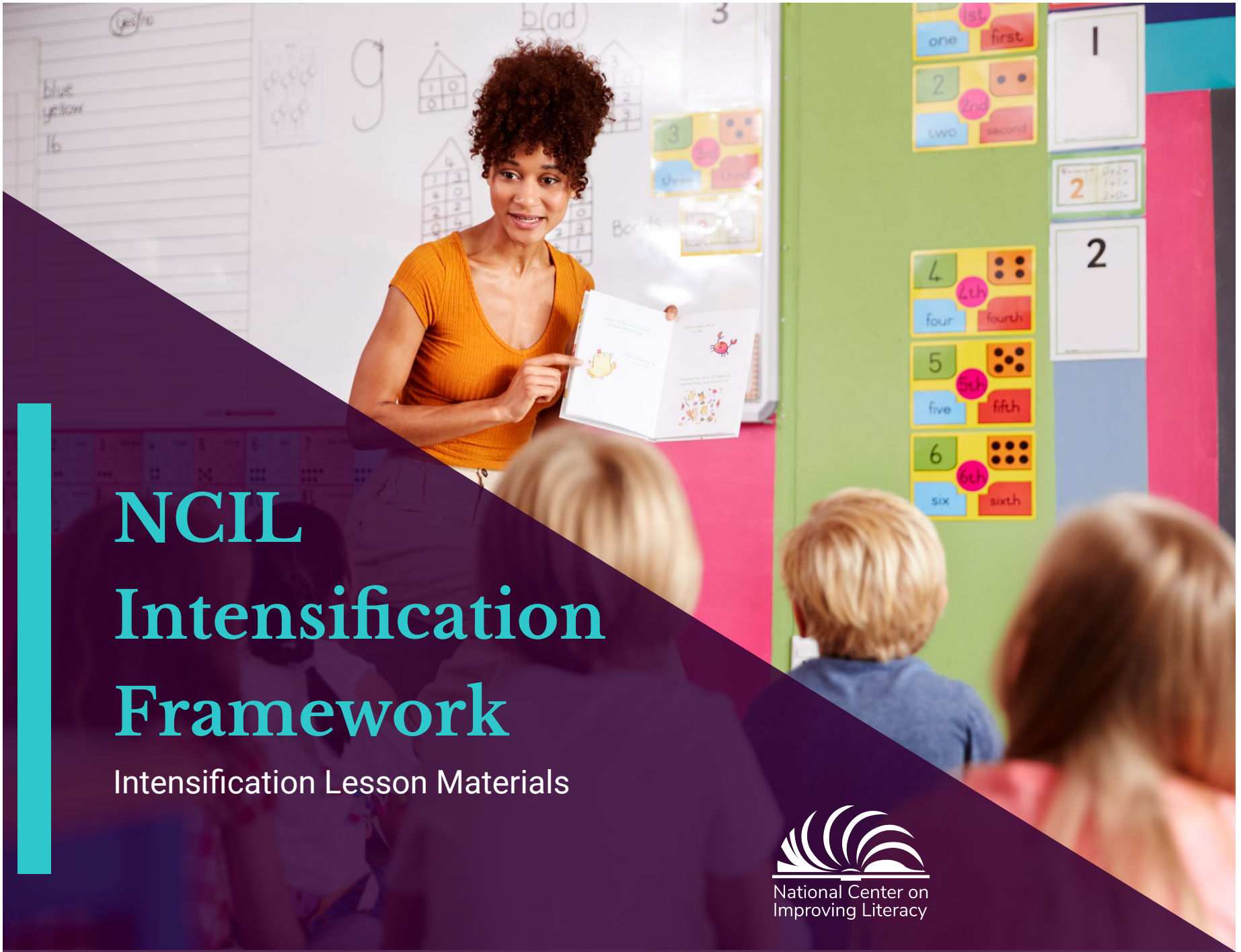


Teacher Flip Charts



NCIL Intensification Framework

Intensification Lesson Materials

Teacher Flip Charts

Intensification Lesson Materials



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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.

