

1R IRLA Level Summer Reading Support

June 2020

Dear PS 354 Families,

- As you know, we are closing out the school year in an unprecedented way and now more than ever, our collaborative efforts must continue in order to support our students during the summer months.
- To support you and your child this summer, we have compiled this document for students who are reading at the **1R** level in IRLA in order to support them with targeted practice in the skills required at this level.
- This document may include skills cards, activities, games, and more to support your child at their level.

Summer Work:

1. Have your child read a minimum of 30 minutes per day at least 5x a week.
(15 minutes=1 step)
 2. Have your child log their steps on the attached summer reading log.
 3. Summer logs will be reviewed in the fall.
 4. Use the provided resources at least 5x per week.
-
- In addition to the reading logs, *attached you may find word lists to study and practice with your child over the summer.* Learning these words now will aid your child with advancing through reading levels over the following school year.
 - Be creative and come up with ideas for safe outdoor reading fun!

Have a wonderful summer!

The PS 354 Staff

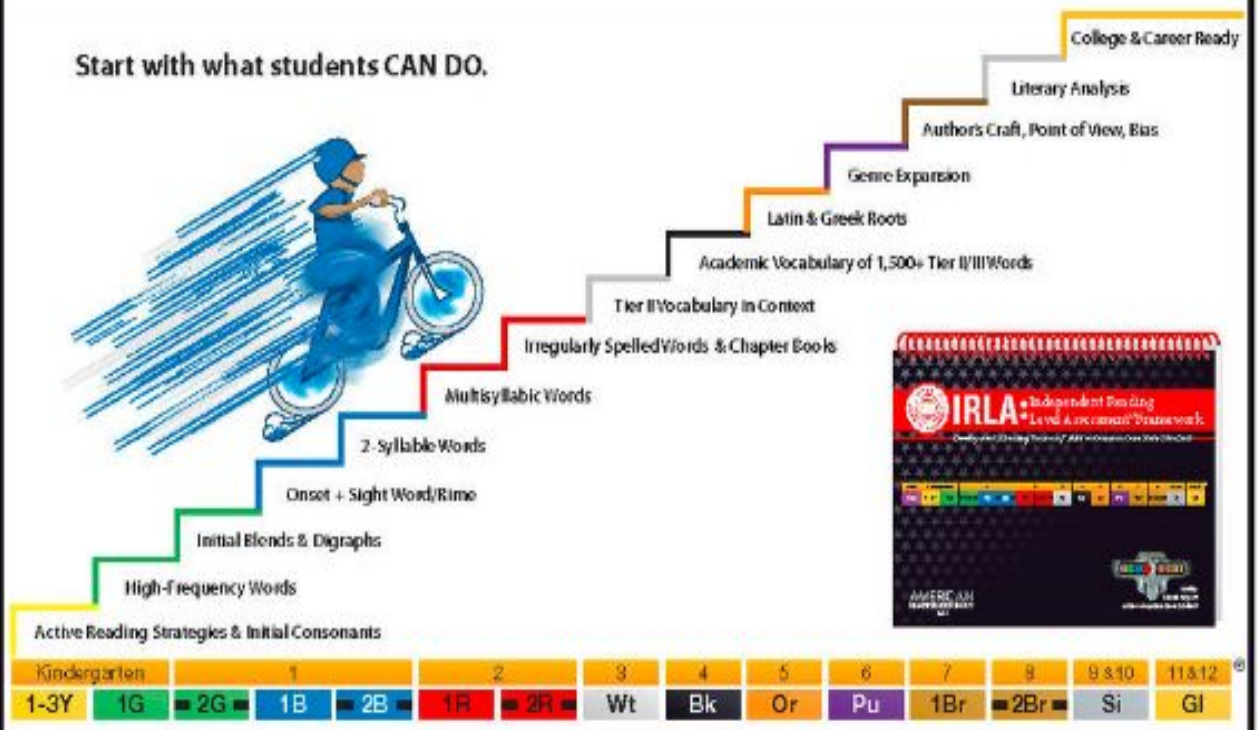


1R

1R IRLA Resources

The IRLA® Developmental Reading Taxonomy® ...

Start with what students CAN DO.



| | | | | | | | | | | | | | | |
|--------------|----|----|----|----|----|----|----|-----|--------|---------|-----|-----|----|----|
| Kindergarten | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 & 10 | 11 & 12 | | | | |
| 1-3Y | 1G | 2G | 1B | 2B | 1R | 2R | Wt | Blk | Or | Pu | 1Br | 2Br | Si | Gl |

...builds skills logically and efficiently.

