

Baking a Cake

DECODABLE WORDS

Target Skill: prefix *pre-*
preheat premade prepare

Previously Taught Skills

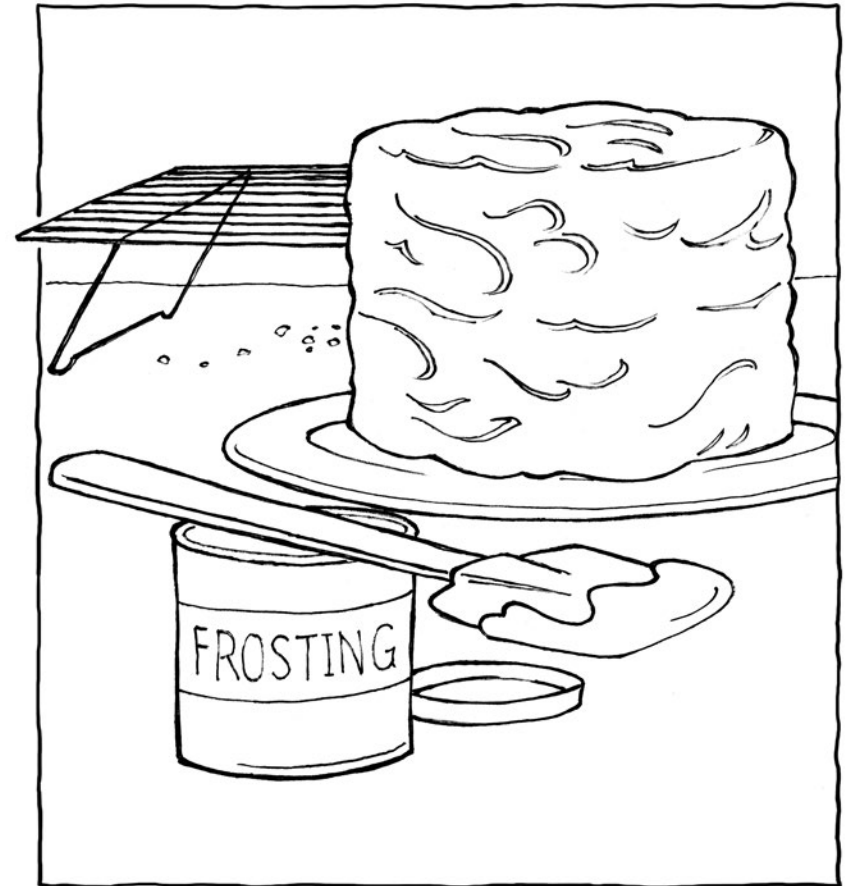
and	everything	is	pans	that
back	fill	it	press	then
bake	first	lightly	rack	time
baking	follow	longer	read	until
batter	frost	make	scratch	use
be	frosted	mix	set	wait
big	frosting	must	so	way
bowl	get	need	springs	when
cake	grease	not	steps	will
can	hot	on	stick	with
center	if	or	stove	
eat	in	own	tell	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); /g/ spelled *g*; blends with *r*, *s*; final blend *ng*; double final consonants *ll*, *ss*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *wh*, *tch*; endings *-s*, *-ed*; CV syllable pattern (open syllables); vowel digraphs *ai*, *ay*, *ee*, *ea*, *ow*; endings *-ed*, *-ing*: drop *e*; compound words; schwa sound; long *i* spelled *igh*; long *e* spelled *e*, *y*; *r*-controlled *or*, *er*, *ir*; ending *-er*: double consonant; suffix *-ly*; prefix *pre-*

HIGH-FREQUENCY WORDS

a	one	you
done	the	your
from	to	

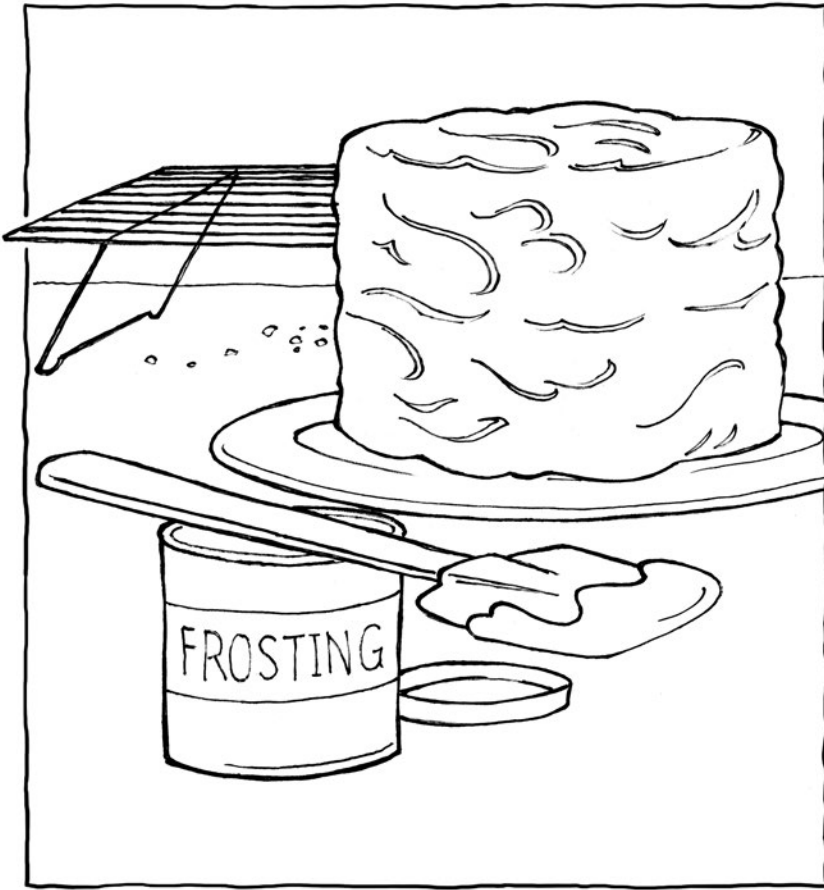
Baking a Cake



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yō/ (CVCe); long *u* /ō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; endings *-s*, *-ed*, *-ing*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ea*, *ee*, *oa*, *ow*; endings *-ed*, *-ing*; drop *e*; compound words; schwa sound; endings *-ed*, *-ing*; double consonant; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; endings *-er*, *-est* double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefixes *un-*, *re-*, *over-*, *pre-*



Set the cake on a rack and wait until it is no longer hot. Then it will be time to frost the cake. Make your own frosting or use premade.

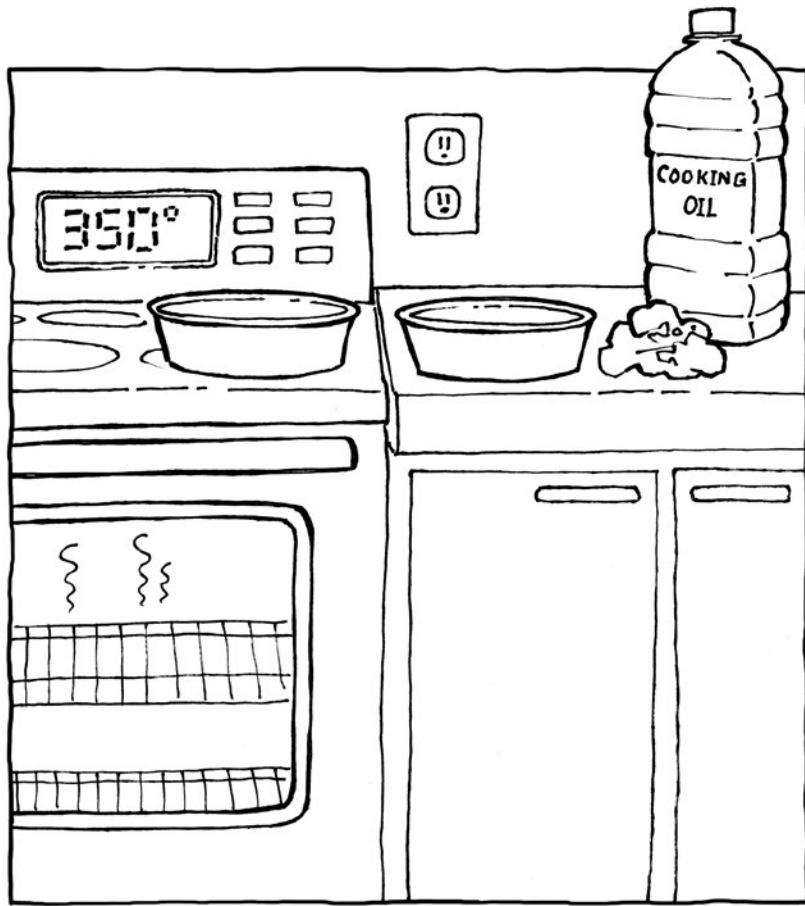
When the cake is frosted, it is time to eat cake!

Baking a Cake

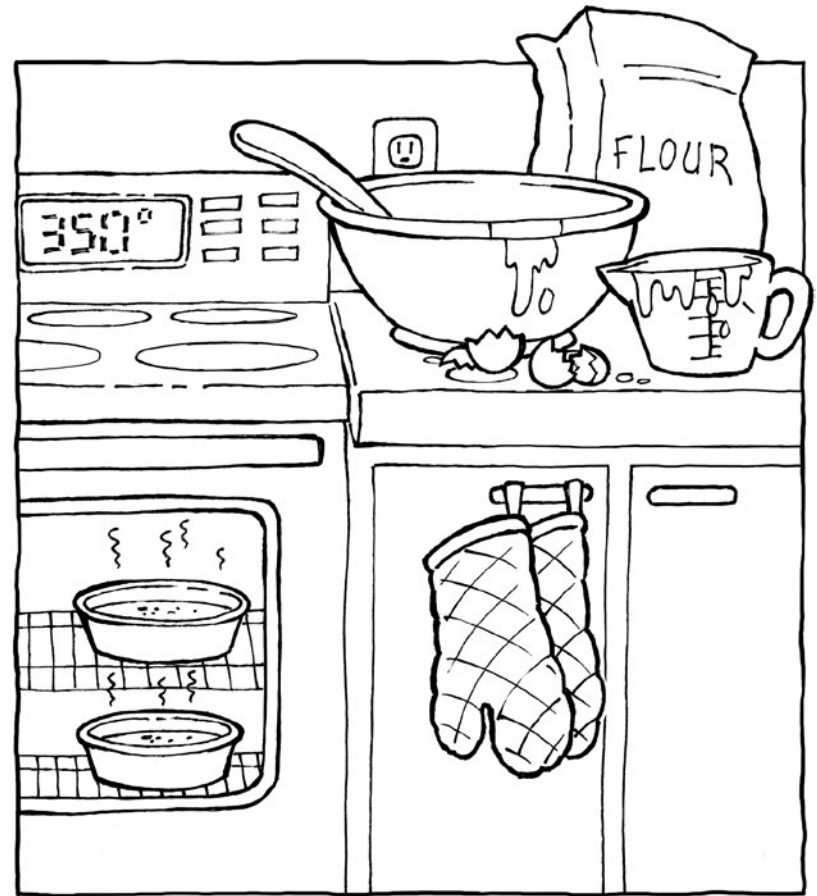


To bake a cake, you must follow the steps. You can use a cake mix or bake from scratch.

First, read the steps and prepare everything you will need.



Preheat the stove. Grease the cake pans so that the cake will not stick.



Follow the steps to make the cake batter in a big bowl. Then fill the cake pans with batter.

Bake the cake until it is done. One way to tell if a cake is done is to press it lightly in the center. If it springs back, it is done.

Meg Studies

DECODABLE WORDS

Target Skill: prefix *pre-*
 predictions prehistoric prehistory

Previously Taught Skills

ago	did	likes	reads	time
and	easy	long	recorded	turns
animals	hard	make	right	under
based	her	Meg	see	up
before	histories	more	seems	wait
bit	if	on	so	whole
blanket	is	opens	studies	will
can't	it	or	study	
check	just	pictures	things	
curls	light	read	this	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *l*; blends with *s*; final blends *nd*, *ng*; double final consonants *ll*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; ending *-s*; ending *-ed*: drop *e*; CV syllable pattern (open); vowel digraphs *ai*, *ay*, *ee*, *ea*; schwa sound; long *i* spelled *igh*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *ur*; suffix *-y*; syllables *-tion*, *-ture*; prefix *pre-*; consonants; short vowels; possessives with *'s*

HIGH-FREQUENCY WORDS

a	book('s)	people	they
about	one	the	to
book	out	their	too

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prefix *pre-*

BOOK 152

Meg Studies



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blends *nd*, *ng*, *nk*, *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; endings *-s*, *-ed*, *-ing*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ea*, *ee*, *oa*, *ow*; endings *-ed*, *-ing*; drop *e*; compound words; schwa sound; endings *-ed*, *-ing*; double consonant; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; endings *-er*, *-est*: double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefixes *un-*, *re-*, *over-*, *pre-*

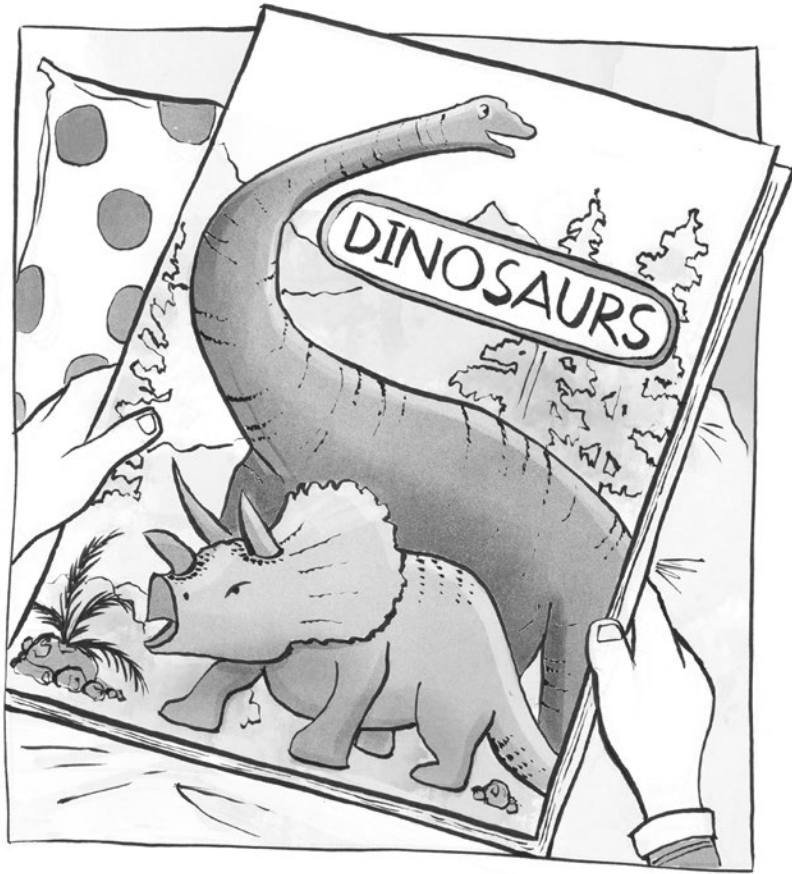
Meg Studies



Meg will read the whole book. She curls up under a blanket and turns on her light. She can't wait to read it!



Meg likes to study prehistory, or the time before people recorded their histories. She likes to read about prehistoric animals and the things they did so long ago.



Meg makes predictions based on a book's pictures. This one is about prehistoric animals. Meg opens it up to check it out.



Meg reads a bit to see if the book is too easy or too hard. It seems just right, so Meg reads more.

Jeff Makes a Mistake

DECODABLE WORDS

Target Skill: prefix *mis-*

misbehave mistake misunderstanding

Previously Taught Skills

and	get	it	off	take
at	had	Jan	on	that
back	happened	Jeff	pal	then
big	helped	know	park	Wag
by	hide	leash	play	Wag's
chat	himself	Lee	right	went
did	his	made	rule	while
didn't	I	makes	see	whole
dog	I'll	mean	sign	will
dogs	in	must	sister	with
followed	is	my	smiled	yelled
fun	isn't	not	stay	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *e*; short *u*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); long *o* (CVCe); long *u* /*oo*/ (CVCe); /*g*/ spelled *g*; blends with *l*; blends with *s*; final blend *nd*; final blend *nt*; double final consonants *ll*, *ff*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; ending *-ed* /*d*/; ending *-ed* /*t*/; ending *-ing*; open syllables (CV); contraction *n't*; contraction *'ll*; endings *-s*, *-es*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; *r*-controlled *ar*; *r*-controlled *er*; prefix *mis-*; consonants; short vowels; final blends; possessives with *'s*

HIGH-FREQUENCY WORDS

a	he	she	thought	what
all	look (looked)	the	to	you
don't	said	they	was	

Jeff Makes a Mistake



High-Frequency Words Taught to Date

a	caught	friend	live	pictures	they	you	kept
about	city	friendship	long	play	think	young	knew
above	cold	full	look	please	those	your	might
across	come	funny	loudly	pull	thought		mind
after	could	give	loved	pushed	three	afraid	morning
again	country	go	make	put	to	against	move
all	covers	goes	many	read	today	air	next
almost	cried	good	maybe	ready	together	also	other
along	different	great	me	right	too	another	part
always	do	green	minute	said	took	any	pretty
and	does	ground	more	school	toward	anything	really
animal	done	grow	most	second	try	behind	river
are	don't	happy	mother	see	two	being	room
around	door	have	my	seven	under	better	saw
away	down	he	myself	shall	until	book	says
baby	draw	head	near	she	use	care	sky
ball	earth	hear	never	should	very	cheer	sleep
be	eat	heard	new	show	walk	children	slowly
bear	eight	help	night	sing	want	coming	someone
beautiful	enough	her	no	small	warms	dark	something
because	even	here	noise	soil	was	didn't	sound
been	every	high	nothing	some	wash	doing	stood
before	everyone	hold	now	sometimes	watch	else	store
began	eyes	house	of	soon	water	ever	table
begins	fall	how	off	sorry	we	everything	tall
bird	family	I	old	starts	were	floor	this
blue	far	idea	once	stories	what	flower	though
both	father	into	one	story	where	found	told
boy	few	is	only	studied	who	front	turned
bring	field	kinds	open	sure	why	girl	voice
brothers	find	know	or	surprised	window	gone	what's
brown	first	large	our	take	with	hair	without
buy	five	laugh	out	talk	work	hard	words
by	fly	learning	over	teacher	world	hello	
call	follow	light	own	the	would	horse	
car	food	like	paper	their	write	hundred	
carry	for	listen	party	there	years	I'll	
	four	little	people	these	yellow	I've	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*; drop *e*; ending *-ing*; drop *e*; CV syllable pattern (open syllables); contractions 's, n't; contractions 'll, 'd; contractions 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*; *r*-controlled *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*

Jeff Makes a Mistake



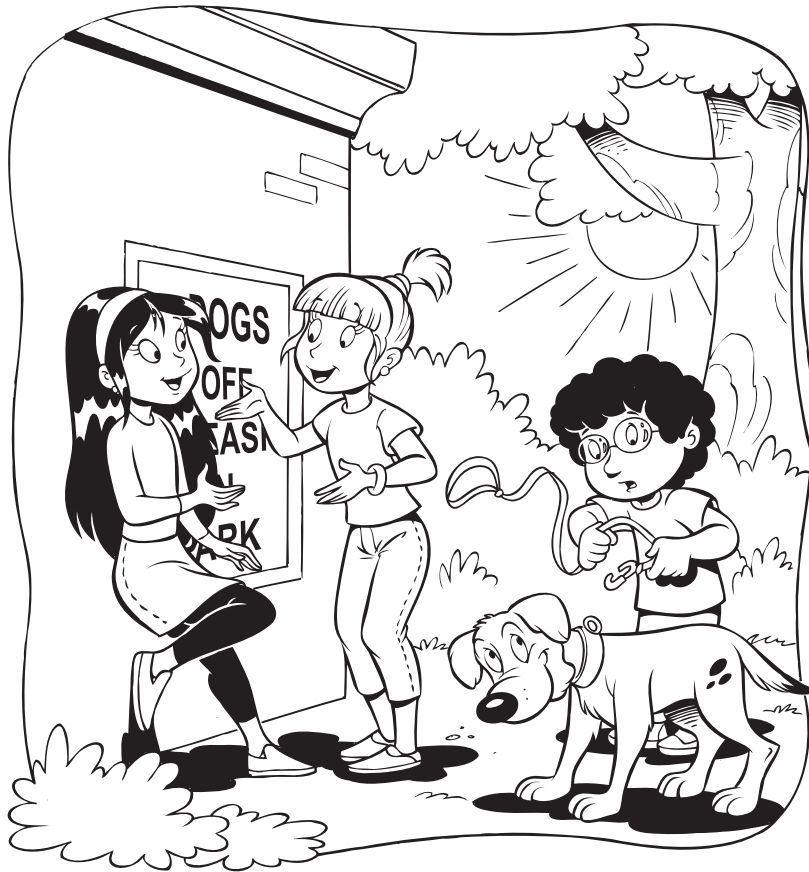
Jan smiled and said, "I see what happened. Jeff did not see the whole sign. It is a misunderstanding!"

Jan helped Jeff get Wag back on his leash. She said, "Lee, I know you didn't mean to hide the rule!" Then they all went and had fun at the park.



Jeff went to the park with his big sister Jan and his dog Wag.

Jan said, "I'll chat with my pal Lee while you play with Wag. Don't misbehave!"



Jeff looked at the sign by Lee. He thought the rule was Dogs off leash in park. Jeff made a mistake! Jeff said to himself, "I will not misbehave. I'll take off Wag's leash."



Jeff said, "I followed the rule, Jan!"
Jan yelled, "Jeff, that isn't right! Wag must stay on his leash at the park!"

Max Gets Dressed

DECODABLE WORDS

Target Skill: prefix *mis-*
misbuttoned mismatched mistake

Previously Taught Skills

and	for	made	rebuttoned	spoke
before	get	Max	replaced	surprise
but	gets	Max's	right	then
by	had	Mike	see	up
came	I	Mom	shirt	wake
Dad	in	myself	shorts	while
did	it	nice	show	will
dressed	job	not	smiled	woke
fine	let's	on	socks	wore

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); /*g*/ spelled *g*; long *a* (CVCe); long *i* (CVCe); /*k*/ spelled *c*; /*s*/ spelled *c*; long *o* (CVCe); blends with *r*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*, *ss*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; ending *-s*; ending *-ed* /*t*/; CV syllable pattern (open syllables); contraction 's; vowel digraph *ow*; schwa sound; long *i* spelled *igh*; long *i* spelled *i*, *y*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; prefix *re-*; compound words; prefix *mis-*; consonants; short vowels; final blends; possessives with 's

HIGH-FREQUENCY WORDS

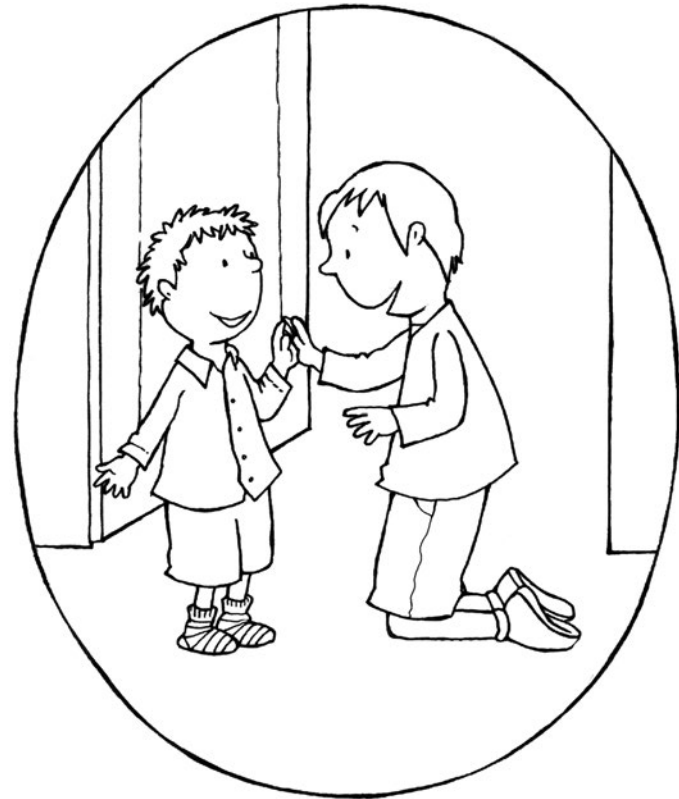
a	else	knew	soon	what
be	everyone	said	to	work
brother	he	something	was	you

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prefix *mis-*

BOOK 154

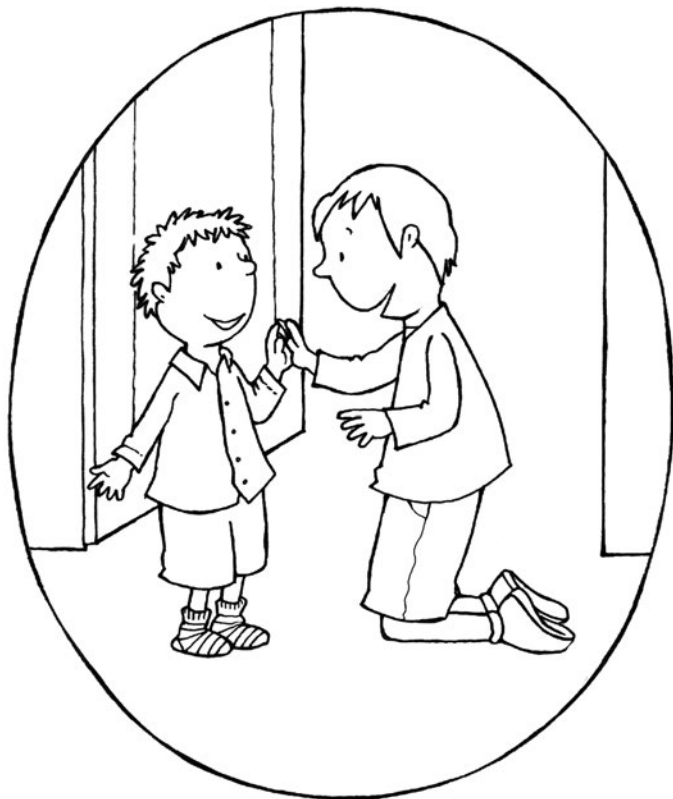
Max Gets Dressed



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ūū/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*; drop *e*; ending *-ing*; drop *e*; CV syllable pattern (open syllables); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*



Max Gets Dressed



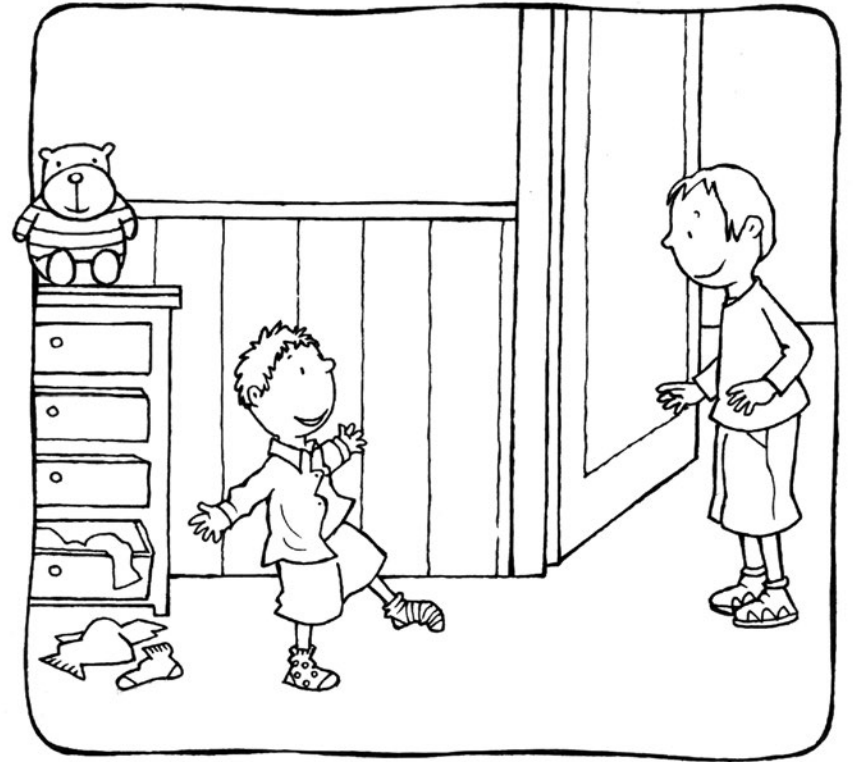
Mike said, "Nice work, Max!"
While he spoke, Mike rebuttoned Max's shirt. He replaced Max's mismatched socks.

Then Mike said, "Let's show Mom and Dad what a fine job you did!"

Max woke up before everyone else. Max said, "I will get dressed by myself. It will be a nice surprise for Mom and Dad."



Soon Max had on shorts, a shirt, and socks. But something was not right. Max knew he had made a mistake.



Max's brother Mike came in to wake Max up. Max said, "See, Mike? I dressed myself."

Mike smiled. Max wore a misbuttoned shirt. He wore mismatched socks.

The Knitting Knight

DECODABLE WORDS

Target Skill: silent consonants *kn, gn*

gnats	kneel	knight	knitted	knocked	know
knapsack	knelt	knit	knitting	knots	

Previously Taught Skills

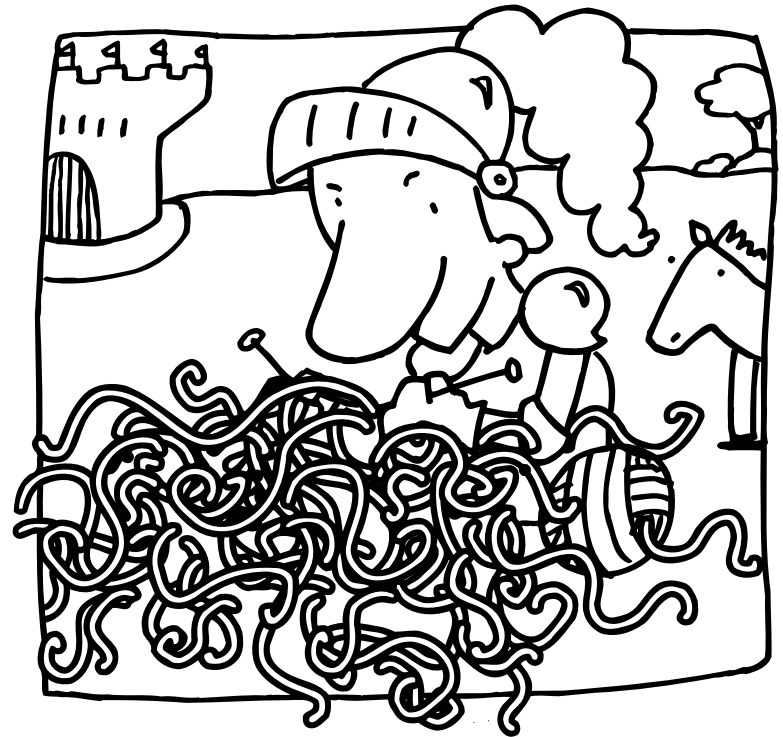
and	designed	his	not	showed	untie
asked	did	home	on	signs	well
at	dress	I	packed	Sir	went
away	find	in	pants	sitting	when
before	followed	it	Peach	snacks	will
big	for	kind	person's	teach	yarn
Bill	gave	last	polite	teacher	
but	gift	liked	Princess	then	
can	gifts	met	quest	this	
chase	him	next	return	tie	
day	himself	nice	rock	tiny	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; CVC syllable pattern (closed syllables); CV syllable pattern (open syllables); /g/ spelled *g*; long *o* (CVCe); blends with *r*; blends with *s*; final blend *nd*; final blend *nt*; double final consonants *ll, ss*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraph *ch*; ending *-s*; ending *-ed*; ending *-ing*; vowel digraph *ay*; vowel digraphs *ee, ea*; vowel digraph *ow*; compound words; schwa sound; ending *-ing*; double consonant; long *i* spelled *igh, ie, i*; long *e* spelled *y*; *r*-controlled *ar, er, or, ore, ur*; prefix *re-*; prefix *un-*; silent consonants *kn, gn*; consonants; short vowels; /kw/ spelled *qu*; final blends; possessives with *'s*

HIGH-FREQUENCY WORDS

a	great	me	to	you
could	he	out	was	
give	how	the	would	

The Knitting Knight

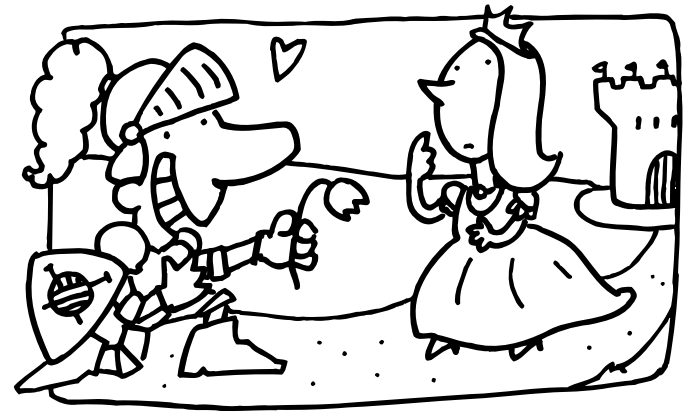


High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

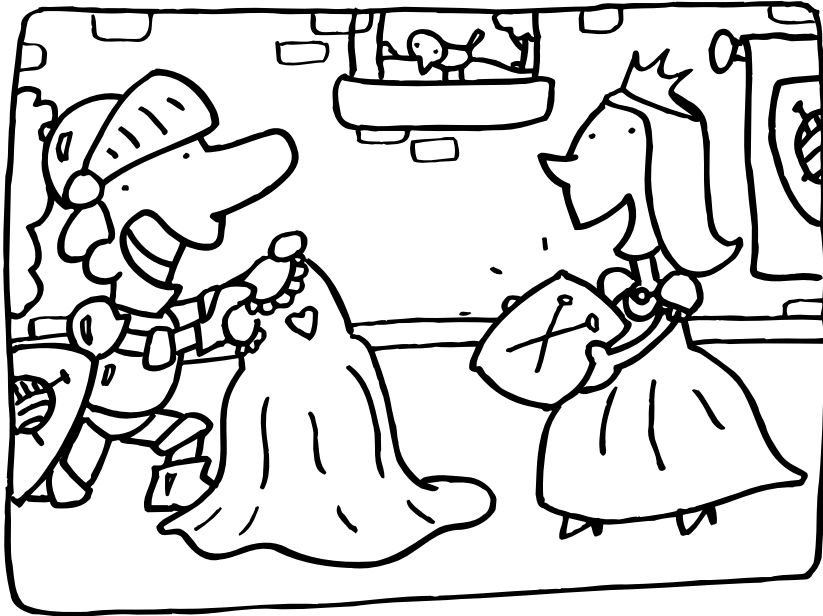
Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *ch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*

The Knitting Knight



Sir Bill was a great knight. He would kneel and give nice gifts to Princess Peach. Sir Bill was polite and knocked when he went to a person's home. He could tie and untie big knots and chase away tiny gnats.

