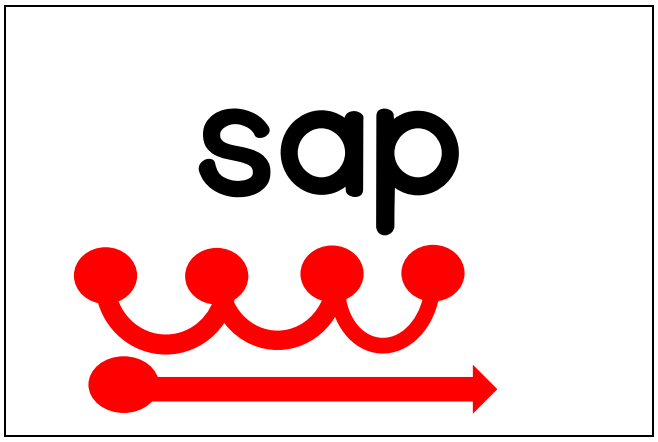
F *Sound-Spelling Review Part 2 (Individual Turns)*

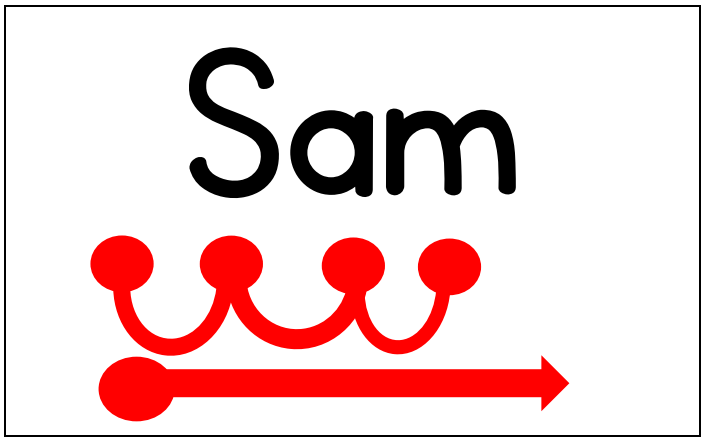
★	p	a	s	m
♥	s	m	p	a
■	m	p	a	s

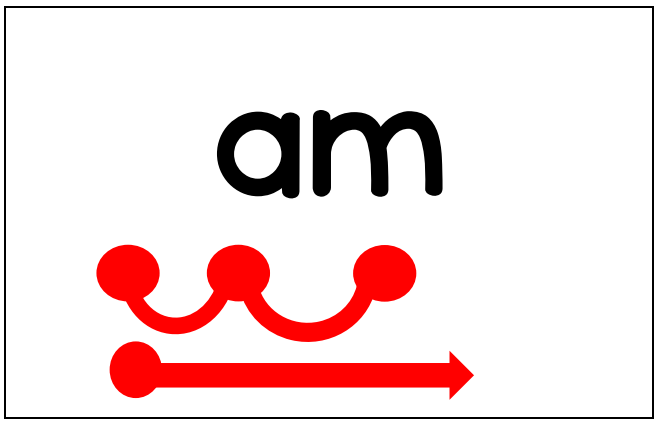
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

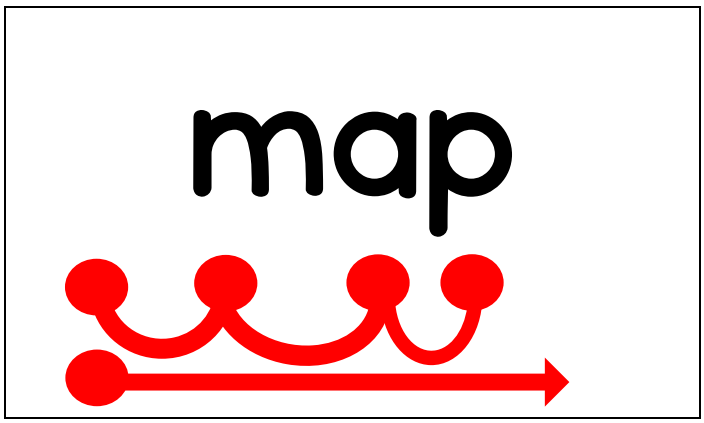
★ sap	♥ Sam	■ am	☺ map
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	sap	Sam	am	map
♥	am	sap	map	Sam

J

Sentence Reading: Accuracy and Comprehension

★ I am Sam.

♥ We see a map.

K

Sentence Reading: Fluency (Individual Turns)

I am Sam.
I see the map.

I am Sam.
I see the sap.

I am Sam.
We see a map.

L

Celebrate Success!

I am…



successful



smart



a hard worker



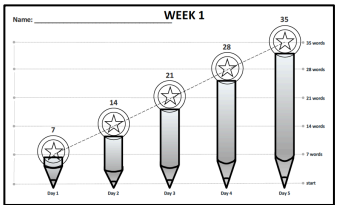
amazing



happy

because…

Graph Progress!



LESSON 4

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
see	we	the	a
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	see	we	the	a
♥	I	the	see	we
■	a	we	the	see

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ s	♥ a	■ m	☺ p
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

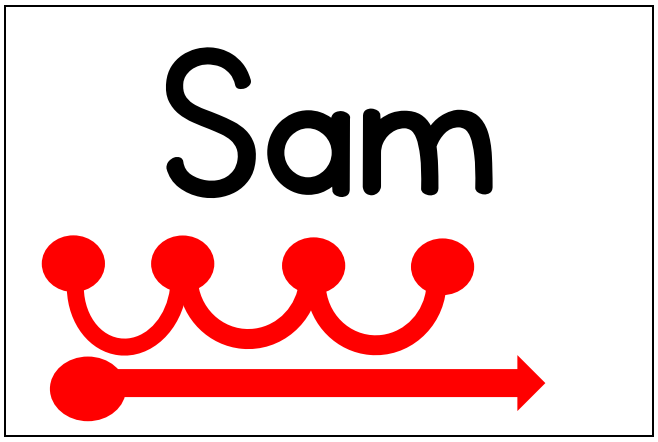
F *Sound-Spelling Review Part 2 (Individual Turns)*

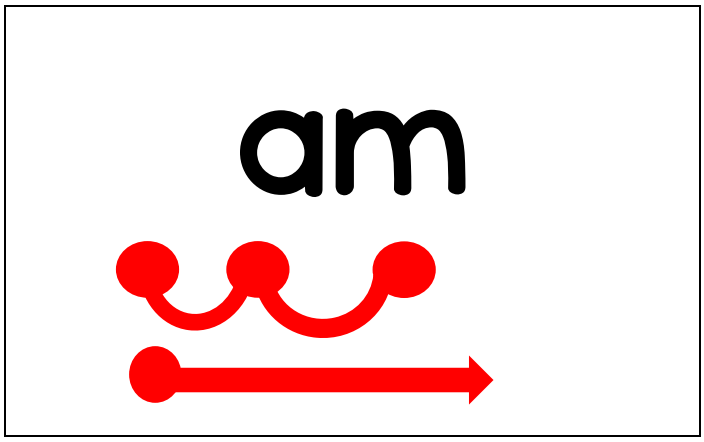
★	s	a	m	p
♥	m	p	s	a
■	p	s	a	m

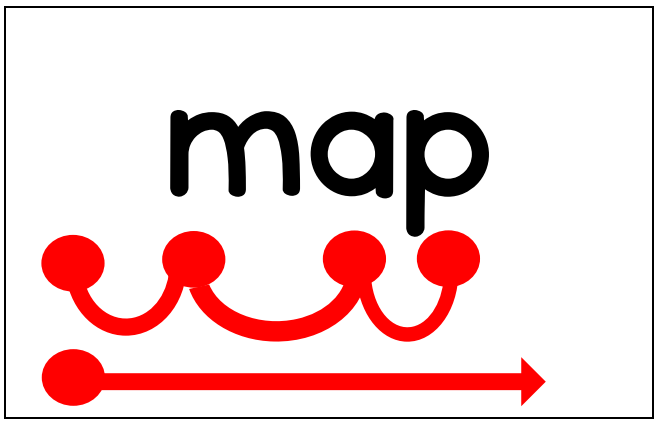
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

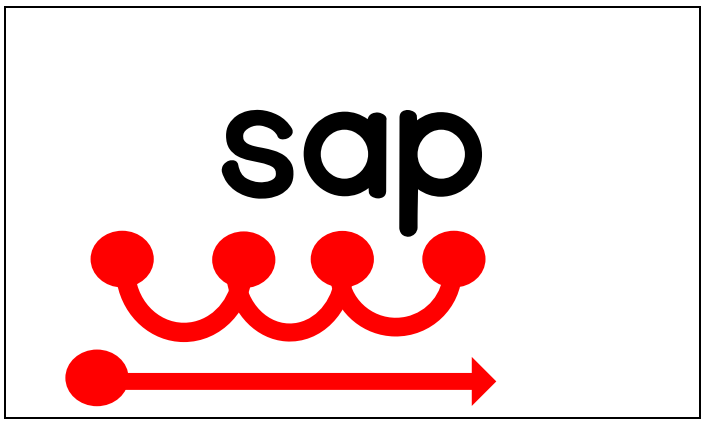
★ Sam	♥ am	■ map	☺ sap
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	Sam	am	map	sap
♥	map	sap	Sam	am

J

Sentence Reading: Accuracy and Comprehension

★ I am Sam.

♥ We see the map.

K

Sentence Reading: Fluency (Individual Turns)

I am Sam.
I see the map.

I am Sam.
I see the sap.

I am Sam.
We see a map.

I am Sam.
We see the map.

L

Celebrate Success!

I am…



successful



smart



a hard worker



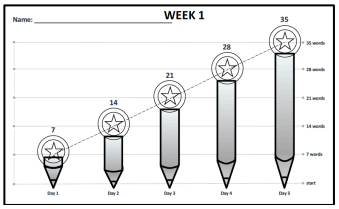
amazing



happy

because…

Graph Progress!



LESSON 5

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
the	see	I	we
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	the	see	I	we
♥	see	the	we	a
■	the	I	see	we

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
m	a	p	s
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

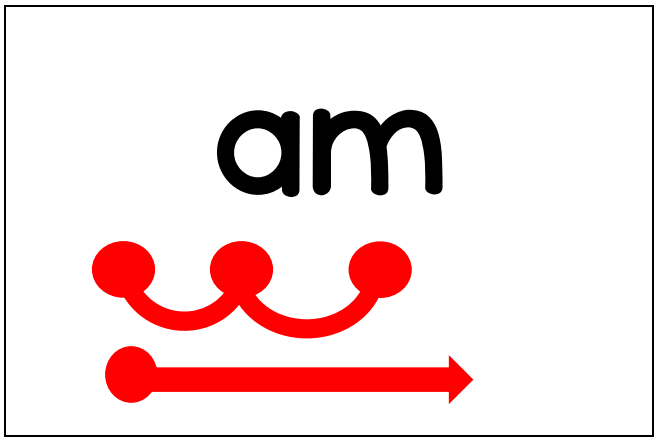
F *Sound-Spelling Review Part 2 (Individual Turns)*

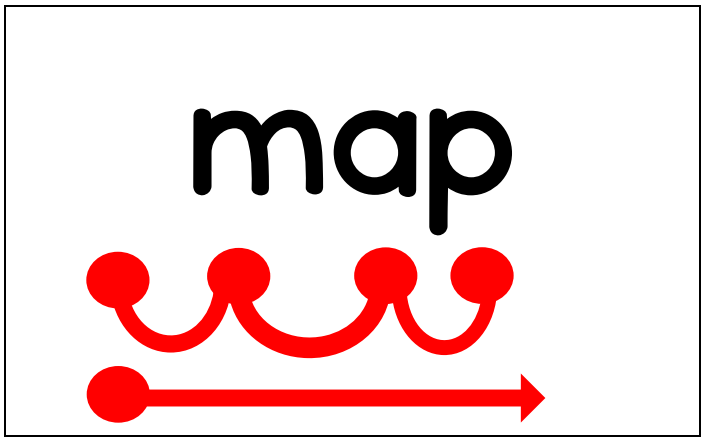
★	m	a	p	s
♥	p	s	m	a
■	m	p	a	s

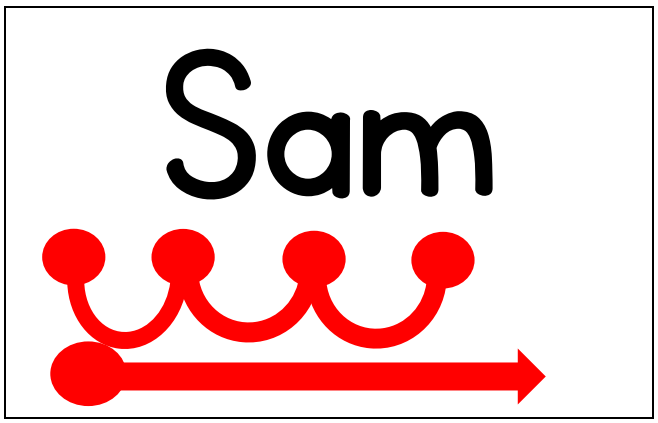
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

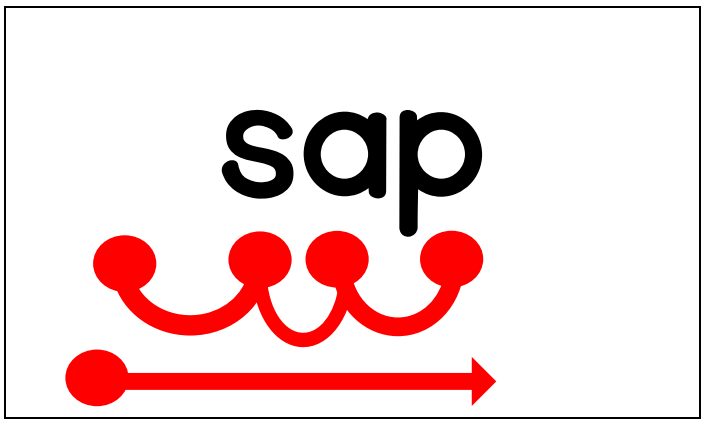
★ am	♥ map	■ Sam	☺ sap
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	am	map	Sam	sap
♥	Sam	am	sap	map

J *Sentence Reading: Accuracy and Comprehension*

★ I am Sam.

♥ We see the sap.

K

Sentence Reading: Fluency (Individual Turns)

I am Sam.
I see the map.

I am Sam.
I see the sap.

I am Sam.
We see a map.

I am Sam.
We see the map.

I am Sam.
We see the sap.

L

Celebrate Success!

I am…



successful



smart



a hard worker



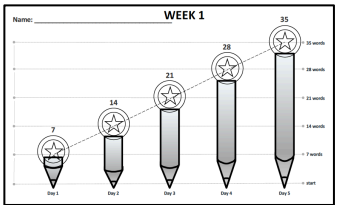
amazing



happy

because…

Graph Progress!



LESSON 6

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ like ♥ to ■ and ☺ go

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	like	to	and	go
♥	to	like	go	and
■	see	I	the	we

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ c	♥ n	■ t	☺ a
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

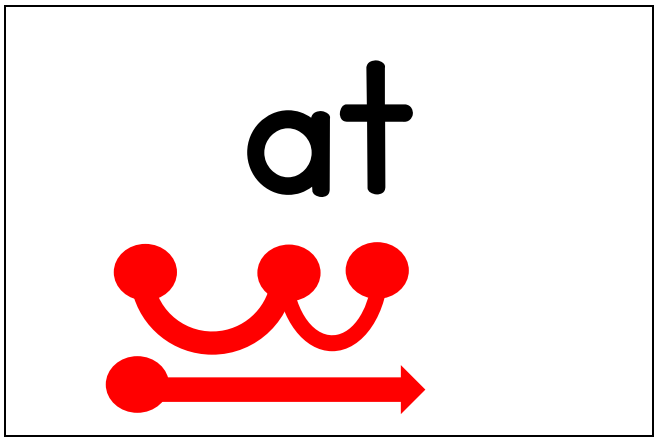
F *Sound-Spelling Review Part 2 (Individual Turns)*

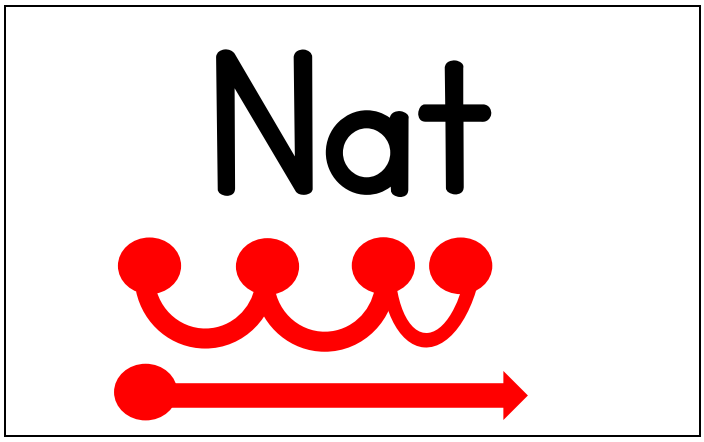
★	c	n	t	a
♥	t	m	a	p
■	n	t	c	a

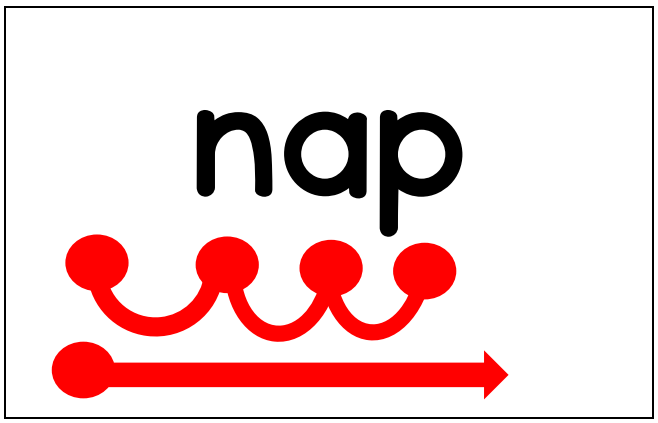
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

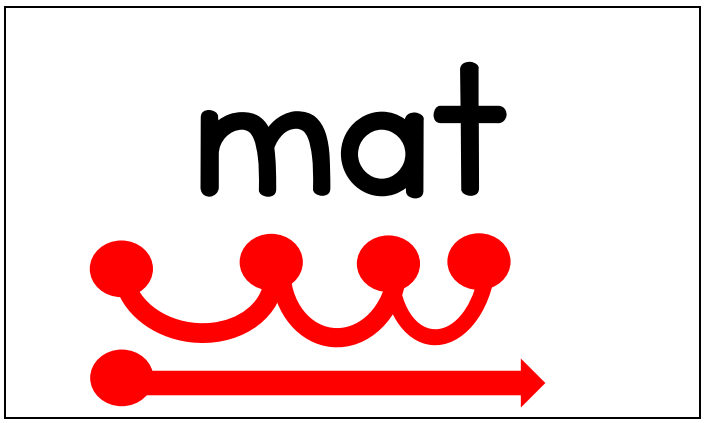
★ at	♥ Nat	■ nap	☺ mat
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	at	Nat	nap	mat
♥	am	map	Sam	sap

J *Sentence Reading: Accuracy and Comprehension*

★ I am Nat.

♥ I see the mat.

▪ I go to the mat.

☺ I like to nap.

K

Sentence Reading: Fluency (Individual Turns)

I am Nat.
I see the mat.
I go to the mat.
I like to nap.

L

Celebrate Success!

I am…



successful



smart



a hard worker



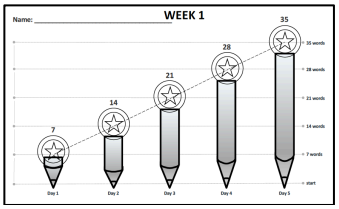
amazing



happy

because…

Graph Progress!



LESSON 7

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ to ♥ and ■ go ☺ like

B

Irregular Word Reading Part 2 (Individual Turns)

★	to	and	go	like
♥	and	like	to	go
■	the	see	I	a

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ a	♥ t	■ n	☺ c
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

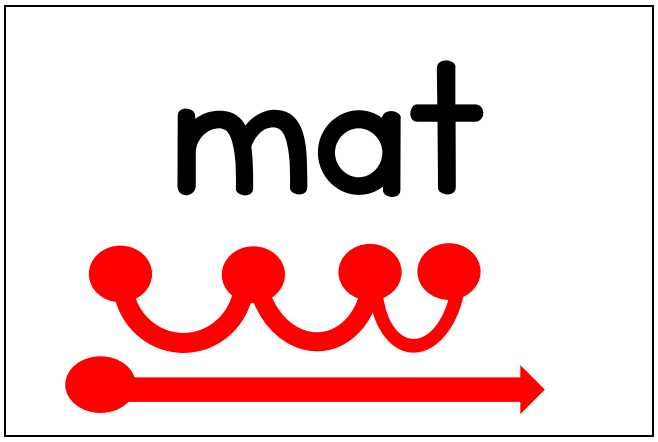
F *Sound-Spelling Review Part 2 (Individual Turns)*

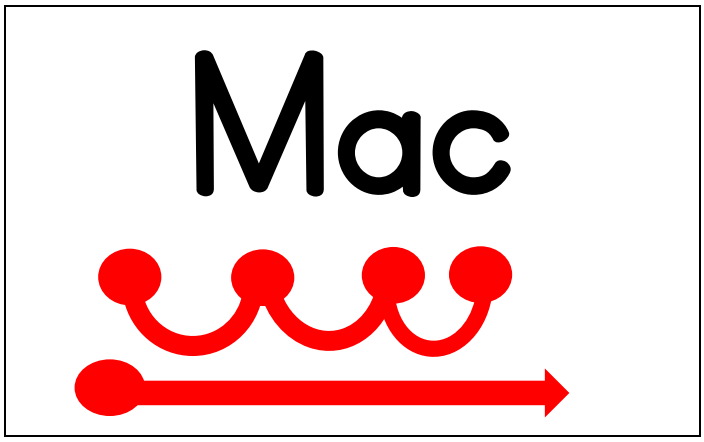
★	a	t	n	c
♥	M	c	a	t
■	p	m	S	n

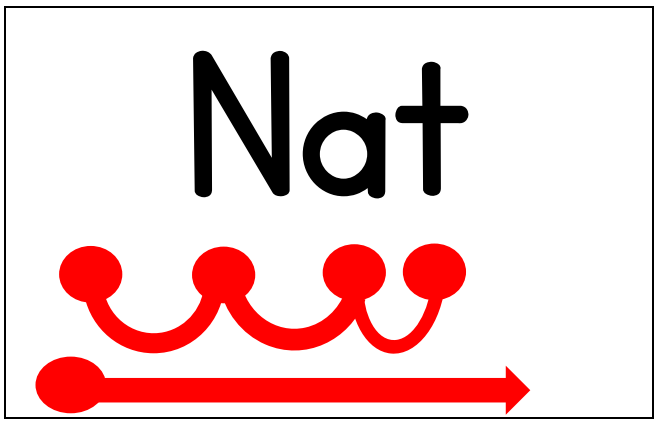
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

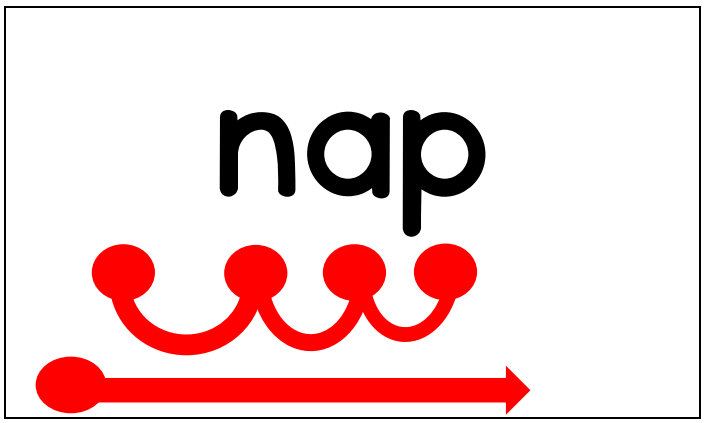
★ mat	♥ Mac	■ Nat	☺ nap
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	mat	Mac	Nat	nap
♥	Sam	map	am	sap

J

Sentence Reading: Accuracy and Comprehension

- ★ Mac and Sam see the mat.
- ♥ Go to the mat and nap, Mac and Sam.
- ▪ Mac and Sam like to nap.
- ☺ I like to see the mat.

K

Sentence Reading: Fluency (Individual Turns)

I am Nat.
I see the mat.
I go to the mat.
I like to nap.

Mac and Sam see the mat.
Go to the mat and nap, Mac and Sam.
Mac and Sam like to nap.
I like to see the mat.

L

Celebrate Success!

I am…



successful



smart



a hard worker



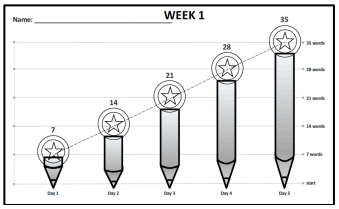
amazing



happy

because…

Graph Progress!



LESSON 8

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ and ♥ go ■ to ☺ like

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	and	go	to	like
♥	to	like	go	and
■	we	the	I	see

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ n	♥ c	■ t	☺ a
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

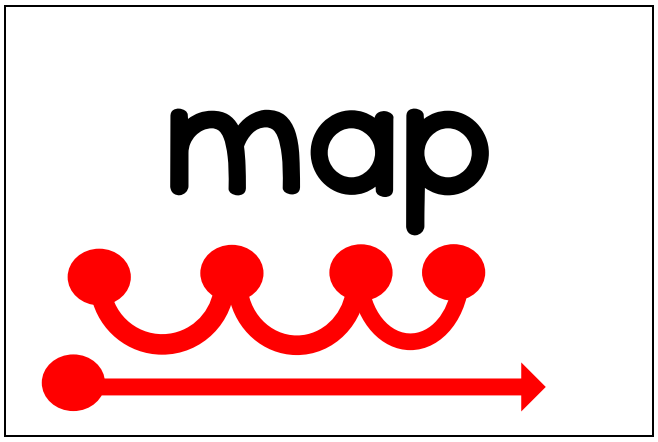
F *Sound-Spelling Review Part 2 (Individual Turns)*

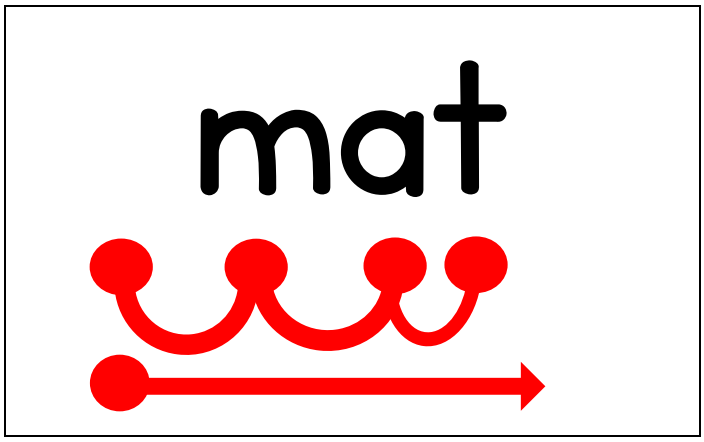
★	n	c	t	a
♥	N	a	S	m
■	a	M	c	n

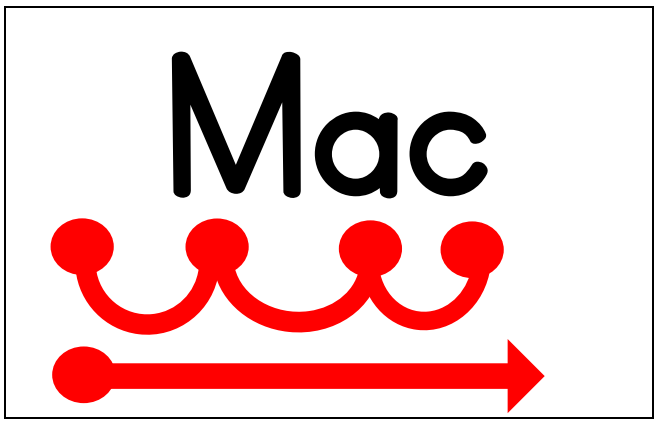
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

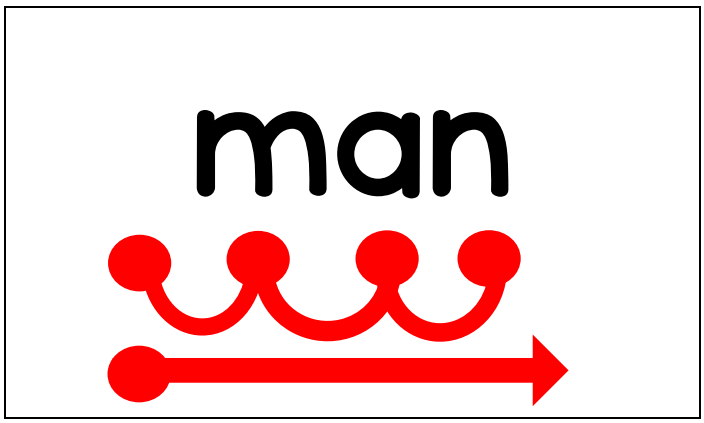
★ map	♥ mat	■ Mac	☺ man
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	map	mat	Mac	man
♥	nap	Sam	Nat	am

J *Sentence Reading: Accuracy and Comprehension*

★ I am Sam. I am Nat.

♥ We go to the mat.

■ We see the man at the map.

☺ I am Mac.

▲ We like Mac.

K

Sentence Reading: Fluency (Individual Turns)

I am Nat.
I see the mat.
I go to the mat.
I like to nap.

Mac and Sam see the mat.
Go to the mat and nap, Mac and Sam.
Mac and Sam like to nap.
I like to see the mat.

I am Sam. I am Nat.
We go to the mat.
We see the man at the map.
I am Mac.
We like Mac.

L

Celebrate Success!

I am…



successful



smart



a hard worker



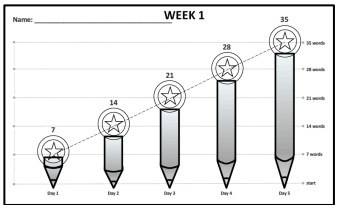
amazing



happy

because…

Graph Progress!



LESSON 9

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ and ♥ like ■ to ☺ go

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	and	like	to	go
♥	like	to	go	and
■	a	see	the	and

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ a	♥ c	■ t	☺ n
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

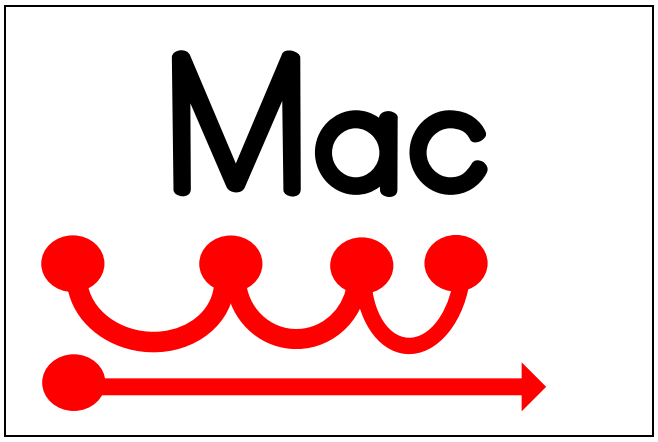
F *Sound-Spelling Review Part 2 (Individual Turns)*

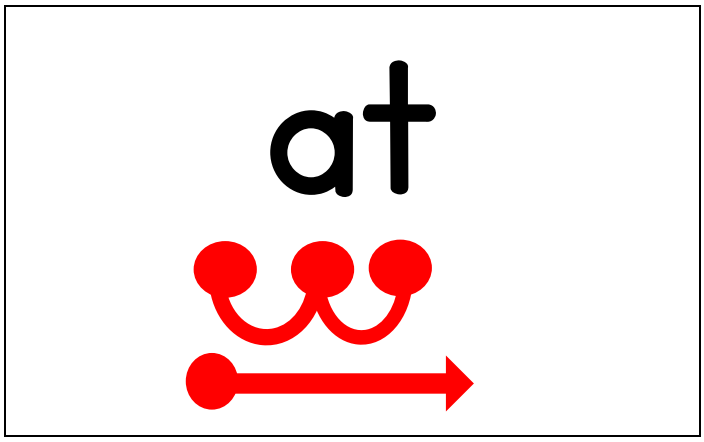
★	a	c	t	n
♥	m	p	a	S
■	t	a	c	M

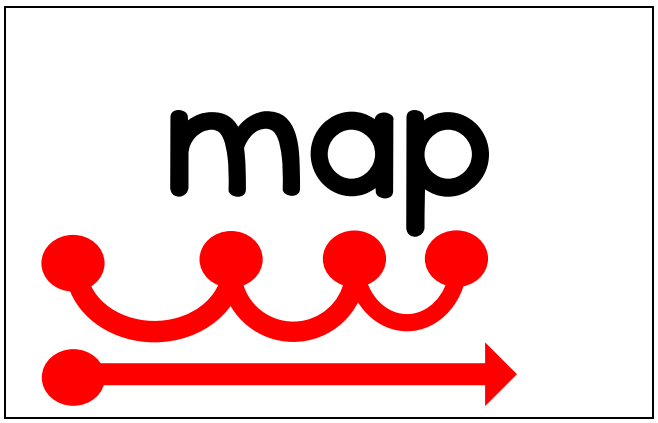
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

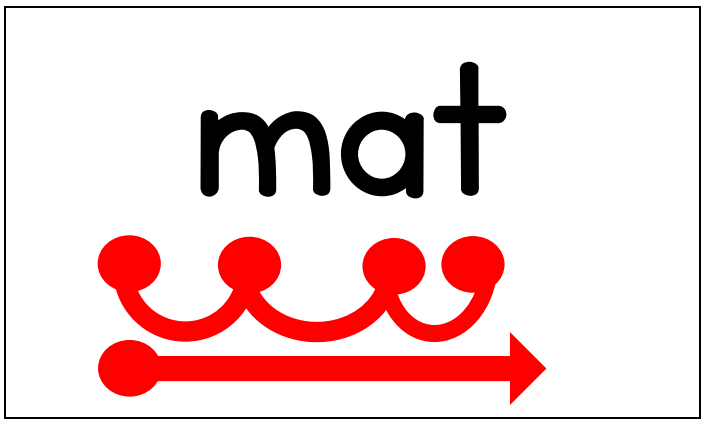
Mac	at	map	mat

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	Mac	at	map	mat
♥	Sam	Nat	am	nap

J *Sentence Reading: Accuracy and Comprehension*

★ Sam and Mac see a map.

