

Know spelling-sound correspondences for additional common vowel teams.

Lesson 1: /ē/, /ā/

Word Pattern

Vowel teams -ee, -ea and -ai, -ay

Introduce the word patterns to your students by explaining that they will review the long vowel sound /ē/ in words like *seek* and *eat* and the long vowel sound /ā/ in words like *rain* and *play*. Show them how putting two vowels together changes the vowel sound. Then have them help you add beginning and ending letters to these vowel teams and list other words that use the same word patterns. The following pattern words are found in *The Bees*.

bee, bees, free, peek, queen, see, seek, three, tree, weeds
beans, eat, leafy, leaves
drain, pail, rain, rainy, waited
day, played, stay

Spelling

Use the pattern words, power word, and dictation sentence in your spelling activities.

SPELLING WORD LIST				
<i>Pattern:</i>	<i>seek</i>	<i>eat</i>	<i>play</i>	<i>rain</i>
<i>Power:</i>	<i>said</i>			
<i>We can't play or eat in the rain.</i>				

Lesson 2: /ar/

Word Pattern

R-controlled vowel -ar

Introduce the word pattern to your students by explaining that they will review the letter sound /ar/ as in *car*. Show them how putting the two letters together makes one sound. Then have them help you list other words that use the same word pattern. The following pattern words are found in *My Shark*.

arms, bars, car, dark, darts, far, hard, harm, Mark, shark, sharks, shark's, sharp

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST		
<i>Pattern:</i>	<i>car</i>	<i>shark arm</i>
<i>Power:</i>	<i>want</i>	<i>about</i>
<i>I do not want the shark to bite my arm.</i>		

Lesson 3: /oo/

Word Pattern

Short vowel sound /oo/ as in book

Introduce the word pattern to your students by explaining that they will review the short vowel sound /oo/ in words like *book*. Show them how putting the two vowels together makes one vowel sound. Then have them help you list other words that use the same word pattern. The following words are found in *Barnaby*.

book, brook, cook, cookbook, cookies, good, hood, look, looked, shook, took, woods

2 Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: book look good
Power: once was

He took the book into the woods.

Lesson 4: /ōō/

Word Pattern

Long vowel sound /ōō/ as in zoo

Introduce the word pattern to your students by explaining that they will review the vowel sound /ōō/ in words like *zoo*. Show them how putting the two vowels together makes one vowel sound. Then have them help you list other words that use the same word pattern. The following pattern words are found in *Animals in the House*.

bathroom, bedroom, boot, food, mood, playroom, pool, stool, too, zoo

2 Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: zoo room food
Power: animal live

Do animals live in this room?

Lesson 5: /ō/

Word Pattern

Letter team -ow as in snow

Introduce the word patterns to your students by explaining that they will review the vowel sound /ō/ in words like *snow*. Show them how putting the two letters together makes one vowel sound. Then have them help you list other words that use the same word pattern. The following pattern words are found in *Do You Know?*

*blows, crow, grow, know,
owns, row, slow, snow*

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: *snow* *grow* *know*
Power: *why* *people*

Do you know why snow is cold?

Lesson 6: /ow/

Word Pattern

Letter team -ow as in cow

Introduce the word pattern to your students by explaining that they will review the sound /ow/ in words like *cow*. Show them how putting the two letters together makes one sound. Then have them help you list other words that use the same word pattern. The following pattern words are found in *Cow on the Hill*.

*brown, cow, fowl, frown,
now, scowl, wow*

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: *cow* *now* *brown*
Power: *away* *come*

Now the brown cow can come in.

Lesson 7: /ow/

Word Pattern

Vowel team -ou

Introduce the word pattern to your students by explaining that they will review the vowel sound /ow/ in words like *cloud*. Show them how putting the two letters together makes one sound. Then have them help you list other words that use the same word pattern. The following pattern words are found in *Clouds*.

*cloud, clouds, couch, hound,
house, mouse, mouth, out, pouch,
snout, south, spouting, trout*

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: *cloud house out*
Power: *four little*

A little cloud is out by the house.

Lesson 8: /oi/

Word Pattern

Vowel teams -oi and -oy

Introduce the word patterns to your students by explaining that they will review the vowel sound /oi/ in words like *point* and *boy*. Show them how putting the two letters together makes one sound. Then have them help you list other words that use the same word patterns. The following pattern words are found in *The Noise in the Night*.

boy, Floyd, join, Joyce, noise, pointing, voice

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: *point boy noise*
Power: *again open*

Point to the boy who made the noise.

Lesson 9: /aw/

Word Pattern

Letter team -aw as in straw

Introduce the word pattern to your students by explaining that they will review the sound /aw/ in words like *straw*. Show them how putting the two letters together makes one sound. Then have them help you list other words that use the same word pattern. The following pattern words are found in *Strawberry Jam*.

lawn, saw, Shawnie, straw, strawberry, yawn

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: *straw saw lawn*

Power: *were you*

I saw him when you were mowing the lawn.

Lesson 10: /ō/

Word Pattern

**Vowel team -oa in words like boat
and short vowel /o/ in the pattern -all**

Introduce the word patterns to your students by explaining that they will review the long vowel sound /ō/ in words like *boat* and the short vowel sound /o/ in the pattern *-all*. Have them help you list other words that use the same word patterns. The following pattern words are found in *Jade's Note*.