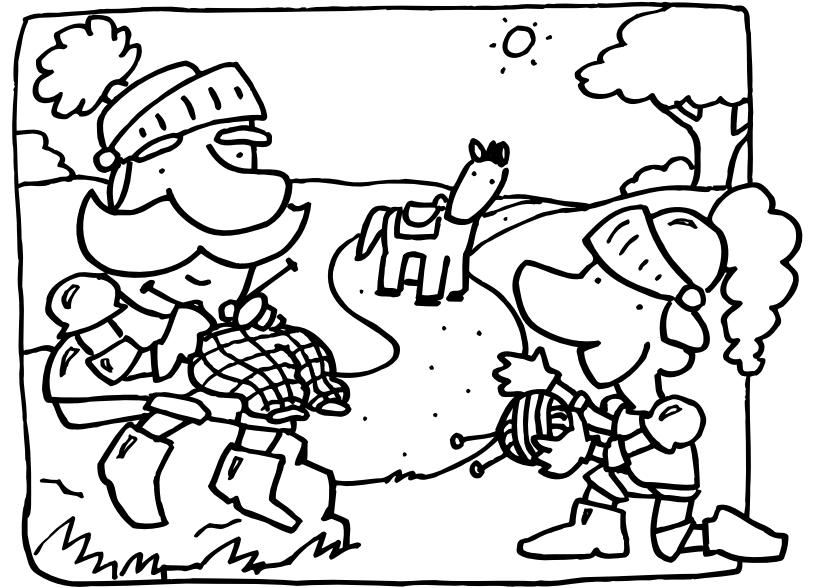
But he did not know how to knit.



The knitting knight showed Sir Bill how to knit. At last, Sir Bill knitted well! Then he went home. He designed and knitted a dress for Princess Peach. Princess Peach liked it and gave Sir Bill a nice gift in return.



"Can I find out how to knit?" Sir Bill asked himself. He packed his yarn and snacks in his knapsack. Then the knight followed signs on his quest to find a knitting teacher.



The next day, Sir Bill met a knight sitting on a rock. This knight was knitting pants! Sir Bill knelt before him and asked, "Kind knight, will you teach me to knit?"

Ben Knocks

DECODABLE WORDS

Target Skill: silent consonants *kn, gn*

Gnome	knit	knock
knack	knits	knocking
knapsack	knitting	knocks
Knight	knob	knows

Previously Taught Skills

and	grab	inside	sees	when
barks	Gran	is	sits	which
Ben	grandson	just	sitting	will
best	Gran's	likes	smiles	with
brings	help	make	teaching	yarn
cat	helps	my	that	yells
designs	her	nice	time	yes
dog	him	on	try	
each	his	runs	turns	
for	in	see	weekend	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *e*; short *u*; CVC syllable pattern (closed syllables); final blend *ng*; long *a* (CVCe); /s/ spelled *c*; /g/ spelled *g*; consonant digraph *wh*; long *i* (CVCe); /k/ spelled *c*; long *o* (CVCe); blends with *r*; blends with *s*; final blend *nd*; double final consonants *ll*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *ch*; ending *-s*; ending *-ing*; CV syllable pattern (open syllables); schwa sound; vowel digraphs *ee, ea*; vowel digraph *ow*; compound words; ending *-ing*: double consonant; long *i* spelled *igh, ie, y*; *r*-controlled *ar, er, or, ur*; silent consonants *kn, gn*; consonants; short vowels; final blends; possessives with *'s*

HIGH-FREQUENCY WORDS

a	door	he	says	to
calls	goes	house	she	today
come	have	out	the	too

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silent consonants *kn, gn*

BOOK 156

Ben Knocks



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High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants: *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed* drop *e*; ending *-ing* drop *e*; CV syllable pattern (open syllables); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*

Ben Knocks



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Gran is teaching Ben to knit. Ben knows which yarn will make nice designs. He sits and helps Gran when she knits. Gnome and Knight try to help, too! Ben and Gran have a knack for knitting.



Each weekend, Ben runs to Gran's house to see her. He brings his knapsack with him. Ben knocks on her door. Knock, knock, knock!

Each time, Gran's dog, Gnome, sees Ben and barks.



Today, Gran is sitting inside with her cat, Knight. Gran is knitting with yarn. She likes to knit.

Gran knows Ben is knocking. "Is that my best grandson, Ben?" she calls out.



"Just grab the knob and come in!" Gran yells.

"Yes, Gran," says Ben. He turns the knob and goes in to see Gran. Gran smiles when she sees Ben.

Climbing with Lamb

DECODABLE WORDS

Target Skill: **silent consonants mb**

climb	climbing	lamb	thumb
climbers	crumbs	limb	

Previously Taught Skills

and	gets	Mom	stuffed	will
better	help	more	take	with
cake	hills	my	takes	
can	hurt	on	tell	
cannot	I	show	that	
eat	is	sit	then	
feed	kit	slice	trees	
feels	low	stay	until	
first-aid	means	steps	when	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); /*g*/ spelled *g*; compound words; long *a* (CVCe); long *i* (CVCe); /*k*/ spelled *c*; /*s*/ spelled *c*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*, *ff*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; ending *-ing*; ending *-s*; ending *-ed* /*t*/; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraph *ow*; long *i* spelled *i*, *y*; *r*-controlled *ar*; *r*-controlled *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; suffix *-ful*; silent consonants *mb*; consonants; short vowels; final blends

HIGH-FREQUENCY WORDS

a	care	head	of	too
again	careful	look	out	want
are	don't	love	she	
be	down	me	the	
calls	good	near	to	

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silent consonants *mb*

BOOK 157

Climbing with Lamb



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ūū/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *ch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*; *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*

Climbing with Lamb



I love to climb. I climb steps. I climb hills. I climb trees.

When I climb, I take my stuffed lamb with me. I help Lamb climb, too.

Lamb and I are good climbers.



Look! My thumb feels better. That means I can climb again!

Lamb and I head out to climb the limb. I tell Lamb that I will be more careful.

I don't want to hurt my thumb again!



I sit on a low limb with Lamb. I eat a slice of cake. I feed the crumbs to Lamb.

Then Mom calls. Lamb and I climb down. On the climb down, I hurt my thumb on the limb.



I show my thumb to Mom. Mom gets out the first-aid kit and takes care of my thumb. I cannot climb until my thumb is better.

Lamb will stay with me. My thumb feels better when Lamb is near. She is a good lamb.

Crumb Cake

DECODABLE WORDS

Target Skill: **silent consonants mb**

climbs crumb crumbs thumbs

Previously Taught Skills

and	eggs	last	on	until
at	fingers	like	pan	up
baked	finished	long	reach	use
bakes	first	lots	slice	wait
best	for	make	smells	yum
bowl	gets	makes	start	yummy
butter	hardly	milk	stir	
cake	help	mix	sweet	
can	her	mixed	then	
crunchy	I	mixing	things	
dump	in	Mom	this	
each	is	more	time	
eat	it	next	top	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); /s/ spelled *c*; /g/ spelled *g*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *u* /yōō/ (CVCe); blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; double final consonants *ll*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *ch*; ending *-s*; ending *-ed* /t/; ending *-ing*; vowel digraph *ai*; vowel digraphs *ee*, *ea*; vowel digraph *ow*; long *e* spelled *y*; long *i* spelled *i*; suffix *-y*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*; suffix *-ly*; silent consonants *mb*; consonants; short vowels; final blends

HIGH-FREQUENCY WORDS

a	into	puts	to
all	of	she	we
go	our	the	

Crumb Cake



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ūū/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*; drop *e*; ending *-ing*; drop *e*; CV syllable pattern (open syllables); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*

Crumb Cake



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The crumb cake bakes for a long time. I can hardly wait!

At last, it is finished, and it smells yummy! Mom and I each eat a slice. I like the crunchy crumbs on this sweet crumb cake. Yum, yum!

Mom makes the best crumb cake. I like to help her make the crumb cake.

First, Mom climbs up to reach the mixing bowl. She gets it, and then I start mixing.



Lots of things go in the bowl to make crumb cake. Mom puts in eggs. I add milk, butter, and more things. Next, we stir the crumb cake until it is all mixed.



I dump the crumb cake mix into the pan. Then Mom makes the crumbs for the crumb cake. We use our fingers and thumbs to add the crumbs on top. Then the crumb cake is baked.

Ren Wren Wraps

DECODABLE WORDS

Target Skill:	silent consonants <i>wr</i>	
unwraps	wraps	Wren's
wrapping	Wren	writes

Previously Taught Skills

and	hands	it's	playing	tape
big	hard	likes	quickly	thank
box	has	lines	Ren	thinks
cuts	her	lot	rest	this
day	his	name	rips	time
dots	in	nice	Ron	will
for	inside	on	such	with
fun	is	paper	surprise	
gift	it	plane	tag	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *e*; short *u*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; final blend *nd*; final blend *nk*; consonant digraph *th*; endings *-s*, *-ing*; ending *-ing*: double consonant; schwa sound; prefix *un-*; double final consonants *ll*; consonants *ck*; blends with *r*; blends with *l*; blends with *s*; *r*-controlled *ar*, *er*, *or*, *ur*; compound words; contraction 's; CV syllable pattern (open syllables); vowel digraph *ay*; suffix *-ly*; consonant digraph *ch*; silent consonants *wr*; consonants; short vowels; /kw/ spelled *qu*; final blends; possessives with 's

HIGH-FREQUENCY WORDS

a	gives	says	to
be	have	she	what
do	he	the	work
give	of	there	you

Ren Wren Wraps



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a, i, o, u, e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll, ss, ff, zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch, tch*; consonant digraph *ph*; ending *-s*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions *'s, n't*; contractions *'ll, 'd*; contractions *'ve, 're*; endings *-s, -es*; vowel digraphs *ai, ay*; vowel digraphs *ee, ea*; vowel digraphs *oa, ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh, ie*; long *i* spelled *i, y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar, ore*; *r*-controlled *er, r*-controlled *ir, ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn, gr*; silent consonants *mb*; silent consonants *wr*



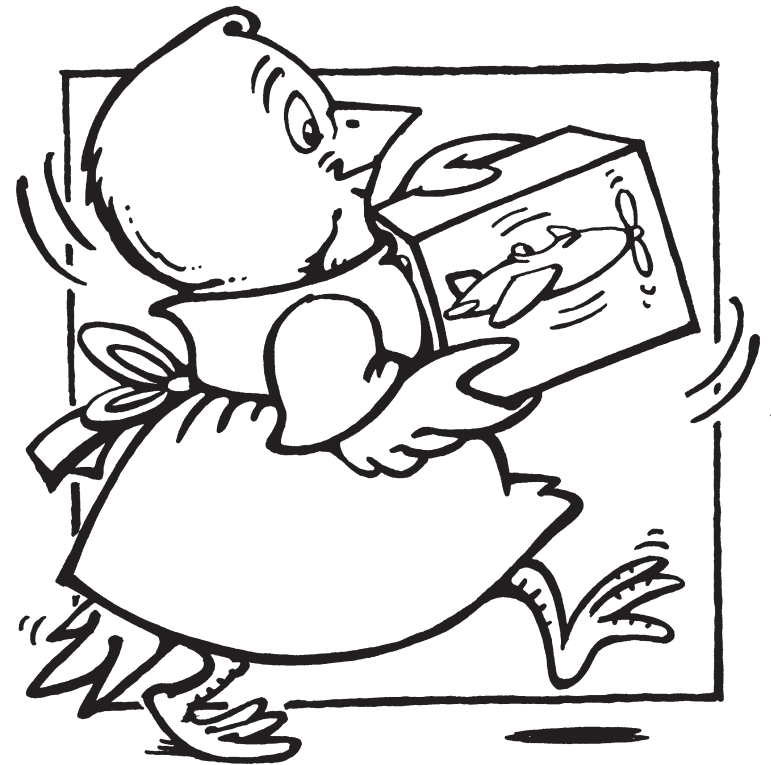
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Ren Wren gives the gift to Ron Wren. Ron rips the paper and quickly unwraps the box.

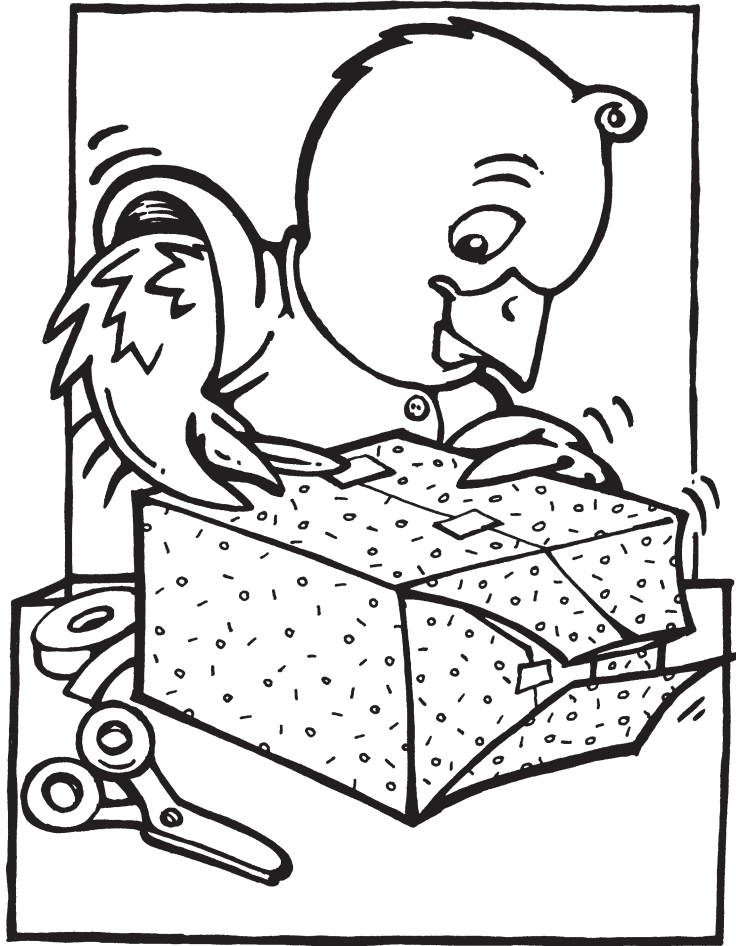
Ron Wren likes his plane a lot. He says, "This is a big surprise! Thank you, Ren. It is such a nice gift."

Ren Wren and Ron Wren have fun playing with the plane for the rest of the day.

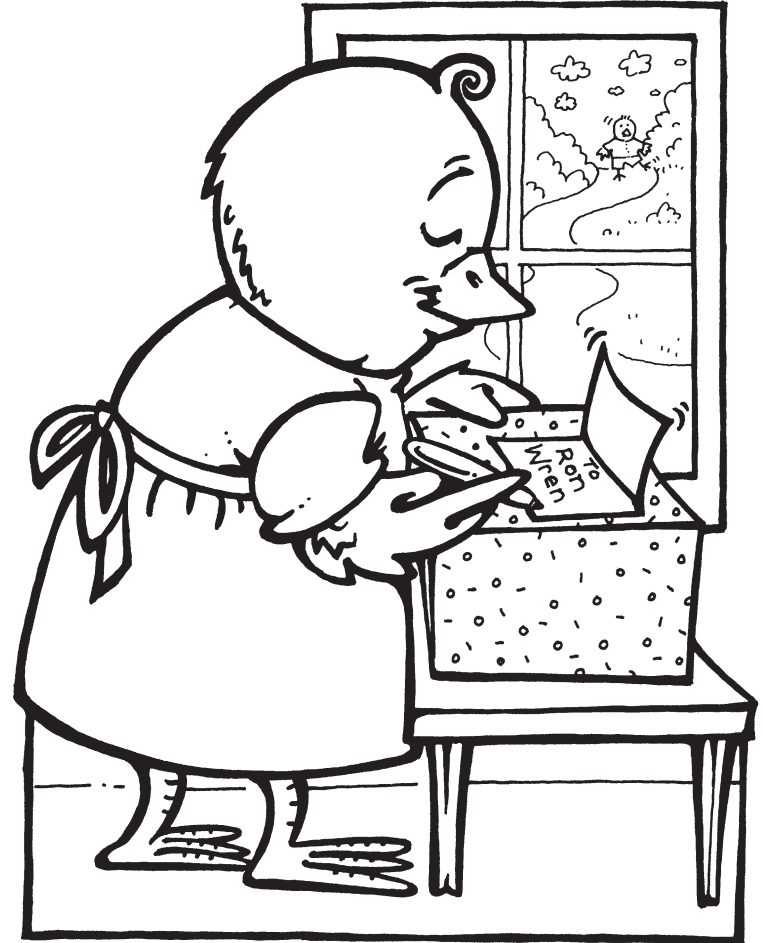
Ren Wren Wraps



Ren Wren has a big box in her hands. There is a plane inside the box. What will Ren Wren do with this box?



Ren Wren has tape and nice wrapping paper with dots and lines on it. She cuts the paper and wraps the box. It is hard work!



Ren Wren writes Ron Wren's name on a tag. It's time to give this gift to Ron Wren. Ren thinks this gift will be a big surprise to Ron!

Ren Wren Writes

DECODABLE WORDS

Target Skill: silent consonants *wr*

shipwrecks	wrecked	Wren	write	writing
wrapping	wrecks	Wren's	writes	wrong

Previously Taught Skills

and	gets	Mom	paper	then
asks	has	name	pen	things
Ben	her	next	Ren	thinks
can	his	not	sheet	tries
car	if	on	show	with
fills	is	own	shows	
for	kinds	page	stop	
funny	lines	pages	tells	
get	makes	pals	that	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *e*; short *u*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /j/ spelled *g*; final blend *nd*; consonant digraph *th*; consonant digraph *sh*; ending *-s*; ending *-ed* /t/; ending *-ing*; drop *e*; vowel digraph *ow*; schwa sound; long *i* spelled *i*, *y*, *ie*; *r*-controlled *ar*, *er*; /k/ spelled *c*; /g/ spelled *g*; blends with *s*; double final consonants *ll*; final blend *ng*; final blend *nk*; compound words; double consonants (closed syllables); CV syllable pattern (open syllables); contraction 's; ending *-ing*; double consonant; ending *-es*: change *y* to *i*; long *e* spelled *y*; silent consonants *wr*; consonants; short vowels; possessives with 's; final blends

HIGH-FREQUENCY WORDS

a	does	she	too
about	he	the	wants
all	of	to	what

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silent consonants *wr*

BOOK 160

Ren Wren Writes



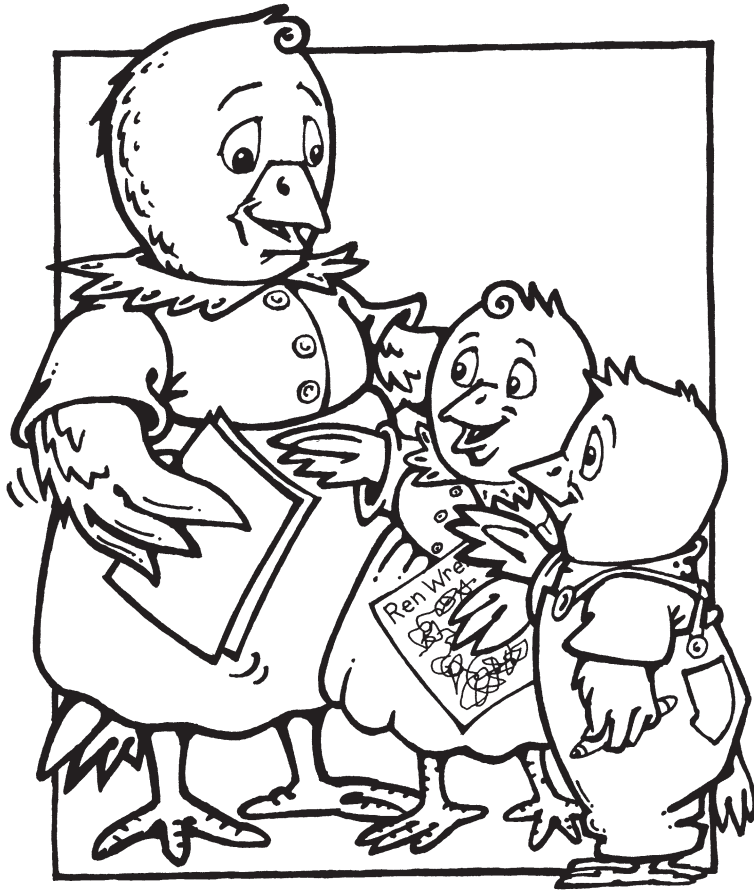
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High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

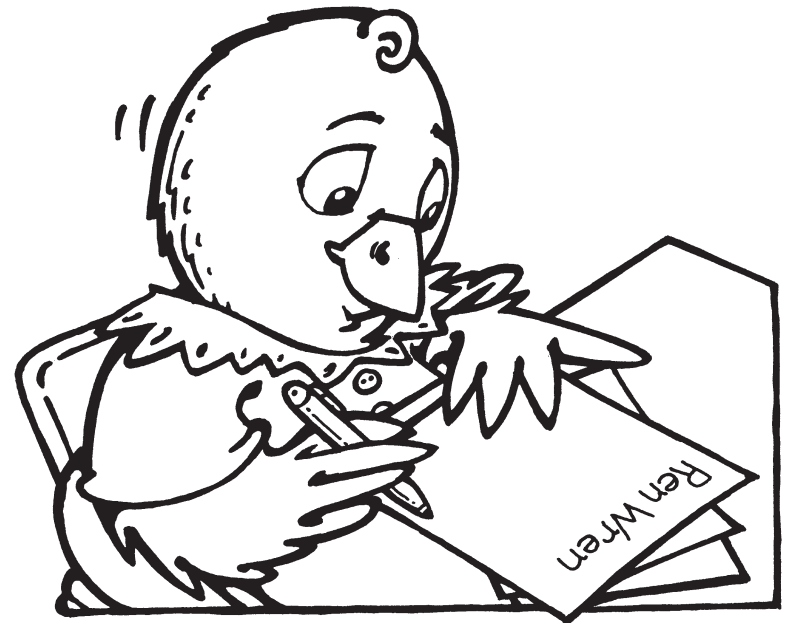
Decoding skills taught to date: short *a, i, o, u, e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i, y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, r*-controlled *ir, ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn, gr*; silent consonants *mb*; silent consonants *wr*

Ren Wren Writes

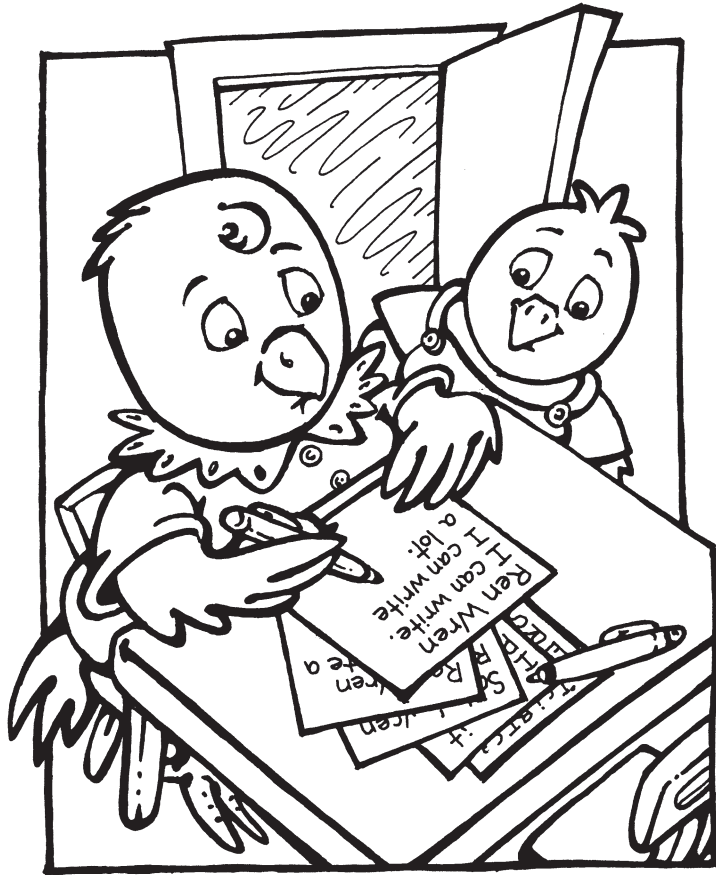


Ren Wren shows Mom her writing. She does not show Mom the page that Ben wrecked.

Ren Wren tells Mom that Ben wants to write, too. She asks Mom if Ben can get his own paper for writing.



Ren Wren has a pen. Ren Wren writes her name on a sheet of paper. Then she thinks about what to write next.



Ren Wren writes about all kinds of things. She writes about wrapping gifts. She writes about her pals. She writes about car wrecks and shipwrecks.

Ren Wren fills pages and pages with her writing.



Ben Wren gets a pen. He tries to write and makes funny lines on Ren Wren's pages. Ren thinks that is wrong and asks Ben to stop.

Paul Caused It!

DECODABLE WORDS

Target Skill: /ô/ spelled *au, aw*

because	caused	launch	Paul	straw
cause	fault	launched	saw	

Previously Taught Skills

am	fine	it	right	this
and	finish	just	sat	tip
at	get	lunch	she	try
bench	hand	lunchtime	so	under
but	happen	Meg	sorry	up
can	he	mess	spilled	we
catch	help	milk	split	wet
clean	her	my	standing	when
drinking	his	on	sticky	with
eat	I	park	still	yelled
fell	is	reached	then	yes

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *i* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *nk*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*; base words and ending *-ed*; base words and ending *-ing*; CV syllable pattern (open syllables); vowel digraphs *ee*, *ea*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; *r*-controlled *ar*, *or*, *er*; suffix *-y*; /ô/ spelled *au, aw*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*

HIGH-FREQUENCY WORDS

a	down	said	was	you
all	food	the	were	
around	out	to	what	

Paul Caused It!



High-Frequency Words Taught to Date

about	city	friendship	long	play	think	young	knew
above	cold	full	look	please	those	your	leaves
across	come	funny	loudly	pull	thought		might
after	could	give	loved	pushed	three	afraid	mind
again	country	go	make	put	to	against	morning
all	covers	goes	many	read	today	air	move
almost	cried	good	maybe	ready	together	also	next
along	different	great	me	right	too	another	other
always	do	green	minute	said	took	any	part
and	does	ground	more	school	toward	anything	pretty
animal	done	grow	most	second	try	behind	really
are	don't	happy	mother	see	two	being	river
around	door	have	my	seven	under	better	room
away	down	he	myself	shall	until	book	saw
baby	draw	head	near	she	use	care	says
ball	earth	hear	never	should	very	cheer	sky
be	eat	heard	new	show	walk	children	sleep
bear	eight	help	night	sing	want	coming	slowly
beautiful	enough	her	no	small	warms	dark	someone
because	even	here	noise	soil	was	didn't	something
been	every	high	nothing	some	wash	doing	sound
before	everyone	hold	now	sometimes	watch	else	stood
began	eyes	house	of	soon	water	ever	store
begins	fall	how	off	sorry	we	everything	table
bird	family	I	old	starts	were	floor	tall
blue	far	idea	once	stories	what	flower	this
both	father	into	one	story	where	found	though
boy	few	is	only	studied	who	front	through
bring	field	kinds	open	sure	why	girl	told
brothers	find	know	or	surprised	window	gone	turned
brown	first	large	our	take	with	hair	voice
buy	five	laugh	out	talk	work	hard	what's
by	fly	learning	over	teacher	world	hello	without
call	follow	light	own	the	would	horse	words
car	food	like	paper	their	write	hundred	
carry	for	listen	party	there	years	I'll	
caught	four	little	people	these	yellow	I've	
	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and ending *-s*; base words and ending *-ed*; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefixes *un-*, *re-*, *over-*, *pre-*, *mis-*; silent consonants *kn*, *gn*, *mb*, *wr*; /ð/ spelled *au*, *aw*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*



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"I am so, so sorry," said Paul. "It was my fault! I was the cause!"

"My food is all around," said Meg, "but it is fine because we can clean up the mess."

"Yes, we can," said Paul. "Then we can split what we can still eat!"

Paul Caused It!



At lunchtime, Paul was at the park. He was drinking his milk with a straw. He saw a bench so he sat down to finish drinking. When Paul sat on the bench, he caused it to tip! The food launched up, up, up!



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Meg saw it all happen. "My lunch," she yelled. "You caused my food to launch up!"

Paul reached up with his hand to try to help Meg catch her lunch.

Just then, the straw fell out and the milk spilled. Paul and Meg were standing right under the milk when it spilled! This caused Paul and Meg to get wet and sticky!

