Hello There!

I am so excited to be bringing you this set of phonics passages, where everything you and your students need to practice a specific type of phonics skill is on ONE page!

What Is Included:

1. 8-10 passages for each of the 10 focus skills.
2. Complete answer keys for every passage.
3. Google Drive digital version
4. Professionally leveled passages with Lexile, Fountas and Pinnell, AR, DRA, and grade level equivalent levels.

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on short vowels.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on short vowels.
5. As a homework review.
6. Practice for taking standardized texts.

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







ALIGNED TO THE SCIENCE OF READING

What is Science of Reading?

"The science of reading is a body of research that incorporates insights and research from disciplines that include developmental psychology, educational psychology, cognitive science, and cognitive neuroscience. The science of reading has been documented around the world, in all languages and cultures, in studies that cost hundreds of millions of dollars. In short, the science of reading has demonstrated the methods that best help children learn to read, from the earliest steps in spoken language to being able to successfully decode unfamiliar words." - Really Great Reading

What does Science of Reading Say About Phonics Instruction?

The research collected from The Science of Reading has led to a unanimous conclusion that in order for students to learn to read successfully, they require explicit, systematic and cumulative phonics instruction. Based on the science, 3 elements needed for phonics instruction are: a hands-on approach, moving from presentation to practice, and showing direct application to reading and spelling.

The Phonics Passages are designed to specifically target the last 2 needed elements, according to The Science of Reading. Each passage offers a direct move from presentation to phonics practice.

Even more exciting, the phonics skills are directly implemented within the context of a reading passage, allowing students to move from learning phonics skills in word isolation, to applying the skills inside the context of a larger passage to understand meaning and comprehension.

The Phonics Passages are a tremendous help in transitioning young readers from practicing phonics skills in a hands-on, manipulative way, to practicing using their newly acquired phonics skills directly into the context of a reading passage so that they can read words with automaticity and ease, focusing all their mental efforts on the main reason for reading, to comprehend and understand.

In What Order Should I Teach the Phonics Passages?

It is recommended to keep in mind the specific needs of your students and use your own professionally autonomy, benchmark assessments, and informal assessments when necessary to adjust the order of instruction. With that said, The Science of Reading recommends this general scope and sequence for teaching phonics skills:

1. Short Vowel Sounds
2. Long Vowels
3. Consonant Digraphs
4. Consonant Blends
5. Consonant Patterns
6. Diphthongs
7. Letters and Sounds
8. Silent Letters
9. Phonics and Comprehension
10. R-Controlled Vowels

Short Vowel Sounds Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
Olivia Doesn't Like to be Touched	Fiction	• Short Vowels	198	630L	O	3.5	34	3.5
Amelia Earhart	NF	• Short Vowels	214	720L	Q	4.3	38	4.3
Max & Shawn	Fiction	• CVC Words • CCVC Words • CVCC Words	200	480L	K	2.6	24	2.6
Claudette Colvin	NF	• CVC Words • CCVC Words • CVCC Words	220	580L	M	3.2	28	3.2
Thankful	Fiction	• CCVCC Words • CCCVC Words • CCCVCC Words	221	540L	M	3.0	28	3.0
Thunderstorms	NF	• CCVCC Words • CCCVC Words • CCCVCC Words	199	530L	L	2.9	28	2.9
Jamell's Favorite Author	Fiction	• Multi-syllable Words	182	1090L	Z	10.5	-	10.5
Misty Copeland	NF	• Multi-syllable Words	210	880L	V	5.8	44	5.8

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Long Vowels Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
The Apology	Fiction	• Long Vowels	283	430L	J	2.4	20	2.4
Capybara	NF	• Long Vowels	241	620L	O	3.5	30	3.5
A Delicious New Treat	Fiction	• CV Words • CVC-e Words • CCVC-e Words	257	490L	K	2.7	24	2.7
Harriet Tubman	NF	• CV Words • CVC-e Words • CCVC-e Words	227	860L	V	5.7	44	5.7
The Joys of Friendship	Fiction	• CCVCC Words • CCCVC Words • CCCVCC Words	259	530L	L	2.9	28	2.9
Marco Polo	NF	• CCVCC Words • CCCVC Words • CCCVCC Words	261	750L	R	4.5	40	4.5
Dreaming About the Future	Fiction	• Multi-syllable Words	259	550L	M	3.0	28	3.0
Marmosets	NF	• Multi-syllable Words	234	620L	O	3.5	30	3.5