***boat, coat,
all, ball, called, hall, mall, small, wall***

Spelling

Use the pattern words, power word, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: *ball small boat coat*

Power: *write*

The boy had a small boat and a ball in his coat.

Lesson 11: /er/

Word Pattern

R-controlled vowels -ir, -er, and -ur

Introduce the word patterns to your students by explaining that they will review the letter sound /er/ in words like *bird*, *germ*, and *curl*. Point out that all of these word patterns make the same sound. Then have them help you list other words that use the same word patterns. The following pattern words are found in *Bertie*.

bird, birdseed, chirp, girl
Bertie, Bertie's, better, er, germ, her, perch
curls, hurt, nurse

Spelling

Use the pattern words, power word, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: book look good
Power: once was

He took the book into the woods.

Lesson 12: /or/

Word Pattern

R-controlled vowels -or and -oar

Introduce the word patterns to your students by explaining that they will review the letter sound /or/ in words like *horn* and *roar*. Point out that the two word patterns make the same sound. Then have them help you list other words that use the same word patterns. The following pattern words are found in *Cory's Horn*.

Cory, Cory's, for, horn,
more, morning, worn, roar

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: horn roar for
Power: before brother

His brother can blow the horn before six.

Lesson 13: /ng/

Word Pattern

/ng/ as in fang

Introduce the word pattern to your students by explaining that they will review the sound /ng/ in words like *fang*. Point out that putting the two letters together makes one sound. Then have them help you list other words that use the same word pattern. The following pattern words are found in *The Lion and the Mouse*.

*anger, clung, dangled, jungle,
long, strong, wrong*

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: fang lung strong
Power: would very

The lion had very strong fangs.

Lesson 14: /ī/

Word Pattern

Long /ī/ with letter team igh

Introduce the word pattern to your students by explaining that they will review the vowel sound /ī/ in words like *light*. Point out that putting the three letters together makes one sound. Then have them help you list other words that use the same word pattern. The following pattern words are found in *Lightning Bugs*.

*bright, high, light, lightning, lightning bugs,
lights, might, night, nights, sighed, streetlights*

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: light might night
Power: their give

The moon can give light at night.

Lesson 15: /ī/

Word Pattern

Patterns ild and ind

Introduce the word patterns to your students by explaining that they will review the sound /ī/ in words like *child* and *blind*. Have them help you list other words that use the same word patterns. The following pattern words are found in *Louis Braille*.

blind, find, kind, child

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: child blind find
Power: two because

The child had two books for the blind.

Lesson 16: /ō/

Word Pattern

Patterns oll, old, and ost

Introduce the word patterns to your students by explaining that they will review the sound /ō/ in words like *roll*, *cold*, and *post*. Have them help you list other words that use the same word patterns. The following pattern words are found in *Trolls' Visit*.

rolling, troll, trolls
cold, hold, old, told
host, posts

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: roll cold post
Power: where your

Where do you go in the cold?

Lesson 17: /ōō/

Word Pattern

Letter team -ew as in new and few

Introduce the word patterns to your students by explaining that they will review two different sounds the letters *ew* make: the long /ōō/ sound in words like *new* and the long /ū/ sound in words like *few*. Have them help you list other words that use the same word pattern. The following pattern words are found in *Andrew's News*.

*Andrew, blew, Brewer, drew, few, flew, knew,
Lewis, new, news, newspaper, newspapers,
Newton, Newton's, Stewart, threw*

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: *new* *few* *threw*
Power: *don't* *there*

He threw the new ball over there.

Lesson 18: /ōō/

Word Pattern

Letter team -ue as in blue

Introduce the word pattern to your students by explaining that they will review the long /ōō/ sound in words like *blue*. Point out that putting two vowels together makes one sound. Have them help you list other words that use the same word pattern. The following pattern words are found in *Sue's Slime*.

blue, clue, due, glue, Sue, Sue's

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: *glue* *blue*
Power: *what* *other* *some*

Put some glue on the other blue paper.

Lesson 19: /e/

Word Pattern

Vowel team *-ea* with the /e/ sound

Introduce the word pattern to your students by explaining that sometimes the vowel team *ea* makes the short *e* sound /e/ in words like *head*. Have them help you list other words that use the same word pattern. The following pattern words are found in *The Name of the Tree*.

*ahead, breath, death, head,
heads, heaven, ready, weather*

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Pattern: *head ready*

Power: *are who move*

Who can move your head like this?

Lesson 20: Homophones

Word Pattern

Explain to your students that they will review homophones, or words that have the same sound but differ in spelling and meaning, such as *deer* and *dear*. Have them help you list other words that are homophones. The following homophones are found in *The Giant and the Hare*.

*creak, creek
hair, hare
read, reed*

*dear, deer
peak, peek
sea, see*

Spelling

Use the pattern words, power word, and dictation sentence in your spelling activities.

SPELLING WORD LIST

Homophones: *deer dear hair
hare*

Power: *done*

When he was done cutting, the hare had no hair.

Readable Check Sheets

Student's Name _____

Date _____



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

The Bees

(Readable Unit 1)

The bees played hide-and-seek on a rainy day.

One small bee was "it."

"I won't peek," she said.

One bee hid in some beans. Two bees hid in some weeds.

Three bees hid in the leaves of a tree.

The queen bee hid in the hive to stay out of the rain and eat honey.

The small bee waited.

