Teacher Guide



NCIL Intensification Framework

Lesson Intensification Materials

National Center on Improving Literacy

Teacher Guide

Intensification Lesson Materials

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Purpose:

To provide catch-up support for students in Grades 1 and 2 who have not mastered Kindergarten reading skills. The focus is on blending CVC words and supporting students to:

- produce correct letter-sounds (consonants and short vowels).
- blend and read basic high-frequency words and CVC words with accuracy and fluency.
- read decodable text with accuracy and fluency.
- correctly write and spell basic high-frequency words and CVC words.
- be prepared for reading texts with more complex sound-spellings.
- use visual cue charts to follow routines and procedures.
- use positive statements when reflecting on their own reading performance.

Description:

A series of 50 lessons (5 lessons/week for 10 weeks) covering kindergarten content.

How the Intensification Lessons are structured:

Each day's lesson involves the delivery of a series of instruction routines, delivered in sequential order (i.e., Activities A-L, below).

Skills and Routines

Lesson Instructional Time Allotments Per Activity

Activity	***Task***	***Time***
A	Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It	1-2 minutes
B	Irregular Word Reading Part 2 (Check for Understanding)	1-1.5 minutes
C	Phonemic Awareness (Onset-Rime Blending and Phoneme Blending)	1 minute
D	Sound-Spelling Introduction and Practice	.5-1 minute
E	Sound-Spelling Review Part 1: Say It-Write It, Say-It	1-1.5 minutes
F	Sound-Spelling Review Part 2 (Check for Understanding)	1-1.5 minutes
G	Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It	3-4 minutes
H	Continuous Blending Part 2 (Check for Understanding)	1 minute
I	Regular Word Reading	1-2 minutes
J	Sentence Reading: Accuracy and Comprehension	10-15 minutes
K	Sentence Reading: Fluency	4-5 minutes
L	Celebrate Success!	1-2 minutes
	Total Time	**25.5-37.5 minutes**

Materials Needed for Lessons

- Intensification Student Workbooks
- Intensification Teacher Flip Charts
- Teacher Guide
- Sound spelling cards from your core program
- One pencil for each student
- Marker (cap a different color than the body of the marker)
- Interlocking cubes
- Lined Whiteboard, Marker, and Eraser (for teacher demonstration)

Each teacher will need one copy of the Intensification Teacher Flip Charts and the Teacher Guide.

The Intensification Flip Chart contains lesson content for students to look at during instruction.

Printing it on card stock is recommended for ease of use. Each student will need one copy of the Intensification Student Workbook.

Intensification Lesson Directions and Materials by Instructional Routine

Lesson directions are provided in plain text. Verbal directions given by teachers will be in **bold** text. Additional notes to facilitate implementation are provided in *italics*.

Routine	Materials Needed
Vocabulary	• Intensification Teacher Flip Charts

Directions

When words are highlighted in the Intensification Teacher Flip Charts, briefly pause and provide a student friendly definition.

Routine	Materials Needed
Irregular Word Reading, Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It	• Intensification Teacher Flip Charts • Intensification Student Workbook Part A

Directions

Display Intensification Teacher Flip Charts Irregular Word Reading, Part 1.

<u>Model Activity</u>

1. Say -It
   Explain to students, **"You're going to learn to read new words using Say-it, Spell-it, Say-it, Write it, Read it."**
2. Teacher says the word and slides finger under the word while saying it.

<u>Guided Practice</u>

3. Teacher points to the beginning of the same word and says, **"Your turn, what word?"** and slides finger under the word. Students repeat the word in unison.
4. Spell-It
   Teacher says, **"Spell (word)"**
5. Students spell the word out loud in unison.
6. Say-It
   Teacher says, **"What word?"** and slides finger under the word.
7. Students repeat the word one more time in unison.

<u>Direct students to Student Workbook Part A.</u>

8. Write-It
   In their workbooks, have students write the word and say each letter out loud as they write it.
9. Read-It
   Have the students read the word out loud.

Follow steps 1-9 for each word.

Note: Additional lines in student workbook are for error corrections/ additional practice.

Routine	Materials Needed
Irregular Word Reading, Part 2	• Intensification Teacher Flip Charts (Provide meanings for highlighted words) • Intensification Student Workbook Part B

Directions

Display Intensification Teacher Flip Charts Irregular Word Reading, Part 2.

1. Explain to students, **"You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger under the word, read the word out loud."**
2. Teacher points to the left of the first word and says, **"Word?"** (Wait 2 seconds to give students think time.)
3. Teacher slides finger under the word and students read the word chorally.
4. Teacher points to next word and says, **"Word?"**. Wait two seconds, and then slide finger and students read it chorally.
5. Continue with this routine and present all the words in the chart on the flip chart.

Direct students to Student Workbook Part B for independent practice.

6. Have students look at Part B in their student workbook and call on individual students to read each row.

Routine	Materials Needed
Onset-Rime Blending	• Intensification Teacher Flip Charts • Lesson Words • Marker with any color cap and white body

Instruction Notes

Note: When words are in small grey boxes in the teacher flip chart, students are not to look at them. This is strictly an auditory task with no print for the student(s) to view. This routine focuses on blending onset and rime to make words. The teacher says the onset and rime and the student(s) say the whole word.

1. Explain to students, **"You're going to practice blending word parts to make words. When I tap each part of the marker, listen to the word part. When I slide my finger, say the word."**
2. Hold the marker in front of you with the cap to the right and the body of the marker to your left.
3. Tap the cap **[say onset]**
4. Tap the body of the marker **[say rime].**
5. Pause
6. Slide finger above the marker from right to left. Students say the whole word.
7. Repeat steps 1-6 for each word.

Routine	Materials Needed
Phoneme Blending	• Intensification Teacher Flip Charts • Lesson Words • Snap-together math cubes

Instruction Notes

This routine focuses on blending sounds to make words. This is strictly an auditory task with no print for the students to view. The teacher says the individual sounds and the students say the whole word.

1. Hold the same number of cubes as phonemes in the words.
2. Explain to students, **"You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word."**
3. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
4. Slide finger above the cubes from right to left and stay quiet as the students say the whole word.

Phonemic Awareness scaffold options:

1. *Hold each sound for a second longer when tapping for the sounds.*
2. *Say the sounds in each word with less pause between each sound.*
3. *Gradually shorten the time you say each sound and gradually add more pause between sounds until students are successful with the routine as written.*

Use words with only continuous sounds at the beginning of each word.

Routine	Materials Needed
Sound-Spelling Cards	• Sound-Spelling Cards from your core program

Instruction Notes

*****Sound spelling cards are needed for this activity. Check the Intensification Teacher Flip Chart for sound spelling cards needed for each lesson. Hold Sound-Spelling Card up for all students to see.*

1. Explain to students, **"You're going to learn new sound spelling cards. When I tap the card, you'll repeat the name, sound or spelling."**
2. Touch to the side of the picture. "**The card is [card name]. Card?"** (pause) Tap to the side of the picture and have students repeat the name of the card.
3. Touch to the side of the picture. "**The sound is [sound]. Sound?"** (pause) Tap to the side of the picture and have students repeat the sound.
4. Touch to the side of the spelling. **"The spelling is [spelling]. Spelling?"** (pause) Tap to the side of the spelling and have students repeat the spelling.
5. Repeat step 4 for each new additional spelling on the card.
6. Repeat steps 2 through 5 for each of the new cards.

Routine	Materials Needed
Beginning Sound-Spelling Review Part 1	• Intensification Teacher Flip Charts • Intensification Student workbook Part E

Instruction Notes

Display Intensification Teacher Flip Charts
Beginning Sound-Spelling Review Part 1

Say -It

1. Explain to students, **"You're going to practice saying and writing sounds. When I point next to a sound, say the sound in your head. When I touch under the sound, say the sound out loud."**
2. Teacher points to the left of the first sound and says, **"Sound?"** (Wait 2 seconds to give students think time.)
3. Teacher touches under the sound and students read the sound chorally.
4. Teacher points to the next sound and says, **"Sound?"**. Wait two seconds, and then touch under the sound and students read it chorally.
5. Continue with this routine and present all the sounds in the chart.

Write It

"When I point and touch under the sound again, you'll pick up your pen and write the sound in Part E."

Say It

"After you finish writing the sound, then touch under the sound and say the sound out loud."

Routine	Materials Needed
Beginning Sound-Spelling Review Part 2	• Intensification Teacher Flip Charts • Intensification Student workbook Part F

Instruction Notes

Display Intensification Teacher Flip Charts
Beginning Sound-Spelling Review Part 2

1. Explain to students, **"You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud."**

Model Activity.

2. Say**, "My turn."** Touch to the left of the letter and say, **"Sound?"**. Wait for 2 seconds for think time. Then touch under the letter and say the sound. Model this routine for the first two letters.

Guided Practice.

3. Say, **"Your turn."** Go back to the first letter and touch to the left of the letter and say, **"Sound?"**. Wait for 2 seconds for student(s) to think. Then touch under the letter and have the student say the sound in unison. Continue across the chart.

Independent Practice in Workbook

4. Tell students, **"Find Part F in your student workbook."** Call on individual students to read a line of sounds aloud. **"Find the (shape). Touch the (shape) and then read the sounds across that row."**

Routine	Materials Needed
Continuous Blending, Part 1	• Intensification Teacher Flip Charts • Intensification Student Workbook Part G

Instruction Notes

Display Intensification Teacher Flip Charts
Continuous Blending, Part 1

Blend-it, Read-It, Write-It, Compare It, Read-It

1. Explain to students, **"You're going to practice blending sounds to read words. You will say the sounds when I point to the letters. When you blend, don't stop between the sounds. After you blend and read the word you will write it in your workbook, compare it and read it again."**

Blend-It

2. Point to the left of the first word. Swoop your finger under the first sound and on to the next sound. Listen for students to provide each sound.

Read-It

3. When you reach the end of the word bring your finger back to the beginning of the word and slide your finger under the word so students know to read the whole word.

Write-It

4. Direct students to Part G in their workbook to write the word they have just read.

Compare-It

5. Have them compare the word to the example in the workbook and correct any errors.

Read-It

6. Have the students read the word out loud.

Routine	Materials Needed
Continuous Blending, Part 2	• Intensification Student Workbook Part H

Instruction Notes

Follow the Teacher Directions (below) to provide individual blending turns. Section H in workbook.

Teacher Directions for Continuous Blending, Part 2:

1. Explain to students, **"Please turn to Section H in your workbook. The words we have learned are written in the boxes. You will put your finger on the first circle before each word."**
2. **"Move your finger from circle to circle whispering the sounds. Then go back to the circle at the beginning of the arrow under the word, slide your finger under the word, and say the word."**
3. **"Continue to blend the sounds and read each word in a whisper voice. Your job is to read without making any mistakes."**
4. **"I will listen to students read while everyone continues whisper reading. If you get to the end of the words, start back to the beginning and continue whisper reading until I say stop."**

Students will whisper read the words in the boxes two to three times. Listen to individual students read and check for accuracy and fluency. Correct any errors by providing accurate pronunciation of the word.

Routine	Materials Needed
Regular Word Reading	• Intensification Teacher Flip Charts • Intensification Student Workbook Part I

Instruction Notes

Display Intensification Teacher Flip Charts
Regular Word Reading

1. Explain to students, **"You're going to practice reading words. When I point next to a word, say the word in your head. When I touch under the word, say the word out loud."**
2. Teacher points to the left of the first sound and says, **"Word?"** (Wait 2 seconds to give students think time.)
3. Teacher touches under the word and students read the sound chorally.
4. Teacher points to the next word and says, **"Word?"**. Wait two seconds, and then touch under the word and students read it chorally.
5. Continue with this routine and present all the words in the chart.

6. **"Find Part I in your workbook. Put your finger on the (shape). When I call your name read the words out loud that go across the line that starts with the (shape)."**

Routine	Materials Needed
Decodable Text Reading	• Intensification Teacher Flip Charts • Intensification Student Workbook Part J

Instruction Notes

Reading #1 Accuracy

Show Intensification Teacher Flip Charts: Sentence Reading Accuracy

1. Explain to students, **"You are going to practice reading a short story. Find section J in your workbook. I'll show you how to read the first sentence. My turn."**
2. **"I'm going to touch under the first word and read the word in my head but I'm not going to say it out loud. When I hear 'Word?' and a tap, then I will say it out loud."**
3. **"After you read a word out loud put your finger under the next word and read the word in your head. When you hear me say 'Word?' and a tap then you say the next word out loud all together."**

After the group of students reads all words aloud, teacher reads the story fluently out loud.

Reading #2 Comprehension

Show Intensification Teacher Flip Charts: Seal Chart

1. **"We are going to complete the items in the seal chart and do a retell. There are three steps. First, identify the main character(s). Second, tell where/ when the story takes place- setting. Third, tell what happened (first, next, last)."**

Depending on the size of the group, students can work in pairs to come up with answers or if the group is small enough (3-4 students), it can be completed as a group. This will be completed orally and not written down.

Reading #3 Fluency

The students whisper read the story. (Student workbook- Part K)

1. **"Your job is to read without making any mistakes. I will listen to students read while everyone continues whisper reading. If you get to the end of the story, start back at the top again and continue whisper reading until I say stop."**

Decodable Text Reading Scaffold:
<u>Accuracy:</u>

1. *Provide additional practice in the areas in need of additional accuracy support (e.g., irregular words, sounds, blending/word reading).*

<u>Fluency:</u>

1. *Provide more practice time for rereading sentences.*
2. *Individual Reading: Provide more time for students to whisper read while the teacher monitors and provides feedback.*

Partner Reading: Students read with a partner while the teacher monitors and provides feedback.

Routine	**Materials**
Celebrate Success	• Intensification Student Workbook Part L

Instruction Notes

<u>Celebrate Success</u>

1. Direct Students to Part L in their workbook.
2. Explain to students, "**Choose one picture that describes you. Think of a reason you chose that picture."**
3. Have students circle a picture that describes them and think of a reason for choosing that picture. Have students whisper read their sentences with you. You can also have students share their sentence with others in the group through a group share-out or partner activity.
4. Explain to students, **"Show me thumbs up when you are ready to share your sentence."** Students put a fist with a thumb up quietly on the table when they are ready. **"Let's share our successes with each other."** Choose a student to share their sentence with the group or with a partner.

Teacher Flip Charts



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Irregular Word Reading--Part 1

I	the	see

Irregular Word Reading--Part 2

I	the	see	I
see	I	the	see
the	see	I	the

Onsite-Rime Blending

Sam	map	sap

Phoneme Blending

am

Sound-Spelling Cards

m	a	s	p

Beginning Sound-Spelling Review: Part 1

m	a	s	p

Beginning Sound-Spelling Review: Part 2

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

Continuous Blending Part 1 and Part 2

am	Sam	map	sap

Regular Word Reading

am	Sam	map	sap
map	am	sap	Sam

Sentence Reading: Accuracy

I am Sam.
I see the map.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

we	a	the	see

Irregular Word Reading--Part 2

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

Onsite-Rime Blending

sap	map	Sam

Phoneme Blending

am

Sound-Spelling Cards

m	a	s	p

Beginning Sound-Spelling Review: Part 1

a	s	p	m

Beginning Sound-Spelling Review: Part 2

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

Continuous Blending Part 1 and Part 2

Sam	am	sap	map

Regular Word Reading

Sam	am	sap	map
am	Sam	map	sap

Sentence Reading: Accuracy

I am Sam.
I see the sap.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

the	see	I	we

Irregular Word Reading--Part 2

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

Onsite-Rime Blending

sap	Sam	map

Phoneme Blending

am

Sound-Spelling Cards

m	a	s	p

Beginning Sound-Spelling Review: Part 1

p	a	s	m

Beginning Sound-Spelling Review: Part 2

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

Continuous Blending Part 1 and Part 2

sap	Sam	am	map

Regular Word Reading

sap	Sam	am	map
am	sap	map	Sam

Sentence Reading: Accuracy

I am Sam.
We see a map.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

see	we	the	a

Irregular Word Reading--Part 2

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

Onsite-Rime Blending

map	sap	Sam

Phoneme Blending

am

Sound-Spelling Cards

m	a	s	p

Beginning Sound-Spelling Review: Part 1

s	a	m	p

Beginning Sound-Spelling Review: Part 2

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

Continuous Blending Part 1 and Part 2

Sam	am	map	sap

Regular Word Reading

Sam	am	map	sap
map	sap	Sam	am

Sentence Reading: Accuracy

I am Sam.
We see the map.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

the	see	I	we

Irregular Word Reading--Part 2

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

Onsite-Rime Blending

map	Sam	sap

Phoneme Blending

am

Sound-Spelling Cards

m	a	s	p

Beginning Sound-Spelling Review: Part 1

m	a	p	s

Beginning Sound-Spelling Review: Part 2

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

Continuous Blending Part 1 and Part 2

am	map	Sam	sap

Regular Word Reading

am	map	Sam	sap
Sam	am	sap	map

Sentence Reading: Accuracy

I am Sam.
We see the sap.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
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Irregular Word Reading--Part 1

like	to	and	go

Irregular Word Reading--Part 2

like	to	and	go
to	like	go	and
see	I	the	we

Onsite-Rime Blending

Nat	nap	mat	map

Phoneme Blending

at	am

Sound-Spelling Cards

c	n	t

Beginning Sound-Spelling Review: Part 1

c	n	t	a

Beginning Sound-Spelling Review: Part 2

c	n	t	a
t	m	a	p
n	t	c	a

Continuous Blending Part 1 and Part 2

at	Nat	nap	mat

Regular Word Reading

at	Nat	nap	mat
am	map	Sam	sap

Sentence Reading: Accuracy

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


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
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First (What)

Next (What)

Setting (Where/When)

End (What, Why)

Main Characters (Who)



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Irregular Word Reading--Part 1

to	and	go	like

Irregular Word Reading--Part 2

to	and	go	like
and	like	to	go
the	see	I	a

Onsite-Rime Blending

mat	Mac	Nat	nap

Phoneme Blending

am	at

Sound-Spelling Cards

c	n	t

Beginning Sound-Spelling Review: Part 1

a	t	n	c

Beginning Sound-Spelling Review: Part 2

a	t	n	c
M	c	a	t
p	m	S	n

Continuous Blending Part 1 and Part 2

mat	Mac	Nat	nap

Regular Word Reading

mat	Mac	Nat	nap
Sam	map	am	sap

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

and	go	to	like

Irregular Word Reading--Part 2

and	go	to	like
to	like	go	and
we	the	I	see

Onsite-Rime Blending

map	mat	Mac	man

Phoneme Blending

am	at

Sound-Spelling Cards

c	n	t

Beginning Sound-Spelling Review: Part 1

n	c	t	a

Beginning Sound-Spelling Review: Part 2

n	c	t	a
N	a	S	m
a	M	c	n

Continuous Blending Part 1 and Part 2

map	mat	Mac	man

Regular Word Reading

map	mat	Mac	man
nap	Sam	Nat	am

Sentence Reading: Accuracy

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


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
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Irregular Word Reading--Part 1

and	like	to	go

Irregular Word Reading--Part 2

and	like	to	go
like	to	go	and
a	see	the	and

Onsite-Rime Blending

Mac	map	mat	Sam

Phoneme Blending

at	am

Sound-Spelling Cards

c	n	t

Beginning Sound-Spelling Review: Part 1

a	c	t	n

Beginning Sound-Spelling Review: Part 2

a	c	t	n
m	p	a	S
t	a	c	M

Continuous Blending Part 1 and Part 2

Mac	at	map	mat

Regular Word Reading

Mac	at	map	mat
Sam	Nat	am	nap

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

go	like	and	to

Irregular Word Reading--Part 2

go	like	and	to
and	to	like	go
the	I	see	a

Onsite-Rime Blending

mat	sat	map	man

Phoneme Blending

at	am

Sound-Spelling Cards

c	n	t

Beginning Sound-Spelling Review: Part 1

c	t	n	a

Beginning Sound-Spelling Review: Part 2

c	t	n	a
a	s	m	p
c	n	s	t

Continuous Blending Part 1 and Part 2

at	mat	sat	map

Regular Word Reading

at	mat	sat	map
man	Sam	am	Mac

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

you	do	my	are

Irregular Word Reading--Part 2

you	do	my	are
do	my	are	you
see	to	like	the

Onsite-Rime Blending

ram	nip	fit	mad

Phoneme Blending

am	at	ram	man

Sound-Spelling Cards

i	f	r	d

Beginning Sound-Spelling Review: Part 1

i	f	r	d

Beginning Sound-Spelling Review: Part 2

i	f	r	d
a	p	i	f
d	i	f	r

Continuous Blending Part 1 and Part 2

ram	nip	fit	mad

Regular Word Reading

ram	nip	fit	mad
ran	am	man	mat

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

do	my	are	you

Irregular Word Reading--Part 2

do	my	are	you
my	do	you	are
like	the	and	to

Onsite-Rime Blending

ran	fit	Sid	rat

Phoneme Blending

am	at	ran	rat

Sound-Spelling Cards

f	i	d	r

Beginning Sound-Spelling Review: Part 1

f	i	d	r

Beginning Sound-Spelling Review: Part 2

f	i	d	r
t	r	a	m
i	s	f	a

Continuous Blending Part 1 and Part 2

ran	fit	Sid	rat

Regular Word Reading

ran	fit	Sid	rat
mat	at	nip	mad

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

are	my	you	do

Irregular Word Reading--Part 2

are	my	you	do
my	do	are	you
see	the	like	we

Onsite-Rime Blending

sits	ram	fan	Sid

Phoneme Blending

am	at	fan	ram

Sound-Spelling Cards

r	i	f	d

Beginning Sound-Spelling Review: Part 1

r	i	f	d

Beginning Sound-Spelling Review: Part 2

r	i	f	d
a	s	r	i
d	i	n	f

Continuous Blending Part 1 and Part 2

sits	ram	fan	Sid

Regular Word Reading

sits	ram	fan	Sid
mat	rat	Nat	ran

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

do	you	are	my

Irregular Word Reading--Part 2

do	you	are	my
are	do	my	you
go	to	and	we

Onsite-Rime Blending

fan	Sid	sit	fan

Phoneme Blending

at	am	fan	nap

Sound-Spelling Cards

i	r	f	d

Beginning Sound-Spelling Review: Part 1

i	r	f	d

Beginning Sound-Spelling Review: Part 2

i	r	f	d
n	i	s	f
d	a	r	p

Continuous Blending Part 1 and Part 2

at	fan	Sid	sit

Regular Word Reading

at	fan	Sid	sit
rat	nap	fit	Nat

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

you	my	do	are

Irregular Word Reading--Part 2

you	my	do	are
are	do	my	you
to	and	the	we

Onsite-Rime Blending

fit	mat	Rip	ran

Phoneme Blending

am	at	mat	nap

Sound-Spelling Cards

f	d	r	i

Beginning Sound-Spelling Review: Part 1

f	d	r	i

Beginning Sound-Spelling Review: Part 2

f	d	r	i
a	R	i	d
t	p	f	S

Continuous Blending Part 1 and Part 2

fit	mat	Rip	ran

Regular Word Reading

fit	mat	Rip	ran
nap	sit	nip	Sid

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

with	he	little	is

Irregular Word Reading--Part 2

with	he	little	is
little	with	is	he
the	see	and	to

Onsite-Rime Blending

bat	van	sit	ran

Phoneme Blending

in	mad	pat	cat

Sound-Spelling Cards

b	k and _ck	v

Beginning Sound-Spelling Review: Part 1

b	k	v	_ck

Beginning Sound-Spelling Review: Part 2

b	k	v	_ck
t	b	_ck	R
v	i	d	k

Continuous Blending Part 1 and Part 2

bat	van	Rick	in

Regular Word Reading

bat	van	Rick	in
sit	ran	Nat	mad

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

is	with	little	he

Irregular Word Reading--Part 2

is	with	little	he
with	little	he	is
and	see	the	you

Onsite-Rime Blending

Kim	cat	pat	bat

Phoneme Blending

in	at	Rick	back

Sound-Spelling Cards

b	k and _ck	v

Beginning Sound-Spelling Review: Part 1

_ck	b	v	k

Beginning Sound-Spelling Review: Part 2

_ck	b	v	k
a	_ck	i	b
K	p	v	d

Continuous Blending Part 1 and Part 2

Kim	cat	Rick	pat

Regular Word Reading

Kim	cat	Rick	pat
Sid	in	van	bat

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

he	little	with	is

Irregular Word Reading--Part 2

he	little	with	is
little	is	he	with
you	go	are	to

Onsite-Rime Blending

cat	back	van	pat

Phoneme Blending

at	in	bat	mat

Sound-Spelling Cards

b	k and _ck	v

Beginning Sound-Spelling Review: Part 1

v	k	b	_ck

Beginning Sound-Spelling Review: Part 2

v	k	b	_ck
S	v	a	k
b	d	_ck	t

Continuous Blending Part 1 and Part 2

cat	back	Sid	van

Regular Word Reading

cat	back	Sid	van
at	mat	Rick	bat

Sentence Reading: Accuracy

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?


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

little	he	is	with

Irregular Word Reading--Part 2

little	he	is	with
is	with	little	he
see	the	like	are

Onsite-Rime Blending

Rick	cat	back	bat

Phoneme Blending

mat	fan	Kim	van

Sound-Spelling Cards

b	k and _ck	v

Beginning Sound-Spelling Review: Part 1

b	_ck	v	K

Beginning Sound-Spelling Review: Part 2

b	_ck	v	K
_ck	i	b	a
n	k	m	v

Continuous Blending Part 1 and Part 2

Rick	cat	back	bat

Regular Word Reading

Rick	cat	back	bat
mat	fan	Kim	van

Sentence Reading: Accuracy

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?


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

is	with	he	little

Irregular Word Reading--Part 2

is	with	he	little
he	little	is	with
go	to	do	you

Onsite-Rime Blending

pack	Kim	back	van

Phoneme Blending

Rick	bat	Sid	Nat

Sound-Spelling Cards

b	k and _ck	v

Beginning Sound-Spelling Review: Part 1

k	v	_ck	b

Beginning Sound-Spelling Review: Part 2

k	v	_ck	b
_ck	R	a	t
i	N	p	d

Continuous Blending Part 1 and Part 2

pack	Kim	back	van

Regular Word Reading

pack	Kim	back	van
Rick	bat	Sid	Nat

Sentence Reading: Accuracy

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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

she	was	for	have

Irregular Word Reading--Part 2

she	was	for	have
for	have	she	was
with	the	is	you

Onsite-Rime Blending

hot	not	lock	van

Phoneme Blending

on	in	Kim	Kip

Sound-Spelling Cards

o	l	h	y

Beginning Sound-Spelling Review: Part 1

o	l	h	y

Beginning Sound-Spelling Review: Part 2

o	l	h	y
n	o	_ck	y
l	K	h	v

Continuous Blending Part 1 and Part 2

on	hot	not	locks

Regular Word Reading

on	hot	not	locks
van	in	Kim	Kip

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

for	have	was	she

Irregular Word Reading--Part 2

for	have	was	she
was	for	she	have
is	little	you	do

Onsite-Rime Blending

mom	sock	lot	dot

Phoneme Blending

Kim	hot	Kip	not

Sound-Spelling Cards

o	l	h	y

Beginning Sound-Spelling Review: Part 1

l	h	o	y

Beginning Sound-Spelling Review: Part 2

l	h	o	y
m	l	p	o
y	_ck	h	i

Continuous Blending Part 1 and Part 2

mom	socks	lot	dots

Regular Word Reading

mom	socks	lot	dots
Kim	hot	Kip	not

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

have	she	was	for

Irregular Word Reading--Part 2

have	she	was	for
she	for	have	was
to	little	and	is

Onsite-Rime Blending

hop	Kim	sock	dot

Phoneme Blending

Kip	hot	not	mom

Sound-Spelling Cards

o	l	h	y

Beginning Sound-Spelling Review: Part 1

y	h	l	o

Beginning Sound-Spelling Review: Part 2

y	h	l	o
m	y	o	_ck
h	i	d	l

Continuous Blending Part 1 and Part 2

hop	Kim	socks	dots

Regular Word Reading

hop	Kim	socks	dots
Kip	hot	not	mom

Sentence Reading: Accuracy

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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

was	for	she	have

Irregular Word Reading--Part 2

was	for	she	have
for	have	was	she
to	little	is	the

Onsite-Rime Blending

sick	cot	nod	sick

Phoneme Blending

on	Kip	mom	hot

Sound-Spelling Cards

o	l	h	y

Beginning Sound-Spelling Review: Part 1

h	o	y	l

Beginning Sound-Spelling Review: Part 2

h	o	y	l
o	i	h	c
i	l	K	y

Continuous Blending Part 1 and Part 2

sick	on	cot	nods

Regular Word Reading

sick	on	cot	nods
Kip	mom	hot	Kim

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

for	was	she	have

Irregular Word Reading--Part 2

for	was	she	have
she	for	have	was
do	like	you	he

Onsite-Rime Blending

yam	pot	Bob	nod

Phoneme Blending

hot	lot	sock	Kip

Sound-Spelling Cards

o	l	h	y

Beginning Sound-Spelling Review: Part 1

y	l	o	h

Beginning Sound-Spelling Review: Part 2

y	l	o	h
l	a	_ck	o
n	h	y	d

Continuous Blending Part 1 and Part 2

yams	pot	Bob	nods

Regular Word Reading

yams	pot	Bob	nods
hot	lot	socks	Kip

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

of	they	said	want

Irregular Word Reading--Part 2

of	they	said	want
said	want	they	of
like	have	we	to

Onsite-Rime Blending

quit	dog	fed	yes

Phoneme Blending

hot	lot	yam	Bob

Sound-Spelling Cards

e	g	w	qu_

Beginning Sound-Spelling Review: Part 1

e	g	w	qu_

Beginning Sound-Spelling Review: Part 2

e	g	w	qu_
g	e	qu_	w
B	o	f	h

Continuous Blending Part 1 and Part 2

quit	dog	fed	yes

Regular Word Reading

quit	dog	fed	yes
hot	lots	yams	Bob

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

want	they	said	of

Irregular Word Reading--Part 2

want	they	said	of
said	want	of	they
do	for	you	the

Onsite-Rime Blending

pet	Rob	beg	win

Phoneme Blending

dog	Mom	can	Bob

Sound-Spelling Cards

e	g	w	qu_

Beginning Sound-Spelling Review: Part 1

g	w	qu_	e

Beginning Sound-Spelling Review: Part 2

g	w	qu_	e
w	qu_	e	g
o	R	b	i

Continuous Blending Part 1 and Part 2

pet	Rob	beg	win

Regular Word Reading

pet	Rob	beg	win
dog	Mom	can	Bob

Sentence Reading: Accuracy

"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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

they	of	said	want

Irregular Word Reading--Part 2

they	of	said	want
said	want	they	of
and	have	you	like

Onsite-Rime Blending

got	met	Red	big

Phoneme Blending

Nick	pet	dog	Rob

Sound-Spelling Cards

e	g	w	qu_

Beginning Sound-Spelling Review: Part 1

w	qu_	e	g

Beginning Sound-Spelling Review: Part 2

w	qu_	e	g
qu_	g	w	e
N	_ck	o	d

Continuous Blending Part 1 and Part 2

got	met	Red	big

Regular Word Reading

got	met	Red	big
Nick	pet	dog	Rob

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

of	they	want	said

Irregular Word Reading--Part 2

of	they	want	said
want	of	said	they
go	to	with	for

Onsite-Rime Blending

get	pen	bed	led

Phoneme Blending

dog	big	hop	hot

Sound-Spelling Cards

e	g	w	qu_

Beginning Sound-Spelling Review: Part 1

e	g	w	qu_

Beginning Sound-Spelling Review: Part 2

e	g	w	qu_
w	e	qu_	g
o	d	t	b

Continuous Blending Part 1 and Part 2

get	pen	bed	led

Regular Word Reading

get	pen	bed	led
dog	big	hop	hot

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

said	they	want	of

Irregular Word Reading--Part 2

said	they	want	of
of	want	they	said
and	for	he	go

Onsite-Rime Blending

yips	licks	wig	him

Phoneme Blending

back	fed	get	led

Sound-Spelling Cards

e	g	w	qu_

Beginning Sound-Spelling Review: Part 1

g	e	qu_	w

Beginning Sound-Spelling Review: Part 2

g	e	qu_	w
qu_	g	w	e
y	_ck	h	l

Continuous Blending Part 1 and Part 2

yips	licks	wig	him

Regular Word Reading

yips	licks	wig	him
back	fed	get	led

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

here	me	this	what

Irregular Word Reading--Part 2

here	me	this	what
me	what	here	this
with	are	they	my

Onsite-Rime Blending

Jax	yip	mud	fun

Phoneme Blending

hop	Red	dog	Nick

Sound-Spelling Cards

u	z	j	x

Beginning Sound-Spelling Review: Part 1

U	Z	j	X

Beginning Sound-Spelling Review: Part 2

u	z	j	x
y	z	i	J
x	_ck	u	h

Continuous Blending Part 1 and Part 2

Jax	yip	mud	fun

Regular Word Reading

Jax	yip	mud	fun
hop	Red	dog	Nick

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

me	what	this	here

Irregular Word Reading--Part 2

me	what	this	here
what	here	me	this
they	see	said	go

Onsite-Rime Blending

dig	bug	run	tug

Phoneme Blending

mud	fun	Jax	let

Sound-Spelling Cards

u	z	j	x

Beginning Sound-Spelling Review: Part 1

Z	X	j	U

Beginning Sound-Spelling Review: Part 2

z	x	j	u
g	u	r	z
J	e	x	l

Continuous Blending Part 1 and Part 2

dig	bug	run	tug

Regular Word Reading

dig	bug	run	tug
mud	fun	Jax	let

Sentence Reading: Accuracy

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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

