

# Education Language Arts

**Kindergarten:** Differentiation Pack

## Reading Foundations Skills Block

EL Education Language Arts Curriculum

K-2 Reading Foundations Skills Block: Differentiation Pack: Kindergarten

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# About EL Education

***“There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less.” – Kurt Hahn***

EL Education (formerly Expeditionary Learning) is redefining student achievement in diverse communities across the country, ensuring that all students master rigorous content, develop positive character, and produce high-quality work. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

EL Education’s portfolio of instructional materials and coaching services draws on 25 years of success in more than 150 schools in the EL Education network, serving over 4,000 teachers and 50,000 students in 30 states. Based on our founding principles of meaningful work, character, and respect for teachers, EL Education’s offerings transform teaching and learning to promote habits of scholarship and character that lead to high student achievement, regardless of student background. In addition to success on standardized tests, EL Education students demonstrate critical thinking, intellectual courage, and emotional resilience; they possess the passion and the capacity to contribute to a better world.

EL Education’s curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content. The first edition of our Language Arts curriculum is being used in more than 44 states, and has been downloaded close to 8 million times. The curriculum has received the highest marks from EdReports.org and Educators Evaluating the Quality of Instructional Products (EQuiP).

For more information, visit [www.ELeducation.org](http://www.ELeducation.org).

# Getting Started

## Getting Started with the Reading Foundations Skills Block Materials

Welcome to EL Education's curriculum. This is your guide to get started with the materials for the Reading Foundations Skills Block.

Start with your **K-2 Reading Foundations Skills Block: Resource Manual**. The first thing you will need to do is to **get oriented to the assessment structure and materials**. Our framework for understanding how students are progressing as readers may be different from what you are used to. The assessments will help you accurately identify your student's Phase of Reading and Spelling Development so you can provide targeted instruction based on strengths and areas of need.

- Check out the Benchmark Assessments section.
- Read the Assessment Overview.
- Identify assessments for your grade level (in addition to any district mandated assessment).

### Create an assessment plan

- Gather your assessment materials from the Resource Manual.
- Administer the assessments to your students.
- Score to identify the student's Phase.
- Use the **Assessment Conversion Chart** to identify cycles of lessons that would best meet students' needs during differentiated small group instruction

	Early	Middle	Late
Pre-Alphabetic	Not Applicable*	Not Applicable*	<b>GKM1, C1-4:</b> ABC sounds and recognition; syllable and rhyme identification, concepts of print – C1: "a," "t" – C2: "u," "p" – C3: "i," "c" – C4: "m," "r"  <b>GKM2, C5-11:</b> ABC sounds and recognition, syllable identification, rhyme identification and production, concepts of print – C5: "y," "g" – C6: "p," "t" – C7: "i," "d," "t" – C8: "u," "y" – C9: "u," "q," "u" – C10: "h," "e," "w" – C11: "l," "e," "z"
Partial Alphabetic	<b>GKM3, C12-18:</b> digraphs; decoding CVC words, comparing short vowel sounds – C12: "sh," "ch," "th" – C13: /a/ words – C14: /i/ words – C15: /u/ words – C16: /o/ words – C17: /e/ words – C18: compare all short vowel sounds	<b>GKM4, C19-22:</b> decoding CVC words and beginning to decode CVCC; comparing long and short vowel sounds – C19: all short vowels; words with digraphs – C20: "am" and "an" words – C21: "ank" and "ak" words – C22: "floss" words (double consonants)	<b>G1M1, C1-4:</b> are kindergarten review cycles, so would not be appropriate for readers in the Late Partial Alphabetic phase  <b>G1M2, C5-6:</b> continued review of phonemes taught in kindergarten – C5: "y," "h," "j," "u," "x" in words with three or four phonemes – C7: /a/ words in words with three or four phonemes  <b>G1M2, C7-11:</b> initial and final consonant clusters, "y" as /i/ – C7: "y" as /i/ – C8: "wh" and "ck" – C9: "l," "ss," "ll," "zz" – C10: "bl," "cl," "fl," "pl," "sl," "sp," "ssl" – C11: "ll," "ll," "nd," "nk," "ng," "nt," "ed" as /d/
Full Alphabetic	<b>G1M3, C12-17:</b> syllable types: closed-syllable, open-syllable, and CVCe syllable-type words – C12: two-syllable with closed syllables – C13: repeat C12 with double consonants in middle and compound words – C14: open syllable – C15: CVCe (mostly /a/) – C16: CVCe (mostly /o/ and /i/) – C17: CVCe (mostly /u/ and /e/)	<b>G1M3, C18:</b> two syllable, CVCe syllable-type words – C18: CVCe (two-syllable and with suffixes "-ing," "-s," and "-ed")  <b>G1M4, C19-20:</b> introduction r-controlled vowel sounds – C19: r-controlled "r" and "a" – C20: r-controlled "r," "i," and "y"  <b>G1M4, C21-24:</b> long vowel patterns – C21: "oa," "oa," and "ai" – C22: "ay" and "ow" – C23: "ee," "oo," and "y" (as /e/) – C24: "ie" and "igh"	<b>G1M4, C25:</b> two-syllable words with long vowel patterns – C25: two-syllable words with long vowel patterns from Grade 1  <b>G2M1, C1-6:</b> review vowel patterns by learning spelling generalizations, syllable types, and r-controlled vowels – C1: open and closed syllables and CVCe – C2: "ay" vs. "ai" – C3: "ae" vs. "ea" vs. "y" (as /e/) – C4: "gh" vs. "g" – C5: "ad" vs. "ow" and remaining vowel teams – C6: r-controlled vowels
Consolidated Alphabetic	<b>G2M2, C7-C12:</b> new vowel teams and spelling generalizations, contractions, affixes: "-ed" suffix (three ways), "lean" and "sion" – C7: "ck," "oy," "ou," "ow," "not" contractions – C8: "old," "ost," "ind," "ll," "is" contractions – C9: doubling with suffixes – C10: "-ed" as /d/, /t/, and /s/ – C11: "oo" "ow," "ai," "ae," "ew," "will" contractions – C12: "-don" and "-sion"	<b>G2M3, C13-C19:</b> consonant- <i>le</i> (C-le) word endings, other word endings, new vowel teams, and contractions – C13: C-le words – C14: C-le words – C15: "-ck" vs. "-ck" vs. "-ic" – C16: "-ge" vs. "-dge" and "ui" and "ei" – C17: "-th" vs. "-th," "not" contractions – C18: "-able" vs. "-able" – C19: review of "aw" and "au"	<b>G2M4, C20-C26:</b> "y" generalizations with plural endings, schwa, homophones, compound words, new word endings, and contractions – C20: "y" generalizations with plural endings – C21: schwa with "a" and "o" – C22: schwa with "e" and "o" – C23: schwa with "m" and homophones – C24: compound words – C25: "-cal" vs. "-cle" – C26: "-ous" vs. "-us"

## Prepare to teach: now you're ready to prepare your lessons.

Full lessons and supporting materials are found in your **Teacher Guide and Supporting Materials**.

The **K-2 Reading Foundations Skills Block: Resource Manual** contains key guidance on assessments, handwriting, syllabication, independent and small group work, along with an Activity Bank with ideas and materials for differentiated small group instruction.

Refer to your **Differentiation Packs** if you have identified students who need instruction above or below their grade level. These materials will support your differentiated small group instruction for those students.

**Learning Letters** is geared toward the early stages of literacy, for students in Kindergarten or in later grades who need support learning or re-learning letter names, letter sounds, letter formation, and handwriting. Learning Letters contains all of our keyword cards for your ABC line or word wall, letter formation charts and handwriting sheets, and letter stories and activities for students who need more time with a certain letter.

As you plan for the year, the **Year at a Glance** chart in the front of your Module 1 Teacher Guide and Supporting Materials will help you understand how the Reading Foundations Skills Block unfolds over the year.

Scope and Sequence Year-at-a-Glance				
	Module 1	Module 2	Module 3	Module 4
<b>Phase Range</b>	Mid to Late Partial Alphabetic	Late Partial to Early Full Alphabetic	Early to Middle Full Alphabetic	Middle to Late Full Alphabetic
<b>Module Summaries</b>	Review of phonemes-graphemes from kindergarten.  Decoding and encoding short vowel words with three and four phonemes. Module begins with a narrative that sets the purpose for skills work in first grade.	Continued decoding and encoding short vowel words with three and four phonemes. Initial and final consonant clusters, digraphs <i>wh</i> and <i>ck</i> , <i>y</i> as <i>i</i> / <i>i</i> /, <i>FLUSS</i> (i.e., -ll, -ss, -ll, -zz)  By the end of this module (mid-year), students have successfully made the transition into using more alphabetic information as described in the Full Alphabetic phase.	Syllable types: closed, open, CVCe  In Modules 3 and 4, students develop knowledge of syllable types and use this knowledge to decode and encode first one- and then two-syllable words.	Syllable types: r-controlled and vowel teams  By the end of first grade, students should be able to identify closed, open, CVCe, r-controlled, and vowel team syllable types and use this information to efficiently decode and encode one- and two-syllable words.
<b>Scope &amp; Sequence</b> (i.e. Patterns introduced)	C1: review RPK.2 and RPK.3  C2: /a/ "t", "a", "a", "a", "a", "h", "a", "n", "e", "v", "g", "th", "nt", possessive 's (ending only) plural nne "e"  C3: /i/ "i", "ch", "k", "y", "sh", "z", "d", "e", "p" • introduces "fl", "dr", "gr", "sp" • introduces "ml", "rk", and "ng" • using suffix -e	C5: /o/ a, b, j, w, x, /as/, p, s • "ow" • -ang, -ing, -ung, -ong  C6: /e/ • -ank, -ink, -unk, -onk  C7: /e/ continued and y as /i/ • initial and final clusters • suffix -ing	C12: closed syllable (one and two syllable words)  C13: closed syllable (one and two syllable words) • "rabbit" words (e.g., muffin) • compound words  C14: open syllable	C19: r-controlled /ar/, /or/  C20: r-controlled /er/, /ir/, /ur/  C21: vowel teams oa, ai, ea  C22: vowel teams ay, ow (/ō/)  C23: oo, ee, -y as /i/  C24: ie, igh

**Instructional Practices** are routines used over and over with your students. Take note of the Overview of Instructional Practices in Module 1 of each grade level. Here you'll find a list and explanation of each instructional practice that will be used over the whole year, and Module and Cycle Overviews let you know when each will be introduced.



## Cycle-at-a-Glance

### Lesson 1

**RF.K.1, RF.K.1b**

#### Agenda

1. **Opening (5 minutes)**
  - A. Read-aloud: “The Search for Names” (Part 3)
2. **Work Time (10–15 minutes)**
  - A. Skywriting: Curved and Straight Lines
  - B. Introducing Handwriting Paper
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Independent Work Time**

Turn to the **Module Overview** in your Teacher Guide and Supporting Materials to understand where you will begin and where you will end each module. The introduction to the Module Overview outlines where students should be at the end of the module to help you understand where you’re going. The Cycle at a Glance lays out all the steps you will take to get there.

The **Pacing Guidance** gives you important information about time management, to help you stay on track and also understand where you have time to fit in extra practice, review, or other necessary breaks in the routine.

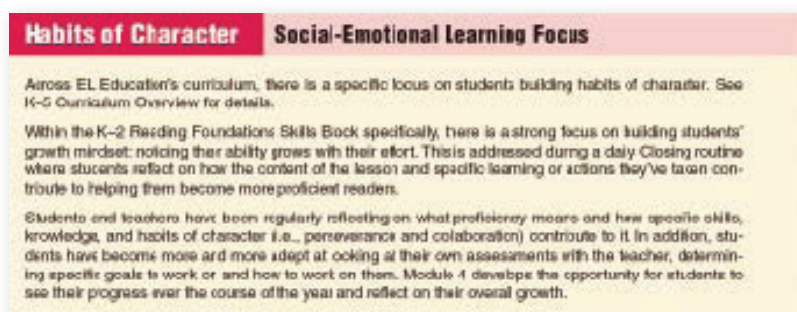
You’ll start a new cycle every week. The **Cycle Overview** will give you a summary of what’s coming up, and is where you’ll find the Word Lists, with word patterns that your students will be learning in that cycle. The Teaching Notes in the cycle overview are intentionally highly scaffolded to give you all the information you need to adapt the lessons to your classroom. At the end of the Cycle Overview is a list of all the materials you’ll need for those lessons.

**Meeting Student Needs** is where you’ll find additional adaptations for students who may require extensions or supports to reach the rigor of the grade-specific lesson. There are specific supports for different learning modalities from the Universal Design for Learning framework.

#### Meeting Students' Needs

- Because many high-frequency words are difficult to define (example: “would”), it is important for students to hear the word in the context of a sentence to understand it and commit it to memory. Consider extending this activity by asking students to provide a sentence (or to create one with a partner and share out) for the word.

**Habits of Character** is where social-emotional learning is embedded within every module, to guide students as they work independently, collaborate with peers, and care for one another and their classroom. You'll find the character focus for each module in module overview. Refer to this focus in the closing and reflection section of each lesson.



**There are a few useful resources you'll likely want to reference throughout the year.**

The **Independent and Small Group Work** section of the Resource Manual explains the purpose and structure of the Differentiated Small Group instruction and Independent Rotations portions of the block. It includes sample schedules, descriptions of suggested rotations and activities, and a variety of other resources for small group planning.

The **Activity Bank** in the Resource Manual is a collection of games and activities, searchable by skills and standard, to be used during Differentiated Small Group instruction and for independent rotations (once students are familiar with the activity).

The **Syllabication** section of the Resource Manual covers syllable types: what they are and how to teach them to your students.

The **Letter Formation** section of Learning Letters contains essential instructions about forms when teaching a letter to your students for the first time.

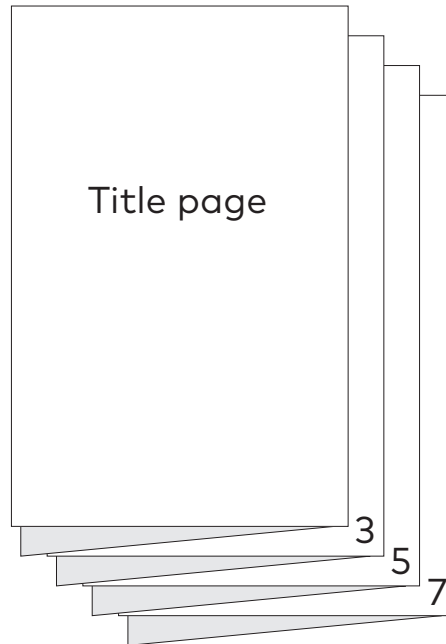
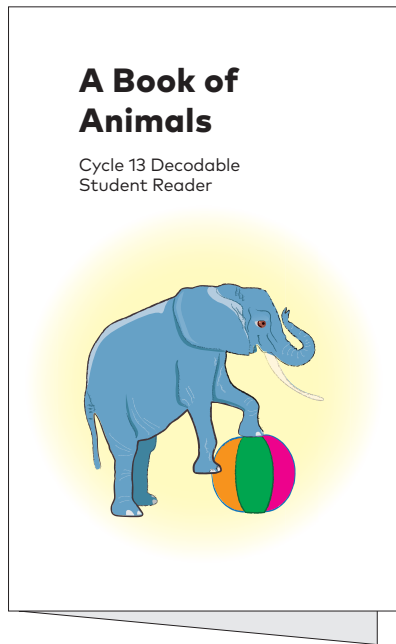
### Additional Resources

Read ***Your Curriculum Companion: The Essential Guide to the EL Education K-5 Language Arts Curriculum***, a complete guide to implementing our curriculum, available on ELeEducation.org and through booksellers.

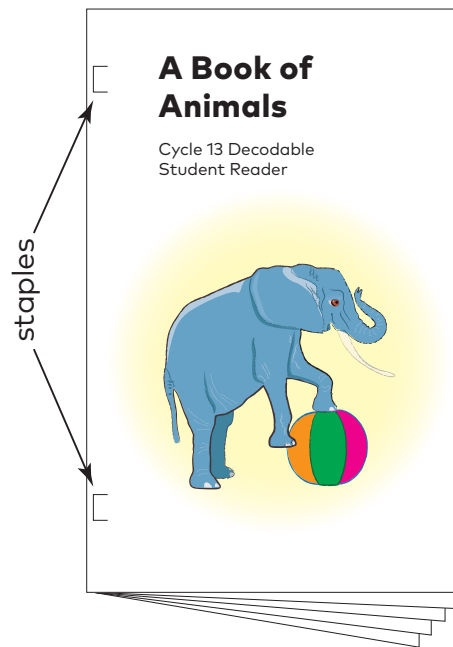
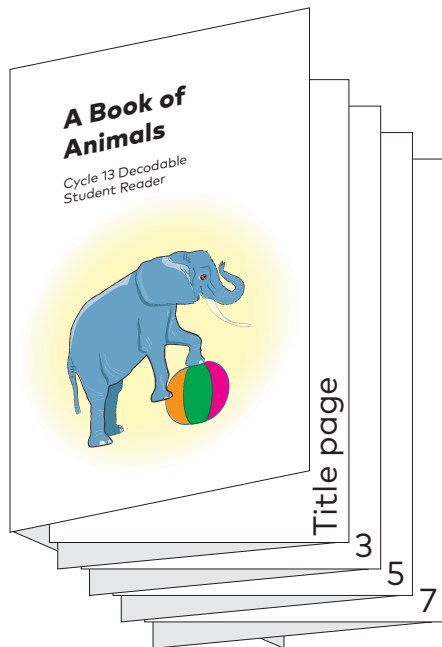
Watch instructional **videos** showing our instructional practices at work in real classrooms on Curriculum.ELeEducation.org.

Dig into our **online** set of Reading Foundation Skills Block **implementation resources** along with open online versions of the K-2 Skills Block Resource Manual, Learning Letters, and the Differentiation Packs on Curriculum.ELeEducation.org.

## Instructions for Decodables



1. Fold the front/back cover page in half with the folded edge on the **left** (like you would a typical book). Illustrations should be on the outside.
2. Fold the remaining book pages in half with the folded edge on the **right**. Place in them in numerical order with the title page first.



3. Insert the stack of pages into the cover so that the open edges are tucked into the fold of the cover.
4. Square up the edges of all the pages. Staple the pages together on the left side.





**Kindergarten:** Differentiation Pack

# Overview

## Differentiation Pack: Kindergarten

**Purpose:** Differentiated small group instruction is critical to meeting students' varying needs. After using the Benchmark Assessments to determine students' microphases, teachers can choose from three resources in the curriculum for differentiated small group instruction:

Resource	Best for students who...	Where to find
Re-teaching of Whole Group Lesson	are somewhat above or below grade level	In Differentiated Small Group Instruction section of the lesson
Activity Bank activities	are significantly below grade level	Activity Bank (in the K-2 Skills Resource Manual)
Lessons from the K-2 Continuum	are significantly above or below grade level <sup>1</sup>	Grade level books (online or hard copy)

The last option (lessons from the K-2 continuum) requires the teacher to potentially access full lessons from a grade other than the one he or she currently teaches. If a teacher would like to take advantage of this option, but does not require or does not have (easy) access to the full continuum of lessons, this document and accompanying condensed grade level materials can be used instead.

### How to Use

#### Steps to Take after determining a student's microphase:

- **Use Assessment Conversion chart to identify some possible cycles for instruction.**  
Locate the student's microphase on the Assessment Conversion Chart (see K-2 Skills Resource Manual) and look over the suggested cycles of instruction. Locate those cycles in the Differentiation Packet.
- **Look over the cycle overviews to determine best cycle(s) based on student need.**  
Based on the focus of each cycle, based on the student's microphase and specific assessment information, determine the best cycle(s) of instruction. For example, if the student (or group of students) have still not mastered CVCe words, choose a cycle that includes instruction on this skill.
- **Use the Instructional Practice chart (see next page) to determine appropriate instructional practices, using words (and/or similar words) from the Cycle Overview Word List.**

<sup>1</sup>Two exceptions: Kindergarten students reading below grade (Early Pre-Alphabetic or below) level and Grade 2 students reading above (Middle and Late Consolidated Alphabetic or higher). Grade level lessons do not explicitly address the needs of these readers. Consider using the Activity Bank for Early Pre-Alphabetic and extension suggestions in the Differentiated Small Group instruction portion of Grade 2 lessons for Middle and Late-Consolidated Alphabetic students).

## Instructional Practice Chart

Based on the student's or group's phase, choose from the instructional practices in the table for differentiated small group instruction. Use words from the appropriate Cycle Overview Word List. For readers in the Pre-Alphabetic Phase, also use Letters of Focus from the Cycle Overview (letters still not mastered by the student). If any of the instructional practices are unfamiliar, please refer to the introductory lesson for the practice in parentheses (e.g., G1M2L36: refer to Grade 1, Module 2, Lesson 36).

Phase	Instructional Practices to Use
<b>Pre-Alphabetic</b>	<ul style="list-style-type: none"> <li>■ Getting to Know the Letters               <ul style="list-style-type: none"> <li>– Letter Story</li> <li>– Handwriting (letter formation)</li> <li>– Poem Launch and Letter Search</li> <li>– Letter Sound Chant</li> </ul> </li> </ul>
<b>Partial Alphabetic</b>	<ul style="list-style-type: none"> <li>■ Phonemic Blending and Segmentation</li> <li>■ Chaining</li> <li>■ Spelling to Complement Reading</li> <li>■ Interactive Writing</li> <li>■ Decodable Student Reader</li> </ul>
<b>Full Alphabetic</b>	<ul style="list-style-type: none"> <li>■ Spelling to Complement Reading</li> <li>■ Interactive Writing and Editing</li> <li>■ Decodable Student Reader</li> <li>■ Syllable Sleuth</li> <li>■ Magnanimous Magician (Late Full Alphabetic)</li> </ul>
<b>Consolidated Alphabetic</b>	<ul style="list-style-type: none"> <li>■ Decodable Student Reader</li> <li>■ Interactive Writing: Silly Sentences</li> <li>■ Syllable Sleuth</li> <li>■ Magnanimous Magicians</li> <li>■ Words Rule</li> <li>■ Work Workouts</li> <li>■ Word Parts</li> <li>■ Fluency</li> </ul>

### Other Considerations

#### Grade level and Phase

Take into consideration students' developmental levels in relation to his or her phase when determining the amount of teacher support, time spent on a task, etc. For example, if a teacher is working with a kindergarten group reading in the late Full Alphabetic phase, the teacher will be using instructional practices from Grade 1 and Grade 2 lessons. Although these students are advanced, they will likely need strong teacher modeling and support, at least at first, even though they might not require strong teacher support with grade level materials.

#### Management

Using this document as a guide, consider implementing a predictable routine and materials for the work students do with the teacher. Consider releasing students to practice familiar instructional practices independently as a way to review taught spelling patterns.

**Kindergarten:** Differentiation Pack

# Instructional Practices

## Kindergarten Instructional Practices Overview

This document summarizes the instructional practices that form the backbone of the Reading Foundations Skills curriculum for kindergarten, and shows which routines are introduced in which module. Teachers should familiarize themselves with these routines to gain a broad understanding of the type and sequence of instructional practices used throughout the year in kindergarten.

### Instructional Practices for Lesson Opening

Below are the instructional practices that are used specifically during the Opening portion of lessons. The practices are listed in the order in which they are introduced in the year.

**Poem Launch:** Students hear/read a poem that includes keywords for each letter introduced in the cycle. The verses incorporate new high-frequency word(s) and words that feature the cycle's new graphemes (letters) and phonemes (sounds). This poem is used throughout the cycle for different purposes.

**Poem Launch:** Students explore the already-introduced cycle poem for a new purpose: to search for specific letters.

**Letter-Sound Chant:** Students chant the names of letters and accompanying letter sounds in this ongoing routine (used in multiple lessons throughout a cycle) that reinforces taught graphemes (letter) and phoneme (sound) connections and keywords. This chant connects the keywords and phonemes in students' memories to support quick recall of phonemes for decoding and encoding.

**Poem:** Articulatory Gestures: Students use articulatory gestures to support their learning of letters from the current cycle. The teacher might provide students (or partners) hand mirrors to see their mouth movements as they pronounce each phoneme.

**Letter Story and Digraph Story:** Students hear Letter Stories read aloud for vowel letters and digraphs. (Note: Letter Stories for consonants can be used during Small Group Differentiated Instruction or other times.) This underscores the importance and challenge of continually practicing vowel and digraph sounds and provides another mnemonic through which students can commit them to memory.

**Mystery Word Search:** Students explore the cycle poem for a new purpose: to search for previously taught high-frequency words.

**Make a Match:** Students match rhyming words together.

**Question Cards:** Students review skills taught in the first two modules with a fun card game.

**Engagement Text:** This text serves to pique students' interest about the Decodable Reader, introduced in Work Time B, by incorporating the topic and words from this cycle into an engaging read-aloud.

**Write the Letter to Match the Sound:** Students use knowledge of phoneme segmentation to isolate and identify the initial, middle, and final sound in a word. As they identify each sound, they must connect it to its written representation (grapheme) and practice proper letter formation.

**Vowels Have Something Important to Say:** Students sing a song: “The Vowels Have Something Important to Say.” This song communicates, in a playful way, the fact that vowels produce sounds that match their names, and it provides examples of words that contain those sounds. Students listen to a spoken word in the song and use their knowledge of phoneme segmentation to isolate and name the vowel sound it contains.

**Spelling to Complement Reading:** Students work through a series of scaffolded steps to successfully spell single-syllable CVC words. They first isolate and identify the individual phonemes (sounds) in the spoken word, then apply their growing knowledge of letter-sound connections to identify the grapheme (letter) that matches each individual phoneme (sound) (RF.K.3a, RF.K.3b). Finally, they use that information to encode (spell) the word.

### Instructional Practices for Lesson Work Time

**Getting to Know the Letters (Part 1):** Students “meet” each new letter for the cycle, exploring the following about each: its name (grapheme), its sound(s) (phoneme), and a consistent keyword that represents the letter. This practice includes a Letter-Sound chant component (see Opening Instructional Practices for more details), using only the newly introduced letters.

**Getting to Know the Letters (Part 2):** Students use the same letters as in Part 1, but now get to know the shape and formation of each, practicing first with their bodies and then on paper.