"Here I come!" she said.

She looked at the beans. She looked at the weeds. She looked at the leafy tree.

"One, two, three. I see you all!" she said. "But where is the queen?"

The bees looked for the queen. They looked in a pail. They looked in a drain.

"All in free!" said the small bee.

"Here I am!" said the queen. "I stayed out of the rain!

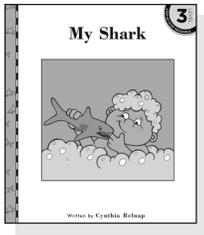
Come and eat honey! Then let's play again!"

TOTAL NUMBER OF WORDS: 137

TOTAL NUMBER MISSED: _____

COMMENTS:

Student's Name _____ Date _____



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

My Shark

(Readable Unit 2)

"Mark!" yells Dad. "Bath time!"

Bath time! I love bath time! I can play with my toy shark in the tub.

I can make it swim all around the tub. It can bite my arms and legs. It can eat my car.

"Dad, what does a real shark eat?"

"Let's see," says Dad. He gets out a book about a real shark.

The shark has many sharp teeth. It eats fish and other sea animals.

Most sharks do not harm people.

The shark darts around the sea. It uses its fins and tail to help it swim. It can swim very far.

The shark's skin is made of hard, tooth-like scales. Gills on its sides let it breathe.

People go out in ships to study sharks. They get in cages with big bars.

Then they go down into the dark sea. They watch the sharks and see how they live.

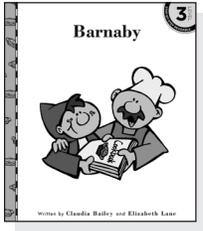
Someday I want to see a real shark.

But today I'll just stay in the tub and play with my toy shark.

TOTAL NUMBER OF WORDS: 172

TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Barnaby (Readable Unit 2)

Once upon a time, there was a boy named Barnaby.

He lived with his mother and father in a small house by a brook.

Barnaby was a good boy. Every day he helped his mother in the garden and fed the chickens.

Barnaby's father was the king's cook. Every day he would cross the brook, walk into the woods, and go up to the castle. There he would cook fine meals for the king. One day Barnaby's father left home in a hurry. The king had asked a good friend to lunch. The friend loved fresh jam cakes, and jam cakes took a lot of time to make.

After he had gone, Barnaby saw his father's cookbook on the shelf.

"Look!" Barnaby said. "Father left this important book. He needs it to cook his jam cakes!"

"Run and take it to him!" said Barnaby's mother. "Hurry! Take your hood. It's cold out!"

Barnaby put on his hood. He took the book, ran to the brook, and jumped over on the stones.

Then he ran down the path into the woods. It was a cold day.

The wind shook the trees. Barnaby shook under his hood, but he did not stop.

He had to get the cookbook to his father.

He ran out of the woods and into the big castle.

He saw many people, but where was his father?

Barnaby looked up and down. He looked here and there.

Where could his father be? At last he sat down to think.

"My father is the king's cook," he said. "Where would I look for a cook?"

Just then Barnaby's nose began to twitch. He could smell something—something good.

Continued on the next page.

He followed the smell, and . . .

. . . there was his father, baking cookies!

His father took the cookbook and gave Barnaby a big hug.

“Thank you, Barnaby,” he said. “I needed this cookbook.

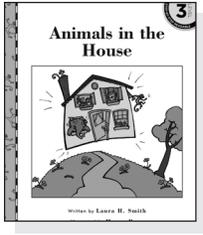
Why don’t you stay here today and help me cook?

I will send a note to your mother, so she will not look for you.”

Barnaby hugged his father. He felt very happy and very important.

TOTAL NUMBER OF WORDS: 346

TOTAL NUMBER MISSED: _____



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Animals in the House

(Readable Unit 2)

"We live in a zoo," said Mother. "Just look at this house!"

"Some pigs were in the kitchen," she said. "They left food all over the place!"

We looked around the kitchen. It didn't seem too bad to us.

"Monkeys were in the bedroom," she said. "Just look at what they did!

Monkeys should not jump on the beds!"

We looked at each other. "Isn't that what beds are for?" we thought.

"Elephants were in the playroom," said Mother. "They left toys and books all over the floor!"

Maybe Mother was in a bad mood. We didn't see many toys out of place.

"Just look at this bathroom!" said Mother as she picked up a wet boot.

"It looks like a pool in here. Hippos must have used the tub."

"Wow!" we thought. "We didn't see any hippos when we were in the tub."

Mother sat down on a stool and looked around.

"I'm not a zookeeper," she said. "I don't like messy animals in my house."

Mother looked at us. "Have you seen the messy animals?" she asked.

We looked at each other. "Are we the messy animals, Mother?" we asked.

Continued on the next page.

“We only had a little snack in the kitchen. Then we ran to play jumping bean in our bedroom.

Next we looked at books in the playroom.”

“After that we played with the sailboats in the tub. We’re sorry for the mess.”

Mother gave us a big hug. “Let’s clean up our zoo. Then we can go to the park to play on the monkey bars. I’m sure my little animals would like that,” she said with a smile.

TOTAL NUMBER OF WORDS: 271

TOTAL NUMBER MISSED: _____

COMMENTS:

Student's Name _____ Date _____



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Do You Know?