this	here	me	what

Irregular Word Reading--Part 2

this	here	me	what
me	this	what	here
to	with	he	have

Onsite-Rime Blending

quick	zip	zag	sun

Phoneme Blending

hug	him	run	Jax

Sound-Spelling Cards

u	z	j	x

Beginning Sound-Spelling Review: Part 1

x	u	j	z

Beginning Sound-Spelling Review: Part 2

x	u	j	z
qu_	x	g	u
h	z	j	_ck

Continuous Blending Part 1 and Part 2

quick	zip	zag	sun

Regular Word Reading

quick	zip	zag	sun
hug	him	run	Jax

Sentence Reading: Accuracy

"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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
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Irregular Word Reading--Part 1

what	here	me	this

Irregular Word Reading--Part 2

what	here	me	this
here	me	this	what
they	and	are	want

Onsite-Rime Blending

tub	wet	rag	cup

Phoneme Blending

Nick	zip	hug	Red

Sound-Spelling Cards

u	z	j	x

Beginning Sound-Spelling Review: Part 1

j	U	X	Z

Beginning Sound-Spelling Review: Part 2

j	u	x	z
g	x	u	e
z	w	R	j

Continuous Blending Part 1 and Part 2

tub	wet	rag	cup

Regular Word Reading

tub	wet	rag	cup
Nick	zip	hug	Red

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

me	this	here	what

Irregular Word Reading--Part 2

me	this	here	what
this	what	me	here
do	want	have	little

Onsite-Rime Blending

bun	cut	yum	bit

Phoneme Blending

not	cup	bugs	Nick

Sound-Spelling Cards

u	z	j	x

Beginning Sound-Spelling Review: Part 1

x	u	j	z

Beginning Sound-Spelling Review: Part 2

x	u	j	z
u	b	z	y
g	j	o	x

Continuous Blending Part 1 and Part 2

bun	cut	yum	bit

Regular Word Reading

bun	cut	yum	bit
not	cup	bugs	Nick

Sentence Reading: Accuracy

"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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

help	too	has	play

Irregular Word Reading--Part 2

help	too	has	play
too	has	play	help
want	have	with	here

Onsite-Rime Blending

fun	glad	can	kick

Phoneme Blending

Red	zip	Jax	zag

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

u	x	e	z

Beginning Sound-Spelling Review: Part 2

u	x	e	z
g	k	d	n
a	m	_ck	i

Continuous Blending Part 1 and Part 2

fun	glad	can	kick

Regular Word Reading

fun	glad	can	kick
Red	zip	Jax	zag

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

too	has	play	help

Irregular Word Reading--Part 2

too	has	play	help
has	play	help	too
are	wants	they	this

Onsite-Rime Blending

pick	tug	Bud	tub

Phoneme Blending

up	Red	fun	cans

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

u	g	i	b

Beginning Sound-Spelling Review: Part 2

u	g	i	b
_ck	n	f	p
x	t	h	o

Continuous Blending Part 1 and Part 2

pick	tug	Bud	tub

Regular Word Reading

pick	tug	Bud	tub
up	Red	fun	cans

Sentence Reading: Accuracy

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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

has	play	help	too

Irregular Word Reading--Part 2

has	play	help	too
play	help	too	has
for	do	are	they

Onsite-Rime Blending

Rob	pick	tub	not

Phoneme Blending

get	sad	got	Bud

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

o	u	a	e

Beginning Sound-Spelling Review: Part 2

o	u	a	e
R	d	c	B
i	b	t	_ck

Continuous Blending Part 1 and Part 2

Rob	pick	tub	not

Regular Word Reading

Rob	pick	tub	not
get	sad	got	Bud

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

help	has	too	play

Irregular Word Reading--Part 2

help	has	too	play
too	help	play	has
want	they	have	with

Onsite-Rime Blending

beg	mud	run	zip

Phoneme Blending

get	yip	tub	kick

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

J	g	l	e

Beginning Sound-Spelling Review: Part 2

J	g	l	e
qu_	u	y	_ck
z	k	i	d

Continuous Blending Part 1 and Part 2

beg	mud	run	zip

Regular Word Reading

beg	mud	run	zip
get	yip	tub	kick

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

play	help	has	too

Irregular Word Reading--Part 2

play	help	has	too
help	too	play	has
here	are	do	have

Onsite-Rime Blending

sun	Bud	tub	Red

Phoneme Blending

cans	run	get	fun

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

u	e	a	i

Beginning Sound-Spelling Review: Part 2

u	e	a	i
j	d	c	n
s	B	x	g

Continuous Blending Part 1 and Part 2

sun	Bud	tub	Red

Regular Word Reading

sun	Bud	tub	Red
cans	run	get	fun

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

where	look	good	who

Irregular Word Reading--Part 2

where	look	good	who
good	where	who	look
little	for	likes	he

Onsite-Rime Blending

pet	wig	glad	fun

Phoneme Blending

hat	Sal	rat	got

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

e	i	a	u

Beginning Sound-Spelling Review: Part 2

e	i	a	u
g	p	l	f
h	S	r	g

Continuous Blending Part 1 and Part 2

pet	wig	glad	fun

Regular Word Reading

pet	wig	glad	fun
hat	Sal	rat	got

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

good	who	where	look

Irregular Word Reading--Part 2

good	who	where	look
where	good	look	who
go	see	the	he

Onsite-Rime Blending

did	sock	pen	van

Phoneme Blending

Sal	hid	not	in

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

_ck	o	e	v

Beginning Sound-Spelling Review: Part 2

_ck	o	e	v
d	p	n	i
h	d	l	a

Continuous Blending Part 1 and Part 2

did	sock	pen	van

Regular Word Reading

did	sock	pen	van
Sal	hid	not	in

Sentence Reading: Accuracy

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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

look	where	good	who

Irregular Word Reading--Part 2

look	where	good	who
where	who	look	good
want	you	said	they

Onsite-Rime Blending

bun	bit	hot	Bob

Phoneme Blending

Nick	cup	Sal	in

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

b	h	i	_ck

Beginning Sound-Spelling Review: Part 2

b	h	i	_ck
p	u	c	n
s	l	n	t

Continuous Blending Part 1 and Part 2

buns	bits	hot	Bob

Regular Word Reading

buns	bits	hot	Bob
Nick	cups	Sal	in

Sentence Reading: Accuracy

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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

good	who	look	where

Irregular Word Reading--Part 2

good	who	look	where
look	where	who	good
wants	do	with	are

Onsite-Rime Blending

sun	Nick	tub	zip

Phoneme Blending

zag	fun	Red	Jax

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

u	_ck	z	p

Beginning Sound-Spelling Review: Part 2

u	_ck	z	p
i	e	g	z
a	f	x	R

Continuous Blending Part 1 and Part 2

sun	Nick	tub	zip

Regular Word Reading

sun	Nick	tub	zip
zag	fun	Red	Jax

Sentence Reading: Accuracy

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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

look	good	who	where

Irregular Word Reading--Part 2

look	good	who	where
who	look	where	good
they	go	with	said

Onsite-Rime Blending

hot	pen	fed	yam

Phoneme Blending

rib	mud	sun	not

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

y	e	o	m

Beginning Sound-Spelling Review: Part 2

y	e	o	m
d	u	n	r
b	s	h	p

Continuous Blending Part 1 and Part 2

hot	pen	fed	yams

Regular Word Reading

hot	pen	fed	yams
ribs	mud	sun	not

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

come	does	where	wants

Irregular Word Reading--Part 2

come	does	where	wants
does	do	come	you
we	here	was	who

Onsite-Rime Blending

Mom	stop	Kim	skip

Phoneme Blending

wet	sun	rag	wet

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

o	t	p	k

Beginning Sound-Spelling Review: Part 2

o	t	p	k
i	w	g	e
r	s	m	u

Continuous Blending Part 1 and Part 2

Mom	stop	Kim	skip

Regular Word Reading

Mom	stop	Kim	skip
wet	sun	rag	wet

Sentence Reading: Accuracy

"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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

does	come	have	want

Irregular Word Reading--Part 2

does	come	have	want
come	with	does	they
was	the	want	said

Onsite-Rime Blending

skip	quick	wet	get

Phoneme Blending

sun	Kip	hop	tub

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

qu_	e	t	_ck

Beginning Sound-Spelling Review: Part 2

qu_	e	t	_ck
p	i	K	s
w	u	b	g

Continuous Blending Part 1 and Part 2

skip	quick	wet	get

Regular Word Reading

skip	quick	wet	get
sun	Kip	hop	tub

Sentence Reading: Accuracy

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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

come	does	said	have

Irregular Word Reading--Part 2

come	does	said	have
does	with	come	we
has	are	good	said

Onsite-Rime Blending

stop	jam	lick	quit

Phoneme Blending

rag	Kim	dot	bun

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

j	qu_	l	i

Beginning Sound-Spelling Review: Part 2

j	qu_	l	i
_ck	d	o	m
r	g	K	b

Continuous Blending Part 1 and Part 2

stop	jam	lick	quit

Regular Word Reading

stop	jam	lick	quit
rag	Kim	dots	bun

Sentence Reading: Accuracy

"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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

does	come	with	want

Irregular Word Reading--Part 2

does	come	with	want
likes	does	where	come
who	helps	are	you

Onsite-Rime Blending

stop	hop	rag	Kip

Phoneme Blending

tub	jam	Jax	bit

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

o	a	i	t

Beginning Sound-Spelling Review: Part 2

o	a	i	t
j	m	b	s
r	g	p	u

Continuous Blending Part 1 and Part 2

stop	hops	rag	Kip

Regular Word Reading

stop	hops	rag	Kip
tub	jam	Jax	bits

Sentence Reading: Accuracy

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.


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Irregular Word Reading--Part 1

come	does	here	they

Irregular Word Reading--Part 2

come	does	here	they
does	said	come	with
was	good	she	do

Onsite-Rime Blending

sun	tuck	wet	get

Phoneme Blending

bed	fun	led	tub

Sound-Spelling Cards

Review any sound-spelling cards that students have not yet mastered.

Beginning Sound-Spelling Review: Part 1

u	w	_ck	g

Beginning Sound-Spelling Review: Part 2

u	w	_ck	g
e	d	f	b
f	n	t	l

Continuous Blending Part 1 and Part 2

sun	tucks	wet	get

Regular Word Reading

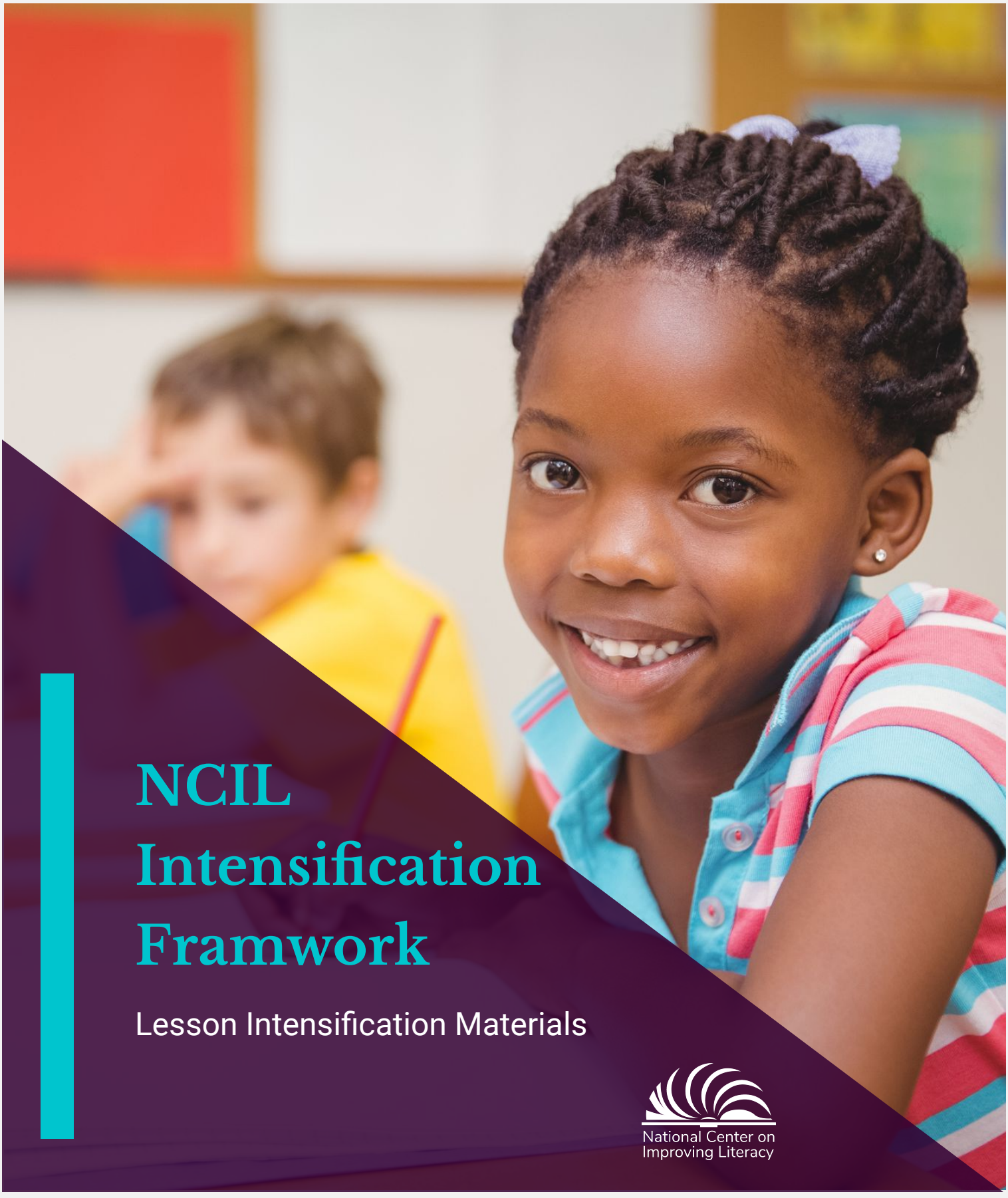
sun	tucks	wet	get
bed	fun	led	tub

Sentence Reading: Accuracy

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!


First (What)
Next (What)
Setting (Where/When)
End (What, Why)
Main Characters (Who)
Narrative Text Elements
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Student Workbook



NCIL Intensification Framwork

Lesson Intensification Materials

National Center on Improving Literacy

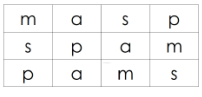
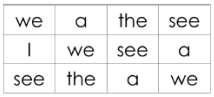
Student Workbook

Intensification Lesson Materials

National Center on Improving Literacy

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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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

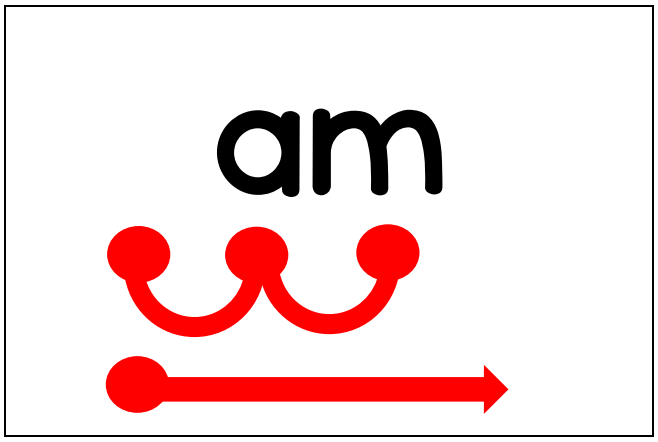
F *Sound-Spelling Review Part 2 (Individual Turns)*

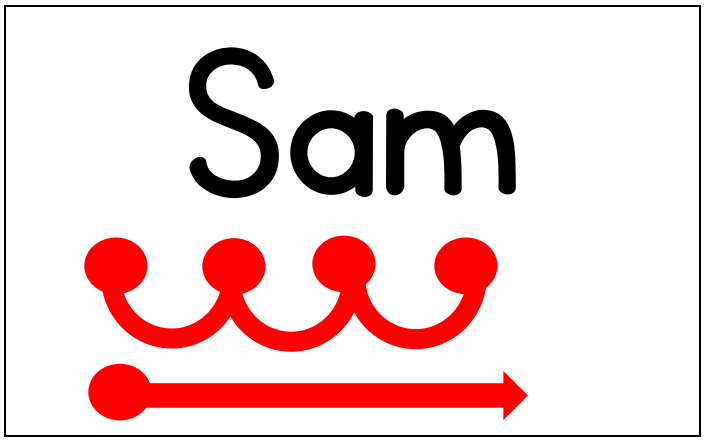
★	m	a	s	p
♥	s	p	a	m
■	p	a	m	s

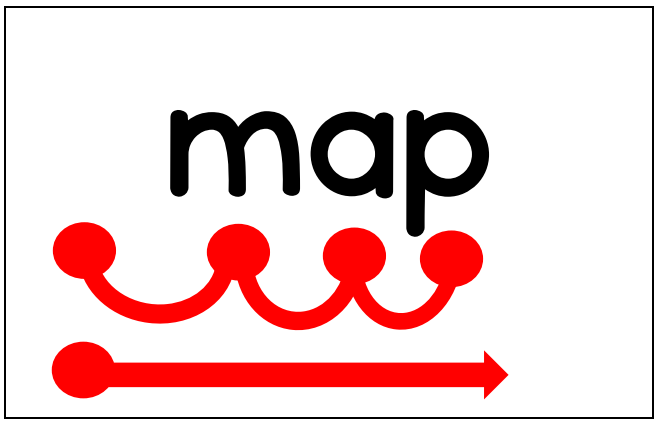
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

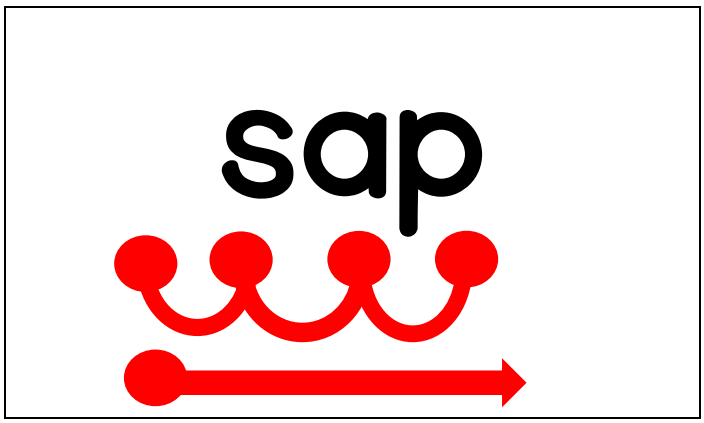
★ am	♥ Sam	■ map	☺ sap
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



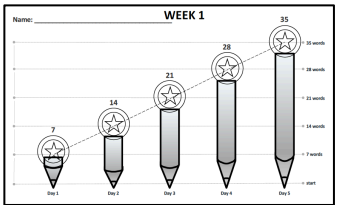
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

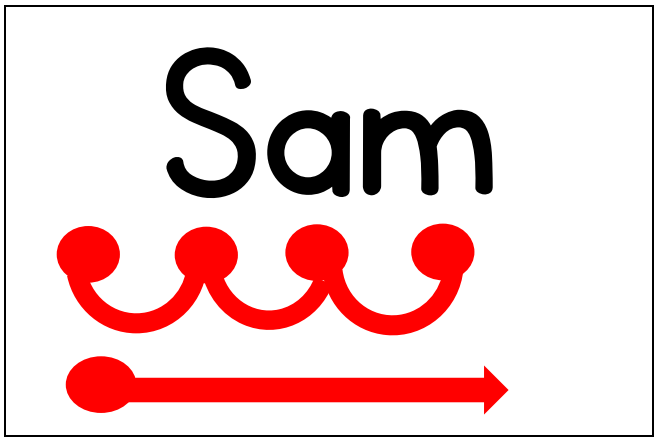
F *Sound-Spelling Review Part 2 (Individual Turns)*

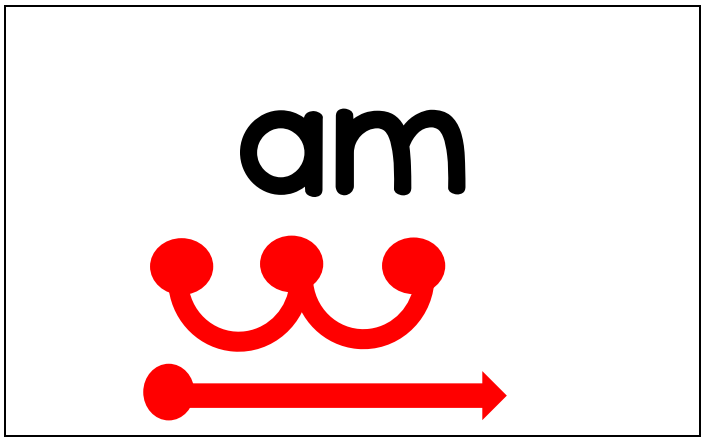
★	a	s	p	m
♥	p	m	s	a
■	s	m	a	p

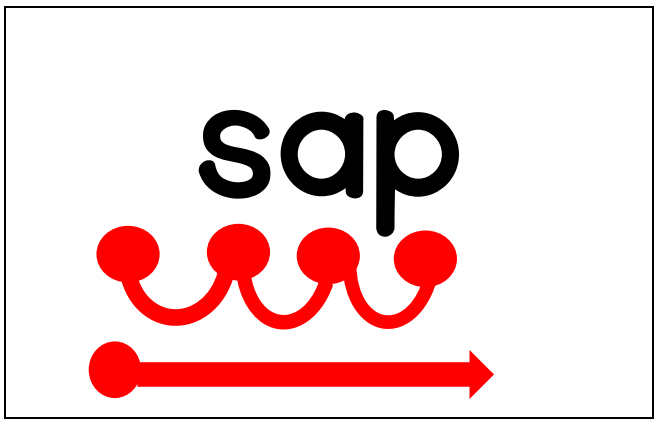
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

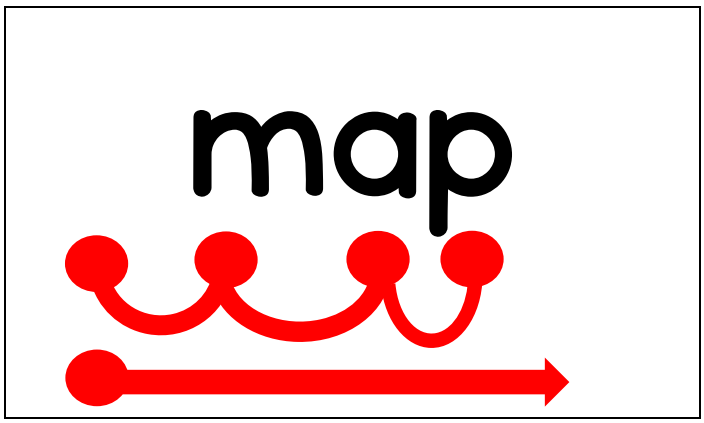
★ Sam	♥ am	■ sap	☺ map
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



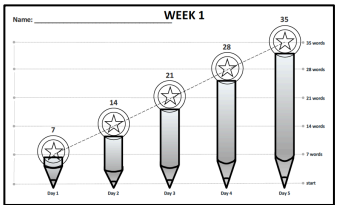
amazing



happy

because…

Graph Progress!



LESSON 3

I can  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	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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

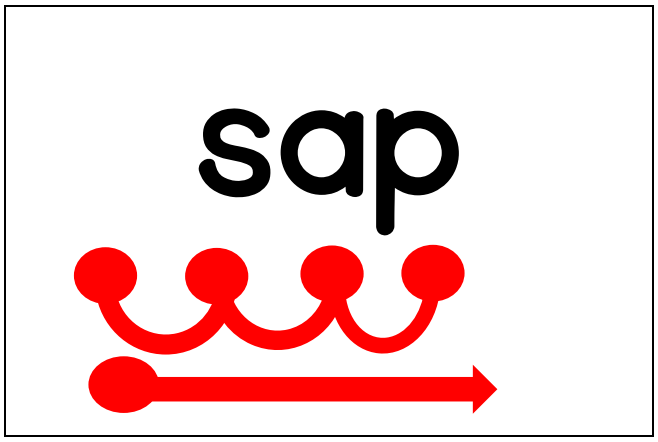
F *Sound-Spelling Review Part 2 (Individual Turns)*

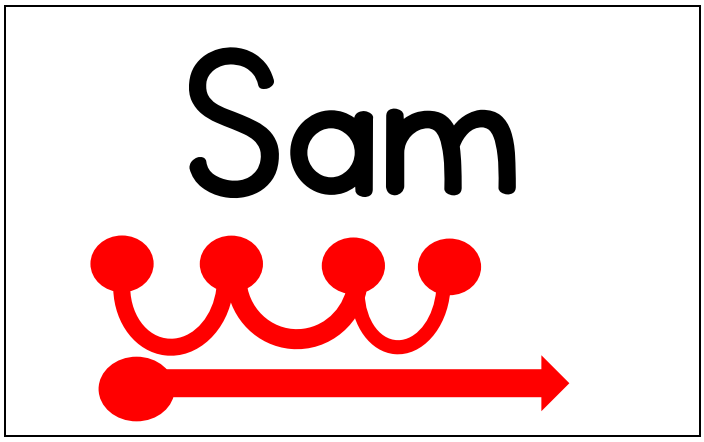
★	p	a	s	m
♥	s	m	p	a
■	m	p	a	s

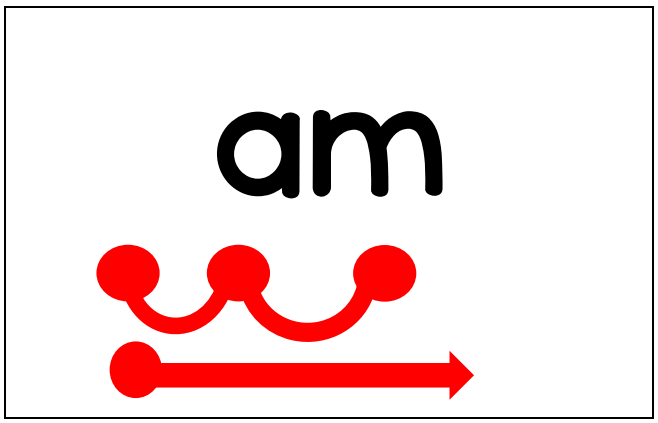
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

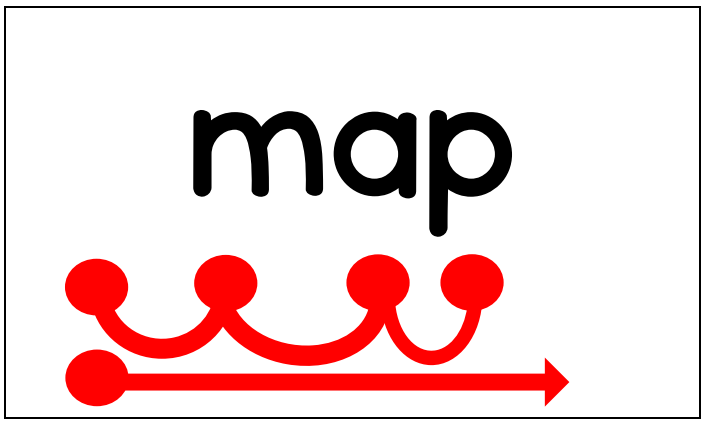
★ sap	♥ Sam	■ am	☺ map
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



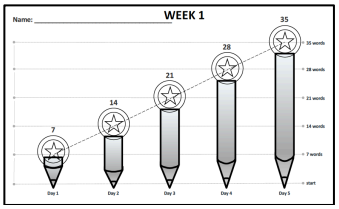
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

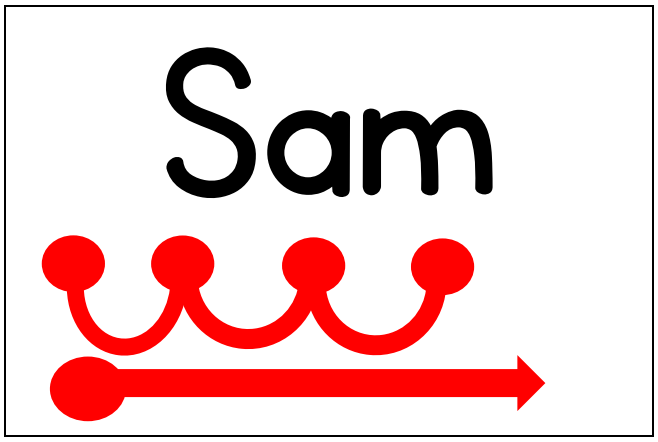
F *Sound-Spelling Review Part 2 (Individual Turns)*

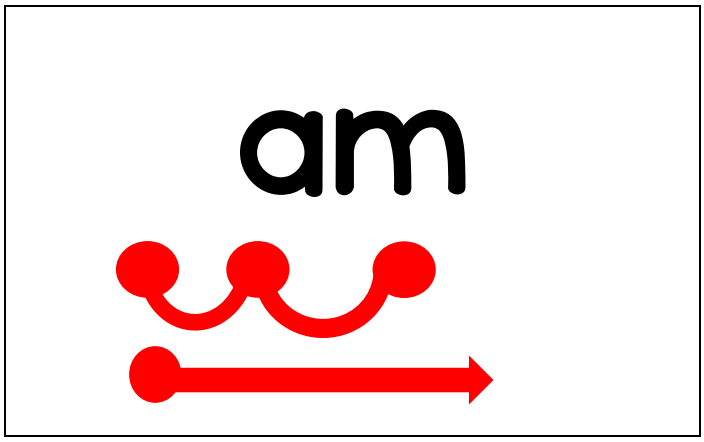
★	s	a	m	p
♥	m	p	s	a
■	p	s	a	m

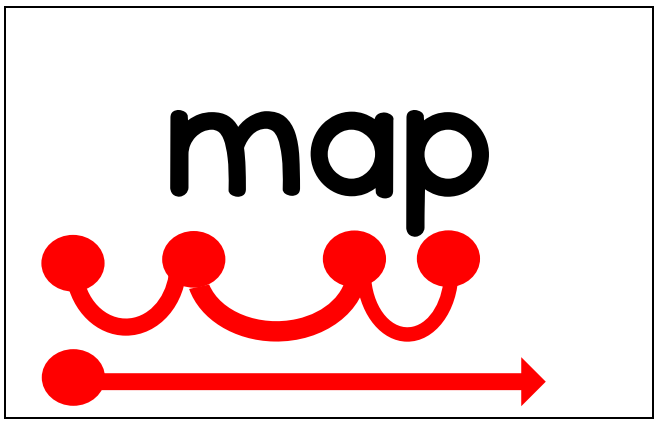
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

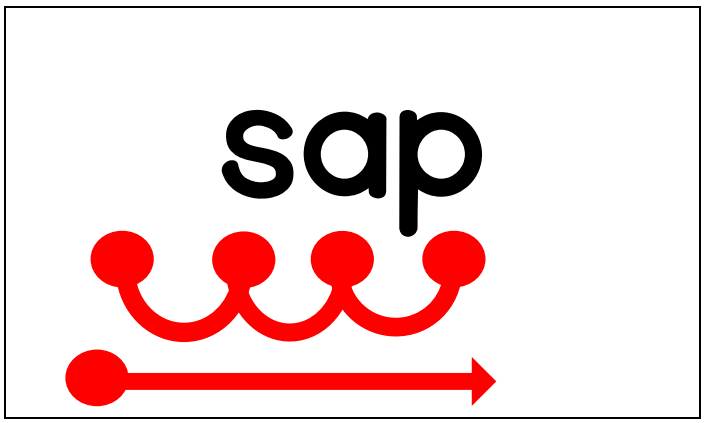
★ Sam	♥ am	■ map	☺ sap
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



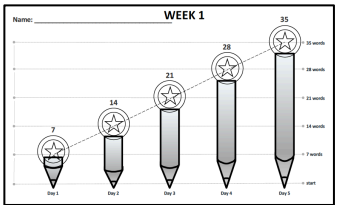
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

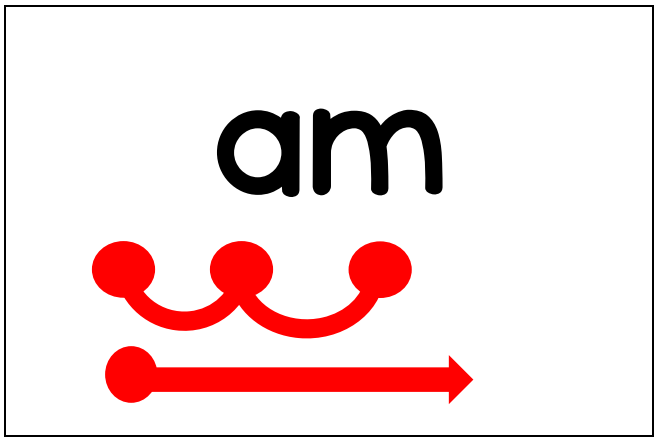
F *Sound-Spelling Review Part 2 (Individual Turns)*

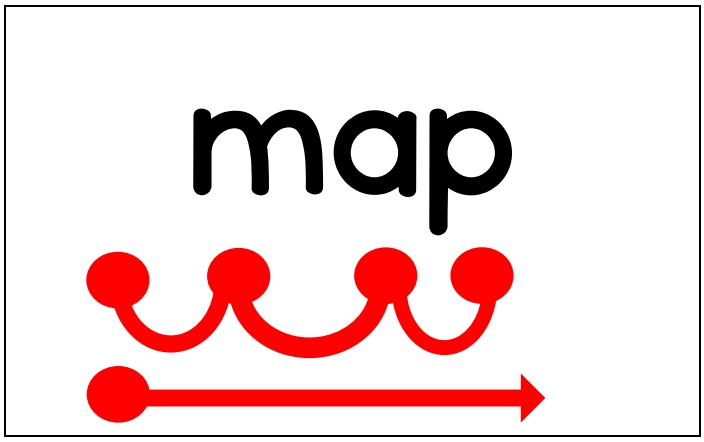
★	m	a	p	s
♥	p	s	m	a
■	m	p	a	s

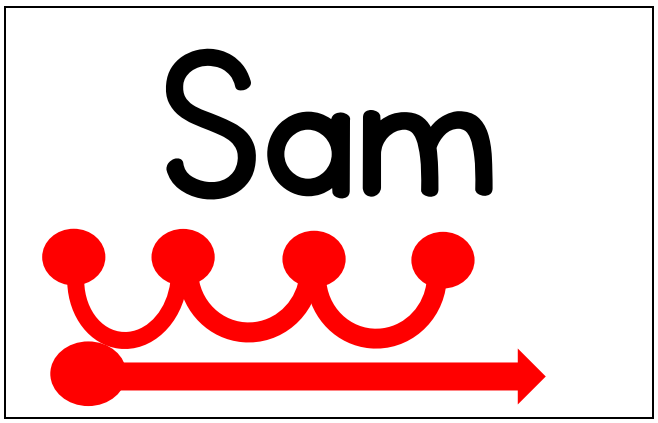
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

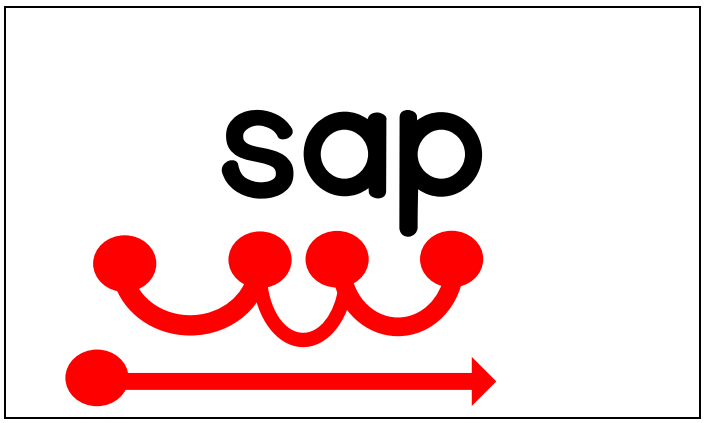
★ am	♥ map	■ Sam	☺ sap
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



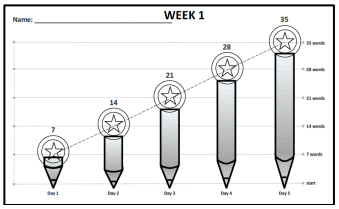
amazing



happy

because…

Graph Progress!



