

## DECODABLE TEXTS SCOPE AND SEQUENCE

Schoolwide's decodable texts reinforce the prerequisite **Foundational Skills of Print Concepts** (alphabet recognition of upper- and lowercase letters), **Phonological Awareness** (rhyming, blending, and segmenting syllables and onsets and rimes, in spoken words), including **Phonemic Awareness** (isolating, blending, segmenting, and manipulating consonant and short vowel sounds).

Students will use their knowledge of **Phonics** (letter-sound correspondences), as well as **Word Recognition** (high-frequency words recognized by sight) as they read decodable texts. In addition, they will practice **Fluency** skills (accuracy, phrasing, appropriate rate, and expression) to self-monitor, self-correct, and make meaning as they read and reread these texts. The skill and text order move from simple to complex and build upon each other, allowing for cumulative skill practice and review.

GRADE K				
FOCUS PHONICS SKILL: CVC Words – Decode regularly spelled one-syllable words with CVC (consonant-vowel-consonant) spelling patterns.				
BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
1	<i>What Can You Do?</i>	can, bat, tag, tap, nap	can, you, do, I	Look closely at the words in the title. The first word says <i>what</i> . I notice the next word has a CVC (or consonant-vowel-consonant) letter pattern, c-a-n. This tells me that the <b>a</b> will make a short vowel sound. <b>Listen as I blend the sounds to read the word: /c/ /a/ /n/ → can.</b> Did you hear the short vowel sound?
2	<i>Peg and Meg</i>	Peg, Meg, gets, can, hop, run, fun	and, are, can, have, to, up	Look closely at the words in the title. I notice the first word has a CVC (or consonant-vowel-consonant) letter pattern, P-e-g. This tells me that the <b>e</b> will make a short vowel sound. <b>Listen as I blend the sounds to read the word: /P/ /e/ /g/ → Peg.</b> Did you hear the short vowel sound?
3	<i>Gus in the Tub</i>	Gus, tub, fun, dug, mud, run, cup	the, in, a, is, to	Look closely at the words in the title. I notice the first word has a CVC (or consonant-vowel-consonant) letter pattern, G-u-s. This tells me that the <b>u</b> will make a short vowel sound. <b>Listen as I blend the sounds to read the word: /G/ /u/ /s/ → Gus.</b> Did you hear the short vowel sound?
4	<i>Get to Bed, Ren!</i>	get, bed, Ren, pet, jet, fit, San, hen	to, can, a, in, no, is, on	Look closely at the words in the title. I notice the first word has a CVC (or consonant-vowel-consonant) letter pattern, g-e-t. This tells me that the <b>e</b> will make a short vowel sound. <b>Listen as I blend the sounds to read the word: /g/ /e/ /t/ → get.</b> Did you hear the short vowel sound?
5	<i>Hap and Cap</i>	Hap, Cap, Pam, ham, mat, ran, pan	and, said, have, was, on, the, to, but, a, of, at, can	Look closely at the words in the title. I notice the first word has a CVC (or consonant-vowel-consonant) letter pattern, H-a-p. This tells me that the <b>a</b> will make a short vowel sound. <b>Listen as I blend the sounds to read the word: /H/ /a/ /p/ → Hap.</b>

GRADE 1

FOCUS PHONICS SKILL: CVC Words – Decode regularly spelled one-syllable words with CVC (consonant-vowel-consonant) spelling patterns.

BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
1	<i>Top That!</i>	top, can, lot, bop, jog, dog, hog, box, fox	that, we, can, do, a, I, to, with, an, on, and	Look closely at the words in the title. I notice the CVC (or consonant-vowel-consonant) letter pattern in the first word, t-o-p. This tells me that the vowel <b>o</b> will make a short vowel sound, /o/. <b>Listen as I blend the sounds to read the word: /t/ /o/ /p/ → top.</b> Did you hear the short vowel sound?
2	<i>When Red Hen Fell</i>	red, hen, fell, wet, vet, leg, can, hop	is, can, my, said, the, she, at, see, in, a, they, two, have, up, when	Look closely at the words in the title. The first word is a familiar high-frequency word, <b>when</b> . We can also blend the letter sounds to read: /wh/ /e/ /n/ → <b>when</b> . I notice the next word has a CVC (or consonant-vowel-consonant) letter pattern, R-e-d. This tells me that the e will make a short vowel sound. <b>Listen as I blend the sounds to read the word: /R/ /e/ /d/ → Red.</b> Did you hear the short vowel sound?
3	<i>Kip Gets Fit</i>	Kip, fit, not, sit, his, kit, dig, pit, bin, rim, hit	want(s), to, does, not, his, will, with, in, a, or, up, it, the, so, go, for	Look closely at the words in the title. I notice the CVC (or consonant-vowel-consonant) letter pattern in the first word, K-i-p. This tells me that the vowel <b>i</b> will make a short vowel sound, /i/. <b>Listen as I blend the sounds to read the word: /K/ /i/ /p/ → Kip.</b> Did you hear the short vowel sound? The next word in the title also has a CVC letter pattern, with an <b>s</b> added. The suffix -s tells us that the action is happening now. Blend the sounds with me to read this word: /g/ /e/ /t/ /s/ → <b>gets</b> .
4	<i>Top Job, Mom!</i>	top, job, Mom, Tom, got, hot, tan, fan	it, a, said, is, the, new, on, and, no, not, put	Look closely at the words in the title. I notice the first word has a CVC (or consonant-vowel-consonant) letter pattern, t-o-p. This tells me that the vowel <b>o</b> will make a short vowel sound, /o/. <b>Listen as I blend the sounds to read the word: /t/ /o/ /p/ → top.</b> Did you hear the short vowel sound? Do you see other words in the title that have a CVC letter pattern? Yes, the next two words. Blend the sounds with me to read the words: /j/ /o/ /b/ → <b>job</b> and /M/ /o/ /m/ → <b>Mom</b> .
5	<i>The Bug in the Jug Wants a Hug</i>	bug, jug, hug, mug, bun, Pam, jam, ham, kid, rid, lid, hen, den, pen, hot, cot, got, hog, pet, wet, get, cat, fat, rat, sat	the, in, wants, a, some, on, her, of, has, by, to, is, will, with, at, and, that	Look closely at the words in the title. I notice the CVC (or consonant-vowel-consonant) letter pattern in the second word, b-u-g. This tells me that the vowel <b>u</b> will make a short vowel sound, /u/. <b>Listen as I blend the sounds to read the word: /b/ /u/ /g/ → bug.</b> Did you hear the short vowel sound? Do you see other words in the title that also have a CVC letter pattern? Yes, the word, <b>jug</b> , and the last word, <b>hug</b> , both have a CVC letter pattern. Blend the sounds with me to read these words: /j/ /u/ /g/ → <b>jug</b> and /h/ /u/ /g/ → <b>hug</b> .