**Mystery Word (Clues to the Mystery Word and Introducing the Mystery Word):** Students explore the already-introduced poem for a new purpose: searching for a “mystery” high-frequency word. Students are given clues about the number of letters in the word and then search for words with the same number of letters, encouraging student inquiry. They also listen for a word as the teacher reads the words of the poem, clapping when they hear it. This practice is a vehicle for introducing kindergarten high-frequency words that students will later see in poems and Decodable Student Readers.

**Feel the Beats:** Students explore the already introduced poem for a new purpose: to listen for and identify each syllable (beat) in a spoken word. They count the number of syllables in the spoken word, pronounce each one, and manipulate them by segmenting and blending. (Note: Starting in Module 3, this Work Time instructional practice transitions to a shorter, Opening practice.)

**Rhyme Time:** Students explore the already-introduced poem for a new purpose: identifying rhyming words. They begin with a game that provides an introduction to the concept of rhyming and then revisit the poem, listening for words that rhyme (have the same ending sound). Rhyming develops this phonemic awareness, teaching students to group words together according to larger sound units. Rhyme Time guides students to analyze sounds in spoken words.

**Phonemic Blending and Segmentation:** Students segment and blend single-syllable words with three phonemes. This practice continues to refine students' ability to focus on and analyze the sounds within words.

**Interactive Sentence Building:** Students synthesize their ability to rhyme with their knowledge of letter identification by identifying a missing word in a poem and matching it to its representation in print.

**Comprehension Conversation (optional):** Students answer suggested (or similar) text-based comprehension questions about the engagement text.

**Decodable Reader Partner Search and Read:** This short text incorporates high-frequency words introduced in prior Mystery Word lessons, which students search out in the text with a partner before reading the text. Students receive practice with concepts of print (e.g., one-to-one match and return sweep) and apply knowledge of taught graphemes and phonemes as they decode simple one-syllable words.

**Chaining:** Students begin by identifying each phoneme they hear in a CVC word and connect each of those sounds to the letter (grapheme) that matches it. Once they have encoded the word in this way, they then decode it by making each individual sound and blending them to pronounce the word.

**Interactive Writing:** Students apply their growing knowledge of letter-sound connections to writing words by working on a shared sentence. Students apply their knowledge of high-frequency words and letter-sound knowledge to spell familiar words and also practice correct letter formation and punctuation.

**Assessment and Goal Setting (during cycle assessments):** Students take on-demand assessments at the end of each cycle. Teachers score immediately to track students' progress and possibly revise their personal goals for the module accordingly.



The chart below shows when each instructional practice is used throughout the year. The top row of each cycle includes instructional practices for openings and the bottom row includes instructional practices for work time. Bold indicates the first time a specific instructional practice is used.

Refer to the tables below to identify where the instructional practices are introduced in lessons.

Module 1	Cycle 1				
	A variety of activities introduce and review material and routines during this introductory cycle.				
	Cycle 2-4				
	Poem Launch	Poem Letter Search	Poem: Articulatory Gesturesnd	Letter-Sound Chant	Letter-Sound Chant
	Getting to Know Letters (Part 1)	Getting to Know Letters (Part 2)	Clues to the Mystery Word Mystery Word	Feel the Beats	Rhyme Time
Module 2	Cycle 5-9				
	<b>Poem Launch (cycles 5, 7–8)</b>	<b>Poem Letter Search (cycles 5, 7–8)</b>	Poem: Articulatory Gestures	Letter-Sound Chant	Letter-Sound Chant
	<b>Letter Story (cycles 6, 9–11)</b>	<b>Poem Launch (cycles 6, 9–11)</b>			
	Getting to Know Letters (Part 1)	Getting to Know Letters (Part 2)	Clues to the Mystery Word Mystery Word	Feel the Beats	Rhyme Time

Module 3	Cycle 12				
	Digraph Story (Part 1)	Digraph Story (Part 2)	Poem: Articulatory Gesturesnd	Make a Match	Question Cards
	Getting to Know the Letters (Part 1)	Getting to Know the Letters (Part 2)	Mystery Word	Interactive Sentence Building	Feel the Beats
	Cycle 5-9				
	Engagement Text	Letter Chant	Mystery Word Search	Make a Match	Feel the Beats
	Setting Purpose: Introducing Engagement Text to Decodables	Phonemic Blending and Segmentation	Mystery Word	Interactive Sentence Building	Chaining
	Cycle 14-18				
	Engagement Text	Letter Chant	Mystery Word Search	Make a Match	Feel the Beats
	Setting Purpose: Introducing Engagement Text to Decodables	Phonemic Blending and Segmentation	Mystery Word	Interactive Sentence Building	Chaining

Module 4	Cycle 19-22				
	Letter-Sound Chant	Mystery Word Search	<b>Write the Letter to Match the Sound</b>	Phonemic Blending and Segmentation	<b>Spelling to Complement Reading (Review)</b>
	Setting Purpose: From Engagement Text and Decodables	Mystery Word	Interactive Writing	Chaining	<b>Assessment and Goal Setting</b>
	Cycle 23-25				
	Letter-Sound Chant	Mystery Word Search	<b>Vowels Have Something Important to Say</b>	Phonemic Blending and Segmentation	Spelling to Complement Reading (Review)
	Setting Purpose: Engagement Text and Decodables	Mystery Word	Interactive Writing	Chaining	Assessment and Goal Setting



**Kindergarten:** Differentiation Pack

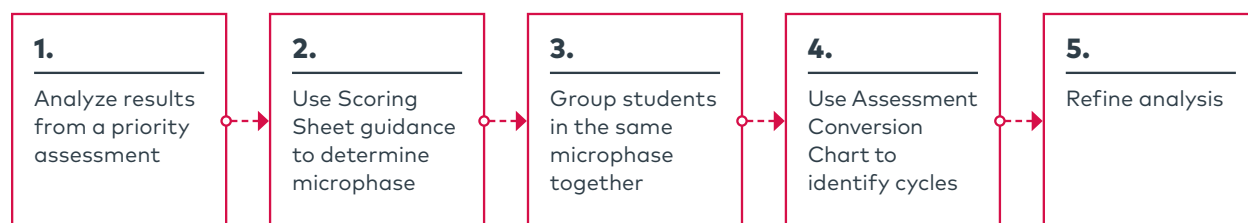
# Assessment Conversion Chart

**Purpose:** First, determine a student’s micro-phase (“early,” “middle,” or “late” within a phase; e.g., Early Partial Alphabetic) based on assessment results (for details, see Benchmark: Teacher Administration Guidance and Student Scoring sheets). Then use this Assessment Conversion chart document to identify cycles of lessons within the K–2 Continuum that best meet the specific needs of a student or group of students for differentiated small group instruction.

**Note:** *The Assessment Conversion chart below directs teachers to resources to use for remediation or extension during differentiated small group instruction.* If a student’s phase aligns with the approximate grade-level expectation, then this chart is not necessary (in that case, simply use the suggestions for differentiated small group instruction provided in the daily lesson/cycle for that phase).

## Directions for Use:

1. Focus on the results from one or more of the three priority assessments (the assessments that give the clearest information for identifying a student’s micro-phase): ABC Recognition, Spelling, and Decoding.
2. For the particular priority assessment, refer to the Student Scoring sheet for guidance to determine a student’s approximate micro-phase (e.g., Middle Partial Alphabetic or Late Full Alphabetic).
3. Once a student’s micro-phase is determined, group that student with other students in that same micro-phase.
4. Use the Assessment Conversion chart below to identify an approximate starting point (a range of cycles) that may be most useful to use with that student or group of students during differentiated small group instruction.
5. Then refine your analysis (e.g., find a few cycles that address specific spelling patterns) based on results from other assessments (beyond the three priority assessments above).\*



## Notes:

- The Assessment Conversion Chart gives just an approximation. The suggested lessons will not necessarily cover all of the skills that you identify as a student’s areas of strengths or needs. To ensure that instruction fully targets a particular student’s needs, dig into that student’s specific assessment results.
- To monitor student progress, continue to use ongoing assessments (cycle and daily assessments). Revisit the Assessment Conversion chart as needed to determine new lessons to use for differentiated small group instruction.

## Kindergarten Differentiation Pack: Assessment Conversion Chart

### Assessment Conversion Chart

This chart helps teachers move quickly from a student's assessment results to identifying the specific cycles and lessons that include the most appropriate targeted support for re-teaching and extension.

	Early	Middle	Late
<b>Pre-Alphabetic</b>	Not Applicable*	Not Applicable*	<p><b>GKM1, C1–4:</b> ABC sounds and recognition; syllable and rhyme identification, concepts of print</p> <ul style="list-style-type: none"> <li>– C1: “a,” “t”</li> <li>– C2: “h,” “p”</li> <li>– C3: “n,” “c”</li> <li>– C4: “m,” “r”</li> </ul> <p><b>GKM2, C5–11:</b> ABC sounds and recognition, syllable identification; rhyme identification and production, concepts of print</p> <ul style="list-style-type: none"> <li>– C5: “v,” “s”</li> <li>– C6: “g,” “i”</li> <li>– C7: “l,” “d,” “f”</li> <li>– C8: “k,” “y”</li> <li>– C9: “x,” “q,” “u”</li> <li>– C10: “b,” “o,” “w”</li> <li>– C11: “j,” “e,” “z”</li> </ul>
<b>Partial Alphabetic</b>	<p><b>GKM3, C12–18:</b> digraphs, decoding CVC words, comparing short vowel sounds</p> <ul style="list-style-type: none"> <li>– C12: “sh,” “ch,” “th”</li> <li>– C13: /a/ words</li> <li>– C14: /i/ words</li> <li>– C15: /u/ words</li> <li>– C16: /o/ words</li> <li>– C17: /e/ words</li> <li>– C18: compare all short vowel words</li> </ul>	<p><b>GKM4, C19–22:</b> decoding CVC words and beginning to decode CVCC; comparing long and short vowel sounds</p> <ul style="list-style-type: none"> <li>– C19: all short vowels; words with digraphs</li> <li>– C20: “-am” and “-an” words</li> <li>– C21: “-ank” and “-ink” words</li> <li>– C22: “floss” words (double consonants)</li> </ul>	<p><b>G1M1, C 1-4</b> are kindergarten review cycles, so would not be appropriate for readers in the Late Partial Alphabetic phase.</p> <p><b>G1M2, C5–6:</b> continued review of phonemes taught in kindergarten</p> <ul style="list-style-type: none"> <li>– C6: “o,” “b,” “j,” “w,” “x” in words with three or four phonemes</li> <li>– C7: /e/ words in words with three or four phonemes</li> </ul> <p><b>G1M2, C7–11:</b> initial and final consonant clusters, “y” as /ī/</p> <ul style="list-style-type: none"> <li>– C7: “y” as /ī/</li> <li>– C8: “wh” and “-ck”</li> <li>– C9: “ll,” “-ss,” “-ff,” “-zz”</li> <li>– C10: “bl-,” “cl-,” “fl-,” “gl-,” “pl-,” “sl-,” “sp-,” “spl-”</li> <li>– C11: “-lt,” “-ft,” “-nd,” “-nk,” “-ng,” “-nt,” “-ed” as /id/</li> </ul>
<b>Full Alphabetic</b>	<p><b>G1M3, C12–17:</b> syllable types: closed- syllable, open-syllable, and CVCe syllable-type words</p> <ul style="list-style-type: none"> <li>– C12: two-syllable with closed syllables</li> <li>– C13: repeat C12 with double consonants in middle and compound words</li> <li>– C14: open syllables</li> <li>– C15: CVCe (mostly /ā/)</li> <li>– C16: CVCe (mostly /ō/ and /ī/)</li> <li>– C17: CVCe (mostly /ū/ and /ē/)</li> </ul>	<p><b>G1M3, C18:</b> two syllable, CVCe syllable-type words</p> <ul style="list-style-type: none"> <li>– C18: CVCe (two-syllable and with suffixes “-ing,” “-s,” and “-ed”)</li> </ul> <p><b>G1M4, C19–20:</b> introduction r-controlled vowel sounds</p> <ul style="list-style-type: none"> <li>– C19: r-controlled “a” and “o”</li> <li>– C20: r-controlled “e,” “i,” and “u”</li> </ul> <p><b>G1M4, C21–24:</b> long vowel patterns</p> <ul style="list-style-type: none"> <li>– C21: “oa,” “ea,” and “ai”</li> <li>– C22: “ay” and “ow”</li> <li>– C23: “ee,” “oo,” and “y” (as /ē/)</li> <li>– C24: “ie” and “igh”</li> </ul>	<p><b>G1M4, C25:</b> two-syllable words with long vowel patterns</p> <ul style="list-style-type: none"> <li>– C25: two-syllable words with long vowel patterns</li> </ul> <p><b>G2M1, C1–6:</b> review vowel patterns by learning spelling generalizations, syllable types, and r-controlled vowels from Grade 1</p> <ul style="list-style-type: none"> <li>– C1: open and closed syllables and CVCe</li> <li>– C2: “ay” vs. “ai”</li> <li>– C3: “ee” vs. “ea” vs. “y” (as /ē/)</li> <li>– C4: “igh” vs. “ie”</li> <li>– C5: “oa” vs. “ow” and remaining vowel teams</li> <li>– C6: r-controlled vowels</li> </ul>
<b>Consolidated Alphabetic</b>	<p><b>G2M2, C7–C12:</b> new vowel teams and spelling generalizations, contractions, affixes: “-ed” suffix (three ways), “-tion” and “-sion”</p> <ul style="list-style-type: none"> <li>– C7: “oi,” “oy,” “ou,” “ow”; “not” contractions</li> <li>– C8: “old,” “ost,” “ind,” “ild”; “is” contractions</li> <li>– C9: doubling with suffixes</li> <li>– C10: “-ed” as /id/, /ed/, and /it/</li> <li>– C11: “oo,” “ou,” “ui,” “ue,” “ew”; “will” contractions</li> <li>– C12: “-tion” and “-sion”</li> </ul>	<p><b>G2M3, C13–C19:</b> consonant-le (C-le) word endings, other word endings, new vowel teams, and contractions</p> <ul style="list-style-type: none"> <li>– C13: C-le words</li> <li>– C14: C-le words</li> <li>– C15: “-c” vs. “-ck” vs. “-ic”</li> <li>– C16: “-ge” vs. “-dge” and “eu” and “ei”</li> <li>– C17: “-ch” vs. “-tch”; “not” contractions</li> <li>– C18: “-able” vs. “-ible”</li> <li>– C19: review of “aw” and “au”</li> </ul>	<p><b>G2M4, C20–C26:</b> “y” generalizations with plural endings, schwa, homophones, compound words, new word endings, and contractions</p> <ul style="list-style-type: none"> <li>– C20: “y” generalizations with plural endings</li> <li>– C21: schwa with “a”</li> <li>– C22: schwa with “e” and “o”</li> <li>– C23: schwa with “ate” and homophones</li> <li>– C24: compound words</li> <li>– C25: “-cal” vs. “-cle”</li> <li>– C26: “-ous” vs. “-us”</li> </ul>

\*Students currently in the Early and Middle Pre-Alphabetic phase cannot yet identify letters. In the K–2 Continuum of whole group lessons, there are no lessons that explicitly address the needs of these students. Instead, in the Kindergarten lessons, the differentiated small group instruction includes suggestions for Activity Bank activities and some possible differentiation of the whole group content.





**Kindergarten:** Differentiation Pack

# Cycle Overviews and Cycle Materials

## Grade K: Module 1: Cycle 1: Overview

Phonemes Introduced in This Cycle
/t/, /a/
High Frequency Words
n/a

Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel. The following lists provide examples of spoken words that contain sounds taught in this cycle, found in the initial or final position of the word. The last five are spoken words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.</p>			
apple	tire	cat	at
animal	turtle	foot	am
ant	tape	goat	sat
alligator	table	hot	rat
ambulance	toe	nut	tap



A

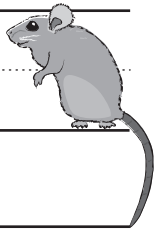
a

A

A

A

A

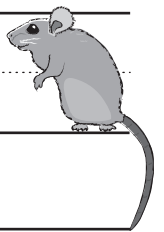


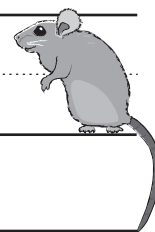
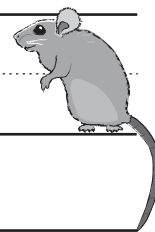
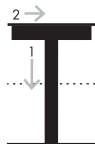
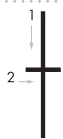
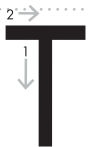
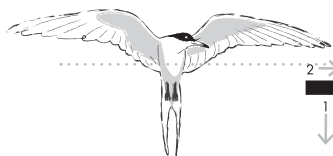
a

a

a

a





## Alligator and Tern

Alligator went to the animal zoo.  
He met a tiny tern and asked,  
"How are you?"

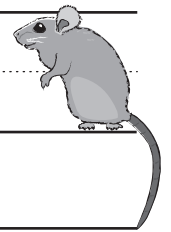
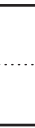
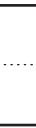
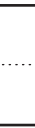
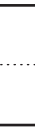
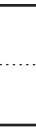
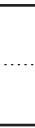
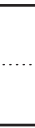
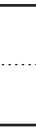
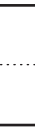
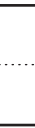
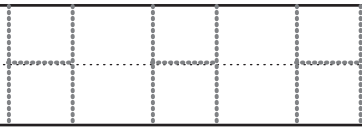
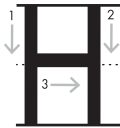
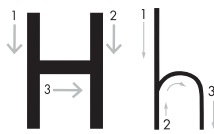
"Terrific!" said the tiny tern.  
"More than okay!"  
"Cause now it is time to play all day!"

So they played a fun game.  
Would you like to do the same?  
You have to look for "a" or "t" in more than  
just your name!

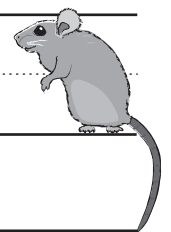
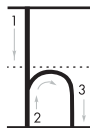
## Grade K : Module 1: Cycle 2: Overview

Phonemes Introduced in This Cycle
/h/, /p/
High Frequency Words
"I"

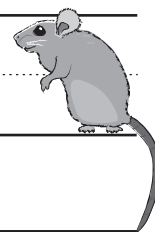
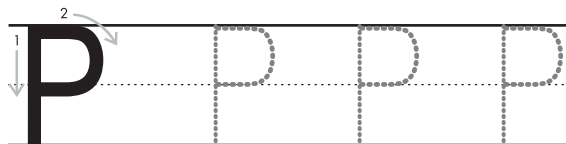
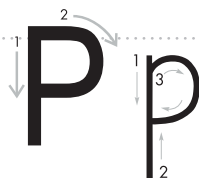
Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and the short sound for each vowel. The following list of words are representative of words that contain the sounds from this cycle in the initial or final position and can be used in spoken form or written form for more advanced read-ers. The final five words include words with two and three phonemes including phonemes (sounds) and graphemes (letters) from this cycle as well as some from prior cycles. Words such as those can be used with students who are ready to segment individual sounds within spoken and written VC and CVC words. Note that there may be a few words in that final five that include letters and sounds that have not yet been introduced.</p>			
hat	pig	cup	at
house	pencil	hip	hat
head	penny	lip	pat
hamburger	pizza	sleep	tap
hand	pants	soap	hop



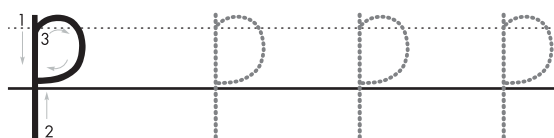
Handwriting practice lines for uppercase H. The first row contains a tracing guide for uppercase H followed by four dashed uppercase Hs for tracing. Below this are four rows of empty handwriting lines (top solid, middle dashed, bottom solid) for independent practice.



Handwriting practice lines for lowercase h. The first row contains a tracing guide for lowercase h followed by four dashed lowercase hs for tracing. Below this are four rows of empty handwriting lines (top solid, middle dashed, bottom solid) for independent practice.



Four sets of empty handwriting lines (top solid, middle dashed, bottom solid) for practicing the uppercase letter 'P'.



Four sets of empty handwriting lines (top solid, middle dashed, bottom solid) for practicing the lowercase letter 'p'.



## **A Pink Parrot Took My Hat!**

I walked out of my house,  
ready for the day

When I saw a big pink  
parrot flying my way.

The bird swooped down and  
took my hat,

Then gave my head a little pat.

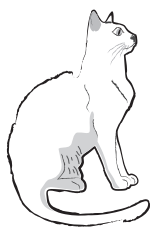
I was so surprise I just  
stopped and sat.

Have you ever heard of  
anything quite like that?

## Grade K: Module 1: Cycle 3: Overview

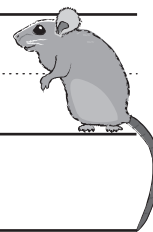
Phonemes Introduced in This Cycle
/k/, /n/
High Frequency Words
“the”

Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and the short sound for each vowel. The following list of words is representative of words that contain the sounds from this cycle in the initial or final position and can be used in spoken form or written form for more advanced readers.</p> <p>The last five words represent words with two and three phonemes including phonemes (sounds) and graphemes (letters) from this cycle as well as some from prior cycles. Words such as those last five can be used with students who are ready to segment individual sounds within spoken and written VC and CVC words. Note that there may be a few words in that final five that include letters and sounds that have not yet been introduced.</p>			
nest	cat	man	an
hose	candy	green	can
nut	carrot	barn	pan
necklace	cake	robin	cap
notebook	car	horn	nap



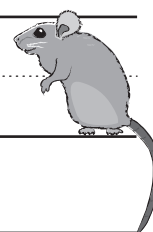
C c

C C C C

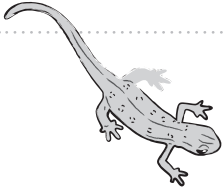


Handwriting practice lines (top section) consisting of four rows of three horizontal lines each (top solid, middle dashed, bottom solid).

C C C C



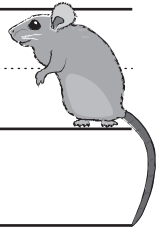
Handwriting practice lines (bottom section) consisting of four rows of three horizontal lines each (top solid, middle dashed, bottom solid).



N n

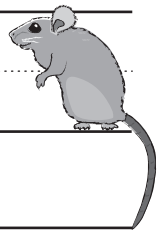
N

N N N N N



n

n n n n



## My Cat, Noodles

My cat, Noodles, and I went for  
a hike one day

We walked near the creek and  
began to play

We saw a cute newt on a rock  
in the creek

We crept up slowly so we could  
take a peek

Noodles tried to catch it, but  
the newt was too fast!

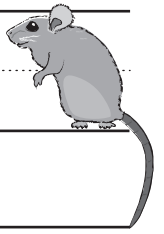
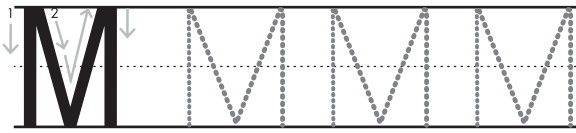
It appeared again and I thought,  
"We'll capture it at last!"

But the newt was very sneaky  
and still snuck past

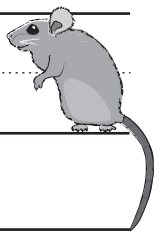
## Grade K : Module 1: Cycle 4: Overview

Phonemes Introduced in This Cycle
/m/, /r/
High Frequency Words
“in”

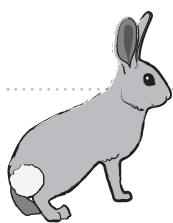
Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and the short sound for each vowel. The following list of words is representative of words that contain the sounds from this cycle in the initial or final position and can be used in spoken form or written form for more advanced readers.</p> <p>The last five words represent words with two and three phonemes including phonemes (sounds) and graphemes (letters) from this cycle as well as some from prior cycles. Words such as those last five can be used with students who are ready to segment individual sounds within spoken and written VC and CVC words. Note that there may be a few words in that final five that include letters and sounds that have not yet been introduced.</p>			
mouse	rabbit	car	am
milk	red	home	ran
moon	rub	gum	man
money	ring	room	rat
music	robot	more	ram



Four sets of empty three-line grids (top solid, middle dashed, bottom solid) for independent handwriting practice of the uppercase letter 'M'.

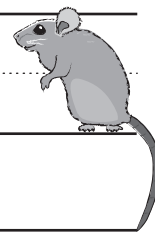


Four sets of empty three-line grids (top solid, middle dashed, bottom solid) for independent handwriting practice of the lowercase letter 'm'.



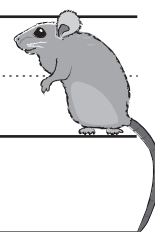
R r

R R R R R



Handwriting practice lines for uppercase 'R'. The first row contains five dashed 'R's for tracing. Below are four more rows of empty handwriting lines (top solid, middle dashed, bottom solid) for independent practice.

r r r r



Handwriting practice lines for lowercase 'r'. The first row contains four dashed 'r's for tracing. Below are four more rows of empty handwriting lines (top solid, middle dashed, bottom solid) for independent practice.



## Mouse and Rabbit Share a Snack

Way up on a mountaintop

Where mountain animals run and hop

A little brown mouse ran out to find cheese.

In a hole, he saw Rabbit, and said, "If you please,"

"I'm looking for something to have as a snack."

And just as he asked, Rabbit looked in his sack.

"In here I have cheese, as well as red grapes.

And look at my crackers, in all kinds of shapes!"

And so they sat down and ate snacks until night.

My, oh my...what a sight!

Way up on that mountaintop

Where mountain animals run and hop.