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Consonant Digraphs Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
Does Caillou Have Cooties?	Fiction	• Consonant Digraphs	231	580L	M	3.2	28	3.2
What's a VHS?	NF	• Consonant Digraphs	215	960L	Y	6.8	-	6.8
Bad Mood	Fiction	• Consonant Digraphs	210	610L	N	3.3	30	3.3
Mary Celeste	NF	• Consonant Digraphs	216	800L	T	5.0	44	5.0
Hotel Mix-up	Fiction	• Consonant Digraphs	244	690L	Q	4.0	38	4.0
Tom Hanks	NF	• Consonant Digraphs	221	820L	U	5.2	44	5.2
Kalena's Choice	Fiction	• Consonant Digraphs	222	610L	N	3.3	30	3.3
Washing Your Hands	NF	• Consonant Digraphs	234	660L	P	4.7	40	4.7

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Consonant Blends Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
Milk Shake	Fiction	• Consonant Blends	207	590L	M	3.2	28	3.2
Biking Through Time	NF	• Consonant Blends	224	630L	O	3.5	34	3.5
Monkey House	Fiction	• Consonant Blends	187	650L	O	3.7	36	3.7
Bones, Bones, Bones	NF	• Consonant Blends	214	540L	M	3.0	28	3.0
New Rules	Fiction	• 3 Letter Blends	250	590L	M	3.2	28	3.2
James Naismith	NF	• 3 Letter Blends	182	1090L	Z	9.1	-	9.1
On the Starting Block	Fiction	• Parts of the Word	230	620L	O	3.5	30	3.5
Using the Wind	NF	• Parts of the Word	189	770L	S	4.7	40	4.7

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Consonant Patterns Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
Last Choice	Fiction	• Consonant Patterns /ch/	198	570L	M	3.2	28	3.2
Chocolate	NF	• Consonant Patterns /ch/	194	980L	Y	7.0	-	7.0
Lost Keys	Fiction	• Consonant Patterns /k/	232	520L	L	2.8	24	2.8
A Closer Look at Your Toothbrush	NF	• Consonant Patterns /k/	225	940L	X	6.5	44	6.5
Strike!	Fiction	• Consonant Patterns /f/	222	630L	O	3.5	34	3.5
Quirky Birds	NF	• Consonant Patterns /f/	199	900L	W	6.1	44	6.1
Petting Zoo	Fiction	• Consonant Patterns /n/	197	600L	N	3.3	30	3.3
Alligator or Crocodile?	NF	• Consonant Patterns /n/	179	630L	O	3.5	34	3.5

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Diphthongs Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
Seaside Birthday	Fiction	• Diphthongs: /oi/ /oy/ /ie/	238	630L	O	3.5	34	3.5
After the Titanic Sank	NF	• Diphthongs: /oi/ /oy/ /ie/	229	910L	W	6.1	44	6.1
Elena Shares	Fiction	• Diphthongs: /ow/ /ou/ /igh/	237	530L	L	2.9	28	2.9
Alternative Energy	NF	• Diphthongs: /ow/ /ou/ /igh/	208	830L	U	5.3	44	5.3
Risk Taker	Fiction	• Diphthongs: /aw/ /au/ /ay/	229	540L	M	3.0	28	3.0
Man of Many Talents	NF	• Diphthongs: /aw/ /au/ /ay/	210	780L	S	4.7	42	4.7
The Book Nook	Fiction	• Diphthongs: /ew/ /oo/ /ey/	248	600L	N	3.3	30	3.3
The Perfect Cup of Tea	NF	• Diphthongs: /ew/ /oo/ /ey/	233	660L	P	4.7	40	4.7