♥ Mac and Sam go to the map.

■ I go to see the map.

☺ We like to see the map.

K

Sentence Reading: Fluency (Individual Turns)

I am Nat.
I see the mat.
I go to the mat.
I like to nap.

Mac and Sam see the mat.
Go to the mat and nap, Mac and Sam.
Mac and Sam like to nap.
I like to see the mat.

I am Sam. I am Nat.
We go to the mat.
We see the man at the map.
I am Mac.
We like Mac.

Sam and Mac see a map.
Mac and Sam go to the map.
I go to see the map.
We like to see the map.

L

Celebrate Success!

I am…



successful



smart



a hard worker



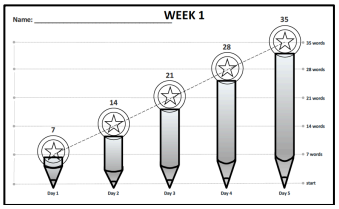
amazing



happy

because…

Graph Progress!



LESSON 10

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ go ♥ like ■ and ☺ to

★

★

★

★

♥

♥

♥

♥

■

■

■

■

☺

☺

☺

☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	go	like	and	to
♥	and	to	like	go
■	the	I	see	a

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ c	♥ t	■ n	☺ a
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

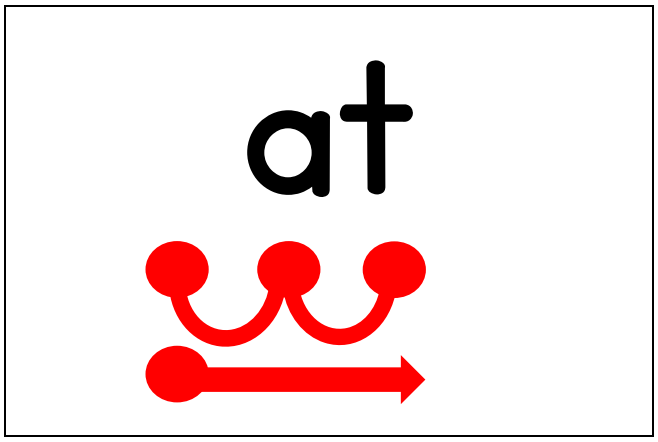
F *Sound-Spelling Review Part 2 (Individual Turns)*

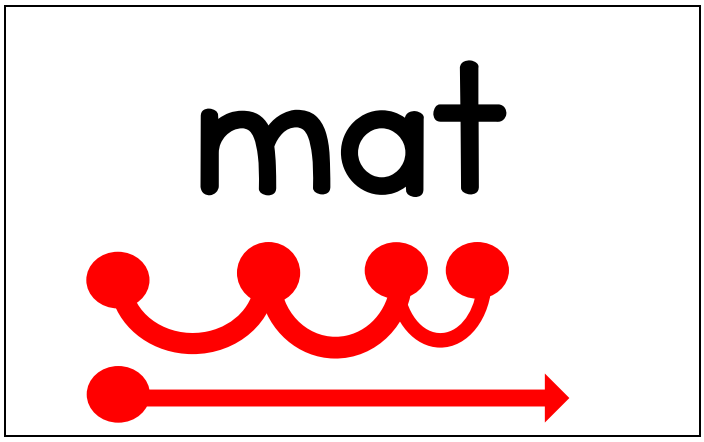
★	c	t	n	a
♥	a	s	m	p
■	c	n	s	t

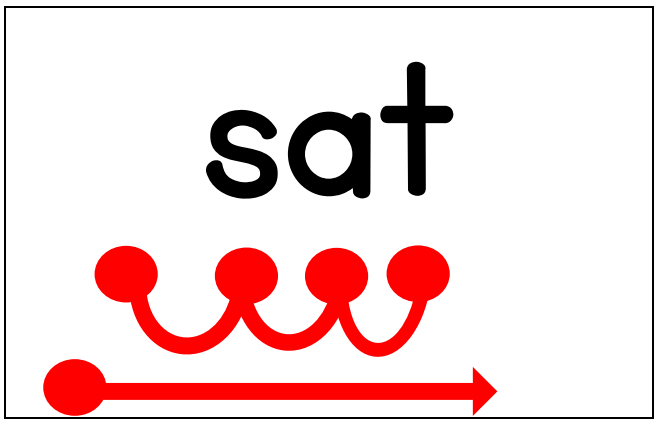
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

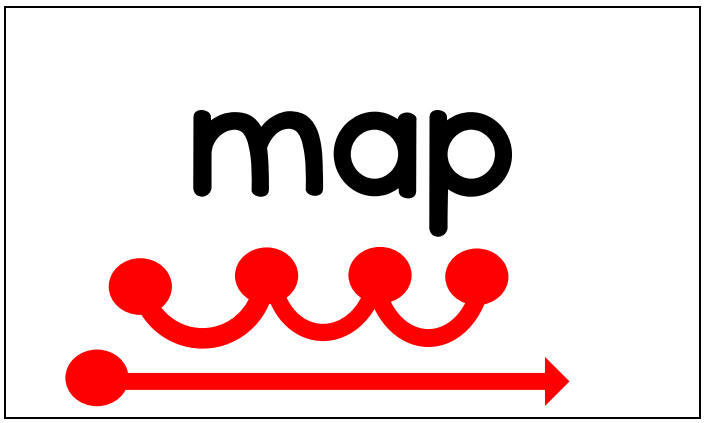
★ at	♥ mat	■ sat	☺ map
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	at	mat	sat	map
♥	man	Sam	am	Mac

J

Sentence Reading: Accuracy and Comprehension

★ See Sam at the map.

♥ See Mac at the map.

■ I go to the map.

☺ Sam and Mac sat at the map.

▲ I sat at the map.

● We like the map.

K

Sentence Reading: Fluency (Individual Turns)

I am Nat.
I see the mat.
I go to the mat.
I like to nap.

Mac and Sam see the mat.
Go to the mat and nap, Mac and Sam.
Mac and Sam like to nap.
I like to see the mat.

I am Sam. I am Nat.
We go to the mat.
We see the man at the map.
I am Mac.
We like Mac.

Sam and Mac see a map.
Mac and Sam go to the map.
I go to see the map.
We like to see the map.

See Sam at the map.
See Mac at the map.
I go to the map.
Sam and Mac sat at the map.
I sat at the map.
We like the map.

L

Celebrate Success!

I am…



successful



smart



a hard worker



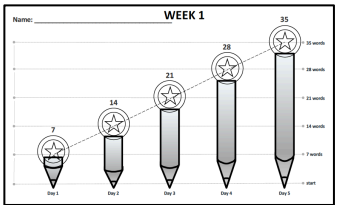
amazing



happy

because…

Graph Progress!



LESSON 11

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ you ♥ do ■ my ☺ are

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	you	do	my	are
♥	do	my	are	you
■	see	to	like	the

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ i	♥ f	■ r	☺ d
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

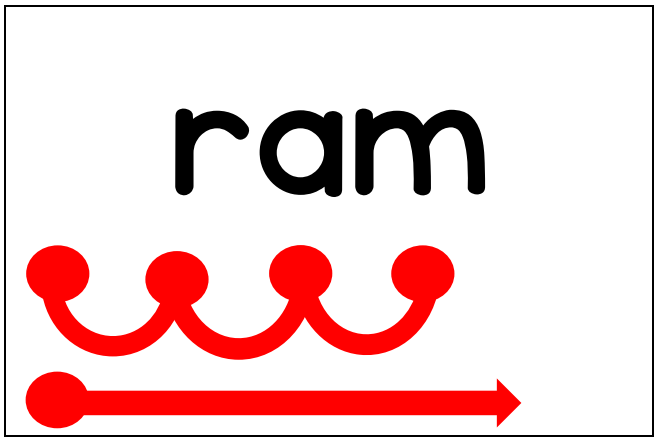
F *Sound-Spelling Review Part 2 (Individual Turns)*

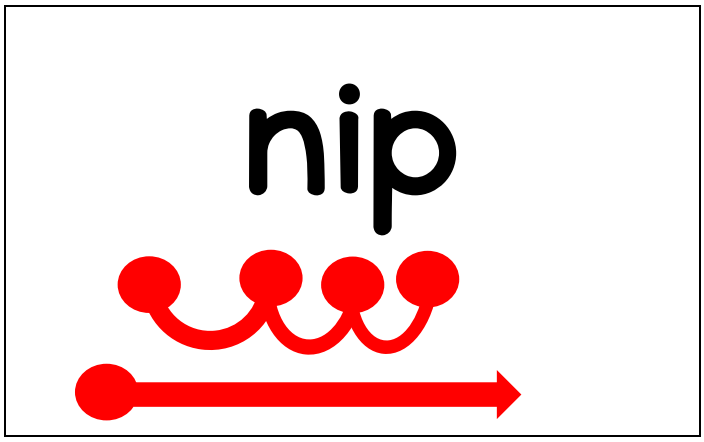
★	i	f	r	d
♥	a	p	i	f
■	d	i	f	r

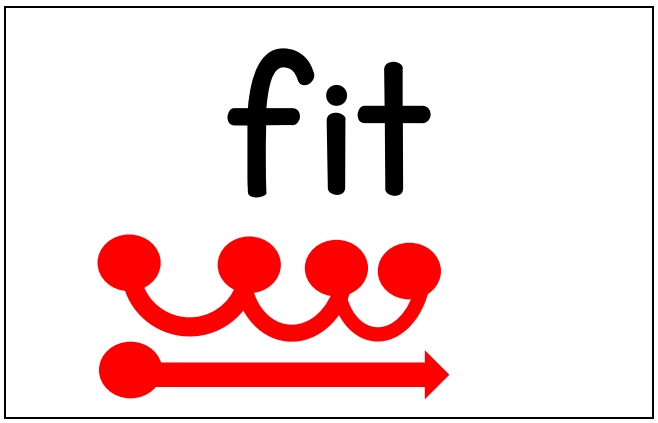
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

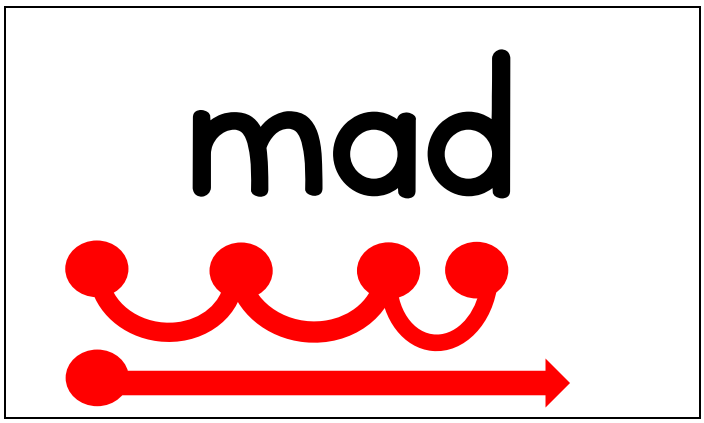
★ ram	♥ nip	■ fit	☺ mad
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	ram	nip	fit	mad
♥	ran	am	man	mat

J

Sentence Reading: Accuracy and Comprehension

★ I see a ram.

♥ I see a man.

▪ The ram likes to nip the man.

☺ I am mad.

▲ The man ran and ran.

● The man is fit.

K

Sentence Reading: Fluency (Individual Turns)

I see a ram.
I see a man.
The ram likes to nip the man.
I am mad.
The man ran and ran.
The man is fit.

L

Celebrate Success!

I am…



successful



smart



a hard worker



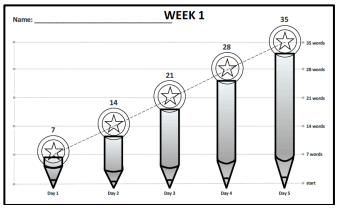
amazing



happy

because…

Graph Progress!



LESSON 12

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
do	my	are	you
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	do	my	are	you
♥	my	do	you	are
■	like	the	and	to

C *Phonemic Awareness* 

D *Sound-Spelling Card Introduction and Practice* 

E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ f	♥ i	■ d	☺ r
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

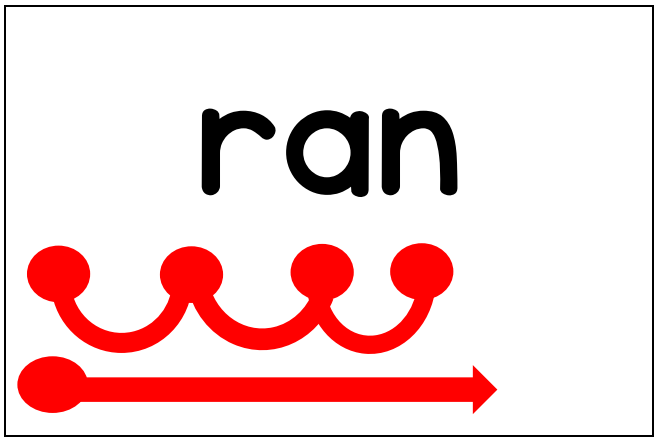
F *Sound-Spelling Review Part 2 (Individual Turns)*

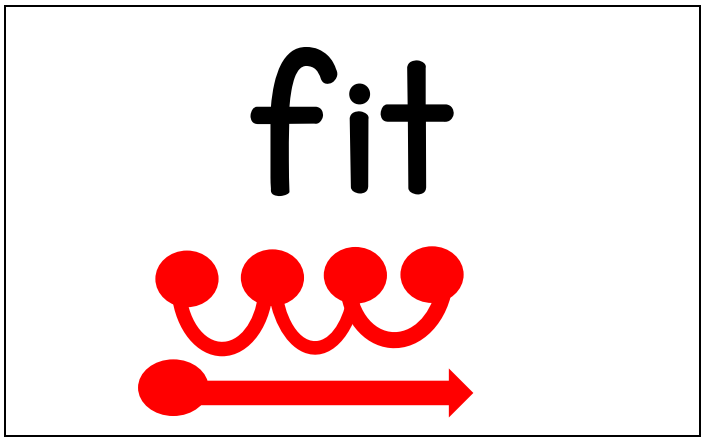
★	f	i	d	r
♥	t	r	a	m
■	i	S	f	a

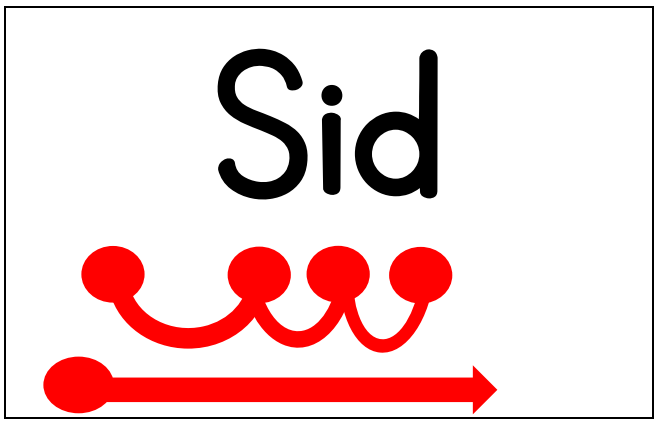
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

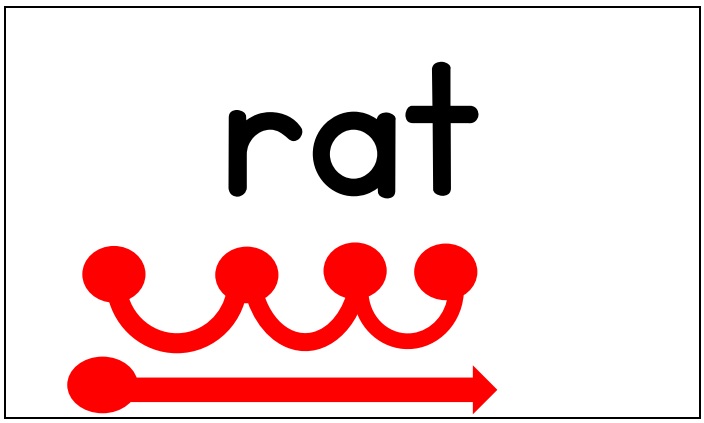
★ ran	♥ fit	■ Sid	☺ rat
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	ran	fit	Sid	rat
♥	mat	at	nip	mad

J

Sentence Reading: Accuracy and Comprehension

★ I see a rat.

♥ Do you like my rat?

■ I do like the rat.

☺ The rat ran to the mat.

▲ Sid and the rat ran and ran.

● Sid and the rat are fit.

K

Sentence Reading: Fluency (Individual Turns)

I see a ram.
I see a man.
The ram likes to nip the man.
I am mad.
The man ran and ran.
The man is fit.

I see a rat.
Do you like my rat?
I do like the rat.
The rat ran to the mat.
Sid and the rat ran and ran.
Sid and the rat are fit.

L

Celebrate Success!

I am…



successful



smart



a hard worker



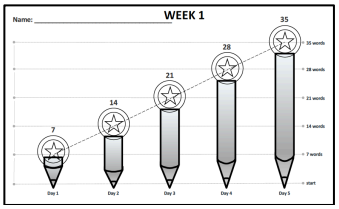
amazing



happy

because…

Graph Progress!



LESSON 13

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
are	my	you	do
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	are	my	you	do
♥	my	do	are	you
■	see	the	like	we

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ r	♥ i	■ f	☺ d
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

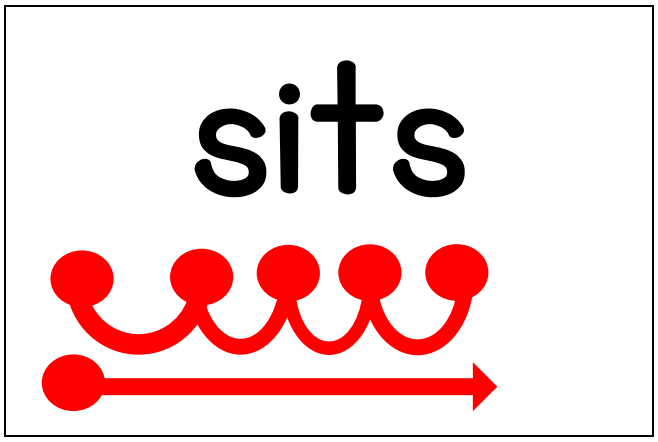
F *Sound-Spelling Review Part 2 (Individual Turns)*

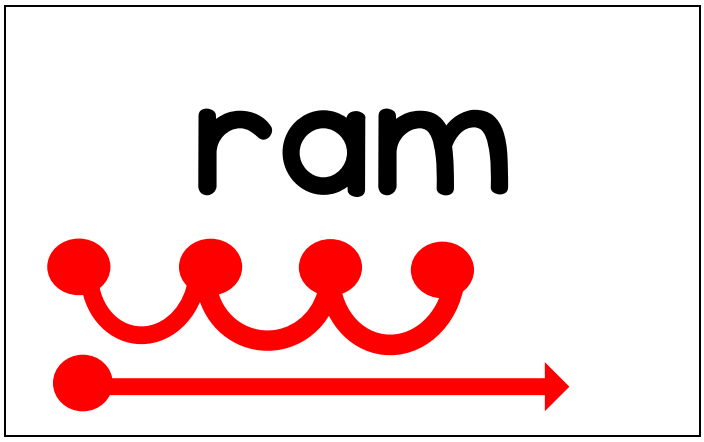
★	r	i	f	d
♥	a	s	r	i
■	d	i	n	f

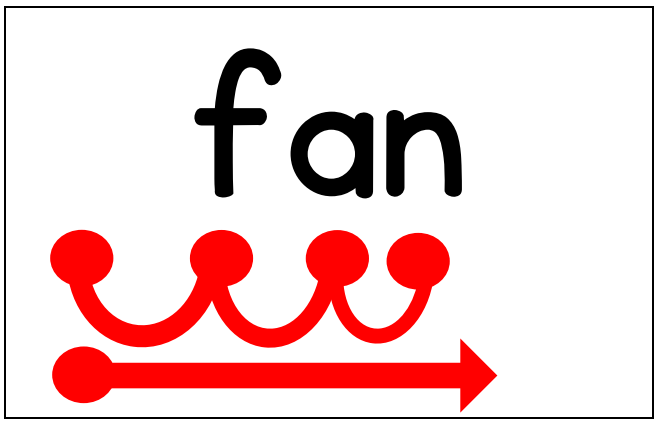
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

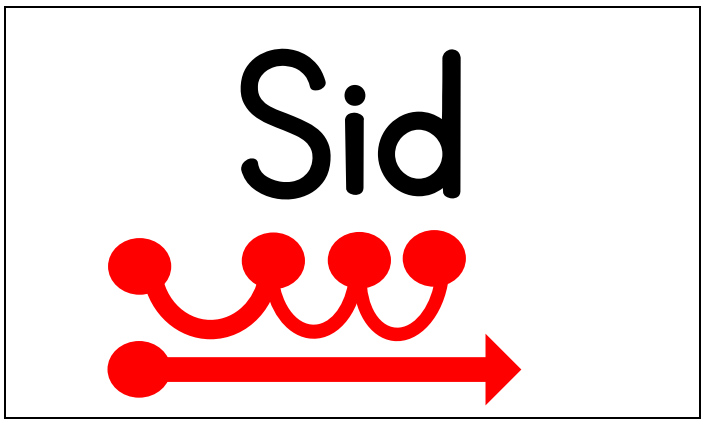
★ sits	♥ ram	■ fan	☺ Sid
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	sits	ram	fan	Sid
♥	mat	rat	Nat	ran

J *Sentence Reading: Accuracy and Comprehension*

★ The ram sits at the mat.

♥ "See my fan."

■ "Do you like my fan?"

☺ Sid and Nat like the fan.

▲ We go to sit at the mat.

● We like the fan.

K

Sentence Reading: Fluency (Individual Turns)

I see a ram.
I see a man.
The ram likes to nip the man.
I am mad.
The man ran and ran.
The man is fit.

I see a rat.
Do you like my rat?
I do like the rat.
The rat ran to the mat.
Sid and the rat ran and ran.
Sid and the rat are fit.

The ram sits at the mat.
"See my fan."
"Do you like my fan?"
Sid and Nat like the fan.
We go to sit at the mat.
We like the fan.

L

Celebrate Success!

I am…



successful



smart



a hard worker



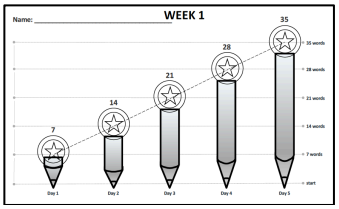
amazing



happy

because…

Graph Progress!



LESSON 14

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ do ♥ you ■ are ☺ my

★

★

★

★

♥

♥

♥

■

■

■

☺

☺

☺

☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	do	you	are	my
♥	are	do	my	you
■	go	to	and	we

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ i	♥ r	■ f	☺ d
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

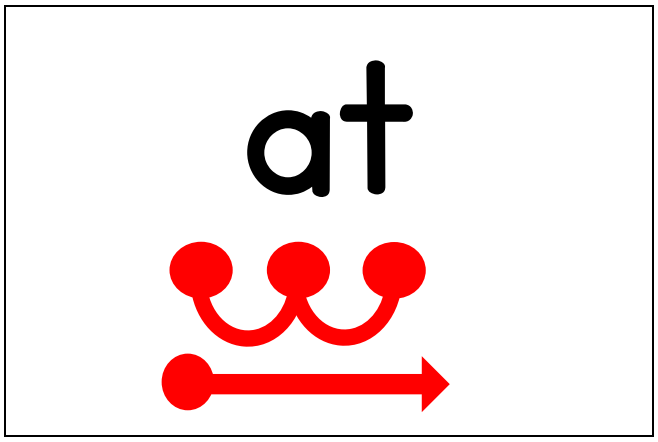
F *Sound-Spelling Review Part 2 (Individual Turns)*

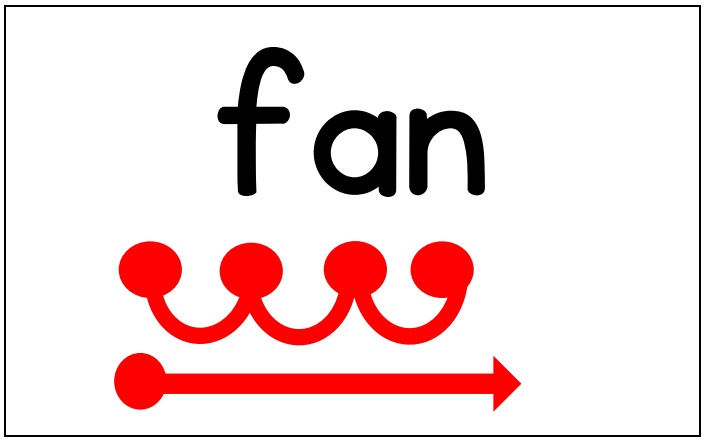
★	i	r	f	d
♥	n	i	s	f
■	d	a	r	p

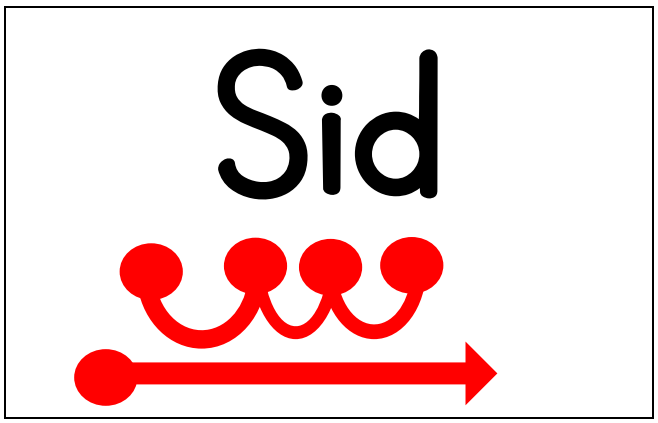
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

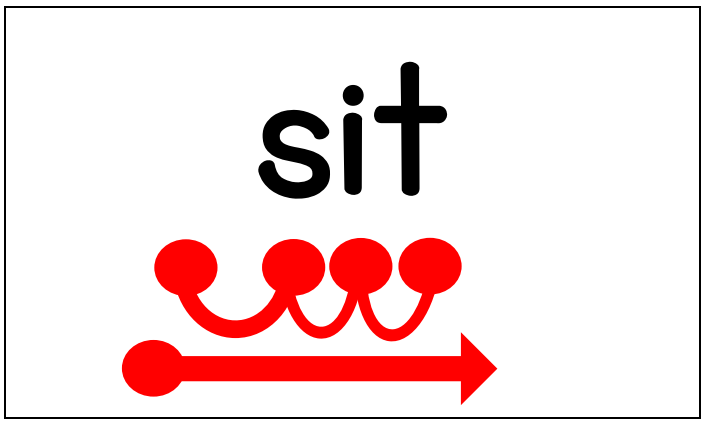
★ at	♥ fan	■ Sid	☺ sit
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	at	fan	Sid	sit
♥	rat	nap	fit	Nat

J *Sentence Reading: Accuracy and Comprehension*

★ I see the fan.

♥ I go and sit at the fan.

■ Sid sits at the fan.

☺ We like the fan.

▲ Do you like the fan?

● Sid and I go to nap at the fan.

K

Sentence Reading: Fluency (Individual Turns)

I see a ram.
I see a man.
The ram likes to nip the man.
I am mad.
The man ran and ran.
The man is fit.

I see a rat.
Do you like my rat?
I do like the rat.
The rat ran to the mat.
Sid and the rat ran and ran.
Sid and the rat are fit.

The ram sits at the mat.
"See my fan."
"Do you like my fan?"
Sid and Nat like the fan.
We go to sit at the mat.
We like the fan.

I see the fan.
I go and sit at the fan.
Sid sits at the fan.
We like the fan.
Do you like the fan?
Sid and I go to nap at the fan.

L

Celebrate Success!

I am…



successful



smart



a hard worker



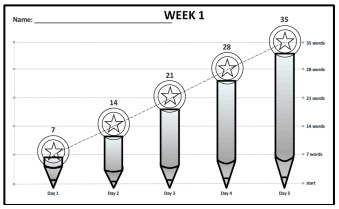
amazing



happy

because…

Graph Progress!



LESSON 15

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
you	my	do	are
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	you	my	do	are
♥	are	do	my	you
■	to	and	the	we

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
f	d	r	i
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

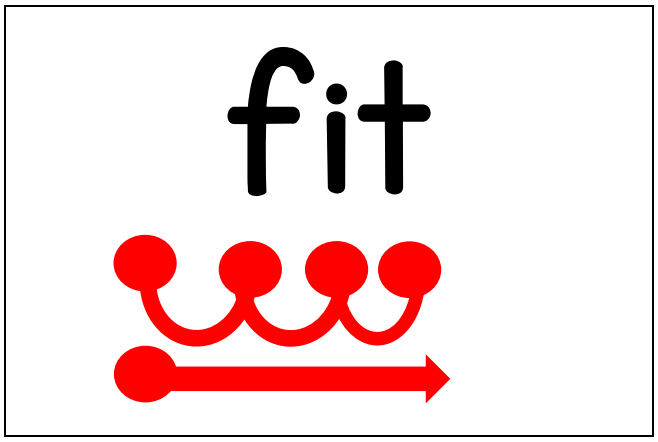
F *Sound-Spelling Review Part 2 (Individual Turns)*

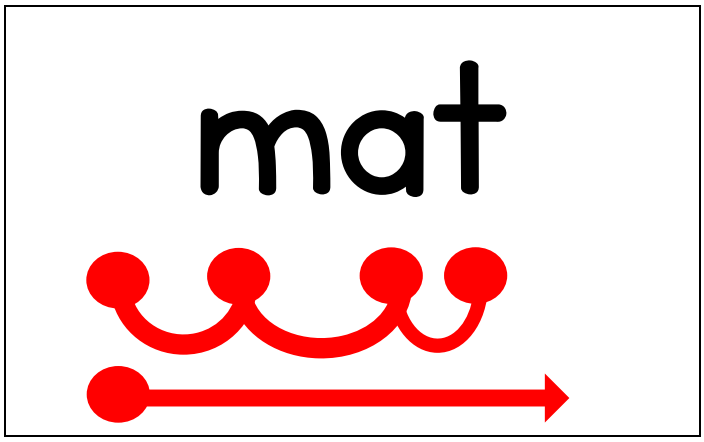
★	f	d	r	i
♥	a	R	i	d
■	t	p	f	S

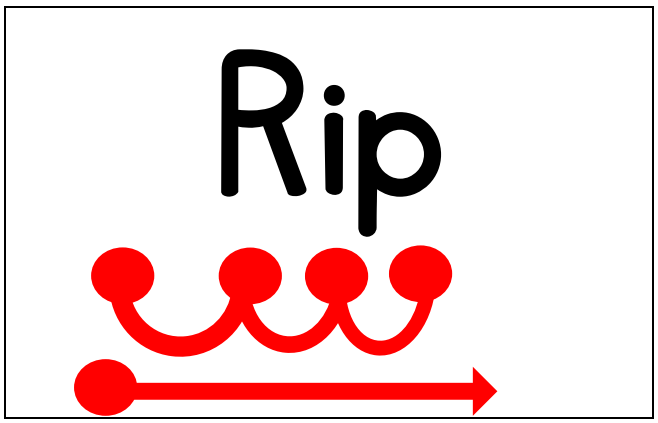
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

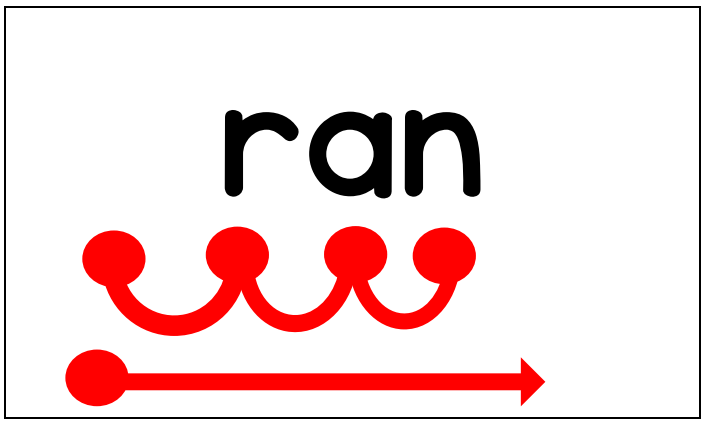
★ fit	♥ mat	■ Rip	☺ ran
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	fit	mat	Rip	ran
♥	nap	sit	nip	Sid

J *Sentence Reading: Accuracy and Comprehension*

★ I ran and ran to the mat.

