

Kim and the Big Cat

Using Letter Sounds

Book #1

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Short a, i, o
- Sound and blend CVC words (decoding)
- Comprehension of factual text-dependent questions

Name:

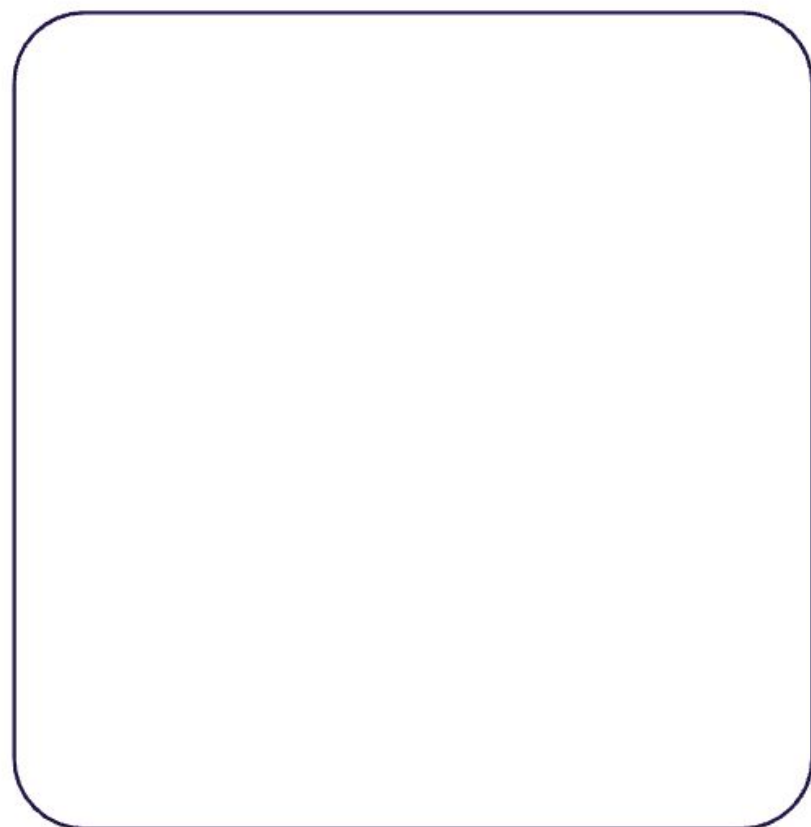
Date:



Read the story.



Draw what happened!



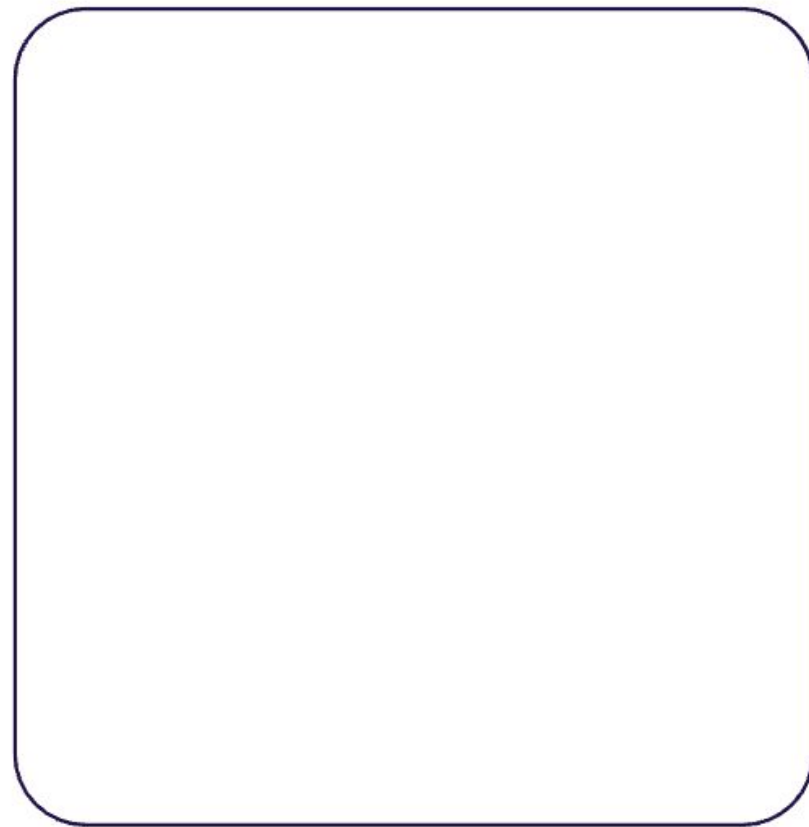
Kim has a big, fat cat and his name is Bob.



Read the story.



Draw what happened!



Bob the cat can sit on top of the red mat.

Who is Bob?

Handwriting practice lines for the question 'Who is Bob?'. The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated four times.

Where did Bob sit?

Handwriting practice lines for the question 'Where did Bob sit?'. The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated four times.

 Read the word, then match it to the picture.

mat



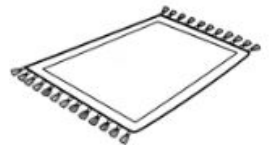
pot



cat



mop



bib



 Say the word that matches the picture.

 Tap out each sound.

 Write each sound in the boxes below.

 Read the word.



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--	--	--



--	--	--

 Write in the missing letter, then match the word to the correct picture.

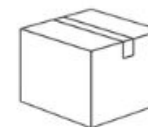
 Read the word.

h	a	t
---	---	---

l		p
---	--	---

m		p
---	--	---

	o	x
--	---	---



Kim Sits with Bob and Bud

Using Letter Sounds

Book #2

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Short i, e, u
- Sound and blend CVC words (decoding)
- Comprehension of factual text-dependent questions

Name:

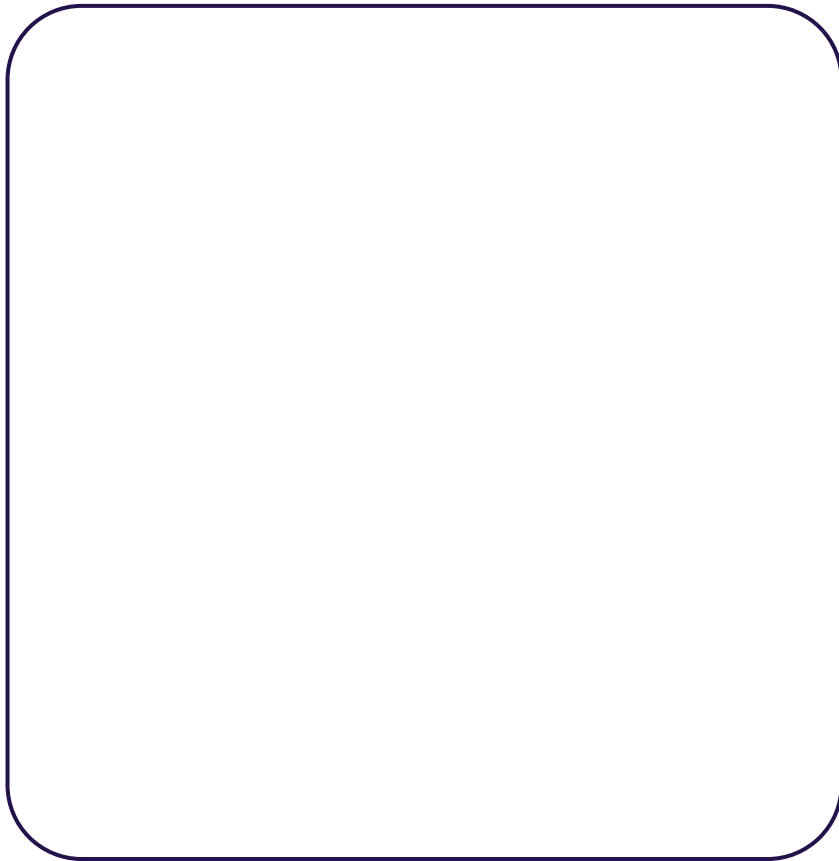
Date:



Read the story.



Draw what happened!



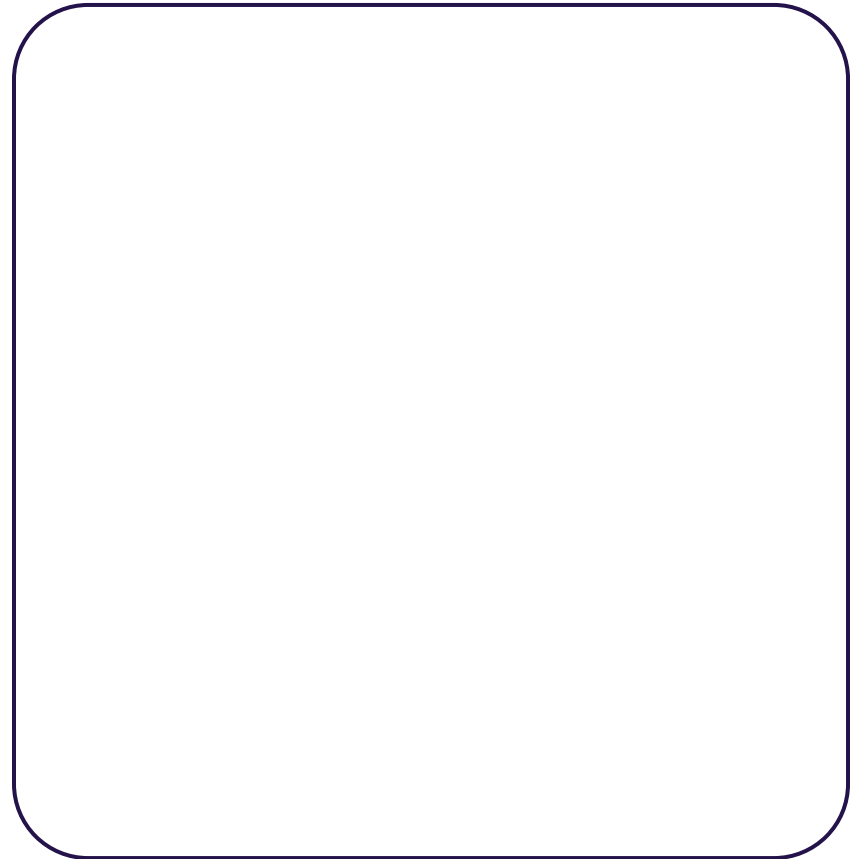
Kim sat on the big red rug with Bob the cat and her fun pup, Bud.



Read the story.



Draw what happened!



Bob let Kim pet him and hug Bud as they sat on a big red rug.

Where did Kim sit?

What did Kim do on the rug?

 Write in the missing letter, then match the word to the correct picture.

 Read the word.

h	u	t
---	---	---

l		p
---	--	---

p		t
---	--	---

	u	b
--	---	---



 Write each word in the correct category, then  read each column.

Ee 	li 	Uu 

Word Bank

bin
pen
cup
sun
wig
red
pit
hen
bug

 Read each word.

 Circle the word that matches the picture.

 bet bat bed	 kit sit sip
 tub tab tag	 mob mad mug

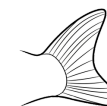
 Say the word that matches the picture.

 Tap and write each sound.

 Read the word.



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Kim, Bob and Bud Go to the Vet

Using Letter Sounds

Book #3

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Short i, e, a
- Sound and blend CVC words (decoding)
- Comprehension of factual text-dependent questions

Name:

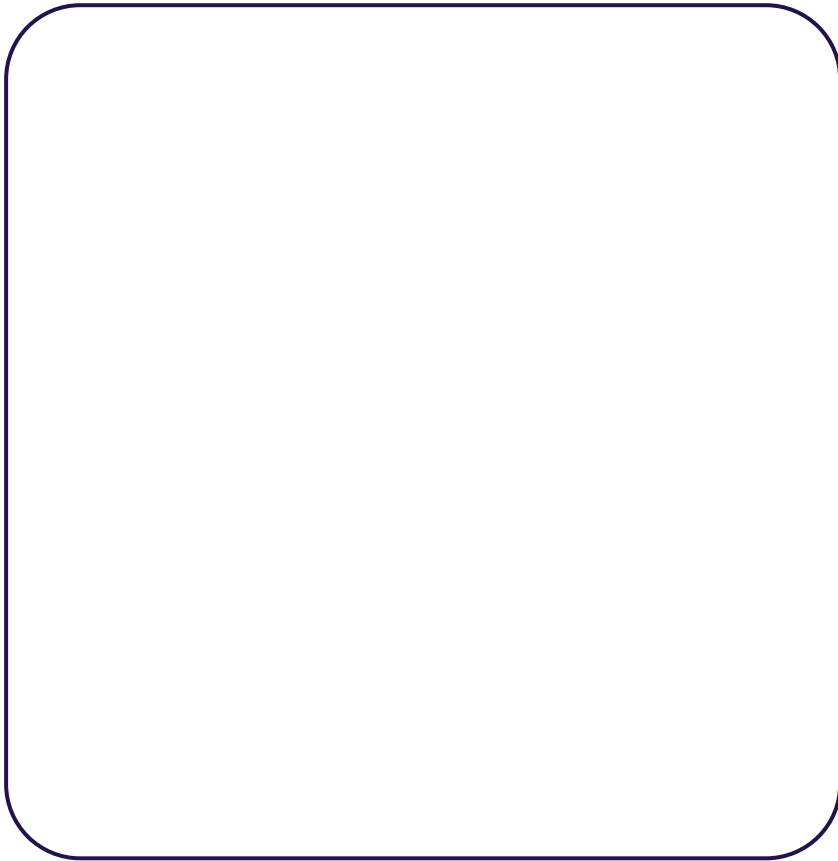
Date:



Read the story.



Draw what happened!



Kim and her mom, Kit, led Bob and Bud to Jen the pet vet.

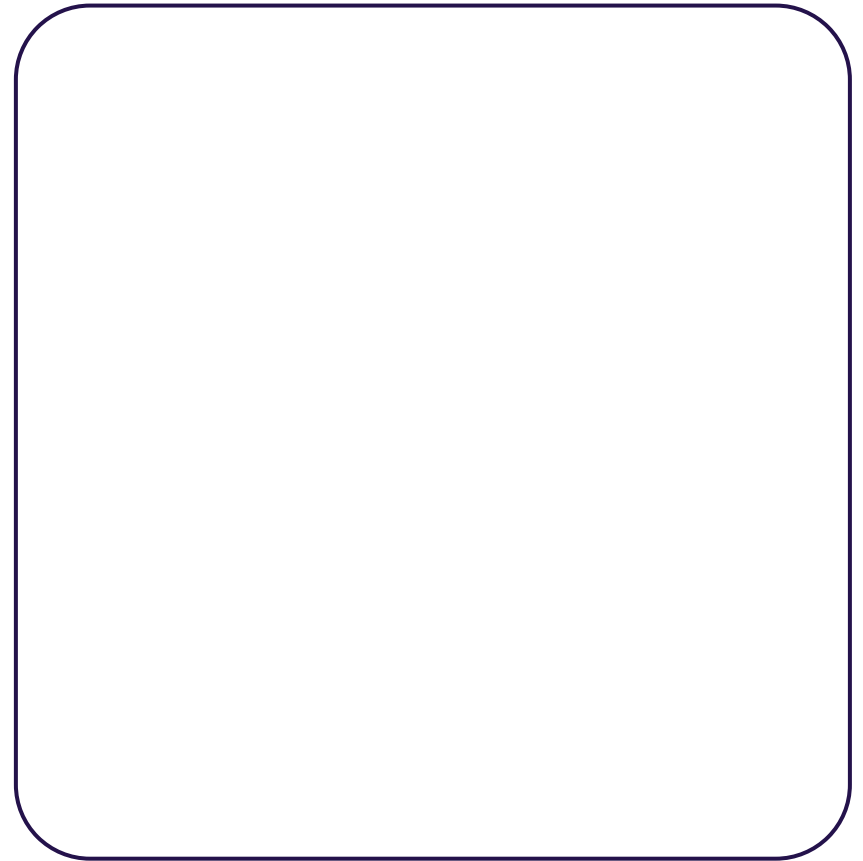
Vet Jen pet big Bob on his leg and sat him on her lap.



Read the story.



Draw what happened!



"Big cat!" said vet Jen as big Bob sat and had a cat nap.

Where did the vet put Bob?

Who went to the vet with Kim, Bob and Bud?



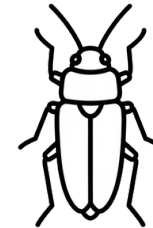
Read the sentence, then circle the answer.

Kat put the big bat on the bed.

- Where did Kat put the bat?



Circle the correct answer



 Write the matching UPPERCASE letter in the space below and  say the name and sound of each letter.

e	u	i	a	g
E				

 Write the matching lowercase letter in the space below and  say the name and sound of each letter.

a				
A	I	O	E	U

 Write each word in the correct category
 Read each word.

pat bin bed sad net bit dim lag

Aa 	Ee 	Ii 
pal		

Complete the sentence by filling in the word that matches the picture.

The  is on the box. →

The  is on the bed. →

Jin, Dad and the Van

Using Letter Patterns

Book #1

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Short A letter patterns: _at, _ag, _ap, _an
- Sound and blend CVC words (decoding)
- Comprehension of factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Jin and his dad had a tan van.
Dad sat and put the map in his bag.



Read the story.



Draw what happened!

"Can we go, Dad?" said Jin as he ran to the van.

What color was the van?

Where is the map?

 Write each word in the correct category, then  read each column.

_at	_ap	_ag

Word Bank

cat
rag
map
bat
tap
sag
mat
tag
cap
pat
bag
nap



Read each sentence.



Fill in the blank using the word bank.

Word Bank
mat bag cap bat

The cat sat on the _____.

I put my hat in the _____.

The _____ hit the ball.

The rat ran to the _____.



Change one sound to match the picture.



Read each word.

h i t → h _ t → h _ t



Say the word that matches the picture.



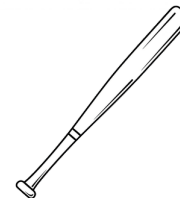
Tap and write each sound.



Read the word.



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Jin and the Dip

Using Letter Patterns

Book #2

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Short I letter patterns: _ill, _ip, _in, _ing, _it
- Sound and blend CVC/CVCC words (decoding)
- Comprehension of factual text-dependent questions

Name:

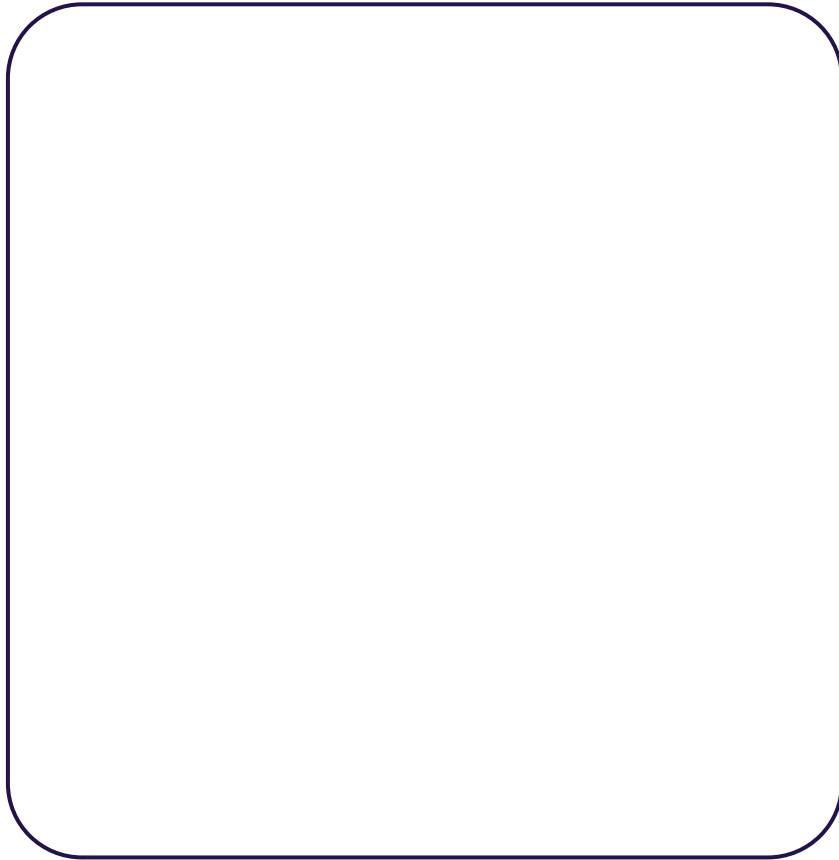
Date:



Read the story.



Draw what happened!



Jin and his Dad go down the big hill
for a dip in the pond.

"Will it be cold?" said Jin.

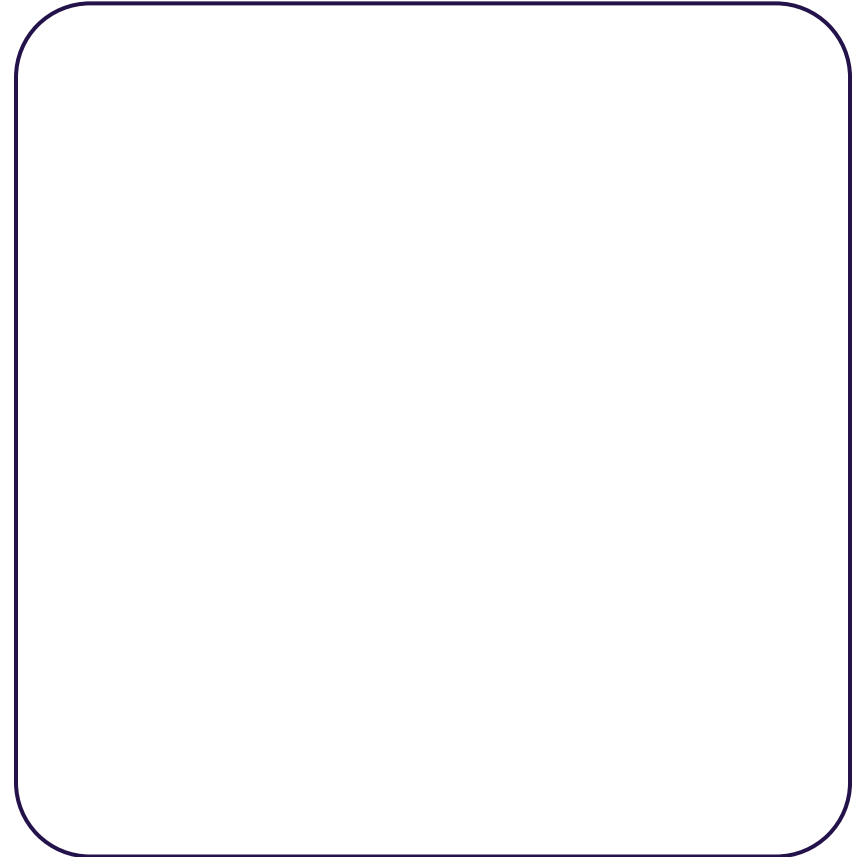
"A bit," said Dad. "Let's go dip in!"



Read the story.



Draw what happened!



Jin did a dip.

Then Dad did a big spin dip!

"That was so fun!" said Jin.

Where did Jin and Dad go?

What did they do?



Read each sentence.



Fill in the blank using the word bank.

Word Bank

hill win hit bat

She will pick the dog that will

_____ .

The boy sees the big _____ .

She _____ the ball with the

_____ .

✎ Write each word in the correct category, then 📖 read each column.

_ick	_ill	_ing

Word Bank

sick
bill
ring
pick
fill
sing
wick
sill
wing
ding
dill
tick

✎ Change one sound to match the picture.
📖 Read each word.

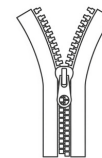
m i l → _ i l → h i _ _

🔊 Say the word that matches the picture.
✎ Tap and write each sound.
📖 Read the word.



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Jin and Dad at the Dock

Using Letter Patterns

Book #3

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Short I/O/U letter patterns: _ock _op, _ot, _ick, _ug
- Sound and blend CVC/CVCC words (decoding)
- Comprehension of factual text-dependent questions

Name:

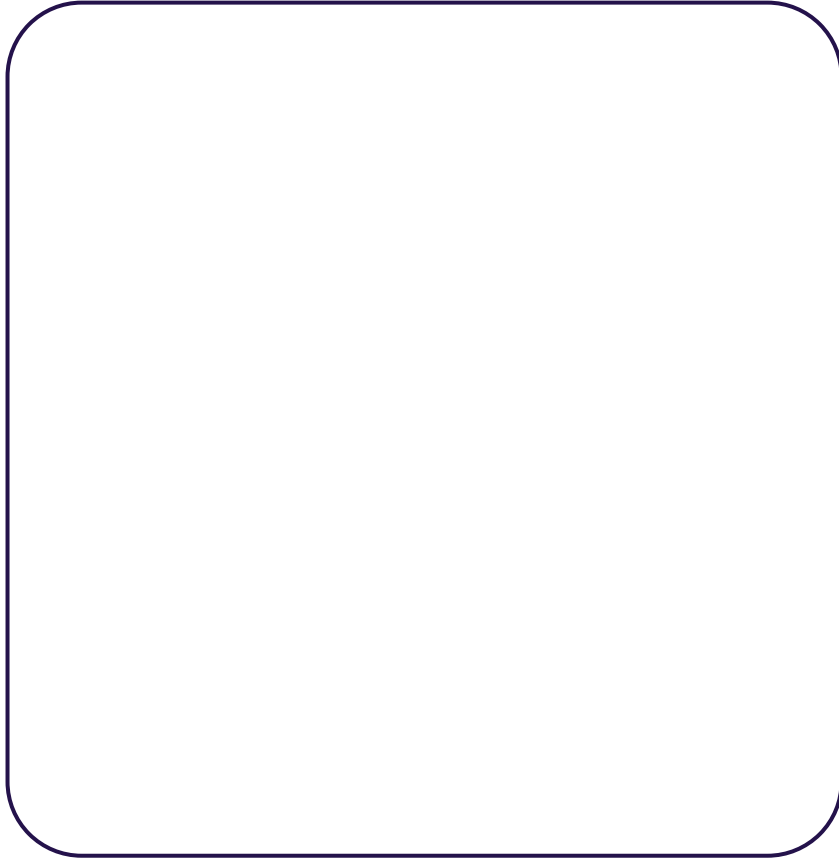
Date:



Read the story.



Draw what happened!



Jin and his dad got to the top of the dock.
Dad got his pot and a mug and sat on a
big log.

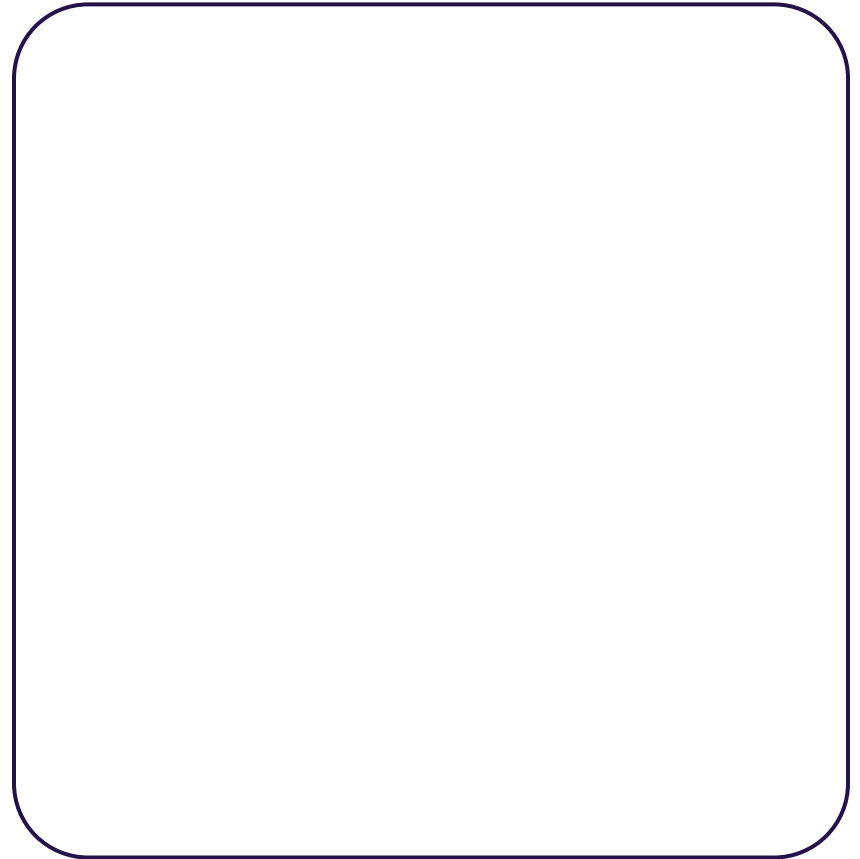
A pug ran to Jin and did a hop up.



