

Flying Start to Literacy: PHONICS™

An exciting resource for explicit and systematic
phonics instruction for young students

70
Engaging
Decodable
Texts!



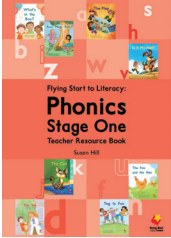
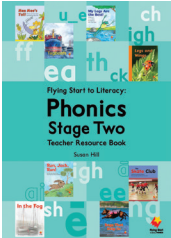
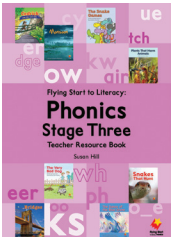
Program Introduction



Flying Start to Literacy: PHONICS™ will engage your students and support their literacy development in ways that are based on research and are both meaningful and supportive.

All the key components of a rich Foundational Skills resource are covered. Students are encouraged to explore oral language with rhymes and chants, to build vocabulary, and to engage in phonological awareness activities.

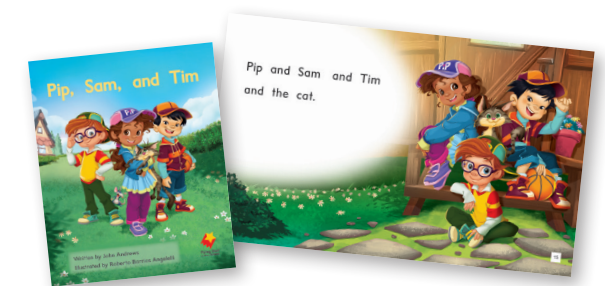
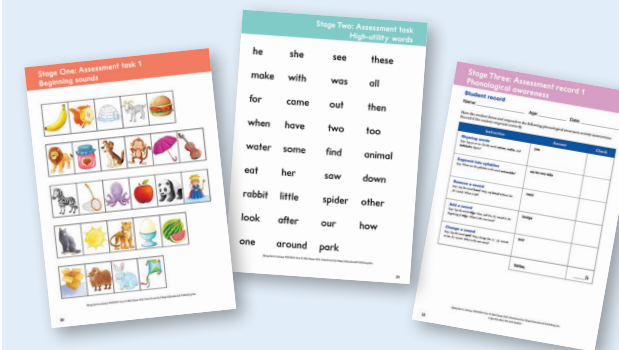
The program follows a scope and sequence of skills and knowledge from common sounds of consonants and vowels to less common letter-sound patterns. Each Teaching Unit supports the explicit and systematic teaching of phonological awareness, phonics, morphology, and high-utility words. Writing instruction is included in each unit, providing opportunities for teaching letter-sound knowledge and spelling.

Stage One		
 <p>Modules One, Two, and Three</p>	Common sounds of consonants and vowels	<ul style="list-style-type: none"> • Teacher Resource Book • <i>The Big Book of Rhymes</i> • Alphabet Cards • 30 Decodable Books
Stage Two		
 <p>Modules Four and Five</p>	Double letters, adjacent consonants, long vowels	<ul style="list-style-type: none"> • Teacher Resource Book • 20 Decodable Books
Stage Three		
 <p>Modules Six and Seven</p>	Less common letter sounds	<ul style="list-style-type: none"> • Teacher Resource Book • 20 Decodable Books

Assessment

Assessment allows for the placement of students within the program, organizing them for learning, and monitoring their progress.

Flying Start to Literacy: PHONICS™ follows an explicit and systematic phonic progression that flows seamlessly into the *Build Literacy Learning™* resource.



What and when are the students reading?

Exciting, engaging decodable books provide a foundation for beginning readers as they progress to independent reading in later primary grades. The books match the teaching sequence and support the students as they put what has been learned into practice. The seventy decodable books support the letter-sound correspondences and high-utility words taught throughout the program and allow students to use their decoding and word recognition skills to develop fluency and comprehension. The student texts are 100% decodable when the sequence of instruction has been followed.

What to expect from *Flying Start to Literacy: PHONICS™*



A Clearly Defined Progression in the Scope and Sequence

- The Scope and Sequence moves from simple letter-sound correspondences to more complex.
- The sequence provides time for foundation skills to be established.
- Clearly defined goals for each Teaching Unit (and each activity within the unit) are a feature of the program.
- Recently taught letters and sounds are carefully reviewed.
- There are ample practice and application opportunities for students to build accuracy and confidence.



Oral language

Oral language involves listening comprehension and underpins reading and writing, so rhymes and chants are included to be read aloud.