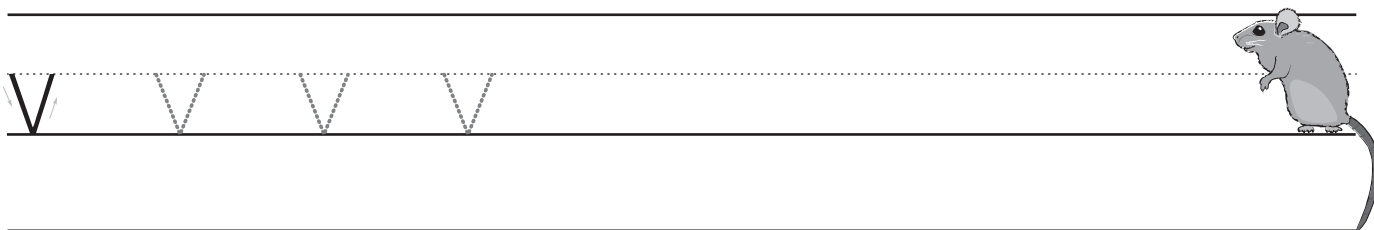
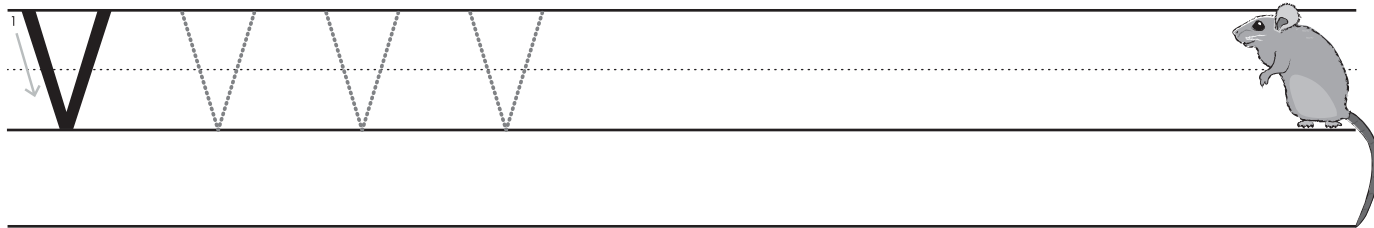
## Grade K: Module 2: Cycle 5: Overview

Phonemes Introduced in This Cycle
/n/, /s/
High Frequency Words
“he”

Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and the short sound for each vowel. The following lists of words are representative of words that contain the sounds from this cycle in the initial or final position and can be used in spoken form or written form for more advanced readers. Note that words such “glass” and “love” have the final /s/ and /v/ sounds spelled ‘ss’ and ‘ve’ respectively. Because these are spoken, not written, such words can be used to support students in identifying the position of the /s/ or /v/ sound.</p> <p>The last five words represent words with two and three phonemes. Words such as those final five can be used with students who are ready to segment individual sounds within written spoken and written VC and CVC words. Note that there may be a few words in that final five that include letters and sounds that have not yet been introduced.</p>			
vulture	snake	cave	Sam
vase	sun	glass	sap
van	sock	love	sat
violin	star	save	vat
vest	swim	class	van



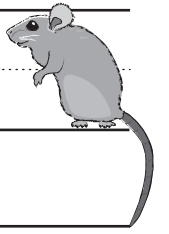
V v



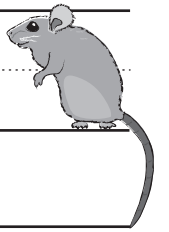


S s

S S S S



s s s s



## Victor the Sleepy Vulture

Victor the Sleepy Vulture sat in a very tall tree

Enjoying the view and all he could see.

He spotted a slithery snake down on  
the ground.

He flew down to see if any food could  
be found.

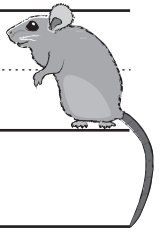
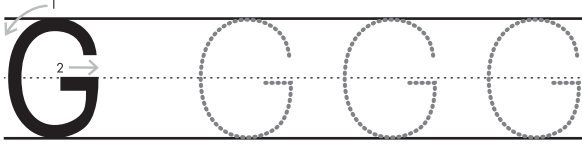
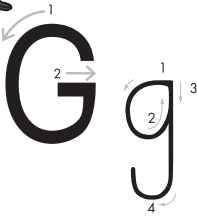
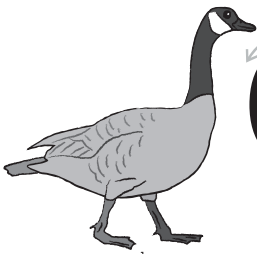
The slithery snake left in a snap.

Victor sighed and said, "It's time for my nap."

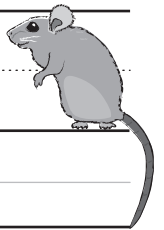
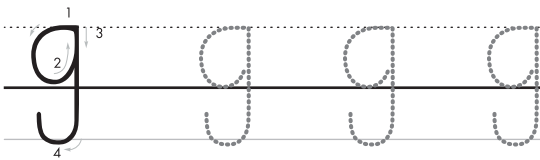
Grade K : Module 2: Cycle 6: Overview

Phonemes Introduced in This Cycle
/i/, /g/
High Frequency Words
“on”

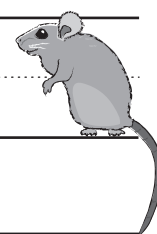
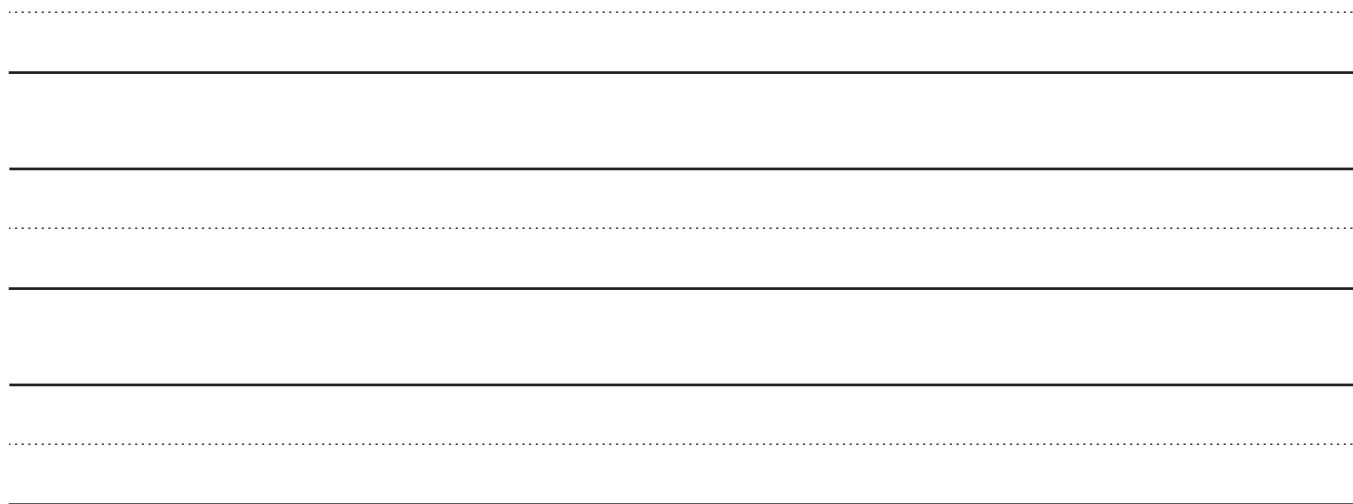
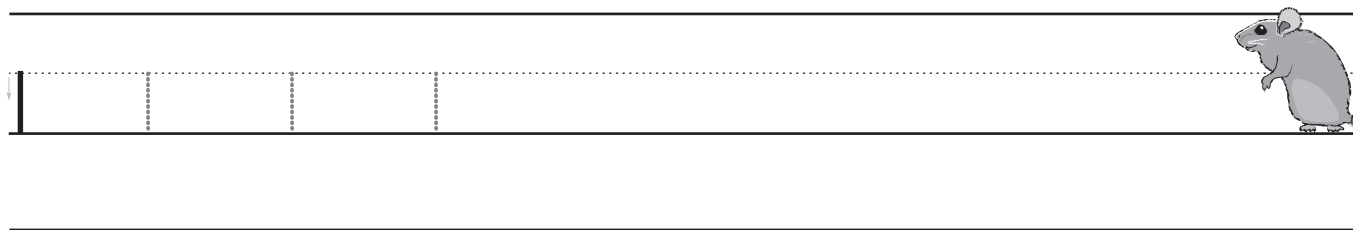
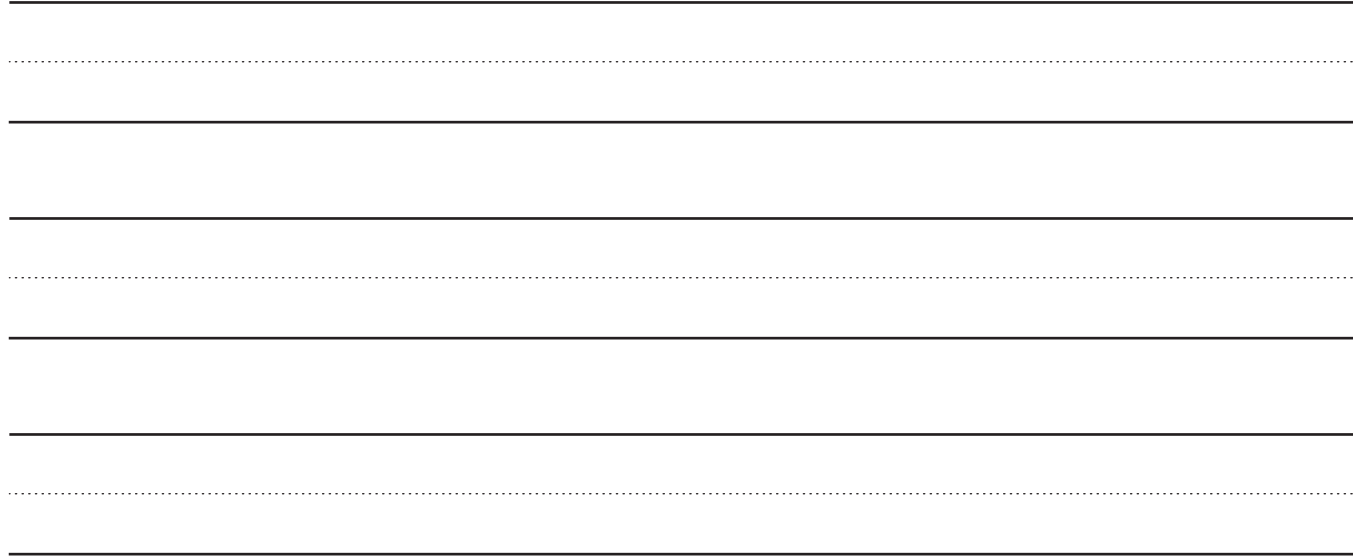
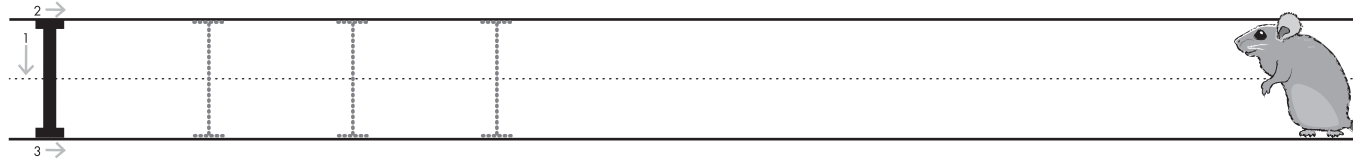
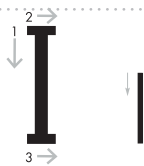
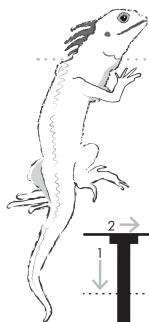
Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel. The following lists provide exam-ples of words that contain sounds taught in this cycle, found in the initial or final position of the word and can be used in spoken form or written form for more advanced readers.</p> <p>The last five are words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.</p>			
goose	itch	rug	in
girl	insect	bug	it
goat	inch	dog	sit
gum	ink	leg	gab
gate	iguana	wig	pig



Four sets of empty handwriting lines for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Four sets of empty handwriting lines for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.





## The Grumpy Iguana

I spy an iguana grabbing insects on a gate.

He acts a little grumpy 'cause he's  
itchy and it's late.

A goose glides on over, inspecting the scene.

The iguana ignores her. That's really  
quite mean.

The goose inches closer. She says,  
"Good evening to you!"

"I'll give you some grapes!  
That's what I'll do!"

"Oh, thank you!" says Iguana.  
"Now I don't feel so blue!"

Grade K: Module 2: Cycle 7: Overview

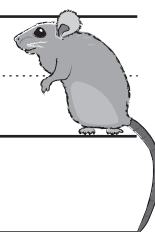
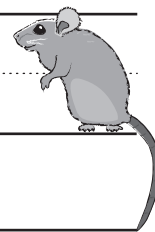
Phonemes Introduced in This Cycle
/d/, /f/, /l/
High Frequency Words
“and”

Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel. The following lists provide examples of words that contain sounds taught in this cycle, found in the initial or final position of the word and can be used in spoken form or written form for more advanced readers.</p> <p>The last five are words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.</p>			
dog	fish	lion	fan
duck	flamingo	ladder	Dan
dollar	fox	lime	map
mud	feather	smile	lit
bird	off	heel	lip

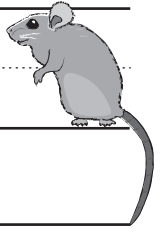
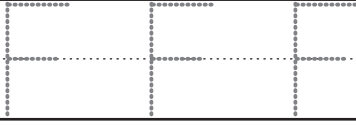
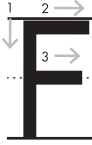
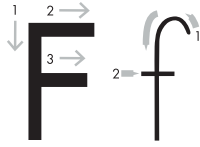
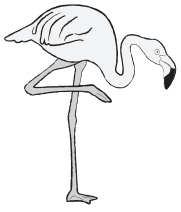


D d

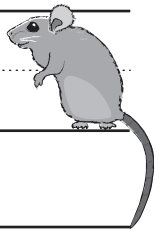
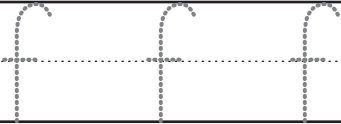
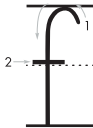
D D D D



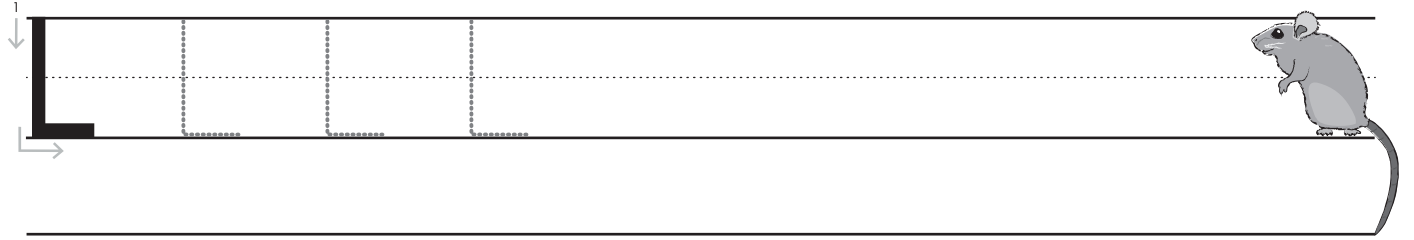
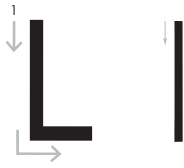
d d d d



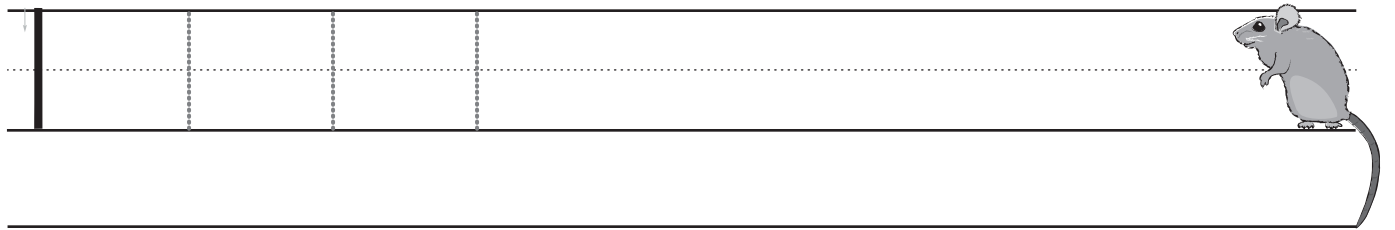
Handwriting practice lines for uppercase F. The first row contains four dotted uppercase F's for tracing. Below are three sets of empty three-line guides (top solid, middle dashed, bottom solid) for independent practice.



Handwriting practice lines for lowercase f. The first row contains four dotted lowercase f's for tracing. Below are three sets of empty three-line guides (top solid, middle dashed, bottom solid) for independent practice.



Four sets of empty handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Four sets of empty handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

## An Afternoon Swim

Down by the riverbed on a hot  
summer day,

Dog and his friend Lion said,  
"Hey, let's play!"

They played lots of games and  
found a new hiding spot.

Later they were tired and feeling  
very hot.

Dog said, "Let's take a break and  
get out of the sun

How about a swim? That would be  
lots of fun."

And as they took a dip, they looked  
for their friend, Fish.

Fish was so fast! He swam right by ... SWISH!

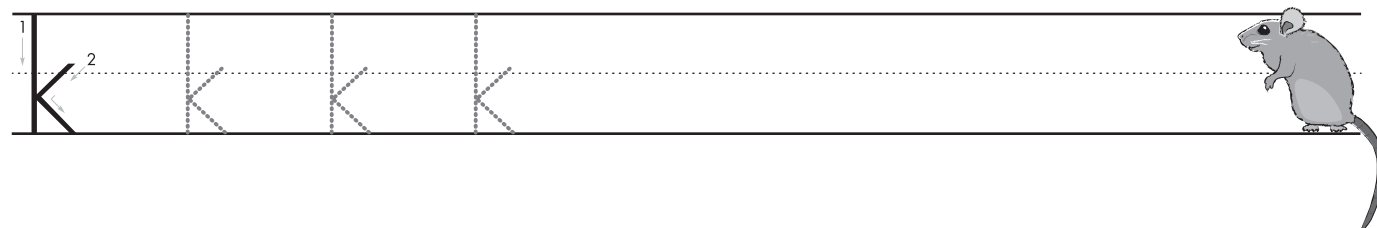
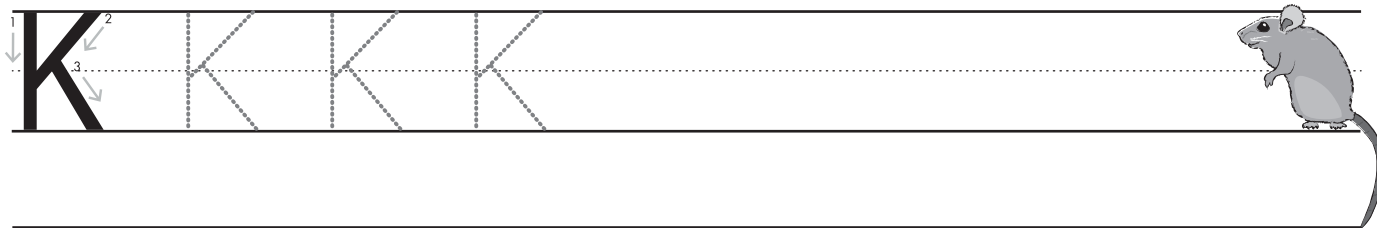
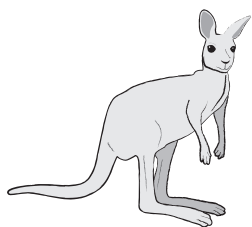
The three friends all played until  
the sky turned dark

And then Dog said, "Goodnight," with a  
soft, friendly bark

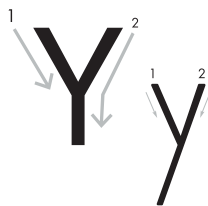
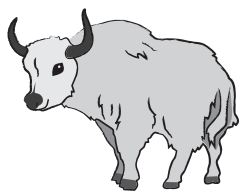
## Grade K : Module 2: Cycle 8: Overview

Phonemes Introduced in This Cycle
/k/, /y/
High Frequency Words
“up”

Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel. The following lists provide examples of words that contain sounds taught in this cycle, found in the initial or final position of the word and can be used in spoken form or written form for more advanced readers.</p> <p>The last five are words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.</p>			
king	milk	yellow	yarn
key	desk	yak	kit
kite	sock	yard	yap
kiss	snack	yoga	kin
duck	yes	yo-yo	yet







Handwriting practice lines for uppercase 'Y'. The first row contains a solid 'Y' with stroke order arrows and three dashed 'Y's for tracing. The following three rows are empty for independent practice. A mouse illustration is on the right side of the first row.

Handwriting practice lines for lowercase 'y'. The first row contains a solid 'y' with stroke order arrows and three dashed 'y's for tracing. The following three rows are empty for independent practice. A mouse illustration is on the right side of the first row.

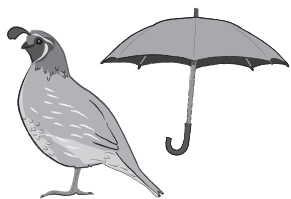
## Can a Yak Jump?

Kangaroo went out to play,  
Jumping up and down all day.  
Yak wanted to jump up too,  
But all he could do was stay there, glued.  
Yak looked down at his feet.  
His face turned red like a beet.  
Up jumped Kangaroo in the park.  
Yak stayed still and watched till dark.

## Grade K: Module 2: Cycle 9: Overview

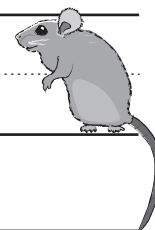
Phonemes Introduced in This Cycle
/u/, /kw/, /ks/
High Frequency Words
“a”

Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel. The following lists provide examples of words that contain sounds taught in this cycle, found in the initial or final position of the word and can be used in spoken form or written form for more advanced readers.</p> <p>The last five are words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.</p>			
quarter	quick	up	fox
quiet	quit	under	box
quill	quiz	uncle	mix
queen	umpire	underwear	six
quilt	umbrella	wax	fix



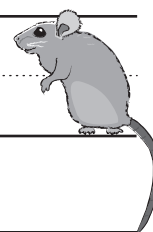
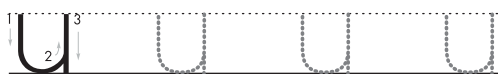
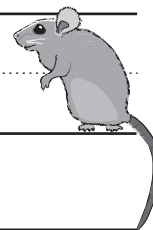
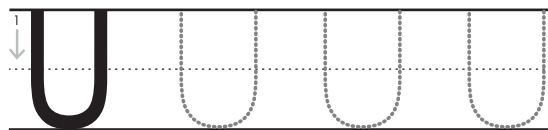
Q u qu

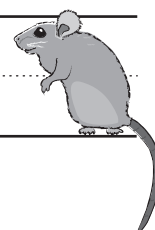
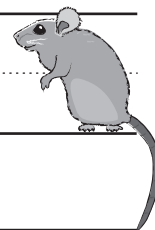
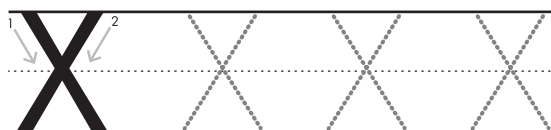
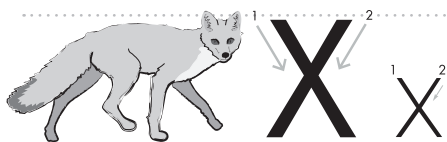
Q u Q u Q u Q u



qu qu qu qu







## **A Fox and a Quail in the Rain**

A fox on a box

And a quiet little quail

sat under an umbrella in the rain.

It was a quarter to six. They were in quite a fix.

The water! It was rising so quick!

They climbed up a big tree, and who did they see?

A queen with a bright golden crown!

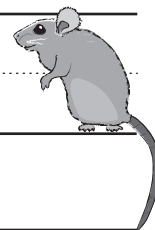
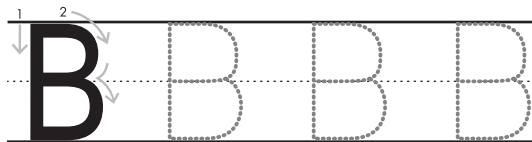
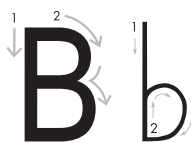
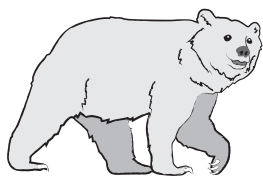
So together they sat and had a long chat  
and waited until the water went down.