Read the story.



Draw what happened!



The pug did tug on his sock and sat on a
rock.

"Can I pick him up, Dad?" said Jin.

What did Dad sit on?

Handwriting practice lines for the question 'What did Dad sit on?'. The lines consist of three sets of three horizontal lines each (top solid, middle dashed, bottom solid).

What did the pug tug on?

Handwriting practice lines for the question 'What did the pug tug on?'. The lines consist of three sets of three horizontal lines each (top solid, middle dashed, bottom solid).

 Change one sound to match the picture.

 Read each word.

t u g → _ u g → h _ g



 Say the word that matches the picture.

 Tap and write each sound.

 Read the word.



--	--



--	--



Read each sentence.



Fill in the blank using the word bank.

Word Bank			
sock	pot	hop	kick

Mom put the _____ on the bed.

The boy can _____ on the bed.

The _____ is hot.

She can _____ the ball.



Write each word in the correct category, then  read each column.

_ock	_ug	_op

Word Bank

sock
bug
top
lock
bop
tug
dock
mug
cop
mock
lug
mop

Dash at the Shack

Blends & Digraphs

Book #1

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Digraphs: -ck and -sh/sh-
- Sound and blend CVC/CVCC words (decoding)
- Comprehension of factual text-dependent questions

Name:

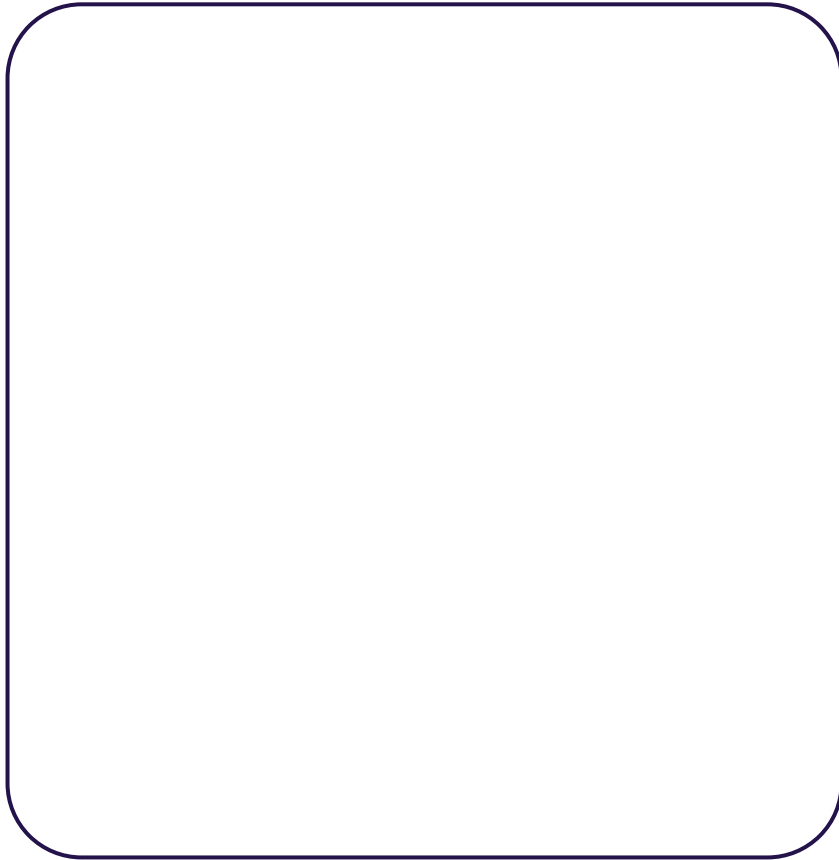
Date:



Read the story.



Draw what happened!



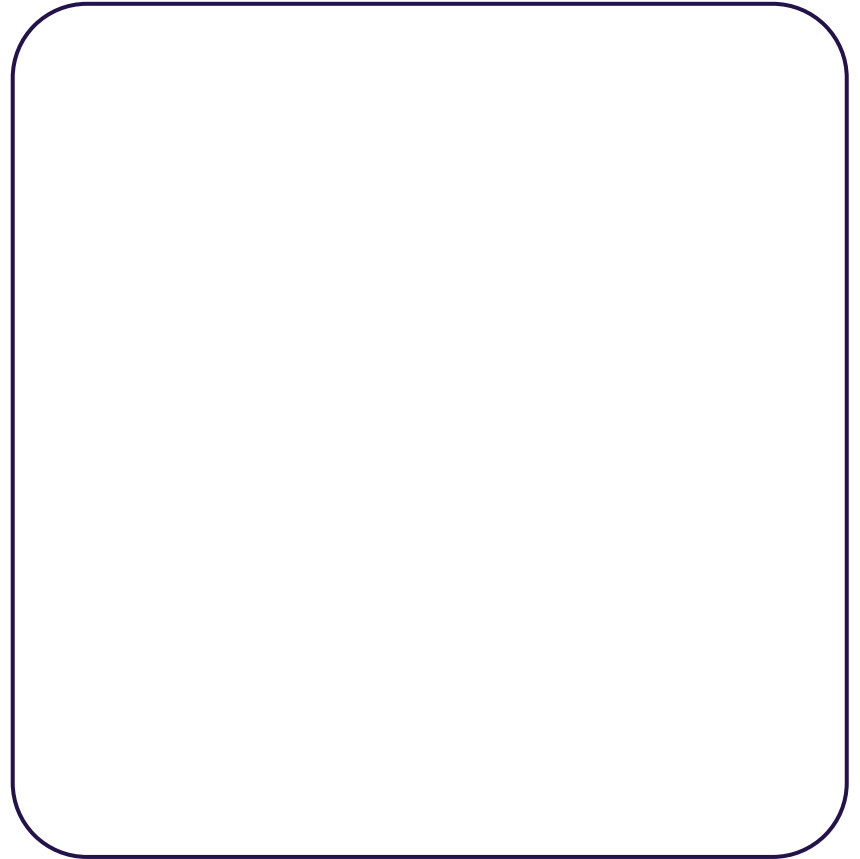
Dash and her mom, Beck, rush back to the big shack. The shack had a red sock and a big dish on the deck.



Read the story.



Draw what happened!



Mom got a wet mop and said "Dash stack the pans!" As she did a big hop, Dash said "This shack will go from yuck to yes!"

Where did Dash and her mom go?

What did Dash do to help?

 Fill in the blank to complete each sentence:

- Dash and her mom rush back to the _____.
- The shack had a red sock and a big _____ on the deck.
- Mom got a wet _____ to clean.
- Dash did _____ a pan.

 Read the question and pick the best answer.

Who went to the shack with Dash?

- a) Her dad
- b) Her mom
- c) Her pal
- d) Her dog

What was on the deck?

- a) A sock and a dish
- b) A cat and a dog
- c) A pen and a pad
- d) A rock and a log

How did Dash feel at the end?

- a) Sad
- b) Mad
- c) Happy
- d) Sick

 Write each word in the correct category, then  read each column.

sh	sh	_ck

Word Bank

ship buck shop back fish
mock dash mesh shut

Dash and Ched at the Shop

Blends & Digraphs

Book #2

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Digraphs: ch_ and _ch
- Sound and blend words (decoding)
- Comprehension of factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Dash and her pal, Ched, ran to the chop shop. Ched got a bag of ranch chips and Dash got a ham lunch. "Can we sit and chat?" said Dash.



Read the story.



Draw what happened!

Ched did a hop and said, "Yes! Let us munch!" Dash and Ched sat on a bench and had so much fun.

Where did Dash and Ched go?

What did Dash and Ched do?

 Fill in the blank to complete each sentence:

- Dash and her pal Ched ran to the _____ .
- Ched got a bag of ranch _____ at the shop.
- Dash and Ched sat on a _____ to eat.
- Dash asked, "Can we sit and _____?"

 Read the question and pick the best answer.

Who did Dash go to the shop with?

- a) Her mom
- b) Her pal Ched
- c) Her dad
- d) Her dog

What did Dash get at the shop?

- a) A bag of chips
- b) A drink
- c) A ham lunch
- d) A sandwich

What did Ched do when Dash asked to chat?

- a) He ran away
- b) He did a hop and said yes
- c) He said no
- d) He sat down

 Write each word in the correct category, then  read each column.

sh_	ch_	_sh	_ch	_ck

Word Bank

sash hatch shin pitch chop
hush quack chat back shop

Dash, Beth and Chip

Blends & Digraphs

Book #3

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Digraphs: -th/ _th, _ck, -sh/ _sh, -ch/ _ch
- Sound and blend CVC, CCVC, CVCC words (decoding)
- Comprehension of factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Dash and Chip met Beth on the path.
 "Run with us!" said Chip.
 Beth ran with them to the hut.
 "Pick a box," said Dash. "This or that?"
 Beth got the box with a sack.



Read the story.



Draw what happened!

Chip got the box with a pot.
 "A moth is in this sack!" said Beth.
 "A moth?" said Chip.
 "That!" said Beth. "A red moth!"

Where did Dash, Chip, and Beth go?

What did Beth pick?

 Fill in the blank to complete each sentence:

- Dash and Chip met Beth on the _____ .
- Beth ran with them to the _____ .
- Beth got the box with a _____.
- A red _____ was in Beth's sack.



Read the question and pick the best answer.

Who did Dash and Chip meet?

- a) Mom
- b) Dad
- c) Beth
- d) Jin

What did Chip get in his box?

- a) A sack
- b) A pot
- c) A moth
- d) A hat

What color was the moth?

- a) Red
- b) Black
- c) Green
- d) Tan



Write each word in the correct category, then  read each column.

sh_	_sh	ch_	_ch	th_	_th

Word Bank

chip mush such bath sash shop
 chop thin bench with shush that

Dash, Beth and Chip Go on a Trip

Blends & Digraphs

Book #4

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Blends: R-blends, L-blends, S-blends
- Sound and blend CVC, CCVC, CVCC words (decoding)
- Comprehension of factual text-dependent questions

Name:

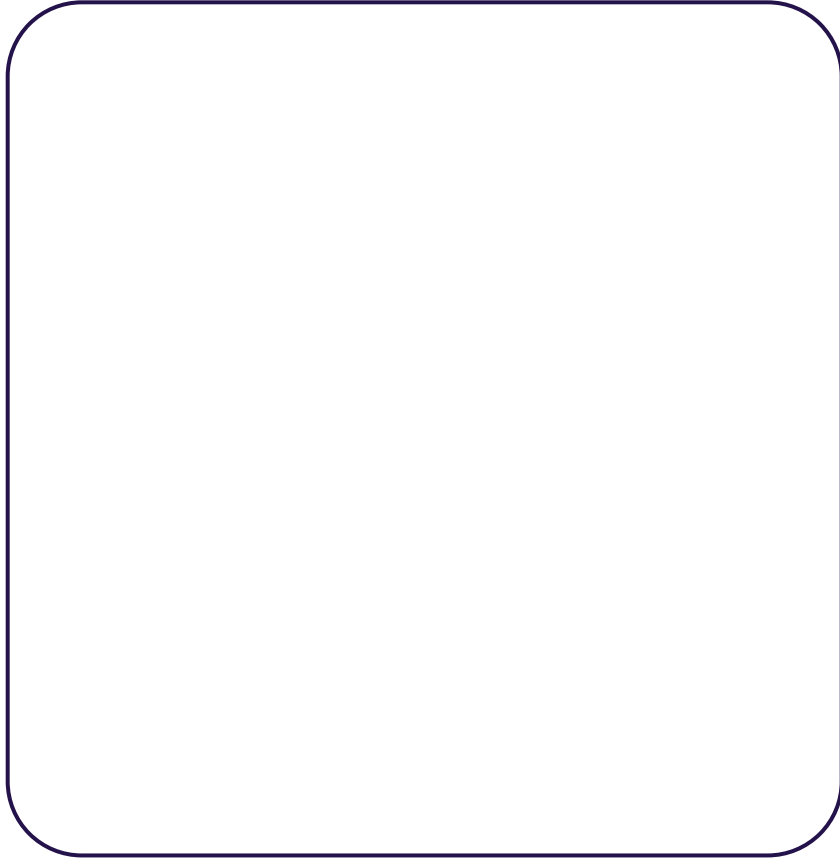
Date:



Read the story.



Draw what happened!



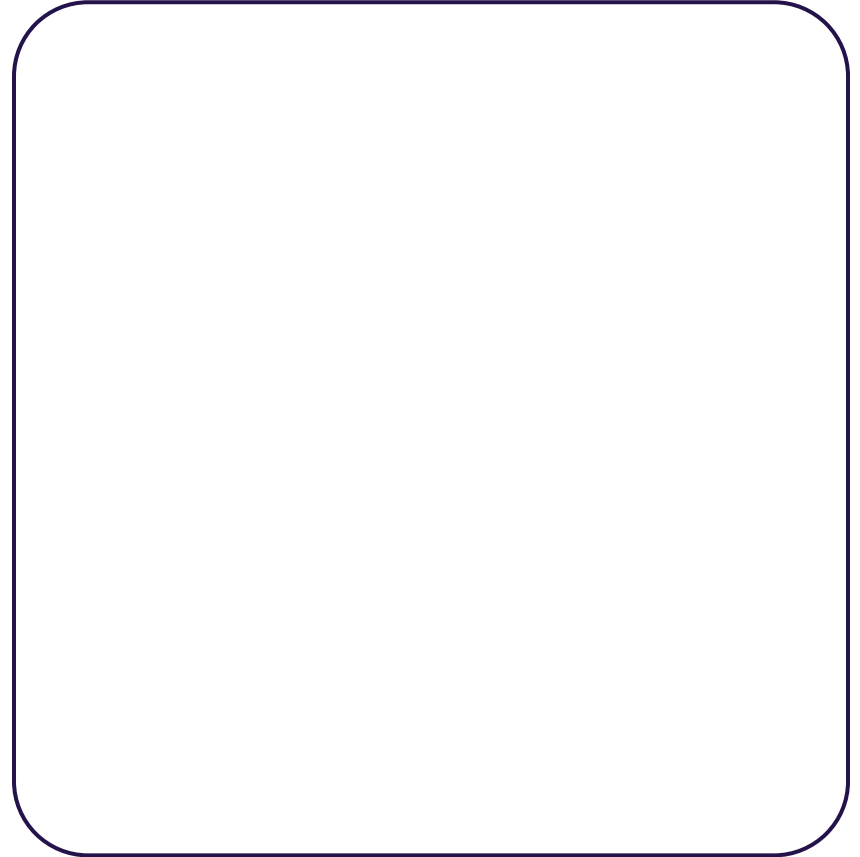
Dash, Chip, and Beth plan a trip to the track. Chip did a flip and Dash did a flop!



Read the story.



Draw what happened!



Beth ran to grab a frog, but it did a big jump. "Let us skip to the track!" said Chip with a clap on his lap.

Where did Dash, Chip, and Beth go?

What did Beth go and grab?

 Fill in the blank to complete each sentence:

- Dash, Chip, and Beth plan a trip to the _____ .
- Chip did a _____ and Dash did a flop.
- Beth ran to grab a _____ , but it jumped away.
- Chip said, "Let us _____ !"

 Read the question and pick the best answer.

Where did the friends plan to go?

- a) The shop
- b) The hut
- c) The track
- d) The path

What did the frog do when Beth tried to grab it?

- a) It sat still
- b) It did a big jump
- c) It swam away
- d) It ran to Chip

What did Chip want to do?

- a) Run
- b) Jump
- c) Swim
- d) Rest

 Write each word in the correct category, then  read each column.

tr	sw	fl

Word Bank

trim
swat
flip
trip
swim
flat
flop
tram
swam
truck
swig
flock

Dash, Beth and Chip in Class

Blends & Digraphs Book #5

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Final Blends
- Sound and blend CVC, CCVC, CVCC words (decoding)
- Comprehension of factual text-dependent questions

Name:

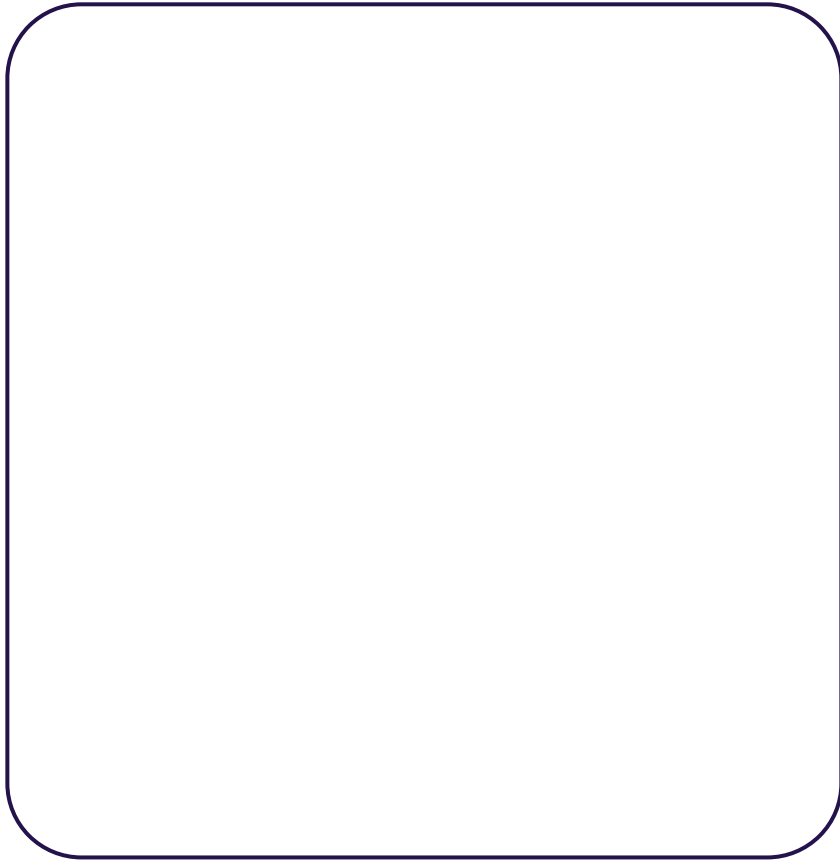
Date:



Read the story.



Draw what happened!



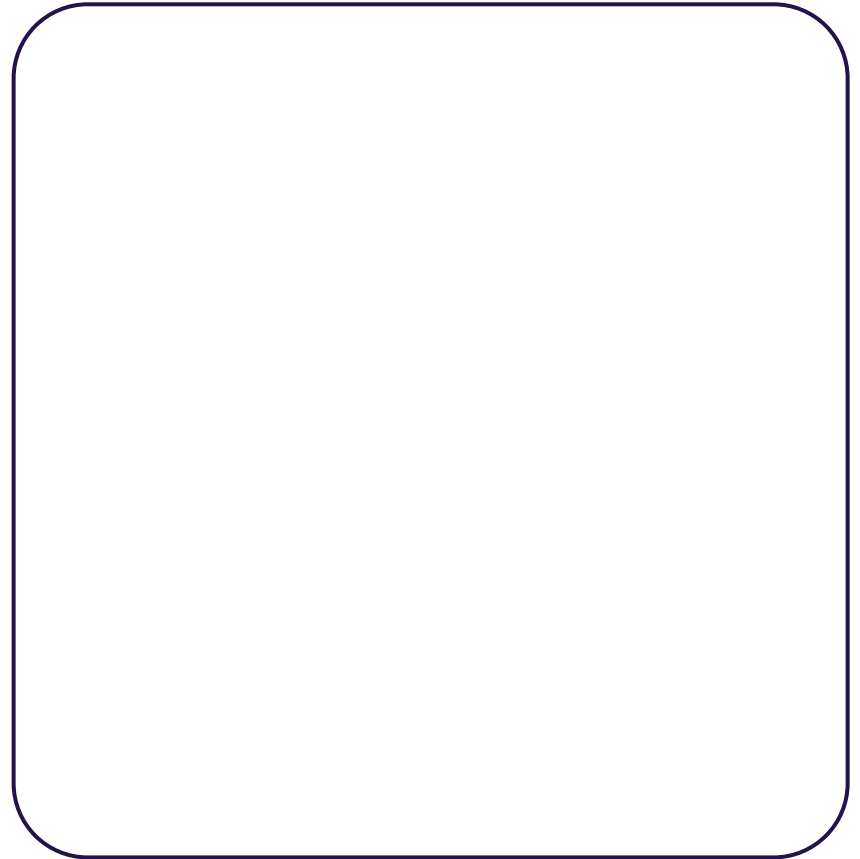
Dash, Chip, and Beth went to class with a plan to paint. Chip did a swift print of a black skunk on a long pad.



Read the story.



Draw what happened!



Beth went to blend red and pink, but her hand did bump the cup and did spill it! "I will help you!" said Dash as Beth swept up the mess.

Where are Dash, Chip, and Beth?

What did Beth do?

 Fill in the blank to complete each sentence:

- Dash, Chip, and Beth went to class with a plan to _____ .
- Chip did a swift print of a black _____ on a long pad.
- Beth's hand did _____ the cup and spill it.
- Dash said, "I will _____ you!" to Beth.

 Read the question and pick the best answer.

Where did the friends go?

- a) The shop
- b) To class
- c) The track
- d) The path

What did Chip draw?

- a) A frog on a log
- b) A cat on a bed
- c) A skunk on a long pad
- d) A dog in a hat

Who spilled the red and pink paint?

- a) Chip
- b) Dash
- c) Beth
- d) The teacher

 Write each word in the correct category, then  read each column.

nk	mp

Word Bank

tank
jump
link
blank
limp
flank
stomp
sink
stump
wink
dump
ramp

Dash, Beth and Chip Go on the Path

Blends & Digraphs

Book #6

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- All digraphs
- All blends
- Sound and blend CVC, CCVC, CVCC words (decoding)
- Comprehension of factual text-dependent questions

Name:

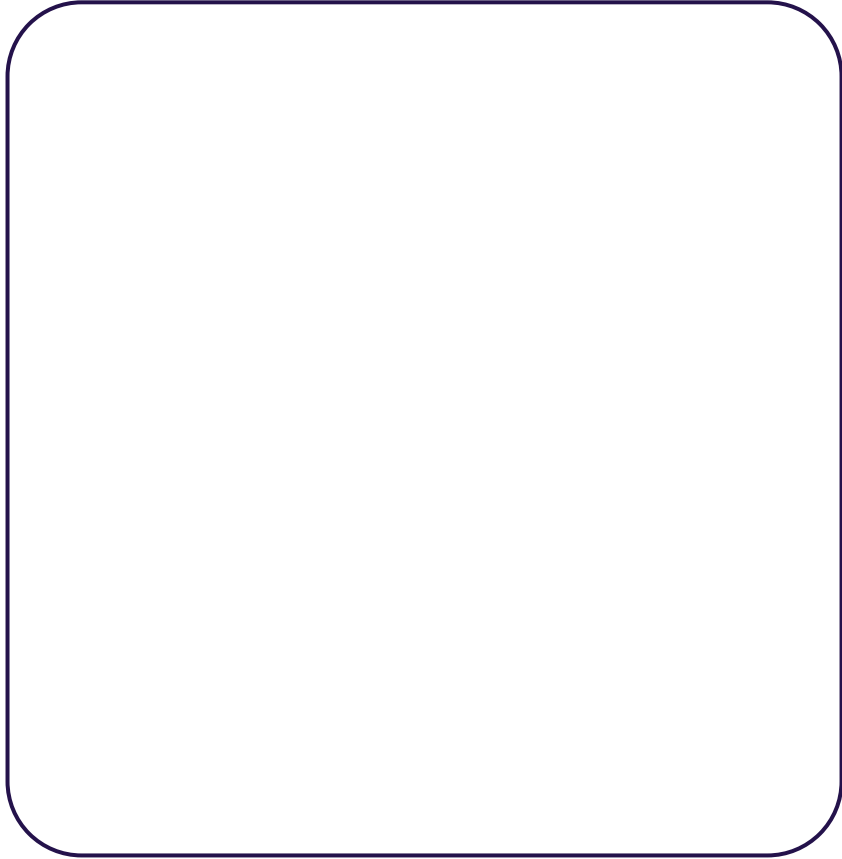
Date:



Read the story.



Draw what happened!



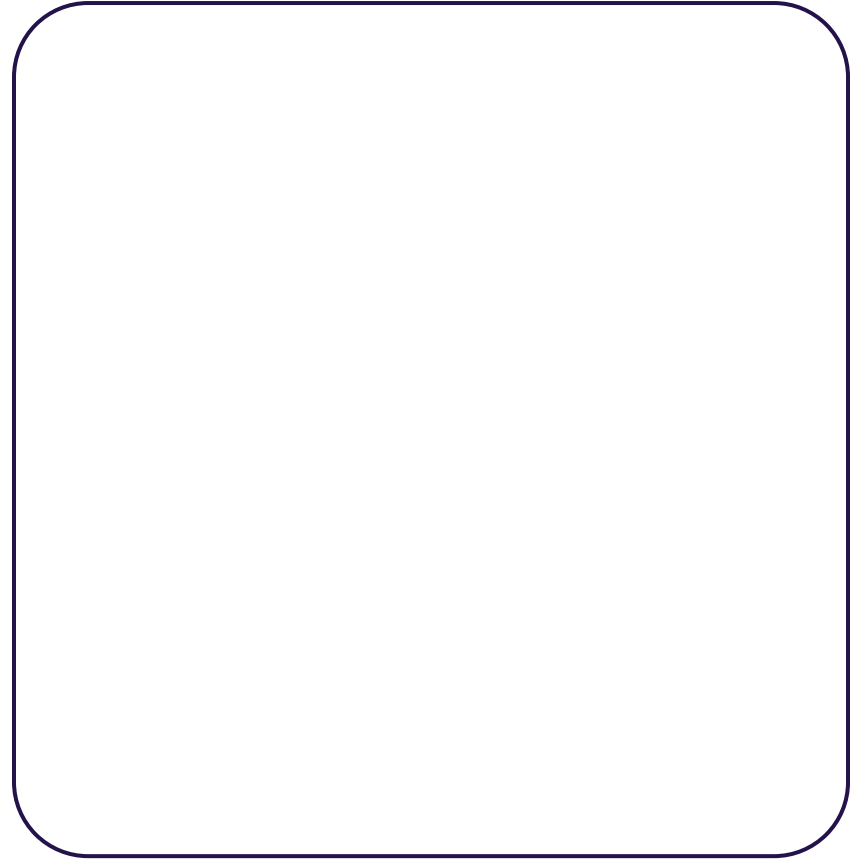
Dash, Chip, and Beth go on a long run on the fresh path. "I think I spot a nest!" said Chip as he went to check. Beth did a flash with her lamp and said, "Wow! Six eggs in a bunch!"



Read the story.



Draw what happened!



Dash got her blank pad to paint the nest with a soft brush. "This is the best!" said Chip as Beth and Dash nod.

What did Chip find?

What was in the nest?

 Fill in the blank to complete each sentence:

- Dash, Chip, and Beth go on a long run in the fresh _____ .
- Chip said, "I think I spot a _____ !"
- Beth did a flash with her _____ to see better.
- Dash got her blank pad to _____ the nest.

 Read the question and pick the best answer.

What did Chip spot?

- a) A frog
- b) A nest
- c) A cat
- d) A box

How many eggs did Beth see?

- a) Three
- b) Four
- c) Five
- d) Six

What did Dash use to paint the nest?

