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 passages focused on understanding and identifying consonant blends.
2. 8 complete answer keys.
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 consonant blends.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on consonant blends.
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!







Phonics Texts Included

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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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Consonant Blends

3 Letter Blends

Parts of a Word

Answer Keys

LINKS ACTIVE IN PAID VERSION

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Milk Shake	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bi Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.
Passage 2: Biking Through Time	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bi Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.
Passage 3: Monkey House	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bi Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.
Passage 4: Bones, Bones, Bones	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bi Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.
Passage 5: New Rules	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bi Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.
Passage 6: James Naismith	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bi Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.
Passage 7: On the Starting Block	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bi Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.
Passage 8: Using the Wind	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bi Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Milk Shake	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.
Passage 2: Biking Through Time	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.
Passage 3: Monkey House	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.
Passage 4: Bones, Bones, Bones	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.
Passage 5: New Rules	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.
Passage 6: James Naismith	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.
Passage 7: On the Starting Block	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.
Passage 8: Using the Wind	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2A Demonstrate and apply phonetic knowledge.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Milk Shake	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.
Passage 2: Biking Through Time	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.
Passage 3: Monkey House	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.
Passage 4: Bones, Bones, Bones	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.
Passage 5: New Rules	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.
Passage 6: James Naismith	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.
Passage 7: On the Starting Block	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.
Passage 7: Using the Wind	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2A Demonstrate and apply phonetic knowledge.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Milk Shake	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 2: Biking Through Time	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 3: Monkey House	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 4: Bones, Bones, Bones	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 5: New Rules	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 6: James Naismith	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 7: On the Starting Block	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 8: Using the Wind	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Milk Shake	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: Biking Through Time	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: Monkey House	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: Bones, Bones, Bones	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: New Rules	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: James Naismith	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: On the Starting Block	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: Using the Wind	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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Parts of a Word

Name: _____ Date: _____

Directions: Consonant blends are groups of 2-3 consonants in a word that work together to make a distinct sound, like *bl* or *spl*. Blends can be at the beginning of a word (*tree*) or at the end of a word (*last*). It's important for readers to notice blends in words. Read the passage and answer the questions. Then take the challenge!

On the Starting Block

My heart pounded and sweat dripped from my face. My legs trembled like an earthquake. I took a deep breath and let it out slowly. I stretched my hands to the sky and lowered them at a snail's pace to my feet. My fingers gently brushed my feet, and I raised my body back to my normal posture.

The whistle blew breaking the silence in the room. I briskly climbed the three steps to the platform where I would soon leap from. I rolled m... from one side to the other stretching it out.

"Take your mark," announced a digit... the in...com...

I clear... ind to sh... the ...es. I c... d no l... er h... the screams ... chants fro... e audie... . I l...ked m... es to bring th... into focus. Then ...bed t... block b... my ...t. My body leaned back a little bit as I waited for t... starte... ast.

This race ... portant, and I needed a great start to give me the edge for the championship. The buzzer sounded. I pushed with my arms and feet, and I snapped into action. My body cut through the water as I dove. My arms and legs flipped through the water and pushed me into the streamline position. When my head broke to the surface of the water, I was in first.



Sample

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 consonant blend.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify consonant blend patterns in the text.

- blue — Consonant blends in the first syllable
- red — Consonant blends in the middle of the word
- green — Consonant blends in the last syllable

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Multiple Choice:

Answer the following questions after reading:

1a. Which word has a consonant blend in the first syllable?

ⓐ bluegrass ⓑ early
ⓒ eyeglas... ⓓ reading

1... Wha... hrase ... the text clu... ord with the same end... und as ... word in 1a?
ⓐ "I gr... ...e block below ...my feet."
ⓑ "I could no longer hear…"
ⓒ "My body leaned back a little bit…"
ⓓ "My arms and legs flipped..."

2a. Which word has a consonant blend in the last syllable?

ⓐ busted ⓑ pizza
ⓒ rewind ⓓ audience

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

ⓐ "I blinked my eyes…"
ⓑ "The buzzer sounded…"
ⓒ "...the three steps to the platform..."
ⓓ "When my head broke to the surface of the water,"

3a. Which word has a consonant blend in the middle of the word?

ⓐ railroad ⓑ rattlesnake
ⓒ doghouse ⓓ grasses

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

ⓐ "This race was important,"
ⓑ "…announced a digital voice over the intercom."
ⓒ "I cleared my mind to shut out all the noises."
ⓓ "I snapped into action."

Consonant Blends

Name: Answer Key **Date:** _____

Directions: Consonant blends are groups of 2-3 consonants in a word that work together to make a distinct sound, like *bl* or *spl*. Blends can be at the beginning of a word (*tree*) or at the end of a word (*last*). It's important for readers to notice blends in words. Read the passage and answer the questions. Then take the challenge!

Biking Through Time

Bicycles are one of the most popular toys for kids this century. Whether it is a mountain bike or a bike with training wheels, many kids want the famous wheeled vehicle. Who would have thought the bicycle started as a clumsy piece of wood?

In the early 1800s, inventor Karl von Drais created the first known bicycle out of wood. This contraption did not have any pedals, and the rider [illegible] off the ground with his or her feet to drive it. By the mi[illegible]00s, o[illegible] inventors offered their ideas to make the bicy[illegible] Th[illegible]gge[illegible] mind blowing ideas like placing pedals [illegible] the f[illegible] whee[illegible] riders [illegible]uld s[illegible] with th[illegible]eet. They als[illegible]ded [illegible]nd s[illegible] front [illegible]el. Th[illegible]made bicycle [illegible] to look [illegible] difficult t[illegible]rive, popul[illegible]all at the same t[illegible].

By the end [illegible] 18[illegible] bicycl[illegible]e changed again. The wheels were made the same siz[illegible]ound r[illegible] tires were added, and brakes were put on each bike. [illegible]ems tried to help the rider safely take a trip while on the bicycle.



Bicycles have kept the same shape and design for many years since inventors worked to make it safe for riders. What started as a block of wood became a craze across the world in a short amount of time.

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 consonant blend.

Answer should include the most important parts of the story with blends circled.

Challenge: Use the codes to identify consonant blend patterns in the text.

blue — Blends with an /l/ sound

red — Blends with a /r/ sound

green — Blends with a /t/sound

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Multiple Choice:

Answer the following questions after reading:

1a. Which word has a consonant blend with an /l/ sound?
- (a) towel
- (b) bowl
- (c) told

1b. [illegible]t p[illegible]le text i[illegible]les [illegible]rd with the same bl[illegible] sou[illegible]s th[illegible]d in 1a?
- (a) "[illegible] mountain bike or a bike [illegible] training wheels..."
- (b) "They also added a grand sized front wheel."
- (c) "By the end of the 1800s..."
- (d) "They suggested mind blowing ideas..."

2a. Which word has a consonant blend with an /r/ sound?
- (a) rake
- (b) trick
- (c) kick
- (d) rock

2b. What phrase from the text includes a word with the same blend sound as the word in 2a?
- (a) "...difficult to drive,"
- (b) "...other inventors offered their ideas."
- (c) "...the rider safely take a trip while on the bicycle."
- (d) "Bicycles have kept the same shape..."

3a. Which word has a consonant blend with a /t/ sound?
- (a) tick
- (b) what
- (c) stick
- (d) toys

3b. What phrase from the text includes a word with the same blend sound as the word in 3a?
- (a) "What started as a block..."
- (b) "The wheels were made the same size,"
- (c) "...popular at the same time."
- (d) "Who would have thought...

Sample