HOOK BOOKS



This list includes some of the most popular and engaging series for readers at each level. All of these titles are available at your local bookstore or library. They can also be purchased online. Get hooked on any one of these great series and reading may well be what makes this a memorable year!

| | | |
|-----------|---|--|
| 1R | <i>Young Cam Jansen</i> <i>Arthur</i> <i>Easy-to-Read Spooky Tales</i> <i>Little Bill</i> <i>Fox</i> <i>Miss Nelson</i> <i>Fancy Nancy</i> <i>High-Rise Private Eyes</i> <i>Poppleton</i> | David Adler Marc Brown Veronika Charles Bill Cosby James Marshall James Marshall Jane O'Connor Cynthia Rylant Cynthia Rylant |
|-----------|---|--|

1R Series Books



My Series Reading Log

Series

Series
Book #

Title

Date



Coaching Tips

Online Read-Aloud sites to explore:

- www.justbooksreadaloud.com
- www.storylineonline.net

Readers' Theater scripts to explore:

- <http://pbskids.org/zoom/activities/playhouse/>
- <http://www.thebestclass.org/rtscripts.html>
- <http://www.teachingheart.net/readerstheater.htm>
- <http://www.aaronshep.com/rt/RTE.html>

Poets to check out:

| | |
|-----------------|-------------------|
| Maya Angelou | Eloise Greenfield |
| Lewis Carroll | Nikki Grimes |
| Kalli Dakos | Langston Hughes |
| Emily Dickinson | Jack Prelutsky |
| Nikki Giovanni | Shel Silverstein |

1R Level Skill Card

The following images are of the 1R level skill card. The skill card will explain what the student needs to master throughout the level. The students need to master these components before moving to the next reading level.



1R: Skills Card

Reader: _____ Room: _____

Active Reading Habits

| |
|--|
| 1. Figure out three-syllable words built from basic chunks (won-der-ful). |
| 2. Use three-letter blends (splash/catch). |
| 3. Figure out two-syllable words with long vowels (Ruby, even). |
| 4. Read words with these endings (-y, -ly, -ier, -iest) |
| 5. Use all vowel combinations to read new words (ew, oy, oi, ou). |
| 6. Stop and try again when something doesn't look right, sound right, or make sense. |
| 7. Read comfortably and with expression, using punctuation. |
| 8. Read silently for 30 minutes without getting tired. |
| 9. Read at home for at least 30 minutes every night. |
| 10. Find a favorite picture book series (or author) and read them all. |
| 11. Read fiction, nonfiction, fables, and folktales. |

Comprehension: Support answers with evidence from the text.

Literature

1. Retell the story in 3 sentences:
In the beginning...
In the middle...
In the end...
2. Describe the main characters.
How do they react to events in the story?
3. Describe the setting, where and when the story takes place.
4. Read a good part out loud, using different voices for different characters.
5. What is the lesson or moral of this story? How do you know?

Informational Text

1. Tell the main topic of:
 - the whole text
 - one paragraph or page
2. What did you learn from your reading?
3. What questions do you have?
4. What text features does your book have for finding information quickly? Show how you can use them.
5. Why do you think the author wrote this book? What was the most important thing s/he wanted us to learn?