Vocabulary

- Vocabulary is linked to comprehension so the teaching of word meanings occurs in each lesson.
- Students are exposed to a rich and varied vocabulary through listening to rhymes and chants.



Phonological Awareness

Phonological awareness is linked to the focus of each Teaching Unit—as in “Say rat.” “Now say rat without the /r/.” “Yes, at.”



Phonics

- Teaching goals for letter sounds are explicitly stated.
- Words with the target letter sound occur in word-building activities.
- A writing activity is part of each Teaching Unit.
- Practice sentences that feature the focus letter-sound provide students with opportunities to decode and practice reading words with the letters and sounds they have learned.
- Multiple activities are used for the review and practice of the letter sounds:
 - Dictation of words occurs in units and reviews.
 - Sound-letter charts are used for multisensory learning of letter sounds.
 - Clear images for each letter sound can be used in activities in daily revision.



Morphology and Spelling Rules

- Morphology and spelling rules are explicitly taught.
- Morphological awareness builds word awareness.
- Activities for building words are provided.



High-utility Words

- Useful words for reading and writing are taught and analyzed using sound-letter charts (supports orthographic mapping).
- New words are taught in each unit and previously taught words are reviewed.
- Students can practice reading known high-utility words in the decodable texts.



About the Author

Dr. Susan Hill is an Associate Professor of Early Childhood Education. An acclaimed researcher in the field of early language and literacy, she is the author of a number of books for teachers including *Developing Early Literacy: Assessment and Teaching* (Third Edition), research articles and chapters for the *Handbook of Research on the Education of Young Children*, the *Handbook of Research Methods in Early Childhood Education*, and *Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education*.



Assessment

- Systematic reviews of content newly taught within each Teaching Unit.
- Further rigorous reviews are provided at the end of each Module.
- Comprehensive one-on-one Assessments are provided for each Stage.
- Decodable books are provided for each Module to check for decoding, fluency, and comprehension skills.



Decodable Books

- The decodable books align with the scope and sequence.
- Decodable books provide practice for the phonics skills taught in each lesson.
- The phonic focus is easy to identify in the decodable books, and is repeated within the book.
- The books have engaging content and illustrations.
- From Stage Two onward, the decodable texts are paired informational and fiction books.
- Each book has easy-to-use Teaching Notes at the back of the text.
- Comprehension questions are literal, interpretive, and evaluative.



Fluency

- Fluency is built through multiple readings of decodable books.
- Fluent and accurate recognition of letter sounds and letter names is developed.
- Practice of accurate reading and writing of letter sounds is included in each unit.



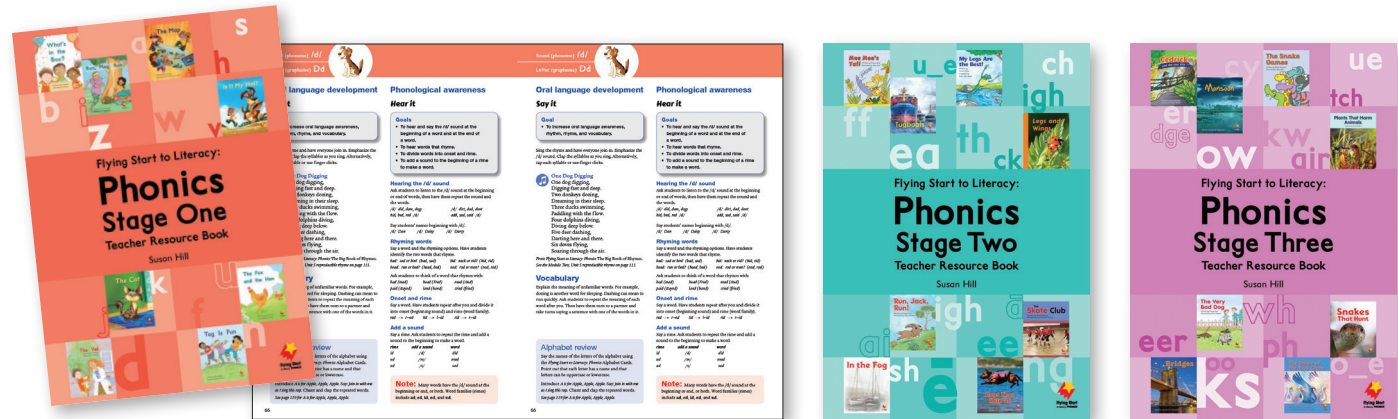
Comprehension

- Listening comprehension is emphasized.
- Meaning-making occurs in fiction and informational texts.
- Content knowledge is developed in informational texts.
- Fluency is built to support comprehension.

