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 short vowel patterns.
2. 8 complete answer keys.
3. Google Drive digital version

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!







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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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Short Vowels

CVS, CCVC, CVCC

CCVCC, CCCVC, CCCVCC

Multi-syllable Words

Answer Keys

LINKS ACTIVE IN PAID VERSION

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: _____

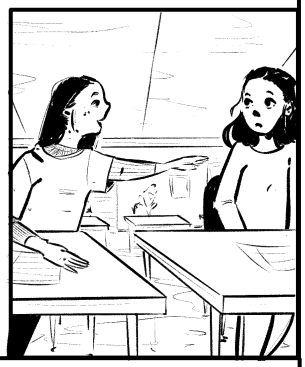
Directions: A short vowel makes a sound that does not say the vowel's name. We hear the short vowel sounds in the words *pat, pet, pit, pot,* and *putt.* Short vowel sounds can be found in big words and small words. It's important for readers to know each sound. Read the passage and answer the questions.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

Amelia Earhart

All through her childhood, Amelia Earhart looked up to successful women who were leaders at their jobs. Later, Amelia would become one of those successful women. In 1920, Amelia went to a flying show. That was when she became fascinated with flying airplanes. In 1921, she took her first flying lesson. Six months later, she bought her first airplane. It was bright yellow and named "The Canary". Amelia started flying and breaking

In 1928, Amelia became the first woman to fly ac[illegible] Atl[illegible]c Ocean. The flight took 21 hours! After that, she [illegible]ake t[illegible]rip [illegible]er ow[illegible] Amelia be[illegible]e first w[illegible] so[illegible]cross t[illegible] Atlant[illegible] Ocea[illegible] 1932. She felt [illegible] flight prove[illegible]en and [illegible]men[illegible]re equ[illegible]

In 193[illegible], [illegible] dec[illegible]d she w[illegible]d to [illegible] the first woman to fly around the world. She took [illegible]f on [illegible] with Fred Noonan. They traveled very far and only had [illegible] miles left of their trip! However, something went wrong and the last anyone heard from Amelia was on July 2nd. They searched and searched but her plane was never found. Even today, Amelia's flight is a mystery. Still, Amelia is remembered for her bravery and her accomplishments that paved the way for other brave women.



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 short vowel sound.

_____

_____

_____

_____

_____

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.) game
(b.) braid
(c.) gra[illegible]
(d.) a[illegible]

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

(a.) After that, she wanted to make the trip"
(b.) "The flight took 21 hours!"
(c.) "Amelia became the first woman"
(d.) "Six months later"

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

(a.) green
(b.) get
(c.) leader
(d.) weird

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

(a.) "much of Amelia's flight"
(b.) "June 1st with Fred Noonan"
(c.) "paved the way"
(d.) "she wanted to be the first woman"

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

(a.) light
(b.) time
(c.) kite
(d.) lip

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

(a.) "7,000 miles left"
(b.) "heard from Amelia"
(c.) "Six months later"
(d.) "first woman to fly around"

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"