- a) A pen
- b) A stick
- c) A soft brush
- d) Her hand

 Write each word in the correct category, then  read each column.

ck	ng	th	mp

Word Bank

track
jump
hung
thing
limp
shrimp
bang
block
stump
wing
dump

Mark and the Porch

R-Controlled Vowels

Book #1

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- RCVs: -ar, -or
- Sound and blend words (decoding)
- Comprehension of factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Mark wants to go to the park. It is a hard walk to the park and it is dark out. Plus, rain is not far.



Read the story.



Draw what happened!

Mark will plan to sit on the porch to watch the short storm.

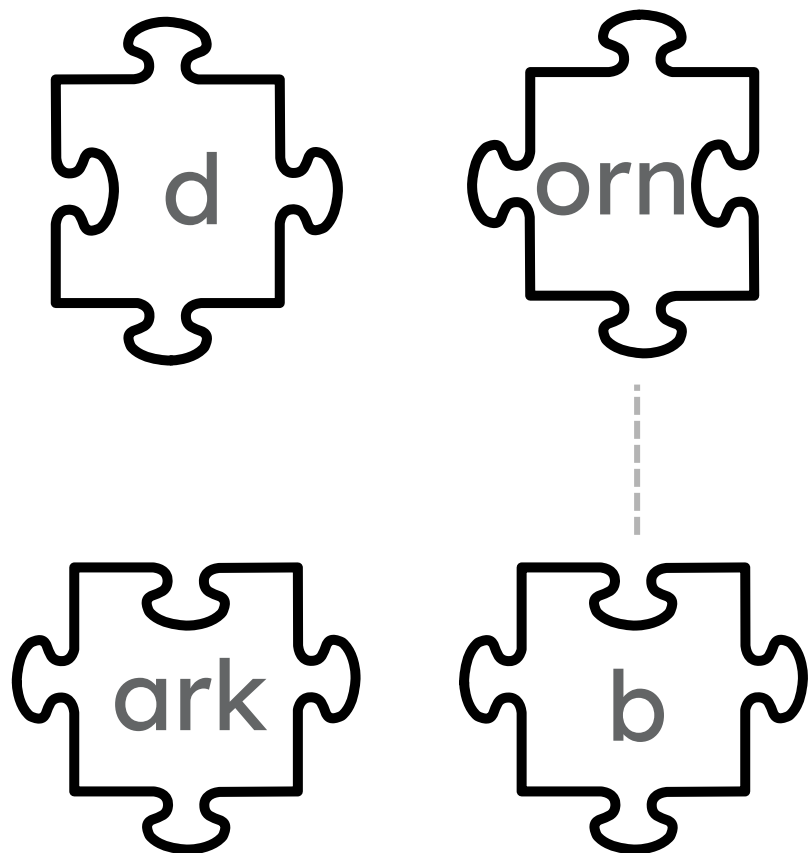
Where does Mark want to go?

Why did Mark sit on the porch?

 Fill in the blank to complete each sentence:

- Mark wants to go to the _____.
- It is a _____ to walk to the park.
- A large _____ is not far away.
- Mark will sit on the _____ to watch the storm.

 Match the word parts to make complete words, then  the words you found.



born

 Write a word that rhymes with each line, then  read each word.

hid	lid	bid
cart	mart	
dark	lark	
wed	fed	
shim	dim	
hid	lid	
torn	sworn	

Mark at the Church

R-Controlled Vowels

Book #2

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- RCVs: -ur, -or, -ir
- Sound and blend words (decoding)
- Rhyming
- Comprehension of factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Mark and his mom turn left to go to church.
A bird on the turf did a chirp and then a
quick turn in the air.



Read the story.



Draw what happened!

Mark held the door as his mom went in first
with her purse. Will the bird chirp and stir
when the church bells ring?

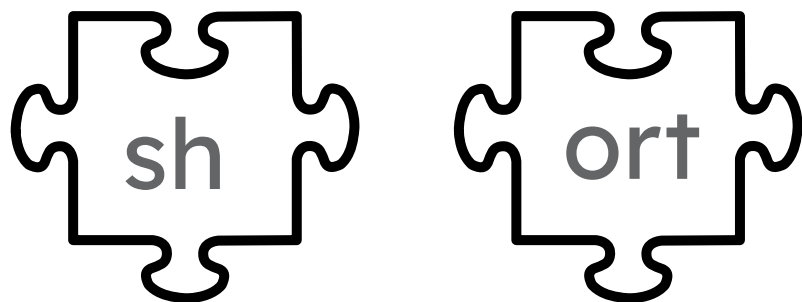
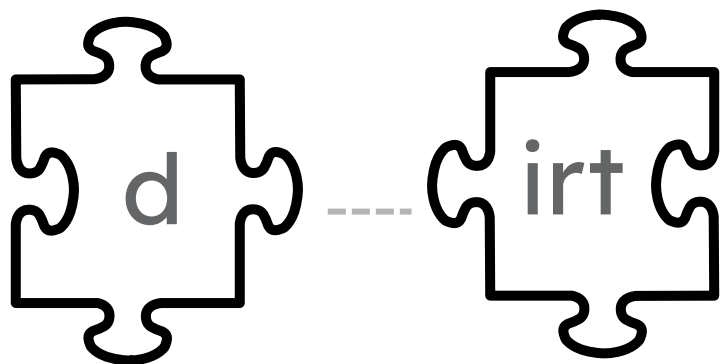
Where are Mark and his mom going?

What did Mark see on the way to church?

 Fill in the blank to complete each sentence:

- Mark and his mom turn left to go to the _____.
- A bird on the _____ did a chirp.
- Mark's mom went in first with her _____.
- Mark held the _____ for his mom.

 Match the word parts to make complete words, then  the words you found.



dirt

 Write a word that rhymes with each line, then  read each word.

hurl	furl	curl
sort	short	
churn	turn	
swirl	whirl	
fork	stork	
dirt	shirt	
torn	sworn	

Mark at the Park

R-Controlled Vowels

Book #3

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- RCVs: -or, -ar, -ir, -er, -ur
- Sound and blend words (decoding)
- Rhyming
- Comprehension of factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Mark went to the park for the third time this week. He is a smart kid who can play a sport and twirl on the bars.



Read the story.



Draw what happened!

A fern was by the arch and Mark took a turn to churn up the dirt. What a fun day at the park for Mark!

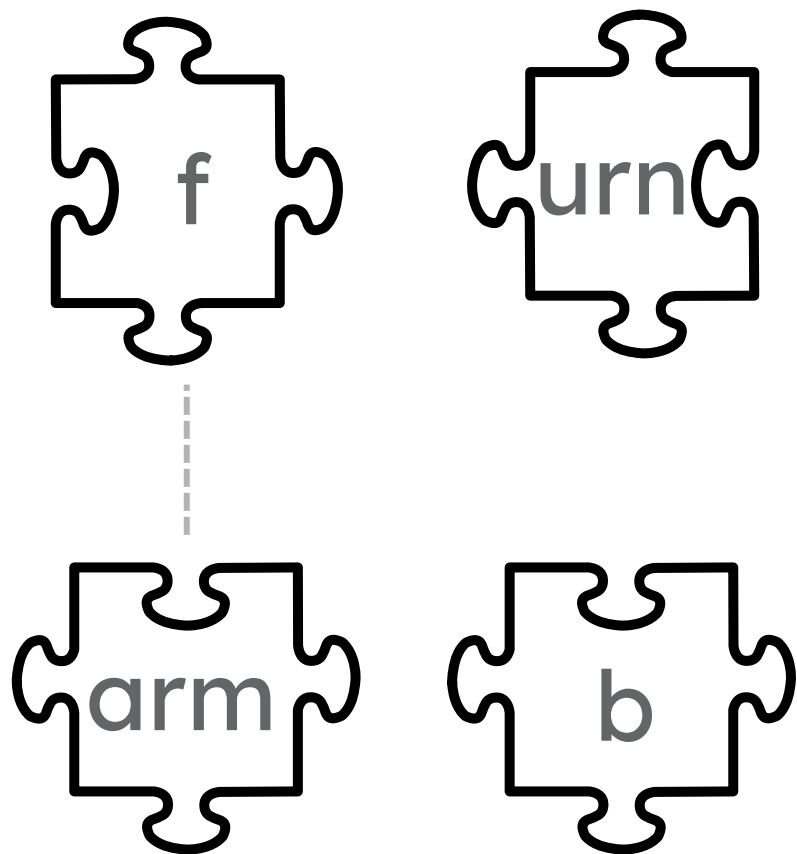
How many times did Mark go to the park this week?

What did Mark do at the park?

 Fill in the blank to complete each sentence:

- Mark went to the park for the _____ time this week.
- Mark is a smart kid who can play a _____ .
- A _____ sat by the arch.
- Mark took a turn to _____ up the dirt.

 Match the word parts make complete words, then  the words you found.



farm

 Write a word that rhymes with each line, then  read each word.

spur	blur	fur
sport	short	
worn	torn	
perk	clerk	
shark	spark	
dirt	shirt	
farm	harm	

Mark and the Shirt

R-Controlled Vowels

Book #4

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- RCVs: -ar, -or, -ir
- Sound and blend words (decoding)
- Rhyming
- Comprehension of factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Mark went to the shop with his mom to get a gift. He saw a shirt with a big star on the front of it. The shirt fit well and it did not cost much.



Read the story.



Draw what happened!

Will his dad want the shirt Mark got for him? Mark felt glad that he got such a good gift!

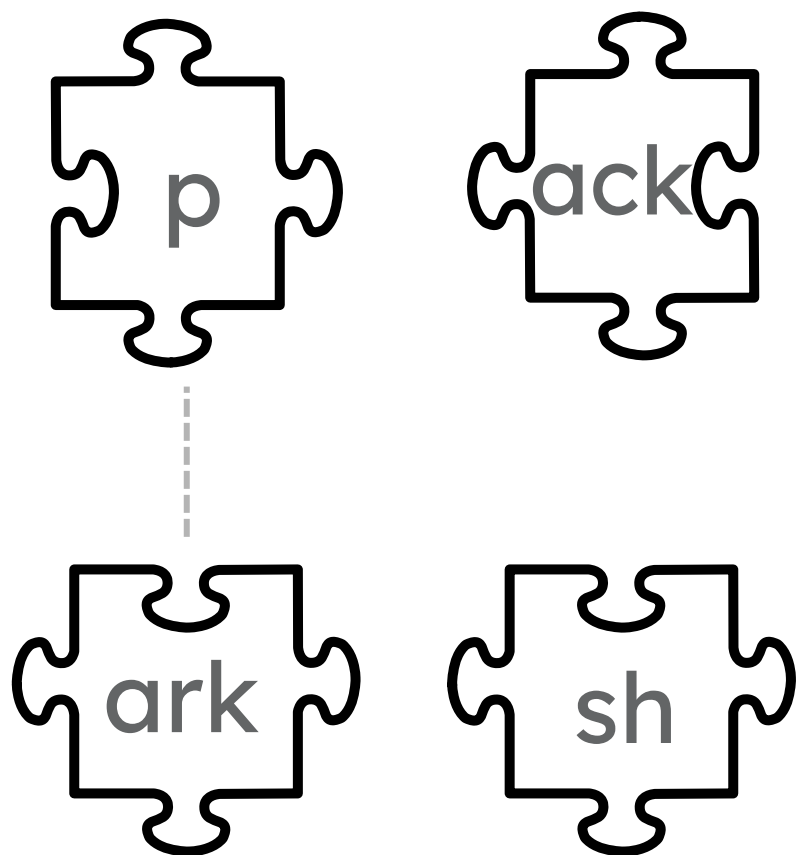
What did Mark buy at the shop?

Who was the gift for?

 Fill in the blank to complete each sentence:

- Mark went to the shop with his mom to get a _____ .
- The shirt had a big _____ on it.
- The shirt was found in the _____ .
- Mark felt _____ that he got a good gift.

 Match the word parts to make complete words, then  the words you found.



park

 Write a word that rhymes with each line, then  read each word.

harm	farm	warm
sport	port	
skirt	shirt	
bard	card	
pork	cork	
shirt	skirt	
park	shark	

Mark at the Store

R-Controlled Vowels

Book #5

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- RCVs: -ar, -or, -ir, -ur, -er
- Sound and blend words (decoding)
- Rhyming
- Comprehension of factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Mark went to help the clerk sort jars on the shelf at the store. He put them in the cart with a firm grip so they would not crack or slip.



Read the story.



Draw what happened!

The clerk said, "Can you stack more jars on that big cart for me?" Mark did the job so fast that his shirt got dust and dirt on it!

What did Mark sort at the store?

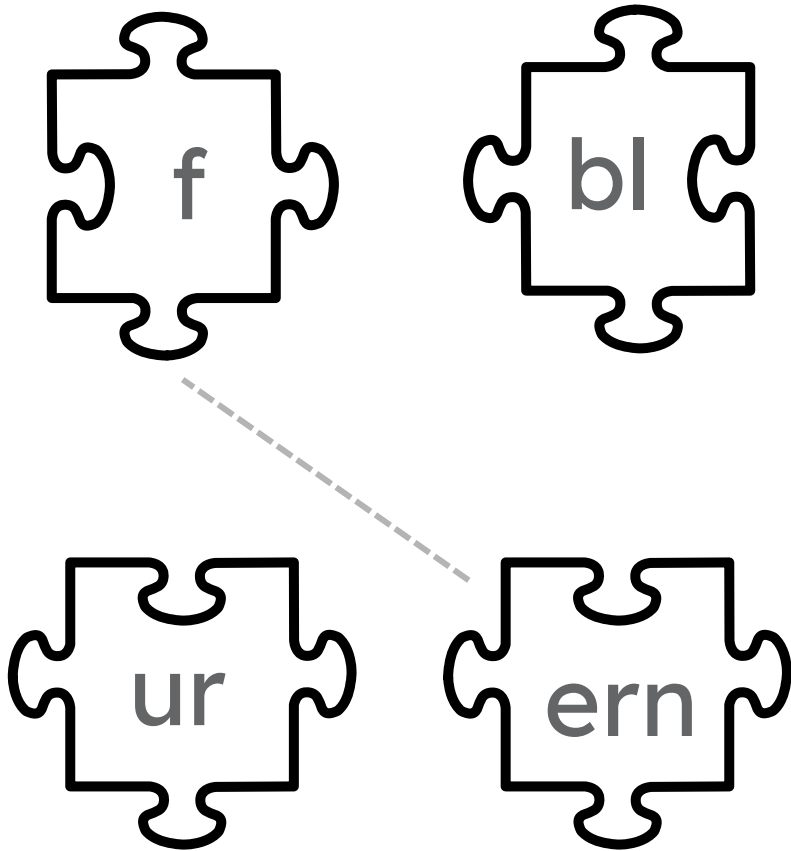
What got on Mark's shirt?



Fill in the blank to complete each sentence:

- Mark went to help the clerk _____ jars on the shelf.
- Mark put the jars in the _____ .
- Mark used a _____ grip so the jars would not slip.
- His shirt got a _____ of dust on it.

 Match the word parts make complete words, then  the words you found.



fern

 Circle the word in each row that rhymes with the word in the box.

turn

burn

fern warn

curl

warm furl her

fern

curl art stern

warm

perm fern harm

Mark at the Farm

R-Controlled Vowels

Book #6

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- RCVs: -ar, -or, -ir, -ur, -er
- Sound and blend words (decoding)
- Rhyming
- Comprehension of factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Mark went to a farm and saw a red barn in the north. A herd of pigs ran up and Mark fed them corn from a jar.



Read the story.



Draw what happened!

A chirp came from a bird on a fern and Mark saw it perch. "Look at that bird there!" said Mark as he took a step. The bird burst into song and went off in a swirl.

What animals did Mark feed?

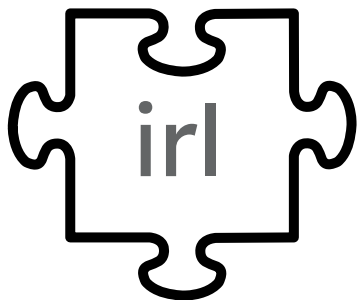
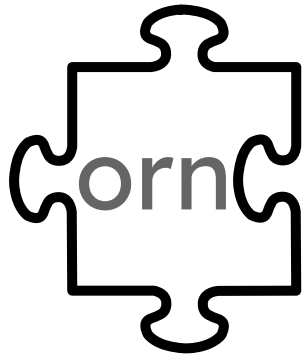
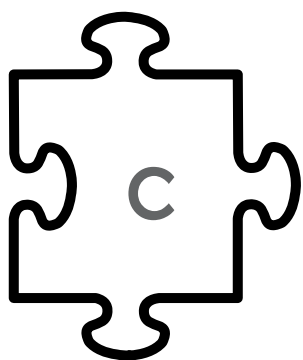
What did he feed the animals?

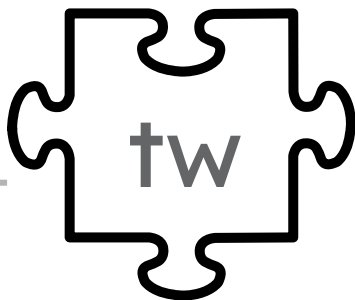


Fill in the blank to complete each sentence:

- Mark went to a _____ and saw a red barn in the _____ .
- A _____ of pigs ran up and Mark fed them _____ from a _____ .
- A chirp came from a _____ on a _____ and Mark saw it _____ .

 Match the word parts make complete words, then  the words you found.





twirl

 Circle the words in each row that rhyme with the word in the box.

swirl

whirl

perm

twirl

part

dirt

dart

mart

corn

burn

born

torn

term

perm

farm

germ

Jade and Rose

Vowel Consonant-e (VCe)

Book #1

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Long a, i, o
- VCe Pattern: Silent e makes the vowel say its long sound (vowel says its name)
- Read controlled passages with fluency
- Comprehension check with factual text-dependent questions

Name:

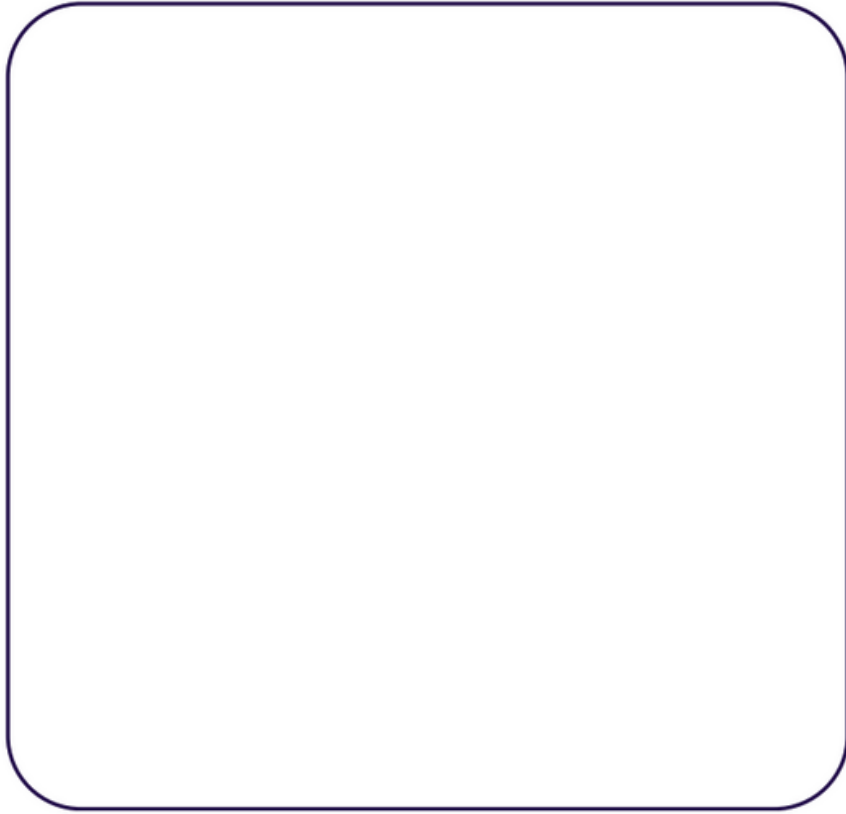
Date:



Read the story.



Draw what happened!



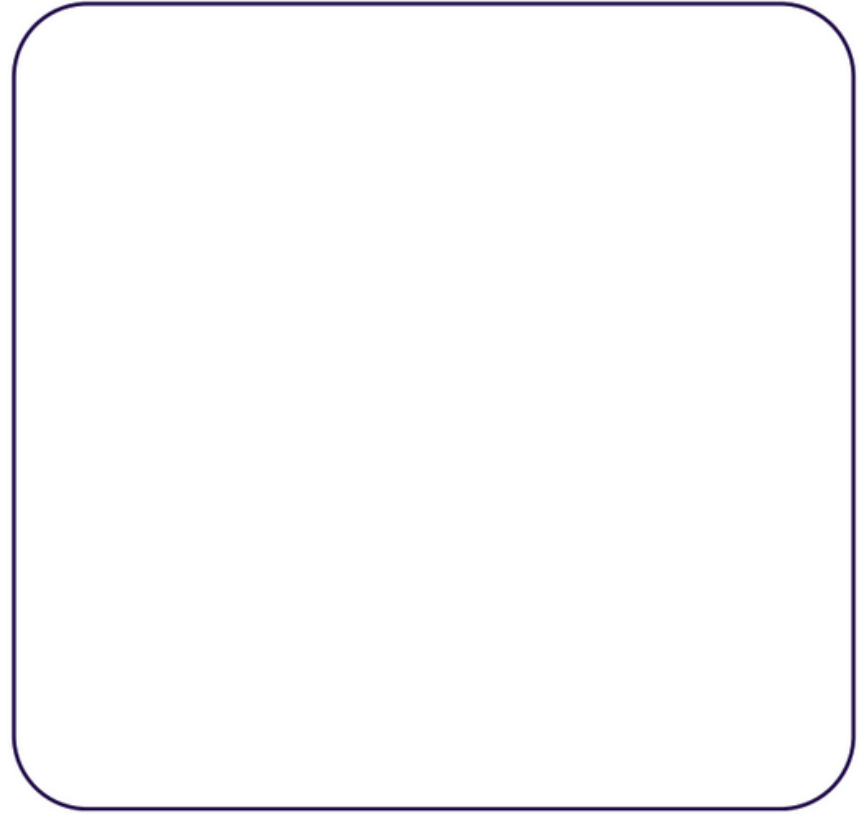
Jade did love her dog, Rose. When Jade went for fresh air, she spot that the gate to her home was not shut. Rose was not in the yard!



Read the story.



Draw what happened!



Jade rode her bike to find Rose. Then, Jade felt a smile on her face. Rose was in the park with an old bone as a prize. Jade gave Rose a hug.

Who is Rose?

Handwriting practice lines for the question 'Who is Rose?'. The section contains four sets of three horizontal lines each (top solid, middle dashed, bottom solid).

Where was Rose?

Handwriting practice lines for the question 'Where was Rose?'. The section contains four sets of three horizontal lines each (top solid, middle dashed, bottom solid).



Write a sentence for each word.

smile

cape

vote

cake

Handwriting practice lines for writing sentences. The section contains four sets of three horizontal lines each (top solid, middle dashed, bottom solid).



Read the following sentences.



Fill in the blank with the correct word.

Cam was _____ at her mom.
(mad/made)

I want a chunk of that _____.
(pi/pie)

The dog has a big _____ at home.
(bon/bone)

She had a _____ to help her walk.
(can/cane)

He did _____ dance for fun.
(tap/tape)



Read each word.



Write the word in the correct column based on its vowel team sound.

Word Bank:

cake, bike, home, plate, time, bone, make, smile, rope,
same, five, hope, take, line, nose

a_e words	i_e words	o_e words
cake		

Jade and the Flute

Vowel Consonant-e
(VCe)

Book #2

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Long o, u
- VCe Pattern: Silent e makes the vowel say its long sound (vowel says its name)
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

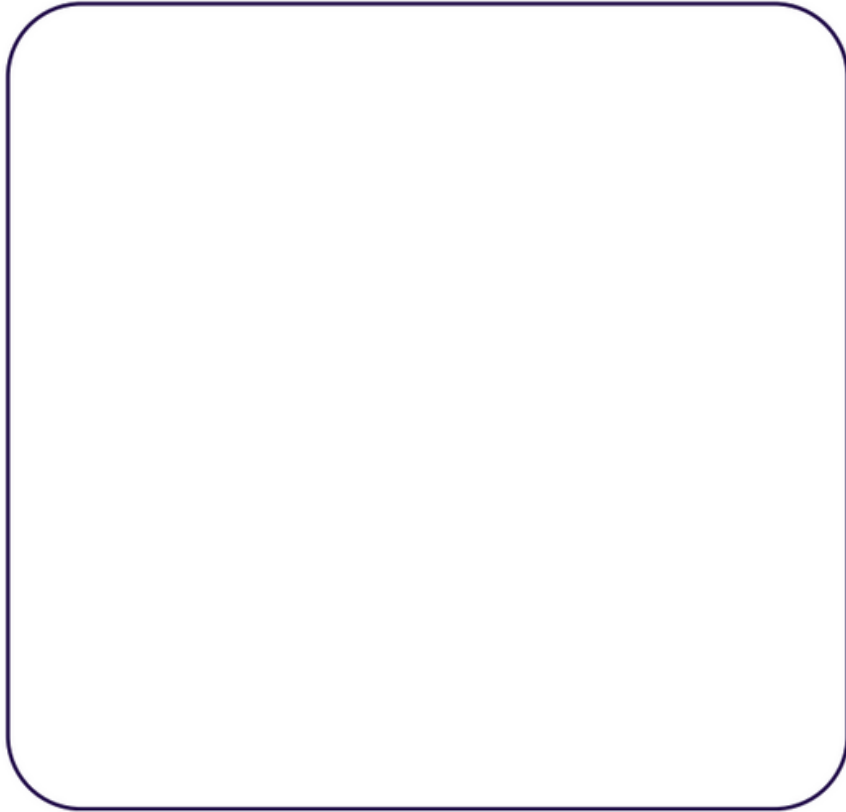
Date:



Read the story.



Draw what happened!



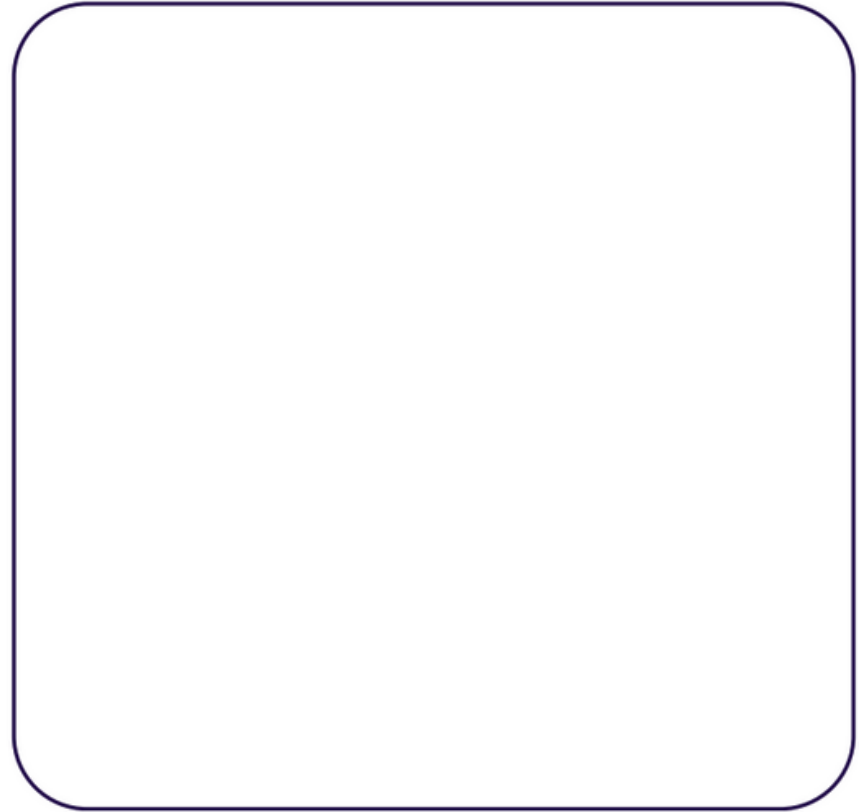
Jade got a cute flute as a gift in June. She went home and sat on the porch steps to use it and play a tune.