## Grade K : Module 2: Cycle 10: Overview

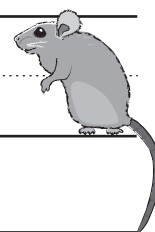
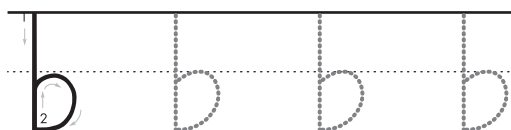
Phonemes Introduced in This Cycle
/b/, /o/, /w/
High Frequency Words
“you”

Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel. The following lists provide examples of words that contain sounds taught in this cycle, found in the initial or final position of the word and can be used in spoken form or written form for more advanced readers. .</p> <p>The last five are words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.</p>			
bear	tub	water	on
bug	bow	wings	bat
back	web	octopus	rib
bird	watch	ostrich	sob
birthday	worm	olive	wig

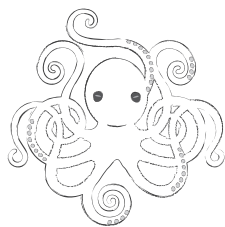




Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

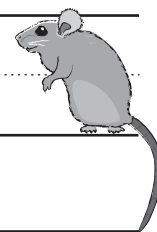


Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



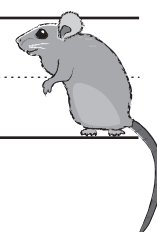
0 0

0 0 0 0

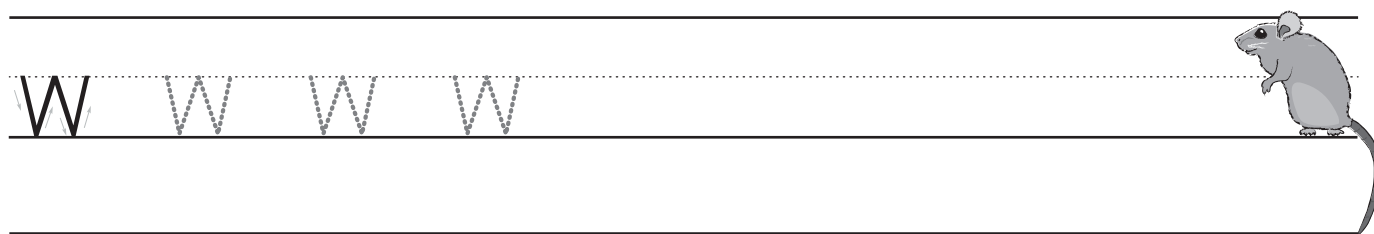
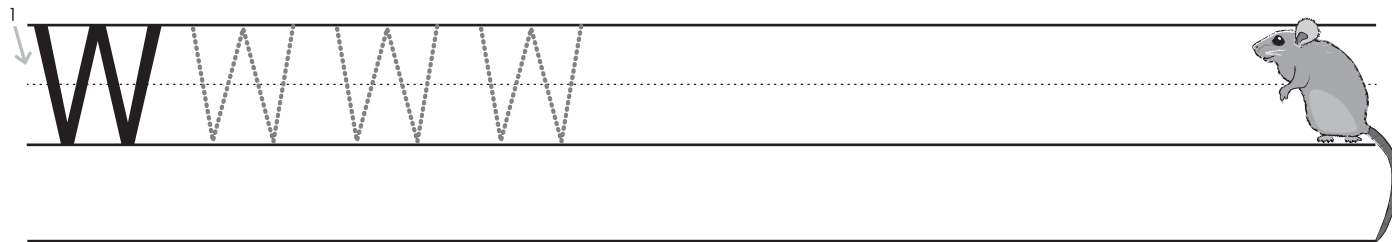
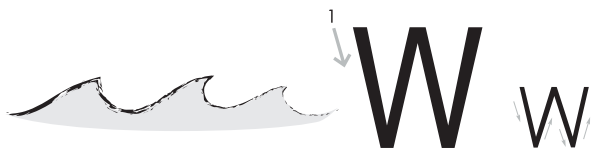


Handwriting practice lines consisting of four sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.

o o o o



Handwriting practice lines consisting of four sets of three horizontal lines (top, middle dashed, bottom) for tracing and writing practice.



## Would You Ever?

Would you ever wrestle a bear

After he ate a juicy green pear?

Would you ever play a game of Go Fish

With a sad, lonely octopus, if that was  
her wish?

Would you ever jump into water like ice,

If the bear and the octopus said it was nice?

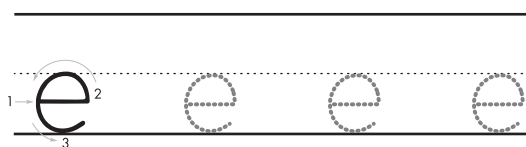
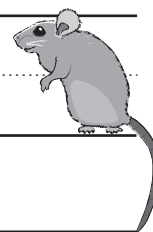
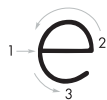
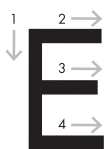
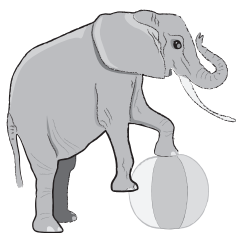
Would you ever? What do you say?

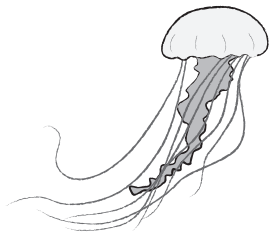
Would that be a super-fun day?

## Grade K: Module 2: Cycle 11: Overview

Phonemes Introduced in This Cycle
/j/, /z/, /e/
High Frequency Words
“see”

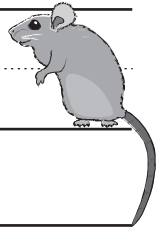
Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel. The following lists provide examples of words that contain sounds taught in this cycle, found in the initial or final position of the word and can be used in spoken form or written form for more advanced readers.</p> <p>The last five are words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.</p>			
elephant	jump	zipper	zip
egg	jelly	zig-zag	job
elf	jeep	zero	jet
every	junk	buzz	jug
exit	January	fizz	zag



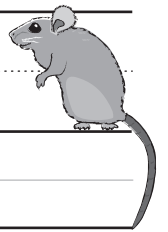


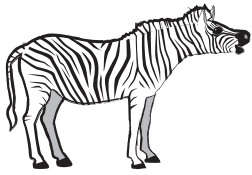
J J

J J J J J



j j j j



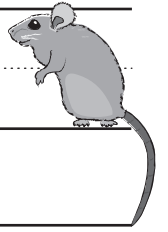


1 → Z

1 → z

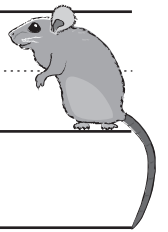
1 → Z

Z Z Z



1 → Z

Z Z Z





## My Camera

I looked in my camera, and what did I see?

Two African animals looking back at me.

I looked in my camera, and what did I see?

A zebra with a bushy mane and an elephant  
on the plain.

My first thought was, "How can they be  
so tame?"

Swimming with a jellyfish was not the same.

I looked in my camera, and what did I see?

Not a jellyfish swimming toward me

.

The jellyfish sting made me sing.

I looked at my camera, and what did I see?

Lots of memories flooding back to me.

## Grade K : Module 3: Cycle 12: Overview

Phonemes Introduced in This Cycle
/sh/, /th/, /ch/
High Frequency Words
“to,” “do”

Cycle Word List			
<p>In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel.</p> <p>The first cycle of Module 3 introduces the sounds /sh/, /th/, and /ch/ and their corresponding graphemes, the digraphs “sh,” “th,” and “ch.”. The following list provides examples of spoken words that contain these sounds in the initial or final position. The last five words represent spoken words that include three phonemes taught in this or prior cycles. Students who are ready to segment individual sounds within spoken and written words can use words from this list (or similar).</p>			
ship	thread	cheese	shop
shark	thumb	chin	thin
shelf	three	cheek	chat
fish	moth	rich	mash
bush	teeth	beach	math

## **ShaMiiah, Sh! Thank you, Theo! and Check it, Charles!**

ShaMiiah!, sh! If you want to make a  
wish, you shouldn't shout at that fish!

Theo! The thirsty queen with the dry  
throat thanks you for the water bottle  
that you threw to her last Thursday.

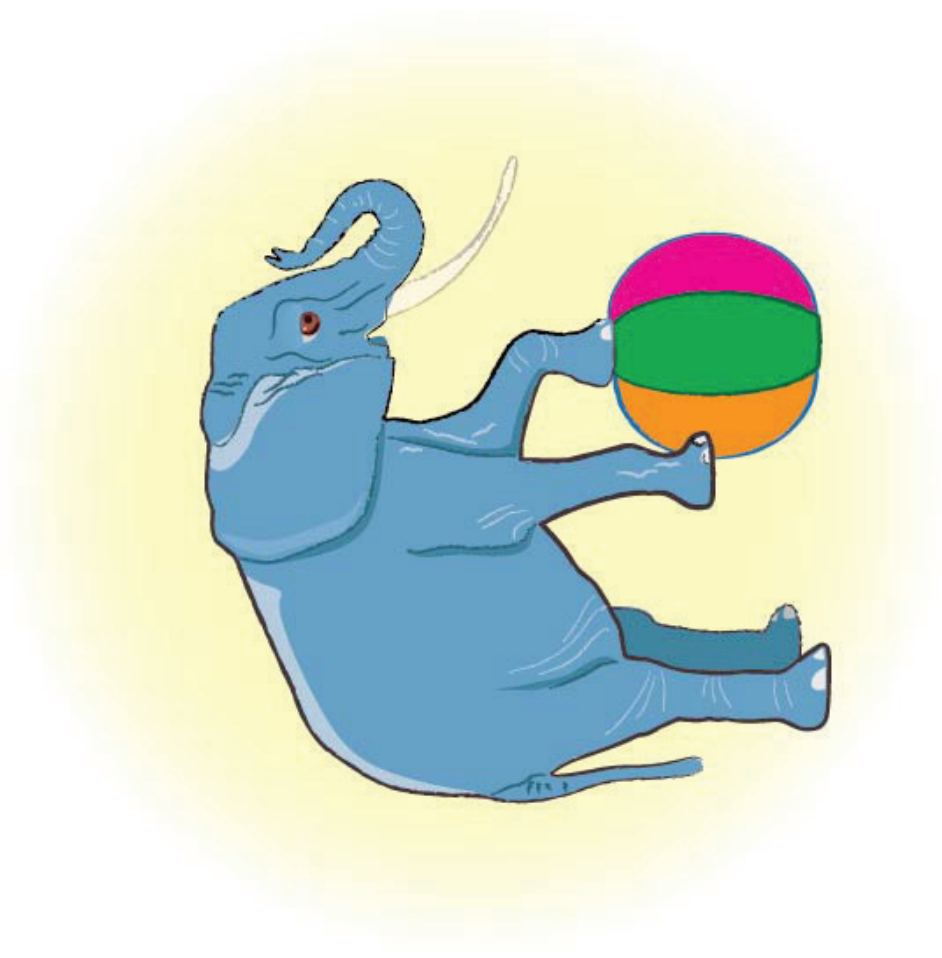
Grade K: Module 3: Cycle 13: Overview

Phonemes Introduced in This Cycle
CVC words with /a/
High Frequency Words
“at,” “has”

Cycle Word List			
In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words. The following list provides examples of words that contain the patterns from this cycle.			
at	had	ham	map
sat	lad	an	lap
mat	sad	ran	wag
rat	am	van	

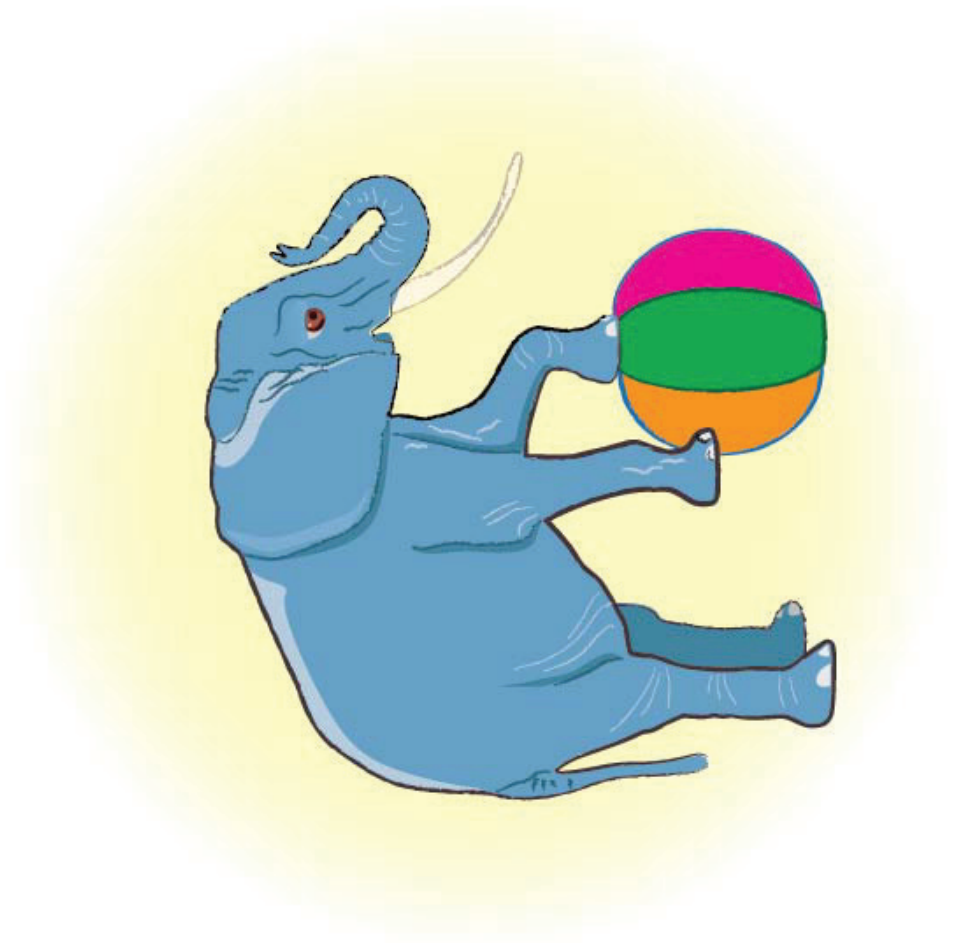
# A Book of Animals

Cycle 13 Decodable  
Student Reader

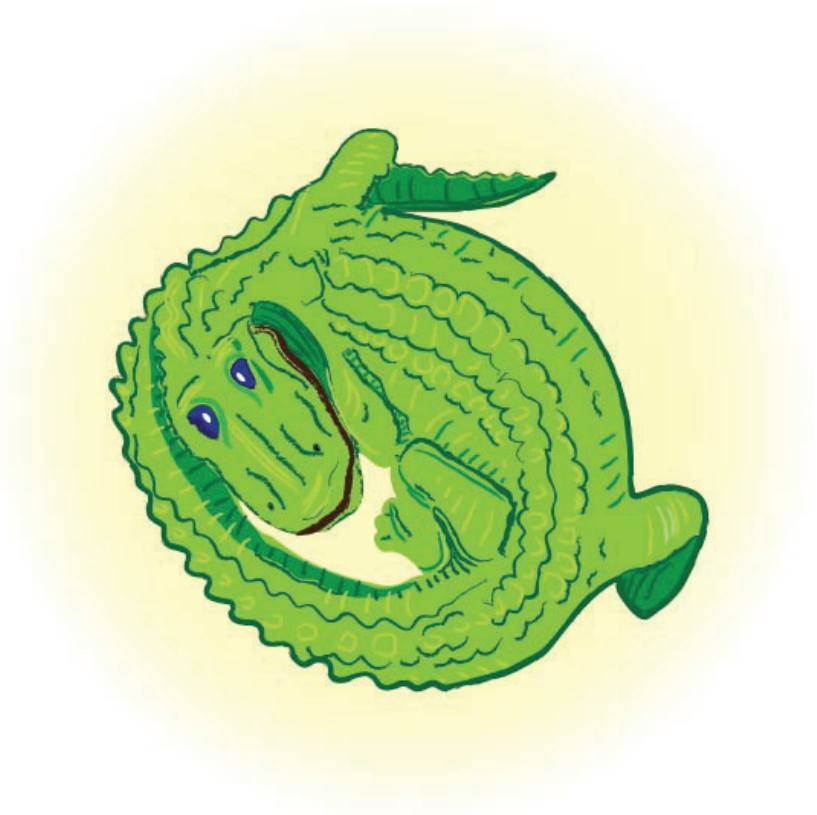


# A Book of Animals

Cycle 13 Decodable  
Student Reader



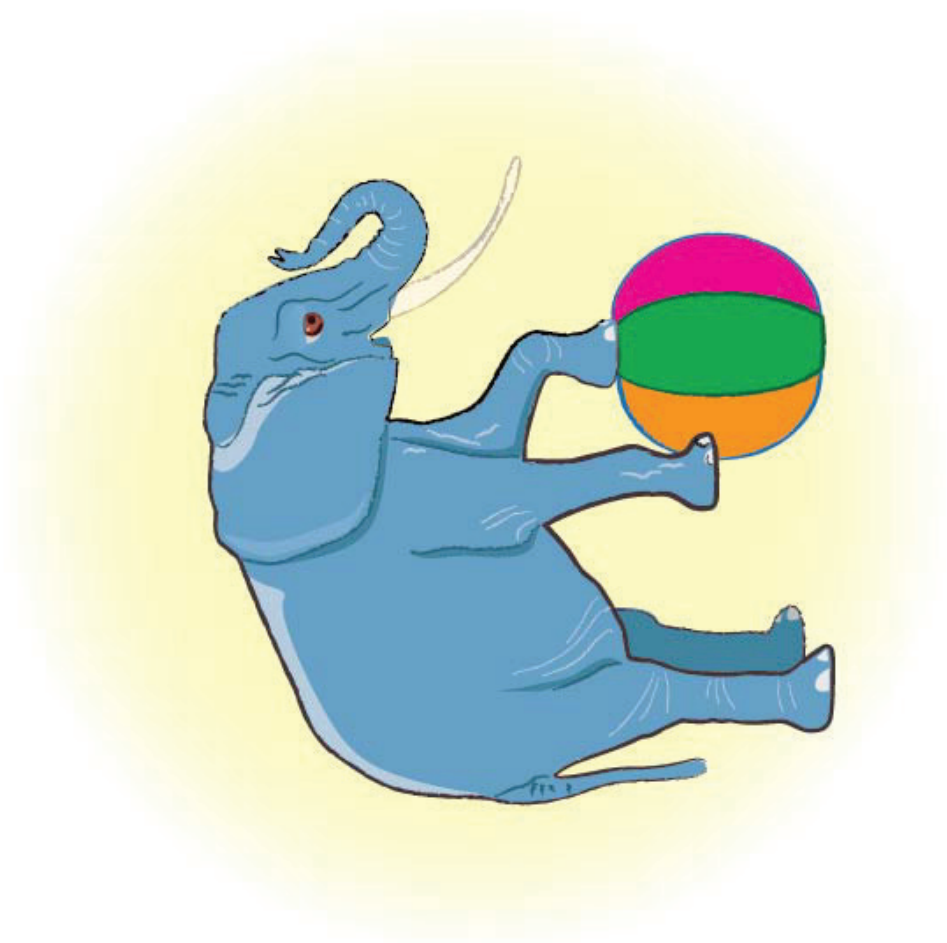
I see the bear.



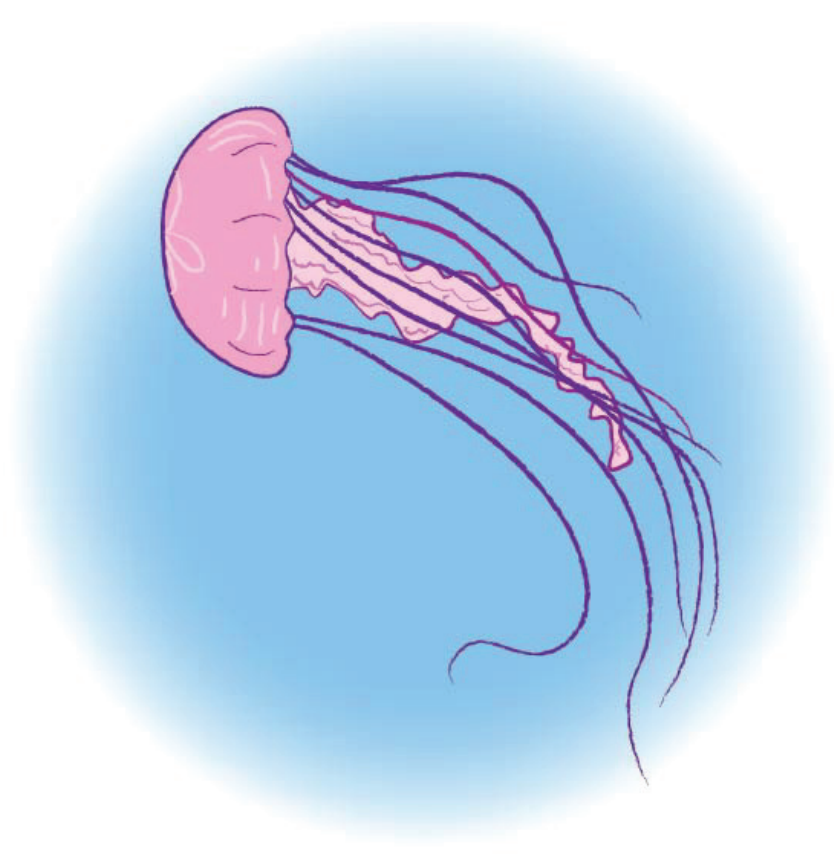
I see the alligator.



I see the dog.



I see the elephant.



I see the jellyfish.





I see the goose and  
the parrot.

## Grade K : Module 3: Cycle 14: Overview

Phonemes Introduced in This Cycle
CVC words with /i/ focus
High Frequency Words
“is, ” “it”

Cycle Word List			
<p>In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words.</p> <p>The following list of words provides examples of words that contain the patterns from this cycle.</p>			
pig	in	lit	rib
wig	win	sit	bib
kid	fin	rip	wish
lid	it	sip	

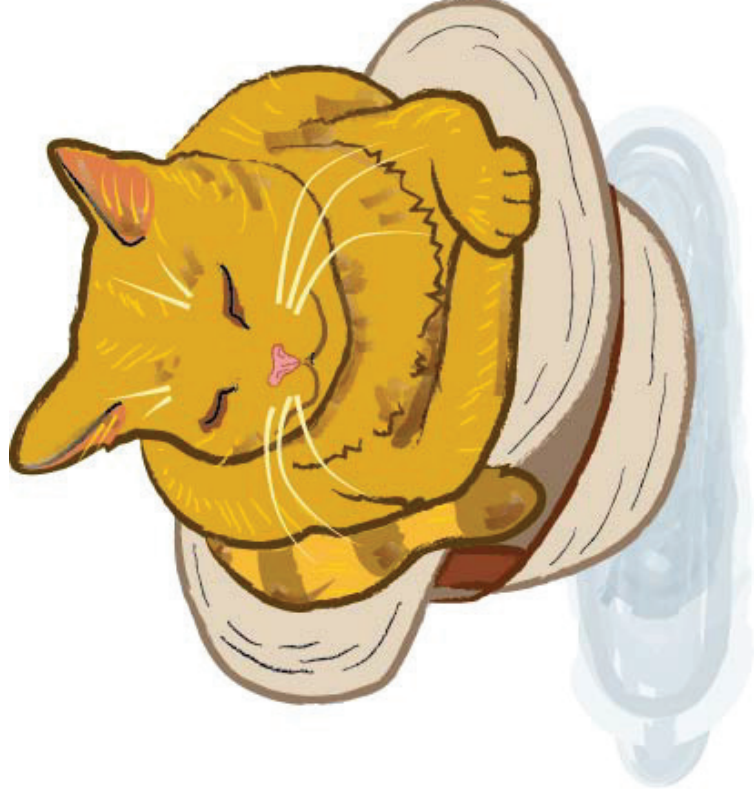
# The Ham Sandwich

Cycle 14 Decodable  
Student Reader



# The Ham Sandwich

Cycle 14 Decodable  
Student Reader



I see the cat in the hat.



The cat can see the ham.



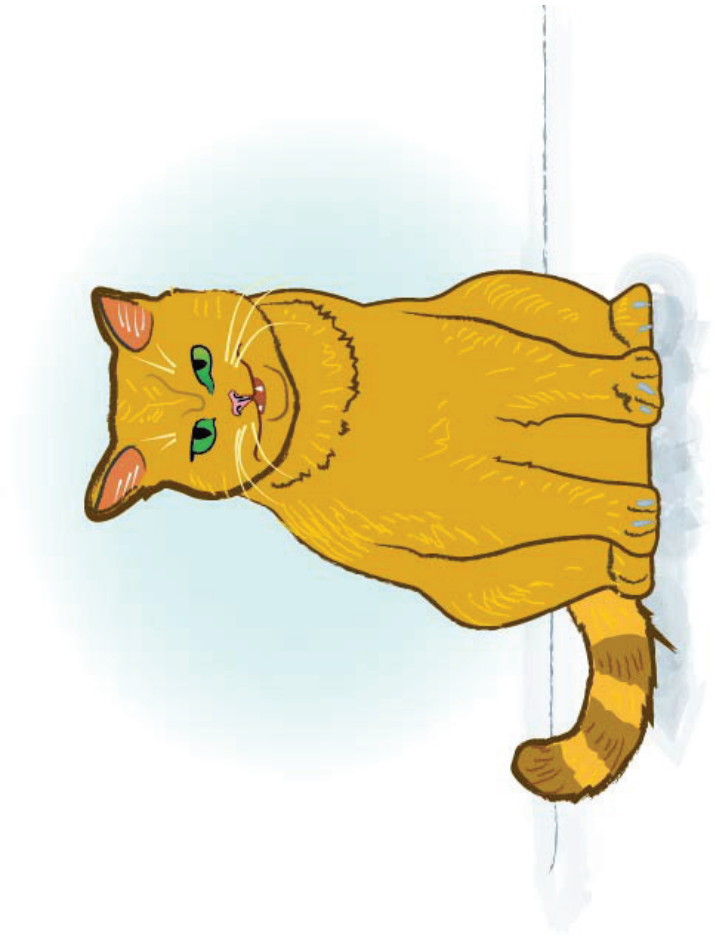
He can see the rat.



The rat can see the ham.



The rat has the ham!



I see a mad cat.

## Grade K: Module 3: Cycle 15: Overview

### Phonemes Introduced in This Cycle

short-vowel CVC words, focusing on “u” (/u/) and comparing with “a” (/a/) and “i” (/i/)

### High Frequency Words

“was,” “his”

### Cycle Word List

In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words.

