

Bass at the Lake

DECODABLE WORDS

Target Skill: double final consonants *ss*

bass grass miss Russ

Previously Taught Skills

and fun is more

as get it net

but has jump on

can his lake place

dips in mom will

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *o* (CVCe); /*k*/ spelled *c*; /*s*/ spelled *c*; /*g*/ spelled *g*; blends with *i*; blends with *r*; final blend *nd*; double final consonants *ll*; double final consonants *ss*; consonants; short vowels; /*z*/ spelled *s*; inflection *-s*; consonant digraph *th*

HIGH-FREQUENCY WORDS

a good one them

fish high see to

for look(s) the

Bass at the Lake



High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); 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*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; consonant digraph *th*



The lake has bass. Russ **can** get one in his net, but it is more fun to see them jump!



The lake has bass. It is a good place for Russ and his mom to fish.



The bass can jump as high as the grass. Russ has his net. Will Russ get a bass?



Russ dips his net as his mom looks on. Will Russ miss the bass?

Tess and Cass

DECODABLE WORDS

Target Skill: double final consonants *ss*

Cass	pass	Tess
mess	press	

Previously Taught Skills

and	fit	is	Mom	spring
asks	get	it	not	top
big	helps	just	on	will
can	here	like	pink	
cup	in	make	red	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); long *e* (CVCe); /*k*/ 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*; double final consonants *ss*; consonants; short vowels; inflection *-s*; final blend *st*

HIGH-FREQUENCY WORDS

a	happy	that	you
do	said	the	your
flower	see	to	
give	she	we	

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double final consonants *ss*

BOOK 52

Tess and Cass



High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); 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*; consonants; short vowels; inflection *-s*; final blend *st*



"Here, Mom. Happy spring!" said Tess and Cass. "It is red and black. It is just like the flowers on your top."



It is spring. Tess and Cass see a big, red and black flower. "We can get it and give it to Mom," said Tess.



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Tess can see a cup. Cass can pass the cup to Tess. "Will it fit in that cup?" asks Cass.



Tess can press it in the cup. "Do not make a mess," said Cass. She helps make it fit.

Bill and the Bug

DECODABLE WORDS

Target Skill: double final consonants zz

buzz fuzz razz

Previously Taught Skills

and	can	gets	is	not
ate	close	has	it	on
Bill	did	his	make	went
bug	food	in	mom	wings

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; closed syllables (CVC); long *a* (CVGe); long *i* (CVGe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVGe); /g/ spelled *g*; blends with *i*; final blends *nd*; final blend *ng*; final blend *nt*; double final consonants *ll*; double final consonants *zz*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; ending *-s*; consonant digraph *th*

HIGH-FREQUENCY WORDS

a	hear	the
away	now	then
by	see	to

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double final consonants zz

BOOK 53

Bill and the Bug



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High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); 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*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; ending *-s*; consonant digraph *th*

Bill and the Bug



The bug did not razz Bill and his Mom. It ate, and then it went away.



Bill can see a bug. It has wings. Wings make the bug buzz.



Buzz! Buzz! The bug is by his mom.
Mom can hear it buzz.



Buzz! Buzz! The bug is close to Bill.
It gets in his food. Now Bill can see
fuzz on the bug.

Will and Jess Run Fast

DECODABLE WORDS

Target Skill: double final consonants zz

buzz fizz fuzz whizz

Previously Taught Skills

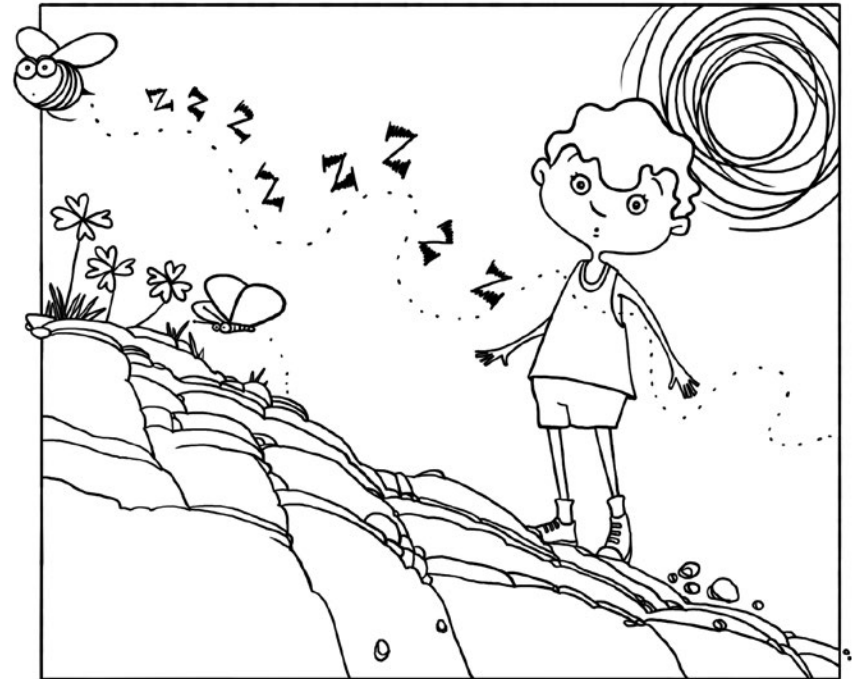
am	get	hot	not	take
and	gets	ice	on	tells
as	glide	in	pal	time
best	grab	is	past	up
bug	grass	it	pop	van
but	has	Jess	run	will
can	he	just	runs	zooms
drink	hill	long	sells	
end	him	lost	stem	
fast	his	make	sure	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; long *u* (CVCe); blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blends *ng*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; final blend *st*; consonant digraph *wh*

HIGH-FREQUENCY WORDS

a	hear	said	their	you
air	I	see	they	
be	one	that	to	
before	of	the	too	

Will and Jess Run Fast

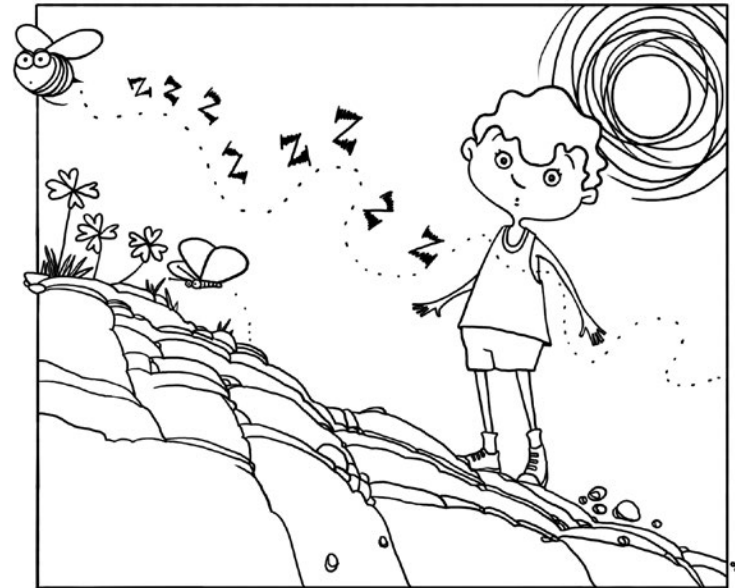


High-Frequency Words Taught to Date

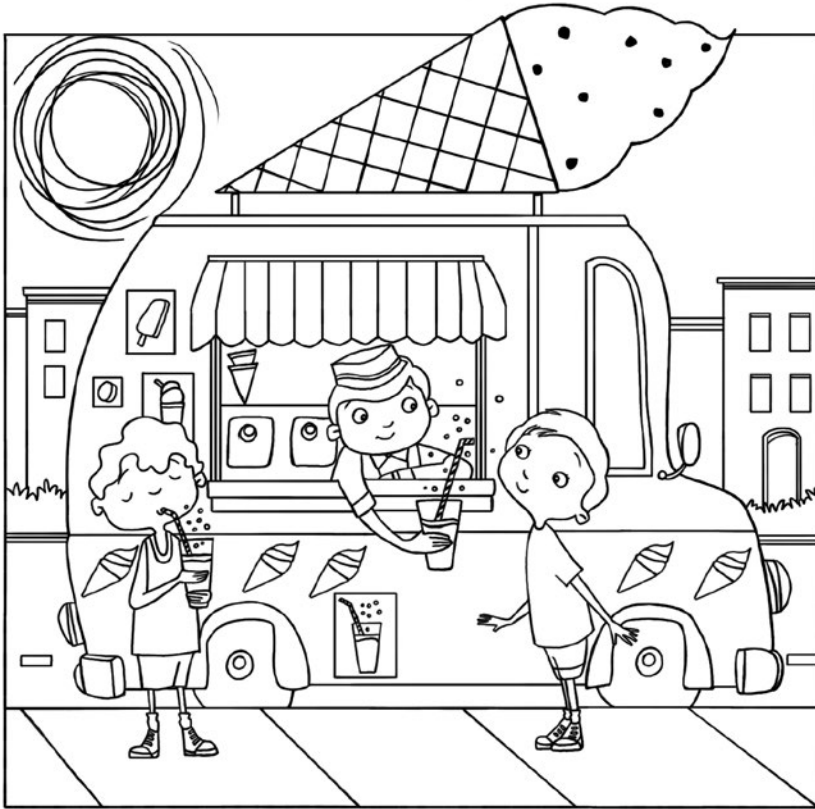
a	brown	family	help	most	pushed	their	who
about	buy	far	her	mother	put	there	why
above	by	father	here	my	read	these	window
across	call	few	high	myself	ready	they	with
after	car	field	hold	near	right	think	work
again	carry	find	house	never	said	those	world
all	caught	first	how	new	school	thought	would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

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); 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*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; final blend *st*; consonant digraph *wh*

Will and Jess Run Fast



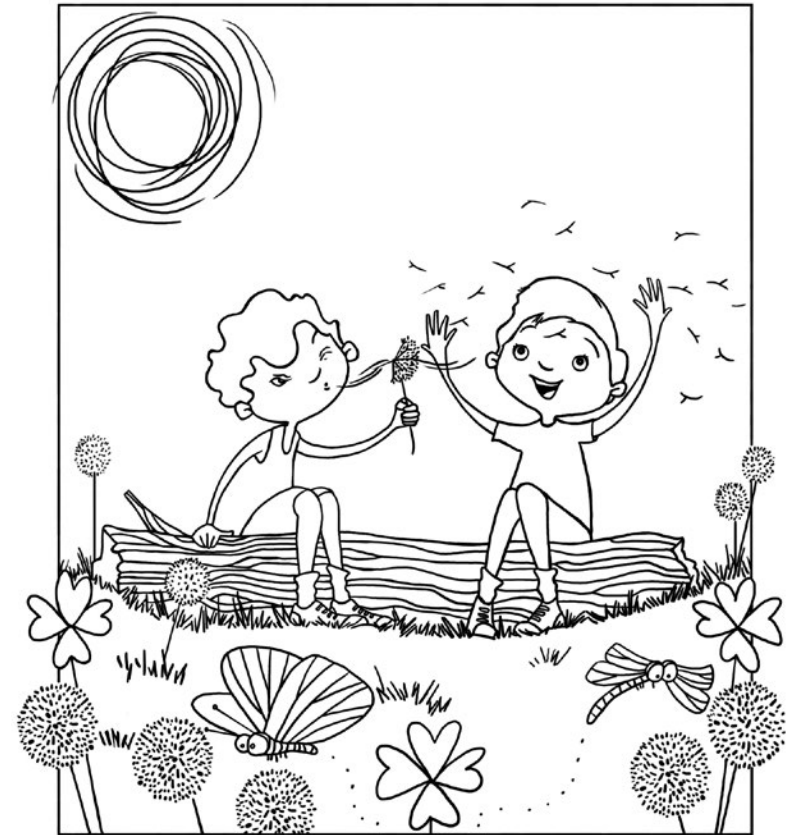
Will can run fast. Will can hear a buzz as he runs up the hill. A bug zooms past him. "That bug is fast," said Will. "But it is not as fast as I am."



Will and Jess can see a van. It sells pop that has fizz. Will and Jess can run fast to get pop and ice . . . But they will take their time to drink it!



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Will can whizz past the bug.
Will can see his best pal, Jess. "You
sure can run fast, Will," said Jess. "But
I am just as fast."

Will gets a long stem of grass. It has
fuzz on one end. Will can make the fuzz
glide in the hot air. Jess can grab the
fuzz before it gets lost in the grass. Will
tells Jess, "You can be fast, too."

Jeff and Ruff

DECODABLE WORDS

Target Skill: double final consonants *ff*

huff Jeff puff Ruff

Previously Taught Skills

and	go	in	rest	use
bag	grass	is	sit	will
big	help	it	smell	with
but	hike	like	take	
can	hill	long	then	
dog	him	not	top	
doze	his	pole	up	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; closed syllables (CVC); 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*; blends with *r*; blends with *s*; final blend *nd*; final blend *ng*; double final consonants *ll*; double final consonants *ss*; double final consonants *ff*; consonants; short vowels; /z/ spelled *s*; final blend *st*; consonant digraph *th*; long *o* (CV)

HIGH-FREQUENCY WORDS

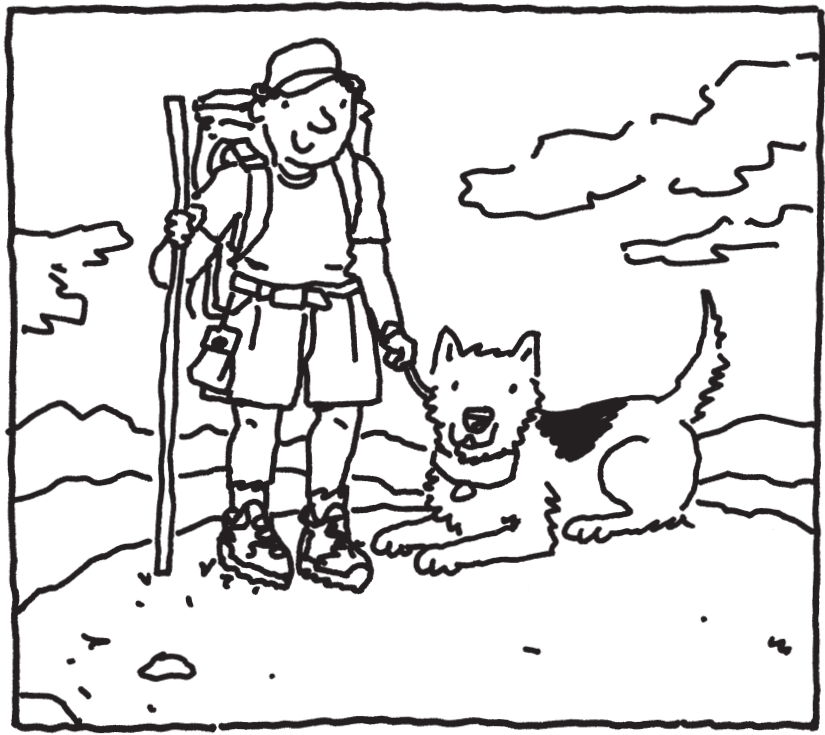
a	go	the	too
air	here	they	was
do	more	to	

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double final consonants *ff*

BOOK 55

Jeff and Ruff



High-Frequency Words Taught to Date

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

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 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*

Jeff and Ruff



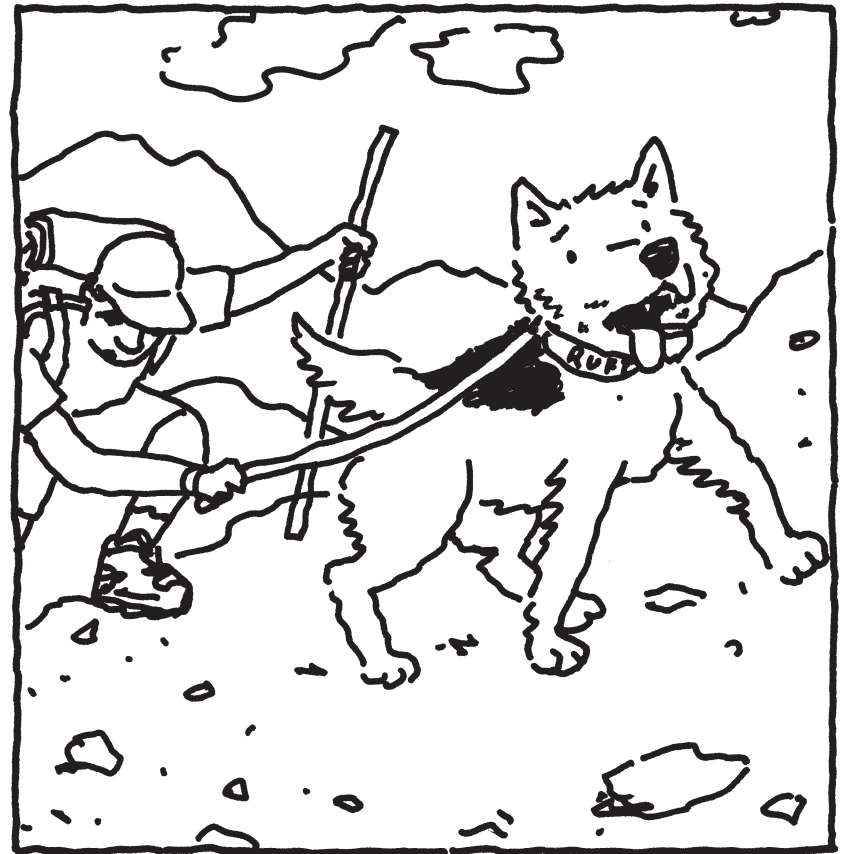
Here is the top. Jeff and Ruff sit. Jeff and Ruff do not huff and puff. Jeff and Ruff doze and rest. It was a long hike, but Jeff and Ruff like to doze in the grass and smell the air.



Jeff is with his dog, Ruff. Jeff will go up a big hill. His dog, Ruff will go up, too. Jeff will take a pole and a bag.



Jeff and Ruff go up, up, up. They hike and hike. Jeff can use his pole to help him hike.



Jeff and Ruff go up, up, up. Jeff can not take it. They huff and puff. Then they hike more.

Muff in a Puff

DECODABLE WORDS

Target Skill: double final consonants *ff*

muff off puff

Previously Taught Skills

back	get	is	not	up
big	go	it	on	will
can	gust	Jill	string	wind
cold	has	just	strong	with
fine	help	man	take	
flakes	hot	nose	toss	

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*; long *o* (CVCe); /*g*/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *ng*; double final consonants *ll*; double final consonants *ss*; double final consonants *ff*; consonants; short vowels; /*z*/ spelled *s*; inflection *-s*; consonants *-ck*; final blend *st*; consonant digraph *th*; long *o* (CV)

HIGH-FREQUENCY WORDS

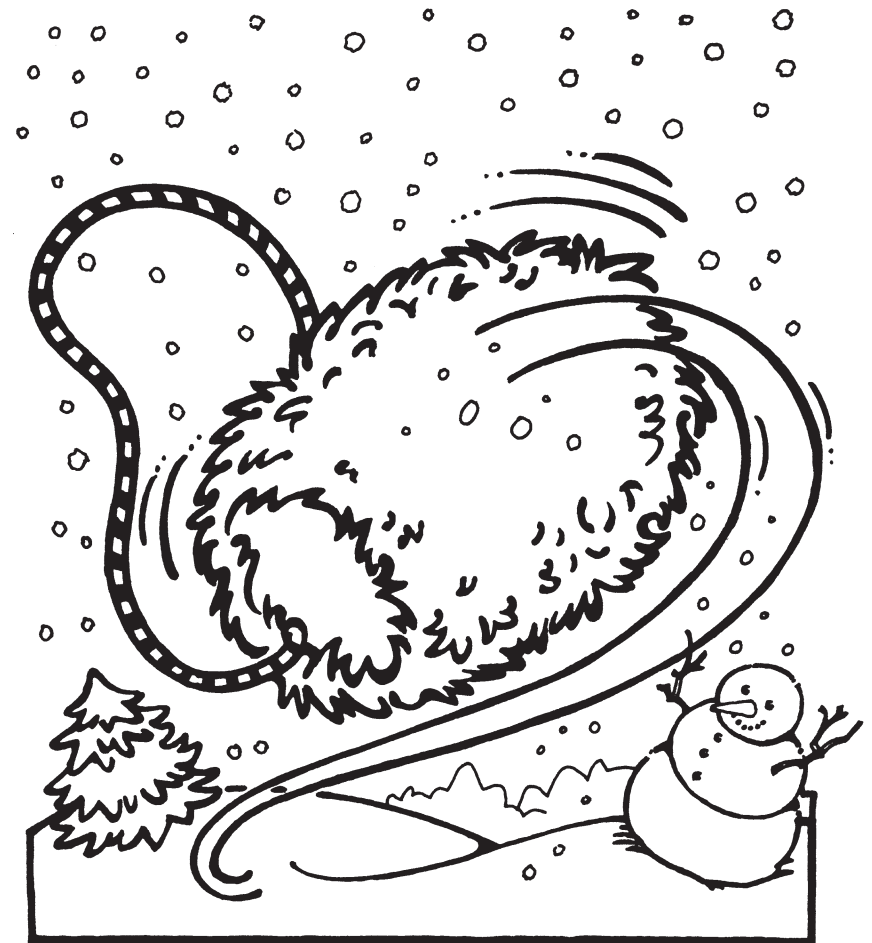
a	find	see	you
do	her	the	
fall	put	too	

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double final consonants *ff*

BOOK 56

Muff in a Puff



High-Frequency Words Taught to Date

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

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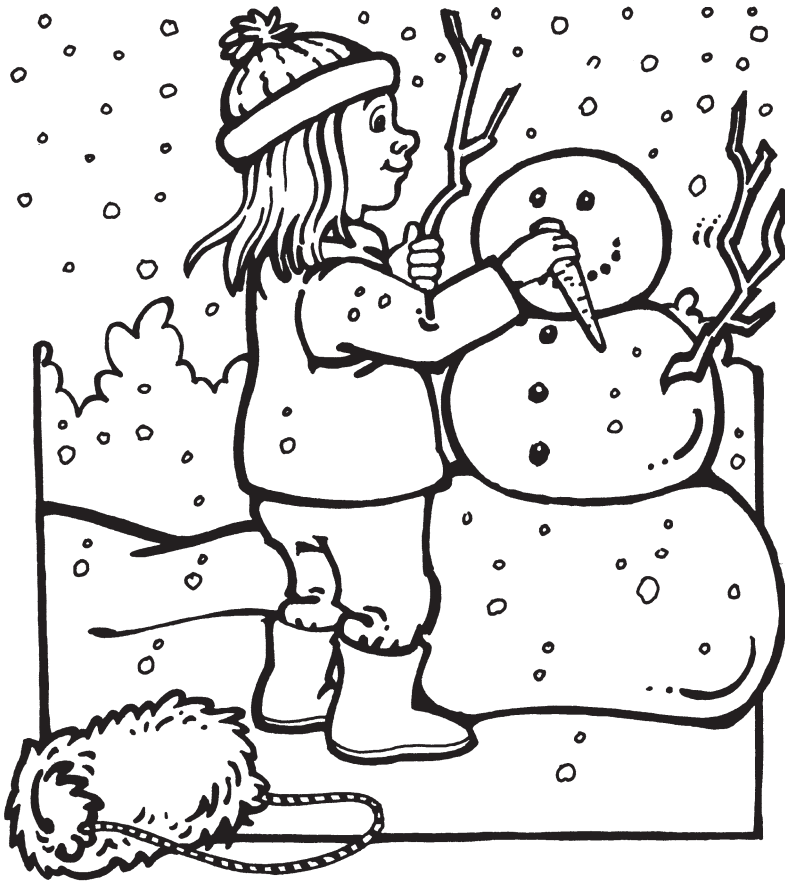


Jill can not find the muff. Do you see it? Will you help Jill find it?

Muff in a Puff



Jill has a muff with a string on it. The muff is too hot. Will Jill take it off?



Jill will take the muff off. Jill puts a nose on her man. Jill is not cold. Jill is just fine.



The wind is strong. Big flakes fall. Jill can see a big wind puff. The gust will toss the muff up. Jill can see the muff go up, up, up. Will Jill get it back?

Ducks and Hens Peck

DECODABLE WORDS

Target Skill:	consonants -ck			
cluck	ducks	luck	quack	rock
duck	Jack	peck	Rick	

Previously Taught Skills

and	feed	hens	on	we
at	get	if	sat	went
can	got	like	see	will

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *i* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *l*; final blend *nd*; final blend *nt*; double final consonants *ll*; consonants *-ck*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; /kw/ spelled *qu*; long *e* (*e*, *ee*)

HIGH-FREQUENCY WORDS

a	have	one	the
food	I	said	to

Ducks and Hens Peck



High-Frequency Words Taught to Date

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

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 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*

Ducks and Hens Peck



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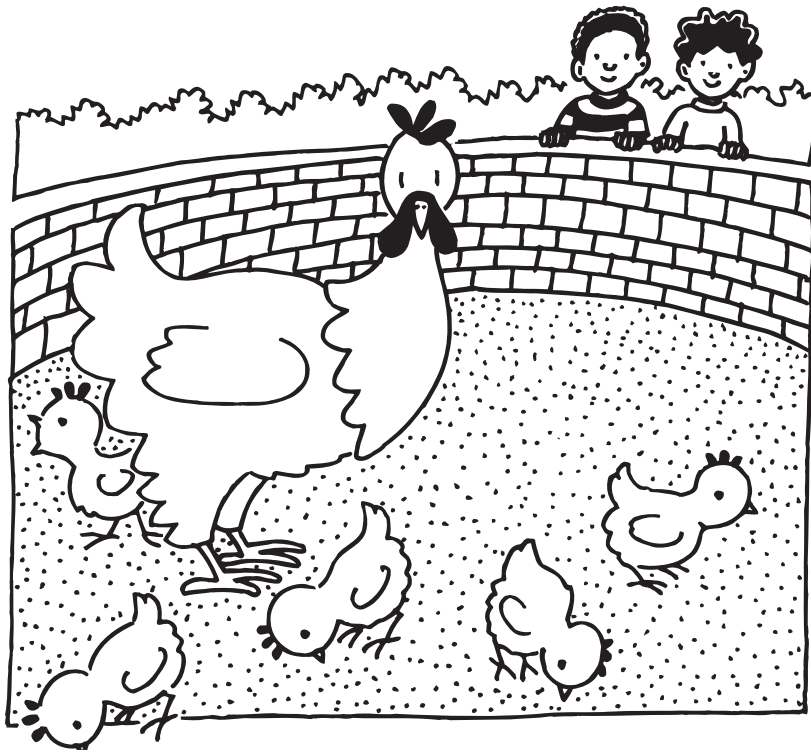
Jack and Rick got to feed the ducks.
The ducks can peck at the food. Peck,
peck, peck!

"I like hens!" said Rick.

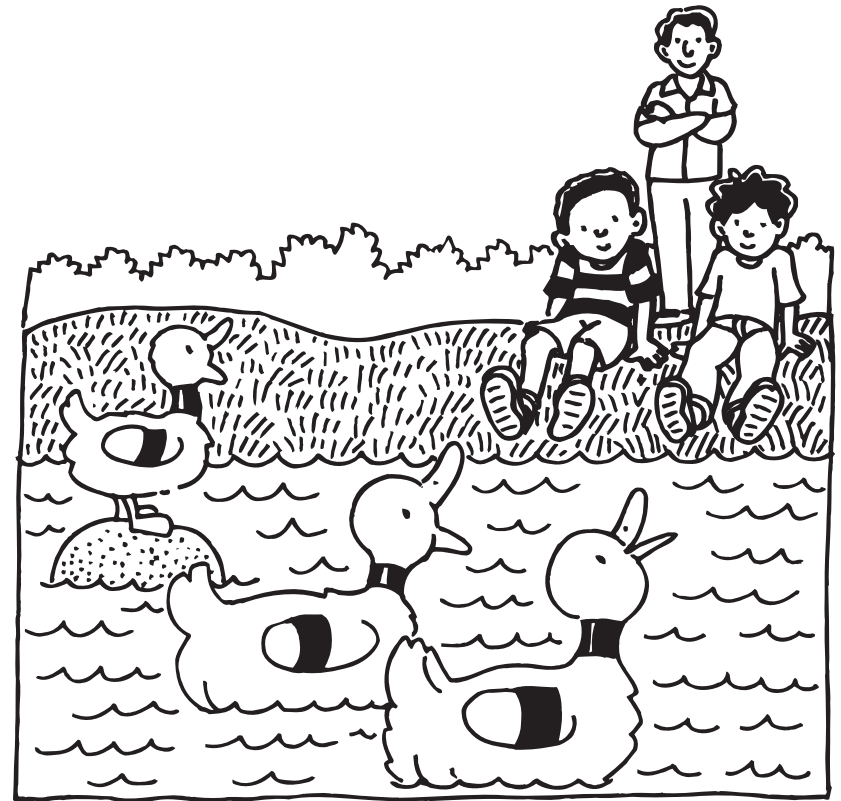
"I like ducks!" said Jack.



Jack and Rick went to see ducks and
hens. Jack and Rick like hens. Jack
and Rick like ducks. Jack said, "If we
have luck, we will get to feed hens
and ducks!"



Jack and Rick went to see hens.
The hens like to peck. The hens went,
"Cluck, cluck, cluck!"



Jack and Rick went to see ducks.
One duck sat on a rock. The ducks
went, "Quack, quack, quack!"

Mack Packs His Backpack

DECODABLE WORDS

Target Skill: consonants -ck

back	backpacks	pack	socks
backpack	Mack	packs	

Previously Taught Skills

and	cap	his	next	will
at	Dad	in	on	with
bed	get	is	take	
bus	has	it	time	
can	helps	Matt	trip	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *r*; final blend *nd*; double final consonants *ll*; consonants -ck; consonants; short vowels; /z/ spelled *s*; inflection -s; consonant digraph *th*; ending -s; compound words

HIGH-FREQUENCY WORDS

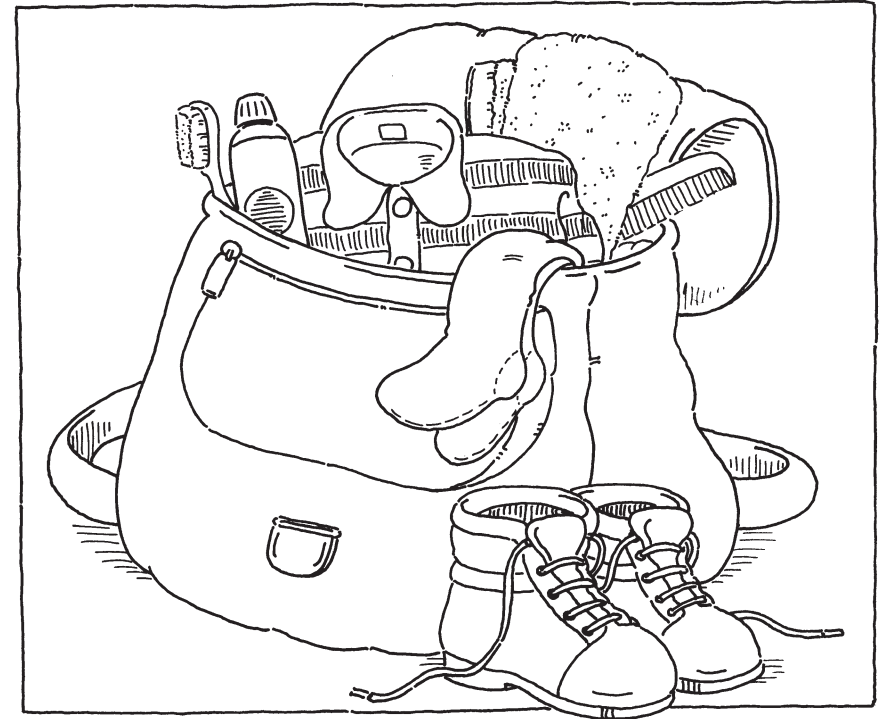
a	go	the	too
also	have	their	where
are	ready	to	

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consonants -ck

BOOK 58

Mack Packs His Backpack



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High-Frequency Words Taught to Date

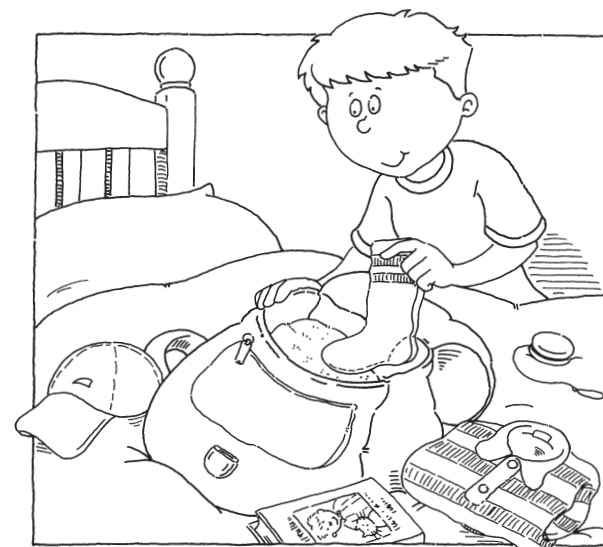
a	brown	family	help	most	pushed	their	who
about	buy	far	her	mother	put	there	why
above	by	father	here	my	read	these	window
across	call	few	high	myself	ready	they	with
after	car	field	hold	near	right	think	work
again	carry	find	house	never	said	those	world
all	caught	first	how	new	school	thought	would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

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 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*

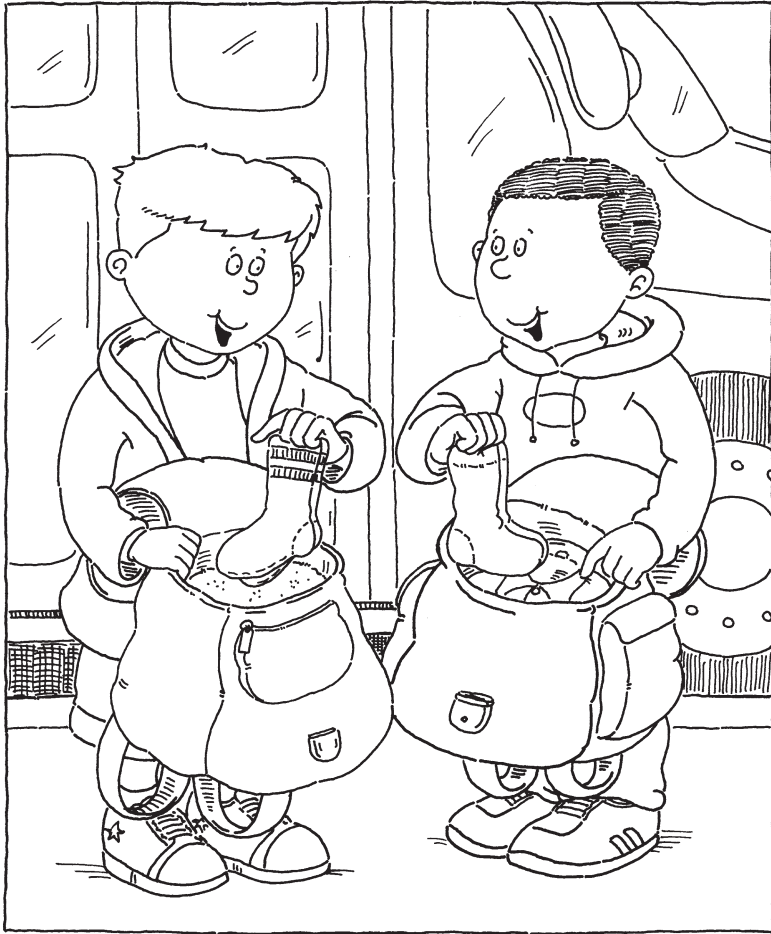
Mack Packs His Backpack



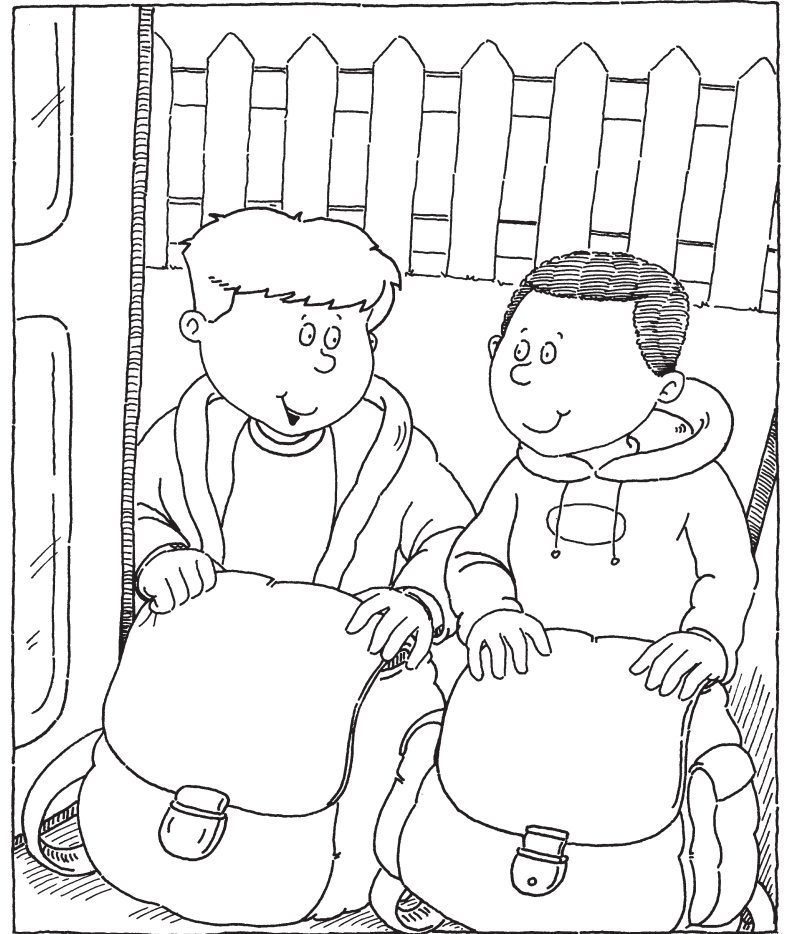
Dad helps Matt get his backpack on his back. Mack has his backpack on his back, too. It is time to get on the bus. Where will Matt and Mack go?