(Readable Unit 2)

Mother, Mother, do you know
Why the turtle walks so slow?
Why is it green? Why not black?
Why does it carry its house on its back?
Mother, Mother, do you know?
What's in the sky? Is it a crow?
Is it a gull? Is it a lark?
Look, is it flying into the park?
Mother, Mother, do you know?
Why is it cold out in the snow?
Why isn't it warm, or nice and hot?
Why doesn't it snow in a sunny spot?
Mother, Mother, do you know?
What makes the pine tree grow and grow?
Is it the dirt? Is it the rain?
Is it the wind that blows down the lane?
Mother, Mother, do you know?
Why do the houses stand in a row?
Who owns the white one? Who's in the red?
Are the people inside awake or in bed?

Continued on the next page.

Little one, little one, do you know
How your mother loves you so?
How I love your hugs and smiles!
Sit on my lap and we'll rock awhile.

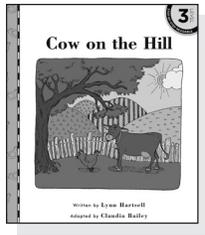
TOTAL NUMBER OF WORDS: 172

TOTAL NUMBER MISSED: _____

COMMENTS:

Student's Name _____

Date _____



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Cow on the Hill

(Readable Unit 2)

"I want to go to the top of the hill," said Brown Cow.

Then she saw Red Hen.

"Will you go with me?" she asked Red Hen.

"When?" said Red Hen.

"Now," said Brown Cow.

"After I lay my eggs I will go," said Red Hen.

"I want to go to the top of the hill now, Red Hen," said Brown Cow with a frown.

"I want to see where the sun comes from."

Next she asked Pink Pig.

"The hill is so big," said Pink Pig.

"I know," said Brown Cow. "Will you come with me?"

"I need to dig," said Pink Pig.

"I want to go to the top of the hill now," said Brown Cow.

"Then go," said Black Crow.

"Will you go with me?" asked Brown Cow.

"No," said Black Crow. "You are too slow." And away he flew.

"That mean old fowl," Brown Cow said with a scowl. "I still want to go.

White sheep, will you two go with me?"

"It's too steep," said the white sheep, "and we need our sleep."

"Then I will go by myself," said Brown Cow. "I will go to see where the sun comes from."

And up she went.

Continued on the next page.

On the hill, she met Gray Horse.

"I am going to the top of the hill. Will you come with me, Gray Horse?"

"Of course," said Gray Horse. "I want to go to the top of the hill, too. I want to see the sea."

"I want to see where the sun comes from," said Brown Cow.

"And you want to see the sea. Is it the same place?"

"I think so," said Gray Horse. "Let's find out."

So the two friends went up, up, up to the top of the hill.

"We made it! There is the sea!" said Gray Horse.

"Wow! There is the sun!" said Brown Cow.

They knew that the hill was as big as Pink Pig had said
and as steep as the white sheep had said.

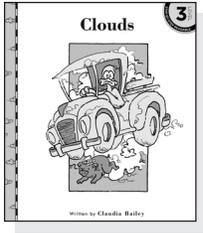
But Brown Cow and Gray Horse were glad they had come.

TOTAL NUMBER OF WORDS: 344

TOTAL NUMBER MISSED: _____

COMMENTS:

Student's Name _____ Date _____



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Clouds

(Readable Unit 3)

I look up at the sky, and watch the clouds go by.

I see . . .

A mouse running to his house,

A spouting whale with a great big tail,

A huge hound running around,

A chimpanzee in a tree,

Four frogs out on logs,

A trout to the south with a hook in its mouth.

I watch more clouds so high in the bright, blue sky.

I see . . .

A clown with a very sad frown,

A raccoon with a big soup spoon,

A pig with a snout and a wig,

A duck in a little truck,

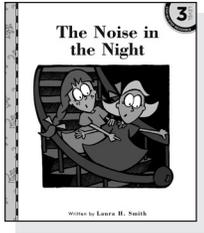
A kangaroo with a couch in her pouch,

A snake with a birthday cake.

Watching cloud shapes is such fun. But Mother is calling, so I have to run.

TOTAL NUMBER OF WORDS: 124 TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

The Noise in the Night

(Readable Unit 3)

Jenn sat up in bed.

"I heard a noise," she said to Joyce.

"I didn't hear anything," said Joyce. "Go back to sleep."

BUMP!

"There it was again." Jenn got out of bed. "I'm going to see what it is."

Joyce got out of bed, too. "I'll join you in case you need help."

The two girls walked down the hall. Joyce stayed very close to Jenn.

"Are you sure you heard a noise?" asked Joyce.

BUMP! SCRATCH!

"I heard THAT noise," Jenn said.

"So did I," said Joyce.

The strange noise was coming from downstairs. Jenn didn't feel so brave.

Her knees were knocking.

"We've come this far. We can't stop now," she said in her bravest voice.

Feeling braver, they walked slowly down the stairs.

BUMP! SCRATCH, SCRATCH! The noise seemed closer now.

Just then a big, dark shape came out into the hallway. Jenn didn't know what to do.

She tried to stop, but Joyce bumped into her. So Jenn bumped right into . . .

. . . Dad!

"What are you doing up?" asked Dad.

"We wanted to find out what's making the noise," Jenn said.

Continued on the next page.

BUMP! SCRATCH, SCRATCH! BUMP!

“It’s coming from the closet,” said Dad, pointing to the door.