1R: Flexible Phonics

| 1R Easy | 1R Hard | 2R | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------|-----------|----------|-----------|----|--------|----|--------|----|-----------|----|--------------------|----|----------------------|---|---------------------|----|------------------------|----|-------------------------|----|------------------------|---|------|--------|---------|-------|---------|----------|-----|--------|---------|---------|----------|--------|--------|----------|----------|---------|---------|--------|---------|---------|---------|-----------|---------|--------|-----------|---------|---------|----------|-----------|----------|-----------|-----------|----------|---------|---------|----------|---------|----------|--------|---|-----|---------------------------|-----|--------------------|------|----------------------------|------|------------------------|-------|------------------------|-------|----------------------------|--------|----------|--------|----------|----------|-------------|---------|-------------|
| <p>Be able to use these beginnings. shr- thr- spr- spl- scr- str- squ- sch-</p> <p>Be able to use these suffixes. -s/-es -ed -le -est -ing -y -er -ly</p> <p>Know these vowel teams.</p> <table> <tr><td>au</td><td>naughty</td></tr> <tr><td>oy</td><td>enjoyed</td></tr> <tr><td>oi</td><td>choice</td></tr> <tr><td>ei</td><td>weight</td></tr> <tr><td>ew</td><td>newspaper</td></tr> </table> <p>Try different sounds for these vowel teams.</p> <table> <tr><td>ea</td><td>heaven greasier</td></tr> <tr><td>ie</td><td>fireflies emptied</td></tr> <tr><td>y</td><td>bakery butterfly</td></tr> <tr><td>ow</td><td>snowiest downstairs</td></tr> <tr><td>ou</td><td>outstanding couldn't</td></tr> <tr><td>oo</td><td>understood droopier</td></tr> </table> | au | naughty | oy | enjoyed | oi | choice | ei | weight | ew | newspaper | ea | heaven greasier | ie | fireflies emptied | y | bakery butterfly | ow | snowiest downstairs | ou | outstanding couldn't | oo | understood droopier | <p>Be able to use these beginnings. kn- gn- wr- ph- knotted gnawing wrench phony</p> <p>Be able to use these suffixes.</p> <table> <tr><td>-ier</td><td>easier</td><td>funnier</td></tr> <tr><td>-iest</td><td>easiest</td><td>funniest</td></tr> <tr><td>-ly</td><td>easily</td><td>happily</td></tr> </table> <p>Be flexible with vowel sounds. Try one, try another until you recognize the word.</p> <p>Try long vowel first.</p> <table> <tr><td>Abraham</td><td>electric</td><td>icicle</td><td>opener</td><td>universe</td></tr> <tr><td>vacation</td><td>decided</td><td>finally</td><td>potato</td><td>Jupiter</td></tr> </table> <p>Try short vowel first.</p> <table> <tr><td>America</td><td>example</td><td>important</td><td>octopus</td><td>umpire</td></tr> <tr><td>valentine</td><td>several</td><td>history</td><td>probably</td><td>underline</td></tr> </table> <p>Try different vowel sounds until you get the word.</p> <table> <tr><td>superman</td><td>different</td></tr> <tr><td>principal</td><td>beginner</td></tr> <tr><td>bicycle</td><td>mystery</td></tr> <tr><td>triangle</td><td>bicycle</td></tr> <tr><td>possible</td><td>Africa</td></tr> </table> | -ier | easier | funnier | -iest | easiest | funniest | -ly | easily | happily | Abraham | electric | icicle | opener | universe | vacation | decided | finally | potato | Jupiter | America | example | important | octopus | umpire | valentine | several | history | probably | underline | superman | different | principal | beginner | bicycle | mystery | triangle | bicycle | possible | Africa | <p>Be able to use these prefixes.</p> <table> <tr><td>un-</td><td>unsweetened unpleasant</td></tr> <tr><td>re-</td><td>recharge replay</td></tr> <tr><td>mis-</td><td>misbehave misunderstood</td></tr> </table> <p>Be able to use these suffixes.</p> <table> <tr><td>-ful</td><td>tasteful thoughtful</td></tr> <tr><td>-able</td><td>reasonable washable</td></tr> <tr><td>-tion</td><td>celebration imagination</td></tr> </table> <p>Be flexible when decoding 3 or more syllables.</p> <table> <tr><td>nation</td><td>national</td></tr> <tr><td>divide</td><td>division</td></tr> <tr><td>electric</td><td>electrician</td></tr> <tr><td>educate</td><td>educational</td></tr> </table> | un- | unsweetened unpleasant | re- | recharge replay | mis- | misbehave misunderstood | -ful | tasteful thoughtful | -able | reasonable washable | -tion | celebration imagination | nation | national | divide | division | electric | electrician | educate | educational |
| au | naughty | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| oy | enjoyed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| oi | choice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ei | weight | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ew | newspaper | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ea | heaven greasier | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ie | fireflies emptied | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| y | bakery butterfly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ow | snowiest downstairs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ou | outstanding couldn't | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| oo | understood droopier | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -ier | easier | funnier | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -iest | easiest | funniest | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -ly | easily | happily | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Abraham | electric | icicle | opener | universe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| vacation | decided | finally | potato | Jupiter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| America | example | important | octopus | umpire | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| valentine | several | history | probably | underline | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| superman | different | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| principal | beginner | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| bicycle | mystery | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| triangle | bicycle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| possible | Africa | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| un- | unsweetened unpleasant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| re- | recharge replay | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| mis- | misbehave misunderstood | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -ful | tasteful thoughtful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -able | reasonable washable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| -tion | celebration imagination | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| nation | national | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| divide | division | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| electric | electrician | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| educate | educational | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Phonics Card

Reader _____ Room _____

1R

Long and Short Vowel Sounds: Say the name of the letter (long vowel sound) and then its sound (short vowel sound).

| | | | | |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

Read the vowel patterns below. Give both sounds where there is an *. Tell which you would try first.

| | | | | |
|-------|-------------|------------|------|-----|
| a_e | e_e | i_e | o_e | u_e |
| ai | ee | ie* | oa | ui |
| ay | ea* | ind | ow* | ue |
| all | | igh | ou* | |
| aw | ew | -y* | oo* | |
| au | e (be) | ild | oy | |
| ar | er | ir | or | ur |
| aught | ei (sleigh) | y (symbol) | ough | |
| ah | ey (obey) | | oi | |

**Be able to use all of these beginnings.
Give 2 possible sounds for c and g.**

| | | | |
|------|------|-----|-----|
| shr- | spr- | kn- | c*- |
| thr- | spl- | gn- | g*- |
| scr- | squ- | wr- | gym |
| str- | sch- | ph- | dw- |