Mack has his backpack on his bed. Matt will get ready. Mack will go on a trip. Matt will get ready. Mack can pack his socks. Next, Mack will pack a cap.



Mack and Matt are at the bus.
Matt has socks in his backpack, too.
Matt will also go on the trip. Matt will
go with Mack.



Matt and Mack will take the bus.
Matt and Mack have their backpack.
The socks are in the backpack, and
Matt and Mack are ready to go.

Shannon and Tanner

DECODABLE WORDS

Target Skill: double consonants (closed syllables)

borrow	lesson	puppets	Shannon
kitten	puppet	rabbit	Tanner

Previously Taught Skills

and	had	like	then
bag	hop	made	time
bed	in	make	tuck
can	is	Mom	we
for	it	morning	will
fun	jump	sing	yes
gave	kiss	skip	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *e* (CVCe); /g/ spelled *g*; blends with *s*; final blend *nd*; final blend *ng*; double final consonants *ll*; double final consonants *ss*; consonants *-ck*; double consonants (closed syllables); consonants; short vowels; inflection *-s*; consonant digraph *th*; long *e* (*e*); consonant digraph *sh*; long *o* (*ow*); *r*-controlled *or*; *r*-controlled *er*

HIGH-FREQUENCY WORDS

a	here	put	to
began	I	said	you
have	laugh	the	your

double consonants (closed syllables)

BOOK 59

Shannon and Tanner



High-Frequency Words Taught to Date

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

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 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)

Shannon and Tanner



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Then Mom said, "Shannon and Tanner, it is time for bed." Tanner and Shannon put the puppets in a bag.

Mom said, "I will tuck you in. Here is your kiss, Tanner. And here is your kiss, Shannon. We can have puppet fun in the morning!"

Shannon gave Tanner a lesson.

"We will make a puppet," said Shannon.

"Yes," said Tanner. "I like puppets. I will make a rabbit puppet."

Shannon said, "And I will make a kitten puppet!"



Shannon made her rabbit puppet hop!
Tanner made her kitten puppet jump!
Shannon and Tanner began to laugh.



Mom said, "Can I borrow your kitten
and rabbit puppets?"
Mom made the puppets skip and sing.
Mom, Shannon, and Tanner had fun.

Picnic Supper

DECODABLE WORDS

Target Skill: double consonants (closed syllables)

Allan	gallon	muffins	Summer
butter	muffin	pillows	supper

Previously Taught Skills

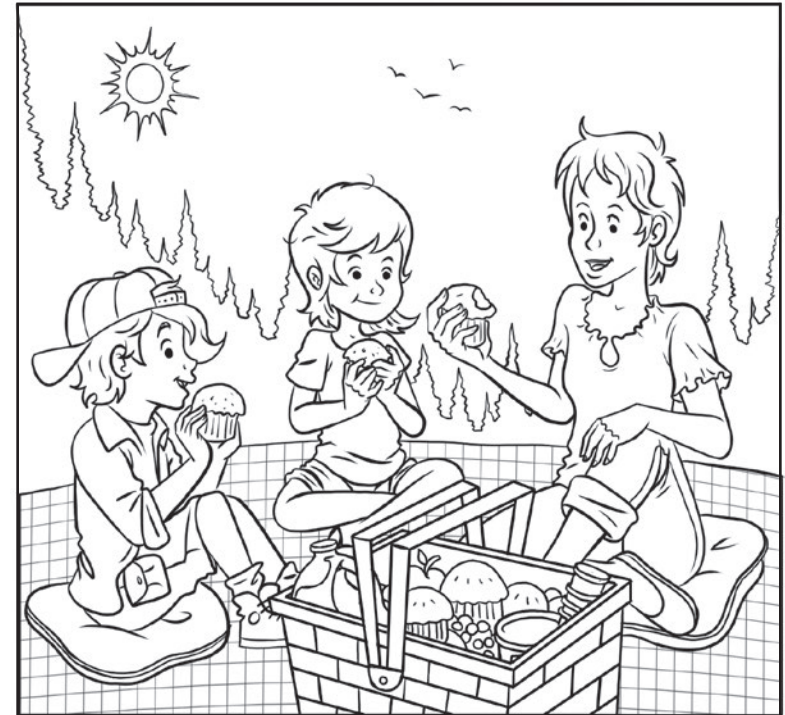
and	fun	Mom	sit
basket	grass	nice	sun
big	has	on	will
blanket	in	packs	yes
bring	is	picnic	
cups	jug	place	
eggs	like	plates	

SKILLS APPLIED IN WORDS IN STORY: 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*; /g/ spelled *g*; blends with *r*; blends with *l*; final blend *nd*; final blend *ng*; double final consonants *ll*; double final consonants *ss*; consonants *-ck*; double consonants (closed syllables); consonants; short vowels; /z/ spelled *s*; inflection *-s*; long *o* (*ow*); *r*-controlled *er*

HIGH-FREQUENCY WORDS

a	find	I	this	you
do	have	says	to	
eat	here	the	water	

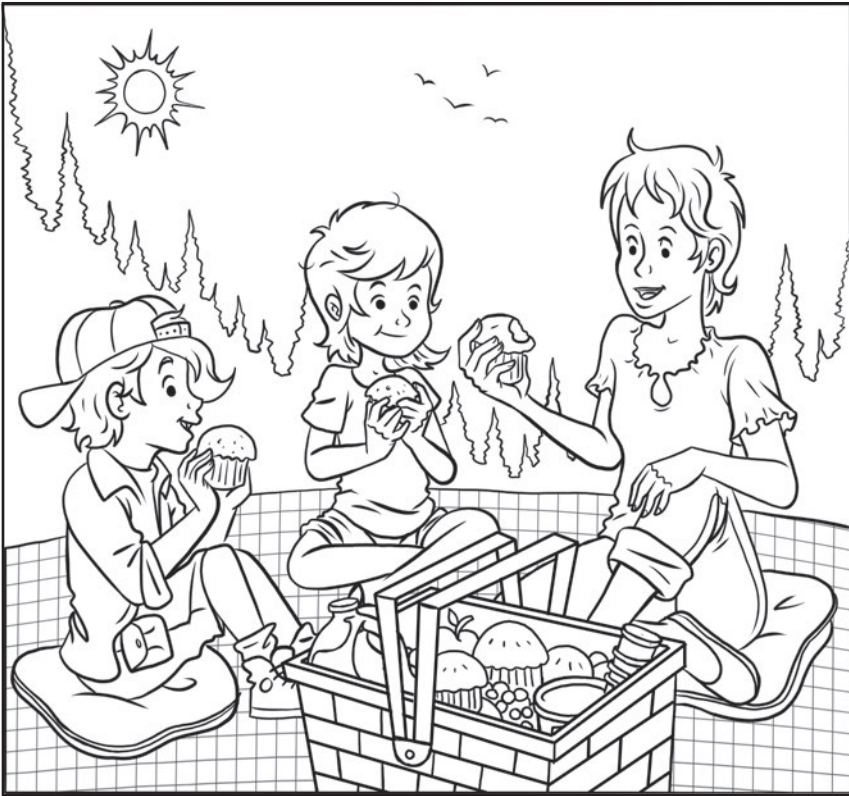
Picnic Supper



High-Frequency Words Taught to Date

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

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 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)



Allan says, "Summer, here is a muffin. Do you like butter?"

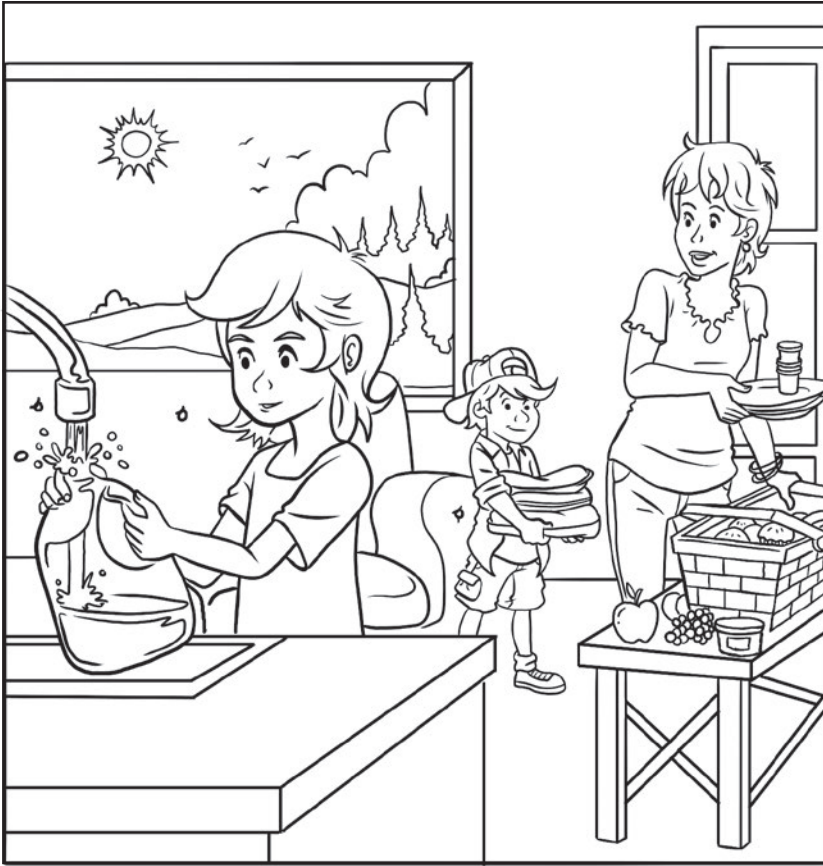
"Yes, I like butter," says Summer.

Mom, Allan, and Summer eat muffins and butter in the sun. This picnic supper is fun!

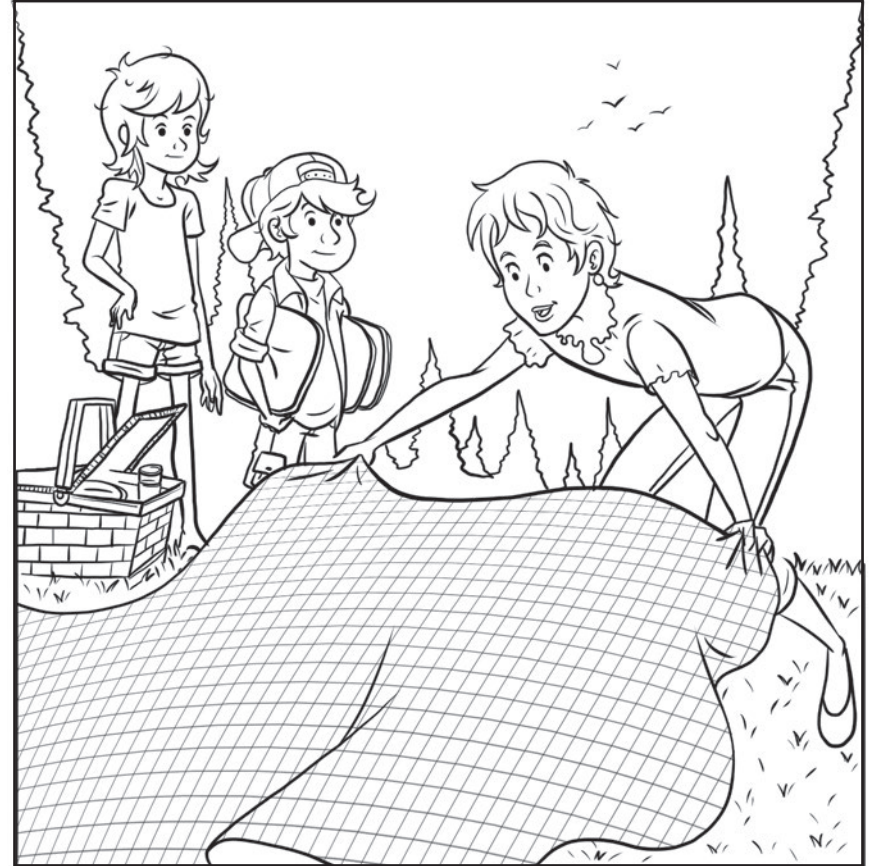
Picnic Supper



Mom, Allan, and Summer will have a picnic supper.



Mom packs eggs, muffins, butter, cups, and plates in a big basket. Allan has pillows to sit on. Summer has a gallon water jug.



Mom, Allan, and Summer find a nice place to sit on the grass. Mom brings a blanket.

Beth and Seth

DECODABLE WORDS

Target Skill: consonant digraph *th*

Beth	Seth	think	with
math	that	thinks	

Previously Taught Skills

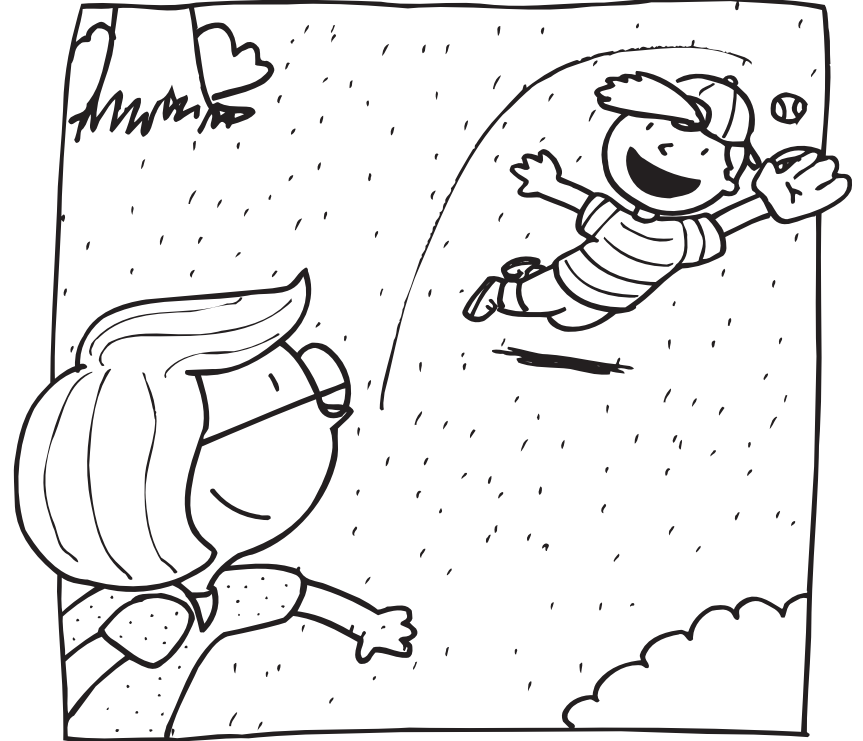
and	fun	his	likes	well
can	glad	is	lot	
cannot	help	it	not	
fast	helps	like	toss	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *i* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *l*; final blend *nd*; final blend *nk*; double final consonants *ll*, *ss*; double consonants (CVC, closed syllables); consonant digraph *th*; consonants; short vowels; ending *-s*; inflection *-s*

HIGH-FREQUENCY WORDS

a	do	have	of	to
are	does	I	said	you
ball	friends	now	they	your

Beth and Seth



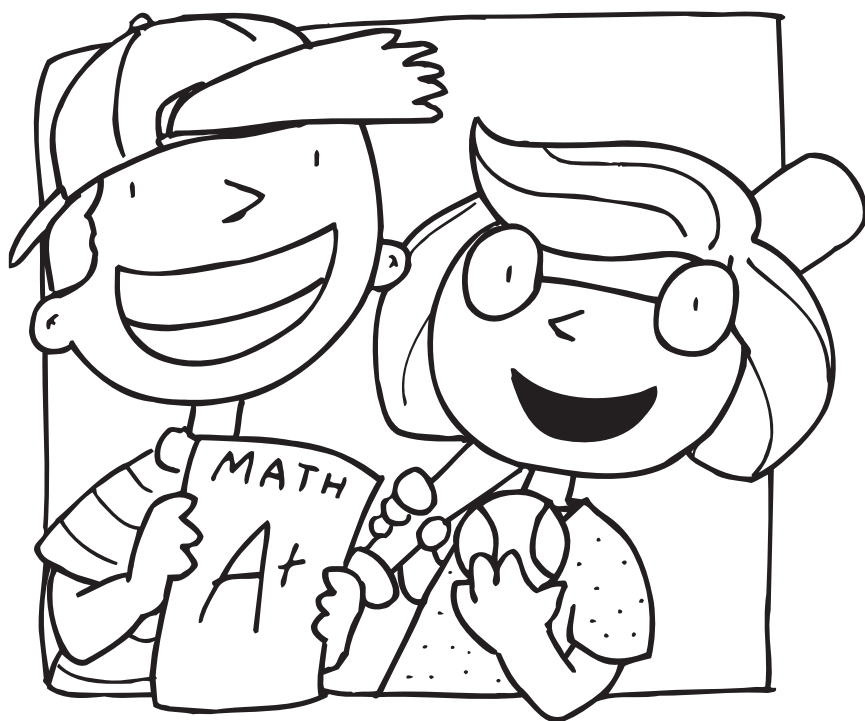
High-Frequency Words Taught to Date

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

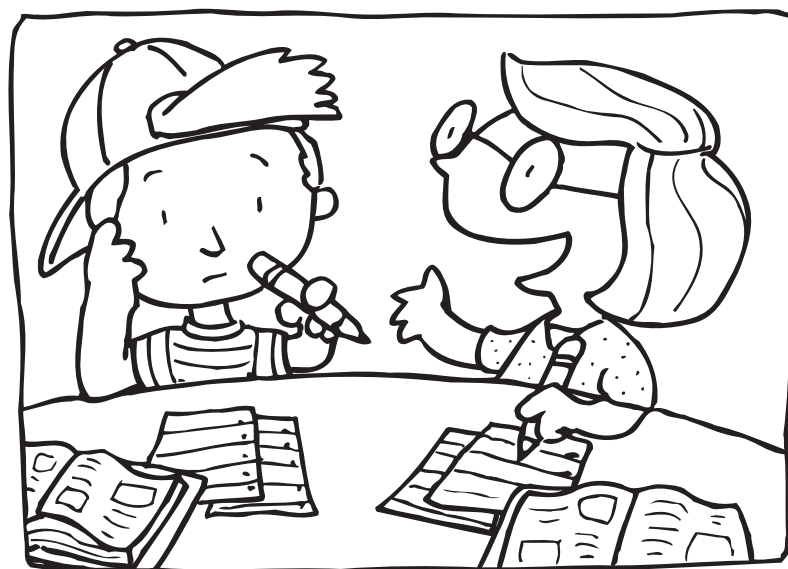
Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends 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 (CVC, closed syllables); consonant digraph *th*; consonants; short vowels; ending *-s*; inflection *-s*

Beth and Seth

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Now Beth and Seth like math. Beth and Seth can toss a ball. Beth and Seth are glad that they are friends.

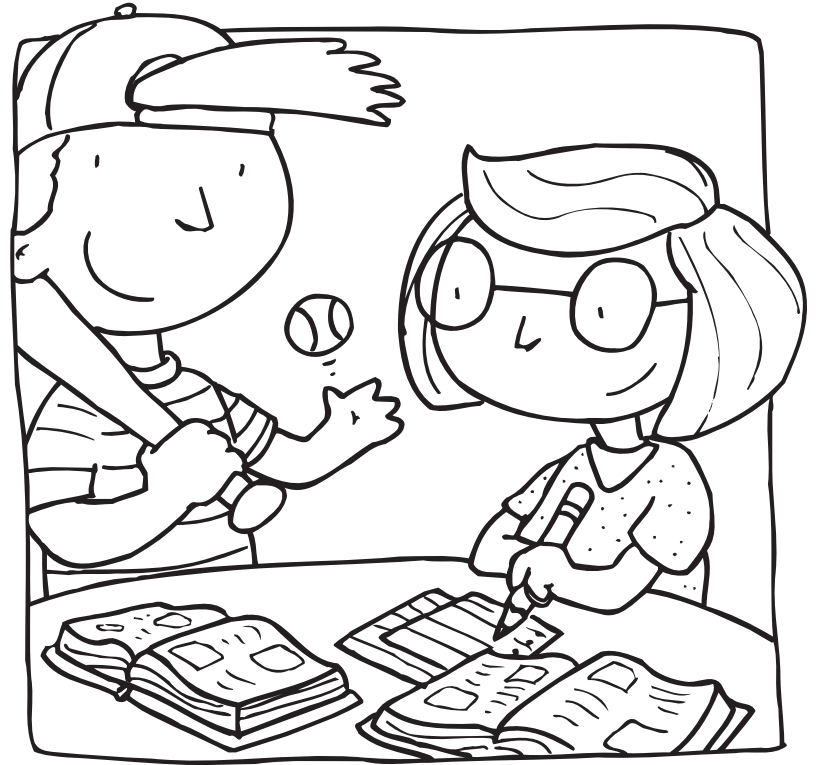


Beth and Seth do math. Beth thinks math is fun. Seth does not think math is fun.

"I like math," said Beth. "I can help you with your math, Seth."



Beth and Seth toss a ball. Seth can toss it fast! Beth cannot toss it well.
"I can help you, Beth," said Seth.



Beth helps Seth with his math. Seth helps Beth toss a ball. Beth likes to help Seth. Seth likes to help Beth. Beth and Seth have a lot of fun.

Moth on the Cloth

DECODABLE WORDS

Target Skill: consonant digraph *th*

cloth moth thick thin this

Previously Taught Skills

ate	get	in	not	will
best	has	is	on	yikes
big	helping	it	rip	
Bob	him	Jill	shopping	
cannot	hole	like	take	
fit	I	nice	top	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable patterns; long *a* (CVCe); long *i* (CVCe); long *o* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; blends with *l*; blends with *s*; double final consonants *ll*; consonants *ck*; double consonants (CVC closed syllables); consonant digraph *th*; consonants; short vowels; inflection *-s*; consonant digraph *sh*; long *i* (*i*); base words and endings *-s*, *-ing*

HIGH-FREQUENCY WORDS

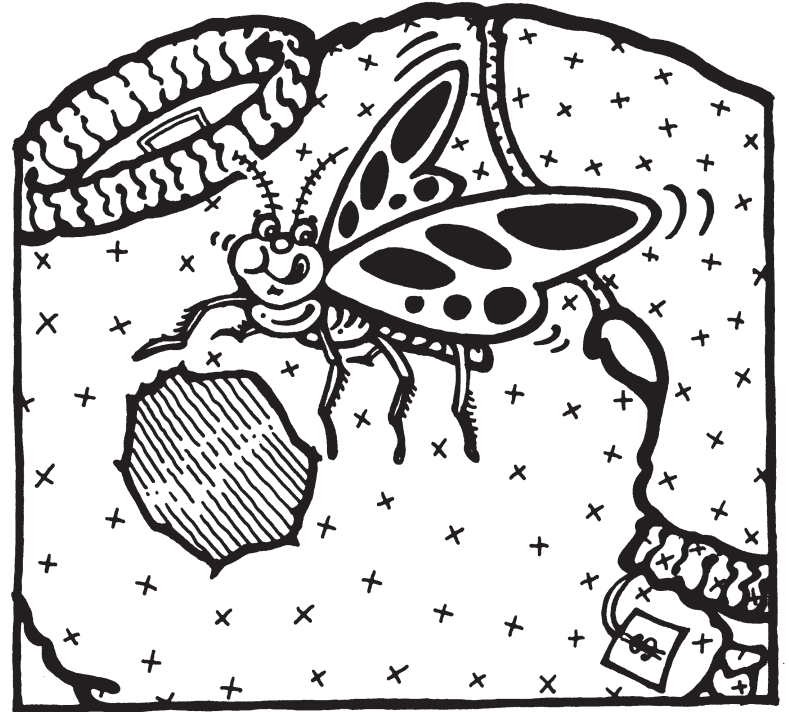
a	for	the
do	one	try
does	said	

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consonant digraph *th*

BOOK 62

Moth on the Cloth



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High-Frequency Words Taught to Date

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

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 *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 *ff*; double final consonants *zz*; consonants *ck*; double consonants (CVC closed syllables); consonant digraph *th*; consonants; short vowels; inflection *-s*; consonant digraph *sh*; long *i* (*i*); base words and endings *-s*; *-ing*



Yikes! A moth is on the cloth.
The moth likes this cloth.

"I cannot get this top," said Bob.
"The moth ate a big hole in it!"

Moth on the Cloth



Bob is shopping for a top. Jill is
helping him. Will Bob get this one?

"This cloth is thick. I do not like it,"
said Bob.



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"Try this one," said Jill.
"This cloth is thin. It has a big rip.
It does not fit! I cannot get this top,"
said Bob.

"Try this one," said Jill.
Will Bob get it?
"I like the cloth on this top the best,"
said Bob. "I will take it."
"It is a nice top," said Jill.
"I like it!" said Bob.

Swim and Swish

DECODABLE WORDS

Target Skill: consonant digraph *sh*

fish	she	shore	swish
rush	shells	splash	Trish

Previously Taught Skills

and	deep	in	mask	thanks
as	feel	it	me	then
at	fins	kick	on	this
big	gets	lets	see	waves
can	got	like	swim	will
dad	helps	makes	swims	with

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe) /*k*/ spelled *c*; /*g*/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonants; short vowels; base words and ending *-s*; inflection *-s*; long *e* (*e*, *ee*); *r*-controlled vowel (*ore*)

HIGH-FREQUENCY WORDS

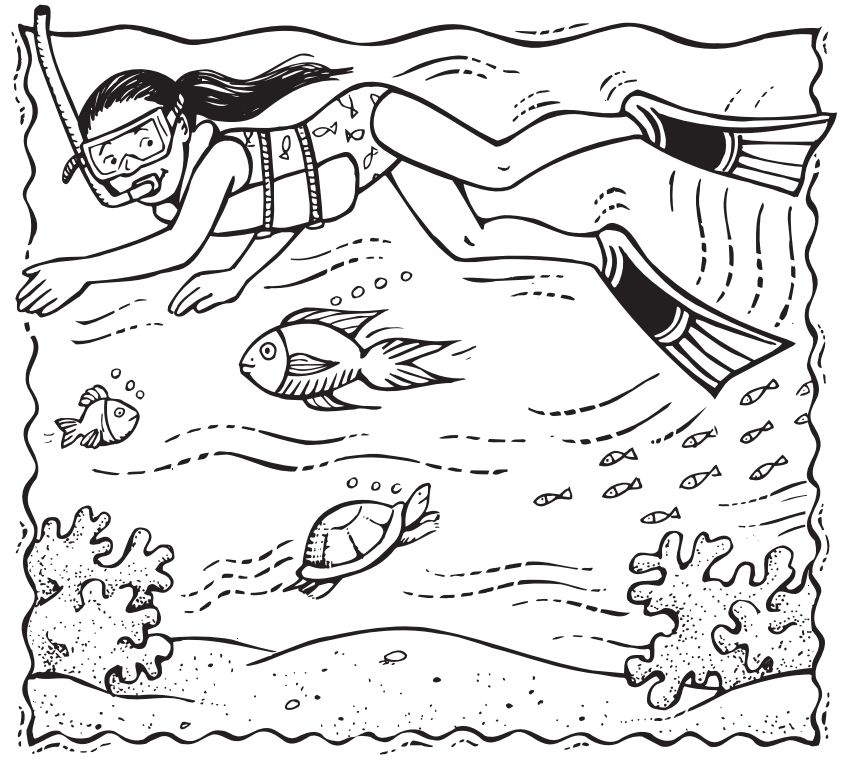
a	her	put	they
all	how	says	to
first	new	show	used
for	out	the	you

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consonant digraph *sh*

BOOK 63

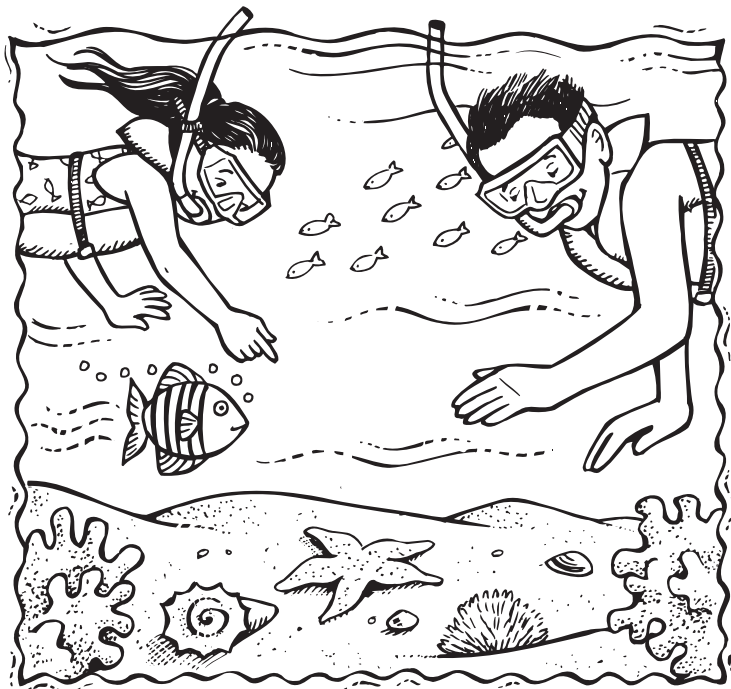
Swim and Swish



High-Frequency Words Taught to Date

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

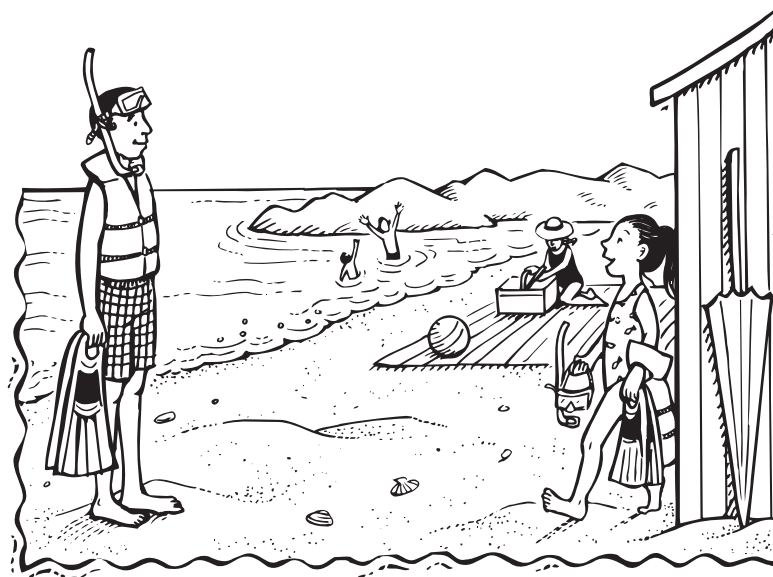
Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*



Dad and Trish swim deep. They see fish and shells.

"This mask helps me see it all!" says Trish. "Thanks, Dad."

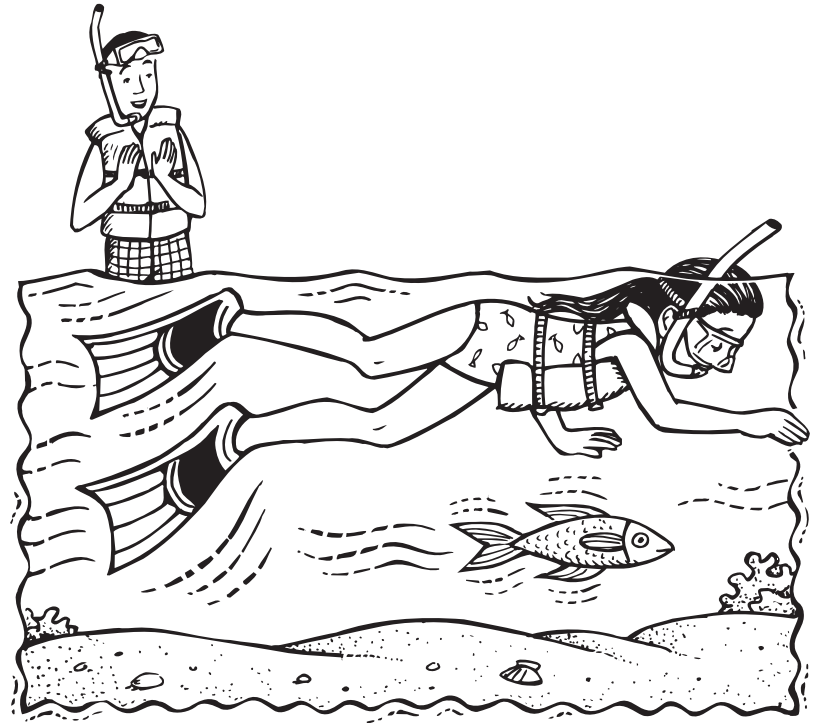
Swim and Swish



Trish and her dad like to swim at the shore. Waves rush in and out. Trish got a new mask and swim fins. Dad will show Trish how to swim with the swim fins and mask.



First, Dad helps Trish put on the swim fins and mask. Then Dad lets Trish kick with the swim fins. Trish makes a big splash.



Trish can feel the swim fins swish as she swims. Trish gets used to the mask. "Trish, you swim like a fish!" says Dad.

Shag Sheds

DECODABLE WORDS

Target Skill: consonant digraph *sh*

brush	shag	shedding	shine	shock
fresh	shed	sheds	shines	wish

Previously Taught Skills

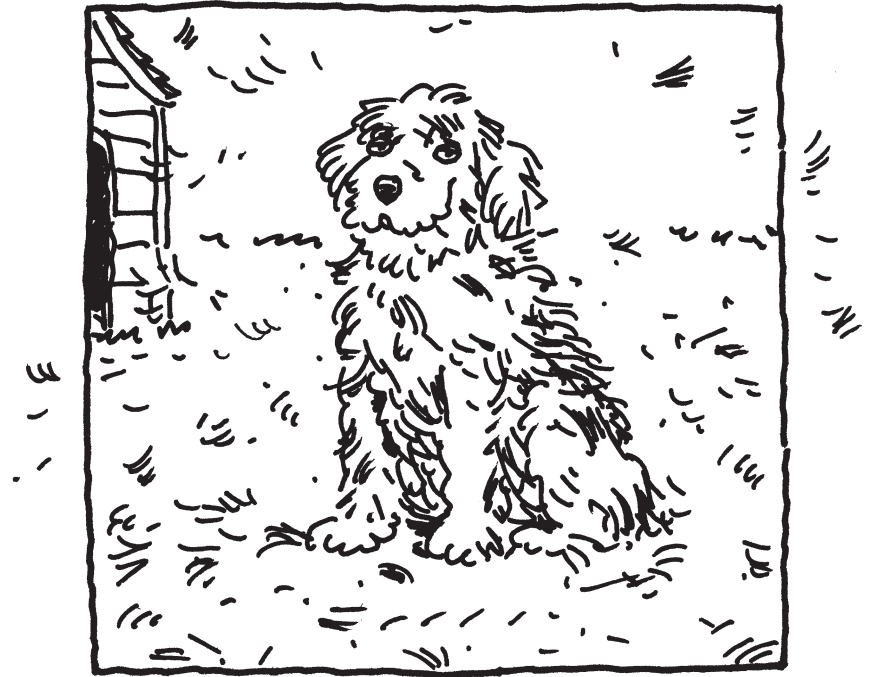
am	fur	likes	rug
and	him	lot	smells
bath	his	make	suds
big	hose	mess	then
but	in	nice	tub
can	is	not	well
did	it	on	with
dog	like	rub	yet

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 *o* (CVCe); /*g*/ spelled *g*; blends with *r*; blends with *s*; final blend *nd*; double final consonants *ll*, *ss*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonants; short vowels; inflection *-s*; *r*-controlled vowel (*ur*); base words and ending *-ing*

HIGH-FREQUENCY WORDS

a	he	my	wash
does	I	next	you
different	look	now	
give	me	the	

Shag Sheds



High-Frequency Words Taught to Date

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

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 *nc*; 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 (CVC closed syllables); consonant digraph *th*; consonant digraph *sh*; consonants; short vowels; inflection *-s*; *r*-controlled vowel (*ur*); base words and ending *-ing*

Shag Sheds



I did well. I am in shock! Shag is not shedding yet.