They all walked to the closet. Dad started to slowly open the door.

Something dashed out of the closet!

Jenn and Joyce screamed. Dad yelled and leaped into the air.

“MEOW!” said Floyd, their cat. What a lot of noise!

“It was only Floyd making the noise!” laughed Jenn.

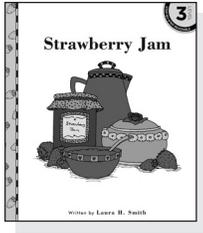
“We sure scared you, didn’t we, boy?” said Dad.

TOTAL NUMBER OF WORDS: 258

TOTAL NUMBER MISSED: _____

COMMENTS:

Student's Name _____ Date _____



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Strawberry Jam

(Readable Unit 3)

I like strawberry jam for breakfast. I like strawberry jam for lunch.

I like strawberry jam for dinner. I like strawberry jam anytime!

"Shawnie," Mom said, "if you don't start eating other foods, you could turn into a strawberry."

I don't think that could happen.

But a girl I saw on TV said something that made me think.

She said, "You are what you eat."

Maybe Mom was right. Maybe I should eat other foods. I don't want to turn into a strawberry!

I tried something new for breakfast. I had eggs and strawberry pancakes. They were good!

For lunch, Mom and I had a picnic on the lawn.

I had a peanut butter and strawberry jam sandwich.

"Milk goes best with peanut butter," said Mom.

I sipped my milk with a straw. She was right!

At dinner, I had ham and peas. Then I had ice cream with strawberry sauce.

I didn't know I liked ham!

That night, as I got into bed, I said with a yawn, "I'm starting to like many new foods.

Now I don't think I will turn into a strawberry. Thanks, Mom."

TOTAL NUMBER OF WORDS: 188 TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Jade's Note

(Readable Unit 3)

My mom put up a big whiteboard. She put it on the wall in the hall.

"This is for you to write notes on," said Mom. "Then I will know what you need."

I liked this plan. I picked up the pen and wrote my mom a note. It said:

Dear Mom,

I need some math cards.

I need new boots.

Love,

Jade

Every day I thought of other things to add to the note. By the end of the week, my note said:

Dear Mom,

I need some math cards, a toy boat, and a pet rat.

I need new boots, a red coat, and a pet rat.

I need a big ball, a red pen, and a pet rat.

We can go to the mall and get all these things.

Love,

Jade

Continued on the next page.

Mom saw the note.

“Jade,” she called. “This note is too long.”

She took the pen and crossed out some things.

All she left were the math cards, the boots, and the red pen.

Then we went to the mall to shop.

Most of the things we got fit into a small brown bag.

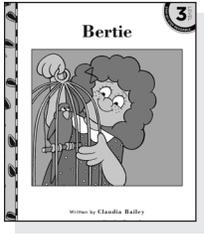
But one little thing Mom got, I put in my pocket!

TOTAL NUMBER OF WORDS: 199

TOTAL NUMBER MISSED: _____

COMMENTS:

Student's Name _____ Date _____



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Bertie

(Readable Unit 3)

Bertie lived with a girl who had red curls. He loved the girl. She took good care of him.

Every day she changed the paper in Bertie's cage.

She gave him special birdseed and fresh water.

Sometimes Bertie would perch on her shoulder.

He liked it when she taught him to talk and sing songs!

One morning, Bertie could tell something was wrong.

When he tried to sing, it hurt. The only sound he could make was a tiny little chirp, so . . .

the girl took Bertie to the vet. The vet checked Bertie.

"Your bird has caught a germ," she said. "The germ has made his throat hurt.

Will you be his nurse?" The girl nodded.

"Drop this medicine into his mouth three times a day.

He'll soon be much better. Then he will want to sing."

"Thank you very much," said the girl.

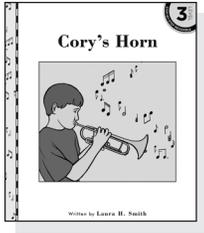
Bertie was glad he would soon be well. He gave a thankful little chirp.

TOTAL NUMBER OF WORDS: 158

TOTAL NUMBER MISSED: _____

COMMENTS:

Student's Name _____ Date _____



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Cory's Horn

(Readable Unit 4)

"Cory, could you please stop playing that horn?" asked his brother.

"I need to practice my horn every morning, Chad," said Cory.

"But my ears are worn out from the roar of your horn," said Chad.

"Someday I will be a good horn player. You wait and see," said Cory.

Cory played and played his horn. He played until his lips were worn out.

He wanted to be the best horn player he could be.

"We will be playing at the school concert," Cory's bandleader said one day.

"Each of you will play two parts. You need to know your parts before then."

Cory wanted to do his best. He played his horn more and more.

He played for his cat, Pepper. He played for his dog, Sandy.

He played while Mom worked in the garden. He played while Dad mowed the lawn.

The day of the concert came. Cory's parents and brother were in their seats

waiting for him to play his horn. Cory hoped his family would be happy with his playing.

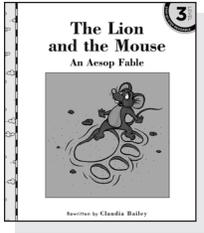
When it was Cory's turn, he played his very best. When he finished, he looked at his family.

His mom smiled at him. His dad smiled, too. But his brother had the biggest smile of all.