LESSON 6

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

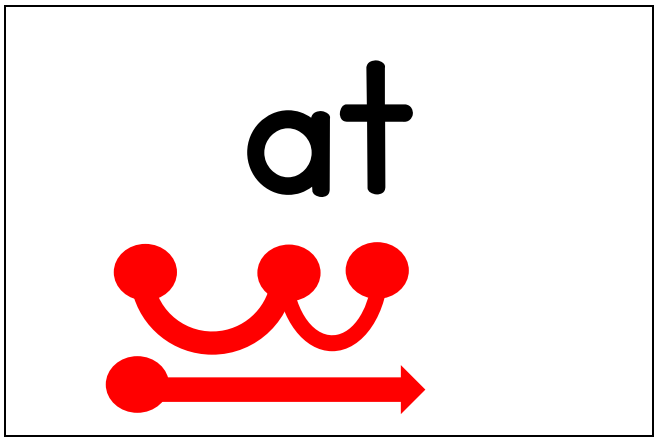
F *Sound-Spelling Review Part 2 (Individual Turns)*

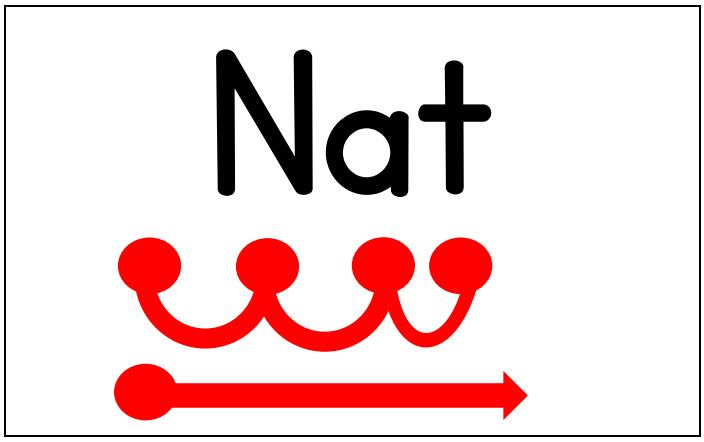
★	c	n	t	a
♥	t	m	a	p
■	n	t	c	a

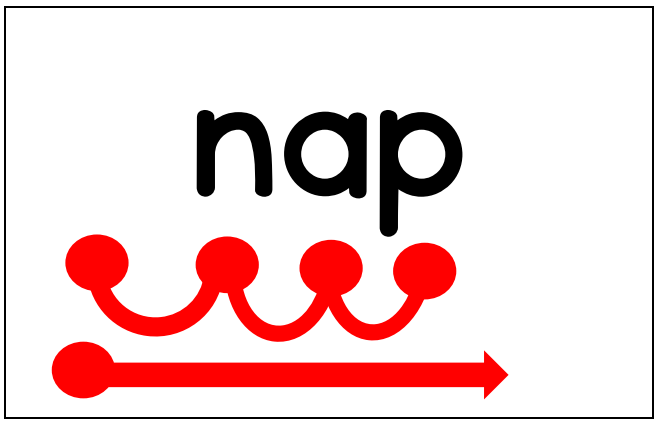
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

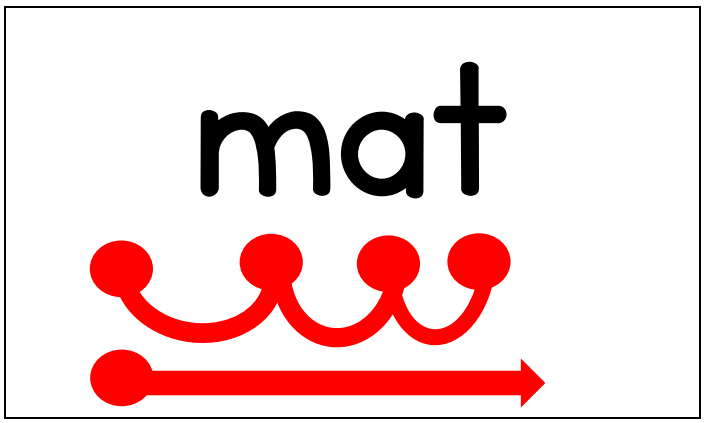
★ at	♥ Nat	■ nap	☺ mat
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



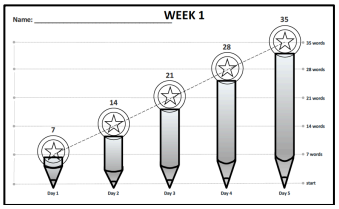
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

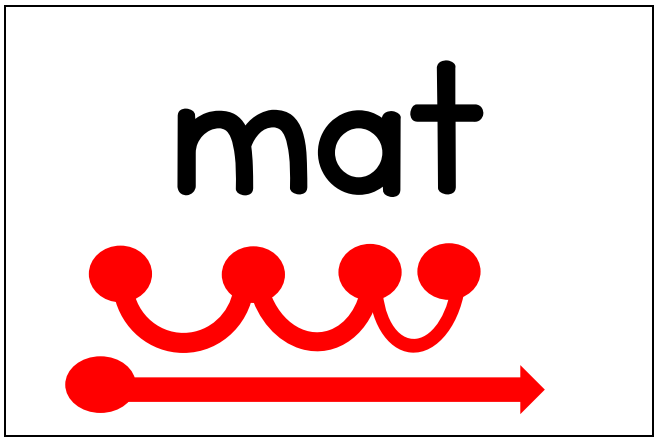
F *Sound-Spelling Review Part 2 (Individual Turns)*

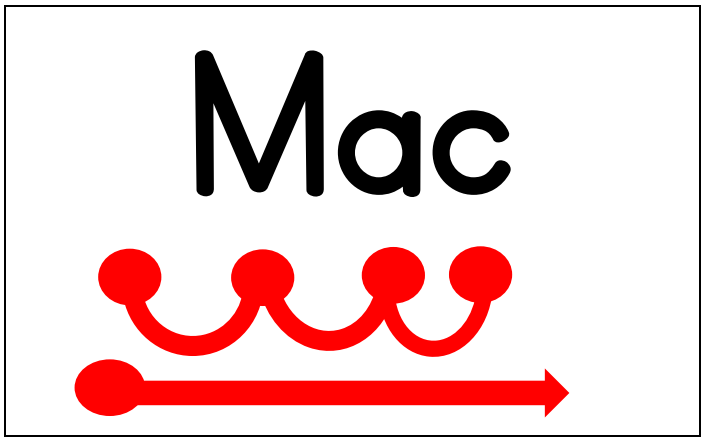
★	a	t	n	c
♥	M	c	a	t
■	p	m	S	n

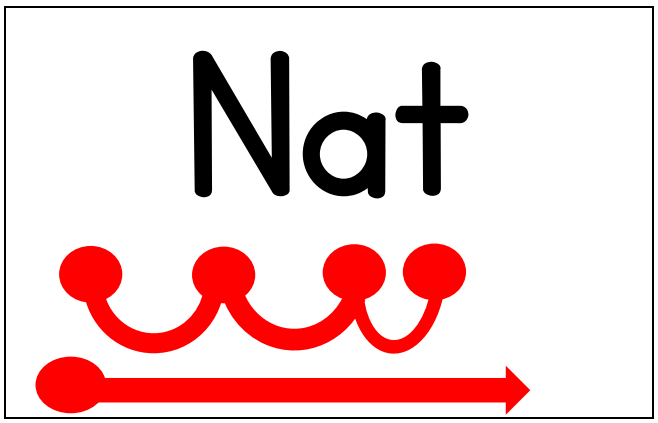
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

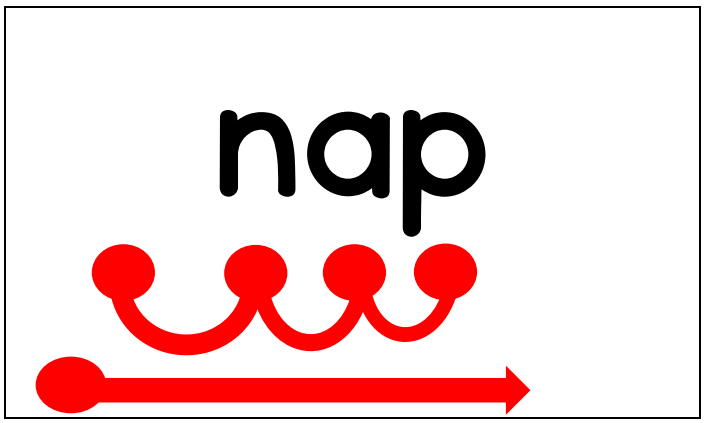
★ mat	♥ Mac	■ Nat	☺ nap
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



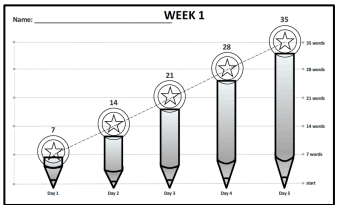
amazing



happy

because…

Graph Progress!



LESSON 8

I can  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

★

★

★

♥ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

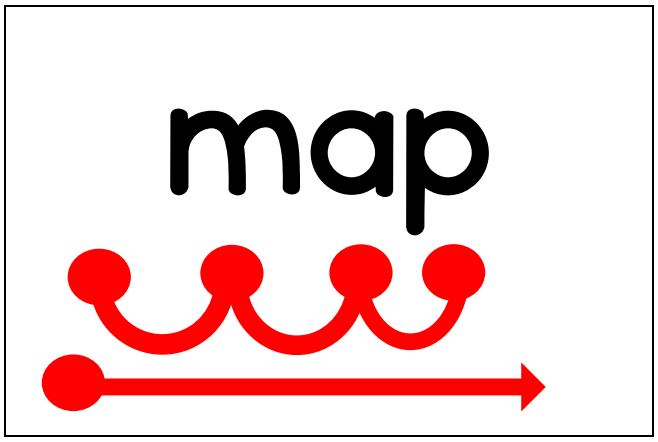
F *Sound-Spelling Review Part 2 (Individual Turns)*

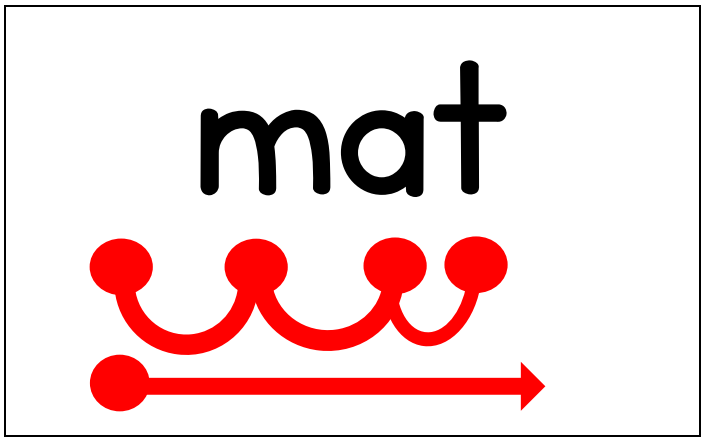
★	n	c	t	a
♥	N	a	S	m
■	a	M	c	n

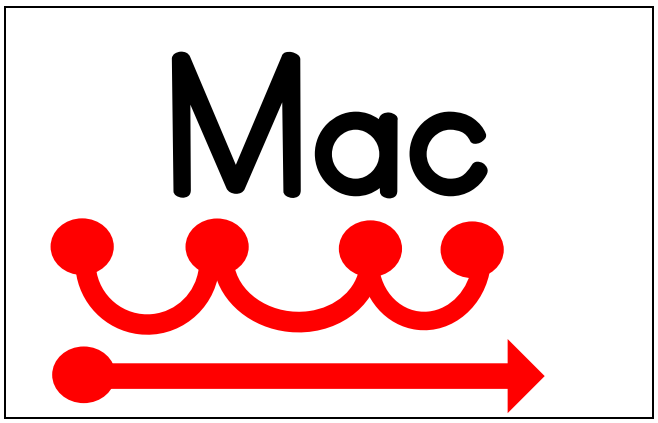
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

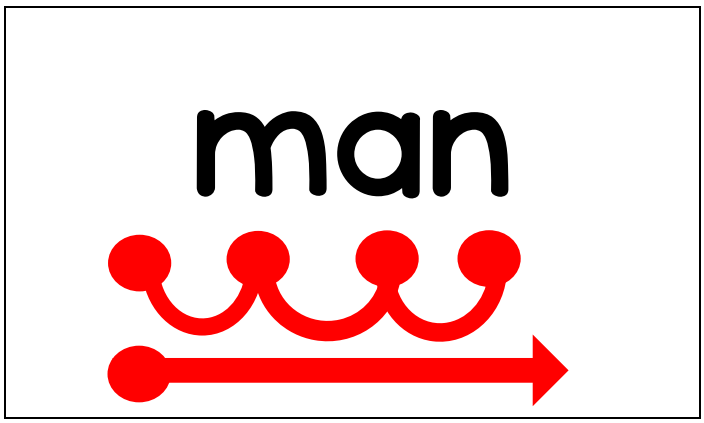
map	mat	Mac	man

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



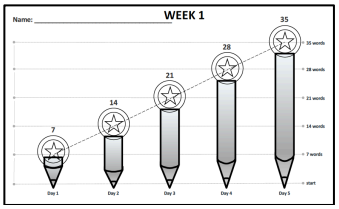
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

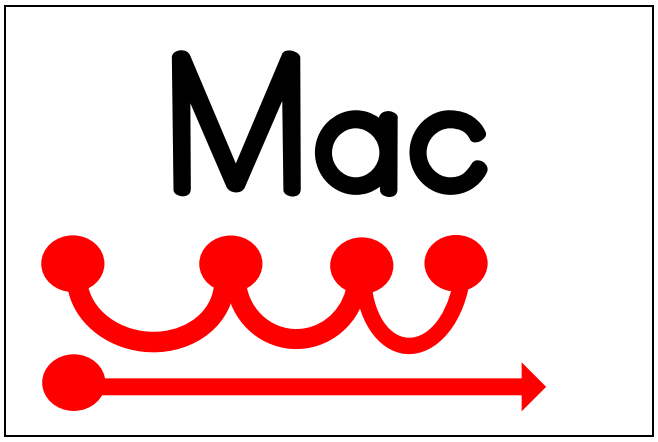
F *Sound-Spelling Review Part 2 (Individual Turns)*

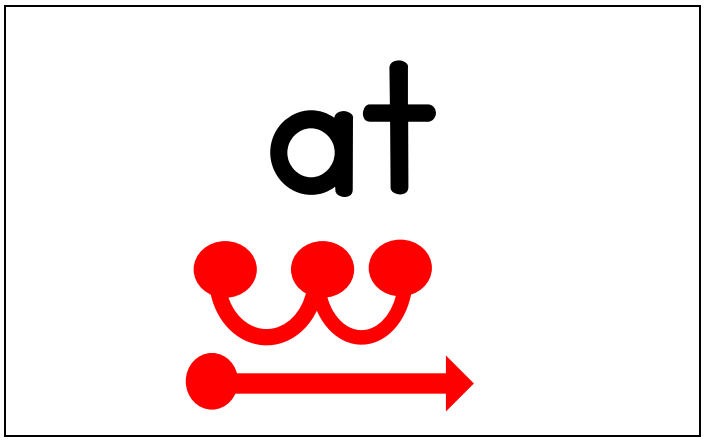
★	a	c	t	n
♥	m	p	a	S
■	t	a	c	M

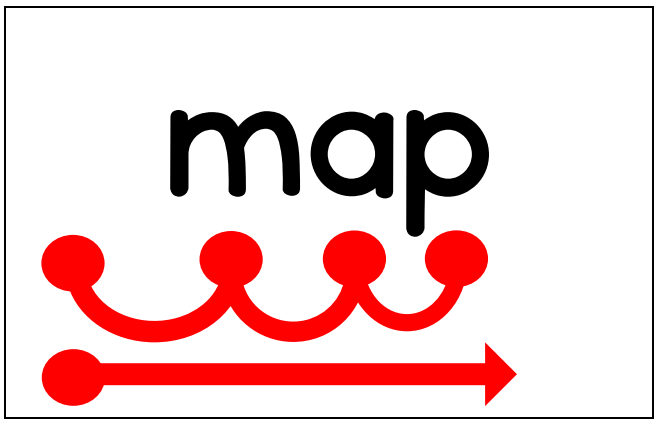
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

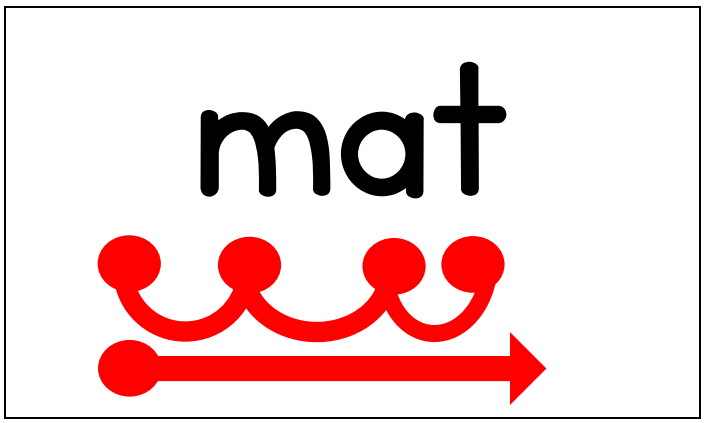
★ Mac	♥ at	■ map	☺ mat
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



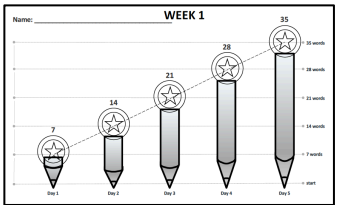
amazing



happy

because…

Graph Progress!



LESSON 10

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

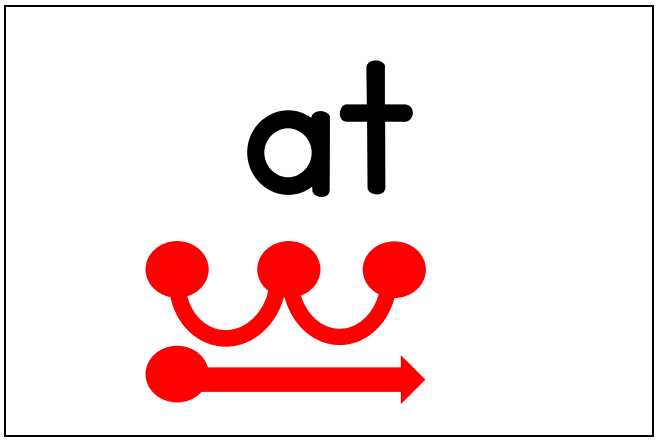
F *Sound-Spelling Review Part 2 (Individual Turns)*

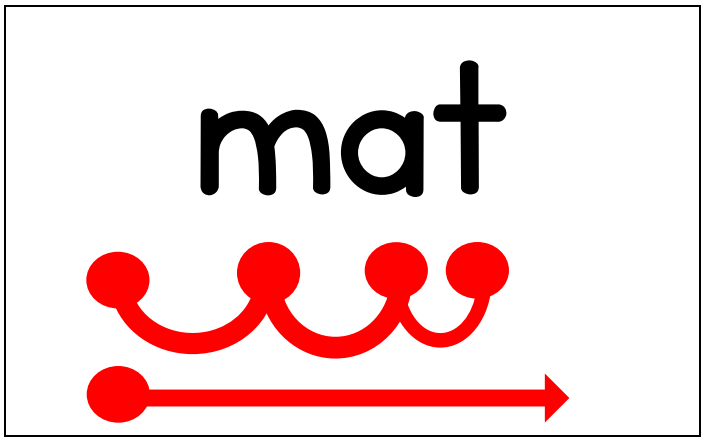
★	c	t	n	a
♥	a	s	m	p
■	c	n	s	t

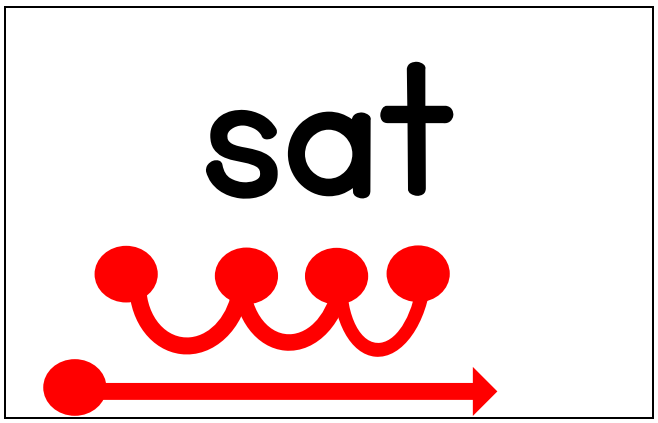
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

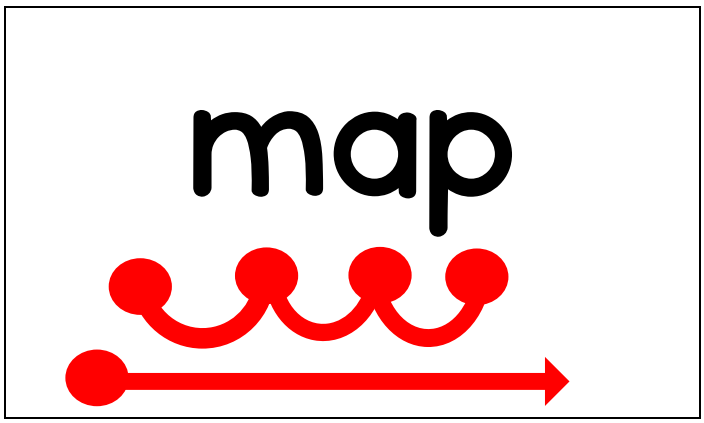
★ at	♥ mat	■ sat	☺ map
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



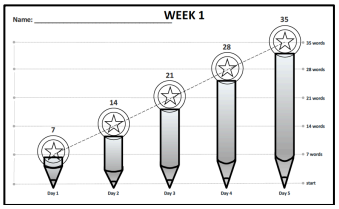
amazing



happy

because…

Graph Progress!



LESSON 11

I can  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	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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

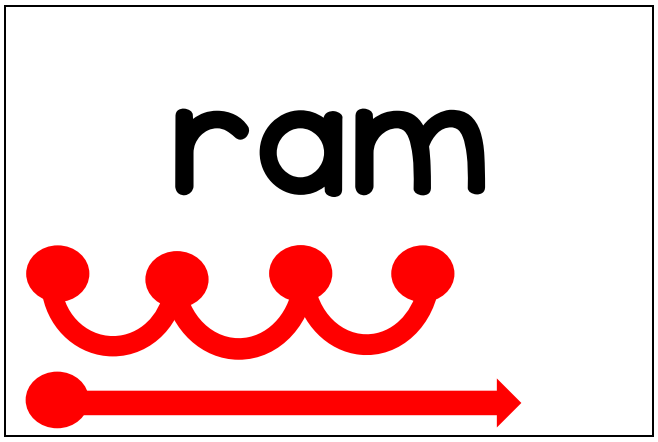
F *Sound-Spelling Review Part 2 (Individual Turns)*

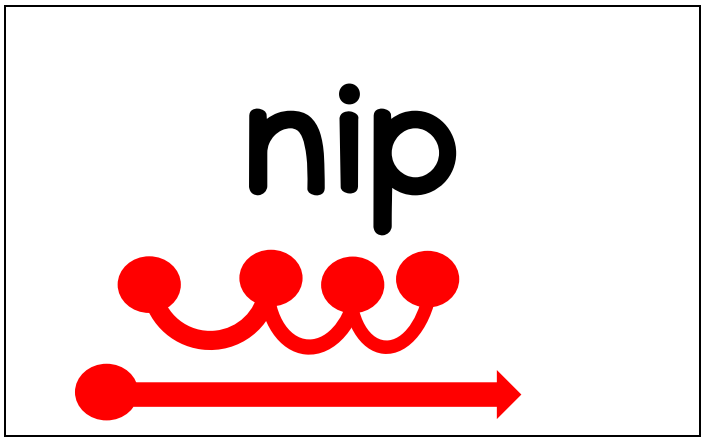
★	i	f	r	d
♥	a	p	i	f
■	d	i	f	r

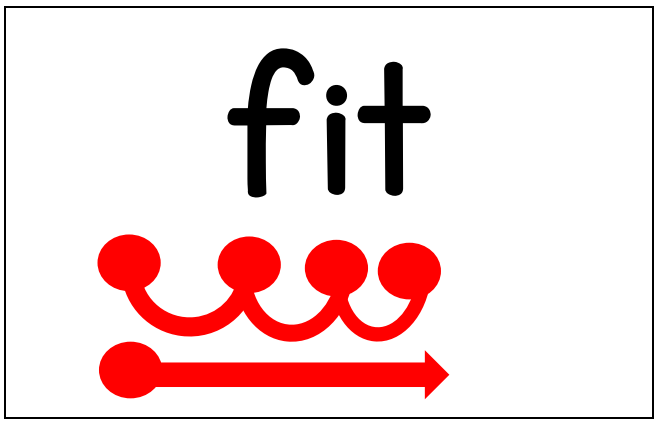
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

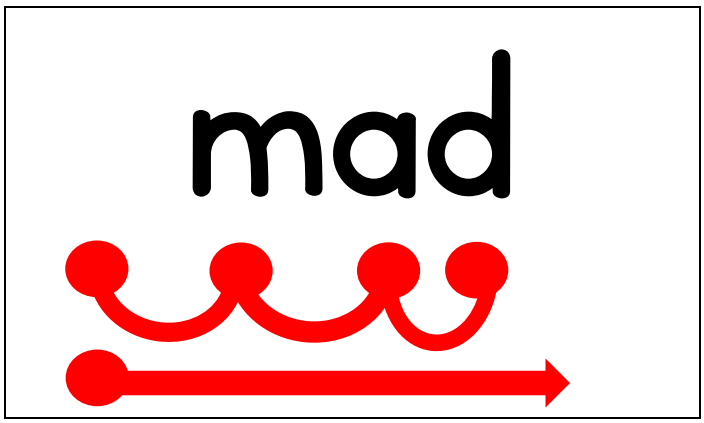
★ ram	♥ nip	■ fit	☺ mad
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



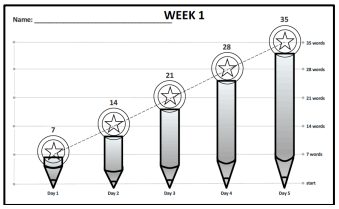
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

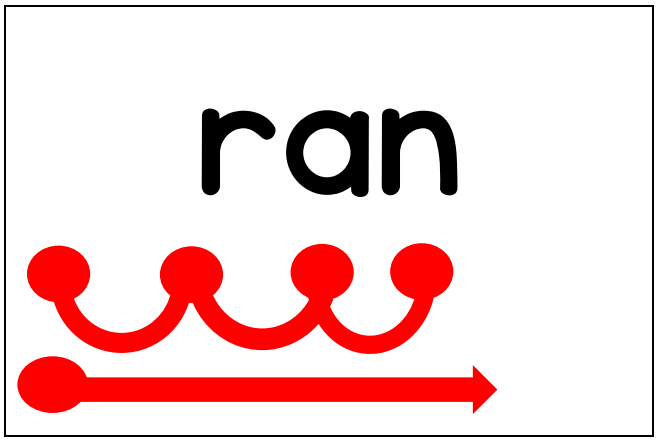
F *Sound-Spelling Review Part 2 (Individual Turns)*

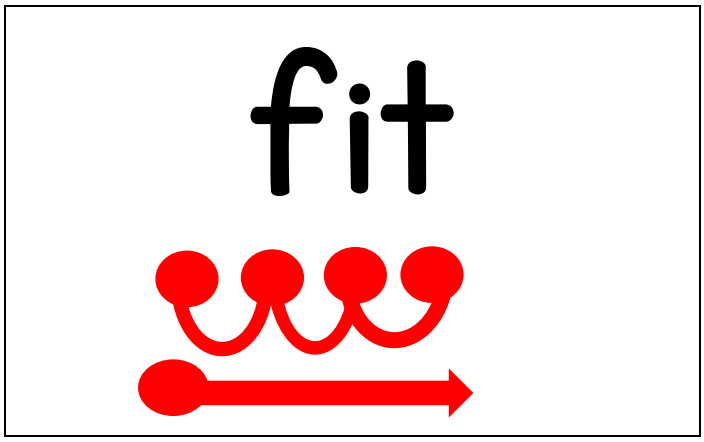
★	f	i	d	r
♥	t	r	a	m
■	i	S	f	a

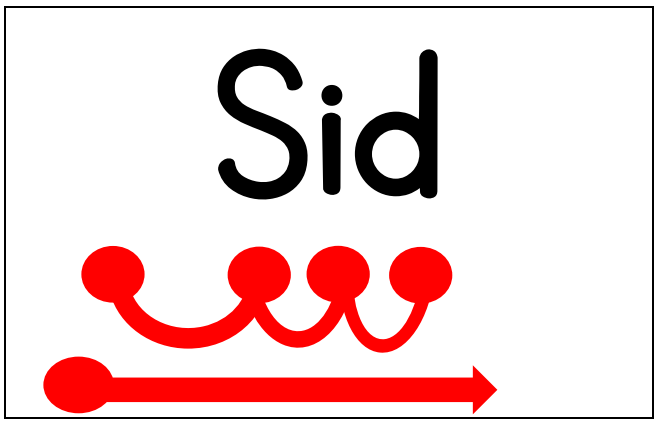
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