Read the story.



Draw what happened!



A mule in the pen near the home pokes his nose up to hear the notes. Jade felt pure joy when the mule came close to hear her tune.

What did Jade get as a gift?

Who was listening to Jade play?

 Fill in each sentence. Use the story to help you.

Jade got a _____ flute as a gift in June. She went _____ and sat on the porch steps to _____ it and play a _____ .

How do you think the mule felt about Jade's music?

How did the mule feel about the music?



Read the following questions.



Circle the correct answer.

Which of these is an animal?

- a) flute
- b) mule
- c) cube
- d) June

Which of these is a body part?

- a) rope
- b) poke
- c) home
- d) nose



Read each word.



Write the word in the correct column based on its vowel team sound.

Word Bank:

hope, cute, home, use, bone, huge, rope, tube, nose,
mule,

o_e words	u_e words
hope	

Jade Makes a Kite

Vowel Consonant-e
(VCe)

Book #3

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Long o, a, i, u
- VCe Pattern: Silent e makes the vowel say its long sound (vowel says its name)
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

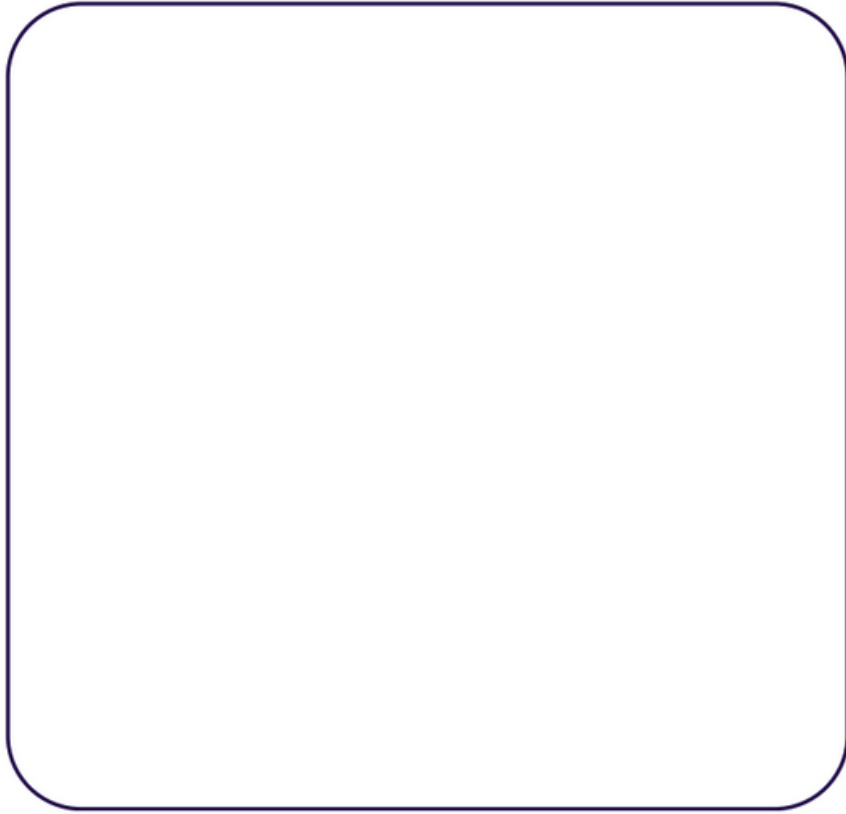
Date:



Read the story.



Draw what happened!



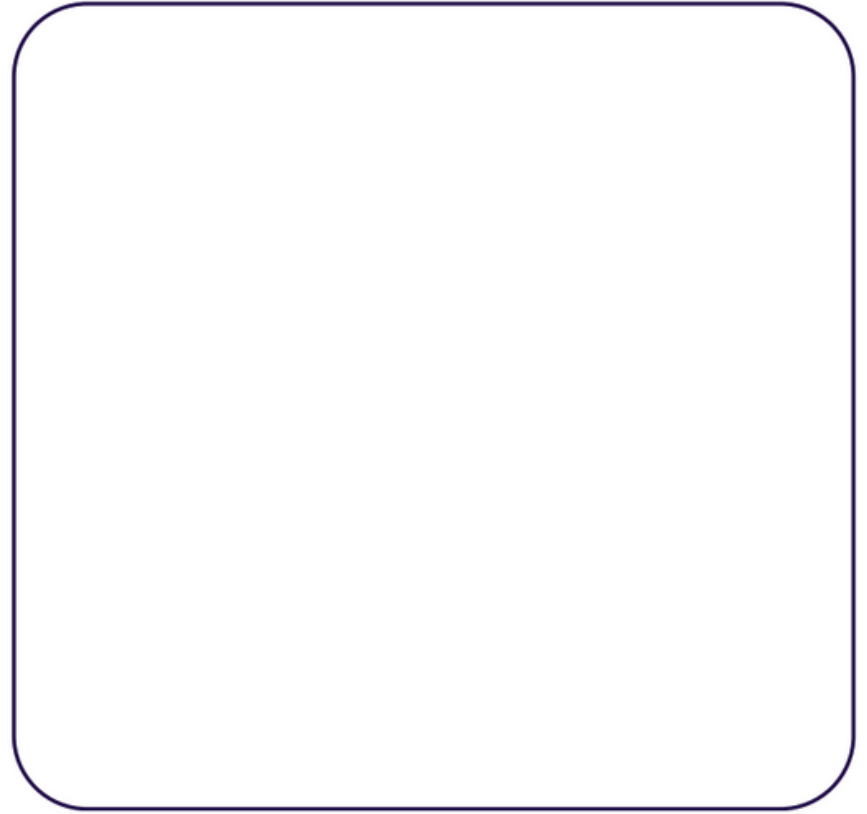
Jade woke up and chose to make a kite on this fine day. She got tape, a long pole, and some cloth to use for the shape.



Read the story.



Draw what happened!



Jade went to the top of a slope and gave the kite a shake. The kite did rise and glide up in the sky with grace! Jade felt pride as she held the rope and let the kite fly.

What did Jade use to make a kite?

Handwriting practice lines for the question: What did Jade use to make a kite?

How did Jade feel at the end?

Handwriting practice lines for the question: How did Jade feel at the end?



Write a sentence for each word.

home grape fire rule

Handwriting practice lines for writing sentences for each word: home, grape, fire, rule.



Read the following sentences.



Fill in the blank with the correct word.

Rose can eat the _____ on the plate.
(grap/grape)

The blue pot on the _____ is hot.
(stov/stove)

Jade will _____ the kite string at home.
(cute/cut)

She has a _____ that has the same dress.
(twin/twine)

He did _____ in the box for fun.
(hid/hide)



Read each word.



Write the word in the correct column based on its vowel team sound.

Word Bank:

~~e~~ake, bike, hope, cute, make, time, bone, huge, plate,
smile, rope, tube, same, five, nose, rule, take, line, home,
flute

a_e words	i_e words	o_e words	u_e words
cake			

May Farm

Vowel Teams

Book #1

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Long-a Vowel Teams: _ai, _ay, _eigh
- Find vowel patterns visually and use known words to read new words
- Read controlled passages with fluency
- Comprehension check with factual text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

We had a nice time at May Farm. First, we went to the barn to play. We used eight bales of hay to hide in. It was so much fun!



Read the story.



Draw what happened!

Then, we rode in the horse sleigh. The clay trail was wet from the rain, but we did not slip. At the end, we fed Kay, the gray horse, some grain. It was a nice day!

1. What did they do in the barn?

2. What did they hide in?



Read each sentence.

Write the correct word.

She had to _____ to get in the park.
(pai/pay)

He did not like to _____ for the _____.
(wait/weight) (train/trein)

She can see the _____ fall from the sky.
reign/rain



Write a sentence for each word.

play

sleigh



Read the word.



Write two words from the story that share the same vowel team.

Example:

- hay → ay

Words that share vowel team: May and play

Your turn:

- rain → ai

Words that share vowel team: _____ and _____

- eight → eigh

Words that share vowel team: _____ and _____



Read each word.



Write the word in the correct column based on its vowel team sound.

Word Bank:

~~rain~~, play, sleigh, train, clay, eight, say, wait, weigh, gray

-ai words	-ay words	-eigh words
rain		

The Coast

Vowel Teams

Book #2

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Long-o Vowel Teams: _oa, _oe, _ow, _o
- Find vowel patterns visually and use known words to read new words
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

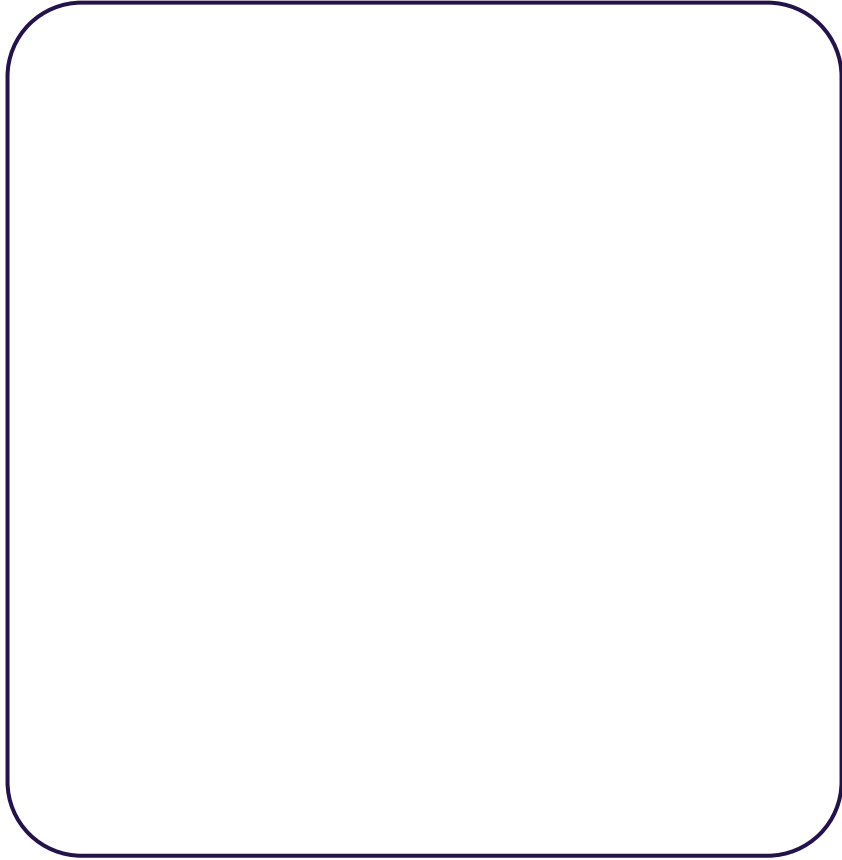
Date:



Read the story.



Draw what happened!



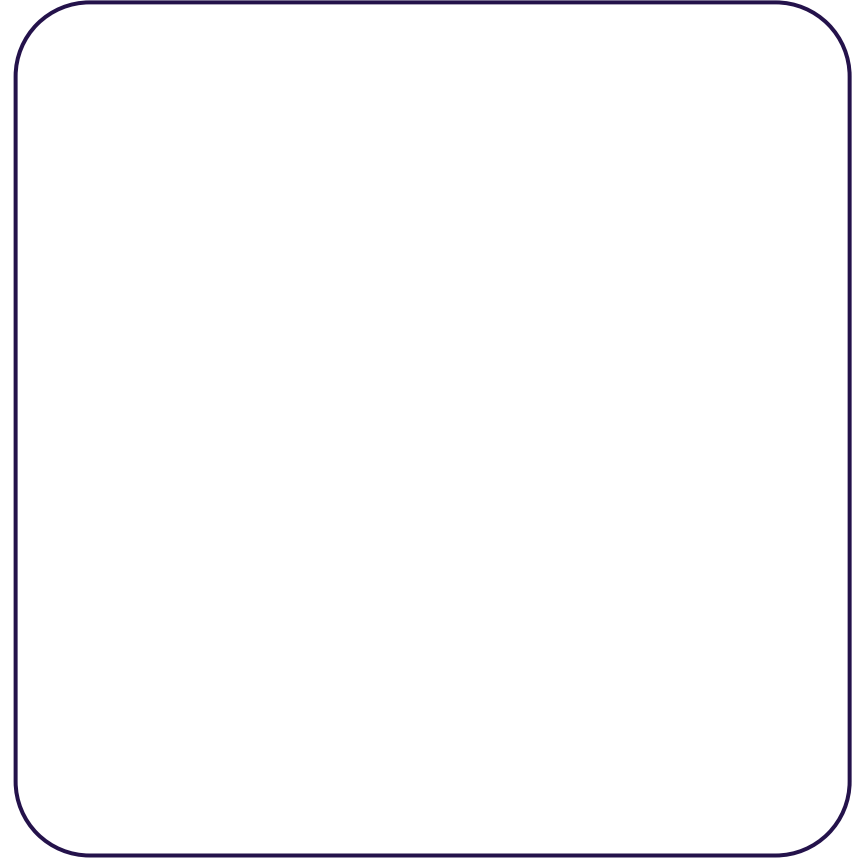
We rode a gray coach bus to the coast for a fun trip. The kids can stroll on the soft sand to see the foam of the sea that glows on the shore.



Read the story.



Draw what happened!



Joe dips his big toe and wants to float on a raft in the slow tide. "Time to go!" Miss Hall will croak with a grin. The class will moan, but they load the coach to go home.

Where did the class go?

What did the class do when they saw the doe?



Read each sentence.



Write the correct word.

I want to swim to the _____ at the dock.
(boat/bowt)

I go out to see the _____ fall and play!
(snoe/snow)

“Oh no!” my mom yells when she stumps her big
_____ at the park.
(tow/toe)



Write a sentence for each word.

grow

coat



Read the following sentences.



Circle the correct choice.

How did the class get to the coast?

- a) They walked
- b) They rode a coach bus
- c) They rode bikes
- d) They took a train

What did Joe float on?

- a) A boat
- b) A log
- c) A raft
- d) A tube

What did Miss Hall want to roast?

- a) Hot dogs
- b) Oats
- c) Fish
- d) Corn



Fill in the blank:

The day was _____, so we did not need a coat.



Read the word.



Write two words from the story that share the same vowel team.

Example:

- coach → oa

Words that share vowel team: coast and roast

Your turn:

- glow → ow

Words that share vowel team: _____ and _____

- toe → oe

Words that share vowel team: _____ and _____

The Wild Life Hall

Vowel Teams

Book #3

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Long-i Vowel Teams: _igh, _y, _i
- Find vowel patterns visually and use known words to read new words
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

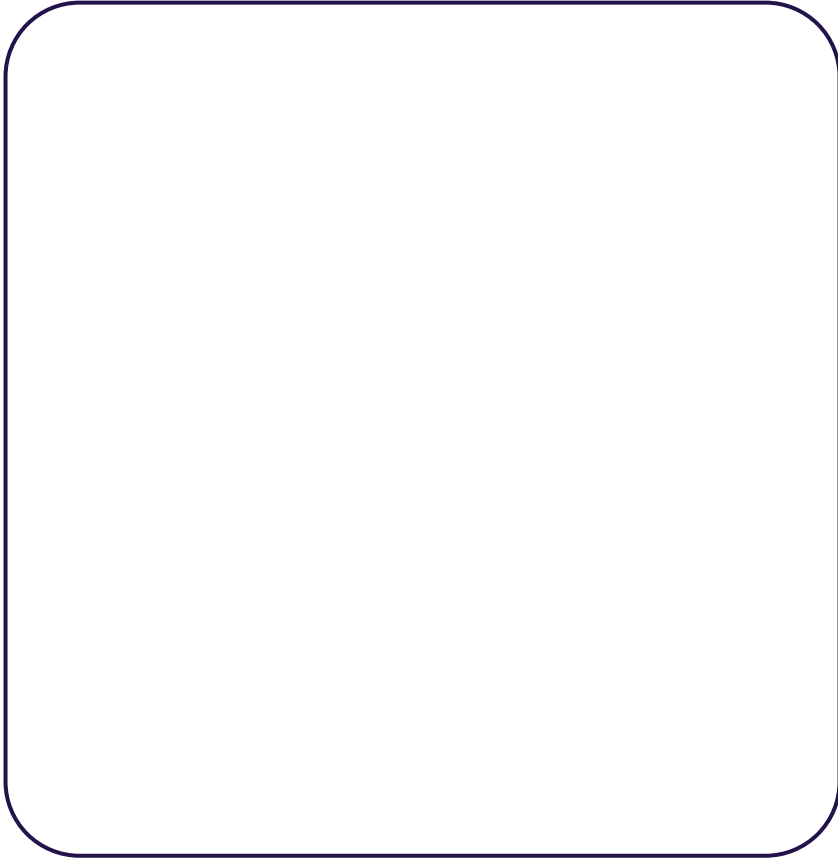
Date:



Read the story.



Draw what happened!



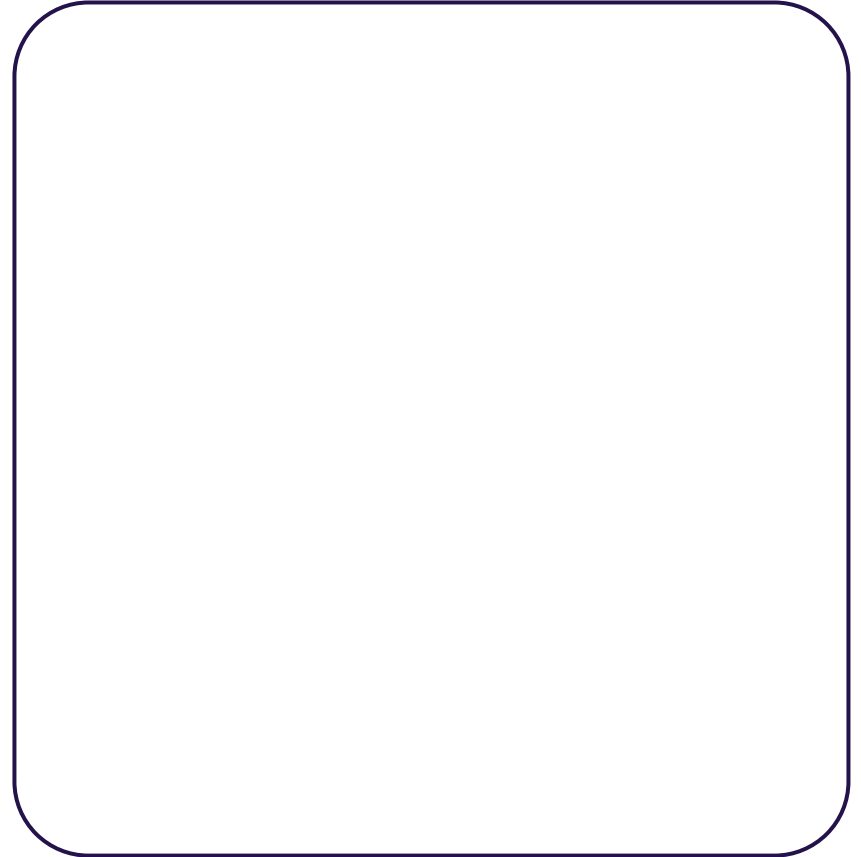
The class went on a trip to an old wild life hall with a lot to see. The lights were bright and high and the rooms were grand and wide.



Read the story.



Draw what happened!



Ty was a bit shy at first, but then he did spy a room with some big, wild cats. The guide said, "Try to find five kinds of wild cats in this dry land room!" The kids had a fun time on this wild trip!

Where did the class go?

What did Ty spy at the hall?



Read each sentence.



Write the correct word.

That cloud in the _____ is white and large.
(skigh/sky)

It is late at _____ , let us go sleep.
(nite/night)

The small _____ ran so fast to hug his
mom. (child/chyld)



Write a sentence for each word.

right

cry

 Read the following sentences.

 Circle the correct choice.

How did Ty feel at first?

- a) Mad
- b) Glad
- c) Shy
- d) Wild

How many wild cats did the guide want them to find?

- a) Three
- b) Four
- c) Five
- d) Six

How did the rooms look?

- a) dark and low
- b) high and wide
- c) dim and drab
- d) small and dark

 Fill in the blank:

The sky is so _____, let's find a tree for some shade!

 Read each word.

 Write the word in the correct column based on its vowel team sound.

Word Bank:

bright, try, wild, night, shy, find, high, my, child, right, fly, kind

_igh words	_y words	_i words
bright		

The Trip to the Beach

Vowel Teams

Book #4

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Long-e Vowel Teams: _ea, _ee, _ie
- Find vowel patterns visually and use known words to read new words
- Read controlled passages with fluency
- Comprehension check with factual text-dependent questions

Name:

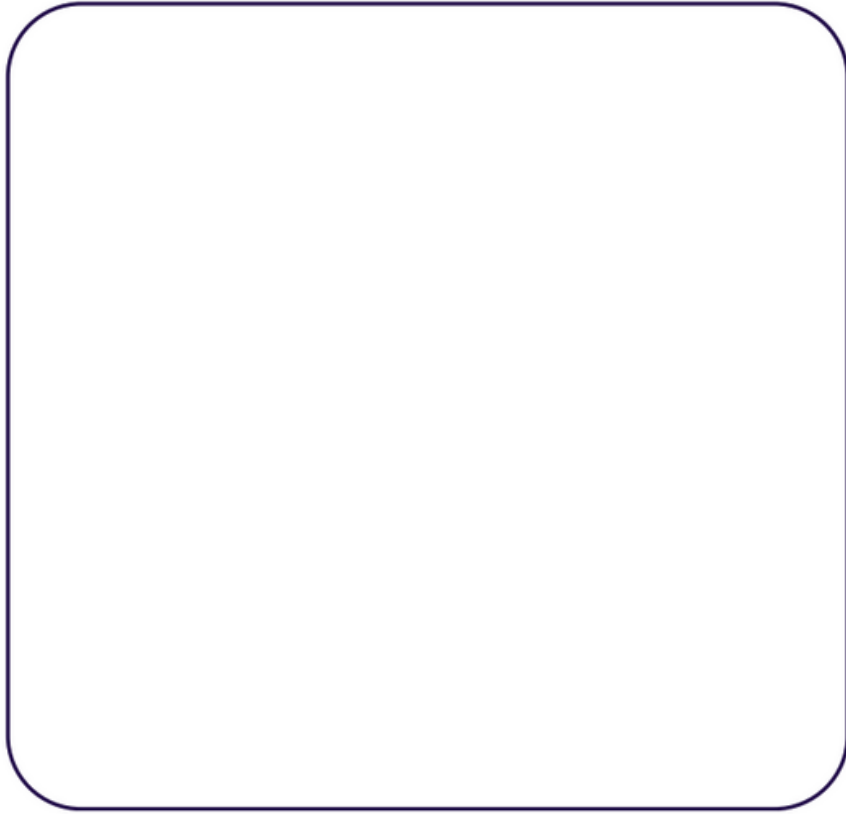
Date:



Read the story.



Draw what happened!



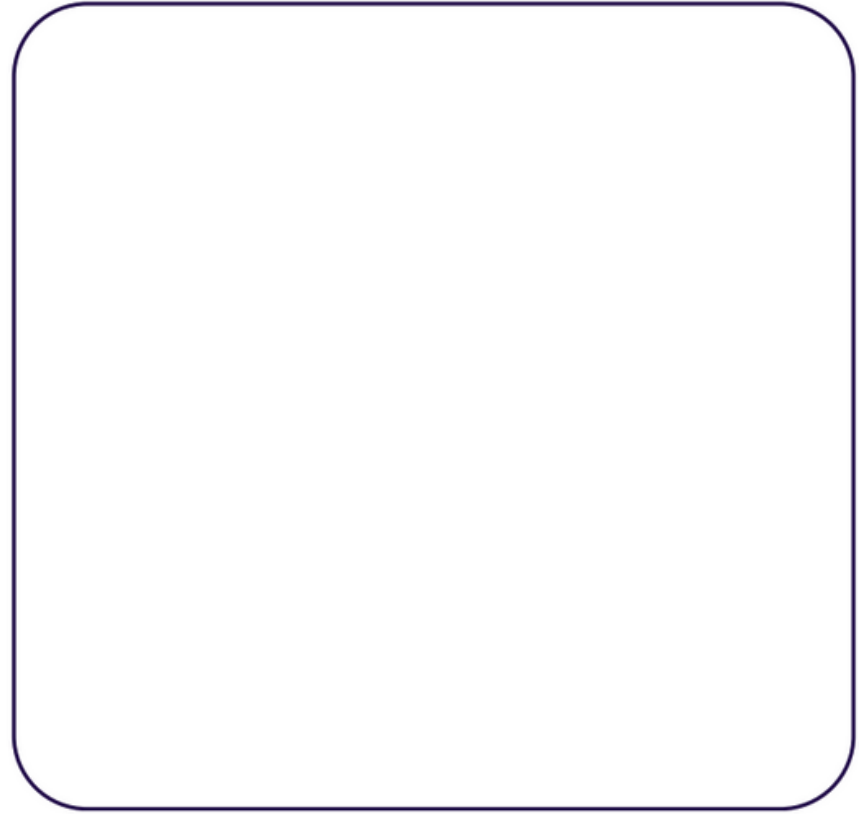
Our team took a field trip to the beach to see the sea. Lee and Pete went to seek shells on the sand and heap them into a pail. A seal crept on the reef and the kids ran to peek at it.



Read the story.



Draw what happened!



The guide said, “Do not go near the seal or feed it a piece of your meal. We can see it from here. What a treat!” We felt glee on this brief, sweet beach trip.

Where did the class go?

What did Lee and Pete seek on the sand?



Read each sentence.



Write the correct word.

Please climb the _____ and grab my kite!
(trea/tree)

This _____ is fresh and sweet to eat.
(peach/peech)

He will get the big _____ of cake to eat
piece/peece
with his dad



Write a sentence for each word.

chief teeth



Read the word.



Write two words from the story that share the same vowel team.

Example:

- team → ea

Words that share vowel team: sea and

seal

Your turn:

- Lee → ee

Words that share vowel team: _____ and

- field → ie

Words that share vowel team: _____ and



Read each word.



Write the word in the correct column based on its vowel team sound.

Word Bank:

green, neat, field, sheep, beach, chief, three, peace, see, brief, week, mean

_ee words	_ea words	_ie words
green		

The Zoo

Vowel Teams

Book #5

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Long-u Vowel Teams: _ew, _ue , _ui
- Find vowel patterns visually and use known words to read new words
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

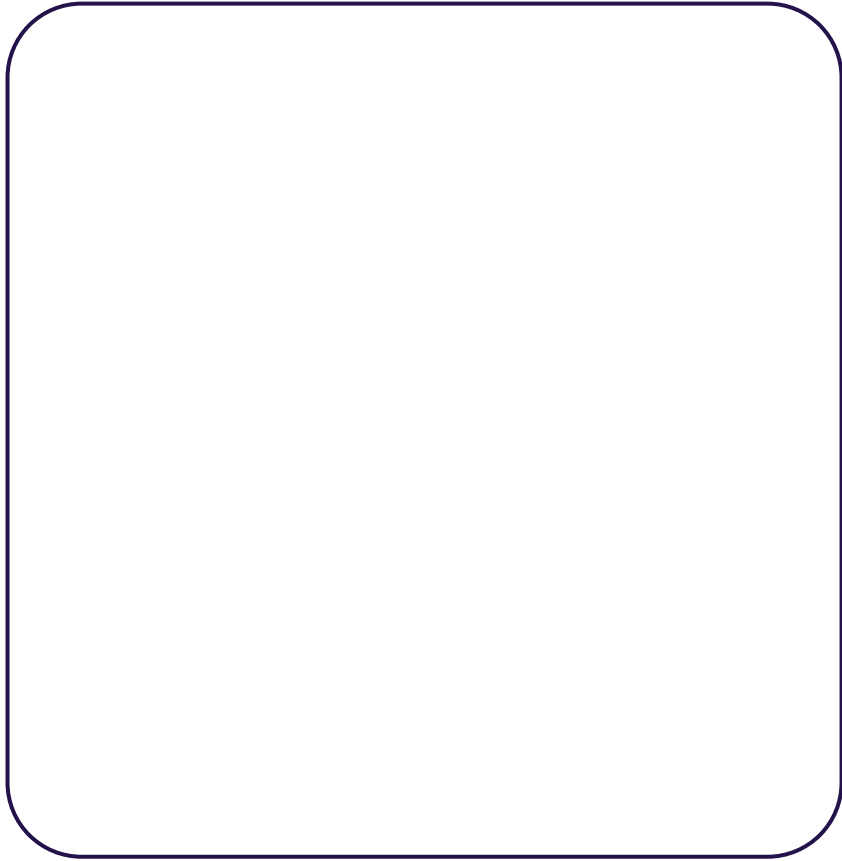
Date:



Read the story.