**FOCUS PHONICS SKILL: Digraphs, Blends, and Rimes (Glued Sounds) - Decode regularly spelled one-syllable words with short vowel sounds that include digraphs, blends, and rimes (glued sounds).**

BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
6	<i>Stop, Drop, and Flop in the Slop</i>	stop, drop, flop, slop, clam, swam, tram, plum, drum, glum, drink, stink, blink, Fred, sped, sled, glass, brass, grass, frog, clog, smog, stump, plump, grump, crab, grab, scab	and, in, the, on, is, from, had, a, it, you, his, by, were, of, are, can, to, with	Look closely at the first word in the title. I notice it begins with a familiar consonant blend s-t, which says /s/ /t/. <b>Listen as I blend the sounds to read the word: /s/ /t/ /o/ /p/ → stop.</b> What do you notice about some of the other words in the title? Yes, there are three other words that end with the same letters, o-p, and begin with consonant blends. Let's blend the sounds to read: /d/ /r/ /o/ /p/ → <b>drop</b> , /f/ /l/ /o/ /p/ → <b>flop</b> , and /s/ /l/ /o/ /p/ → <b>slop</b> .
7	<i>Crops for Us</i>	crops, this, must, pick, grab, stop	for, this, is, water, will, one, people, can, has, to, and, a, his, it	Look closely at the first word in the title. I notice it begins with a consonant blend, c-r, which says /c/ /r/. <b>Listen as I blend the sounds to read the word: /c/ /r/ /o/ /p/ /s/ → crops.</b>
8	<i>Pam's Pet Shop</i>	shop, fish, that, swim, sing, black	a, that, little, has	Look closely at the last word in the title. I notice it begins with a familiar digraph, s-h, which says /sh/. Digraphs are two letters that make one sound. <b>Listen as I blend the sounds to read the word: /sh/ /o/ /p/ → shop.</b>
9	<i>Where Is the Blue Ball?</i>	Britt, Beth, Champ, ball, twins, steps, back, shed, swings	where, is, the, and, his, have, a, said, for, look(s), in, of, by	Look closely at the words in the title. I notice two high-frequency words that begin with digraphs, which are two letters that make one sound. The first word, <b>where</b> , begins with the digraph w-h and says /wh/, and we know the word, <b>the</b> , begins with the t-h digraph and says /th/. <b>Can you find the word that begins with a blend? Yes, the word, blue, begins with the letters b-l.</b> The last word in the title includes the common ending rime (or glued sound) -all. We can blend the parts to read the word: /b/ /all/ → <b>ball</b> .
10	<i>Sing-Song Sid</i>	sing(s), bing, ding, ping, bong, dong, long, pong, bang, dang, pang	likes, to, he, a, and, all, day, sees, up, your	Look closely at the first two words in the title. I notice each word ends with a familiar rime (or glued sound): i-n-g, which says /ing/ and o-n-g, which says /ong/. <b>Listen as I blend the beginning consonant sounds with the ending rimes (glued sounds) to read the word: /s/ /ing/ - /s/ /ong/ → sing-song.</b>

**PHONICS FOCUS SKILL: Long Vowel Sounds VCe, CVCe, CVCes and Vowel Teams ee, oa, ea, ay, ai - Decode long vowel sounds in regularly spelled one-syllable words with common vowel teams or final -e conventions (CVCe).**