Cory was happy he had practiced so hard.

TOTAL NUMBER OF WORDS: 218 TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

The Lion and the Mouse

An Aesop Fable

(Readable Unit 4)

One day in the jungle a large lion caught a little mouse. The lion had long, sharp fangs.

Holding the mouse by her skinny tail, he dangled her above his open mouth.

The mouse filled her lungs and yelled, "Oh, big lion, please don't eat me. I am so small.

I'd never fill you up. But if you let me go, someday I may help you."

The lion laughed. "You are wrong, little mouse. How could one so weak help a strong lion?

But you won't make a very big meal. You may go this time."

The little mouse ran away. "That lion will be glad he let me go!" she thought.

A few days later, the lion was trapped in a net left by hunters. He roared in anger and fear.

The little mouse heard him and ran to help. "I can get you loose," she said.

"I'll gnaw those ropes with my sharp teeth."

The mouse clung to the ropes and gnawed. Little by little, her teeth cut the ropes.

The opening grew bigger and bigger.

At last the little mouse set the strong lion free.

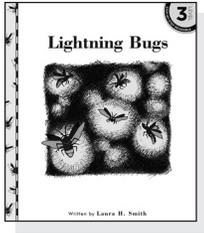
"I said that I would help you someday," she squeaked.

The moral of the story is:

Be kind. You never know when you will need a friend.

TOTAL NUMBER OF WORDS: 215 TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Lightning Bugs

(Readable Unit 4)

Chelsey looked out into the night. "Grandma, what are those little lights?" she asked.

"Those are lightning bugs," Grandma said.

"Lightning bugs? But it isn't storming," said Chelsey.

Grandma laughed. "You don't need a storm to have lightning bugs around."

"Then why are they called lightning bugs?" Chelsey asked.

"That's just one name for them," said Grandma. "They're called fireflies, too."

"When I was a little girl, I used to visit my grandmother. She lived high in the Tennessee mountains. Summer nights at Grandma's were warm and very dark. There weren't any streetlights to make it bright outside."

"Grandma would sit on the porch swing and watch my sisters and me chase lightning bugs.

Those little bugs lit up the night like lightning does. Maybe that's why people call them lightning bugs."

"Did you ever catch one?" Chelsey asked.

"Every now and then. But they were hard to catch. They only lit up for a few seconds.

Then their lights would go out." Grandma pointed to the little dots of light outside.

"Watch them now. See how they light up and then go out?"

"What did you do with the bugs?" asked Chelsey.

"Grandma would give us an old canning jar. We'd poke holes in the lid.

Then we'd put the bugs in the jar and set it on the porch to look at them more closely."

"After a while, we'd let them go. Then we'd run after more. On some nights, the whole

Continued on the next page.

yard seemed alive with little flashes of light. It was such fun.”

Grandma smiled. “I remember it like it was yesterday,” she sighed.

Chelsey thought for a second. Then she looked up and asked,

“Grandma, do you have any old jars around?”

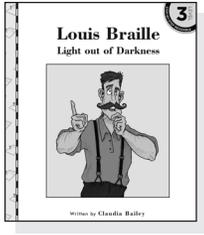
Grandma hugged Chelsey.

“I just might have one, and I think the lid has holes in it.”

TOTAL NUMBER OF WORDS: 303

TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Louis Braille **Light out of Darkness**

(Readable Unit 4)

The year was 1812 in a small village in France. I was three years old.

I was playing by my father in his saddle shop. There was an accident, and I hurt my eye with a sharp tool.

My father put me on his horse and rode to the only doctor near our village, an animal doctor.

The doctor tried to help me, but because of infection, I lost my sight in both eyes.

I would never see again. I was a blind child—my world was dark.

A kind man in Paris had started a school for the blind. He had invented a way to print books that had large raised letters.

My parents sent me to his school. I learned to feel these raised letters with my fingers. I could read. But the books were big and they were expensive to make, so there were very few of them.

I wanted to read more books. I wanted to write, and I wanted to read my own writing.

I knew that I must find a better way to read and write! I met a man who was in the army.

He had invented a way of using dots punched into thick paper. Messages could be read by feeling the dots in the dark. The army men did not have to see to be able to read.

What an idea! If I could invent a code of raised dots punched into paper, blind people

Continued on the next page.

could then feel the dots and read books.

They could read their own writing, too.

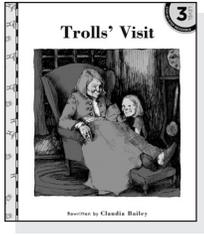
I worked night and day. Finally I had the code. I punched dots into the back of the paper—two dots wide and three dots high. I felt the dots on the front of the paper. I could read as fast as anyone else.

I had written a language that could be read by blind people! My code was named braille after me. I taught my code to other students at school. Now, almost two hundred years later, it is used by blind people all over the world!

TOTAL NUMBER OF WORDS: 347

TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Trolls' Visit

(Readable Unit 4)

Molly loved the troll doll her grandma brought to her from Norway. She also loved the stories that Grandma told her about the cold, snowy winters there and about the trolls.

In one story, the trolls lived in a cave. Each year, on the same frosty night, they would all come down to the house of a poor woodsman named Olaf. Olaf and his family had to cook piles of food for the trolls, or the trolls would play tricks on them.

One year, a man with a big, furry bear knocked at Olaf's door. He asked if he and his bear could spend the night.