Draw what happened!



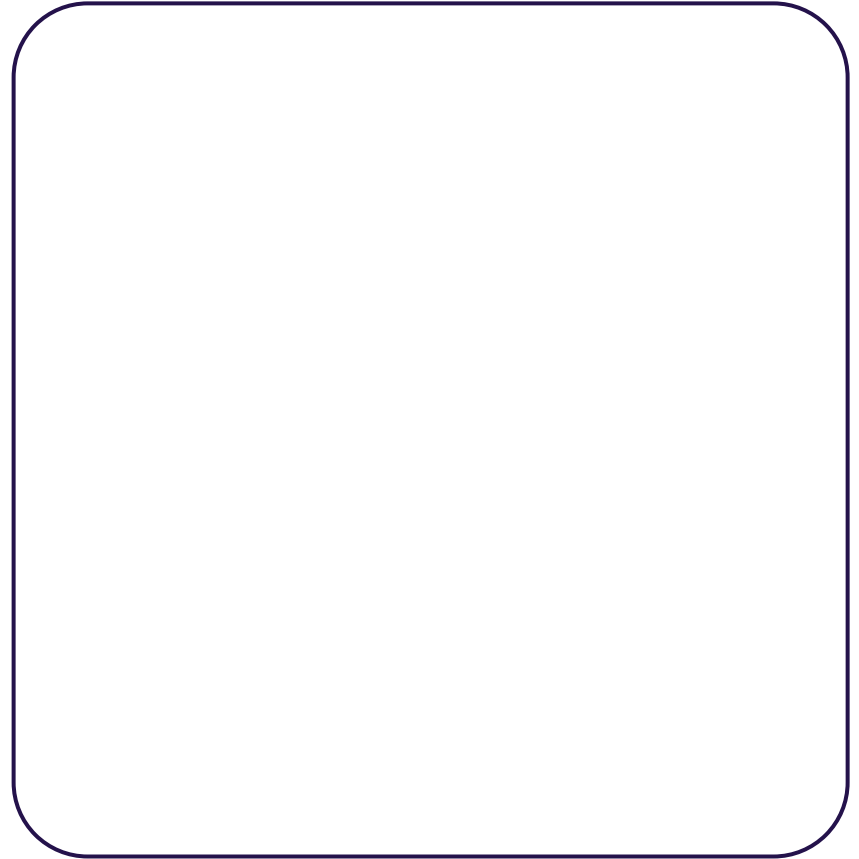
Drew and Sue rode a big blue bus to the new zoo with a guide. Sue has glue on her new suit and then spills red fruit juice on it too! They see a few apes chew on a sweet, ripe fruit by a tree.



Read the story.



Draw what happened!



The crew gave them a fun clue to play a new game. The class ate some more stew, and drank more juice. Drew yells, "It's time! Let's use that clue!" Sue knew this trip was the best one yet!

Where did the class go?

What did Drew and Sue see at the zoo?



Read each sentence.



Write the correct word.

I stick the piece to the wall with the _____ .
(glue/glew)

The plane _____ from here to there.
(flew/flue)

“Oh no!” my dad yells when he dumps his stew on
his new _____ .
(suit/sewt)



Write a sentence for each word.

true

chew



Read the following sentences.



Circle the correct choice.

What color was the bus they took to the zoo?

- a) Red
- b) Blue
- c) Green
- d) Yellow

What did the crew give the kids to drink?

- a) Milk
- b) Water
- c) Fruit juice
- d) Tea

What did the apes chew on?

- a) gum
- b) sticks
- c) fruit
- d) chips



Fill in the blank:

The crew waits with a smile, they had a _____ day for us!



Read the word.



Write two words from the story that share the same vowel team.

Example:

- suit → ui

Words that share vowel team: fruit and

juice

Your turn:

- Drew → ew

Words that share vowel team: _____ and

- blue → ue

Words that share vowel team: _____ and

A Trip to the Town Play.

Vowel Teams

Book #6

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Vowel Teams: _oi, _oy, _ou, _ow
- Find vowel patterns visually and use known words to read new words
- Read controlled passages with fluency
- Comprehension check with factual text-dependent questions

Name:

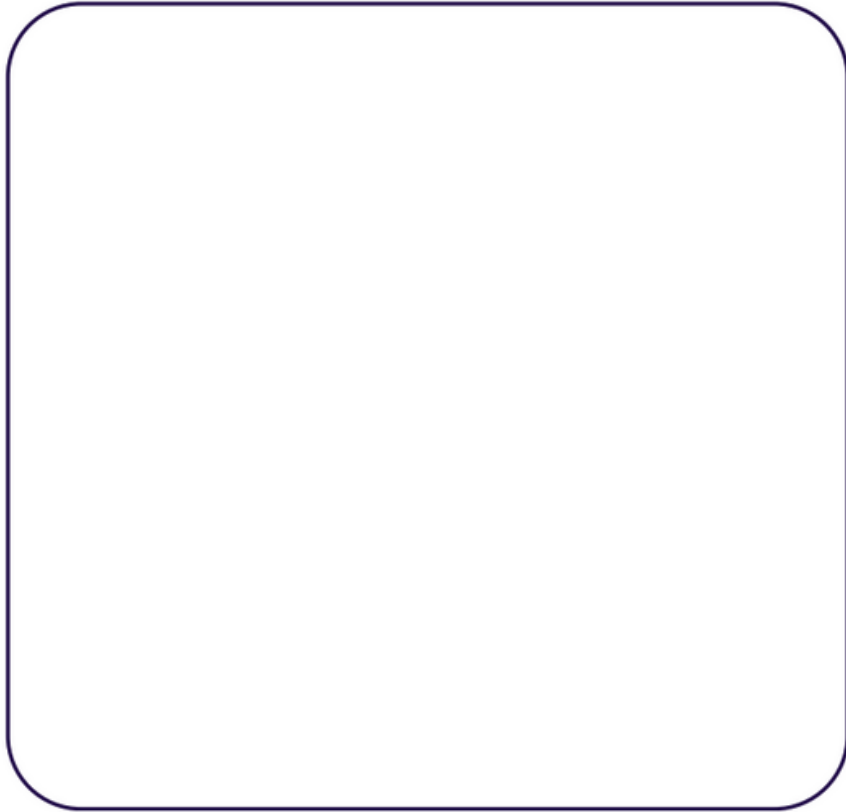
Date:



Read the story.



Draw what happened!



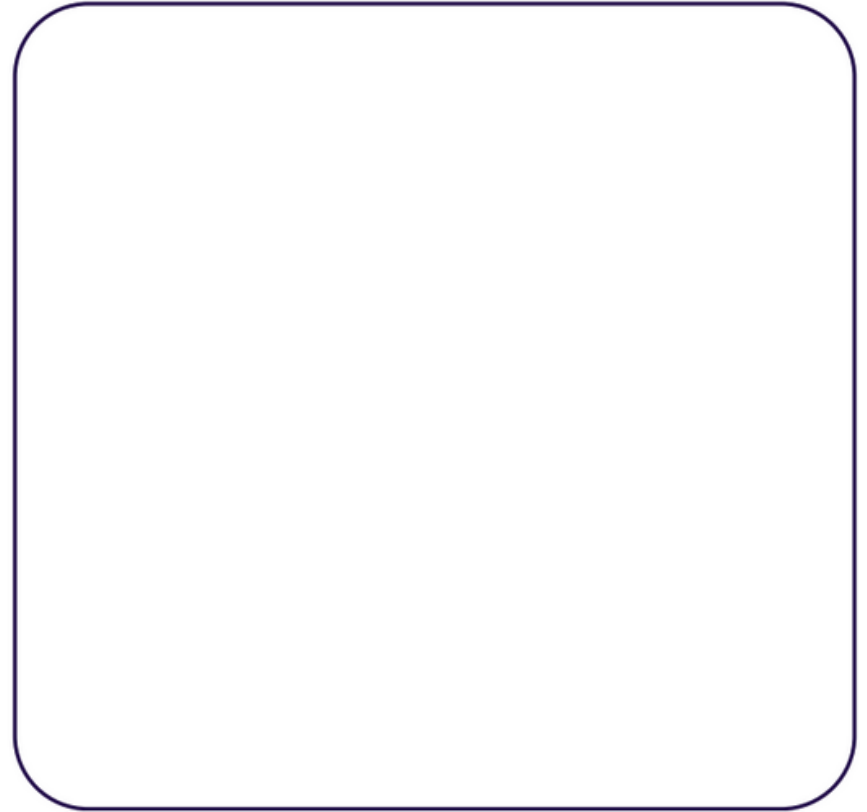
The class went down to the town hall to see a new play with a fun clown. Roy and Joy rush to sit down and point at the gold crown that the clown wore on his head.



Read the story.



Draw what happened!



A loud sound blasts out and the crowd lets out a big shout! The clown said, "I found this bright coin on the ground. Who wants it right now?" Roy felt so proud that the town play was such a fun, big hit for all.

Where did the class go?

What did the clown find in the ground?



Read each sentence.



Write the correct word.

The _____ is the best spot for a nap!
(couch/cowch)

_____ do you feel now?
(How/Hou)

I will need a _____ to play this game.
coin/cown



Write a sentence for each word.

clown round

-  Read the word.
-  Write two words from the story that share the same vowel team.

Example:

- Roy_ → oy

Words that share vowel team: Joy

Your turn:

- down → ow

Words that share vowel team: _____ and

- loud → ou

Words that share vowel team: _____ and

-  Read each word.
-  Write the word in the correct column based on its vowel team sound.

Word Bank:

coin, loud, brown, point, couch, clown, oil, shout, town, joint,
round, how, boil, mouth, cow

_oi words	_ou words	_ow words
coin		

The Class Helps at the Bookstore

Multisyllabic Decoding 1-3

Book #1

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Compound words
- Understanding that two smaller words can combine to make one new word with a related meaning
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

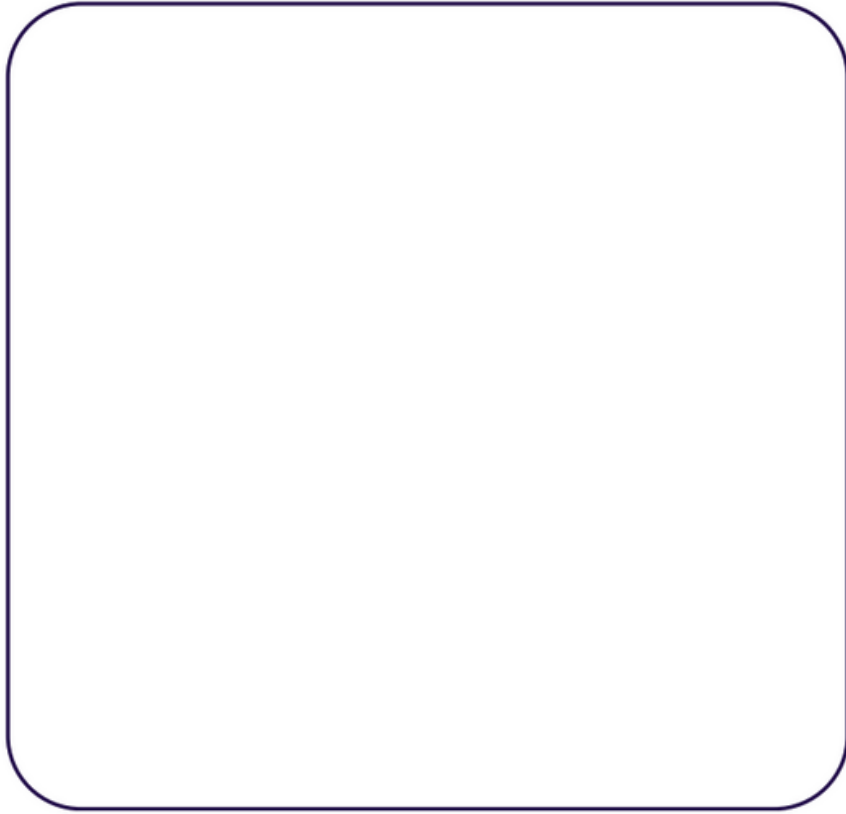
Date:



Read the story.



Draw what happened!



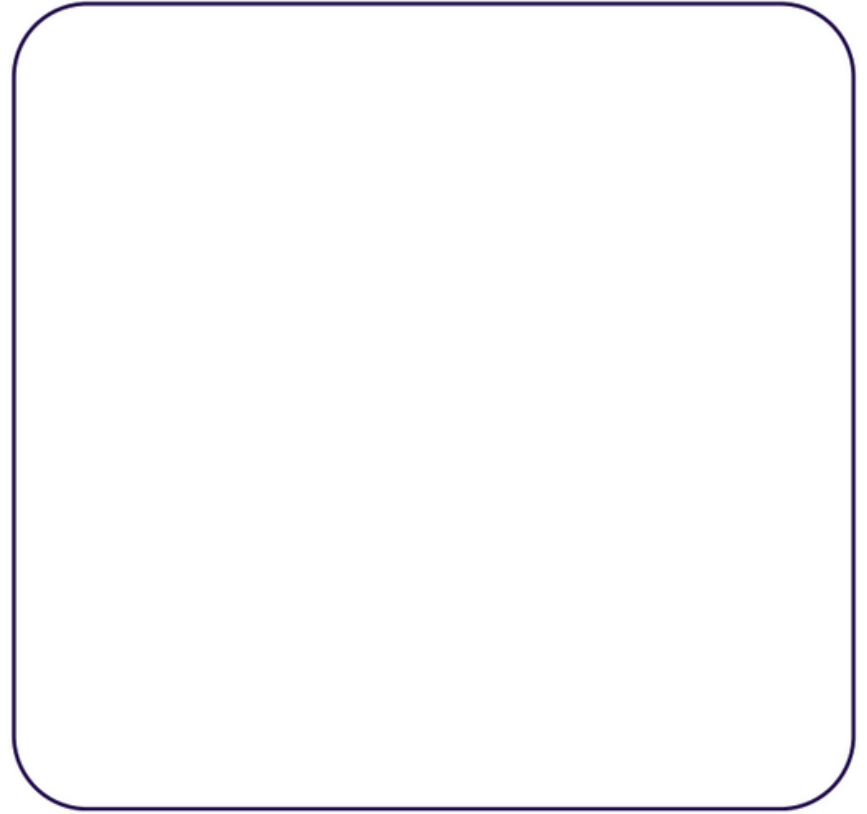
Miss Banks took her sweet classroom to the downtown bookstore for a new trip. The kids help to clean with a dustpan and put all the books on the bookcase by the doorway arch. Jake swept the pathway with quick footsteps that made each floorboard creak and groan.



Read the story.



Draw what happened!



Emma saw a long grapevine outside the store wall and picks some green grapes for a sweet snack. The shopkeeper said, "Thank you all so much! You are all joy and sunshine on this wet, gray day!"

Where did Miss Banks take her class?

Why did Emma want a sweet snack?



Read the following questions.



Circle the correct answer.

What did the kids use to clean up the dust?

- a) A mop
- b) A dustpan
- c) A broom
- d) A cloth

Where did the kids put the books?

- a) On the floor
- b) In a box
- c) On the bookcase
- d) On a table

What did Emma pick from the grapevine?

- a) Flowers
- b) Leaves
- c) Grapes
- d) Seeds

 Draw a line to match each word on the left with a word on the right to make and write a compound word.

 Read the words.

sun ball sunset

rain set _____

bath light _____

pop bow _____

flash room _____

base corn _____

 Write a sentence for each word.

rainbow bookshelf keyboard

The Class Returns to the Bookstore

Multisyllabic Decoding 1-3

Book #2

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Prefixes: un- (not/opposite) ; re- (again)
- Suffixes: -ful (full of) ; -ly (in the manner of)
- Build and decode new meanings from familiar base words.
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

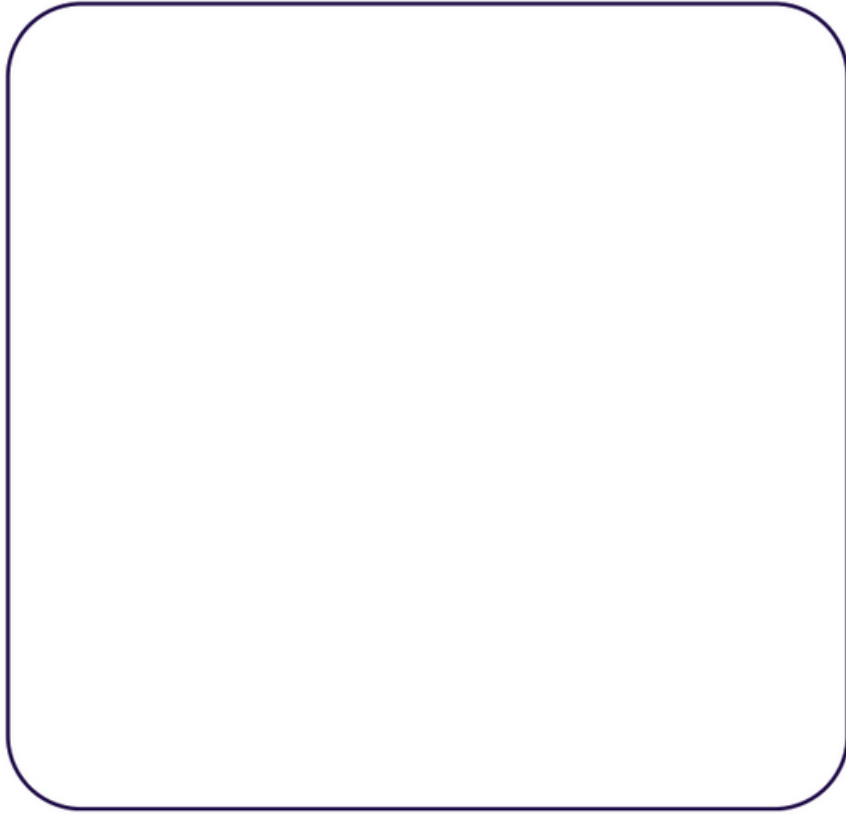
Date:



Read the story.



Draw what happened!



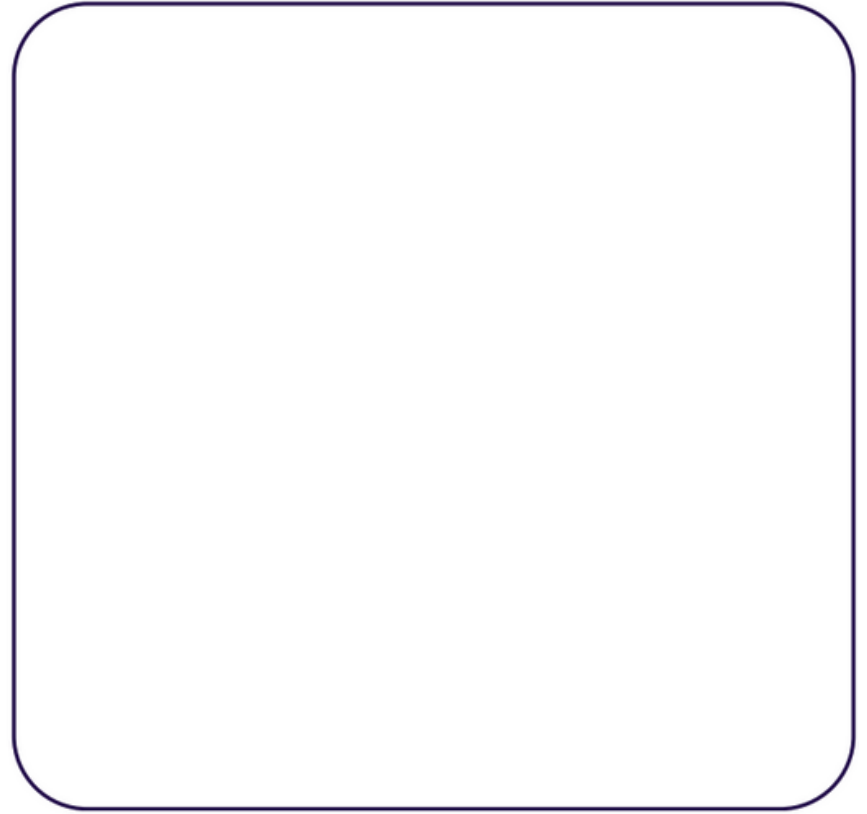
Miss Banks and her bright class went back to the lovely downtown bookstore for a fun story time. Jake sadly saw that the big bookshelf was uneven and unstable, and some books fell down. Emma quickly and carefully helped him rebuild the tall stack and repack the books neatly on the wide shelf.



Read the story.



Draw what happened!



The shopkeeper was so thankful and said, "You are such helpful, wonderful kids! You work so mindfully!" Jake felt joyful because they remade the book display so quickly. Emma asks, "Can we return for the big bookstore party next week, please?"

Why did the class return to the bookstore?

What problem did Jake see?



Read the following questions.



Circle the correct answer.

How did Emma help rebuild the stack?

- a) Quickly
- b) Sadly
- c) Slowly
- d) Loudly

What did Emma and Jake do with the books?

- a) Read them
- b) Rebuild and repack them
- c) Hide them
- d) Count them

What did Emma ask about at the end?

- a) Going home
- b) Reading a book
- c) The big bookstore party
- d) Eating lunch

 Add the prefix/suffix to the base word. Write the new word on the line.

 Read the words.

un + safe unsafe

re + build

beauti + ful

love + ly

un + lock

re + paint

 Write a sentence for each word.

rebuild beautiful nicely unhappy

The Bookstore Party.

Multisyllabic Decoding 1-3

Book #3

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Prefixes: over- (in excess) ; mis- (badly)
- Suffixes: -ed (past tense) ; -ness (with)
- Build and decode new meanings from familiar base words.
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

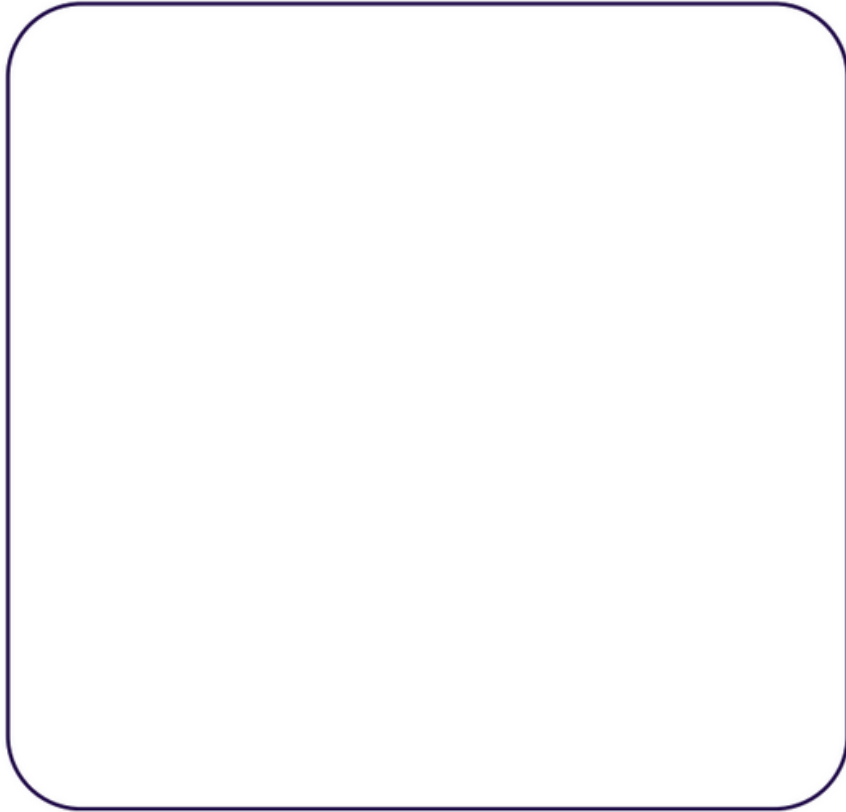
Date:



Read the story.



Draw what happened!



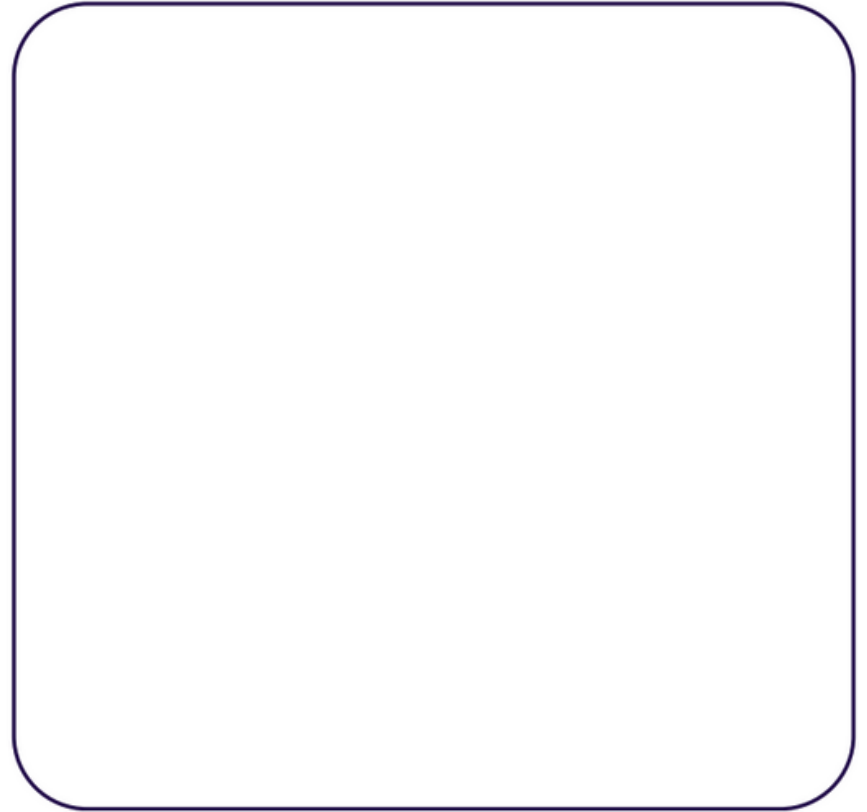
The lovely class went back to the fun downtown bookstore for a big party full of happiness and so much excitement! Moving quickly, Jake misread the time on the clock. In a rush, he misplaced the party cups and overfilled the punch bowl. Emma saw the mess and how Jake felt a bit of sadness, but she showed him warmth and gentleness and helped him.



Read the story.



Draw what happened!



The shopkeeper said, "Your goodness and cheerfulness make this party so bright!" Miss Banks added, "Jake, mistakes show growth and Emma, your sweetness always helps!" They both grinned at her kindness and felt grateful for this fun, sweet day, and the bookstore party.

What event did the class attend?

Why did Emma show Jake kindness?



Read the following questions.



Circle the correct answer.

How did Emma respond to the mess?

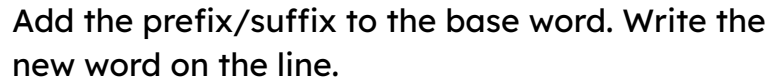
- a) With anger
- b) With kindness
- c) With sadness
- d) With worry

What did Jake feel when he saw the mess?

- a) Happiness
- b) Excitement
- c) Sadness
- d) Anger

How did Jake and Emma feel at the end?

- a) Mad
- b) Sad
- c) Thankful
- d) Scared



mis + take _____



The Baseball Team Gets Ready.