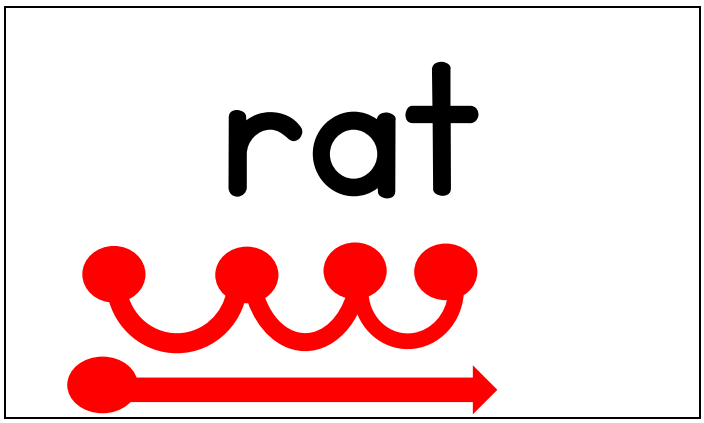
★ ran	♥ fit	■ Sid	☺ rat
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



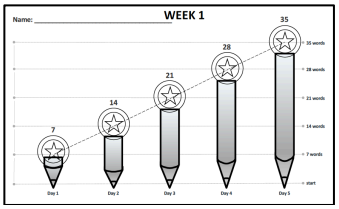
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

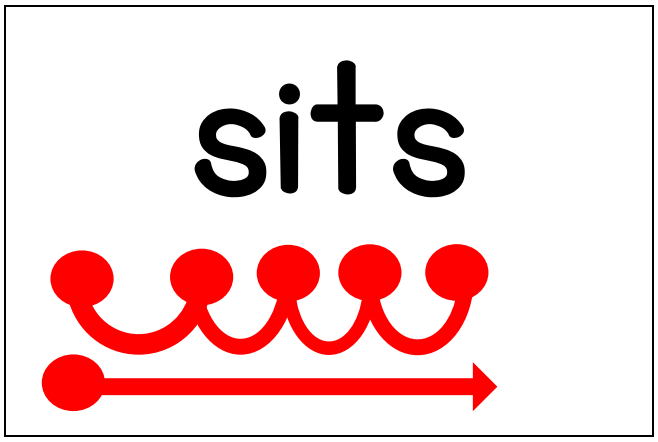
F *Sound-Spelling Review Part 2 (Individual Turns)*

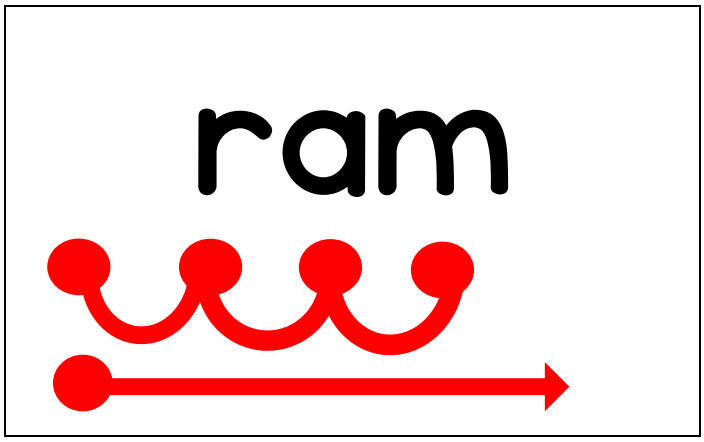
★	r	i	f	d
♥	a	s	r	i
■	d	i	n	f

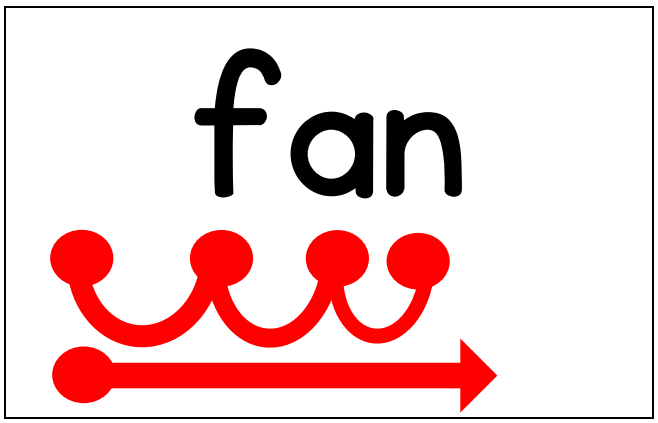
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

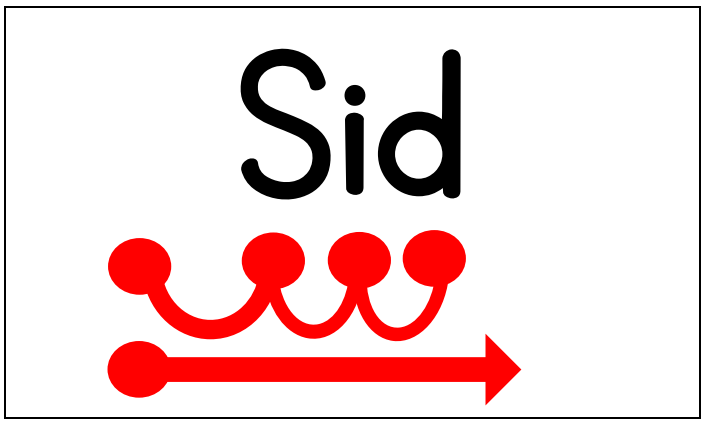
★ sits	♥ ram	■ fan	☺ Sid
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



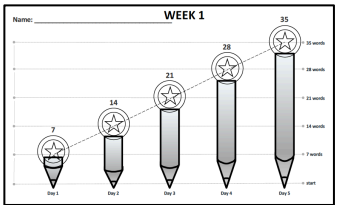
amazing



happy

because…

Graph Progress!



LESSON 14

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

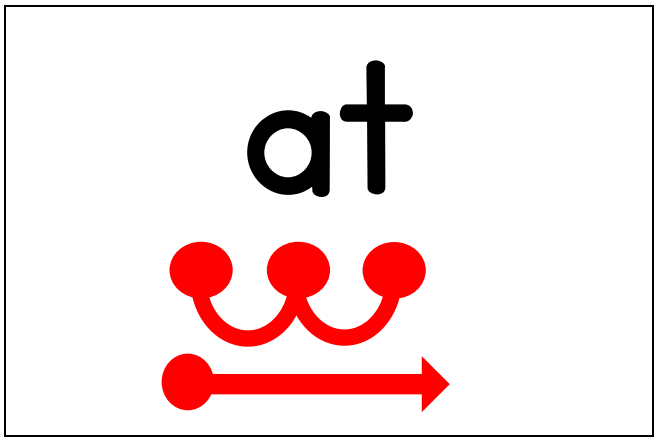
F *Sound-Spelling Review Part 2 (Individual Turns)*

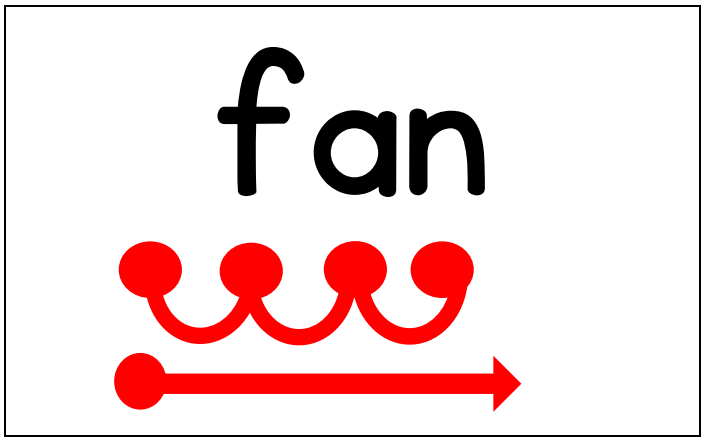
★	i	r	f	d
♥	n	i	s	f
■	d	a	r	p

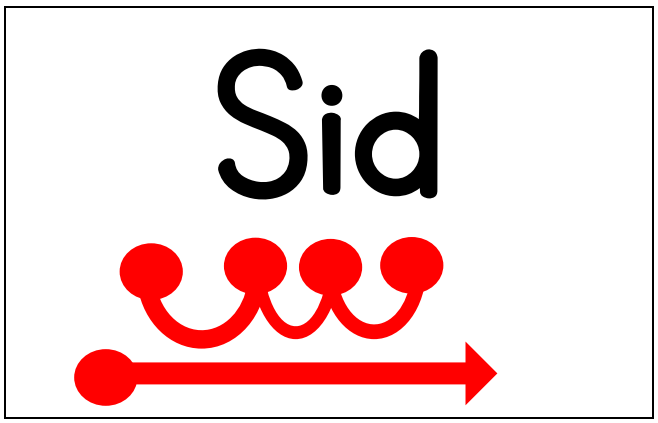
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

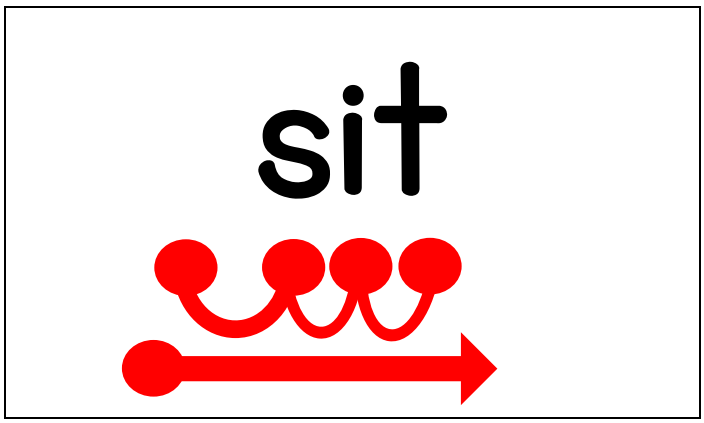
★ at	♥ fan	■ Sid	☺ sit
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



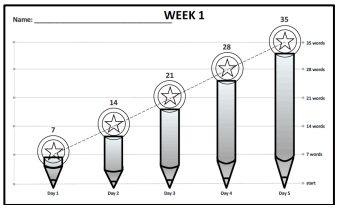
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

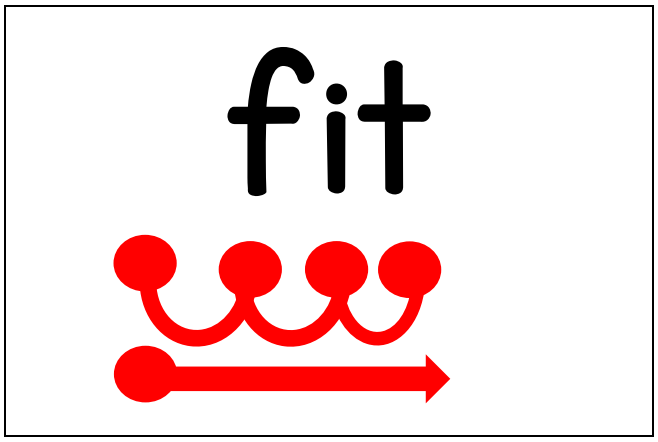
F *Sound-Spelling Review Part 2 (Individual Turns)*

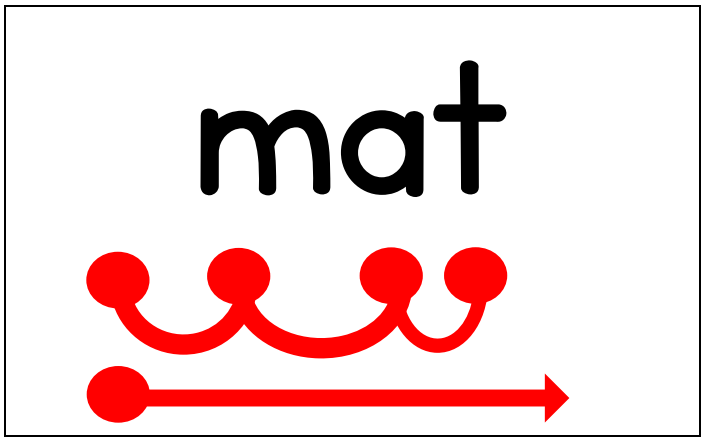
★	f	d	r	i
♥	a	R	i	d
■	t	p	f	S

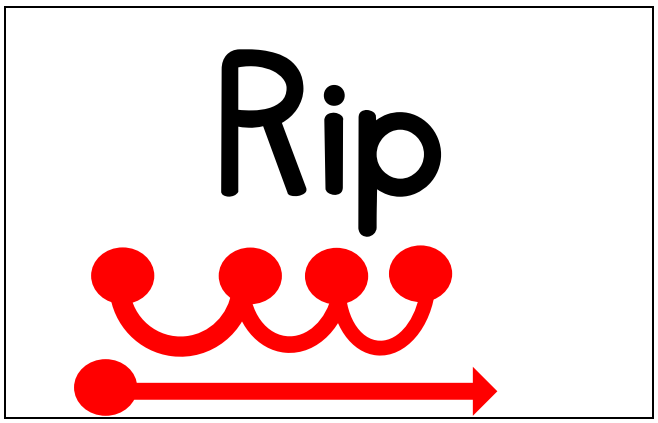
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

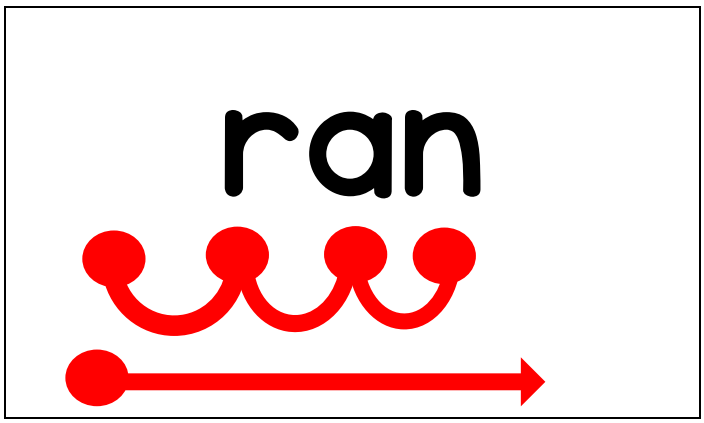
★ fit	♥ mat	■ Rip	☺ ran
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



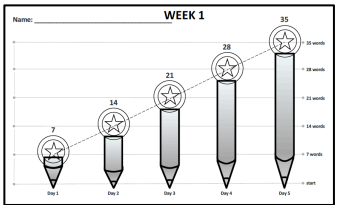
amazing



happy

because…

Graph Progress!



LESSON 16

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

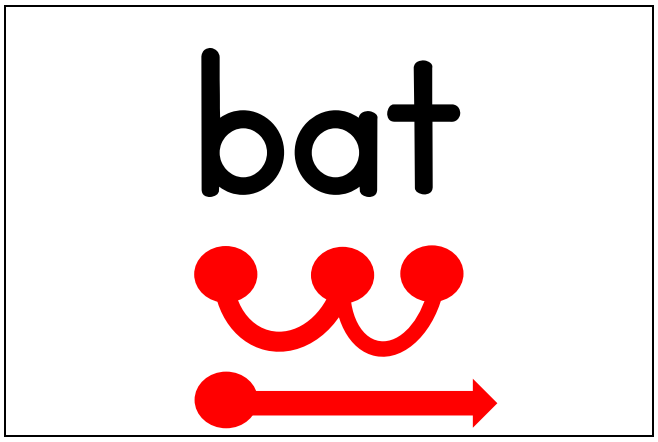
F *Sound-Spelling Review Part 2 (Individual Turns)*

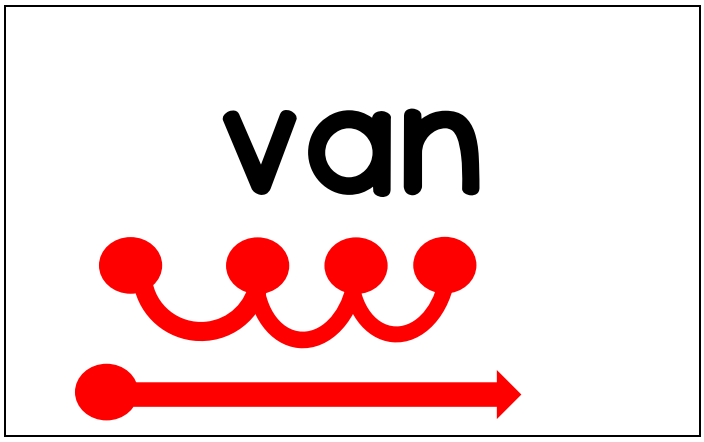
★	b	k	v	_ck
♥	t	b	_ck	R
■	v	i	d	k

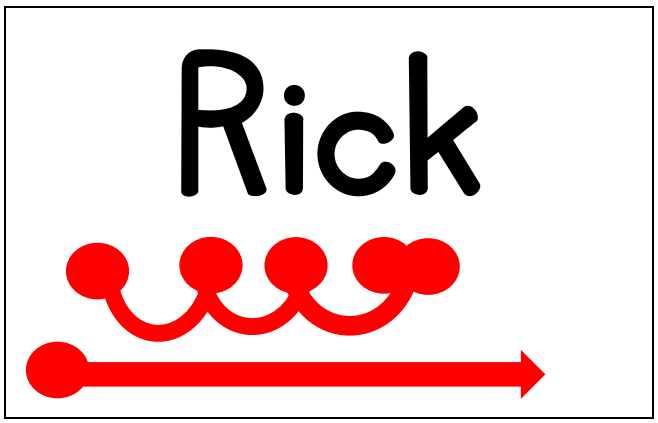
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

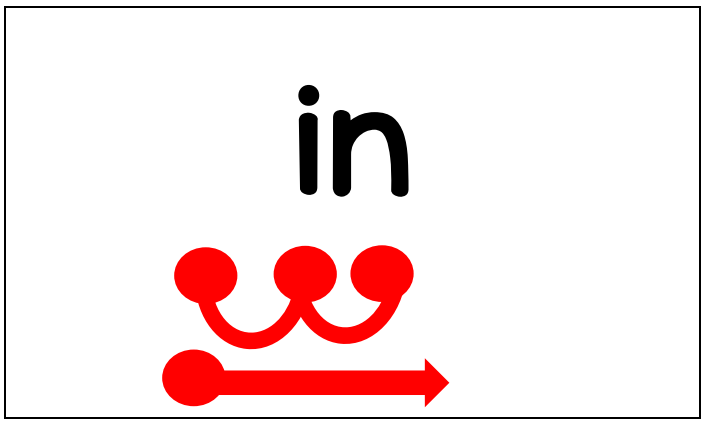
★ bat	♥ van	■ Rick	☺ in
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



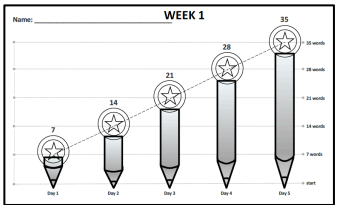
amazing



happy

because…

Graph Progress!



LESSON 17

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

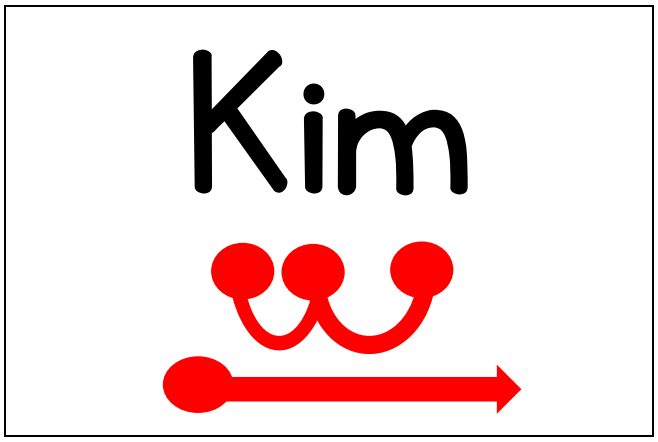
F *Sound-Spelling Review Part 2 (Individual Turns)*

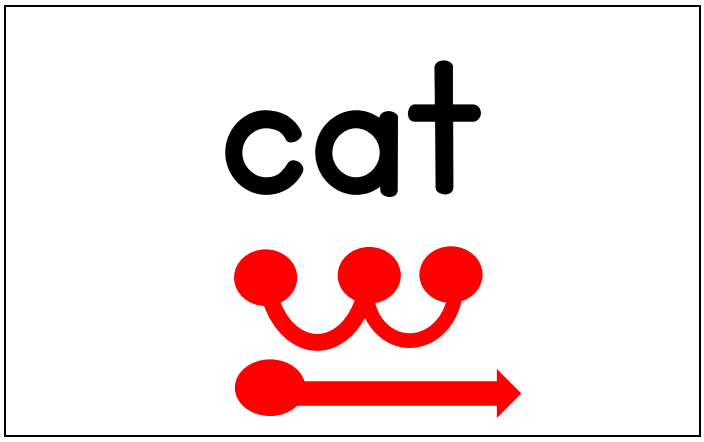
★	_ck	b	v	k
♥	a	_ck	i	b
■	K	p	v	d

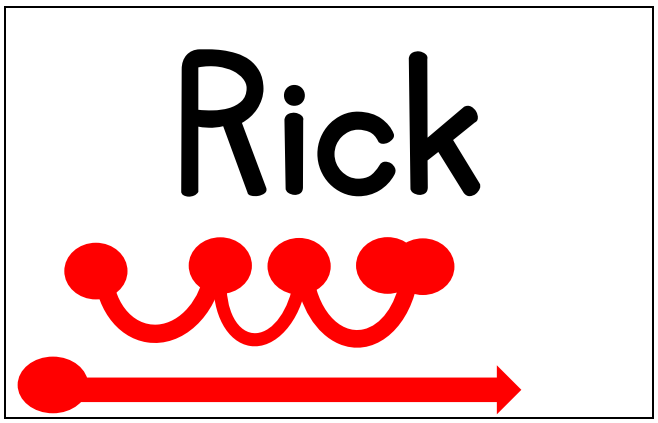
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

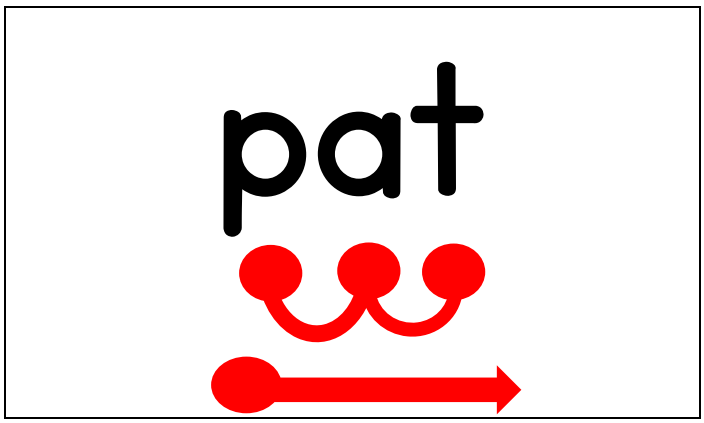
★ Kim	♥ cat	■ Rick	☺ pat
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



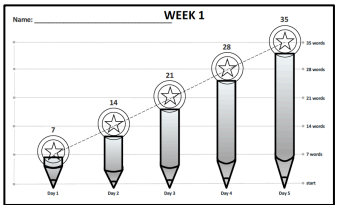
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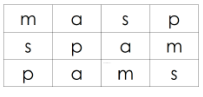
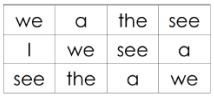
happy

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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

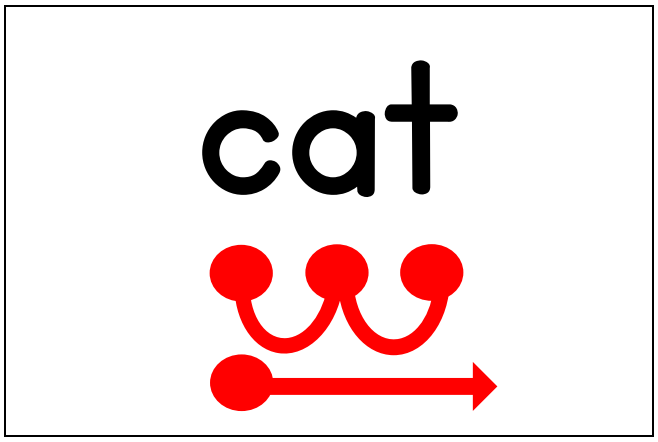
F *Sound-Spelling Review Part 2 (Individual Turns)*

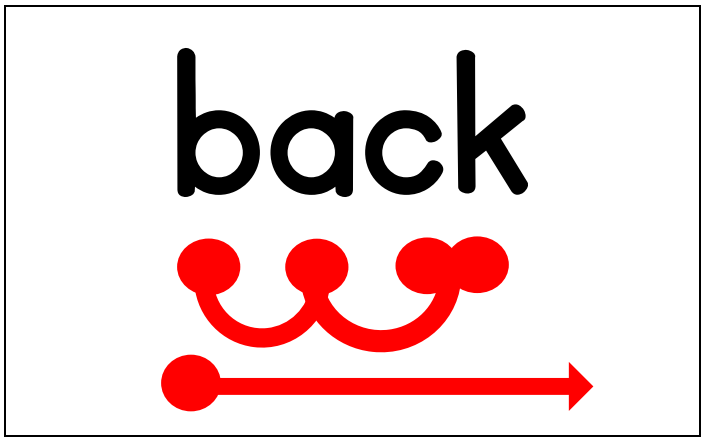
★	v	k	b	_ck
♥	S	v	a	k
■	b	d	_ck	t

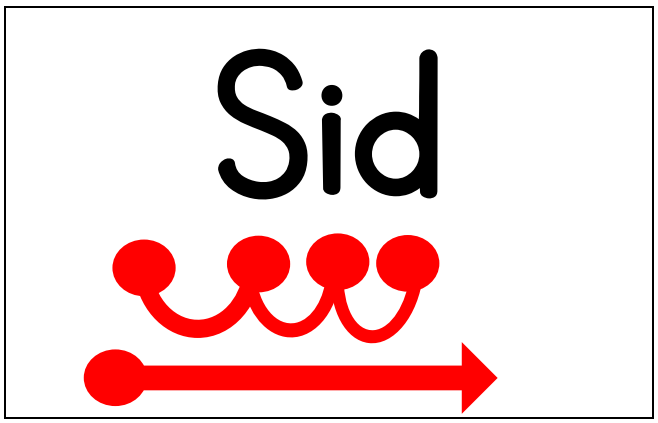
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

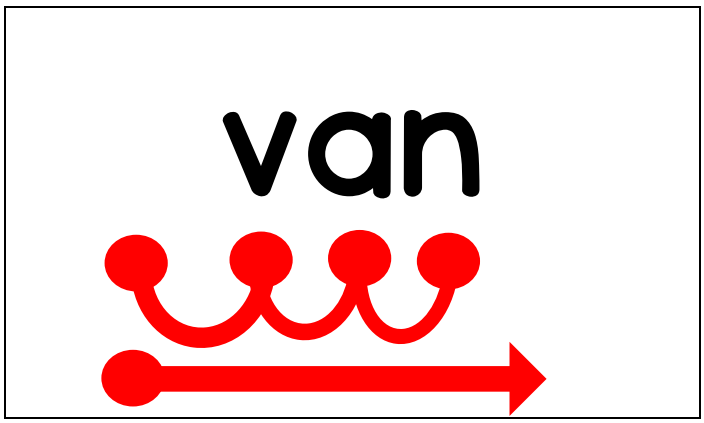
★ cat	♥ back	■ Sid	☺ van
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



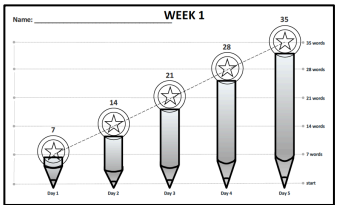
amazing



happy

because…

Graph Progress!



