

# Introduction to Sound/Spellings

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

# Introduction to Sound/Spellings

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