11	<i>The Nice Mice in the Rice</i>	nice, mice, rice, dice, mole, pole, hole, Jake, make, rake, cake, Lee, see, bee, toad, load, road, goat, seat, eat, meat, neat, Jay, hay, bay, may, Gail, fail, nail, pail	the, in, can, see, his, on, are, to, my, of, go, for, with, your, and, be, some, by, or	<b>CVCe, Long Vowel Teams: ee, ea, oa, ai</b> Look closely at the words in the title. I notice the CVCe (or consonant-vowel-consonant-silent e) letter pattern in the second word, n-i-c-e. This tells me that the i will make a long vowel sound, and the e at the end is silent. Listen as I blend the sounds to read the word: /n/ /i/ /s/ → <b>nice</b> . Did you hear the long i vowel sound? Did you also notice that the letter c in the word nice makes the /s/ sound? The letter c often makes a hard sound and says /k/, like in the word <b>cat</b> , but it can also make a soft sound, /s/, like in the word <b>city</b> or <b>cereal</b> . <b>Do you see other words in the title that have the same CVCe letter pattern? Yes, the next word, mice, and the last word, rice, both have a CVCe letter pattern. Blend the sounds with me to read these words: /m/ /i/ /s/ → mice and /r/ /i/ /s/ → rice.</b>
----	----------------------------------	--	---	---

BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
12	<i>Mike Likes to Hike</i>	hike, like, Mike, site, five, time, miles, pines, bake, make, safe, same	a, at, to, and, his, the, they, of, are, for, this, look, good, up, put, with, on, in, it, is	<b>CVCe and CVCes</b> Look closely at the words in the title. I notice the CVCe (or consonant-vowel-consonant-silent <b>e</b> letter) pattern in the first word, M-i-k-e. This tells me that the <b>i</b> will make a long vowel sound, and the <b>e</b> at the end is silent. <b>Listen as I blend the sounds to read the word: /M/ /i/ /k/ → Mike.</b> Did you hear the long <b>i</b> vowel sound? Do you see other words in the title that have the same CVCe letter pattern? Yes, the next word, <b>likes</b> , has a CVCe letter pattern with the suffix -s added. Blend the sounds with me to read the word: /l/ /i/ /k/ /s/ → <b>likes</b> .
13	<i>Pete and His Kite</i>	kite, line, hole, slope, Luke, Grace, snake, Steve, white, stripes	to, a, with, and, has, there, are, of, at, up, down, the, in, is, he, his	<b>CVCe, CVCes, CCVCe</b> Look closely at the words in the title. I notice the CVCe (or consonant-vowel-consonant-silent <b>e</b> letter) pattern in the first word, P-e-t-e. This tells me that the first <b>e</b> will make a long vowel sound, and the <b>e</b> at the end is silent. <b>Listen as I blend the sounds to read the word: /P/ /ē/ /t/ → Pete.</b> Did you hear the long <b>e</b> vowel sound? Do you see another word in the title that has the same CVCe letter pattern? Yes, the last word, <b>kite</b> , has a CVCe letter pattern. Blend the sounds with me to read the word: /k/ /i/ /t/ → <b>kite</b> .
14	<i>Pete's Street Beat</i>	Pete's, street, beat, treat, steel, feet, play, sway, day	what, the, a, your, to, at, all, day, and, in, me	<b>CVCe, Long Vowel Teams: ee, ea, ay</b> The word <b>Pete</b> has a CVCe (or consonant-vowel-consonant-silent <b>e</b> ) letter pattern. This tells me that the <b>e</b> will make a long vowel sound, and the <b>e</b> at the end is silent. <b>Listen as I blend the sounds to read the word: /P/ /ē/ /t/ /s/ → Pete's.</b> Did you hear the long <b>e</b> vowel sound?
15	<i>Twice as Nice</i>	bike, mice, Miles, nice, twice, green, trees, sweet, peach, neat, clean, gray	are, good, my, very, as, new, is	<b>CVCe, CVCes, CCVCe, Long Vowel Teams: ee, ea, ay</b> Look closely at the word <b>nice</b> . I noticed the CVCe letter pattern, n-i-c-e. This tells me that the <b>i</b> will make a long vowel sound, and the <b>e</b> at the end is silent. <b>Listen as I blend the sounds to read the word: /n/ /i/ /s/ → nice.</b> Did you hear the long <b>i</b> vowel sound?
16	<i>Big Day for Kate</i>	Kate, date, late, race, lane, grapes, crate, wait, bait, pail, sail, stay, tray, play	is, the, I, can, in, all, day, and, have, on, a, at, up, my, it, when, with, be, some, see, or, will, them	<b>CVCe, CCVCe, Long Vowel Teams: ai, ay</b> Look closely at the words in the title. I notice the second word includes a word that you may know by sight, <b>day</b> . The word <b>day</b> includes the a-y vowel team, which makes the long <b>a</b> sound. <b>If I can't recall that word, I can blend the sounds to decode the word: /d/ /ā/ → day.</b>

**FOCUS PHONICS SKILL: Variant Vowel Teams - Decode regularly spelled one-syllable words with variant vowel teams, including diphthongs (au, aw, oi, oo, ou, ow, oy).**

BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
17	<i>Paul Makes Sauce</i>	Paul, fault, spoon, proud, now	she, to, wants, his, own, is, it, the, for, what, of, now	<b>Variant Vowel Teams: au, oo, ou, ow</b> Look closely at the words in the title. I notice the first word includes the a-u vowel team, which says /aw/. <b>We can blend all the letter sounds to read the word: /p/ /aw/ /l/ → Paul.</b>
18	<i>Troy's Choice</i>	Troy, toy, joy, down, how, join, coin, food, too	down, the, he, wants, to, his, friends, sees, a, should, up, how, can, one, do, you, have, other, it, is, for, has, too	<b>Variant Vowel Teams: oy, oi, ow, oo</b> Look closely at the first word in the title. I notice it begins with the consonant blend T-r, followed by the o-y vowel team, which says /oi/. If I blend those three sounds, it says /T/ /r/ /oi/ → <b>Troy</b> . However, there is a punctuation mark, called an <b>apostrophe</b> , followed by the letter <b>s</b> . The <b>'s</b> means that something belongs to someone. <b>Now let's blend all the letter sounds to read the word: /T/ /r/ /oi/ /s/ → Troy's.</b>
19	<i>On My Stoop</i>	stoop, stool, tool, bloom, zoom, cool, owl	on, my, see, have, a, I, there, is, to, and, of, her, his, it, in, on, say	<b>Variant Vowel Teams: oo, ow</b> Look closely at the words in the title. I notice the last word begins with the consonant blend s-t and includes the o-o vowel team, which says /oo/, and ends with the letter <b>p</b> . <b>We can blend the letter sounds to read the word: /s/ /t/ /oo/ /p/ → stoop.</b>
20	<i>We Look for Hawks</i>	hawks, dawn, shawls, claws, stools, cool, swoop, *wool	we, look, for, go, to, see, my, in, on, her, the, two, of, up, at, it, is, are, and, that, they, can, have, do, you, what, want, like, too	<b>Variant Vowel teams: aw, oo (long /oō/ and *short /oö/)</b> Look closely at the words in the title. Do you see any words that have a special vowel team? Yes, the last word, <b>hawks</b> , includes the a-w vowel team, which says /aw/. <b>We can blend the sounds to read the word: /h/ /aw/ /k/ /s/ → hawks.</b>
21	<i>The Balloon Book</i>	bloom, zoom, room, cool, droop, *book, look, around	the, come, in, many, can, to, look, like, a, he, in, when, they, at, all, this, up, we, are, good, for, you	<b>Variant Vowel Teams: oo (long /oō/ and *short /oö/), ou</b> The last word says <b>book</b> . It also has the o-o vowel team, but sometimes that vowel team can make a different sound. <b>In some words, it can say /oō/, like in the word too or balloon, and in other words, it can say /oö/, like in the words look or good.</b>

**FOCUS PHONICS SKILL: R-Controlled Vowels - Decode regularly spelled one-syllable words with r-controlled vowels (ar, er, ir, or, ur).**

22	<i>Bert and the Storm</i>	Bert, storm, sports, porch, short, yard, dark	and, the, are, in, they, like, to, it, on, looks, way, we, will, be, from	<b>R-Controlled Vowels: ar, er, or</b> Look closely at the first word in the title. I notice it begins with the letter <b>b</b> and then includes the e-r spelling pattern, which is an r-controlled vowel. R-controlled vowels are a vowel (a, e, i, o, u), followed by the letter <b>r</b> . They are pronounced together to make one sound. The e-r says /er/. The word ends with the letter <b>t</b> . <b>Listen as I blend the sounds to read the word: /b/ /er/ /t/ → Bert.</b>
----	---------------------------	---	---	--

BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
23	<i>Ant in Her Pants</i>	her, sharp burn, hurt, turn	in, her, an, it, up, and, a, for, to, where, with, down, when, she, the, were, on, said, was, not, that, of	<b>R-Controlled Vowels: ar, er, ur</b> Look closely at the words in the title. Do you see any words that have an r-controlled vowel? Yes, the third word, <b>her</b> , includes the /er/ r-controlled vowel. <b>We can blend the sounds to read the word: /h/ /er/ → her</b> , but it is also a high-frequency word that you may know by sight.
24	<i>Rice Farms</i>	farm(s), hard, part, jars, form, short, or, first	you, can, at, the, but, on, a, are, in, many, people, from, will, not, it, and, of, water, they, be, as, is, this, over, now, go	<b>R-Controlled Vowels: ar, ir, or</b> Look closely at the words in the title. Do you see any words that have an r-controlled vowel? Yes, the third word, <b>farms</b> , includes the r-controlled vowel a-r, which says /ar/. <b>We can blend the sounds to read the word: /f/ /ar/ /m/ /s/ → farms.</b>
25	<i>Barney Bear's Party</i>	far, yard, farm, Bert, for, first, bird, shirt	it, was, when, will, they, here, have, said, how, are, from, go, then, be, with, his, friend(s), to, into, the, and, in, came, all, no, them, over, for, my, see, you, but, too, good, your	<b>R-Controlled Vowels: ar, er, or, ir</b> Look closely at the words in the title. The first word is a longer word. It begins with the letter <b>b</b> , and then the r-controlled vowel a-r, which says /ar/. We can blend those two sounds to read the word: /b/ /ar/ → <b>bar</b> . The word ends with the letters n-e-y, which say /n/ /ē/. <b>We can blend all the sounds to read the word: /b/ /ar/ /n/ /ē/ → Barney.</b>
26	<i>Mark and the Stars</i>	Mark, star(s), farm, car, barn, yard, far	and, the, one, day, a, from, I, to, me, on, into, will, this, said, has, in, be, when, look, up, not, too, many, they, it, see, his, new	<b>R-Controlled Vowels: ar</b> Look closely at the first word in the title. I notice it begins with the letter <b>m</b> , and then I see the a-r spelling pattern, which is called an r-controlled vowel. R-controlled vowels are vowels (a, e, i, o, u), followed by the letter <b>r</b> . They are pronounced together to make one sound. The a-r says /ar/. <b>Listen as I blend all the sounds to read the word: /m/ /ar/ /k/ → Mark.</b>
<b>PHONICS FOCUS SKILL: Multisyllabic Words, including Words with Common Suffixes - Decode regularly spelled two-syllable words by breaking words into smaller parts or syllables, using knowledge of compound words and common suffixes.</b>				
27	<i>The Peaches on the Beaches</i>	peaches, beaches, witches, switches, ditches, stretches, snowing, blowing, towing, fighting, biting	the, on, it, was, and, when, he, that, as, put, in, she, her, were, at, by, has, his, of, are, with, what, we, our, into, about, their, to	<b>Two-syllable words, including words with suffixes (-es, -ing)</b> Now let's look closely at the first two-syllable word in the title. <b>We can blend the sounds to read the first part of the word (base word): /p/ /ē/ /ch/ → peach. Notice the ending suffix, -es, which makes the sound /iz/. We can put the parts together to read: /pēch/ /iz/ → peaches.</b> Let's blend the sounds to read the last word in the title: /b/ /ē/ /ch/ /iz/ → beaches.
28	<i>The Happy Cooking School</i>	cooking, looking, cookbooks, students, uses, butter, buzzer, happy, around, kitchen	this, like(s), other(s), how, each, one, another, their, good, says, school, walk	<b>Two-syllable words, including words with suffixes (-ing, -s/-es, -er)</b> Now let's look closely at the next word in the title. This two-syllable words ends with the suffix -ing. Do you recognize the base word? If not, we can blend the sounds to read: /k/ /oō/ /k/ → <b>cook</b> . In this word, the o-o makes the /oō/ sound, like in the words <b>look</b> or <b>book</b> . <b>We then put the parts together to read: /cook/ + /ing/ → cooking.</b>

BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
29	<i>Skylar Makes a Pie</i>	filling, topping, Skylar, inside, crackers,	said, you, then, they, could, see, this	<b>Two-syllable words, including words with the suffix -ing</b> Let's take a close look at this first word in the title. <b>We can blend the sounds to read the first part of the word: /s/ /k/ /i/ → sky.</b> Notice that the <b>y</b> makes the long <b>i</b> sound in this word. <b>Now let's blend the sounds in the second syllable, which includes the r-controlled vowel a-r: /l/ /ar/ → lar.</b> Let's put the parts together to read: <b>Skylar.</b>
30	<i>On the Farm</i>	fishing, singing, putting pancakes, peaches, dishes, sunglasses, oatmeal, hello, rabbit, milkshake, fishhook, teacup, moonlight	on, the, first, but, it, was, to, said, then, she, in, does, them, with, her, and, into, go, because, off, what, little, for, good, day, want(ed)	<b>Two- and three-syllable words, including words with suffixes (-ing, -s/-es)</b> Put your finger under the last word on the page. Notice how this longer word has two consonants in the middle (t-m). We can break the word between them (Split the Muffin rule VC-CV spelling pattern). <b>The first syllable has the vowel team o-a, which makes the long o sound. We can blend the sounds to read: /ō/ /t/ → oat.</b> <b>Now let's blend the sounds in the next part to read: /m/ /ē/ /l/ → meal.</b> This syllable also has a long vowel team, e-a. We can put the parts together to read: <b>oatmeal.</b>
31	<i>Owl and Crow</i>	freshly, slowly, sounded, shouted, April, looking, began, spiders, hungry, little	and, on, were, down, at, little, where, there, is, said, the, no, he, to, can, from, up, over, of, was, that, good, how, do, we, should, have	<b>Two-syllable words, including words with suffixes (-s, -ing, -ed, -ly)</b> Let's take a close look at the words <b>Owl</b> and <b>Crow</b> in the title. Notice how both words include the vowel team o-w, but the o-w makes a different sound in each word. <b>The o-w in Owl says /ou/, and the o-w in Crow says /ō/.</b>
32	<i>Animal of the Everglades</i>	heron(s), swimming, osprey, shallow	water, see, this, one, was, has, place, animal	<b>Two-syllable words, including words with suffixes (-s, -ing)</b> Let's take a close look at the last word in the title. It is a longer word that we can break into smaller parts or syllables to help us sound it out. E-v says /ev/, and then notice the r-controlled vowel e-r, which says /er/. <b>Blend the sounds in the first part of the word to read: /ev/ /er/ → ever.</b> Notice the next part of the word has a CCVCe spelling pattern (g-l-a-d-e), which tells us the <b>a</b> makes a long vowel sound. <b>We can blend all the sounds to read: /g/ /l/ /ā/ /d/ /s/ → glades.</b> Let's put the parts together to read: <b>Everglades.</b>

GRADE 2

**FOCUS PHONICS SKILL: Mixed Practice - Decode short, long, r-controlled, and variant vowels when reading regularly spelled one- and two-syllable words, including words with common suffixes.**

BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
1	<i>Reach for a Peach</i>	reach, peach, drew, three, threw, speech, screech, beneath, shone, throne	for, each, we, she, on, her, he, can, the, at, and, by, me, whose, had, should, not, knew, that, friend, as, talk(ed)	Let's look closely at the words <b>reach</b> and <b>peach</b> and notice some familiar letter-sound spelling patterns. The letters e-a are a vowel team that makes a long <b>e</b> sound; and both words end with the digraph c-h, which makes the /ch/ sound. <b>We can blend the sounds in each word to read: /r/ /ē/ /ch/ → reach and /p/ /ē/ /ch/ → peach.</b>
2	<i>Main Street Block Party</i>	party, today, butterfly, around, tic-tac-toe, contest, topping main, wait, street, green, three, sweet, Kate, face, snake, bikes, trikes, sweep, sweet, lead, eat, seat, treat, time, ice, ride, bride, blows, Rose, tune, Luce	the, is, and, come, to, for, and, when, their, her, as, around, his, in, at, this, that, all, with, he, has, she, who, up, look(s), place, use, get(s), first, each, likes, use, today	Let's take a close look at that word and break the word into parts or syllables. We learned the Split the Muffin rule (VC-CV) that when there are two consonants in the middle of a word, we can break the word between them. <b>We can blend the sounds to read the first part of the word: /p/ /ar/ → par. Now let's blend the sounds in the second syllable: /t/ /ē/ → ty. Let's put the parts together to read: /par/ + /tē/ → party.</b>
3	<i>Snakes</i>	snake(s), fangs, scales, skin, fish, mouth, crushed, yellow eating crushing doing	look, at, this, has, are, and, what, can, you, see, the, is, it, will, when, these	Today we are going to read a nonfiction text called <i>Snakes</i> . Read the title with me and point under the word as we read: <i>Snakes</i> . Notice that the word <b>snakes</b> has a CCVCes pattern. <b>This letter pattern tells us that the vowel a makes a long vowel sound, and it ends with the suffix -s, which means more than one.</b>
4	<i>Llama Pajamas</i>	thick, stick, click, swim, swam, tree, twigs, stuck, snug, back, clack, snip, miss, wetter, bigger, under, began, shiver, party	was, up, us, had, am, he, said, too, my, go, for, now, in, the, and, but, his, can, you, look, all, now, not, like, did, yes, when, down, to, put, your, on, what, are, they, we, were, like, went	Let's take a close look at the word and break it into parts or syllables. We can blend the sounds to read the first part of the word: /l/ /ah/ → <b>lla</b> . Now let's blend the sounds in the second syllable: /m/ /uh/ → <b>ma</b> . Let's put the parts together to read: /lah/ + /muh/ → <b>llama</b> . The second word in the title has three syllables. <b>Put your finger under the word as we blend the sounds in each part to read: /puh/ + /jah/ + /muhz/ → pajamas.</b>
5	<i>Daisy's Day</i>	rise, shine, time(s), life, pace, late, gray, pay, mean, hear, ears, read, sleep, feels, seems, home, coat, Daisy('s), music, sleeping, lazy, window, raincoat	gets, how, did, there, some, every, they, look(s), what, water, know(s), find, move(s), does, says, not, like, because, friend(s), want, down, have, own, first, again, goes, about, think(s), new(s), night	Today we are going to read the text <i>Daisy's Day</i> . Read the title with me and point under each word as we read: <i>Daisy's Day</i> . <b>Let's clap the syllables, or beats, in each word and listen for words with more than one syllable. Lead the students in saying each word aloud and clapping the syllables.</b> Which word has more than one syllable? Yes, <b>Daisy's</b> .



BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
6	<i>Search for Food</i>	food, woods, night, hide, mice, creep, crops, short, porch, bugs, hunt, just, both, those, rabbit(s), garden, morning, below, sleeping, daytime, upside, even, raccoon	night, some, animal(s), don't, they, each, then, find, when, move, away, this, look(s), down, that, change, now, can't, than, but, get, those, has, like	Let's take a closer look at the words in the title. <b>The first word, search, has a part that doesn't follow regular letter-sound spelling rules. The letters e-a do not make the long e sound. We blend the sounds to read: /s/ /er/ /ch/ → search.</b> Now let's look again at the other words in the title. You can recognize the word <b>for</b> by sight and sound out the word <b>food</b> because it follows regular letter-sound spelling patterns: /f/ /oō/ /d/ → <b>food</b> . The o-o vowel team makes the sound /oō/, like in the words <b>school</b> or <b>moon</b> .
7	<i>I Want to Be a Cowboy</i>	showed, named, scowled, missed, yelled, coiled, twirled, takes, book(s), boots, bawling, pouted, rescued, cowboy(s), pony, outside, pretend	want(ed), about, here, could, ask(ed), said, with, good, look(ed), around, out, have, day, they, after, then, was, very, little, how, once, put, that, this, there, what, now, work, way, mother	Let's take a close look at that word and break the word into parts or syllables. <b>We learned the Split the Muffin rule (VC-CV) that when there are two consonants in the middle of a word, we can break the word between them.</b> This word is also a compound word, a word made up of two smaller words. We can blend the sounds to read the first smaller word: /c/ /ou/ → <b>cow</b> . The o-w vowel team makes the /ou/ sound in this word, like in the word <b>now</b> or <b>how</b> . Now let's blend the sounds in the second part of the compound word: /b/ /oi/ → <b>boy</b> . Let's put the parts together to read: <b>cowboy</b> .
8	<i>Sounds of the City</i>	sounds, cars, streets, truck(s), times, bands, bees, night, might, may, way, play, place, bark, park, slowly, quickly, loudly, city, dirty, party, sleepy, buses, raises, siren, children	city, is, with, all, and, place, at, they, go, very, move, may, not, that, but, get, out, be, then, on, out, any, but, up, some, like, people, you, what('s), answer, night, are, laugh	Let's take a close look at that word. We can blend the sounds to read the first syllable or part of the word: /s/ /i/ /t/ → <b>cit</b> . Notice how the letter <b>c</b> makes its soft sound, /s/. <b>Now let's add the sound, /ē/, that the letter y usually makes at the end of a two-syllable word and put the parts together to read: /sit/ + /ē/ → city.</b>
<b>FOCUS PHONICS SKILL: Breaking Apart Multisyllabic Words (Nonfiction) - Decode regularly spelled multisyllabic words, using syllable division rules, syllable types, and known parts, including prefixes and/or suffixes.</b>				
9	<i>Showing Kindness</i>	showing, doing, recycling, recycles, bottles, groceries, happy, softly, pencil, planet, sister, better, paper	good, make, friend(s), other(s), new, school, kind, now, give(s), one, help(s), away, better, with, they, are, take, picture, learn, more	<b>Let's look closely at this first word. It ends with the suffix i-n-g, which says /ing/.</b> Do you recognize the base word? If not, you can blend the sounds to read: /sh/ /ō/ → <b>show</b> . Put the parts together to read: <b>showing</b> . <b>Now let's look at the second word in the title. Notice it ends with the suffix n-e-s-s, /nes/.</b> If we take off the suffix, do you recognize the base word? Yes, it says, <b>kind</b> . We can put the parts together to read: /kīnd/ + /nes/ → <b>kindness</b> . Kindness means a quality of being kind.
10	<i>Our Planets</i>	discover, consider, planets, gases, experts, swirling, Mercury, Venus, Jupiter, Saturn, Uranus, Pluto	our, these, around, they, also, each, own, about, same, Earth, this, know, one, after, come(s), cold, red, why, called, today, must, don't, there, much, more	<b>Let's look closely at this second word. Notice this first syllable begins with the consonant blend p-l and ends with the rime (glued sound) a-n. We can blend the sounds to read: /p/ /l/ /an/ → plan.</b> The second syllable says /e/ /t/ /z/ → <b>ets</b> . Put the parts together to read: /plan/ + /etz/ → <b>planets</b> .

BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
11	<i>Tandem Skydiving</i>	tandem, skydiving, jumping, workers, jumpsuit, harness, skydive, master, tarmac, goggles, started	have, your, back, open, right, away, first, many, people, were, place, went, same, jump(s), onto, find, then, very, fast, could, down, blue, was	Let's take a closer look at the first word in the title. Where should we divide this word into syllables? Yes, between the n-d. What type of syllable is the first syllable? Yes, it's a closed syllable. We can blend the sounds to read: /t/ /a/ /n/ ➔ <b>tan</b> . What about the second syllable? It is a closed syllable, too. Blend the sounds to read: /d/ /e/ /m/ ➔ <b>dem</b> . Then put the parts together to read: /tan/ + /dem/ ➔ <b>tandem</b> .
12	<i>A Day at the Zoo</i>	outside, booklet, insect(s), reptile(s), critters, zookeepers, houses, eating, howling, goofing, petting, chilly, manatee	what, start, animal(s), brown, called, make, this, they, around, house, just, very, fly, pretty, think, some, best, found, from, play, here, these, now, must, place, find, many, about, want	Turn to page 4 and put your finger under the third word in the second line. It is a longer word, so we can divide it between the two consonants in the middle. Do you recognize the first syllable? Yes, it says <b>out</b> . How about the next syllable? If not, notice it is a final <b>e</b> or CVCe syllable so we can blend the sounds to read: /s/ /i/ /d/ ➔ <b>side</b> . Then put the parts together to read: /out/ + /sīd/ ➔ <b>outside</b> .
13	<i>Can a Shark Hear Sounds?</i>	vibrates, vibrations, inner, eardrums, music, football, dinner, body, little, spider(s), Glossary, critter	when, are, something, move(s), back, they, your, carry, have, two, little, each, head, water, away, its, use(s), know(s), things, fly, their, very	Turn to page 12. Put your finger under the word at the top and <b>listen as I blend the parts to read: /g/ /l/ /o/ /s/ + /ar/ + /ē/ ➔ glossary</b> . The heading says <b>Glossary</b> . Find the word <b>snake</b> on this page and turn to your partner to read its meaning. Were there any tricky words in the definition? <b>The last word has a silent b. You blend the sounds to read: /l/ /i/ /m/ /s/ ➔ limbs</b> .
14	<i>Friendly Cheerful Gorillas</i>	fingers, knuckles, silverbacks, grooming, speaking, cheerful, graceful, lonely, finally, sharply, biggest, smaller	another, have, head, long, because, more, after, their, use, what, who, live, family, each, other(s), away, called, when, years, old, where, find, very, mother, also, don't, something, animal(s)	Let's take a look at the last word, <b>gorillas</b> . Watch as I divide this longer word into syllables. This is a tricky word to sound out because some of the letters do not make their regular sounds. <b>Slide your finger under this word as I pronounce each syllable: /guh/ + /ril/ + /uhz/ ➔ gorillas</b> . Notice the first syllable, g-o, does not say <b>go</b> , it says /guh/, and we only hear one <b>l</b> sound.
<b>FOCUS PHONICS SKILL: Breaking Apart Multisyllabic Words (Fiction) - Decode regularly spelled multisyllabic words, using syllable division rules, syllable types, and known parts, including prefixes and/or suffixes.</b>				
15	<i>Snarky Sharky</i>	snarky, sharky, grumpy, snappy, jolly, really, slowly, softly, flatfish, jellyfish, anglerfish, afternoon	was, very, she('s), it('s), not, her, out, said, your, they, their, friend(s), good, could, what('s), right, about, nothing, away, around, change(d), only, people, again	Today we are going to read the text <i>Snarky Sharky</i> . Read the title with me and point under each word as we read: <i>Snarky Sharky</i> . <b>Let's clap the syllables, or beats, in each word and listen for words with more than one syllable. Lead the students in saying each word aloud and clapping the syllables</b> . Which words have more than one syllable? Yes, both words have two syllables!
16	<i>Recycling with Kate</i>	return(s), reread, repay, reappear, disappear, unable, sending, slowly, quickly, happy, landfill backpack	from, she, with, her, then, put(s), one, new, now, are, they, you, own, other(s), want(s), just, what, who, how, think(s), ask(s), walk(s), school, around, learn(ed), about, great, enough, know(s), picture	Let's look closely at this word. Notice it begins with the prefix r-e, /rē/, which means again, and it ends with the suffix -i-n-g, /ing/, which means the action is happening now. The middle part of the word is the base word. The base word says <b>cycle</b> and is actually spelled c-y-c-l-e, but when the suffix was added, the silent <b>e</b> was dropped. <b>It follows an important spelling rule, when a base word ends in a silent final e, drop the e before adding a suffix with a vowel sound (e.g., -ing, -ed, -er, -est)</b> .