The graphic organizer is enclosed in an orange border with a white dashed line pattern. It features a central illustration of a grey seal with a large, curved tail, walking on a white surface. Surrounding the seal are five colored circles, each containing a text element label:

- Setting (Where/When)**: A yellow circle.
- First (What)**: A green circle.
- Next (What)**: A blue circle.
- End (What, Why)**: A purple circle.
- Main Characters (Who)**: A pink circle.

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



Phoneme Blending



Sound-Spelling Cards



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.



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



Phoneme Blending



Sound-Spelling Cards



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.



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.



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.



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

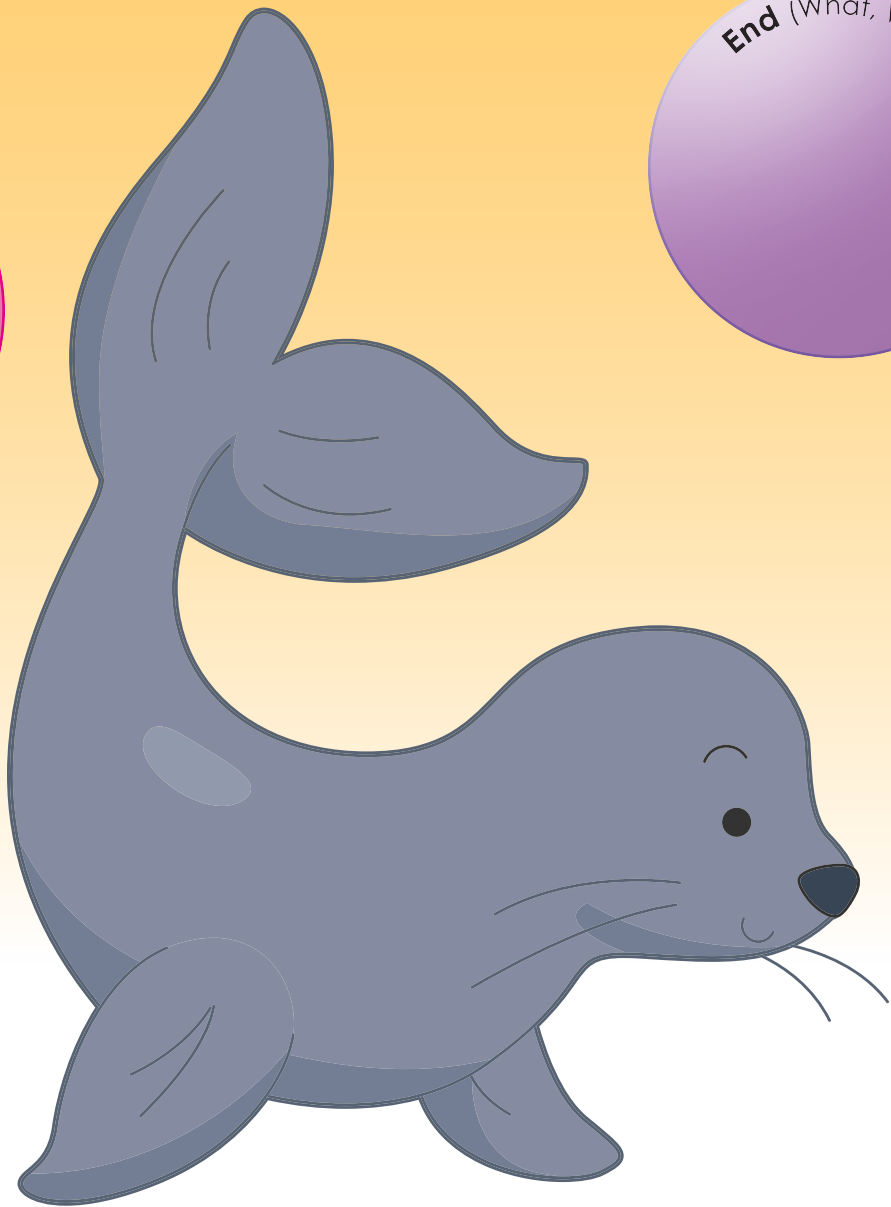
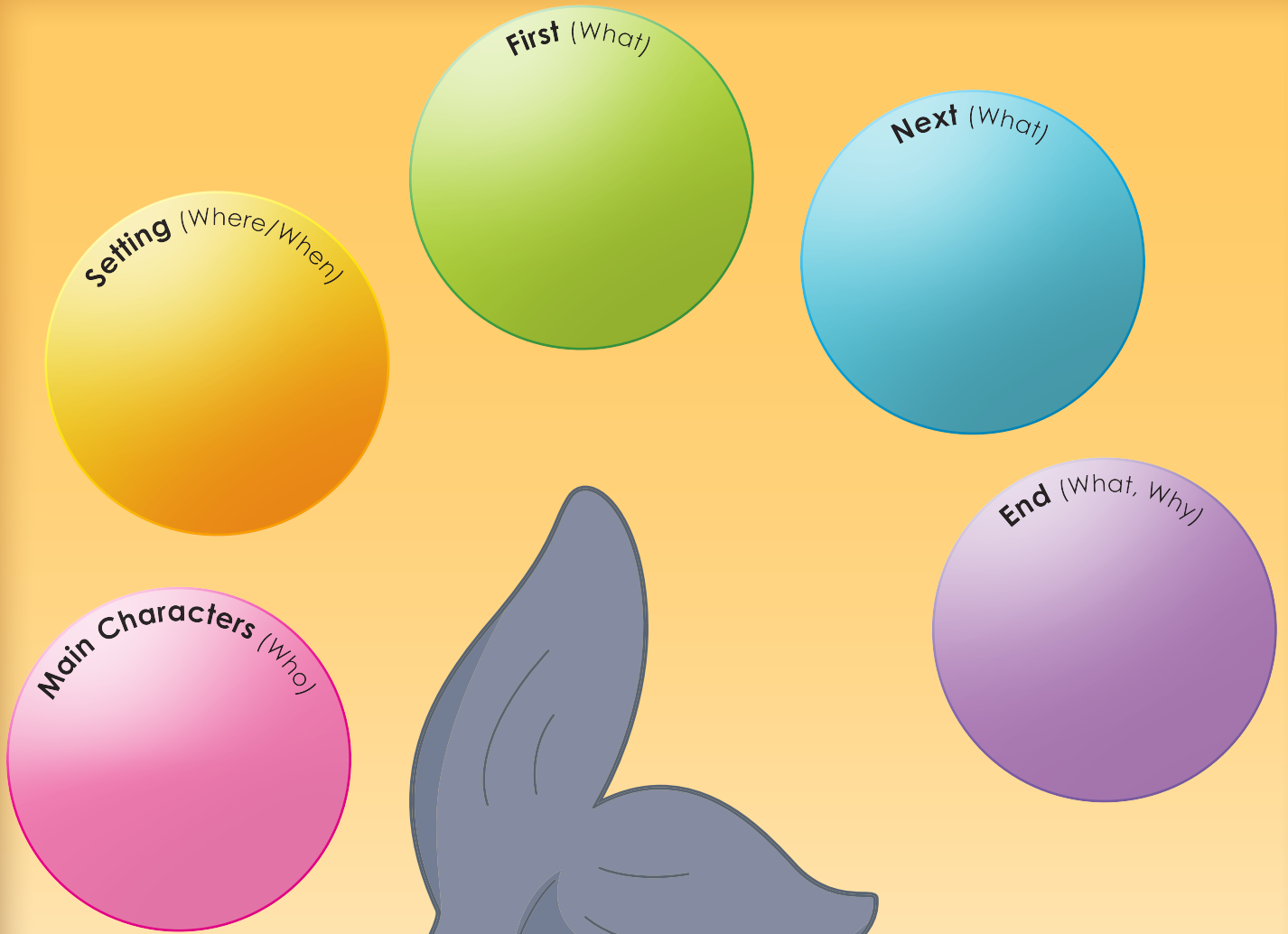
I am Nat.