Look, Shag, you shine!



Shag is my dog. Shag sheds a lot. His fur gets on the rug and on me. I wish Shag did not shed, but he does. Shag can make a big mess.



I give Shag a bath. Shag likes his bath. I rub him with suds. I wash him in the tub and then with the hose.

Shag smells nice and fresh.



Next I brush and brush his fur. Shag likes it. Now Shag smells fresh, and his fur shines.

Shag is like a different dog.

Whelks, Whales, and Sharks

DECODABLE WORDS

Target Skill: consonant digraph *wh*

whale whelks white
whales when

Previously Taught Skills

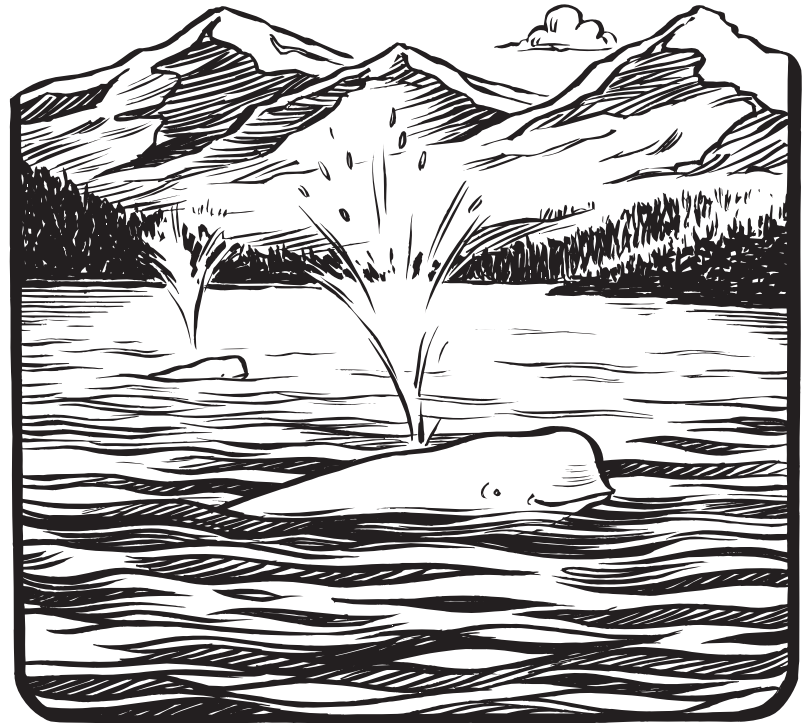
and	fast	not	shore	this
as	fish	on	snail	turn
big	get	or	strong	twists
bumps	help	seals	swim	with
bus	hunt	shark	tails	up
but	is	sharks	them	
can	like	shells	these	

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*; /g/ spelled *g*; long *e* (CVCe); blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; double final consonants *ll*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonants; short vowels; final blend *mp*; base words and ending *-s*; long *e* (*ea*); long *a* (*ai*); *r*-controlled vowels (*ar*, *or*, *ore*, *ur*)

HIGH-FREQUENCY WORDS

a	kind	their
are	of	they
great	small	wash
have	the	what

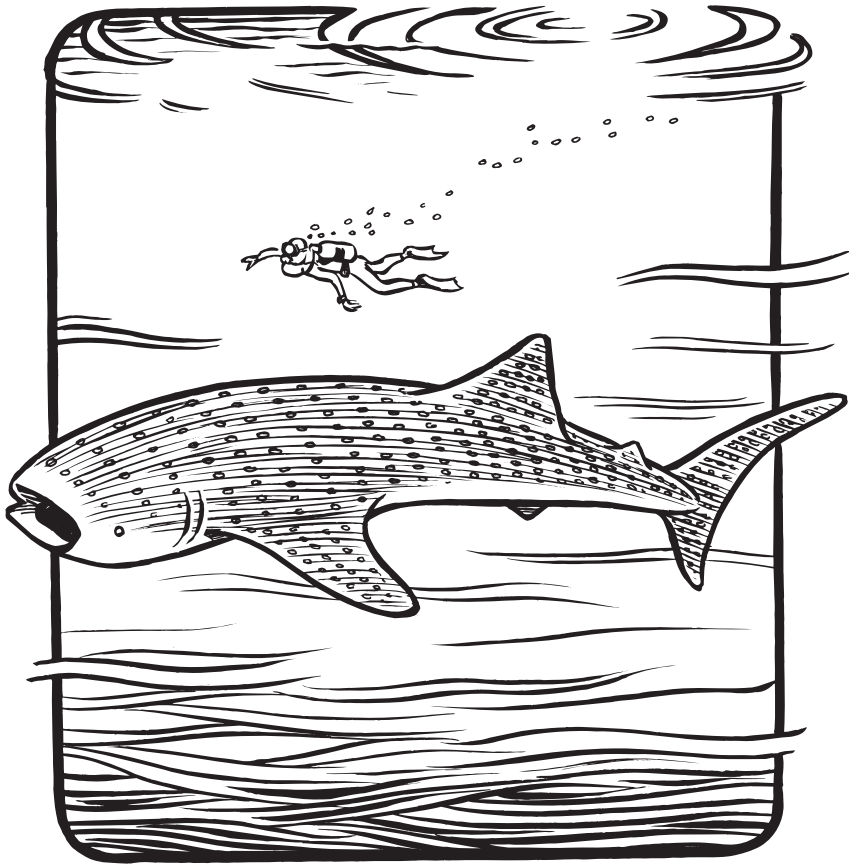
Whelks, Whales, and Sharks



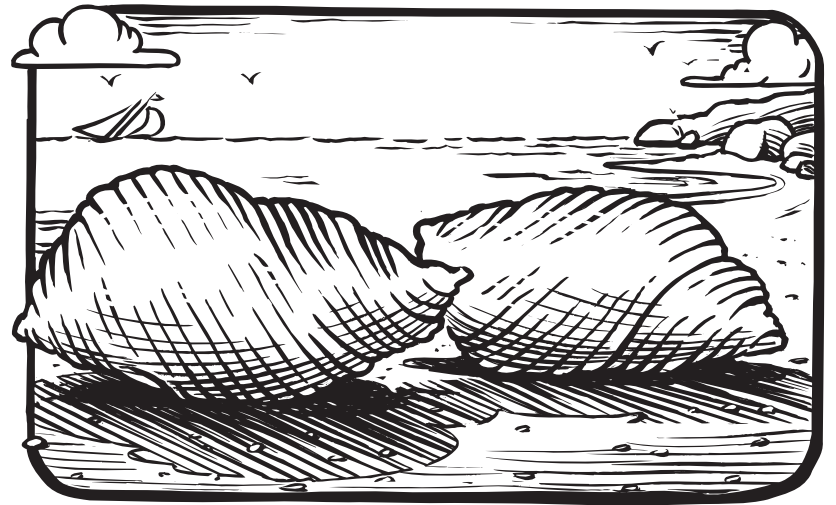
High-Frequency Words Taught to Date

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

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* /yoo/ (CVCe); long *u* /oo/ (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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*



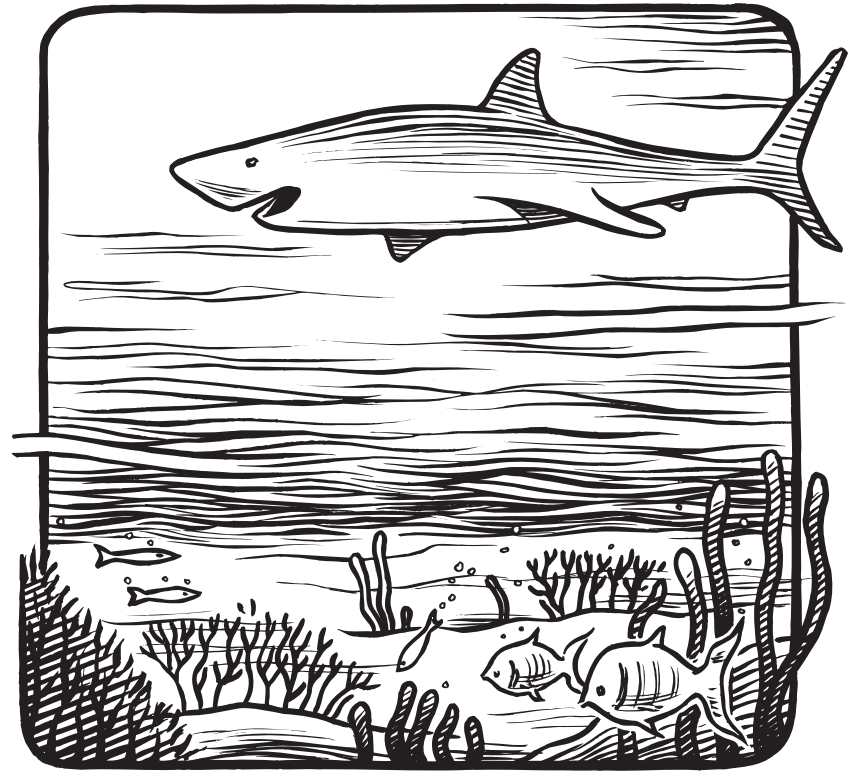
This is a whale shark. Whale sharks are big like whales, but they are sharks. Whale sharks can get as big as a bus!



Whelks wash up on the shore. Whelks are a kind of snail. Whelks have shells with bumps and twists. Whelks can get big.



Whales are not fish, but they can swim like fish. White whales are a kind of whale. When white whales are small, they are not white. White whales turn white when they get big.



Sharks are big fish. Great white sharks can get big. Their strong tails help them swim fast. Great white sharks hunt seals, fish, and small whales.

Bake a Cake

DECODABLE WORDS

Target Skill: consonant digraph *wh*

when whiff while

Previously Taught Skills

and	Dad	hands	let	smells
asked	fine	his	like	that
bake	frost	hot	made	then
cake	get	in	not	this
came	gets	is	Pam	will
can	Gramps	it	pan	yet
cut	had	jam	sit	

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*; /g/ spelled *g*; blends with *r*; blends with *s*; final blend *nd*; double final consonants *ll*; consonant digraph *th*; consonant digraph *wh*; consonants; short vowels; base words and ending *-s*; base words and ending *-ed /t/*

HIGH-FREQUENCY WORDS

a	for	me	said	what
eat	I	of	we	you

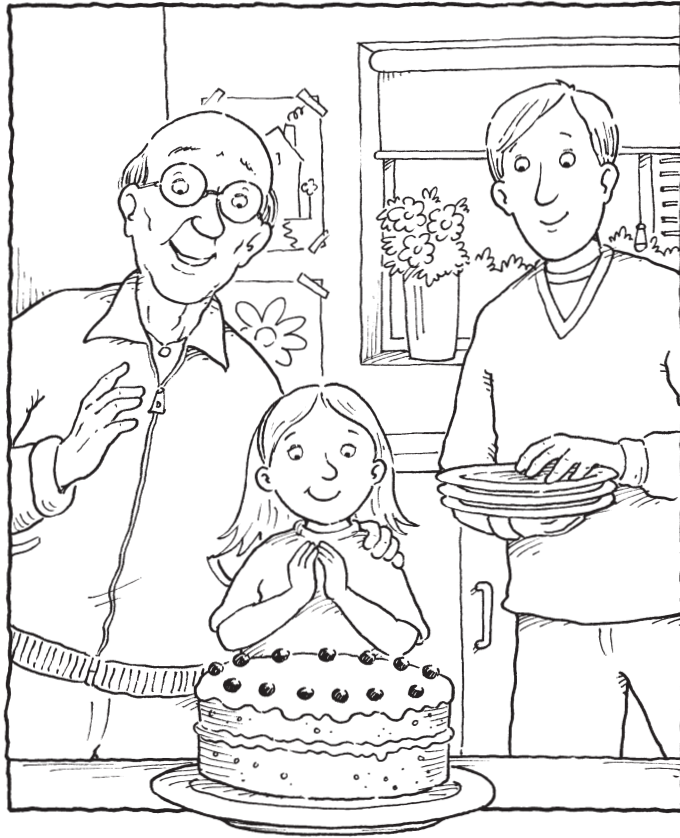
Bake a Cake



High-Frequency Words Taught to Date

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

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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*



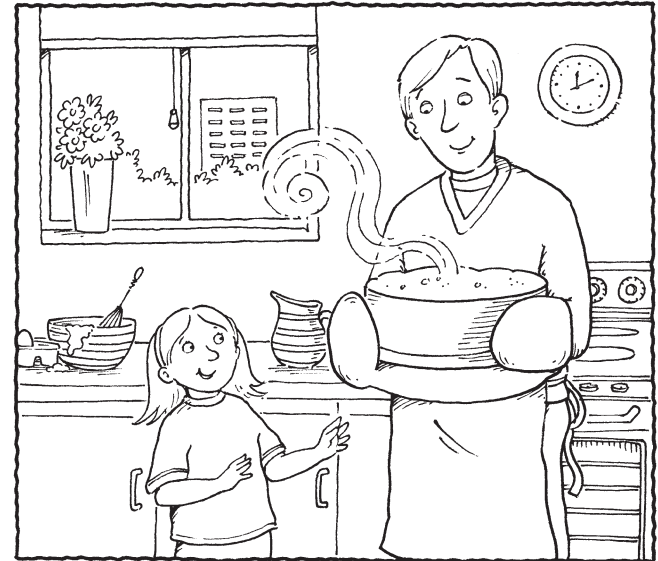
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"Gramps came in, Dad," said Pam.
 "Gramps! Dad made you this cake."

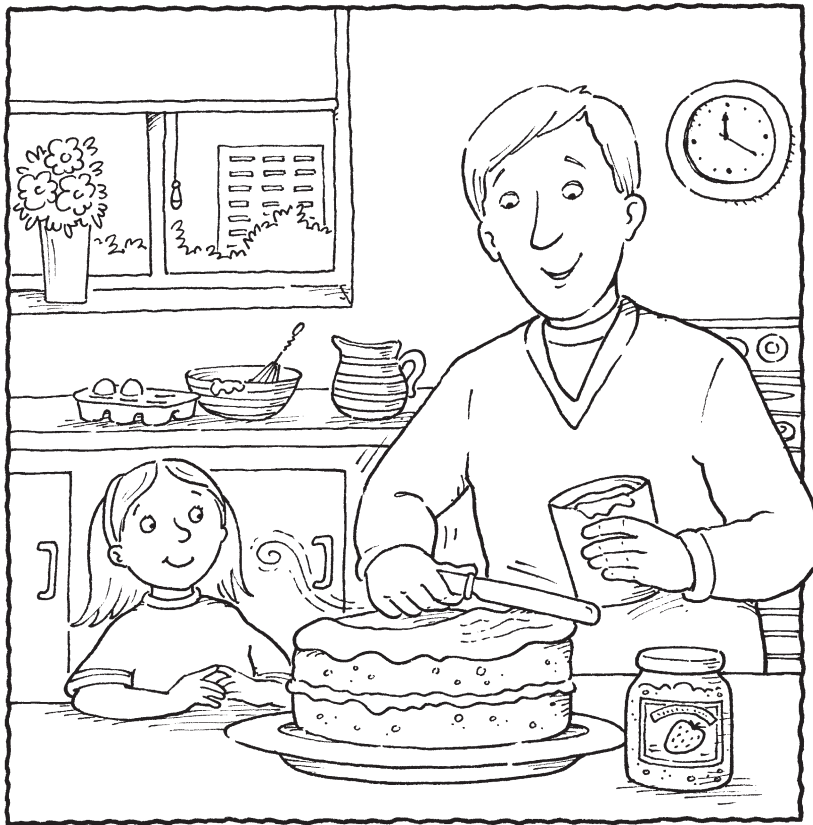
"It smells fine! When can we eat it?"
 asked Gramps.

"Let me cut it," said Dad, "and then
 we can eat."

Bake a Cake



Dad had a hot pan in his hands.
 "What is that?" asked Pam.
 "It is cake," said Dad.
 "I like cake!" said Pam.



"Get a whiff of that cake!" said Pam.
"It smells fine. When can we eat it?"
Pam asked.

"Not yet," said Dad. "Let it sit for a while. Then we can frost it with jam."



"That cake is fine," said Pam.
"When can we eat it?"
"We can eat it when Gramps gets in,"
said Dad. "This cake is for him."
"When will Gramps get in?" asked
Pam.

Watch Chuck Chip

DECODABLE WORDS

Target Skill: consonant digraphs *ch* and *tch*

catch	chin	chop	match
chat	chip	Chuck	much
Chick	chips	fetch	patch

Previously Taught Skills

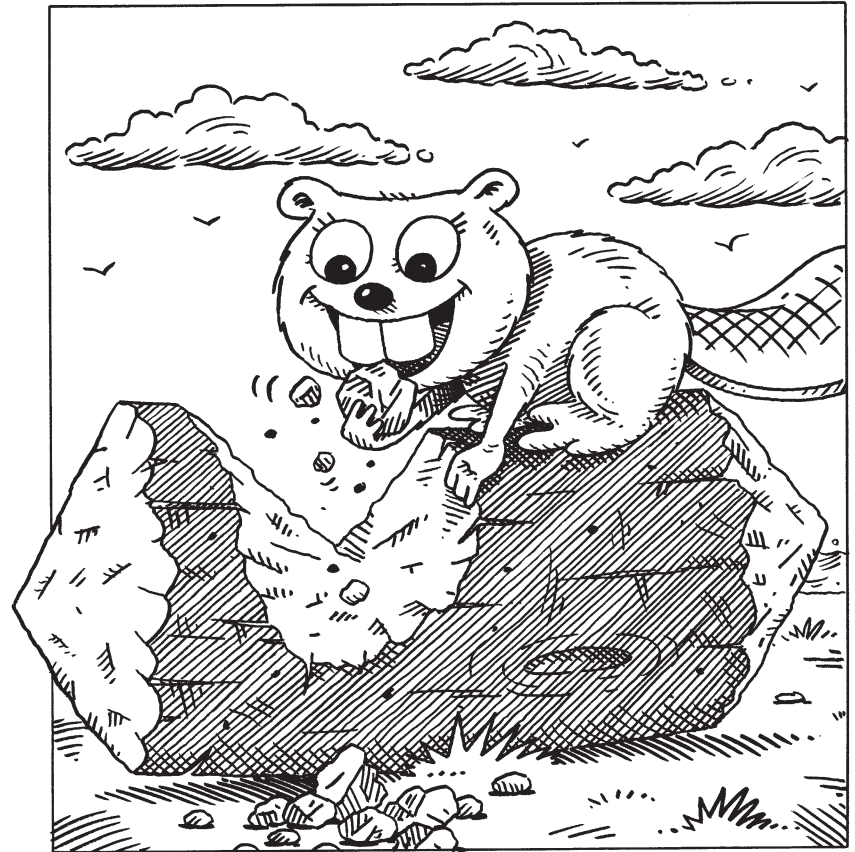
an	can	has	it	on
and	fast	his	log	this
as	fun	home	logs	until
at	get	if	must	with
back	gets	is	nap	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *o* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *s*; final blend *nd*; consonants *ck*; consonant digraph *th*; consonant digraphs *ch*, *tch*; consonants; short vowels; inflection *-s*

HIGH-FREQUENCY WORDS

a	he	idea	the	watch
comes	how	no	to	work
for	I	says	too	you

Watch Chuck Chip

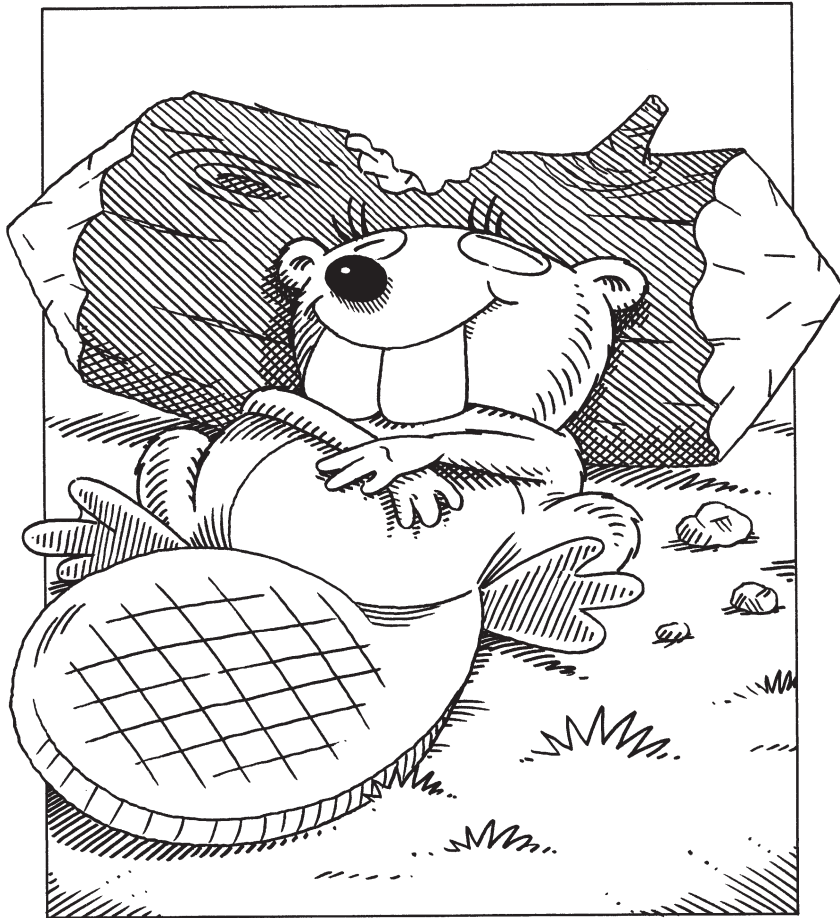


High-Frequency Words Taught to Date

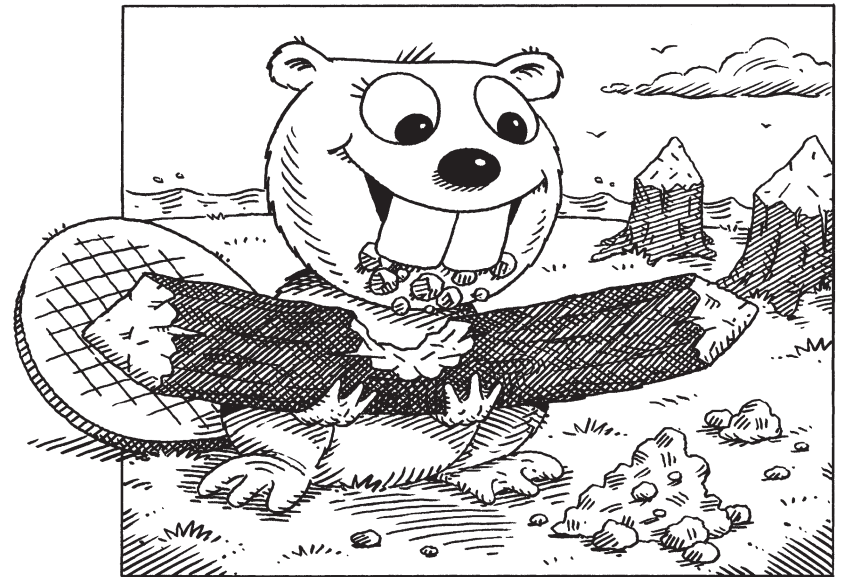
a	brown	family	help	most	pushed	their	who
about	buy	far	her	mother	put	there	why
above	by	father	here	my	read	these	window
across	call	few	high	myself	ready	they	with
after	car	field	hold	near	right	think	work
again	carry	find	house	never	said	those	world
all	caught	first	how	new	school	thought	would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

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 *nc*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonants; short vowels; inflection -s

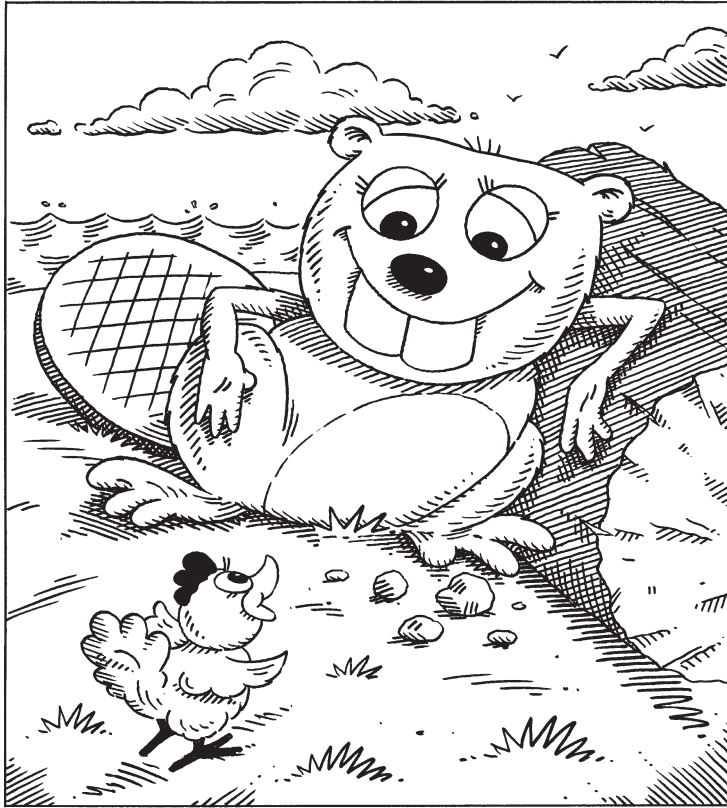
Watch Chuck Chip



This log is no match for how fast
Chuck can chip. Chuck chips too much.
Chuck has to catch a nap. Nap, nap,
nap, Chuck.

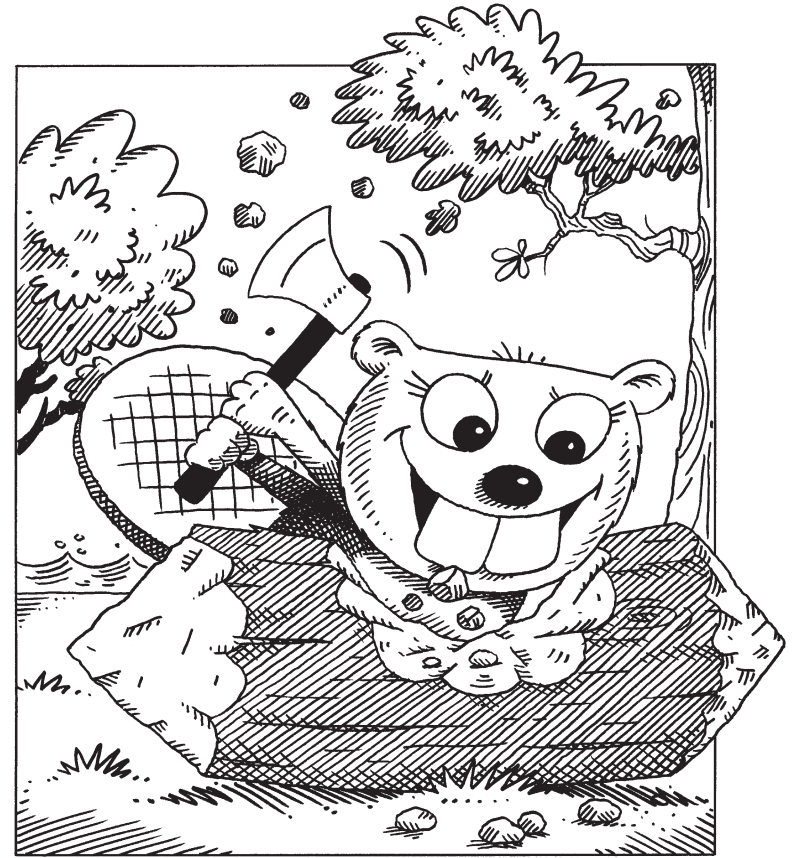


Chuck chips at a log. It is fun to chip
logs. Chuck must get the chips to patch
his home. Chuck gets chips on his chin.
Chip, chip, chip, Chuck.



Chick comes to chat with Chuck.
"You can chip fast!" says Chick. Chuck
and Chick chat until Chuck must get
back to work.

"I must fetch a log to chip," says
Chuck. Fetch, fetch, fetch, Chuck!



Chuck has an idea. He can chip fast
if he can chop as he chips! "Watch how
fast I can chip and chop!" says Chuck.
Chop, chop, chop, Chuck!

Pitch and Catch

DECODABLE WORDS

Target Skill: consonant digraphs *ch* and *tch*

catch	chase	Chet	pitch
Chad	chases	fetch	itches
Champ	check	Mitch	stretches

Previously Taught Skills

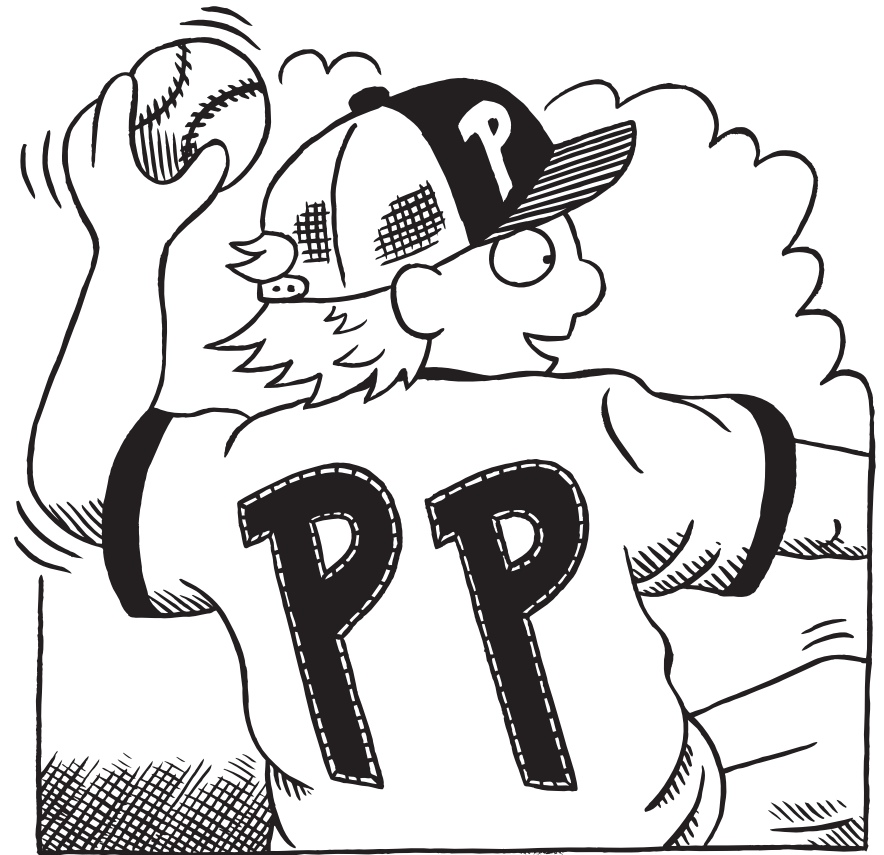
and	fast	it	sends	will
arms	fun	Kate	set	with
can	game	legs	shirts	yell
clap	gets	mitt	them	yes
dog	his	on	then	
far	if	runs	toss	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*, *ss*, *tt*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *ch*; consonant digraph *tch*; consonants; short vowels; *r*-controlled vowels *ar*, *ir*; inflections *-s*, *-es*

HIGH-FREQUENCY WORDS

a	go	play	the	to
ball	have	puts	their	want
for	her	see	they	we

Pitch and Catch



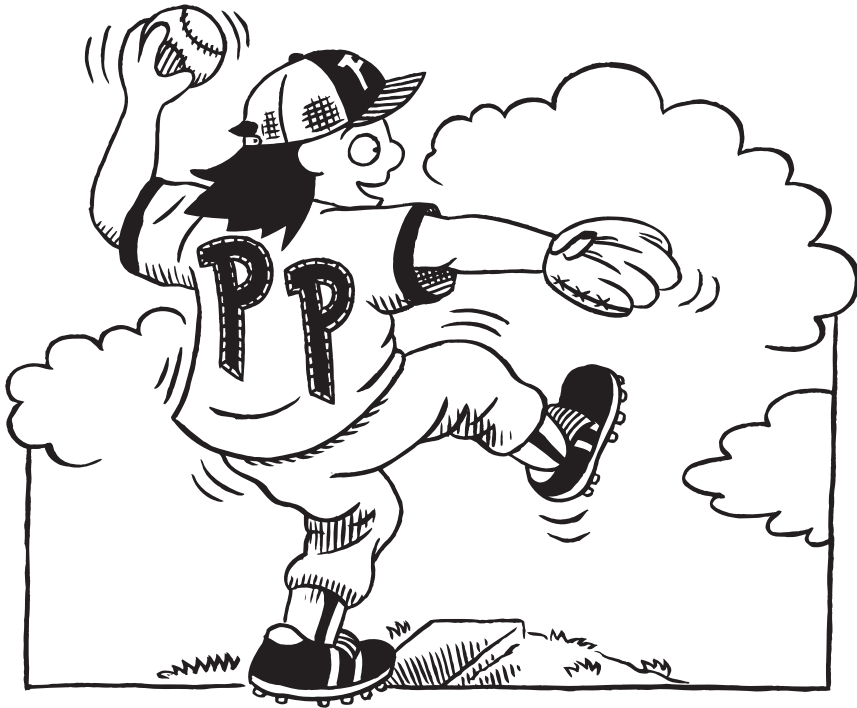
High-Frequency Words Taught to Date

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

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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonants; short vowels; *r*-controlled vowels *ar*, *ir*; inflections *-s*, *-es*

Pitch and Catch

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Chad gets set to catch. Kate sends a fast pitch.

Mitch and Chet clap and yell. "Go Kate! Pitch, pitch, pitch! Go Chad! Catch, catch, catch!"

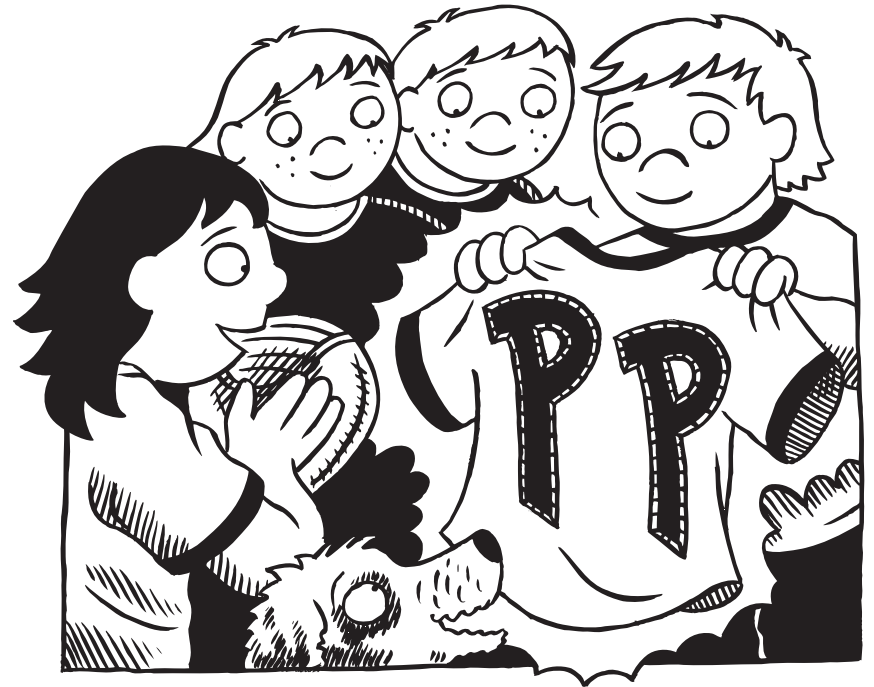
Kate, Chad, Mitch, and Chet have fun!