Multisyllabic Decoding 4-6

Book #1

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Prefixes: pre- (before) ; dis- (opposite)
- Suffixes: -able (able to) ; -er/or (one who does it)
- Build and decode new meanings from familiar base words.
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

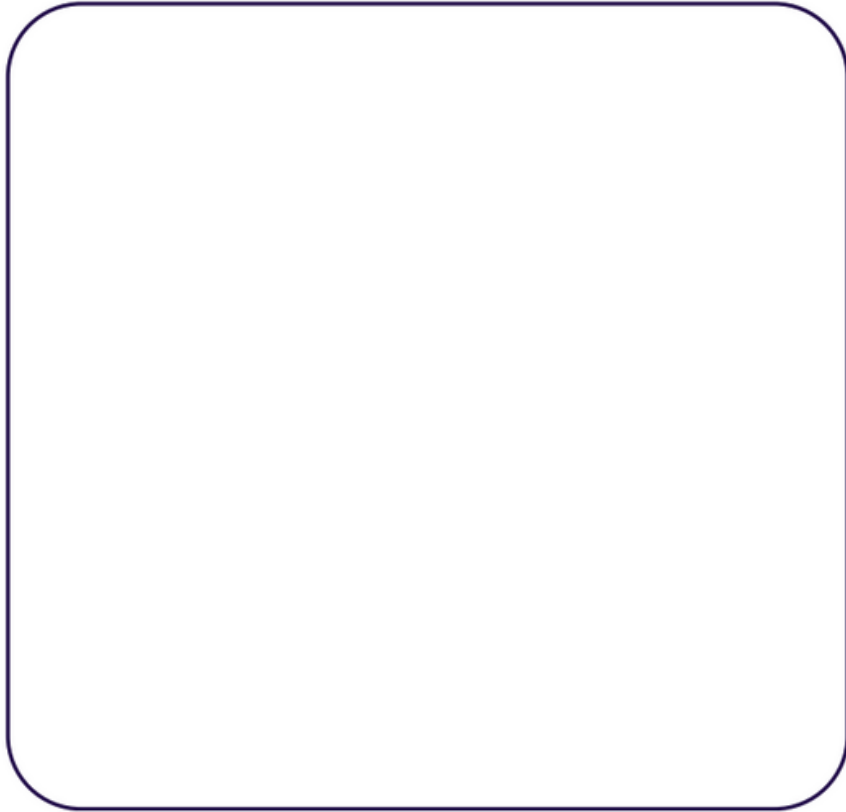
Date:



Read the story.



Draw what happened!



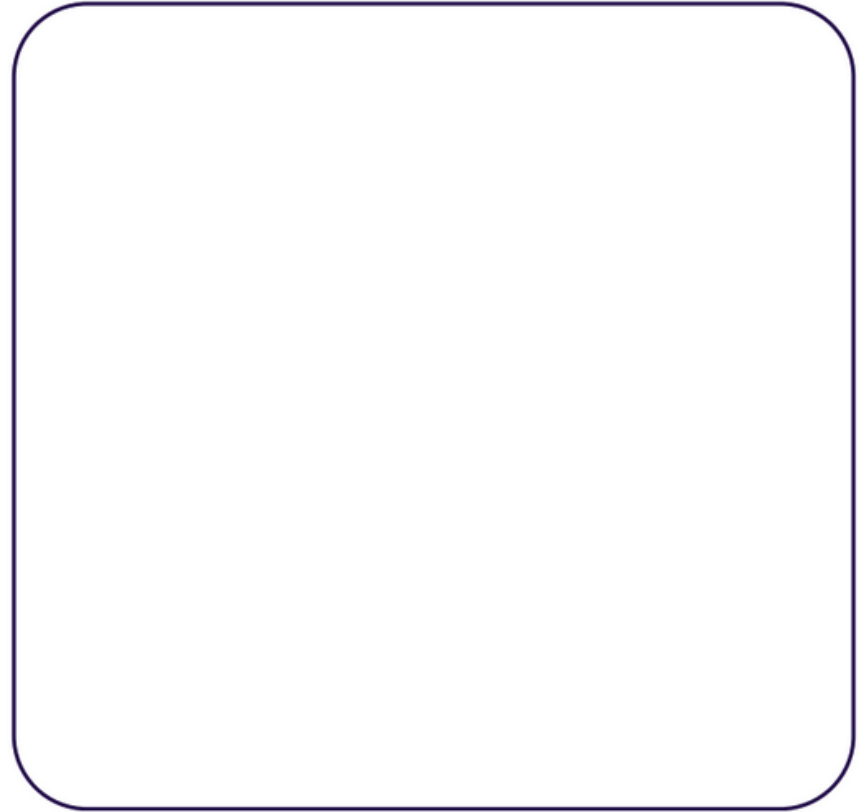
Coach Miller, the brave team leader, told the players about the pregame baseball plan. "We can disagree sometimes, but I want you to know that teamwork is what is most valuable," said the strong pitcher, Emma. Jake, the quick catcher, felt a bit of discomfort in his new baseball mitt, but he knew it was fixable with more use and time.



Read the story.



Draw what happened!



They did a bunch of pregame drills and the coach said, "You are all the most capable workers on this dream team!" The players felt so much enjoyable excitement as they got ready for this big game ahead.

Who is the team leader?

Do you think the team will win the game?
Explain your thinking.



Read the following questions.



Circle the correct answer.

What position does Emma play?

- a) Catcher
- b) Pitcher
- c) Coach
- d) Runner

What did Jake feel in his new mitt?

- a) Happiness
- b) Warmth
- c) Discomfort
- d) Coolness

When did the team do their drills?

- a) After the game
- b) During the game
- c) Pregame
- d) At night

 Add the prefix/suffix to the base word. Write the new word on the line.

 Read the words.

pre + paid prepaid

dis + agree _____

ador + able _____

counsel + or _____

pre + mix _____

dis + like _____

 Write a sentence for each word.

prefill disagree teacher capable

The Big Baseball Game

Multisyllabic Decoding 4-6

Book #2

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Prefixes: fore- (before/in front) ; trans- (across)
- Suffixes: -ing (verb ending) ; -en (make more)
- Build and decode new meanings from familiar base words.
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

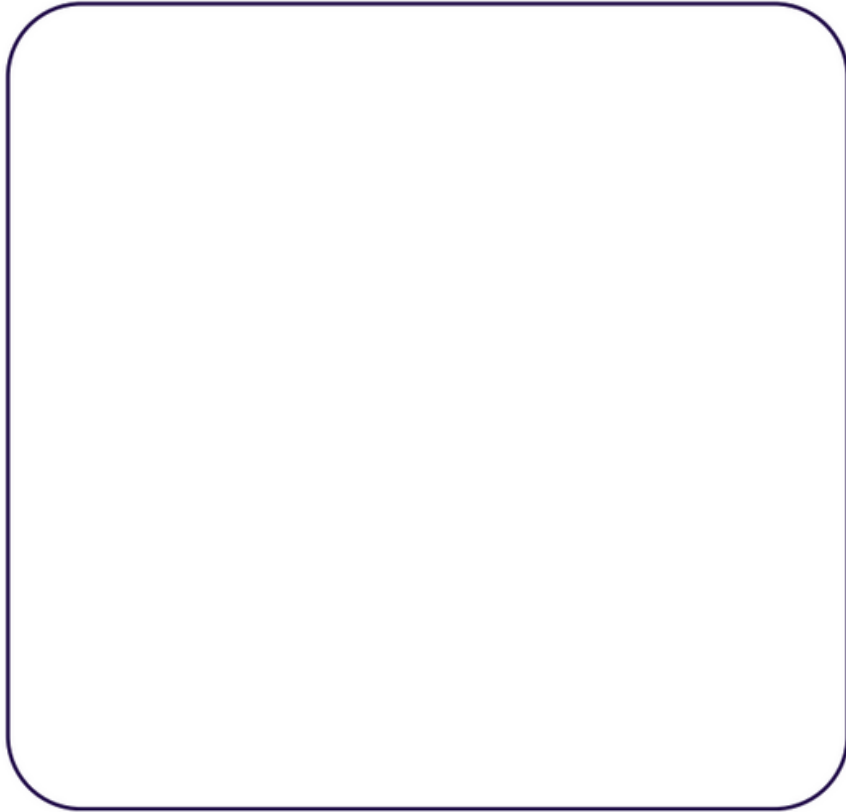
Date:



Read the story.



Draw what happened!



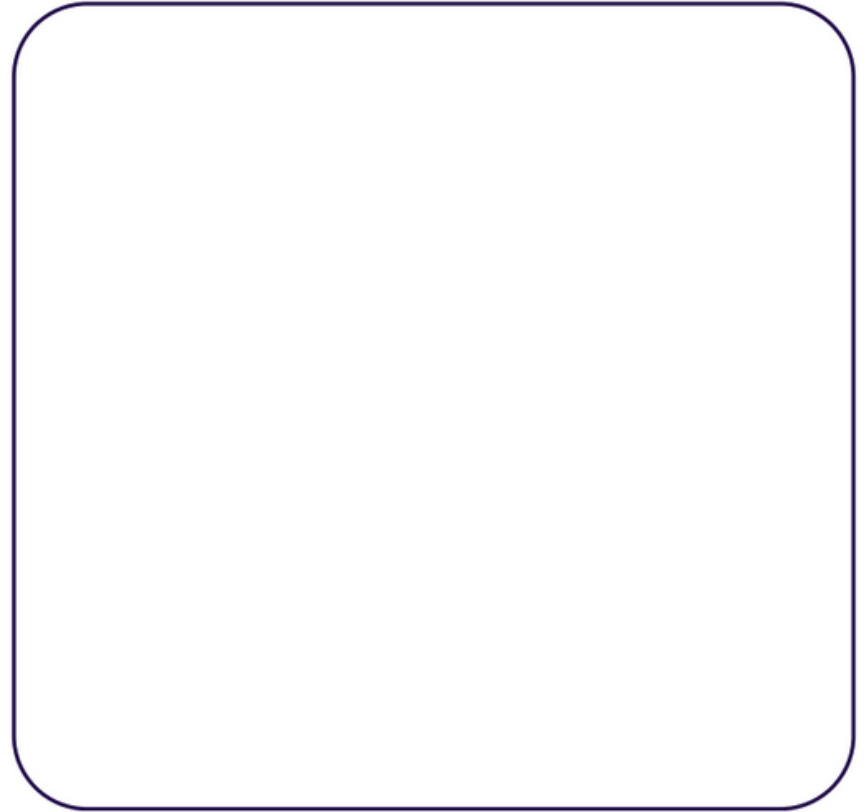
The team transported all of their baseball gear to the field for the big game. Coach Miller had foresight and said, "Playing with strength will brighten our chances. Toughen up your skills! We can do this!" Emma was pitching and throwing fastballs to strengthen her arm.



Read the story.



Draw what happened!



Jake was catching and tracking each ball with his new mitt, never missing one. The players were all laughing and cheering loudly as the game transformed into the most exciting match. Coach Miller yelled, "You toughened up so much and played with a lot of heart today. I'm so proud of all your hard work!"

Where did the team transport their baseball gear?

How do you think the team was feeling?
Explain your thinking.



Read the following questions.



Circle the correct answer.

What did Coach Miller have?

- a) A ball
- b) Foresight
- c) A bat
- d) A mitt

What was Jake doing with his mitt?

- a) Throwing it
- b) Cleaning it
- c) Tracking each ball
- d) Hiding it

What did the game transform into?

- a) A boring match
- b) A practice
- c) An exciting match
- d) A meal

 Add the prefix/suffix to the base word. Write the new word on the line.

 Read the words.

fore + head forehead

trans + late _____

jump + ing _____

fast + en _____

fore + tell _____

trans + fer _____

 Write a sentence for each word.

forearm transport moving lighten

After the Big Game

Multisyllabic Decoding 4-6

Book #3

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Prefixes: under- (below/less) ; after- (later than)
- Suffixes: -some (turns to adjective) ; -ment (action)
- Build and decode new meanings from familiar base words.
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

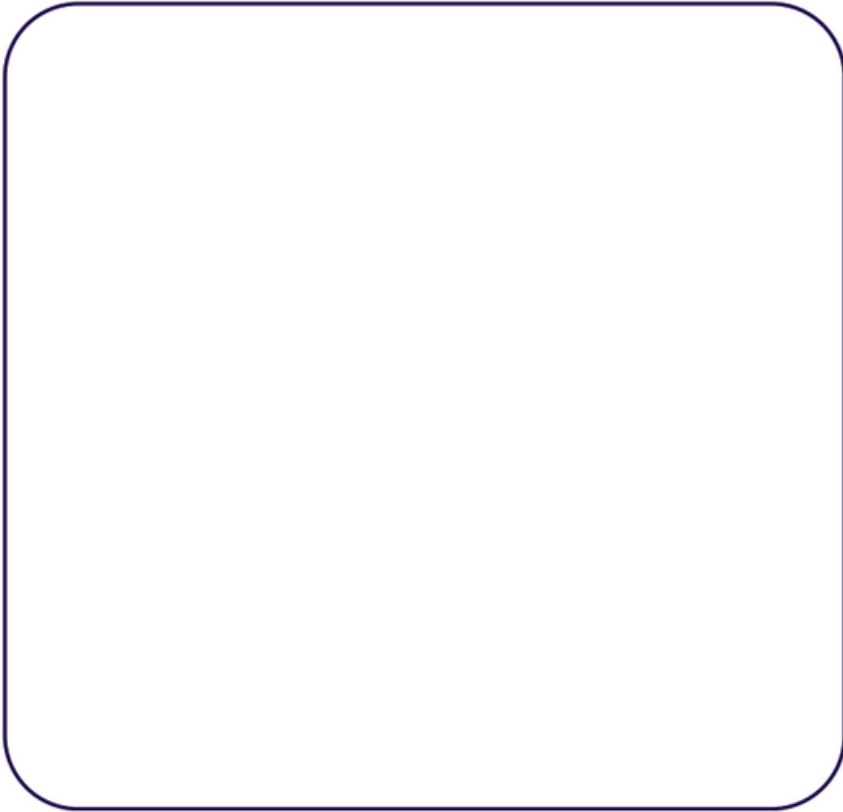
Date:



Read the story.



Draw what happened!



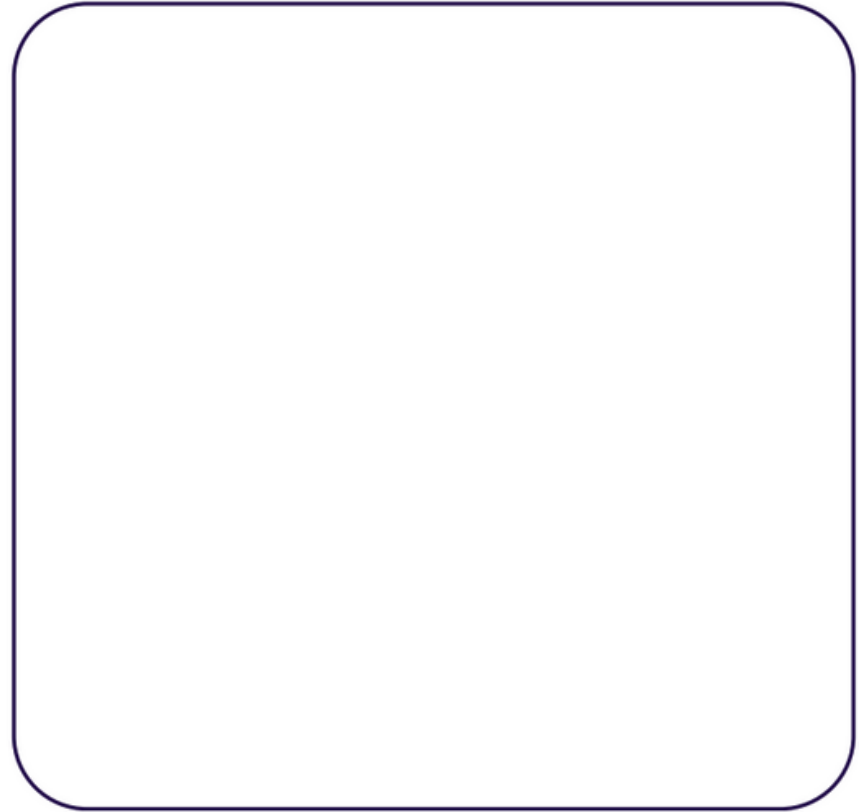
As an afterthought, Coach Miller planned an afterschool party for the team's big achievement. Emma made a statement and said, "This victory is awesome and we showed so much great improvement!" Jake felt the excitement was not an understatement as the team gathered for their special engagement.



Read the story.



Draw what happened!



The players had an agreement to share the payment for pizza and all the snacks. Coach said, "Your movement on the field was fearsome! The pregame drills helped your placement so much!" The wholesome celebration brought so much happiness and a sense of grand fulfillment to everyone on the team.

Why do you think Coach Miller planned a party?

Why did the team have an agreement?



Read the following questions.



Circle the correct answer.

When did Coach plan the celebration?

- a) Before the game
- b) During the game
- c) As an afterthought
- d) Next week

What kind of celebration was it?

- a) Tiresome
- b) Bothersome
- c) Wholesome
- d) Lonesome

What did Coach say about their movement?

- a) It was slow
- b) It was fearsome
- c) It was weak
- d) It was boring

 Add the prefix/suffix to the base word. Write the new word on the line.

 Read the words.

under + side underside

after + noon _____

lone + some _____

ship + ment _____

under + cut _____

after + glow _____

 Write a sentence for each word.

underarm afterwards handsome payment

The Art Lesson

Multisyllabic Decoding 7-9

Book #1

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Read multisyllabic words with closed syllables
- Identify the VC/CV pattern
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

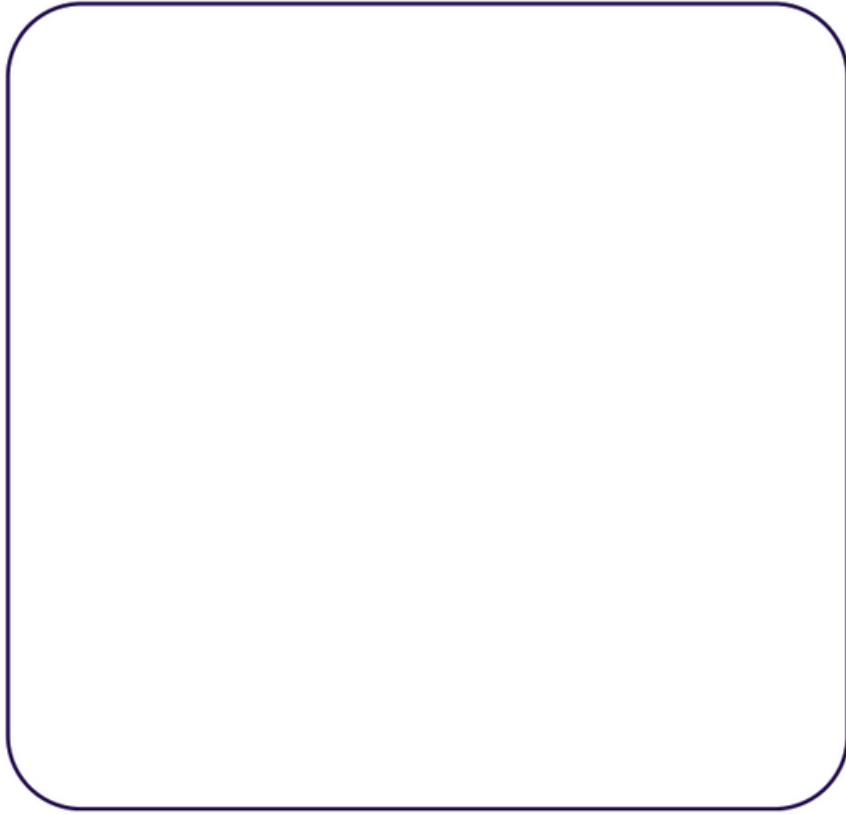
Date:



Read the story.



Draw what happened!



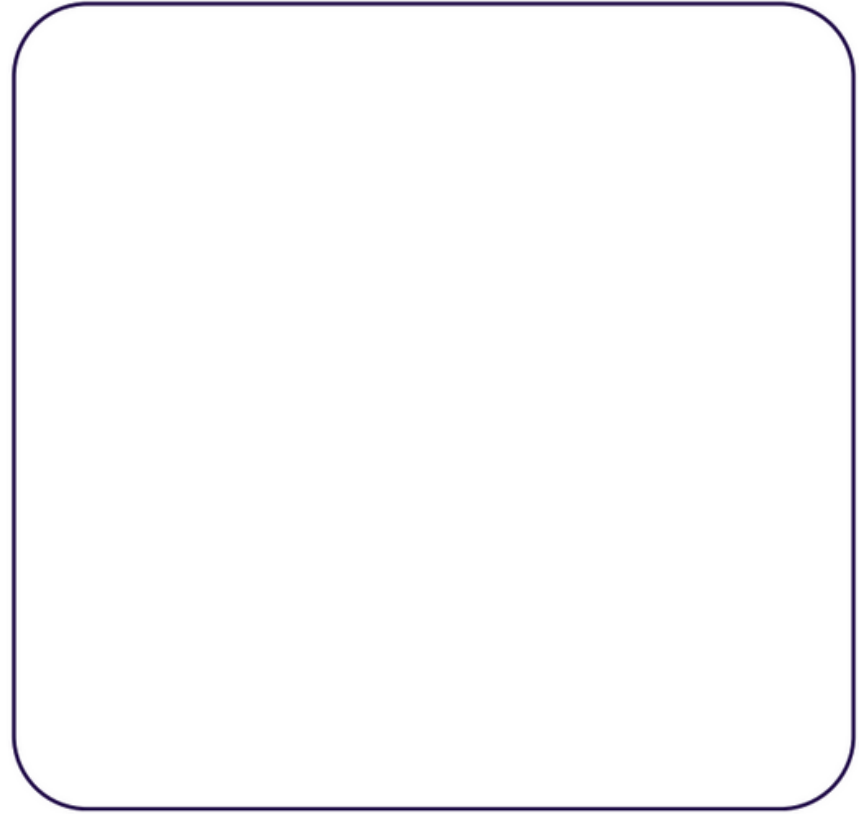
Miss Bennett began the art lesson of the day with a basket full of colorful fabric scraps. "Today you will make your very own puppet!" she said with great excitement from her desk. Megan grabbed the velvet fabric to contrast with the common cotton blend for her new project.



Read the story.



Draw what happened!



Ryan picked cotton and canvas fabric from the big basket to make his insect wings. The insect puppet had a round, plump body and soft fluff for its wings. Miss Bennett said, "Next time we meet we will try out a puppet show for the entire class!"

What did Miss Bennett's class make during the art lesson?

How do you think the class felt about making puppets? Explain your thinking.

 Read the following questions.

 Circle the correct answer.

What was in Miss Bennett's basket?

- a) food
- b) fabric
- c) pencils
- d) games

What fabric did Megan grab?

- a) Silk
- b) Canvas
- c) Velvet
- d) Plastic

What did Ryan use to make insect wings?

- a) Paper and glue
- b) Cotton and canvas
- c) Velvet and silk
- d) Plastic and metal



Separate each word into closed syllables.



Read the words.

picnic	pic	nic
cactus		
napkin		
rabbit		
muffin		
mitten		
basket		



Write a sentence for each word.

puppet

helmet

dentist

Puppet Show Tryouts

Multisyllabic Decoding 7-9

Book #2

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- Read multisyllabic words with open and closed syllables
- Identify the VC/CV pattern
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

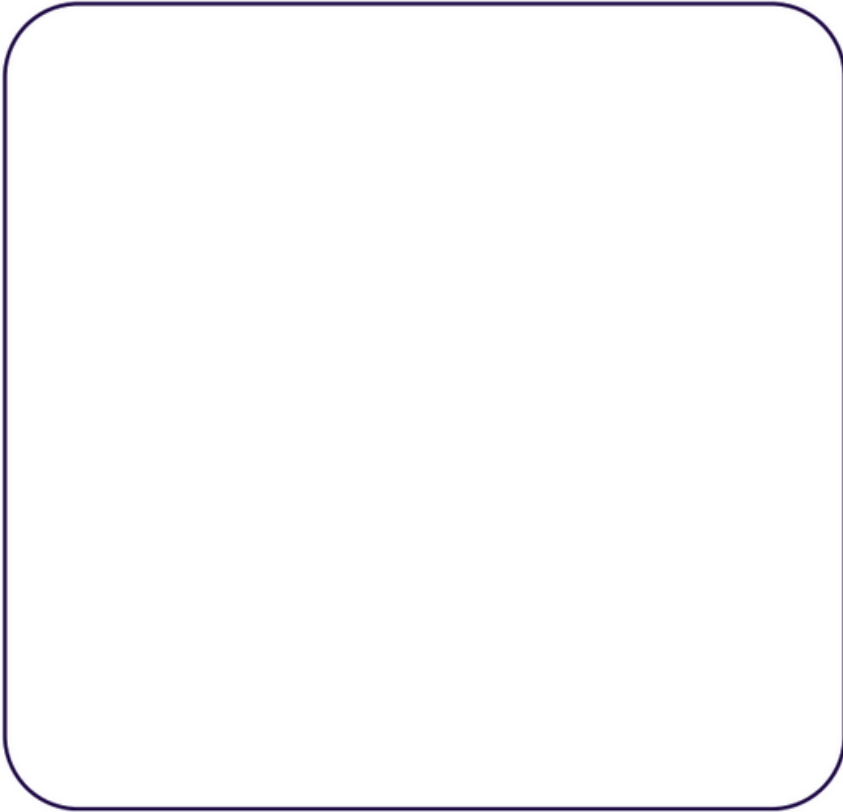
Date:



Read the story.



Draw what happened!



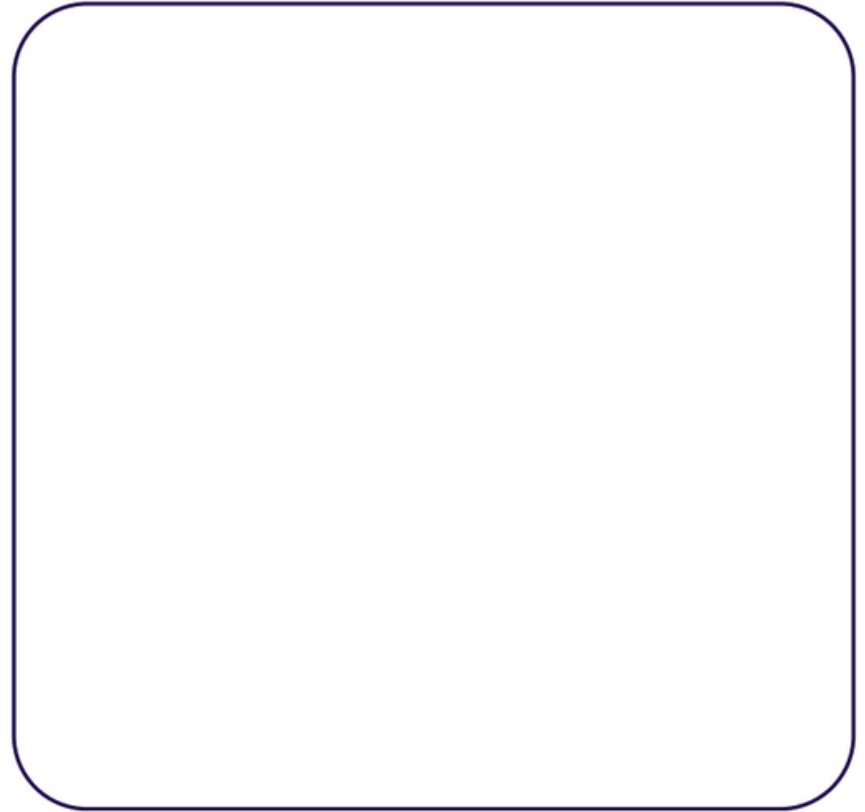
Miss Bennett began the puppet show tryouts with music from Ryan's booming trumpet. Megan and her classmates had to focus on making their insect puppets vocal and lively. Ryan had to depend on the music to set the tempo for each event in the puppet show.