Be able to use these suffixes. **1R**

| | | | |
|----------|----------|----------|-----------|
| -er | -ly | -en | -est |
| lighter | lightly | lighten | lightest |
| brighter | brightly | brighten | brightest |
| tighter | tightly | tighten | tightest |

Be able to use all of these suffixes.

| | | | | | | | | | |
|------|-------|-----|----|-----|-----|-----|------|-------|-----|
| -ing | -s/es | -ed | -y | -ly | -le | -er | -est | -iest | -ie |
|------|-------|-----|----|-----|-----|-----|------|-------|-----|

| | | | | | | | | |
|-----------|-------------|--------------|------------|-------------|-------------|------------|------------|---------|
| -y | -ier | -iest | -ly | -dge | -tch | -mb | -gh | |
| heavy | heavier | heaviest | heavily | edge | patch | numb | enough | high |
| easy | easier | easiest | easily | pledge | catcher | dumb | tough | thigh |
| lucky | luckier | luckiest | luckily | judge | pitcher | plumber | rough | sigh |
| busy | busier | busiest | busily | badgered | itchier | limb | cough | highway |

Be able to read 3-Syllable Words

| Try Long Vowel Sound First | | Try Short Vowel Sound First | | Try Different Sounds for the Vowels until You Recognize the Word | |
|----------------------------|----------|-----------------------------|-----------|--|-----------|
| Abraham | vacation | America | valentine | superman | different |
| electric | decided | example | several | principal | beginner |
| icicle | finally | important | history | bicycle | mystery |
| opener | potato | octopus | probably | triangle | bicycle |
| universe | Juniper | understand | underline | possible | Africa |

1R Level Skills to Master

The following images will help students in the 1R level.



1R Entry Requirements: Tricky Words
Must Recognize On Sight

Entry Level: 30 Words

| Name | | | | | | Dates | | Total | | | |
|----------|--|----------|--|---------|--|----------|--|----------|--|----------|--|
| answer | | clothes | | giant | | minute | | poor | | stomach | |
| been | | clothing | | heavy | | moon | | quarter | | stood | |
| believe | | country | | hour | | mountain | | question | | straight | |
| bicycle | | done | | idea | | move | | second | | tough | |
| board | | Dr. | | knew | | Mr. | | secret | | warm | |
| bottom | | early | | knock | | Mrs. | | shall | | weigh | |
| bread | | even | | library | | Ms. | | sign | | whisper | |
| building | | field | | machine | | o'clock | | soon | | whistle | |
| city | | floor | | magic | | piece | | sorry | | wild | |
| climb | | front | | million | | pond | | special | | wind | |

1R Strategies:

Word Attack Strategies: Strategies for Decoding Unknown Words: When you are reading and you come across a word you don't know try to use one of these strategies to help you figure out what the word is!



Coaching Tip

If this is the first time students have seen these Word Attack Strategies, quickly introduce the page: *If you get stuck on a tricky word, remember you know how to use all of these strategies to get yourself unstuck. Ask each student to share his/her favorite strategy(ies). Review any strategies that are not introduced by students.*







| Word Attack Strategies for the Tricky Word | |
|---|---|
| Number | Strategy |
| STOP | Stop if something doesn't look right, sound right, or make sense. |
| | Look at the picture. |
| | Say the first letter sound. |
| | Segment the base word by syllable. |
| | Word family strategy. |
| | Cover part of the word. |
| | Pronounce and look for parts you know. |
| | Take if a word that ends the same and begins. |
| | Say "think," use an and sound. |
| | Type different sound for the word. |



Word Attack Strategies

Tips for Tricky Words

Reader: _____ Room: _____

| | |
|---|--|
|  | Stop if something doesn't look right, sound right, or make sense. |
|  | Reread: Go back and try again. |
|  | Say the first letter sound. |
|  | Blend: Say the first two letters. |
| plan man | Think of a word that looks the same and rhymes . |
| pl(an) | Chunk: Look for parts you know. |
| ■an | Cover part of the word. |
| aeiou | Try a different sound for the vowel. |
|  | Context: Ask "What word would make sense here?" |
|  | Read to the end of the sentence and come back. |

1 Red: Decoding 3-Syllable Words

1R readers are able to sit for 30 minutes and enjoy one long picture book. Their focus is not on decoding, but on enjoying the content of the book. They read traditional tales, silly stories, poetry, and informational text. The repeated characters and similar plot elements of series picture books (e.g., Clifford, Arthur, Amelia Bedelia, Berenstain Bears) support comprehension and fluency with these more complicated **1R** narratives. As decoding **1R** text becomes automatic, reading becomes more fluent and silent reading will become the preferred mode. Unless, the reading sounds effortless, the reader is working too hard at decoding to develop comprehension and fluency.