Program Components

Teacher Resource Books

Flying Start to Literacy: PHONICS™ is anchored by the **Teacher Resource Books**—one for each stage—that offer comprehensive, explicit, and systematic instruction divided into three modules for Stage One, and two modules each for Stages Two and Three. Each Module concludes with a review of the letter-sound correspondences taught in that Unit. Handsomely designed, with full color throughout, Teacher Resource Books are designed to be easy to follow and clear in their organization.



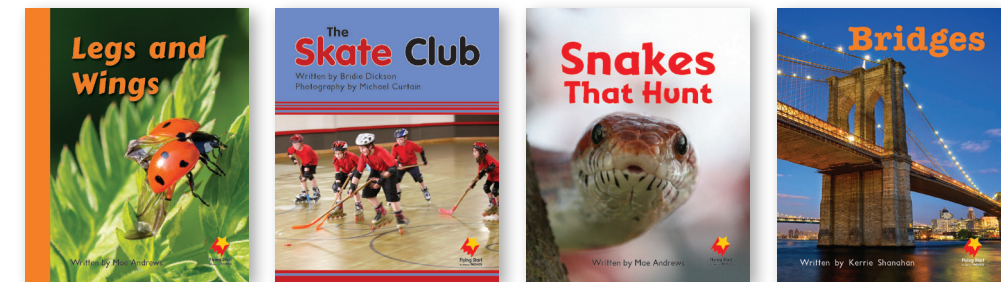
Stage One	Modules One, Two, and Three	Nine units and a review in Modules One and Two; eight units and a review in Module Three.
Stage Two	Modules Four and Five	Nine units each with a specific phonic focus and a review unit per Module.
Stage Three	Modules Six and Seven	Nine units each with a specific phonic focus and a review unit per Module.

Decodable Books

Seventy titles in all—these **Decodable Books** have been carefully crafted to reinforce the skills presented in each module. Compelling texts with recurring groups of characters are offered for Modules One, Two, and Three. Paired informational and narrative texts are introduced in Stage Two Module Four. Notes included in every book offer invaluable support for using the texts.



Module One Module Two Module Three

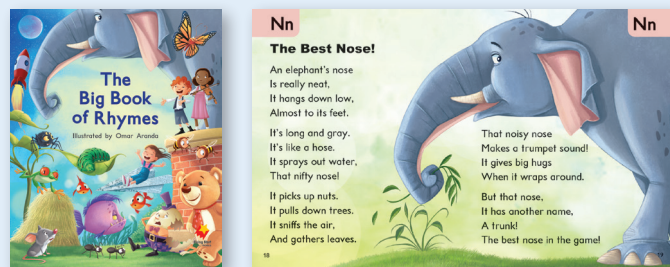


Module Four Module Five Module Six Module Seven

“When I learned that Okapi’s Decodable Readers were going to be available, I couldn’t wait to view them. Students respond to the knowledge building that these books supply. The quality of the literature and informational texts disguise the fact that these are decodable books.”

—D. Myers, Spokane Public Schools

The Big Book of Rhymes

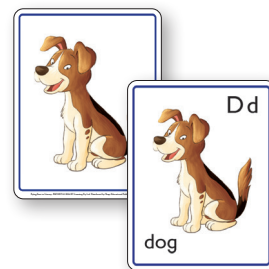


The Big Book of Rhymes is a lively, oversized collection of shareable poems, lushly illustrated in full color. It provides a rhyme for each letter of the alphabet as it is introduced. Rhymes can be used in oral language activities, phonological awareness, building vocabulary, and identifying high-utility words.

Alphabet Cards

Double-sided **Alphabet Cards** feature a picture on one side and the picture with its letter correspondence on the reverse.

Colorful, laminated, and sturdy, these cards will withstand countless hours of student interactions.