♥ I am fit.

■ Are you fit?

☺ Rip ran and ran to the mat.

▲ We sit at the mat.

K

Sentence Reading: Fluency (Individual Turns)

I see a ram.
I see a man.
The ram likes to nip the man.
I am mad.
The man ran and ran.
The man is fit.

I see a rat.
Do you like my rat?
I do like the rat.
The rat ran to the mat.
Sid and the rat ran and ran.
Sid and the rat are fit.

The ram sits at the mat.
"See my fan."
"Do you like my fan?"
Sid and Nat like the fan.
We go to sit at the mat.
We like the fan.

I see the fan.
I go and sit at the fan.
Sid sits at the fan.
We like the fan.
Do you like the fan?
Sid and I go to nap at the fan.

I ran and ran to the mat.
I am fit.
Are you fit?
Rip ran and ran to the mat.
We sit at the mat.

L

Celebrate Success!

I am…



successful



smart



a hard worker



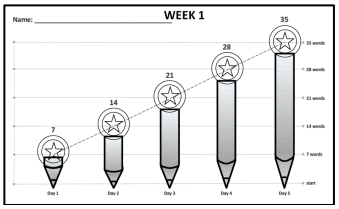
amazing



happy

because…

Graph Progress!



LESSON 16

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ with ♥ he ■ little ☺ is

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	with	he	little	is
♥	little	with	is	he
■	the	see	and	to

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
b	k	v	_ck
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

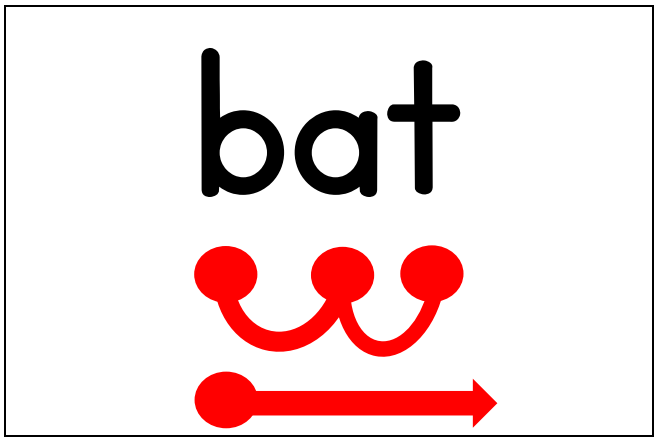
F *Sound-Spelling Review Part 2 (Individual Turns)*

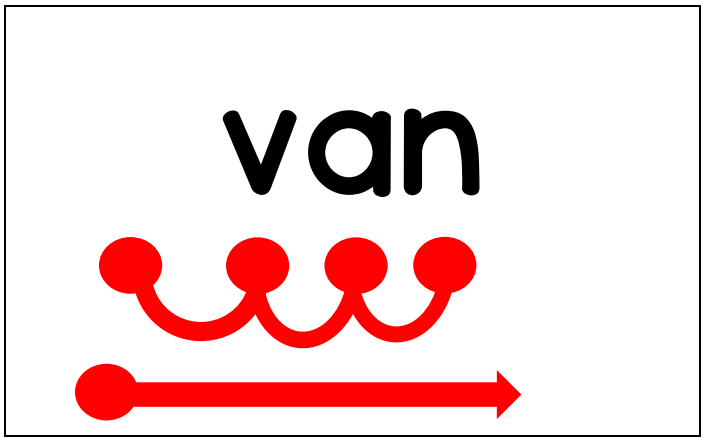
★	b	k	v	_ck
♥	t	b	_ck	R
■	v	i	d	k

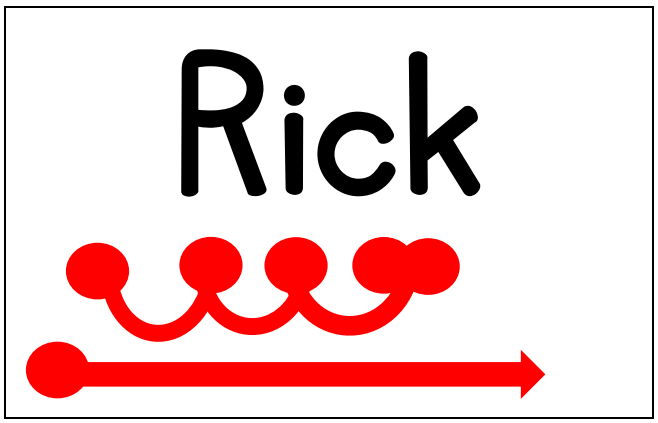
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

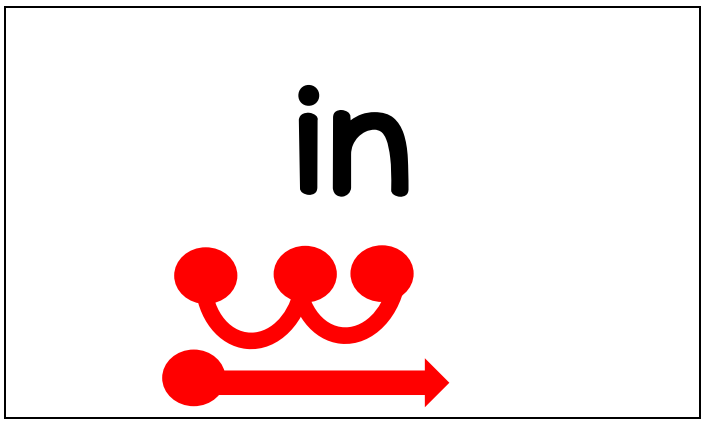
★ bat	♥ van	■ Rick	☺ in
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	bat	van	Rick	in
♥	sit	ran	Nat	mad

J *Sentence Reading: Accuracy and Comprehension*

★ Rick is with Nat, the little bat.

♥ Rick and Nat are in the van.

■ The bat is in the van.

☺ The bat is little.

▲ The van is little.

K

Sentence Reading: Fluency (Individual Turns)

Rick is with Nat, the little bat.
Rick and Nat are in the van.
The bat is in the van.
The bat is little.
The van is little.

L

Celebrate Success!

I am…



successful



smart



a hard worker



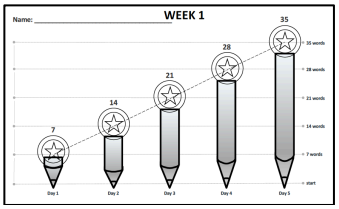
amazing



happy

because…

Graph Progress!



LESSON 17

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ is ♥ with ■ little ☺ he

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	is	with	little	he
♥	with	little	he	is
■	and	see	the	you

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
_ck	b	v	k
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

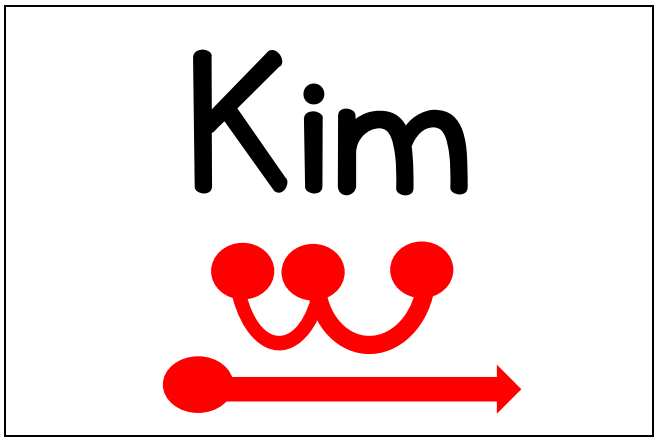
F *Sound-Spelling Review Part 2 (Individual Turns)*

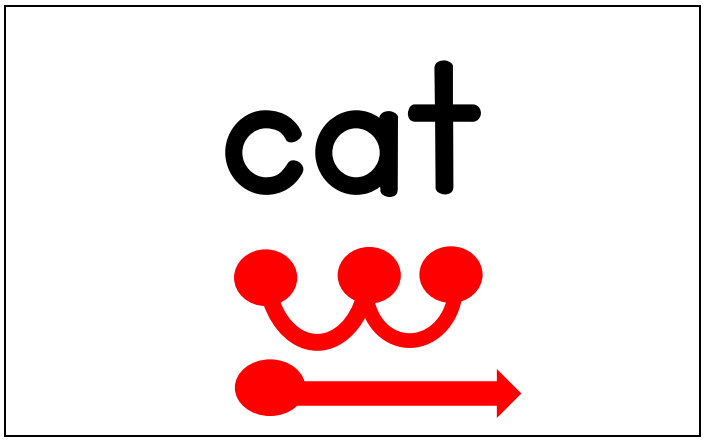
★	_ck	b	v	k
♥	a	_ck	i	b
■	K	p	v	d

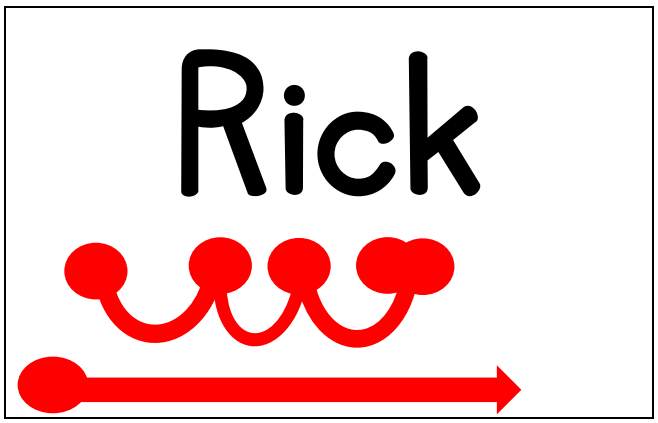
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

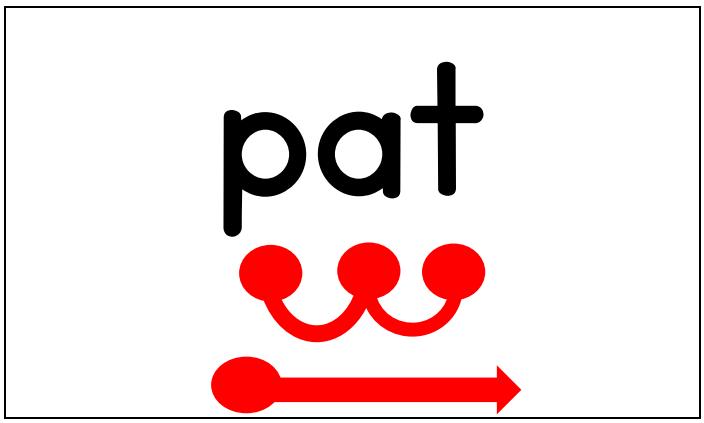
★ Kim	♥ cat	■ Rick	☺ pat
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	Kim	cat	Rick	pat
♥	Sid	in	van	bat

J

Sentence Reading: Accuracy and Comprehension

★ Kim and Rick see a cat in the little van.

♥ Do you like cats?

▪ Kim and Rick go to see the little cat.

☺ Kim likes to pat the little cat.

K

Sentence Reading: Fluency (Individual Turns)

Rick is with Nat, the little bat.
Rick and Nat are in the van.
The bat is in the van.
The bat is little.
The van is little.

Kim and Rick see a cat in the little van.
Do you like cats?
Kim and Rick go to see the little cat.
Kim likes to pat the little cat.

L

Celebrate Success!

I am…



successful



smart



a hard worker



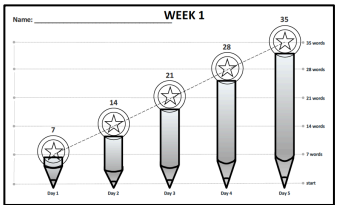
amazing



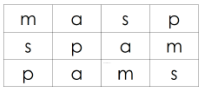
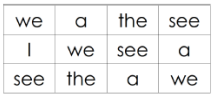
happy

because…

Graph Progress!



LESSON 18

I can  and   and  .

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ he	♥ little	■ with	☺ is
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	he	little	with	is
♥	little	is	he	with
■	you	go	are	to

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ v	♥ k	■ b	☺ _ck
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

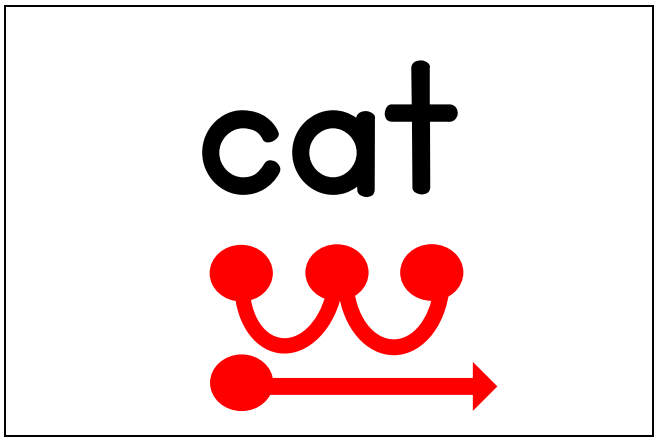
F *Sound-Spelling Review Part 2 (Individual Turns)*

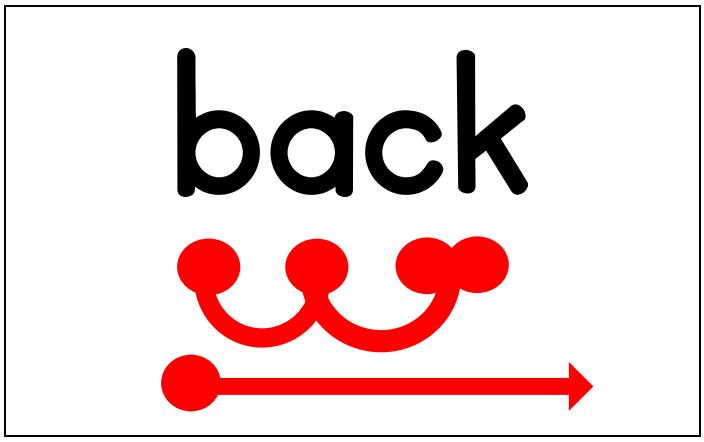
★	v	k	b	_ck
♥	S	v	a	k
■	b	d	_ck	t

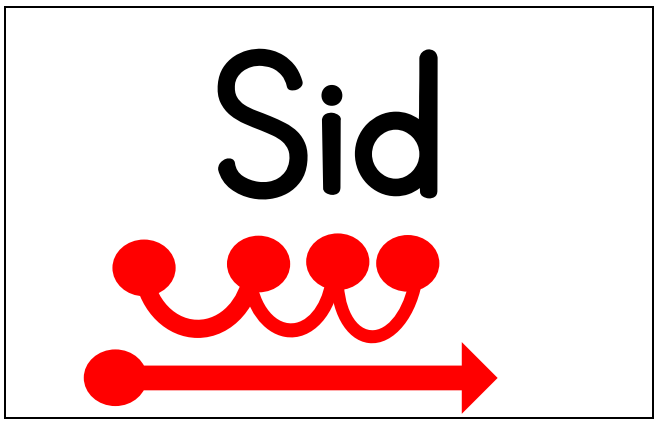
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

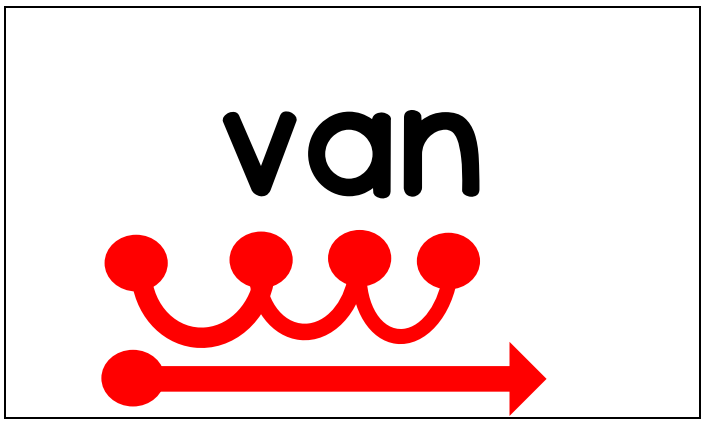
★ cat	♥ back	■ Sid	☺ van
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	cat	back	Sid	van
♥	at	cat	Rick	bat

J

Sentence Reading: Accuracy and Comprehension

★ Do you see the cat?

♥ He is little. He is Sid.

■ I go to the van with Sid.

☺ He likes the van.

▲ Rick is in the back with Sid.

● Are Rick and Sid in the van?

K

Sentence Reading: Fluency (Individual Turns)

Rick is with Nat, the little bat.
Rick and Nat are in the van.
The bat is in the van.
The bat is little.
The van is little.

Kim and Rick see a cat in the little van.
Do you like cats?
Kim and Rick go to see the little cat.
Kim likes to pat the little cat.

Do you see the cat?
He is little. He is Sid.
I go to the van with Sid.
He likes the van.
Rick is in the back with Sid.
Are Rick and Sid in the van?

L

Celebrate Success!

I am…



successful



smart



a hard worker



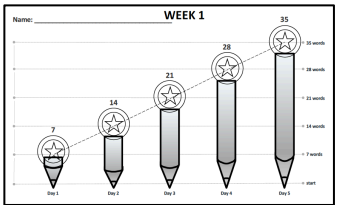
amazing



happy

because…

Graph Progress!



LESSON 19

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
little	he	is	with
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	little	he	is	with
♥	is	with	little	he
■	see	the	like	are

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ b	♥ _ck	■ v	☺ K
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

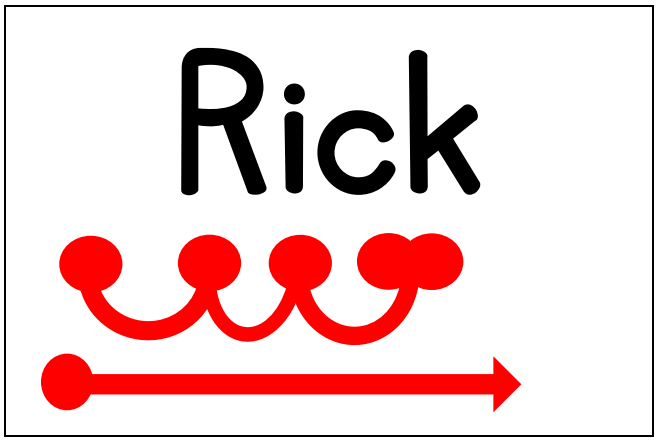
F *Sound-Spelling Review Part 2 (Individual Turns)*

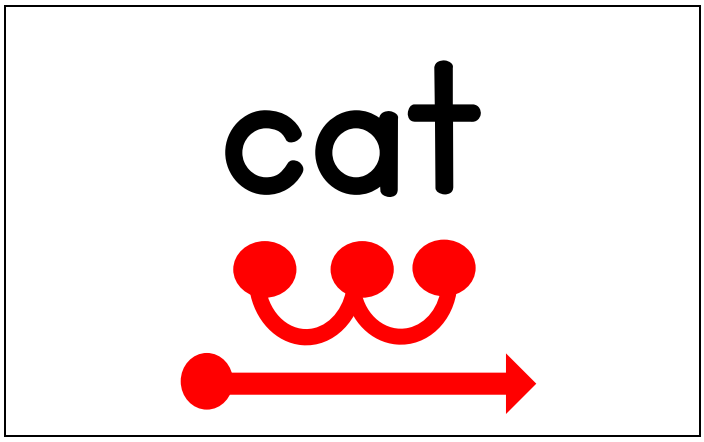
★	b	_ck	v	K
♥	_ck	i	b	a
■	n	k	m	v

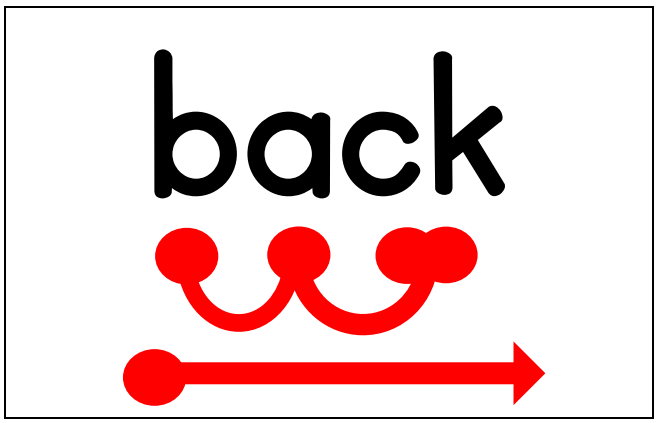
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

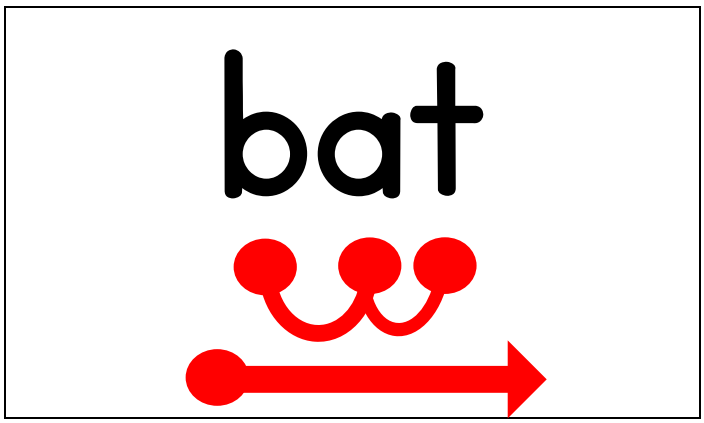
★ Rick	♥ cat	■ back	☺ bat
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	Rick	cat	back	bat
♥	mat	fan	Kim	van

J

Sentence Reading: Accuracy and Comprehension

★ I see the cat with the little bat.

♥ He is at the mat.

■ He likes the mat.

☺ Rick is with the cat and the bat.

▲ Are the cat and the bat with Rick?

K

Sentence Reading: Fluency (Individual Turns)

Rick is with Nat, the little bat.
Rick and Nat are in the van.
The bat is in the van.
The bat is little.
The van is little.

Kim and Rick see a cat in the little van.
Do you like cats?
Kim and Rick go to see the little cat.
Kim likes to pat the little cat.

Do you see the cat?
He is little. He is Sid.
I go to the van with Sid.
He likes the van.
Rick is in the back with Sid.
Are Rick and Sid in the van?

I see the cat with the little bat.
He is at the mat.
He likes the mat.
Rick is with the cat and the bat.
Are the cat and the bat with Rick?

L

Celebrate Success!

I am…



successful



smart



a hard worker



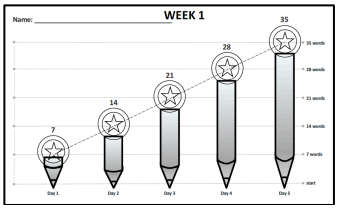
amazing



happy

because…

Graph Progress!



LESSON 20

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
is	with	he	little
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	is	with	he	little
♥	he	little	is	with
■	go	to	do	you

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ k	♥ v	■ _ck	☺ b
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

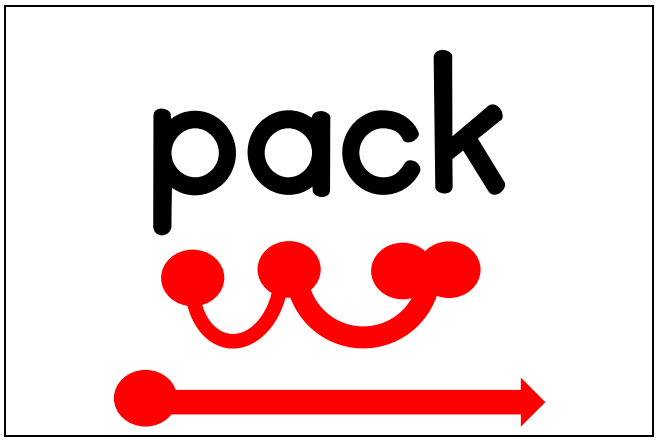
F *Sound-Spelling Review Part 2 (Individual Turns)*

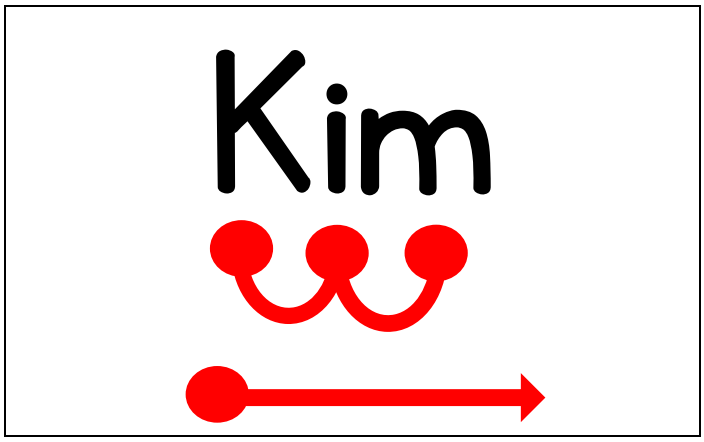
★	k	v	_ck	b
♥	_ck	R	a	t
■	i	N	p	d

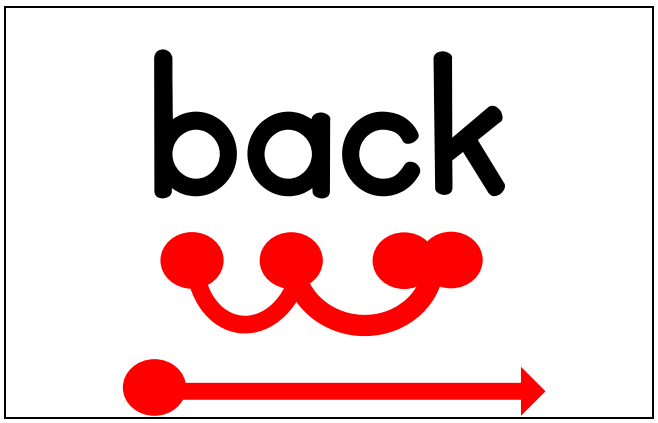
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

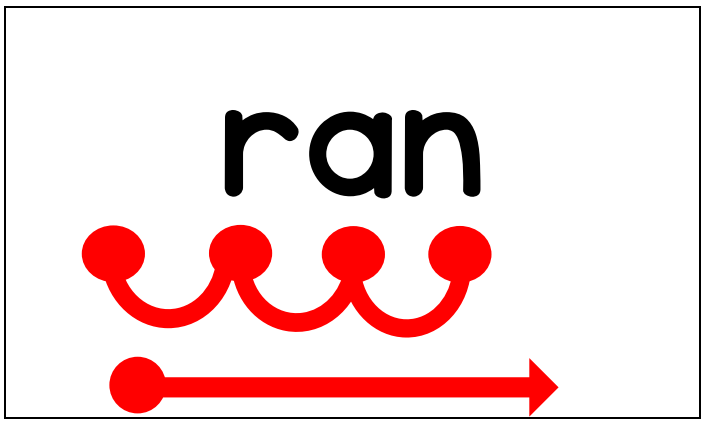
★pack	♥ Kim	■back	☺ van
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	pack	Kim	back	van
♥	Rick	bat	Sid	Nat

J *Sentence Reading: Accuracy and Comprehension*

★ I see the van.

♥ Do you see the van?

■ Kim and Rick go to pack the van.

☺ Nat and Sid ran back to the van.

▲ Are Nat and Sid with Kim and Rick?

● We like to go!

K

Sentence Reading: Fluency (Individual Turns)

Rick is with Nat, the little bat.
Rick and Nat are in the van.
The bat is in the van.
The bat is little.
The van is little.

Kim and Rick see a cat in the little van.
Do you like cats?
Kim and Rick go to see the little cat.
Kim likes to pat the little cat.

Do you see the cat?
He is little. He is Sid.
I go to the van with Sid.
He likes the van.
Rick is in the back with Sid.
Are Rick and Sid in the van?

I see the cat with the little bat.
He is at the mat.
He likes the mat.
Rick is with the cat and the bat.
Are the cat and the bat with Rick?

I see the van.
Do you see the van?
Kim and Rick go to pack the van.
Nat and Sid ran back to the van.
Are Nat and Sid with Kim and Rick?
We like to go!

L

Celebrate Success!

I am…



successful



smart



a hard worker



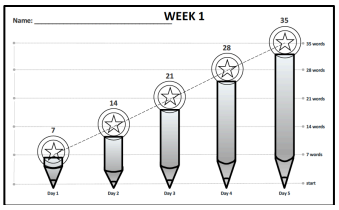
amazing



happy

because…

Graph Progress!



LESSON 21

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
she	was	for	have
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	she	was	for	have
♥	for	have	she	was
■	with	the	is	you

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ o	♥ l	■ h	☺ y
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

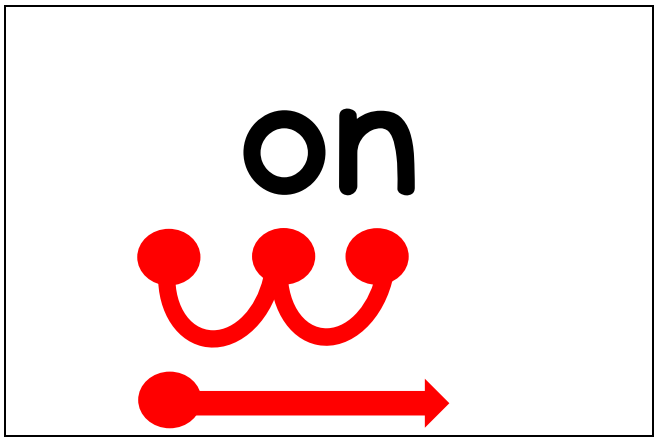
F *Sound-Spelling Review Part 2 (Individual Turns)*

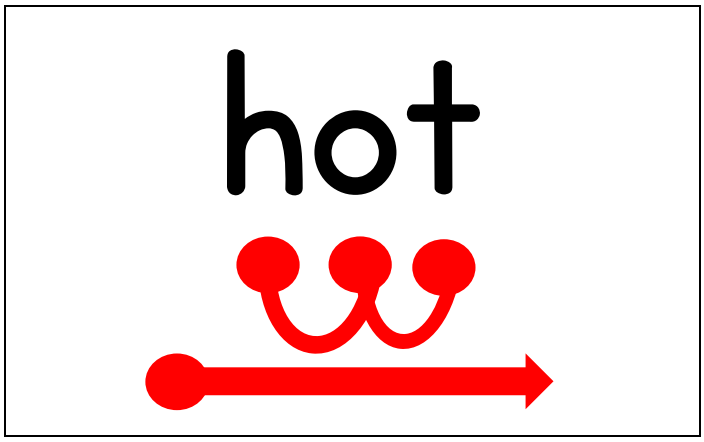
★	o	l	h	y
♥	n	o	_ck	y
■	l	K	h	v

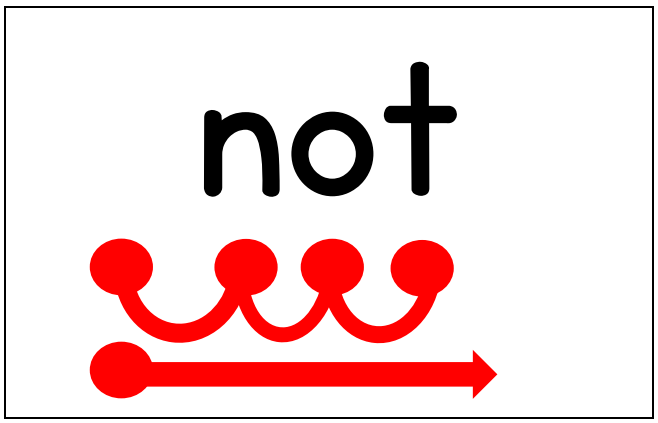
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

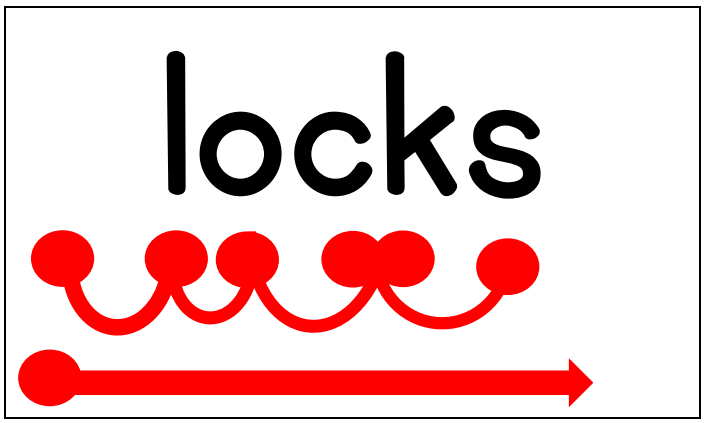
★ on	♥ hot	■ not	☺ locks
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	on	hot	not	locks
♥	van	in	Kim	Kip

J *Sentence Reading: Accuracy and Comprehension*

★ Was Kim in the van?