Paul Takes a Jaunt

DECODABLE WORDS

Target Skill: /ô/ spelled *au, aw*

cause	draws	jaunt	Paul's	saw
dawn	fault	launch	pause	taut
draw	hauls	Paul	raw	yawns

Previously Taught Skills

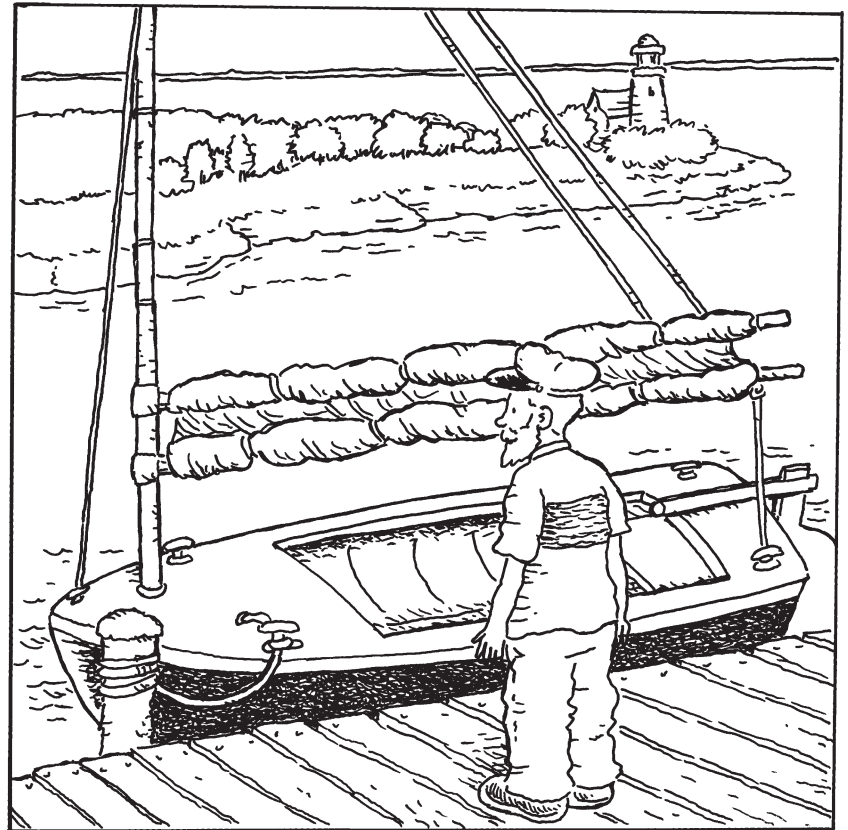
and	for	last	seagulls	trips
as	fun	lot	seeks	unties
at	gets	make	set	watch
away	has	not	sets	when
boat	he	on	short	while
but	his	plans	still	
can't	inside	rope	take	
cold	is	sail	takes	
dock	it	sailboat	trip	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /*k*/ spelled *c*; long *o* (CVCe); /*g*/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; consonant digraphs *sh*, *wh*, *ch*, *tch*; base words and ending *-s*; CV syllable pattern (open syllables); contractions with *n't*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; long *i* spelled *i*, *y*; ending *-es*: change *y* to *i*; *r*-controlled *or*; prefix *un-*; /ô/ spelled *au, aw*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*; single possessives

HIGH-FREQUENCY WORDS

a	does	off	to
air	from	the	was
all	of	there	what

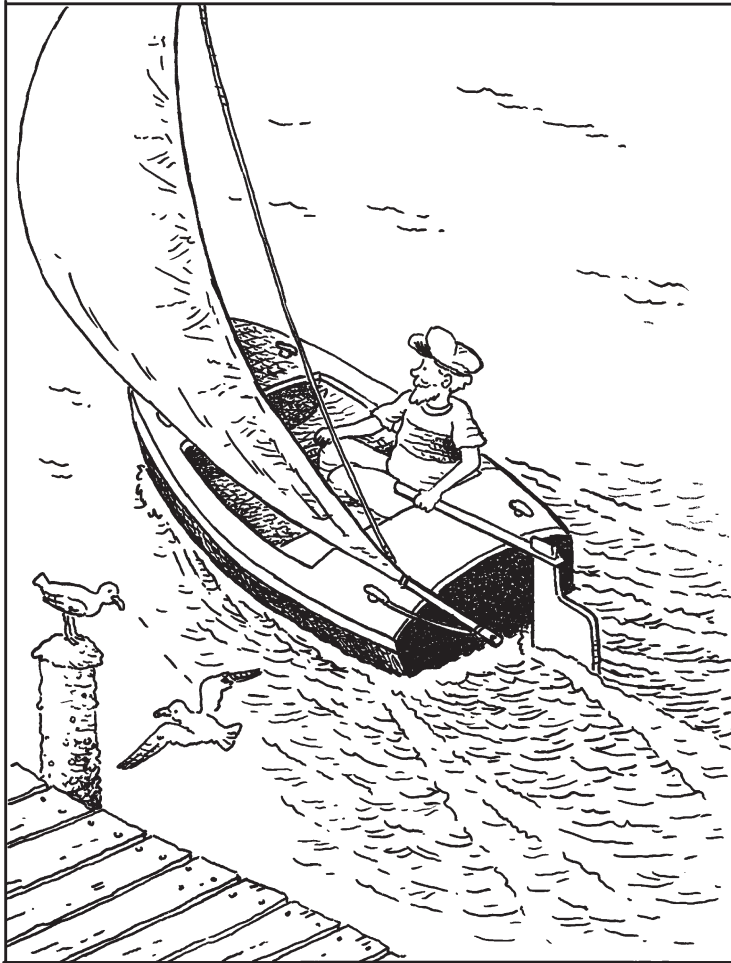
Paul Takes a Jaunt



High-Frequency Words Taught to Date

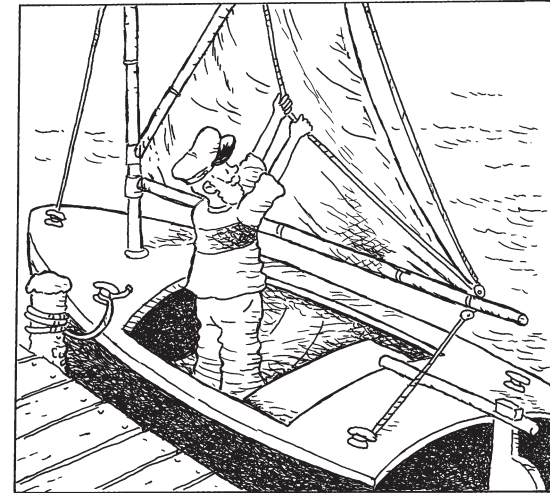
a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	leaves
above	come	funny	loudly	pull	thought		might
across	could	give	loved	pushed	three	afraid	mind
after	country	go	make	put	to	against	morning
again	covers	goes	many	read	today	air	move
all	cried	good	maybe	ready	together	also	next
almost	different	great	me	right	too	another	other
along	do	green	minute	said	took	any	part
always	does	ground	more	school	toward	anything	pretty
and	done	grow	most	second	try	behind	really
animal	don't	happy	mother	see	two	being	river
are	door	have	my	seven	under	better	room
around	down	he	myself	shall	until	book	saw
away	draw	head	near	she	use	care	says
baby	earth	hear	never	should	very	cheer	sky
ball	eat	heard	new	show	walk	children	sleep
be	eight	help	night	sing	want	coming	slowly
bear	enough	her	no	small	warms	dark	someone
beautiful	even	here	noise	soil	was	didn't	something
because	every	high	nothing	some	wash	doing	sound
been	everyone	hold	now	sometimes	watch	else	stood
before	eyes	house	of	soon	water	ever	store
began	fall	how	off	sorry	we	everything	table
begins	family	I	old	starts	were	floor	tall
bird	far	idea	once	stories	what	flower	this
blue	father	into	one	story	where	found	though
both	few	is	only	studied	who	front	through
boy	field	kinds	open	sure	why	girl	told
bring	find	know	or	surprised	window	gone	turned
brothers	first	large	our	take	with	hair	voice
brown	five	laugh	out	talk	work	hard	what's
buy	fly	learning	over	teacher	world	hello	without
by	follow	light	own	the	would	horse	words
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yō/ (CVCe); long *u* /ō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and ending *-s*; base words and ending *-ed*; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with 's and n't; contractions with 'll and 'd; contractions with 've and 're; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefixes *un-*, *re-*, *over-*, *pre-*, *mis-*; silent consonants *kn*, *gn*, *mb*, *wr*; /ð/ spelled *au*, *aw*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*; single possessives



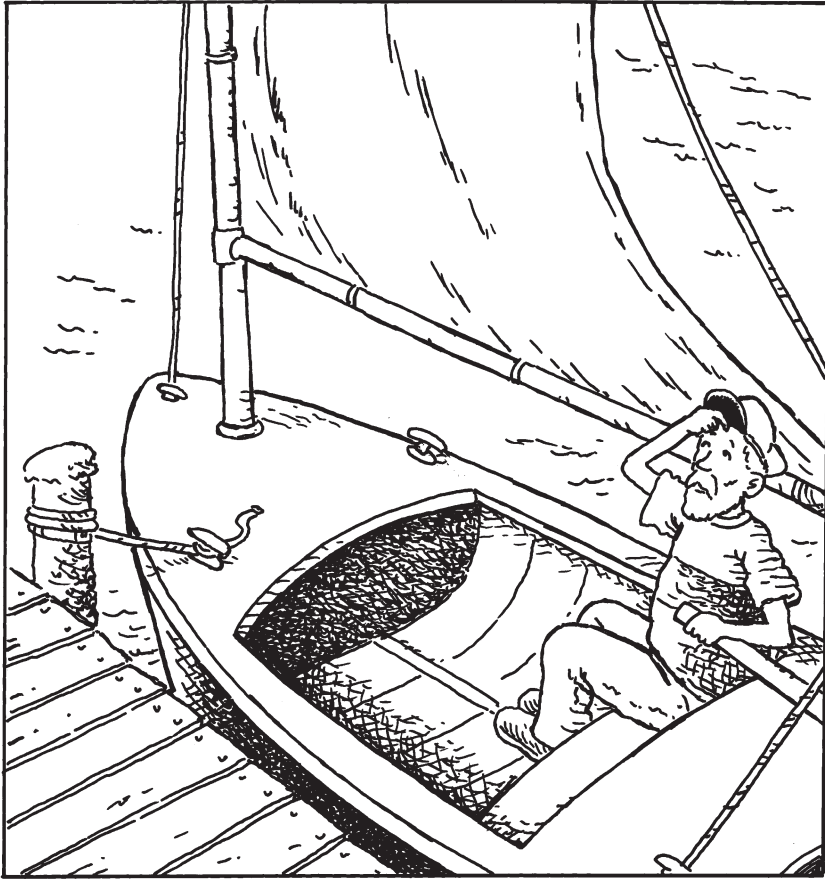
It is still dawn as Paul's boat draws away from the dock. Seagulls watch as he sets off on his jaunt! Paul has a lot of fun when he gets to take short trips on his sailboat!

Paul Takes a Jaunt

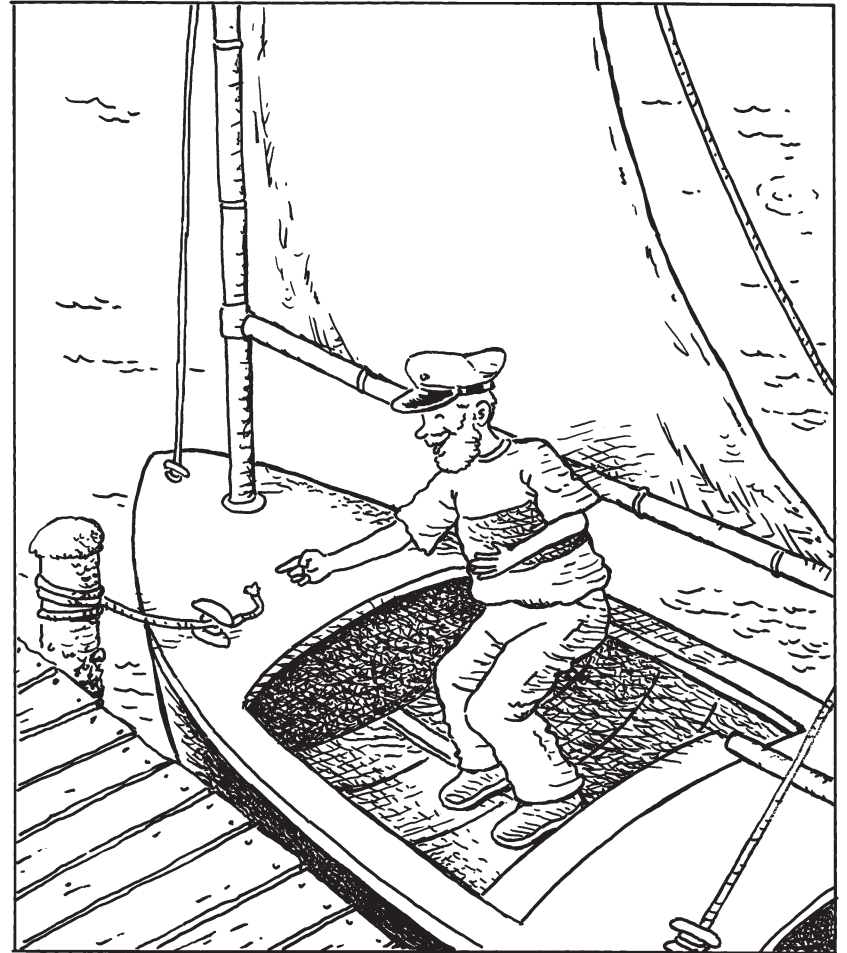


Paul yawns. It is dawn. The air is raw, but not cold.

Paul plans to take a short trip on his boat. He hauls on a rope to make the sail taut. Paul's boat is all set for the jaunt.



The boat does not draw away from the dock. Paul can't launch his boat. There is a pause while Paul seeks the cause.



At last, Paul saw what was at fault. The rope from the boat to the dock was still taut! Paul unties the rope and hauls it inside the boat.

A Walk in the Fall

DECODABLE WORDS

Target Skill: /ô/ spelled *al, a*

all	always	fall	walk
almost	ball	sidewalk	water
also	call	talk	

Previously Taught Skills

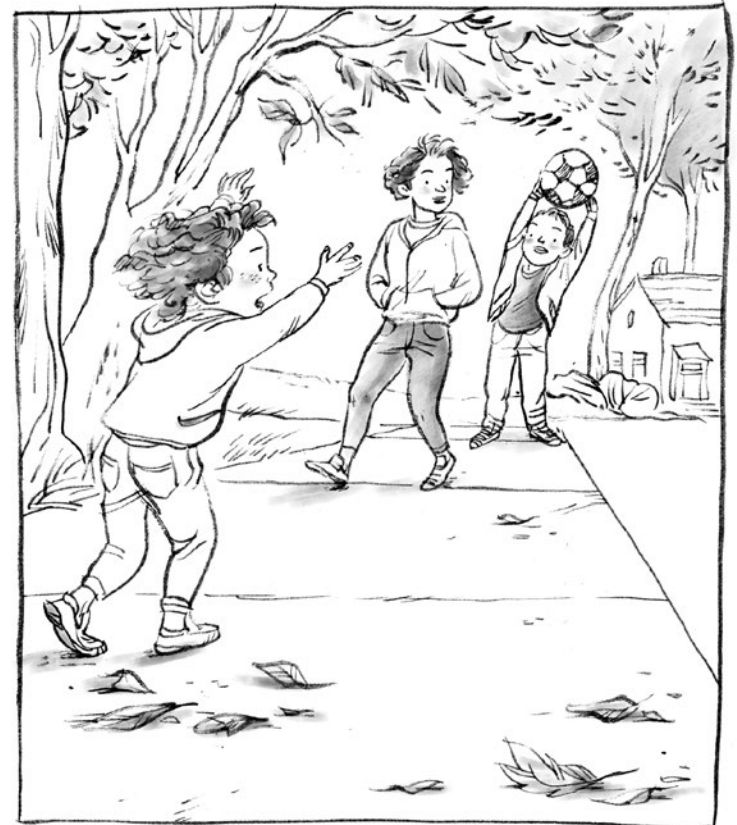
after	fun	kids	play	tells
and	go	let's	put	that
as	has	likes	right	that's
away	he	me	run	throw
can	I	Mom	she	throws
close	in	nice	slip	today
day	is	no	so	us
far	it	on	such	we
for	it's	Paul	takes	with

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /*k*/ spelled *c*; /*s*/ spelled *c*; long *o* (CVCe); /*g*/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*, *ss*, *ff*, *zz*; consonant digraphs *th*, *sh*, *ch*; base words and ending *-s*; CV syllable pattern (open syllables); contractions with 's; vowel digraphs *ai*, *ay*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; *r*-controlled *ar*, *or*, *er*; /ô/ spelled *au*, *aw*, *al*, *a*; short vowels; consonants; long *o* spelled *o*; long *e* spelled *e*

HIGH-FREQUENCY WORDS

<i>a</i>	<i>else</i>	<i>here</i>	<i>to</i>	<i>wants</i>
<i>anyone</i>	<i>great</i>	<i>the</i>	<i>too</i>	<i>was</i>
<i>comes</i>	<i>have</i>	<i>there('s)</i>	<i>want</i>	

A Walk in the Fall



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	leaves
above	come	funny	loudly	pull	thought		might
across	could	give	loved	pushed	three	afraid	mind
after	country	go	make	put	to	against	morning
again	covers	goes	many	read	today	air	move
all	cried	good	maybe	ready	together	also	next
almost	different	great	me	right	too	another	other
along	do	green	minute	said	took	any	part
always	does	ground	more	school	toward	anything	pretty
and	done	grow	most	second	try	behind	really
animal	don't	happy	mother	see	two	being	river
are	door	have	my	seven	under	better	room
around	down	he	myself	shall	until	book	saw
away	draw	head	near	she	use	care	says
baby	earth	hear	never	should	very	cheer	sky
ball	eat	heard	new	show	walk	children	sleep
be	eight	help	night	sing	want	coming	slowly
bear	enough	her	no	small	warms	dark	someone
beautiful	even	here	noise	soil	was	didn't	something
because	every	high	nothing	some	wash	doing	sound
been	everyone	hold	now	sometimes	watch	else	stood
before	eyes	house	of	soon	water	ever	store
began	fall	how	off	sorry	we	everything	table
begins	family	I	old	starts	were	floor	tall
bird	far	idea	once	stories	what	flower	this
blue	father	into	one	story	where	found	though
both	few	is	only	studied	who	front	through
boy	field	kinds	open	sure	why	girl	told
bring	find	know	or	surprised	window	gone	turned
brothers	first	large	our	take	with	hair	voice
brown	five	laugh	out	talk	work	hard	what's
buy	fly	learning	over	teacher	world	hello	without
by	follow	light	own	the	would	horse	words
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

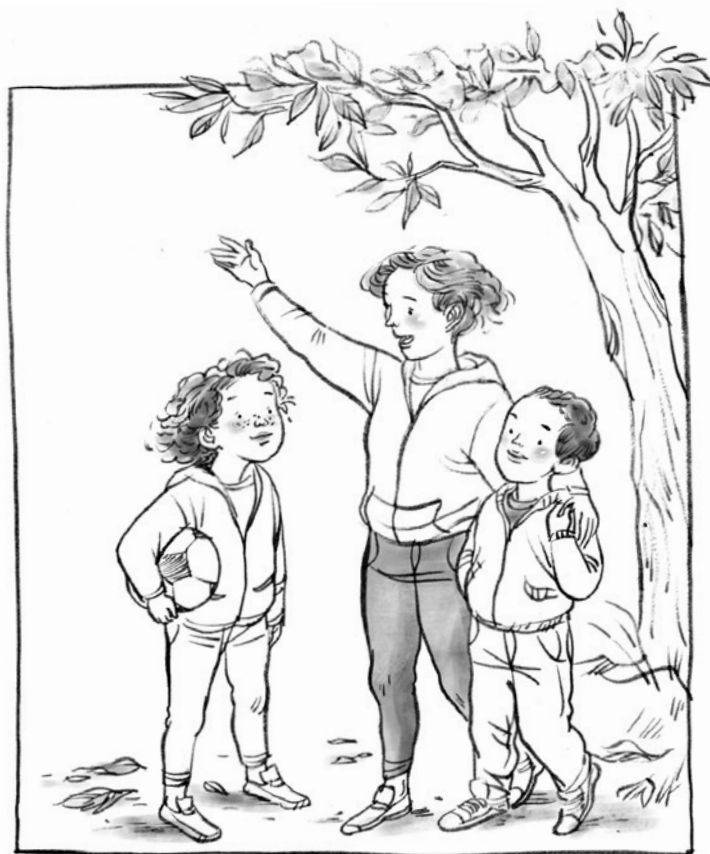
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A Walk in the Fall



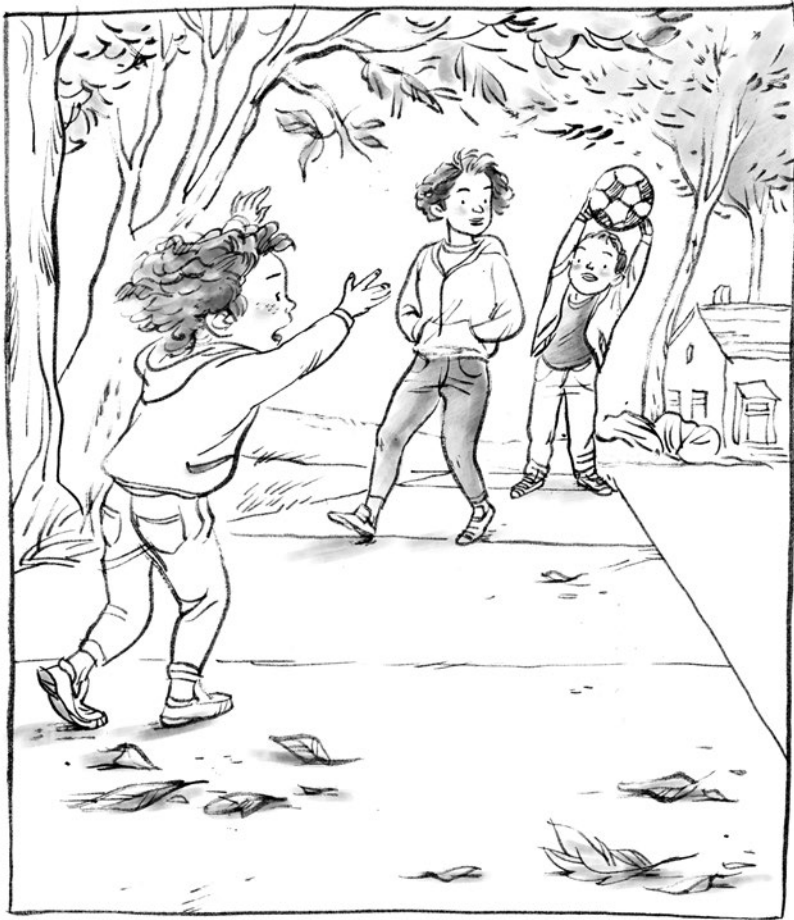
Today is a nice fall day, so Paul and I want to go for a walk.

"Anyone else want to go?" we call.
Mom tells us she also wants to go.
That's nice! We can all go for a walk!



"Kids, put the ball away," Mom tells us. "It's such a nice day. Let's walk. Let's talk. Let's have fun in the fall."

As always, Mom is right. We all have a great day.



Paul takes a ball. He always has a ball and likes to play with it.

"Paul!" I call. "Throw me the ball!"

"All right! Here it comes!"



Paul throws the ball. He throws it too far!

I run after the ball. No! There's water on the sidewalk.

I slip and almost fall! That was close.

Water in the Hall!

DECODABLE WORDS

Target Skill: /ô/ spelled *al, a*

all	call	fall	small	wall
almost	called	hall	walk	water
always	chalk	hallway	walked	

Previously Taught Skills

about	day	he	looking	right	turned
and	desk	his	math	run	up
around	didn't	huge	mess	see	us
at	down	hurt	my	slide	very
away	face	I	not	slip	wait
back	finish	in	on	stopped	we
bell	for	is	or	teacher	went
big	gather	just	out	tell	when
bit	get	keep	over	that	will
came	go	left	problem	things	
can	going	let's	put	this	
cleaned	happy	lined	rang	told	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *u* /yôô/ (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*; base words and ending *-s*; base words and ending *-ed*; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; *r*-controlled *or*, *er*, *ur*; suffix *-ful*; /ô/ spelled *au*, *aw*, *al*, *a*; short vowels; consonants; /ou/ spelled *ou*, *ow*; long *e* spelled *e*; long *o* spelled *o*; /ôô/ spelled *oo*

HIGH-FREQUENCY WORDS

a	don't	have	school	to	were
care(ful)	floor	here	someone	want	what
could	from	our	the	was	

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/ô/ spelled *al, a*

BOOK 164

Water in the Hall!



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	leaves
above	come	funny	loudly	pull	thought		might
across	could	give	loved	pushed	three	afraid	mind
after	country	go	make	put	to	against	morning
again	covers	goes	many	read	today	air	move
all	cried	good	maybe	ready	together	also	next
almost	different	great	me	right	too	another	other
along	do	green	minute	said	took	any	part
always	does	ground	more	school	toward	anything	pretty
and	done	grow	most	second	try	behind	really
animal	don't	happy	mother	see	two	being	river
are	door	have	my	seven	under	better	room
around	down	he	myself	shall	until	book	saw
away	draw	head	near	she	use	care	says
baby	earth	hear	never	should	very	cheer	sky
ball	eat	heard	new	show	walk	children	sleep
be	eight	help	night	sing	want	coming	slowly
bear	enough	her	no	small	warms	dark	someone
beautiful	even	here	noise	soil	was	didn't	something
because	every	high	nothing	some	wash	doing	sound
been	everyone	hold	now	sometimes	watch	else	stood
before	eyes	house	of	soon	water	ever	store
began	fall	how	off	sorry	we	everything	table
begins	family	I	old	starts	were	floor	tall
bird	far	idea	once	stories	what	flower	this
blue	father	into	one	story	where	found	though
both	few	is	only	studied	who	front	through
boy	field	kinds	open	sure	why	girl	told
bring	find	know	or	surprised	window	gone	turned
brothers	first	large	our	take	with	hair	voice
brown	five	laugh	out	talk	work	hard	what's
buy	fly	learning	over	teacher	world	hello	without
by	follow	light	own	the	would	horse	words
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

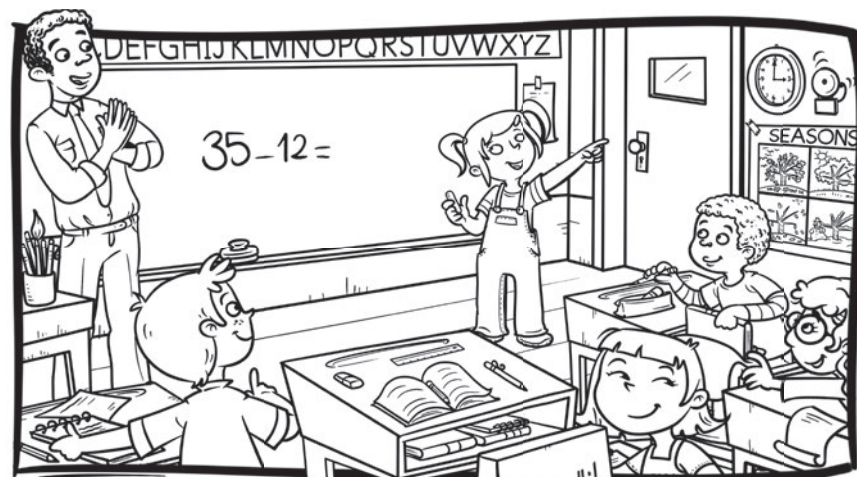
Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and ending *-s*; base words and ending *-ed*; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with 's and n't; contractions with 'll and 'd; contractions with 've and 're; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*; double consonant; ending *-ing*; double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*; change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; ending *-er*; double consonant; ending *-est*; double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefixes *un-*, *re-*, *over-*, *pre-*, *mis-*; silent consonants *kn*, *gn*, *mb*, *wr*; /ō/ spelled *au*, *aw*, *al*, *a*; short vowels; consonants; /ou/ spelled *ou*, *ow*; long *e* spelled *e*; long *o* spelled *o*; /ōō/ spelled *oo*



Our teacher is always very careful.
He told us to walk, not run, in the hall.
He didn't want us to slip or slide on the
water and get hurt.

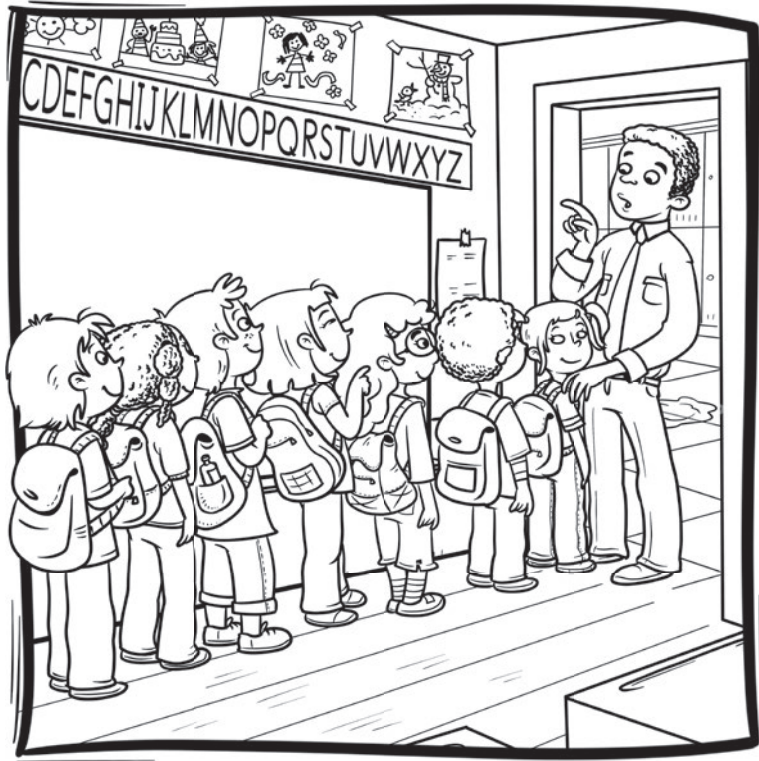
"Let's keep the small problem small!" he
called. "Don't fall or get water all over!"

Water in the Hall!



I was about to finish a math problem
when the bell on the wall rang. The
school day was over!

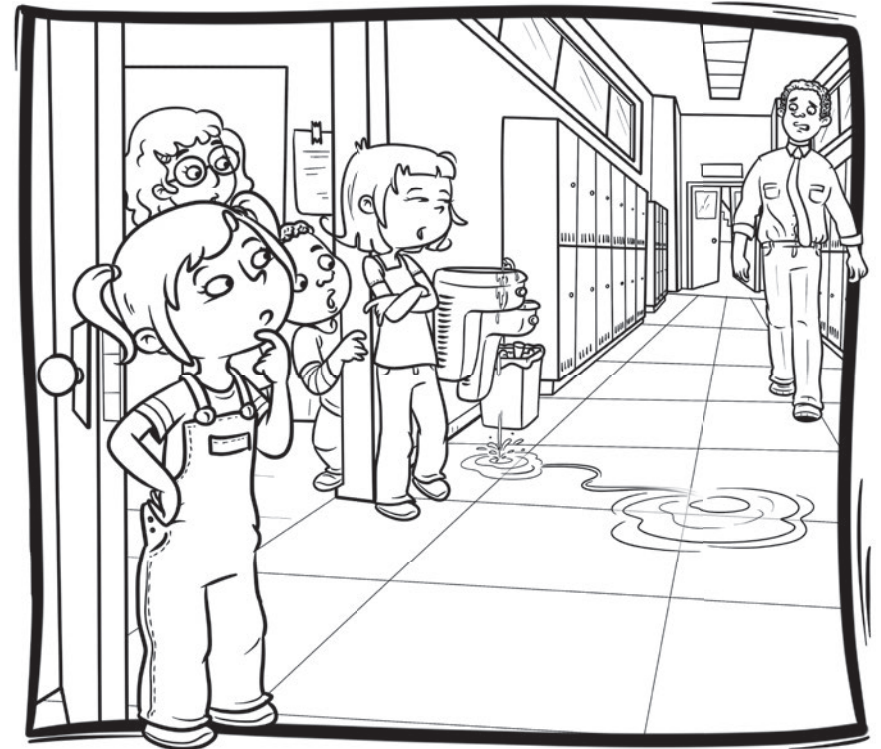
I put the chalk away and went back
to my desk to gather all my things.



We all lined up and were about to go out to the hallway when our teacher stopped us.

“Wait right here for a bit,” he told us. “We have a small problem in the hall. I can see water on the floor.”

He turned around and walked down the hall to see what was going on.



When he came back, we could tell that he was not happy from just looking at his face.

“That small problem was almost a huge problem. Someone left the water on! I will call to get this big mess cleaned up right away.”

An Author Thinks and Thinks

DECODABLE WORDS

Target Skill: /ô/ spelled o

broth cloth moss soft strong tossing

Previously Taught Skills

about	bright	flies	more	sitting	thinking
an	can	hawk	much	sleepy	thinks
and	dawn	he	next	snacks	this
around	day	him	nice	so	trees
at	desk	his	on	starts	will
August	draped	in	out	story	window
author	draws	is	over	summer	write
bald	drink	it	picnic	sun	yawns
behind	eagle	job	scrap	tall	
big	eat	launches	sees	then	
bird	finish	makes	sits	think	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *ch*; base words and ending *-s*; base words and ending *-ed*; base words and ending *-ing*; CV syllable pattern (open syllables); base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*; suffix *-y*; silent consonants *wr*; /ô/ spelled *au*, *aw*, *al*, *a*, *o*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*; syllable *_le*; /ou/ spelled *ou*

HIGH-FREQUENCY WORDS

a	for	into	people	to
air	head	look(ing)	some	what
another	idea(s)	of	the	

An Author Thinks and Thinks



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	kept
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	through
blue	father	into	one	story	where	front	told
both	few	is	only	studied	who	found	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	leaves	

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The author yawns. He is sleepy.
He will finish his story another day.

He draws on what he sees around
him for ideas, and what he sees makes
him think about so much more.

What a nice job!

/ô/ spelled o

BOOK 165

An Author Thinks and Thinks



This author sits at his desk, thinking
and thinking. He is looking out the
window and tossing ideas around in
his head.

It is a nice day. The sun is bright.
What can he write about?



He sees a big hawk. The strong bird makes him think of a bald eagle.

He starts to write a story about a bald eagle at dawn. The eagle launches into the air and flies over the tall trees.



Then he sees a scrap of soft cloth draped behind him. This makes him think of a summer picnic.

He starts to write about a picnic in August. Sitting next to some moss, the people drink broth and eat snacks.