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Letters and Sounds Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
Overreacting	Fiction	• Doubling Up Rule	231	570L	M	3.2	28	3.2
Wildfires	NF	• Doubling Up Rule	211	860L	V	5.7	44	5.7
Too Many Activities	Fiction	• Making Words Plural that End in -y	215	660L	P	3.8	36	3.8
Snake Facts	NF	• Making Words Plural that End in -y	220	650L	O	3.7	36	3.7
Grandma's Garden	Fiction	• Making Words Plural by adding -es	225	620L	O	3.5	30	3.5
NASA Computers	NF	• Making Words Plural by adding -es	197	940L	X	6.5	44	6.5
Unbelievable Cake	Fiction	• Drop the 'e' Rule	248	600L	N	3.3	30	3.3
Body Image	NF	• Drop the 'e' Rule	240	750L	R	4.5	40	4.5

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Silent Letters Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
Stepping into Spring	Fiction	• Silent Letters -h, -t and -k	240	500L	K	2.7	24	2.7
Mesoamerica	NF	• Silent Letters -h, -t and -k	206	860L	V	5.7	44	5.7
Hunger Emergency	Fiction	• Silent Letters -b, -g and -w	217	780L	S	4.7	42	4.7
Robotics	NF	• Silent Letters -b, -g and -w	225	910L	W	6.1	44	6.1
Aunty's Hat	Fiction	• Silent Letters -p, -c and -d	233	550L	M	3.0	28	3.0
Space Life	NF	• Silent Letters -p, -c and -d	210	970L	Y	6.9	-	6.9
King Mark	Fiction	• Silent Letters -l, -s and -u	211	510L	L	2.8	24	2.8
Alaska	NF	• Silent Letters -l, -s and -u	203	950L	Y	6.7	-	6.7

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Phonics and Comprehension® Passages®

Professionally Leveled By Lexile and OOTWL

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
Out for Ice Cream	Fiction	• Synonyms and Antonyms	231	690L	Q	3.4	48	3.4
Bald Eagle	NF	• Synonyms and Antonyms	229	850L	U	5.6	44	5.6
Geronimo!	Fiction	• Prefixes and Suffixes	200	580L	M	3.2	28	3.2
Peanut Butter	NF	• Prefixes and Suffixes	212	1040L	Z	8.4	-	8.4
Throwing Darts	Fiction	• Onset/Rime	225	620L	O	3.5	30	3.5
Pocket Monsters	NF	• Onset/Rime	199	1030L	Z	7.8	-	7.8
We're Late!	Fiction	• Word and Mood	279	790L	S	4.8	42	4.8
The Wright Brothers	NF	• Word and Mood	236	870L	V	5.8	44	5.8

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R-Controlled Vowels Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
In Front of Everyone	Fiction	• R-controlled Vowels: –ar	228	560L	M	3.1	28	3.1
Marvelous Monarchs	NF	• R-controlled Vowels: –ar	215	990L	Y	7.2	-	7.2
Water Park Fun	Fiction	• R-controlled Vowels: –er	185	550L	M	3.0	28	3.0
Nessie	NF	• R-controlled Vowels: –er	203	910L	W	6.1	44	6.1
Dodge the Ball	Fiction	• R-controlled Vowels: –ir	216	600L	N	3.3	30	3.3
Circus Ring	NF	• R-controlled Vowels: –ir	187	900L	W	6.0	44	6.0
The Orchard	Fiction	• R-controlled Vowels: –or	194	880L	V	5.8	44	5.8
Muhammad Ali	NF	• R-controlled Vowels: –or	226	1010L	Z	7.5	-	7.5