LESSON 19

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

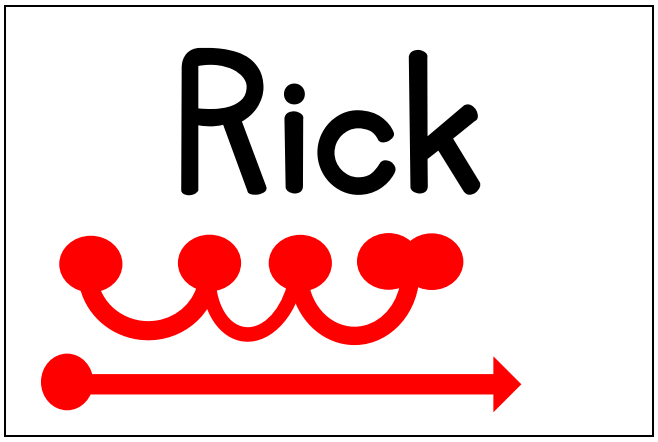
F *Sound-Spelling Review Part 2 (Individual Turns)*

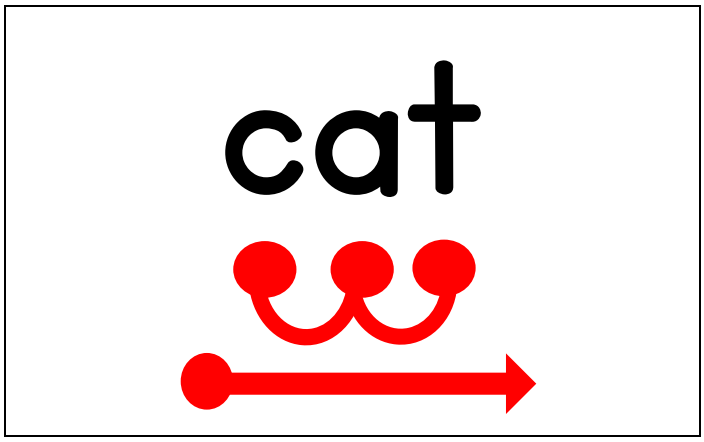
★	b	_ck	v	K
♥	_ck	i	b	a
■	n	k	m	v

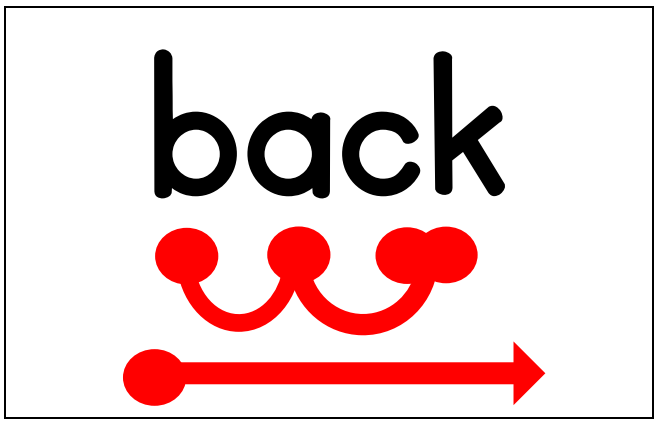
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

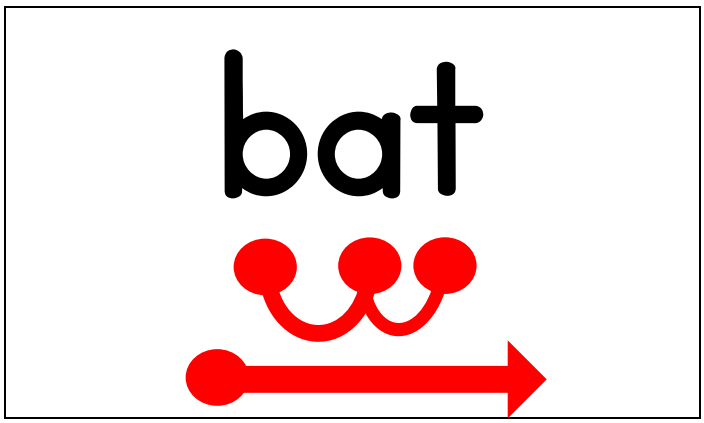
★ Rick	♥ cat	■ back	☺ bat
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



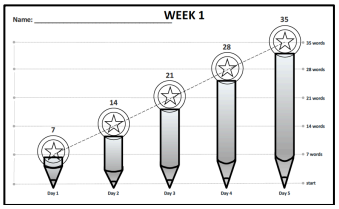
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

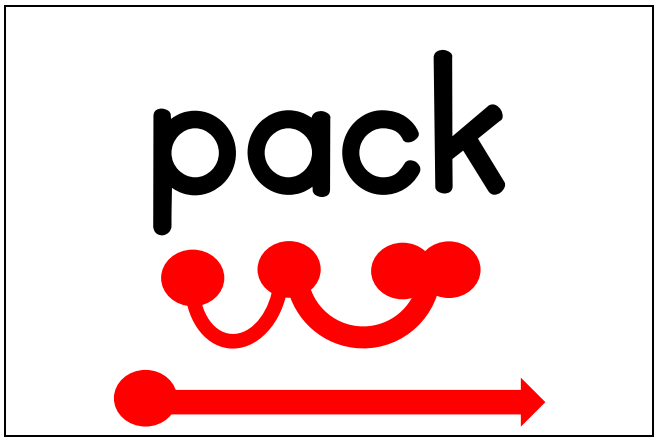
F *Sound-Spelling Review Part 2 (Individual Turns)*

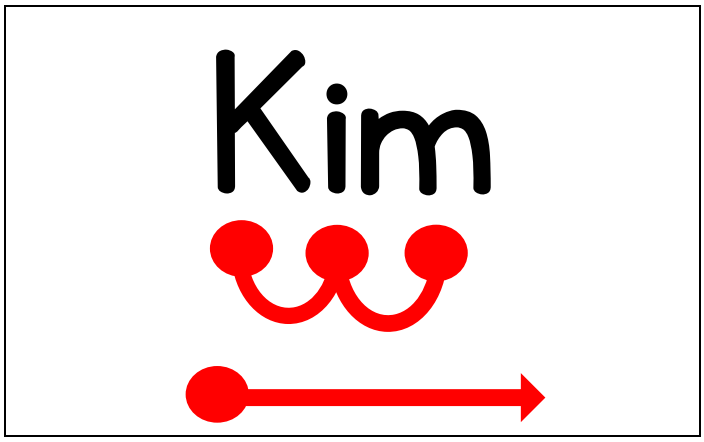
★	k	v	_ck	b
♥	_ck	R	a	t
■	i	N	p	d

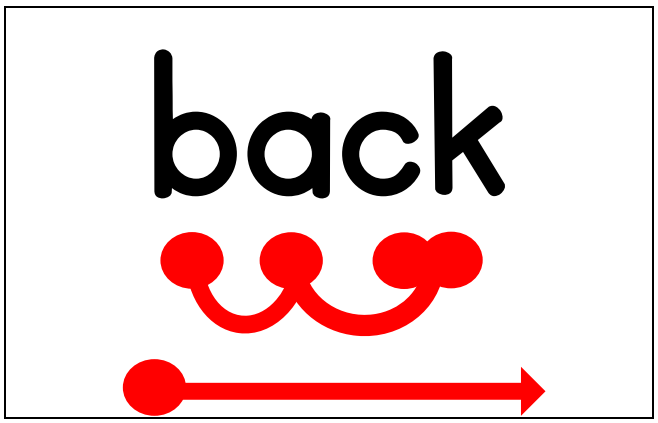
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

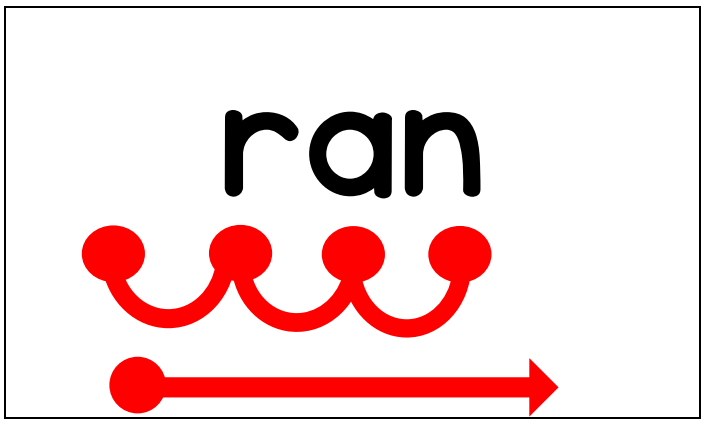
★pack	♥ Kim	■back	☺ van
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



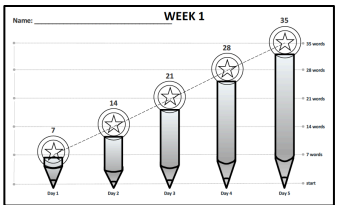
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

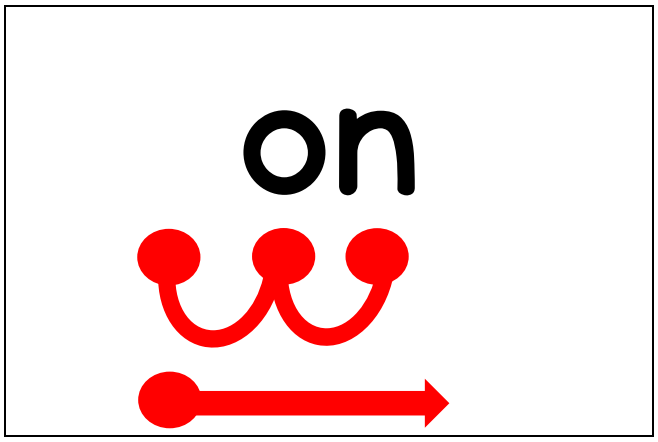
F *Sound-Spelling Review Part 2 (Individual Turns)*

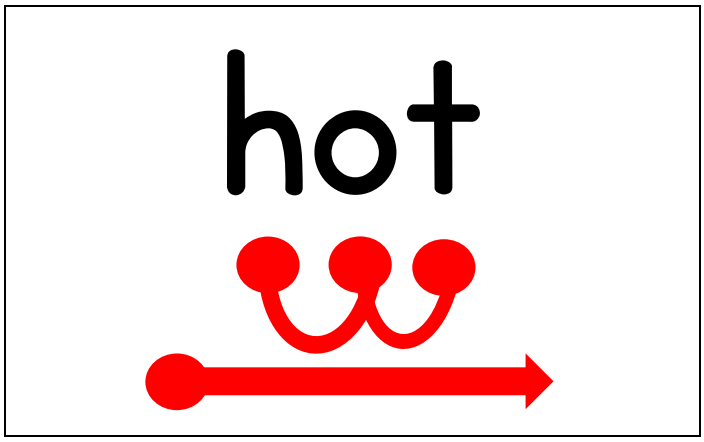
★	o	l	h	y
♥	n	o	_ck	y
■	l	K	h	v

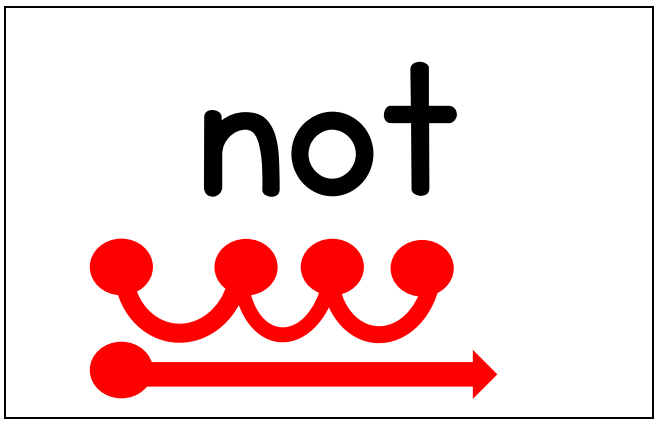
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

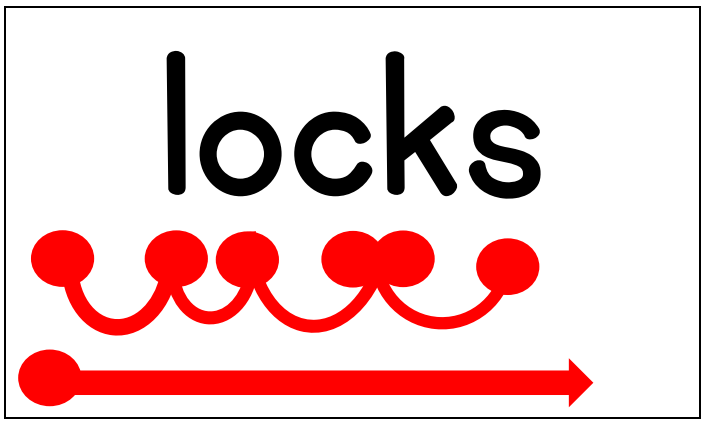
★ on	♥ hot	■ not	☺ locks
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



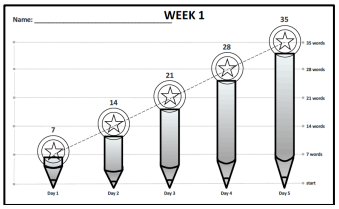
amazing



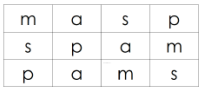
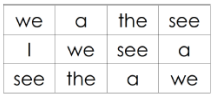
happy

because…

Graph Progress!



LESSON 22

I can  and   and  .

read write sounds 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

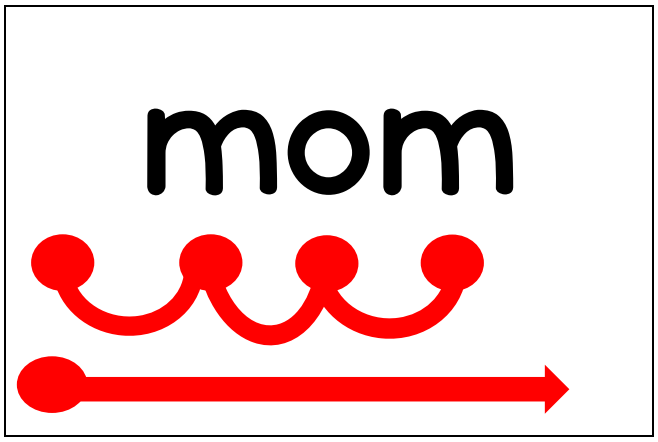
F *Sound-Spelling Review Part 2 (Individual Turns)*

★	l	h	o	y
♥	m	l	p	o
■	y	_ck	h	i

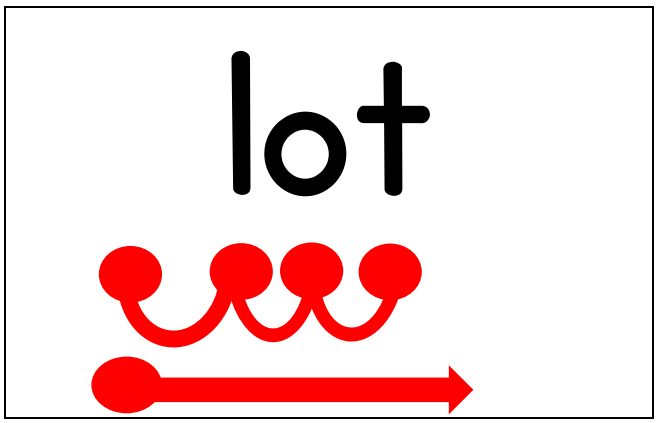
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

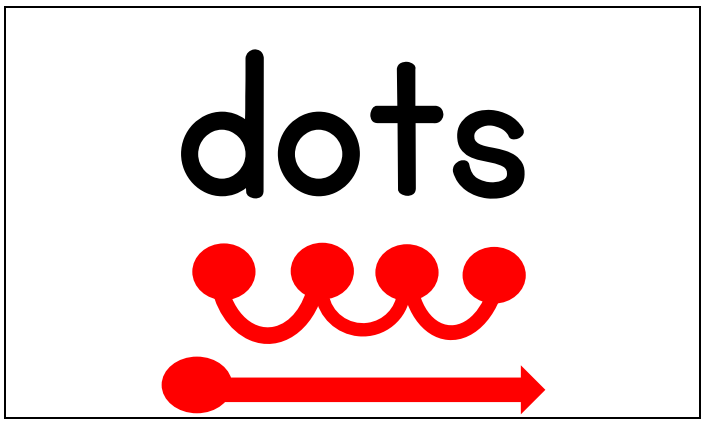
★mom	♥socks	■ lot	☺dots
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



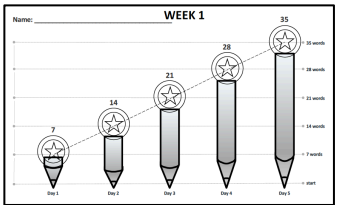
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

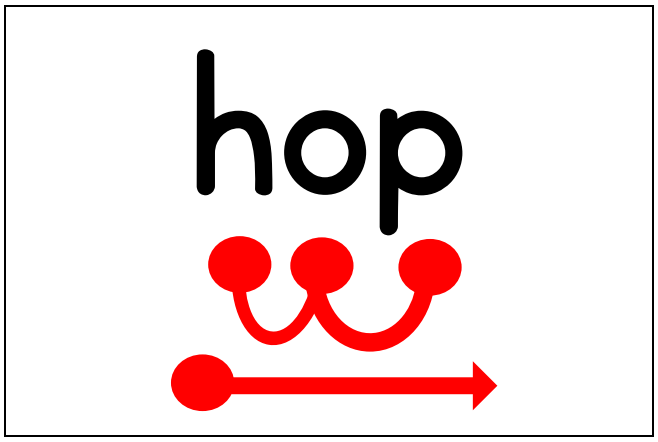
F *Sound-Spelling Review Part 2 (Individual Turns)*

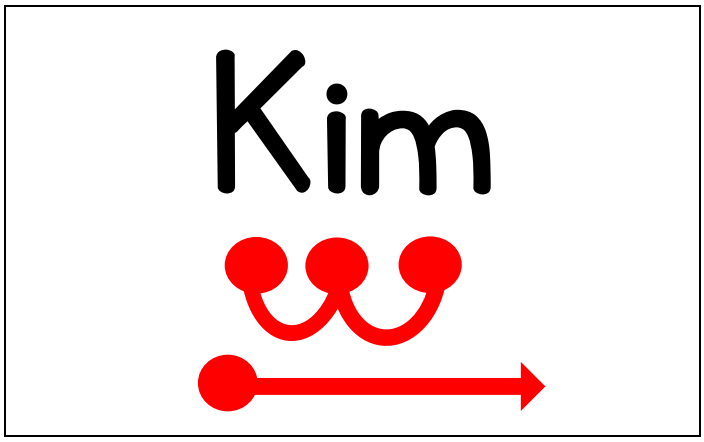
★	y	h	l	o
♥	m	y	o	_ck
■	h	i	d	l

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

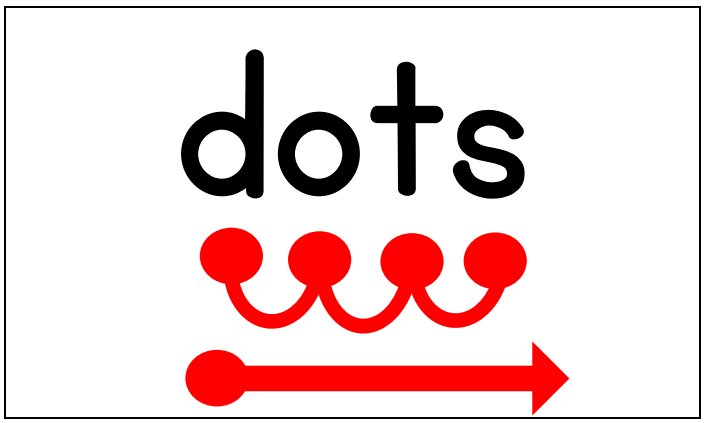
hop	Kim	socks	dots

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



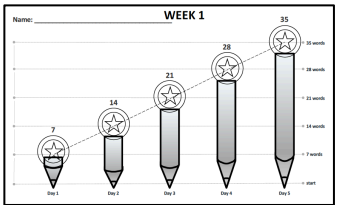
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

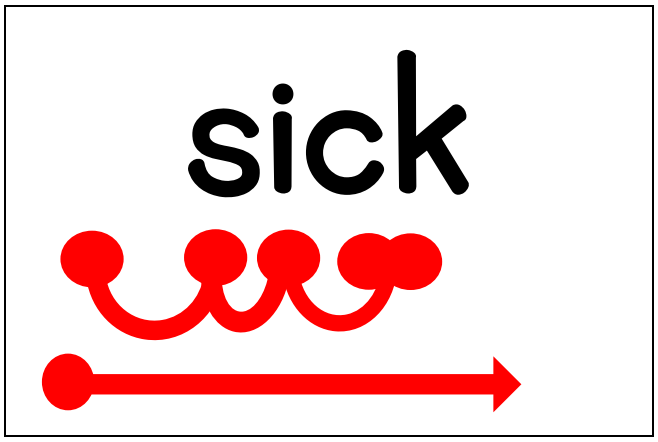
F *Sound-Spelling Review Part 2 (Individual Turns)*

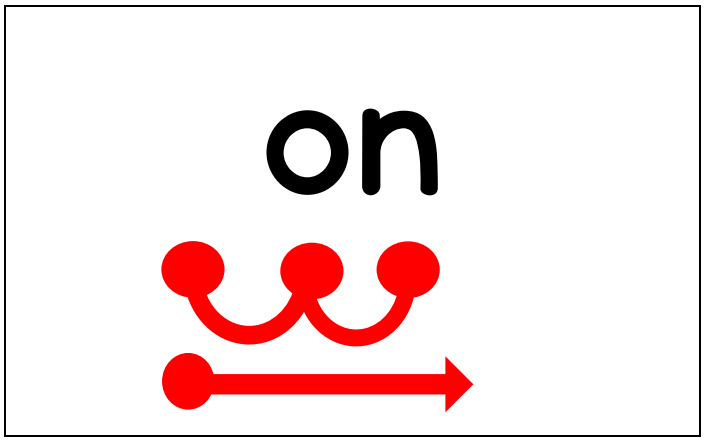
★	h	o	y	l
♥	o	i	h	c
■	i	l	K	y

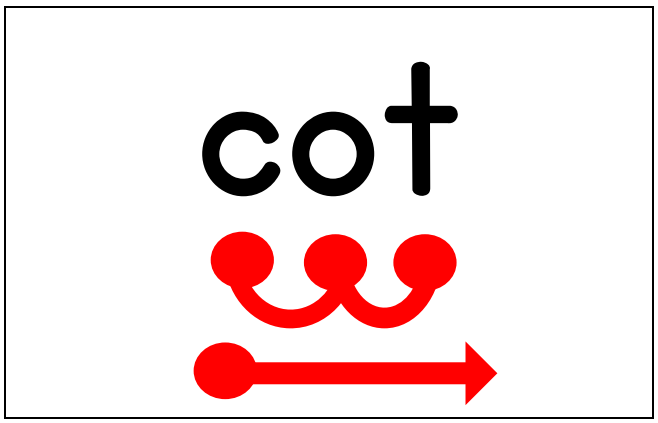
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

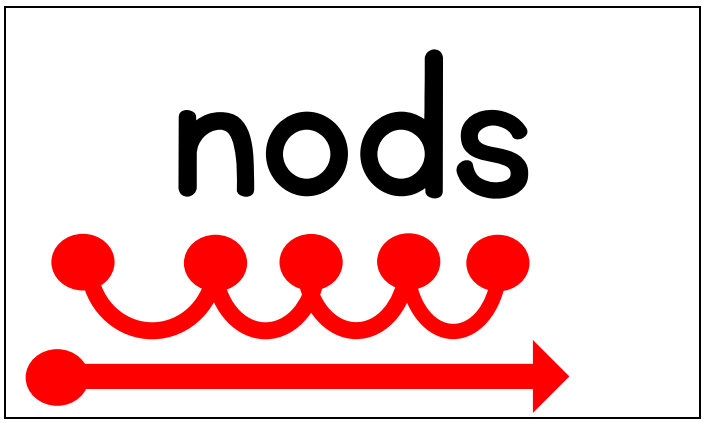
★ sick	♥ on	■ cot	☺ nods
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



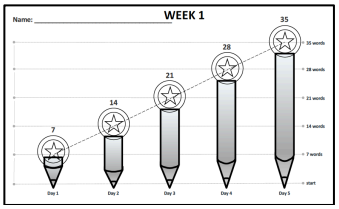
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

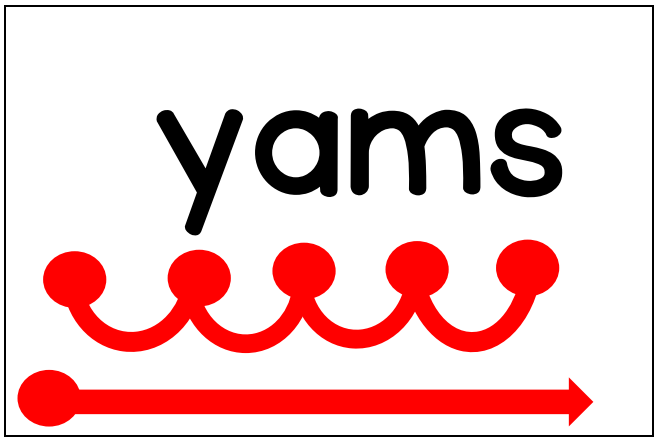
F *Sound-Spelling Review Part 2 (Individual Turns)*

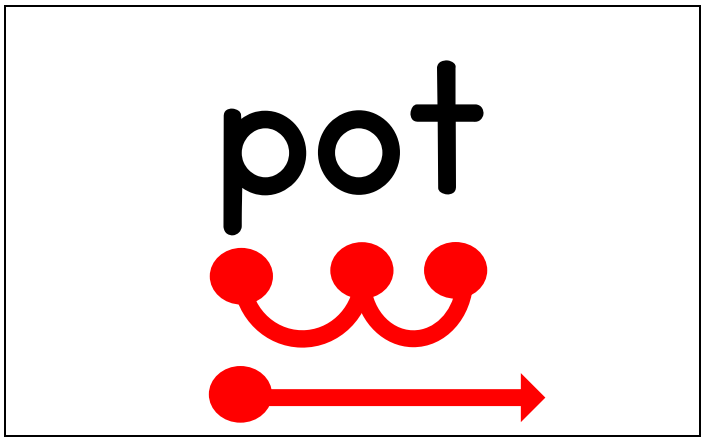
★	y	l	o	h
♥	l	a	_ck	o
■	n	h	y	d

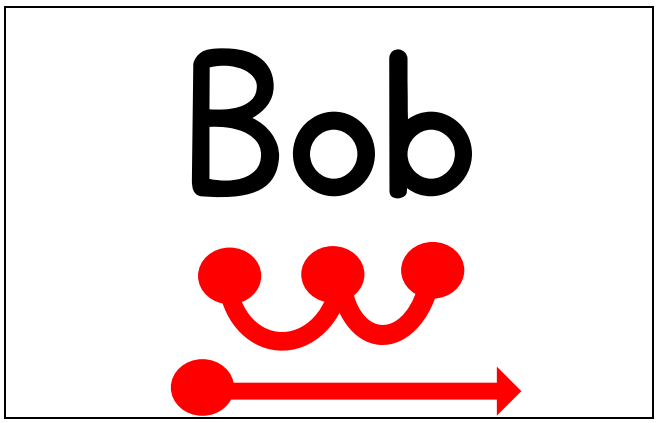
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

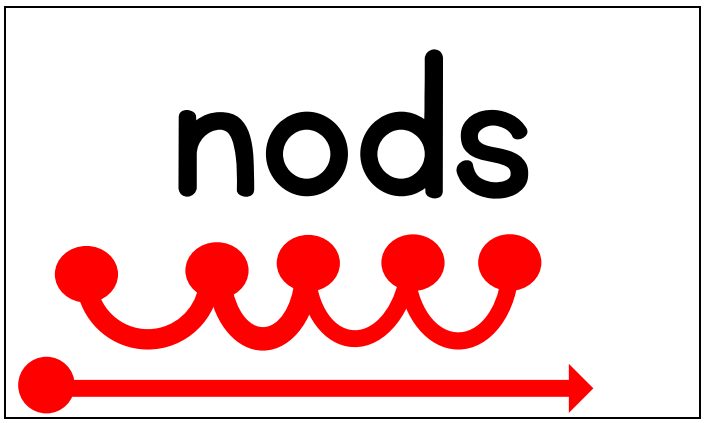
★ yams	♥ pot	■ Bob	☺ nods
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



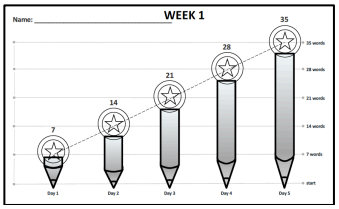
amazing



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_
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

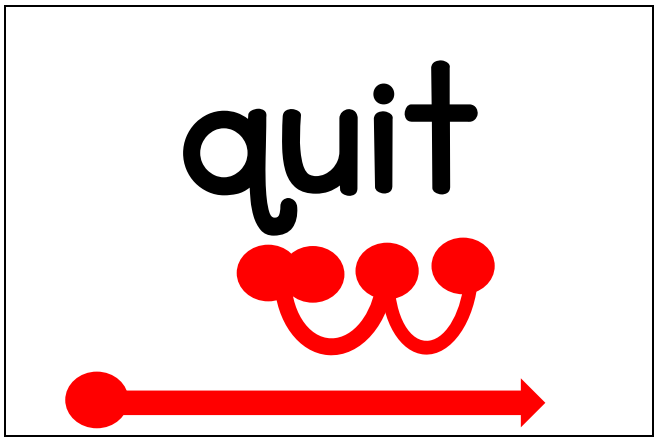
F *Sound-Spelling Review Part 2 (Individual Turns)*

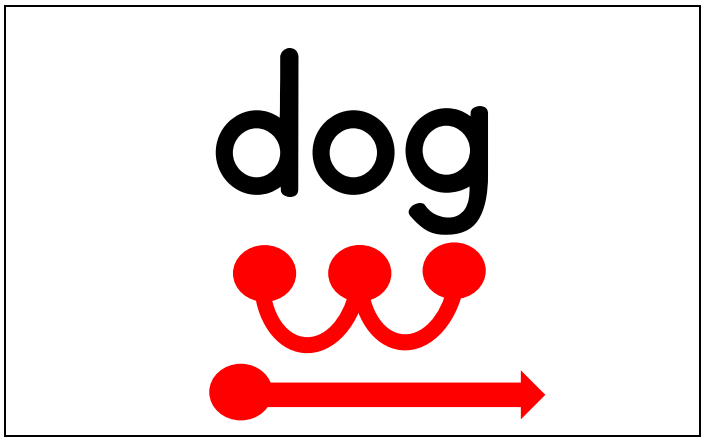
★	e	g	w	qu_
♥	g	e	qu_	w
■	B	o	f	h

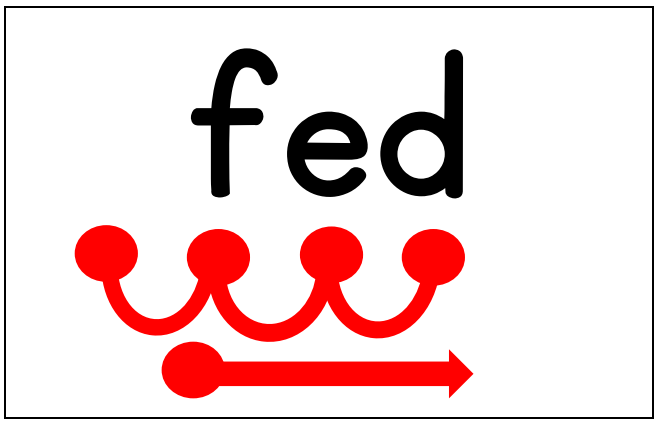
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

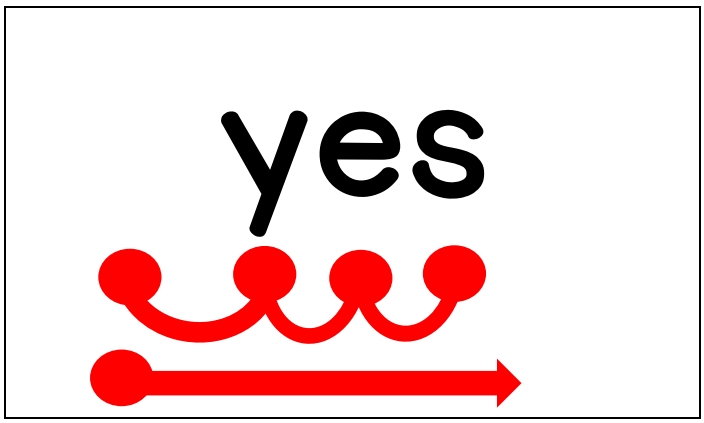
quit	dog	fed	yes

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



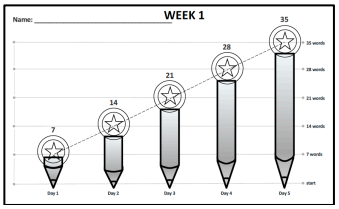
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

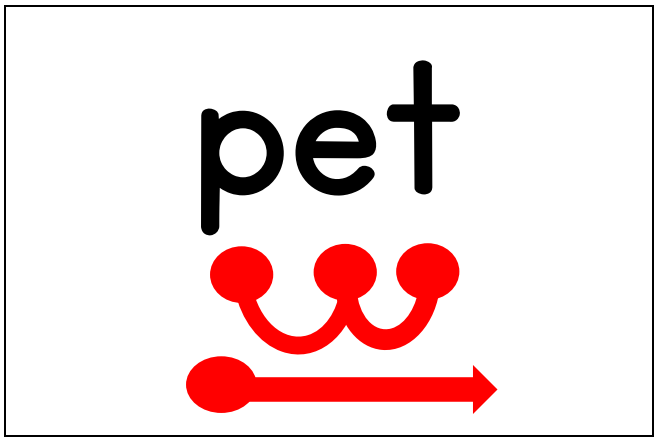
F *Sound-Spelling Review Part 2 (Individual Turns)*

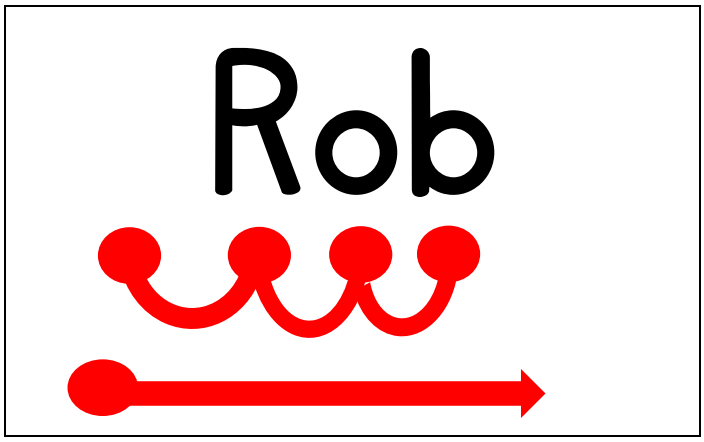
★	g	w	qu_	e
♥	w	qu_	e	g
■	o	R	b	i

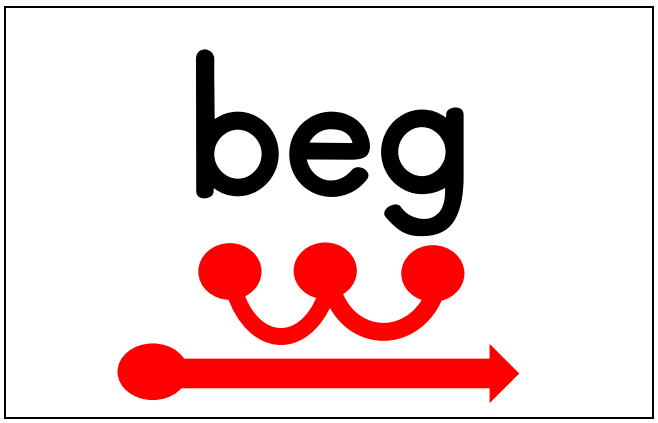
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

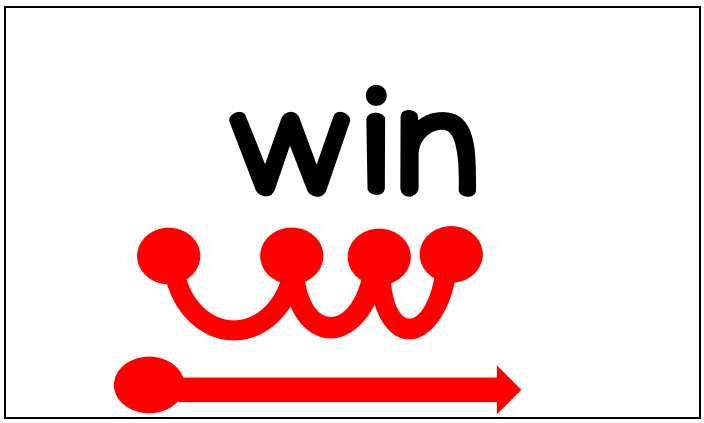
★ pet	♥ Rob	■ beg	☺ win
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



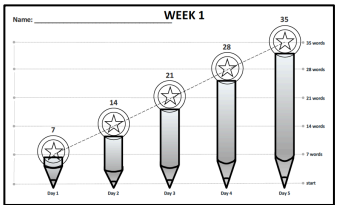
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

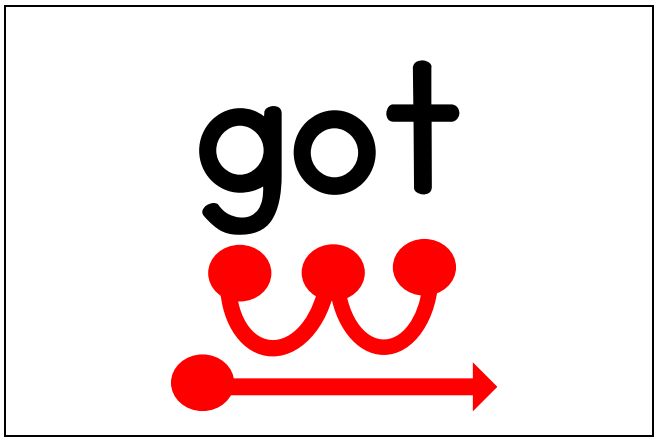
F *Sound-Spelling Review Part 2 (Individual Turns)*

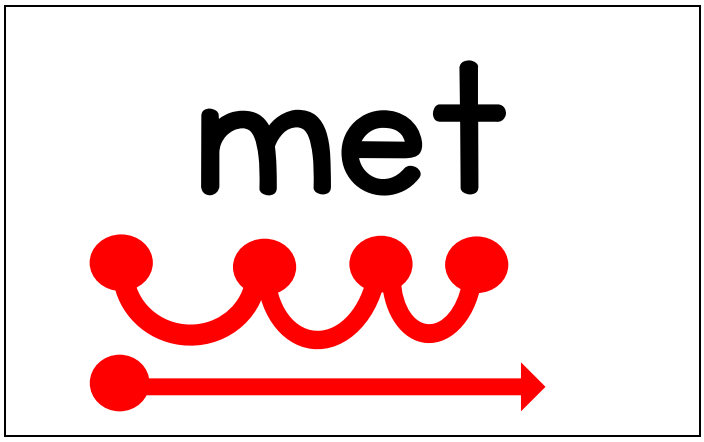
★	w	qu_	e	g
♥	qu_	g	w	e
■	N	_ck	o	d

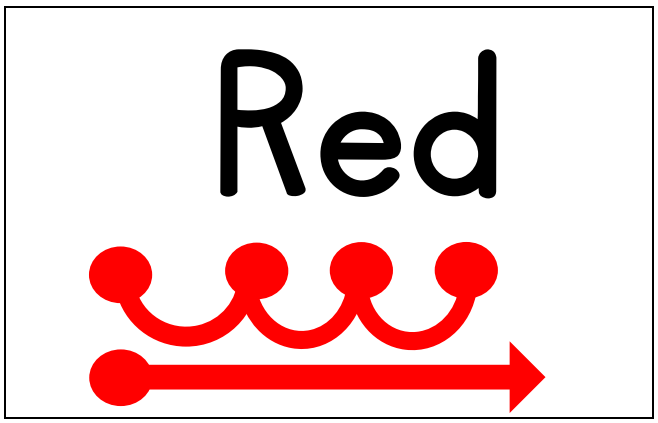
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

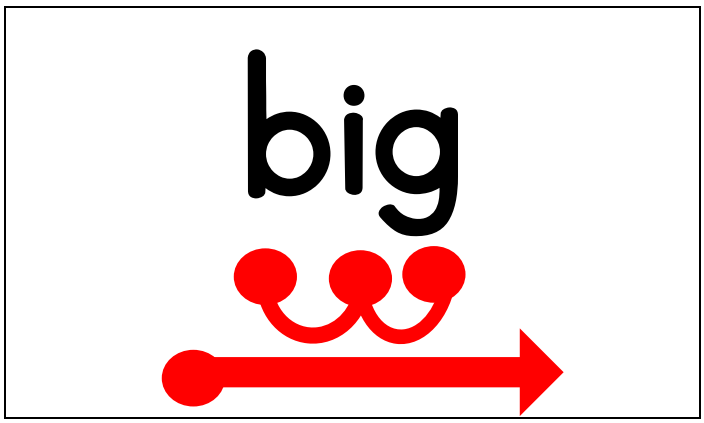
★ got	♥ met	■ Red	☺ big
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



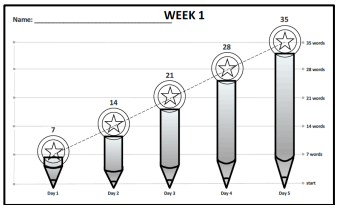
amazing



happy

because…

Graph Progress!