A Launch at Dawn

DECODABLE WORDS

Target Skill: /ô/ spelled o

blastoff boss long off strong toss

Previously Taught Skills

afraid	can't	Hawk	it	person	think
also	dawn	Hawk's	just	pumps	thinks
an	fall	he	launch	put	this
and	float	helmet	lot	rocket	time
applaud	for	he's	lots	see	Tom
astronaut	Friday	him	luck	shape	train
at	fun	his	make	stay	up
awful	go	home	my	take	when
be	goes	I	name	tests	while
but	going	in	need	that	will
calls	had	is	no	them	with
can	happen	isn't	on	things	yell

SKILLS APPLIED IN WORDS IN STORY: short a; short i; CVC syllable pattern; short o; short u; short e; long a (CVCe); long i (CVCe); /k/ spelled c; /s/ spelled c; long o (CVCe); /g/ spelled g; blends with r; blends with l; blends with s; final blend nd; final blend ng; final blend nk; double final consonants ll, ss, ff, zz; consonants ck; double consonants (closed syllables); consonant digraphs th, sh, wh, ch; base words and ending -s; CV syllable pattern (open syllables); contractions with 's and n't; base words and endings -s, -es; vowel digraphs ai, ay; vowel digraphs ee, ea; vowel digraphs oa, ow; compound words; schwa spelled a, e, i, o, u; long i spelled i, y; r-controlled or, er; suffix -ful; /ô/ spelled au, aw, al, a, o; short vowels; consonants; long e spelled e; long o spelled o; single possessives

HIGH-FREQUENCY WORDS

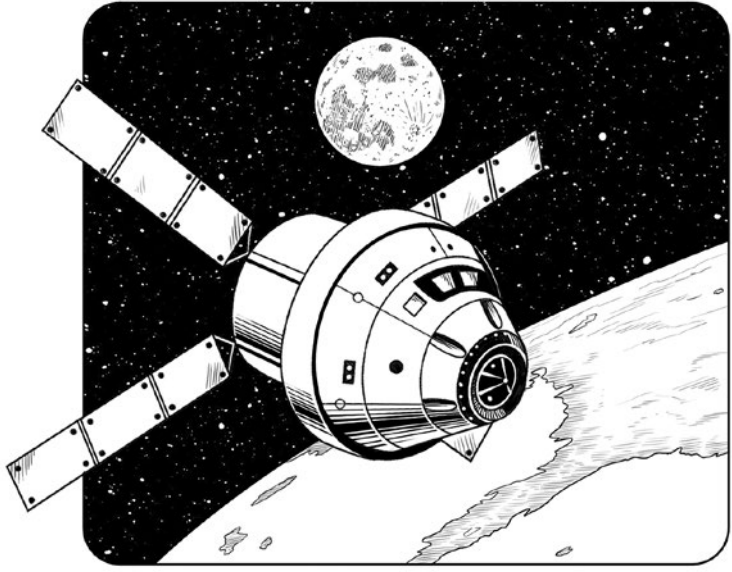
a	care(ful)	everyone	people	they
air	come	good	sure	to
because	don't	have	the	was
before	down	of	there	would

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/ô/ spelled o

BOOK 166

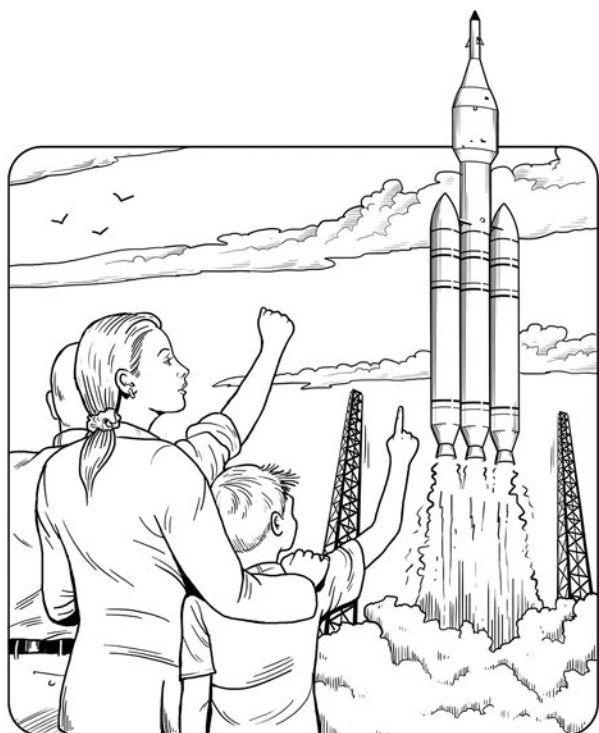
A Launch at Dawn



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	leaves
above	come	funny	loudly	pull	thought		might
across	could	give	loved	pushed	three	afraid	mind
after	country	go	make	put	to	against	morning
again	covers	goes	many	read	today	air	move
all	cried	good	maybe	ready	together	also	next
almost	different	great	me	right	too	another	other
along	do	green	minute	said	took	any	part
always	does	ground	more	school	toward	anything	pretty
and	done	grow	most	second	try	behind	really
animal	don't	happy	mother	see	two	being	river
are	door	have	my	seven	under	better	room
around	down	he	myself	shall	until	book	saw
away	draw	head	near	she	use	care	says
baby	earth	hear	never	should	very	cheer	sky
ball	eat	heard	new	show	walk	children	sleep
be	eight	help	night	sing	want	coming	slowly
bear	enough	her	no	small	warms	dark	someone
beautiful	even	here	noise	soil	was	didn't	something
because	every	high	nothing	some	wash	doing	sound
been	everyone	hold	now	sometimes	watch	else	stood
before	eyes	house	of	soon	water	ever	store
began	fall	how	off	sorry	we	everything	table
begins	family	I	old	starts	were	floor	tall
bird	far	idea	once	stories	what	flower	this
blue	father	into	one	story	where	found	though
both	few	is	only	studied	who	front	through
boy	field	kinds	open	sure	why	girl	told
bring	find	know	or	surprised	window	gone	turned
brothers	first	large	our	take	with	hair	voice
brown	five	laugh	out	talk	work	hard	what's
buy	fly	learning	over	teacher	world	hello	without
by	follow	light	own	the	would	horse	words
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and ending *-s*; base words and ending *-ed*; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with 's and n't; contractions with 'll and 'd; contractions with 've and 're; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefixes *un-*, *re-*, *over-*, *pre-*, *mis-*; silent consonants *kn*, *gn*, *mb*, *wr*; /ð/ spelled *au*, *aw*, *al*, *a*, *o*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*; single possessives



On Friday, a lot of people will come see the launch. They will yell and applaud.

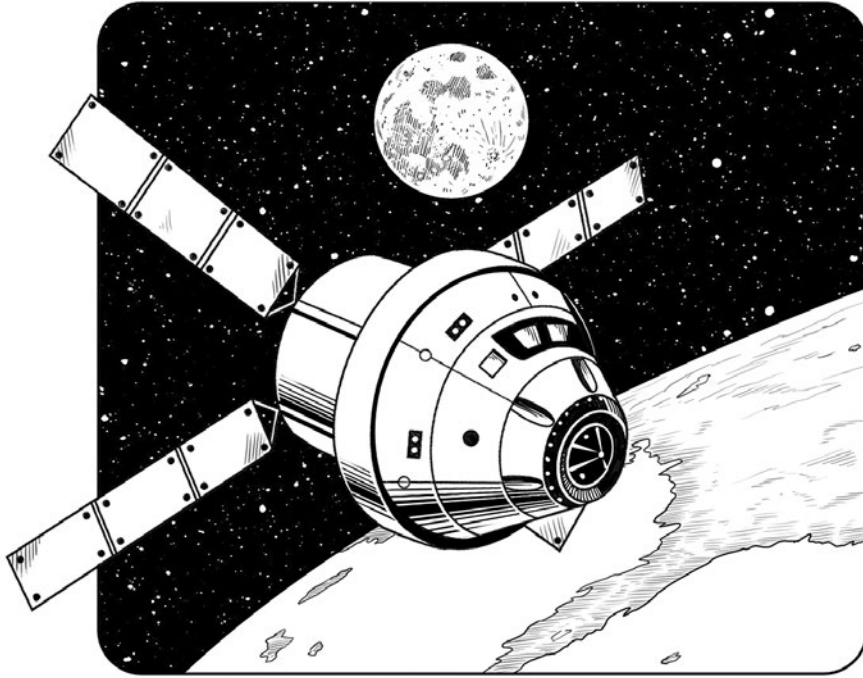
Blastoff! There goes Hawk! Good luck!

A Launch at Dawn



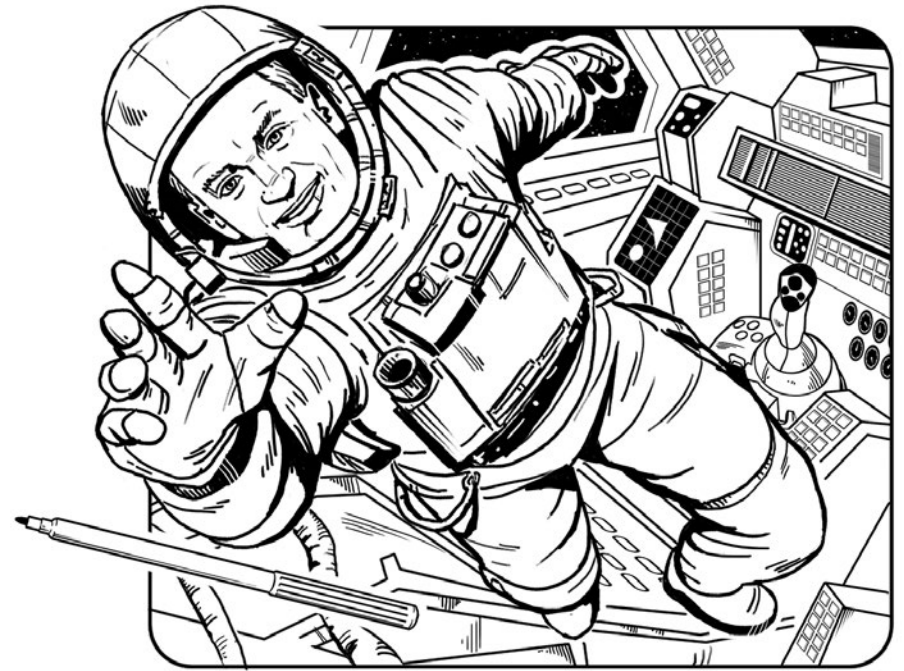
This is my boss. His name is Tom, but everyone calls him Hawk. He is an astronaut!

Hawk had to train for a long time before going to space. He had to take lots of tests and stay in shape. He had to make sure he was strong!



On Friday, Hawk will go to space! His rocket will launch at dawn. The rocket will be Hawk's home while he's in space.

A lot can happen when a person goes to space. I would be afraid to go, but my boss isn't. Hawk thinks it will be fun. I think it would be awful!



Hawk will have to put on a helmet that pumps air. Hawk can't take the helmet off because there is no air in space!

Also, Hawk will need to be careful with his things. He can't just toss them up in the air! Things float in space. They don't fall down!

Under the Moon

DECODABLE WORDS

Target Skill: /ōō/ spelled *oo, ou*

brood	food	hoot	raccoon	smooth	through
cool	group	Moon	room	soon	

Previously Taught Skills

and	bright	gets	its	reads	tries
animals	bugs	glow	keep	right	try
asleep	by	go	lake	rising	under
at	can	goes	large	see	underwater
away	closer	he	light	she	up
babies	den	her	mom	sky	use
baby	eat	high	nest	sleep	wade
back	falls	him	night	small	wakes
bed	feed	his	now	story	water
big	find	in	or	tall	will
birds	for	inside	over	then	window
boy	gathers	is	plants	trees	wings

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); /g/ spelled *g*; /j/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*; base words and ending *-s*; base words and ending *-ing*; CV syllable pattern (open syllables); base words and endings *-s*, *-es*; vowel digraph *ay*; vowel digraphs *ee*, *ea*; vowel digraph *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; long *i* spelled *igh*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *er*, *ir*; /ō/ spelled *al*, *a*; /ōō/ spelled *oo*, *ou*; short vowels; consonants; long *o* spelled *o*; long *e* spelled *e*; /ou/ spelled *ow*; vowel diphthong *oy*

HIGH-FREQUENCY WORDS

a	air	hear(s)	look(s)	out	to
about	from	leaves	of	the	

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/ōō/ spelled *oo, ou*

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Under the Moon

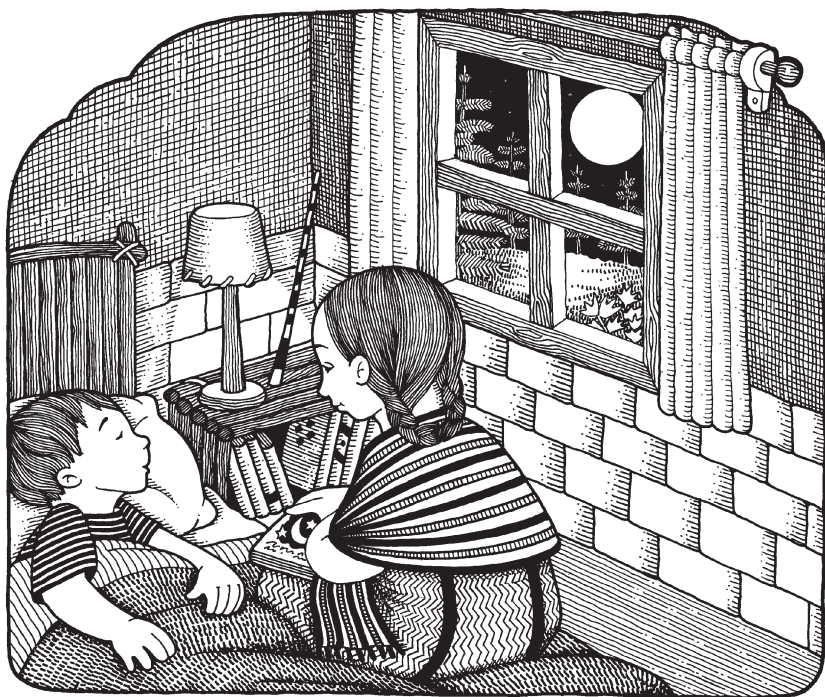


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High-Frequency Words Taught to Date

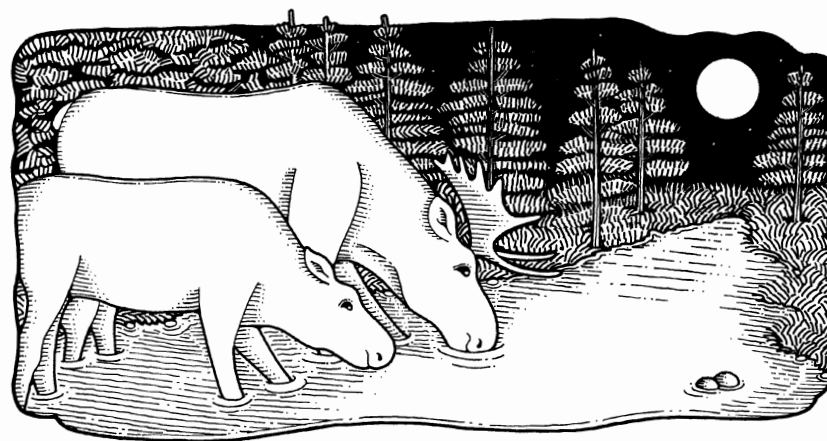
a	city	friendship	long	play	think	young	I've
about	cold	full	look	please	those	your	kept
above	come	funny	loudly	pull	thought		knew
across	could	give	loved	pushed	three	afraid	leaves
after	country	go	make	put	to	against	might
again	covers	goes	many	read	today	ago	mind
all	cried	good	maybe	ready	together	air	morning
almost	different	great	me	right	too	alone	move
along	do	green	minute	said	took	also	next
always	does	ground	more	school	toward	another	other
and	done	grow	most	second	try	any	part
animal	don't	happy	mother	see	two	anything	pretty
are	door	have	my	seven	under	behind	really
around	down	he	myself	shall	until	being	river
away	draw	head	near	she	use	better	room
baby	earth	hear	never	should	very	book	saw
ball	eat	heard	new	show	walk	care	says
be	eight	help	night	sing	want	cheer	sky
bear	enough	her	no	small	warms	children	sleep
beautiful	even	here	noise	soil	was	coming	slowly
because	every	high	nothing	some	wash	dark	someone
been	everyone	hold	now	sometimes	watch	didn't	something
before	eyes	house	of	soon	water	doing	sound
began	fall	how	off	sorry	we	else	stood
begins	family	I	old	starts	were	ever	store
bird	far	idea	once	stories	what	everything	table
blue	father	into	one	story	where	floor	tall
both	few	is	only	studied	who	flower	this
boy	field	kinds	open	sure	why	found	though
bring	find	know	or	surprised	window	front	through
brothers	first	large	our	take	with	girl	told
brown	five	laugh	out	talk	work	gone	turned
buy	fly	learning	over	teacher	world	hair	voice
by	follow	light	own	the	would	hard	what's
call	food	like	paper	their	write	hello	without
car	for	listen	party	there	years	horse	won't
carry	four	little	people	these	yellow	hundred	words
caught	friend	live	pictures	they	you	I'll	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and ending *-s*; base words and ending *-ed*; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with 's and n't; contractions with 'll and 't; contractions with 've and 're; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefixes *un-*, *re-*, *over-*, *pre-*, *mis-*; silent consonants *kn*, *gn*, *mb*, *wr*; /ô/ spelled *au*, *av*, *al*, *a*, *o*; /ōō/ spelled *oo*, *ou*; short vowels; consonants; long *o* spelled *o*; long *e* spelled *e*; /ou/ spelled *ow*; vowel diphthong *oy*



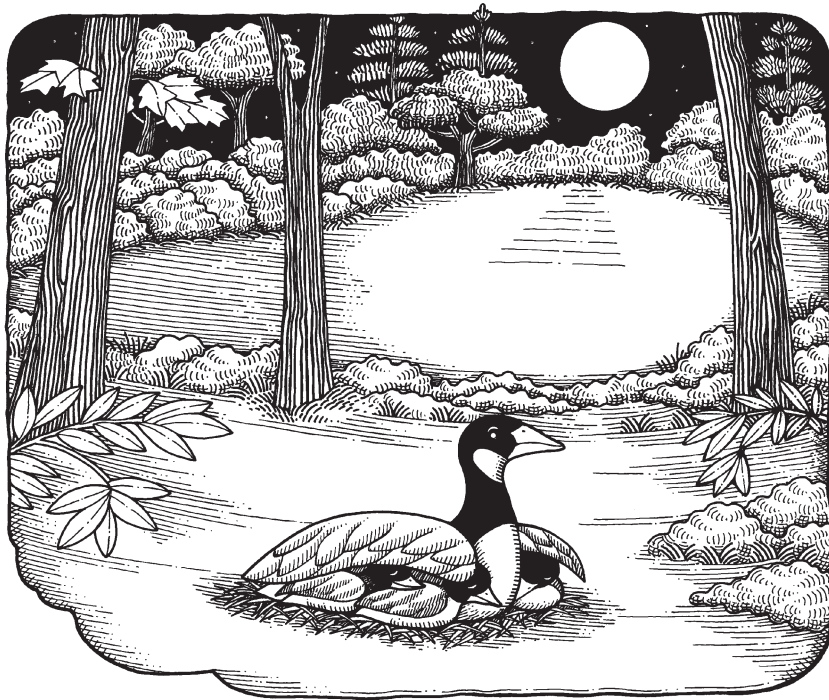
A boy is in his room. He gets in his bed. He can see the bright glow of the Moon through his big window. His mom reads him a story about the Moon in the night sky. Soon, he falls asleep by the light of the Moon.

Under the Moon



Right now, the Moon is rising over the tall trees. A mom and her baby wade through the cool water. The large animals try to find food underwater.

Soon, the animals will wade out of the cool water and go to sleep.



The Moon is rising over the small lake. A mom gathers its brood closer. A brood is a group of baby birds. The mom will use its smooth wings to keep the cool night air away from her nest.



The Moon is high in the night sky. A raccoon wakes up and leaves her den. The raccoon looks for her food at night. She tries to find bugs or small plants to eat.

Then the raccoon hears a hoot. She goes back inside her den to feed her babies.

Soup Group

DECODABLE WORDS

Target Skill: /ōō/ spelled oo, ou

cool	group	noodles	soup
food	Lou	shoo	you

Previously Taught Skills

a	ginger	make	peas	three
and	got	members	pot	tried
ate	green	met	showed	week
best	how	mom	smelled	weeks
cat	it	next	sneak	will
chicken	Kim	or	slurp	with
cried	last	Pam	then	yummy
dad	liked	Pam's	thick	
garlic	made	pea	this	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; closed syllables (CVC); short *o*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *s*; final blend *nd*; double final consonants *ll*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; ending *-s*; ending *-ed /t/*; vowel digraphs *ee*, *ea*; vowel digraph *ow*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; /ōō/ spelled *oo*, *ou*; consonants; short vowels; vowel combination *ow*

HIGH-FREQUENCY WORDS

a	every	some	think	what
ago	loved	the	to	were
do	of	they	was	

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/ōō/ spelled oo, ou

BOOK 168

Soup Group



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	I've
about	cold	full	look	please	those	your	kept
above	come	funny	loudly	pull	thought		knew
across	could	give	loved	pushed	three	afraid	leaves
after	country	go	make	put	to	against	might
again	covers	goes	many	read	today	ago	mind
all	cried	good	maybe	ready	together	air	morning
almost	different	great	me	right	too	alone	move
along	do	green	minute	said	took	also	next
always	does	ground	more	school	toward	another	other
and	done	grow	most	second	try	any	part
animal	don't	happy	mother	see	two	anything	pretty
are	door	have	my	seven	under	behind	really
around	down	he	myself	shall	until	being	river
away	draw	head	near	she	use	better	room
baby	earth	hear	never	should	very	book	saw
ball	eat	heard	new	show	walk	care	says
be	eight	help	night	sing	want	cheer	sky
bear	enough	her	no	small	warms	children	sleep
beautiful	even	here	noise	soil	was	coming	slowly
because	every	high	nothing	some	wash	dark	someone
been	everyone	hold	now	sometimes	watch	didn't	something
before	eyes	house	of	soon	water	doing	sound
began	fall	how	off	sorry	we	else	stood
begins	family	I	old	starts	were	ever	store
bird	far	idea	once	stories	what	everything	table
blue	father	into	one	story	where	floor	tall
both	few	is	only	studied	who	flower	this
boy	field	kinds	open	sure	why	found	though
bring	find	know	or	surprised	window	front	through
brothers	first	large	our	take	with	girl	told
brown	five	laugh	out	talk	work	gone	turned
buy	fly	learning	over	teacher	world	hair	voice
by	follow	light	own	the	would	hard	what's
call	food	like	paper	their	write	hello	without
car	for	listen	party	there	years	horse	won't
carry	four	little	people	these	yellow	hundred	words
caught	friend	live	pictures	they	you	I'll	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions 's, n't; contractions 'll, 'd; contractions 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ō/ spelled *al*, *a*; /ō/ spelled *o*, /ōō/ spelled *oo*, *ou*; consonants; short vowels; vowel combination *ow*



This week, Kim showed the group how to make ginger and garlic soup. They loved it!

What soup do you think the soup group will make next?

Soup Group



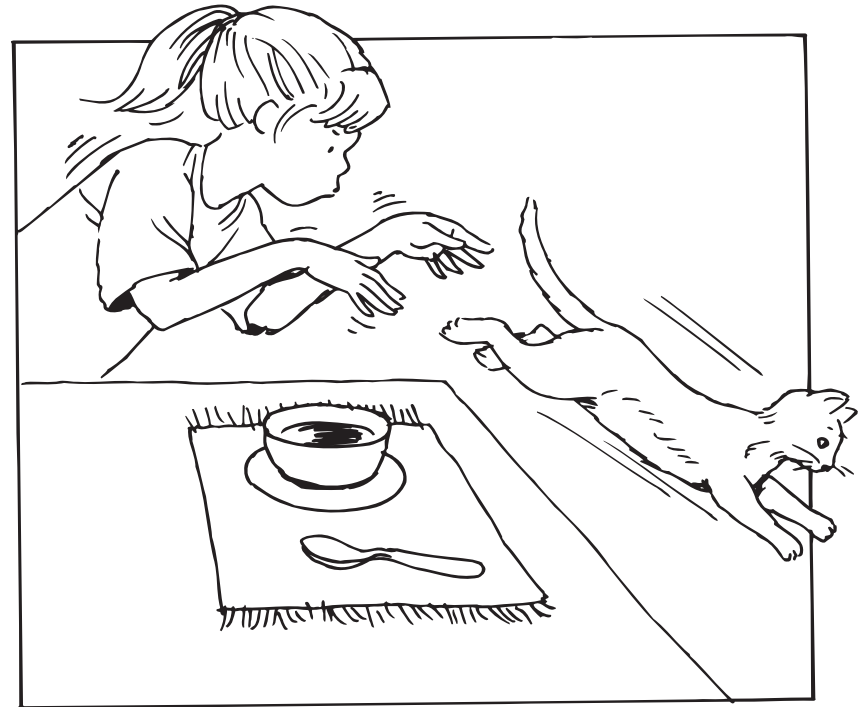
Lou, Pam, and Kim were members of a soup group. Every week, the soup group met to make the best food: soup!

The soup group made the soup with a mom or dad. Then the soup group ate the soup!



Three weeks ago, Lou got a pot and some peas. The soup group made pea soup.

Cool! It was green and thick! The soup group liked the pea soup.



Last week, the soup group made chicken soup with noodles.

The chicken soup smelled yummy! Pam's cat tried to sneak a slurp.

"Shoo, shoo!" Pam cried.

Stew Crew

DECODABLE WORDS

Target Skill: /ōō/ spelled ew, ue

blew	crew	few	stew	Tuesday
blue	dew	grew	threw	
chew	Drew	knew	true	

Previously Taught Skills

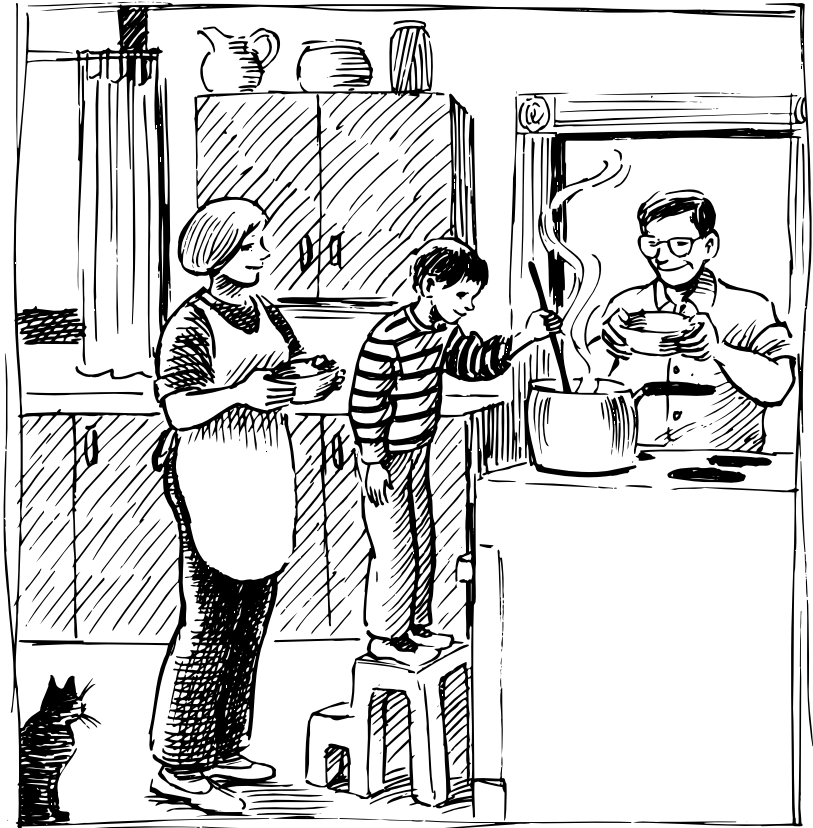
and	decided	is	picked	up
asked	dinner	it's	pot	went
ate	fine	kitchen	rules	wet
can	first	liked	so	what
chives	food	make	started	with
cried	garden	meat	that	yes
cut	his	mom	then	
dad	I	needed	this	
dad's	in	on	turnips	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; closed syllables; short *o*; short *u*; short *e*; long *a* (CVCe); /k/ spelled *c*; long *u* /ōō/ (CVCe); consonant *g* (hard *g*); blends with *r*; blends with *s*; final blend *nd*; consonant digraph *th*; consonant digraph *wh*; consonant digraph *ch*; ending *-s*; ending *-ed* /ed/; ending *-ed* /t/; open syllables (CV); contractions 's; vowel digraphs *ee*, *ea*; *r*-controlled *ar*; *r*-controlled *ir*, *ur*; /ô/ spelled *al*, *a*; /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; consonants; short vowels

HIGH-FREQUENCY WORDS

a	he	some	to	were
are	(in)to	the	was	where
be	said	they	we	would

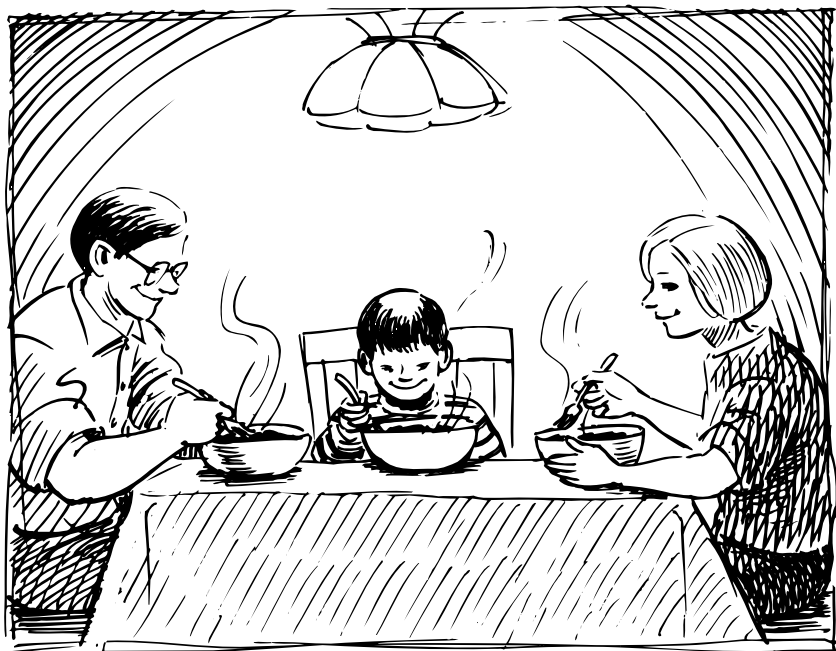
Stew Crew



High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	I've
about	cold	full	look	please	those	your	kept
above	come	funny	loudly	pull	thought		knew
across	could	give	loved	pushed	three	afraid	leaves
after	country	go	make	put	to	against	might
again	covers	goes	many	read	today	ago	mind
all	cried	good	maybe	ready	together	air	morning
almost	different	great	me	right	too	alone	move
along	do	green	minute	said	took	also	next
always	does	ground	more	school	toward	another	other
and	done	grow	most	second	try	any	part
animal	don't	happy	mother	see	two	anything	pretty
are	door	have	my	seven	under	behind	really
around	down	he	myself	shall	until	being	river
away	draw	head	near	she	use	better	room
baby	earth	hear	never	should	very	book	saw
ball	eat	heard	new	show	walk	care	says
be	eight	help	night	sing	want	cheer	sky
bear	enough	her	no	small	warms	children	sleep
beautiful	even	here	noise	soil	was	coming	slowly
because	every	high	nothing	some	wash	dark	someone
been	everyone	hold	now	sometimes	watch	didn't	something
before	eyes	house	of	soon	water	doing	sound
began	fall	how	off	sorry	we	else	stood
begins	family	I	old	starts	were	ever	store
bird	far	idea	once	stories	what	everything	table
blue	father	into	one	story	where	floor	tall
both	few	is	only	studied	who	flower	this
boy	field	kinds	open	sure	why	found	though
bring	find	know	or	surprised	window	front	through
brothers	first	large	our	take	with	girl	told
brown	five	laugh	out	talk	work	gone	turned
buy	fly	learning	over	teacher	world	hair	voice
by	follow	light	own	the	would	hard	what's
call	food	like	paper	their	write	hello	without
car	for	listen	party	there	years	horse	won't
carry	four	little	people	these	yellow	hundred	words
caught	friend	live	pictures	they	you	I'll	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *ŷ*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions 's, n't; contractions 'll, 'd; contractions 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ô/ spelled *al*, *a*; /ô/ spelled *o*, /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; consonants; short vowels



Drew asked his dad to dinner. His dad blew on the stew. Then he ate some and started to chew.

He said, "I knew it. This is fine stew!"

"So true! Mom and I are the stew crew!" cried Drew.

Stew Crew



Drew decided to make dinner on Tuesday. He knew his mom and dad liked stew.

He asked, "Mom, can I make some stew?"

"Yes," said his mom. "We can be the stew crew!"



First, Drew went to his dad's garden where his dad grew chives and turnips. The garden was wet with dew.

Drew picked what he needed. Drew knew the chives would make fine stew!

In the kitchen, Drew knew the rules. They cut up meat and a few chives.

They threw the food into a blue pot. Drew knew that he and his mom were a fine stew crew!