Foundation

Identity: I'm a reader.

Independence: I use what I know to figure out what I don't know.

Self-Extending: Because I self-monitor and fix my errors, I get better at reading when I read on my own.

Taste: I have favorite authors and picture book series. I love to read any book about...



Students can already:

- Read and predict meaning of compound words.
- Use inflectional endings (-s, -es, -ing, -y, -ed, -er, -est) to read unknown 2-syllable words.
- Use the single consonant/double consonant pattern (cuter/cutter).
- Find and use less frequent vowel patterns (-ance, -aste, -ea [short e] inside an unknown word).
- Decode 2-syllable words following basic patterns by breaking the word into syllables and trying alternatives for the stress.

Students will learn to:

- Decode 3-syllable words following basic patterns.
- Use suffixes to read unknown 3-syllable words.
- Decode words with 3-letter blends (-str, -tch).
- Find and use tricky spelling-sound correspondences such as silent letters and sophisticated vowel teams to decode unknown words.
- Demonstrate comprehension of independently read **1R** books by discussing key ideas in the text.

Use What You Know to Read These Words

| Compound Words | Endings | Other Familiar Chunks |
|----------------|-----------|-----------------------|
| newspaper | returning | chocolate |
| applesauce | amazing | tomorrow |
| anything | presented | favorite |
| butterfly | reported | entertain |

Now that students have had some practice decoding 3-syllable words...

Fluency

The 1R reader becomes more fluent as s/he gains automaticity with the simultaneous processing and integration of the many parts of the brain required for reading. 1R readers move from word-by-word reading to reading in phrases. They move from having to read everything out loud in order to process it through their mouths and ears to whisper reading and then subvocalization. Their oral reading begins to have expression. It sounds smooth. It picks up speed. They are able to use punctuation and an author's clues (e.g., *Suzi shouted, "Help!"*) to guide their expression. All of this development is dependent on the text being easy enough for them that the decoding is automatic. It is absolutely crucial at this level that readers spend enough time (at least an hour a day) independently reading easy books that they enjoy.

Beginning 3-Letter Blends

str-

scr-

spr-

shr-

squ-

sch-

thr-

1R Activities

Directions: Fill in each blank with the three-letter-blend word that makes sense in the story.

Practice: Beginning 3-Letter Blends

Name: _____ Date: _____

Directions: Use the pictures to help you fill in the beginning three-letter blend on each word.



___ id



___ ipes



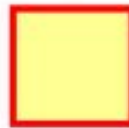
___ ead



___ atch



___ ibbles



___ are



___ inkler



___ ee

Ending 3-Letter Blends/Trigraphs

| | -tch | -rst | -ght | -rth |
|----------|-----------|-------|--------|--------------------|
| a | catch | | | earth earthling |
| e | fetch | | | berth |
| i | itch | first | night | birth birthday |
| o | hopscotch | worst | | north northern |
| u | crutch | burst | taught | fourth |

3-Letter Blends and Suffixes

| -tch | -rst | -ght | -rth |
|------------|----------|-------------|-----------|
| catch | first | caught | earth |
| catcher | thirst | fought | earthly |
| hatch | thirsty | nightly | earthling |
| hatched | worst | fright | birth |
| hatching | burst | frighten | birthed |
| match | bursting | frightened | birthday |
| matched | | frightening | north |
| matching | | sight | northern |
| crutch | | bright | northerly |
| crutches | | brighter | fourth |
| watch | | brighten | |
| watchful | | | |
| watchfully | | | |
| itch | | | |
| kitchen | | | |

Practice: Ending 3-Letter Blends/Trigraphs

Name: _____ Date: _____

Directions: Use the pictures to help you fill in the ending three-letter blend on each word.



candleli_ _ _



fi_ _ _ place



wei_ _ _



swi_ _ _



ea_ _ _



midni_ _ _



pa_ _ _

Silent Consonants

| kn- | gn | -mb | -gh |
|---|--|--|---|
| know known knowledge knew knock knee knife knives knit knitting knight knot kneel | sign design gnome gnaw gnat gnocchi | climb lamb bomb thumb dumb limb comb numb crumb honeycomb breadcrumb | through although laugh enough rough tough high sigh thigh dough weigh |

Silent Consonant Code

Name: _____ Date: _____

Directions: Use the letter bank and the pictures to help you fill in the silent consonant pattern on each word.

kn- gn -mb -gh

la__

__eecap

hi__ five

__at

__ife

breadcru__



Silent Consonant

Name: _____ Date: _____

Directions: Use the pictures to help you fill in the silent consonant pattern on each word.



