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 common letters and sound patterns.
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 letter and sound patterns.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on letter and sound patterns.
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!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Doubling Up Rule

Making Words Plural That End in -y

Making Words Plural By Adding -es

Drop The –e Rule

Answer Keys

LINKS ACTIVE IN PAID VERSION

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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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Overreacting	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Cv Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
Passage 2: Wildfires	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Cv Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
Passage 3: Too Many Activities	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Cvi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
Passage 4: Snake Facts	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Cvi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
Passage 5: Grandma's Garden	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Cvi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
Passage 6: NASA Computers	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Cvi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
Passage 7: Unbelievable Cake	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Cvi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
Passage 8: Body Image	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Cvi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Overreacting	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Bvii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 2: Wildfires	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Bvii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 3: Too Many Activities	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Bvii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 4: Snake Facts	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Bvii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 5: Grandma's Garden	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Bvii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 6: NASA Computers	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Bvii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 7: Unbelievable Cake	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Bvii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 8: Body Image	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Bvii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Overreacting	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 2: Wildfires	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 3: Too Many Activities	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 4: Snake Facts	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 5: Grandma's Garden	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 6: NASA Computers	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 7: Unbelievable Cake	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 8: Body Image	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Overreacting	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 2: Wildfires	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 3: Too Many Activities	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 4: Snake Facts	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 5: Grandma's Garden	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 6: NASA Computers	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 7: Unbelievable Cake	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
Passage 8: Body Image	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Bvi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Overreacting	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: Wildfires	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: Too Many Activities	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: Snake Facts	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: Grandma's Garden	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: NASA Computers	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: Unbelievable Cake	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: Body Image	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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Doubling Up Rule

Name: _____ Date: _____

Directions: When a word ends in a single consonant, we can double the consonant and add an ending to make a new word. We can change the word *big* to *bigger* or *biggest*. We can change the word *get* to *getting*. Read the passage and answer the questions. Then take the challenge!

Overreacting

"I don't want to!" Jill cried. She was stopping the class from going on with the lesson. Tia watched with judgmental eyes. It seemed like an overreaction, but it reminded Tia of last weekend and an even bigger overreaction.

Last weekend, Tia had a soccer game. First of all, she had to put on her big, bunchy, soccer socks and then stuff her feet into the tiny soccer cleats. This was one of Tia's biggest pet peeves. She worked hard to make her socks lay flatter in her shoe. Second, it was one of the wettest springs on record and the ground was very [illegible] and muddy [illegible]ring t[illegible] a [illegible]s ru[illegible] in[illegible] hard after the ball, huffing an[illegible]ffing t[illegible]ee[illegible] up. [illegible] slipp[illegible] a[illegible] h[illegible] bottom. Her shorts w[illegible] co[illegible]let[illegible] soak[illegible] in [illegible]ud. Ti[illegible] at[illegible] that fee[illegible]g. Her mood was only going downhill at this point. Then the post-game snack came. Today it was… oranges. Tia's LEAST favorite. When her coach offered her an orange, Tia's temper was at its hottest. "NO!" She stomped off to her mom, who gave her a stern talk about manners and made her apologize to the coach.



Tia looked at Jill again. Maybe her morning had been even sadder than Tia's morning of socks and mud. Maybe Jill's reaction was not just about reading. Tia's thoughts went from judgmental, to understanding.

SAMPLE

Write About It: What is your opinion of this story and why? Circle all the words in your answer that follow the doubling up rule.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify words with double letters in the text.

blue — Words with double letters that end in -est

red — Words with double letters that end in -er

green — Words with double letters that end in -ing

Multiple Choice:

Answer the following questions after reading:

1a. Which word follows the doubling up rule with -ing?

ⓐ loving ⓒ hoping
ⓑ hopping ⓓ breaking

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

ⓐ "Last weekend, Tia had a soccer game"
ⓑ "[illegible]en bigger overreaction"
ⓒ "wettest springs on record"
ⓓ "[illegible]ffing and puffing"

2a. Which word follows the doubling up rule with -er?

ⓐ hotter ⓒ warmer
ⓑ cooler ⓓ angrier

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

ⓐ "Tia's temper was at its hottest"
ⓑ "She slipped and fell"
ⓒ "make her socks lay flatter"
ⓓ "Tia looked at Jill again."

3a. Which word follows the doubling up rule with -est?

ⓐ smallest
ⓑ widest
ⓒ thinnest
ⓓ smartest

3b. What phrase from the text includes a word with the same rule as the word in 1a?

ⓐ "wettest springs on record"
ⓑ "the post-game snack came"
ⓒ "She slipped and fell"
ⓓ "was only going downhill"

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Making Words Plural by Adding -es

Name: Answer Key **Date:** _____

Directions: We add the suffix –es to words that end in -s, -ss, -x, -ch, -sh, or -ż to make the words plural. For example, *miss* becomes *misses*. *Buzz* becomes *buzzes*. *Wish* becomes *wishes*. Read the passage and answer the questions. Then take the challenge!

NASA Computers

Dorothy Vaughan, Katherine Johnson, and Mary Jackson were whizzes with numbers. In school, they counted quickly on their abacuses and calculators and passed their math and science quizzes with flying colors. As they added more skills to their toolboxes, they eventually landed at NASA, working as computers. They helped many astronauts travel to space.

Dorothy Vaughan was the first Black supervisor at NASA. She often spoke up for her fellow employees to make sure they were promoted or earned raises. She worked hard to make herself valuable as well. She was a very good programmer for a new computer language called FORTRAN.

From a young age, Katherine Johnson was always brilliant with numbers, pluses, minuses, and all things mathematics. After Katherine joined NASA in 1953, some of her equations were used to teach engineers. She personally ran through the equations for John Glenn's mission to orbit the Earth in 1962.



Mary Jackson was also a skilled scientist. She worked at NASA with flight and wind tests. She made sure all the boxes were checked before astronauts flew in the spaceships. Like Dorothy, she also spoke up for fellow workers to help them improve their position at work.

Write About It: What is your opinion of this text and why? Circle all the words in your answer that end in -es.

Answer should include an opinion of the story with es endings circled.

Challenge: Use the codes to identify words with these patterns in the text.

- blue: Words ending in –x and became plural
- red: Words ending in –z and became plural
- green: Words ending in –s and became plural

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Multiple Choice:

Answer the following questions after reading:

1a. Which word ended in –x and was made plural?
- (a.) texts
- (b.) foxes
- (c.) fixtures
- (d.) mixtures

1b. What phrase from the text includes a word with the same rule as the word in 1a?
- (a.) "all the boxes were checked"
- (b.) "helped many astronauts travel to space"
- (c.) "a new computer language"
- (d.) "After Katherine joined"

2a. Which word ended in –z and was made plural?
- (a.) scissors
- (b.) mazes
- (c.) pizzas
- (d.) quizzes

2b. What phrase from the text includes a word with the same rule as the word in 2a?
- (a.) "first black supervisor"
- (b.) "whizzes with numbers"
- (c.) "She was a very good programmer"
- (d.) "John Glenn's mission"

3a. Which word ended in –s and was made plural?
- (a.) buzzes
- (b.) bushes
- (c.) buses
- (d.) mustaches

3b. What phrase from the text includes a word with the same rule as the word in 1a?
- (a.) "her equations were used"
- (b.) "numbers, pluses, minuses"
- (c.) "also a skilled scientist"
- (d.) "She often spoke up"