Chad and Kate will play catch. Kate stretches her arms and legs. Chad puts on his mitt. Then Kate pitches the ball. Chad runs to catch it. Kate can pitch far!



Chad and Kate pitch and catch. Then they toss the ball for their dog Champ to fetch. Fetch, fetch, fetch, Champ! Champ chases the ball. Chase, chase, chase, Champ!



Kate and Chad check to see if Mitch and Chet will play a ball game with them. "Yes. We want to play!" Mitch and Chet yell. Chad gets shirts for Mitch and Chet.

Graphs Are Fun!

DECODABLE WORDS

Target Skill: consonant digraph *ph*

graph graphs Phil phone

Previously Taught Skills

and	class	in	makes	that
asked	for	is	math	think
best	fun	it	Mom	this
bring	grin	like	nice	up
can	helps	likes	not	with
Chip	home	made	picks	yes
claps	I	make	red	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *e*; short *u*; final blend *nd*; blends with *s*; long *a* (CVCe); /k/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r*; blends with *l*; double final consonants *ss*; consonant digraph *th*; consonant digraph *ph*; consonants; short vowels; *r*-controlled vowel *or*; long *i* (*i*); final blends; inflections *-s*, *-ed*

HIGH-FREQUENCY WORDS

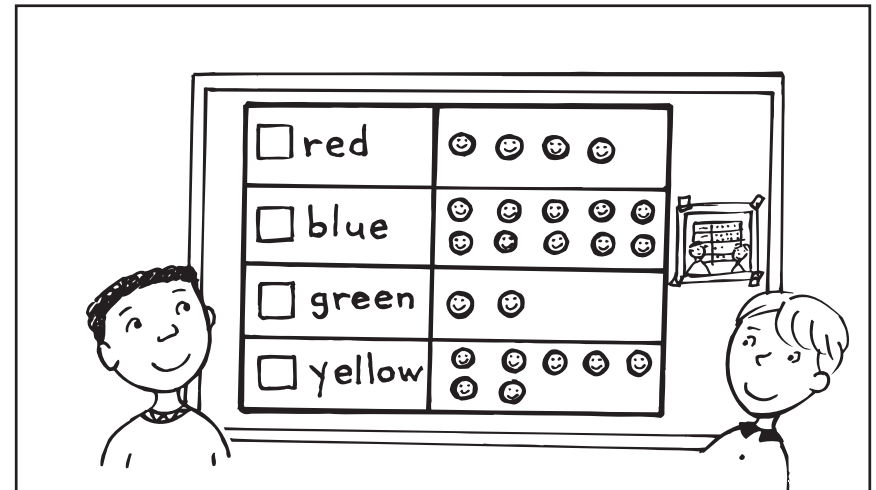
a	children	said	the	what
are	come	school	their	you
blue	hello	see	to	
call	my	shows	we	

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consonant digraph *ph*

BOOK 69

Graphs Are Fun!

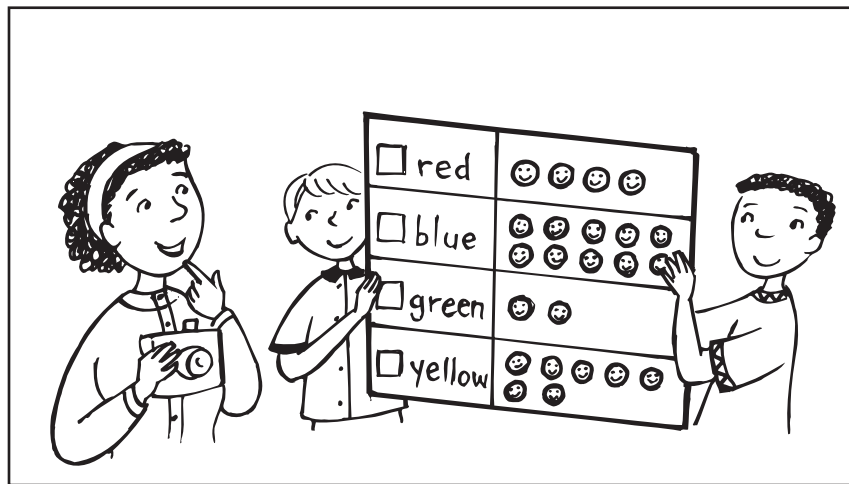


High-Frequency Words Taught to Date

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

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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; consonants; short vowels, *r*-controlled vowel *or*; long *i* (*l*); final blends; inflections *-s*, *-ed*

Graphs Are Fun!



"I can see that red is not best," said Mom with a grin.

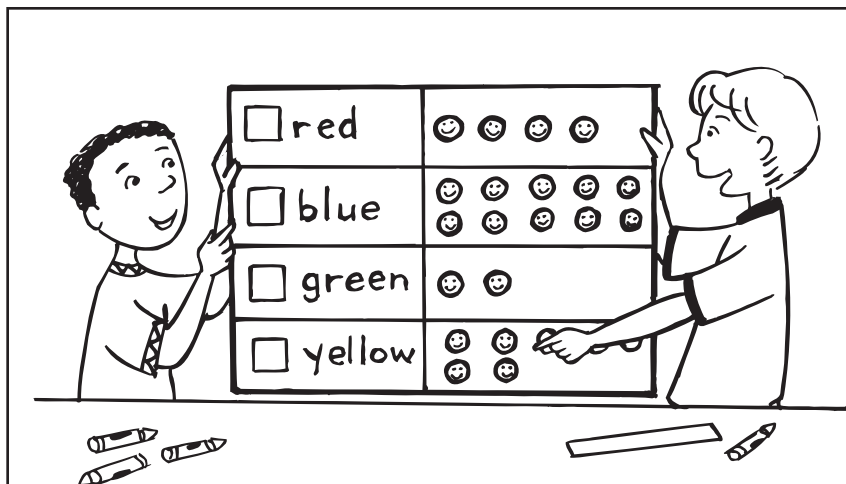
Phil and Chip bring the graph to school. The class likes it and claps for Phil and Chip. Phil and Chip think that graphs are fun!



Phil picks up the phone and makes a phone call.

"Hello, Chip. This is Phil. Can you come to my home? We can make a graph for math."

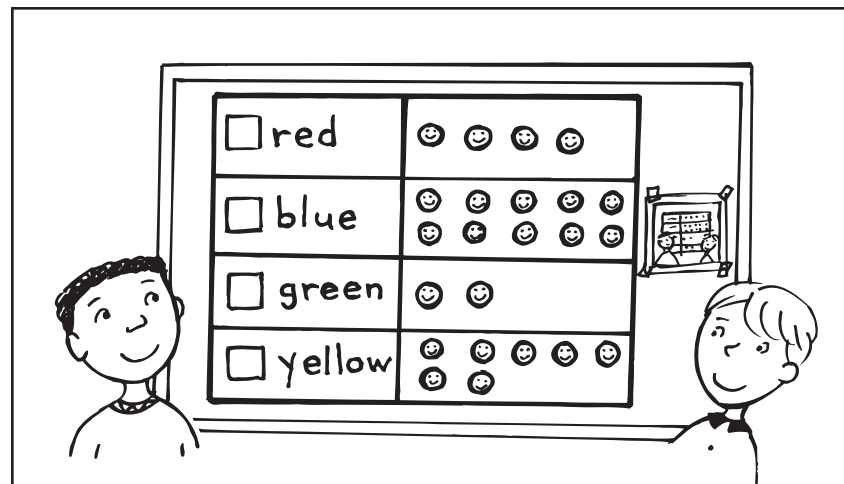
"Hello, Phil. Yes, I can," said Chip.



Phil helps. Chip helps. Phil and Chip make a graph. It shows what children in their class like best.

Phil said, "I like red best!"

Chip said, "I think this is best!"



"Mom, Chip and I made this graph. Is it nice?" Phil asked.

"Yes, I think this graph is nice," said Mom. "It shows what children like best. Is it red?"

"It is blue!" Phil and Chip said.

Phil and Steph

DECODABLE WORDS

Target Skill: consonant digraph *ph*

phantom Phil Steph

Previously Taught Skills

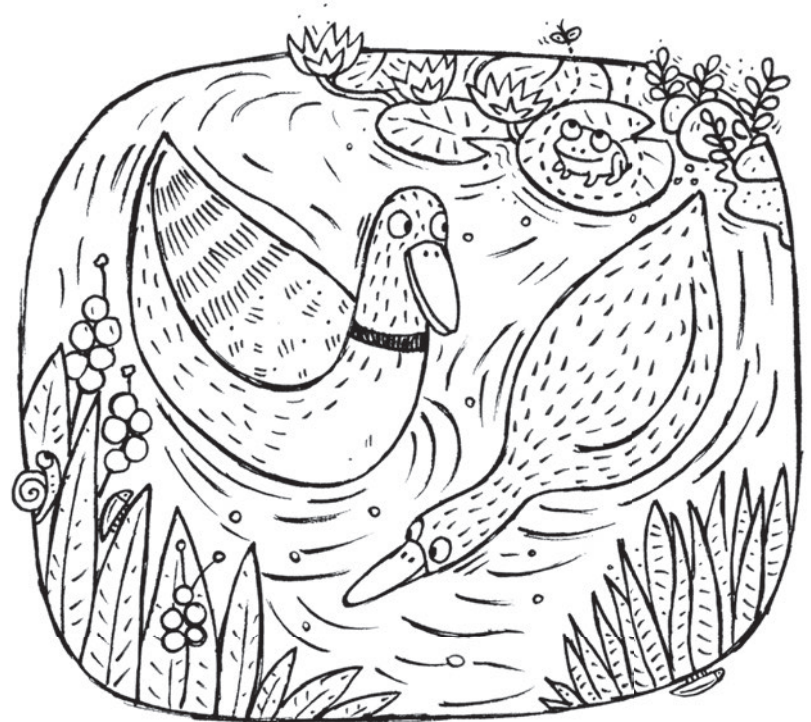
and	fish	jump	plops	them
big	gets	jumps	pond	toss
bug	has	mad	rock	up
bugs	hides	made	splash	went
cannot	hop	makes	still	will
dive	hops	nice	swim	yes
ducks	in	plant	swims	
fast	is	plop	that	

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); /s/ spelled *c*; /g/ spelled *g*; blends with *l*; blends with *s*; final blend *nd*; final blend *mp*; final blend *nt*; double final consonants *ll*, *ss*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraph *ph*; consonants; short vowels; inflection -s

HIGH-FREQUENCY WORDS

a	for	no	to
are	here	see	too
by	look	the	what
eat	looks	they	

Phil and Steph

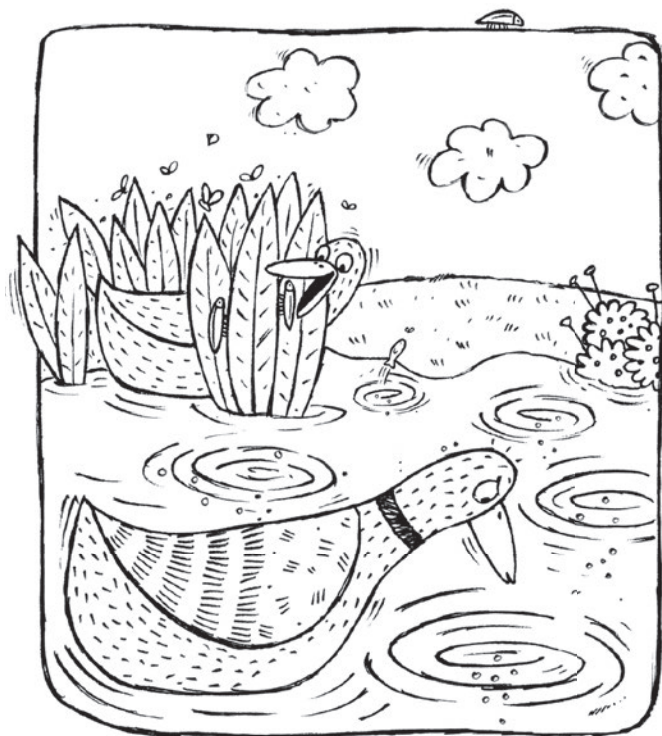


High-Frequency Words Taught to Date

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

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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*

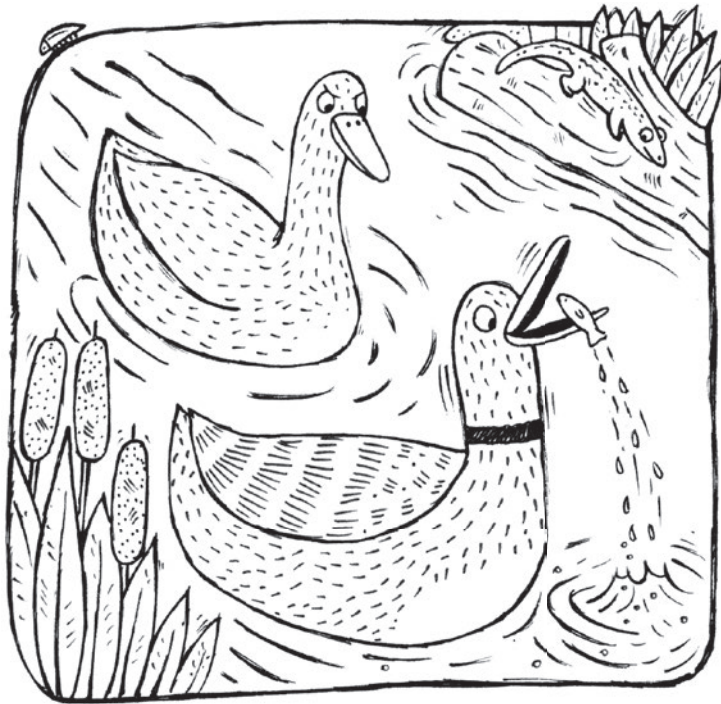
Phil and Steph



Steph swims in the pond. Bugs and fish hop and jump. Steph gets them. Phil still looks for phantom bugs and fish that went plop!



Phil and Steph are ducks. They swim in a nice pond. They dive and splash. They look for fish and bugs to eat.



A fish jumps up. Phil and Steph swim fast. Phil gets the fish.

A bug hops. Phil and Steph swim fast. Phil gets the bug.

Steph is mad. Steph has no fish. Steph has no bugs. Phil swims too fast!



Steph gets a rock and hides by a big plant. Phil cannot see Steph.

Will Steph toss the rock? Yes! The rock plops in the pond and makes a splash.

Phil swims fast. No fish and no bugs are here. What made the splash?

Who Helps Animals?

DECODABLE WORDS

Target Skill: base words and ending -s (no spelling changes)

checks	helps	quills
ducks	pets	vets

Previously Taught Skills

and	get	nose	swim	when
back	has	not	take	white
but	help	on	tape	will
can	in	pen	them	with
cat	is	pet	then	
cut	it	ram	these	
dog	its	run	this	
duck	just	sick	vet	
fix	leg	stuck	well	

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); long *o* (CVCe); /k/ spelled *c*; long *e* (CVCe); /g/ spelled *g*; blends with *s*; final blend *nd*; double final consonants *ll*; consonants *ck*; consonant digraphs *th*, *sh*, *wh*, *ch*; base words and ending -s; consonants; short vowels; final blends; /kw/ spelled *qu*

HIGH-FREQUENCY WORDS

a	don't	she	who
animals	now	the	
both	one	to	
covers	out	walk	

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base words and ending -s
(no spelling changes)

BOOK 71

Who Helps Animals?



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High-Frequency Words Taught to Date

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

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* /yoo/ (CVCe); long *u* /oo/ (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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; consonants; short vowels; final blends; /kw/ spelled *qu*

Who Helps Animals?



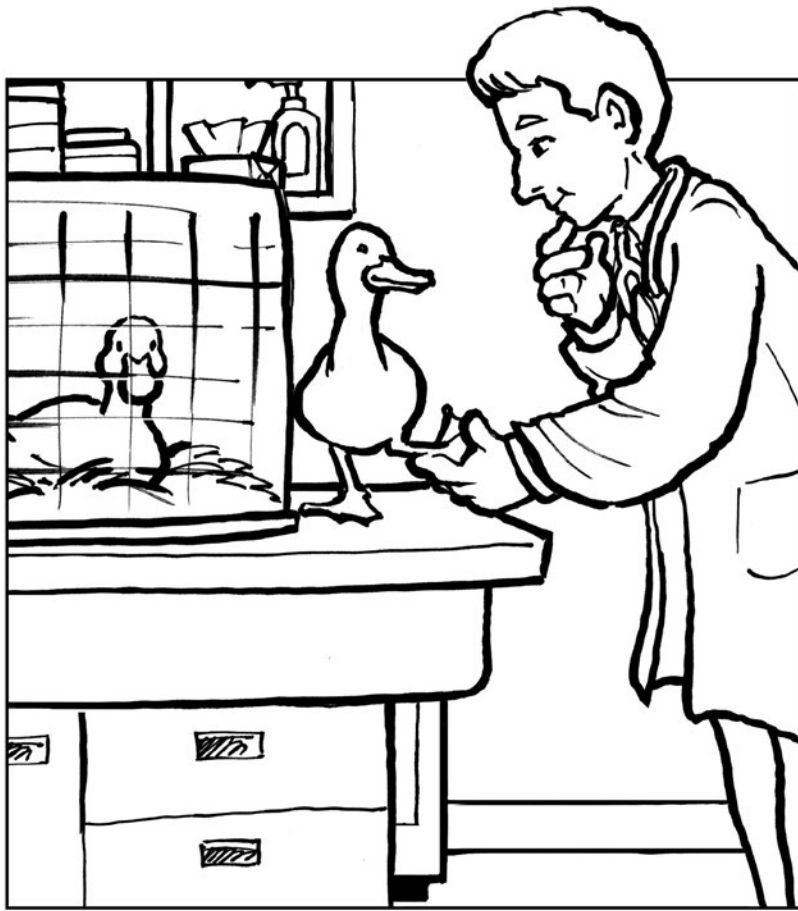
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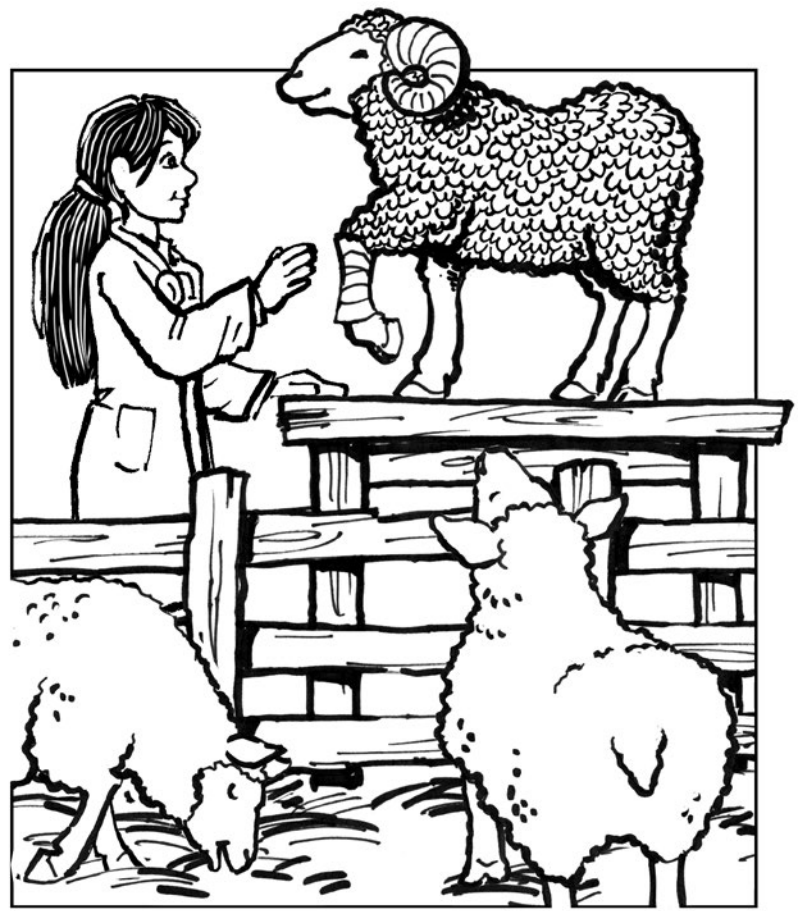
Vets help pets. When a pet is sick, a vet can help it. This vet helps a sick cat. The cat will get well.

The ram is back in its pen. But now the vet has to help a pet dog. It has quills stuck in its nose! The vet will take them out.

Vets like to help animals!



Vets don't just help pets. The vet checks these ducks. One duck is not well. The vet helps this duck with its leg. Then both ducks can walk and swim.



This vet checks a ram. It has a cut on its leg. The vet will fix it. She covers the cut with white tape. Then the ram can run.

Chuck and His Trip

DECODABLE WORDS

Target Skill: base words and ending -s

asks	hills	pals	tells
gets	lots	rocks	yells

Previously Taught Skills

am	Dad	if	on	us
and	Dennis	in	Pam	wave
Ann	did	is	such	will
at	get	it	take	with
back	glad	last	that	yes
best	had	like	them	
big	him	Mom	these	
bus	his	next	time	
Chuck	home	nice	trip	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *e* (CVCe); long *i* (CVCe); long *o* (CVCe); /s/ spelled *c*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*; consonants *ck*; consonant digraphs *th*, *ch*; base words and ending -s; consonants; short vowels; double consonants

HIGH-FREQUENCY WORDS

a	I	of	shows	you
are	look	one	the	
for	me	picture	they	
he	my	pictures	to	

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base words and ending -s

BOOK 72

Chuck and His Trip



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High-Frequency Words Taught to Date

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

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 *f*; 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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; consonants; short vowels; double consonants



Chuck shows his pals a picture with him in it. "I am with my dad. Dad and I had such a nice time!"

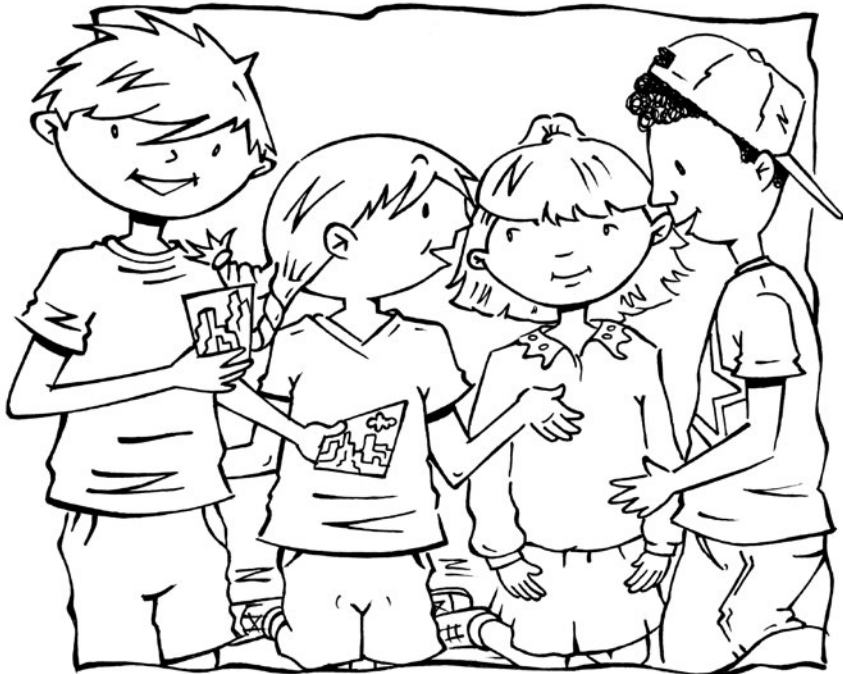
Pam tells him that it is the best picture of his trip!

Chuck and His Trip



Chuck is glad to take a trip. He gets on the bus with Dad. Pam and Mom wave to Chuck and Dad.

"Take pictures for us," Pam yells.
"Take lots of them!"



At last, Chuck is back home. "Chuck, did you take pictures?" Pam asks.

"Yes, lots of them," Chuck tells Pam.

"Look at these nice rocks!"

Pam asks Ann and Dennis if they like the rocks.



Next, Chuck shows his pals big hills. Pam asks, "Are you in these pictures, Chuck?"

"I will get one with me in it," Chuck tells Pam.

We Mended and Tended

DECODABLE WORDS

Target Skill: base words and ending -ed /ed/

mended	planted	sanded
painted	rested	tended

Previously Taught Skills

and	day	Jen	park	this
as	did	job	pick	time
at	felt	late	plant	top
back	glad	legs	play	tree
beds	grass	like	shade	use
bench	had	lot	Shane	we
big	help	make	snack	weeds
but	home	mess	space	went
close	in	next	spend	
cut	is	nice	that	
Dad	it	not	then	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /s/ spelled *c*; /g/ spelled *g*; /k/ spelled *c*; long *o* (CVCe); long *u* (CVCe); initial and final blends; double final consonants; consonants *ck*; consonant digraphs; base words and ending -s (no spelling changes); base words and ending -ed /ed/ (no spelling changes); short vowels; consonants; long *e* spelled *e*, *ee*; /z/ spelled *s*; long *a* spelled *ai*, *ay*; *r*-controlled vowels

HIGH-FREQUENCY WORDS

a	good	our	they	work
again	look(s)	said	to	
are	mind	the	want(ed)	
could	new	their	was	

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base words and ending -ed /ed/

BOOK 73

We Mended and Tended



High-Frequency Words Taught to Date

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

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 (CVC, 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); short vowels; consonants; long *e* spelled *e*, *ee*; /z/ spelled *s*; long *a* spelled *ai*, *ay*; *r*-controlled vowels



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Late in the day, Dad, Shane, and Jen rested in the shade and had a snack.

"We did a nice job!" said Dad. "We mended and tended this nice space."

"We are glad that we could help!" said Jen and Shane.

base words and ending -ed /ed/

BOOK 73

We Tended and Mended



Jen, Shane, and Dad went to the park that is close to their home. They wanted to spend time at the park and play, but it was a big mess!

"It looks like this park could use our help," said Dad.

Jen, Shane, and Dad felt they had to help make the park nice again.



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Jen, Shane, and Dad mended the park bench. Shane sanded, sanded, sanded the top. Jen painted, painted, painted the legs. Dad mended, mended, mended the back. Then the park bench was as good as new!

Dad, Shane, and Jen planted a big tree next to the park bench. Then Jen tended the plant beds. Jen had to pick weeds. Dad cut the grass. Shane tended the tree. Dad, Shane, and Jen had to work a lot, but they did not mind.

Beth Planted

DECODABLE WORDS

Target Skill: base words and ending -ed /ed/

counted	handed	planted	started	waited
ended	needed	pointed	tended	

Previously Taught Skills

and	did	huge	nice	things
at	dirt	in	on	think
best	face	it	plants	time
Beth	for	job	seeds	turn
big	gave	long	she	up
but	got	lots	smile	with
can	ground	made	spot	
care	had	Mom	that	
chose	her	more	them	
cut	holes	never	then	

SKILLS APPLIED IN WORDS IN STORY: short a; short i; CVC syllable pattern (closed syllables); short o; short e; short u; long a (CVCe); long i (CVCe); /k/ spelled c; /s/ spelled c; long o (CVCe); /g/ spelled g; /j/ spelled g; initial and final blends; consonants ck; consonant digraphs; base words and ending -s (no spelling changes); base words and ending -ed /ed/ (no spelling changes); long e spelled e, ee; /ou/ spelled ou; /oi/ spelled oi; long a spelled ai; r-controlled vowels

HIGH-FREQUENCY WORDS

a	of	some	to	were
grow	one	the	want(ed)	would
into	small	they	water	

base words and ending -ed /ed/

BOOK 74

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Beth Planted



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High-Frequency Words Taught to Date

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

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 (CVC, 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); long *e* spelled *e*, *ee*; /ou/ spelled *ou*; /oi/ spelled *oi*; long *a* spelled *ai*; *r*-controlled vowels

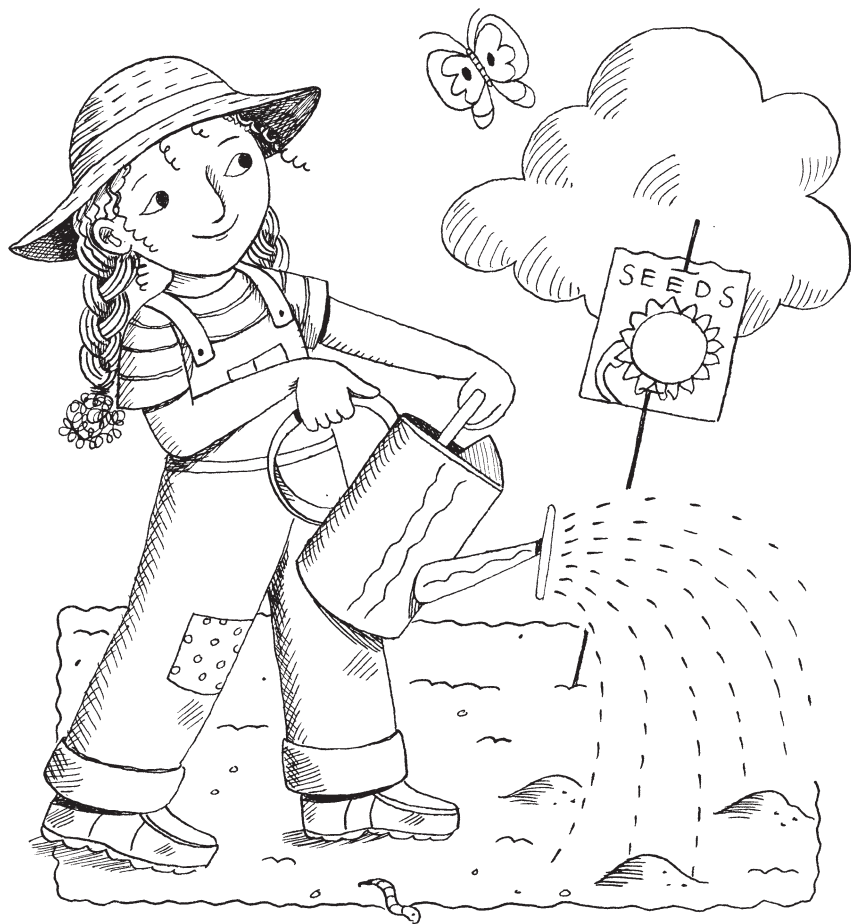


Beth had to care for her seeds, but she ended up with lots of big plants! The seeds she planted were small, but her plants were huge! Beth cut the best one and handed it to her Mom.

Beth Planted



Beth wanted to grow lots of plants. She chose a nice spot. She made holes in the dirt. She counted her seeds. Then Beth planted her seeds in the dirt.



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Beth tended the seeds she planted. She got her can and pointed it at the ground to water her plants. She did her job with a smile on her face. She wanted her seeds to turn into big plants!



Beth waited and waited for a long time for her plants to grow. She gave them the things they needed. Beth waited and waited some more. Then she started to think that her plants would never grow!

Sis Yelled

DECODABLE WORDS

Target Skill: base words and ending *-ed /d/*

filled pulled rolled yelled

Previously Taught Skills

and	drinks	her	Pat	time
at	fast	his	put	up
back	for	home	ride	us
cart	gave	in	sat	will
cents	get	is	Sis	with
cost	got	it	stand	yell
cup	had	Jon	take	
did	hand	likes	ten	
dime	handed	lot	thanks	
drink	hands	not	then	

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 *o* (CVCe); /g/ spelled *g*; blends with *r*; blends with *s*; final blend *nd*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; consonant digraph *th*; 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); short vowels; consonants; /z/ spelled *s*; *r*-controlled vowels

HIGH-FREQUENCY WORDS

a	happy	said	to	you
do	have	she	want	your
each	I	the	was	
from	now	they	what	

Sis Yelled



High-Frequency Words Taught to Date

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

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 *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 (CVC, 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); short vowels; consonants; /z/ spelled *s*; *r*-controlled vowels



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base words and ending -ed /d/

BOOK 75

Sis Yelled



Then Sis yelled and yelled and yelled.
Jon put his hands up.

"Sis likes the drink a lot," Jon said.
"Now it is time for us to get home."

Jon pulled and pulled Sis in her cart.
The cart rolled and rolled. They got back
home fast!

Sis got in her cart and yelled. She
wanted Jon to take her for a ride.

"I will take you for a ride," said Jon.
"You do not have to yell!"

Jon pulled and pulled the cart. It
rolled and rolled. Sis sat and yelled and
yelled.



Jon pulled and pulled. Then Sis yelled and yelled.

"What is it?" said Jon.

Sis had her hand up. She wanted to get a drink at the stand. Each cup cost ten cents.

"I will get you a cup," said Jon.



Pat filled a cup with the drink. Jon gave Pat a dime for the drink. Then Jon handed Sis her drink. Sis did not yell. Sis was happy with her drink.

"Thanks," said Jon. "Sis likes the drinks from your stand."

Tom and Duke

DECODABLE WORDS

Target Skill: base words and ending *-ed /d/*

filled smelled spilled yelled

Previously Taught Skills

and	fine	late	pat	Tom
bad	had	like	pile	top
big	he	lot	pot	went
but	him	made	sand	with
can	his	mess	sat	
dog	home	must	spill	
Duke	in	nice	still	
fill	it	on	then	

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 *o* (CVCe); long *u* /*oo*/ (CVCe); /g/ spelled *g*; blends with *s*; final blend *nd*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonant digraph *th*; base words and ending *-ed /d/* (no spelling changes); short vowels; consonants; /z/ spelled *s*; long *e* spelled *e*

HIGH-FREQUENCY WORDS

a	good	of	to
again	no	play	too
from	now	the	was

Tom and Duke

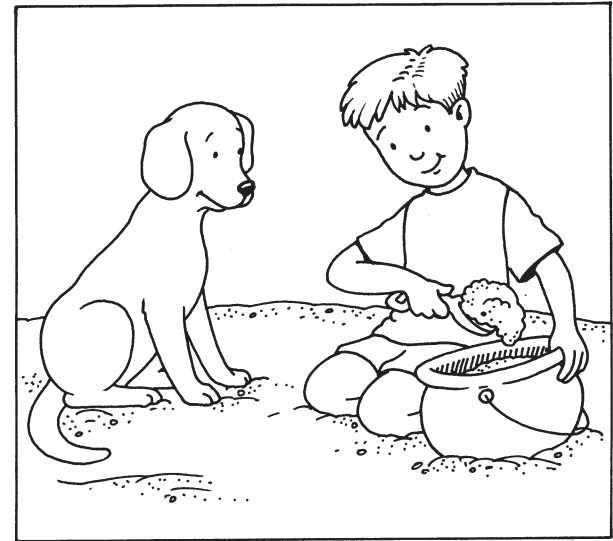


High-Frequency Words Taught to Date

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

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* /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 (CVC, 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); short vowels; consonants; /z/ spelled *s*; long *e* spelled *e*

Tom and Duke



Tom and his dog Duke went to play in the fine sand. Tom had a big pot from his home with him. He filled the pot with a lot of sand. Duke sat still like the good dog he was.

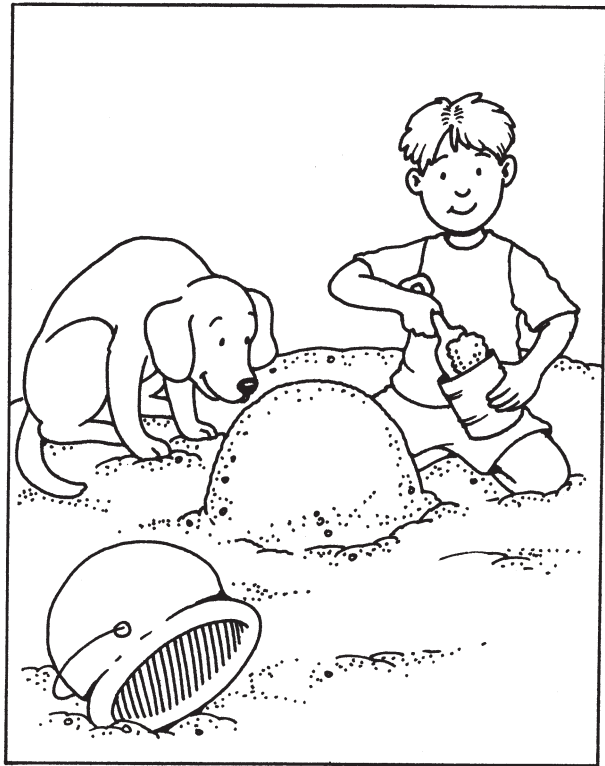


Then Duke was a bad dog and sat on the nice sand pile.