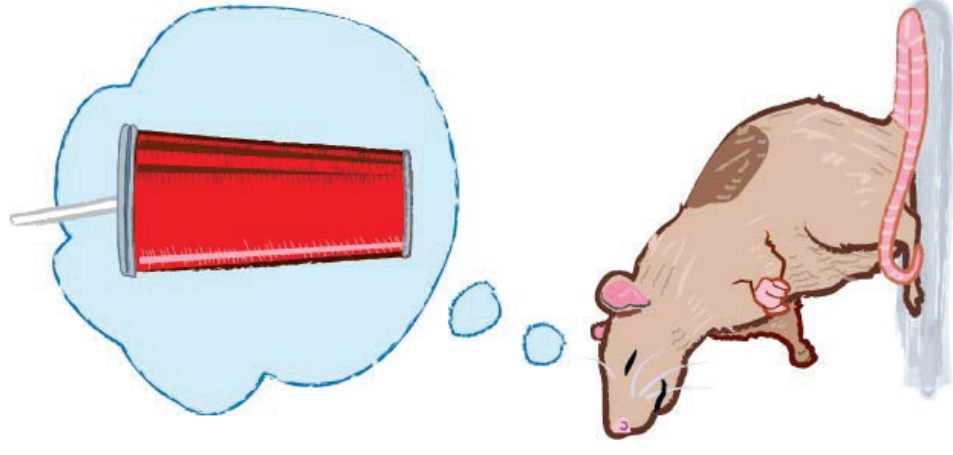
The following list of words provides examples of words that contain the patterns from this cycle.

rub	gum	nut	mat
mud	fun	up	sit
bug	sun	cup	hid
mug	but	nap	



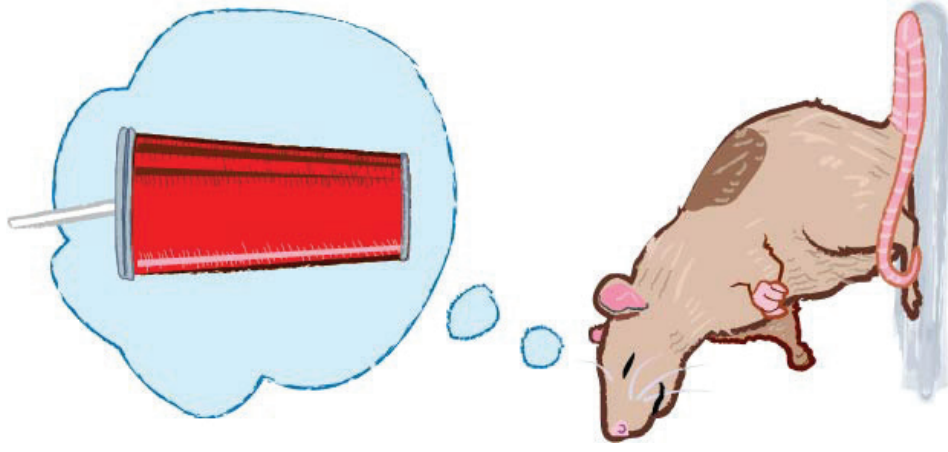
# The Milkshake

Cycle 15 Decodable  
Student Reader

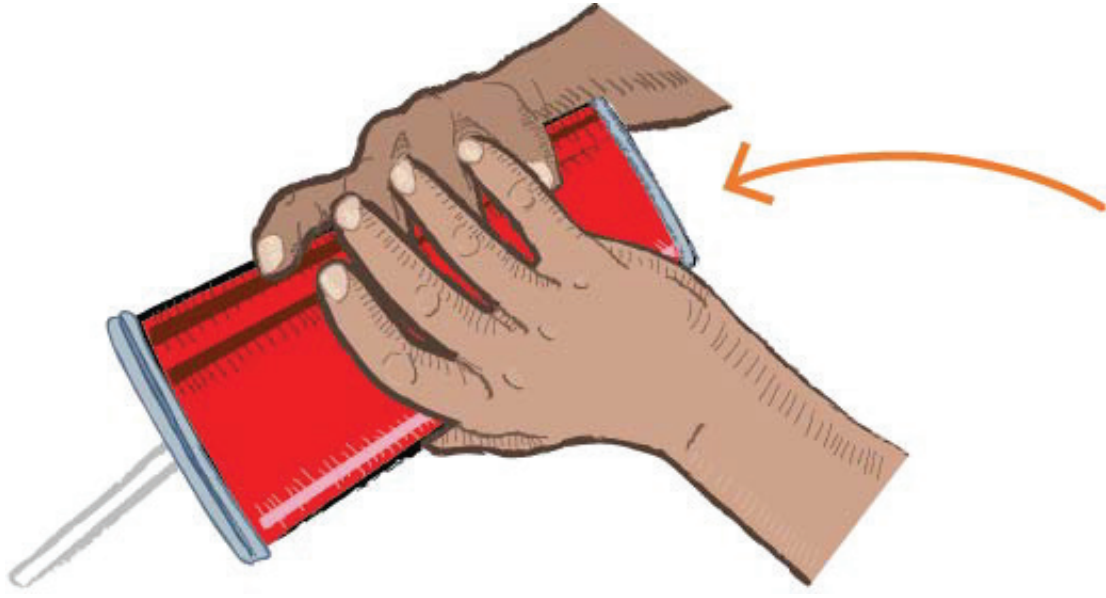


# The Milkshake

Cycle 15 Decodable  
Student Reader

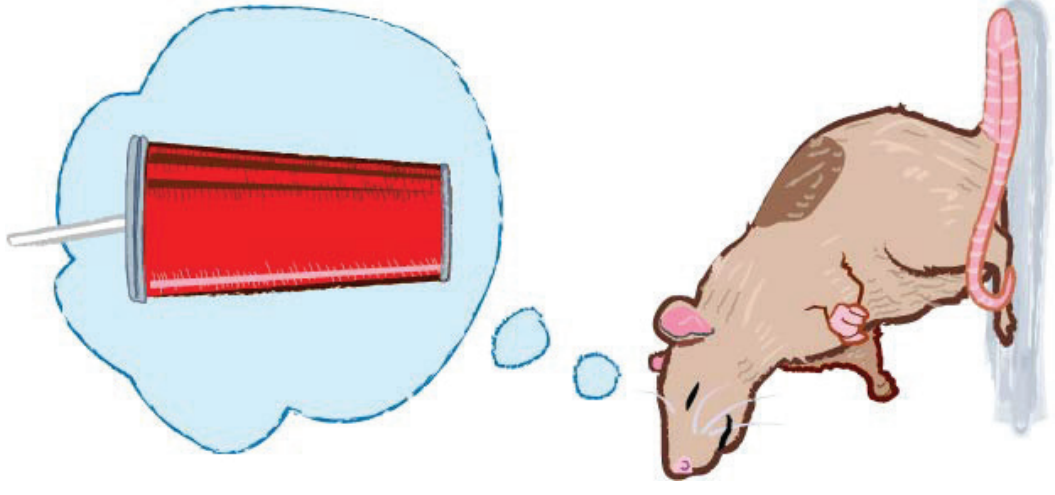


The rat can see the kid.



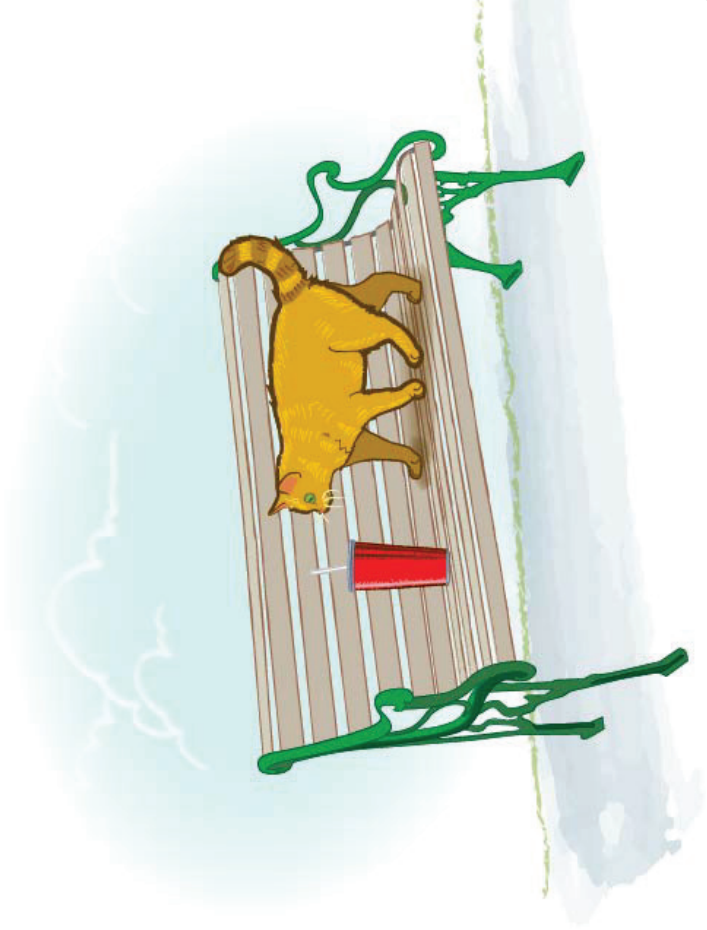
The kid has a sip.

3



The rat has a wish.

4



Chip is up.

5



Chip has a sip.

6



The rat is mad.

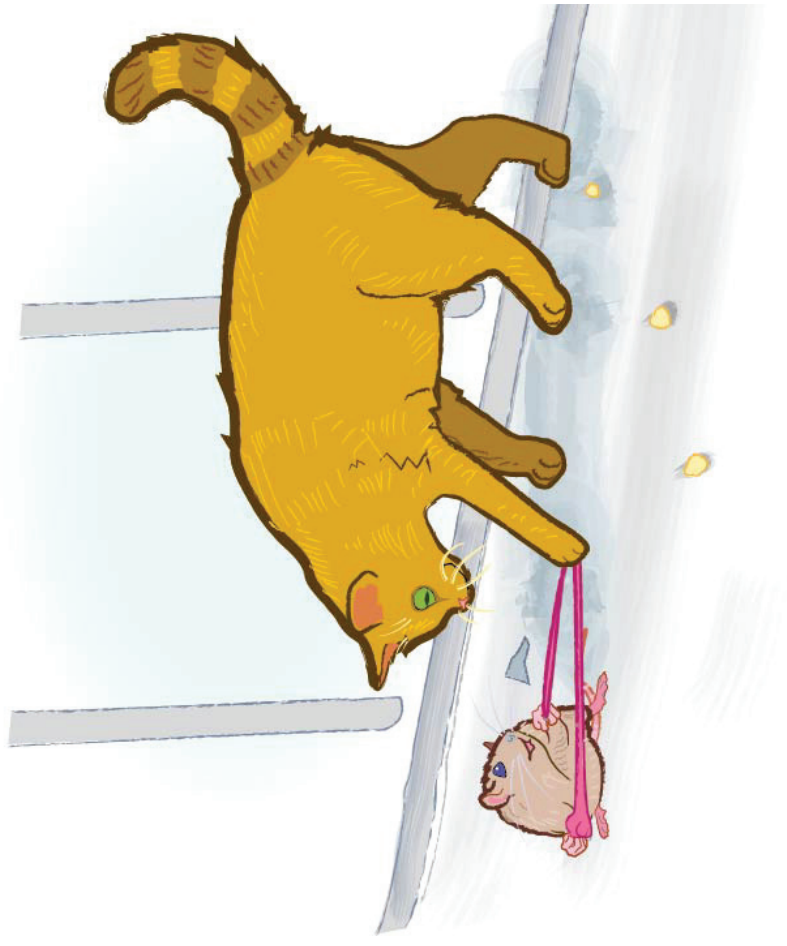
## Grade K : Module 3: Cycle 16: Overview

Phonemes Introduced in This Cycle
CVC words with /o/ focus
High Frequency Words
“or,” “for”

Cycle Word List			
<p>In Modules three and four, Kindergarteners work on phonemic segmentation and blending are introduced to decoding and encoding VC and CVC words.</p> <p>The following list provides examples of words that contain the patterns from this cycle.</p>			
got	pot	shop	job
hot	hop	chop	dog
lot	mop	Josh	log
not	top	cob	

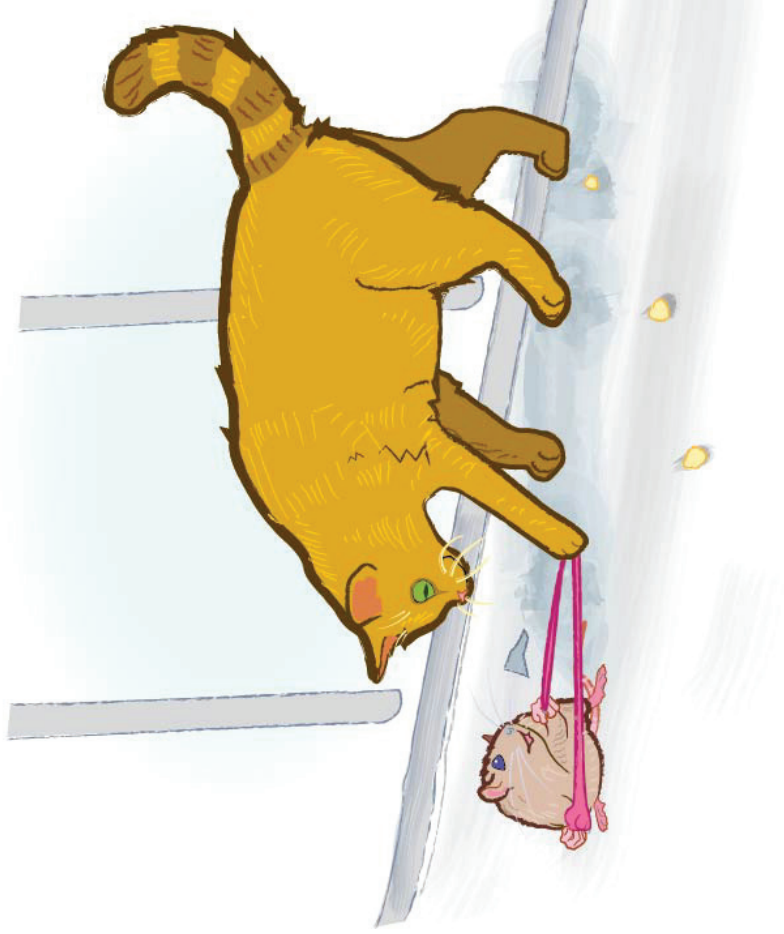
# Fun with Gum

Cycle 16 Decodable  
Student Reader



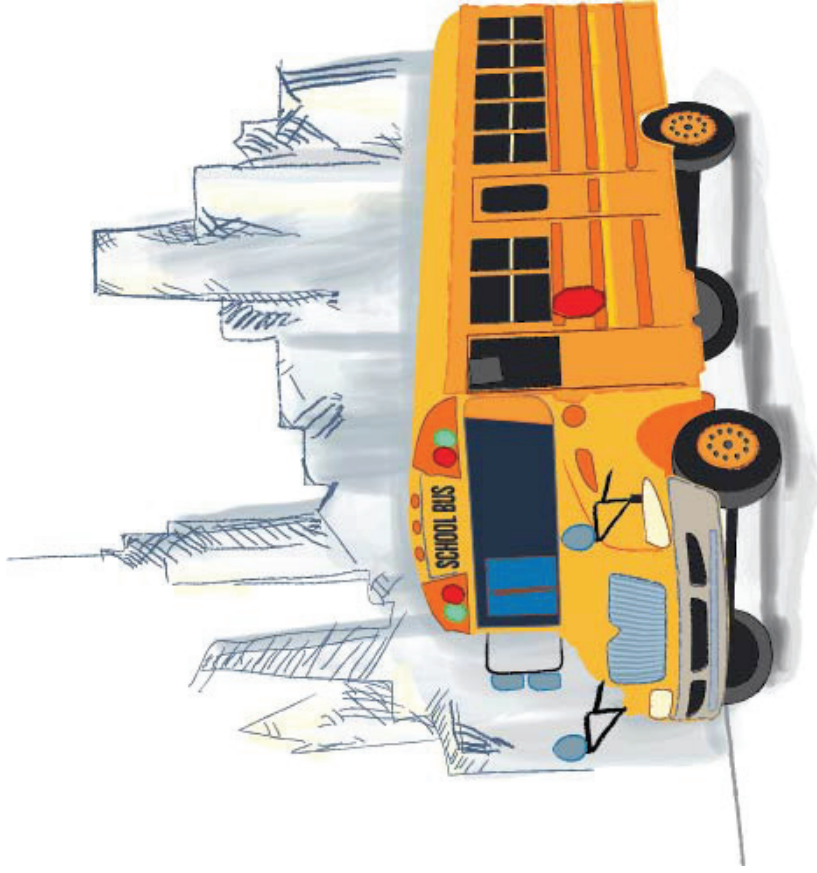
# Fun with Gum

Cycle 16 Decodable  
Student Reader

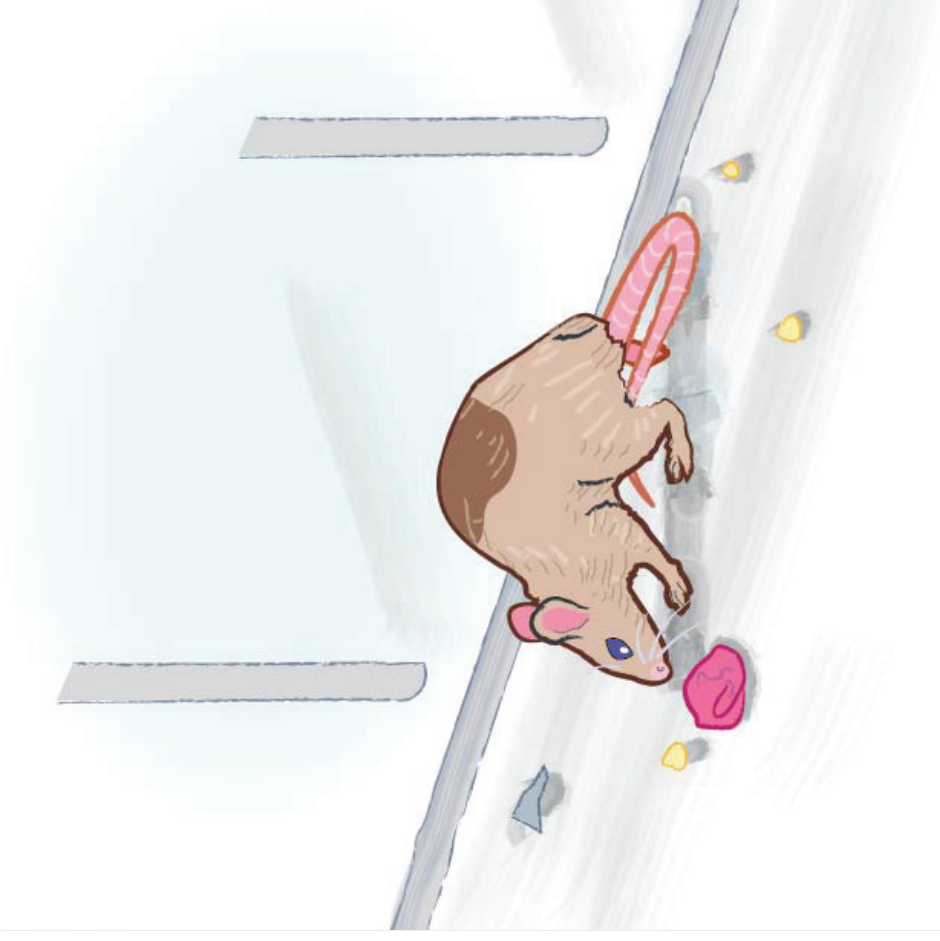


The sun is up.

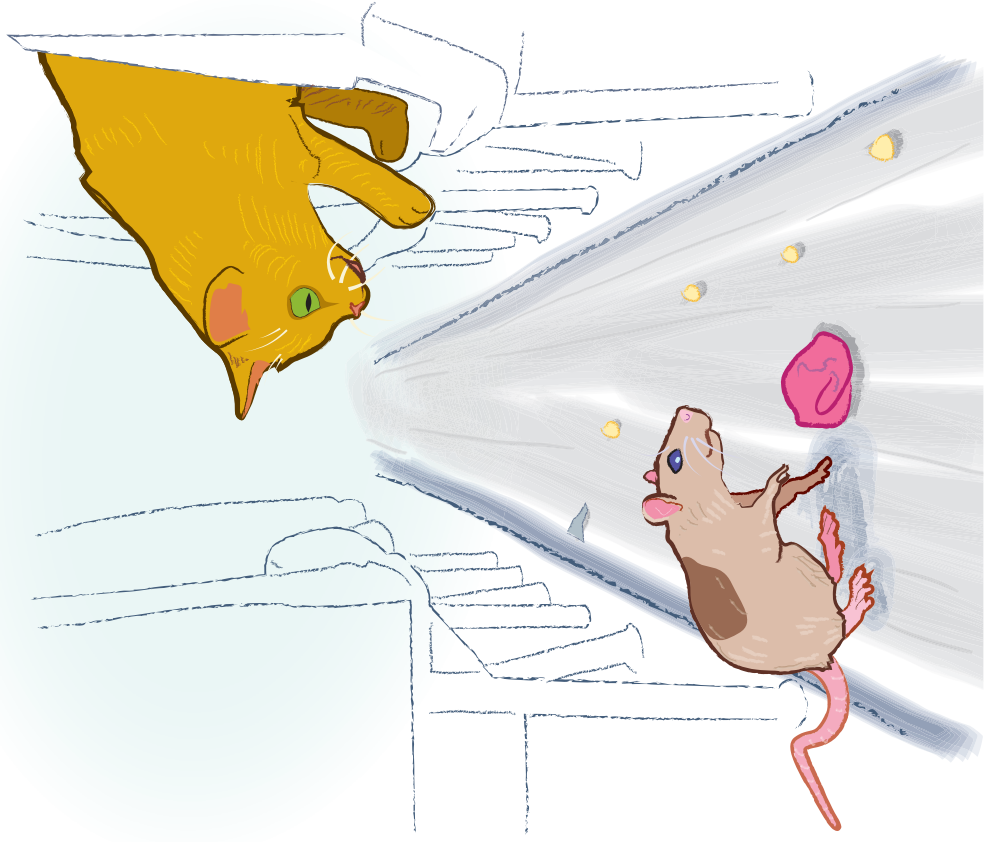




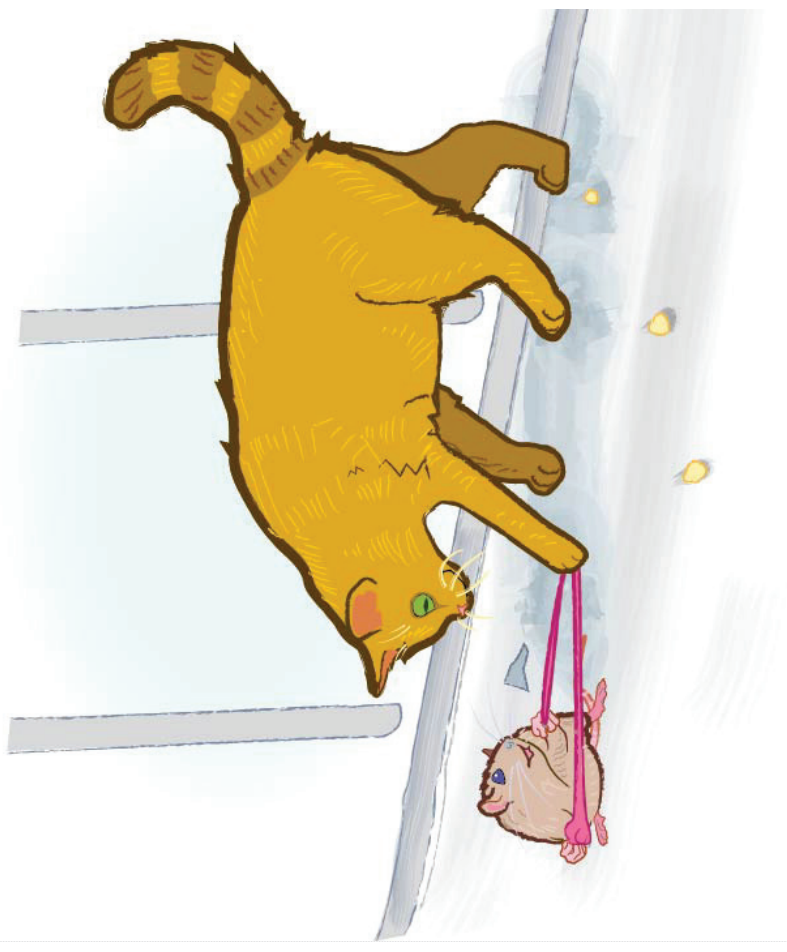
The rat can see the bus.



He is in the bus.



Chip is in the bus.



The gum is fun!



Chip and the rat run.