CRU _ _ S



_ _ uckles



_ _ ome



thi _ _



_ _ ight



co _ _



headli _ _ ts



_ _ ock

Tricky Vowel Teams:

Sometimes the same vowel team can make more than one sound. Practice reading and spelling the following words. Create a sentence for one word in each column.

| Read & Spell | | | |
|----------------------------------|---------------------------------|-----------------------------------|-----------------------------------|
| <i>oo</i> like in <i>look</i> | <i>oo</i> like in <i>too</i> | <i>ei</i> like in <i>eight</i> | <i>ei</i> like in <i>being</i> |
| shook | food | weigh | ceiling |
| cookies | fooling | weight | neither |
| wooden | kangaroo | neighbor | weird |
| hoodies | tattooed | reindeer | seize |









1R Skill Builders: Phonics

Name: _____

Multi-Syllable Words



Circle the two syllables that make a word to match each picture. Then, write the whole word on the line.

| | |
|--|--|
| <p>1</p>  <p>coon rac room</p> <p>_____</p> | <p>2</p>  <p>pop carp corn</p> <p>_____</p> |
| <p>3</p>  <p>spi der pid</p> <p>_____</p> | <p>4</p>  <p>git ger ti</p> <p>_____</p> |
| <p>5</p>  <p>cray roo on</p> <p>_____</p> | <p>6</p>  <p>ple ap lap</p> <p>_____</p> |
| <p>7</p>  <p>dle ple pud</p> <p>_____</p> | <p>8</p>  <p>rag tar get</p> <p>_____</p> |

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★ Read these words to a partner.

Name: _____



Circle the syllable that completes each word. Then, write the circled syllable in the blank.

| | |
|--|--------------|
| 1 The girl had a pur <u>ple</u> dress. | ple zle |
| 2 Did you en_____ the day at the beach? | joy jay |
| 3 The clown can jug_____ five balls at a time. | gle dle |
| 4 The dog hid be_____ the desk. | hunt hind |
| 5 We can play a game with the mar_____. | zle ble |
| 6 A big mush_____ grew in the long grass. | room rain |
| 7 He made a mis_____ on the test. | kite take |
| 8 I will use a nee_____ and thread. | dle ple |

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★ Read these sentences to a partner.

Name: _____



Circle the syllable that completes each word. Then, write the circled syllable in the blank.

| | |
|---|--------------|
| 1 A mer <u>maid</u> swims in the sea. | mood maid |
| 2 Do not spill milk on the car _____. | pet ted |
| 3 The tur _____ hid in his shell. | gle tle |
| 4 I gave him a gift on his birth _____. | day doe |
| 5 She held the bag by the han _____. | zle dle |
| 6 What is the ti _____ of this book? | tle ple |
| 7 The doll will sleep in the cra _____. | dle gle |
| 8 The cat will hide un _____ the bed. | der per |

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★ Read these sentences to a partner.

Name: _____



Cut out the syllables at the bottom of the page. Put the syllables together to make a word that matches the picture. Then, write the whole word on the line.

| | | | | |
|---|----|----|--|-------|
| 1 | | pa | | _____ |
| 2 | | | | _____ |
| 3 | 13 | | | _____ |
| 4 | | | | _____ |
| 5 | | | | _____ |

★ Write a sentence for each word.



teen

pa

ver

ble

ea

ta

gle


thir

per

clo

1R Skill Builders: Comprehension

Name: _____

Comprehension
Building Sentences 

Read the words and put them in the correct order to make a sentence. Then, write the sentence on the line. Remember to start with a capital letter and use end punctuation.

1 Kim | the ball | will kick

Kim

2 fast | will run | Nick

3 will win | they | the game

Draw a picture to match the sentences.



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★ Use the picture to retell the story in your own words to a partner.

Name: _____



Read the sentence starters. Then, cut out the phrases at the bottom of the page and use them to complete the sentence starters.

1 Boats float

on the lake.

2 Lin runs

3 Ben naps

4 A leaf fell

5 The pot boils

6 The snail hid

★ Read these sentences to a partner.

around the track.

on the stove.

in its shell.

on the lake.

in his crib.

from the branch.

Name: _____



Read the sentence starters. Then, cut out the phrases at the bottom of the page and use them to complete the sentence starters.

| | |
|-----------------|------------------|
| 1 Rain fell | from the clouds. |
| 2 The boy sleds | |
| 3 The bees buzz | |
| 4 Sue works | |
| 5 Max sleeps | |
| 6 The kids wait | |


★ Read these sentences to a partner.



| | |
|------------------|------------------|
| in his soft bed. | at her desk. |
| from the clouds. | in the hive. |
| down the hill. | at the bus stop. |

1R Skill Builders: Structural Analysis


Name: _____

Structural Analysis
Simple Suffixes 

Read the words at the bottom of the page. Circle the suffix in each word. Then, cut out the words and glue them into the correct boxes.

| | | |
|---------------|----------------------------|----------------|
| 1 s | 2 ing falling | 3 ed |
|---------------|----------------------------|----------------|

★ Think of another word with each suffix and add it to the correct box.



| | | | |
|---------|---------|--------|---------|
| falling | ended | eating | plums |
| added | runs | landed | camping |
| pets | wishing | dented | hops |

Name: _____



Read the words at the bottom of the page. Circle the suffix in each word. Then, cut out the words and glue them into the correct boxes.

| | | |
|--------------------------|-----------------|---------------|
| 1 er farmer | 2 est | 3 y |
|--------------------------|-----------------|---------------|

★ Think of another word with each suffix and add it to the correct box.