♥ Kim was not in the van.

■ She is on the mat.

☺ The van is hot.

▲ Kim was hot.

● Kim locks the van.

K

Sentence Reading: Fluency (Individual Turns)

Was Kim in the van?
Kim was not in the van.
She is on the mat.
The van is hot.
Kim was hot.
Kim locks the van.

L

Celebrate Success!

I am…



successful



smart



a hard worker



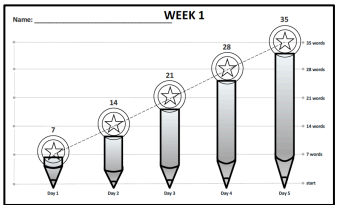
amazing



happy

because…

Graph Progress!



LESSON 22

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ for	♥ have	■ was	☺ she
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	for	have	was	she
♥	was	for	she	have
■	is	little	you	do

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ l	♥ h	■ o	☺ y
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

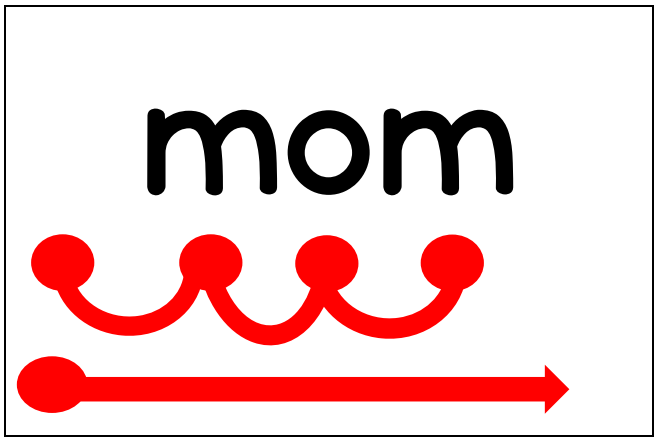
F *Sound-Spelling Review Part 2 (Individual Turns)*

★	l	h	o	y
♥	m	l	p	o
■	y	_ck	h	i

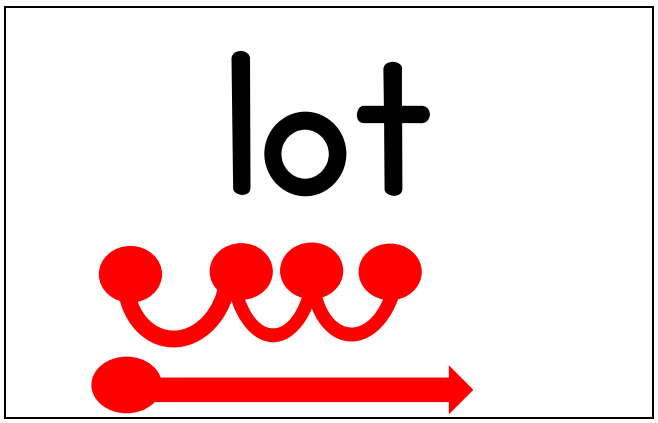
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

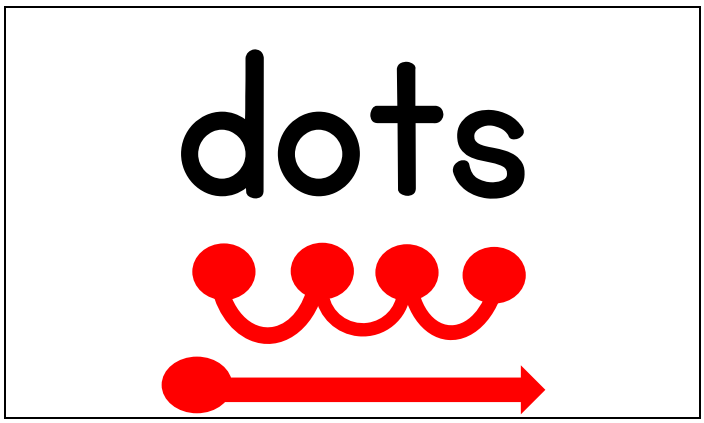
★mom	♥socks	■ lot	☺dots
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	mom	socks	lot	dots
♥	Kim	hot	Kip	not

J

Sentence Reading: Accuracy and Comprehension

★ Kim is with Kip. Kim is Kip's mom.

♥ She likes socks a lot.

■ She likes socks with little dots.

☺ Do you have socks for Kim?

▲ I have socks for Kim.

K

Sentence Reading: Fluency (Individual Turns)

Was Kim in the van?
Kim was not in the van.
She is on the mat.
The van is hot.
Kim was hot.
Kim locks the van.

Kim is with Kip. Kim is Kip's mom.
She likes socks a lot.
She likes socks with little dots.
Do you have socks for Kim?
I have socks for Kim.

L

Celebrate Success!

I am…



successful



smart



a hard worker



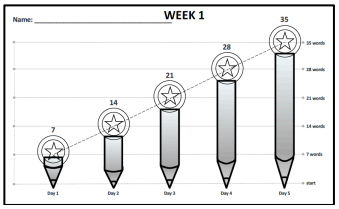
amazing



happy

because…

Graph Progress!



LESSON 23

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ have ♥ she ■ was ☺ for

B

Irregular Word Reading Part 2 (Individual Turns)

★	have	she	was	for
♥	she	for	have	was
■	to	little	and	is

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ y	♥ h	■ l	☺ o
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

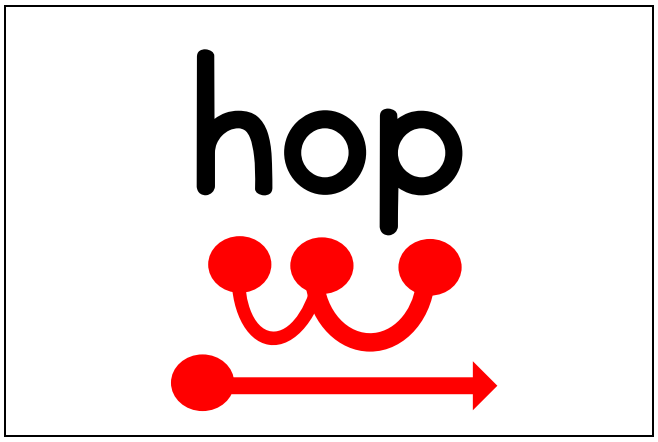
F *Sound-Spelling Review Part 2 (Individual Turns)*

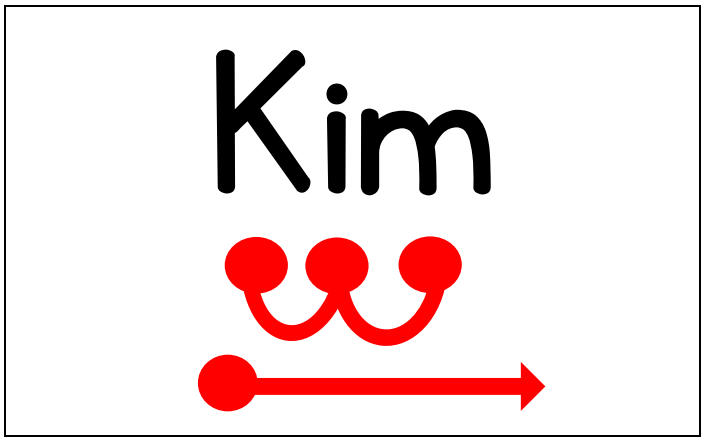
★	y	h	l	o
♥	m	y	o	_ck
■	h	i	d	l

G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

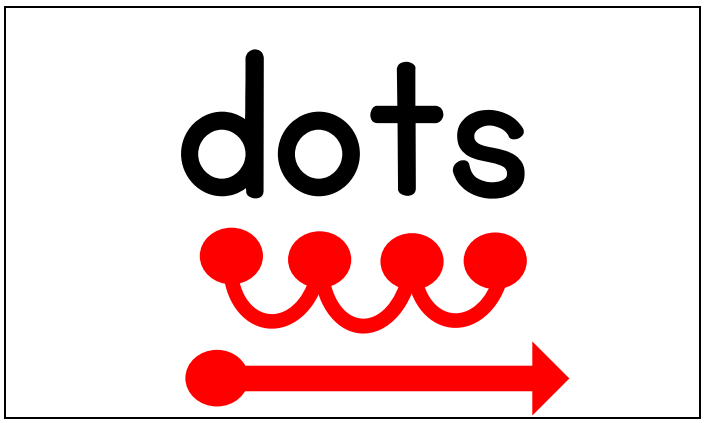
★ hop	♥ Kim	■ socks	☺ dots
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	hop	Kim	socks	dots
♥	Kip	hot	not	mom

J *Sentence Reading: Accuracy and Comprehension*

★ Kim likes to hop in socks.

♥ She hops in socks with little dots.

■ Kip likes to hop in socks.

☺ Kip hops and hops in socks.

▲ Kip is hot!

K

Sentence Reading: Fluency (Individual Turns)

Was Kim in the van?
Kim was not in the van.
She is on the mat.
The van is hot.
Kim was hot.
Kim locks the van.

Kim is with Kip. Kim is Kip's mom.
She likes socks a lot.
She likes socks with little dots.
Do you have socks for Kim?
I have socks for Kim.

Kim likes to hop in socks.
She hops in socks with little dots.
Kip likes to hop in socks.
Kip hops and hops in socks.
Kip is hot!

L

Celebrate Success!

I am…



successful



smart



a hard worker



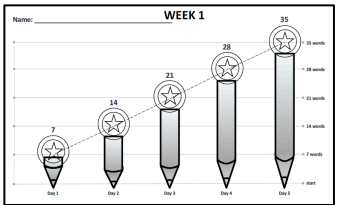
amazing



happy

because…

Graph Progress!



LESSON 24

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ was ♥ for ■ she ☺ have

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	was	for	she	have
♥	for	have	was	she
■	to	little	is	the

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ h	♥ o	■ y	☺ l
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

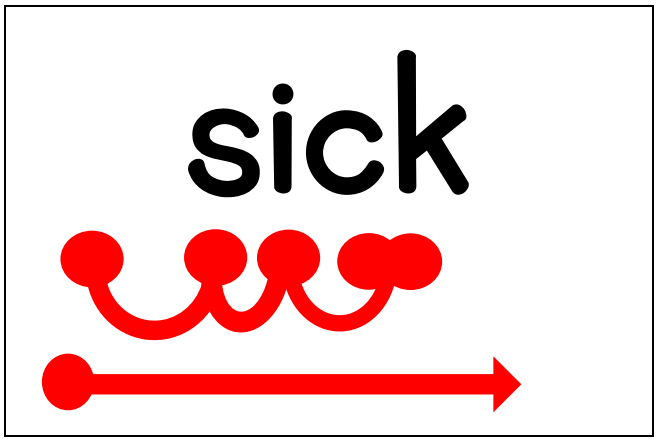
F *Sound-Spelling Review Part 2 (Individual Turns)*

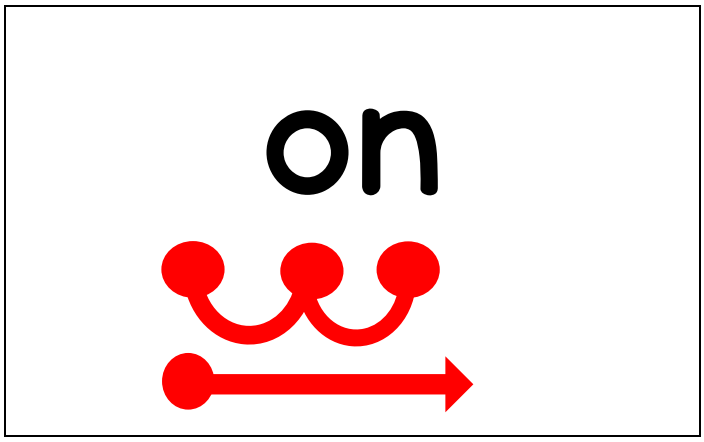
★	h	o	y	l
♥	o	i	h	c
■	i	l	K	y

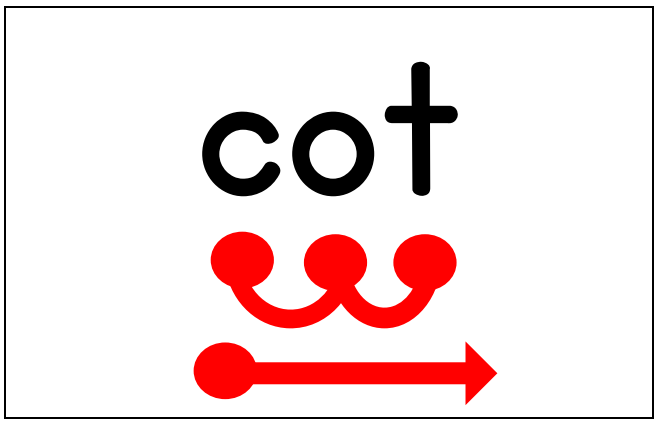
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

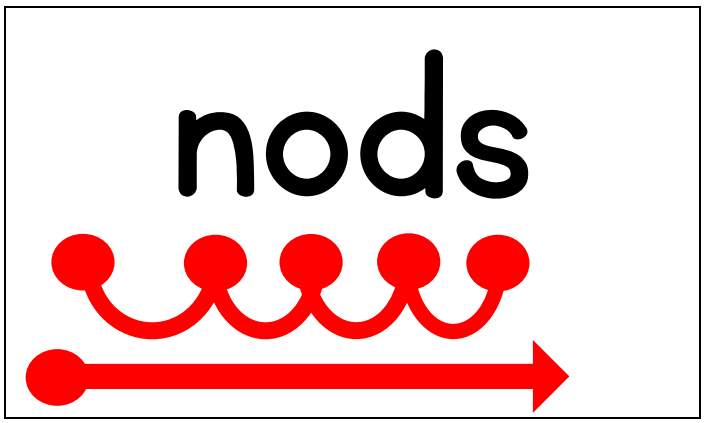
★ sick	♥ on	■ cot	☺ nods
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	sick	on	cot	nods
♥	Kip	mom	hot	Kim

J

Sentence Reading: Accuracy and Comprehension

★ Kip is a little sick.

♥ Kip is on the cot.

■ Was Kip hot?

☺ Kim nods. Kip was a little hot.

▲ Kip can not hop in socks.

K

Sentence Reading: Fluency (Individual Turns)

Was Kim in the van?
Kim was not in the van.
She is on the mat.
The van is hot.
Kim was hot.
Kim locks the van.

Kim is with Kip. Kim is Kip's mom.
She likes socks a lot.
She likes socks with little dots.
Do you have socks for Kim?
I have socks for Kim.

Kim likes to hop in socks.
She hops in socks with little dots.
Kip likes to hop in socks.
Kip hops and hops in socks.
Kip is hot!

Kip is a little sick.
Kip is on the cot.
Was Kip hot?
Kim nods. Kip was a little hot.
Kip can not hop in socks.

L

Celebrate Success!

I am…



successful



smart



a hard worker



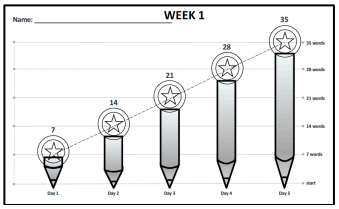
amazing



happy

because…

Graph Progress!



LESSON 25

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ for	♥ was	■ she	☺ have
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	for	was	she	have
♥	she	for	have	was
■	do	like	you	he

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ y	♥ l	■ o	☺ h
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

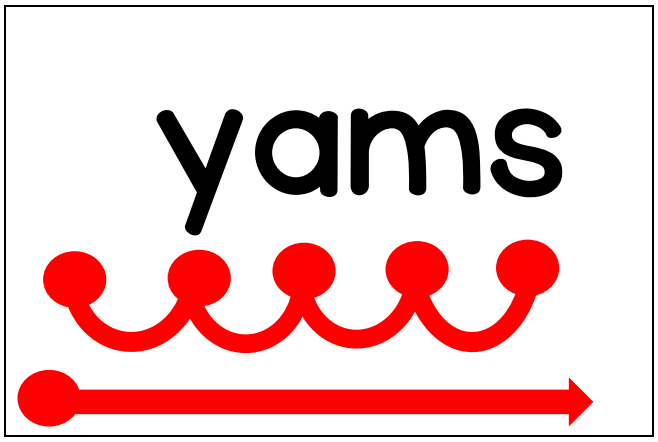
F *Sound-Spelling Review Part 2 (Individual Turns)*

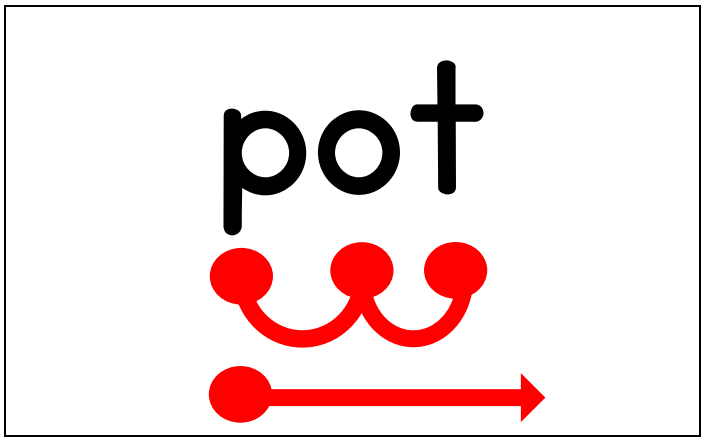
★	y	l	o	h
♥	l	a	_ck	o
■	n	h	y	d

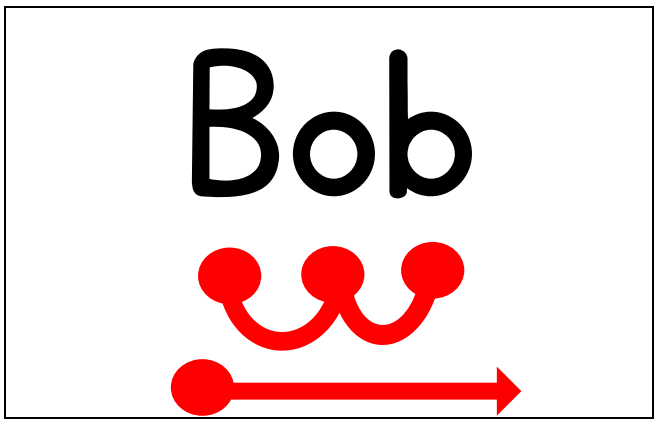
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

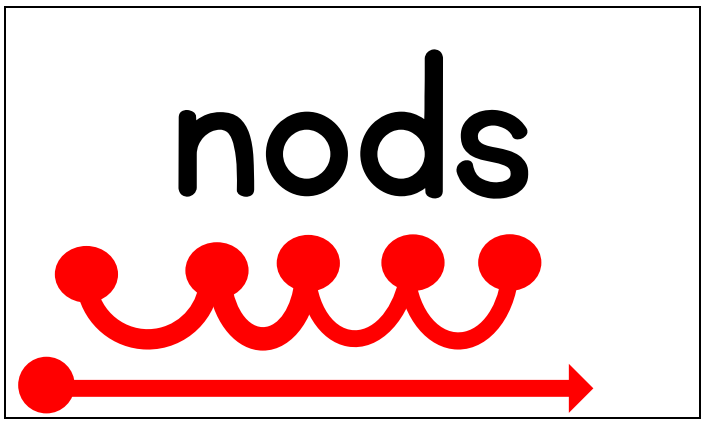
★ yams	♥ pot	■ Bob	☺ nods
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	yams	pot	Bob	nods
♥	hot	lot	socks	Kip

J

Sentence Reading: Accuracy and Comprehension

★ Do you have yams?

♥ I have a pot with yams for Kip.

■ Bob, do you like yams?

☺ Bob nods. He likes yams.

▲ Mom, Kip and Bob have a pot with hot yams.

K

Sentence Reading: Fluency (Individual Turns)

Was Kim in the van?
Kim was not in the van.
She is on the mat.
The van is hot.
Kim was hot.
Kim locks the van.

Kim is with Kip. Kim is Kip's mom.
She likes socks a lot.
She likes socks with little dots.
Do you have socks for Kim?
I have socks for Kim.

Kim likes to hop in socks.
She hops in socks with little dots.
Kip likes to hop in socks.
Kip hops and hops in socks.
Kip is hot!

Kip is a little sick.
Kip is on the cot.
Was Kip hot?
Kim nods. Kip was a little hot.
Kip can not hop in socks.

Do you have yams?
I have a pot with yams for Kip.
Bob, do you like yams?
Bob nods. He likes yams.
Mom, Kip and Bob have a pot with hot yams.

L

Celebrate Success!

I am…



successful



smart



a hard worker



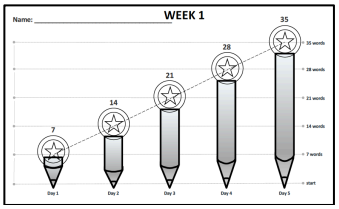
amazing



happy

because…

Graph Progress!



LESSON 26

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ of ♥ they ■ said ☺ want

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	of	they	said	want
♥	said	want	they	of
■	like	have	we	to

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ e	♥ g	■ w	☺ qu_
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

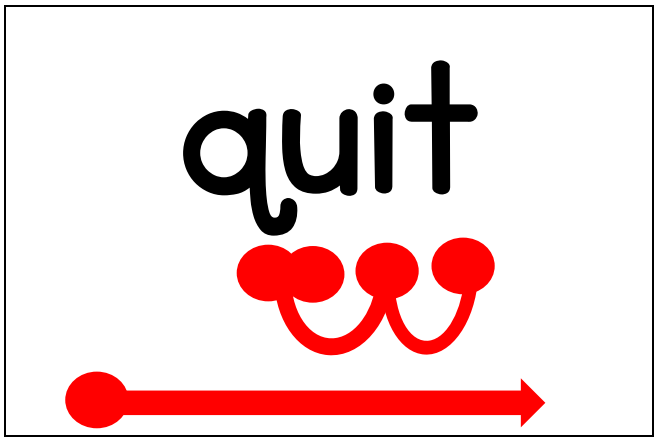
F *Sound-Spelling Review Part 2 (Individual Turns)*

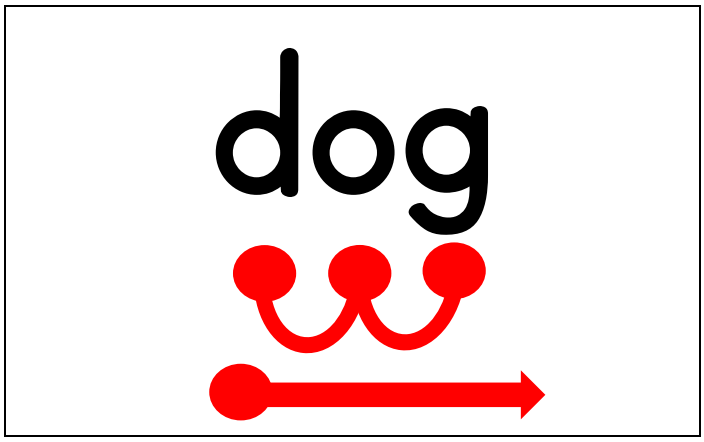
★	e	g	w	qu_
♥	g	e	qu_	w
■	B	o	f	h

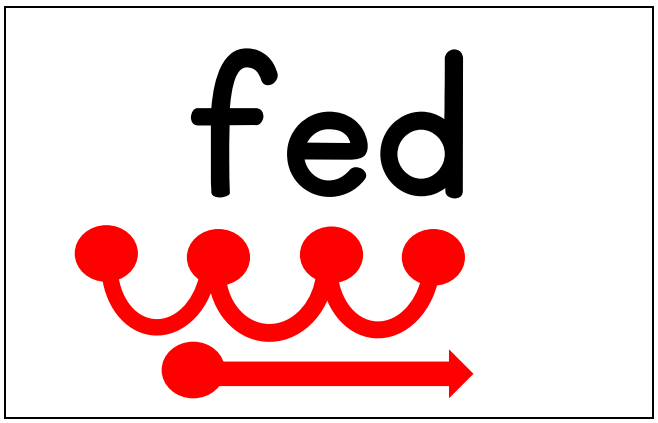
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

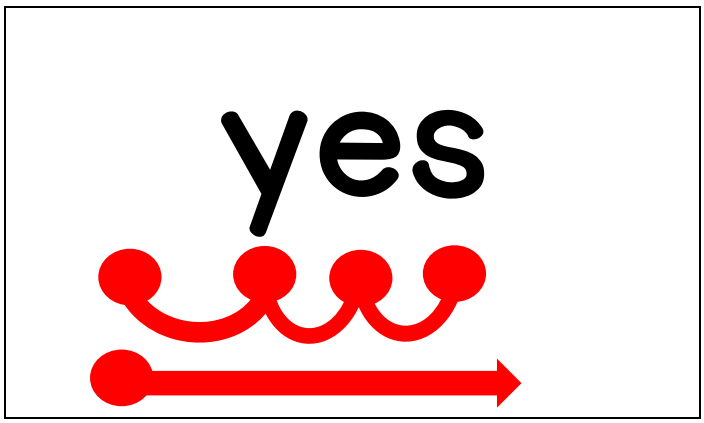
★quit	♥ dog	■ fed	☺ yes
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	quit	dog	fed	yes
♥	hot	lots	yams	Bob

J

Sentence Reading: Accuracy and Comprehension

★ Mom, Kip and Bob like the hot yams a lot.

♥ They want lots of hot yams.

■ Bob said, "We have to quit."

☺ The dog wants the hot yams.

▲ Bob fed the hot yams to the dog.

K

Sentence Reading: Fluency (Individual Turns)

Mom, Kip and Bob like the hot yams a lot.
They want lots of hot yams.
Bob said, "We have to quit."
The dog wants the hot yams.
Bob fed the hot yams to the dog.

L

Celebrate Success!

I am…



successful



smart



a hard worker



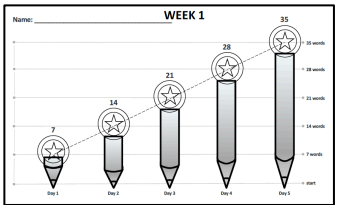
amazing



happy

because…

Graph Progress!



LESSON 27

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★want ♥they ■said ☺of

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	want	they	said	of
♥	said	want	of	they
■	do	for	you	the

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ g	♥ w	■ qu_	☺ e
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

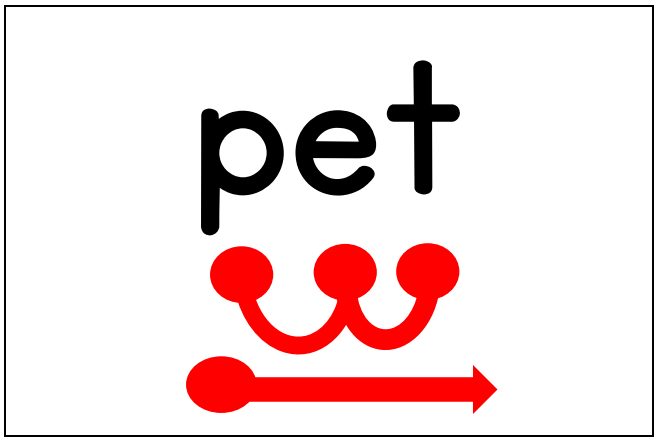
F *Sound-Spelling Review Part 2 (Individual Turns)*

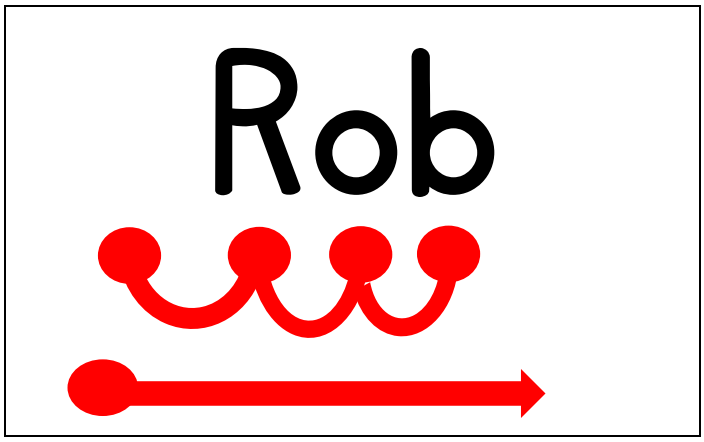
★	g	w	qu_	e
♥	w	qu_	e	g
■	o	R	b	i

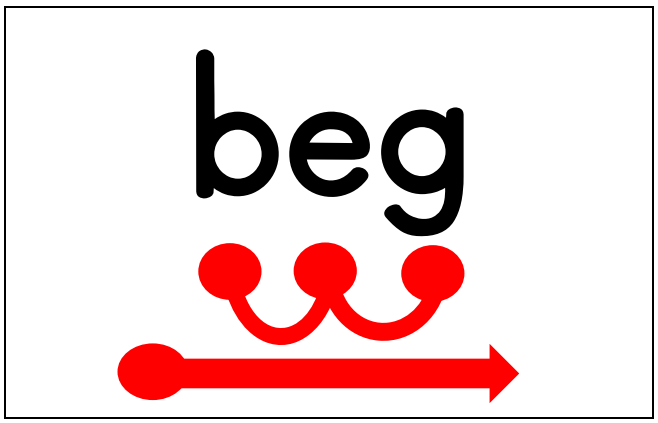
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

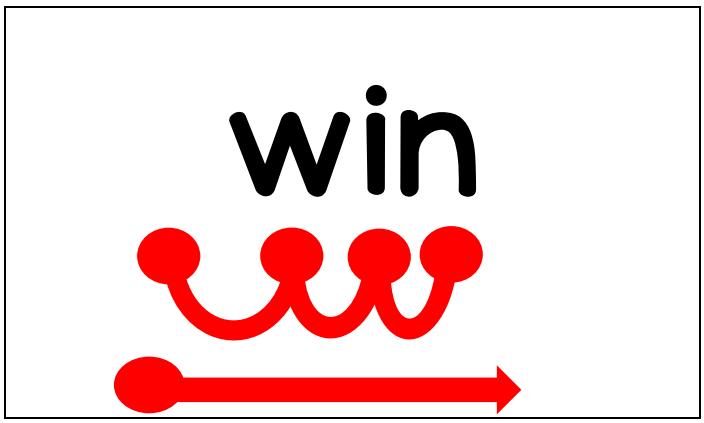
★ pet	♥ Rob	■ beg	☺ win
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	pet	Rob	beg	win
♥	dog	Mom	can	Bob

J

Sentence Reading: Accuracy and Comprehension

★ "Do you want the dog for a pet?" said Bob.

♥ "Yes, I want the dog for a pet," said Rob.

■ "I do not want a dog," said Mom.

☺ Rob and Bob beg and beg for a dog.

▲ "You win. Yes, you can have the dog for a pet," said Mom.

K

Sentence Reading: Fluency (Individual Turns)

Mom, Kip and Bob like the hot yams a lot.
They want lots of hot yams.
Bob said, "We have to quit."
The dog wants the hot yams.
Bob fed the hot yams to the dog.

"Do you want the dog for a pet?" said Bob.
"Yes, I want the dog for a pet," said Rob.
"I do not want a dog," said Mom.
Rob and Bob beg and beg for a dog.
"You win. Yes, you can have the dog for a pet," said Mom.

L

Celebrate Success!

I am…



successful



smart



a hard worker



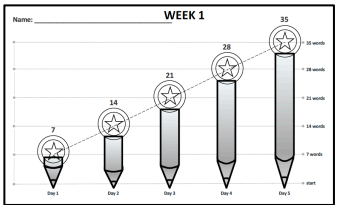
amazing



happy

because…

Graph Progress!