Blue Sue

DECODABLE WORDS

Target Skill: /ōō/ spelled *ew, ue*

Andrew	clues	knew	Sue
blue	drew	new	true

Previously Taught Skills

and	draw	it	picked	these
art	family	it's	shells	things
at	fun	laces	shirts	too
beach	had	look	showed	took
blooms	her	make	skirts	water
bunch	him	named	sky	went
class	I	next	so	will
color	I'll	nice	socks	wore
day	is	on	that	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *e* (CVCe); blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nt*; double final consonants *ll*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *ch*; ending *-s*; ending *-ed* /d/; open syllables (CV); contraction 's; vowel digraph *ay*; vowel digraph *ea*; vowel digraph *ow*; long *i* spelled *i*, *y*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*; /ô/ spelled *aw*; /ô/ spelled *a*; /ôô/ spelled *oo*; /ôô/ spelled *ew, ue*; consonants; short vowels; digraph *kn*; vowel digraph *oo* /oo/

HIGH-FREQUENCY WORDS

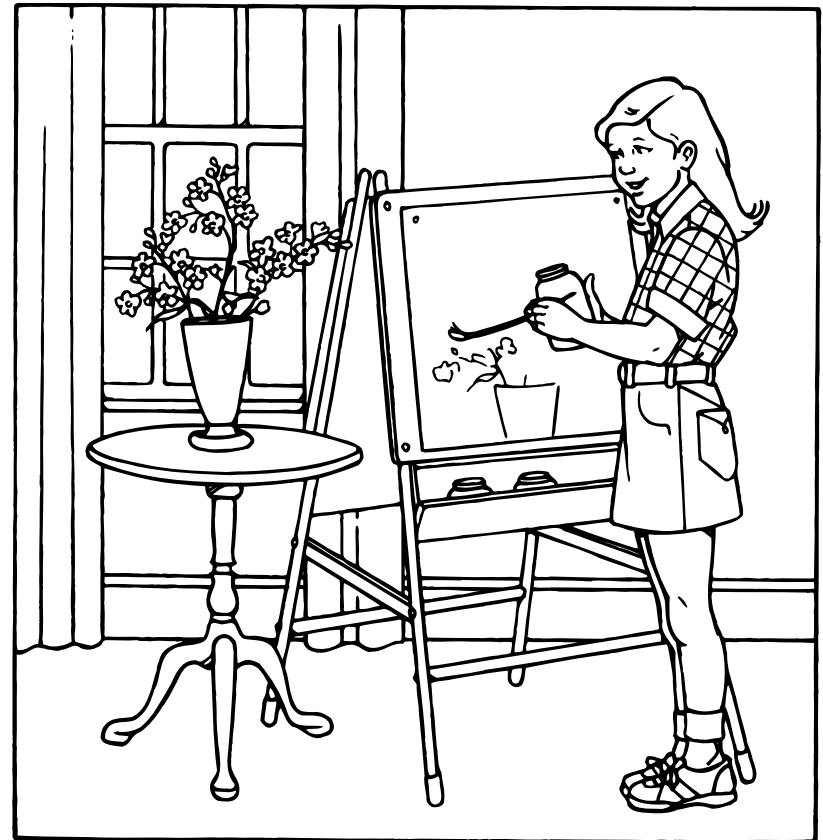
a	brother	loved	said	they	would
are	every(thing)	of	she	to	

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/ôô/ spelled *ew, ue*

BOOK 170

Blue Sue



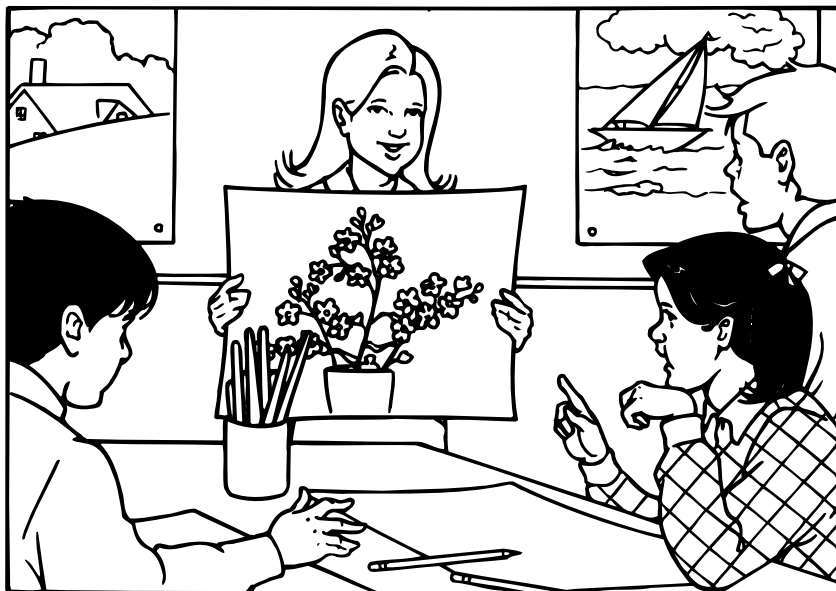
High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	move
about	come	give	make	read	together	alone	next
above	could	go	many	ready	too	also	other
across	country	goes	maybe	right	took	another	part
after	covers	good	me	said	toward	any	pretty
again	cried	great	minute	school	try	anything	really
all	different	green	more	second	two	behind	river
almost	do	ground	most	see	under	being	room
along	does	grow	mother	seven	until	better	saw
always	done	happy	my	shall	use	book	says
and	don't	have	myself	she	very	care	sky
animal	door	he	near	should	walk	cheer	sleep
are	down	head	never	show	want	children	slowly
around	draw	hear	new	sing	warms	coming	someone
away	earth	heard	night	small	was	dark	something
baby	eat	help	no	soil	wash	didn't	sound
ball	eight	her	noise	some	watch	doing	stood
be	enough	here	nothing	sometimes	water	else	store
bear	even	high	now	soon	we	ever	table
beautiful	every	hold	of	sorry	were	everything	tall
because	everyone	house	off	starts	what	floor	this
been	eyes	how	old	stories	where	flower	though
before	fall	I	once	story	who	found	through
began	family	idea	one	studied	why	front	told
begins	far	into	only	sure	window	girl	turned
bird	father	is	open	surprised	with	gone	voice
blue	few	kinds	or	take	work	hair	what's
both	field	know	our	talk	world	hard	without
boy	find	large	out	teacher	would	hello	won't
bring	first	laugh	over	the	write	horse	words
brothers	five	learning	own	their	years	hundred	
brown	fly	light	paper	there	yellow	I'll	
buy	follow	like	party	these	you	I've	
by	food	listen	people	they	young	kept	
call	for	little	pictures	think	your	knew	
car	four	live	play	those		leaves	
carry	friend	long	please	thought	afraid	might	
caught	friendship	look	pull	three	against	mind	
city	full	loudly	pushed	to	ago	morning	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yoo/ (CVCe); long *u* /oo/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *t*, blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions 's, n't; contractions 'll, 'd; contractions 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gr*; silent consonants *mb*; silent consonants *wr*; /ô/ spelled *au*, *aw*; /ô/ spelled *al*, *a*; /ô/ spelled *o*; /ô/ spelled *oo*, *ou*; /ô/ spelled *ew*, *ue*; consonants; short vowels; digraph *kn*; vowel digraph *oo* /oo/

Blue Sue

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Sue took her new picture to art class. She named it "Blue Blooms."

"I knew flowers would make a nice picture," said Sue. "So I drew blue blooms!"



Sue loved the color blue. Her shirts and her skirts were blue. Her socks and her laces were blue.

Everything Sue wore had blue in it. It's true!



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Sue and her family went to the beach. Sue showed blue things to her brother, Andrew.

"Look at these clues, Andrew," said Sue. "The water is blue. The sky is blue. These shells are blue, too!"



The next day, Sue took Andrew to look at flowers. Sue showed him the new blue blooms. They picked a bunch.

"I'll draw a new picture of these blue flowers," said Sue. "That will be fun."

Looking for Bigfoot

DECODABLE WORDS

Target Skill: /ōō/ spelled oo

Bigfoot	cookbook	looking	woof
book	Cookie	stood	
brook	good	took	
cook	looked	woods	

Previously Taught Skills

about	dinner	in	out	think
and	find	is	real	time
at	for	it	see	too
birds	frogs	listened	Shh	trees
but	had	Mmm	smelled	well
came	hi	my	speaking	with
Dad	his	night	started	
didn't	I	no	still	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; closed syllables; short *u*; long *i* (CVCe); /k/ spelled *c*; consonant *g* (hard *g*); blends with *r*; blends with *s*; final blend *nd*; final blend *nk*; double final consonants *ll*; consonant digraph *th*; consonant digraph *wh*; ending *-s*; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; open syllables (CV); contraction *n't*; vowel digraph *ay*; vowel digraphs *ee*, *ea*; compound words; long *i* spelled *igh*; long *i* spelled *i*; *r*-controlled *ar*; *r*-controlled *er*; /ōō/ spelled *oo*; /ōō/ spelled *oo*; consonants; short vowels; vowel combination *ou*

HIGH-FREQUENCY WORDS

a	he	read	there	were
could	hear	said	to	you
do	heard	saw	today	
does	into	the	we	

Looking for Bigfoot



High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	move
about	come	give	make	read	together	alone	next
above	could	go	many	ready	too	also	other
across	country	goes	maybe	right	took	another	outside
after	covers	good	me	said	toward	any	part
again	cried	great	minute	school	try	anything	pretty
all	different	green	more	second	two	behind	really
almost	do	ground	most	see	under	being	river
along	does	grow	mother	seven	until	better	room
always	done	happy	my	shall	use	book	saw
and	don't	have	myself	she	very	care	says
animal	door	he	near	should	walk	cheer	sky
are	down	head	never	show	want	children	sleep
around	draw	hear	new	sing	warms	coming	slowly
away	earth	heard	night	small	was	dark	someone
baby	eat	help	no	soil	wash	didn't	something
ball	eight	her	noise	some	watch	doing	sound
be	enough	here	nothing	sometimes	water	else	stood
bear	even	high	now	soon	we	ever	store
beautiful	every	hold	of	sorry	were	everything	table
because	everyone	house	off	starts	what	floor	tall
been	eyes	how	old	stories	where	flower	this
before	fall	I	once	story	who	found	though
began	family	idea	one	studied	why	front	through
begins	far	into	only	sure	window	girl	told
bird	father	is	open	surprised	with	gone	tomorrow
blue	few	kinds	or	take	work	hair	town
both	field	know	our	talk	world	hard	turned
boy	find	large	out	teacher	would	hello	voice
bring	first	laugh	over	the	write	horse	what's
brothers	five	learning	own	their	years	hundred	without
brown	fly	light	paper	there	yellow	I'll	won't
buy	follow	like	party	these	you	I've	words
by	food	listen	people	they	young	kept	
call	for	little	pictures	think	your	knew	
car	four	live	play	those		leaves	
carry	friend	long	please	thought	afraid	might	
caught	friendship	look	pull	three	against	mind	
city	full	loudly	pushed	to	ago	morning	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yō/ (CVCe); long *u* /ō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ō/ spelled *al*, *a*; /ō/ spelled *o*; /ō/ spelled *oo*, *ou*; /ō/ spelled *ew*, *ue*; /ō/ spelled *oo*; consonants; short vowels; vowel combination *ou*

Looking for Bigfoot



Hi there! I was in the woods today with Cookie and my dad. We were looking for Bigfoot!

I read about Bigfoot in a book. Do you think he is real?

Cookie does! "Woof! Woof!"



Well, we didn't find Bigfoot, but my dad and I had a good time in the woods!

Cookie, too!

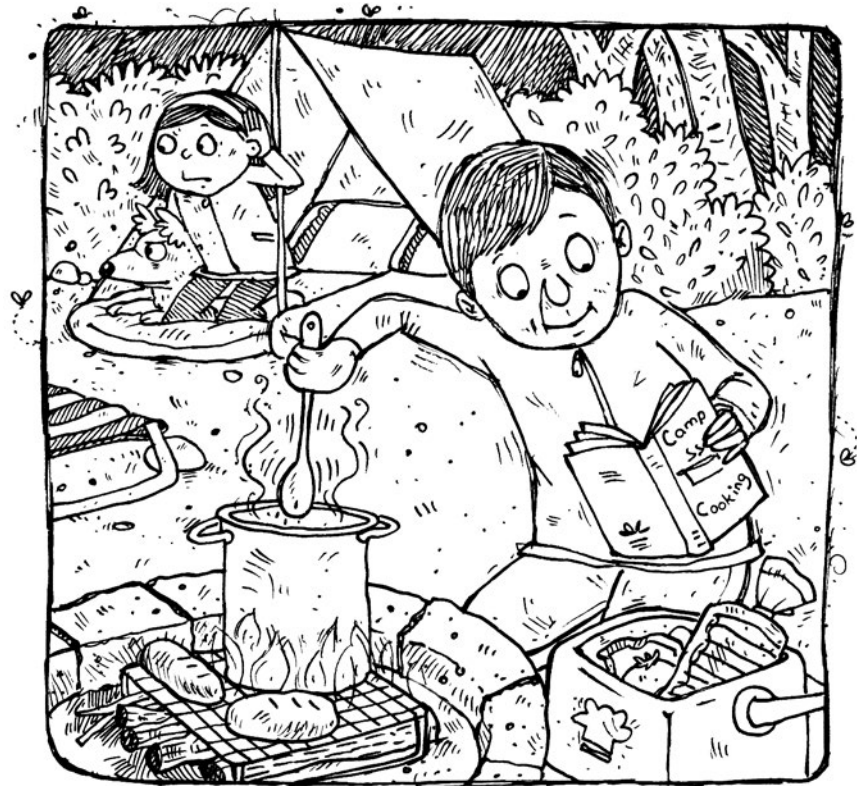
"Woof! Woof!"



We came to a brook. Dad stood still and looked into the woods.

Dad said, "Shh! No speaking." Cookie and I looked, too.

We saw birds and trees. We didn't see Bigfoot.



At night, I listened to the woods. I could hear the brook and frogs. I didn't hear Bigfoot.

Dad took out his cookbook and started to cook dinner.

Mmm! It smelled good!

A Good Day to Fish

DECODABLE WORDS

Target Skill: /ōō/ spelled oo

book	cook	good	look	woods
brook	fishhook	hook	unhooks	

Previously Taught Skills

and	fish	let's	take	with
bait	go	like	that	wraps
big	home	lots	then	
by	hope	lucky	this	
cannot	I	my	try	
close	ice	now	tug	
Dad	in	on	up	
day	is	out	wait	
eat	it	pull	walk	
feel	it's	say	water	
feels	jabs	sit	will	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; closed syllables; short *o*; short *u*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *o* (CVCe); consonant *g* (hard *g*); blends with *r*; final blend *nd*; double final consonants *ll*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; ending *-s*; open syllables (CV); contraction 's; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; compound words; long *i* spelled *i*, *y*; long *e* spelled *y*; prefix *un-*; silent consonants *wr*; /ô/ spelled *al*, *a*; /ōō/ spelled *oo*; consonants; short vowels; vowel combinations *ou*, *ow*

HIGH-FREQUENCY WORDS

a	be	says	something	to
are	of	some	the	we

A Good Day to Fish



High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	move
about	come	give	make	read	together	alone	next
above	could	go	many	ready	too	also	other
across	country	goes	maybe	right	took	another	outside
after	covers	good	me	said	toward	any	part
again	cried	great	minute	school	try	anything	pretty
all	different	green	more	second	two	behind	really
almost	do	ground	most	see	under	being	river
along	does	grow	mother	seven	until	better	room
always	done	happy	my	shall	use	book	saw
and	don't	have	myself	she	very	care	says
animal	door	he	near	should	walk	cheer	sky
are	down	head	never	show	want	children	sleep
around	draw	hear	new	sing	warms	coming	slowly
away	earth	heard	night	small	was	dark	someone
baby	eat	help	no	soil	wash	didn't	something
ball	eight	her	noise	some	watch	doing	sound
be	enough	here	nothing	sometimes	water	else	stood
bear	even	high	now	soon	we	ever	store
beautiful	every	hold	of	sorry	were	everything	table
because	everyone	house	off	starts	what	floor	tall
been	eyes	how	old	stories	where	flower	this
before	fall	I	once	story	who	found	though
began	family	idea	one	studied	why	front	through
begins	far	into	only	sure	window	girl	told
bird	father	is	open	surprised	with	gone	tomorrow
blue	few	kinds	or	take	work	hair	town
both	field	know	our	talk	world	hard	turned
boy	find	large	out	teacher	would	hello	voice
bring	first	laugh	over	the	write	horse	what's
brothers	five	learning	own	their	years	hundred	without
brown	fly	light	paper	there	yellow	I'll	won't
buy	follow	like	party	these	you	I've	words
by	food	listen	people	they	young	kept	
call	for	little	pictures	think	your	knew	
car	four	live	play	those		leaves	
carry	friend	long	please	thought	afraid	might	
caught	friendship	look	pull	three	against	mind	
city	full	loudly	pushed	to	ago	morning	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ūū/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ō/ spelled *ai*, *a*; /ō/ spelled *o*, /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; /ōō/ spelled *oo*; consonants; short vowels; vowel combinations *ou*, *ow*

A Good Day to Fish



Dad unhooks the fish and wraps it up.
I then pack it in ice.

“Now let’s go home and cook,”

Dad says.

“This fish will be good to eat!” I say.



Dad and I feel it is a good day to fish.
We walk to the brook, and take my lucky
fishhook.

I hope that lots of fish are in the
brook!



The brook is close to the woods. Dad jabs bait on my hook. I cannot wait to hook some fish!

We sit by the brook and wait. It feels good to be with my dad.



I feel a tug on my hook. I look. It's a big fish! It's like something out of a book!

I try to pull the fish out of the water.

My Friends' Houses

DECODABLE WORDS

Target Skill: possessives with 's, s'

bed's	mom's	pie's	weekend's
Hector's	pals'	Trisha's	

Previously Taught Skills

all	filling	I	pals	smells
always	full	in	peach	so
and	fun	is	pie	spend
apple	good	it's	pies	this
bake	has	likes	plan	time
bed	Hector	makes	read	Trisha
best	her	middle	room	under
books	his	mom	row	with
cakes	homes	my	sheets	yum
cookies	house	next	shelves	
desk	houses	on	side	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; closed syllables; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; consonant *g* (hard *g*); blends with *r*; blends with *s*; final blend *nd*; double final consonants *ll*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *ch*; ending *-s*; open syllables (CV); contraction 's, endings *-s, -es*; vowel digraphs *ee, ea*; vowel digraph *ow*; compound words; schwa sound; long *i* spelled *ie*; long *i* spelled *y*; *r*-controlled *or*; *r*-controlled *er*; /ô/ spelled *a*; /ôô/ spelled *oo*; possessives with 's, s'; consonants; short vowels; vowel combination *ou*

HIGH-FREQUENCY WORDS

a	full	of	she	we
are	he	one	the	
even	live	other	to	

My Pals' Homes



High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	move
about	come	give	make	read	together	alone	next
above	could	go	many	ready	too	also	other
across	country	goes	maybe	right	took	another	outside
after	covers	good	me	said	toward	any	part
again	cried	great	minute	school	try	anything	pretty
all	different	green	more	second	two	behind	really
almost	do	ground	most	see	under	being	river
along	does	grow	mother	seven	until	better	room
always	done	happy	my	shall	use	book	saw
and	don't	have	myself	she	very	care	says
animal	door	he	near	should	walk	cheer	sky
are	down	head	never	show	want	children	sleep
around	draw	hear	new	sing	warms	coming	slowly
away	earth	heard	night	small	was	dark	someone
baby	eat	help	no	soil	wash	didn't	something
ball	eight	her	noise	some	watch	doing	sound
be	enough	here	nothing	sometimes	water	else	stood
bear	even	high	now	soon	we	ever	store
beautiful	every	hold	of	sorry	were	everything	table
because	everyone	house	off	starts	what	floor	tall
been	eyes	how	old	stories	where	flower	this
before	fall	I	once	story	who	found	though
began	family	idea	one	studied	why	front	through
begins	far	into	only	sure	window	girl	told
bird	father	is	open	surprised	with	gone	tomorrow
blue	few	kinds	or	take	work	hair	town
both	field	know	our	talk	world	hard	turned
boy	find	large	out	teacher	would	hello	voice
bring	first	laugh	over	the	write	horse	what's
brothers	five	learning	own	their	years	hundred	without
brown	fly	light	paper	there	yellow	I'll	won't
buy	follow	like	party	these	you	I've	words
by	food	listen	people	they	young	kept	
call	for	little	pictures	think	your	knew	
car	four	live	play	those		leaves	
carry	friend	long	please	thought	afraid	might	
caught	friendship	look	pull	three	against	mind	
city	full	loudly	pushed	to	ago	morning	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *l*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions 's, n't; contractions 'll, 'd; contractions 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ô/ spelled *al*, *a*; /ô/ spelled *o*; /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; /ōō/ spelled *oo*; possessives with 's, 's; consonants; short vowels; vowel combination *ou*

My Pals' Homes



Hector and Trisha are my best pals.
We all live in a row.

I live in the middle. Hector's house is
on one side, and Trisha's house is on the
other side.



This weekend's plan is to spend time
with Hector and Trisha. So fun!

It's good to live next to my best pals!



Hector's room is full of books. He likes to read.

Hector has books on his desk, on the shelves, and on his bed. He even has books under the bed's sheets!



Trisha's mom likes to bake, so her house always smells good. She makes cakes, pies, and cookies!

Her mom's best pie is apple. This pie's filling is peach! Yum!

Look Closely

DECODABLE WORDS

Target Skill: possessives with 's, s'

birds'	snake's	tree's
frog's	spiders'	trunk's

Previously Taught Skills

alive	can	is	might	stop
all	closely	it	moving	strong
an	closer	it's	much	that
and	critters	leaves	nest	this
at	eat	let's	nests	tree
bark	egg	like	nuts	trees
bit	few	long	on	trunk
branches	has	look	rabbits	webs
bugs	high	lots	roots	under
but	home	low	seen	
call	in	meal	still	

SKILLS APPLIED IN WORDS IN STORY: short a; short i; closed syllables; short o; short u; short e; long a (CVCe); long i (CVCe); /k/ spelled c; long o (CVCe); consonant g (hard g); blends with r; blends with l; blends with s; final blend nd; final blend ng; final blend nk; consonant digraph th; consonant digraph ch; contraction 's; ending -ing; endings -s, -es; vowel digraphs ee, ea; vowel digraph ow; schwa sound; long i spelled igh; r-controlled ar; r-controlled er, ur; ending -er: double consonant; /ô/ spelled al, a; /ôô/ spelled ew; /ôô/ spelled oo; possessives with 's, s'; consonants; short vowels

HIGH-FREQUENCY WORDS

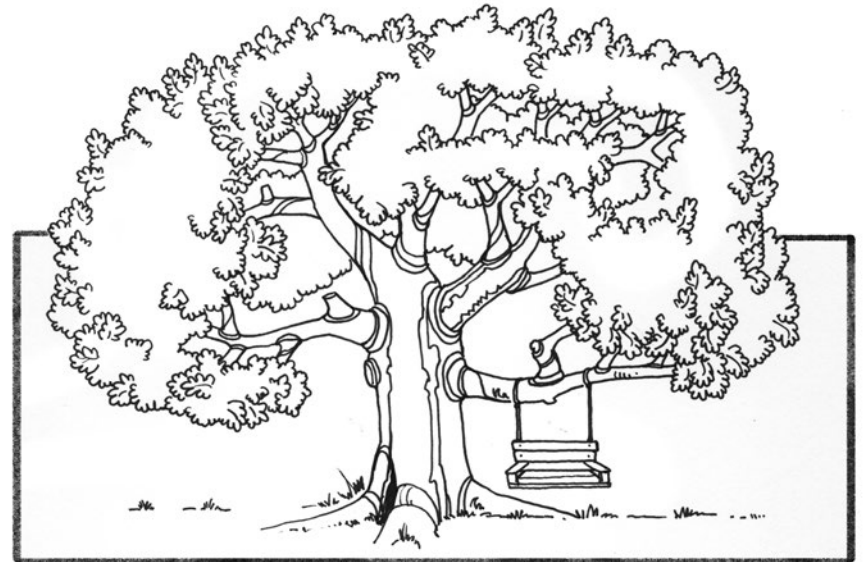
a	be	many	some	you
animals	before	of	the	
are	have	over	to	

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possessives with 's, s'

BOOK 174

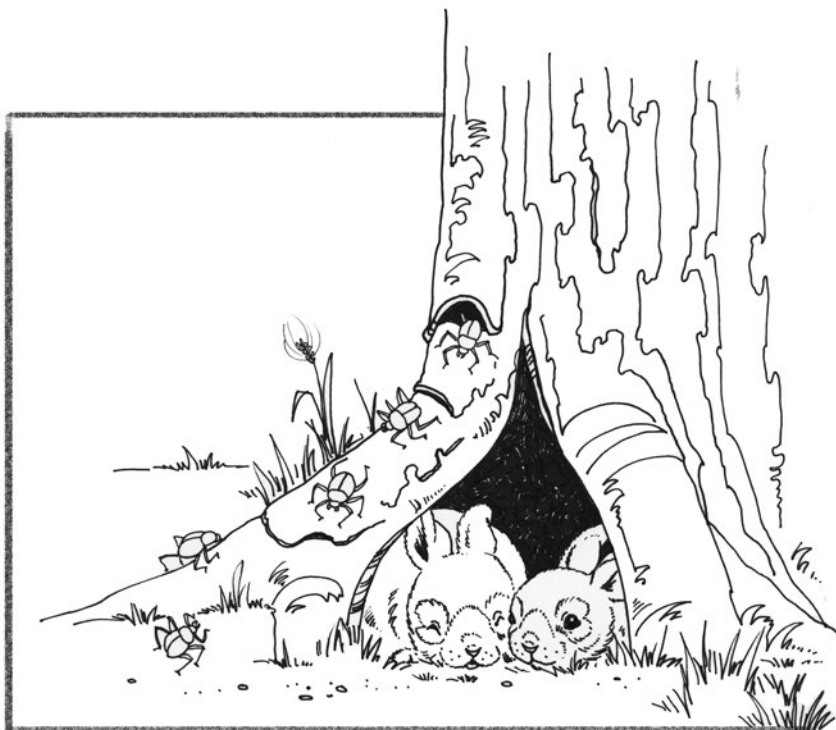
Look Closely



High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	move
about	come	give	make	read	together	alone	next
above	could	go	many	ready	too	also	other
across	country	goes	maybe	right	took	another	outside
after	covers	good	me	said	toward	any	part
again	cried	great	minute	school	try	anything	pretty
all	different	green	more	second	two	behind	really
almost	do	ground	most	see	under	being	river
along	does	grow	mother	seven	until	better	room
always	done	happy	my	shall	use	book	saw
and	don't	have	myself	she	very	care	says
animal	door	he	near	should	walk	cheer	sky
are	down	head	never	show	want	children	sleep
around	draw	hear	new	sing	warms	coming	slowly
away	earth	heard	night	small	was	dark	someone
baby	eat	help	no	soil	wash	didn't	something
ball	eight	her	noise	some	watch	doing	sound
be	enough	here	nothing	sometimes	water	else	stood
bear	even	high	now	soon	we	ever	store
beautiful	every	hold	of	sorry	were	everything	table
because	everyone	house	off	starts	what	floor	tall
been	eyes	how	old	stories	where	flower	this
before	fall	I	once	story	who	found	though
began	family	idea	one	studied	why	front	through
begins	far	into	only	sure	window	girl	told
bird	father	is	open	surprised	with	gone	tomorrow
blue	few	kinds	or	take	work	hair	town
both	field	know	our	talk	world	hard	turned
boy	find	large	out	teacher	would	hello	voice
bring	first	laugh	over	the	write	horse	what's
brothers	five	learning	own	their	years	hundred	without
brown	fly	light	paper	there	yellow	I'll	won't
buy	follow	like	party	these	you	I've	words
by	food	listen	people	they	young	kept	
call	for	little	pictures	think	your	knew	
car	four	live	play	those		leaves	
carry	friend	long	please	thought	afraid	might	
caught	friendship	look	pull	three	against	mind	
city	full	loudly	pushed	to	ago	morning	

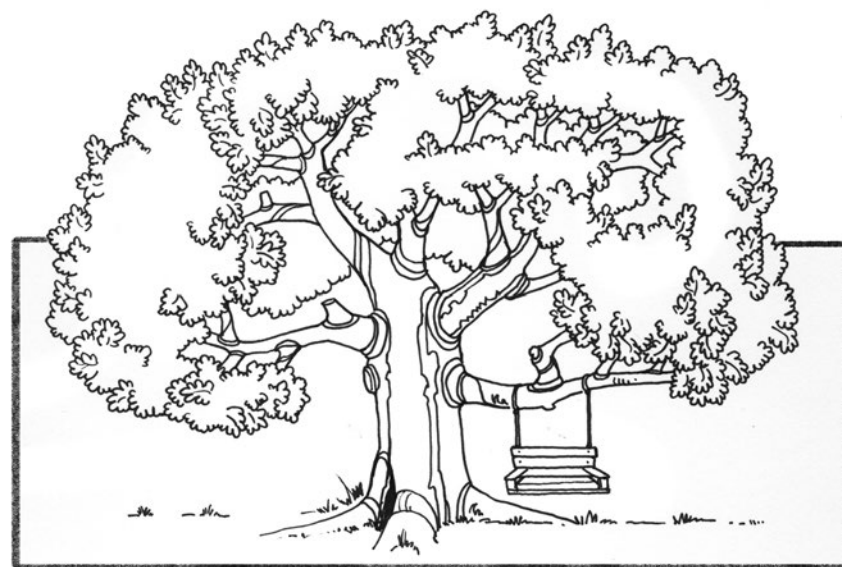
Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*; /dʒ/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ô/ spelled *al*, *a*; /ô/ spelled *o*; /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; /ōō/ spelled *oo*; possessives with *'s*, *s'*; consonants; short vowels



Look a bit closer. Under the trunk's bark are bugs! Under the tree's roots are rabbits!

This tree might look still, but it's alive and moving!

Look Closely



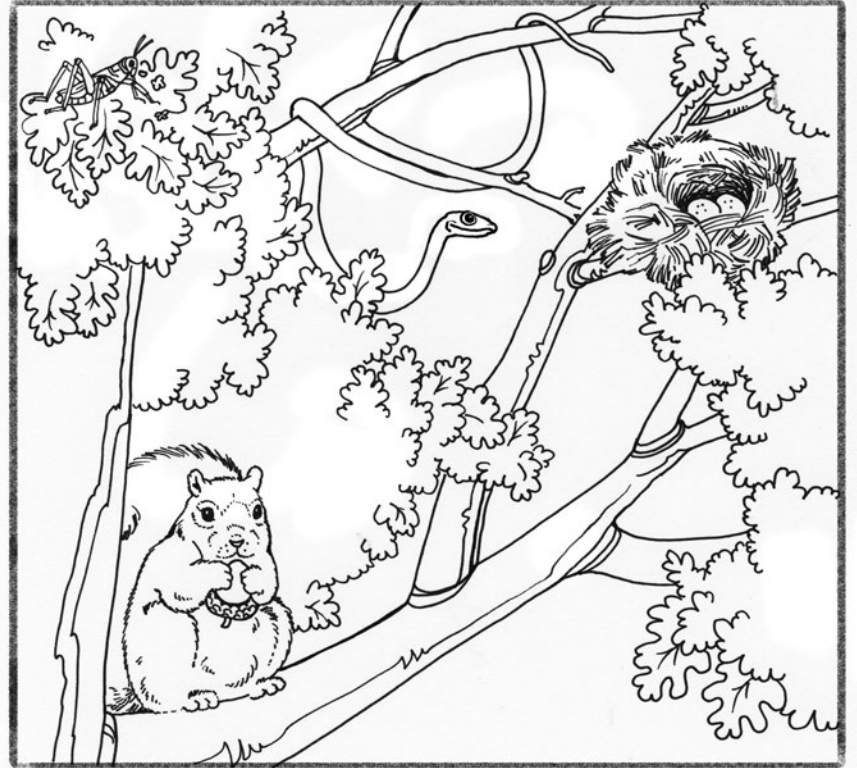
This tree is like many trees you have seen before. It has a trunk, branches, and leaves.

The tree's trunk is strong. The tree's branches are long.

But let's look closer.



Many animals call the tree home.
Birds' nests are on low branches.
A tree frog's home is on high branches.
Spiders' webs can be all over.



Lots of critters stop at the tree to eat.
Some like to eat the tree's nuts. A few
like to eat the tree's leaves.
This snake's meal might be an egg in
that nest!