Read the story.



Draw what happened!



A raven puppet and a spider puppet had a clash and a crash on the paper stage backdrop. Miss Bennett said, "This bonus lesson will help you feel more relaxed and get ready for the stage!" Ryan asked, "Miss Bennett, will the parents visit our classroom for the grand puppet show?"

What did Miss Bennett begin with music?

What do you think will happen next?
Explain your thinking.

 Read the following questions.

 Circle the correct answer.

What did Ryan play to set the tempo?

- a) Piano
- b) Guitar
- c) Trumpet
- d) Drums

What did the students need to focus on?

- a) Making puppets vocal and lively
- b) Cleaning the room
- c) Reading books
- d) Eating lunch

Who will visit for the puppet show?

- a) The principal
- b) The parents
- c) Other classes
- d) The librarian

 Separate each word into open or closed syllables.

 Read the words.

plastic	plas	tic
magnet		
submit		
robot		
basin		
tulip		
helmet		

 Write a sentence for each word.

menu

lesson

tiger

The Puppet Show

Multisyllabic Decoding 7-9

Book #3

Additional Fluency Practice with Decodable Text

Decodable Text Concepts & Skills:

- Read multisyllabic words with open and closed syllables
- VCe letter pattern
- Identify the VC/CV pattern
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

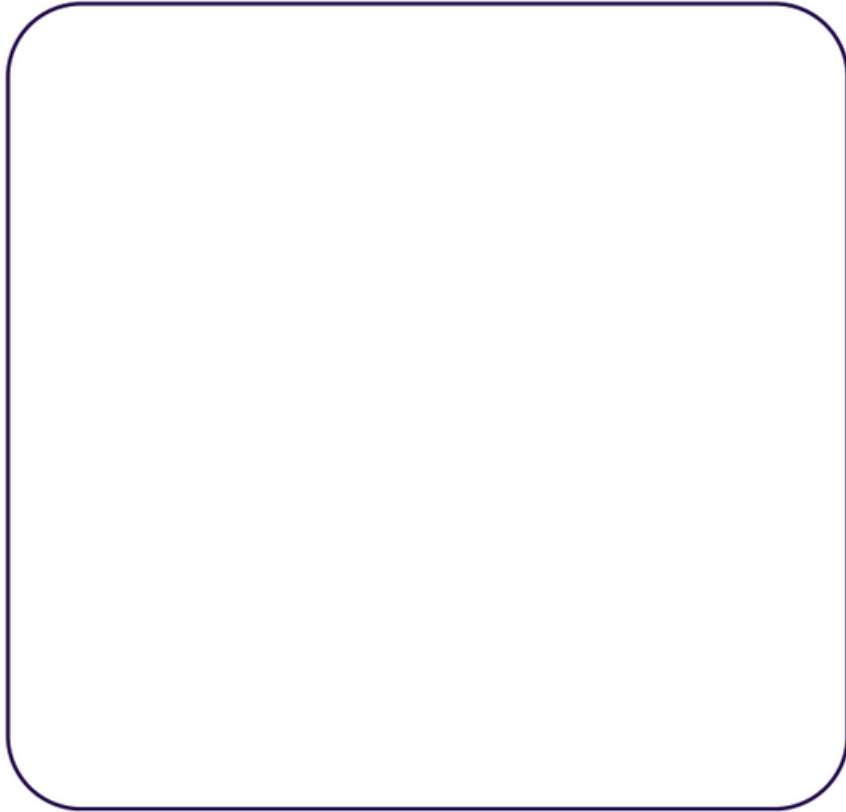
Date:



Read the story.



Draw what happened!



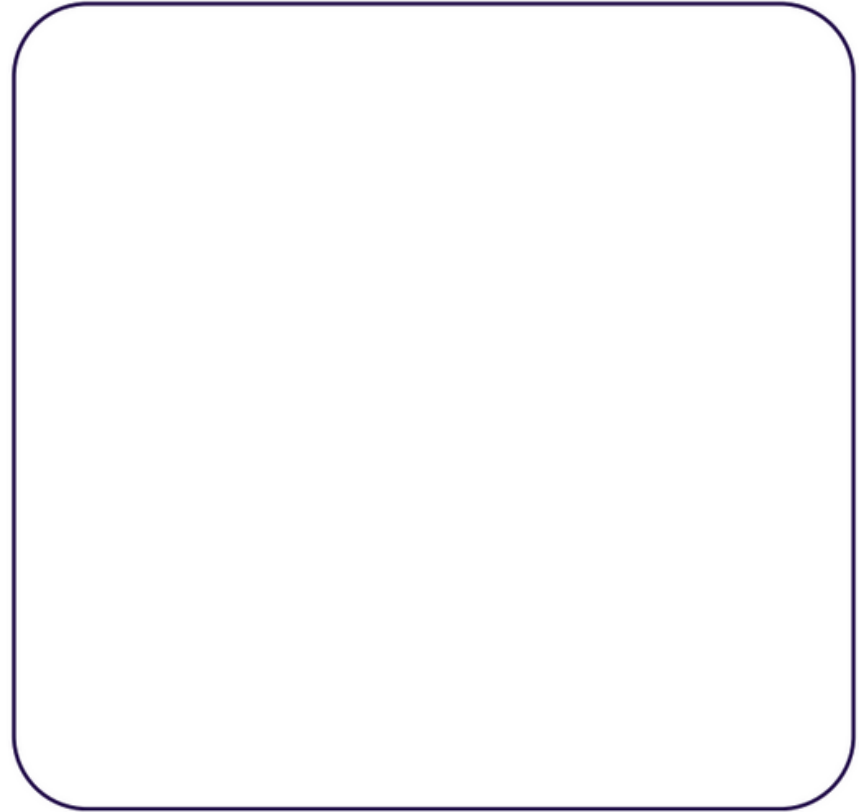
The parents began to arrive and Miss Bennett tried to compose herself for the big puppet event. Megan made her spider puppet fly across the pavement backdrop without a mistake. Ryan did his best to ignite the show with booming trumpet music that was loud in volume and brimming with excitement.



Read the story.



Draw what happened!



The black raven and colorful insect puppets did not collide as they moved across the stage with perfect timing. Miss Bennett said, "You all define what it means to be supreme athletes of the puppet stage!" The class felt so joyful and complete as the delighted parents clapped with so much pride.

Who arrived to watch the puppet show?

What do you think the parents loved about the show? Explain your thinking.

 Read the following questions.

 Circle the correct answer.

What did Ryan use to ignite the show?

- a) His puppet
- b) Trumpet music
- c) A backdrop
- d) A costume

Did the raven and insect puppets collide?

- a) Yes, they crashed
- b) No, they moved perfectly
- c) Yes, they fell
- d) No one knows

What did Miss Bennett call the students?

- a) Supreme singers
- b) Supreme athletes
- c) Supreme puppet artists
- d) Supreme readers

 Separate each word into open or closed syllables.

 Read the words.

robot	ro	bot
tennis		
public		
bonus		
relay		
invite		
stampede		

 Write a sentence for each word.

velvet

frozen

mistake

The Class Trip to the Farmer's Market

Multisyllabic Decoding 10-12

Book #1

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- R-controlled syllables: vowel and the R must stay together during the "split"
- Identify the VC/CV pattern
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

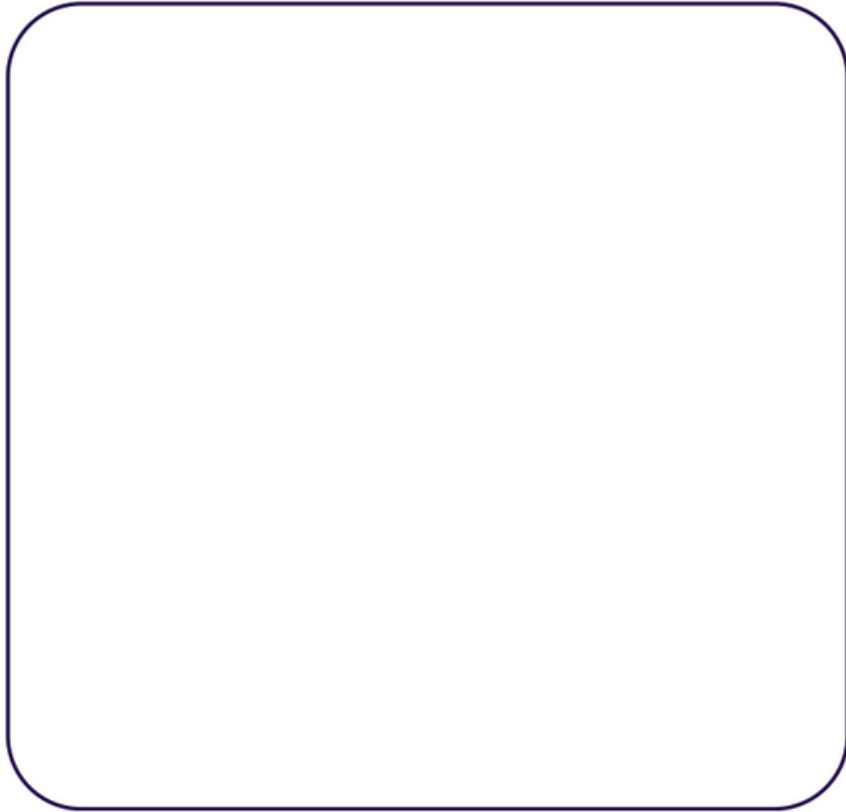
Date:



Read the story.



Draw what happened!



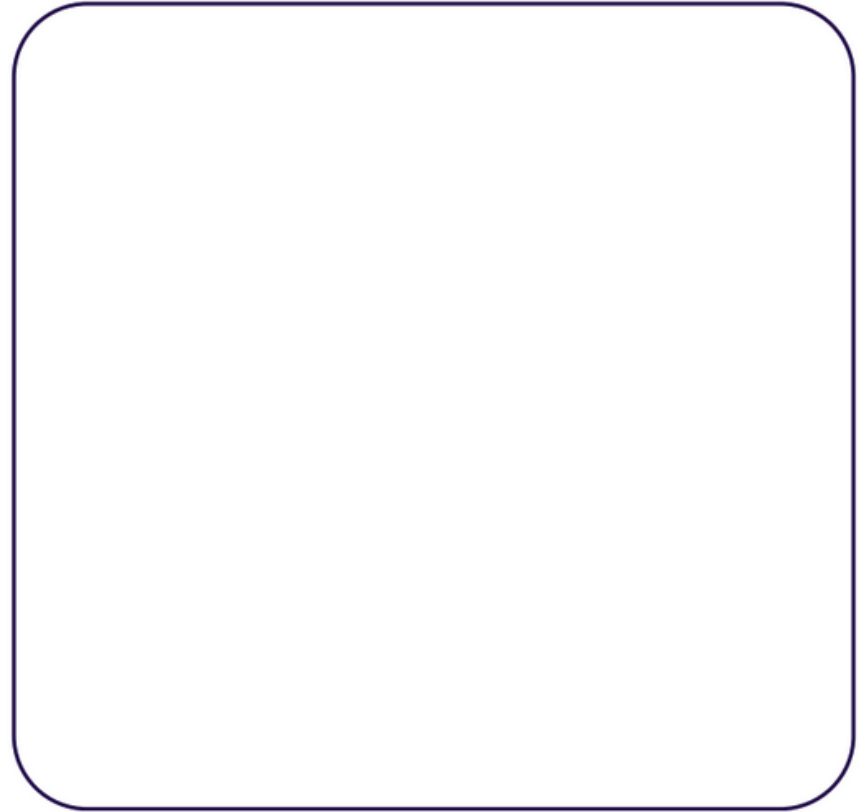
After lunch, Miss Carter led her class of smart students to the vivid farmer's market for a perfect day outside. Martin and Harper checked the list of items to harvest from all the food and fruit stands. A hard working farmer sold turnips, garlic, and creamy butter at the border of the market near the old diner.



Read the story.



Draw what happened!



Harper said, "We can't forget the large thermos for our water!" Martin went farther down the path to find the farmer with the best yellow corn. Miss Carter said that the harvest items the class picked were perfect for their class potluck dinner plans.

Where did Miss Carter lead her students?

What else do you think the class will see at the farmer's market? Explain your thinking.



Read the following questions.



Circle the correct answer.

When did the class go to the market?

- a) Before lunch
- b) After lunch
- c) At night
- d) In the morning

What did Harper say they cannot afford to forget?

- a) The list
- b) The money
- c) The thermos
- d) The bags

What did Martin go further to find?

- a) Turnips
- b) The farmer with the best corn
- c) Butter
- d) Garlic

 Separate each word by syllable, keeping the r-controlled sounds together.

 Read the words.

garden	gar	den
corner		
birdie		
market		
lantern		
border		
partner		

 Fill in the blank for each sentence.

Use the story to help you.

1. Martin and Harper had to _____ the list of items to harvest.
2. A farmer sold turnips, garlic, and butter at the _____ of the market.
3. Martin went _____ down the carpet path to find the best corn.

The Class Prepares the Food

Multisyllabic Decoding 10-12

Book #2

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- Vowel teams; vowel teams stay together during “the split”
- Identify the VC/CV pattern
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

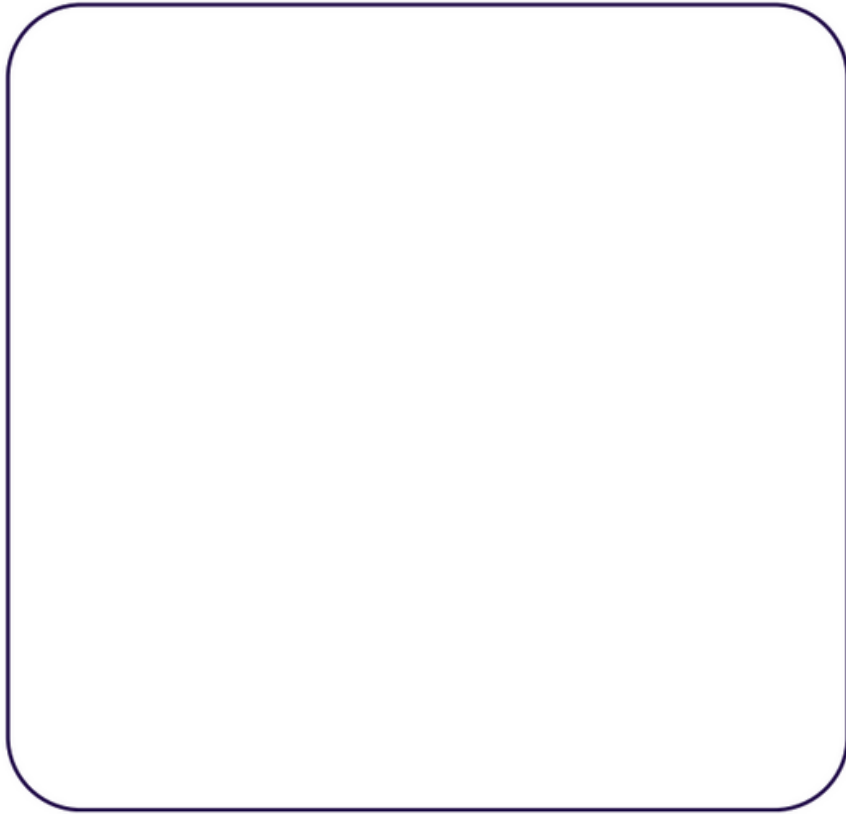
Date:



Read the story.



Draw what happened!



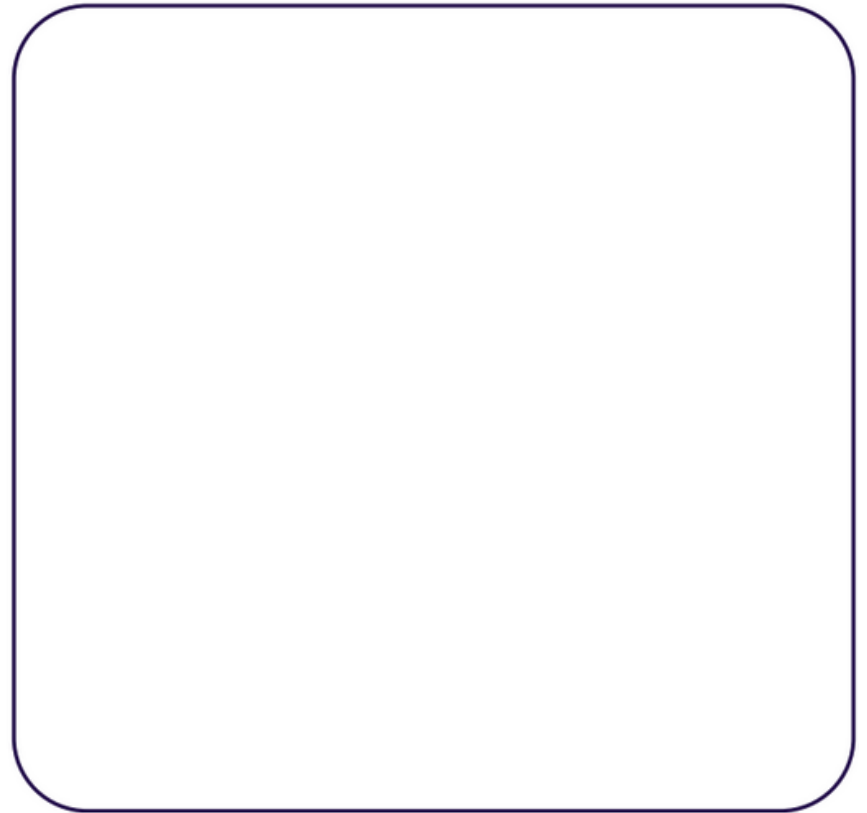
The class was so ready to prepare the harvest dinner with all of the fresh market food. Martin helped steam the healthy turnips in the hot steamer on the outdoor table by the school. Harper went to retrieve the creamy sweet butter from the cooler for the corn and the toasted bread.



Read the story.



Draw what happened!



The weather was perfectly sunny and a breeze was flowing, so the class could eat and work outside freely. Miss Carter said, "That was great teamwork! Now we are ready to enjoy this fine dinner together!" The class felt so excited to serve their meal to their families.

What did the class prepare?

How do you think the families will feel about the meal? Explain your thinking.



Read the following questions.



Circle the correct answer.

What did Martin steam?

- a) Corn
- b) Healthy turnips
- c) Bread
- d) Butter

Where did Martin work?

- a) Inside the room
- b) At home
- c) On the outdoor table
- d) In the gym

What was the weather like?

- a) Rainy
- b) Perfect and sunny
- c) Snowy
- d) Windy

 Separate each word into open or closed syllables, keeping the vowel team together.

 Read the words.

explain	ex	plain
repeat		
remain		
below		
tiptoe		
awful		
saucer		

 Fill in the blank for each sentence.

Use the story to help you.

1. Martin helped _____
the healthy turnips in the
steamer.
2. Harper went to _____
the sweet butter from the
cooler.
3. The _____ was
perfect and sunny.

The Class Dinner

Multisyllabic Decoding 10-12

Book #3

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- Consonant -le syllables
- Identify the VC/CV pattern
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

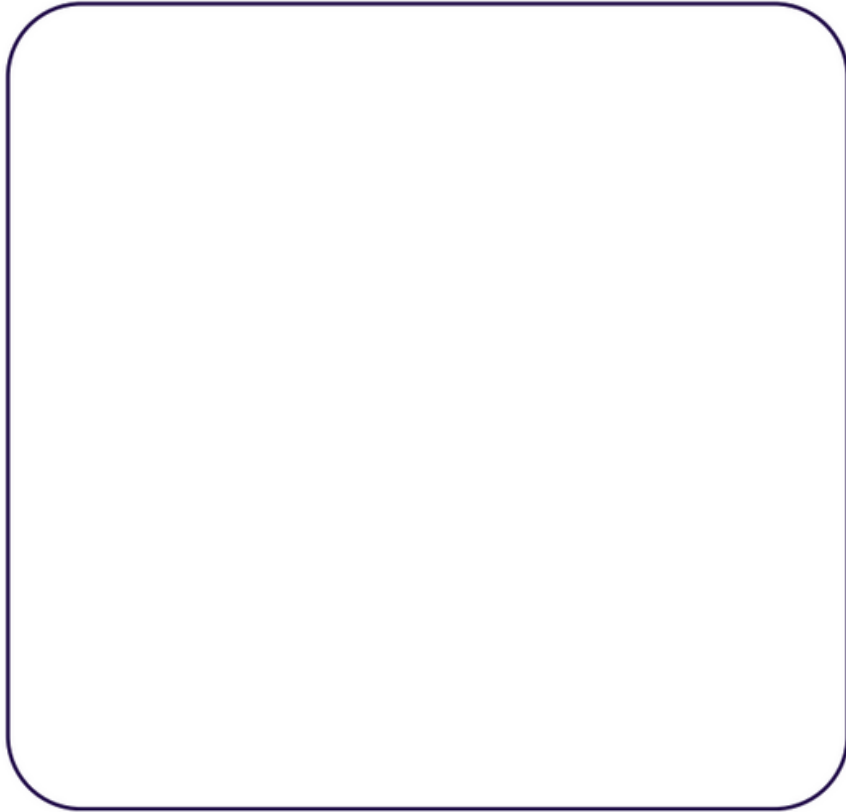
Date:



Read the story.



Draw what happened!



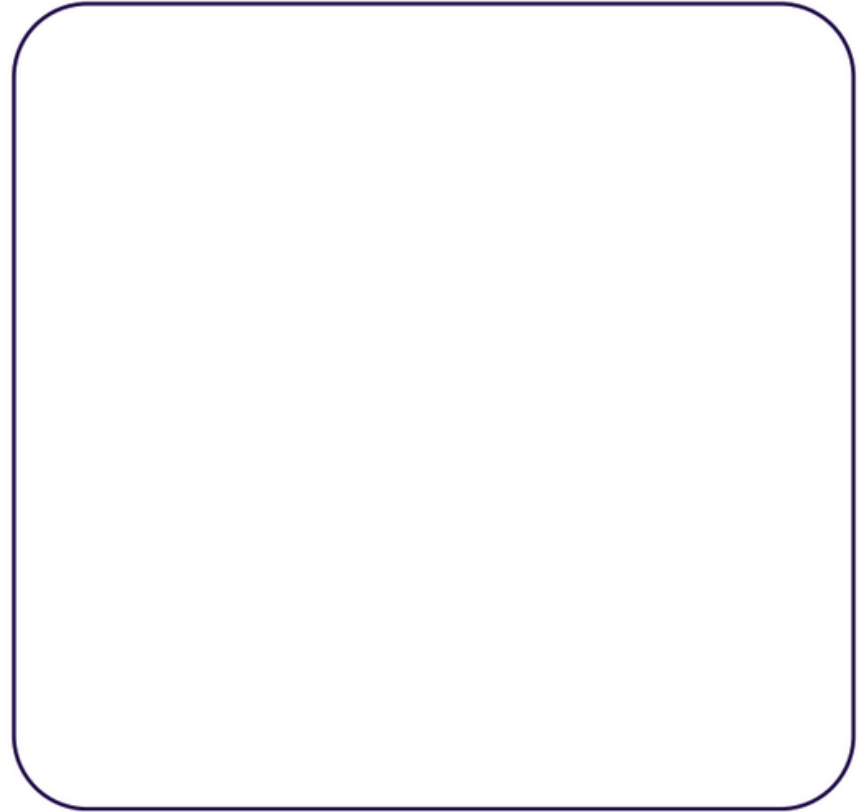
Soon, the people began to arrive for the simple harvest dinner at the long table outside of the school. Martin used a clean ladle to sprinkle ample garlic butter on the corn and turnip dish. Harper set a single candle in the middle of the table to make it look noble. Miss Carter began to whistle a gentle tune as everyone went and sat in a circle. This was a class tradition.



Read the story.



Draw what happened!



A little beagle puppy began to play and fiddle with a noodle that fell under the long table! The dinner was a perfect example of how people can work as a team to make a simple, dream meal. The class fondly remembered their trip to the farmers market and will cherish the memories from this potluck dinner.

Why did people arrive?

How did the students feel?



Read the following questions.



Circle the correct answer.

What did Martin use to sprinkle butter?

- a) A spoon
- b) A ladle
- c) A fork
- d) His hands

Where did Harper set the candle?

- a) On the floor
- b) By the door
- c) In the middle of the table
- d) On a chair

What did Miss Carter whistle?

- a) A loud song
- b) A gentle tune
- c) A fast beat
- d) Nothing



Separate each word by syllable, keeping the consonant -le team together.



Read the words.

handle	han	dle
jungle		
title		
noble		
bugle		
little		
sample		



Fill in the blank for each sentence.

Use the story to help you.

1. Martin used a _____ to sprinkle garlic butter on the corn.
2. Harper set a _____ in the middle of the table.
3. A little _____ puppy began to fiddle with a noodle.

The Class Meeting

Multisyllabic Decoding 13-14

Book #1

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- -ed (past tense); -ing (verb)
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

Date:



Read the story.



Draw what happened!

Miss Lopez planned a class meeting and students waited outside the room, smiling and chatting. Elena hoped the class would be voting on a new field trip, and she nodded when others agreed. James waved his hand and boasted about the time he skated at the ice rink last winter.



Read the story.



Draw what happened!

The class voted and traded fun ideas about visiting the aquarium or riding fast bikes in the park. Miss Lopez said, "I want to let you all know that I am mailing a letter to confirm our winning field trip plan today!" The students were grinning and jumping as they closed the class meeting.

What did Miss Lopez plan?

Where do you think the class is going for their trip? Explain your thinking.

 Read the following questions.

 Circle the correct answer.

What did Elena hope the class would do?

- a) Read books
- b) Vote on a trip
- c) Play games
- d) Eat lunch

What did James boast about?

- a) His skateboard
- b) His bike
- c) Skating at the rink
- d) His grades

What two places did the class consider?

- a) Museum or zoo
- b) Aquarium or park
- c) Library or gym
- d) Beach or pool



Separate each word into closed syllables.



Read the words.

filling	fill	ing
yelling		
missing		
acting		
rested		
mended		
lifted		



Fill in the blank for each sentence.

Use the story to help you.

1. Students _____
outside the room, smiling and
chatting.
2. James _____ his hand
and boasted about skating.
3. The class _____ and
traded ideas about the trip.

The Trip Day Surprise

Multisyllabic Decoding 13-14

Book #2

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- -ies; -e/-ed; -s/-ies; -ing; y to i
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

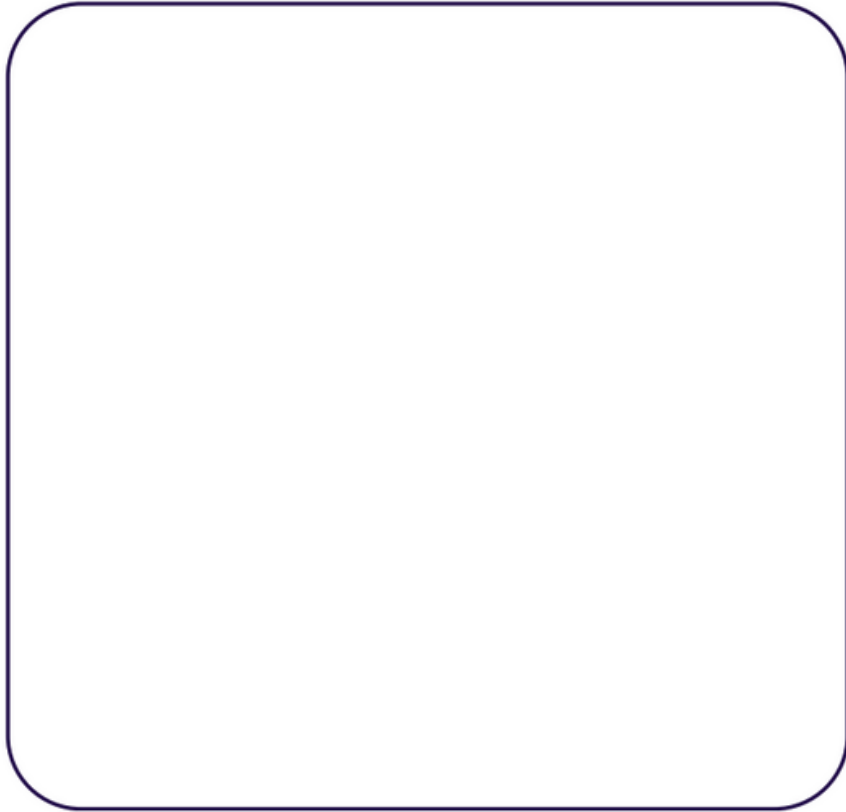
Date:



Read the story.