✂

| | | | |
|---------|---------|--------|--------|
| farmer | neatest | sleepy | windy |
| lucky | lowest | messy | darker |
| deepest | painter | faster | oldest |

Name: _____



Read the words at the bottom of the page. Circle the suffix in each word. Then, read each word again and listen carefully to the sound of -ed at the end. Cut out the words and glue them into the correct boxes.

¹ ed (d)

² ed (ed)

³ ed (t)

cracked

★ Think of another word with each sound of -ed and add it to the correct box.

✂

| | | | |
|----------|---------|---------|--------|
| cracked | dusted | rocked | called |
| screamed | leaned | stamped | rented |
| twisted | planted | yelled | bumped |

Name: _____



Read the words at the top of the page. Circle the suffix in each word. Then, write the word in the box with the same suffix.

beaches joyful endless harmless
helpful gladly glasses lonely
benches slowly grateful painless

| | |
|---|--|
| <p>1</p> <p>es</p> <p>dishes</p> <hr/> <hr/> <hr/> <hr/> | <p>2</p> <p>ful</p> <p>useful</p> <hr/> <hr/> <hr/> <hr/> |
| <p>3</p> <p>less</p> <p>spotless</p> <hr/> <hr/> <hr/> <hr/> | <p>4</p> <p>ly</p> <p>swiftly</p> <hr/> <hr/> <hr/> <hr/> |

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★ Choose one word from each box and write a sentence for each.

Name: _____



Read the words at the top of the page. Circle the suffix in each word. Then, write the word in the box with the same suffix.

selfish darken basement fallen
payment darkness foolish neatness
shipment madness lessen pinkish

| | |
|---|--|
| <p>1</p> <p>ment</p> <p>pavement</p> <hr/> <hr/> <hr/> <hr/> | <p>2</p> <p>ness</p> <p>fitness</p> <hr/> <hr/> <hr/> <hr/> |
| <p>3</p> <p>ish</p> <p>childish</p> <hr/> <hr/> <hr/> <hr/> | <p>4</p> <p>en</p> <p>shorten</p> <hr/> <hr/> <hr/> <hr/> |

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★ Choose one word from each box and write a sentence for each.

Name: _____




Circle the correct suffix to complete each word. Then, write the suffix in the blank.


| | |
|--------------------------------------|-------------|
| 1 The plane land <u>ed</u> on time. | ed er |
| 2 She has two pet dog_____. | s est |
| 3 The red sled went quick_____. | less ly |
| 4 Can you short_____ the long pants? | en es |
| 5 The man fix_____ the pipe. | ness es |
| 6 Do not act fool_____ in class. | ment ish |
| 7 I got a ship_____ of books today. | en ment |
| 8 They were drink_____ milk. | ing ful |

★ Read these sentences to a partner.

1R Skill Builders:Fluency

Name: _____

Fluency
Sight Words 5 

Circle or  the space(s) where the word in the box is spelled correctly.

| | | | | |
|-------|-------|-------|-------|-------|
| full | full | flul | lufi | full |
| try | tyr | rty | try | tyr |
| own | onw | own | won | onw |
| done | done | node | done | doen |
| laugh | luagh | lauhg | luagh | laugh |

Practice writing the sight words below.

full

try

own

done


laugh

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★ Choose three sight words from above and write a sentence for each.

Name: _____



Circle or  the space(s) where the word in the box is spelled correctly.

| | | | | |
|-------|-------|-------|-------|-------|
| hurt | hutr | hurt | hrut | hutr |
| grow | grow | gorw | grow | gwor |
| seven | sveen | seevn | seven | seven |
| want | nwat | want | want | watn |
| light | light | lihgt | litgh | light |

Practice writing the sight words below.

hurt

grow

seven

want

light

★ Choose three sight words from above and write a sentence for each.

Name: _____

Write each word on the line. Then, find them hidden in the puzzle below.

people people

eight _____

watch _____

laugh _____

warm _____

grow _____

only _____

light _____

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| p | e | o | p | l | e | h | a |
| w | a | r | m | p | i | o | n |
| w | a | t | c | h | g | p | p |
| n | l | a | u | g | h | s | l |
| e | y | g | o | g | t | p | u |
| o | n | l | y | a | p | e | m |
| s | e | l | i | g | h | t | s |
| g | r | o | w | i | t | s | a |

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★ Practice spelling each word twice.

Name: _____

Write each word on the line. Then, find them hidden in the puzzle below.

| | | | |
|-------|--------------|--------|-------|
| today | <u>today</u> | purple | _____ |
| about | _____ | water | _____ |
| their | _____ | full | _____ |
| try | _____ | own | _____ |



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★ Practice spelling each word twice.

Name: _____

Circle the word to complete the sentence. Then, write the word in the blank.


| | |
|---|-------------------------|
| 1 There were eight <u>people</u> in line. | <u>people</u> purple |
| 2 Did you watch the show _____ sharks? | water about |
| 3 I had a glass _____ of water. | laugh full |
| 4 It hurt when I fell in _____ yard. | eight their |
| 5 I need to _____ the plants today. | water watch |
| 6 I will try to fix the _____. | light eight |
| 7 I saw seven _____ plums on the tree. | grow purple |
| 8 It was _____ at the park today. | warm water |

LEARN TO READ
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★ Read these sentences to a partner.

1R Skill Builders:Phonics

Name: _____

Advanced Word Chains 

Move the letters in each word to make a new word. You must use all of the letters in your new word. There may be more than one answer.

| | | |
|-------------------------------|-------------------------------|-------------------------------|
| 1 t i p ↓ p i t | 2 p a t ↓ _ _ _ | 3 t o p ↓ _ _ _ |
| 4 s n i p ↓ _ _ _ | 5 s t o p ↓ _ _ _ | 6 t e a r ↓ _ _ _ |
| 7 s t e p ↓ _ _ _ | 8 s l i p ↓ _ _ _ | 9 p a n s ↓ _ _ _ |
| 10 t i c k s ↓ _ _ _ | 11 s l i m e ↓ _ _ _ | 12 c r a t e ↓ _ _ _ |

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★ Use some letters from your first name and see if you can make any new words.

Name: _____



Move the letters in each word to make a new word. You must use all of the letters in your new word. There may be more than one answer.












| | | |
|-----------------------------|-----------------------------|-----------------------------|
| 1 n a p ↓ p a n | 2 p a l ↓ _ _ _ | 3 s a g ↓ _ _ _ |
| 4 t e n ↓ _ _ _ | 5 a n t ↓ _ _ _ | 6 g u m ↓ _ _ _ |
| 7 m i l e ↓ _ _ _ | 8 t a l e ↓ _ _ _ | 9 t o n e ↓ _ _ _ |
| 10 v a s e ↓ _ _ _ | 11 l i d s ↓ _ _ _ | 12 t a m e ↓ _ _ _ |

WORD LEVEL 10
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★ Use some letters from your last name and see if you can make any new words.

Name: _____

Read the word in each box. Then, add one letter to this word to make a new word that matches the picture. Circle the letter you added.

| | |
|--|--|
| <p>1</p>  <p>lake</p> <p>↓</p>  <p>_____</p> | <p>2</p>  <p>wing</p> <p>↓</p>  <p>_____</p> |
| <p>3</p>  <p>net</p> <p>↓</p>  <p>_____</p> | <p>4</p>  <p>cat</p> <p>↓</p>  <p>_____</p> |
| <p>5</p> <p>10</p> <p>ten</p> <p>↓</p>  <p>_____</p> | <p>6</p>  <p>sing</p> <p>↓</p>  <p>_____</p> |













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★ Tell a partner what you did to make each new word.

Name: _____

Read the word in each box. Then, change one letter in this word to make a new word that matches the picture. Circle the letter in the new word that you changed.













| | |
|---|---|
| <p>1</p>  <p>s a c k</p> <p>↓</p>  <p>_____</p> | <p>2</p>  <p>g r a b</p> <p>↓</p>  <p>_____</p> |
| <p>3</p>  <p>s t o p</p> <p>↓</p>  <p>_____</p> | <p>4</p>  <p>b e l t</p> <p>↓</p>  <p>_____</p> |
| <p>5</p>  <p>s t i n g</p> <p>↓</p>  <p>_____</p> | <p>6</p>  <p>c h e c k</p> <p>↓</p>  <p>_____</p> |

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★ Tell a partner what you did to make each new word.

Name: _____



Look at each picture and say the word, one sound at a time. Take off the first sound in each word to make a new word. Then, find the picture to match the new word and glue it in the box.

| | |
|--|---|
| 1  →  | 2  →  |
| 3  →  | 4  →  |
| 5  →  | 6  →  |

★ Tell a partner what you did to make each new word.

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| | | | | | |
|--|--|--|---|--|--|
| a  | b  | c  | d  | e  | f  |
|--|--|--|---|--|--|