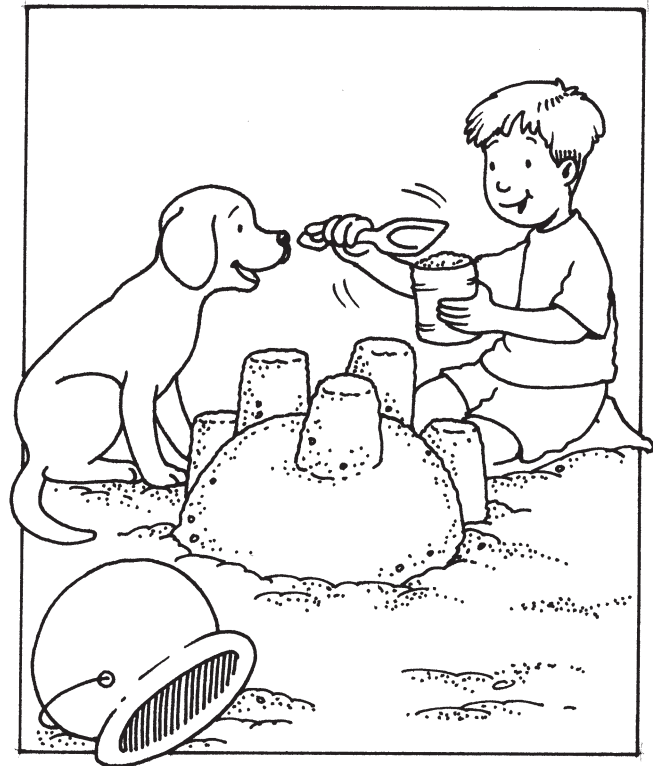
"No, Duke!" yelled Tom.

But it was too late. The nice big pile Tom had made was a big mess now.

Tom must fill and spill, fill and spill again!



Tom spilled the sand from the big pot. Duke sat and smelled the pile of sand Tom had made. Tom had a can from his home with him, too. He filled his can with sand.



Tom spilled the sand from his can on top of the pile from the pot. Tom filled and spilled, filled and spilled. Tom had to pat, pat, pat the sand in the can. Tom made a nice sand pile.

Ducks Pecked and Snacked

DECODABLE WORDS

Target Skill: base words and ending *-ed /t/*

asked	passed	quacked	tossed
looked	pecked	snacked	

Previously Taught Skills

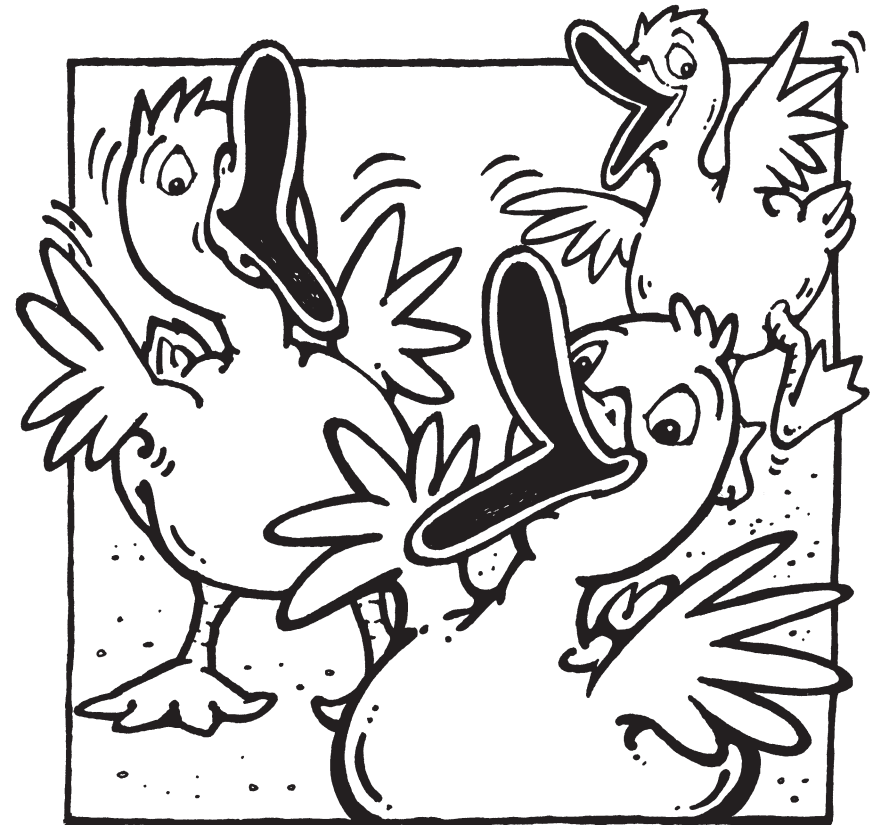
and	gave	like	quack	that
at	had	Lil	ran	them
bag	hand	more	same	then
but	her	much	see	thing
Dad	in	nice	seeds	time
did	it	not	she	went
ducks	just	on	snack	when
filled	left	pen	started	with

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); /s/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; 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); short vowels; consonants; long *e* spelled *e*, *ee*; *r*-controlled vowels; /ōō/ spelled *oo*

HIGH-FREQUENCY WORDS

a	have	saw	thought	was
any	I	so	to	what
do	of	the	walk	would
from	said	they	walk(ed)	

Ducks Pecked and Snacked



High-Frequency Words Taught to Date

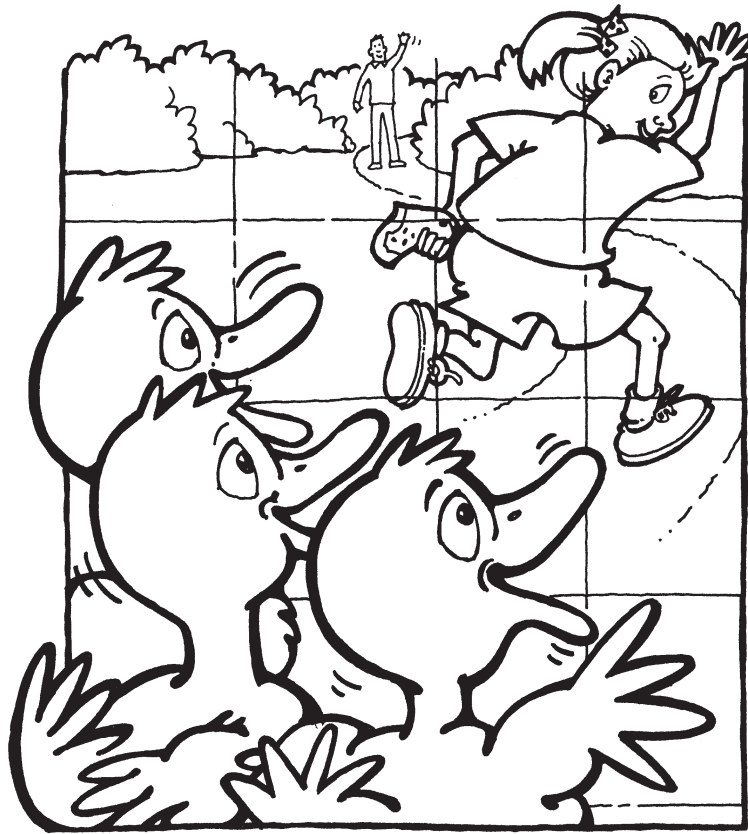
a	brown	family	help	most	pushed	their	who
about	buy	far	her	mother	put	there	why
above	by	father	here	my	read	these	window
across	call	few	high	myself	ready	they	with
after	car	field	hold	near	right	think	work
again	carry	find	house	never	said	those	world
all	caught	first	how	new	school	thought	would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

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* /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 (CVC, 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); short vowels; consonants; long *e* spelled *e*, *ee*; *r*-controlled vowels; /ōō/ spelled *oo*

Ducks Pecked and Snacked



Lil went on a walk. She had a bag filled with seeds in her hand. She walked and snacked at the same time. Then Lil passed a pen of nice ducks. The ducks looked at Lil, but Lil did not see them.



When Lil did not have any more seeds left in her bag, she ran to her Dad.

"I gave the ducks a snack, Dad," said Lil. "And the ducks pecked and pecked at it!"

"That was a nice thing to do, Lil," said Dad.



Then the ducks started to quack at Lil. That was when Lil saw them. The ducks quacked, quacked, quacked. Lil did not like that the ducks quacked so much.



Lil asked the ducks what they wanted, but the ducks just quacked and quacked. Lil thought the ducks would like a snack. Lil tossed them seeds from her bag and the ducks pecked and pecked at them.

Big Bad Mac

DECODABLE WORDS

Target Skill: base words and ending *-ed /t/*

huffed	kicked	missed	rocked
jumped	locked	puffed	

Previously Taught Skills

and	did	he	let	so
Bad	drop	hut	Mac	them
bent	fell	in	not	then
Big	get	it	pigs	up
but	got	jump	shut	went

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; /*k*/ spelled *c*; /*g*/ spelled *g*; blends with *r*; final blend *nd*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; base words and ending *-s* (no spelling changes); base words and ending *-ed /t/* (no spelling changes); short vowels; consonants; long *o* spelled *o*; long *e* spelled *e*

HIGH-FREQUENCY WORDS

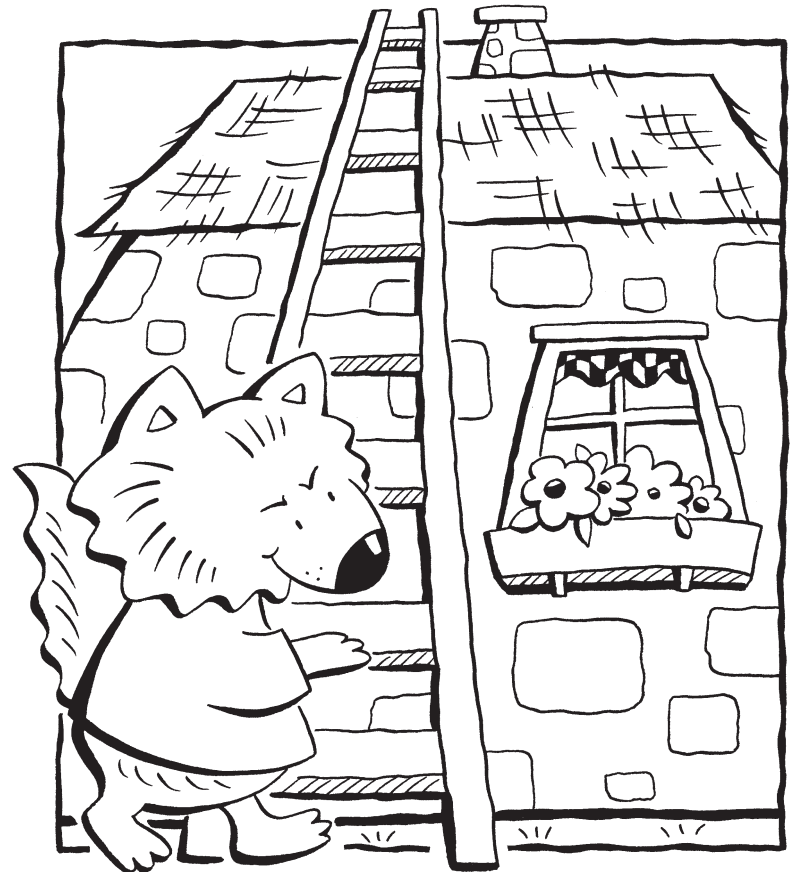
door	into	the	to
from	laugh(ed)	their	wanted
high	open	they	

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base words and ending *-ed /t/*

BOOK 78

Big Bad Mac



High-Frequency Words Taught to Date

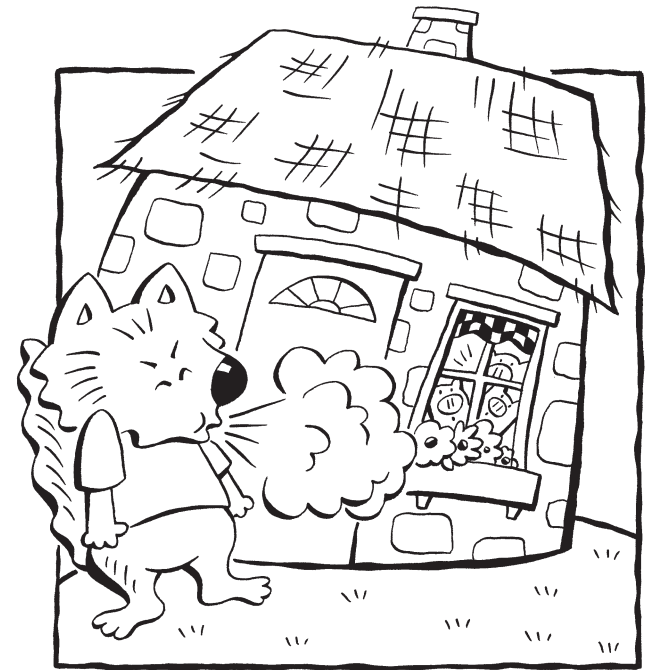
a	brown	family	help	most	pushed	their	who
about	buy	far	her	mother	put	there	why
above	by	father	here	my	read	these	window
across	call	few	high	myself	ready	they	with
after	car	field	hold	near	right	think	work
again	carry	find	house	never	said	those	world
all	caught	first	how	new	school	thought	would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

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 (CVC, 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); short vowels; consonants; long *o* spelled *o*; long *e* spelled *e*

Big Bad Mac



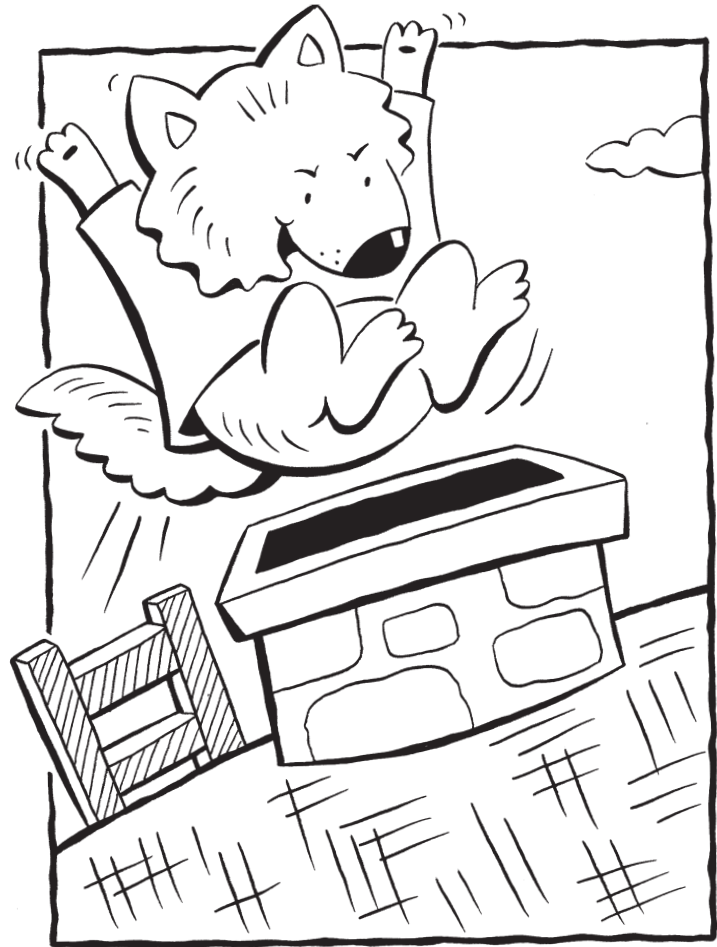
Big Bad Mac jumped from high up, but he missed and fell! The pigs laughed and laughed! Big Bad Mac did not get them!



Big Bad Mac wanted to get the pigs so they got in their hut and shut the door. The pigs did not let Mac in. Mac huffed and puffed. The hut bent, but it did not drop.



Big Bad Mac wanted to get in the door, but the pigs locked it. Mac kicked and kicked. The door rocked, but it did not open.



Then Big Bad Mac wanted to jump into the hut. Mac went up, up, up. Then he jumped.

Hal Likes Fixing Vans

DECODABLE WORDS

Target Skill: base words and ending *-ing*

adding	fixing	testing	waxing
licking	picking	ticking	working

Previously Taught Skills

and	gas	makes	shop	vans
at	get	more	so	wire
can	gets	must	stop	with
did	Hal	nice	test	
first	his	no	truck	
fix	is	pick	up	
fixed	likes	picked	van	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); 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* /*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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and endings *-s*, *-ed*; base words and ending *-ing*; consonants, short vowels, final blend *st*; *r*-controlled vowel *ir*, *r*-controlled vowel *ore*

HIGH-FREQUENCY WORDS

a	I	says	to
do	look	the	

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base words and ending *-ing*

BOOK 79

Hal Likes Fixing Vans



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High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); long *a* (CVC \hat{e}); long *i* (CVC \hat{e}); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVC \hat{e}); long *u* /y \hat{o} / (CVC \hat{e}); long *u* / \hat{o} / (CVC \hat{e}); long *e* (CVC \hat{e}); /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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and endings *-s*, *-ed*; base words and ending *-ing*; consonants; short vowels; final blends *st*; *r*-controlled vowel *ir*; *r*-controlled vowel *ore*



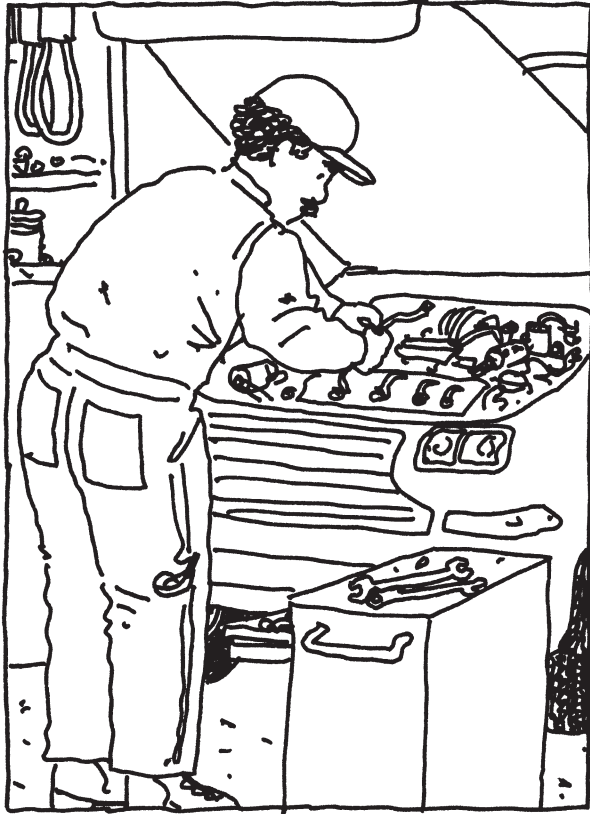
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Waxing makes vans look so nice. Hal can do the waxing! At the van shop Hal is waxing, waxing, waxing. Hal likes waxing vans. Hal can do the picking up, testing, fixing, and waxing. Hal can get vans working!

Hal Likes Fixing Vans



The van must get fixed. Hal can do the fixing! First, Hal must get the van to his shop. The van must get picked up with the pick up truck. Hal gets his truck. Hal can do the picking up!



At the van shop, the van is clicking and ticking, clicking and ticking. "I can fix the clicking and ticking!" says Hal. Hal must test a wire to stop the clicking and ticking. Hal can do the testing!



Hal did the testing. Hal fixed the clicking and ticking. No more clicking and ticking! The van is working! The van must get gas. Hal can get gas. Hal likes adding gas and fixing vans!

Cat Is Missing

DECODABLE WORDS

Target Skill: base words and ending *-ing*

catching	licking	rocking
checking	missing	scratching
jumping	perching	yelling

Previously Taught Skills

bark	for	jump	says	up
can	glad	likes	see	Val
cannot	hide	not	sits	when
Cat	in	perched	stuck	will
catch	is	rocks	that	
did	it	safe	tree	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); long *a* (CVGe); long *i* (CVGe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVGe); long *u* /yōō/ (CVGe); long *u* /ōō/ (CVGe); long *e* (CVGe); /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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and endings *-s*, *-ed*; base words and ending *-ing*; consonants, short vowels, final blends *mp*; long *e* (*ee*); blends with *r*; *r*-controlled vowels *ar*, *er*

HIGH-FREQUENCY WORDS

be	I	the	where
find	says	to	you

Cat Is Missing



High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); 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* /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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and endings *-s*, *-ed*; base words and ending *-ing*; consonants, short vowels, final blends *mp*; long *e* (*ee*); blends with *r*; *r*-controlled vowels *ar*, *er*

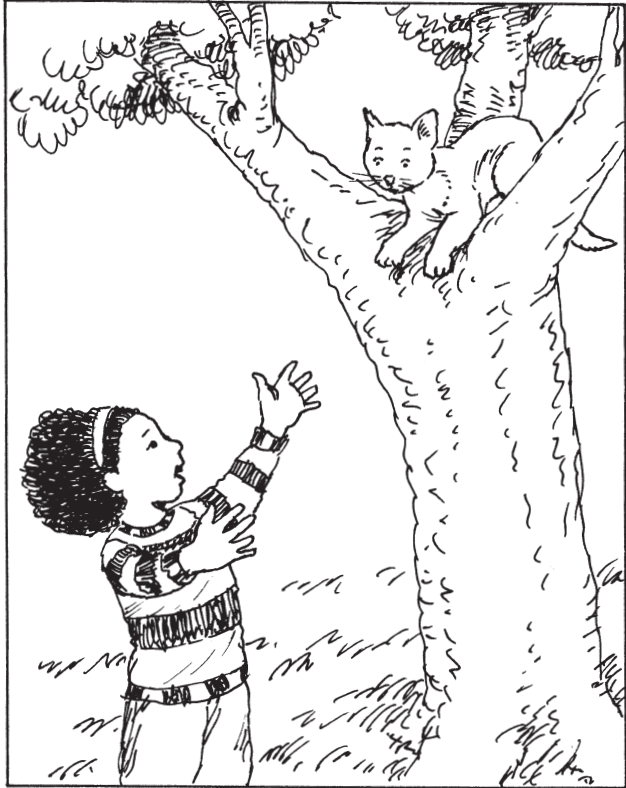
Cat Is Missing



Cat is safe. Val is rocking Cat.
Rocking, rocking, rocking. Cat likes
it when Val rocks. Cat is licking Val.
Licking, licking, licking. Val is glad to
be rocking Cat. Val is glad Cat is not
missing!



Val cannot find Cat. Cat is missing!
Val is checking to find where Cat can
hide. Val is yelling for Cat. Cat sits up
in the tree.



Cat is perched up in the tree. Cat is scratching tree bark. Scratching, scratching, scratching. Cat is stuck in the tree. "I did not see you perching up in that tree, Cat!" says Val.



"I will catch you, Cat!" says Val.
"Jump, Cat! I will catch you, Cat!" says Val. Cat is jumping, jumping, jumping. Val is catching Cat!

Jane and Dave Skated

DECODABLE WORDS

Target Skill: ending **-ed**: drop **e**

braked	hoped	skated	traced
closed	laced	sliced	used
danced	raced	smiled	
glanced	raised	surprised	

Previously Taught Skills

an	fast	in	shapes	yikes
and	hands	Jane	skates	
as	her	on	stop	
Dave	his	pace	time	
day	ice	seat	up	

SKILLS APPLIED IN WORDS IN STORY: 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); /*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 *ff*; double final consonants *zz*; consonants *ck*; double consonants (CVC, closed syllables); digraph *th*; digraph *sh*; digraph *wh*; digraphs *ch*, *tch*; digraph *ph*; base words and ending *-s*; ending *-ed* /*ed*/; ending *-ed* /*d*/; ending *-ed* /*t*/; ending *-ing*; ending *-ed*: drop *e*; consonants; short vowels; blends with *r*, *l*, *s*; final blends *nt*, *nd*, *st*; long *e* spelled *ea*; long *a* spelled *ai* and *ay*; vowel combinations *aw*, *au*

HIGH-FREQUENCY WORDS

a	brother	every	near	they
around	cold	eyes	the	
both	could	he	their	

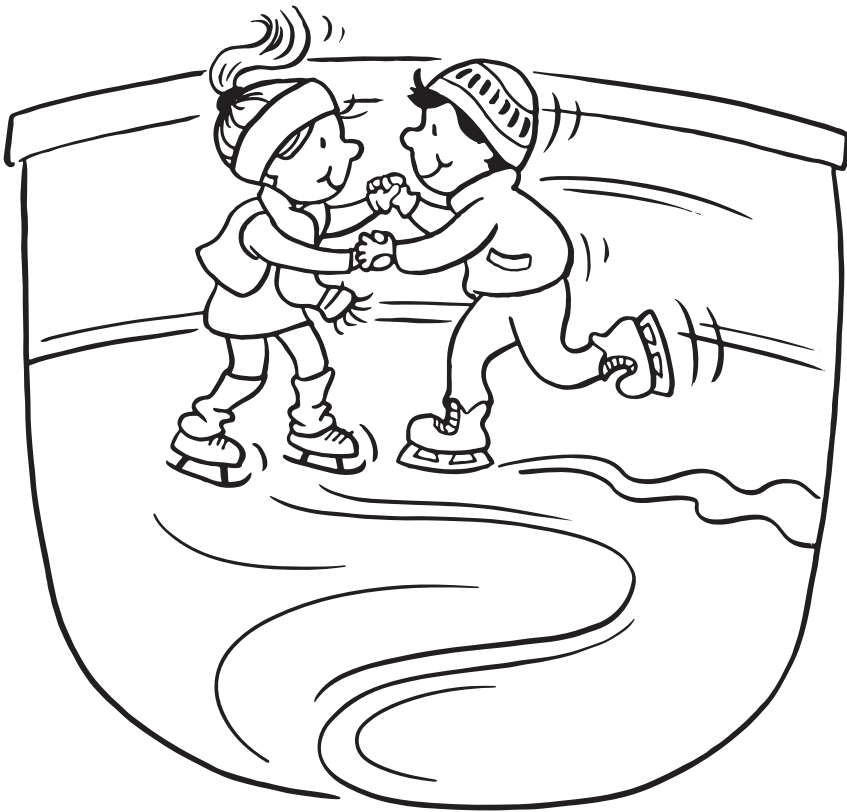
Jane and Dave Skated



High-Frequency Words Taught to Date

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

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); /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 *ff*; double final consonants *zz*; consonants *ck*; double consonants (CVC, closed syllables); digraph *th*; digraph *sh*; digraph *wh*; digraphs *ch*, *tch*; digraph *ph*; base words and ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; consonants; short vowels; blends with *r*, *l*, *s*; final blends *nt*, *nd*, *st*; long *e* spelled *ea*; long *a* spelled *ai* and *ay*; vowel combinations *aw*, *au*



He braked in time. Dave surprised Jane. They both smiled and danced around and around on the ice.

Jane and Dave Skated

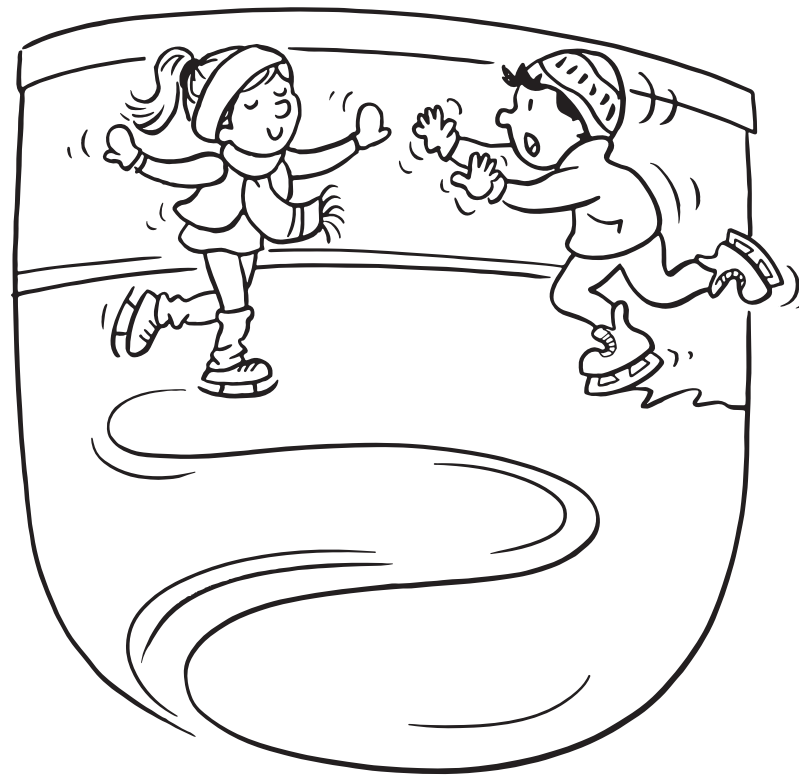


Jane and her brother Dave went ice skating. Jane and Dave skated every day. They used a seat and laced up their skates.



Jane smiled as her skates sliced the cold ice. Jane closed her eyes and danced. Her skates traced shapes on the ice.

Dave raced on the ice. He went fast as he skated.



Dave glanced around as he raced. Dave saw Jane and raised his hands. Yikes! Dave hoped he could stop!

Jen's Gift

DECODABLE WORDS

Target Skill: ending *-ed*: drop *e*

arrived	hoped	liked	shined	traced
excited	invited	pasted	smiled	used

Previously Taught Skills

and	fine	it	on	white
art	for	Jen	page	with
at	gave	Jen's	pride	
card	gift	Kim	then	
day	go	make	time	
draw	her	nice	when	

SKILLS APPLIED IN WORDS IN STORY: 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); /*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 *ff*; double final consonants *zz*; consonants *ck*; double consonants (closed syllables); digraph *th*; digraph *sh*; digraph *wh*; digraphs *ch*, *tch*; digraph *ph*; base words and ending *-s*; ending *-ed* /*ed*/; ending *-ed* /*d*/; ending *-ed* /*t*/; ending *-ing*; ending *-ed*: drop *e*; consonants; short vowels; long *a* spelled *ai* and *ay*; vowel combinations *aw*, *au*

HIGH-FREQUENCY WORDS

a	flower	paper	the
come	happy	party	to
could	have	she	was

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ending *-ed*: drop *e*

BOOK 82

Jen's Gift



High-Frequency Words Taught to Date

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

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* (CVC*a*); long *i* (CVC*i*); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVC*o*); long *u* /yō/ (CVC*o*); long *u* /ōō/ (CVC*o*); long *e* (CVC*e*); /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 *ff*; double final consonants *zz*; consonants *ck*; double consonants (closed syllables); digraph *th*; digraph *sh*; digraph *wh*; digraphs *ch*, *tch*; digraph *ph*; base words and ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; ending *-ed*: drop *e*; consonants; short vowels; long *a* spelled *ai* and *ay*; vowel combinations *aw*, *au*



Jen's Gift



When Jen arrived, she gave Kim the fine gift. Kim smiled and smiled. Jen smiled and shined with pride. Kim liked Jen's gift!

Kim invited Jen to a party. Jen was excited. It was time to make a nice gift for Kim.



Jen liked to draw. Jen liked to make art. Jen hoped she could make Kim a fine gift.



Jen used nice, white paper. She pasted a flower on the white page. Then Jen traced "Have a Happy Day." Jen smiled and smiled. Jen liked her card.

Luke Liked Racing

DECODABLE WORDS

Target Skill: ending *-ing*: drop *e*

biking	hiking	scoring
chasing	racing	skating

Previously Taught Skills

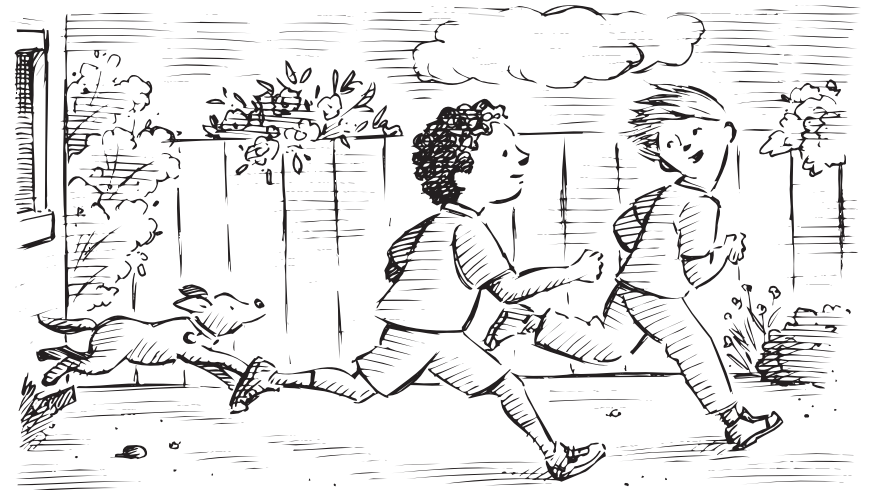
and	got	liked	time
best	grass	Luke	went
fast	hills	on	when
for	in	puck	with
fun	Jeff	score	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); 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* /*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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and endings *-s*, *-ed*, *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; consonants; short vowels; final blend *st*

HIGH-FREQUENCY WORDS

after	he	school	they
all	of	the	

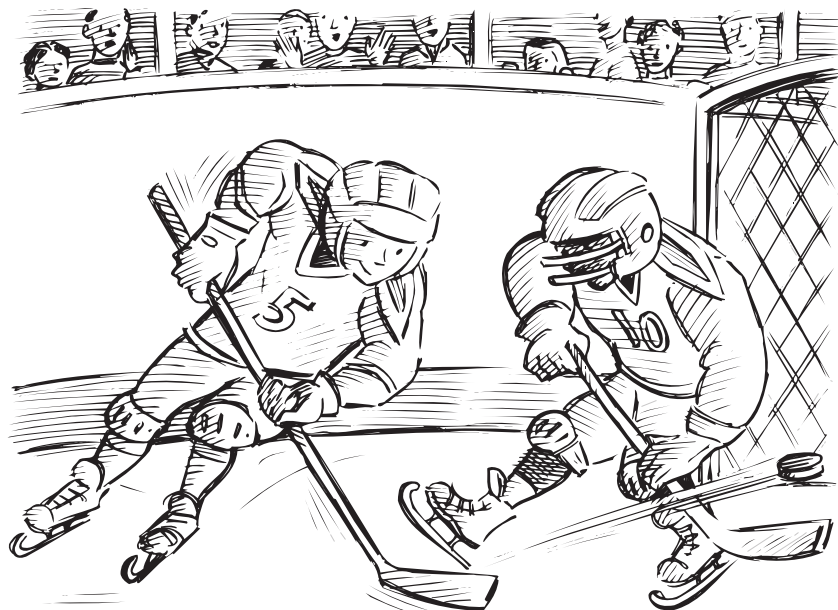
Luke Liked Racing



High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); 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* /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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and endings *-s*, *-ed*, *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; consonants; short vowels; final blend *st*

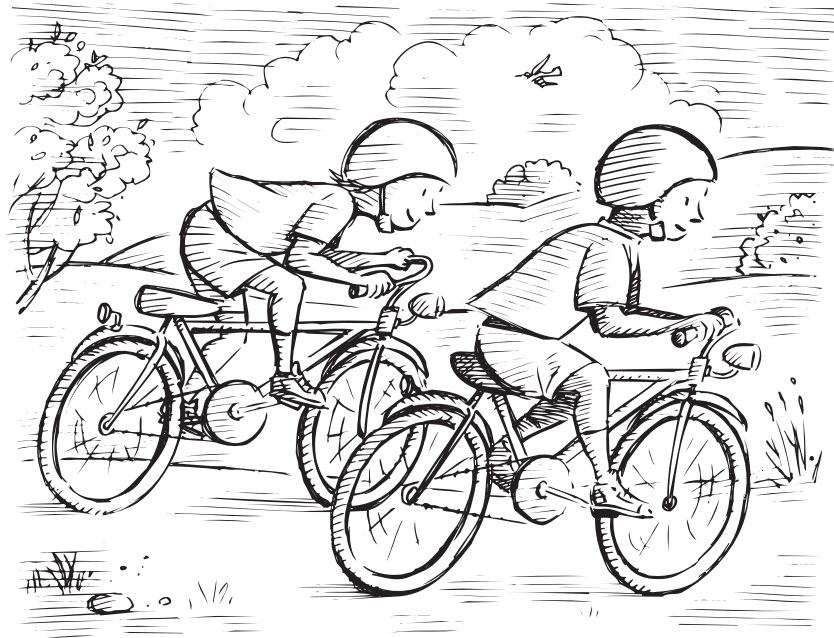


Luke liked skating. Luke and Jeff went skating for fun. Luke and Jeff liked chasing the puck. Luke got the puck! Score! Luke liked scoring best of all.