Draw what happened!



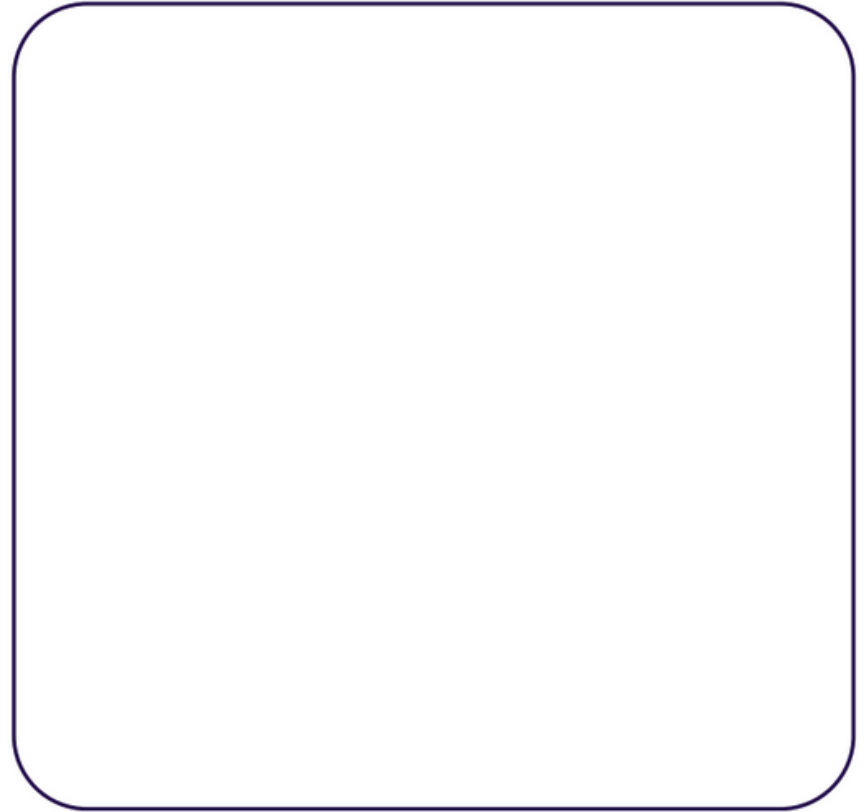
Miss Lopez verified that the bus was ready and the students cried with joy and happiness. Elena supplied extra pennies and dimes in her bag for the trip. James occupied the front seat of the bus and tried to guess where they were going. The bus stopped and the class saw the aquarium! Everyone felt excited that this was the trip Miss Lopez selected!



Read the story.



Draw what happened!



They enjoyed studying the fish and sea monkeys during their long visit. Miss Lopez said, "You showed such great behavior today and made this trip so special!" The class smiled as they rode home. They planned to draw pictures of their day with fish and seals when they were back in their classroom.

Where did the class go on the trip?

What animals do you think the class saw? Explain your thinking.



Read the following questions.



Circle the correct answer.

How did students feel on the bus?

- a) Sad
- b) Happy
- c) Mad
- d) Tired

What did Elena bring?

- a) Books
- b) Extra coins
- c) Snacks
- d) Toys

Where did James sit?

- a) In the back
- b) By the door
- c) In the front seat
- d) In the middle

 Separate each word into open or closed syllables.

 Read the words.

flying	fly	ing
crying		
trying		
babies		
ponies		
copies		
tidied		

 Fill in the blank for each sentence.

Use the story to help you.

1. Elena _____ extra pennies and dimes in her bag.
2. James _____ the front seat on the bus.
3. The class _____ the fish and monkeys at the aquarium.

The Camping Trip

Multisyllabic Decoding 15-18

Book #1

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- Combining all syllable types
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

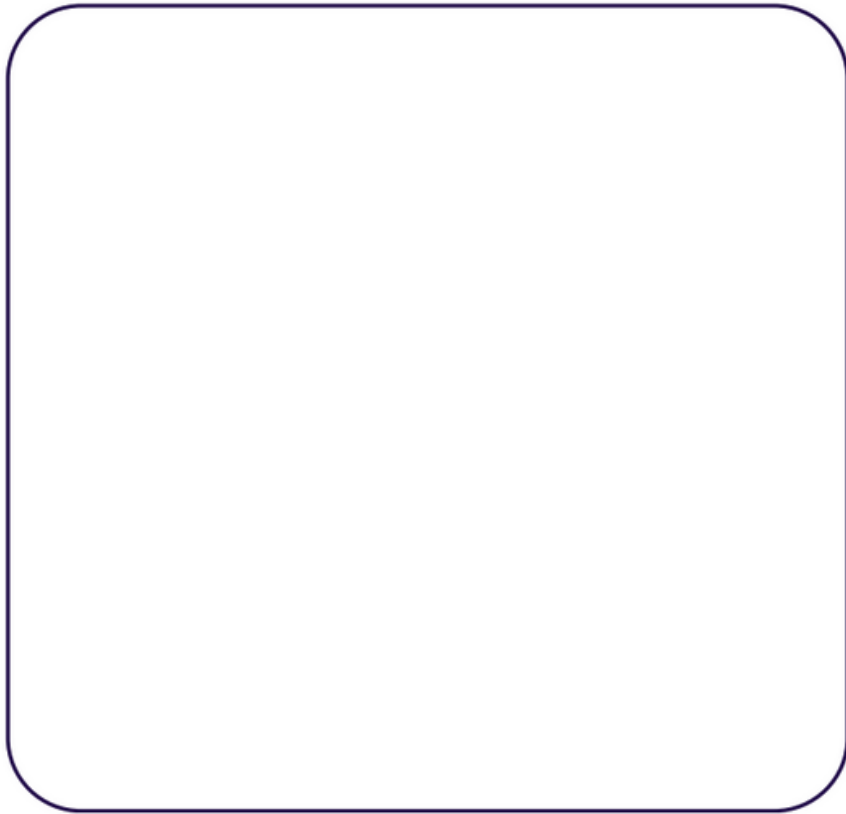
Date:



Read the story.



Draw what happened!



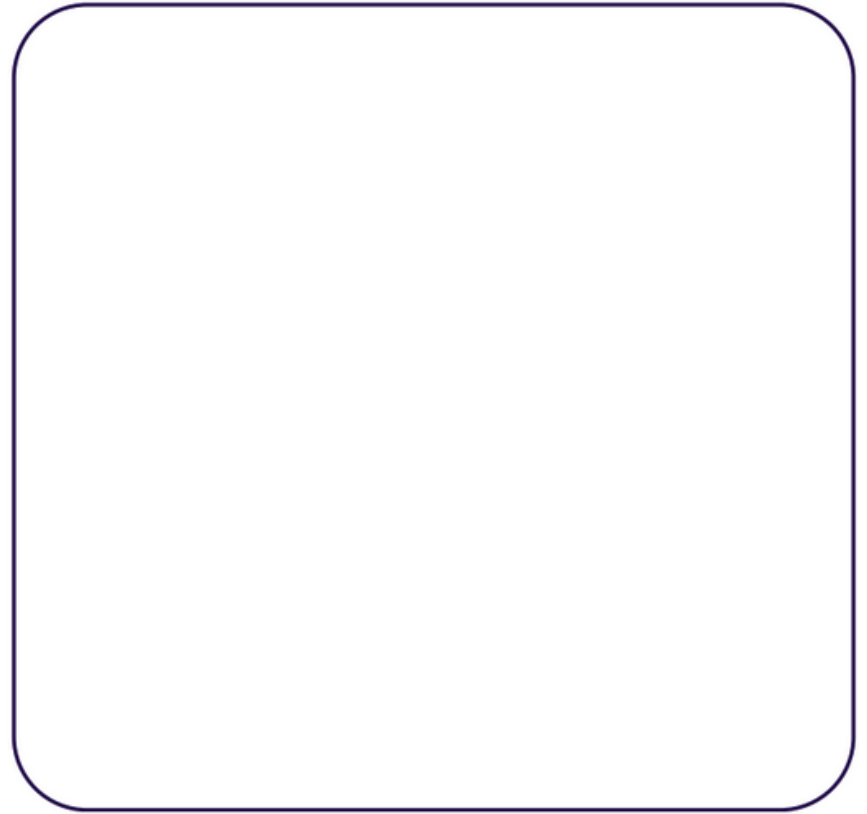
Mr. Carter's class carefully planned an end-of-year camping trip, and students were thankful for this grand opportunity. Emma hoped they could rebuild the campfire circle to roast marshmallows and tell stories. They might even see a turtle near the flowing creek. Jayden wanted to bring helpful supplies like a candle, a simple rope, and his trusty compass.



Read the story.



Draw what happened!



The students debated joyfully whether they should focus on finding new birds or shiny beetles in the lush forest. Mr. Carter said, "Your mindful teamwork will make this outdoor adventure perfectly enjoyable!" The class felt ready and cheerful as they prepacked their backpacks for their new adventure next week.

What did Mr. Carter's class plan?

Why do you think a camping trip is a good idea? Explain your thinking.



Read the following questions.



Circle the correct answer.

How did Emma feel about the trip?

- a) Sad
- b) Thankful
- c) Angry
- d) Bored

What kind of supplies did Jayden bring?

- a) Useless supplies
- b) Helpful supplies
- c) Heavy supplies
- d) Old supplies

What did the students debate about?

- a) When to leave
- b) What to eat
- c) Finding birds or beetles
- d) Who would lead



Separate each word by syllable.



Read the words.

velvet	vel	vet
robot		
reptile		
garden		
explain		
turtle		
cowboy		



Fill in the blank for each sentence.

Use the story to help you.

1. Emma hoped they could _____ the campfire circle.
2. Jayden wanted to bring _____ supplies like a candle and rope.
3. The class felt _____ as they prepacked their backpacks.

The Camping Arrival

Multisyllabic Decoding 15-18

Book #2

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- Word endings: -al; -ic; -ant/-ance; -ive; schwa
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

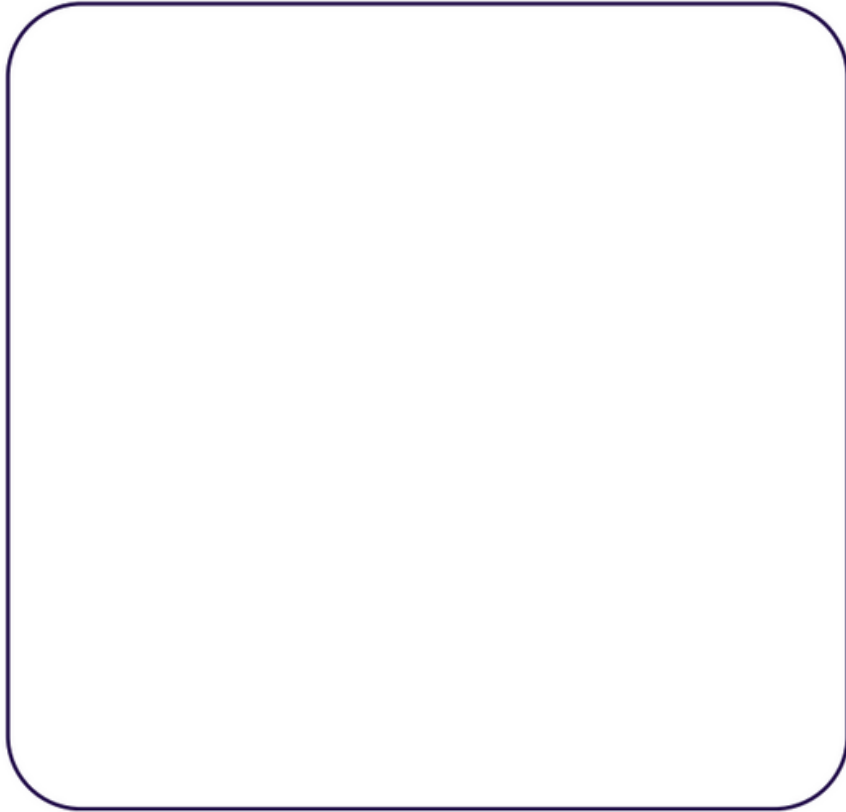
Date:



Read the story.



Draw what happened!



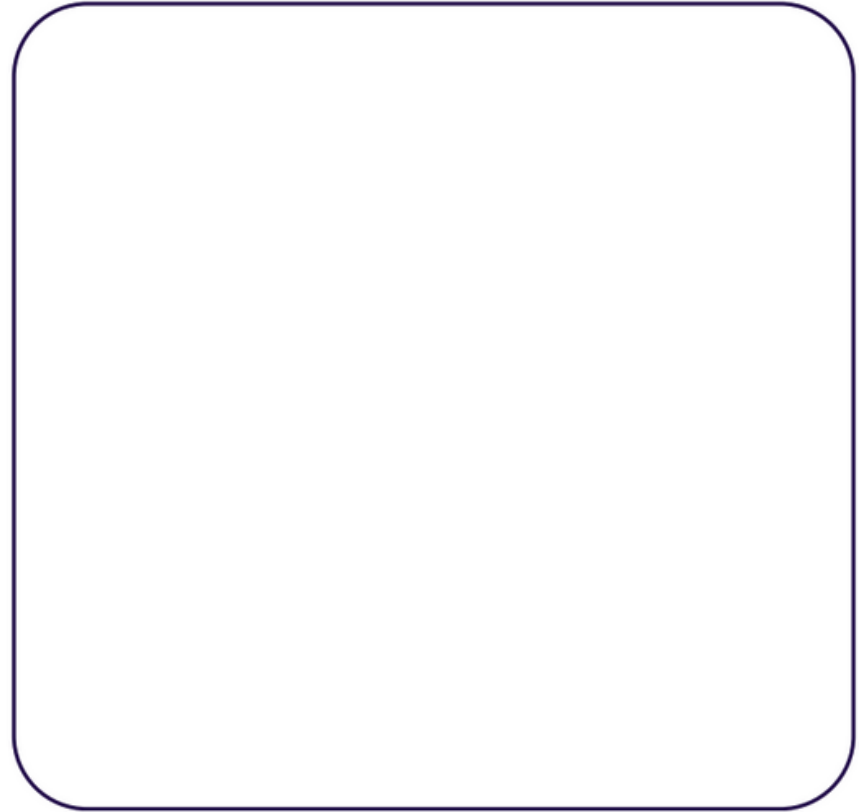
The class's arrival at the campsite was right on time. The students all felt abundant joy and excitement. Emma was hesitant when she first got to the campsite, but then felt brave when she saw all the identical cozy blue tents. Jayden felt it was vital to check attendance and make sure everyone had a massive water bottle for the hot days ahead.



Read the story.



Draw what happened!



Mr. Carter gave a general reminder to show tolerance and be supportive of each other as the day went on. The students were athletic as they ran to explore the natural trails with bursts of energy. The campsite was fantastic and perfect for their creative camping trip and outdoor fun!

How was the class arrival at the campsite?

Why was it important to have a big water bottle? Explain your thinking.



Read the following questions.



Circle the correct answer.

How did Emma feel at first?

- a) Excited
- b) Hesitant
- c) Angry
- d) Sleepy

What color were the tents?

- a) Red
- b) Green
- c) Blue
- d) Yellow

What did Mr. Carter remind students to show?

- a) Speed
- b) Strength
- c) Tolerance
- d) Fear



Separate each word by syllable.



Read the words.

final	fi	nal
vocal		
music		
magic		
distant		
active		
soda		



Fill in the blank for each sentence.

Use the story to help you.

1. Emma was _____ at first but then felt brave.
2. Jayden felt it was _____ to check attendance.
3. The students were _____ as they ran to explore.

The Mountain Hike

Multisyllabic Decoding 15-18

Book #3

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- Word endings: -it/-et; -ate; -ite; -ain
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

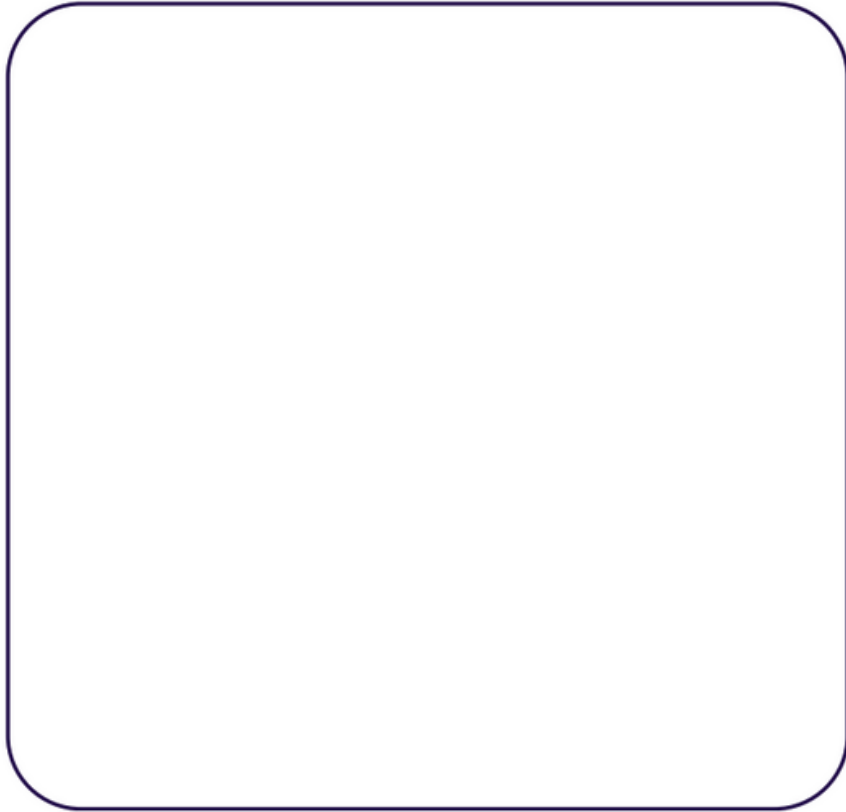
Date:



Read the story.



Draw what happened!



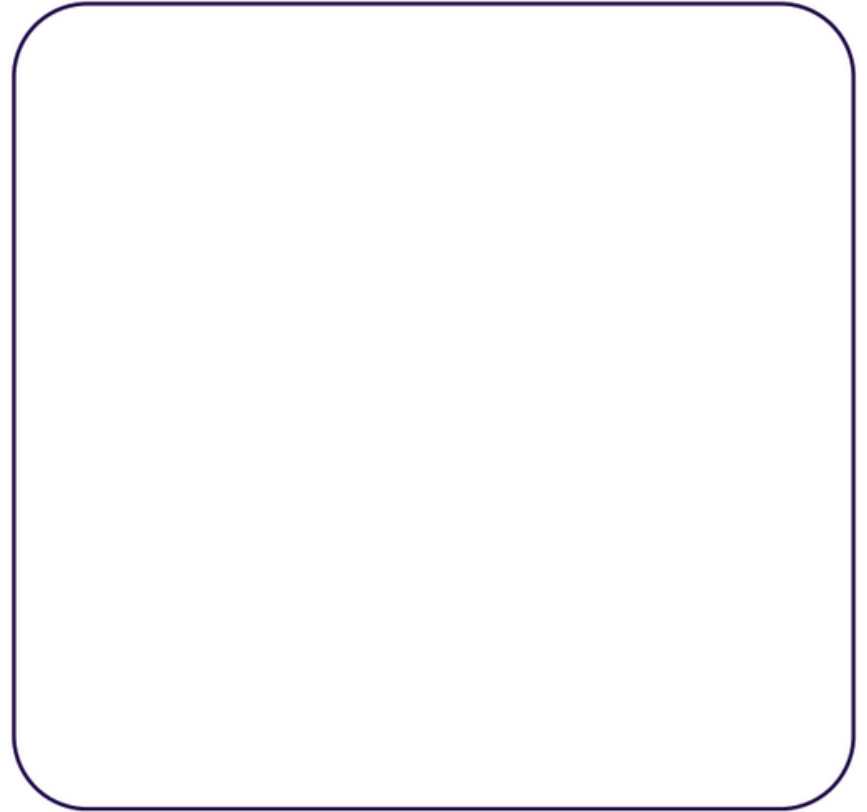
The captain of the hiking team was Jayden and he helped estimate the walking time from their campsite to the mountain. Emma tried to examine the trail map to determine the ultimate best path to make it up the slope. Mr. Carter said that the climate would be cool and quiet near the summit today.



Read the story.



Draw what happened!



The students walked up the mountain trail and were in shock when they saw the campsite far below them. They were so high up! At the top, Jayden said, "We can illuminate our tents with flashlights when it gets dark!" The captain felt like the hike was well-worth it, and everyone had adequate energy to walk back down to the campsite.

Who was the captain of the hiking team?

How did the class feel when they reached the top of the mountain? Explain your thinking.



Read the following questions.



Circle the correct answer.

What did Jayden help estimate?

- a) The distance
- b) The time to the mountain
- c) The temperature
- d) The number of trees

What would the climate be like?

- a) Hot and loud
- b) Warm and sunny
- c) Cool and quiet
- d) Rainy and windy

What could they see from the mountain?

- a) The lake
- b) The campsite below
- c) The road
- d) Other hikers



Separate each word by syllable.



Read the words.

accurate	ac	cu	rate
adequate			
feminine			
desperate			
masculine			
chocolate			
foundation			



Fill in the blank for each sentence.

Use the story to help you.

1. Jayden helped _____
the time to the mountain.
2. Emma tried to _____
the trail map.
3. Mr. Carter said the
_____ would be cool
and quiet.

The Camping Trip Stories

Multisyllabic Decoding 15-18

Book #4

Additional Fluency Practice
with Decodable Text

Decodable Text Concepts & Skills:

- Word endings: -ine; -ice; -tion; -age; -ture/-sure
- Read controlled passages with fluency
- Comprehension check with factual and inferential text-dependent questions

Name:

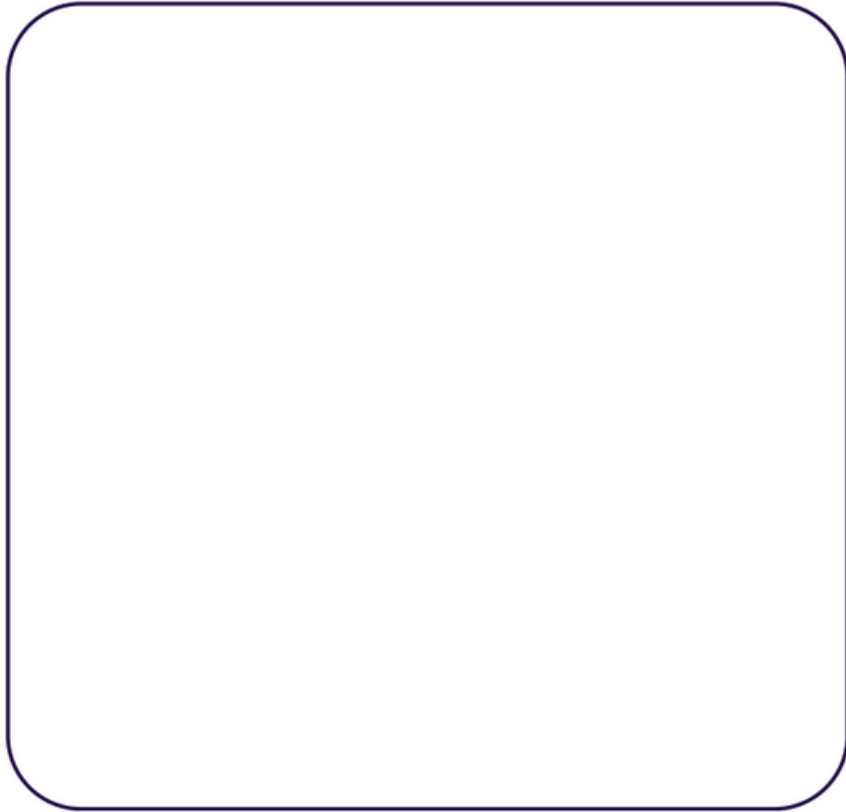
Date:



Read the story.



Draw what happened!



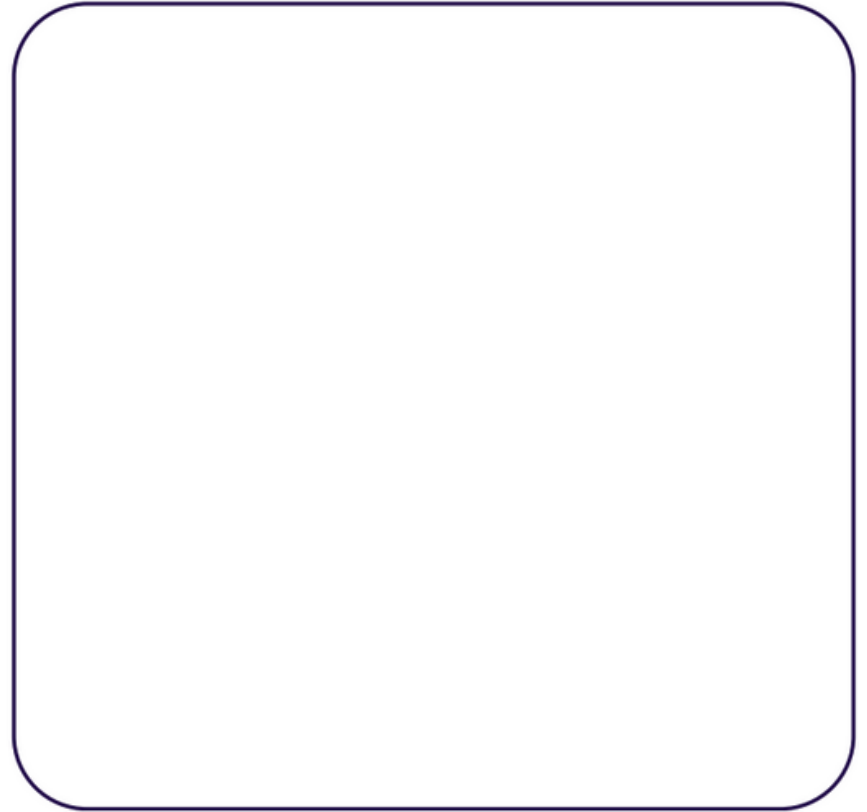
Back at the school, the class had one final meeting session to share their camping stories with one another. Emma showed a magazine she made with pictures of the mountain voyage and the garbage they cleaned along the way. Jayden talked about the colorful marine life they saw in the creek and the mixture of rocks he collected.



Read the story.



Draw what happened!



Mr. Carter said, "Your presentations are absolute perfection and I notice you worked with great composure and collaboration!" The students felt that the trip gave them an advantage in learning about nature and the future of the outdoors. Everyone agreed the camping adventure was a fantastic experience that they would treasure forever and always!

Where did the class share their camping stories?

How did the class feel at the end of their camping trip? Explain your thinking.

 Read the following questions.

 Circle the correct answer.

What did the class have at school?

- a) A test
- b) A practice session
- c) A party
- d) A movie

What did Jayden talk about?

- a) Trees and flowers
- b) Marine life and rocks
- c) Birds and bugs
- d) Food and water

What did Mr. Carter notice about the students?

- a) They were tired
- b) They were loud
- c) They worked with composure
- d) They were hungry



Separate each word by syllable.



Read the words.

advantage	ad	van	tage
composure			
apprentice			
figurine			
repetition			
election			
magazine			



Fill in the blank for each sentence.

Use the story to help you.

1. Emma showed a _____ with pictures of the mountain voyage.
2. Jayden collected a _____ of rocks from the creek.
3. Mr. Carter said their presentation shows _____ .