I see the mat.

I go to the mat.

I like to nap.





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 |
|---|---|---|

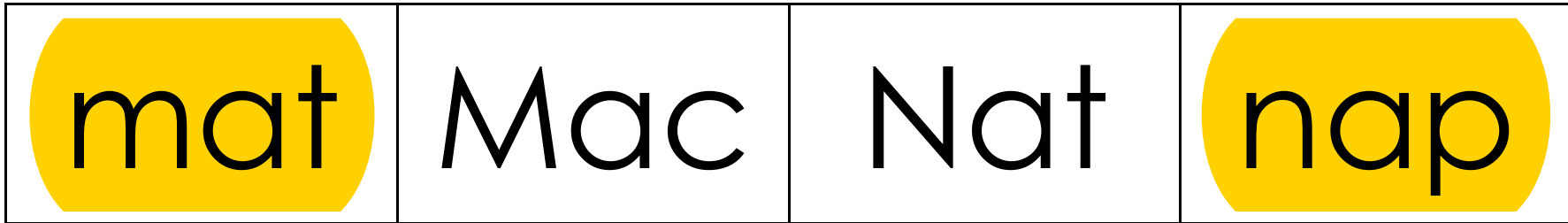
Beginning Sound-Spelling Review: Part 1

| | | | |
|---|---|---|---|
| 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



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.

The graphic organizer is titled "Narrative Text Elements" and is enclosed in an orange border with a dashed line pattern. It features a central illustration of a grey cartoon seal. Surrounding the seal are five colored circles, each containing a text element:

- Setting (Where/When)**: A yellow circle.
- First (What)**: A green circle.
- Next (What)**: A blue circle.
- End (what, why)**: A purple circle.
- Main Characters (Who)**: A pink circle.

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.



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.



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.

Setting (Where/When)

First (what)

Next (what)

Main Characters (Who)

End (what, why)

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 |
|---|---|---|---|

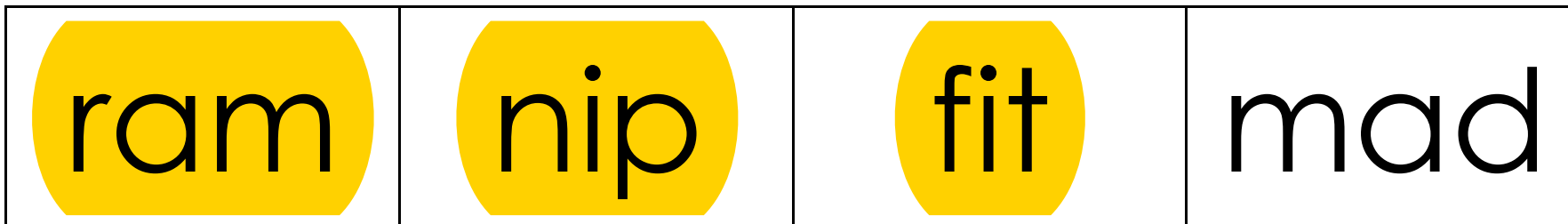
Beginning Sound-Spelling Review: Part 1

| | | | |
|---|---|---|---|
| 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



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.



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



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.

The graphic organizer is enclosed in an orange border with a white dashed line pattern. It features a central illustration of a grey cartoon seal with a large, upright tail, walking towards the right. Surrounding the seal are five colored circles, each containing a narrative text element label: a yellow circle for 'Setting (Where/When)', a green circle for 'First (What)', a blue circle for 'Next (What)', a pink circle for 'Main Characters (Who)', and a purple circle for 'End (What, Why)'. The background is a light orange gradient.