LESSON 29

I can  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

★ 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_
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

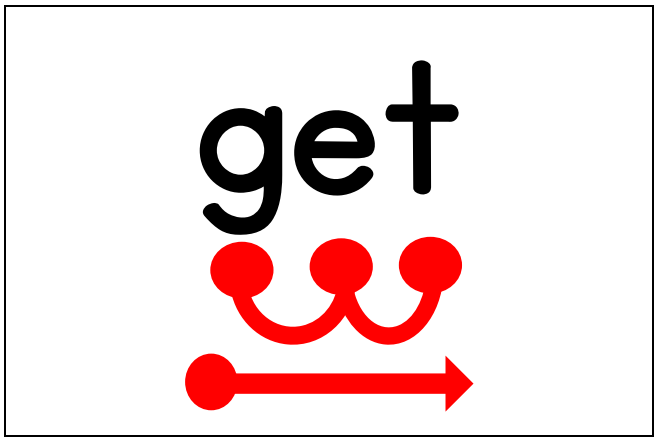
F *Sound-Spelling Review Part 2 (Individual Turns)*

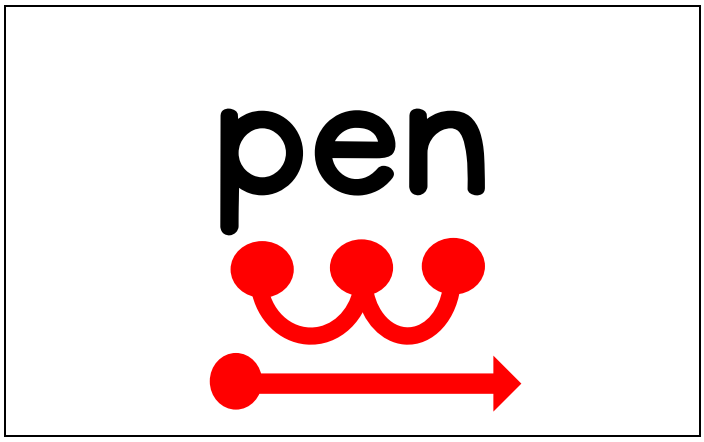
★	e	g	w	qu_
♥	w	e	qu_	g
■	o	d	t	b

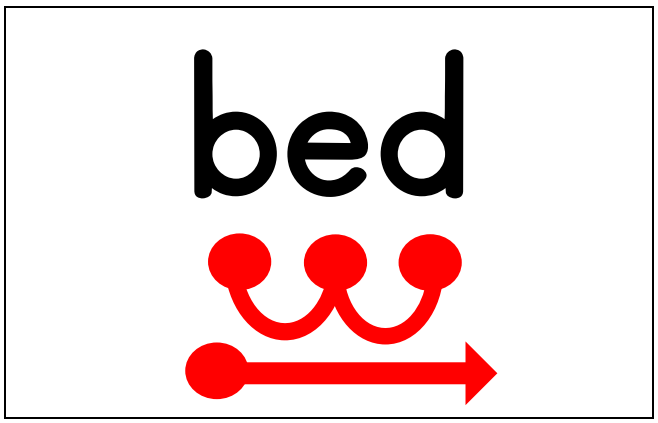
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

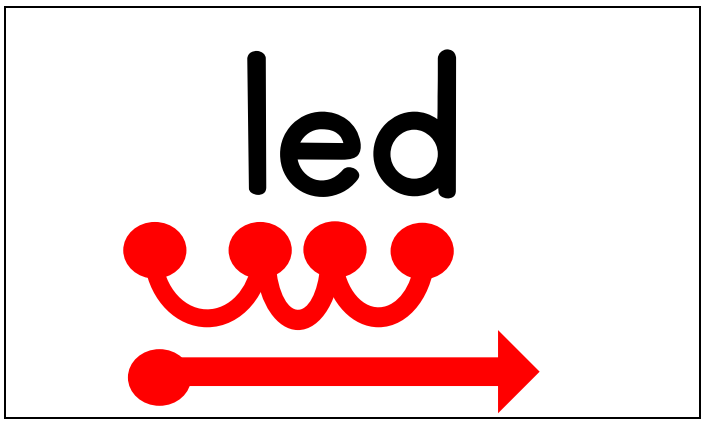
★ get	♥ pen	■ bed	☺ led
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



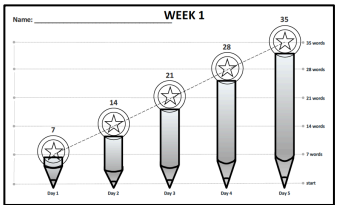
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

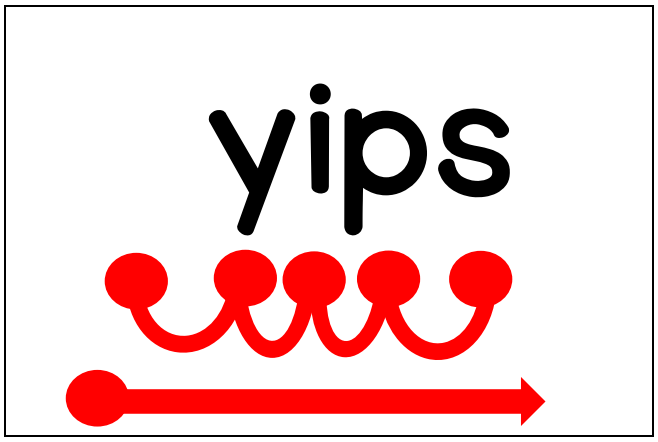
F *Sound-Spelling Review Part 2 (Individual Turns)*

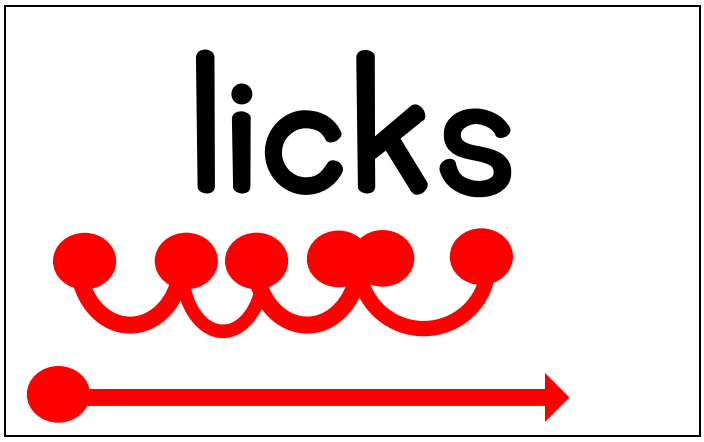
★	g	e	qu_	w
♥	qu_	g	w	e
■	y	_ck	h	l

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

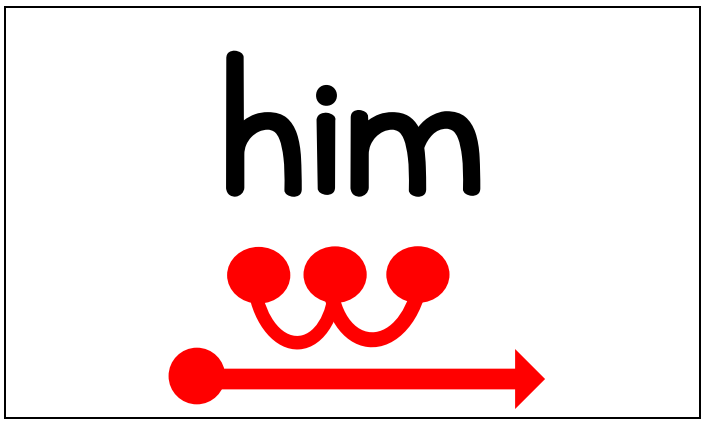
yips	licks	wig	him

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



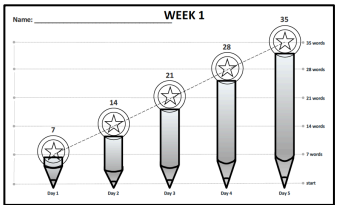
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

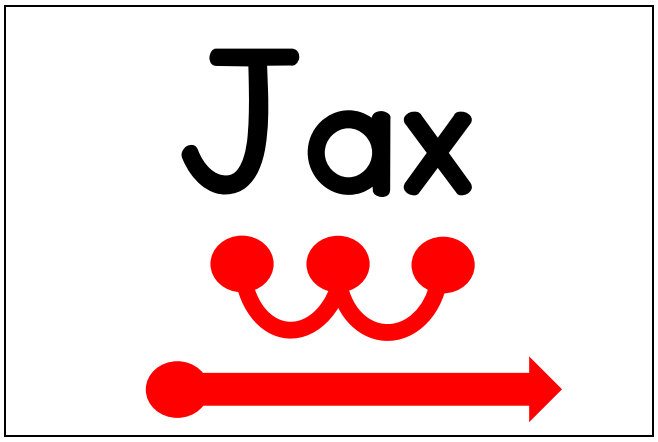
F *Sound-Spelling Review Part 2 (Individual Turns)*

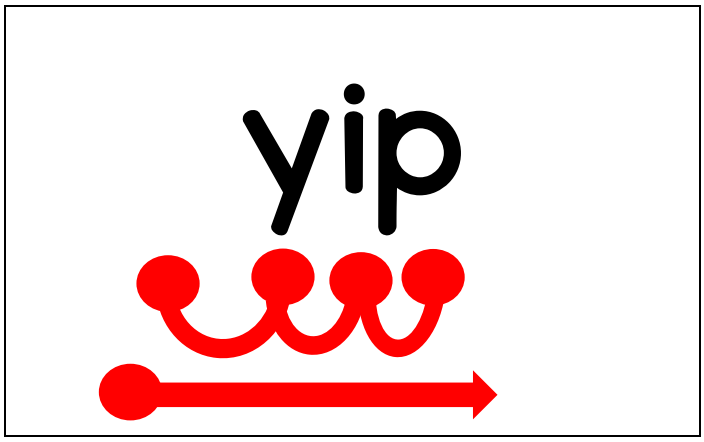
★	u	z	j	x
♥	y	z	i	J
■	x	_ck	u	h

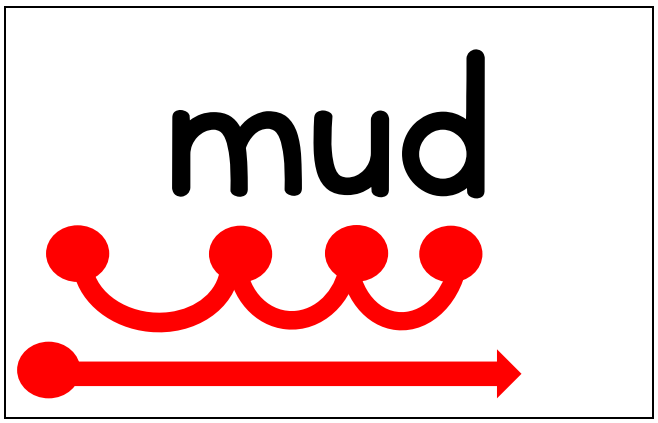
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

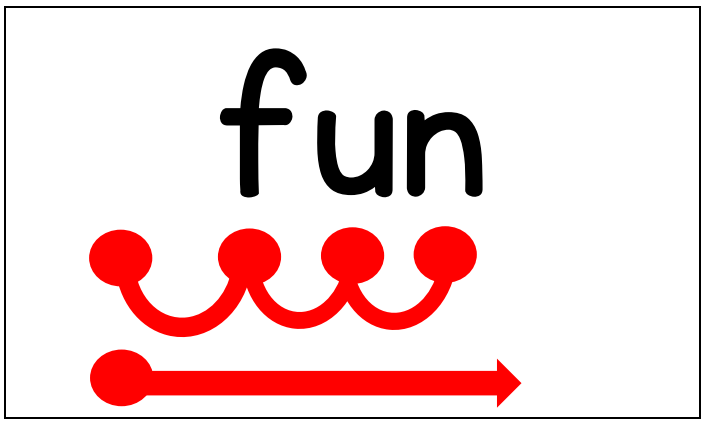
★ Jax	♥ yip	■ mud	☺ fun
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



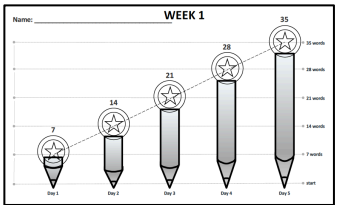
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

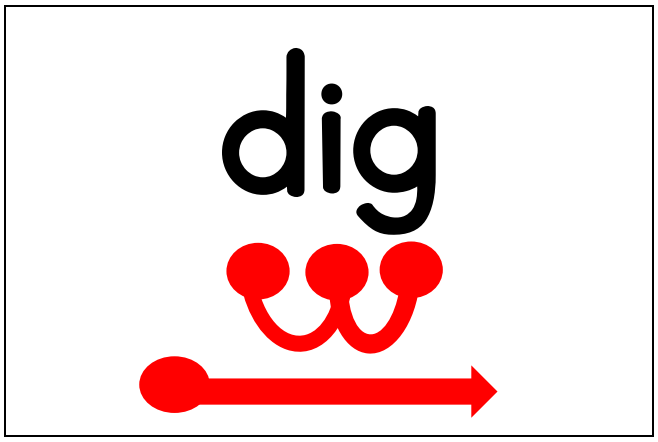
F *Sound-Spelling Review Part 2 (Individual Turns)*

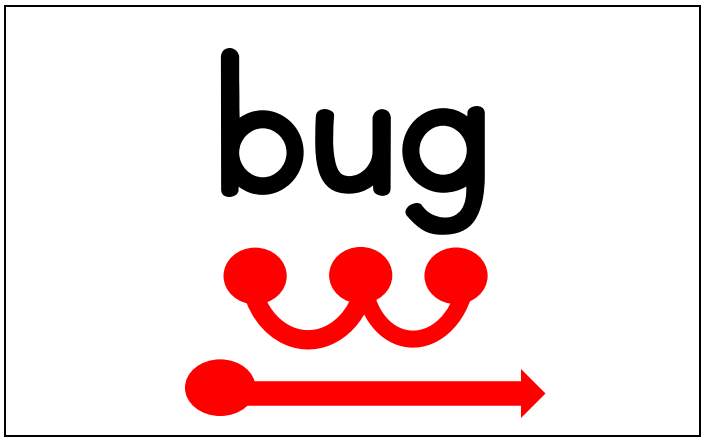
★	z	x	j	u
♥	g	u	r	z
■	J	e	x	l

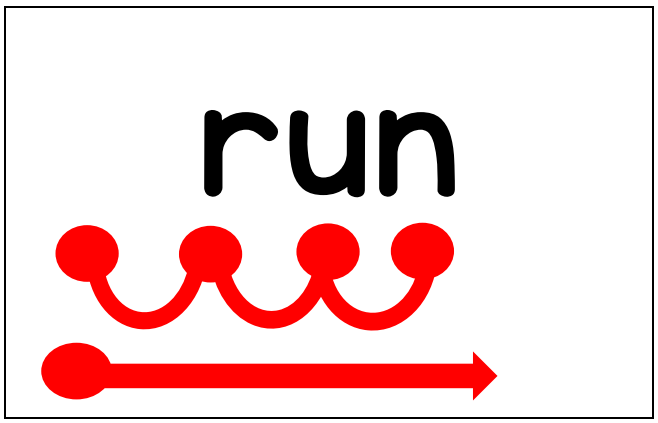
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

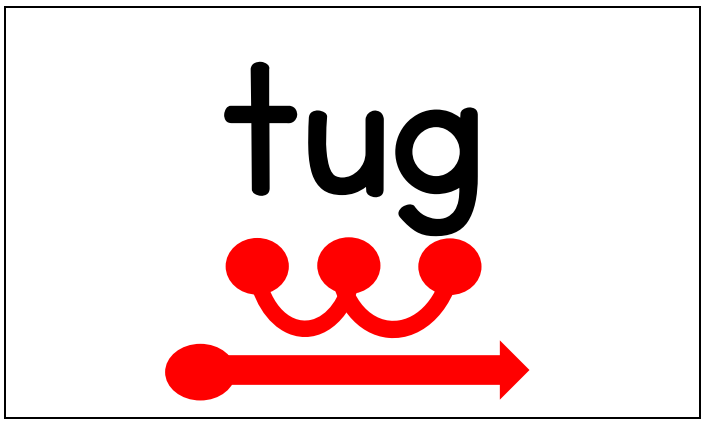
★ dig	♥ bug	■ run	☺ tug
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



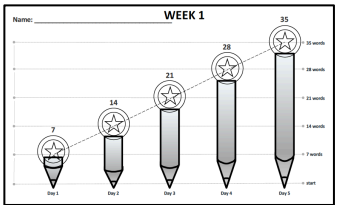
amazing



happy

because…

Graph Progress!



LESSON 33

I can  and 

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

★ 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)*

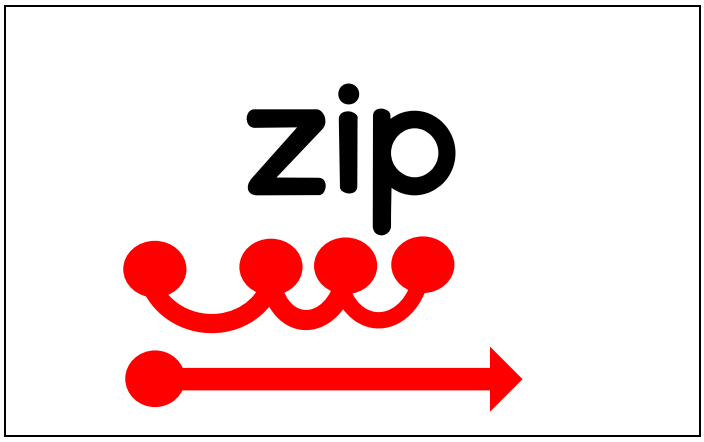
★	x	u	j	z
♥	qu_	x	g	u
■	h	z	j	_ck

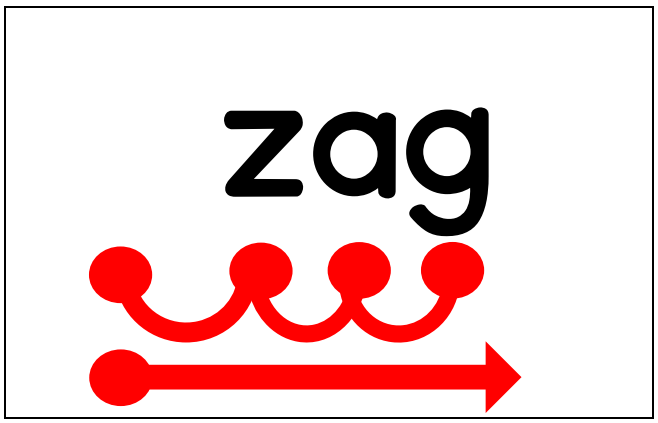
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

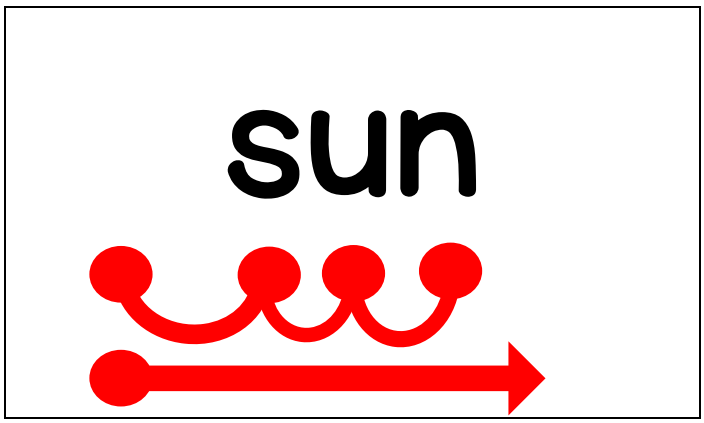
★ quick	♥ zip	■ zag	☺ sun
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



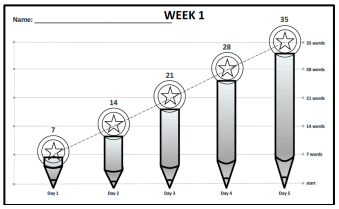
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

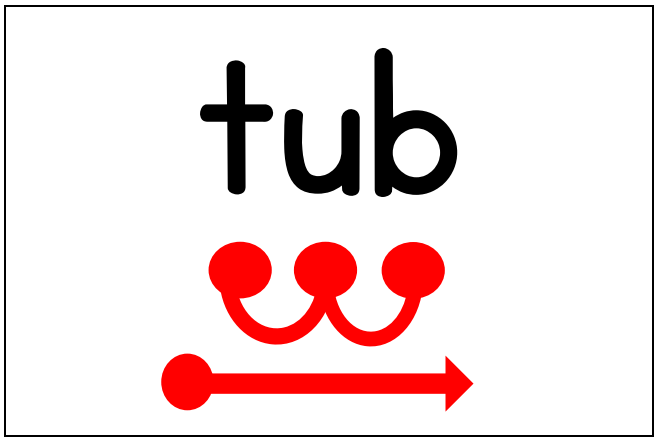
F *Sound-Spelling Review Part 2 (Individual Turns)*

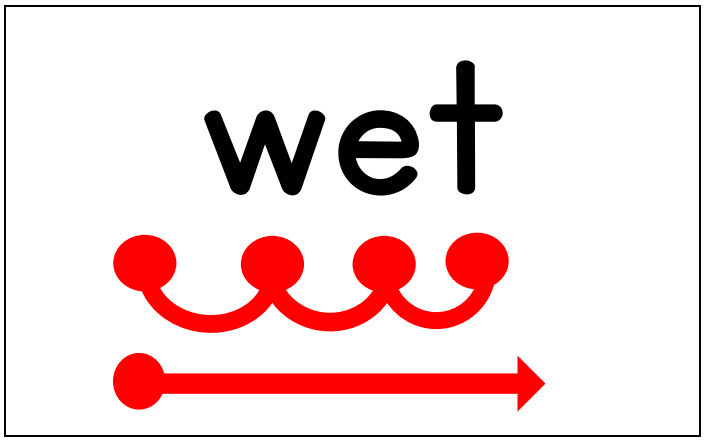
★	j	u	x	z
♥	g	x	u	e
■	z	w	R	j

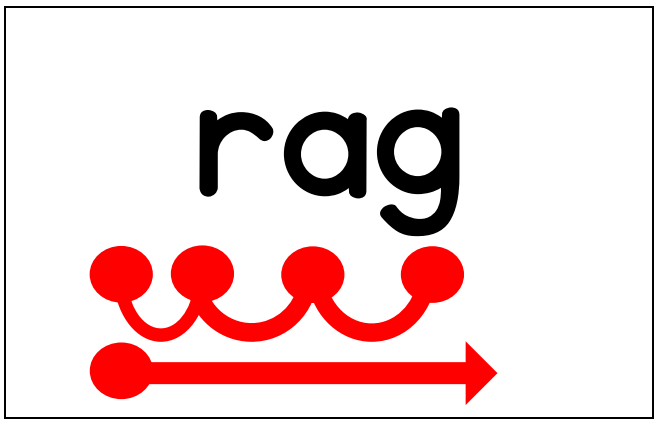
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

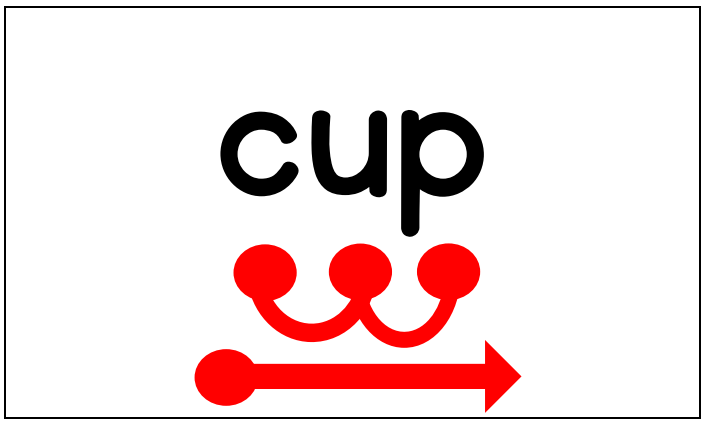
★ tub	♥ wet	■ rag	☺ cup
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



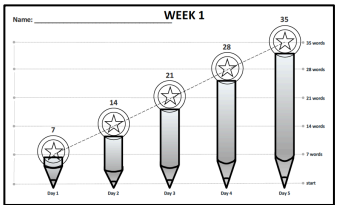
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

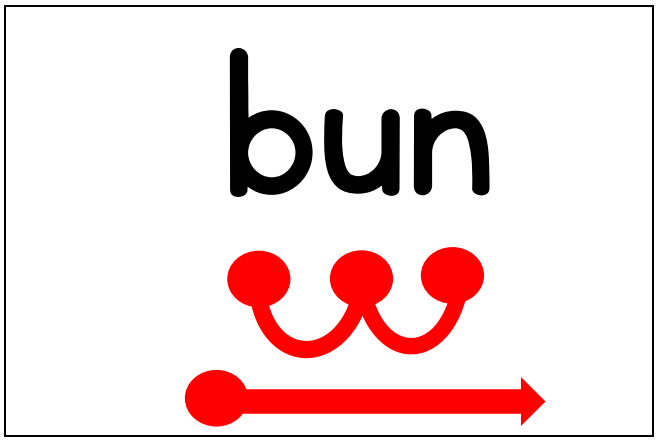
F *Sound-Spelling Review Part 2 (Individual Turns)*

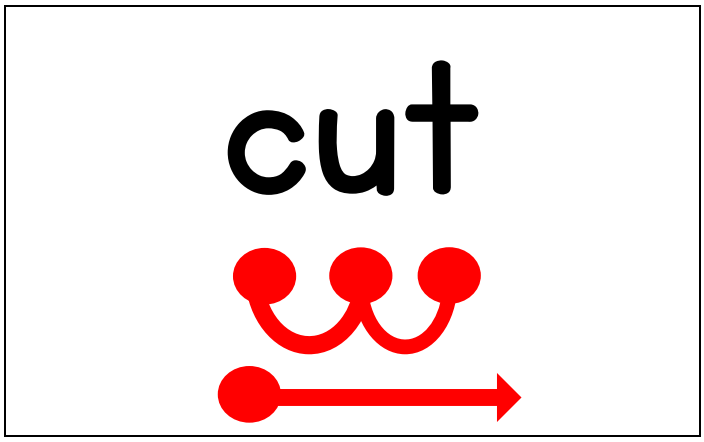
★	x	u	j	z
♥	u	b	z	y
■	g	j	o	x

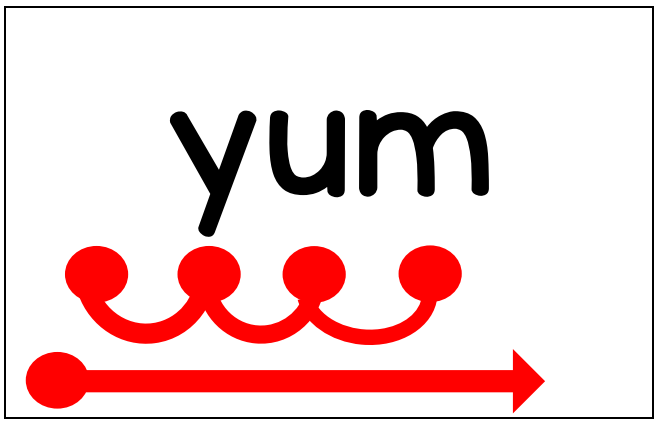
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

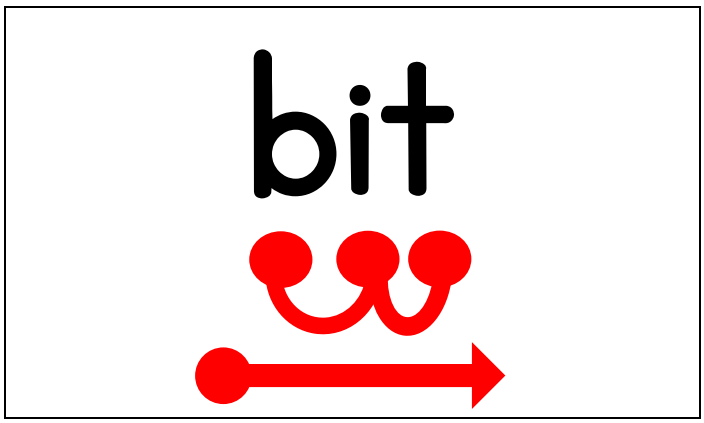
★ bun	♥ cut	■ yum	☺ bit
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



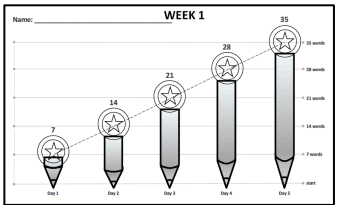
amazing



happy

because…

Graph Progress!