LESSON 28

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ they	♥ of	■ said	☺ want
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	they	of	said	want
♥	said	want	they	of
■	and	have	you	like

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
w	qu_	e	g
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

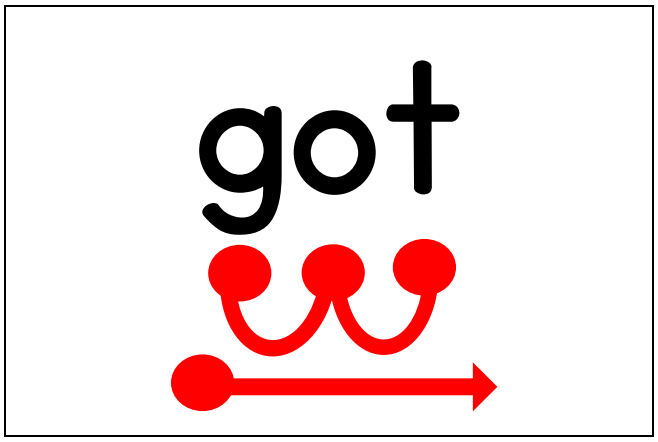
F *Sound-Spelling Review Part 2 (Individual Turns)*

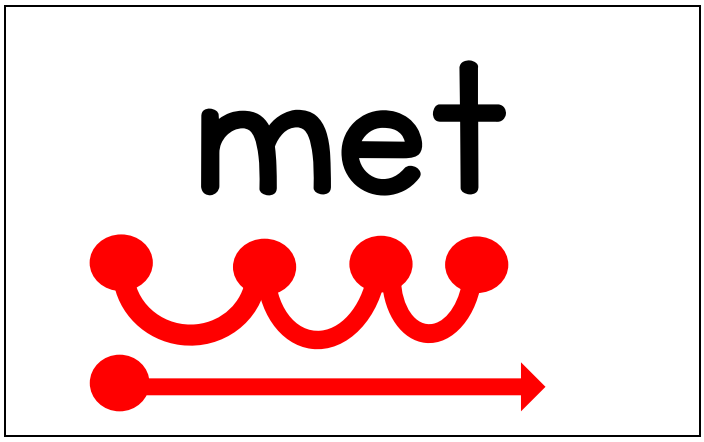
★	w	qu_	e	g
♥	qu_	g	w	e
■	N	_ck	o	d

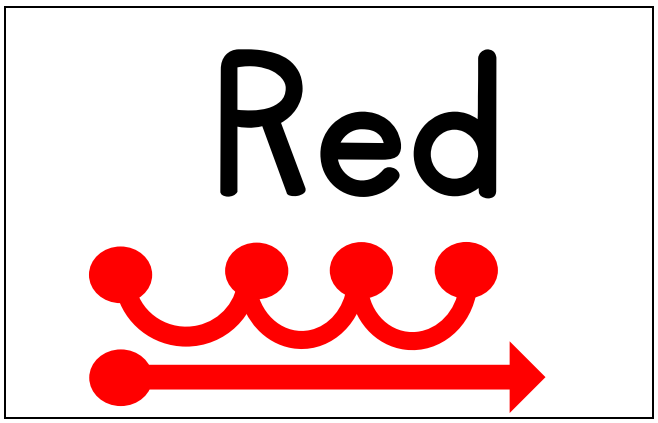
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

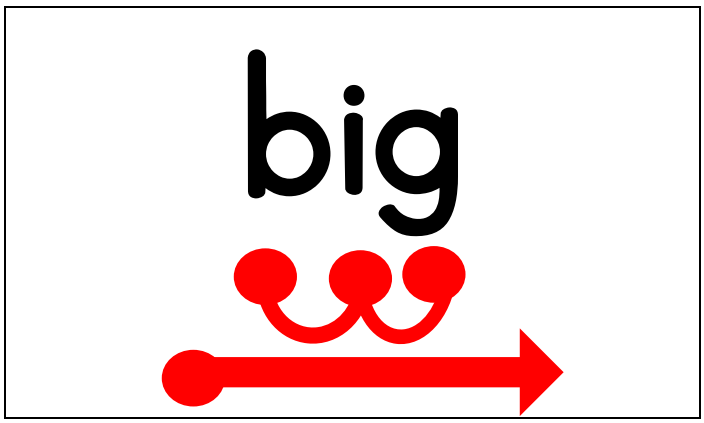
★ got	♥ met	■ Red	☺ big
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	got	met	Red	big
♥	Nick	pet	dog	Rob

J *Sentence Reading: Accuracy and Comprehension*

★ Rob and Bob got a dog for a pet.

♥ "Nick, have you met my dog?" said Rob.

■ "No, I have not met the dog," said Nick.

☺ "He is a big dog. He is Red," said Rob.

▲ "I want you to see Red," said Rob.

● Nick got to see Red.

■ "I like the dog," said Nick.

K

Sentence Reading: Fluency (Individual Turns)

Mom, Kip and Bob like the hot yams a lot.
They want lots of hot yams.
Bob said, "We have to quit."
The dog wants the hot yams.
Bob fed the hot yams to the dog.

"Do you want the dog for a pet?" said Bob.
"Yes, I want the dog for a pet," said Rob.
"I do not want a dog," said Mom.
Rob and Bob beg and beg for a dog.
"You win. Yes, you can have the dog for a pet," said Mom.

Rob and Bob got a dog for a pet.
"Nick, have you met my dog?" said Rob.
"No, I have not met the dog," said Nick.
"He is a big dog. He is Red," said Rob.
"I want you to see Red," said Rob.
Nick got to see Red.
"I like the dog," said Nick.

L

Celebrate Success!

I am…



successful



smart



a hard worker



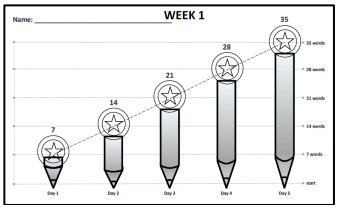
amazing



happy

because…

Graph Progress!



LESSON 29

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ of ♥ they ■ want ☺ said

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	of	they	want	said
♥	want	of	said	they
■	go	to	with	for

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ e	♥ g	■ w	☺ qu_
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

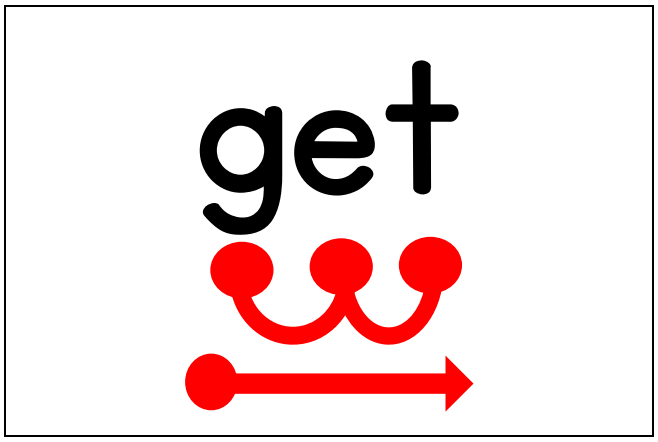
F *Sound-Spelling Review Part 2 (Individual Turns)*

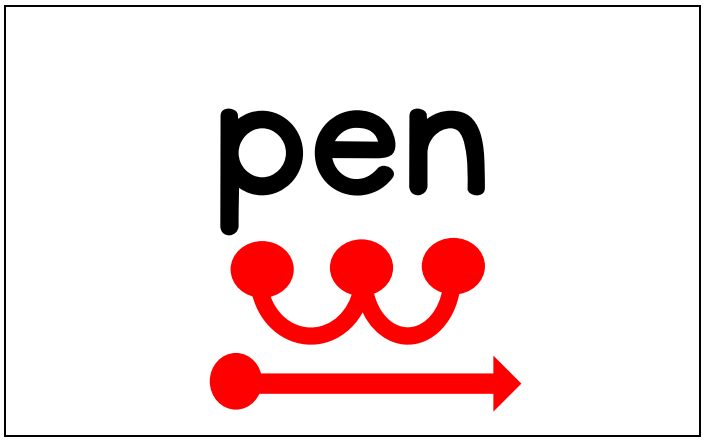
★	e	g	w	qu_
♥	w	e	qu_	g
■	o	d	t	b

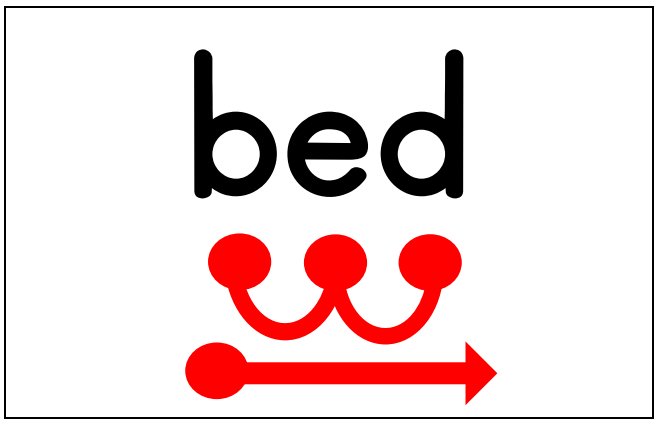
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

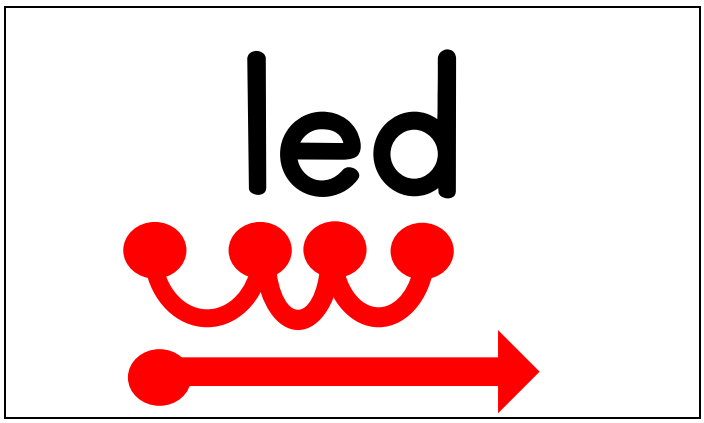
★ get	♥ pen	■ bed	☺ led
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	get	pen	bed	led
♥	dog	big	hop	hot

J *Sentence Reading: Accuracy and Comprehension*

★ Rob and Bob like the dog, Red, a lot.

♥ Rob and Bob want to hop with Red.

■ They hop and hop and get hot.

☺ They get a big pen with a big bed for Red.

▲ They led Red to the pen with the bed.

● Red wants to go to bed.

K

Sentence Reading: Fluency (Individual Turns)

Mom, Kip and Bob like the hot yams a lot.
They want lots of hot yams.
Bob said, "We have to quit."
The dog wants the hot yams.
Bob fed the hot yams to the dog.

"Do you want the dog for a pet?" said Bob.
"Yes, I want the dog for a pet," said Rob.
"I do not want a dog," said Mom.
Rob and Bob beg and beg for a dog.
"You win. Yes, you can have the dog for a pet," said Mom.

Rob and Bob got a dog for a pet.
"Nick, have you met my dog?" said Rob.
"No, I have not met the dog," said Nick.
"He is a big dog. He is Red," said Rob.
"I want you to see Red," said Rob.
Nick got to see Red.
"I like the dog," said Nick.

Rob and Bob like the dog, Red, a lot.
Rob and Bob want to hop with Red.
They hop and hop and get hot.
They get a big pen with a big bed for Red.
They led Red to the pen with the bed.
Red wants to go to bed.

L

Celebrate Success!

I am…



successful



smart



a hard worker



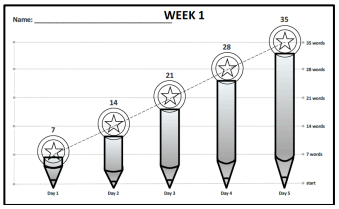
amazing



happy

because…

Graph Progress!



LESSON 30

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
said	they	want	of
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	said	they	want	of
♥	want	of	they	said
■	and	for	he	go

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ g	♥ e	■ qu_	☺ w
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

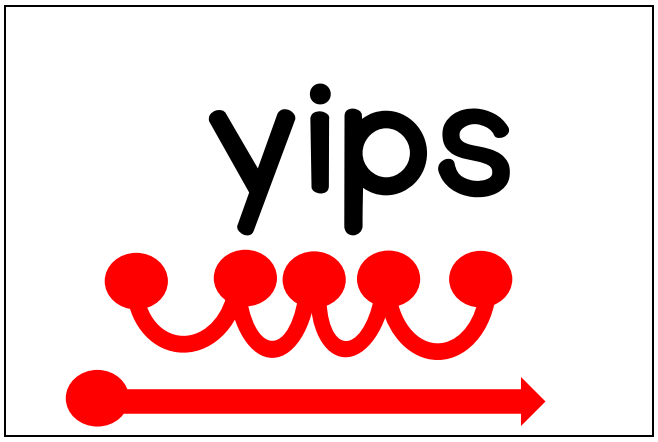
F *Sound-Spelling Review Part 2 (Individual Turns)*

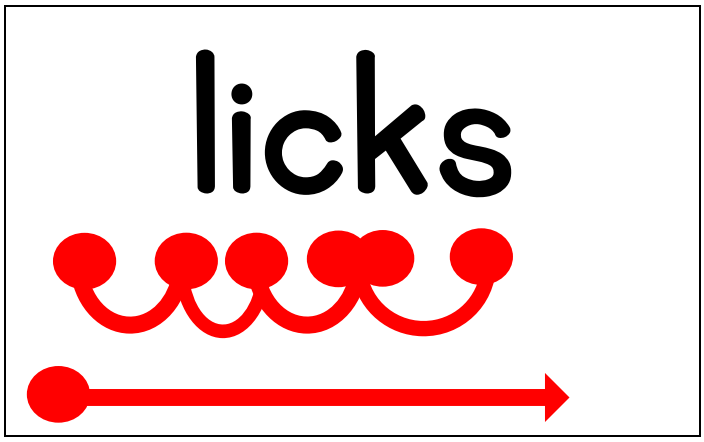
★	g	e	qu_	w
♥	qu_	g	w	e
■	y	_ck	h	l

G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

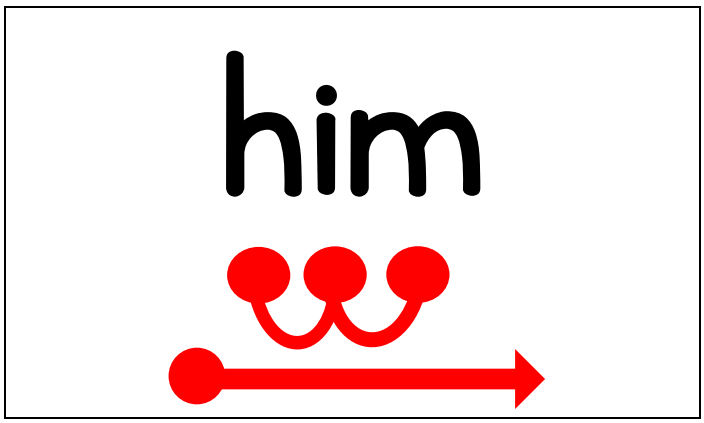
yips	licks	wig	him

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	yips	licks	wig	him
♥	back	fed	get	led

J *Sentence Reading: Accuracy and Comprehension*

★ Rob got Red and fed him.

♥ Red yips and licks at Rob.

■ Bob got a hat and wig for Red.

☺ Red did not like the hat and wig.

▲ He ran and ran. "Go get him!" said Rob.

● Bob and Rob got Red and led him back.

K

Sentence Reading: Fluency (Individual Turns)

Mom, Kip and Bob like the hot yams a lot.
They want lots of hot yams.
Bob said, "We have to quit."
The dog wants the hot yams.
Bob fed the hot yams to the dog.

"Do you want the dog for a pet?" said Bob.
"Yes, I want the dog for a pet," said Rob.
"I do not want a dog," said Mom.
Rob and Bob beg and beg for a dog.
"You win. Yes, you can have the dog for a pet," said Mom.

Rob and Bob got a dog for a pet.
"Nick, have you met my dog?" said Rob.
"No, I have not met the dog," said Nick.
"He is a big dog. He is Red," said Rob.
"I want you to see Red," said Rob.
Nick got to see Red.
"I like the dog," said Nick.

Rob and Bob like the dog, Red, a lot.
Rob and Bob want to hop with Red.
They hop and hop and get hot.
They get a big pen with a big bed for Red.
They led Red to the pen with the bed.
Red wants to go to bed.

Rob got Red and fed him.
Red yips and licks at Rob.
Bob got a hat and wig for Red.
Red did not like the hat and wig.
He ran and ran. "Go get him!" said Rob.
Bob and Rob got Red and led him back.

L

Celebrate Success!

I am…



successful



smart



a hard worker



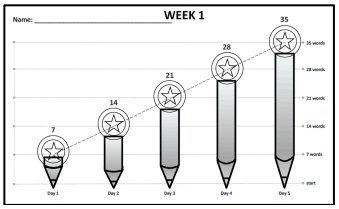
amazing



happy

because…

Graph Progress!



LESSON 31

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ here ♥ me ■ this ☺ what

B

Irregular Word Reading Part 2 (Individual Turns)

★	here	me	this	what
♥	me	what	here	this
■	with	are	they	my

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ u	♥ z	■ j	☺ x
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

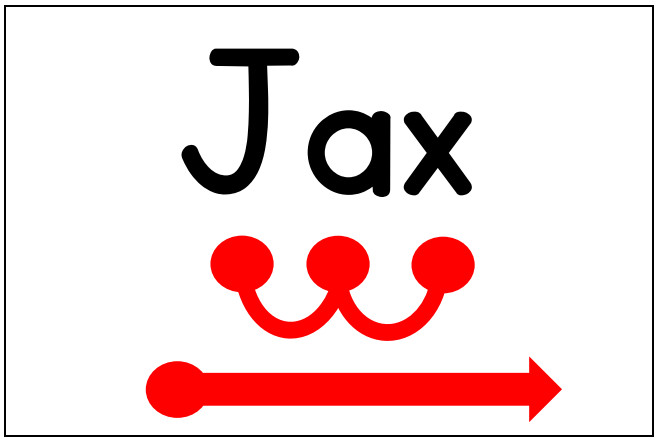
F *Sound-Spelling Review Part 2 (Individual Turns)*

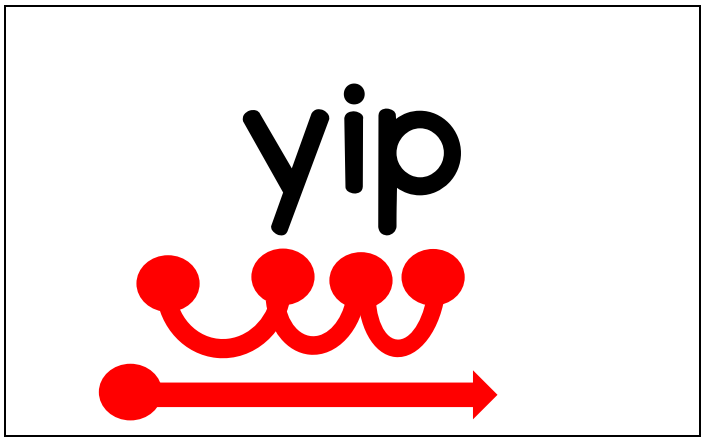
★	u	z	j	x
♥	y	z	i	J
■	x	_ck	u	h

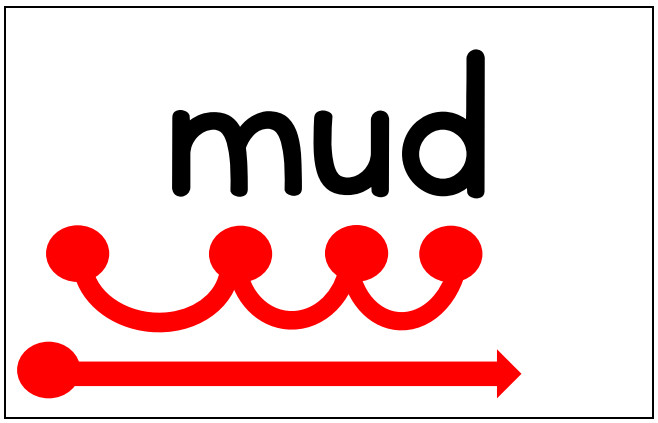
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

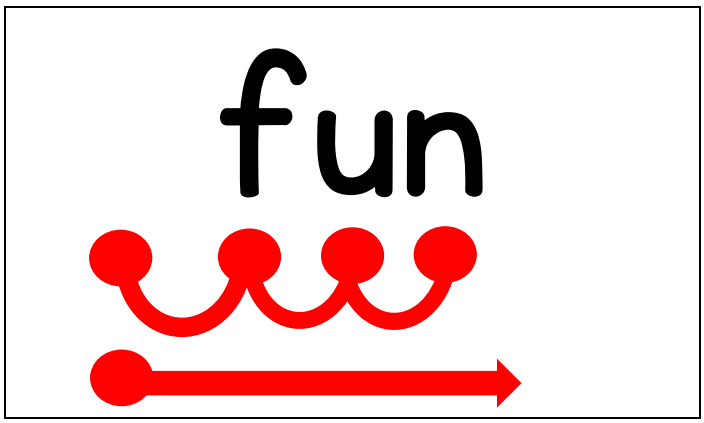
Jax	yip	mud	fun

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	Jax	yip	mud	fun
♥	hop	Red	dog	Nick

J

Sentence Reading: Accuracy and Comprehension

★ Rob and Bob are with Red.

♥ They see Nick.

■ "Here we are!" said Rob.

☺ "This is my dog. He is Jax," said Nick.

▲ Red and Jax yip and hop. They like it here.

K

Sentence Reading: Fluency (Individual Turns)

Rob and Bob are with Red.
They see Nick.
"Here we are!" said Rob.
"This is my dog. He is Jax," said Nick.
Red and Jax yip and hop. They like it here.

L

Celebrate Success!

I am…



successful



smart



a hard worker



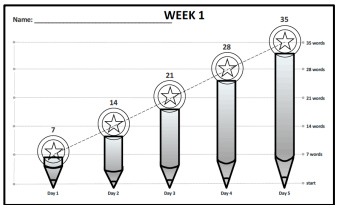
amazing



happy

because…

Graph Progress!



LESSON 32

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ me	♥ what	■ this	☺ here
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	me	what	this	here
♥	what	here	me	this
■	they	see	said	go

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ z	♥ x	■ j	☺ u
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

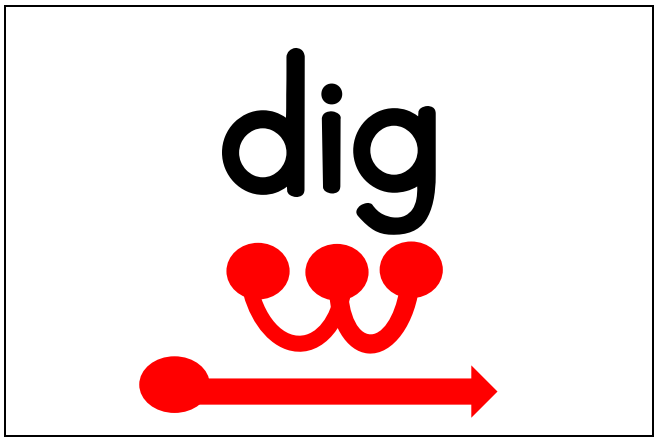
F *Sound-Spelling Review Part 2 (Individual Turns)*

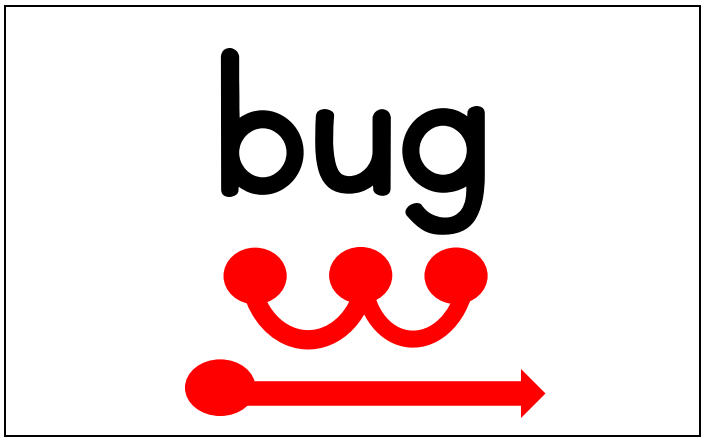
★	z	x	j	u
♥	g	u	r	z
■	J	e	x	l

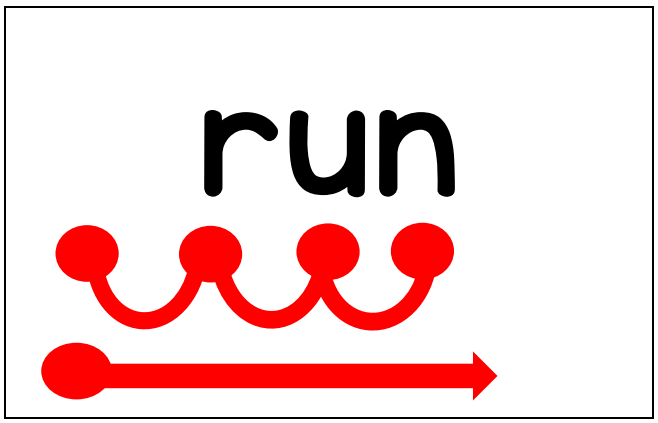
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

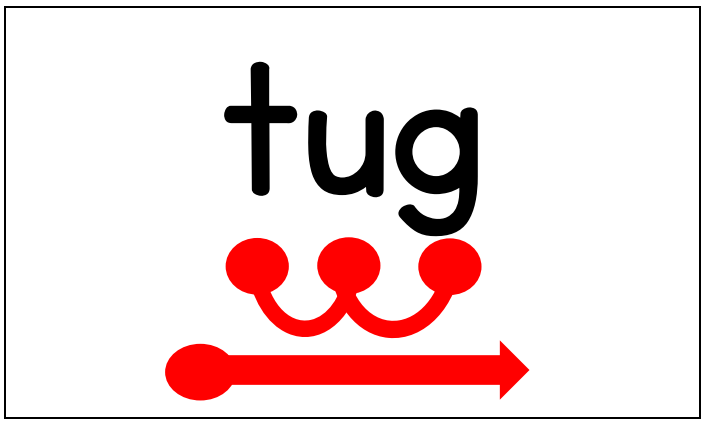
★ dig	♥ bug	■ run	☺ tug
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	dig	bug	run	tug
♥	mud	fun	Jax	let

J

Sentence Reading: Accuracy and Comprehension

★ Jax and Red run and run.

♥ Jax and Red dig in the mud.

■ They see a bug in the mud.

☺ They tug and tug at the bug.

▲ "What is this?" said Nick. "Let the bug go!"

● Jax and Red run.

■ This is fun here!

K

Sentence Reading: Fluency (Individual Turns)

Rob and Bob are with Red.
They see Nick.
"Here we are!" said Rob.
"This is my dog. He is Jax," said Nick.
Red and Jax yip and hop. They like it here.

Jax and Red run and run.
Jax and Red dig in the mud.
They see a bug in the mud.
They tug and tug at the bug.
"What is this?" said Nick. "Let the bug go!"
Jax and Red run.
This is fun here!

L

Celebrate Success!

I am…



successful



smart



a hard worker



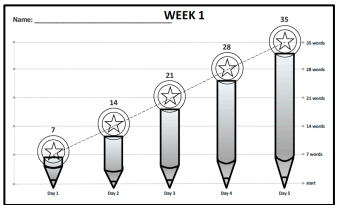
amazing



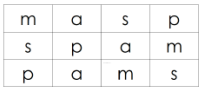
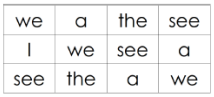
happy

because…

Graph Progress!



LESSON 33

I can  and   and  .

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★this ♥here ■ me ☺what

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	this	here	me	what
♥	me	this	what	here
■	to	with	he	have

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
x	u	j	z

F *Sound-Spelling Review Part 2 (Individual Turns)*

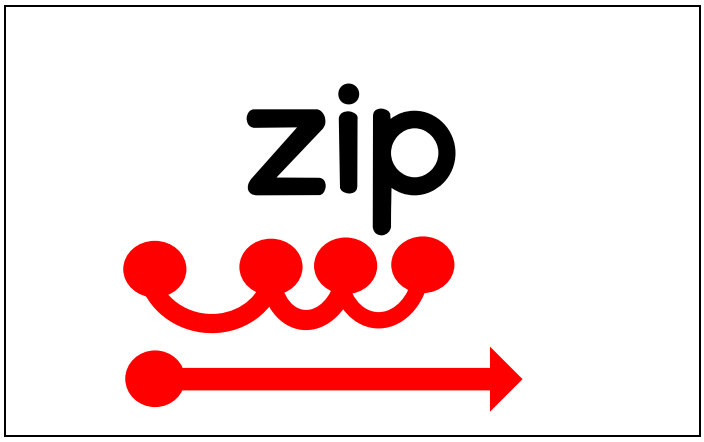
★	x	u	j	z
♥	qu_	x	g	u
■	h	z	j	_ck

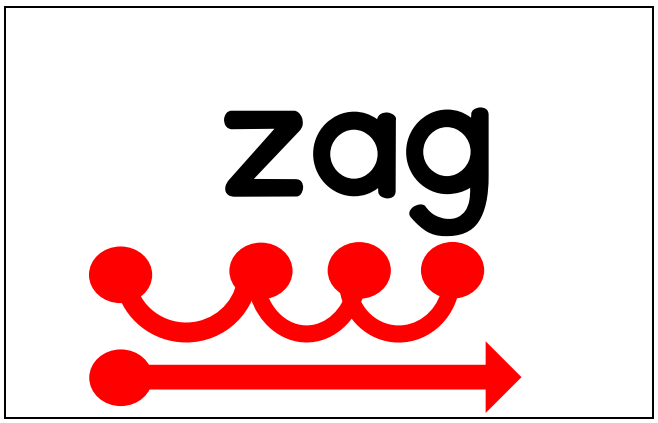
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

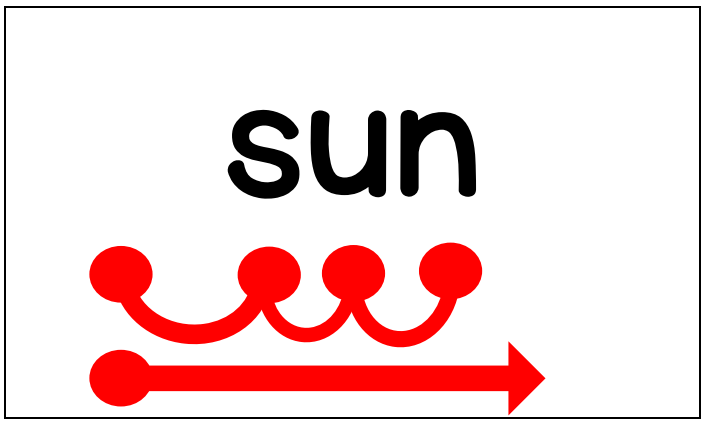
★ quick	♥ zip	■ zag	☺ sun
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	quick	zip	zag	sun
♥	hug	him	run	Jax

J

Sentence Reading: Accuracy and Comprehension

★ "Jax wants me to run with him," said Nick.

♥ They run in the sun and have fun.

■ Jax zips and zags. He is quick.

☺ "I have a hug for you, Jax!" said Nick.

▲ Jax runs to Nick.

● Nick and Jax like it here, but they have to go.

K

Sentence Reading: Fluency (Individual Turns)

Rob and Bob are with Red.
They see Nick.
"Here we are!" said Rob.
"This is my dog. He is Jax," said Nick.
Red and Jax yip and hop. They like it here.

Jax and Red run and run.
Jax and Red dig in the mud.
They see a bug in the mud.
They tug and tug at the bug.
"What is this?" said Nick. "Let the bug go!"
Jax and Red run.
This is fun here!

"Jax wants me to run with him," said Nick.
They run in the sun and have fun.
Jax zips and zags. He is quick.
"I have a hug for you, Jax!" said Nick.
Jax runs to Nick.
Nick and Jax like it here, but they have to go.

L

Celebrate Success!

I am…



successful



smart



a hard worker



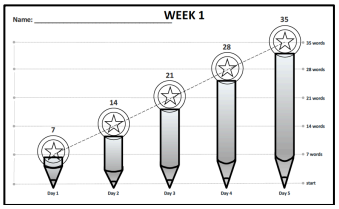
amazing



happy

because…

Graph Progress!