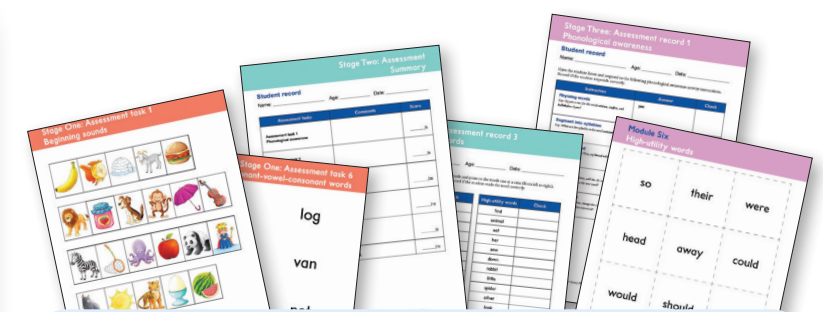


Teaching notes

Before reading
Phonic review
 Point to each of these letters and say the sounds:
 b j w x y z
 Use the clear letter sound without emphasis (b is pronounced /b/ not b-uh). For example: /b/ as in **big**, /j/ as in **jug**.
High-utility words
 What students you

During reading
 Encourage the students to read the words and decode new words by sounding out each letter and blending them together. Demonstrate if necessary. For example, say: /b/ /w/ /j/ /g/ **jug**, /p/ /u/ /p/ **pup**.
Reading fluency
 • For the first reading, focus on accurate word reading.
 • For the second reading, encourage independent, fluent reading.
After reading
Comprehension
 • What was in the big box? (Literal)
 • Do you think Ben was happy? (Inferential)
 • Do you think a puppy is a good present? Why? (Evaluative)
Phonics
 Return again to the book.
 Say: Can you find the word **Liz** in the book and say the first sound? /l/. /i/. /z/. **Big**. Now, find the word **big** in the book. Repeat with other words: **box**, **yum**, **Ben**.
 Say: I will say the sounds in a word. Repeat the sounds after me and then blend them together to say the word: /b/ /w/ /j/ /g/. **Big**. Now, find the word **big** in the book. Repeat with other words: **box**, **yum**, **Ben**.
Phonological awareness
 Close the book. Say: Listen to the sounds in the words **get** and **pet**. Can you hear and say the final /t/ sound? What is the final sound in: **big**, **Ben**, and **yum**? /g/. /n/. /m/.
 Provide more examples if needed.

Teaching Notes in Every Book Are Available for Downloading at bit.ly/ODLDemoSite/



FREE Downloadable Materials to Support Instruction!

Essential instructional components are available for free downloading from the **Okapi Digital Literacy™** platform. Helpfully organized by Stage and Module, each unit’s downloads provide everything you will need to place in students’ hands for reading, writing, and assessment.

Flying Start to Literacy: PHONICS™ teaches phonics in a systematic and explicit process along with five other key components required for literacy development: oral language, phonological awareness, fluency, vocabulary, and comprehension.

Teaching Units follow the same structure throughout the program. Content is appropriate for the level of the students at each stage in the program.

Oral Language Development
Extend oral language awareness by using letter-sound chants and rhymes focusing on the rhythm, rhyming words, clapping and clicking the syllables, hearing sounds in words, and by using varied oral-reading expression, such as loud or soft, or fast or slow.

Phonological Awareness
Develop phonological awareness through auditory activities that focus on the sound of the letter introduced in the unit.

Vocabulary
Find a word or words in the rhyme to explicitly teach to your students. Define the word using student-friendly language.

Alphabet Review
Progressively review letter-sound correspondences to practice retrieving information.

Sound (phoneme) /m/
Module One

Letter (grapheme) Mm
Unit 5

Oral language development

Say it

Goal

- To increase oral language awareness, rhythm, rhyme, and vocabulary.

Sing the rhyme and have everyone join in. Emphasize the /m/ sound. Clap the syllables as you sing. Alternatively, tap each syllable or use finger clicks.

Miss Mary Mack

Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back.

She asked her mother, mother, mother
For fifty cents, cents, cents
To see the elephant, elephant, elephant
Jump the fence, fence, fence.

He jumped so high, high, high
He touched the sky, sky, sky
And didn't come back, back, back
Till the Fourth of July, ly, ly!

From *Flying Start to Literacy: Phonics* The Big Book of Rhymes. See the Module One, Unit 5 reproducible rhyme on page 106.

Vocabulary

Explain the meaning of unfamiliar terms. For example, the Fourth of July is a special holiday in the United States. To celebrate this holiday, there are fireworks, street parades, and festivals all over the country.

Alphabet review

Say the names of the letters of the alphabet using the *Flying Start to Literacy: Phonics* Alphabet Cards. Point out that each letter has a name and that letters can be uppercase or lowercase.