BOOK SEQ.	BOOK TITLE	TARGET DECODABLE WORDS – SAMPLING	HIGH-FREQUENCY WORDS	EXCERPT FROM SCHOOLWIDE DECODABLE TEACHING PLAN
17	<i>Fun Dog, Sun Dog</i>	jumping, snatching, grabbing, dandy, sandy, candy, sticky, icky, dizzy, fizzy, fancy	run, ride, right, something, new, away, don't, want, night, there, when	Let's turn to the page where the story begins. Put your finger under the first word. It's the name of the special dog in this story. <b>Notice it begins with the letter t and includes the rime (or glued sound) i-n-k, /ink/. The ending letter a says /uh/.</b> We can blend the parts to read: /tink/ /uh/ ➔ <b>Tinka</b> .
18	<i>The Night Before the New Pet</i>	pony, bunny, frisky, floppy, scattered, piddled, insisted, started, sleeping, wagging, morning, kitten, smitten, bedroom, blanket, shelter, perfect	before, night, were, through, want(s)(ed), with, soon, little, house, there, right, buy, some, said, each, how, about, enough, our, early, can't, animal, kind(s), from, small, great, brought, ask(ed), should	Let's take a closer look at the word <b>before</b> . Some of you may know it by sight. It's a high-frequency word that we can decode or sound out. Do you notice that it begins with the word <b>be</b> ? <b>The second syllable includes the r-controlled vowel o-r, /or/, and there is a silent e at the end that some of you may recognize as the familiar rime o-r-e, like in the word more.</b> We can put the parts together to read: /bē/ + /for/ ➔ <b>before</b> .
19	<i>The Spiffiest Giant in Town</i>	sadly, proudly, spiffy, sniffing, bleating, singing, matter, river, perfect, untucked, untied, scrambled, snuggled, campsite, paper, ribbon	always, same, old, brown, new, about, what('s), very, around, away, who, house, mother, thought, more, buy, beautiful, animal, something, little, open, white, wish, were, live	Let's take a closer look at the word <b>spiffiest</b> . It ends with the suffix -est, which means the most. The base word is <b>spiffy</b> , which means looking fancy or dressed up. <b>Write the base word spiffy on a dry erase board or chart paper. When a base word ends in y, you change it to i when adding a suffix.</b> Write spiffy + est = spiffiest. We can break the base word <b>spiffy</b> into syllables (spif/fy) and blend the sounds in each part to read: /spif/ + /fē/ ➔ <b>spiffy</b> . Then we put all of the parts together to read: /spif/ + /fē/ + /est/ ➔ <b>spiffiest</b> , which means the most fancy.
20	<i>Not Norman: A Goldfish Story</i>	goldfish, music, lesson, decide, asleep, afternoon, tomorrow, furry, gunky, goofy, twitches, bubbles, dipping, swimming, during,	when, one, want, different, kind, who, could, world, any, does, around, good, move, laugh, because, tomorrow, school, talk, friend, water,  about, together, over, little, soon, open, have, night	What do you notice about this word? <b>Write the word goldfish on a dry erase board or chart paper. Students may recognize one or both of the smaller words that make up this compound word. If not, you can demonstrate how to divide it into two parts or syllables: gold/fish, and blend the sounds in each part. The first syllable includes the rime o-l-d, which says /ōld/, and we can blend the sounds to read: /g/ /ōld/ ➔ gold. Do you recognize the second syllable? If not, you can blend the sounds to read: /f/ /i/ /sh/ ➔ fish. Put the parts together to read: goldfish.</b>