Setting (Where/When)

First (What)

Next (What)

Main Characters (Who)

End (What, Why)

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.

The graphic organizer is enclosed in an orange border with a white dashed line pattern. It features a central illustration of a grey cartoon seal with a large, upright tail, standing on a white patch of ground against a light orange background. Surrounding the seal are five colored circles, each containing a narrative text element:

- Setting (Where/When)**: A yellow circle at the top left.
- First (What)**: A green circle at the top center.
- Next (What)**: A blue circle at the top right.
- End (what, why)**: A purple circle on the right side.
- Main Characters (Who)**: A pink circle on the left side.

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.

The graphic organizer is titled "Narrative Text Elements" and is enclosed in an orange border with a decorative pattern. It features a central illustration of a grey cartoon seal with a large, upright tail, standing on a white patch of ground against a light orange background. Surrounding the seal are five colored circles, each containing a narrative text element:

- Setting (Where/When)**: A yellow circle.
- First (What)**: A green circle.
- Next (What)**: A blue circle.
- End (What, Why)**: A purple circle.
- Main Characters (Who)**: A pink circle.

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.



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



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.



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.



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 |
|---|-----------|---|

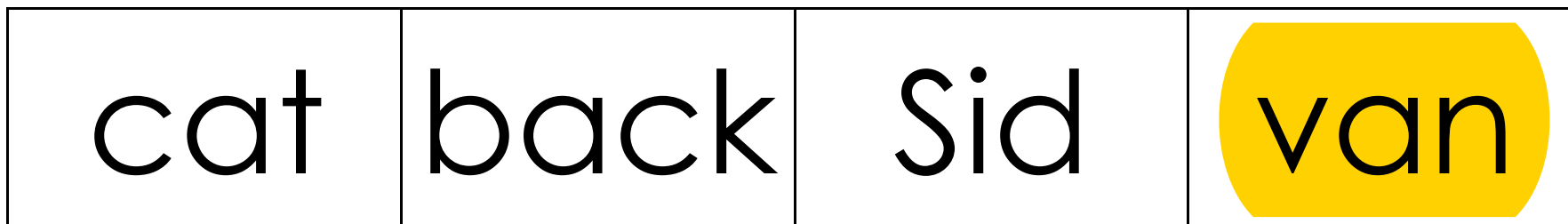
Beginning Sound-Spelling Review: Part 1

| | | | |
|---|---|---|-----|
| 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



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**?



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 |
|---|-----------|---|

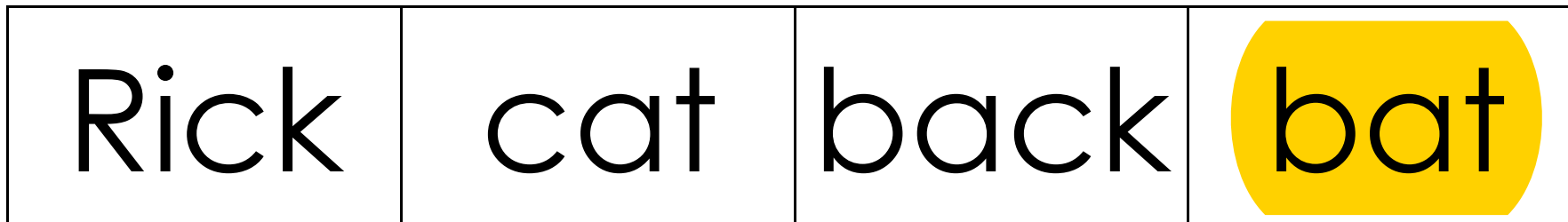
Beginning Sound-Spelling Review: Part 1

| | | | |
|---|-----|---|---|
| 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



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?