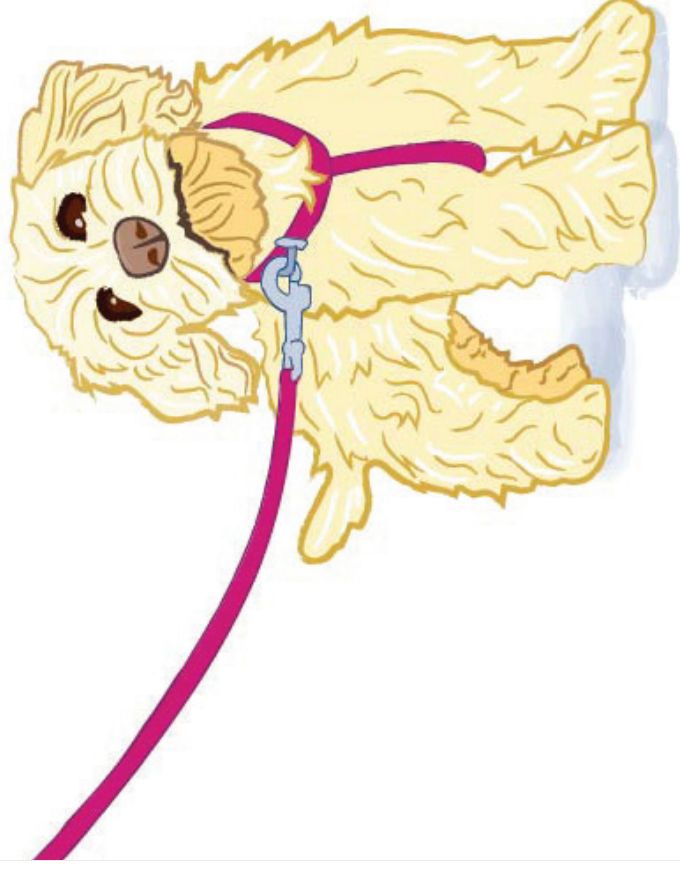
## Grade K: Module 3: Cycle 17: Overview

Phonemes Introduced in This Cycle
CVC words with /e/
High Frequency Words
“be,” “by”

Cycle Word List			
<p>In Modules three and four, Kindergarteners work on phonemic segmentation and blending are introduced to decoding and encoding VC and CVC words.</p> <p>The following list provides examples of words that contain the patterns from this cycle.</p>			
bed	leg	pen	net
led	den	get	pet
red	hen	let	wet
beg	men	met	

# The Mop is a Dog!

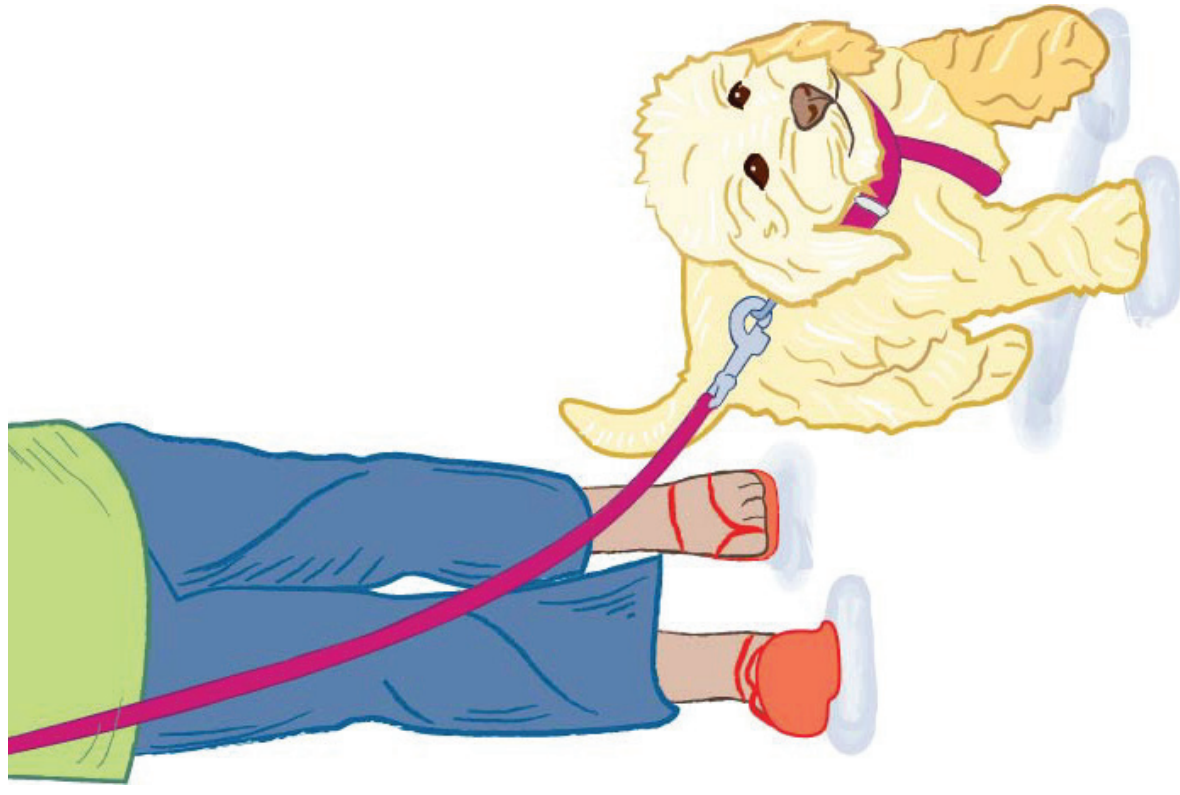
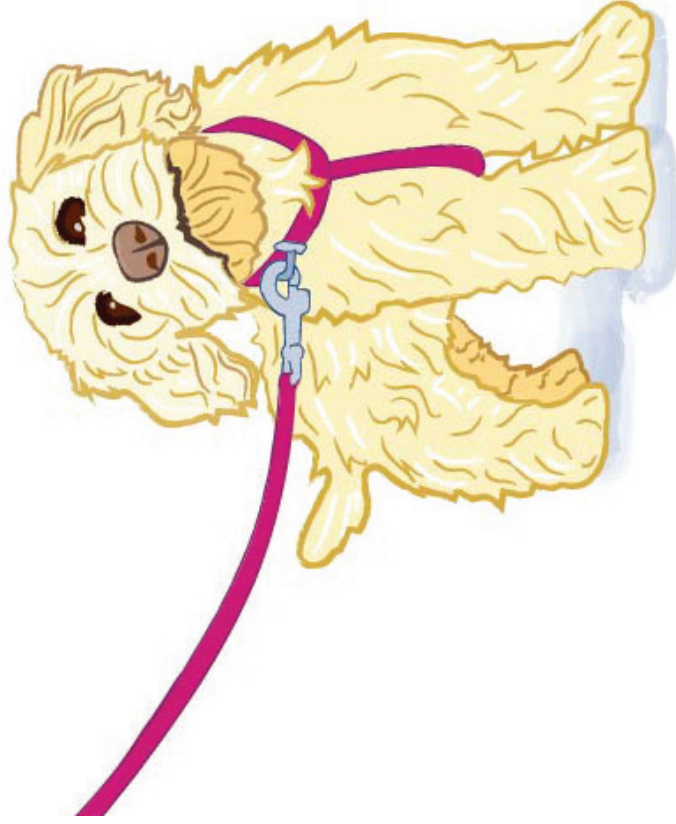
Cycle 17 Decodable  
Student Reader



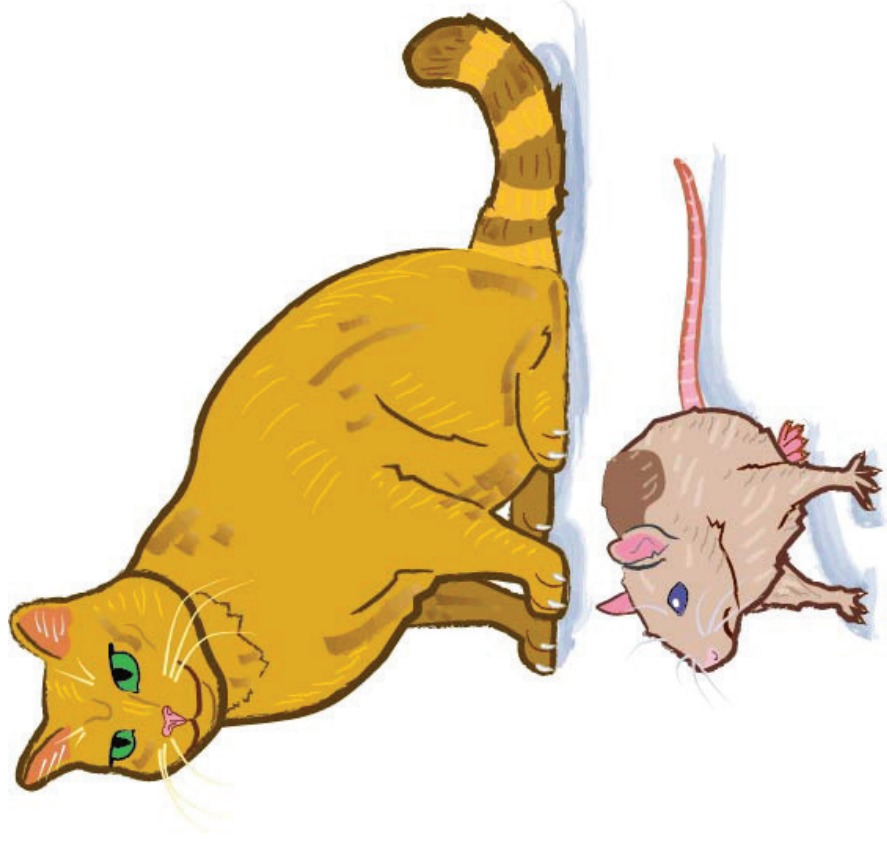


# The Mop is a Dog!

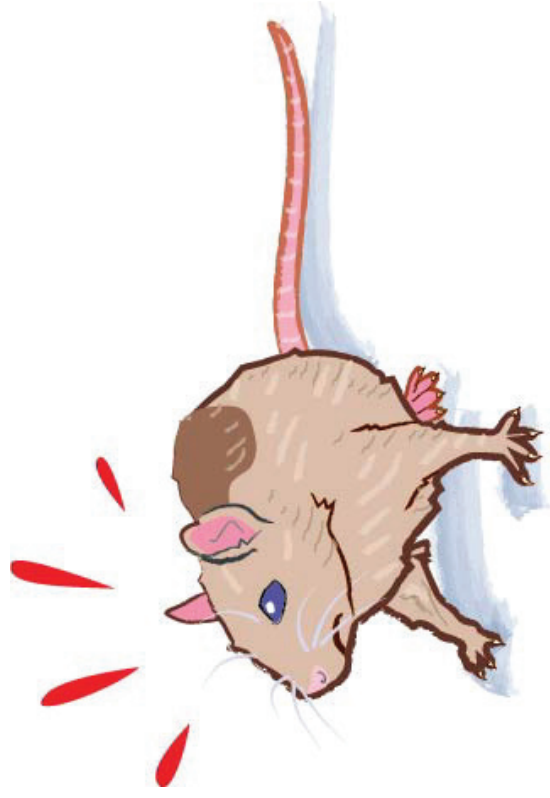
Cycle 17 Decodable  
Student Reader



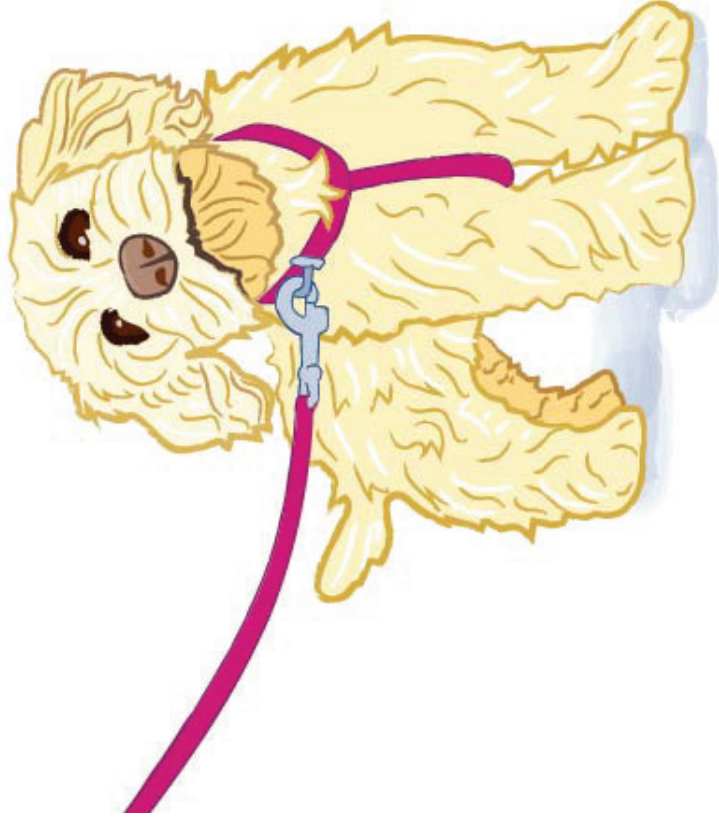
The dog is not a mop!



Chip and Josh can see  
the dog.



Josh can not run.



The dog is not big.

5



The dog can wag and sit.

6





And the dog can yip  
and yap!

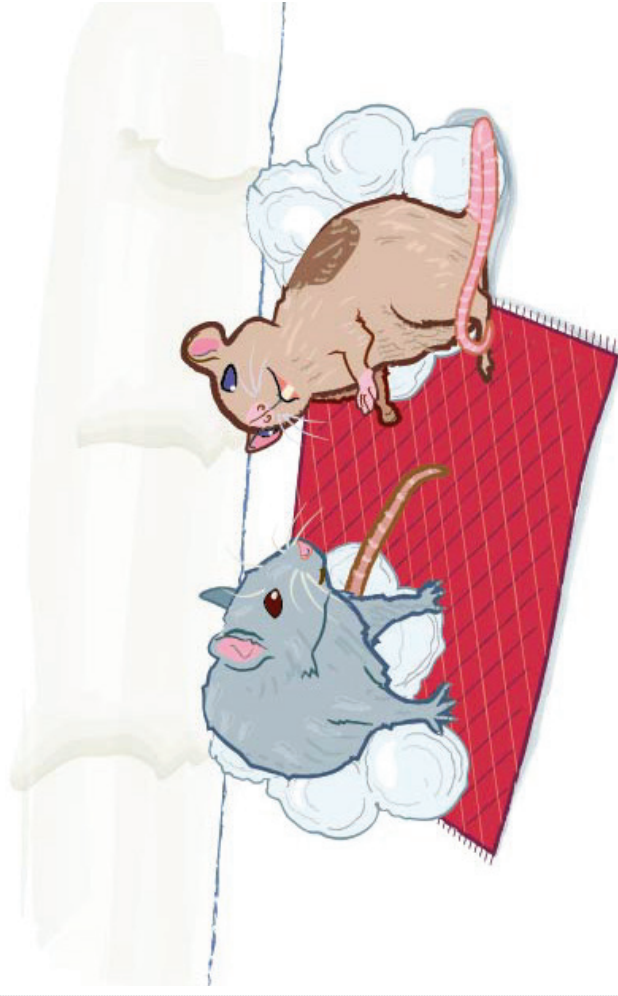
**Grade K : Module 3: Cycle 18: Overview**

Phonemes Introduced in This Cycle
CVC words, review of all short vowels
High Frequency Words
“are,” “with,” “will”

Cycle Word List			
In Modules three and four, Kindergarteners work on phonemic segmentation and blending are introduced to decoding and encoding VC and CVC words. The following list provides examples of words that contain the patterns from this cycle.			
cab	jam	rub	bed
bash	dip	shut	get
nap	wish	hush	yet
van	thin	not	

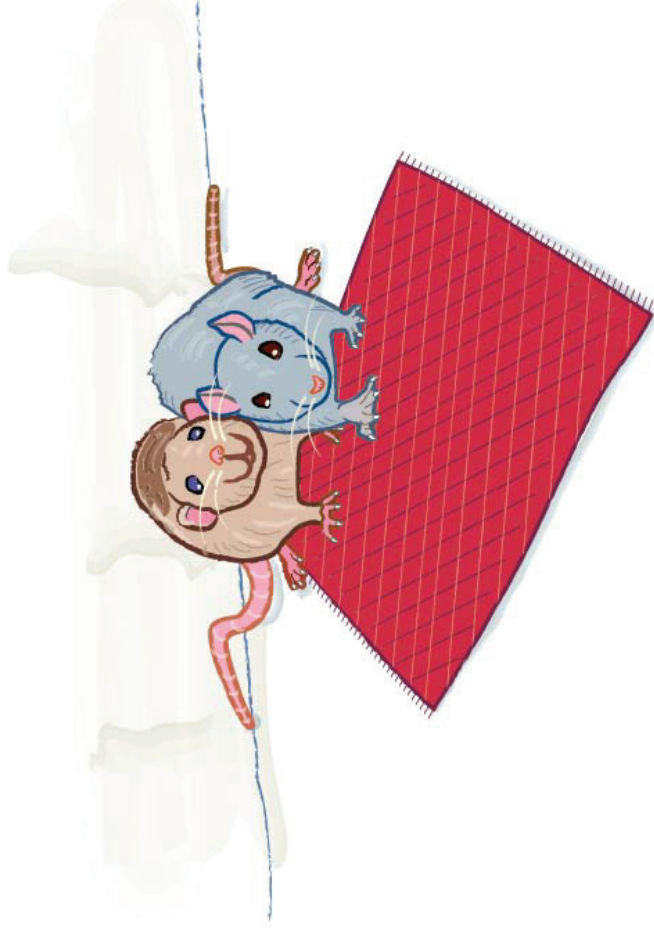
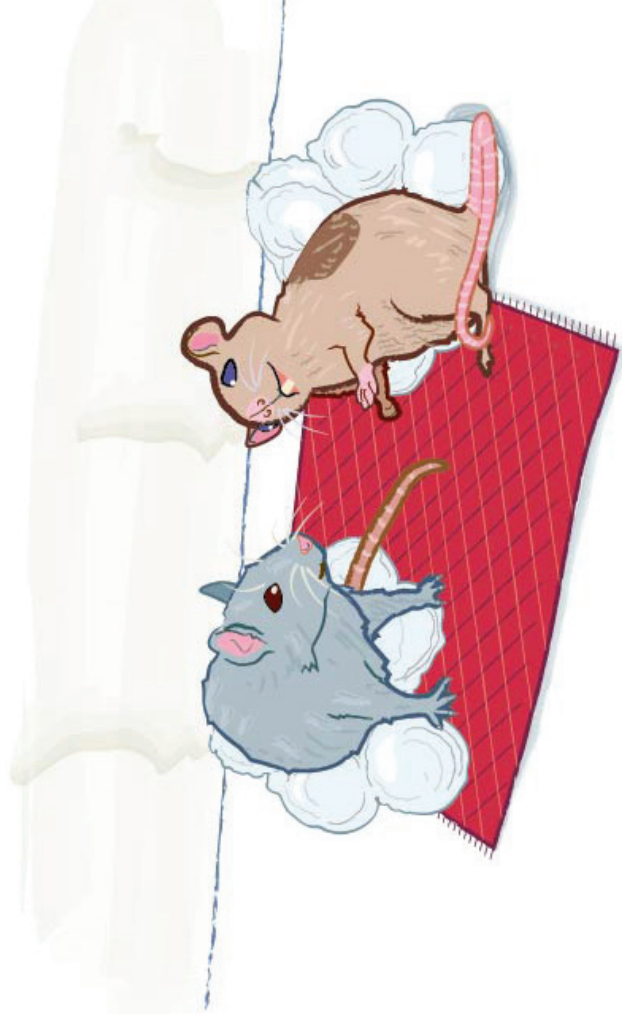
# Josh's New Home

Cycle 18 Decodable  
Student Reader

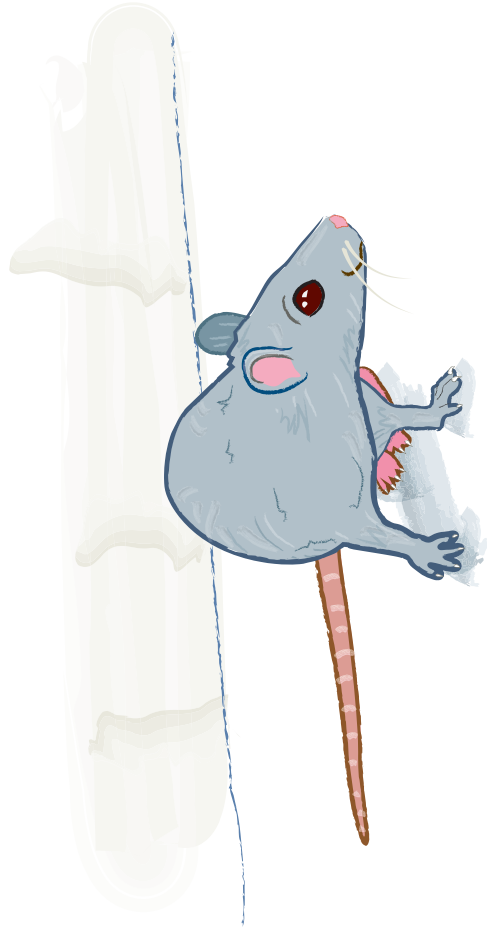


# Josh's New Home

Cycle 18 Decodable  
Student Reader



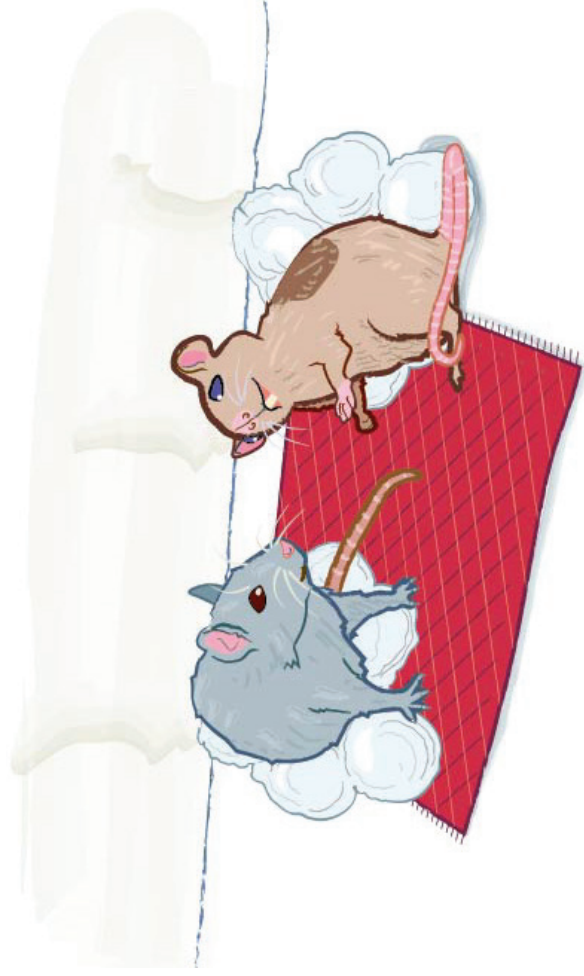
The rug is red.



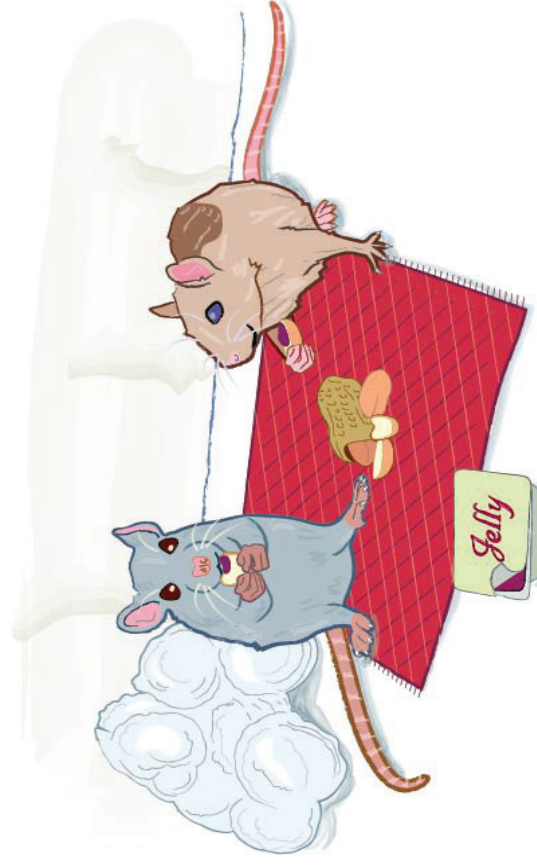
Ben can see a bed.



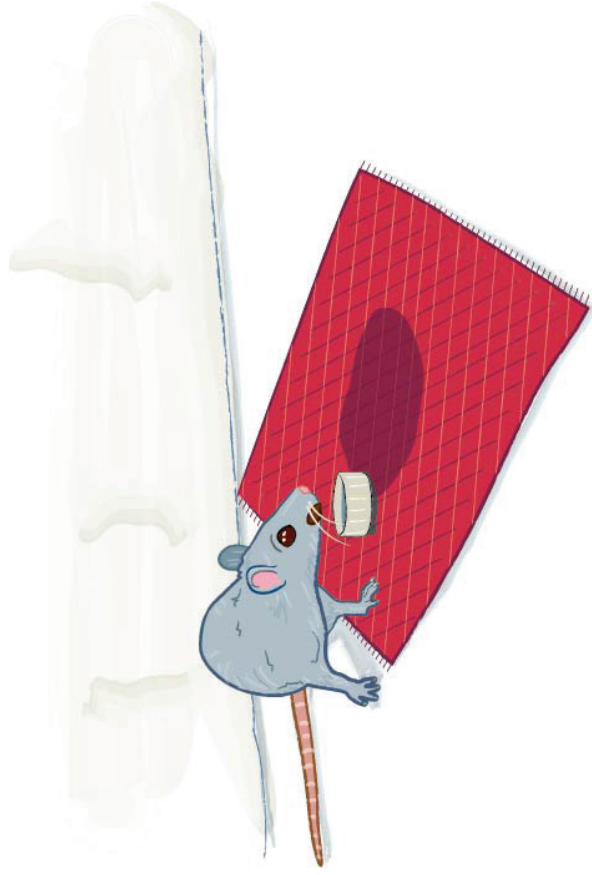
Ben is by the bed.



Josh and Ben sit and chat  
in the den.



Josh fed Ben a nut and jam.



The rug is wet!

**Grade K: Module 4: Cycle 19: Overview****Phonemes Introduced in This Cycle**

Review of short vowels, with particular focus on words with digraphs /ch/, /sh/, and /th/

**High Frequency Words**

“of,” “have,” “from”

**Cycle Word List**

In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words. This cycle continues to focus on patterns introduced in Cycles 13-18. The following list provides examples of words that contain the patterns from this cycle. Note that words from this cycle include consonant digraphs.

bath	lip	shop	pen
lap	fish	hush	wet
tan	path	pot	yes
ham	tub	led	



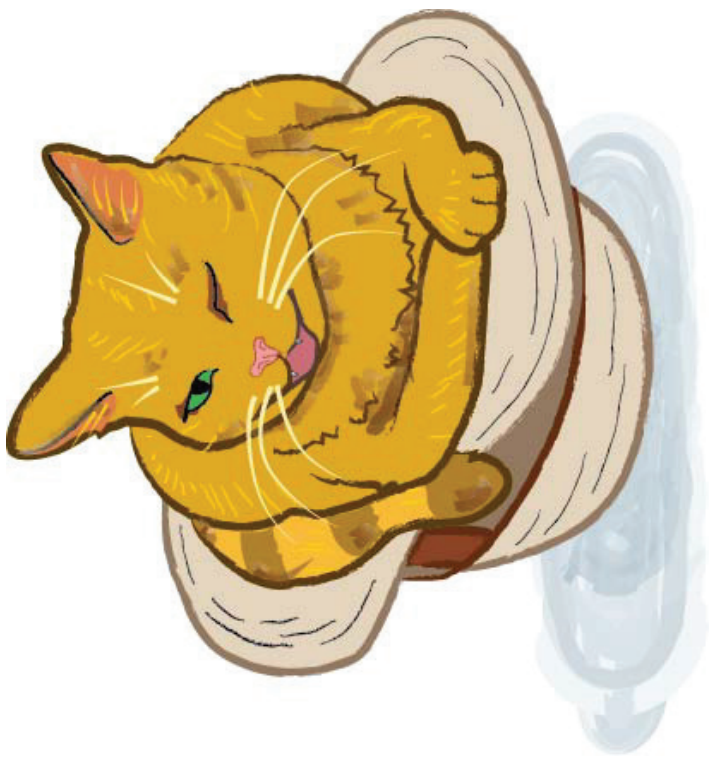
# Chip Can't Nap!