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 3: Max & Shawn	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 4: Claudette Colvin	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 5: Thankful	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 6: Thunderstorms	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 8: Misty Copeland	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 3: Max & Shawn	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 4: Claudette Colvin	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 5: Thankful	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 6: Thunderstorms	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 8: Misty Copeland	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 3: Max & Shawn	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 4: Claudette Colvin	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 5: Thankful	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 6: Thunderstorms	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Misty Copeland	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 3: Max & Shawn	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 4: Claudette Colvin	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 5: Thankful	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 6: Thunderstorms	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 8: Misty Copeland	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 3: Max & Shawn	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 4: Claudette Colvin	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 5: Thankful	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 6: Thunderstorms	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 8: Misty Copeland	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

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Short Vowels

Name: _____ Date: _____

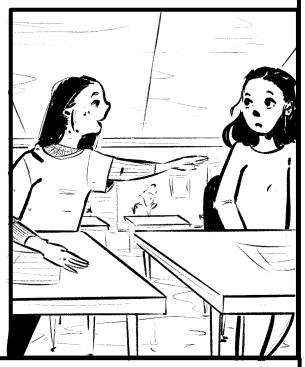
Directions: A short vowel makes a sound that does not say the vowel's name. We hear the short vowel sounds in the words *pat, pet, pit, pot,* and *putt.* Short vowel sounds can be found in big words and small words. It's important for readers to know each sound. Read the passage and answer the questions. Then take the challenge!

Olivia Doesn't Like to be Touched

Kasheena's family loves to give hugs. They always give each other pats on the back or rubs on the shoulder when they walk by. Basically, Kasheena's family is affectionate. They show love through hugs!

At school, Kasheena sat next to Olivia. They would always joke about the silly things their teacher did and work together on group projects. One day Olivia made a funny joke and Kasheena grabbed her shoulder. "You' hilarious!" she said. She even gave Olivia a side hug. S ly, O wasn't laughing. She actually scooted her chair a sheen Late hen th teacher to one to f er, O a walk across roo to work wit someone else ter sch Ka ena as Olivia what h pened.

"It's just you uched r rlier didn't like that. It made me really uncomfortab 'm ju used to people touching me," Olivia explained.



"Oh my family is like that all the time," Kasheena replied. "I guess I should realize not everyone is like that. I'm really sorry I invaded your personal space."

"That's okay. I guess we can still be friends…just only if we don't hug that much," Olivia winked.

"Deal," Kasheena smiled back.

Write About It: In your own words, tell the most important parts of the story. Circle all the words in your answer that have a short vowel sound.

_____

_____

_____

_____

_____

Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the short vowel /a/ sound as in *pat*?

(a.) bait
(b.) bag
(c.) bal
(d.) ba

1b. Wha rase fr the text lud ith the same vel sound as the word in 1a?

(a.) find a partner"
(b.) "Olivia walked across the room"
(c.) "Olivia wasn't laughing."
(d.) "It made me really uncomfortable"

2a. Which word includes the short vowel /e/ sound as in *pet*?

(a.) get
(b.) greet
(c.) game
(d.) green

2b. What phrase from the text includes a word with the same vowel sound as the word in 2a?

(a.) "like that all the time"
(b.) "gave Olivia a side hug"
(c.) "Kasheena sat next to Olivia"
(d.) I'm really sorry"

3a. Which word includes the short vowel /i/ sound as in *pit*?

(a.) wipe
(b.) light
(c.) chip
(d.) drink

3b. What phrase from the text includes a word with the same vowel sound as the word in 3a?

(a.) "Olivia made a funny joke"
(b.) "I guess we can"
(c.) "Kasheena smiled back"
(d.) "scooted her chair away"

Challenge: Use the codes to identify words with short vowels in the text.

blue /a/ sound
red /e/ sound
green /i/ sound
orange /o/ sound
yellow /u/ sound

Sample

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Long Vowel Patterns

Name: _____ Date: _____

Directions: When readers understand long vowel spelling patterns, they can learn when words makes certain sounds. CV patterns are words like *he* and *go*. CVC-e patterns are words like *make* and *bike*. CCVC-e patterns are words like *skate* and *broke*. Read the passage and answer the questions. Then take the challenge!

A Delicious New Treat

My mom says I am a picky eater. When she gives me a sandwich I usually pick everything off of it except for the meat. At dinnertime I usually move things around my plate and take a long time to eat. I don't mean to be a picky eater, but I just don't like the way some things taste or feel.