"My bear could sleep under the stove, and I could sleep in your closet," he said.

"If that's all the room you need, you may stay," agreed Olaf.

That night, the trolls came to Olaf's house.

They gobbled lots of food and sang as they ate:

"Even if outside it's cold,
Inside there is food to hold.
If we're fed, our host won't fear.
We won't bother him this year."

Then one of the baby trolls saw the bear's nose sticking out from under the stove.

She thought it was Olaf's cat. "Kitty cat! Kitty cat!" she called, pushing a hot sausage into the bear's face. "Here is something to eat!"

But the sausage was too hot! It burned the bear's nose. He jumped up and growled loudly, bumping into the table. The frightened trolls jumped over the table and chairs.

Continued on the next page.

They ran rolling, bumping, and screaming out of the house.

What a sight! The chairs were turned over, and food was left all over the table, but there was not a troll in sight. Olaf and his family cheered. They thanked the man and patted the bear. Then they all ate the leftover food.

A year later, Olaf was mending fence posts when the old troll king called to him from the trees,

“Where is your big, mean cat this year?”

Olaf remembered that the trolls had thought the bear was his cat.

“Still under the stove,” he said slyly. “And she now has five kittens even meaner and bigger than herself!”

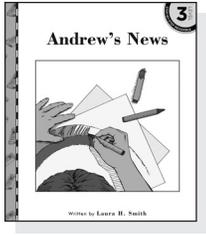
“Ooo, ooo, ooo,” said the old troll king, and he disappeared into his cave.

From that time on, the trolls never again came to Olaf’s home.

TOTAL NUMBER OF WORDS: 385

TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Andrew's News

(Readable Unit 5)

Andrew woke up. He threw off the sheets and got out of bed.

There were still a few drops of rain on the windowsill.

A breeze blew through the window. Andrew looked out at the sun and the sky. That's when he saw it. He knew today would be a good day. Andrew got dressed and ran downstairs.

He needed to deliver his newspapers before school.

At Mrs. Newton's house, Andrew threw the newspaper onto the porch.

Mrs. Newton opened the door. "Hi, Mrs. Newton. Did you see it?" asked Andrew.

"Yes, I did, Andrew," she answered. "Wasn't it lovely?"

"I thought so," said Andrew.

Andrew saw Mr. Lewis delivering the mail. "Mr. Lewis, did you see it?" he asked.

"I did, Andrew. It was the largest one I've ever seen," answered Mr. Lewis.

"I thought so, too," said Andrew as he waved good-bye.

Andrew walked past Dr. Brewer going into the store. "Dr. Brewer, did you see it?" he asked.

"I did. Wasn't it beautiful? And so big. It seemed to fill the sky," answered Dr. Brewer.

Andrew delivered the few newspapers he had left.

Then he hurried to school.

He couldn't wait to talk to his friends about what he had seen.

When Andrew got to school, he saw his friends Donna, Jayson, and Chance.

"Donna, did you see it?" asked Andrew.

Continued on the next page.

“Yes, it was huge!” said Donna.

“I saw a bird fly through it,” said Jayson.

“A bird flew through it? Wow!” said Chance.

Just then the school bell rang, and all the children hurried inside.

“Good morning, children,” said Miss Stewart. “Is there anything new to report today?”

Andrew raised his hand. “I have some news,” he said.

“I saw something this morning. It was the biggest, most beautiful thing I have ever seen.”

“My goodness, Andrew,” said Miss Stewart. “That must have been something.”

“It was,” everyone agreed.

“Why don’t you all draw what you saw,” said Miss Stewart, handing out paper.

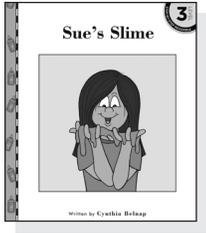
Everyone began to color. They each drew the biggest, most beautiful

RAINBOW they had ever seen.

TOTAL NUMBER OF WORDS: 343

TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

Sue's Slime

(Readable Unit 5)

Everyone was excited to be at school. It was Science Month in Mr. Benson's class. For show-and-tell, each child was to bring something about science for the class to see. On Monday, Carlos brought his new kittens and told how to care for them. On Tuesday, Katie had a big, blue magnet. She picked up metal things around the classroom. On Wednesday, Patrick showed a model of a dinosaur he had put together. On Thursday, Jacob held a crystal by the window. He told them how the light shining on the crystal made rainbows. Today was Friday. Yoko had shown an X ray of her broken arm. Sue loved everyone's show-and-tell, but today she was not very happy. Her show-and-tell was due on Monday, and she didn't have a clue what to bring. She only had Saturday and Sunday to find something. When Sue got home that day, the TV was on. The children on the TV were wiggling something in their hands. Sue watched closely. "You can make your own slime from things you have in your house," said a boy. Sue grabbed a pen and paper. She wrote down what the boy said. Then she ran to the kitchen. She asked her mom for two jars, glue, and borax. In one jar, she mixed glue and water. In the other jar, she mixed some borax with water. Then she stirred everything together, and it turned into one big ball of slime. What fun! She had found something for her show-and-tell!

Continued on the next page.

On Monday morning, Sue put her things in a box and hurried off to school. When Mr. Benson called her name, she took her box up to the front. "I have an experiment to show everyone," Sue said. She mixed up a new ball of slime and gave everyone in her class a piece of it to play with. Everyone wanted to know how to make slime, even Mr. Benson. All of her friends told her it was the best show-and-tell ever!