The Flower

DECODABLE WORDS

Target Skill: /ou/ spelled *ou, ow*

bow	down	gown	loud	sound
bowed	flower	how	loudly	tower
clown	flowers	howled	out	wow
crown	frowned	howls	outside	

Previously Taught Skills

a	fix	know	or	the
after	gave	lived	pick	then
ago	go	long	queen	time
all	good	look	queen's	too
and	he	made	Rex	tripped
Beth	her	my	rip	went
day	I	named	she	what
dent	in	nice	shine	while
didn't	is	off	so	
fell	it	on	steps	

SKILLS APPLIED IN WORDS IN STORY: short *a, i*; closed syllables; short *o, e*; long *a, i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; consonant *g* (hard *g*); blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nt*; double final consonants *ff, ll*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; ending *-s*; ending *-ed* /d/, /t/; open syllables (CV); contraction *n't*; vowel digraph *ay*; long *e* (*e, ee*); vowel digraphs *oa, ow*; compound words; schwa sound; ending *-ed*: double consonant; long *i* spelled *i, y*; *r*-controlled *or, ore*; *r*-controlled *er*; suffix *-ly*; silent consonants *kn, gn*; /ð/ spelled *al, a*; /ō/ spelled *oo*; /ōō/ spelled *oo*; possessives with 's, s'; /ou/ spelled *ou, ow*; consonants; short vowels

HIGH-FREQUENCY WORDS

have	heard	said	they	want
head	put	someone	to	

/ou/ spelled *ou, ow*

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The Flower



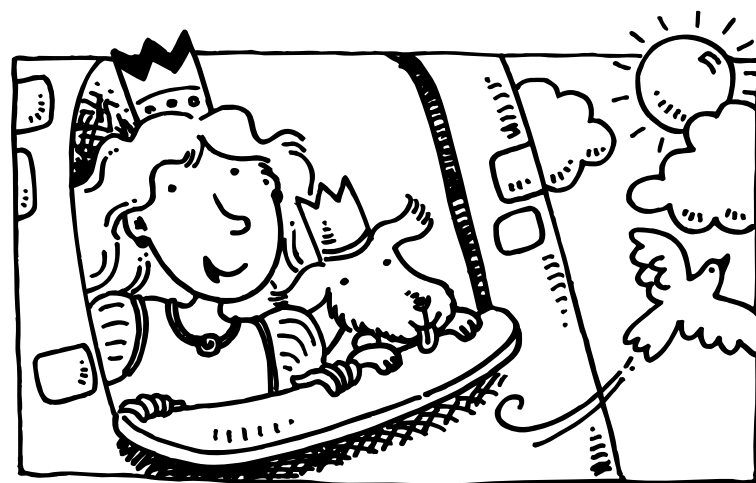
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High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	mind
about	come	give	make	read	together	alone	morning
above	could	go	many	ready	too	also	move
across	country	goes	maybe	right	took	another	next
after	covers	good	me	said	toward	any	other
again	cried	great	minute	school	try	anything	outside
all	different	green	more	second	two	behind	part
almost	do	ground	most	see	under	being	pretty
along	does	grow	mother	seven	until	better	really
always	done	happy	my	shall	use	book	river
and	don't	have	myself	she	very	care	room
animal	door	he	near	should	walk	cheer	saw
are	down	head	never	show	want	children	says
around	draw	hear	new	sing	warms	coming	sky
away	earth	heard	night	small	was	dark	sleep
baby	eat	help	no	soil	wash	didn't	slowly
ball	eight	her	noise	some	watch	doing	someone
be	enough	here	nothing	sometimes	water	else	something
bear	even	high	now	soon	we	ever	sound
beautiful	every	hold	of	sorry	were	everything	stood
because	everyone	house	off	starts	what	floor	store
been	eyes	how	old	stories	where	flower	table
before	fall	I	once	story	who	found	tall
began	family	idea	one	studied	why	front	this
begins	far	into	only	sure	window	girl	though
bird	father	is	open	surprised	with	gone	through
blue	few	kinds	or	take	work	hair	told
both	field	know	our	talk	world	happened	tomorrow
boy	find	large	out	teacher	would	hard	town
bring	first	laugh	over	the	write	hello	turned
brothers	five	learning	own	their	years	horse	voice
brown	fly	light	paper	there	yellow	hundred	what's
buy	follow	like	party	these	you	I'll	while
by	food	listen	people	they	young	I've	without
call	for	little	pictures	think	your	kept	won't
car	four	live	play	those		knew	words
carry	friend	long	please	thought	afraid	leaves	
caught	friendship	look	pull	three	against	lived	
city	full	loudly	pushed	to	ago	might	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ūū/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; endings *-ed*, *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*, *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; endings *-er*, *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ō/ spelled *al*, *a*; /ō/ spelled *o*; /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; /ōō/ spelled *oo*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; consonants, short vowels

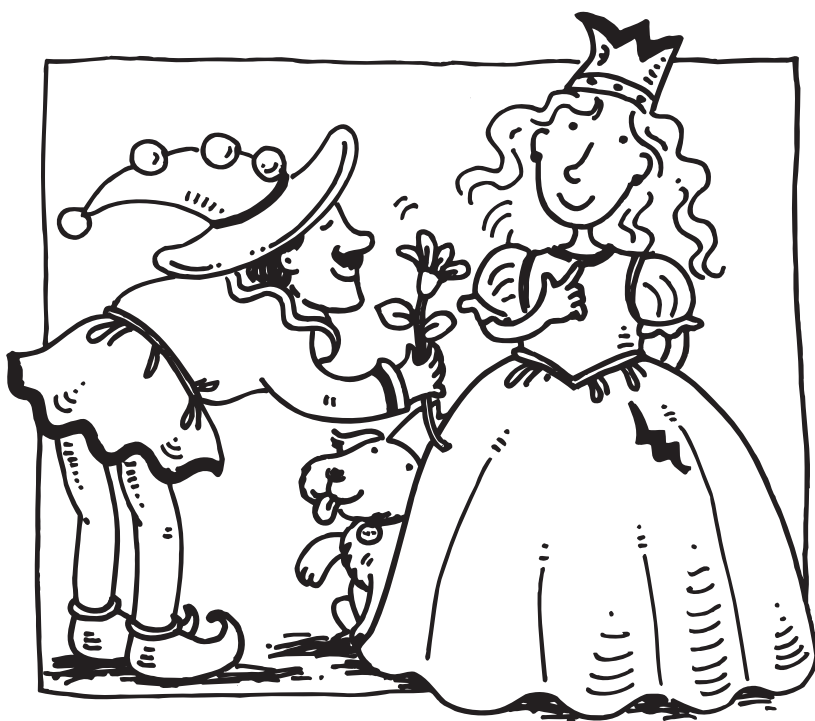
The Flower



A long time ago, a queen named Beth lived in a tower.

"Wow!" she said. "Look how nice it is outside. I want to go out."

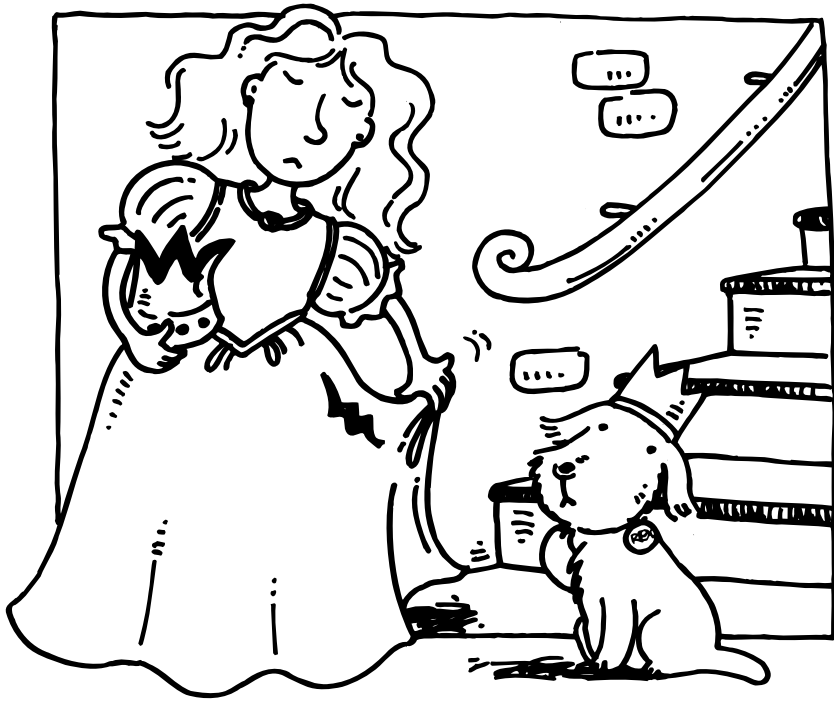
Queen Beth put on her gown and her crown. Then she went down to pick flowers outside.



The queen's clown heard the loud howls. He didn't know how to fix her gown or shine her crown.

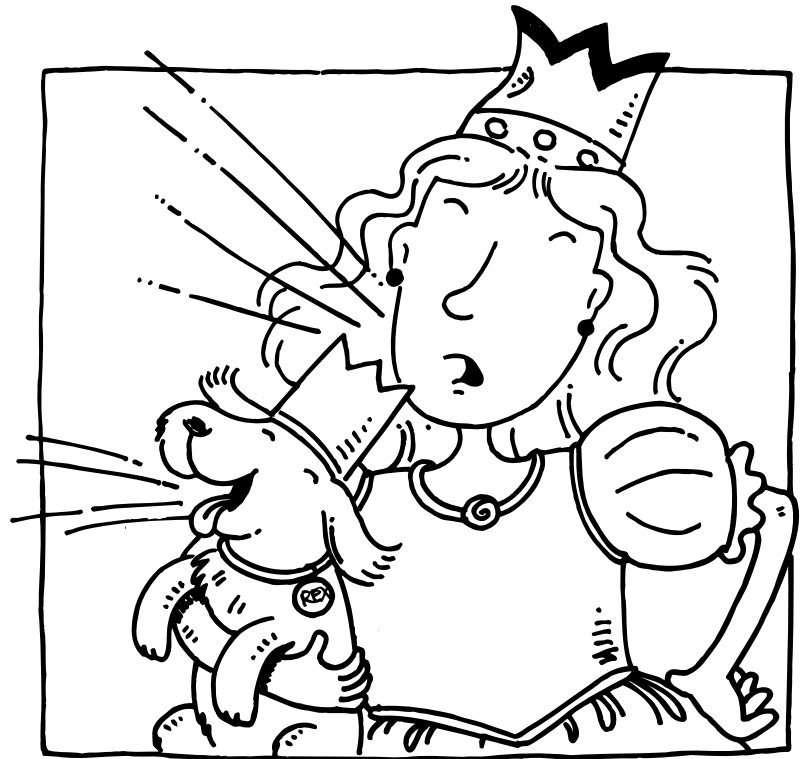
So the clown bowed and gave a flower to Queen Beth.

"How nice," said the queen. "It is a good day after all."



While Queen Beth went down her tower steps, she tripped on her gown. Her crown fell off her head.

"I have a rip in my gown! I have a dent in my crown!" Queen Beth frowned.



Queen Beth howled, "Someone fix my gown! Someone shine my crown!" She howled so loudly!

Rex howled, too. "Bow wow!"

What a loud sound they made!

The Wet Ground

DECODABLE WORDS

Target Skill: /ou/ spelled *ou, ow*

around	found	howled	shouted	wow
bounded	frown	loud	snout	
crouched	ground	mound	sound	
down	Hound	out	sprout	

Previously Taught Skills

a	for	it	plop	that's
all	go	Jill	rain	then
and	green	jumped	she	time
anyway	grow	long	sniff	too
at	growing	look	started	up
came	he	made	stop	wanted
can	his	muddy	stopped	wet
didn't	hitting	played	sun	will
falling	I	plip	that	

SKILLS APPLIED IN WORDS IN STORY: short vowels; closed syllables; long a (CVCe); long l (CVCe); /k/ spelled *c*; consonant *g* (hard *g*); blends with *r, l, s*; final blends *nd, ng, nt, mp*; double final consonants *ll, ff*; consonant digraphs *th, sh, ch*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ing*; open syllables (CV); contraction *n't*; vowel digraphs *ai, ay*; long e (e, ee); vowel digraphs *oa, ow*; compound words; endings *-ed, -ing*; double consonant; long e spelled *y*; *r*-controlled *ar, or, ore*; suffix *-y*; /ô/ spelled *al, a*; /ôô/ spelled *oo, ou, ew, ue*; /ôô/ spelled *oo*; /ou/ spelled *ou, ow*; consonants

HIGH-FREQUENCY WORDS

could	of	the	very	you
from	onto	to	wanted	
hear	said	used	was	

/ou/ spelled *ou, ow*

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The Wet Ground



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High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	mind
about	come	give	make	read	together	alone	morning
above	could	go	many	ready	too	also	move
across	country	goes	maybe	right	took	another	next
after	covers	good	me	said	toward	any	other
again	cried	great	minute	school	try	anything	outside
all	different	green	more	second	two	behind	part
almost	do	ground	most	see	under	being	pretty
along	does	grow	mother	seven	until	better	really
always	done	happy	my	shall	use	book	river
and	don't	have	myself	she	very	care	room
animal	door	he	near	should	walk	cheer	saw
are	down	head	never	show	want	children	says
around	draw	hear	new	sing	warms	coming	sky
away	earth	heard	night	small	was	dark	sleep
baby	eat	help	no	soil	wash	didn't	slowly
ball	eight	her	noise	some	watch	doing	someone
be	enough	here	nothing	sometimes	water	else	something
bear	even	high	now	soon	we	ever	sound
beautiful	every	hold	of	sorry	were	everything	stood
because	everyone	house	off	starts	what	floor	store
been	eyes	how	old	stories	where	flower	table
before	fall	I	once	story	who	found	tall
began	family	idea	one	studied	why	front	this
begins	far	into	only	sure	window	girl	though
bird	father	is	open	surprised	with	gone	through
blue	few	kinds	or	take	work	hair	told
both	field	know	our	talk	world	happened	tomorrow
boy	find	large	out	teacher	would	hard	town
bring	first	laugh	over	the	write	hello	turned
brothers	five	learning	own	their	years	horse	voice
brown	fly	light	paper	there	yellow	hundred	what's
buy	follow	like	party	these	you	I'll	while
by	food	listen	people	they	young	I've	without
call	for	little	pictures	think	your	kept	won't
car	four	live	play	those		knew	words
carry	friend	long	please	thought	afraid	leaves	
caught	friendship	look	pull	three	against	lived	
city	full	loudly	pushed	to	ago	might	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; endings *-ed*, *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; endings *-er*, *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ō/ spelled *ai*, *a*; /ō/ spelled *o*; /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; /ōō/ spelled *oo*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; consonants

The Wet Ground



Jill and Hound jumped up, down,
and all around. Jill shouted, and Hound
howled.

Jill and Hound played for a long time.
Then the plip plop sound stopped.

The sun came out!



Plip, plop! Plip, plop!

Jill could hear the sound of rain
falling down and hitting the ground. It
was very loud. Jill started to frown.

She wanted to go out. Hound wanted
to go out, too.



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Hound used his snout to sniff the wet ground. He found a mound.

A green sprout was growing from the mound. Jill crouched down to look at the sprout.

"Wow," Jill said. "The rain made that green sprout grow."

The sound of rain didn't stop.
"That's it," said Jill. "I will go out anyway. Hound, you can go out, too."
Jill and Hound bounded out onto the wet, muddy ground.

My Sister's Playdate

DECODABLE WORDS

Target Skill: long *a* in longer words

Amy	babies	escape	playdate	rainbows
Amy's	behave	favor	playing	
awake	crayons	later	playmates	

Previously Taught Skills

a	can't	if	play	the
after	day	is	she's	this
all	draw	lot	sister	three
am	go	me	sister's	watch
and	helping	mom	so	we
as	her	my	stuck	when
bad	home	needs	that	with
be	I	of	that's	wow

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; closed syllables; short *o*; short *u*; short *e*; long *a* (CVCe); /k/ spelled *c*; long *o* (CVCe); consonant *g* (hard *g*); blends with *r*; blends with *l*; blends with *s*; final blend *nd*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraph *tch*; ending *-s*; ending *-ing*; open syllables (CV); contractions *'s*, *n't*; contraction *'ll*, vowel digraphs *ai*, *ay*; vowel digraph *ee*; vowel digraph *ow*; compound words; schwa sound; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *er*; *r*-controlled *or*; /ð/ spelled *aw*; /ð/ spelled *al*, *a*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; long *a* in longer words; consonants; short vowels; long *e* (*e*, *ee*)

HIGH-FREQUENCY WORDS

always	coming	gives	here	they'll
another	does	have	love	to
are	friends	having	something	wasn't

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long *a* in longer words

BOOK 177

My Sister's Playdate



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High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	mind
about	come	give	make	read	together	alone	morning
above	could	go	many	ready	too	also	move
across	country	goes	maybe	right	took	another	next
after	covers	good	me	said	toward	any	other
again	cried	great	minute	school	try	anything	outside
all	different	green	more	second	two	behind	part
almost	do	ground	most	see	under	being	pretty
along	does	grow	mother	seven	until	better	really
always	done	happy	my	shall	use	book	river
and	don't	have	myself	she	very	care	room
animal	door	he	near	should	walk	cheer	saw
are	down	head	never	show	want	children	says
around	draw	hear	new	sing	warms	coming	sky
away	earth	heard	night	small	was	dark	sleep
baby	eat	help	no	soil	wash	didn't	slowly
ball	eight	her	noise	some	watch	doing	someone
be	enough	here	nothing	sometimes	water	else	something
bear	even	high	now	soon	we	ever	sound
beautiful	every	hold	of	sorry	were	everything	stood
because	everyone	house	off	starts	what	floor	store
been	eyes	how	old	stories	where	flower	table
before	fall	I	once	story	who	found	tall
began	family	idea	one	studied	why	front	this
begins	far	into	only	sure	window	girl	though
bird	father	is	open	surprised	with	gone	through
blue	few	kinds	or	take	work	hair	told
both	field	know	our	talk	world	happened	tomorrow
boy	find	large	out	teacher	would	hard	town
bring	first	laugh	over	the	write	hello	turned
brothers	five	learning	own	their	years	horse	voice
brown	fly	light	paper	there	yellow	hundred	what's
buy	follow	like	party	these	you	I'll	while
by	food	listen	people	they	young	I've	without
call	for	little	pictures	think	your	kept	woman
car	four	live	play	those		knew	won't
carry	friend	long	please	thought	afraid	leaves	words
caught	friendship	look	pull	three	against	lived	
city	full	loudly	pushed	to	ago	might	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed* drop *e*; ending *-ing* drop *e*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; endings *-ed*, *-ing*; double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *ore*; *r*-controlled *er*; *r*-controlled *ir*; *ur*; homophones; endings *-er*, *-est*; double consonant; suffix *-y*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ô/ spelled *al*, *α*; /ô/ spelled *α*; /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; /ōō/ spelled *oo*; possessives with *'s*, *'s*; /ou/ spelled *ou*, *ow*; long *a* in longer words; consonants; short vowels; long *e* (*e*, *ee*)



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After all the babies go home, my mom pays me. Wow!

That wasn't so bad! When does Amy have another playdate?

long a in longer words

BOOK 177

My Sister's Playdate



This is my sister Amy. She's having a playdate later. Three of her friends are coming to play.

That's a lot of babies! And I can't escape. I am stuck here all day.



My mom needs a favor, so I am helping her watch Amy's playmates.

I wonder if they'll be awake all day.
I wonder if they'll behave.



We have a lot of crayons. We draw a lot of rainbows.

Babies love crayons! Amy is always playing with crayons.

Making Raisins

DECODABLE WORDS

Target Skill: long a in longer words

amazing	explain	making	remain	taking
baking	flavor	paper	safety	today
became	Kayla	Rachel	stayed	waiting
classmate	layer	raisins	table	

Previously Taught Skills

a	direct	hardest	name	so	towel
all	drain	hi	need	start	try
always	dry	how	next	stems	until
and	each	I	now	step	up
ask	eat	I'll	off	sun	we
bunch	few	important	on	sunlight	will
by	for	in	own	that's	with
can	fresh	is	pick	the	you
check	good	like	place	them	
day	grapes	look	sheet	then	
days	grown	my	single	this	

SKILLS APPLIED IN WORDS IN STORY: short a, i, o, u, e; closed syllables; long a (CVCe); /k/ spelled c; /s/ spelled c; consonant g (hard g); blends with r, l, s; final blends nd, nt, xt; consonants ll, ss, ff, ck; double consonants (closed syllables); consonant digraphs th, sh, ch; ending -ing (with and without spelling changes); open syllables (CV); contractions 's, 'll; endings -s, es; ending -ed /d/; vowel digraphs ai, ay, ee, ea, ow; compound words; schwa sound; long i spelled igh, i, y; long e spelled y; long o spelled o; r-controlled ar, or, er, ir; ending -est: double consonant; /ô/ spelled ai; /oo/ spelled ou, ew; /ôô/ spelled oo; /ou/ spelled ou, ow; long a in longer words; consonants, short vowels, long e (e, ee); syllable _le

HIGH-FREQUENCY WORDS

are	help	of	they	want	your
do	none	our	to	wash	

Making Raisins



High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	mind
about	come	give	make	read	together	alone	morning
above	could	go	many	ready	too	also	move
across	country	goes	maybe	right	took	another	next
after	covers	good	me	said	toward	any	other
again	cried	great	minute	school	try	anything	outside
all	different	green	more	second	two	behind	part
almost	do	ground	most	see	under	being	pretty
along	does	grow	mother	seven	until	better	really
always	done	happy	my	shall	use	book	river
and	don't	have	myself	she	very	care	room
animal	door	he	near	should	walk	cheer	saw
are	down	head	never	show	want	children	says
around	draw	hear	new	sing	warms	coming	sky
away	earth	heard	night	small	was	dark	sleep
baby	eat	help	no	soil	wash	didn't	slowly
ball	eight	her	noise	some	watch	doing	someone
be	enough	here	nothing	sometimes	water	else	something
bear	even	high	now	soon	we	ever	sound
beautiful	every	hold	of	sorry	were	everything	stood
because	everyone	house	off	starts	what	floor	store
been	eyes	how	old	stories	where	flower	table
before	fall	I	once	story	who	found	tall
began	family	idea	one	studied	why	front	this
begins	far	into	only	sure	window	girl	though
bird	father	is	open	surprised	with	gone	through
blue	few	kinds	or	take	work	hair	told
both	field	know	our	talk	world	happened	tomorrow
boy	find	large	out	teacher	would	hard	town
bring	first	laugh	over	the	write	hello	turned
brothers	five	learning	own	their	years	horse	voice
brown	fly	light	paper	there	yellow	hundred	what's
buy	follow	like	party	these	you	I'll	while
by	food	listen	people	they	young	I've	without
call	for	little	pictures	think	your	kept	woman
car	four	live	play	those		knew	won't
carry	friend	long	please	thought	afraid	leaves	words
caught	friendship	look	pull	three	against	lived	
city	full	loudly	pushed	to	ago	might	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yō/ (CVCe); long *u* /ō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; double final digraphs *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions 's, n't; contractions 'll, 'd; contractions 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; endings *-ed*, *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; endings *-er*, *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ô/ spelled *au*, *aw*; /ô/ spelled *al*, *a*; /ô/ spelled *o*; /ô/ spelled *oo*, *ou*; /ô/ spelled *ew*, *ue*; /ô/ spelled *oo*; possessives with 's, s'; /ou/ spelled *ou*, *ow*; long *a* in longer words; consonants; short vowels; long *e* (*e*, *ee*); syllable *_le*

Making Raisins



Hi! My name is Rachel. This is my classmate Kayla. Today, we are making raisins.

Do you want to help? I'll explain how! Start by taking a bunch of fresh grapes.



Raisins! Our grapes stayed in the sun and became raisins!

That's amazing!

The flavor is good! Now you can try making your own raisins.

Kayla and I will eat all of our raisins!

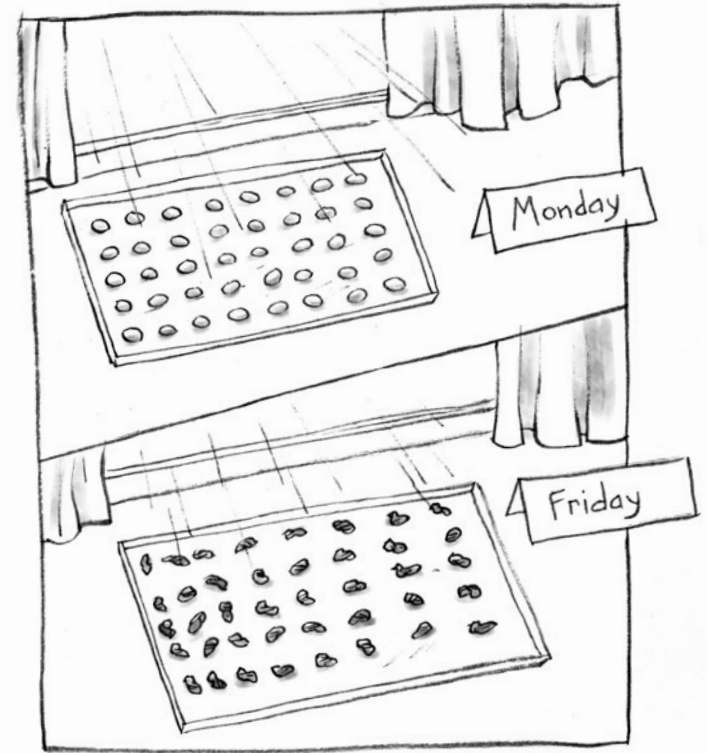


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Wash and drain the grapes. Then dry them with a paper towel.

Next, pick off all the stems. None can remain! Safety is important, so always ask a grown up if you need help.

Place the grapes in a single layer on a baking sheet.



Place the baking sheet of grapes on a table in direct sunlight. Now the hardest step: waiting!

The grapes need to remain in the sun for a few days. Check them each day until they look like raisins.

Going to Gran's

DECODABLE WORDS

Target Skill: long *i* in longer words

bagpipes kindly Rylee turnstile
crying reptile showtime

Previously Taught Skills

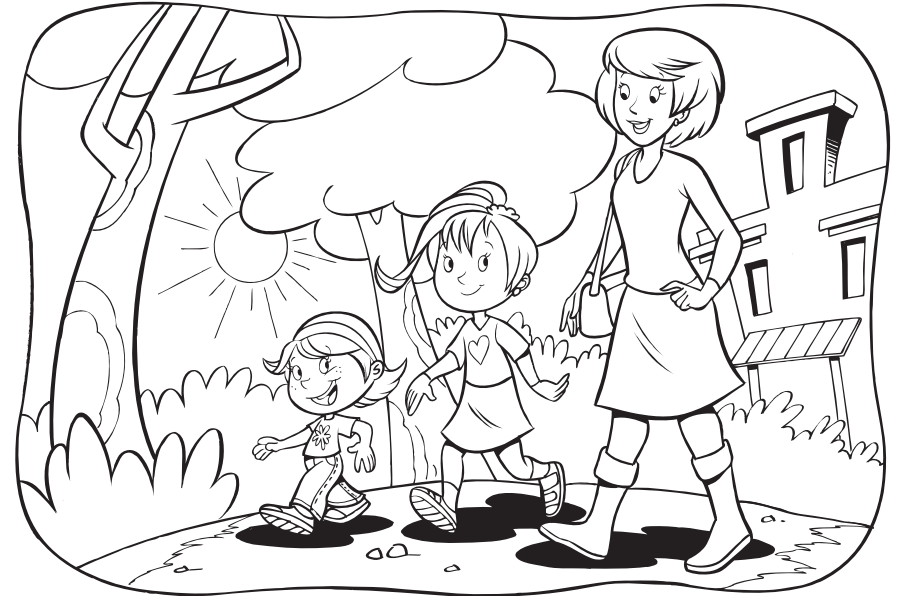
a	dance	I'll	Mom	see	thing
am	far	in	my	she	things
and	first	is	next	show	think
at	for	it	now	sign	train
baby	fun	it's	on	sleep	wait
before	go	kind	part	snake	we
best	good	lady	person	so	with
but	Gran's	last	platform	speaks	
cage	happy	like	playing	subway	
can	her	look	read	swipes	
card	home	looks	sad	take	
carry	I	man	say	the	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; CVC syllable pattern; long *a, i, o, e* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; /j/ spelled *g*; blends with *r, l, s*; final blend *nd, ng, xt*; double consonants (closed syllables); consonant digraphs *th, sh*; base words and endings *-ing, -s*; contractions with *'s, 'll*; vowel digraphs *ai, ay, ee, ea*; vowel digraph *ow*; compound words; schwa sound; long *i* spelled *i, igh, ie*; long *i* spelled *y*; long *e* spelled *y*; *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er*; *r*-controlled *ir, ur*; suffix *-y*; suffix *-ly*; silent consonants *gn*; /ōō/ spelled *oo*; possessives with *'s*; /ou/ spelled *ou, ow*; long *a* in longer words; long *i* in longer words; consonants; short vowels; long *e* (*e, ee*)

HIGH-FREQUENCY WORDS

are	here	people	to	what
comes	lives	put	today	who
going	of	someone	very	words
have	our	they	wants	

Going to Gran's



High-Frequency Words Taught to Date (continued from inside back cover)

happened	kept	move	river	someone	this	voice
hard	knew	next	room	something	though	what's
hello	leaves	other	saw	sound	through	while
horse	lived	outside	says	stood	told	without
hundred	might	part	sky	store	tomorrow	woman
I'll	mind	pretty	sleep	table	town	won't
I've	morning	really	slowly	tall	turned	words

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High-Frequency Words Taught to Date

a	by	field	how	no	shall	took	afraid
about	call	find	I	noise	she	toward	against
above	car	first	idea	nothing	should	try	ago
across	carry	five	into	now	show	two	air
after	caught	fly	is	of	sing	under	alone
again	city	follow	kinds	off	small	until	also
all	cold	food	know	old	soil	use	another
almost	come	for	large	once	some	very	any
along	could	four	laugh	one	sometimes	walk	anything
always	country	friend	learning	only	soon	want	behind
and	covers	friendship	light	open	sorry	warms	being
animal	cried	full	like	or	starts	was	better
are	different	funny	listen	our	stories	wash	book
around	do	give	little	out	story	watch	care
away	does	go	live	over	studied	water	cheer
baby	done	goes	long	own	sure	we	children
ball	don't	good	look	paper	surprised	were	coming
be	door	great	loudly	party	take	what	dark
bear	down	green	loved	people	talk	where	didn't
beautiful	draw	ground	make	pictures	teacher	who	doing
because	earth	grow	many	play	the	why	else
been	eat	happy	maybe	please	their	window	ever
before	eight	have	me	pull	there	with	everything
began	enough	he	minute	pushed	these	work	floor
begins	even	head	more	put	they	world	flower
bird	every	hear	most	read	think	would	found
blue	everyone	heard	mother	ready	those	write	front
both	eyes	help	my	right	thought	years	girl
boy	fall	her	myself	said	three	yellow	gone
bring	family	here	near	school	to	you	hair
brothers	far	high	never	second	today	young	
brown	father	hold	new	see	together	your	
buy	few	house	night	seven	too		

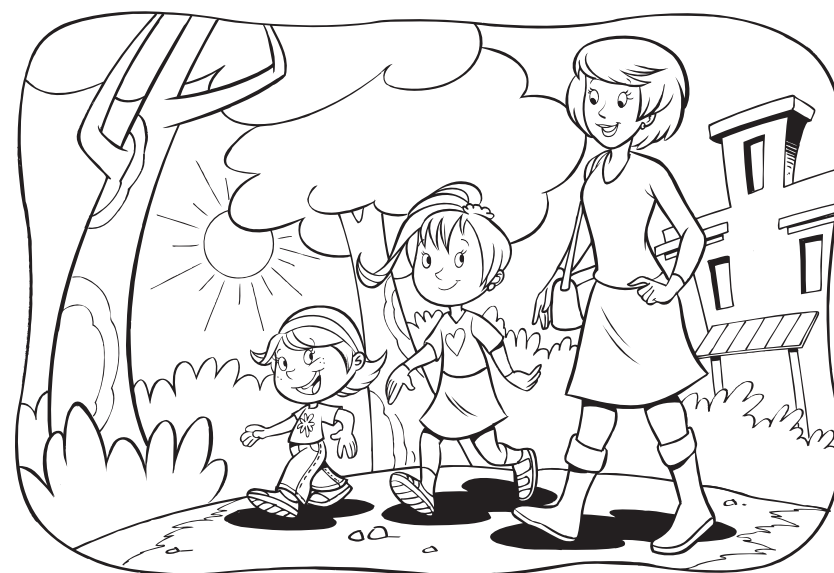
Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s* (no spelling changes); base words and ending *-ed* /ed/ (no spelling changes); base words and ending *-ed* /d/ (no spelling changes); base words and ending *-ing* (no spelling changes); ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with 's and *n't*; contractions with 'll and 'd; contractions with 've and 're; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ō/ spelled *al*, *a*; /ō/ spelled *o*; /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; /ōō/ spelled *oa*; possessives with 's, s'; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; short vowels; consonants; long *e* (*e*, *ee*)

Going to Gran's

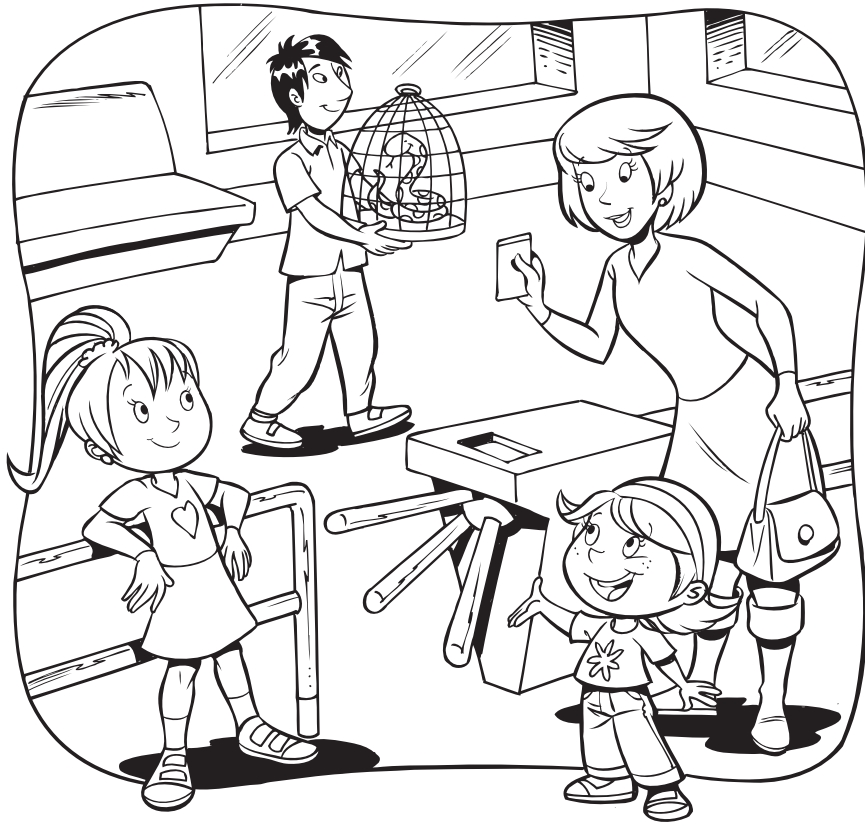


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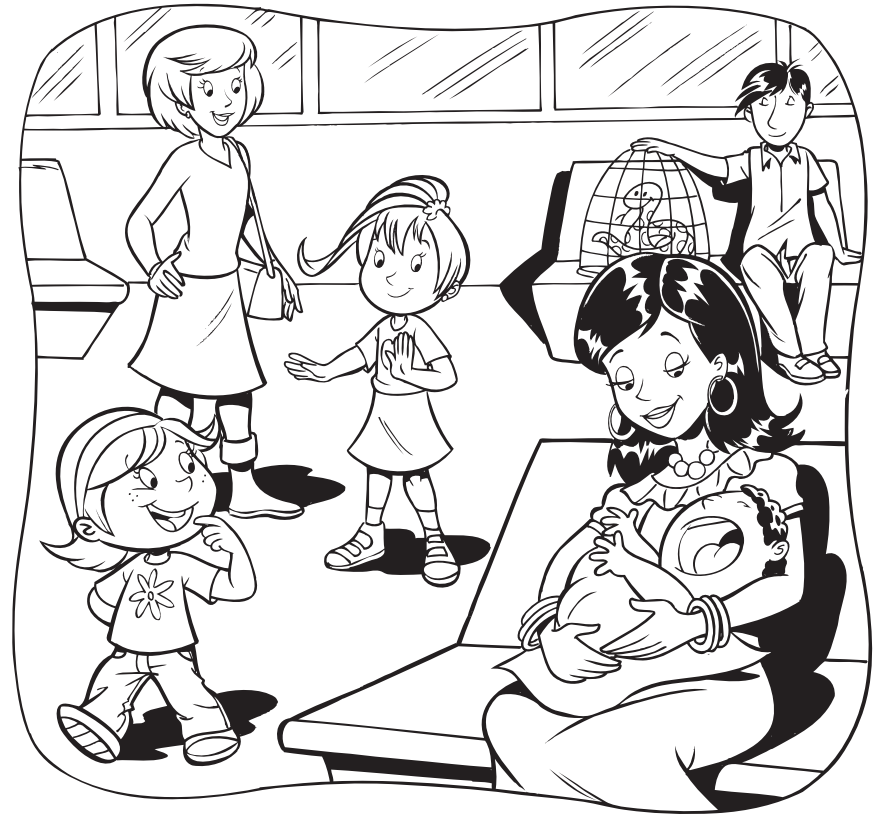
But, the best part of our wait is the last thing I see before the train comes. A lady is playing bagpipes. I read a sign with the words "It's Showtime!" I'll say it is! She put on a good show. And, now I can dance!