LESSON 36

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

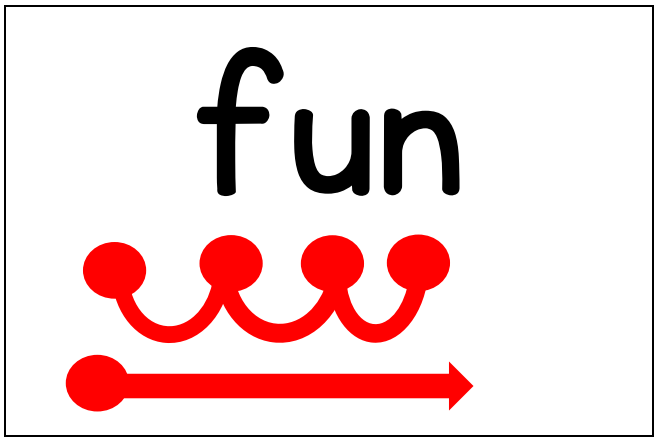
F *Sound-Spelling Review Part 2 (Individual Turns)*

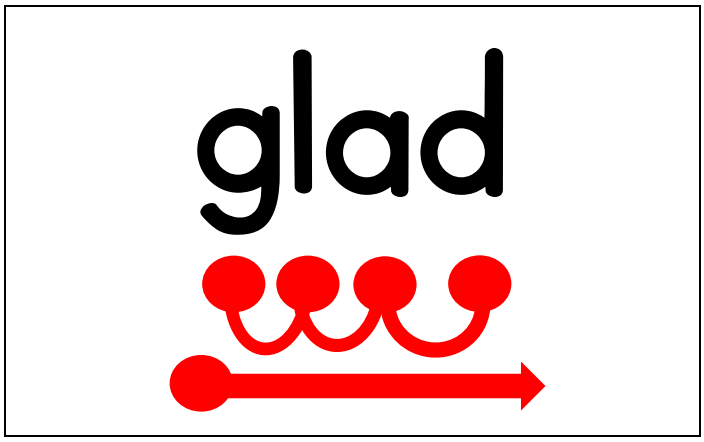
★	u	x	e	z
♥	g	k	d	n
■	a	m	_ck	i

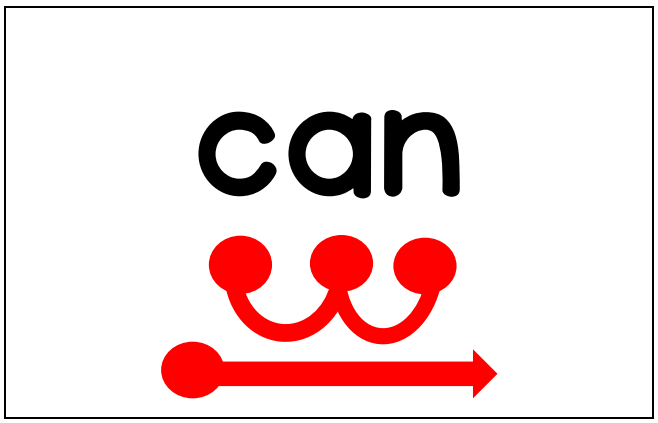
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

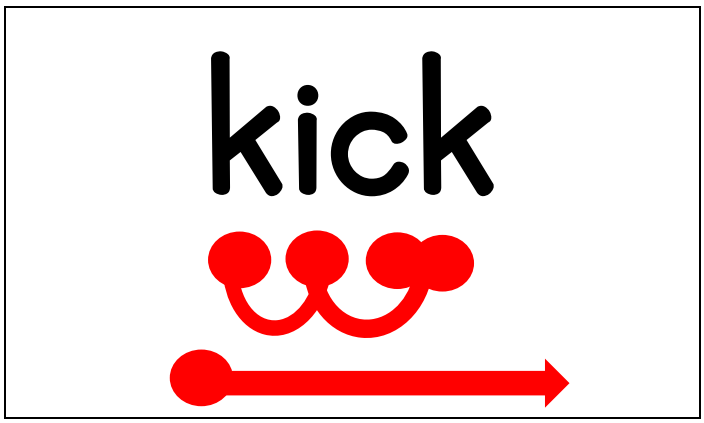
★ fun	♥ glad	■ can	☺ kick
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



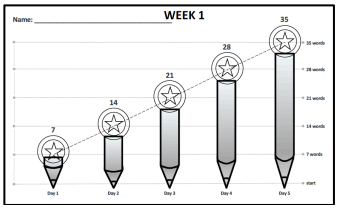
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

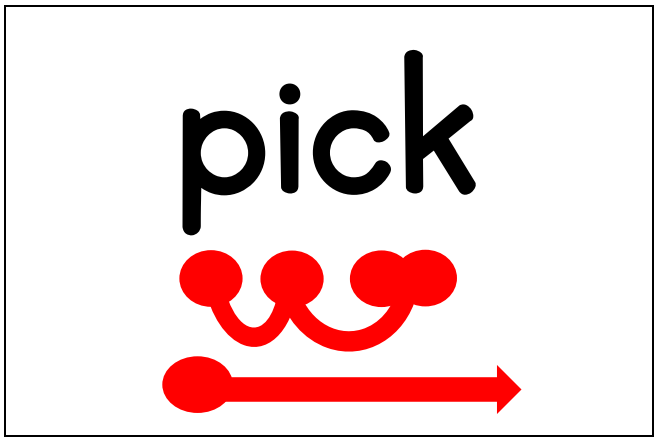
F *Sound-Spelling Review Part 2 (Individual Turns)*

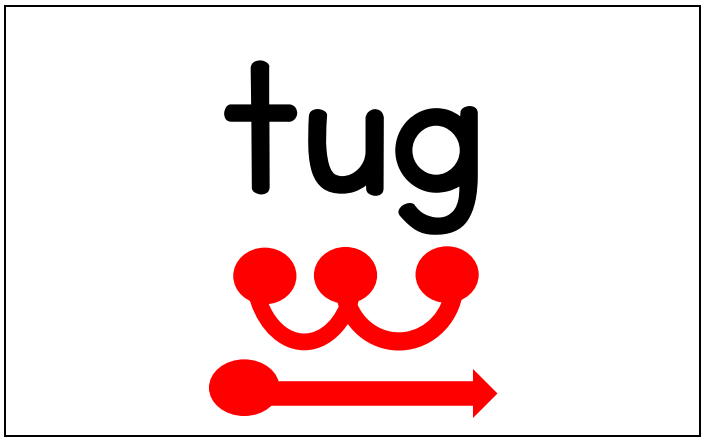
★	u	g	i	b
♥	_ck	n	f	p
■	x	t	h	o

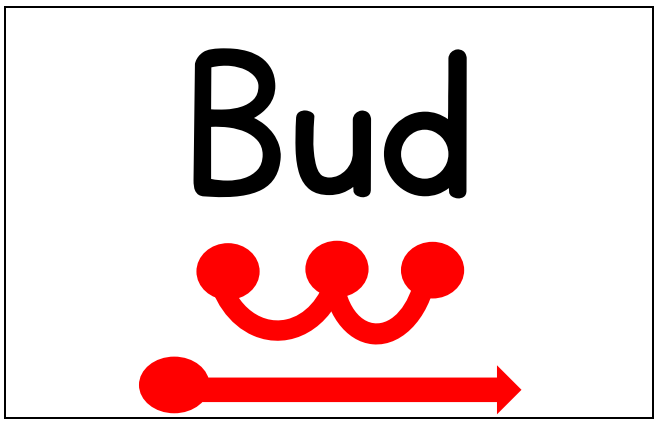
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

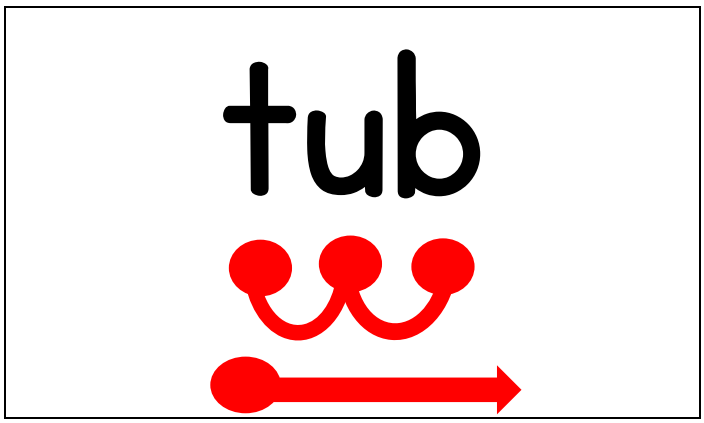
★ pick	♥ tug	■ Bud	☺ tub
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



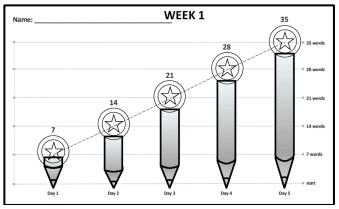
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

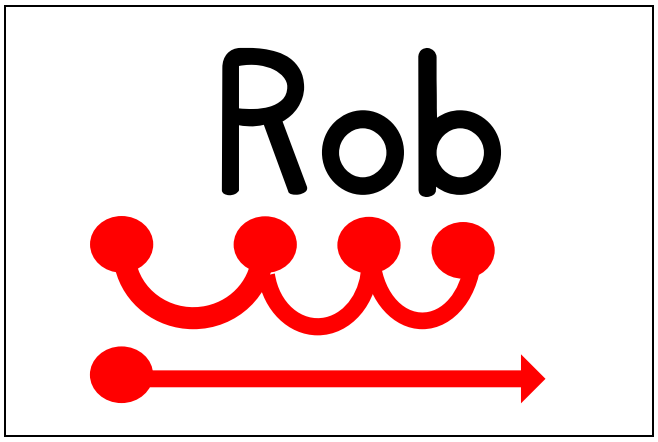
F *Sound-Spelling Review Part 2 (Individual Turns)*

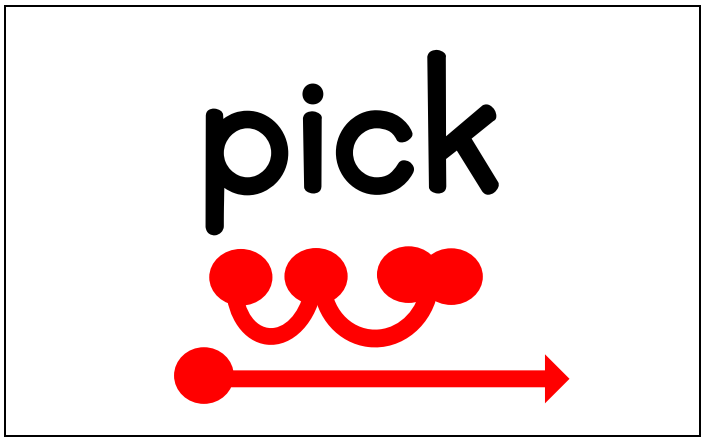
★	o	u	a	e
♥	R	d	c	B
■	i	b	t	_ck

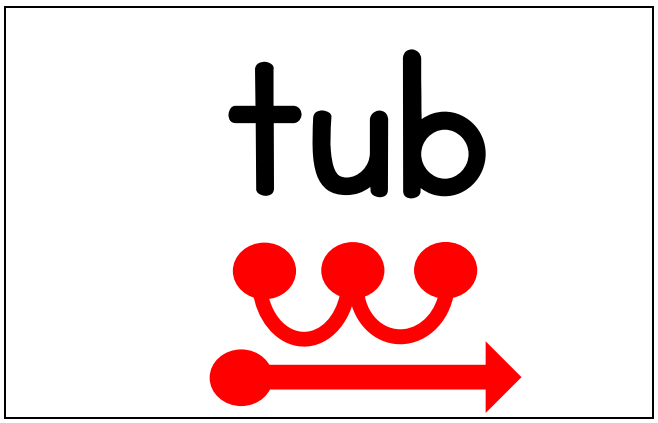
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

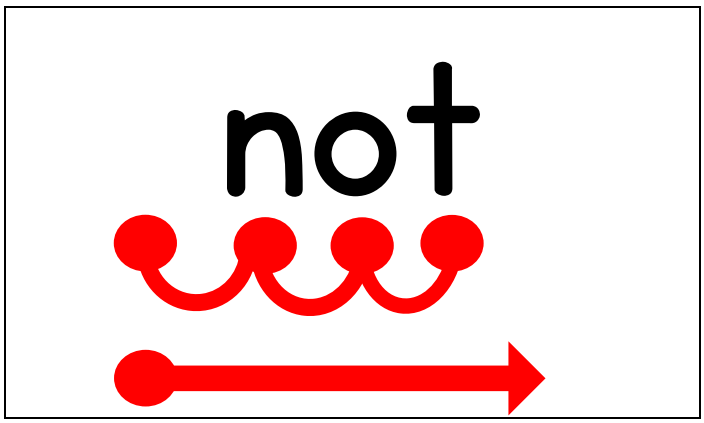
★ Rob	♥ pick	■ tub	☺ not
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



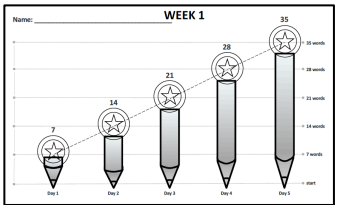
amazing



happy

because…

Graph Progress!



LESSON 39

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

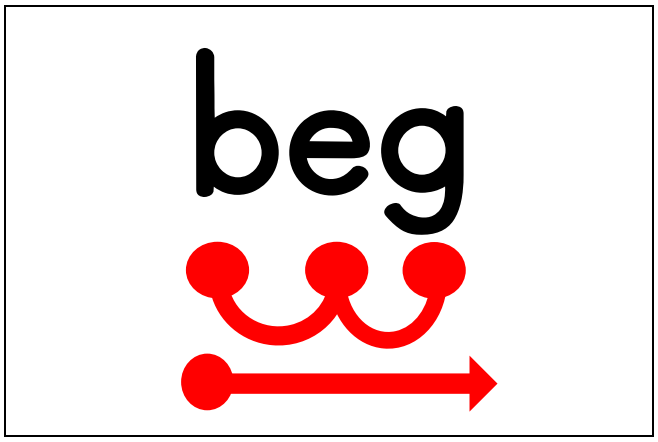
F *Sound-Spelling Review Part 2 (Individual Turns)*

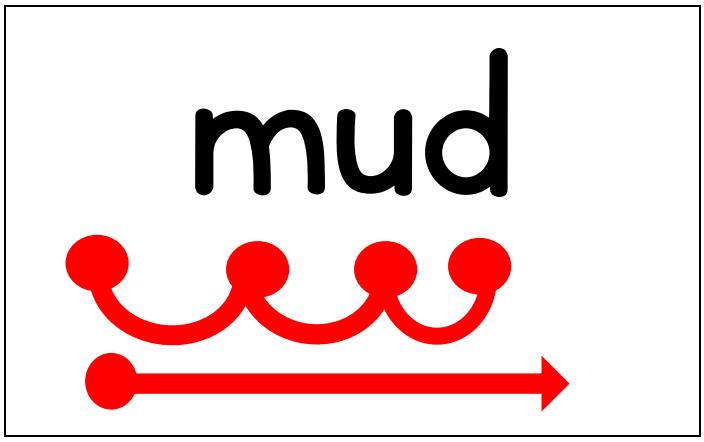
★	J	g	l	e
♥	qu_	u	y	_ck
■	z	k	i	d

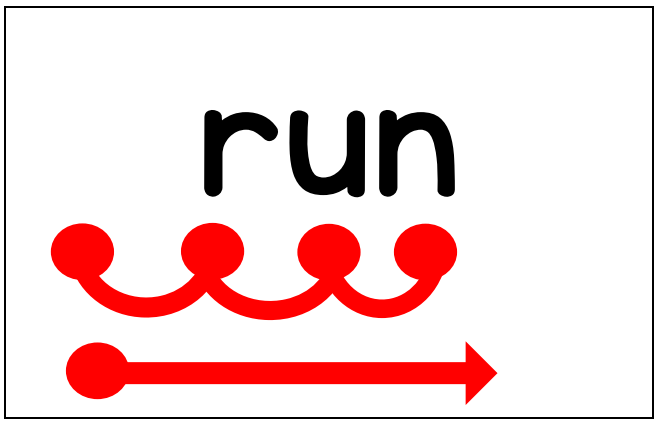
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

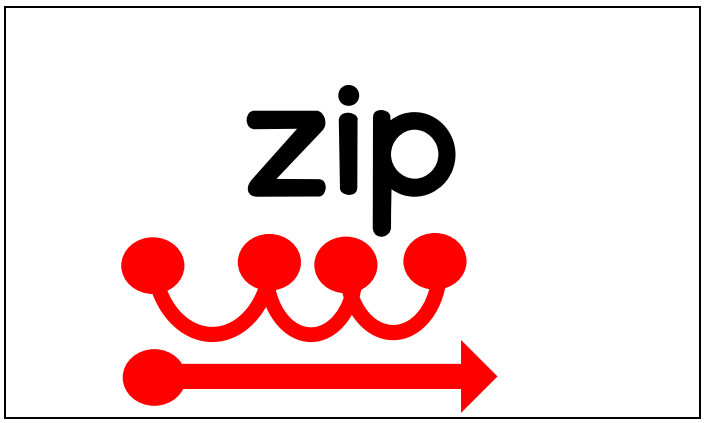
★ beg	♥ mud	■ run	☺ zip
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



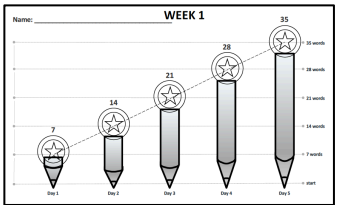
amazing



happy

because…

Graph Progress!



LESSON 40

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

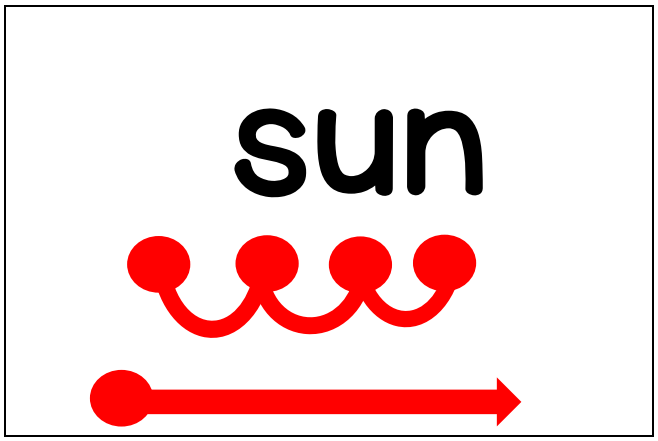
F *Sound-Spelling Review Part 2 (Individual Turns)*

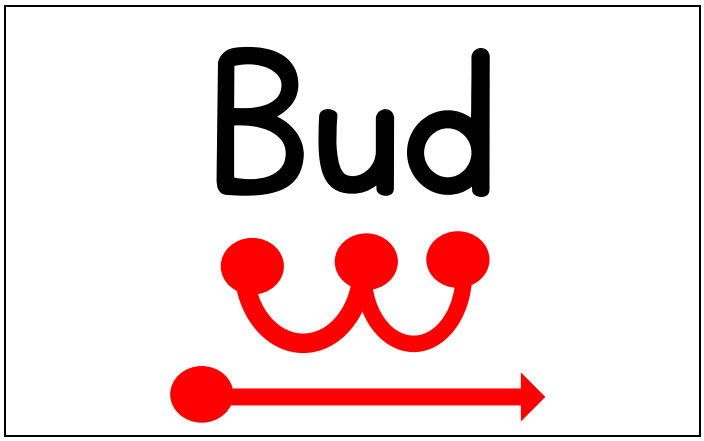
★	u	e	a	i
♥	j	d	c	n
■	s	B	x	g

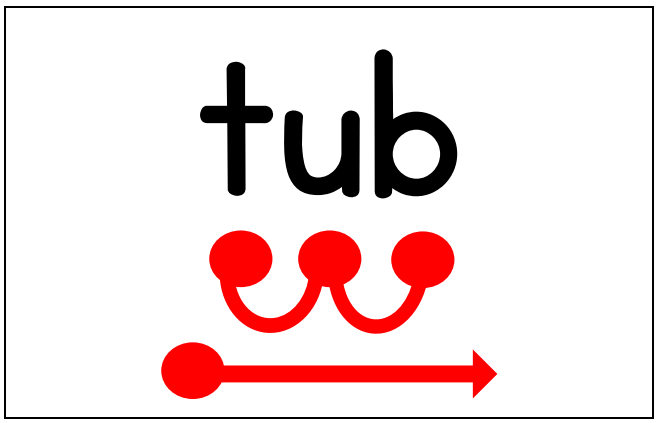
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

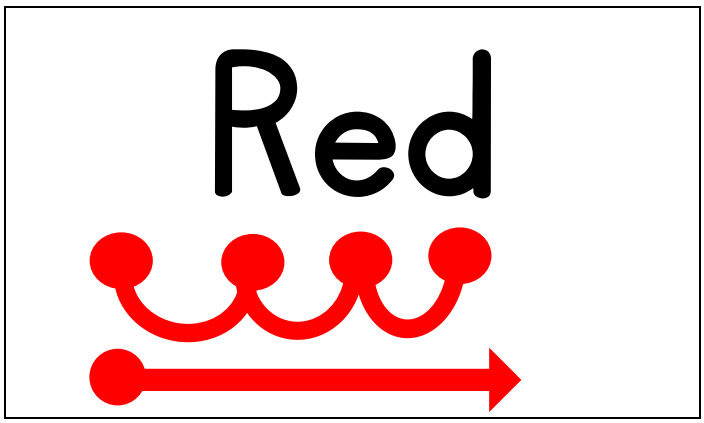
★ sun	♥ Bud	■ tub	☺ Red
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



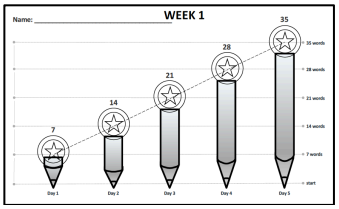
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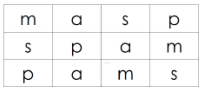
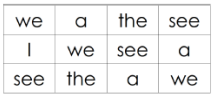
happy

because...

Graph Progress!



LESSON 41

I can  and   and  .

read write sounds 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

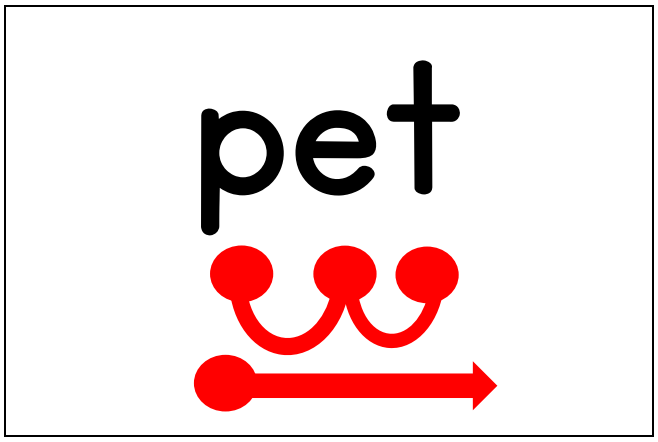
F *Sound-Spelling Review Part 2 (Individual Turns)*

★	e	i	a	u
♥	g	p	l	f
■	h	S	r	g

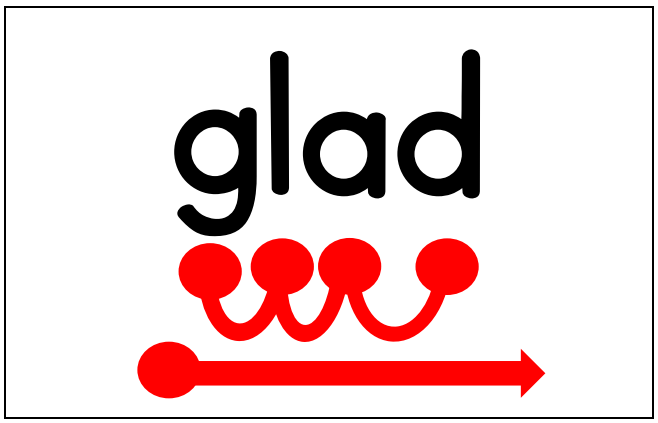
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

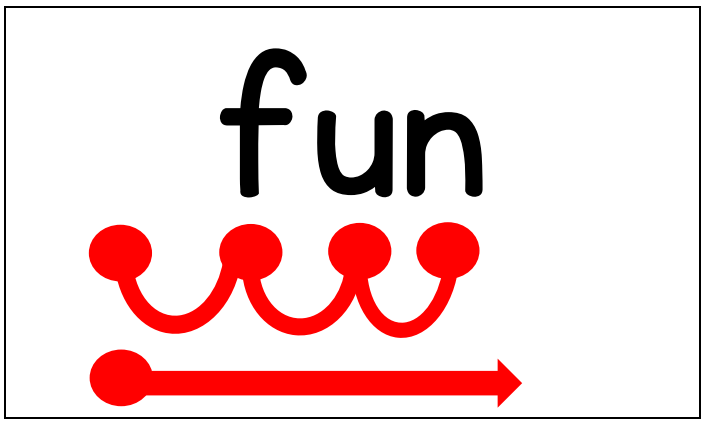
★ pet	♥ wig	■ glad	☺ fun
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



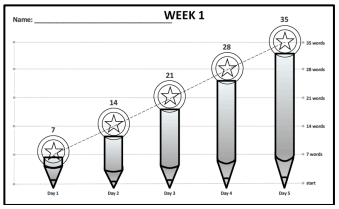
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

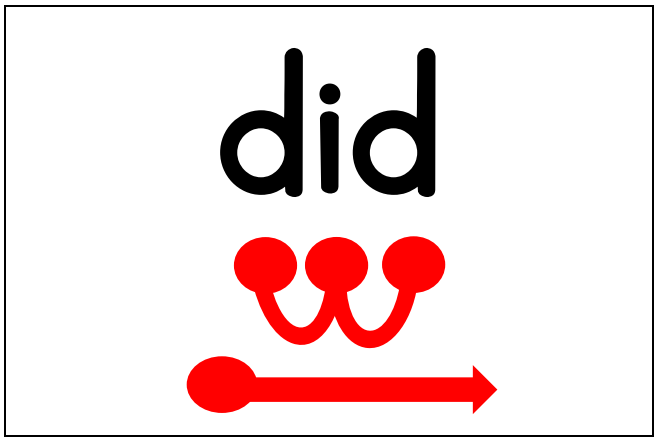
F *Sound-Spelling Review Part 2 (Individual Turns)*

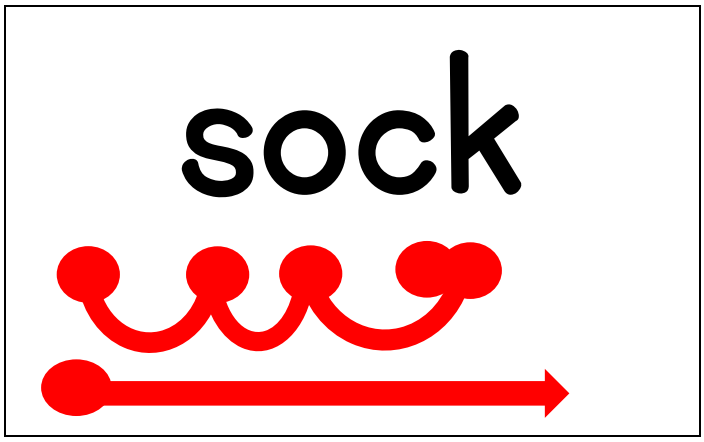
★	_ck	o	e	v
♥	d	p	n	i
■	h	d	l	a

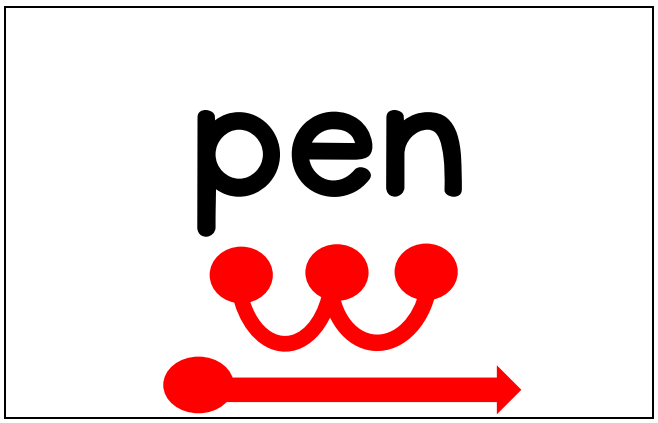
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

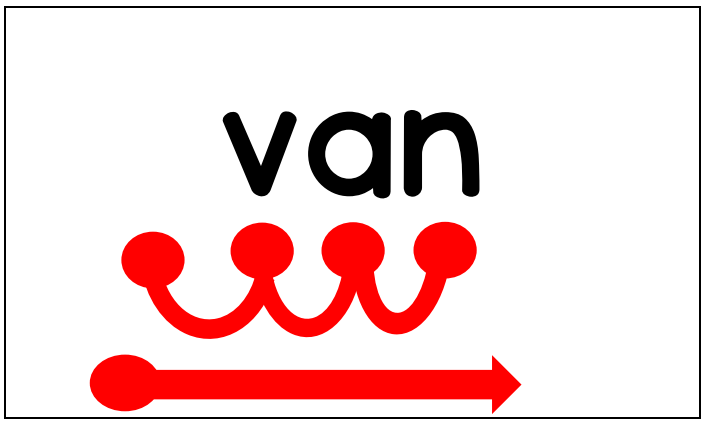
★ did	♥ sock	■ pen	☺ van
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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.

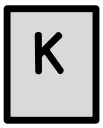
■ He is not in the pen.

☺ 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



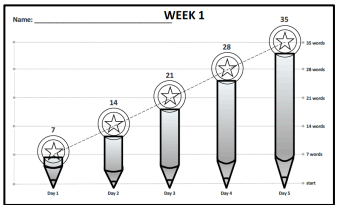
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

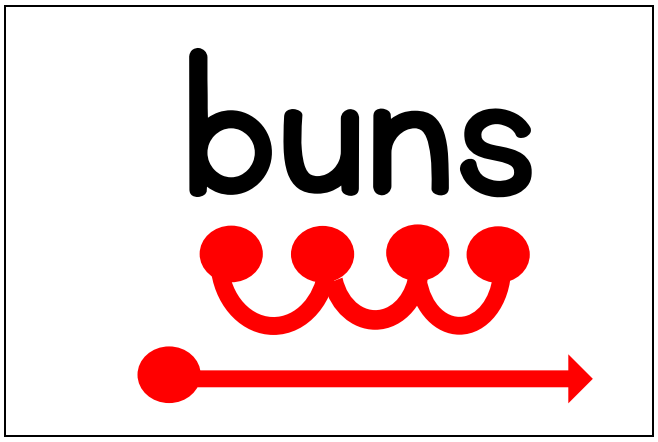
F *Sound-Spelling Review Part 2 (Individual Turns)*

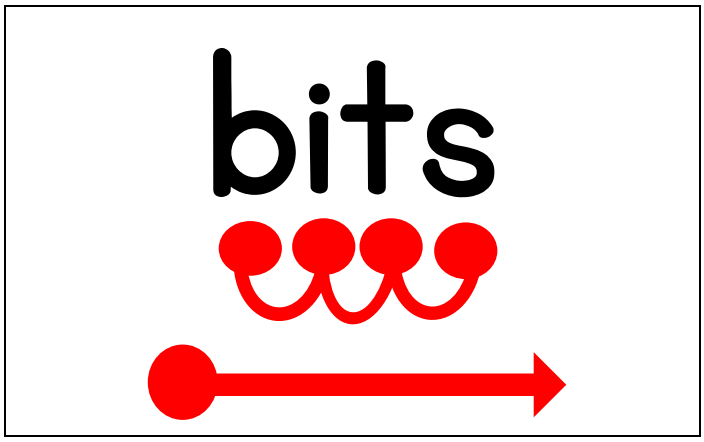
★	b	h	i	_ck
♥	p	u	c	n
■	s	l	n	t

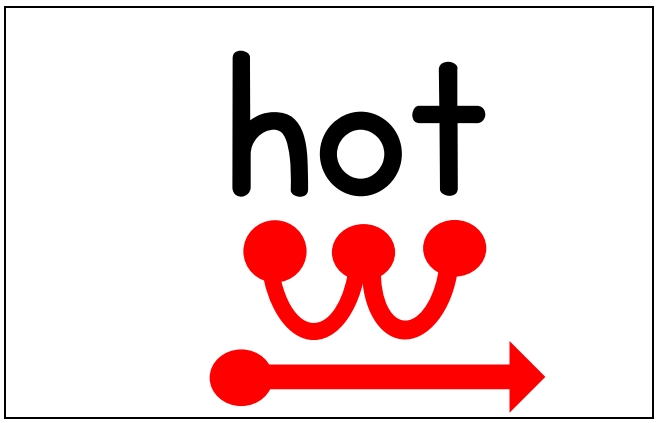
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

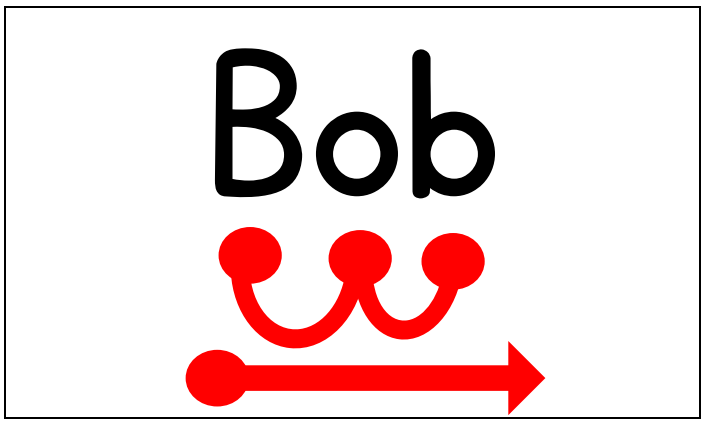
buns	bits	hot	Bob

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



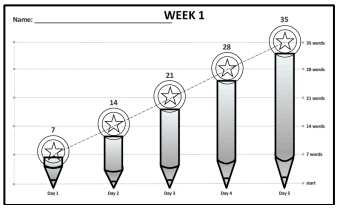
amazing



happy

because…

Graph Progress!