Recipe for Sue's Slime

Mix 1/2 c. white liquid glue with 1/2 c. water in a glass jar.

Mix 4 Tbs. borax with 1 c. water in a second jar.

Slowly add a little (about 1/4 c.) of the borax mixture into the glue mixture.

Add a few drops of food coloring for color.

Stir about 1 minute and watch the changes.

If the slime is watery, add more glue mixture.

If it is too sticky, add a little more borax mixture.

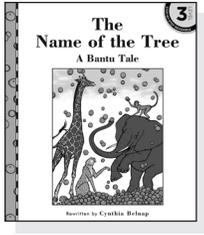
Store in an airtight bag.

c. = cup Tbs. = tablespoon

TOTAL NUMBER OF WORDS: 426

TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

The Name of the Tree **A Bantu Tale** (Readable Unit 5)

The weather was hot and dry. The animals of the grassland could not find food.

"We are going to starve to death," said Monkey.

"We must move ahead and keep looking for food," said Giraffe.

The hot sun shone overhead. The animals moved slowly.

Then Elephant looked up. "Look!" he shouted. "Look at that!"

The animals raised their heads. Not far ahead was a tree.

It rose up high into the heavens. It was covered with fruit.

"Food!" they yelled as they ran to the tree. "Food! Food!"

When they got to the tree, they were all out of breath.

Elephant shook the tree, but nothing fell.

Giraffe tried to reach the fruit, but it was too high.

Monkey tried to go up the trunk, but it was too slippery.

Then Tortoise spoke. "My mother told me about this tree.

To get the fruit, you must say the name of the tree."

"Who knows the name of the tree?" asked Monkey.

"Only the king," said Tortoise.

"I am fast. I will go and ask him," said Cheetah. And he was off.

When he got to the king he asked, "What is the name of the tree?"

The king said, "The name of the tree is Uangilama!"

Cheetah thanked the king and raced back to tell the animals.

But Cheetah was so proud of himself he forgot to look where he was going.

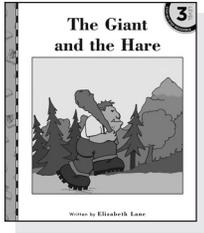
Continued on the next page.

He tripped over a tree stump and hit his head.
When he got up, he had forgotten the name of the tree.
When Cheetah returned without the name, the animals cried.
They were too weak to go back to the king—except for Tortoise.
“I will go and get the name of the tree,” said Tortoise.
“Go ahead and try,” said Giraffe.
Tortoise went to the king and got the name of the tree.
All the way home he said the name. “Uangilama, Uangilama,” he said with every step.
When he bumped into a tree stump, he said, “Uangilama,” and went around it.
When he reached the tree, he was ready.
He lifted his head, took a deep breath, and yelled, “Uangilama!”
The fruit fell from the branches of the tree. The animals cheered.
They ate and ate until they were full.
And Tortoise never forgot the name of the tree.

TOTAL NUMBER OF WORDS: 383

TOTAL NUMBER MISSED: _____

COMMENTS:



Check the student's reading fluency and accuracy as they read aloud. Pay special attention to the student's ability to read the common vowel teams taught in the lesson.

The Giant and the Hare

(Readable Unit 5)

A hare lived in a forest by the sea. She loved her quiet home.
She loved the creek and the deer who came to drink there.
She loved to sit on a rock, munching a reed and listening to bird songs.
The hare was very happy, until one day . . .
. . . a grumpy giant with blue hair came to live on a nearby peak.
Every day he would tromp through the forest and down to the sea to catch fish.
Then he would tromp back again.
Every morning the hare would peek out of her hole
and see the giant's blue hair above the trees.
She would hear his huge boots tromping across the creek.
As he walked, the boots would go creak, creak, scaring the mice and deer and birds.
"Oh, dear!" said the hare. "This has got to stop!"
She took a reed, dipped it in some mud, and made a sign for the giant to read:
NO CREAKY BOOTS, PLEASE!
She carried the sign to the foot of the peak and stuck it by the path.
Then she hid where she could peek out.
Along came the giant with his boots going creak, creak.
He looked at the sign and scratched his hair.
"Oh, dear!" said the hare. "He can't read!"
And he is so big and scary, I am afraid to talk to him. What will I do?"
She followed the giant up the peak to his cave.

Continued on the next page.

When he began to snore, she crept inside to peek around.
The giant was taking a nap.
His feet stuck out of the bed. They were sore from his boots.
“Oh, dear!” said the hare. “That poor giant!”
Suddenly she had an idea.
She ran outside and called her friends. They all came to the cave.
The mice brought fur from their nests. The birds brought feathers from their wings.
The deer brought hair from their tails.
The little hare stuffed everything into the giant’s boots to make soft pads.
When the animals were done, they hid.
The giant opened his eyes. He got out of bed and put his feet in his boots.
Suddenly he smiled. He took a step. His smile got bigger.
The boots didn’t creak anymore!
The animals cheered. Now the giant could walk to the sea.
His creaky boots would not scare them. His feet would not hurt.
And he would no longer be grumpy.

TOTAL NUMBER OF WORDS: 400

TOTAL NUMBER MISSED: _____

COMMENTS: