What teachers like you are saying:

"This resource is truly exceptional and stands out as one of **the most helpful tools I've encountered**. It is thoughtfully designed, user-friendly, and packed with valuable information. Whether you're a beginner looking to get started or someone with more advanced needs, it provides the **perfect balance of simplicity and depth**. The content is well-organized, making it easy to navigate and find exactly what you need. Additionally, the quality of the material reflects a deep understanding of the subject, offering **practical, actionable insights that can be applied immediately**. It's **an indispensable resource** that I highly recommend to anyone seeking reliable guidance."

- Danielle C.

"I love that these resources are **aligned with the Science of Reading**. The bundle has **helped my struggling readers increase their fluency and comprehension**! So thankful I found this resource!"

–Tamyhra M.

"This is **great morning work** to help my students practice various skills. I **love how it focuses on different skills each day**, but all the skills are based around the same story. Great resource!"

– Excited in Elementary

"This is a great resource for **integrating phonics and reading**! My **students love the varying activities**."

– Michelle B.

Hello There!

I am so excited to be bringing you this set of decodable readers, where everything you and your students need to practice short vowel patterns is in one place!

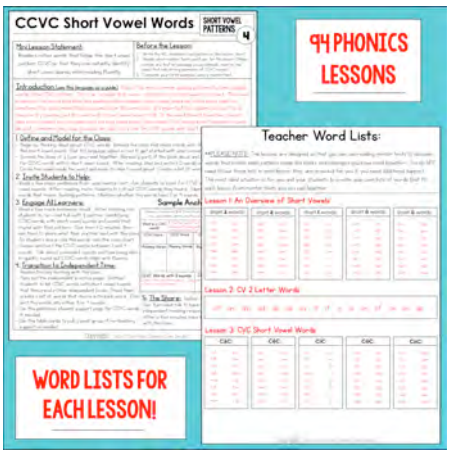
What Is Included:

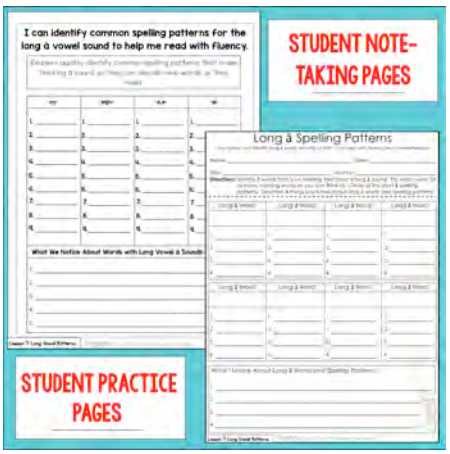
1. 20 passages focused on the most common short vowel sounds and patterns.
2. Google Drive digital version

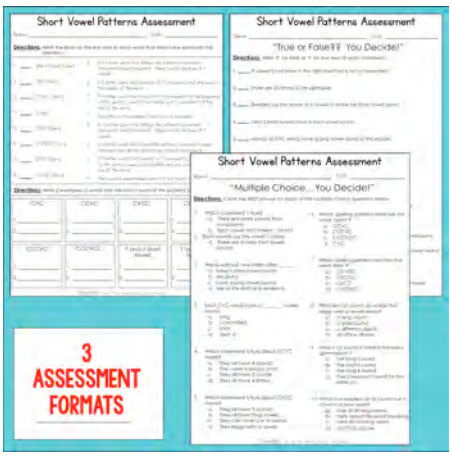
Ideas to Use the Passages:

1. In a small strategy group.
2. In a small guided reading group.
3. With students who are in upper grades but need phonics practice.
4. With advanced readers in earlier grades.
5. As a homework review.
6. In a literacy center.

CLICK THE IMAGES BELOW to see the Phonics Curriculum!







Thank you so much to these amazing artists, whose work is found in this resource!

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Story 1: Short vowel CVC /a/	**Story 2:** Short vowel CVC /a/	**Story 3:** Short vowel CVCC /a/	**Story 4:** Short vowel CVCC /a/
Story 5: Short vowel CVC /e/	**Story 6:** Short vowel CVC /e/	**Story 7:** Short vowel CVCC /e/	**Story 8:** Short vowel CVCC /e/
Story 9: Short vowel CVC /i/	**Story 10:** Short vowel CVC /i/	**Story 11:** Short vowel CVCC /i/	**Story 12:** Short vowel CCVC /i/
Story 13: Short vowel CVC /o/	**Story 14:** Short vowel CVC /o/	**Story 15:** Short vowel CVCC /o/	**Story 16:** Short vowel CCVC /o/
Story 17: Short vowel CVC /u/	**Story 18:** Short vowel CVC /u/	**Story 19:** Short vowel CVCC /u/	**Story 20:** Short vowel CCVC /u/

LINKS ACTIVE IN PAID VERSION

Short Vowels Leveled

Professionally Leveled By Lexile ® and OOTWL®

Story #	Passage Title	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
1	I Love Bacon!	178	430L	J	2.4	20	2.4
2	Getting to School	170	480L	K	2.6	25	2.6
3	My Little Brother	175	400L	J	2.2	18	2.2
4	An Epic Fall	166	380L	I	2.1	16.	2.1
5	The Bet	153	390L	I	2.2	16	2.2
6	I Hate Spiders	160	440L	J	2.4	20	2.4
7	The Bad Sport	150	390L	I	2.2	16	2.2
8	Too Much Noise	155	430L	J	2.4	20	2.4
9	The Lunch Box	162	510L	L	2.8	24	2.8
10	Kiss a Pig	167	430L	J	2.4	20	2.4
11	I Will NOT Eat That!	157	330L	I	1.9	16	1.9
12	Jabi Skipped School	162	490L	K	2.7	24	2.7
13	My Dog is Smart	171	470L	K	2.6	24	2.6
14	Learning to Cook	163	380L	I	2.1	16.	2.1
15	Busy, Busy, Busy	153	450L	J	2.5	20	2.5
16	What a Mess	164	540L	M	3.0	28	3.0
17	Gum in My Hair	182	400L	J	2.2	18	2.2
18	The Bad Day	164	310L	H	1.8	14	1.8
19	My Mom's Job	155	430L	J	2.4	20	2.4
20	Do Not Be Afraid	162	460L	K	2.5	24	2.5

Copyright: Out of This World Literacy® (Jen Bengel)

Decodable Readers Included:

Below is a list of titles included in this set of decodable readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
1	I Love Bacon!	Short vowel CVC /a/	1. mad 2. had 3. sat 4. pat 5. ban 6. pan 7. gab 8. tad	1. tad 2. ban
2	Getting to School	Short vowel CVC /a/	1. cab 2. nab 3. jab 4. ran 5. lap 6. map 7. jam 8. nap	1. jab 2. nab
3	My Little Brother	Short vowel CVCC /a/	1. fact 2. last 3. fast 4. gasp 5. lack 6. dash 7. rant 8. rack	1. lack 2. rant
4	An Epic Fall	Short vowel CVCC /a/	1. past 2. path 3. task 4. hack 5. hand 6. ramp 7. cast 8. hash	1. task 2. hash
5	The Bet	Short vowel CVC /e/	1. bet 2. yet 3. get 4. let 5. wet 6. red 7. pep 8. met	1. pep 2. exploded
6	I Hate Spiders	Short vowel CVC /e/	1. web 2. jet 3. bed 4. leg 5. fed 6. set 7. pet 8. den	1. tease 2. jet
7	The Bad Sport	Short vowel CVCC /e/	1. deck 2. wept 3. went 4. sent 5. bent 6. help 7. best 8. held	1. wept 2. attitude

Copyright: Out of This World Literacy (Jen Bengel)

Decodable Readers Included:

Below is a list of titles included in this set of decodable readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
8	Too Much Noise	Short vowel CVCC /e/	1. test 2. desk 3. felt 4. tend 5. lend 6. send 7. left 8. melt	1. tend 2. frustrated
9	The Lunch Box	Short vowel CVC /i/	1. kid 2. big 3. dig 4. six 5. lid 6. fit 7. zip 8. tip	1. starving 2. stuffed
10	Kiss a Pig	Short vowel CVC /i/	1. pig 2. wig 3. hit 4. lip 5. did 6. sit 7. bin 8. him	1. determined 2. squealed
11	I Will NOT Eat That!	Short vowel CVCC /i/	1. sick 2. dish 3. lick 4. pick 5. wish 6. wink 7. fish 8. list	1. despised 2. complaints
12	Jabi Skipped School	Short vowel CCVC /i/	1. skip 2. thin 3. swig 4. slip 5. grim 6. slim 7. slid 8. spit	1. slim 2. grim
13	My Dog is Smart	Short vowel CVC /o/	1. dog 2. got 3. lot 4. not 5. jog 6. box 7. mob 8. hop	1. perform 2. mob
14	Learning to Cook	Short vowel CVC /o/	1. job 2. mom 3. hot 4. won 5. pot 6. pop 7. cob 8. mop	1. nervous 2. careful

Copyright: Out of This World Literacy (Jen Bengel)

Decodable Readers Included:

Below is a list of titles included in this set of decodable readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
15	Busy, Busy, Busy	Short vowel CVCC /o/	1. long 2. cost 3. zonk 4. lost 5. song 6. soft 7. honk 8. lock	1. zonk 2. meltdown
16	What a Mess	Short vowel CCVC /o/	1. snot 2. spot 3. stop 4. blob 5. flop 6. drop 7. slob 8. plop	1. slob 2. flop
17	Gum in My Hair	Short vowel CVC /u/	1. rub 2. rut 3. cut 4. gum 5. bug 6. tub 7. tug 8. but	1. warned 2. rut
18	The Bad Day	Short vowel CVC /u/	1. mug 2. rug 3. hug 4. cup 5. sub 6. bun 7. run 8. fun	1. crabby 2. positive
19	My Mom's Job	Short vowel CVCC /u/	1. much 2. must 3. just 4. lump 5. luck 6. sunk 7. jump 8. duck	1. luck 2. sunk
20	Do Not Be Afraid	Short vowel CCVC /u/	1. plug 2. drum 3. snug 4. spun 5. smug 6. club 7. slug 8. stub	1. smug 2. snug

Copyright: Out of This World Literacy (Jen Bengel)

Decodable Readers Included:

Below is a list of titles included in this set of decodable readers

Teaching Format	Day 1: *Phonics and Vocabulary*	Day 2: *Comprehension*	Day 3: *Word Comprehension*	Day 4: *Suffixes and Tenses*
Whole Group	1. Teach the big rule 2. List words on class anchor chart 3. Read story as a class 4. Pass out day 1 page for independent work	1. Review the big rule 2. Revisit day 1 anchor chart 3. Choral read story as a class 4. Pass out day 2 page for independent work	1. Review the big rule 2. Revisit day 1 anchor chart 3. Define each word and review sentence writing 4. Pass out day 3 page for independent work	1. Review the big rule 2. Revisit day 1 anchor chart 3. Define suffixes and teach suffix rules 4. Discuss tenses 4. Pass out day 4 page for independent work
Guided Reading	1. Teach the big rule 2. Introduce story by defining vocabulary and finding word box words in the story 3. Students read story silently 4. Identify words and vocabulary together after reading	1. Review the big rule 2. Define vocabulary words 3. Students read story silently 4. Oral discussion of the comprehension questions. Students discuss then do a group shared write for question #5	1. Review the big rule 2. Define each word and review sentence writing 3. Students read sentences silently and write in words. 4. Discuss sentences as a group and have a shared writing experience	1. Review the big rule 2. Define suffixes and teach suffix rules 3. Complete first chart together 4. Discuss tenses 5. Complete second chart together 6. If time, list words that rhyme and add suffixes
Strategy Group	1. Teach the big rule 2. Introduce story by defining vocabulary and finding word box words in the story 3. Choral or echo read (teacher lead) story 4. Identify words and vocabulary in pairs after reading	1. Review the big rule 2. Define vocabulary words 3. Students read story silently 4. Oral discussion of the comprehension questions. Students discuss then write question #5	1. Review the big rule 2. Define each word and review sentence writing 3. Students read sentences silently and write in words. 4. Discuss sentences as a group and write sentences in pairs	1. Review the big rule 2. Define suffixes and teach suffix rules 3. Complete first chart together 4. Discuss tenses 5. Complete second chart together 6. If time, list words that rhyme and add suffixes

Copyright: Out of This World Literacy (Jen Bengel)

4-Day Guide:

Use the following as a *guide* to teaching and mastering words with short vowel sounds.

Teaching Format	**Day 1:** ***Phonics and Vocabulary***	**Day 2:** ***Comprehension***	**Day 3:** ***Word Comprehension***	**Day 4:** ***Suffixes and Tenses***
Intervention Group	1. Introduce story by defining vocabulary and connect students' background to the story. Build anticipation and excitement for reading 2. Quickly teach the big rule and point out the words in the story 3. Students read story silently, choral as a group, or echo with teacher leading 4. Revisit big rule and words in the story 5. Orally discuss a connection students made to the story 6. Have students complete day 1 page independently	1. Review the big rule 2. Define vocabulary words by going over students' independent work from day 1 3. Read over multiple choice questions and tell students to be searching for the answers while reading 4. Students read story silently while teacher listens in to one student. A running record can be taken 5. Oral discussion of the comprehension questions. Students discuss then do a group shared write for question #5	1. Review the big rule 2. Define each word and review sentence writing 3. Ask students to skim the 8 sentences and offer to help with any tricky words they may get stuck reading. Go over tricky words as a group. 4. Students read sentences silently and write in words that fit from the word box 5. Discuss sentences as a group and have a shared writing experience for the bottom section of the page	1. Review the big rule 2. Define suffixes and teach suffix rules 3. Complete first chart together 4. Make a list of words that rhyme with one of the words. Add suffixes to each of those words to reinforce patterns 5. Discuss tenses 6. Complete second chart together, using oral language to check if each word sounds right 7. If time, list words that rhyme and change tenses

Copyright: Out of This World Literacy (Jen Bengel)

4-Day Guide:

Use the following as a *guide* to teaching and mastering words with short vowel sounds.

Teaching Format	**Day 1:** ***Phonics and Vocabulary***	**Day 2:** ***Comprehension***	**Day 3:** ***Word Comprehension***	**Day 4:** ***Suffixes and Tenses***
Students with Dyslexia	1. Introduce story by defining vocabulary and connect students' background to the story. Build anticipation and excitement for reading 2. Teach the big rule. Point to and read each word in the word box. 3. Point to and spell each letter of each word and read them again (chorally) 4. Have students complete the word hunt before reading 5. Students read story silently, choral as a group, or echo with teacher leading 6. Revisit big rule and words in the story 7. Orally discuss a connection students made to the story	1. Review the big rule 2. Review day 1 story page. Point to and read each word in the word box. 3. Read the vocabulary words and discuss each meaning 4. Look at day 2 page together. Circle or highlight words in the story that match the big rule 5. Read over multiple choice questions and tell students to be searching for the answers while reading 6. Students read story silently while teacher listens in to one student. A running record can be taken 7. Oral discussion of the comprehension questions. Students discuss then do a group shared write for question #5	1. Review the big rule. Point to and read each word in the word box. 2. Point to and spell each letter of each word and read them again (chorally) 3. Define each word and review sentence writing 4. Ask students to skim the 8 sentences and offer to help with any tricky words they may get stuck reading. Go over tricky words as a group. 5. Students read sentences silently and write in words that fit from the word box 6. Discuss sentences as a group and have a shared writing experience for the bottom section of the page	1. Review the big rule. Point to and read each word in the first chart. 2. Define suffixes and teach suffix rules 3. Complete first chart together 4. Make a list of words that rhyme with one of the words. Add suffixes to each of those words to reinforce patterns 5. Discuss tenses. Point to and read each word in the first chart. 6. Complete second chart together, using oral language to check if each word sounds right 7. If time, list words that rhyme and change tenses

Copyright: Out of This World Literacy (Jen Bengel)

4-Day Guide:

Use the following as a *guide* to teaching and mastering words with short vowel sounds.

Teaching Format	**Day 1:** ***Phonics and Vocabulary***	**Day 2:** ***Comprehension***	**Day 3:** ***Word Comprehension***	**Day 4:** ***Suffixes and Tenses***
English Language Learners	1. Introduce story by defining vocabulary. Go over where the words have been heard before and how they can be used. Connect students' background to the story. Build anticipation and excitement for reading 2. Teach the big rule. Point to and read each word in the word box. 3. Have students complete the word hunt before reading 4. Students read story silently, choral as a group, or echo with teacher leading 5. Revisit big rule and words in the story 6. Orally discuss a connection students made to the story and revisit vocabulary	1. Review the big rule 2. Review day 1 story page. Point to and read each word in the word box. 3. Read the vocabulary words and discuss each meaning 4. Look at day 2 page together. Circle or highlight words in the story that match the big rule 5. Read over multiple choice questions and tell students to be searching for the answers while reading 6. Students read story silently while teacher listens in to one student. A running record can be taken 7. Oral discussion of the comprehension questions. Students discuss then do a group shared write for question #5	1. Review the big rule. Point to and read each word in the word box. 2. Point to and spell each letter of each word and read them again (chorally) 3. Define each word and review sentence writing 4. Ask students to skim the 8 sentences and offer to help with any tricky words they may get stuck reading. Go over tricky words as a group. 5. Students read sentences silently and write in words that fit from the word box 6. Discuss sentences as a group and have a shared writing experience for the bottom section of the page	1. Review the big rule. Point to and read each word in the first chart. 2. Define suffixes and teach suffix rules 3. Complete first chart together 4. Make a list of words that rhyme with one of the words. Add suffixes to each of those words to reinforce patterns 5. Discuss tenses. Point to and read each word in the first chart. 6. Complete second chart together, using oral language to check if each word sounds right 7. If time, list words that rhyme and change tenses

Copyright: Out of This World Literacy (Jen Bengel)

The Standards:

	Common Core State Standard	TEK Standard
Grade 1	CCSS.ELA-LITERACY.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds. CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	1.2Biii Decoding words with closed syllables, open syllables, Vce syllables, vowel teams including vowel digraphs and vowel diphthongs and r controlled syllables.
Grade 2	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Biii Decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs and r controlled syllables and final stable syllables.
Grade 3	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Biii Decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs and r controlled syllables and final stable syllables.
Grade 4	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Biii Decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs and r controlled syllables and final stable syllables.
Grade 5	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Biii Decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs and r controlled syllables and final stable syllables.
Grade 6	CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.2A Use print to determine the meaning, syllabication, pronunciation, word origin and part of speech.

Copyright: Out of This World Literacy (Jen Bengel)

Day 1: Phonics and Vocabulary

Learn the BIG Rule:

Read and study the BIG rule.

Practice Words:

Read and study the words inside the word box.

Read the Story:

Read the story with words that show the big rule. Enjoy the custom illustration too!

Hunt the Words:

Use the codes to mark each word in the story.

Vocabulary Master:

Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

STORY 1: DAY 1

CVC

SHORT VOWEL PATTERN

Name: _____ **Date:** _____

Directions: Study the big rule and read the words in the box. Read the story. Complete the activities below.

The BIG Rule: The vowel /a/ makes the short sound in almost all 3-letter words that fit the pattern of consonant, vowel, consonant (CVC) like the word *sad.*	mad	sat	ban	gab
	had	pat	pan	tad

I Love Bacon!

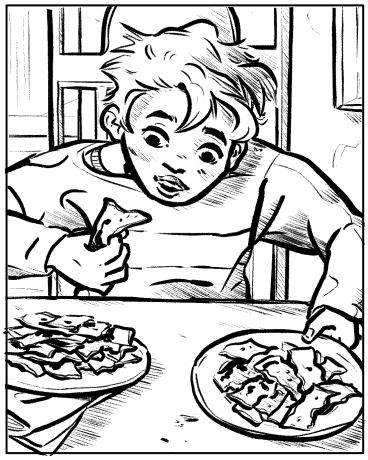
My name is Mac. I am ten-years-old and I love bacon. I love bacon more than any other food. I can eat a lot of bacon! Last week I had 2 packs of bacon all by myself. My mom says I can set a record.

Today there was no bacon left in the house. I was mad. "Mom!!!" I yelled, "I need bacon!" I was not just a tad mad. I was really mad! I had to have my bacon.

Mom just looked at me. Then she went back to gab on the phone. I wanted to grab her phone. I wanted to **ban** it from her until she got more bacon. But I knew that was a bad idea.

Dad went to the store later in the day. I was in my room when just a tad of bacon smell was in the air. Then I heard the sizzle of the pan. I went to pat my stomach as I jumped up.

"It's bacon time!" I yelled. I ran down to get my bacon fix.



Sample

Hunt the Words!

Directions: Use the code to mark each word in the story.

Red- mad **Yellow-** sat **Blue-** ban **Brown-** gab

Orange- had **Green-** pat **Purple-** pan **Pink-** tad

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____ _____

(Vocabulary Word) *(What the Word Means)*

2. _____ _____

(Vocabulary Word) *(What the Word Means)*

Copyright: Out of This World Literacy (Jen Bengel)

Day 2: Comprehension Focus

4 Multiple Choice Questions

Question1:

Answers can be found within the text

Question 2:

Answers can be found within the text

Question 3:

Word work, phonics-related question

Question 4:

Vocabulary

Question 5:

Open-ended response…higher level thinking: analyzing, compare/contrast, make connections, synthesize, judge.

Name: _____ **Date**: _____

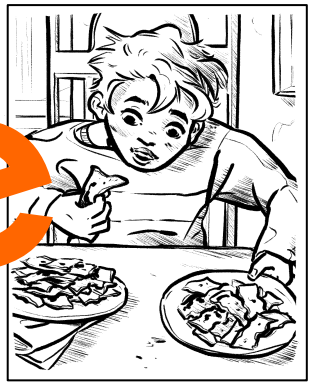
STORY 1 DAY 2

Directions: Read the story. Answer the questions below.

I Love Bacon!

My name is Mac. I am ten-years-old and I love bacon. I love bacon more than any other food. I can eat a lot of bacon! Last week I had 2 packs of bacon all by myself. My mom says I can set a record.

Today there was no bacon left in the house. I was mad. "Mom!!!" I yelled, "I need bacon!" I was not just a **tad** mad. I was really mad! I had to have my bacon.



Mom just looked at me. Then she went back to gab on the phone. I wanted to grab her phone. I wanted to **ban** it from her until she g more bacon. But I knew that was a bad idea.

Dad went to the store later in the day. I was in my r ju a of bacon smell was in the air. Then I heard th f th pan. o pat my stomach as I jumped up.

"It's bacon ti !" I yelle ran ow o ge y ba on

Sample

1. What was the bigg t pr n in the story?
   - (a) Mac loved b on
   - (b) There was no bacon left
   - (c) Mac ate too much bacon
   - (d) Mac was mad

3. Which word begins with the same sound as *sizzle*?
   - (a) can
   - (b) ship
   - (c) chip
   - (d) sat

2. What did Mac want to ban?
   - (a) bacon
   - (b) going to the store
   - (c) his mom's phone
   - (d) his dad's phone

4. What does the word *tad* mean?
   - (a) a small amount
   - (b) a big amount
   - (c) none at all
   - (d) a smell

5. How would you act differently than Mac in this story?

_____

_____

_____

_____

_____

Copyright: Out of This World Literacy (Jen Bengel)

Day 3: Word Comprehension

Complete the Sentence:

Choose correct words from the text box to complete 8 sentences.

Create Sentences:

Choose 3 words from the text box. Create 3 complete sentences using each word.

STORY 1
DAY
3

Name: _____ **Date**: _____

Directions: Complete each sentence with a word from the word bank.

The BIG Rule: The vowel /a/ makes the short sound in almost all 3-letter words that fit the pattern of consonant, vowel, consonant (CVC) like the word *sad.*	mad	sat	ban	gab
	had	pat	pan	tad

1. Jan liked to _____ her belly when she was ready to eat.
2. My brothers like to _____ about their day at school.
3. I was happy that I _____ in the front seat of the van.
4. Dad told me not to touch the _____ because it was too hot.
5. My mom had to _____ TV because we watched too much.
6. Max _____ to get his room cleaned or he was in big trouble.
7. Sam was so _____ when he lost his toy.
8. I was just a _____ sad that the day was ending.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. _____

   _____

2. _____

   _____

3. _____

   _____

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Day 4: Suffixes and Tenses

Complete the Sentence:

Choose correct words from the text box to complete 8 sentences.

Create Sentences:

Choose 3 words from the text box. Create 3 complete sentences using each word.

STORY 1 DAY 4

Name: _____ **Date**: _____

Directions: add an –ing and –s suffix to each word.

Adding –ing rule	**Adding –s rule**
When adding the suffix –ing to a word that ends in the vowel –e, drop the –e and add -ing	When adding the suffix –s to a word that ends in the vowel –e, keep the –e and add –s to make the word plural

Word	-ing	-s
pat		
ban		
gab		
tab		
pad		

Sample

Directions: Change the words from present tense to past tense. For some words, the suffix –ed will make the word past tense. Other words do not follow that rule.

Present Tense (Now I…)	Past Tense (Yesterday I…)
pat	
ban	
gab	
tab	
pad	

Copyright: Out of This World Literacy (Jen Bengel)

Answer Keys

Story 1: I Love Bacon!

Day 2:
1. B
2. D
3. D
4. A

Day 3:
1. pat
2. gab
3. sat
4. pan
5. ban
6. had
7. mad
8. tad

Story 2: Getting to School

Day 2:
1. C
2. A
3. B
4. D

Day 3:
1. nap
2. jam
3. nab
4. lap
5. cab
6. jab
7. ran
8. map

Story 3: My Little Brother

Day 2:
1. D
2. B
3. C
4. A

Day 3:
1. rant
2. rack
3. fast
4. tack
5. dash
6. lack
7. fact
8. last

Story 4: An Epic Fall

Day 2:
1. D
2. C
3. A
4. B

Day 3:
1. path
2. hack
3. hash
4. cast
5. ramp
6. past
7. task
8. hand

Story 5: Mila Needs a Break

Day 2:
1. B
2. C
3. D
4. A

Day 3:
1. weak
2. deal
3. cheap
4. dream
5. reach
6. heal
7. team
8. each

Story 6: Should I Cheat?

Day 2:
1. D
2. B
3. B
4. A

Day 3:
1. tease
2. scream
3. cheat
4. deal
5. year
6. teach
7. leave
8. least

Story 7: The Bad Sport

Day 2:
1. C
2. D
3. B
4. A

Day 3:
1. best
2. held
3. help
4. deck
5. wept
6. went
7. sent
8. bent

Story 8: Too Much Noise

Day 2:
1. B
2. A
3. D
4. C

Day 3:
1. lend
2. left
3. send
4. desk
5. felt
6. tend
7. felt
8. test

Copyright: Out of This World Literacy (Jen Bengel)

Answer Keys

Story 9: The Lunch Box

Day 2:
1. D
2. B
3. C
4. A

Day 3:
1. kid
2. six
3. zip
4. tip
5. lid
6. fit
7. dig
8. big

Story 10: Kiss a Pig

Day 2:
1. A
2. C
3. D
4. B

Day 3:
1. did
2. bin
3. him
4. hit
5. pig
6. wig
7. lip
8. sit

Story 11: I Will NOT Eat That!

Day 2:
1. A
2. C
3. B
4. D

Day 3:
1. wish
2. fish
3. list
4. wink
5. lick
6. sick
7. dish
8. pick

Story 12: Jabi Skipped School

Day 2:
1. C
2. B
3. D
4. A

Day 3:
1. spit
2. swig
3. skip
4. thin
5. grim
6. slip
7. slim
8. slid

Story 13: My Dog is So Smart

Day 2:
1. C
2. B
3. D
4. A

Day 3:
1. dog
2. jog
3. lot
4. box
5. mob
6. hop
7. got
8. not

Story 14: Learning to Cook

Day 2:
1. D
2. A
3. D
4. B

Day 3:
1. job
2. cob
3. pop
4. mop
5. pot
6. won
7. mom
8. hot

Story 15: Busy, Busy, Busy

Day 2:
1. D
2. A
3. B
4. B

Day 3:
1. lock
2. zonk
3. cost
4. song
5. lost
6. long
7. soft
8. honk

Story 16: What a Mess

Day 2:
1. A
2. D
3. B
4. C

Day 3:
1. flop/plop
2. snot
3. drop
4. plop/flop
5. blob
6. stop
7. spot
8. slob

Copyright: Out of This World Literacy (Jen Bengel)

Answer Keys

Story 17: Gum in My Hair

Day 2:

1. B
2. D
3. A
4. C

Day 3:

1. bug
2. tub
3. cut
4. tug
5. rut
6. gum
7. rub
8. but

Story 18: The Bad Day

Day 2:

1. C
2. A
3. A
4. D

Day 3:

1. sub
2. run
3. rug
4. fun
5. bun
6. mug/cup
7. cup/mug
8. hug

Story 19: Anyone Can Play the Flute

Day 2:

1. B
2. D
3. A
4. C

Day 3:

1. much
2. jump
3. duck
4. luck
5. sunk
6. lump
7. must
8. just

Story 20: The Long Ride

Day 2:

1. B
2. C
3. D
4. A

Day 3:

1. slug/club
2. snug
3. drum
4. stub
5. spun
6. plug
7. smug
8. club/slug

Copyright: Out of This World Literacy (Jen Bengel)