Cycle 19 Decodable  
Student Reader



# Chip Can't Nap!

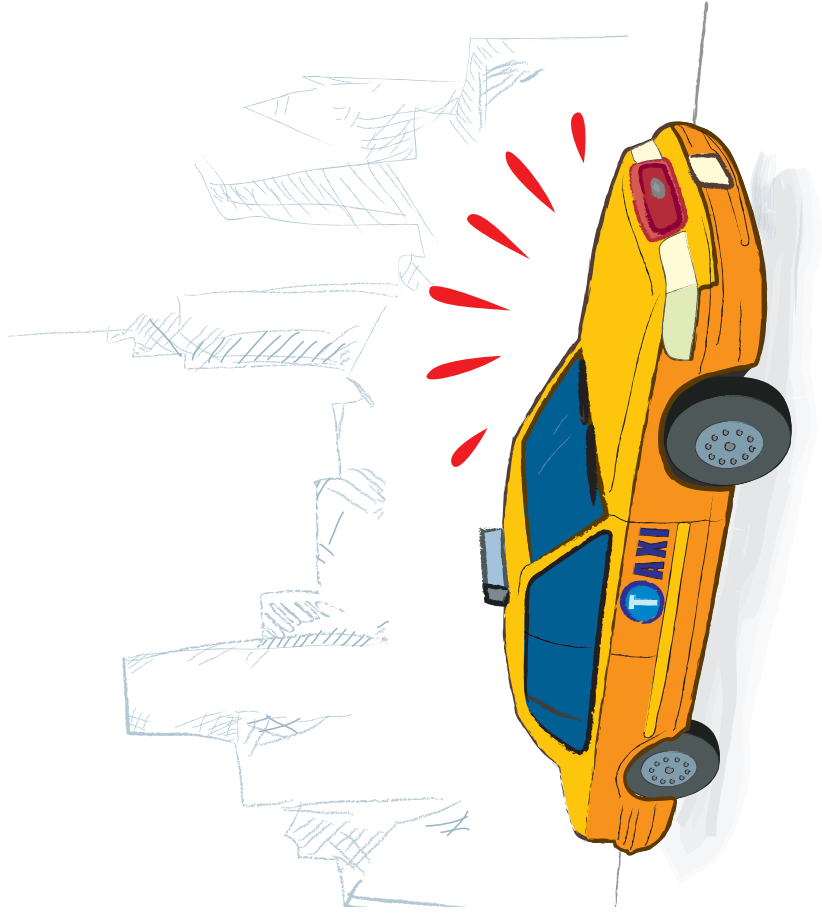
Cycle 19 Decodable  
Student Reader



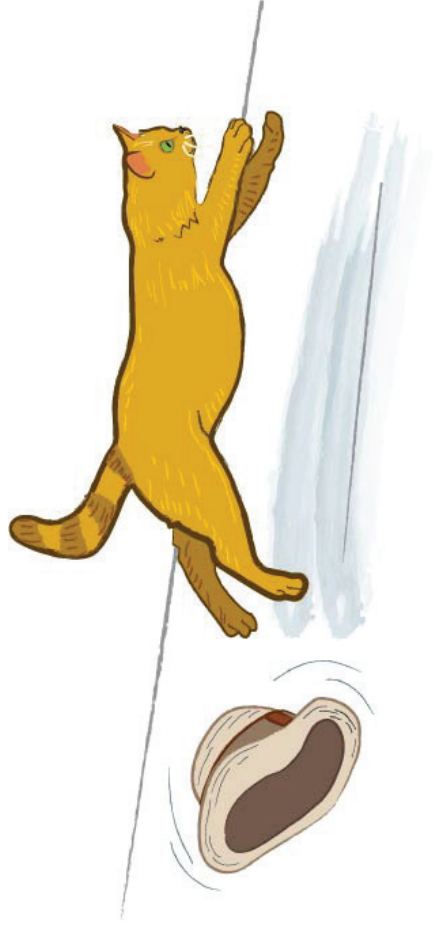
Chip has a bed by the shop.



Thud! Bash!



The cab will not hush! Chip  
can not nap.



Chip will dash to the van.



The van is shut!



Will Chip get a nap?

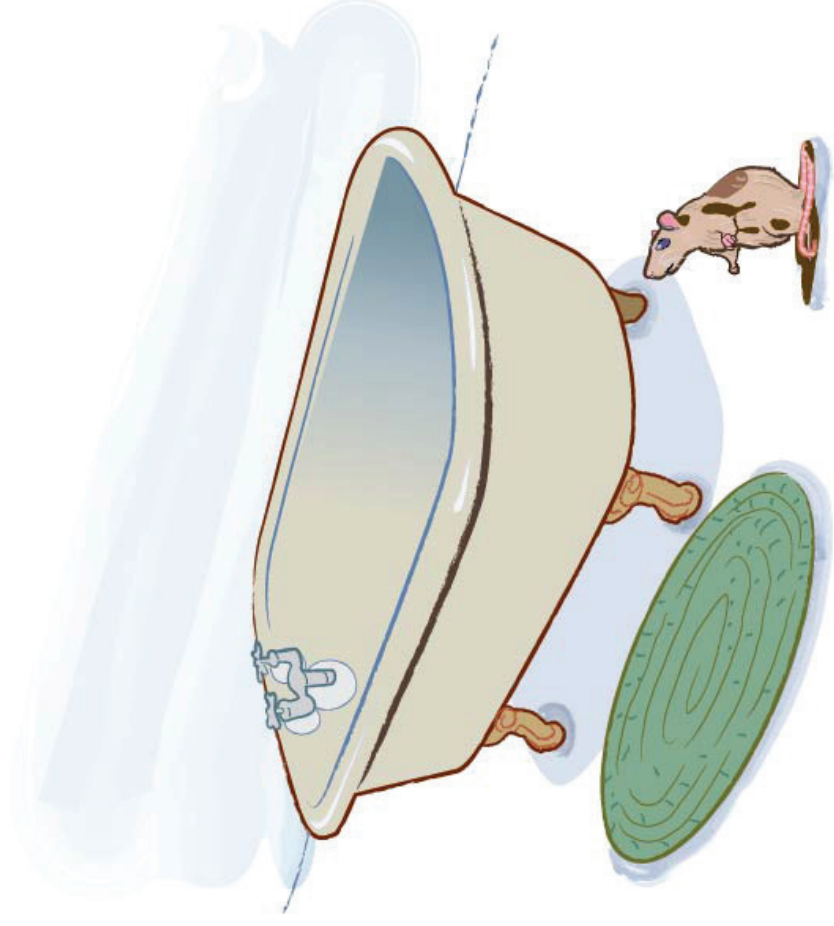
## Grade K : Module 4: Cycle 20: Overview

Phonemes Introduced in This Cycle
CVC words with “-am” and “-an”
High Frequency Words
“there,” “they,” “where”

Cycle Word List			
<p>In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words, as well as words with digraphs. This cycle continues to focus on patterns introduced in prior cycles. The following list provides examples of words that contain the patterns from this cycle.</p> <p>Note that the last five words include four phonemes (initial or final consonant blends). Students who are ready to segment individual sounds within spoken and written words with four phonemes can use words from this list (or similar).</p>			
can	yam	tin	pinch
van	path	dish	slip
bam	pit	hand	grab
ham	rim	list	

# Josh Takes a Bath

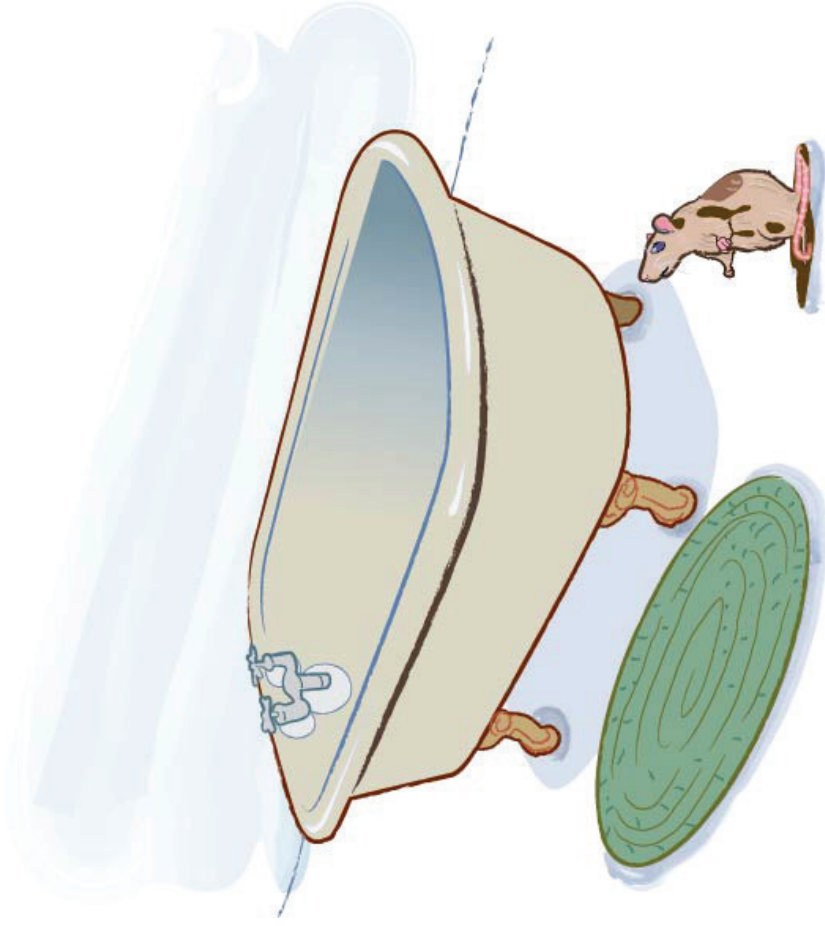
Cycle 20 Decodable  
Student Reader





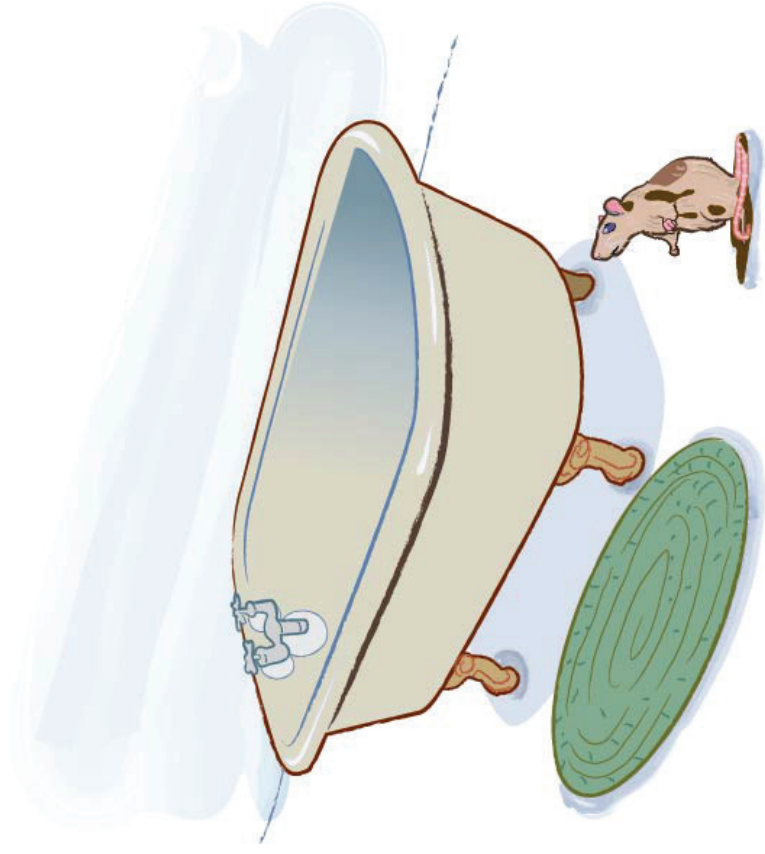
# Josh Takes a Bath

Cycle 20 Decodable  
Student Reader



Josh is in the mud.

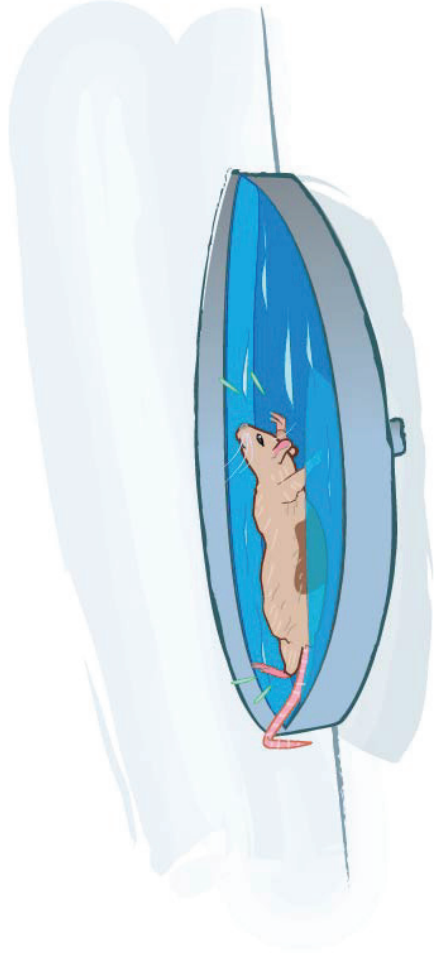




The tub is big. He can  
not get in.



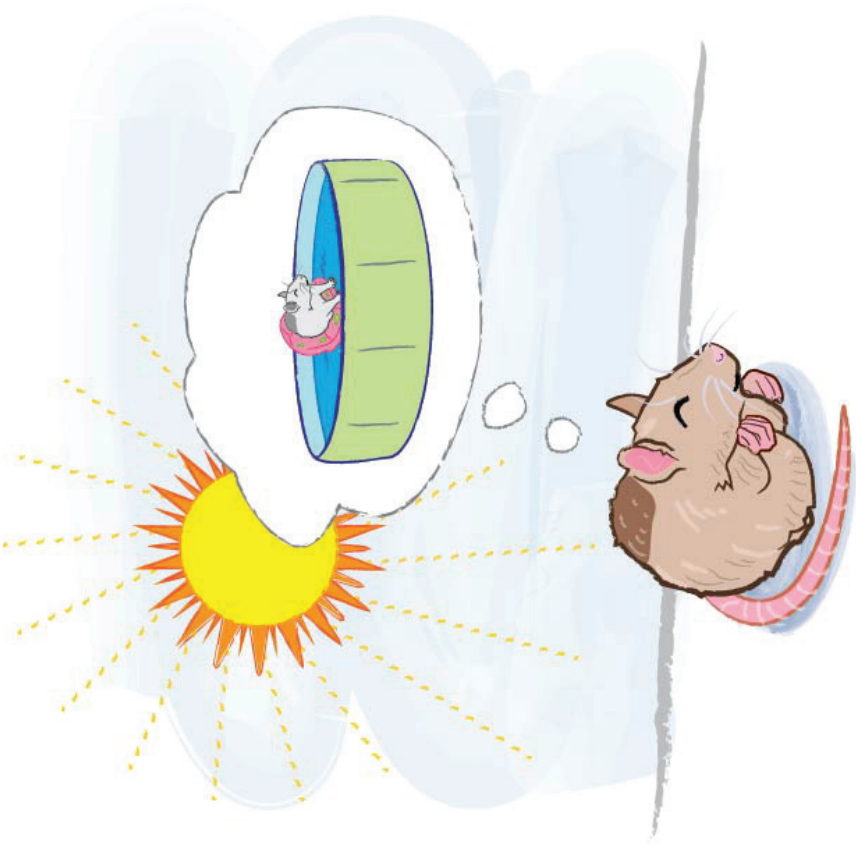
The cup is not a bath tub.  
He can not fit.



Josh will get in the lid.



He will have to sit in the sun.



Josh is not wet. He can nap  
in the sun.

## Grade K: Module 4: Cycle 21: Overview

### Phonemes Introduced in This Cycle

Review of short vowels, with particular focus on “e” (/e/) and “u” (/u/); introduces “ink” and “ank” in spoken words.

### High Frequency Words

“we,” “all,” “one”

### Cycle Word List

In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words, as well as words with digraphs. This cycle continues to focus on patterns introduced in prior cycles. The following list provides examples of words containing patterns from this cycle. Students who are ready to segment individual sounds within spoken and written words with four phonemes (with initial or final consonant blends) can use the last ten words in the list (or similar).

cub	fed	jump	pink
mud	beg	club	ink
dug	hen	stun	sink
fun	pen	lend	bank
nut	met	nest	thank

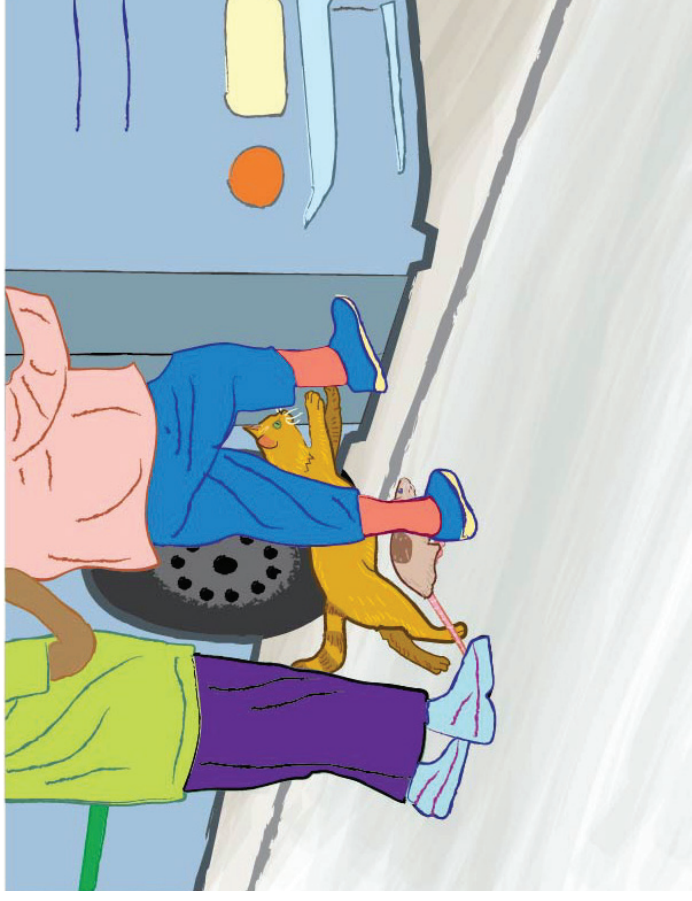
# Josh and Chip at the Farm

Cycle 21 Decodable  
Student Reader



# Josh and Chip at the Farm

Cycle 21 Decodable  
Student Reader



Josh and Chip get in a bus.





Where are they?

3

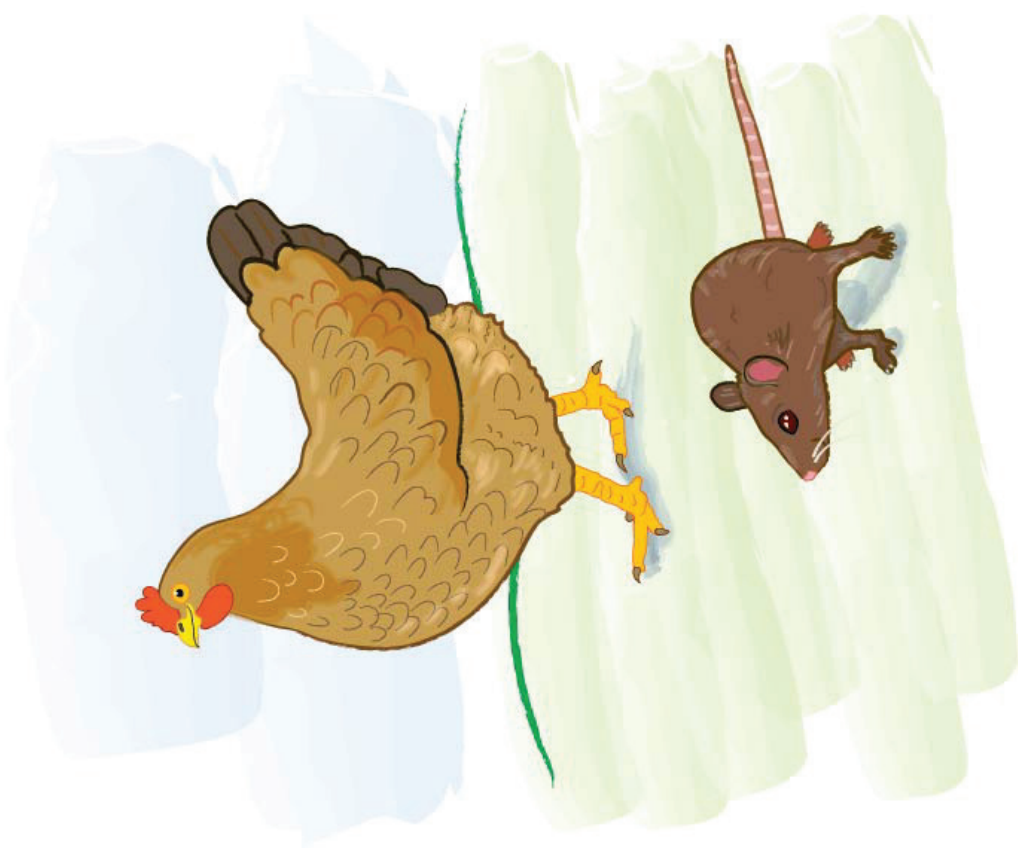


A cat is there. They chat  
with the cat.

4



They see a pig in a pen.  
There is a lot of mud!

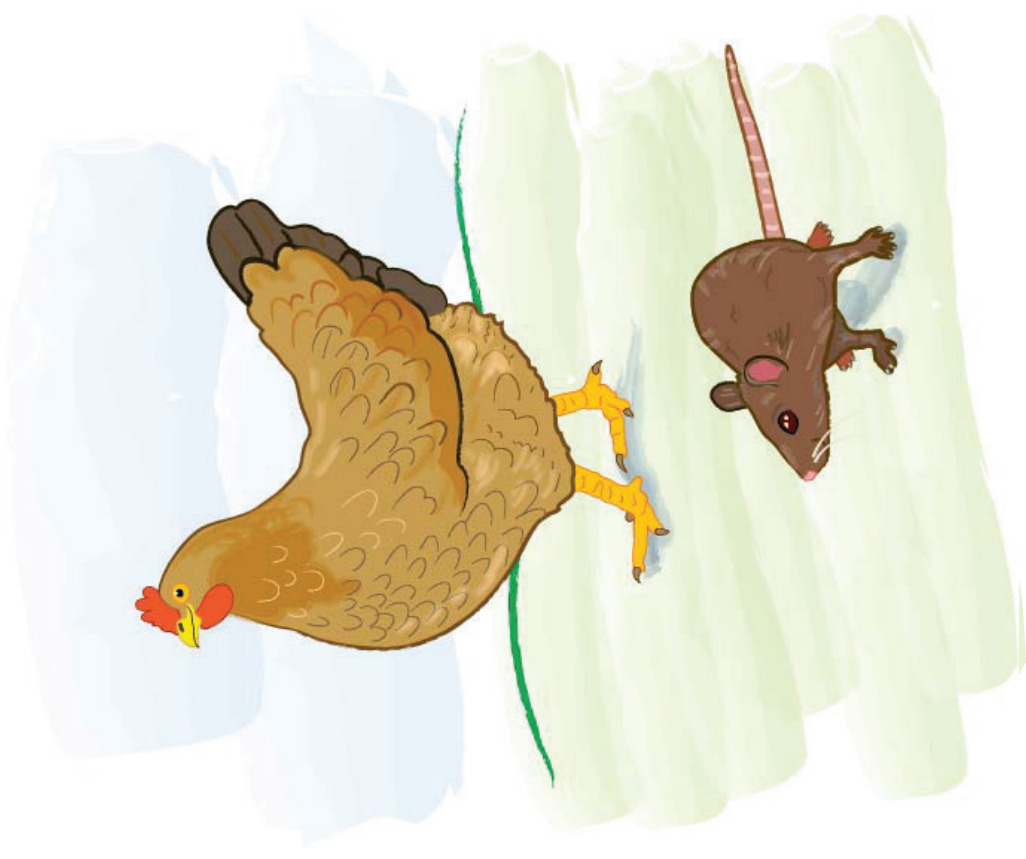


They see a hen. And a rat!





They see a pig in a pen.  
There is a lot of mud!



They see a hen. And a rat!