Luke Liked Racing



Luke liked racing. Luke went racing all the time. Luke liked racing fast. Luke liked racing Jeff. They went racing after school.



Luke liked biking. He went biking with Jeff. Luke and Jeff liked biking fast. They liked racing when they went biking.



Luke liked hiking. He went hiking with Jeff. They went hiking on hills. They went hiking in grass. They liked hiking.

Baking Day

DECODABLE WORDS

Target Skill: ending *-ing*: drop *e*

baking making smiling tasting

Previously Taught Skills

adds	butter	I	pie	time
am	can	is	places	wait
and	cannot	it	Sam	yes
apple	chops	like	slice	
apples	cuts	likes	slices	
apron	day	make	smell	
asks	hat	Mom	spice	
bake	his	on	start	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); 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* (CVGe); 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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and endings *-s*, *-ed*, *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; consonants; short vowels; long *a* spelled *ai* and *ay*; long *i* spelled *i*; *r*-controlled vowel *ar*; long *i* spelling patterns *ie*, *igh*; syllable *_le*

HIGH-FREQUENCY WORDS

a	head	says	today
are	of	the	you
done	ready	to	

Baking Day



High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); 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* /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 (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and endings *-s*, *-ed*, *-ing*; ending *-ed*; drop *e*; ending *-ing*; drop *e*; consonants; short vowels; long *a* spelled *ai* and *ay*; long *i* spelled *i*; *r*-controlled vowel *ar*; long *i* spelling patterns *ie*, *igh*; syllable *_le*

Baking Day



Today is baking day. Sam places his baking hat on his head. Sam is smiling. Sam cannot wait to start making apple pie!



The pie is done baking. Mom cuts Sam a slice of apple pie. Sam likes tasting apple pie. "I like making apple pie on Baking Day!" says Sam.



"Ready to make apple pie?" asks Mom. "Yes I am. I cannot wait to start making pie!" says Sam. Mom chops apples. Sam adds spice and butter to the slices.



It is time to bake the pie. Mom places the pie to bake. Mom and Sam can smell it baking. Sam is smiling. Sam likes making apple pie.

Animals in Different Places

DECODABLE WORDS

Target Skill: syllable pattern CV

female	never	silent	spiders
frozen	seven	spider	

Previously Taught Skills

and	for	ice	place	watching
big	hot	in	places	wet
bugs	hunt	is	she	while
cub	hunting	it	that	with
fish	hunts	on	this	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; CV syllable pattern (open syllables); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *l*, *r*, *s*; final blend *nd*; final blend *nt*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraph *tch*; base words and ending *-s*; base words and ending *-ing*; consonants; short vowels; long *i* spelled *y*

HIGH-FREQUENCY WORDS

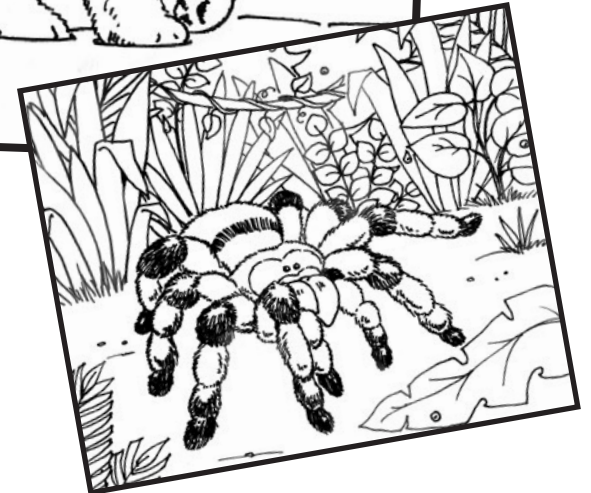
a	cold	live	some
animals	different	lives	too
bear	even	of	
bears	learning	small	

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syllable pattern CV

BOOK 85

Animals in Different Places



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High-Frequency Words Taught to Date

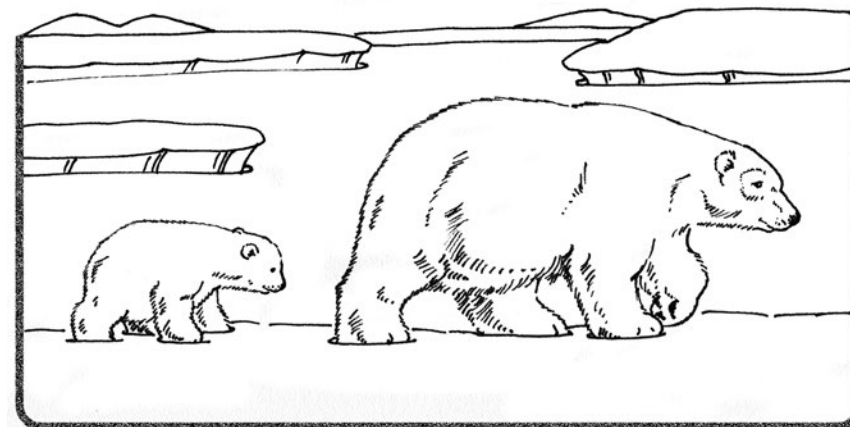
a	brown	family	help	most	pushed	their	who
about	buy	far	her	mother	put	there	why
above	by	father	here	my	read	these	window
across	call	few	high	myself	ready	they	with
after	car	field	hold	near	right	think	work
again	carry	find	house	never	said	those	world
all	caught	first	how	new	school	thought	would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

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed syllables); 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* /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 (CVC, 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* /d/; base words and ending *-ed* /t/; base words and ending *-ing*; base words and ending *-ed*; CV syllable pattern; consonants; short vowels

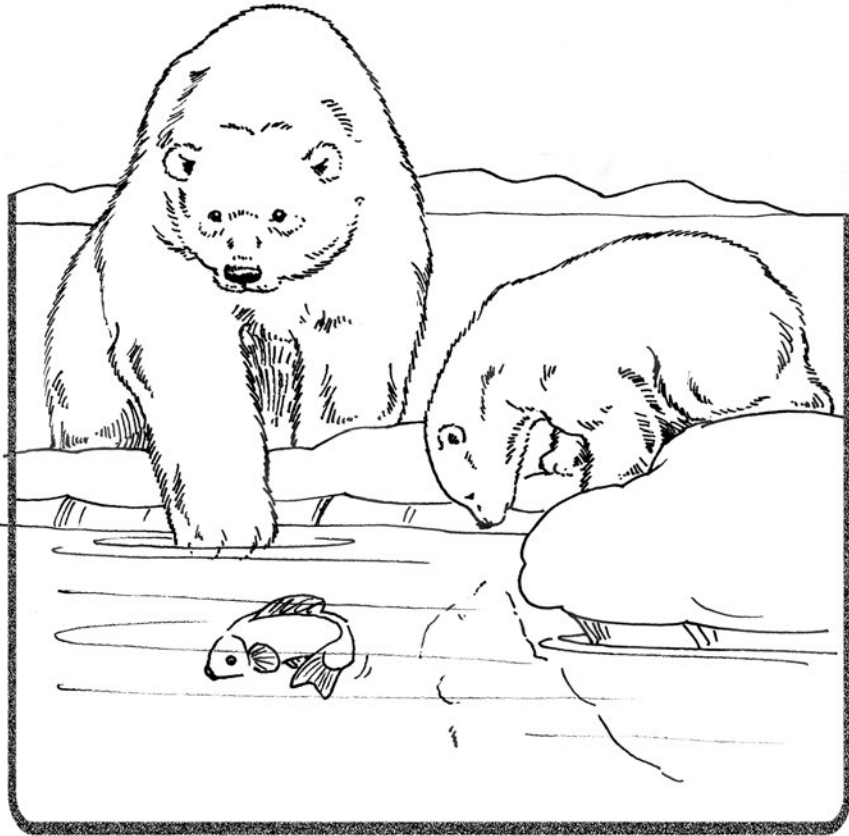
Animals in Different Places



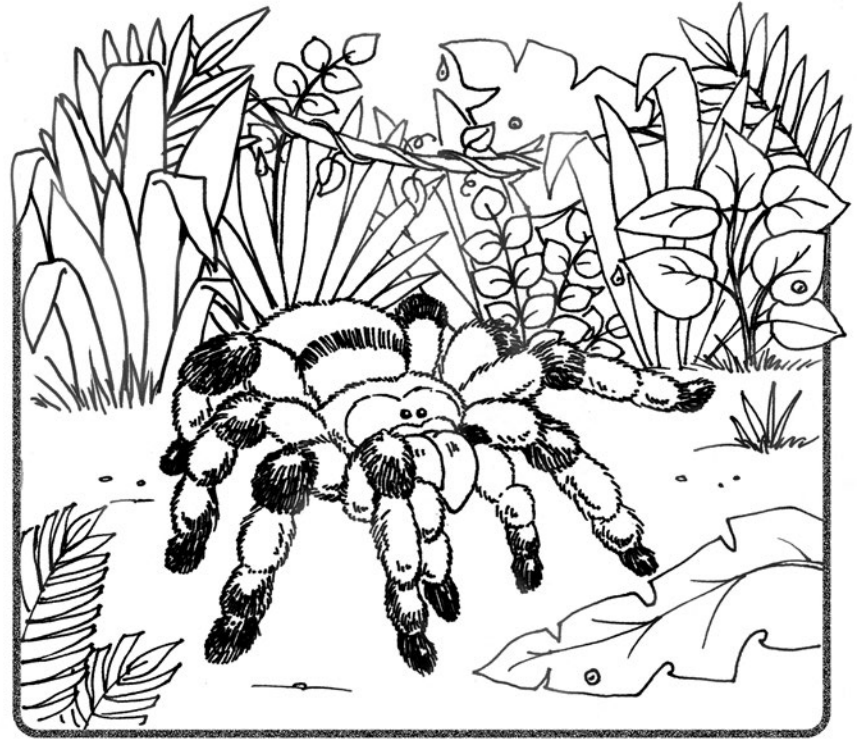
Spiders hunt, too. Spiders hunt for bugs. This big spider ate seven ants. It never is hungry for long!



Some bears live in frozen places. This female bear is with her cub on ice.



A lot of bears hunt. This bear is silent while she is hunting for fish. Her cub is watching and learning for later.



Big, big spiders live in hot places. This spider lives in a place that is wet and hot.

We Make Music

DECODABLE WORDS

Target Skill: syllable pattern CV

banjo Felix program trophy

Brady music student

Previously Taught Skills

Blake has Miss we

class his plays will

gets is this win

giving make trumpet with

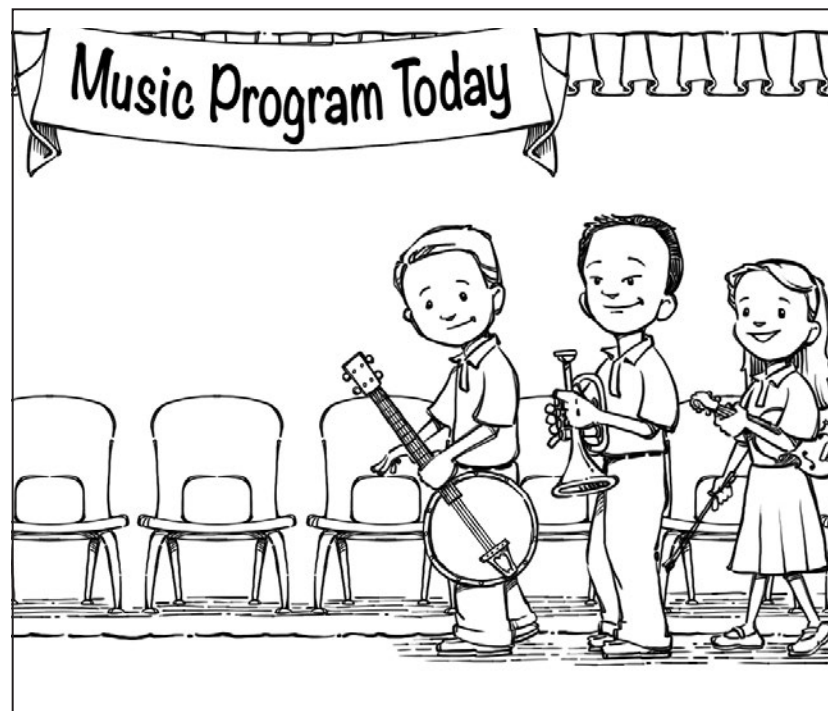
SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *e*; long *a* (CVCe); /*g*/ spelled *g*; blends with *l*; blends with *r*; blends with *s*; final blend *nt*; double final consonants *ll*, *ss*; consonant digraph *th*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ing*; consonants; short vowels; long *e* (*e*, *ee*); long *a* (*ai*, *ay*); long *i* spelled *y*

HIGH-FREQUENCY WORDS

a every one surprise who

all everyone some the

We Make Music



High-Frequency Words Taught to Date

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

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 (CVC, 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* /d/; base words and ending *-ed* /t/; base words and ending *-ing*; base words and ending *-ed*; CV syllable pattern; consonants; short vowels; long *e* spelled *y*

We Make Music



Miss Blake has a surprise. Everyone gets a trophy. We all win with music!



This class is giving a music program. One student will win a trophy.



Brady has his banjo. Felix has his trumpet.



Every student plays some music.
Who will win the trophy?

It Isn't Yet

DECODABLE WORDS

Target Skill: contractions with 's and n't

can't	isn't	let's
hasn't	it's	that's

Previously Taught Skills

asked	for	look	pick	up
at	get	looked	picked	well
bat	got	make	see	will
be	had	mine	shape	with
box	in	name	tag	yelled
bring	is	nice	tell	yes
can	it	not	think	yet
Dad	kit	on	this	
did	Lon	paper	truck	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed); CV syllable pattern (open); short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /s/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *s*; final blend *ng*; final blend *nk*; double final consonants *ll*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; base words and ending *-ed* /d/; base words and ending *-ed* /t/; contractions with 's and n't; consonants; short vowels; long *e* (ee); vowel digraph *oo* /ōō/; *r*-controlled vowels *er*, *or*

HIGH-FREQUENCY WORDS

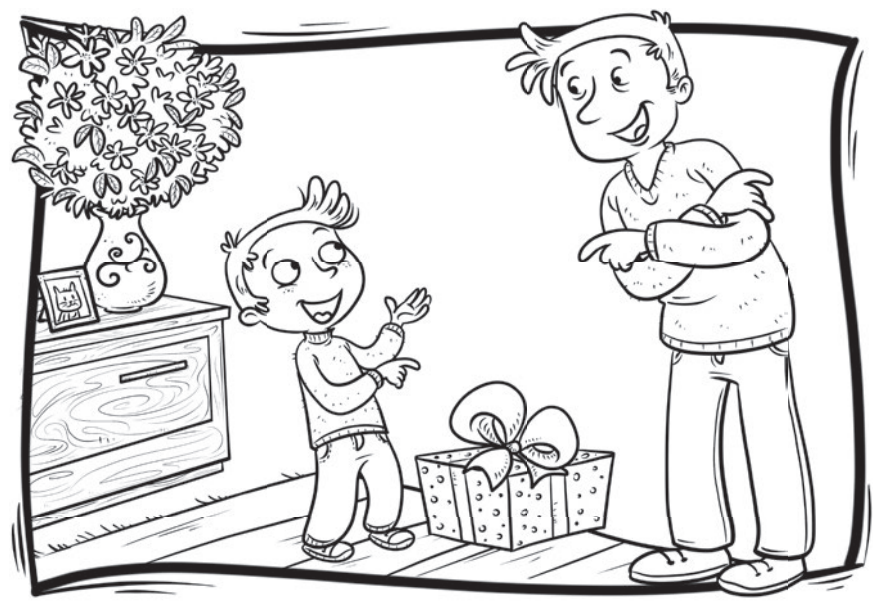
a	I	the	you
do	said	wanted	
how	saw	what	

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contractions with 's and n't

BOOK 87

It Isn't Yet



High-Frequency Words Taught to Date

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

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 *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 consonant (CVC, 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*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s* and *n't*



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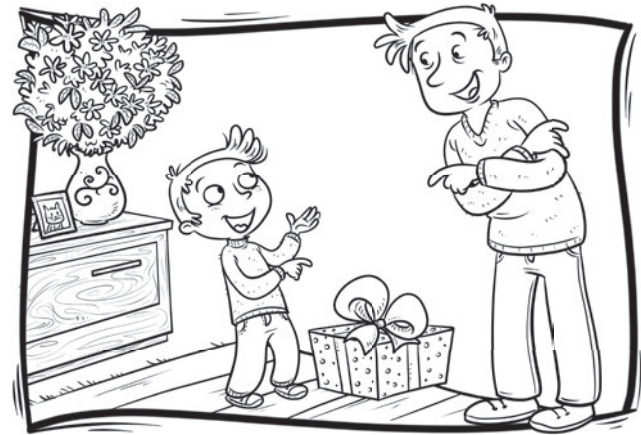
"Let's get in the box," said Dad.

"Yes!" yelled Lon. "That's the truck I wanted. It's in this kit! I can make a truck with this kit!"

contractions with 's and n't

BOOK 87

It Isn't Yet



Lon saw Dad bring in a box. It had nice paper on it. Lon did not see a name tag.

Lon looked at the box. "It hasn't got a name tag. Is it mine?" Lon asked.

"Yes, it's for you," said Dad. "Pick it up, Lon."



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Lon picked up the box.
“It’s the truck I wanted!” yelled Lon.
“It isn’t a truck,” said Dad. “Not yet!”
“How can a truck not be a truck yet?”
Lon asked.
“I will not tell yet,” said Dad.

“What is in it?” Lon asked.
“Look,” said Dad.
“What do you think it is?” asked Dad.
“Well, it isn’t a bat!” said Lon. “The
box is not a bat shape. I can’t see the
shape.”

Get Rid of Fox

DECODABLE WORDS

Target Skill: **contractions with 's and n't**

can't didn't he's it's that's

Previously Taught Skills

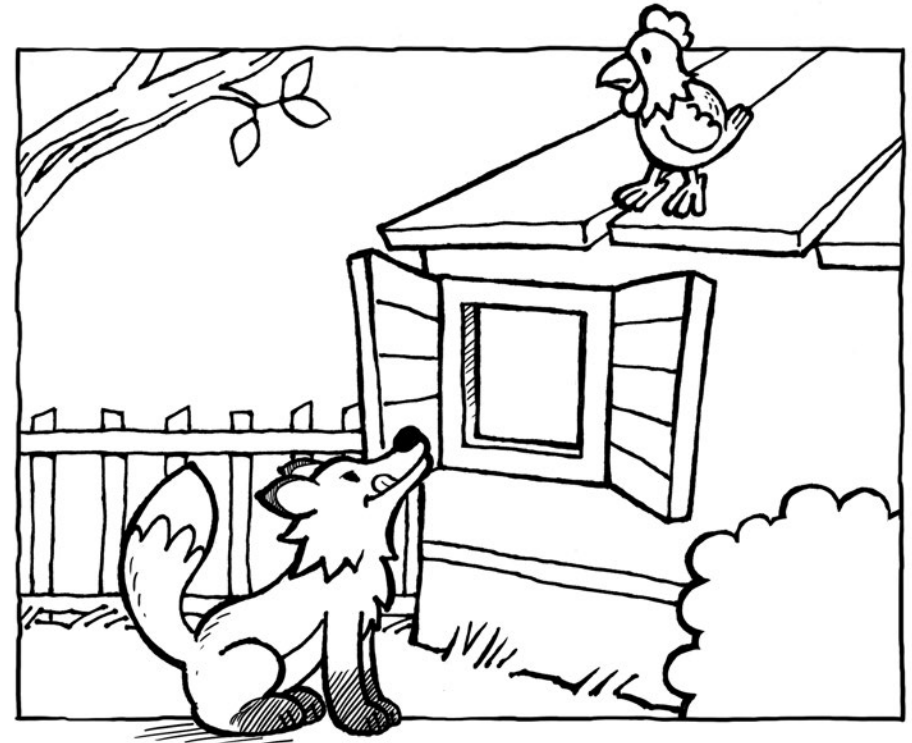
and	did	him	next	time
ask	Dog	his	not	top
asked	Duck	hut	off	up
at	eat	in	on	we
back	for	is	ran	went
bad	Fox	jumped	rest	when
Bat	get	last	rid	why
be	go	licked	sat	will
bit	got	lips	stop	yelled
but	he	lot	thank	
buzzed	Hen	lunch	that	
came	her	my	then	

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); /g/ spelled *g*; blends with *s*; final blend *mp*; final blend *nd*; final blend *nk*; final blend *nt*; final blend *xt*; double final consonants *ll*, *ff*, *zz*; consonants *ck*; consonant digraph *th*; consonant digraph *wh*; consonant digraph *ch*; base words and ending *-s* (no spelling changes); base words and ending *-ed /d/* (no spelling changes); base words and ending *-ed /t/* (no spelling changes); contractions with *'s* and *n't*; consonants; short vowels; *r*-controlled *er*, *or*; long *e* (*e*, *ee*, *ea*); long *i* spelled *y*

HIGH-FREQUENCY WORDS

a	down	of	there
because	friends	said	to
comes	help	see	would
do	I	the	you

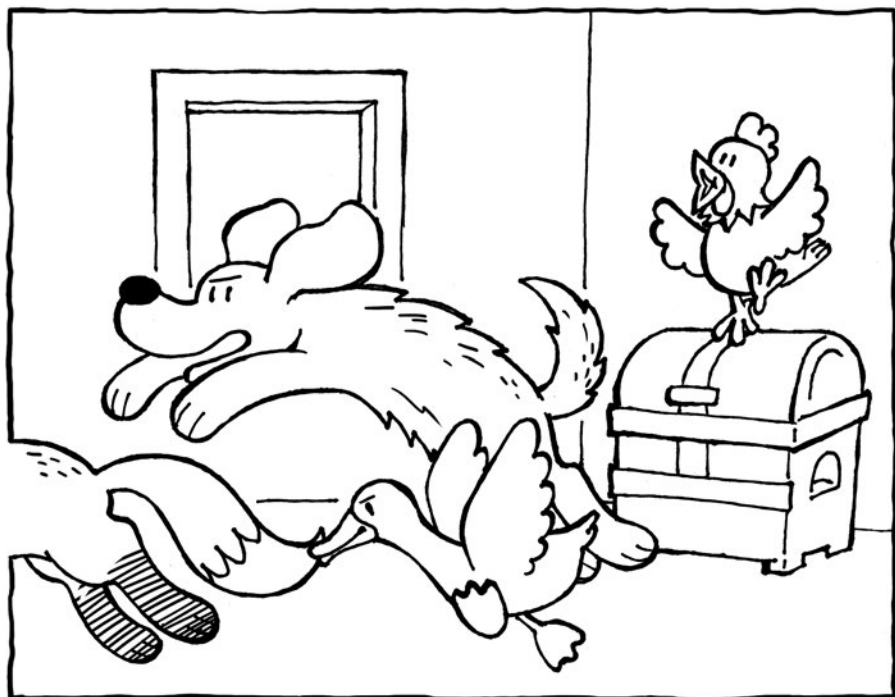
Get Rid of Fox



High-Frequency Words Taught to Date

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

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 *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 consonant (CVC, 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*



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"Help!" yelled Fox. He ran and ran.
He didn't stop.

"Fox will not be back," said Dog.

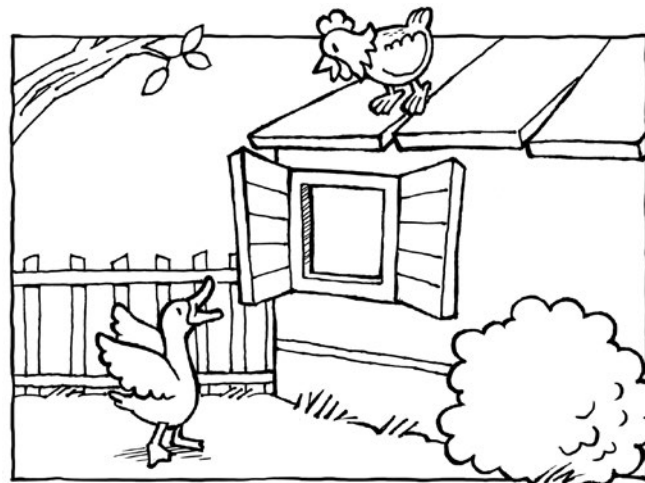
"You got rid of Fox!" said Hen.

"Thank you, my friends!"

contractions with 's and n't

BOOK 88

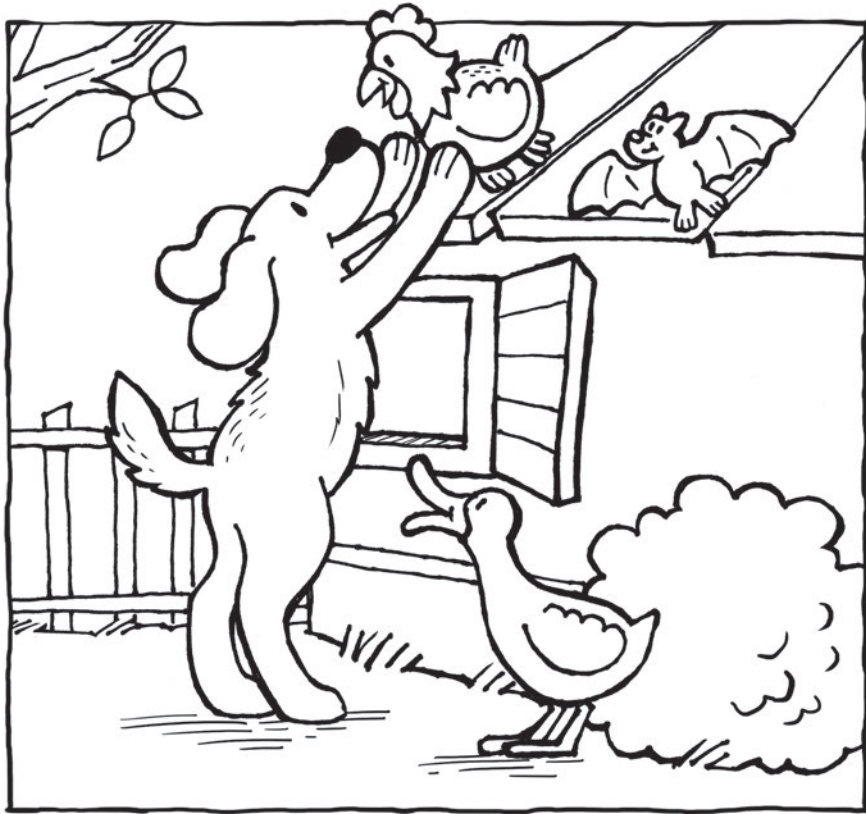
Get Rid of Fox



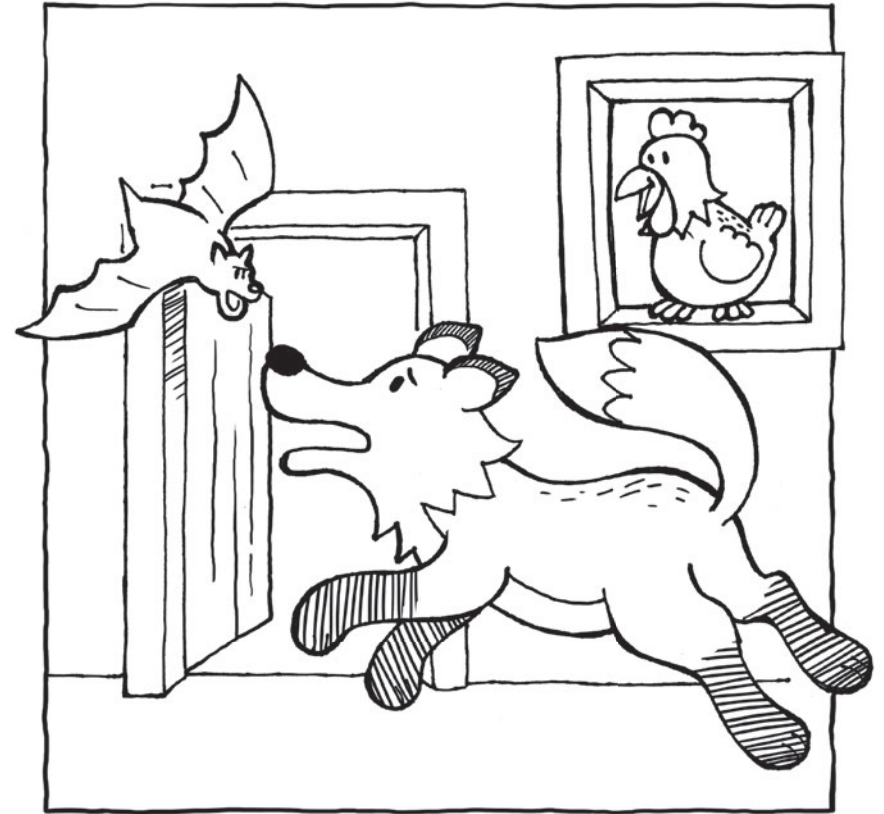
Hen sat on top of her hut. Dog, Duck,
and Bat came to see Hen.

"Why did you get up there, Hen?"
asked Duck.

"It's Fox. He's at my hut a lot. I
can't get down because he will eat me,"
said Hen.



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"That's bad," said Bat.
"We will help you get rid of Fox,"
said Dog. Then Dog and Bat got Hen
off her hut.
"The next time Fox comes, ask him
in," said Duck. "We will do the rest."

Hen asked Fox in when he came to
her hut.
Fox licked his lips. At last, he would
get Hen for lunch.
Fox went to go in. But he didn't get
in. Bat buzzed him. Dog jumped on his
back. Duck bit him.

It's a Snake!

DECODABLE WORDS

Target Skill: **contractions with 'll and 'd**

it'd it'll that'd they'll

Previously Taught Skills

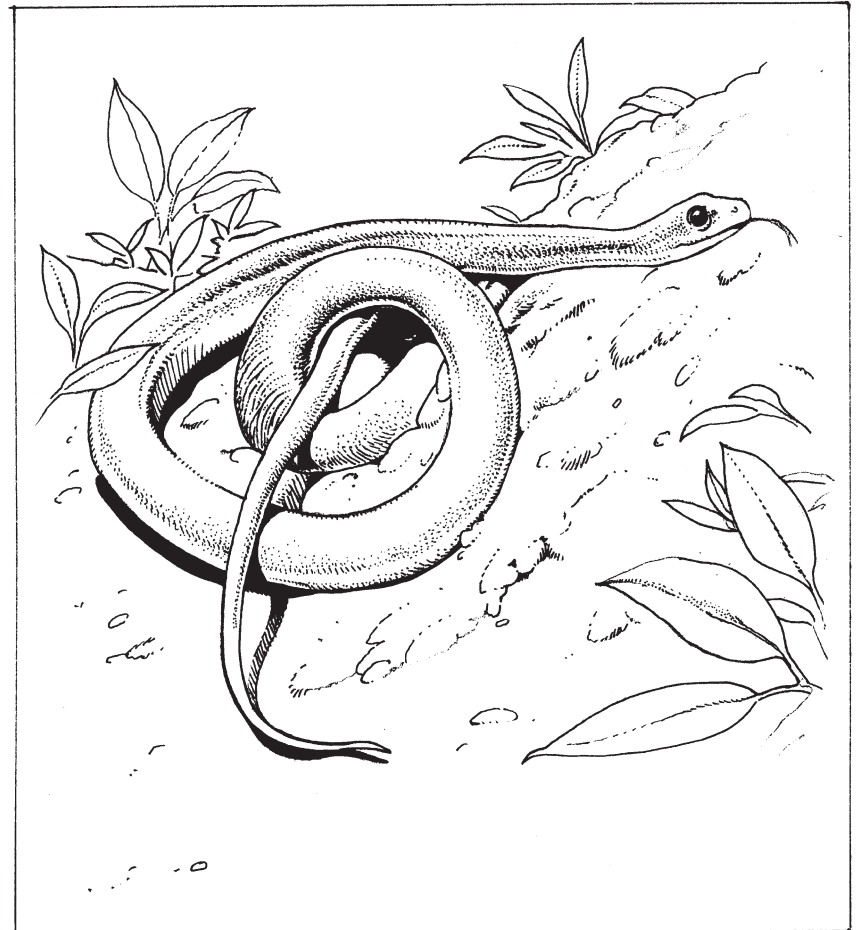
and	den	if	run	snakes
as	dug	in	safe	so
at	eats	is	see	stay
away	fast	it	shed	stretch
be	fix	it's	six	they
big	flick	its	skin	this
bugs	frogs	let's	slide	three
but	get	make	slides	times
can	go	may	smell	way
can't	grass	mice	smells	well
deep	hole	not	snake	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; 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*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *tch*; base words and endings *-s*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; consonants; short vowels; long *e* (*e*, *ea*, *ee*); long *a* (*ai*, *ay*)

HIGH-FREQUENCY WORDS

a	ground	their	you
air	grow	to	
animals	look	warm	
because	the	year	

It's a Snake!



High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVC \bar{e}); long *i* (CVC \bar{e}); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVC \bar{e}); long *u* /y \bar{o} / (CVC \bar{e}); long *u* / \bar{o} / (CVC \bar{e}); long *e* (CVC \bar{e}); /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 consonant (CVC, 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; consonants; short vowels; long *e* (*e*, *ea*, *ee*); long *a* (*ai*, *ay*)

It's a Snake!



Let's look at this snake. It's in its den. The den is that hole dug in the ground. The snake can be warm in its den. It'll make its den deep so it is safe.

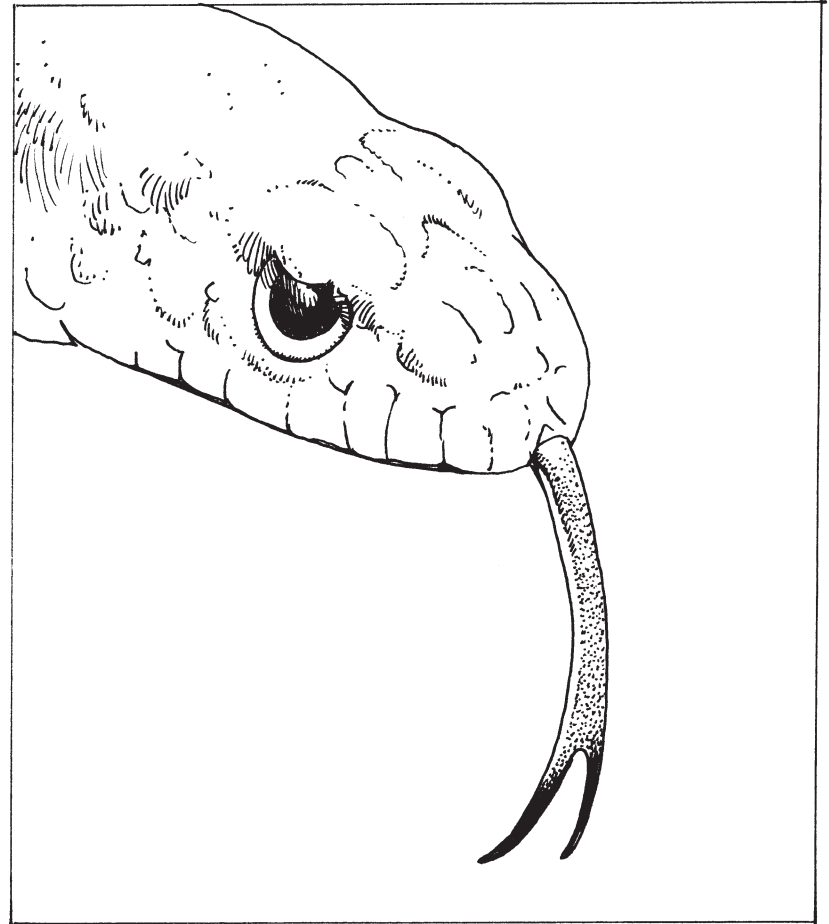


Snakes can't run. Snakes slide. This snake slides away in the grass. That'd be its way to stay safe. You may not see it go because it'd go so fast.



Snakes grow fast. As snakes get big, their skin can't stretch. They'll fix this. They'll shed their skin three to six times a year.

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Snakes can't see well, but they can smell well. Flick, flick! This snake smells air. It can smell animals. It eats mice, bugs, and frogs.

Don't Walk

DECODABLE WORDS

Target Skill: contractions with 'll and 'd

he'll it'd she'll we'd we'll

Previously Taught Skills

and	dog	it	place	this
be	dogs	it's	plants	up
big	don't	like	play	us
bird	her	may	safe	we
bite	him	mess	Spot	when
but	holes	must	take	with
can	home	no	tell	yet
can't	in	not	tells	
cross	is	on	that	
dig	isn't	pet	then	

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*; /s/ 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*; consonant digraph *th*; consonant digraph *wh*; base words and ending *-s* (no spelling changes); CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; consonants; short vowels; long *a* (*ai*, *ay*); *r*-controlled *er*, *ir*

HIGH-FREQUENCY WORDS

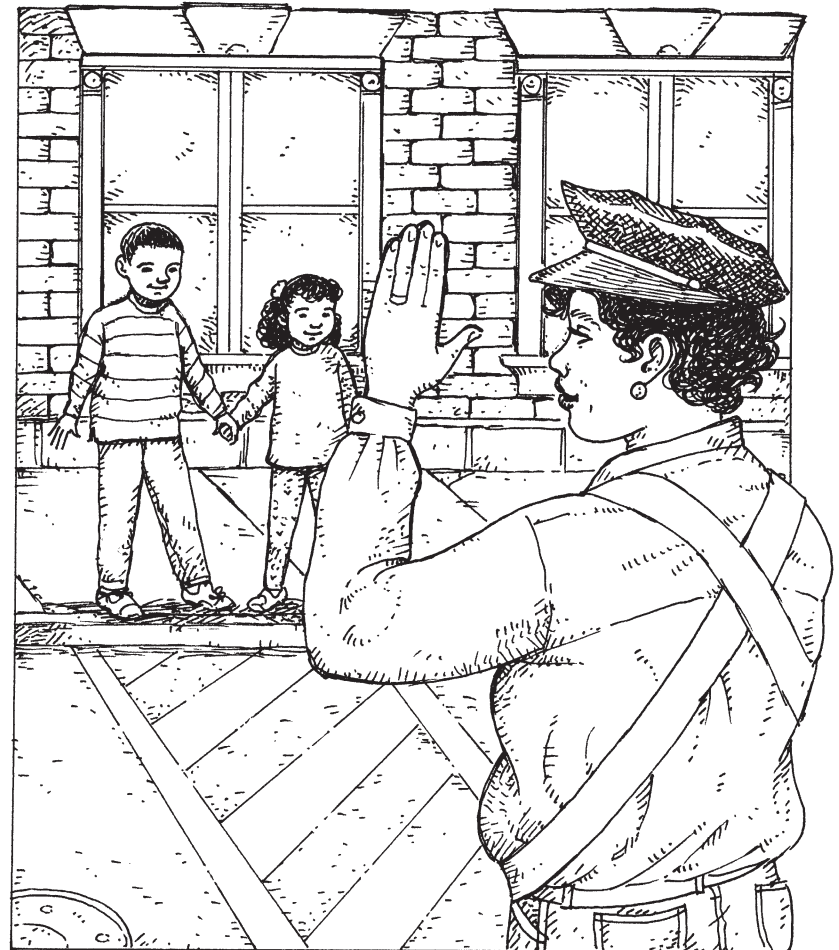
a	help	the	walk
animals	here	to	watch
are	our	very	

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contractions with 'll and 'd

BOOK 90

Don't Walk



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High-Frequency Words Taught to Date

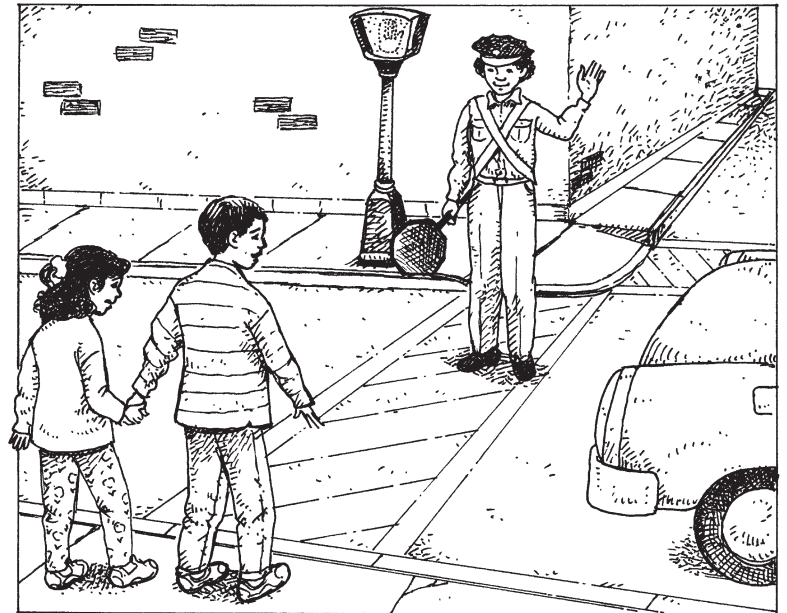
a	brown	family	help	mother	read	they	work
about	buy	far	her	my	ready	think	world
above	by	father	here	myself	right	those	would
across	call	few	high	near	said	thought	write
after	car	field	hold	never	school	three	years
again	carry	find	house	new	second	to	yellow
all	caught	first	how	night	see	today	you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

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed); 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 *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 consonant (CVC, 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; consonants; short vowels; long *a* (*ai*, *ay*); *r*-controlled *er*, *ir*



Spot can play with us here. He'll be safe. "No" and "don't" are not in this place. It's our home!

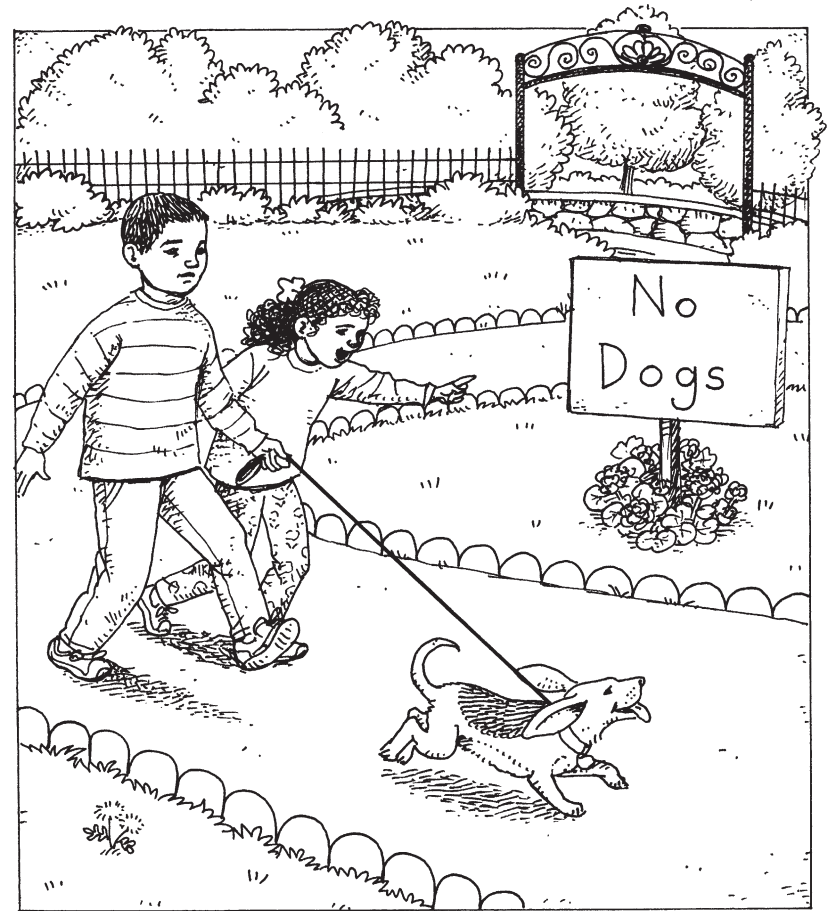
Don't Walk



"Don't Walk" tells us that it isn't safe to cross yet. We must watch. She'll tell us when it's safe. Then we can cross with her help.



“Don’t Pet Animals” tells us that we can’t pet this bird. It is very big and may bite. We’d like to pet it, but it’d not be safe.



“No Dogs” tells us that dogs can’t walk on this place. A dog can dig holes. A dog can mess up the plants. We’ll take him home.

Pop! Pop! Pop!

DECODABLE WORDS

Target Skill: contractions with 've and 're

we're we've you're you've

Previously Taught Skills

and	check	Jen	not	then
bang	drop	jumped	off	this
be	get	let's	pop	us
Ben	going	lid	popping	waiting
big	got	lots	pot	we
bit	hot	made	Red	will
but	in	make	snack	yelled
came	is	mop	stop	yet
can	it	much	Ted	yum

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVCe); /*g*/ spelled *g*; blends with *r*; blends with *s*; final blend *nd*; final blend *ng*; final blend *mp*; double final consonants *ll*, *ff*; consonants *ck*; consonant digraph *th*; consonant digraph *ch*; base words and ending *-s* (no spelling changes); base words and ending *-ed /d/* (no spelling changes); base words and ending *-ed /ed/* (no spelling changes); base words and ending *-ed /t/* (no spelling changes); base words and ending *-ing* (no spelling changes); contractions with 's; contractions with 've and 're; consonants; short vowels; long *a* spelled *ai*; base words and ending *-ing* (double final consonant before ending)

HIGH-FREQUENCY WORDS

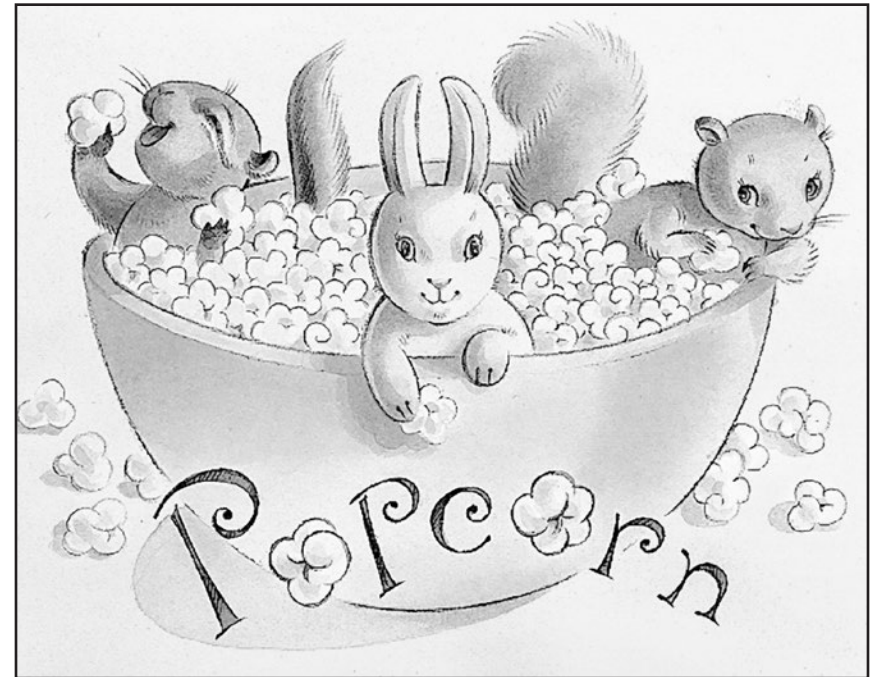
a	friend(s)	more	the
come	have	of	to
eat	help	put	too
for	I	said	were

contractions with 've and 're

BOOK 91

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Pop! Pop! Pop!



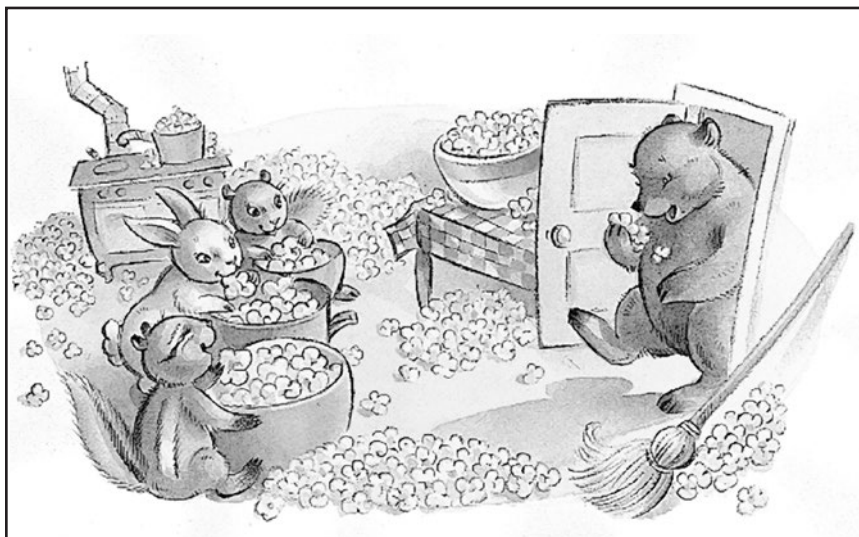
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High-Frequency Words Taught to Date

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

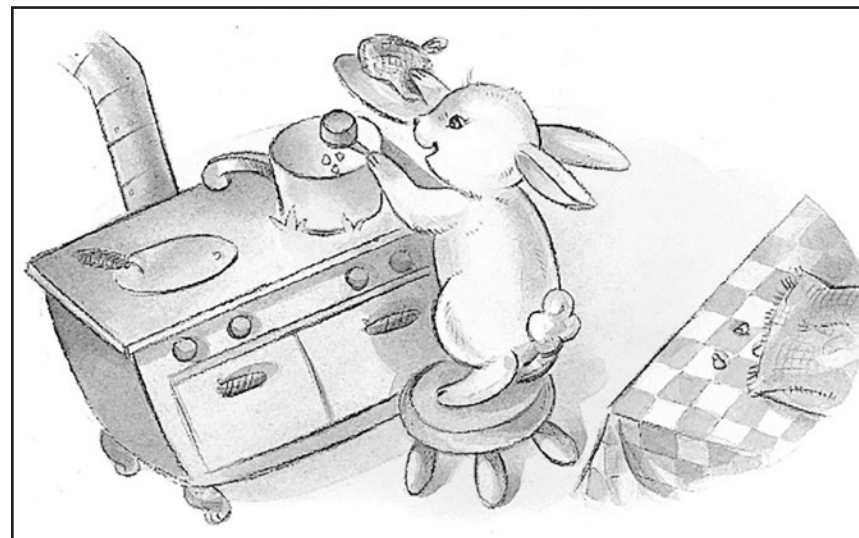
Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVC \hat{e}); long *i* (CVC \hat{e}); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVC \hat{e}); long *u* /yo \hat{u} / (CVC \hat{e}); long *u* / \hat{u} / (CVC \hat{e}); long *e* (CVC \hat{e}); /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 consonant (CVC, 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

Pop! Pop! Pop!



"Come in, Ben," said Red, Jen, and Ted. "We've made a big snack. It is too much for us. You're going to help us eat it."

"Yum! Yum!" said Ben.



Jen, Red, and Ted were friends.

"Let's make a snack," said Jen.

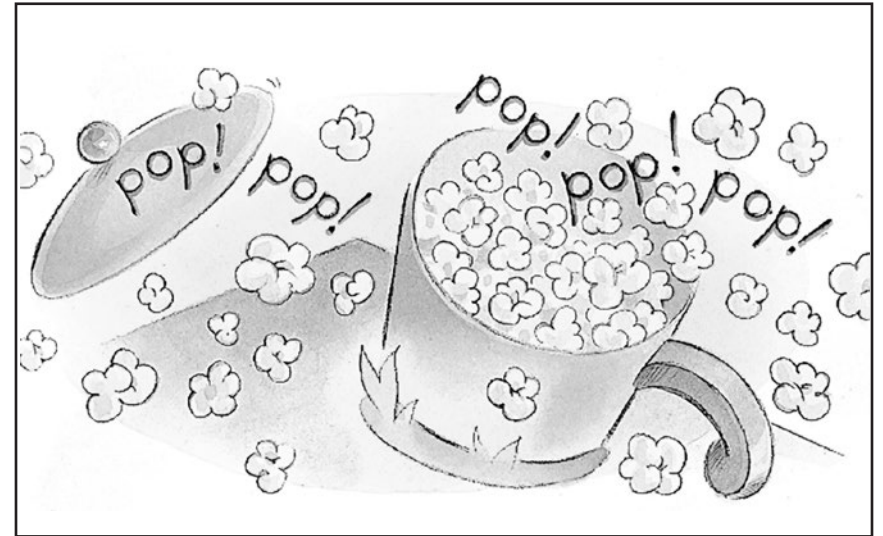
"We've got a pot."

Jen got the pot. "It will be hot in a bit. Then it will pop, and we can eat this snack."



Ted came in to check the pot.

“We’re waiting for a snack, but the pot is not hot yet. I will drop more of this in,” said Ted. “Then we will have lots of popping and a big snack.”



Pop! Pop! Pop! Pop! Bang! Bang! Bang! The pot lid jumped off.

“You’ve put too much in the pot!” yelled Red. “It will not stop!”

“Get the pot!” yelled Red.

“Get a mop!” yelled Ted.

“Get help!” yelled Jen.

What Is It?

DECODABLE WORDS

Target Skill: **contractions with 've and 're**

we're we've you're you've

Previously Taught Skills

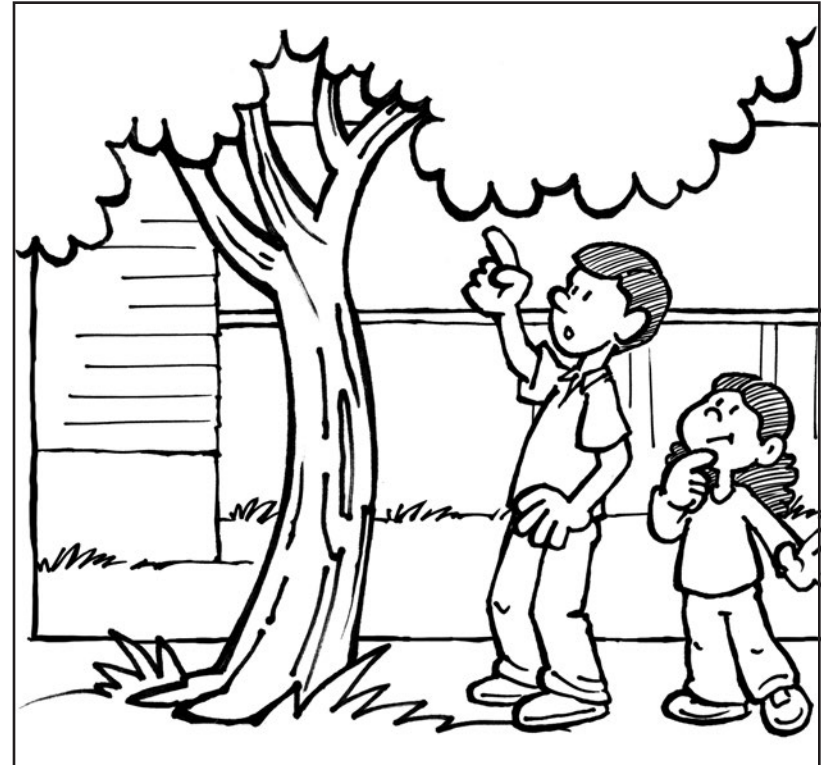
an	cat	it's	see	up
and	cute	last	seen	wait
asked	did	leg	shake	waited
at	going	made	shaking	well
big	got	makes	smiled	will
branch	happened	Mel	tail	yelled
but	in	much	that	
Cam	is	must	then	
came	isn't	not	think	
can't	it	pal	tree	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVCe); /*k*/ spelled *c*; long *u* /*yōō*/ (CVCe); /*g*/ spelled *g*; blends with *r*; blends with *s*; final blend *nd*; final blend *nk*; double final consonants *ll*; double consonant (CVC, closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *ch*; 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 /ed/* (no spelling changes); base words and ending *-ed /t/* (no spelling changes); ending *-ing*; drop *e*; contractions with *'s* and *n't*; contractions with *'ve* and *'re*; consonants; short vowels; long *a* spelled *ai*; long *e* spelled *ee*

HIGH-FREQUENCY WORDS

a	down	said	to	what
animal	I	small	was	
be	look(ed)	the	we	

What Is It?

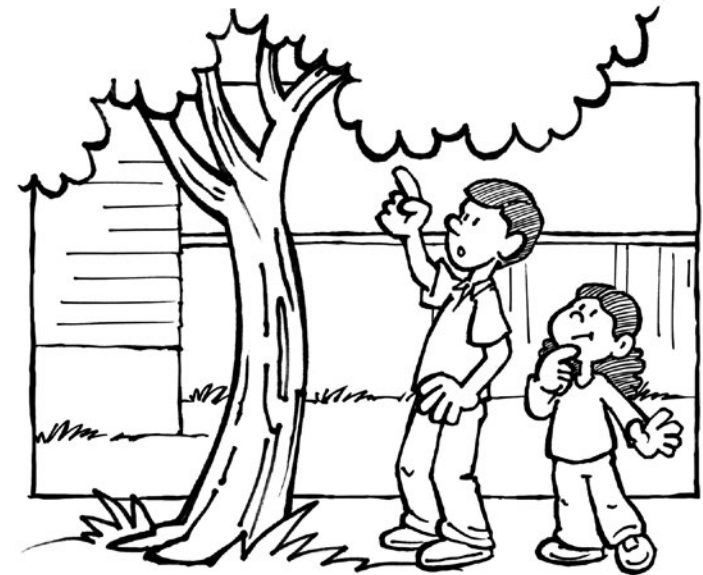


High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed); 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 *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 consonant (CVC, 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* /ed/ (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

What Is It?



Mel and Cam looked up. A branch was shaking. Mel and Cam did not see what made the branch shake and shake.

"An animal is in the tree," said Mel.

"You've seen it?" asked Cam. "What is it?"



"It's a cat!" yelled Cam.

The cat came down.

"We've got a pal," said Mel. "You're a cute cat," said Cam. Cam and Mel smiled.



"I can't see it, but, I think it's big. It makes the branch shake," said Mel.

"The branch isn't shaking that much," said Cam. "It must be small."

"Well, we're going to wait. Then we will see it at last," said Mel.



Mel and Cam waited and waited. Then it happened!
"I see a tail!" yelled Cam.
"I see a leg!" yelled Mel. "What is it?"

Max Reaches

DECODABLE WORDS

Target Skill: base words and endings -s, -es

catches	gives	licks	peaches	saves
dishes	glasses	likes	itches	tells
eats	hands	passes	plates	tosses
gets	kisses	Patches	reaches	

Previously Taught Skills

and	fine	is	nice	this
at	full	it	on	will
ball	game	job	pass	with
Bea	he	Max	peach	yet
dad	has	mom	so	
dog	his	next	that	

SKILLS APPLIED IN WORDS IN STORY: short a; short i; short o; short e; long a (CVCe); long i (CVCe); /s/ spelled c; /g/ spelled g; blends with l; final blend nd; double final consonants ll, ss; consonants ck; double consonant (CVC, closed syllables); consonant digraph th; consonant digraph sh; consonant digraphs ch, tch; base words and ending -s (no spelling changes); CV syllable pattern (open syllables); base words and endings -s and -es; consonants; short vowels; long e spelled ea

HIGH-FREQUENCY WORDS

a	good	play(s)
does	help	the
for	her	to

base words and endings -s, -es

BOOK 93

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Max Reaches



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High-Frequency Words Taught to Date

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

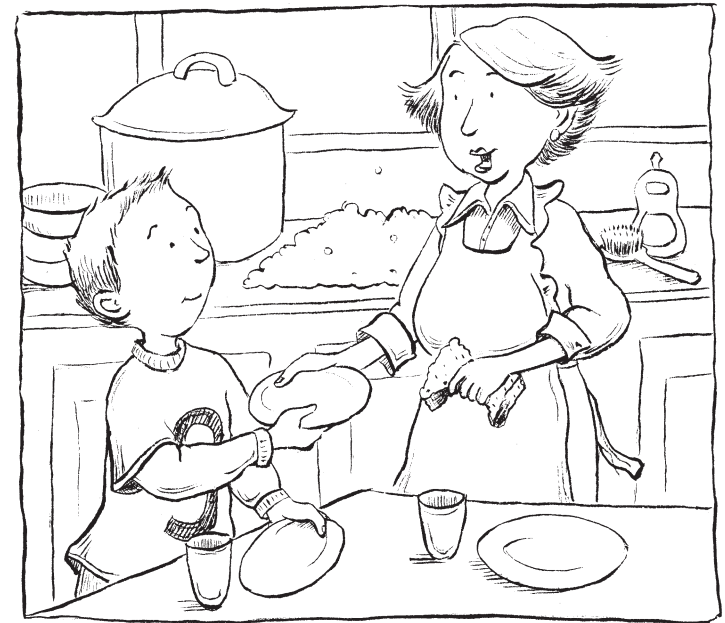
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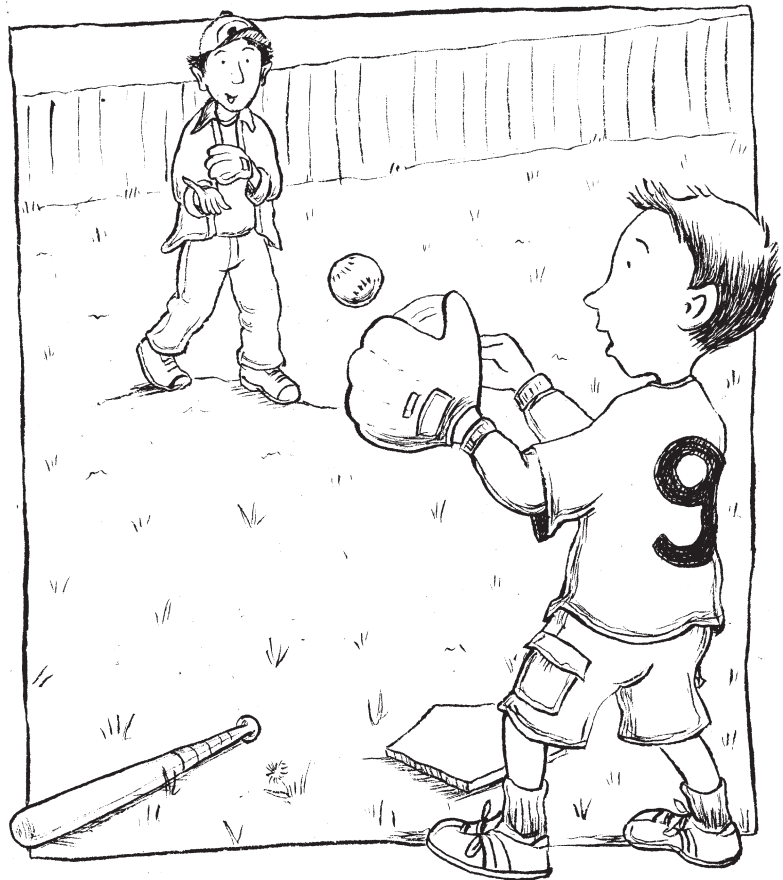
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Max reaches for his dog, Patches. Patches licks Max. Patches likes to play with Max. He gives Max dog kisses. Max likes this.

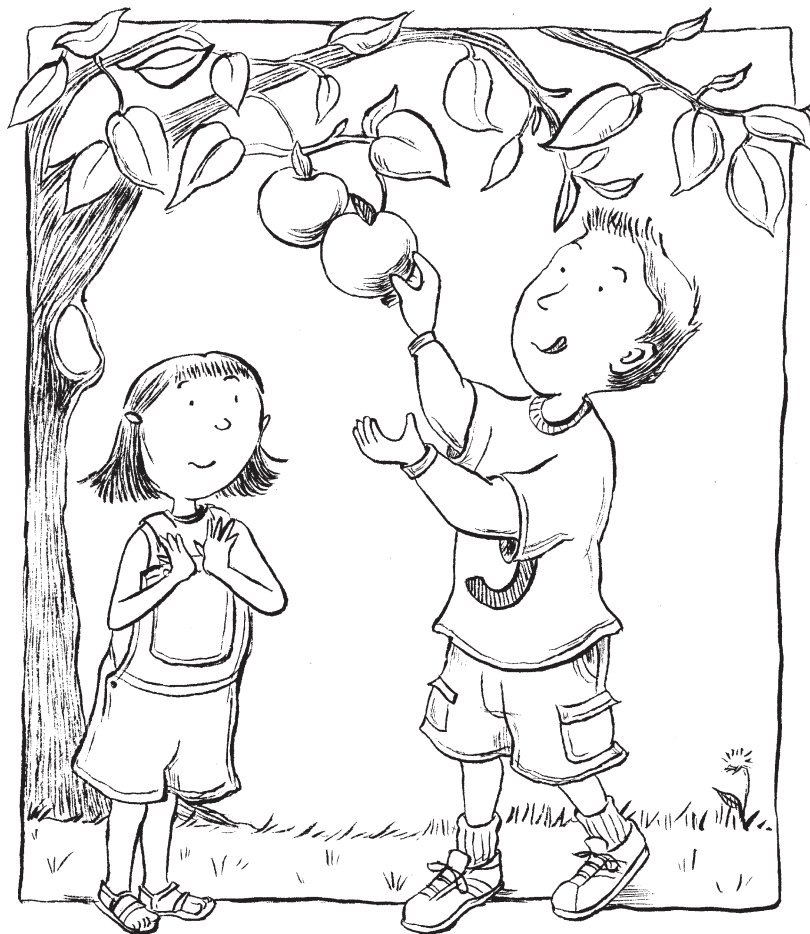
Max Reaches



Max reaches for the dishes. He passes the plates to his mom. Next, he will pass the glasses. He likes to help, yet he has his hands full. Mom tells Max that he does a fine job.



Max plays ball with his dad. Dad pitches, and Max catches. Max is good at this game. Play on, Max!



Max reaches for peaches. He gets a peach and tosses it to Bea. Max eats his peach. It is so nice. Bea saves her peach.

Cass Rushes

DECODABLE WORDS

Target Skill: base words and endings *-s* and *-es*

brushes	dashes	jumps	rushes	washes
catches	dishes	peaches	snatches	
clocks	drinks	puts	socks	
cuts	eats	runs	splashes	

Previously Taught Skills

and	clock	is	rush	time
bag	did	late	set	toast
bed	dressed	milk	she	up
bus	face	Mom	sink	wake
buzz	get	next	so	will
can	glass	not	teeth	
Cass	in	on	then	

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); /s/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *mp*; double final consonants *ll*, *ss*, *zz*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraphs *ch*, *tch*; base words and ending *-s* (no spelling changes); base words and ending *-ed* /*t*/ (no spelling changes); CV syllable pattern (open syllables); base words and endings *-s* and *-es*; consonants; short vowels; long *e* (*ee*, *ea*); long *o* (*oa*)

HIGH-FREQUENCY WORDS

a	of	to	water
for	out	too	
her	the	two	

Cass Rushes



High-Frequency Words Taught to Date

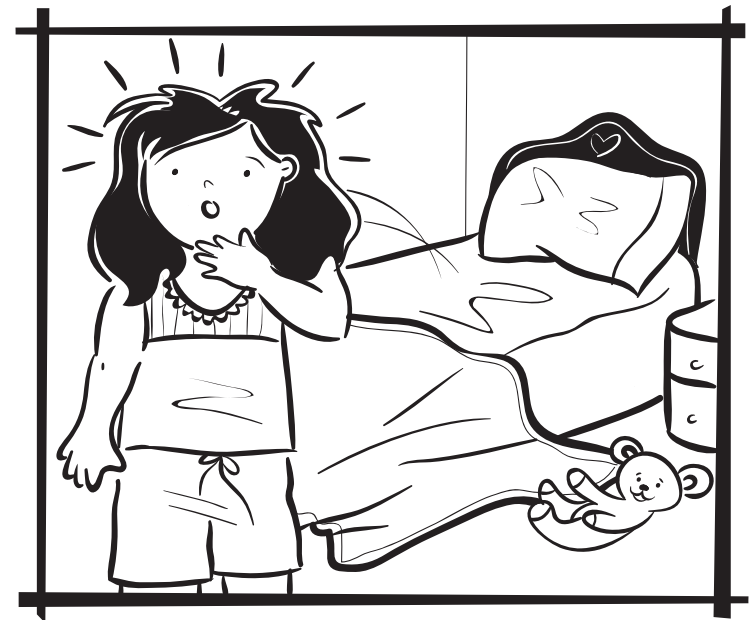
a	buy	father	high	near	said	thought	write
about	by	few	hold	never	school	three	years
above	call	field	house	new	second	to	yellow
across	car	find	how	night	see	today	you
after	carry	first	I	no	seven	together	young
again	caught	five	idea	noise	shall	too	your
all	city	fly	into	nothing	she	took	
almost	cold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

Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōū/ (CVCe); long *u* /ōū/ (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 consonant (CVC, 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); base words and ending *-ed* (drop *e* before ending); base words and ending *-ing* (drop *e* before ending); 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* and *-es*



Cass snatches her bag and rushes to the bus. Cass catches the bus. Next time, she will set two clocks so she can get up on time and not rush.

Cass Rushes



Cass is late! Her clock did not buzz to wake her up. Cass jumps out of bed. She dashes to get dressed. She puts on her socks, too.



Cass runs water in the sink. She splashes water on her face. She brushes her teeth.



Mom cuts peaches for Cass. Then Cass eats toast and peaches. She drinks a glass of milk. Then she washes her dishes.

Sunday Trip

DECODABLE WORDS

Target Skill: vowel digraphs *ai, ay*

Blains	jay	played	stay	yay
day	may	rail	tail	
gray	May	rain	wait	
hay	pain	Ray	way	

Previously Taught Skills

and	car	his	Mom	swishing
asked	Dad	hope	next	that
at	drive	in	nice	they
back	drove	it	no	time
barn	farm	its	not	trip
be	fell	it's	on	used
but	go	last	see	we
came	got	long	stack	will
can	had	map	Sunday	yelled

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); /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*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; 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); CV syllable pattern (open syllables); contractions with 's; vowel digraphs *ai, ay*; consonants; short vowels; compound words; long *e* (*e, ee*); *r*-controlled vowel *ar*

HIGH-FREQUENCY WORDS

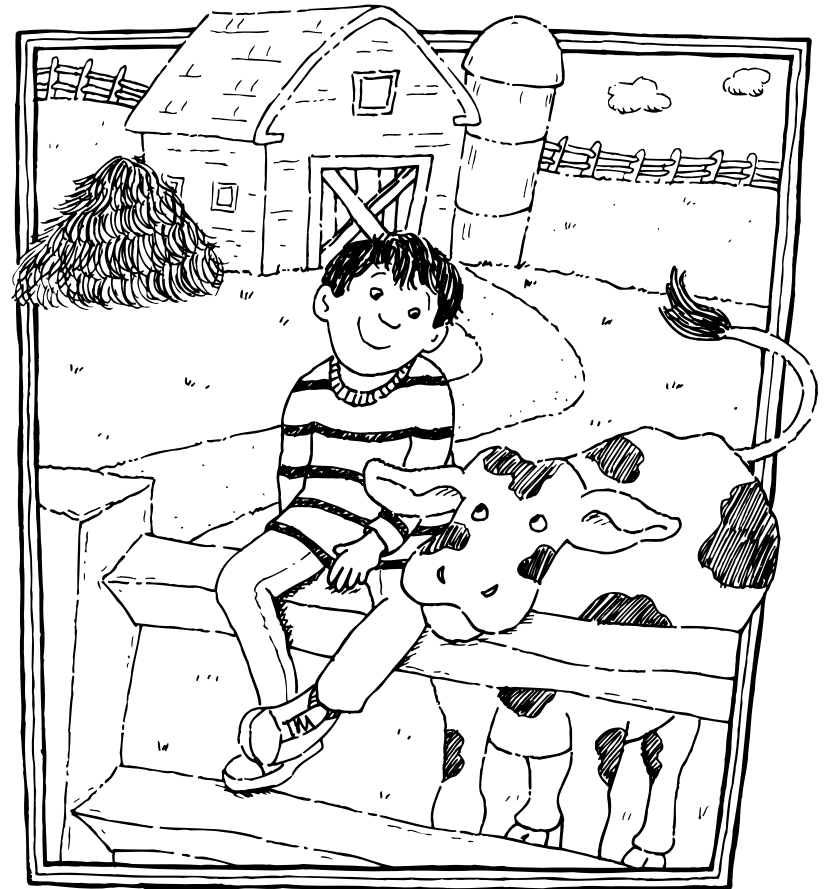
a	I	the	was
animal	of	their	would
could	said	to	

vowel digraphs *ai, ay*

BOOK 95

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Sunday Trip



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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	air
across	carry	five	into	now	show	two	another
after	caught	fly	is	of	sing	under	better
again	city	follow	kinds	off	small	until	cheer
all	cold	food	know	old	soil	use	children
almost	come	for	large	once	some	very	dark
along	could	four	laugh	one	sometimes	walk	girl
always	country	friend	learning	only	soon	want	hard
and	covers	friendship	light	open	sorry	warms	hello
animal	cried	full	like	or	starts	was	hundred
are	different	funny	listen	our	stories	wash	kept
around	do	give	little	out	story	watch	might
away	does	go	live	over	studied	water	mind
baby	done	goes	long	own	sure	we	morning
ball	don't	good	look	paper	surprised	were	next
be	door	great	loudly	party	take	what	other
bear	down	green	loved	people	talk	where	pretty
beautiful	draw	ground	make	pictures	teacher	who	really
because	earth	grow	many	play	the	why	says
been	eat	happy	maybe	please	their	window	sleep
before	eight	have	me	pull	there	with	someone
began	enough	he	minute	pushed	these	work	table
begins	even	head	more	put	they	world	this
bird	every	hear	most	read	think	would	told
blue	everyone	heard	mother	ready	those	write	
both	eyes	help	my	right	thought	years	
boy	fall	her	myself	said	three	yellow	
bring	family	here	near	school	to	you	
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); 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* /ūū/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; 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 consonant (CVC, 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); base words and ending *-ed* (drop *e* before ending); base words and ending *-ing* (drop *e* before ending); 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*; consonants; short vowels; compound words; long *e* (*e*, *ee*); *r*-controlled vowel *ar*



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The Blains had a nice day. Ray played in the hay, but it came time to go.