One day at lunch my friend wanted to trade his fruit snacks for my chips. I said yes since I had never had fruit snacks. I ate one fruit snack and s… I didn't like the texture at all.

Another time I was at my friend's ho… om m… e piz… I don' like the cr… l I ate w… se. I… ke to … new th… s, bu… 's hard.

My m… tries to ge… e to eat … thi… all the… ne. One day f… unch she gave me … t bu… and b… sa… wich. I usually don't eat peanut butter, but I like ba… as. M… ut the plate in front of me and I thought about it. It l… teresting, but I wasn't sure.



My mom said to take a bite. I looked at her and then I did it, I took a bite. I was surprised. It really tasted very good. I couldn't believe it. I, the picky eater was eating something new and I really liked it. I told my mom it was the yummiest thing I had ever eaten and I can't wait to have more.

Write About It: In your own words, tell the most important parts of the text. Circle all the words in your answer that have a long vowel sound.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify words with short vowel patterns.



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Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the long vowel pattern CV?

(a.) of
(b.) she
(c.) on…
(d.) pi…

1b …hat …rase f… the text …ludes … with the same …ern as the word in 1a?

(a.) "his mom made pizza"
(b.) "I pick everything off"
(c.) "One day for lunch"
(d.) "When she gives me a sandwich"

2a. Which word includes the long vowel pattern CVC-e?

(a.) tries
(b.) peanut
(c.) eater
(d.) snake

2b. What phrase from the text includes a word with the same pattern as the word in 2a?

(a.) "I never had fruit snacks"
(b.) "My friend wanted to trade"
(c.) "try new things"
(d.) "I don't mean to be picky"

3a. Which word includes the long vowel pattern CCVC-e?

(a.) like
(b.) sneeze
(c.) wait
(d.) surprised

3b. What phrase from the text includes a word with the same pattern as the word in 3a?

(a.) "She gave me peanut butter"
(b.) "I had ever eaten"
(c.) "I ate the cheese"
(d.) "I really liked it"

Sample

Long Vowel Patterns

Name: Answer Key Date: _____

Directions: When readers understand long vowel spelling patterns, they can learn when words makes certain sounds. CV patterns are words like *he* and *go*. CVC-e patterns are words like *make* and *bike*. CCVC-e patterns are words like *skate* and *broke*. Read the passage and answer the questions. Then take the challenge!

A Delicious New Treat

My mom says I am a picky eater. When she gives me a sandwich I usually pick everything off of it except for the meat. At dinnertime I usually move things around my plate and take a long time to eat. I don't mean to be a picky eater, but I just don't like the way some things taste or feel.

One day at lunch my friend wanted to trade his fruit snacks for my chips. I said yes since I had never had fruit snacks. I ate one fruit snack and spit it out. I didn't like the texture at all.

Another time I was at my friend's house and his mom made pizza. I don't like the crust so all I ate was the cheese. I'd like to try new things, but it's hard.

My mom tries to get me to eat new things all the time. One day for lunch she gave me a peanut butter and banana sandwich. I usually don't eat peanut butter, but I like bananas. Mom put the plate in front of me and I thought about it. It looked interesting, but I wasn't sure.



My mom said to take a bite. I looked at her and then I did it, I took a bite. I was surprised. It really tasted very good. I couldn't believe it. I, the picky eater was eating something new and I really liked it. I told my mom it was the yummiest thing I had ever eaten and I can't wait to have more.

Write About It: In your own words, tell the most important parts of the text. Circle all the words in your answer that have a long vowel sound.

Answer should include the most important part of the story with long vowel words circled.

Challenge: Use the codes to identify words with short vowel patterns.