LESSON 34

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★what ♥here ■ me ☺this

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	what	here	me	this
♥	here	me	this	what
■	they	and	are	want

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
j	u	x	z
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

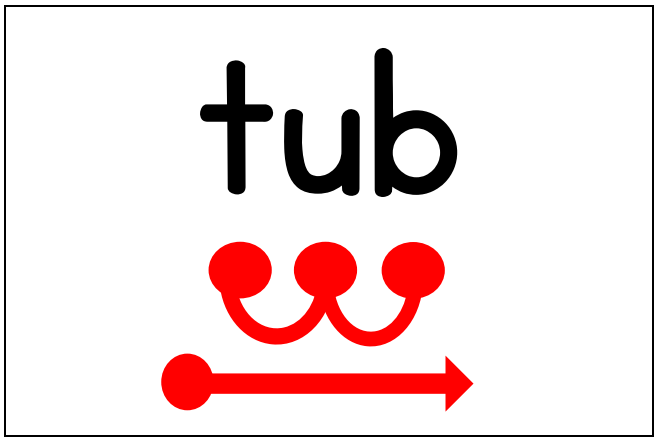
F *Sound-Spelling Review Part 2 (Individual Turns)*

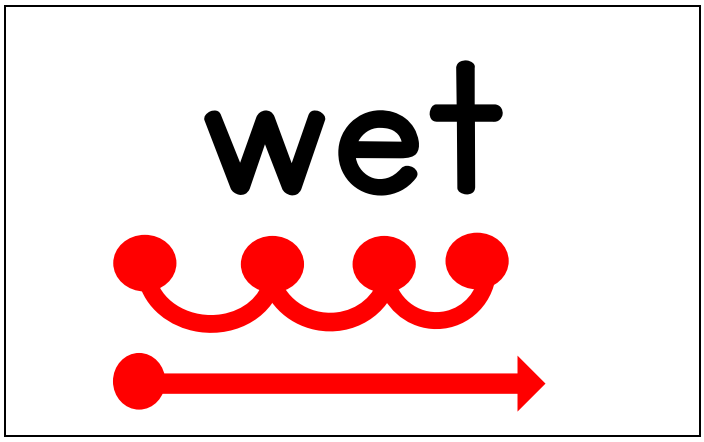
★	j	u	x	z
♥	g	x	u	e
■	z	w	R	j

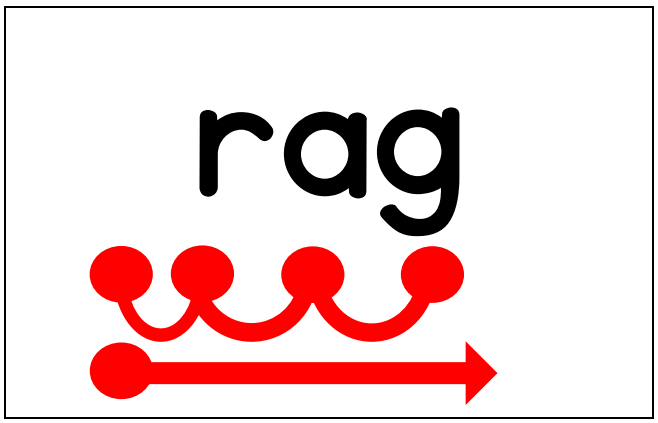
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

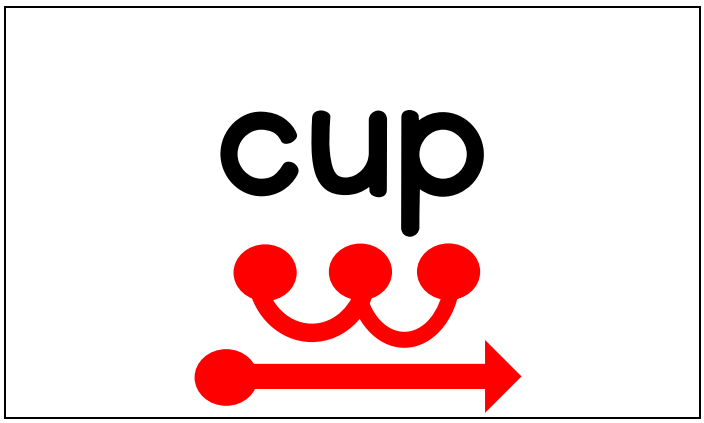
★ tub	♥ wet	■ rag	☺ cup
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	tub	wet	rag	cup
♥	Nick	zip	hug	Red

J

Sentence Reading: Accuracy and Comprehension

★ Here is a tub. Jax and Red zip in the tub.

♥ They are wet!

■ Nick said, "I want you here with me!"

☺ Jax and Red zip to Nick.

▲ Nick wants to hug Jax and Red.

● Nick is a little wet. Here is a rag.

K

Sentence Reading: Fluency (Individual Turns)

Rob and Bob are with Red.
They see Nick.
"Here we are!" said Rob.
"This is my dog. He is Jax," said Nick.
Red and Jax yip and hop. They like it here.

Jax and Red run and run.
Jax and Red dig in the mud.
They see a bug in the mud.
They tug and tug at the bug.
"What is this?" said Nick. "Let the bug go!"
Jax and Red run.
This is fun here!

"Jax wants me to run with him," said Nick.
They run in the sun and have fun.
Jax zips and zags. He is quick.
"I have a hug for you, Jax!" said Nick.
Jax runs to Nick.
Nick and Jax like it here, but they have to go.

Here is a tub. Jax and Red zip in the tub.
They are wet!
Nick said, "I want you here with me!"
Jax and Red zip to Nick.
Nick wants to hug Jax and Red.
Nick is a little wet. Here is a rag.

L

Celebrate Success!

I am…



successful



smart



a hard worker



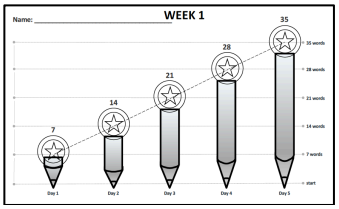
amazing



happy

because…

Graph Progress!



LESSON 35

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
me	this	here	what
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	me	this	here	what
♥	this	what	me	here
■	do	want	have	little

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
x	u	j	z
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

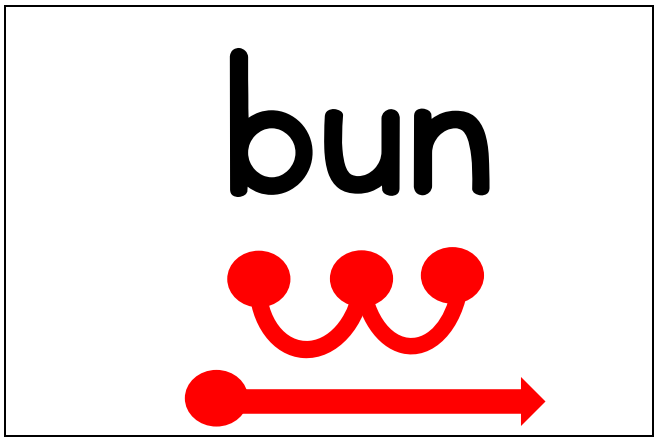
F *Sound-Spelling Review Part 2 (Individual Turns)*

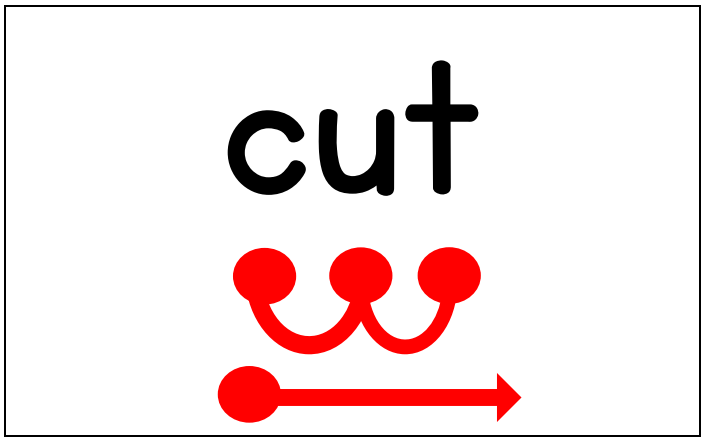
★	x	u	j	z
♥	u	b	z	y
■	g	j	o	x

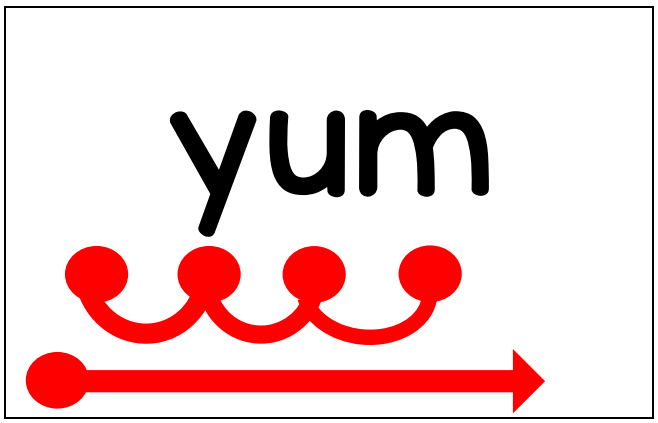
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

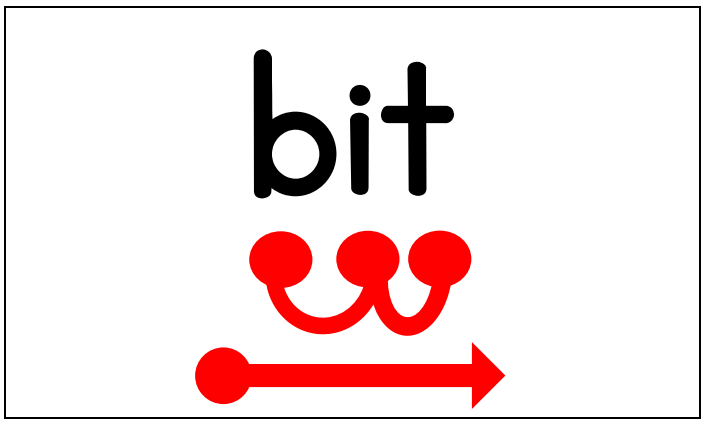
★ bun	♥ cut	■ yum	☺ bit
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	bun	cut	yum	bit
♥	not	cup	bugs	Nick

J

Sentence Reading: Accuracy and Comprehension

★ "What do you see here?" said Nick.

♥ "I see a bun in the cup," said Bob, "Yum!"

■ Jax is here and wants the bun.

☺ They do not want Jax to have the bun.

▲ He bugs Bob and Nick.

● "He can have a little bit of the bun," said Nick.

■ Bob cut the bun and fed a little bit to Jax.

K

Sentence Reading: Fluency (Individual Turns)

Rob and Bob are with Red.
They see Nick.
"Here we are!" said Rob.
"This is my dog. He is Jax," said Nick.
Red and Jax yip and hop. They like it here.

Jax and Red run and run.
Jax and Red dig in the mud.
They see a bug in the mud.
They tug and tug at the bug.
"What is this?" said Nick. "Let the bug go!"
Jax and Red run.
This is fun here!

"Jax wants me to run with him," said Nick.
They run in the sun and have fun.
Jax zips and zags. He is quick.
"I have a hug for you, Jax!" said Nick.
Jax runs to Nick.
Nick and Jax like it here, but they have to go.

Here is a tub. Jax and Red zip in the tub.
They are wet!
Nick said, "I want you here with me!"
Jax and Red zip to Nick.
Nick wants to hug Jax and Red.
Nick is a little wet. Here is a rag.

"What do you see here?" said Nick.
"I see a bun in the cup," said Bob, "Yum!"
Jax is here and wants the bun.
They do not want Jax to have the bun.
He bugs Bob and Nick.
"He can have a little bit of the bun," said Nick.
Bob cut the bun and fed a little bit to Jax.

L

Celebrate Success!

I am…



successful



smart



a hard worker



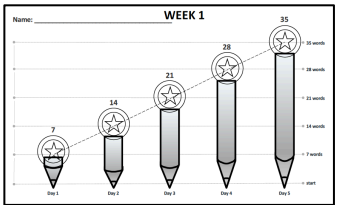
amazing



happy

because…

Graph Progress!



LESSON 36

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ help ♥ too ■ has ☺ play

★

★

★

★

♥

♥

♥

♥

■

■

■

■

☺

☺

☺

☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	help	too	has	play
♥	too	has	play	help
■	want	have	with	here

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ u	♥ x	■ e	☺ z
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

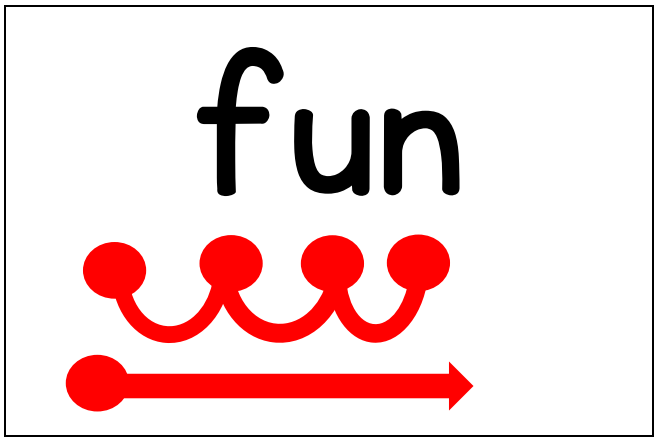
F *Sound-Spelling Review Part 2 (Individual Turns)*

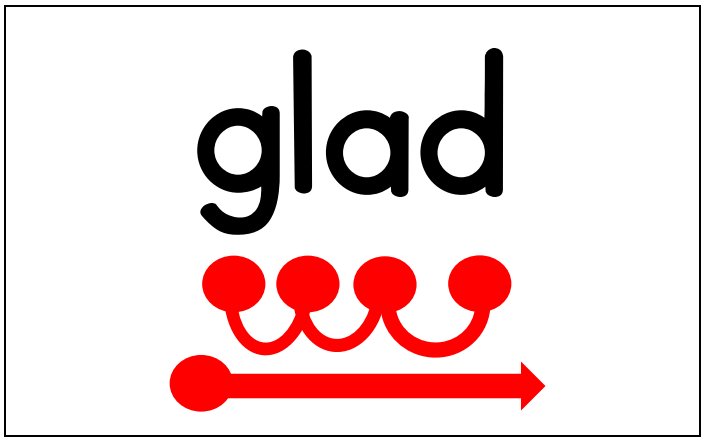
★	u	x	e	z
♥	g	k	d	n
■	a	m	_ck	i

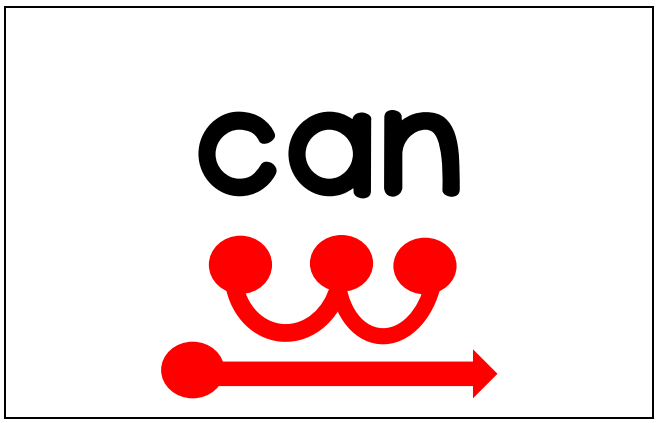
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

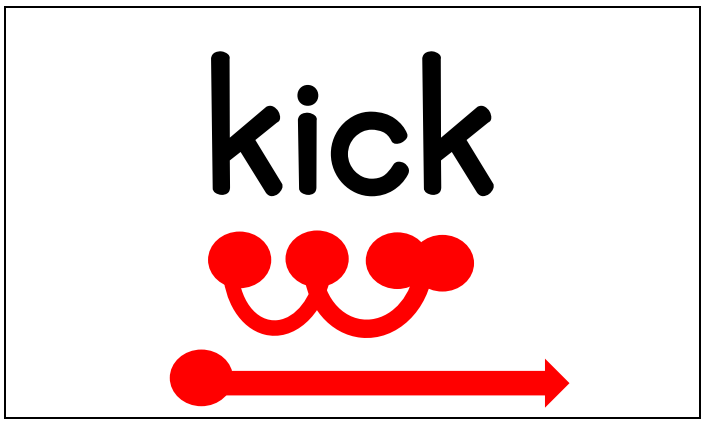
★ fun	♥ glad	■ can	☺ kick
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	fun	glad	can	kick
♥	Red	zip	Jax	zag

J *Sentence Reading: Accuracy and Comprehension*

★ We want to have fun.

♥ Jax and Red want to play.

■ We can play with the can.

☺ I kick the cans, and Jax and Red zip and zag.

▲ They like to get the cans.

● I am glad they are here with me.

K

Sentence Reading: Fluency (Individual Turns)

We want to have fun.
Jax and Red want to play.
We can play with the can.
I kick the cans, and Jax and Red zip and zag.
They like to get the cans.
I am glad they are here with me.

L

Celebrate Success!

I am…



successful



smart



a hard worker



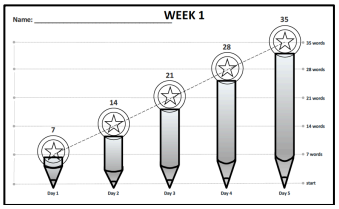
amazing



happy

because…

Graph Progress!



LESSON 37

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ too ♥ has ■ play ☺ help

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	too	has	play	help
♥	has	play	help	too
■	are	wants	they	this

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ u	♥ g	■ i	☺ b
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

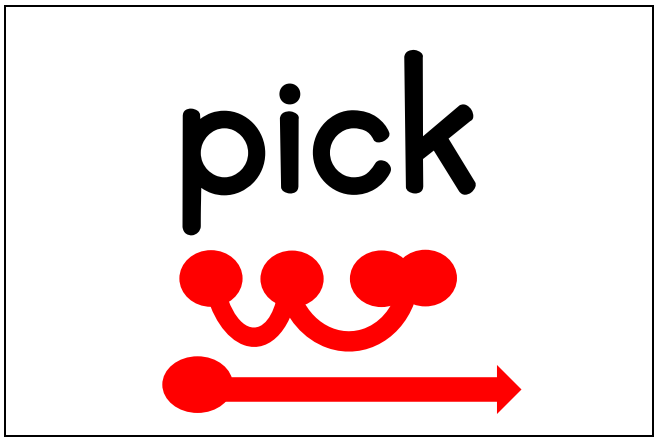
F *Sound-Spelling Review Part 2 (Individual Turns)*

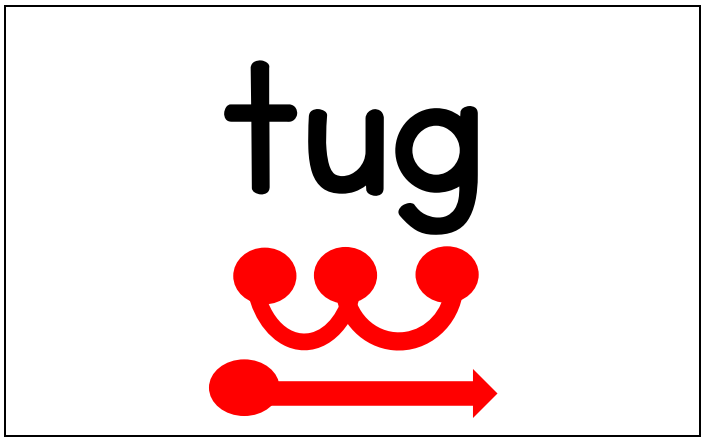
★	u	g	i	b
♥	_ck	n	f	p
■	x	t	h	o

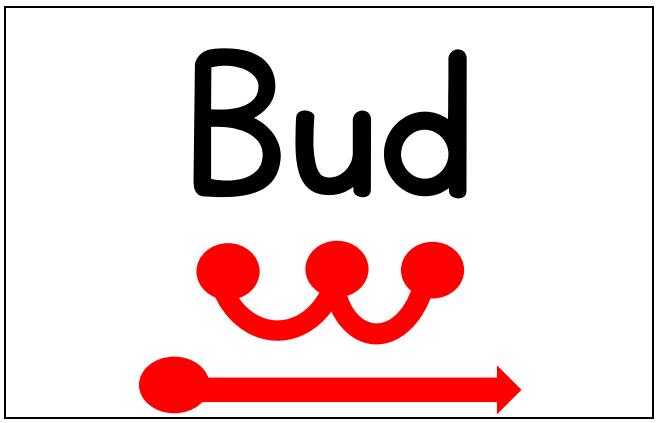
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

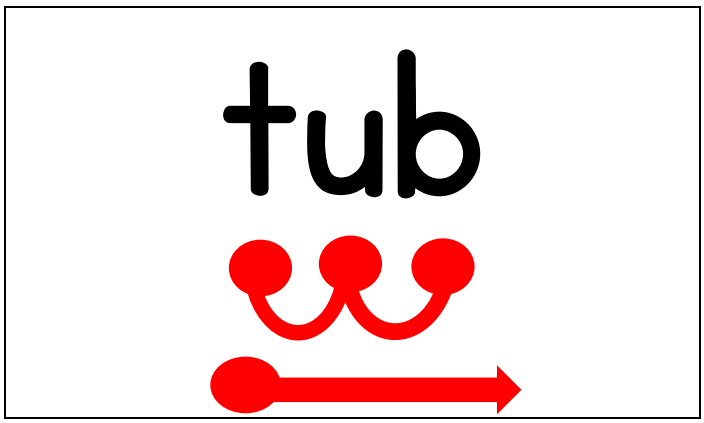
★ pick	♥ tug	■ Bud	☺ tub
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	pick	tug	Bud	tub
♥	up	Red	fun	cans

J *Sentence Reading: Accuracy and Comprehension*

★ I help Bud pick up the cans.

♥ The cans are in the tub.

■ Jax wants the cans. Red wants the cans, too.

☺ They tug at the tub.

▲ They have the cans. This is fun!

K

Sentence Reading: Fluency (Individual Turns)

We want to have fun.
Jax and Red want to play.
We can play with the can.
I kick the cans, and Jax and Red zip and zag.
They like to get the cans.
I am glad they are here with me.

I help Bud pick up the cans.
The cans are in the tub.
Jax wants the cans. Red wants the cans, too.
They tug at the tub.
They have the cans. This is fun!

L

Celebrate Success!

I am…



successful



smart



a hard worker



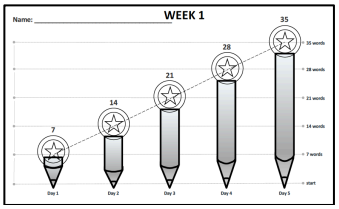
amazing



happy

because…

Graph Progress!



LESSON 38

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ has	♥ play	■ help	☺ too
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	has	play	help	too
♥	play	help	too	has
■	for	do	are	they

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ o	♥ u	■ a	☺ e
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

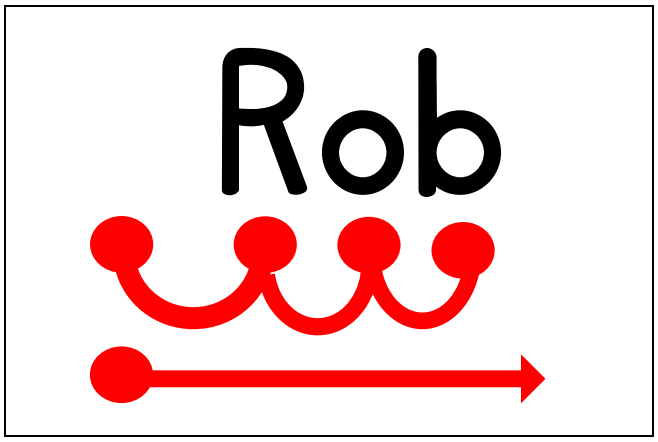
F *Sound-Spelling Review Part 2 (Individual Turns)*

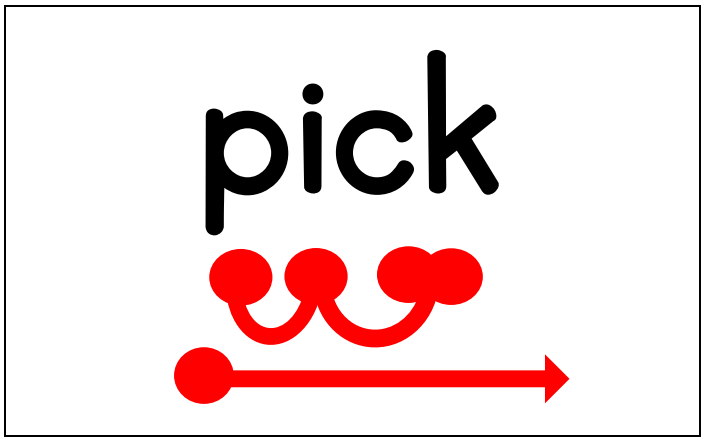
★	o	u	a	e
♥	R	d	c	B
■	i	b	t	_ck

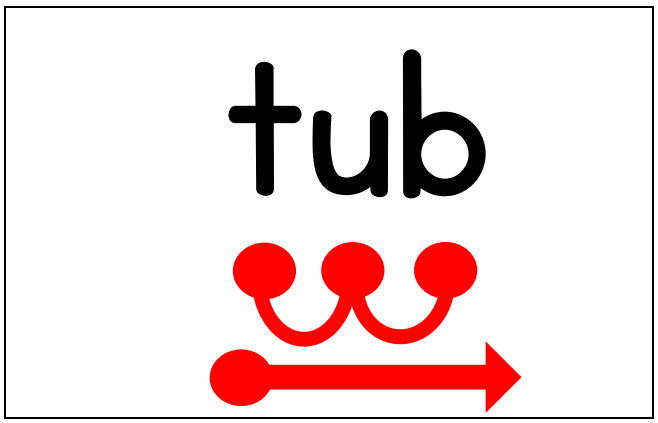
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

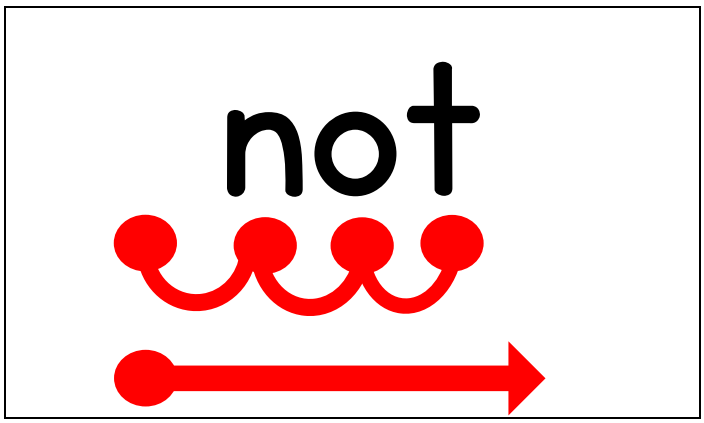
★ Rob	♥ pick	■ tub	☺ not
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	Rob	pick	tub	not
♥	get	sad	got	Bud

J

Sentence Reading: Accuracy and Comprehension

★ Rob helps Bud pick up the cans.

♥ I help Bud, too.

■ The cans are in the tub.

☺ Bud got a lid for the tub.

▲ Jax and Red tug at the tub but do not get the cans.

● They are sad.

K

Sentence Reading: Fluency (Individual Turns)

We want to have fun.
Jax and Red want to play.
We can play with the can.
I kick the cans, and Jax and Red zip and zag.
They like to get the cans.
I am glad they are here with me.

I help Bud pick up the cans.
The cans are in the tub.
Jax wants the cans. Red wants the cans, too.
They tug at the tub.
They have the cans. This is fun!

Rob helps Bud pick up the cans.
I help Bud, too.
The cans are in the tub.
Bud got a lid for the tub.
Jax and Red tug at the tub but do not get the cans.
They are sad.

L

Celebrate Success!

I am…



successful



smart



a hard worker



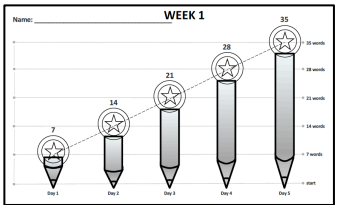
amazing



happy

because…

Graph Progress!



LESSON 39

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ help ♥ has ■ too ☺ play

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	help	has	too	play
♥	too	help	play	has
■	want	they	have	with

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ J	♥ g	■ l	☺ e
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

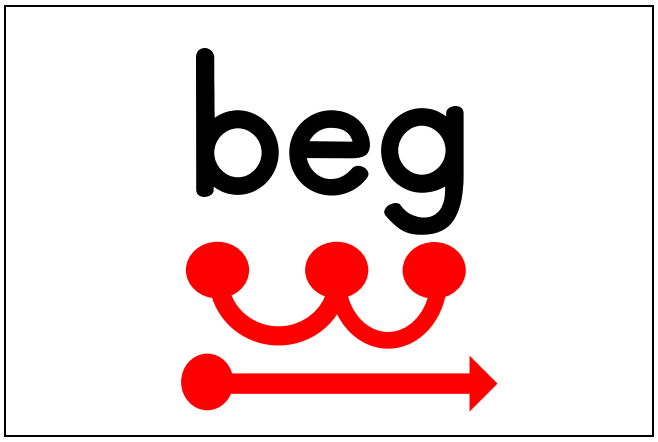
F *Sound-Spelling Review Part 2 (Individual Turns)*

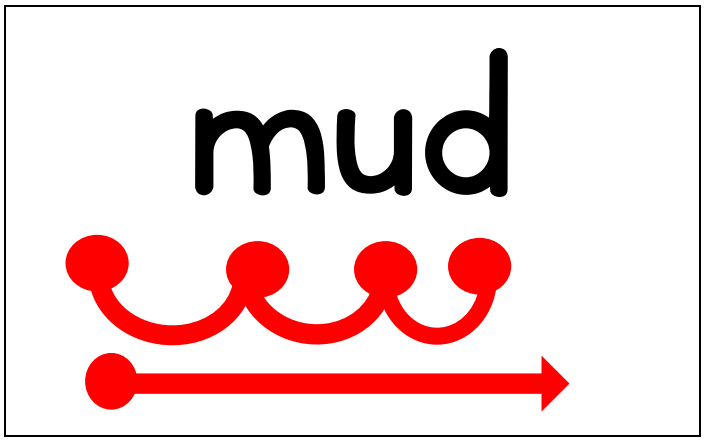
★	J	g	l	e
♥	qu_	u	y	_ck
■	z	k	i	d

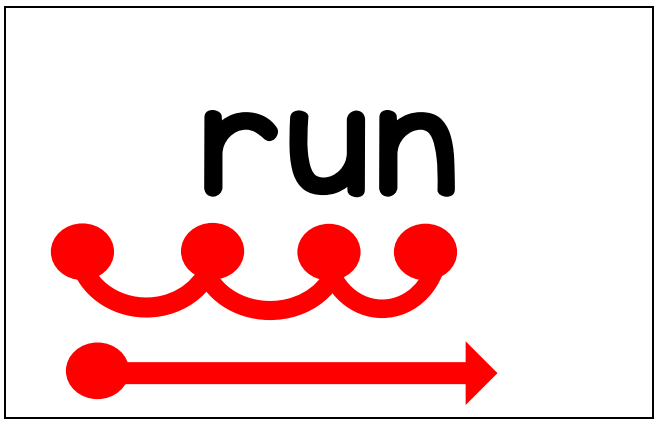
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

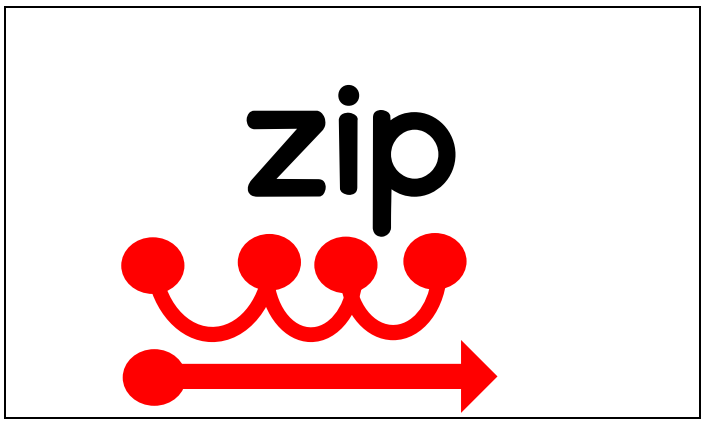
beg	mud	run	zip

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	beg	mud	run	zip
♥	get	yip	tub	kick

J

Sentence Reading: Accuracy and Comprehension

★ Jax and Red want to get the cans and play.

♥ They beg and yip at the tub, and they do not quit.

■ Rob helps Jax and Red. He gets the lid and sets it on the mud.

☺ Rob kicks the cans. Jax and Red run and zip.

▲ They kick the cans too.

● They have fun with Rob's help.

K

Sentence Reading: Fluency (Individual Turns)

We want to have fun.
Jax and Red want to play.
We can play with the can.
I kick the cans, and Jax and Red zip and zag.
They like to get the cans.
I am glad they are here with me.