"Can we stay?" asked Ray.

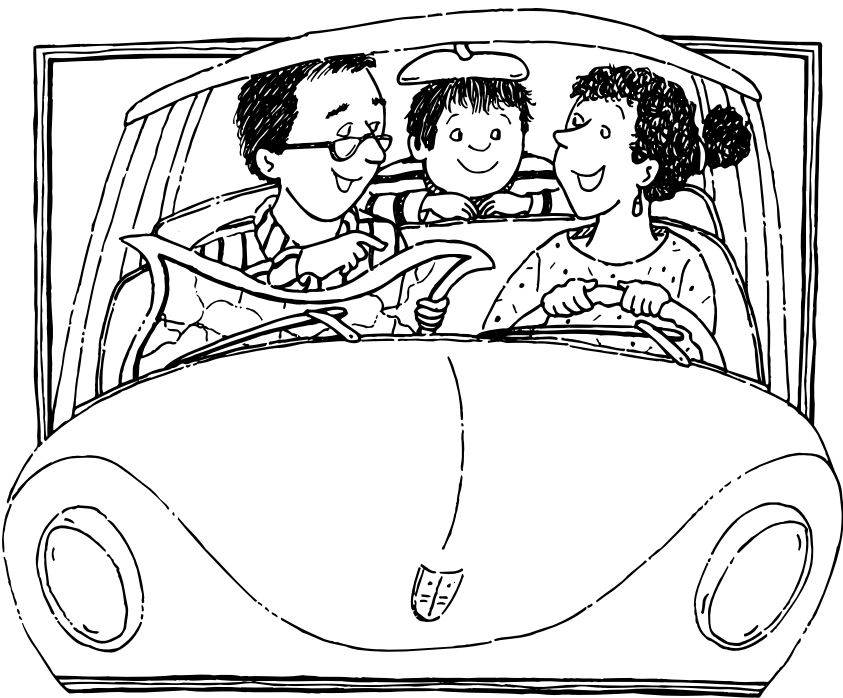
"We may be back next Sunday," said Mom.

"Yay!" yelled Ray. "I hope it will not be a pain to wait that long!"

Sunday Trip



It was a nice Sunday in May. No rain fell. The Blains said they would go on a farm trip. Ray could not wait!



The Blains got in their gray car. Mom drove. Dad used his map to see the way to the farm.

"It will be a long drive," said Dad.



At last, the Blains got to the farm. "See that barn and stack of hay?" said Ray.

"See that jay on the hay?" said Dad.

"See the animal at the rail? It's swishing its tail!" said Mom.

Snail's Mail Trail

DECODABLE WORDS

Target Skill: vowel digraphs <i>ai, ay</i>				
day	mail	Snail	strain	way
fail	Quail	Snail's	trail	
gray	rain	stayed	waited	

Previously Taught Skills

and	glad	is	on	this
came	go	it	see	up
did	got	job	she	went
drip	had	long	steep	wet
drop	he	mud	stop	
fell	him	nice	sun	
get	his	not	take	

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); /s/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*; consonant digraph *th*; consonant digraph *sh*; base words and ending *-ed* /d/ (no spelling changes); CV syllable pattern (open syllables); vowel digraphs *ai, ay*; consonants; short vowels; possessives with 's'; long *e* (e, ee)

HIGH-FREQUENCY WORDS

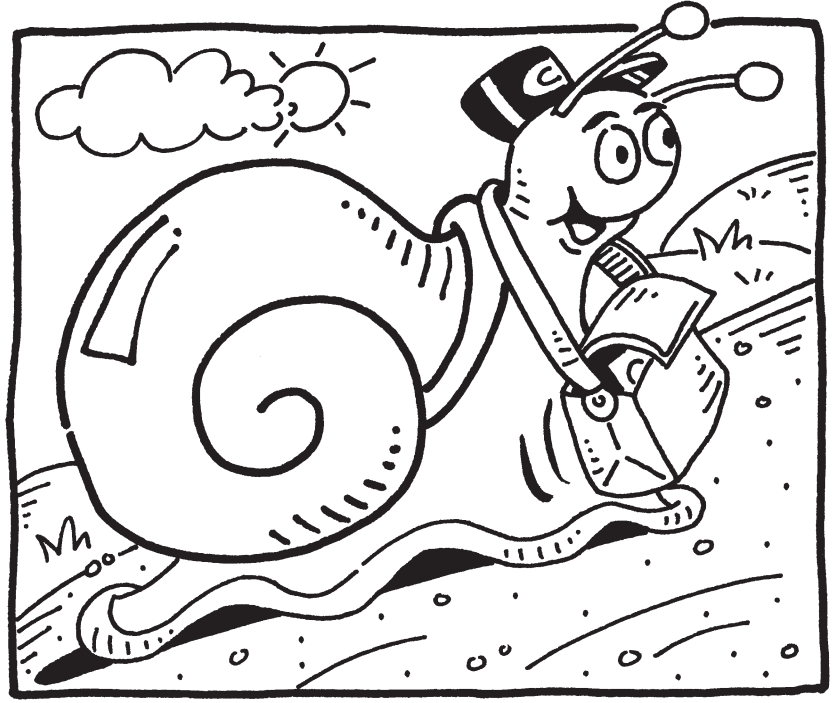
a	the	too
now	to	was

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vowel digraphs *ai, ay*

BOOK 96

Snail's Mail Trail



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	air
across	carry	five	into	now	show	two	another
after	caught	fly	is	of	sing	under	better
again	city	follow	kinds	off	small	until	cheer
all	cold	food	know	old	soil	use	children
almost	come	for	large	once	some	very	dark
along	could	four	laugh	one	sometimes	walk	girl
always	country	friend	learning	only	soon	want	hard
and	covers	friendship	light	open	sorry	warms	hello
animal	cried	full	like	or	starts	was	hundred
are	different	funny	listen	our	stories	wash	kept
around	do	give	little	out	story	watch	might
away	does	go	live	over	studied	water	mind
baby	done	goes	long	own	sure	we	morning
ball	don't	good	look	paper	surprised	were	next
be	door	great	loudly	party	take	what	other
bear	down	green	loved	people	talk	where	pretty
beautiful	draw	ground	make	pictures	teacher	who	really
because	earth	grow	many	play	the	why	says
been	eat	happy	maybe	please	their	window	sleep
before	eight	have	me	pull	there	with	someone
began	enough	he	minute	pushed	these	work	table
begins	even	head	more	put	they	world	this
bird	every	hear	most	read	think	would	told
blue	everyone	heard	mother	ready	those	write	
both	eyes	help	my	right	thought	years	
boy	fall	her	myself	said	three	yellow	
bring	family	here	near	school	to	you	
brothers	far	high	never	second	today	young	
brown	father	hold	new	see	together	your	
buy	few	house	night	seven	too		

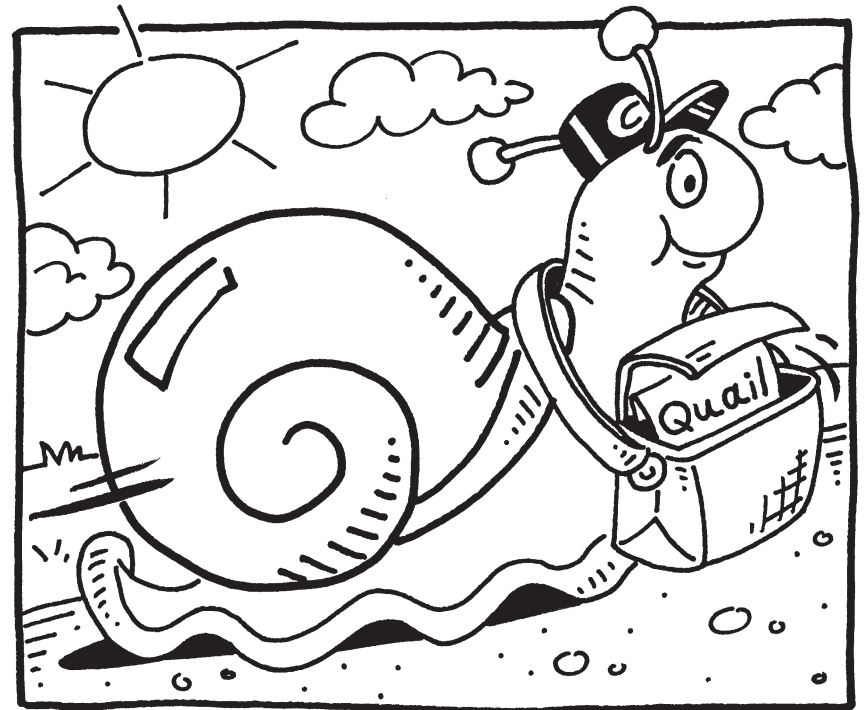
Decoding skills taught to date: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; 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 consonant (CVC, 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); base words and ending *-ed* (drop *e* before ending); base words and ending *-ing* (drop *e* before ending); 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*; consonants; short vowels; possessives with *'s*; long *e* (*e*, *ee*)

Snail's Mail Trail



Snail stayed on the trail. The rain and wet mud did not stop him. He did not fail.

Snail got the mail to Quail. Quail was glad to see him. She was glad to get mail.



The sun came up. Snail went to his job. He had mail to take to Quail. Snail was glad it was a nice day.



Snail went up the Mail Trail. It was a steep trail and a long way to go. Snail had to strain.

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Rain fell on the Mail Trail. Drip, drip, drop.

"Rain, rain, rain!" wailed Snail. "This day is now gray. The trail is wet!" Snail got wet, too.

Lee's Tree

DECODABLE WORDS

Target Skill: vowel digraphs *ee, ea*

clean	leaf	near	seeds	tree
each	leans	neat	sees	weeds
eats	Lee	peek	sleep	week
Green	Lee's	peeks	speeds	
keeps	meet	see	Street	

Previously Taught Skills

an	but	he	not	that
and	can	his	on	then
at	close	is	picks	up
before	glad	it	plants	
best	go	likes	play	
big	goes	next	Sam	
bike	has	nice	such	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllable (CVC); 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 *nt*; double final consonants *ll*; consonants *ck*; consonant digraph *th*; consonant digraph *ch*; ending *-s*; open syllables (CV); vowel digraph *ay*; vowel digraphs *ee, ea*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; blends with *s*; final blend *st*; possessives with *'s*

HIGH-FREQUENCY WORDS

a	every	live(s)	to
animal	fall(s)	now	under
around	friend	pull	window
by	grow	pull(s)	
does	have	the	

vowel digraphs *ee, ea*

BOOK 97

Lee's Tree



High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllable (CVC); 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*; open syllables (CV); contractions *'s* and *n't*; contractions *'ll* and *'d*; contractions *'ve* and *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; blends with *s*; final blend *st*; possessives with *'s*

Lee's Tree



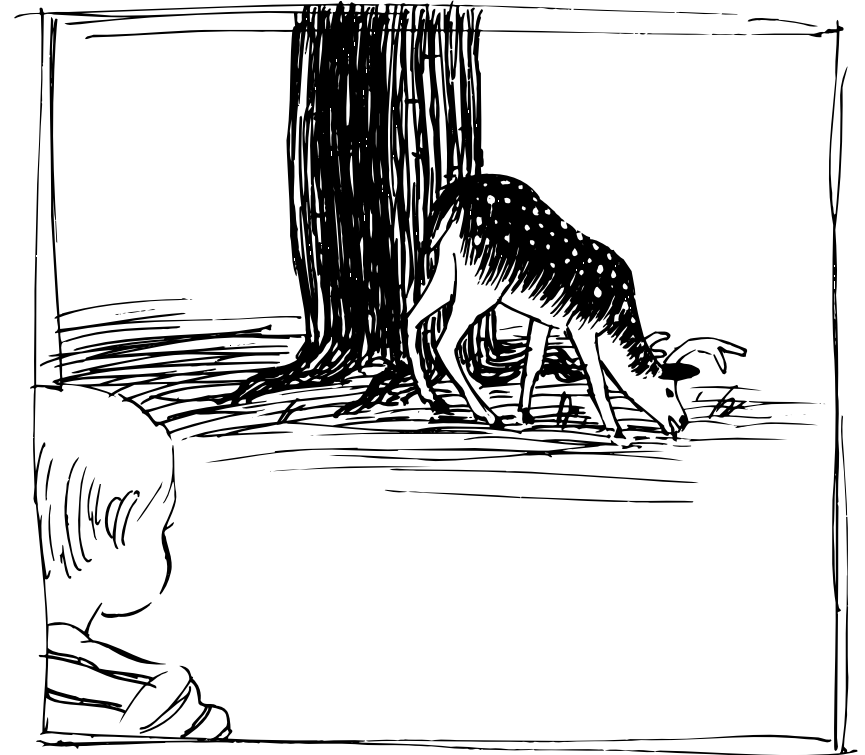
Meet Lee. He lives on Green Street. Lee can see a big tree by his window. Lee likes to peek at his tree before he goes to sleep.



Lee's best friend, Sam, speeds up to the tree on his bike. Sam leans his bike on the tree. Then Lee and Sam play under the tree. Lee is glad that he has such a nice tree.



Every week, Lee keeps his tree neat and clean. Lee pulls up weeds around the tree. He picks up each leaf that falls. Lee plants seeds under the tree.



Lee sees an animal near his tree. Lee peeks at it, but he does not go close to it. The animal eats the weeds that grow under the tree. Now Lee does not have to pull up weeds next week!

Seals and Seagulls

DECODABLE WORDS

Target Skill: vowel digraphs *ee, ea*

beach	eat	reach	seal	steep
beaks	feast	reaches	seals	year
beat	keep	sea	seek	
deep	meal	seagull	sees	
each	meals	seagulls	steal	

Previously Taught Skills

and	get	off	rock	that
at	go	on	rocks	these
barks	here	play	same	this
big	is	pup	sand	turn
bits	it	pups	she	use
catch	its	pup's	snap	waves
fish	mom	quite	swim	will

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; closed syllable (CVCe); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *u* /yōō/ (CVCe); long *e* (CVCe), /g/ spelled *g*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*, *ff*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraphs *ch*, *tch*; ending *-s*; open syllables (CV); endings *-s*, *-es*; vowel digraph *ay*; vowel digraphs *ee*, *ea*; consonants; short vowels; /z/ spelled *s*; inflection *s*; final blend *st*; possessives with 's; *r*-controlled vowel *ar*; *r*-controlled *ur*; compound words

HIGH-FREQUENCY WORDS

a	for	live	their
are	have	sometimes	to
baby	into	the	too

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vowel digraphs *ee, ea*

BOOK 98

Seals and Seagulls



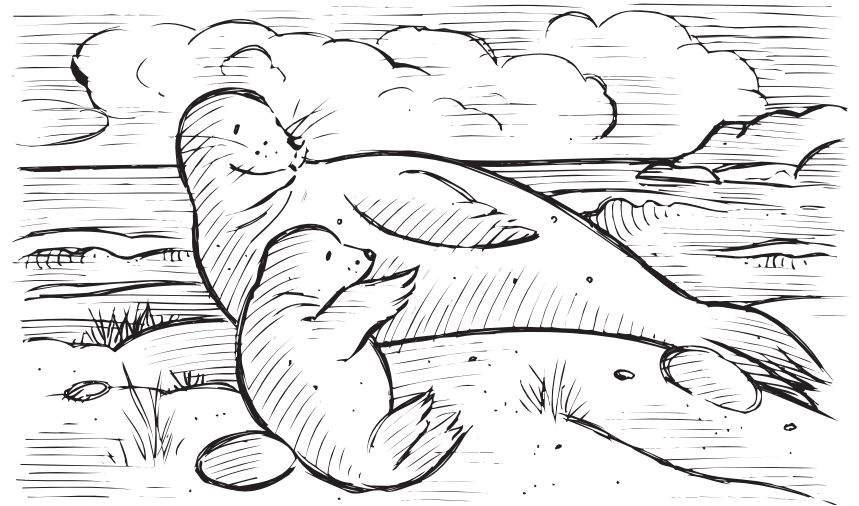
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High-Frequency Words Taught to Date

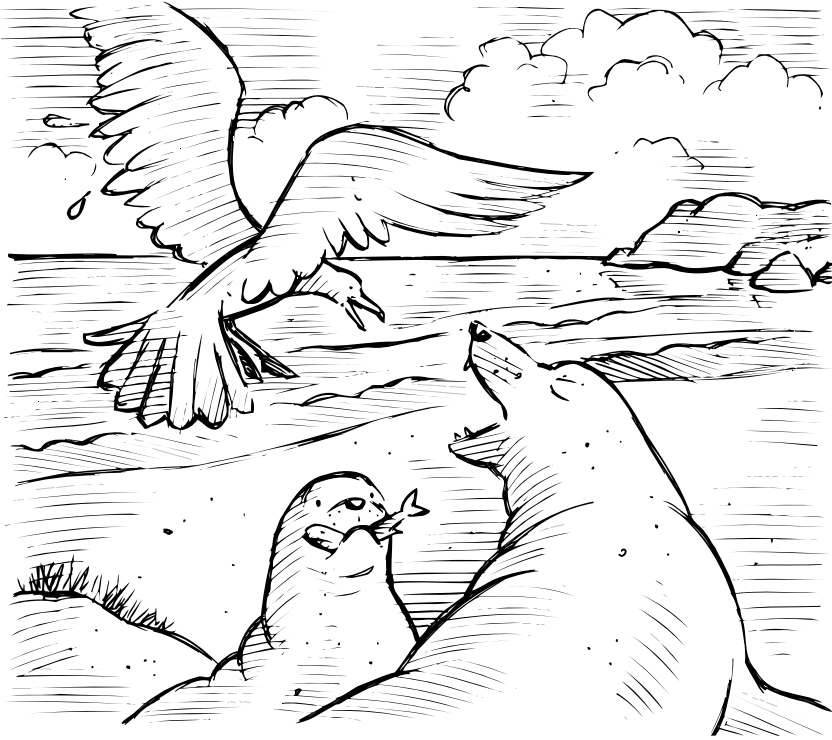
a	by	field	how	no	seven	too	afraid
about	call	find	I	noise	shall	took	against
above	car	first	idea	nothing	she	toward	air
across	carry	five	into	now	should	try	another
after	caught	fly	is	of	show	two	better
again	city	follow	kinds	off	sing	under	cheer
all	cold	food	know	old	small	until	children
almost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

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllable (CVC); 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*; open syllables (CV); contractions *'s* and *n't*; contractions *'ll* and *'d*; contractions *'ve* and *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; consonants; short vowels; /z/ spelled *s*; inflection *s*; final blend *st*; possessives with *'s*; *r*-controlled vowel *ar*; *r*-controlled *ur*; compound words

Seals and Seagulls

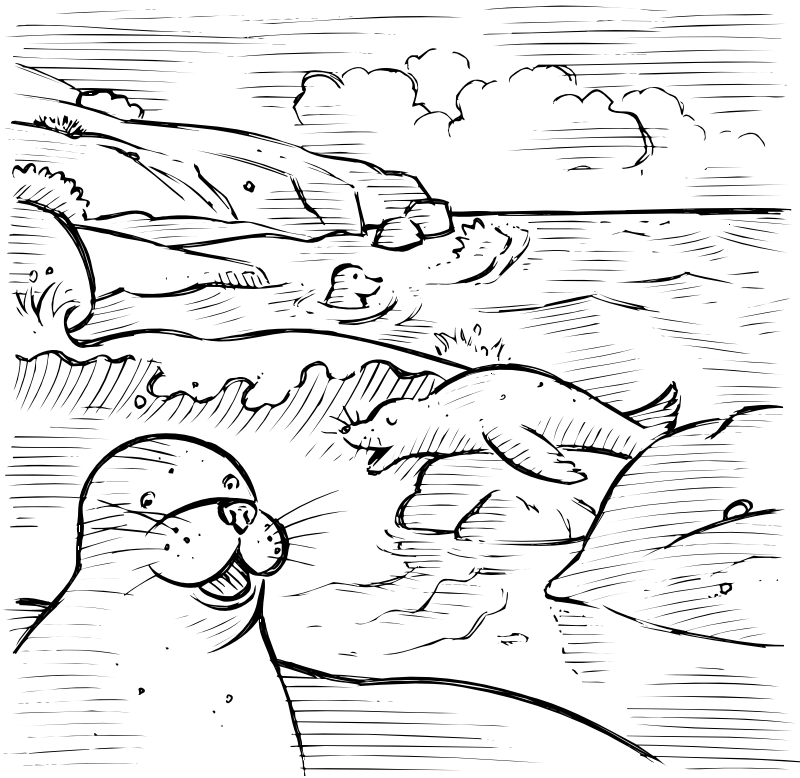


This is the deep sea. Seals live here. Each year, these seals swim to the same beach. Seals go to this beach and have their pups. Pups are baby seals.



Seals eat fish, too. Sometimes seagulls seek to steal fish that seals get.

This seagull reaches for the seal pup's meal. The mom seal sees it reach. She barks. The pup will keep its meal!



Waves beat on steep rocks at the beach. The waves snap bits off the rocks. These rock bits turn into beach sand. Seal pups play on rocks and beach sand.



Seagulls live at the beach, too. Seagulls use their beaks to catch their meals. A big fish is quite a feast! Seagulls eat this feast on the beach.

Joan's Boat

DECODABLE WORDS

Target Skill: vowel digraphs *oa, ow*

boat	Joan	road	stows
coast	Joan's	rows	Woodrow
coats	loads	slow	
float	low	soap	
Flow	Low	stowed	

Previously Taught Skills

at	gets	it	sets	up
back	had	man	she	will
boxes	has	named	shipping	with
bring	he	not	take	
brings	helps	on	takes	
called	his	places	that	
dock	in	pole	them	
from	is	rope	truck	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; /s/ spelled *c*; long *a* (CVCe); closed syllables (CVC); long *o* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *ng*; double final consonants *ll*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; ending *-s*; ending *-ing*; ending *-ed* /d/; open syllables (CV); endings *-s*, *-es*; vowel digraph *ay*; vowel digraphs *oa, ow*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; possessives with *'s*; final blend *st*; compound words; /ōō/ spelled *oo*; ending *-ing*: double consonant; ending *-ed*: drop *e*

HIGH-FREQUENCY WORDS

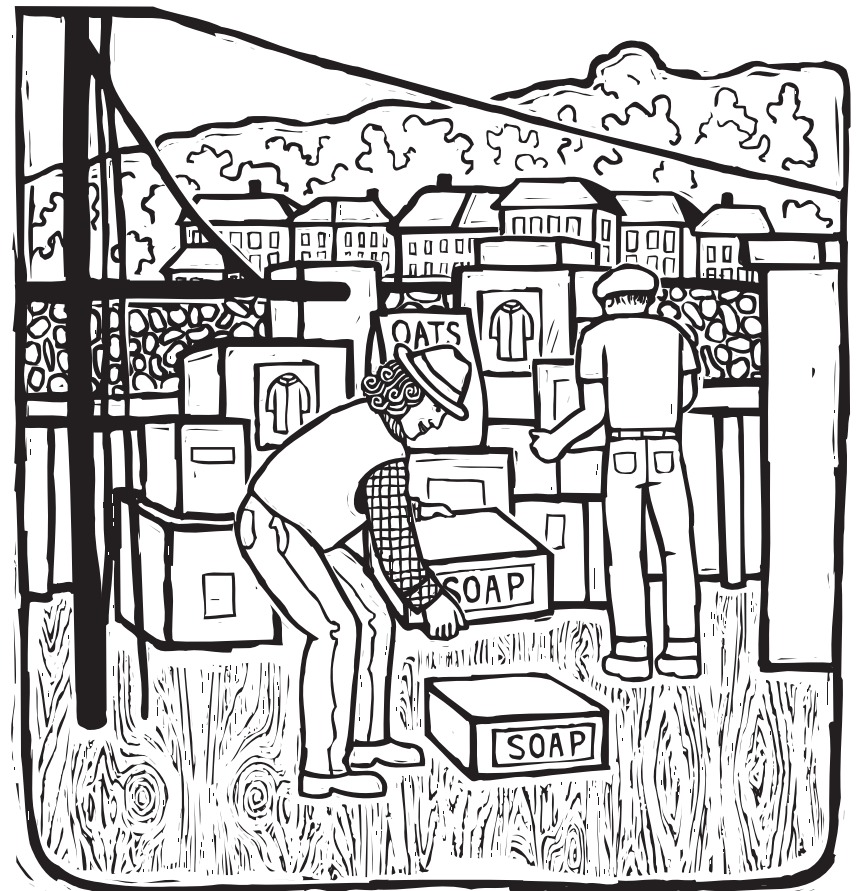
a	her	onto	the	was
away	now	people	to	
call(ed)	of	puts	want(ed)	

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vowel digraphs *oa, ow*

BOOK 99

Joan's Boat



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High-Frequency Words Taught to Date

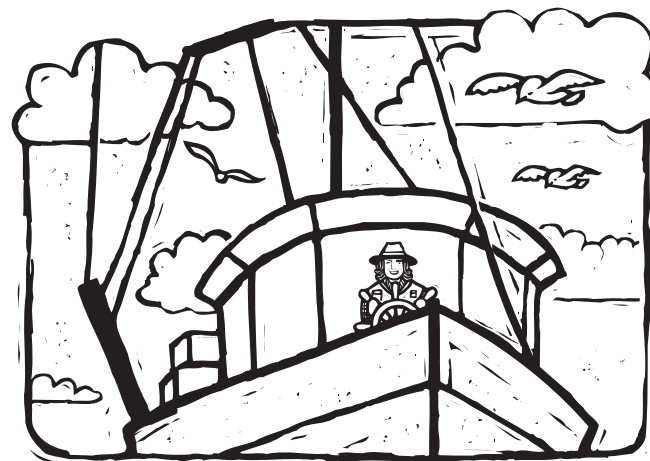
a	by	field	how	no	shall	took	afraid
about	call	find	I	noise	she	toward	against
above	car	first	idea	nothing	should	try	air
across	carry	five	into	now	show	two	another
after	caught	fly	is	of	sing	under	better
again	city	follow	kinds	off	small	until	cheer
all	cold	food	know	old	soil	use	children
almost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

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *o* (CVCe) /ōō/; 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*; open syllables (CV); contractions 's and 'n't; contractions 'll and 'd; contractions 've and 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; consonants; short vowels; /z/ spelled *s*; inflection *-s*; possessives with 's; final blend *st*; compound words; /ōō/ spelled *oo*; ending *-ing*: double consonant; ending *-ed*: drop *e*



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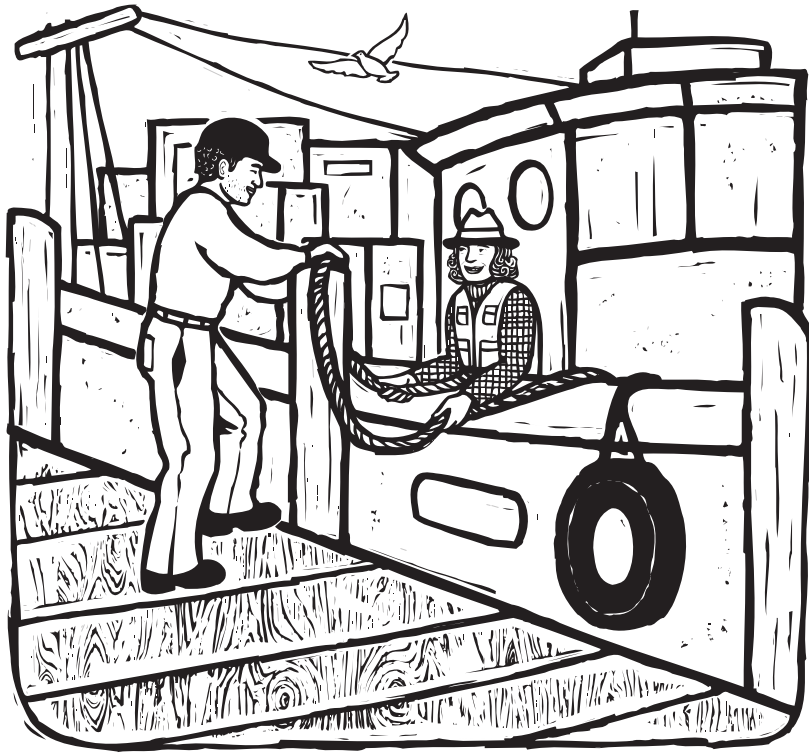
Joan's Boat



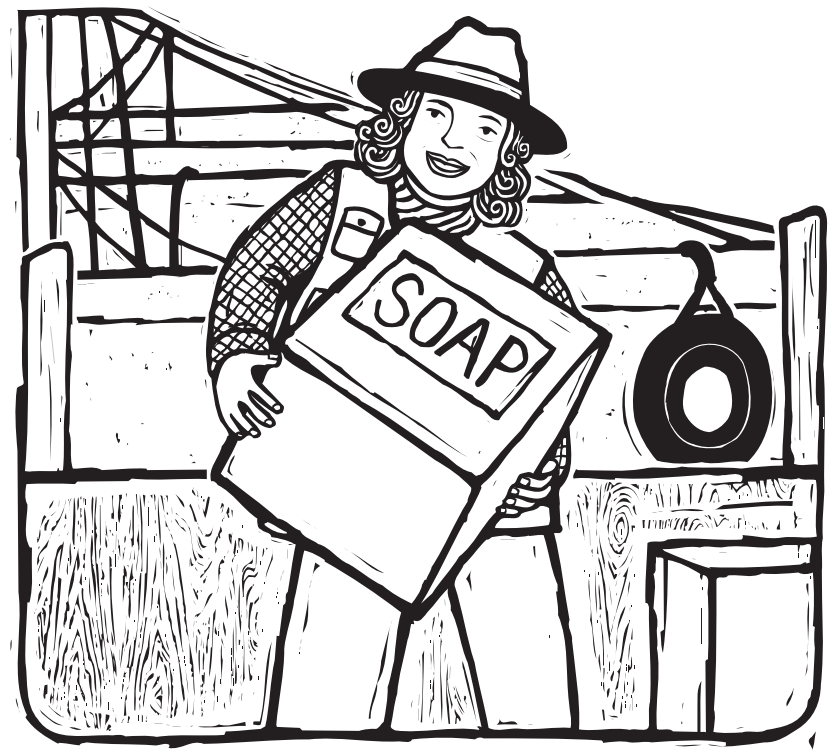
Bowie has a truck. He loads the boxes of soap onto his truck. He sets them in rows. He will take the soap on the road to the man.

Joan gets back on Flow. She has boxes of coats on her boat. Joan will take them up the coast.

Joan has a shipping boat. Joan named her boat Flow. Joan brings boxes to people on the coast. She stows the boxes on Flow. She stows them in rows on Flow.



Woodrow Low helps Joan at the dock. Woodrow is not slow. He takes a rope from Joan's boat. He puts it on a pole. Now Flow will not float away.



Joan gets boxes that she stowed on Flow. A man had called Joan. He was low on soap. He wanted Joan to bring soap. Joan places the boxes in rows on the dock.

Everything Grows

DECODABLE WORDS

Target Skill: vowel digraphs *oa, ow*

bowl	glows	Joan	oats	stow
coat	goats	loads	Owen	tow
coats	grow	mow	rows	yellow
crows	grows	oak	snow	

Previously Taught Skills

and	hay	man	shoos	until
big	he	melts	sled	we
bin	helps	on	spring	wheat
can	him	place	stay	will
Dad	in	plants	summer	with
dog	is	play	sun	
eat	it	safe	then	
get	it's	see	time	
hat	like	sell	top	
hats	make	shoo	trees	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); 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 *nt*; double final consonants *ll*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; ending *-s*; open syllables (CV); contraction 's; endings *-s*, *-es*; vowel digraph *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; consonants; short vowels; /z/ spelled *s*; inflection *s*; /oo/ spelled *oo*; compound words; *r*-controlled *er*

HIGH-FREQUENCY WORDS

a	away	of	the	too
also	cold	see	they	want
animals	everything	tall	to	

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vowel digraphs *oa, ow*

BOOK 100

Everything Grows

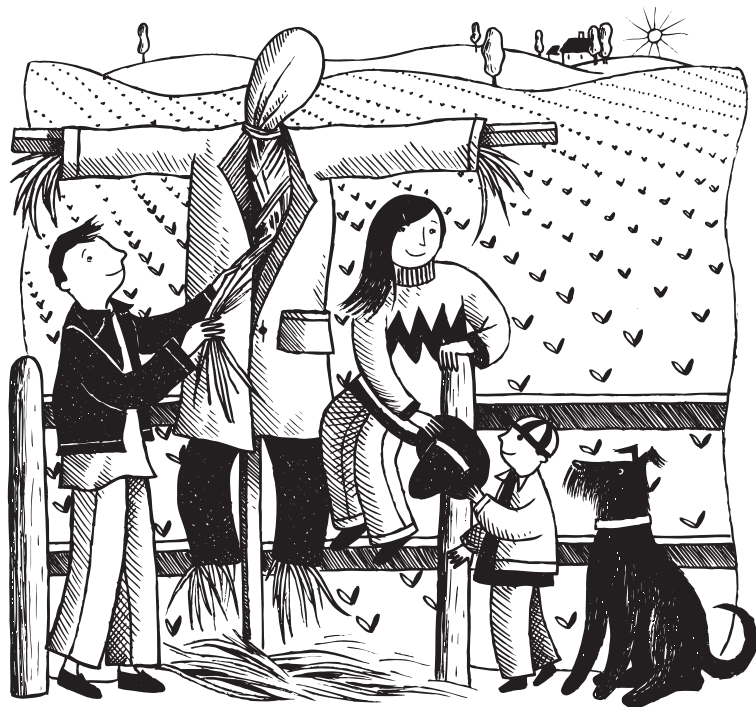


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High-Frequency Words Taught to Date

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

Decoding skills taught to date: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *o* (CVCe) /ōō/; 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*; open syllables (CV); contractions 's and *n't*; contractions 'll and 'd; contractions 've and 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; consonants; short vowels; /z/ spelled *s*; inflection *s*; /ōō/ spelled *oo*; compound words; *r*-controlled *er*



It is spring. The yellow sun glows. It melts the snow away. Dad plants wheat and oats. We can see them grow!

We make a man with hay. The man will shoo the crows away. We get him a coat and hat. Owen likes him!

Everything Grows



It is summer. The yellow sun glows. Plants grow big and tall. Rows of oats and wheat grow. Oak trees grow.

Animals also grow. Goats grow. Owen the dog grows, too.



It is fall. Time to mow the wheat and oats. Dad loads them in a bin. He will stow them until it's time to sell them. They will stay safe.

The crows want to eat the wheat and oats. We shoo them away. Owen shoos them, too!



It is cold. Time to get coats and hats. Time to play in the snow.

We make a man of snow. We get a bowl and place it on top. We tow Joan on a sled. Owen likes snow, too!