I am so happy. Today, Mom, Rylee, and I are going to my Gran's home. She lives kind of far. We have to take the subway. I have fun on the subway. I like to look at the people and the things they carry.



First, we go in a turnstile. Mom swipes the card, and in we go. Look at the man with the cage! What is in the cage? It looks like it is a reptile. I think it is a snake. My first fun person is a man with a reptile.



Next, we go on the platform to wait for the train. Who can I see here? I see someone crying. She looks very sad. Her mom speaks kindly to her. She wants the baby to go to sleep.

Jack and Pat

DECODABLE WORDS

Target Skill: long *i* in longer words

alike fighting outside pilot

Previously Taught Skills

a	bike	first	like	same
after	both	games	look	so
along	boys	get	make	switch
always	brown	has	mark	take
and	but	his	not	the
arm	can	if	on	then
at	curls	is	Pat	turns
back	Dad	Jack	plane	up
be	faces	left	play	while
best	fight	leg	rides	with

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *e*; closed syllables; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g* (hard *g*); blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *ft*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *wh*, *tch*; base words and ending *-s*; base words and ending *-ing*; base words and ending *-es*; open syllables; vowel digraph *ay*; schwa sound; long *i* spelled *igh*; *r*-controlled *ar*, *er*, *ir*, *ur*; /ô/ spelled *ai*; /ôô/ spelled *oo*; /ôô/ spelled *oo*; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; consonants; short vowels; long *e* (*e*, *ee*); vowel combination *oy*

HIGH-FREQUENCY WORDS

are	does	pulls	to	wants
brothers	eyes	sometimes	today	you
comes	friends	their	together	
do	nobody	they	want	

Jack and Pat



High-Frequency Words Taught to Date *(continued from inside back cover)*

hundred	lived	other	room	someone	tall	town	woman
I'll	might	outside	saw	something	this	turned	won't
I've	mind	part	says	sound	though	voice	words
kept	morning	pretty	sky	stood	through	what's	
knew	move	really	sleep	store	told	while	
leaves	next	river	slowly	table	tomorrow	without	

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High-Frequency Words Taught to Date

a	call	first	into	of	small	use	any
about	car	five	is	off	soil	very	anything
above	carry	fly	kinds	old	some	walk	behind
across	caught	follow	know	once	sometimes	want	being
after	city	food	large	one	soon	warms	better
again	cold	for	laugh	only	sorry	was	book
all	come	four	learning	open	starts	wash	care
almost	could	friend	light	or	stories	watch	cheer
along	country	friendship	like	our	story	water	children
always	covers	full	listen	out	studied	we	coming
and	cried	funny	little	over	sure	were	dark
animal	different	give	live	own	surprised	what	didn't
are	do	go	long	paper	take	where	doing
around	does	goes	look	party	talk	who	else
away	done	good	loudly	people	teacher	why	ever
baby	don't	great	loved	pictures	the	window	everything
ball	door	green	make	play	their	with	floor
be	down	ground	many	please	there	work	flower
bear	draw	grow	maybe	pull	these	world	found
beautiful	earth	happy	me	pushed	they	would	front
because	eat	have	minute	put	think	write	girl
been	eight	he	more	read	those	years	gone
before	enough	head	most	ready	thought	yellow	hair
began	even	hear	mother	right	three	you	happened
begins	every	heard	my	said	to	young	hard
bird	everyone	help	myself	school	today	your	hello
blue	eyes	her	near	second	together		horse
both	fall	here	never	see	too	afraid	
boy	family	high	new	seven	took	against	
bring	far	hold	night	shall	toward	ago	
brothers	father	house	no	she	try	air	
brown	few	how	noise	should	two	alone	
buy	field	I	nothing	show	under	also	
by	find	idea	now	sing	until	another	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yoō/ (CVCe); long *u* /ōō/ (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s* (no spelling changes); base words and ending *-ed* /ed/ (no spelling changes); base words and ending *-ed* /d/ (no spelling changes); base words and ending *-ed* /t/ (no spelling changes); base words and ending *-ing* (no spelling changes); ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ō/ spelled *al*, *a*; /ō/ spelled *o*; /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; /ōō/ spelled *oo*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; short vowels; consonants; long *e* (*e*, *ee*); vowel combination *oy*



Dad comes outside. "Nobody can be the pilot if you boys do not get along. Take turns."

So, Pat and Jack take turns. Jack is the pilot first while Pat rides the bike. Then the boys switch!

Jack and Pat



Jack and Pat are brothers. They look alike. Their faces are alike. They both have brown eyes and the same curls. Jack has a mark on his left arm. Pat does not. Pat has a mark on his left leg.



Jack and Pat are best friends, but sometimes they fight. After fighting Jack and Pat always make up. They like to play games together.



Today, Jack and Pat want to play with their plane. Jack wants to be the pilot, but so does Pat. Pat pulls at Jack. Jack pulls back. The boys are fighting.

Join Troy at the Feast

DECODABLE WORDS

Target Skill: /oi/ spelled *oy, oi*

boil	foil	oil	soy
broil	join	soil	Troy
coil	moist	spoil	

Previously Taught Skills

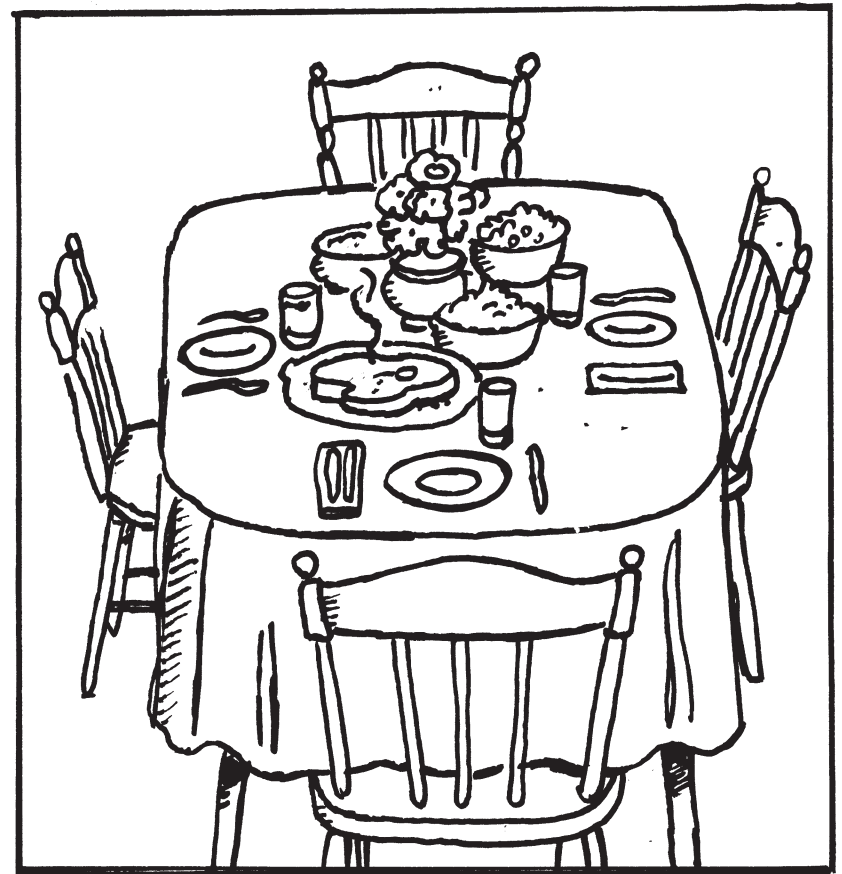
a	eat	holds	plates	this
adds	feast	hot	pot	we
am	food	I	sets	when
and	for	is	so	will
at	garden	meat	start	you
bowl	get	Nan	stove	yum
came	glad	Nan's	take	
can	greens	now	the	
cook	helps	on	them	
don't	his	picked	then	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; closed syllables; long *a, o* (CVCe); /k/ spelled *c*; consonant *g* (hard *g*); blends with *r, l, s*; final blend *nd*; consonants *ck*; double final consonants *ll*; consonant digraphs *th, wh*; open syllables (CV); contraction *n't*; endings *-s, -ed*; vowel digraphs *ee, ea, ow*; schwa sound; long *i* spelled *i*; *r*-controlled *ar, or*; /ōō/ spelled *oo*; /ōō/ spelled *oo*; possessives with 's'; /ou/ spelled *ou*; *ow*; /oi/ spelled *oy, oi*; consonants; short vowels; long *e* (*e, ee*)

HIGH-FREQUENCY WORDS

care	put	says	want
from	puts	to	

Join Troy at the Feast



High-Frequency Words Taught to Date (continued from inside back cover)

afraid	being	else	happened	lived	really	sound	town
against	better	ever	hard	might	river	stood	turned
ago	book	everything	hello	mind	room	store	voice
air	care	floor	horse	morning	saw	table	what's
alone	cheer	flower	hundred	move	says	tall	while
also	children	found	I'll	next	sky	this	without
another	coming	front	I've	other	sleep	though	woman
any	dark	girl	kept	outside	slowly	through	won't
anything	didn't	gone	knew	part	someone	told	words
behind	doing	hair	leaves	pretty	something	tomorrow	

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High-Frequency Words Taught to Date

a	bring	every	happy	loudly	out	soon	until
about	brothers	everyone	have	loved	over	sorry	use
above	brown	eyes	he	make	own	starts	very
across	buy	fall	head	many	paper	stories	walk
after	by	family	hear	maybe	party	story	want
again	call	far	heard	me	people	studied	warms
all	car	father	help	minute	pictures	sure	was
almost	carry	few	her	more	play	surprised	wash
along	caught	field	here	most	please	take	watch
always	city	find	high	mother	pull	talk	water
and	cold	first	hold	my	pushed	teacher	we
animal	come	five	house	myself	put	the	were
are	could	fly	how	near	read	their	what
around	country	follow	I	never	ready	there	where
away	covers	food	idea	new	right	these	who
baby	cried	for	into	night	said	they	why
ball	different	four	is	no	school	think	window
be	do	friend	kinds	noise	second	those	with
bear	does	friendship	know	nothing	see	thought	work
beautiful	done	full	large	now	seven	three	world
because	don't	funny	laugh	of	shall	to	would
been	door	give	learning	off	she	today	write
before	down	go	light	old	should	together	years
began	draw	goes	like	once	show	too	yellow
begins	earth	good	listen	one	sing	took	you
bird	eat	great	little	only	small	toward	young
blue	eight	green	live	open	soil	try	your
both	enough	ground	long	or	some	two	
boy	even	grow	look	our	sometimes	under	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s* (no spelling changes); base words and ending *-ed/ed/* (no spelling changes); base words and ending *-ed/d/* (no spelling changes); base words and ending *-ed/t/* (no spelling changes); base words and ending *-ing* (no spelling changes); ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with 's and *n't*; contractions with 'll and 'd; contractions with 've and 're; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ô/ spelled *au*, *aw*; /ô/ spelled *al*, *a*; /ô/ spelled *o*, *au*; /ôô/ spelled *ew*, *ue*; /ôô/ spelled *oo*; possessives with 's, *s'*; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; /oi/ spelled *oy*, *oi*; short vowels; consonants; long *e* (*e*, *ee*)

Join Troy at the Feast



Troy and his Nan start to cook the feast. Troy holds the bowl and Nan adds greens and oil. The greens came from Nan's garden. Troy picked them from the moist soil.



Nan and Troy put the feast on plates. "We can eat the greens and the soy now," says Nan. "We don't want this food to spoil!" Yum, yum! Will you join Troy for the feast?



Nan sets a pot on the stove to boil.
Then, Troy adds greens, oil, and soy.
“I am so glad I can join you to cook this
feast, Nan,” says Troy.



Nan puts the meat on the foil. When
the stove coil is hot, Troy helps Nan broil
the meat. “Take care, Troy,” says Nan.
“The foil can get hot!”

A Toy for Joy

DECODABLE WORDS

Target Skill: /oi/ spelled oy, oi

choice	Joy	noise	Roy	toy
join	Joy's	oil	soil	

Previously Taught Skills

a	fixed	made	smiled	went
and	fly	needs	that	wish
at	for	now	then	with
bad	got	on	think	without
bit	had	or	this	you
broke	her	outside	took	
can	high	plane	up	
crashed	I	played	wait	
down	it	rose	waited	
fix	looked	sad	we	

SKILLS APPLIED IN WORDS IN STORY: short a, short i, short o, short u, short e; closed syllables; long a (CVCe); long i (CVCe); /k/ spelled c; long o (CVCe); blends with r; blends with l; blends with s; final blends nd, nt; double consonants (closed syllables); consonant digraphs sh, th; base words and endings -s, -ed /ed/, -ed /d/, -ed /t/; r-controlled or; long i spelled igh, l, y; possessives with 's; vowel digraphs ai, ow, ou; compound words; schwa sound; /ōō/ spelled oo; /oi/ spelled oy, oi

HIGH-FREQUENCY WORDS

could	new	she	was
heard	of	the	we
me	said	to	

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/oi/ spelled oy, oi

BOOK 182

A Toy for Joy



High-Frequency Words Taught to Date

a	cold	funny	loved	put	today	air	mind
about	come	give	make	read	together	alone	morning
above	could	go	many	ready	too	also	move
across	country	goes	maybe	right	took	another	next
after	covers	good	me	said	toward	any	other
again	cried	great	minute	school	try	anything	outside
all	different	green	more	second	two	behind	part
almost	do	ground	most	see	under	being	pretty
along	does	grow	mother	seven	until	better	really
always	done	happy	my	shall	use	book	river
and	don't	have	myself	she	very	care	room
animal	door	he	near	should	walk	cheer	saw
are	down	head	never	show	want	children	says
around	draw	hear	new	sing	warms	coming	sky
away	earth	heard	night	small	was	dark	sleep
baby	eat	help	no	soil	wash	didn't	slowly
ball	eight	her	noise	some	watch	doing	someone
be	enough	here	nothing	sometimes	water	else	something
bear	even	high	now	soon	we	ever	sound
beautiful	every	hold	of	sorry	were	everything	stood
because	everyone	house	off	starts	what	floor	store
been	eyes	how	old	stories	where	flower	table
before	fall	I	once	story	who	found	tall
began	family	idea	one	studied	why	front	this
begins	far	into	only	sure	window	girl	though
bird	father	is	open	surprised	with	gone	through
blue	few	kinds	or	take	work	hair	told
both	field	know	our	talk	world	happened	tomorrow
boy	find	large	out	teacher	would	hard	town
bring	first	laugh	over	the	write	hello	turned
brothers	five	learning	own	their	years	horse	voice
brown	fly	light	paper	there	yellow	hundred	what's
buy	follow	like	party	these	you	I'll	while
by	food	listen	people	they	young	I've	without
call	for	little	pictures	think	your	kept	woman
car	four	live	play	those		knew	won't
carry	friend	long	please	thought	afraid	leaves	words
caught	friendship	look	pull	three	against	lived	
city	full	loudly	pushed	to	ago	might	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *l*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ūū/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed/ed/*; ending *-ed/d/*; ending *-ed/t/*; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; endings *-es*, *-ed*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *ore*; *r*-controlled *er*; *r*-controlled *ir*; *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gr*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ō/ spelled *al*, *a*; /ō/ spelled *o*; /ōō/ spelled *oo*, *ou*; /ōō/ spelled *ew*, *ue*; /ōō/ spelled *oo*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; /oi/ spelled *oy*, *oi*

A Toy for Joy



Roy fixed it. Then Roy took Joy's toy outside. "Join me, Joy!" said Roy. "We can fly this toy plane." The toy plane rose up high. Joy and Roy smiled.



Joy got a new toy plane. She had a choice. She could fly her toy plane now or wait to fly her toy plane with Roy. Joy made her choice. She played with her toy plane without Roy!



Joy's new toy went up high! Then Joy heard a bad noise. The toy plane crashed down on the soil. Joy broke her new toy!



Joy was sad that she broke her toy. "I wish I waited for you to join, Roy." Roy looked at the toy. "I think it needs a bit of oil. I can fix this toy plane!" said Roy.

The Big Oak Tree

DECODABLE WORDS

Target Skill: long o in longer words

almost mostly snowed
groaning Owen snowstorm

Previously Taught Skills

a	feet	is	mom	shouted	touch
all	for	it	my	snow	tree
and	ground	jumps	not	soon	try
at	had	just	now	spring	wait
aw	hard	last	oak	starting	will
backyard	has	like	off	swing	with
big	her	liked	on	tells	yet
but	high	look	out	ten	
came	house	making	over	that	
can	huge	March	play	then	
day	I	Meg	ran	they	
days	in	melted	rose	time	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; CVC syllable pattern; long *a* (CVCe); long *i* (CVCe); long *o* (CVCe); long *u* /*oo*/ (CVCe); /*k*/ spelled *c*; /*j*/ spelled *g*; blends with *r, l, s*; final blends *nd*; *ng*; *mp*; double final consonants *ll*; *ff*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*; *sh*; *ch*; base words and endings *-s*; *-ed* /*ed*/; *-ed* /*t*/; *-ed* /*d*/; *-ing*; ending *-ed*: drop *e*; vowel digraphs *ai, ay, ee, oa, ow*; compound words; schwa sound; long *i* spelled *igh*; *l, y*; *r*-controlled *ar, or, er*; suffix *-ly*; /*ô*/ spelled *aw*; *al*; /*oo*/ spelled *oo*; /*oo*/ spelled *oo, ew*; /*ou*/ spelled *ou, ow*; long *o* in longer words; consonants; short vowels

HIGH-FREQUENCY WORDS

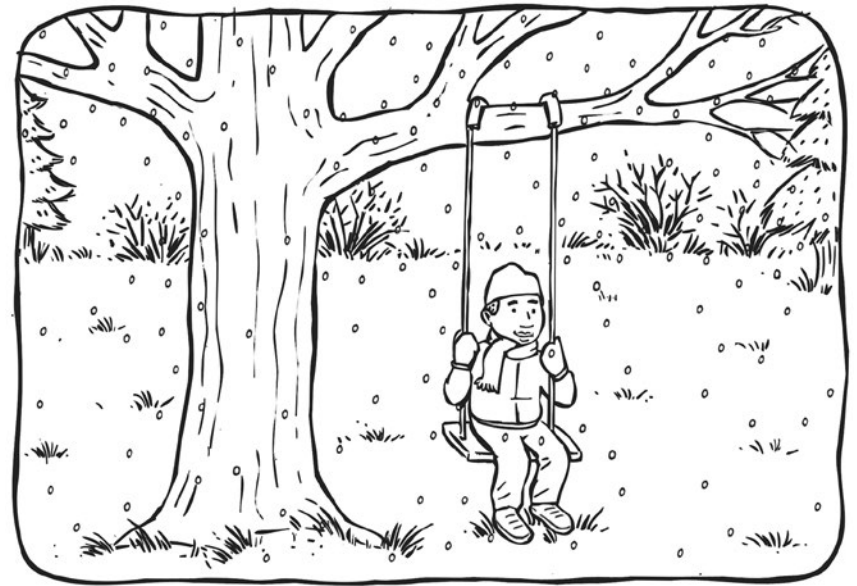
again	come	new	she	their	want
are	could	one	the	to	

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long o in longer words

BOOK 183

The Big Oak Tree



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High-Frequency Words Taught to Date (continued from inside back cover)

afraid	better	ever	hard	mind	river	store	what's
against	book	everything	hello	money	room	table	while
ago	care	floor	horse	morning	saw	tall	without
air	cheer	flower	hundred	move	says	this	woman
alone	children	found	I'll	next	sky	though	won't
also	coming	from	I've	other	sleep	through	words
another	dark	front	kept	outside	slowly	told	
any	dear	girl	knew	part	someone	tomorrow	
anything	didn't	gone	leaves	pretty	something	town	
behind	doing	hair	lived	really	sound	turned	
being	else	happened	might	remember	stood	voice	

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High-Frequency Words Taught to Date

a	bring	every	happy	loudly	out	soon	until
about	brothers	everyone	have	loved	over	sorry	use
above	brown	eyes	he	make	own	starts	very
across	buy	fall	head	many	paper	stories	walk
after	by	family	hear	maybe	party	story	want
again	call	far	heard	me	people	studied	warms
all	car	father	help	minute	pictures	sure	was
almost	carry	few	her	more	play	surprised	wash
along	caught	field	here	most	please	take	watch
always	city	find	high	mother	pull	talk	water
and	cold	first	hold	my	pushed	teacher	we
animal	come	five	house	myself	put	the	were
are	could	fly	how	near	read	their	what
around	country	follow	I	never	ready	there	where
away	covers	food	idea	new	right	these	who
baby	cried	for	into	night	said	they	why
ball	different	four	is	no	school	think	window
be	do	friend	kinds	noise	second	those	with
bear	does	friendship	know	nothing	see	thought	work
beautiful	done	full	large	now	seven	three	world
because	don't	funny	laugh	of	shall	to	would
been	door	give	learning	off	she	today	write
before	down	go	light	old	should	together	years
began	draw	goes	like	once	show	too	yellow
begins	earth	good	listen	one	sing	took	you
bird	eat	great	little	only	small	toward	young
blue	eight	green	live	open	soil	try	your
both	enough	ground	long	or	some	two	
boy	even	grow	look	our	sometimes	under	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yō/ (CVCe); long *u* /ō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *ck*, double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ng*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ve*, *'re*; base words and ending *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonants; ending *-ing*: double consonants; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; endings *-es*, *-ed*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ō/ spelled *ai*, *a*; /ō/ spelled *o*; /ō/ spelled *oo*, *ew*, *ue*, *ou*; /ō/ spelled *oo*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; long *o* in longer words; consonants; short vowels



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One March day, the snow had mostly melted. Owen and Meg ran out to try the swing again. Meg jumped on, and she shouted, "Look, look, I can touch the ground! My feet are on the ground!"

long o in longer words

BOOK 183

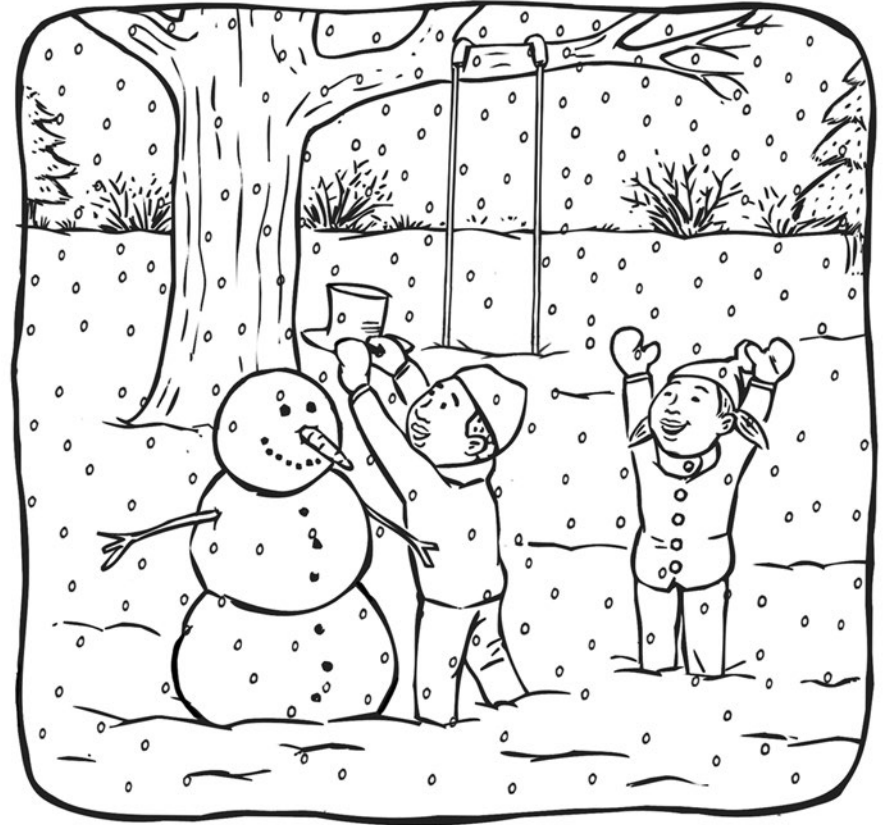
The Big Oak Tree



Owen and Meg are in a new house. It has a big backyard and a huge oak tree with a swing. Owen and Meg like to swing. Owen can touch the ground.



Meg can almost touch the ground but not yet. Her mom tells her that one day soon she will, but now it is time to come in. Mom tells Owen and Meg, "A snowstorm is starting." Meg jumps off the swing groaning. "Aw, Mom! I just want to play."



At last the snow came. It snowed for ten days. Snow rose high over the swing, making it hard to swing at all. Meg and Owen liked to play in the snow, but they could not wait for spring and their swing again.

Fishing

DECODABLE WORDS

Target Skill: long o in longer words

boating	going	raincoats	unload
Cody	over	showed	

Previously Taught Skills

a	coming	go	life	ready	they
about	cooler	got	midday	right	time
and	day	great	mile	rods	too
bait	eat	had	needed	sea	up
before	excited	hard	not	silly	vests
better	first	hat	now	six	wet
boat	fish	his	on	so	when
by	fisher	hooks	our	started	with
can	fishing	in	out	stopped	
car	food	it	packed	take	
case	for	kidding	pleased	tell	
caught	get	let's	Pop	then	

SKILLS APPLIED IN WORDS IN STORY: short vowels; closed syllables; long a, i (CVCe); /k/, /s/ spelled c; blends with r, l, s; final blends nd, ng; double final consonants; CVC closed syllables; consonant digraphs th, sh, wh; base words and endings -s, -ed, -ing; CV open syllables; contractions n't, 's; vowel digraphs ai, ay, ee, ea, oa, ow, ou; compound words; schwa sound; long i spelled igh; long e spelled y; r-controlled ar, or, ore, er, ir; prefix un-; vowel combinations ou, au; /ô/ spelled au, o; /ôô/ spelled oo; /ôô/ spelled oo; long a, i, o in longer words; consonants; /z/ spelled s

HIGH-FREQUENCY WORDS

are	everyone	never	some	to	were
been	everything	of	something	was	work
began	he	said	the	we	you

Fishing



High-Frequency Words Taught to Date (continued from inside back cover)

afraid	better	ever	hard	mind	river	store	what's
against	book	everything	hello	money	room	table	while
ago	care	floor	horse	morning	saw	tall	without
air	cheer	flower	hundred	move	says	this	woman
alone	children	found	I'll	next	sky	though	won't
also	coming	from	I've	other	sleep	through	words
another	dark	front	kept	outside	slowly	told	
any	dear	girl	knew	part	someone	tomorrow	
anything	didn't	gone	leaves	pretty	something	town	
behind	doing	hair	lived	really	sound	turned	
being	else	happened	might	remember	stood	voice	

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High-Frequency Words Taught to Date

a	bring	every	happy	loudly	out	soon	until
about	brothers	everyone	have	loved	over	sorry	use
above	brown	eyes	he	make	own	starts	very
across	buy	fall	head	many	paper	stories	walk
after	by	family	hear	maybe	party	story	want
again	call	far	heard	me	people	studied	warms
all	car	father	help	minute	pictures	sure	was
almost	carry	few	her	more	play	surprised	wash
along	caught	field	here	most	please	take	watch
always	city	find	high	mother	pull	talk	water
and	cold	first	hold	my	pushed	teacher	we
animal	come	five	house	myself	put	the	were
are	could	fly	how	near	read	their	what
around	country	follow	I	never	ready	there	where
away	covers	food	idea	new	right	these	who
baby	cried	for	into	night	said	they	why
ball	different	four	is	no	school	think	window
be	do	friend	kinds	noise	second	those	with
bear	does	friendship	know	nothing	see	thought	work
beautiful	done	full	large	now	seven	three	world
because	don't	funny	laugh	of	shall	to	would
been	door	give	learning	off	she	today	write
before	down	go	light	old	should	together	years
began	draw	goes	like	once	show	too	yellow
begins	earth	good	listen	one	sing	took	you
bird	eat	great	little	only	small	toward	young
blue	eight	green	live	open	soil	try	your
both	enough	ground	long	or	some	two	
boy	even	grow	look	our	sometimes	under	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *ck*, double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*, base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ng*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonants; ending *-ing*: double consonants; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; endings *-es*, *-ed*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *y*; suffix *ly*; suffix *ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ô/ spelled *au*, *av*; /ô/ spelled *ai*, *a*; /ô/ spelled *o*; /ôô/ spelled *oo*, *ew*, *ue*, *ou*; /ôô/ spelled *oo*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; long *o* in longer words, consonants; short vowels

Fishing



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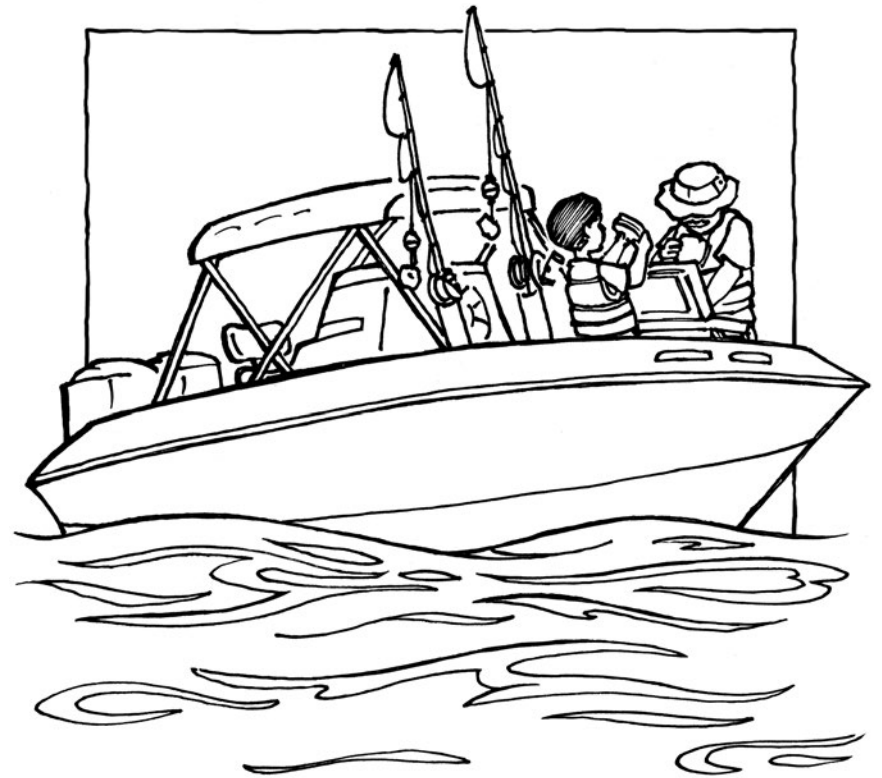


Pop was not kidding. By midday, Pop and Cody caught six fish. Pop was pleased. He said, "You are a great fisher, Cody. Now let's get the car packed up, so we can tell everyone about our day."