I help Bud pick up the cans.
The cans are in the tub.
Jax wants the cans. Red wants the cans, too.
They tug at the tub.
They have the cans. This is fun!

Rob helps Bud pick up the cans.
I help Bud, too.
The cans are in the tub.
Bud got a lid for the tub.
Jax and Red tug at the tub but do not get the cans.
They are sad.

Jax and Red want to get the cans and play.
They beg and yip at the tub, and they do not quit.
Rob helps Jax and Red. He gets the lid and sets it on the mud.
Rob kicks the cans. Jax and Red run and zip.
They kick the cans too.
They have fun with Rob's help.

L

Celebrate Success!

I am…



successful



smart



a hard worker



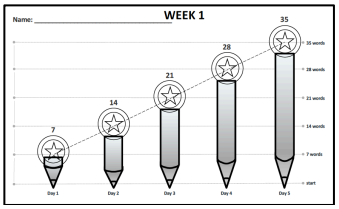
amazing



happy

because…

Graph Progress!



LESSON 40

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ play ♥ help ■ has ☺ too

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	play	help	has	too
♥	help	too	play	has
■	here	are	do	have

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ u	♥ e	■ a	☺ i
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

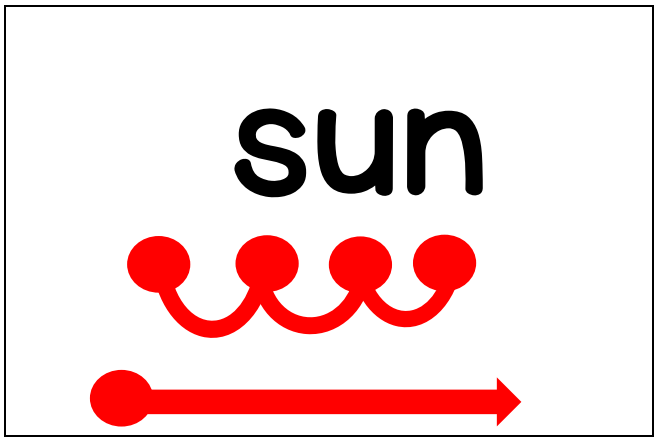
F *Sound-Spelling Review Part 2 (Individual Turns)*

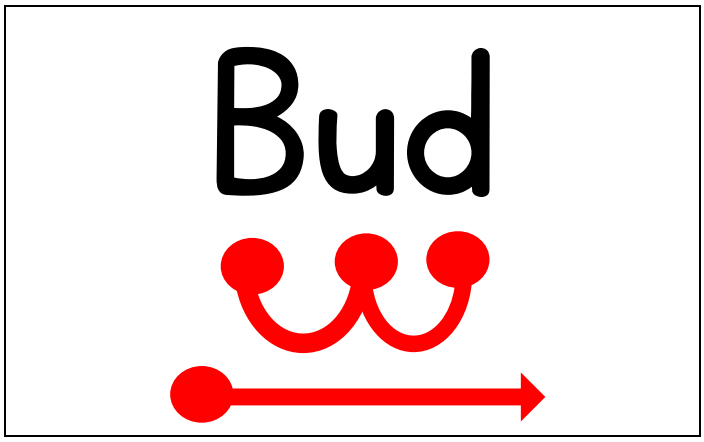
★	u	e	a	i
♥	j	d	c	n
■	s	B	x	g

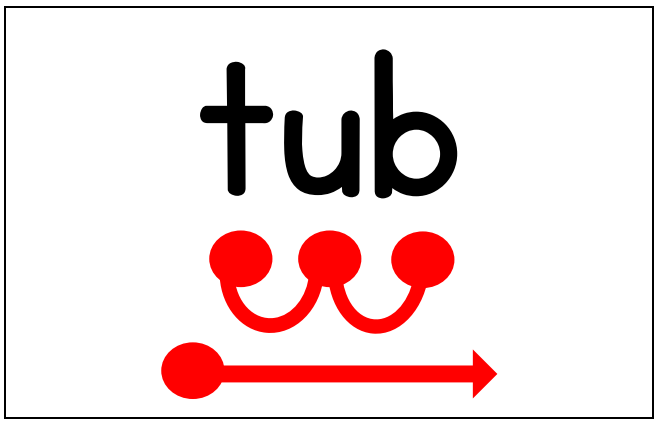
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

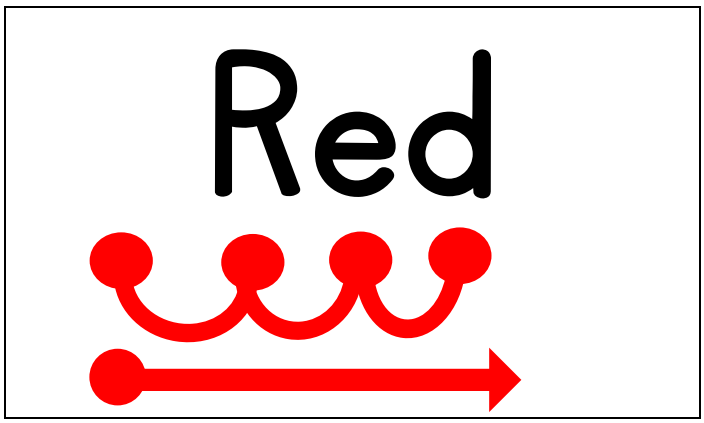
★ sun	♥ Bud	■ tub	☺ Red
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	sun	Bud	tub	Red
♥	cans	run	get	fun

J

Sentence Reading: Accuracy and Comprehension

★ Here are the cans! They are in the sun!

♥ Bud likes to have help to get the cans in the tub.

■ Do Jax and Red help?

☺ Jax and Red just run and have fun with the cans.

▲ I help Bud get the cans.

● Bud likes my help, too.

K

Sentence Reading: Fluency (Individual Turns)

We want to have fun.
Jax and Red want to play.
We can play with the can.
I kick the cans, and Jax and Red zip and zag.
They like to get the cans.
I am glad they are here with me.

I help Bud pick up the cans.
The cans are in the tub.
Jax wants the cans. Red wants the cans, too.
They tug at the tub.
They have the cans. This is fun!

Rob helps Bud pick up the cans.
I help Bud, too.
The cans are in the tub.
Bud got a lid for the tub.
Jax and Red tug at the tub but do not get the cans.
They are sad.

Jax and Red want to get the cans and play.
They beg and yip at the tub, and they do not quit.
Rob helps Jax and Red. He gets the lid and sets it on the mud.
Rob kicks the cans. Jax and Red run and zip.
They kick the cans too.
They have fun with Rob's help.

Here are the cans! They are in the sun!
Bud likes to have help to get the cans in the tub.
Do Jax and Red help?
Jax and Red just run and have fun with the cans.
I help Bud get the cans.
Bud likes my help, too.

Celebrate Success!

I am...



successful



smart



a hard worker



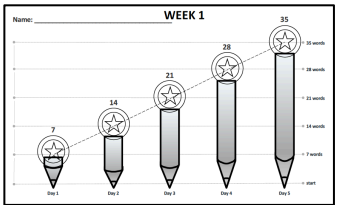
amazing



happy

because...

Graph Progress!



LESSON 41

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★	♥	■	☺
where	look	good	who
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	where	look	good	who
♥	good	where	who	look
■	little	for	likes	he

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ e	♥ i	■ a	☺ u
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

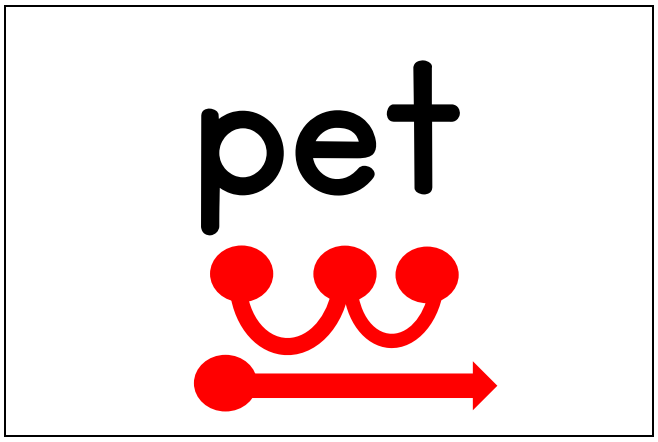
F *Sound-Spelling Review Part 2 (Individual Turns)*

★	e	i	a	u
♥	g	p	l	f
■	h	S	r	g

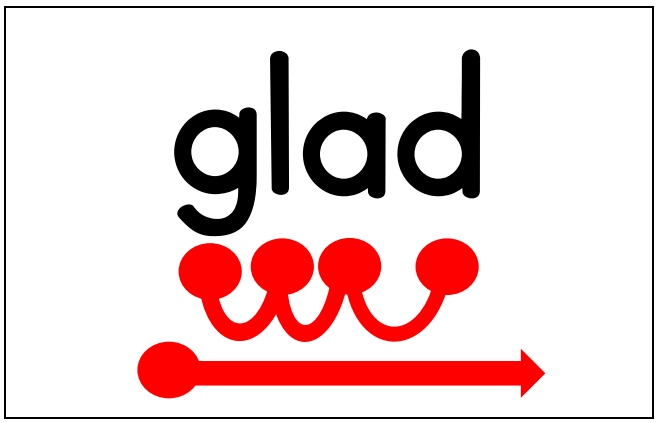
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

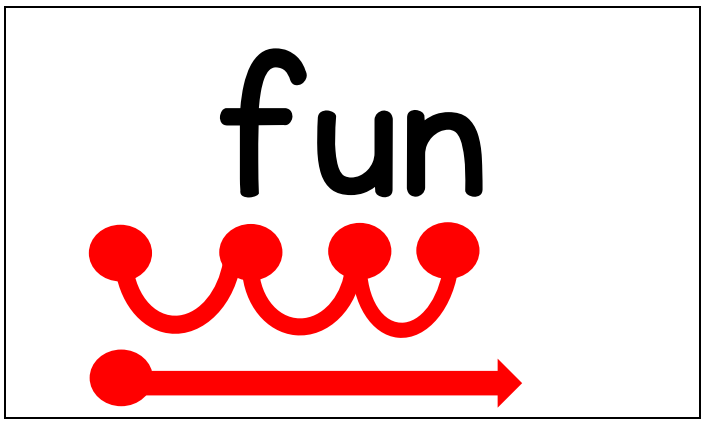
★ pet	♥ wig	■ glad	☺ fun
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	pet	wig	glad	fun
♥	hat	Sal	rat	got

J *Sentence Reading: Accuracy and Comprehension*

★ Look! I see the rat, Sal.

♥ He is my little pet.

■ I got a hat and wig for Sal.

☺ He likes the hat and wig. I am glad.

▲ Sal is fun! He is a good pet.

K

Sentence Reading: Fluency (Individual Turns)

Look! I see the rat, Sal.
He is my little pet.
I got a hat and wig for Sal.
He likes the hat and wig. I am glad.
Sal is fun! He is a good pet.

L

Celebrate Success!

I am…



successful



smart



a hard worker



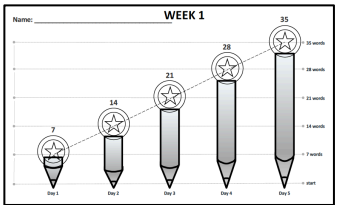
amazing



happy

because…

Graph Progress!



LESSON 42

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ good ♥ who ■ where ☺ look

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	good	who	where	look
♥	where	good	look	who
■	go	see	the	he

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
_ck	o	e	v

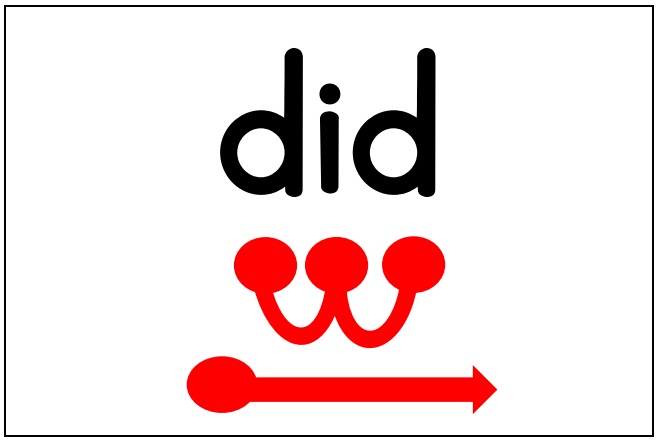
F *Sound-Spelling Review Part 2 (Individual Turns)*

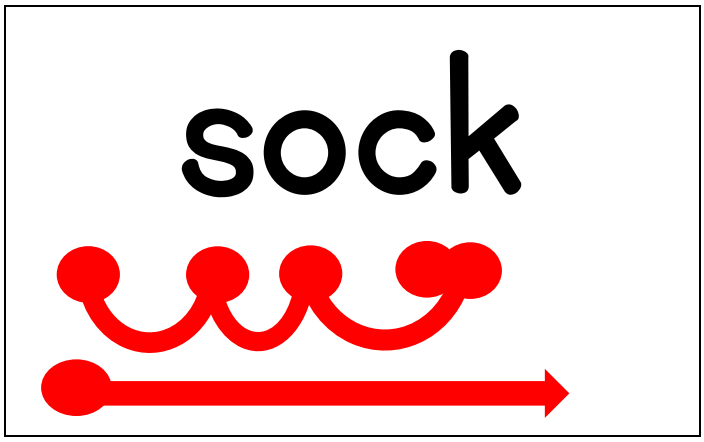
★	_ck	o	e	v
♥	d	p	n	i
■	h	d	l	a

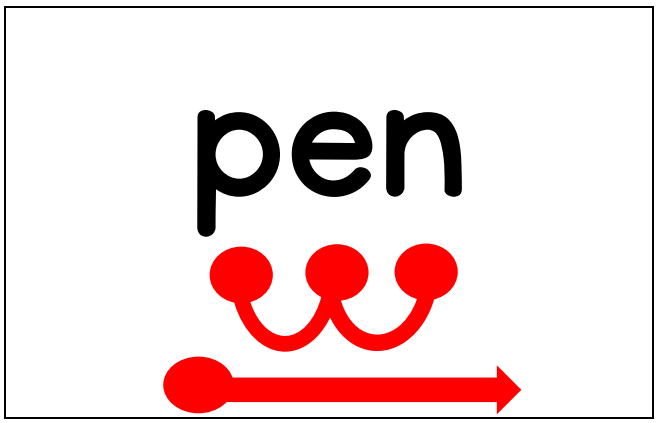
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

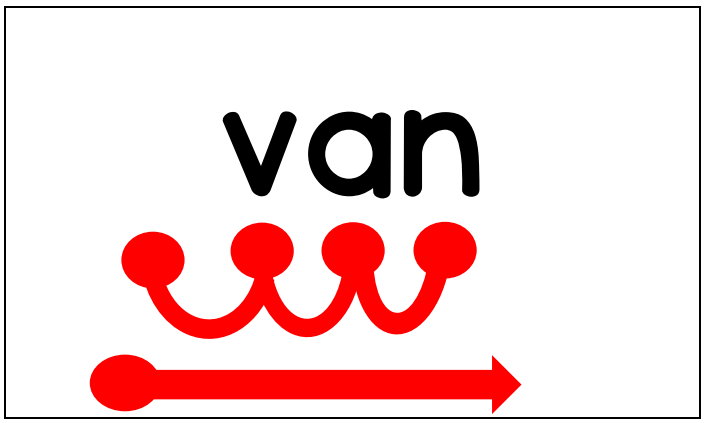
★ did	♥ sock	■ pen	☺ van
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	did	sock	pen	van
♥	Sal	hid	not	in

J

Sentence Reading: Accuracy and Comprehension

★ Where did Sal go?

♥ I look and look for Sal.

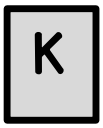
■ He is not in the pen.

☺ He is not in the van.

▲ Where did he go?

● Is he in the sock?

■ I see Sal! He hid in the sock!



Sentence Reading: Fluency (Individual Turns)

Look! I see the rat, Sal.
He is my little pet.
I got a hat and wig for Sal.
He likes the hat and wig. I am glad.
Sal is fun! He is a good pet.

Where did Sal go?
I look and look for Sal.
He is not in the pen.
He is not in the van.
Where did he go?
Is he in the sock?
I see Sal! He hid in the sock!

L

Celebrate Success!

I am…



successful



smart



a hard worker



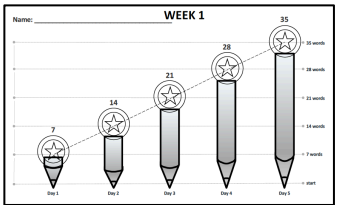
amazing



happy

because…

Graph Progress!



LESSON 43

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★look ♥where ■good ☺who

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	look	where	good	who
♥	where	who	look	good
■	want	you	said	they

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ b	♥ h	■ i	☺ _ck
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

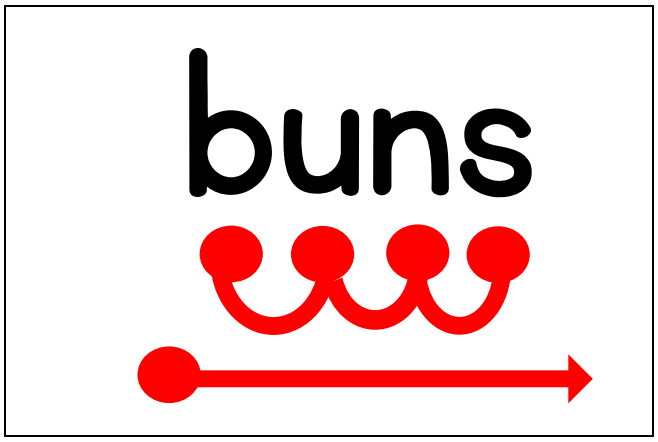
F *Sound-Spelling Review Part 2 (Individual Turns)*

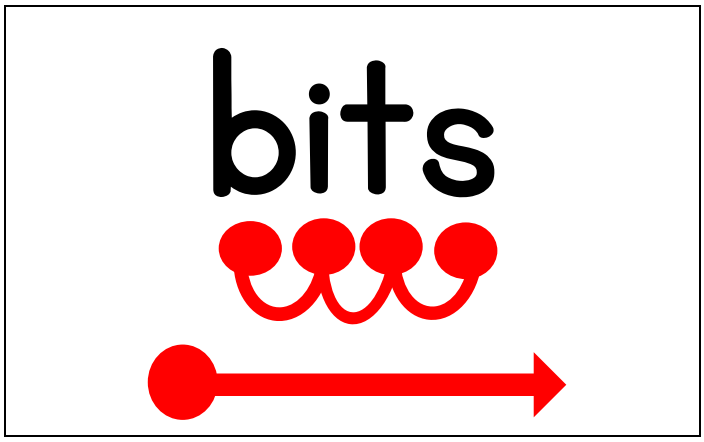
★	b	h	i	_ck
♥	p	u	c	n
■	s	l	n	t

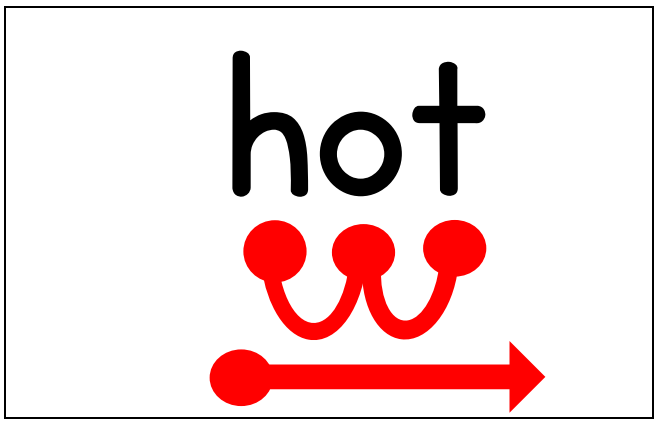
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

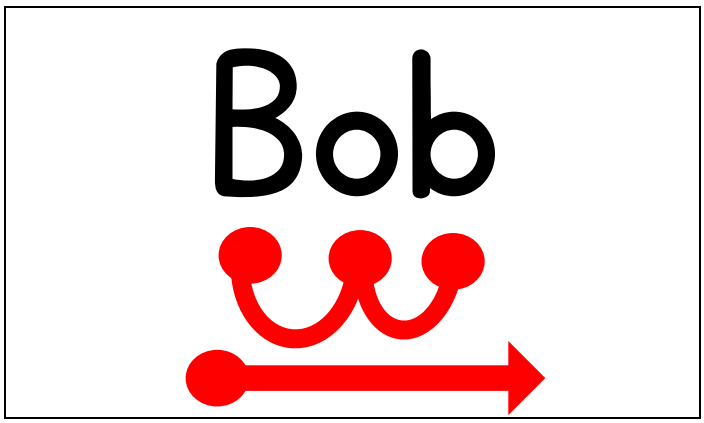
★ buns	♥ bits	■ hot	☺ Bob
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	buns	bits	hot	Bob
♥	Nick	cups	Sal	in

J

Sentence Reading: Accuracy and Comprehension

★ Who do you want to see?

♥ "I want to go see Bob and Nick," said Sal.

■ I see Bob and Nick!

☺ Do they have the good buns in the cups?

▲ Where are they?

● Look! I see hot buns in the cups.

■ Bob and Nick give Sal and I bits of the hot buns.

- They are good!

K

Sentence Reading: Fluency (Individual Turns)

Look! I see the rat, Sal.
He is my little pet.
I got a hat and wig for Sal.
He likes the hat and wig. I am glad.
Sal is fun! He is a good pet.

Where did Sal go?
I look and look for Sal.
He is not in the pen.
He is not in the van.
Where did he go?
Is he in the sock?
I see Sal! He hid in the sock!

Who do you want to see?
"I want to go see Bob and Nick," said Sal.
I see Bob and Nick!
Do they have the good buns in the cups?
Where are they?
Look! I see hot buns in the cups.
Bob and Nick give Sal and I bits of hot buns.
They are good!

L

Celebrate Success!

I am…



successful



smart



a hard worker



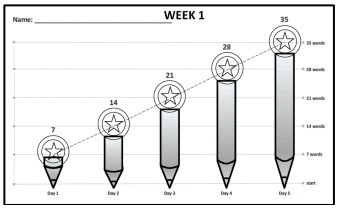
amazing



happy

because…

Graph Progress!



LESSON 44

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ good ♥ who ■ look ☺ where

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	good	who	look	where
♥	look	where	who	good
■	wants	do	with	are

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ u	♥ _ck	■ z	☺ p
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

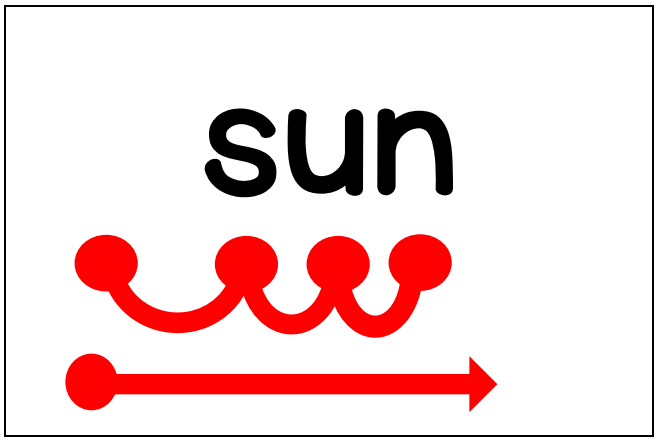
F *Sound-Spelling Review Part 2 (Individual Turns)*

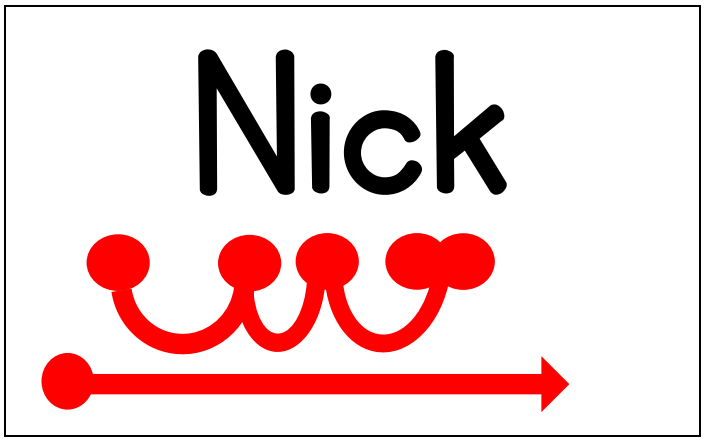
★	u	_ck	z	p
♥	i	e	g	z
■	a	f	x	R

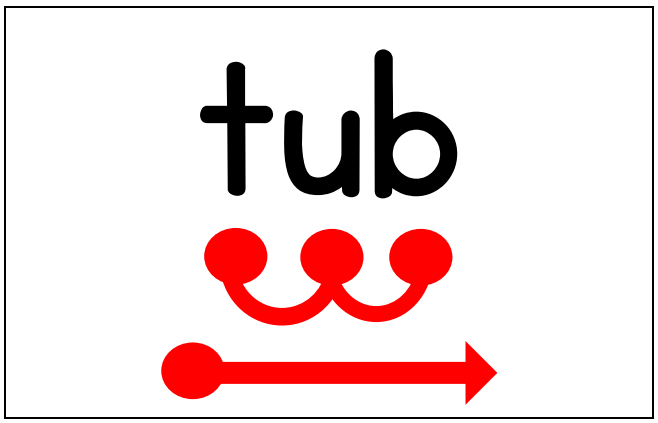
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

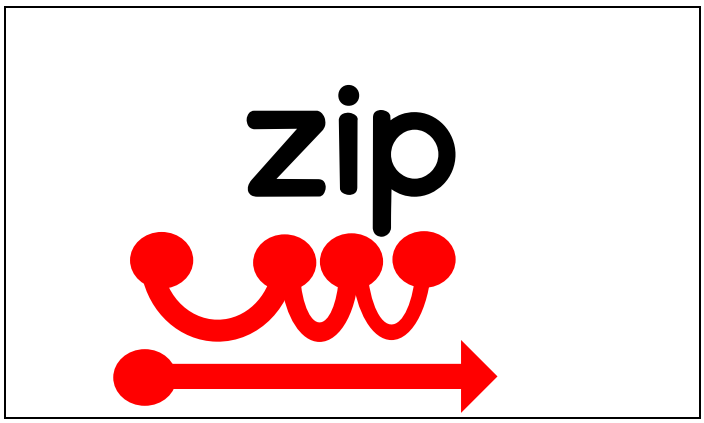
★ sun	♥ Nick	■ tub	☺ zip
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	sun	Nick	tub	zip
♥	zag	fun	Red	Jax

J

Sentence Reading: Accuracy and Comprehension

★ Sal wants to play in the sun.

♥ "Who do you want to play with, Sal?" said Nick.

■ Sal said, "I want to play with Red and Jax."

☺ "Where are they?"

▲ "Look! They are at the tub," said Nick.

● Sal can zip and zag with Red and Jax!

■ It is fun to play in the sun!

K

Sentence Reading: Fluency (Individual Turns)

Look! I see the rat, Sal.
He is my little pet.
I got a hat and wig for Sal.
He likes the hat and wig. I am glad.
Sal is fun! He is a good pet.

Where did Sal go?
I look and look for Sal.
He is not in the pen.
He is not in the van.
Where did he go?
Is he in the sock?
I see Sal! He hid in the sock!

Who do you want to see?
"I want to go see Bob and Nick," said Sal.
I see Bob and Nick!
Do they have the good buns in the cups?
Where are they?
Look! I see hot buns in the cups.
Bob and Nick give Sal and I bits of hot buns.
They are good!

Sal wants to play in the sun.
"Who do you want to play with, Sal?" said Nick.
Sal said, "I want to play with Red and Jax."
"Where are they?"
"Look! They are at the tub," said Nick.
Sal can zip and zag with Red and Jax!
It is fun to play in the sun!

L

Celebrate Success!

I am…



successful



smart



a hard worker



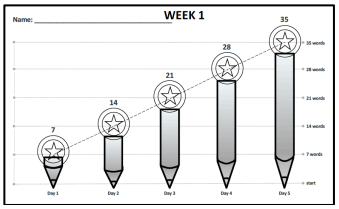
amazing



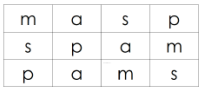
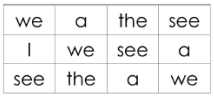
happy

because…

Graph Progress!



LESSON 45

I can  and   and  .

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★look ♥good ■ who ☺where

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	look	good	who	where
♥	who	look	where	good
■	they	go	with	said

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ y	♥ e	■ o	☺ m
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

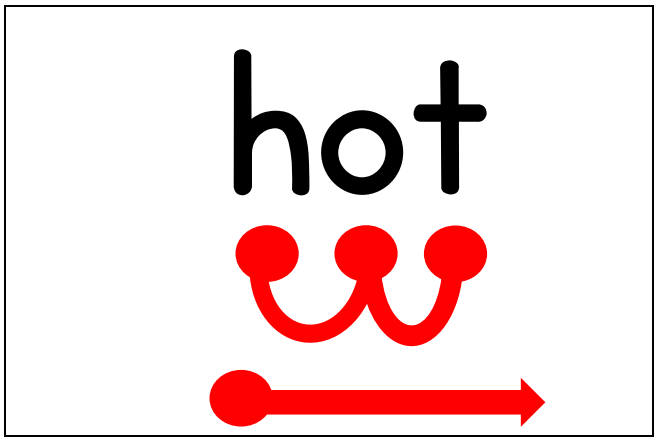
F *Sound-Spelling Review Part 2 (Individual Turns)*

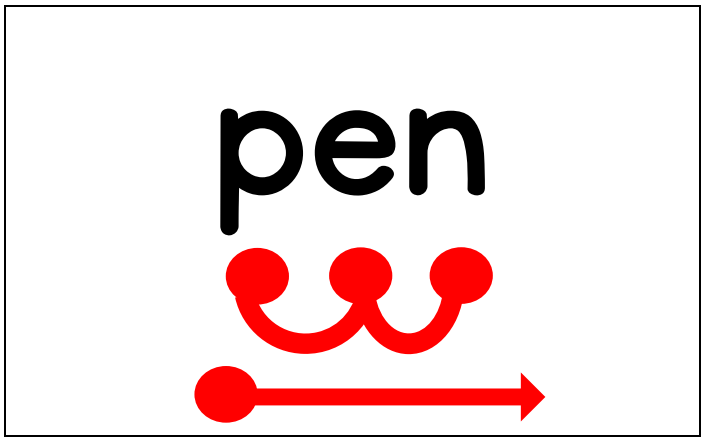
★	y	e	o	m
♥	d	u	n	r
■	b	s	h	p

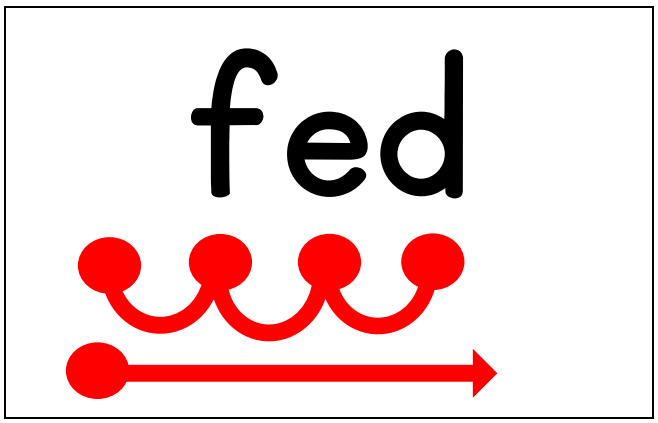
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

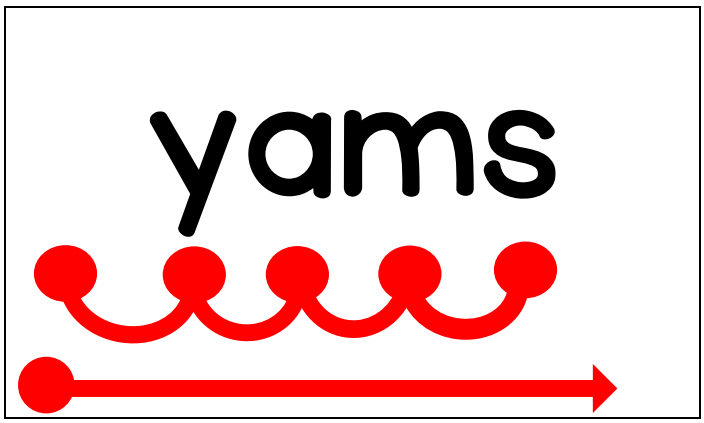
★ hot	♥ pen	■ fed	☺ yams
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	hot	pen	fed	yams
♥	ribs	mud	sun	not

J

Sentence Reading: Accuracy and Comprehension

★ Sal, Red and Jax are hot in the sun.