CV long vowel pattern



CVC-e long vowel pattern



CCVC-e long vowel pattern

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Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the long vowel pattern CV?
- (a.) of
- (b.) she
- (c.) one
- (d.) pick

1b. What phrase from the text includes a word with the same pattern as the word in 1a?
- (a.) "his mom made pizza"
- (b.) "I pick everything off"
- (c.) "One day for lunch"
- (d.) "When she gives me a sandwich"

2a. Which word includes the long vowel pattern CVC-e?
- (a.) tries
- (b.) peanut
- (c.) eater
- (d.) snake

2b. What phrase from the text includes a word with the same pattern as the word in 2a?
- (a.) "I never had fruit snacks"
- (b.) "My friend wanted to trade"
- (c.) "try new things"
- (d.) "I don't mean to be picky"

3a. Which word includes the long vowel pattern CCVC-e?
- (a.) like
- (b.) sneeze
- (c.) wait
- (d.) surprised

3b. What phrase from the text includes a word with the same pattern as the word in 3a?
- (a.) "She gave me peanut butter"
- (b.) "I had ever eaten"
- (c.) "I ate the cheese"
- (d.) "I really liked it"

Short Vowels

Name: Answer Key **Date:** _____

Directions: A short vowel makes a sound that does not say the vowel's name. We hear the short vowel sounds in the words *pat, pet, pit, pot,* and *putt.* Short vowel sounds can be found in big words and small words. It's important for readers to know each sound. Read the passage and answer the questions. Then take the challenge!

Olivia Doesn't Like to be Touched

Kasheena's family loves to give hugs. They always give each other pats on the back or rubs on the shoulder when they walk by. Basically, Kasheena's family is affectionate. They show love through hugs!

At school, Kasheena sat next to Olivia. They would always joke about the silly things their teacher did and work together on group projects. One day Olivia made a funny joke and Kasheena grabbed her shoulder. "You're hilarious!" she said. She even gave Olivia a side hug. Suddenly, Olivia wasn't laughing. She actually scooted her chair away from Kasheena. Later, when the teacher told everyone to find a partner, Olivia walked across the room to work with someone else. After school, Kasheena asked Olivia what happened.

"It's just…when you touched me earlier, I didn't like that. It made me really uncomfortable. I'm just not used to people touching me," Olivia explained.

"Oh my family is like that all the time," Kasheena replied. "I guess I should realize not everyone is like that. I'm really sorry I invaded your personal space."

"That's okay. I guess we can still be friends…just only if we don't hug that much," Olivia winked.

"Deal," Kasheena smiled back.



Write About It: In your own words, tell the most important parts of the story. Circle all the words in your answer that have a short vowel sound.

Answer should include the most important part of story with short vowels circled.

Challenge: Use the codes to identify words with short vowels in the text.

blue /a/ sound; red /e/ sound; green /i/ sound; orange /o/ sound; yellow /u/ sound

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Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the short vowel /a/ sound as in *pat*?

(a.) bait
(b.) bag
(c.) bald
(d.) bare

1b. What phrase from the text includes a word with the same vowel sound as the word in 1a?

(a.) "find a partner"
(b.) "Olivia walked across the room"
(c.) "Olivia wasn't laughing."
(d.) "It made me really uncomfortable"

2a. Which word includes the short vowel /e/ sound as in *pet*?

(a.) get
(b.) greet
(c.) game
(d.) green

2b. What phrase from the text includes a word with the same vowel sound as the word in 2a?

(a.) "like that all the time"
(b.) "gave Olivia a side hug"
(c.) "Kasheena sat next to Olivia"
(d.) I'm really sorry"

3a. Which word includes the short vowel /i/ sound as in *pit*?

(a.) wipe
(b.) light
(c.) chip
(d.) drink

3b. What phrase from the text includes a word with the same vowel sound as the word in 3a?

(a.) "Olivia made a funny joke"
(b.) "I guess we can"
(c.) "Kasheena smiled back"
(d.) "scooted her chair away"

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

R-Controlled Vowels -ar

R-Controlled Vowels -er

R-Controlled Vowels -ir

R-Controlled Vowels -or

R-Controlled Vowels -ur

Answer Keys

GOOGLE DRIVE READY!

EDITABLE FOR STUDENTS TO RESPOND