## Grade K : Module 4: Cycle 22: Overview

### Phonemes Introduced in This Cycle

Review of short vowels, with particular focus on words with double consonant endings “-ll,” “-zz,” “-ss,” and “-ff”

### High Frequency Words

“but,” “not,” “no”

### Cycle Word List

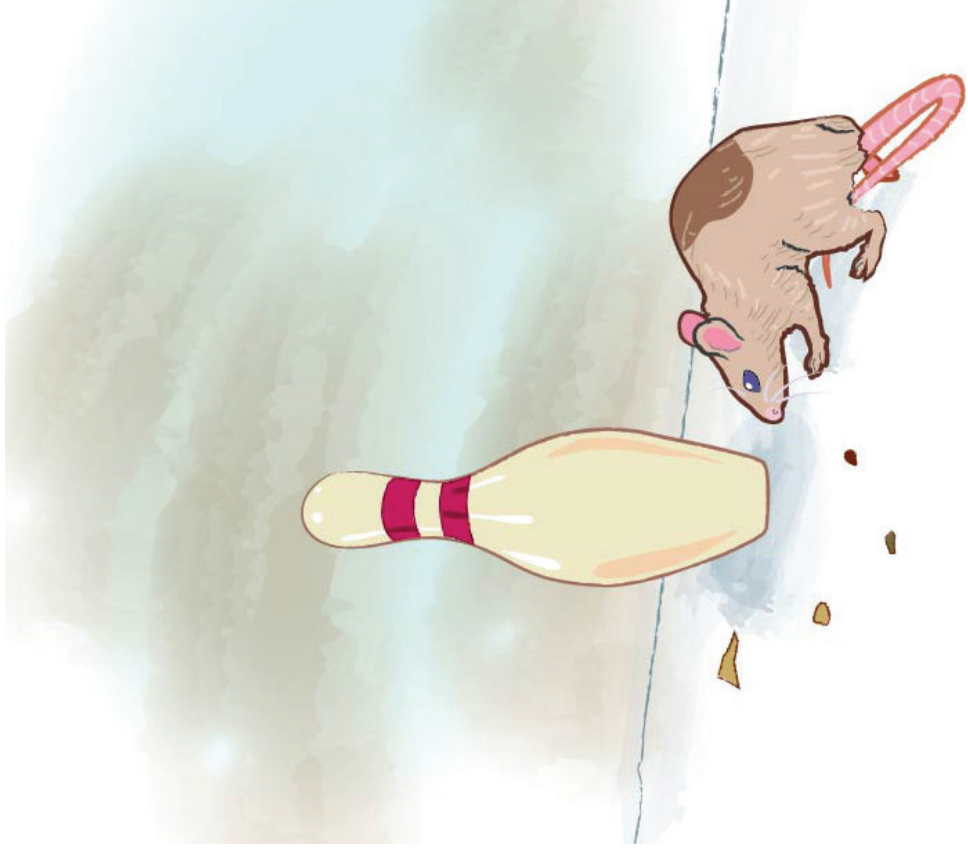
In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words, as well as words with digraphs. This cycle continues to focus on patterns introduced in prior cycles and introduces decoding words with double final consonants (ex: moss).

The following list provides examples of words with patterns from this cycle. Note that the last five words include four phonemes (initial or final consonant blends). Students who are ready to segment individual sounds within spoken and written words with four phonemes can use words from this list (or similar).

dash	hit	fill	stop
set	not	chess	fluff
pin	shop	hiss	spot
win	jug	fizz	west
yip	rub	fuzz	tent

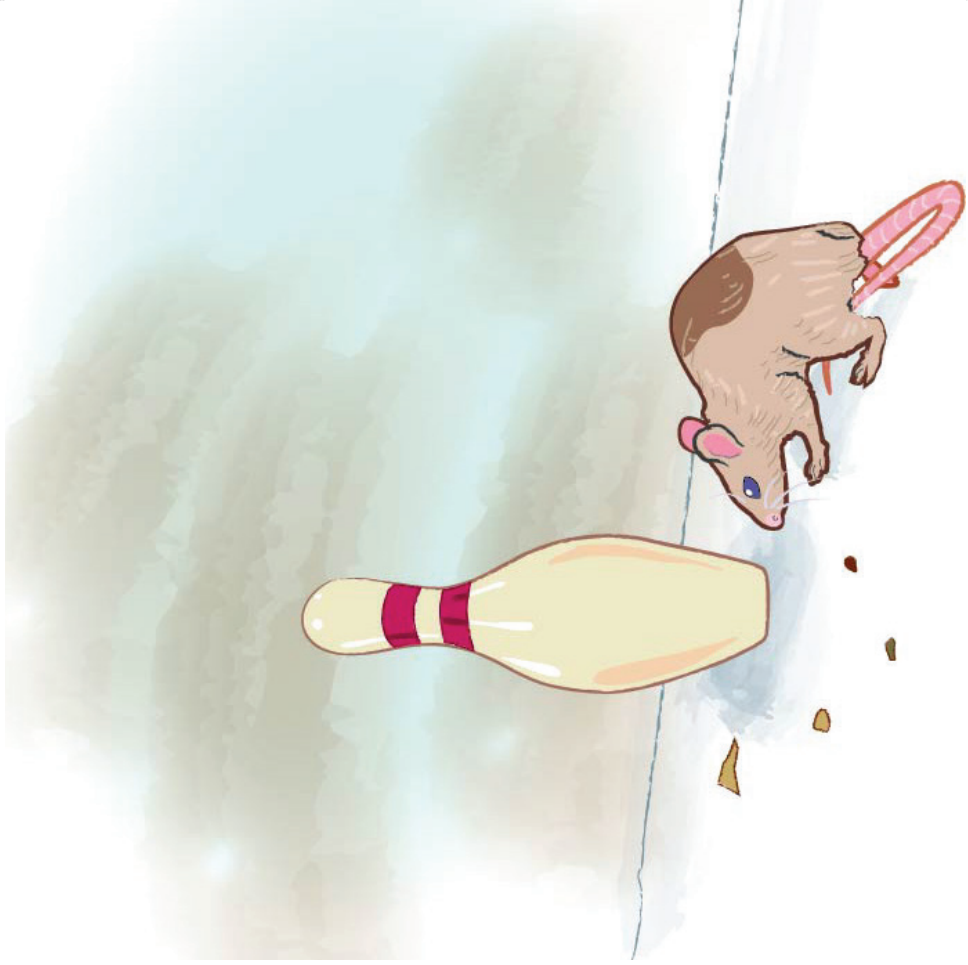
# The Bowling "Alley"

Cycle 22 Decodable  
Student Reader

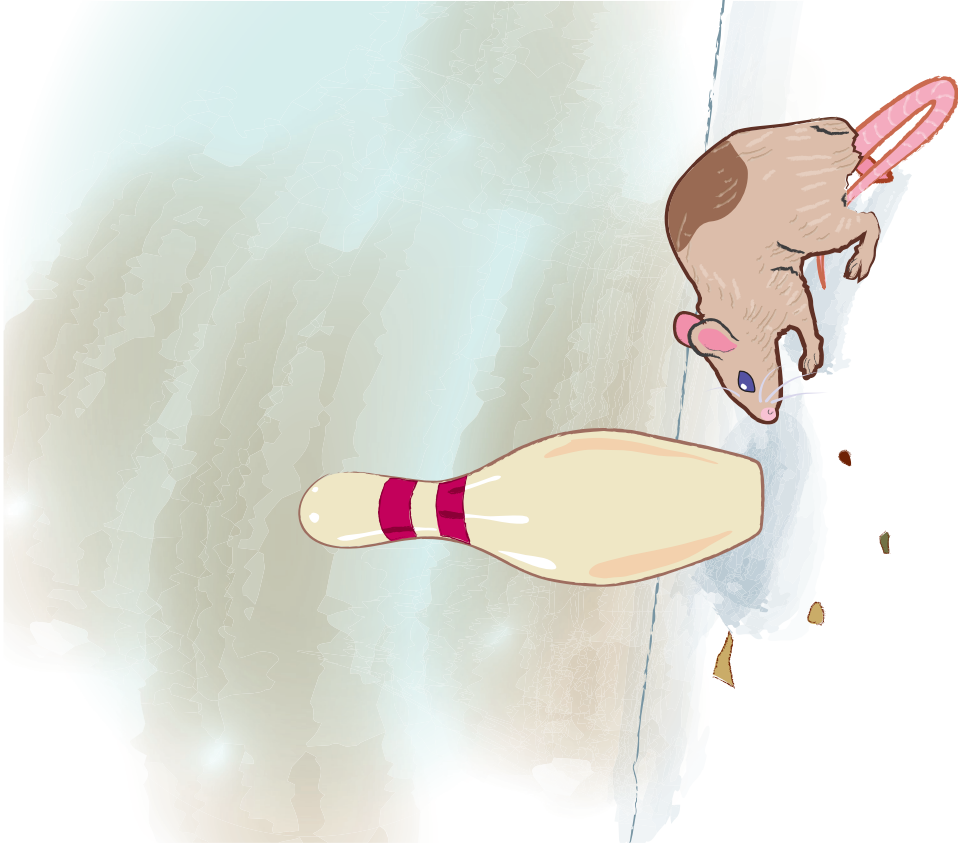


# The Bowling "Alley"

Cycle 22 Decodable  
Student Reader



Josh can see a pin by the can.

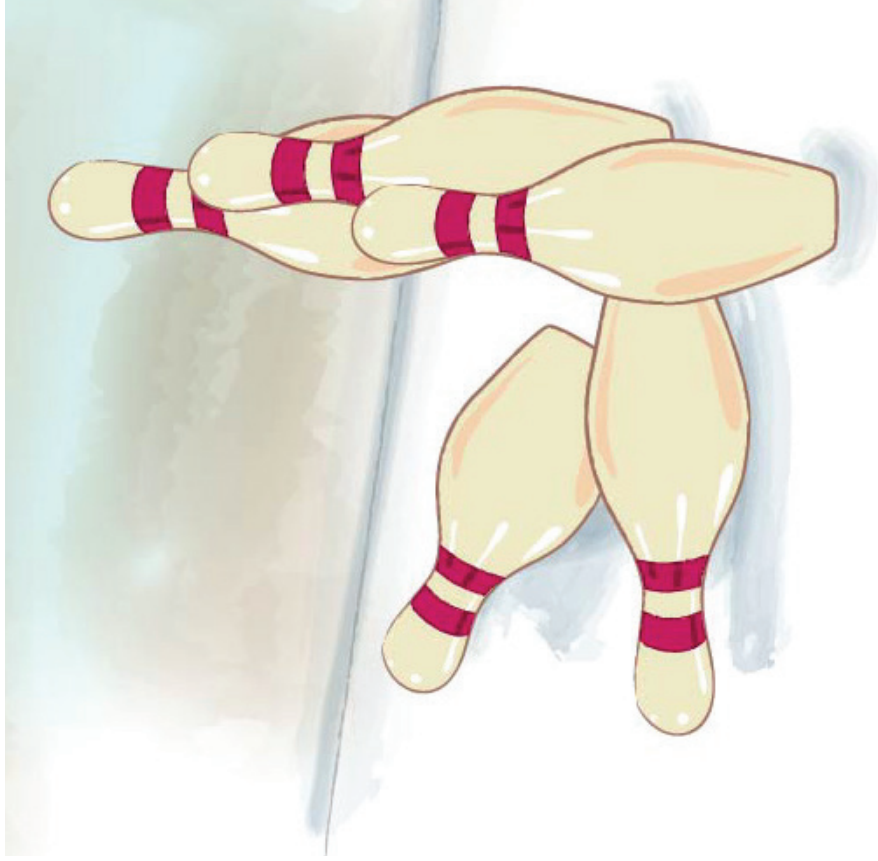


What is it for? Is it a jug?



Chip can hit one pin.

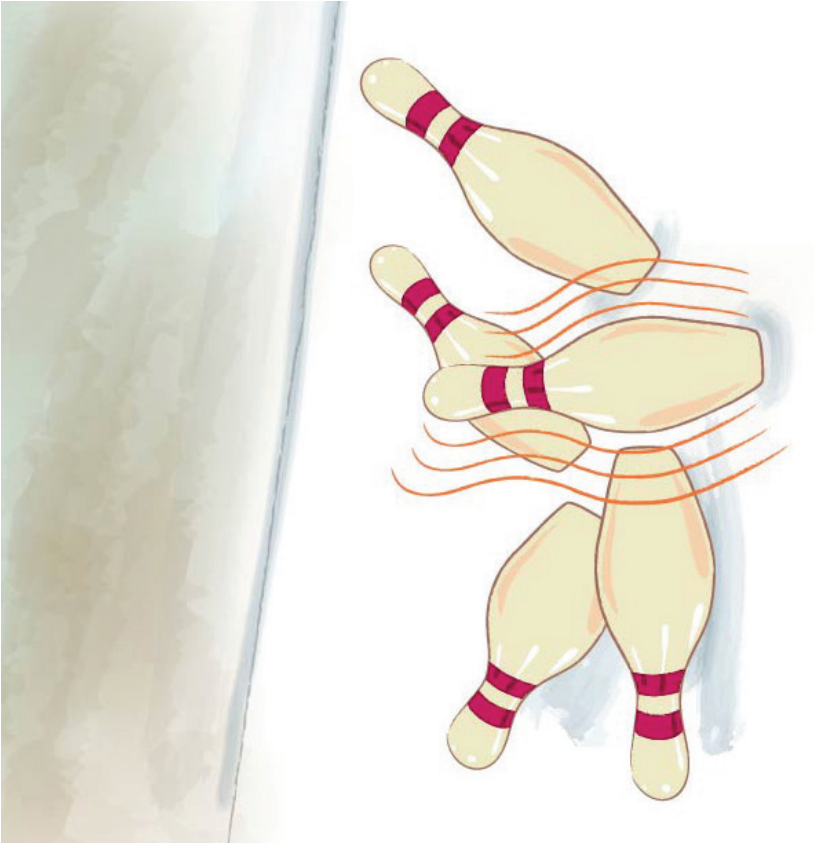




Josh can hit two.  
Will Josh win?



Chip can hit four. Will he  
hit them all?



The pin will tip. Will  
Chip win?

## Grade K: Module 4: Cycle 23: Overview

### Phonemes Introduced in This Cycle

Long vowel phonemes /ā/ and /ī/

### High Frequency Words

“what,” “when,” “then”

### Cycle Word List

In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words, as well as words with digraphs. This cycle continues to review patterns introduced in prior cycles (short vowels) and introduces the long sound of the letters ‘a’ and ‘i’.

The following list provides examples of words with patterns from this cycle. Note that the last five words include four phonemes (initial consonant blends). Students who are ready to segment individual sounds within spoken and written words with four phonemes can use words from this list (or similar).

dash	not	Kate	snake
set	chop	make	grape
pin	shut	bake	plane
yip	rub	like	smile
hit	thud	hike	glide



# Time to Bake

Cycle 23 Decodable  
Student Reader



# Time to Bake

Cycle 23 Decodable  
Student Reader



Jib and jab. Rub a dub.



Bash and dash. And  
then a thud!

3



Bam and jam. Chop and cut.

4



The pot is big and  
the lid is shut.



The ham is hot and the  
dog will fuss.



Yip and yap and then a hush.

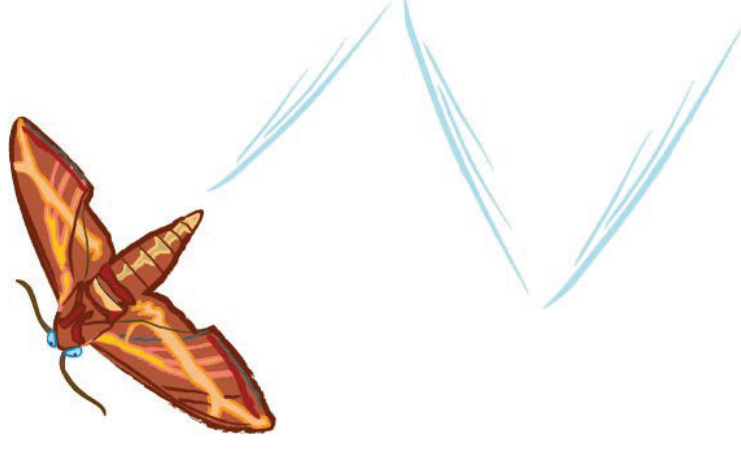
## Grade K : Module 4: Cycle 24: Overview

Phonemes Introduced in This Cycle
Long vowel phonemes /ō/ and /ū/
High Frequency Words
“you,” “said,” “were”

Cycle Word List			
<p>In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words, as well as words with digraphs. This cycle continues to review patterns introduced in prior cycles (short vowels) and introduces the long sound of the letters ‘o’ and ‘u’.</p> <p>The following list provides examples of words with patterns from this cycle. Note that the last five words include four phonemes (initial consonant blends). Students who are ready to segment individual sounds within spoken and written words with four phonemes can use words from this list (or similar).</p>			
tap	moth	joke	smoke
red	chop	cone	stone
web	thud	rope	broke
dip	hum	tune	close
wig	such	dude	throne

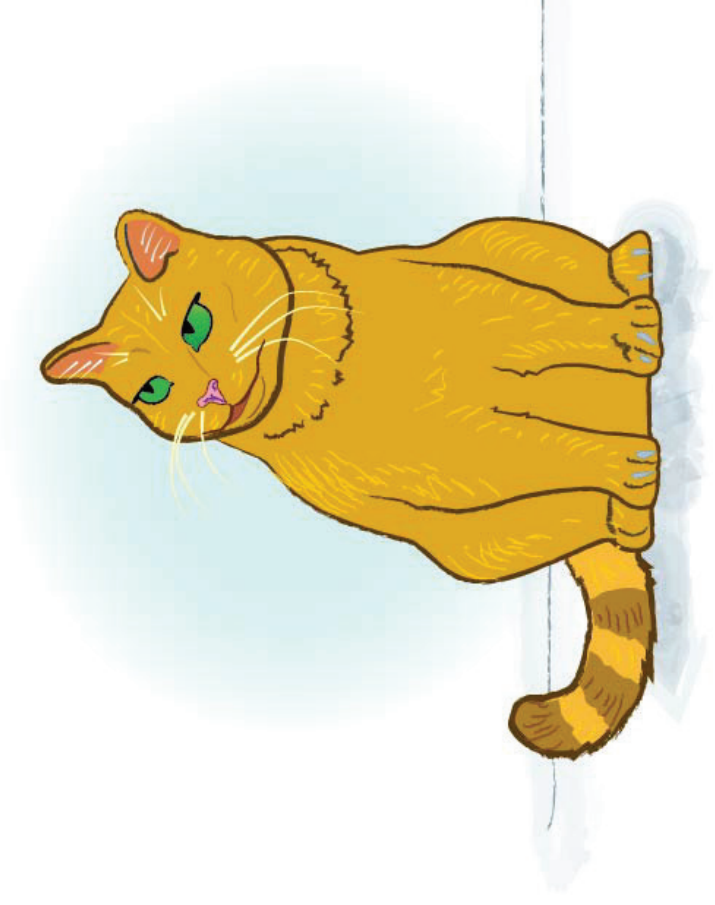
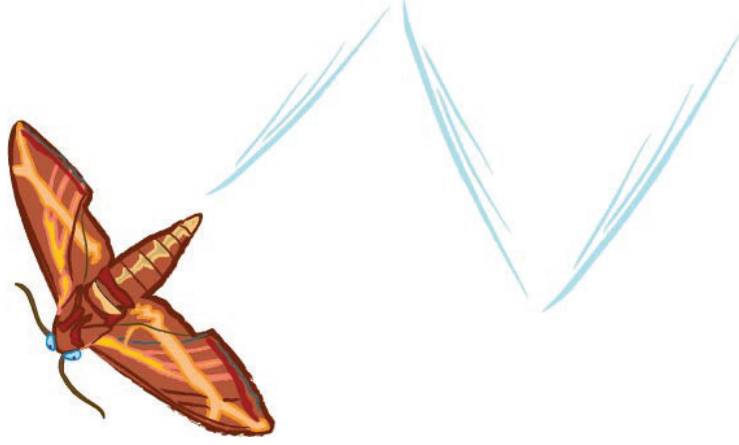
# The Mystery Moth

Cycle 24 Decodable  
Student Reader



# The Mystery Moth

Cycle 24 Decodable  
Student Reader

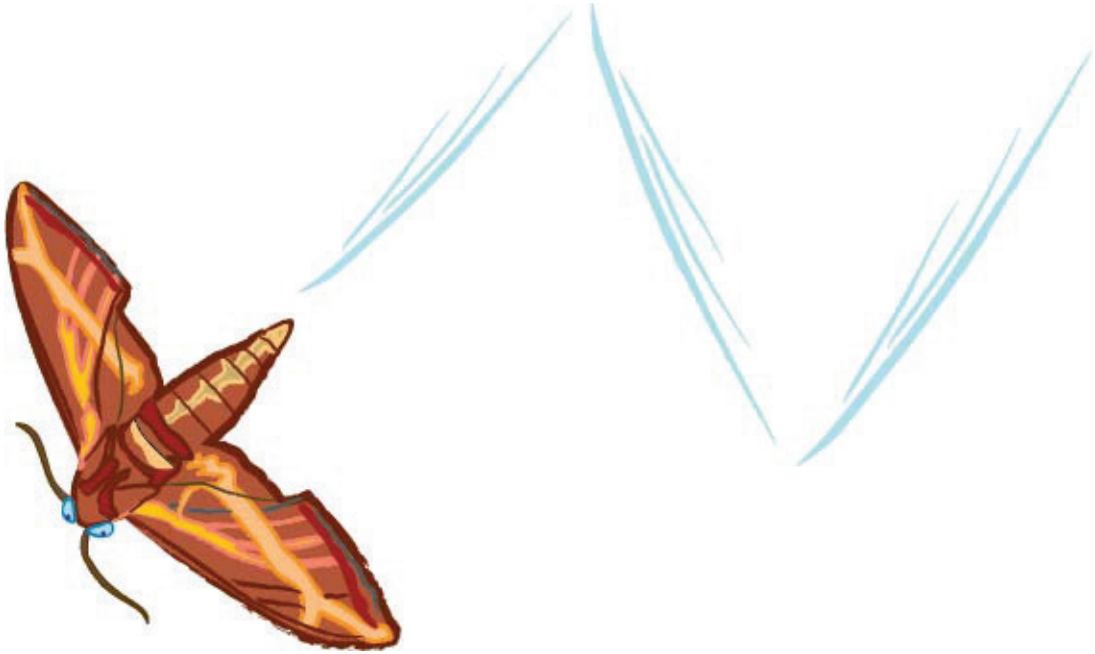


Is it a jet? Or a bug?





No, it is a moth.



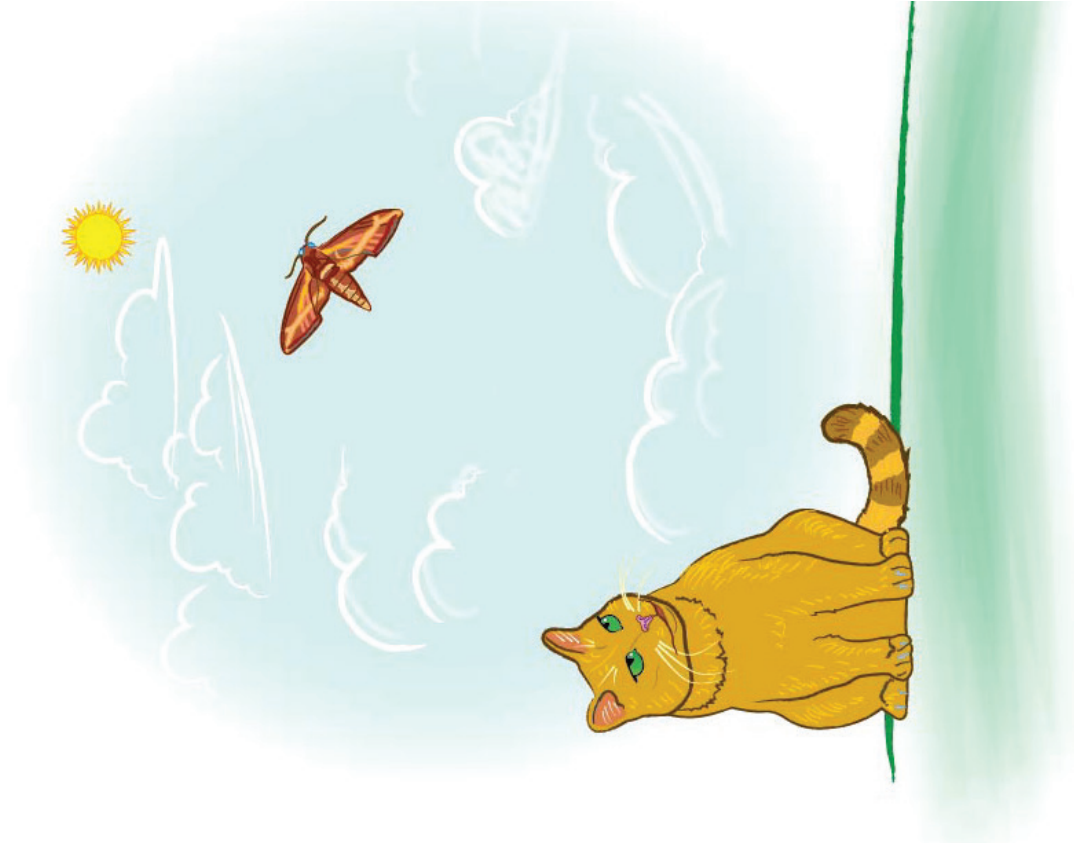
She can zip and dip. Will  
Chip get the moth?



She is on top of the dog.  
She is off the dog.  
She is on the wig!



Will she rip the web? Yes!



Will Chip get to see her?  
Where is she?

## Grade K: Module 4: Cycle 25: Overview

### Phonemes Introduced in This Cycle

r-controlled vowels

### High Frequency Words

“she,” “her,” “like”

### Cycle Word List

In Modules three and four, Kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words, as well as words with digraphs. This cycle continues to review patterns introduced in prior cycles (short vowels) and introduces the r-controlled vowel sound.

The following list provides examples of words with patterns from this cycle. Note that the last five words include words with initial or final consonant blends). Students who are ready to segment individual sounds within spoken and written words with initial blends and r-controlled vowels can use words from this list (or similar).

tap	chop	park	smart
jazz	thud	her	snarl
bell	hum	bird	spark
tin	such	dirt	sport
lid	much	corn	storm

# The Jazz Trio

Cycle 25 Decodable  
Student Reader





# The Jazz Trio

Cycle 25 Decodable  
Student Reader



Josh has a tin lid. He will tap it.



"Is that a bell?" said Chip.  
"What is it?"



"It is jazz," said Josh.



Chip has a pan. "Tap, tap,  
thud, thud."



Chip and Josh can tap and  
thud. Ben can hum.





"Jazz with you is such fun!"  
said Chip.