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!

The graphic organizer is titled "Narrative Text Elements" and is enclosed in an orange border with a decorative pattern. It features a central illustration of a grey cartoon seal with a large, upright tail. Surrounding the seal are five colored circles, each containing a text element:

- Setting (Where/When)**: A yellow circle.
- First (What)**: A green circle.
- Next (What)**: A blue circle.
- End (What, Why)**: A purple circle.
- Main Characters (Who)**: A pink circle.

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.



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.



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!



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 |
|---|---|---|---|

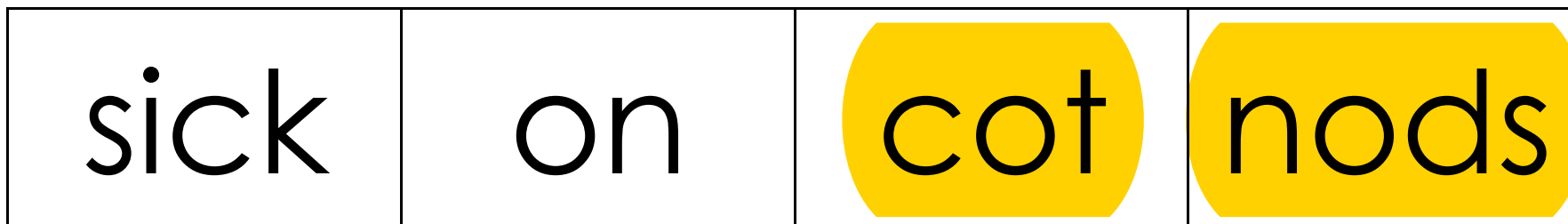
Beginning Sound-Spelling Review: Part 1

| | | | |
|---|---|---|---|
| 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



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.

Setting (Where/When)

First (what)

Next (what)

Main Characters (Who)

End (what, why)

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.



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



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.



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.



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.



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



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.



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



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.



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.



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



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!



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 |
|---|---|---|---|

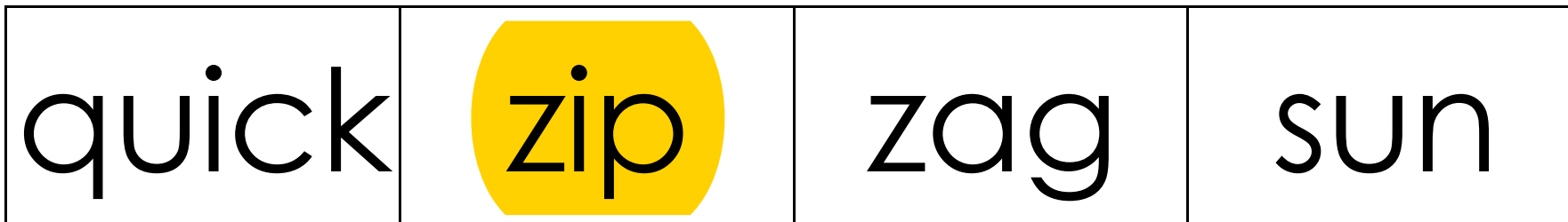
Beginning Sound-Spelling Review: Part 1

| | | | |
|---|---|---|---|
| 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



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.



Narrative Text Elements

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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.



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.



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



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.



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!



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.



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.



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.



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.



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!

The graphic organizer is enclosed in an orange border with a white dashed pattern. It features a central illustration of a grey seal with a large, curved tail, walking towards the right. Surrounding the seal are five colored circles, each containing a narrative text element:

- Setting (Where/When)**: A yellow circle at the top left.
- First (What)**: A green circle at the top center.
- Next (What)**: A blue circle at the top right.
- Main Characters (Who)**: A pink circle on the middle left.
- End (What, Why)**: A purple circle on the middle right.

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!



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!



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.



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.



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!



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!



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.



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!