LESSON 44

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

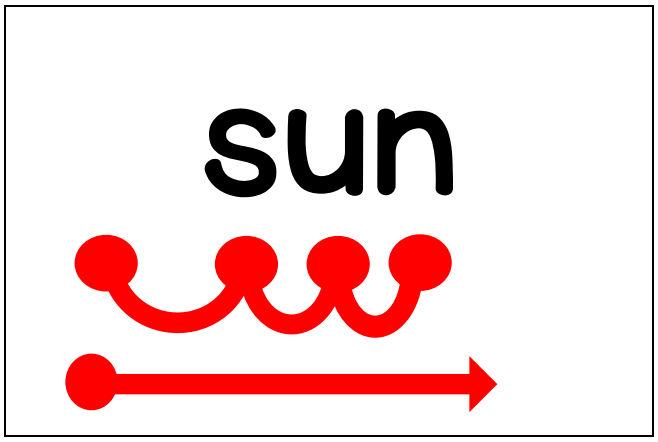
F *Sound-Spelling Review Part 2 (Individual Turns)*

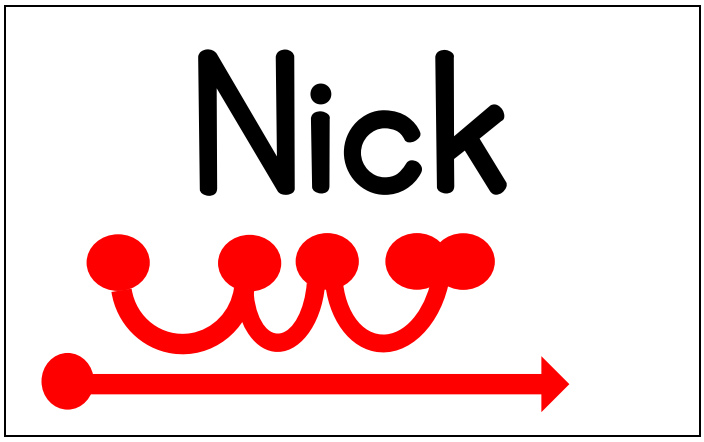
★	u	_ck	z	p
♥	i	e	g	z
■	a	f	x	R

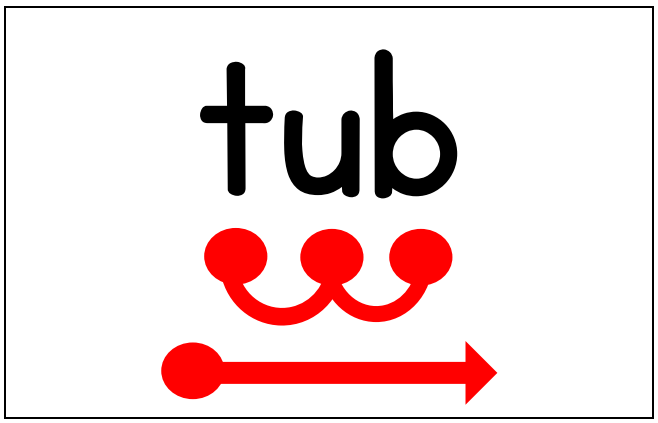
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

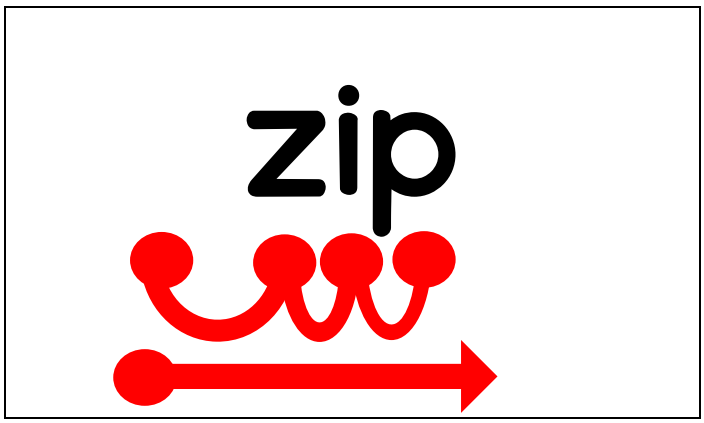
★ sun	♥ Nick	■ tub	☺ zip
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



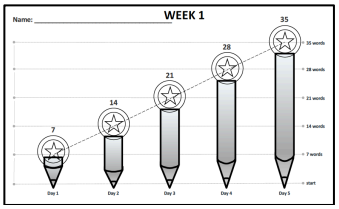
amazing



happy

because…

Graph Progress!



LESSON 45

I can  and 

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

★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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

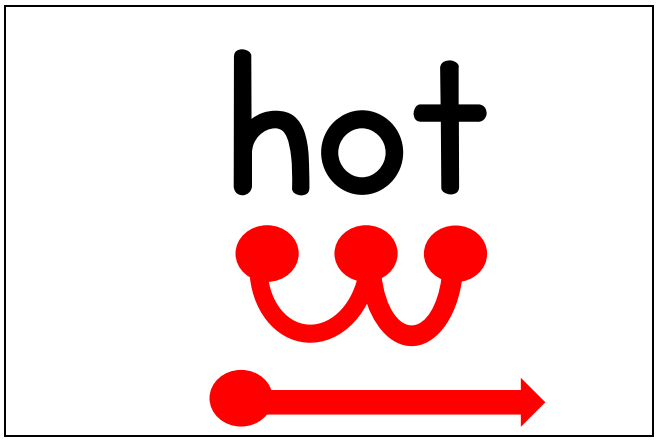
F *Sound-Spelling Review Part 2 (Individual Turns)*

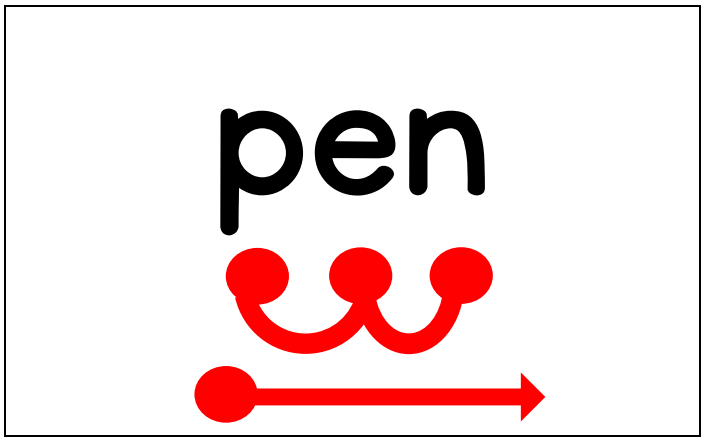
★	y	e	o	m
♥	d	u	n	r
■	b	s	h	p

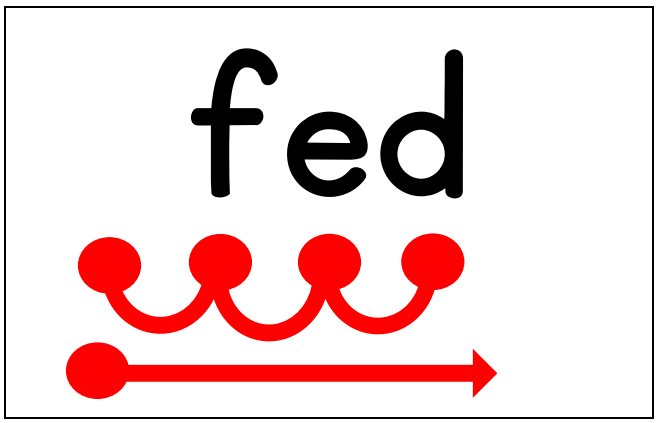
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

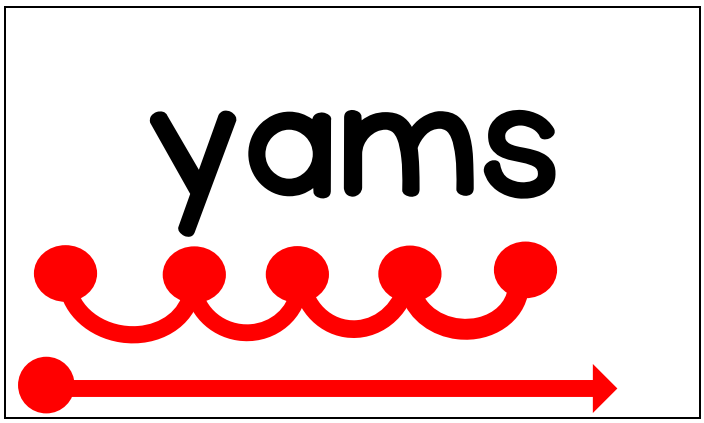
★ hot	♥ pen	■ fed	☺ yams
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



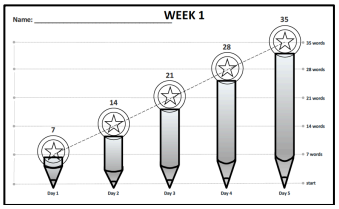
amazing



happy

because…

Graph Progress!



LESSON 46

I can  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 ■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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

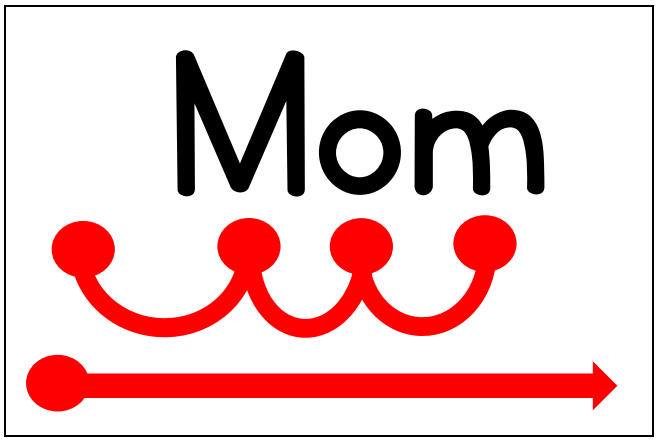
F *Sound-Spelling Review Part 2 (Individual Turns)*

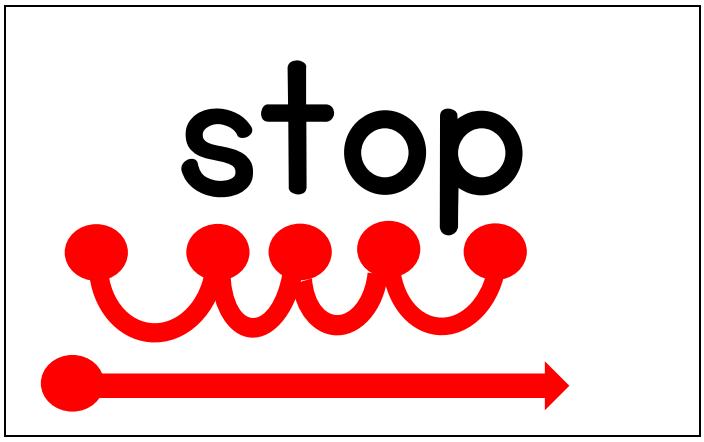
★	o	t	p	k
♥	i	w	g	e
■	r	s	m	u

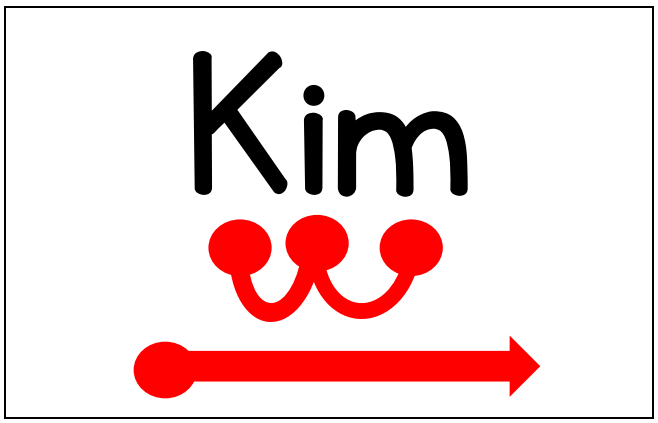
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

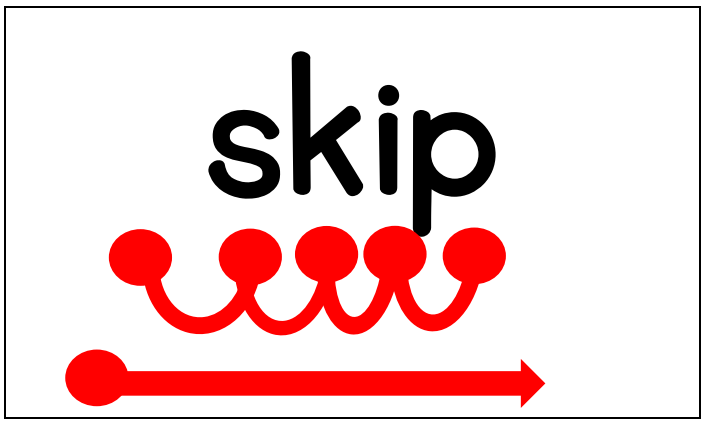
★Mom	♥stop	■ Kim	☺ skip
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



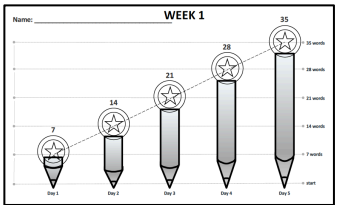
amazing



happy

because…

Graph Progress!



LESSON 47

I can  and 

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 ■ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

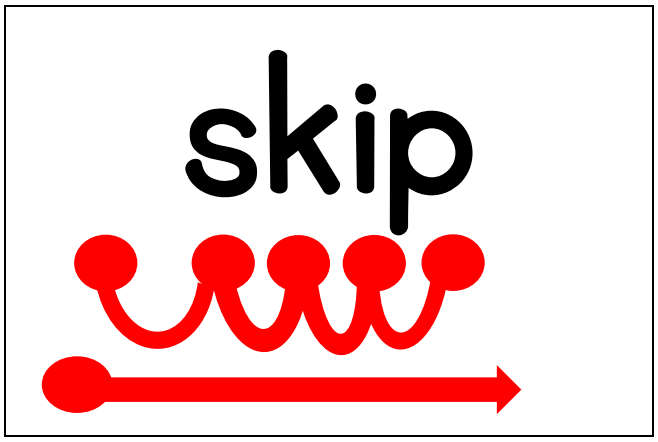
F *Sound-Spelling Review Part 2 (Individual Turns)*

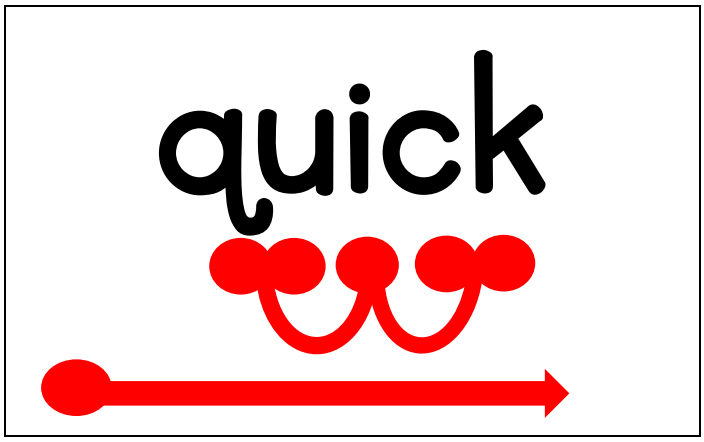
★	qu_	e	t	_ck
♥	p	i	K	s
■	w	u	b	g

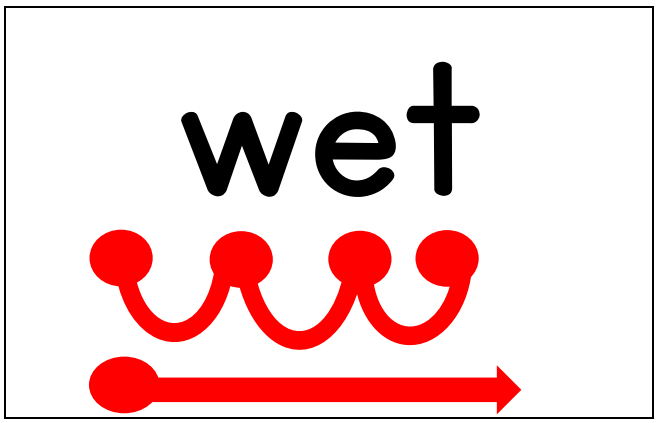
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

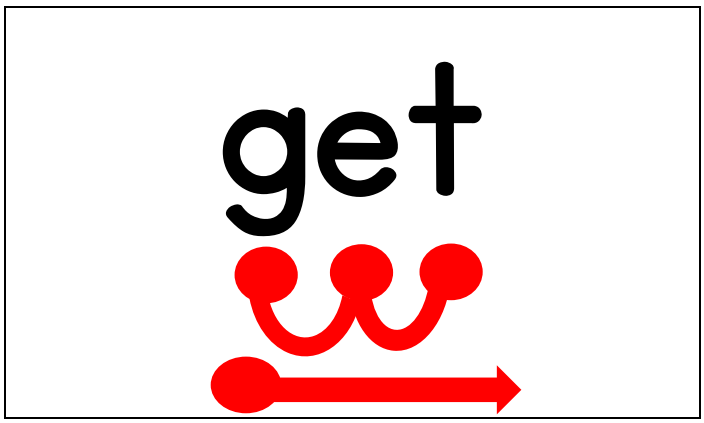
★skip	♥quick	■ wet	☺ get
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



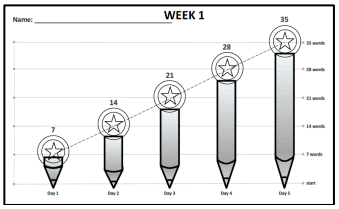
amazing



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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

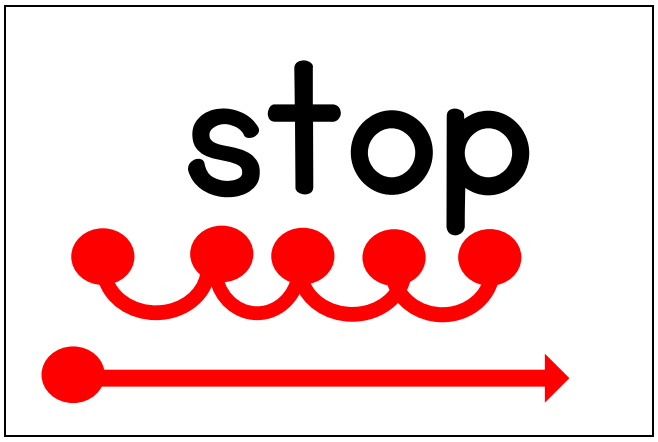
F *Sound-Spelling Review Part 2 (Individual Turns)*

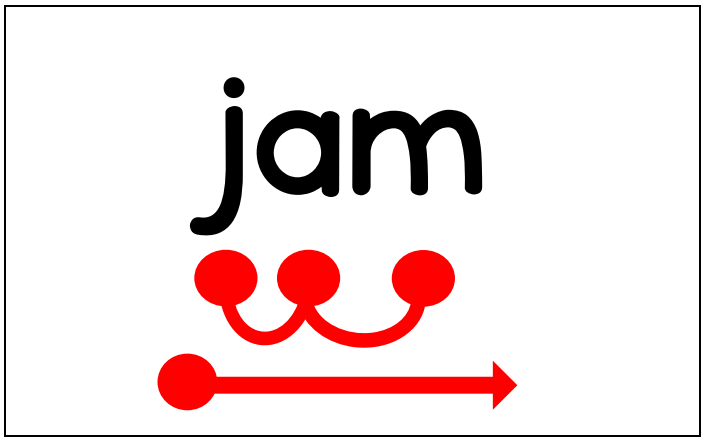
★	j	qu_	l	i
♥	_ck	d	o	m
■	r	g	K	b

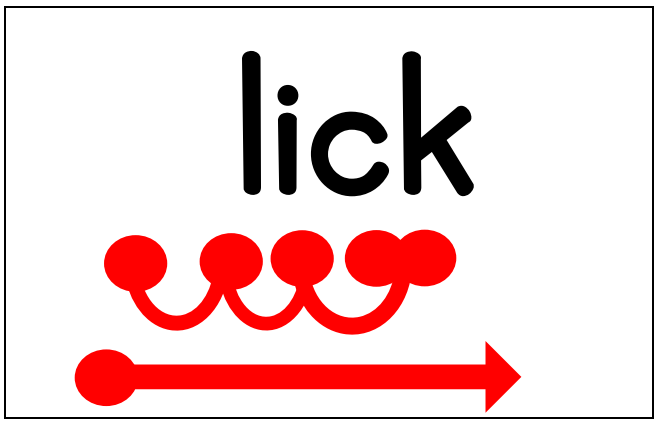
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

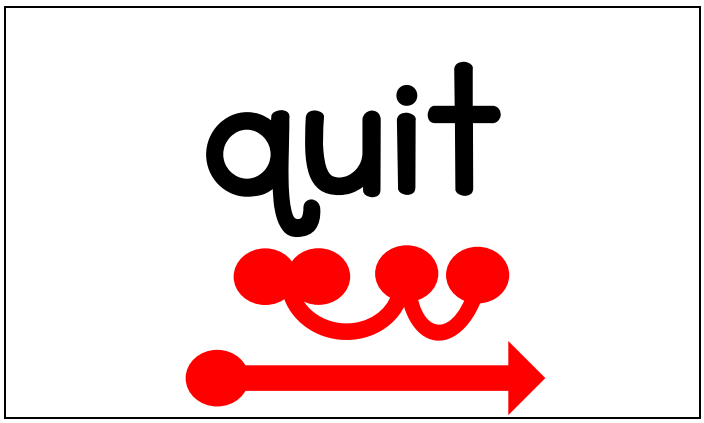
★stop	♥ jam	■ lick	☺quit
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



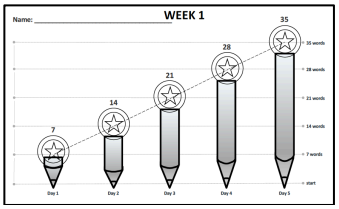
amazing



happy

because…

Graph Progress!



LESSON 49

I can  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

★ 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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

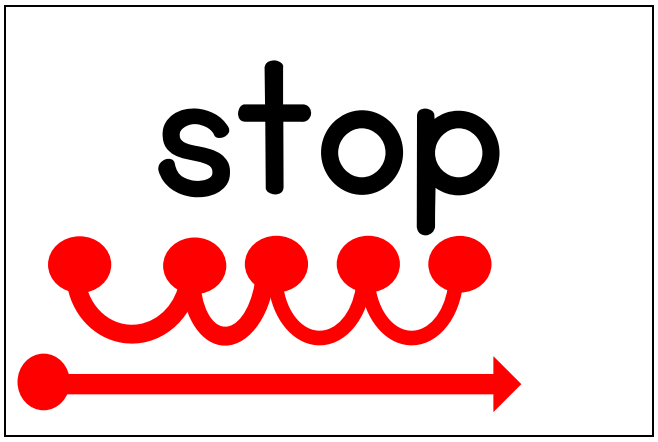
F *Sound-Spelling Review Part 2 (Individual Turns)*

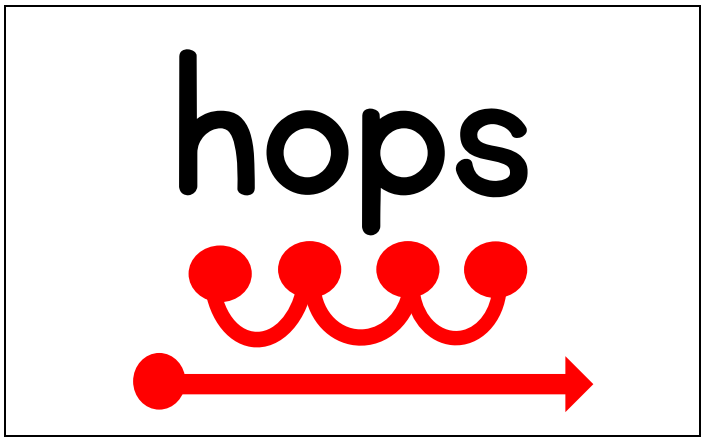
★	o	a	i	t
♥	j	m	b	s
■	r	g	p	u

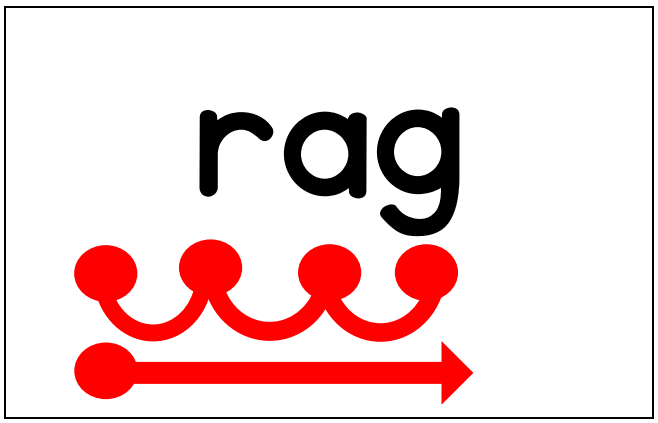
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

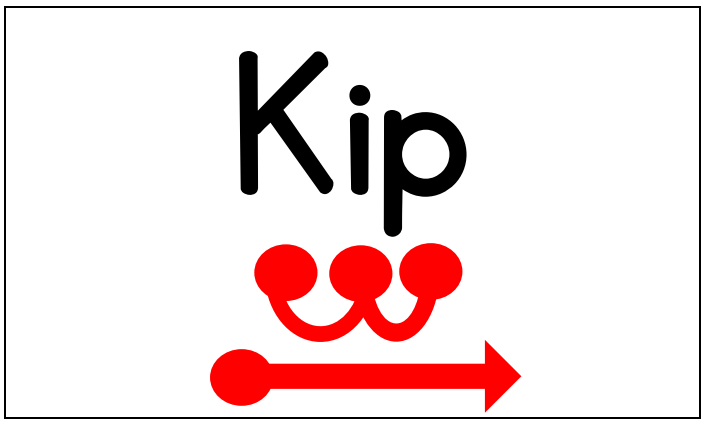
★stop	♥hops	■ rag	☺ Kip
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

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



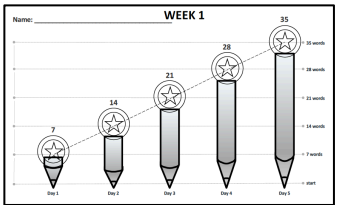
amazing



happy

because…

Graph Progress!



LESSON 50

I can  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 ■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
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

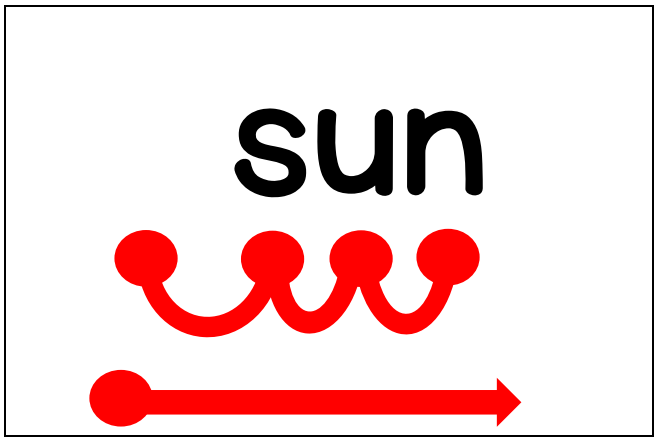
F *Sound-Spelling Review Part 2 (Individual Turns)*

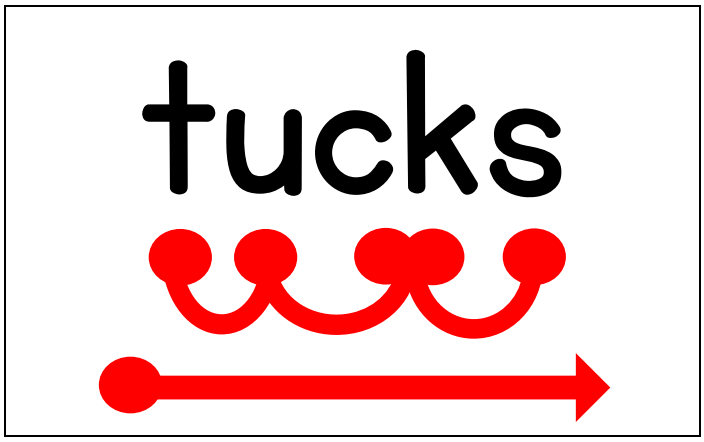
★	u	w	_ck	g
♥	e	d	f	b
■	f	n	t	l

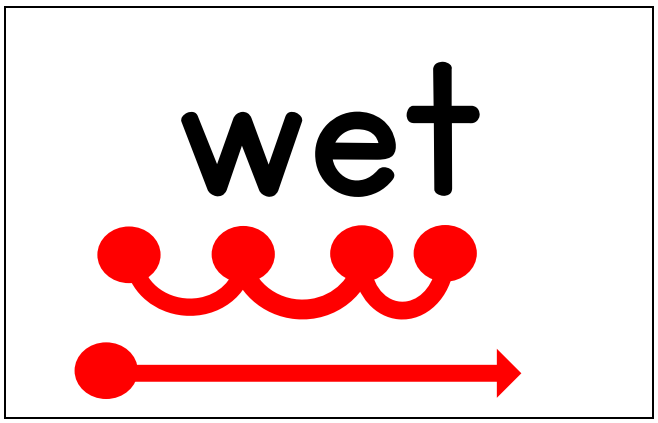
G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

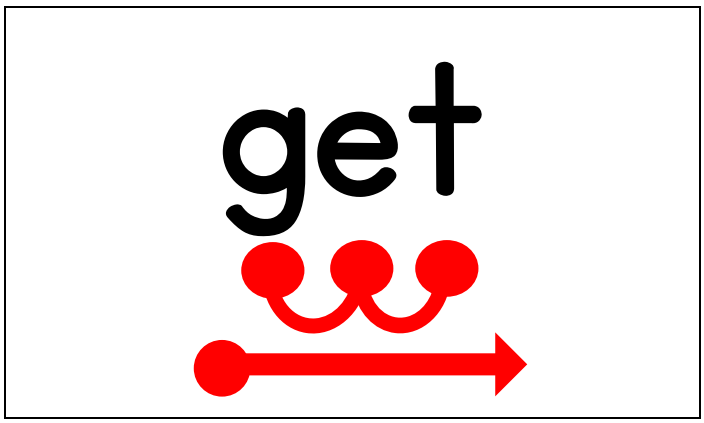
★ sun	♥ tucks	■ wet	☺ get
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺

H *Continuous Blending Part 2 (Individual Turns)*









I

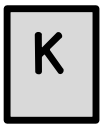
Regular Word Reading (Individual Turns)

★	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!