♥ Where can they go?

■ Look! The pen is not in the sun.

☺ They go to the pen and sit in the mud.

▲ It is good here!

● Nick fed Sal, Red and Jax a bit of yams and ribs. Yum!

■ "It is fun with Red and Jax," said Sal.

K

Sentence Reading: Fluency (Individual Turns)

Look! I see the rat, Sal.
He is my little pet.
I got a hat and wig for Sal.
He likes the hat and wig. I am glad.
Sal is fun! He is a good pet.

Where did Sal go?
I look and look for Sal.
He is not in the pen.
He is not in the van.
Where did he go?
Is he in the sock?
I see Sal! He hid in the sock!

Who do you want to see?
"I want to go see Bob and Nick," said Sal.
I see Bob and Nick!
Do they have the good buns in the cups?
Where are they?
Look! I see hot buns in the cups.
Bob and Nick give Sal and I bits of hot buns.
They are good!

Sal wants to play in the sun.
"Who do you want to play with, Sal?" said Nick.
Sal said, "I want to play with Red and Jax."
"Where are they?"
"Look! They are at the tub," said Nick.
Sal can zip and zag with Red and Jax!
It is fun to play in the sun!

Sal, Red and Jax are hot in the sun.
Where can they go?
Look! The pen is not in the sun.
They go to the pen and sit in the mud.
It is good here!
Nick fed Sal, Red and Jax a bit of yams and ribs. Yum!
"It is fun with Red and Jax," said Sal.

Celebrate Success!

I am…



successful



smart



a hard worker



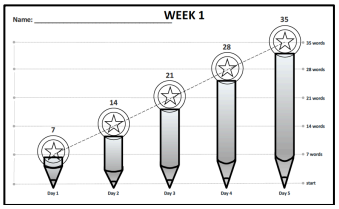
amazing



happy

because…

Graph Progress!



LESSON 46

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★come ♥does ■where ☺wants

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	come	does	where	wants
♥	does	do	come	you
■	we	here	was	who

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ o	♥ t	■ p	☺ k
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

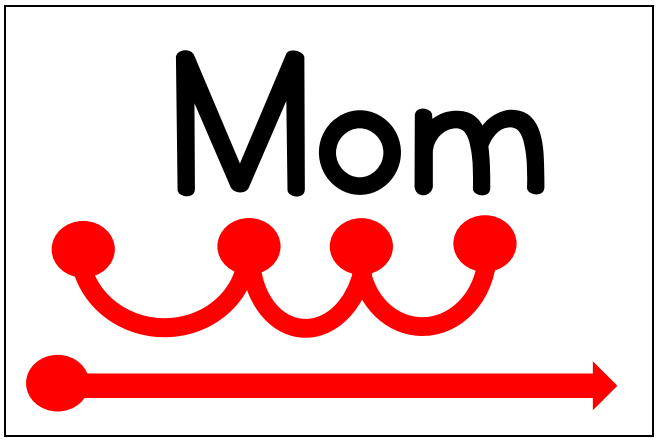
F *Sound-Spelling Review Part 2 (Individual Turns)*

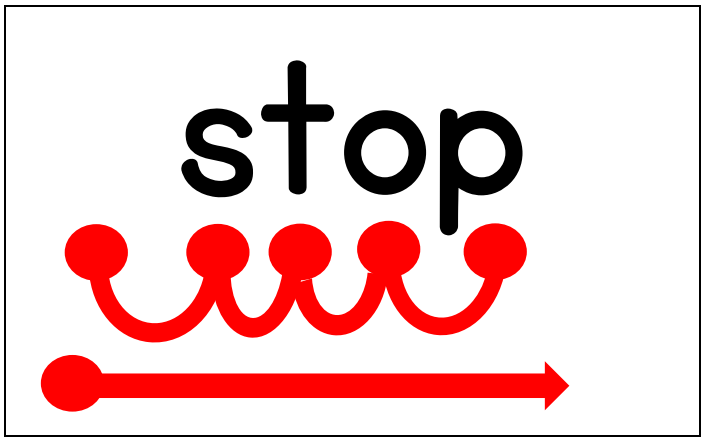
★	o	t	p	k
♥	i	w	g	e
■	r	s	m	u

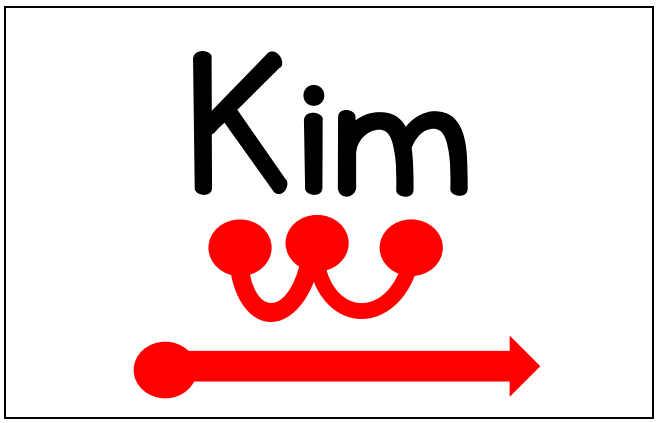
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

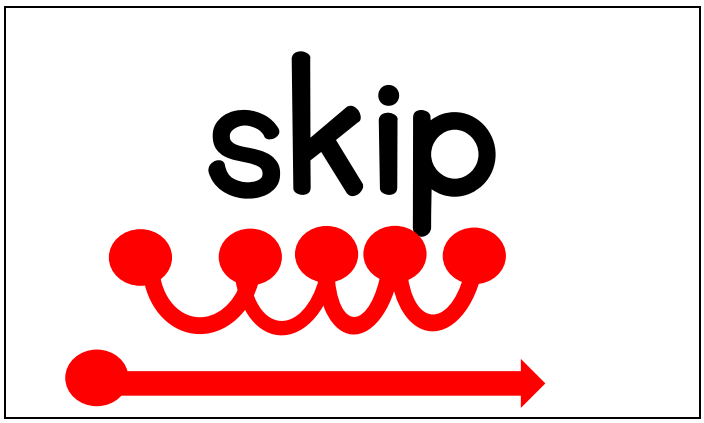
★Mom	♥stop	■ Kim	☺ skip
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	Mom	stop	Kim	skip
♥	wet	sun	rag	wet

J *Sentence Reading: Accuracy and Comprehension*

★ "Jax is wet. Who wants to help with Jax?" said Mom.

♥ "Do you want to come with me to help Mom?" said Kim.

■ "I want to skip in the sun, but I can stop and come help Mom, too," said Kip.

☺ "Here is a rag," said Mom.

▲ Kim and Kip got the rag for Jax.

● We can hug Jax and not get wet!

■ Mom was glad for the help.

"Jax is wet. Who wants to help with Jax?" said Mom.
"Do you want to come with me to help Mom?" said Kim.
"I want to skip in the sun, but I can stop and come help Mom, too," said Kip.
"Here is a rag," said Mom.
Kim and Kip got the rag for Jax.
We can hug Jax and not get wet!
Mom was glad for the help.

L

Celebrate Success!

I am…



successful



smart



a hard worker



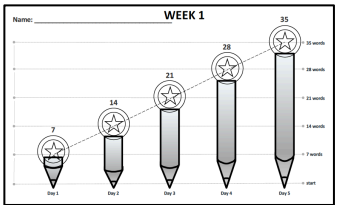
amazing



happy

because…

Graph Progress!



LESSON 47

I can  and  and

m	a	s	p
s	p	a	m
p	a	m	s

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★ does ♥ come ■ have ☺ want

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	does	come	have	want
♥	come	with	does	they
■	was	the	want	said

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
qu_	e	t	_ck
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

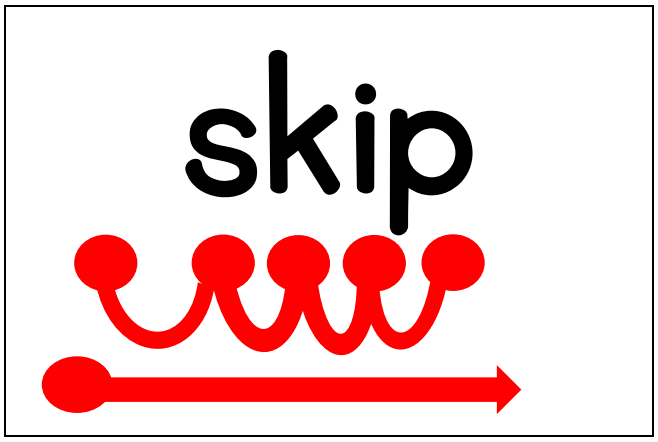
F *Sound-Spelling Review Part 2 (Individual Turns)*

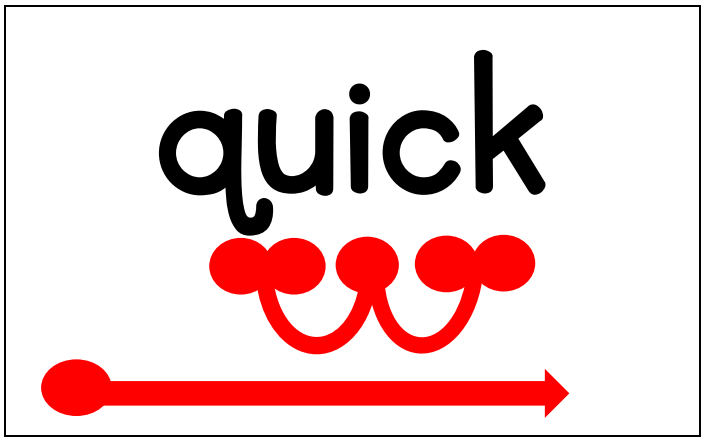
★	qu_	e	t	_ck
♥	p	i	K	s
■	w	u	b	g

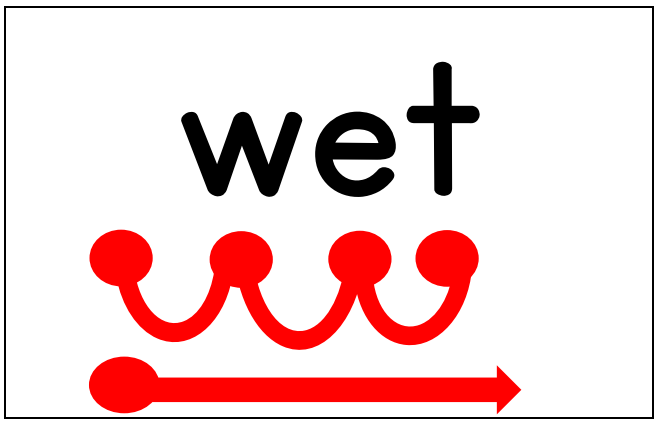
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

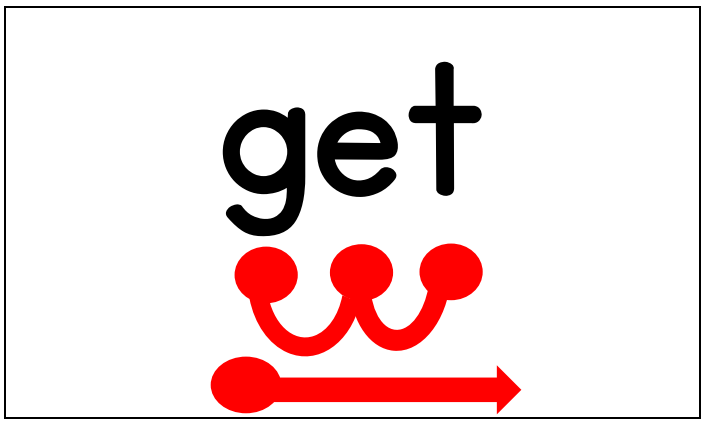
★skip	♥quick	■ wet	☺ get
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I *Regular Word Reading (Individual Turns)*

★	skip	quick	wet	get
♥	sun	Kip	hop	tub

J *Sentence Reading: Accuracy and Comprehension*

★ Kip wants to skip in the sun and have fun.

♥ Does Kim want to come and skip in the sun with Kip?

■ Yes, but Kim wants to hop too.

☺ Kim and Kip hop and skip in the sun.

▲ They are quick.

● "I am hot! I want to get wet," said Kip.

■ Kip and Kim get wet in the tub.

– It was fun in the sun!

"Jax is wet. Who wants to help with Jax?" said Mom.
"Do you want to come with me to help Mom?" said Kim.
"I want to skip in the sun, but I can stop and come help Mom, too," said Kip.
"Here is a rag," said Mom.
Kim and Kip got the rag for Jax.
We can hug Jax and not get wet!
Mom was glad for the help.

Kip wants to skip in the sun and have fun.
Does Kim want to come and skip in the sun with Kip?
Yes, but Kim wants to hop too.
Kim and Kip hop and skip in the sun.
They are quick.
"I am hot! I want to get wet," said Kip.
Kip and Kim get wet in the tub.
It was fun in the sun!

L

Celebrate Success!

I am…



successful



smart



a hard worker



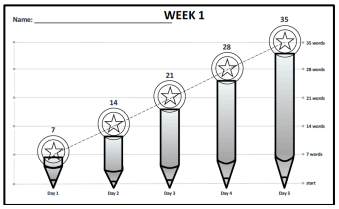
amazing



happy

because…

Graph Progress!



LESSON 48

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★come ♥does ■ said ☺have

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	come	does	said	have
♥	does	with	come	we
■	has	are	good	said

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★	♥	■	☺
j	qu_	l	i
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

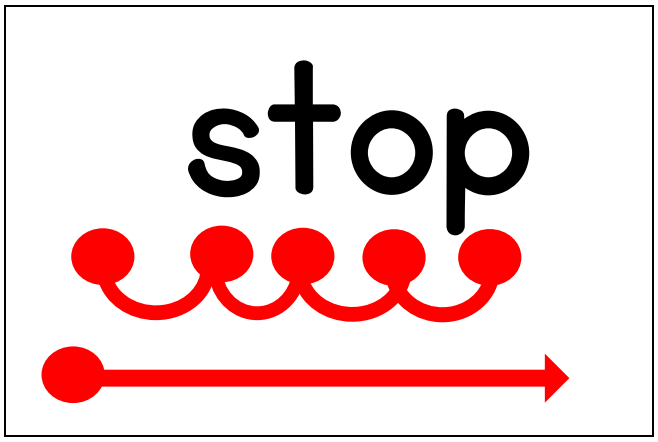
F *Sound-Spelling Review Part 2 (Individual Turns)*

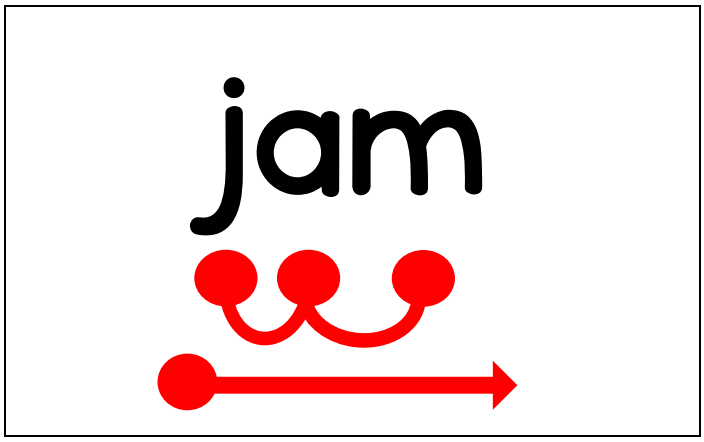
★	j	qu_	l	i
♥	_ck	d	o	m
■	r	g	K	b

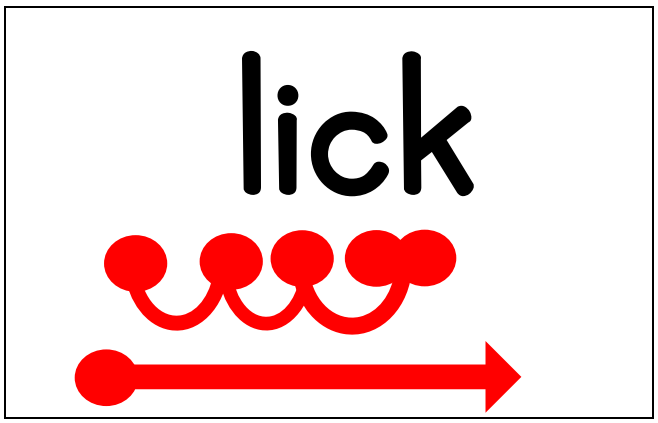
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

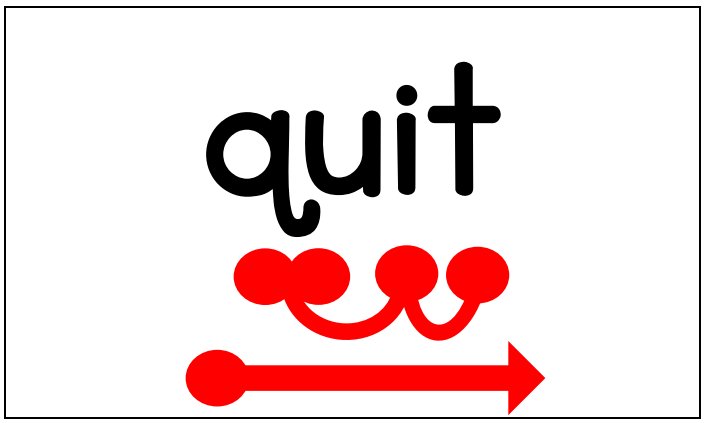
★stop	♥ jam	■ lick	☺quit
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	stop	jam	lick	quit
♥	rag	Kim	dots	bun

J

Sentence Reading: Accuracy and Comprehension

★ "We have to stop and go to Mom," said Kim.

♥ "Do you want a bun with jam?" said Mom.

■ "Yum! Yes, we want buns with jam," said Kip and Kim.

☺ Kip and Kim lick the dots of jam on the buns.

▲ Mom has a rag for Kim and Kip.

● They do not want to quit.

■ The buns with the jam are good!

"Jax is wet. Who wants to help with Jax?" said Mom.
"Do you want to come with me to help Mom?" said Kim.
"I want to skip in the sun, but I can stop and come help Mom, too," said Kip.
"Here is a rag," said Mom.
Kim and Kip got the rag for Jax.
We can hug Jax and not get wet!
Mom was glad for the help.

Kip wants to skip in the sun and have fun.
Does Kim want to come and skip in the sun with Kip?
Yes, but Kim wants to hop too.
Kim and Kip hop and skip in the sun.
They are quick.
"I am hot! I want to get wet," said Kip.
Kip and Kim get wet in the tub.
It was fun in the sun!

"We have to stop and go to Mom," said Kim.
"Do you want a bun with jam?" said Mom.
"Yum! Yes, we want buns with jam," said Kip and Kim.
Kip and Kim lick the dots of jam on the buns.
Mom has a rag for Kim and Kip.
They do not want to quit.
The buns with the jam are good!

L

Celebrate Success!

I am…



successful



smart



a hard worker



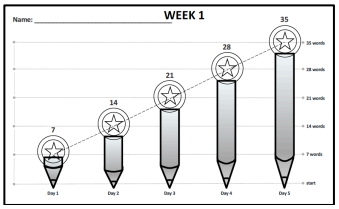
amazing



happy

because…

Graph Progress!



LESSON 49

I can  and 

m	a	s	p
s	p	a	m
p	a	m	s

and

we	a	the	see
I	we	see	a
see	the	a	we

.

read write sounds words

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★does ♥come ■with ☺want

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

★ ♥ ■ ☺

B

Irregular Word Reading Part 2 (Individual Turns)

★	does	come	with	want
♥	likes	does	where	come
■	who	helps	are	you

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ o	♥ a	■ i	☺ t
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

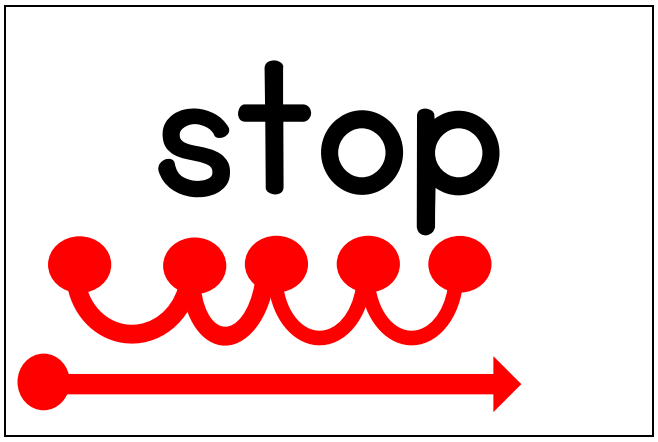
F *Sound-Spelling Review Part 2 (Individual Turns)*

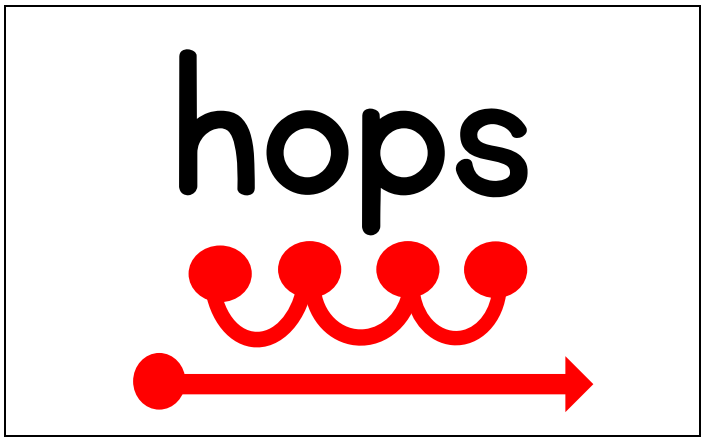
★	o	a	i	t
♥	j	m	b	s
■	r	g	p	u

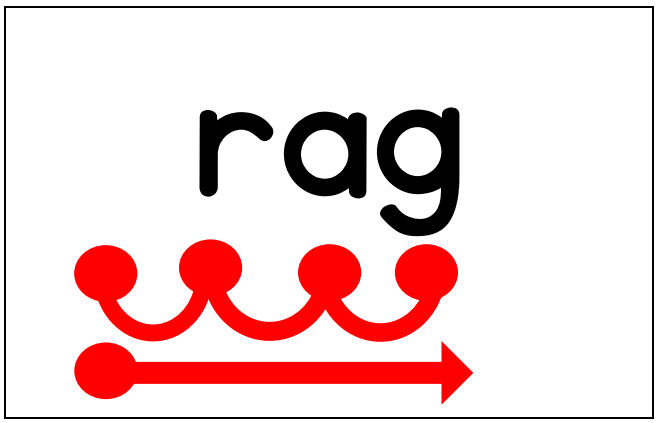
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

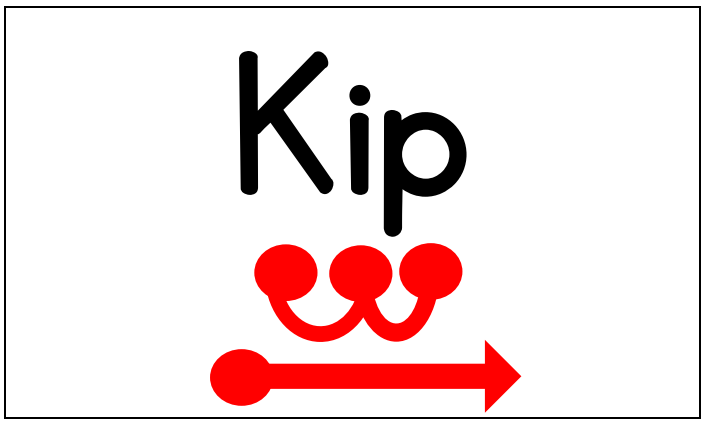
★stop	♥hops	■ rag	☺ Kip
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

Regular Word Reading (Individual Turns)

★	stop	hops	rag	Kip
♥	tub	jam	Jax	bits

J

Sentence Reading: Accuracy and Comprehension

★ Kim fed Jax bits of bun with jam.

♥ Jax does not want to stop. He likes the jam!

■ "Jax, where are you? Come play with me," said Kip.

☺ Jax ran to Kip. He wants to play.

▲ Jax hops in the tub and gets wet!

● Kip hops in the tub, too!

■ "Jax and Kip are wet. Who wants to help me?" said Mom.

– Kim got the rag and helps Mom.

"Jax is wet. Who wants to help with Jax?" said Mom.
"Do you want to come with me to help Mom?" said Kim.
"I want to skip in the sun, but I can stop and come help Mom, too," said Kip.
"Here is a rag," said Mom.
Kim and Kip got the rag for Jax.
We can hug Jax and not get wet!
Mom was glad for the help.

Kip wants to skip in the sun and have fun.
Does Kim want to come and skip in the sun with Kip?
Yes, but Kim wants to hop too.
Kim and Kip hop and skip in the sun.
They are quick.
"I am hot! I want to get wet," said Kip.
Kip and Kim get wet in the tub.
It was fun in the sun!

"We have to stop and go to Mom," said Kim.
"Do you want a bun with jam?" said Mom.
"Yum! Yes, we want buns with jam," said Kip and Kim.
Kip and Kim lick the dots of jam on the buns.
Mom has a rag for Kim and Kip.
They do not want to quit.
The buns with the jam are good!

Kim fed Jax bits of bun with jam.
Jax does not want to stop. He likes the jam!
"Jax, where are you? Come play with me," said Kip.
Jax ran to Kip. He wants to play.
Jax hops in the tub and gets wet!
Kip hops in the tub, too!
"Jax and Kip are wet. Who wants to help me?" said Mom.
Kim got the rag and helps Mom.

L

Celebrate Success!

I am…



successful



smart



a hard worker



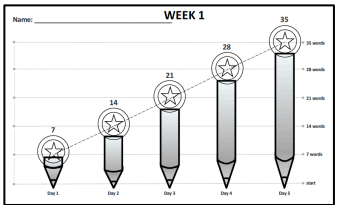
amazing



happy

because…

Graph Progress!



LESSON 50

I can  read and  write

m	a	s	p
s	p	a	m
p	a	m	s

sounds and

we	a	the	see
I	we	see	a
see	the	a	we

words .

A

Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It

★come ♥does ■here ☺they

B

Irregular Word Reading Part 2 (Individual Turns)

★	come	does	here	they
♥	does	said	come	with
■	was	good	she	do

C *Phonemic Awareness*



D *Sound-Spelling Card Introduction and Practice*



E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

★ u	♥ w	■ _ck	☺ g
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

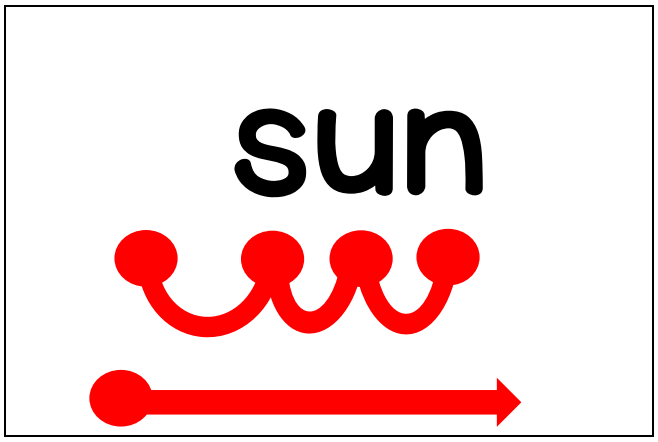
F *Sound-Spelling Review Part 2 (Individual Turns)*

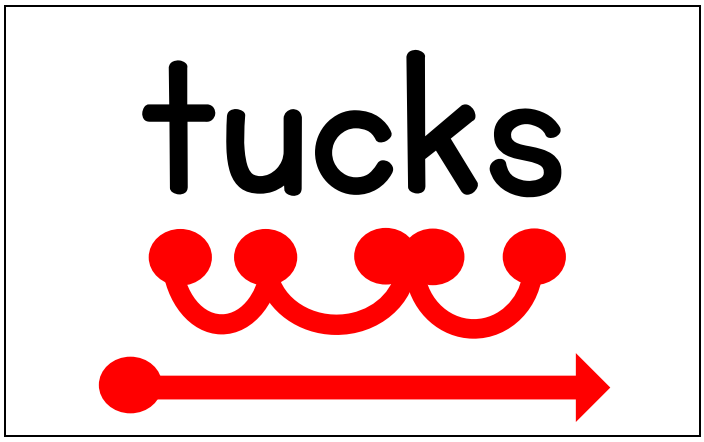
★	u	w	_ck	g
♥	e	d	f	b
■	f	n	t	l

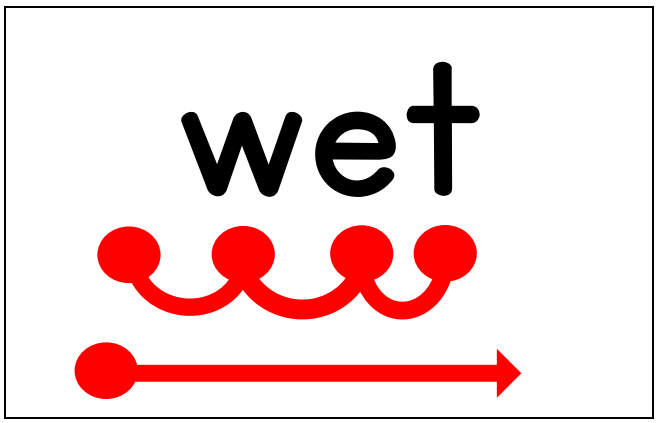
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

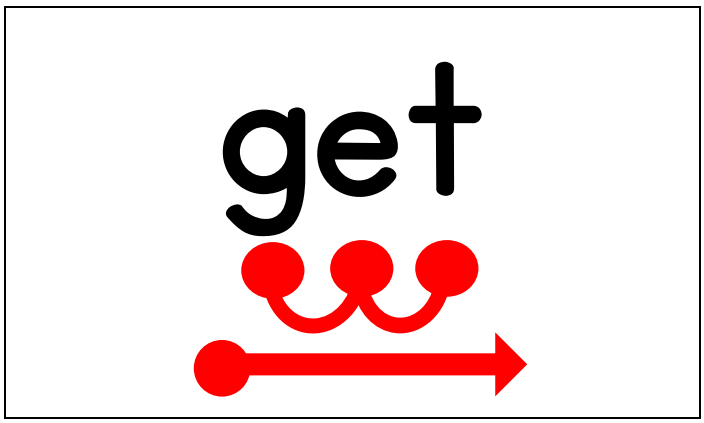
★ sun	♥ tucks	■ wet	☺ get
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

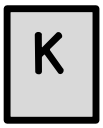
Regular Word Reading (Individual Turns)

★	sun	tucks	wet	get
♥	bed	fun	led	tub

J

Sentence Reading: Accuracy and Comprehension

★ Mom said, "Come here with me, Kim and Kip."
♥ They do not want to go to bed.
■ Mom led Kim and Kip to go to bed.
☺ She tucks Kim in bed.
▲ She tucks Kip in bed.
● It was fun to skip and hop.
■ It was fun to get wet in the tub.
- It was good to have buns with jam.
$ It was fun to play with Jax.
* It was a fun day in the sun!



Sentence Reading: Fluency (Individual Turns)

"Jax is wet. Who wants to help with Jax?" said Mom.
"Do you want to come with me to help Mom?" said Kim.
"I want to skip in the sun, but I can stop and come help Mom, too," said Kip.
"Here is a rag," said Mom.
Kim and Kip got the rag for Jax.
We can hug Jax and not get wet!
Mom was glad for the help.

Kip wants to skip in the sun and have fun.
Does Kim want to come and skip in the sun with Kip?
Yes, but Kim wants to hop too.
Kim and Kip hop and skip in the sun.
They are quick.
"I am hot! I want to get wet," said Kip.
Kip and Kim get wet in the tub.
It was fun in the sun!

"We have to stop and go to Mom," said Kim.
"Do you want a bun with jam?" said Mom.
"Yum! Yes, we want buns with jam," said Kip and Kim.
Kip and Kim lick the dots of jam on the buns.
Mom has a rag for Kim and Kip.
They do not want to quit.
The buns with the jam are good!

Kim fed Jax bits of bun with jam.
Jax does not want to stop. He likes the jam!
"Jax, where are you? Come play with me," said Kip.
Jax ran to Kip. He wants to play.
Jax hops in the tub and gets wet!
Kip hops in the tub, too!
"Jax and Kip are wet. Who wants to help me?" said Mom.
Kim got the rag and helps Mom.

Mom said, "Come here with me, Kim and Kip."
They do not want to go to bed.
Mom led Kim and Kip to go to bed.
She tucks Kim in bed.
She tucks Kip in bed.
It was fun to skip and hop.
It was fun to get wet in the tub.
It was good to have buns with jam.
It was fun to play with Jax.
It was a fun day in the sun!

Celebrate Success!

I am…



successful



smart



a hard worker



amazing



happy

because…

Graph Progress!