Pop was coming over, and Cody was excited. Cody was going to go fishing with his Pop. Pop had a boat, and they were going to take it out in the sea. Cody had never been boating in the sea before.



Pop showed up right on time. He had everything they needed for fishing. He had hooks, bait, rods, life vests, a silly hat, a cooler with food, and raincoats in case it got too wet.



When they got to the sea, Pop started the boat. He stopped the boat about a mile out and got the rods ready. Then he began to unload some of the food. Pop said, "We had better eat something first. Fishing is hard work."

A Team Meeting

DECODABLE WORDS

Target Skill: long e in longer words

copied	fielded	Nicky	really
field	meeting	Nicky's	season

Previously Taught Skills

a	before	had	on	they
after	called	help	play	this
all	class	how	played	throw
and	Coach	if	ran	time
as	didn't	it	rules	understand
at	first	kids	same	up
ball	five	looked	showed	well
baseball	for	Mike	smaller	yay
bases	Friday	next	so	
bat	game	nice	team	
batted	going	older	them	

SKILLS APPLIED IN WORDS IN STORY: short a; i; CVC syllable pattern; short o; u; e; long a, i, (CVCe); /k/ spelled c; long u /ōō/ (CVCe); /g/ spelled g; blends with r; l; s; final blends nd; ng; double final consonants ll, ss; consonants ck; consonant digraphs th; sh; ch; base words and endings -s; -ed /ed/; -ed /t/; -ed /d/; -ing; CV syllable pattern (open syllables); contraction with n't; vowel digraph ay; vowel digraphs ee, ea; vowel digraphs oa, ow; compound words; schwa sound; ending -ed: double consonants; long e spelled y; r-controlled or, ore, ir; base words and ending -er; /ōō/ spelled oo; long a in longer words; long o in longer words; long e in longer words; consonants; /z/ spelled s

HIGH-FREQUENCY WORDS

do	knew	the	was	where
everyone	learn	there	were	who
he	some	to	what	

A Team Meeting



High-Frequency Words Taught to Date *(continued from inside back cover)*

everything	hair	kept	move	river	something	through	without
floor	happened	knew	next	room	sound	told	woman
flower	hard	leaves	other	saw	stood	tomorrow	won't
found	hello	lived	outside	says	store	town	words
from	horse	might	part	sky	table	turned	
front	hundred	mind	pretty	sleep	tall	voice	
girl	I'll	money	really	slowly	this	what's	
gone	I've	morning	remember	someone	though	while	

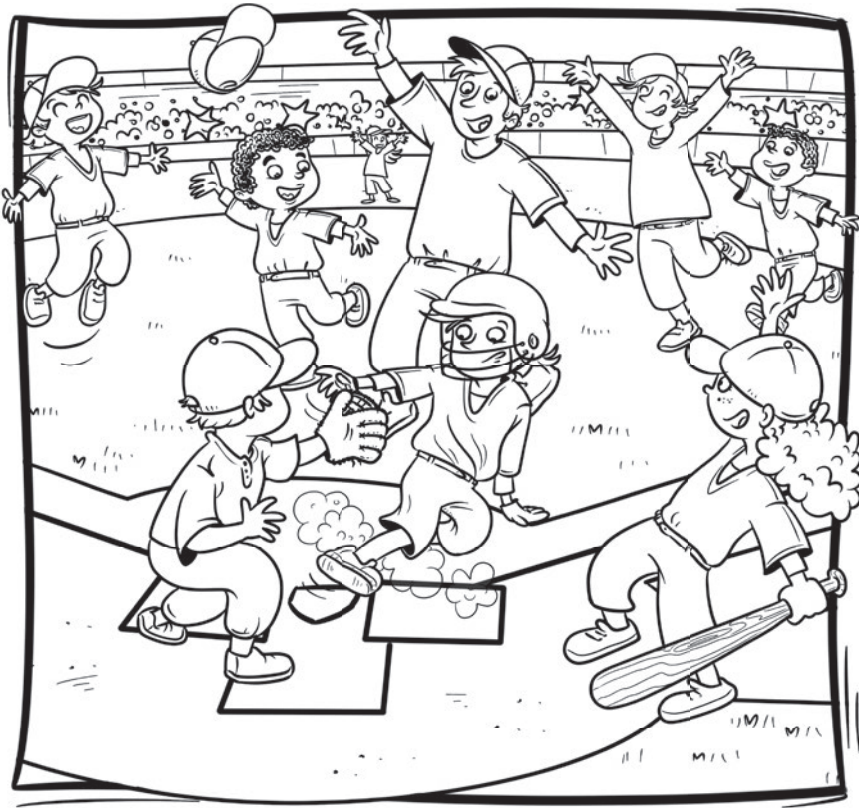
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High-Frequency Words Taught to Date

a	brown	far	here	myself	right	those	would
about	buy	father	high	near	said	thought	write
above	by	few	hold	never	school	three	years
across	call	field	house	new	second	to	yellow
after	car	find	how	night	see	today	you
again	carry	first	I	no	seven	together	young
all	caught	five	idea	noise	shall	too	your
almost	city	fly	into	nothing	she	took	
along	cold	follow	is	now	should	toward	afraid
always	come	food	kinds	of	show	try	against
and	could	for	know	off	sing	two	ago
animal	country	four	large	old	small	under	air
are	covers	friend	laugh	once	soil	until	alone
around	cried	friendship	learning	one	some	use	also
away	different	full	light	only	sometimes	very	another
baby	do	funny	like	open	soon	walk	any
ball	does	give	listen	or	sorry	want	anything
be	done	go	little	our	starts	warms	behind
bear	don't	goes	live	out	stories	was	being
beautiful	door	good	long	over	story	wash	better
because	down	great	look	own	studied	watch	book
been	draw	green	loudly	paper	sure	water	care
before	earth	ground	loved	party	surprised	we	cheer
began	eat	grow	make	people	take	were	children
begins	eight	happy	many	pictures	talk	what	coming
bird	enough	have	maybe	play	teacher	where	dark
blue	even	he	me	please	the	who	dear
both	every	head	minute	pull	their	why	didn't
boy	everyone	hear	more	pushed	there	window	doing
bring	eyes	heard	most	put	these	with	else
brothers	fall	help	mother	read	they	work	ever
	family	her	my	ready	think	world	

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe), long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*, base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ng*; ending *-ed* drop *e*; ending *-ing* drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonants; ending *-ing*: double consonants; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; endings *-es*, *-ed*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ō/ spelled *au*, *aw*; /ô/ spelled *al*, *a*; /ô/ spelled *o*; /ōō/ spelled *oo*, *ew*, *ue*, *ou*; /ōō/ spelled *oo*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; long *o* in longer words; long *e* in longer words; consonants; short vowels

A Team Meeting



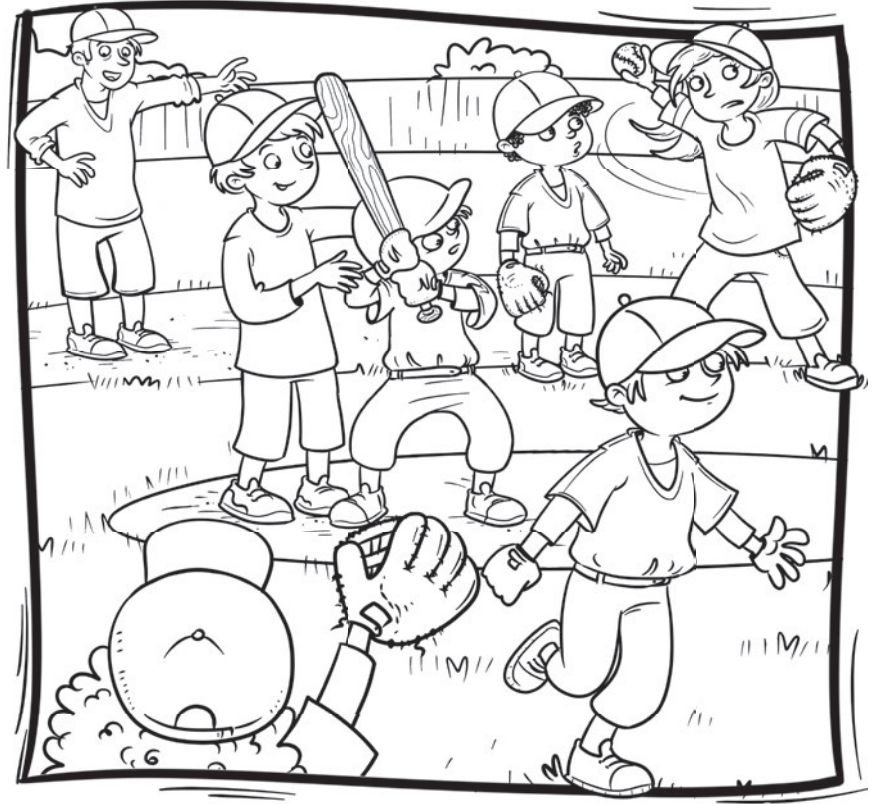
For the first time this season, Mike and Nicky's team looked as if they knew what to do. They fielded, they batted, and they ran the bases well. Yay, team! Nice going!



Mike and Nicky were on the same baseball team. There were kids on the team who didn't really understand the rules, so Coach called a team meeting.



All the kids on the team showed up on Friday after class. They had a game at five, so Coach had a meeting before the game. He had some older kids there to help the team learn some rules.



The older kids ran the bases. They showed how to bat. They played the field and showed everyone how and where to throw the ball. After the older kids played, the smaller kids copied them. Next it was time to play.

Wake Up, Edie

DECODABLE WORDS

Target Skill: long e in longer words

already	Edie	Kathleen	oversleep	ready	sweetie
dreaming	Edie's	needed	quickly	sleeping	thirty

Previously Taught Skills

a	dressed	her	me	so	when
and	feel	home	meet	still	woke
as	for	if	Mom	swim	you
at	get	in	name	they	
be	go	is	no	think	
big	going	it	on	time	
bus	good	job	rubbed	up	
calling	got	late	rushed	wake	
car	green	like	sat	we	
coach	had	make	she	well	
don't	hands	makes	six	will	

SKILLS APPLIED IN WORDS IN STORY: short a; short i; short o; short u; short e; closed syllables; long a (CVCe); long i (CVCe); /k/ spelled c; long o (CVCe); blends with r; blends with l; blends with s; final blend nd; final blend nk; double final consonants ll; double final consonants ss; double consonants (closed syllables); consonant digraph th; consonant digraph sh; consonant digraph wh; consonant digraph ch; base words and ending -s; base words and ending -ed /ed/; base words and ending -ed /t/; base words and ending -ed /d/; base words and ending -ing; CV syllable patterns (open syllables); contraction with n't; vowel digraphs ee, ea; vowel digraph oa; compound words; schwa sound; base words and ending -ed: final consonants ss, ll; long i spelled l; long e spelled y; r-controlled ar; r-controlled er; r-controlled or; /ōō/ spelled ou; /ōō/ spelled oo; long o in longer words; long e in longer words; consonants; short vowels; long e (e, ee)

HIGH-FREQUENCY WORDS

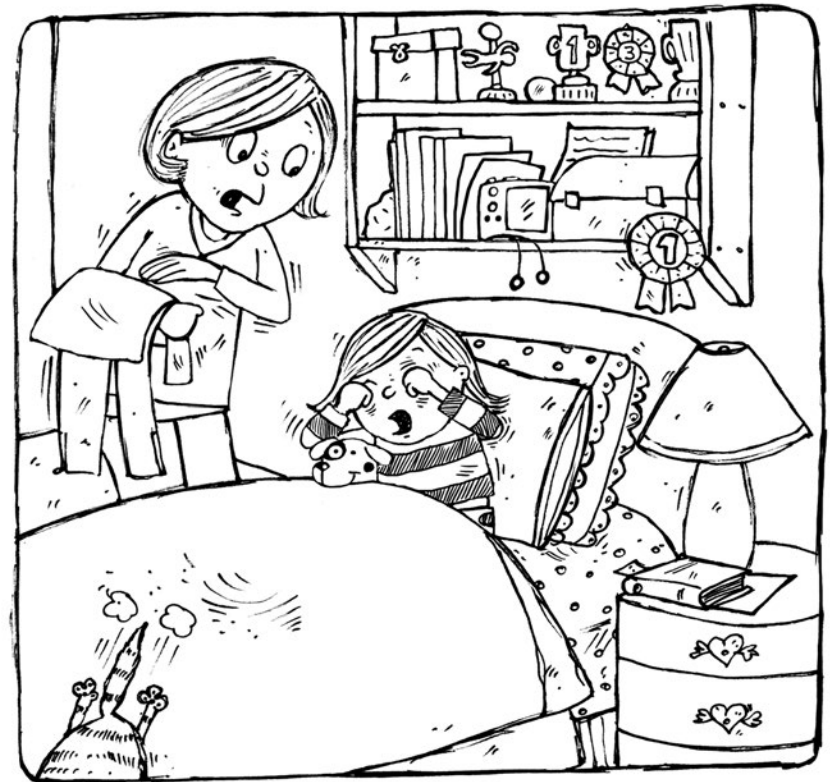
are	could	have	said	was
boy	day	into	the	
clothes	eyes	oh	to	

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long e in longer words

BOOK 186

Wake Up, Edie



High-Frequency Words Taught to Date (continued from inside back cover)

everything	hair	kept	move	river	something	through	without
floor	happened	knew	next	room	sound	told	woman
flower	hard	leaves	other	saw	stood	tomorrow	won't
found	hello	lived	outside	says	store	town	words
from	horse	might	part	sky	table	turned	
front	hundred	mind	pretty	sleep	tall	voice	
girl	I'll	money	really	slowly	this	what's	
gone	I've	morning	remember	someone	though	while	

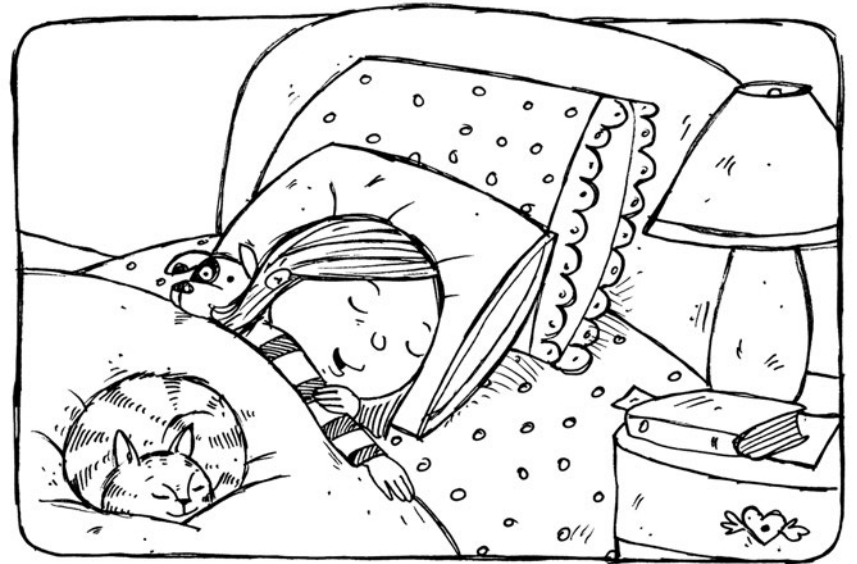
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High-Frequency Words Taught to Date

a	brown	far	here	myself	right	those	would
about	buy	father	high	near	said	thought	write
above	by	few	hold	never	school	three	years
across	call	field	house	new	second	to	yellow
after	car	find	how	night	see	today	you
again	carry	first	I	no	seven	together	young
all	caught	five	idea	noise	shall	too	your
almost	city	fly	into	nothing	she	took	
along	cold	follow	is	now	should	toward	afraid
always	come	food	kinds	of	show	try	against
and	could	for	know	off	sing	two	ago
animal	country	four	large	old	small	under	air
are	covers	friend	laugh	once	soil	until	alone
around	cried	friendship	learning	one	some	use	also
away	different	full	light	only	sometimes	very	another
baby	do	funny	like	open	soon	walk	any
ball	does	give	listen	or	sorry	want	anything
be	done	go	little	our	starts	warms	behind
bear	don't	goes	live	out	stories	was	being
beautiful	door	good	long	over	story	wash	better
because	down	great	look	own	studied	watch	book
been	draw	green	loudly	paper	sure	water	care
before	earth	ground	loved	party	surprised	we	cheer
began	eat	grow	make	people	take	were	children
begins	eight	happy	many	pictures	talk	what	coming
bird	enough	have	maybe	play	teacher	where	dark
blue	even	he	me	please	the	who	dear
both	every	head	minute	pull	their	why	didn't
boy	everyone	hear	more	pushed	there	window	doing
bring	eyes	heard	most	put	these	with	else
brothers	fall	help	mother	read	they	work	ever
	family	her	my	ready	think	world	

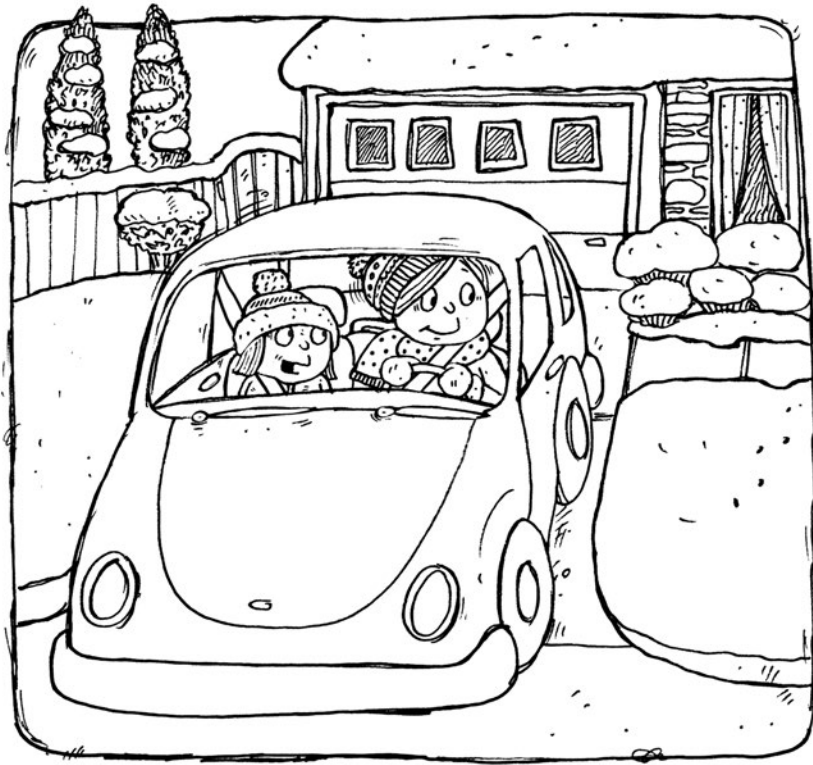
Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe), long *u* /yō/ (CVCe); long *u* /ō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ng*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ve*, *'re*; base words and ending *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonants; ending *-ing*: double consonants; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; endings *-es*, *-ed*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ô/ spelled *au*, *aw*; /ô/ spelled *al*, *a*; /ô/ spelled *o*; /ô/ spelled *oo*, *ev*, *ue*, *ou*; /ô/ spelled *oo*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; long *o* in longer words; long *e* in longer words; consonants; short vowels; long *e* (*e*, *ee*)

Wake Up, Edie



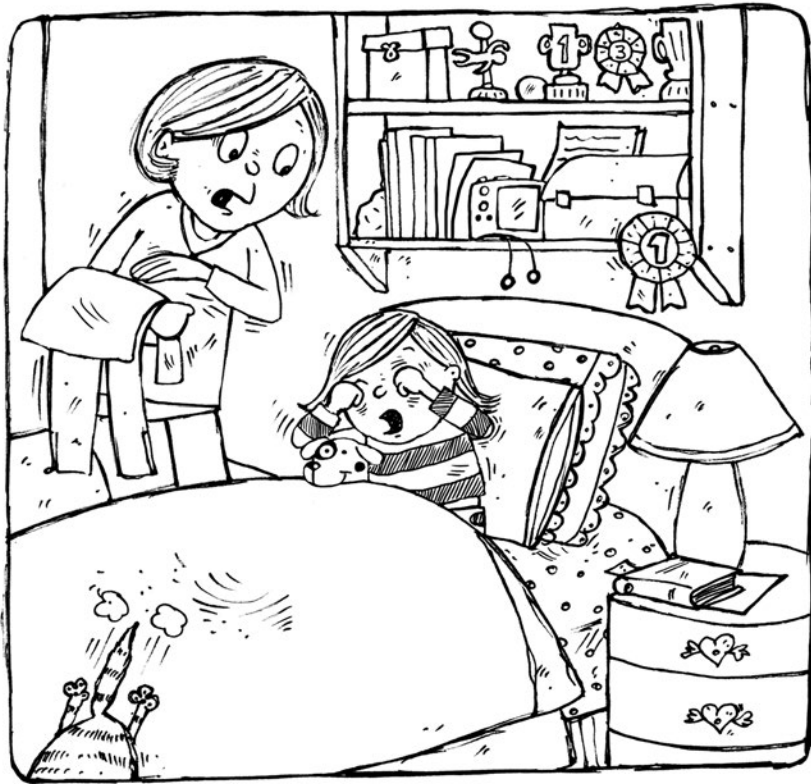
It was a big day in the Green home. Edie had a swim meet to go to, and she needed to get up at six.

Edie was dreaming and sleeping well, when she woke up to her mom calling her name.



Edie dressed quickly, and she was ready on time. She said to her mom as they got into the car, "Boy, I don't like to oversleep. It makes me feel so rushed."

"I think we will make it on time. Good job, Edie," Mom said.



"Edie, it is late! It is six thirty. You are going to be late for the meet, Sweetie."

Edie rubbed her eyes and sat up quickly. "Oh, no! Coach Kathleen said we have to be on time for the bus!"



Mom already had Edie's clothes in her hands, and she said if Edie got dressed quickly, they could still make it to the bus.

Mable and Twinkles

DECODABLE WORDS

Target Skill: syllable *_le*

beagle	circles	little	settles	twinkled
bubbles	gentle	Mable	stumbles	Twinkles
bundle	giggle	maple	twinkle	wrinkles

Previously Taught Skills

and	funny	is	not	then
big	got	it	now	this
blows	had	jump	out	tree
by	has	jumps	pile	until
came	her	leaves	play	what
can	him	likes	pup	when
chases	home	loves	runs	will
dad	how	make	saw	with
dog	if	name	so	you
down	in	new	that	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *l*; blends with *s*; final blends *nd*, *mp*; double final consonants *ll*; double consonants (closed syllables); consonant digraph *ch*, consonant digraph *th*; consonant digraph *wh*; base words and ending *-s*; base words and ending *-ed* /d/; long *i* spelled *y*; long *e* spelled *y*; *r*-controlled *-er*; CV syllable pattern (open syllables); vowel digraphs *ee*, *ea*; vowel digraph *ow*; /ô/ spelled *aw*; /ôô/ spelled *ou*, *ew*; /ou/ spelled *ou*; syllable *_le*

HIGH-FREQUENCY WORDS

a	eyes	of	today
be	have	the	was
does	he	to	would

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syllable *_le*

BOOK 187

Mable and Twinkles



High-Frequency Words Taught to Date (continued from inside back cover)

afraid	better	ever	hard	mind	river	store	what's
against	book	everything	hello	money	room	table	while
ago	care	floor	horse	morning	saw	tall	without
air	cheer	flower	hundred	move	says	this	woman
alone	children	found	I'll	next	sky	though	won't
also	coming	from	I've	other	sleep	through	words
another	dark	front	kept	outside	slowly	told	
any	dear	girl	knew	part	someone	tomorrow	
anything	didn't	gone	leaves	pretty	something	town	
behind	doing	hair	lived	really	sound	turned	
being	else	happened	might	remember	stood	voice	

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High-Frequency Words Taught to Date

a	bring	every	happy	loudly	out	soon	until
about	brothers	everyone	have	loved	over	sorry	use
above	brown	eyes	he	make	own	starts	very
across	buy	fall	head	many	paper	stories	walk
after	by	family	hear	maybe	party	story	want
again	call	far	heard	me	people	studied	warms
all	car	father	help	minute	pictures	sure	was
almost	carry	few	her	more	play	surprised	wash
along	caught	field	here	most	please	take	watch
always	city	find	high	mother	pull	talk	water
and	cold	first	hold	my	pushed	teacher	we
animal	come	five	house	myself	put	the	were
are	could	fly	how	near	read	their	what
around	country	follow	I	never	ready	there	where
away	covers	food	idea	new	right	these	who
baby	cried	for	into	night	said	they	why
ball	different	four	is	no	school	think	window
be	do	friend	kinds	noise	second	those	with
bear	does	friendship	know	nothing	see	thought	work
beautiful	done	full	large	now	seven	three	world
because	don't	funny	laugh	of	shall	to	would
been	door	give	learning	off	she	today	write
before	down	go	light	old	should	together	years
began	draw	goes	like	once	show	too	yellow
begins	earth	good	listen	one	sing	took	you
bird	eat	great	little	only	small	toward	young
blue	eight	green	live	open	soil	try	your
both	enough	ground	long	or	some	two	
boy	even	grow	look	our	sometimes	under	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *i*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; endings *-es*, *-ed*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ô/ spelled *au*, *aw*; /ô/ spelled *ai*, *a*; /ô/ spelled *o*, *ou*; /ôô/ spelled *oo*, *ue*; /ôô/ spelled *oo*; possessives with *'s*, *s'*; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; long *o* in longer words; long *e* in longer words; syllable *_le*



Today dad came home with a new little bundle. It is a beagle pup! This pup does not have eyes that twinkle. This pup has little wrinkles. What will Twinkles and Mable name the new pup?

Mable and Twinkles



Mable loves Twinkles. Twinkles is her dog. Twinkles is a beagle, and he came home in a little bundle. Mable had to be gentle. Twinkles was so little! If you saw him, you would giggle. He had eyes that twinkled! That is how he got the name Twinkles.



Now Twinkles is not so little. Twinkles and Mable play out by the maple tree. Mable chases Twinkles in circles. Then Twinkles and Mable jump in a big pile of maple leaves.



Twinkles is funny. He can make Mable giggle. Twinkles likes it when Mable blows bubbles. When Mable blows bubbles, Twinkles jumps and runs in circles. Twinkles runs until he stumbles. Then he settles down.

In The Middle of the Woods

DECODABLE WORDS

Target Skill: syllable *_le*

apples	bundles	little	paddle	turtle
bottles	circle	maple	paddled	twinkle
brambles	eagle	middle	settled	
bundle	kettle	noodles	struggle	

Previously Taught Skills

a	dropped	looked	saw	took
all	fire	made	sharp	trees
an	food	many	sky	trip
and	for	Mom	spot	under
at	from	needed	stars	up
before	had	never	stayed	watched
best	heated	nice	stone	well
camping	held	night	stream	went
can	I	on	tent	with
dinner	in	our	then	woods
down	it	pitched	things	
drank	like	plants	thorns	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; long *a, i* (CVCe); /k/ spelled *c*; blends with *r, l, s*; final blends *nd, nk, nt*; double final consonants *ll*; consonant digraphs *th, sh, tch*; base words and endings *-s, -ed /ed/, -ed /d/, -ing*; vowel digraphs *ay, ee, ea, ow*; schwa sound; long *e* spelled *y*; long *i* spelled *igh, i, y*; *r*-controlled *ar, or, ore, er, ur*; /ô/ spelled *aw*; /ôô/ spelled *oo*; /ou/ spelled *ou*; /ôô/ spelled *oo*; syllable *_le*

HIGH-FREQUENCY WORDS

are	of	the	very	water
away	some	to	was	we

In the Middle of the Woods



High-Frequency Words Taught to Date (continued from inside back cover)

afraid	better	ever	hard	mind	river	store	what's
against	book	everything	hello	money	room	table	while
ago	care	floor	horse	morning	saw	tall	without
air	cheer	flower	hundred	move	says	this	woman
alone	children	found	I'll	next	sky	though	won't
also	coming	from	I've	other	sleep	through	words
another	dark	front	kept	outside	slowly	told	
any	dear	girl	knew	part	someone	tomorrow	
anything	didn't	gone	leaves	pretty	something	town	
behind	doing	hair	lived	really	sound	turned	
being	else	happened	might	remember	stood	voice	

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High-Frequency Words Taught to Date

a	brothers	eyes	head	maybe	people	sure	wash
about	brown	fall	hear	me	pictures	surprised	watch
above	buy	family	heard	minute	play	take	water
across	by	far	help	more	please	talk	we
after	call	father	her	most	pull	teacher	were
again	car	few	here	mother	pushed	the	what
all	carry	field	high	my	put	their	where
almost	caught	find	hold	myself	read	there	who
along	city	first	house	near	ready	these	why
always	cold	five	how	never	right	they	window
and	come	fly	I	new	said	think	with
animal	could	follow	idea	night	school	those	work
are	country	food	into	no	second	thought	world
around	covers	for	is	noise	see	three	would
away	cried	four	kinds	nothing	seven	to	write
baby	different	friend	know	now	shall	today	years
ball	do	friendship	large	of	she	together	yellow
be	does	full	laugh	off	should	too	you
bear	done	funny	learning	old	show	took	young
beautiful	don't	give	light	once	sing	toward	your
because	door	go	like	one	small	try	
been	down	goes	listen	only	soil	two	
before	draw	good	little	open	some	under	
began	earth	great	live	or	sometimes	until	
begins	eat	green	long	our	soon	use	
bird	eight	ground	look	out	sorry	very	
blue	enough	grow	loudly	over	starts	walk	
both	even	happy	loved	own	stories	want	
boy	every	have	make	paper	story	warms	
bring	everyone	he	many	party	studied	was	

Decoding skills taught to date: short *a*; short *i*; closed syllables (CVC: short *a*, *l*); short *o*; short *u*; short *e*; closed syllables (CVC: short *o*, *u*, *e*); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); consonant *g* (hard *g*); /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; open syllables (CV); contractions 's, n't; contractions 'll, 'd; contractions 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; endings *-es*, *-ed*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*; prefix *un-*; prefix *re-*; prefix *over-*; prefix *pre-*; prefix *mis-*; silent consonants *kn*, *gn*; silent consonants *mb*; silent consonants *wr*; /ô/ spelled *au*, *aw*; /ô/ spelled *al*, *ã*; /ô/ spelled *o*; /ôô/ spelled *oo*, *ou*; /ôô/ spelled *ew*, *ue*; /ôô/ spelled *oo*; possessives with 's, s'; /ou/ spelled *ou*, *ow*; long *a* in longer words; long *i* in longer words; long *o* in longer words; long *e* in longer words; syllable *_le*



At night, we made a fire in a stone circle. Mom heated up a kettle. We had noodles for dinner and drank water from bottles. Then we looked up in the sky and watched the stars twinkle.

In the Middle of the Woods



We went on a camping trip to the woods. We took a bundle of things we needed. We had food like apples and noodles. We had many bottles of water, too.



We settled in a nice spot. It was under some maple trees. We dropped our bundles and pitched the tent. We stayed away from brambles. Brambles are plants with sharp thorns!



We went for a paddle down the stream. I had never held a paddle before. It was a little struggle. Mom can paddle very well! We saw an eagle and a turtle. The turtle paddled best of all!