Introduce *The ABC Song*. Say: *Join in with me as I sing this song and point to each letter. My finger matches each letter as I say the letter name.*

See page 118 for *The ABC Song*.

Phonological awareness

Hear it

Goals

- To hear and say the /m/ sound at the beginning of a word and at the end of a word.
- To hear syllables in a word.
- To hear words that rhyme.
- To hear the sounds in a word, and to blend those sounds to make a word.

Beginning sound

Ask students to listen to the beginning sound of the word, then repeat the sound and the word.

/m/ monkey /m/ mouse /m/ money
/m/ mother

Say students' names beginning with /m/.

/m/ Mia /m/ Marco /m/ Mary

Final sound

Ask students to listen to the final sound of the word, then repeat the word and the final sound.

him hi-/m/ am a-/m/ Tom To-/m/
sum su-/m/ trim tri-/m/

Syllables

Say these words and clap the syllables. Ask students to repeat after you.

mother → mo-ther
monkey → mon-key

Rhyming words

Ask students to repeat pairs of rhyming words after you. Listen carefully to their responses and repeat the rhyming words if necessary.

slim, trim him, dim wham, slam skim, swim

Blend sounds

Say the sounds in a word. Ask students to repeat the sounds and then blend the sounds to say the word.

/m/ /a/ /p/ map
/m/ /u/ /g/ mug

Phonics

Write it

Goals

- To identify and connect the letter m and the /m/ sound.
- To identify the lowercase m and uppercase M.
- To write the lowercase m and uppercase M.

Connect the letter and sound

Say: *The letter m makes the /m/ sound.* Point to the letter m and the picture of the monkey on the *Flying Start to Literacy: Phonics* Alphabet Cards. Say: *The word monkey begins with the /m/ sound.*

Ask: *What could I draw that begins with the /m/ sound? Yes, monkey (moon, mouse, mat, mask).* Draw the object and write the letter m beside the picture. Make a class poster with words that begin with m making the /m/ sound and are meaningful to students.

Learn the letter m

Demonstrate writing the letter m.

Say: *We are going to learn to write the letter m. I will write the letter m for the /m/ sound.* Talk about the action you make as you write. Say: *Pull down, up, over, down and up, over and down. This is the letter m, and it makes the /m/ sound.* Repeat as a whole class. Have students write the letter m several times.

Write words

Teach how to segment sounds to write a word beginning with the /m/ sound. Say the word slowly so students can clearly hear the sounds in the word.

Say: *I am going to write the word mat. I will say the word slowly: /m/ /a/ /t/. I can hear the /m/ sound at the beginning, which is the letter m. Then I hear the /a/ sound, which is the letter a, and the /t/ sound, which is the letter t. Those are the sounds for the word mat.* Have students write the word mat several times.

When accuracy is achieved with the lowercase form of this letter, teach the uppercase form using the sequence and activities in this unit.

Say: *We have learned the lowercase m. This is the uppercase M. Both make the /m/ sound. You can write the uppercase M: Pull down, slant down, slant up, pull down.*

Mm

High-utility words

See it, say it

Goal

- To review the high-utility words already learned and learn the new high-utility word me.

Review the words already learned: **The/the, a, and, and I.**

Say: *We are going to learn a new word.* Show the word **me** and say it slowly.

Write the word **me**, and say: *I can hear the sounds /m/ /ē/.* Draw a sound-letter chart to show the sounds in the word. Say: *I will put a dot in a box for each sound that I hear. Then I will write the letter or letters that represent each sound.* Point out the letter-sound correspondence that students already know: **m** making /m/.

•	•		
m	e		

Support students as they learn the word: say the letter names in the word; arm tap the word; and air write the word. Have students say the letters in the word. Check for accuracy.

Consolidate learning

M rhyme

Return to *Miss Mary Mack* and read it slowly. Ask students to raise a hand each time they hear a word beginning with the /m/ sound.

Invite individual students to point to words in the rhyme that begin with **m** and have them trace a finger over the letter **m** in those words.

Game: Memory

Use the Letter-Picture cards to play Memory.

See the instructions for how to play Memory on page 132 and the Letter-Picture cards on pages 134–159.

Phonics
Encourage students to connect a sound to a letter and to write the letter in uppercase and lowercase.

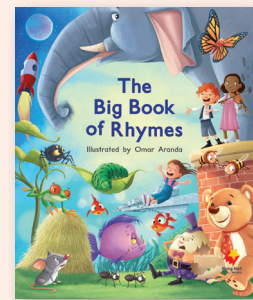
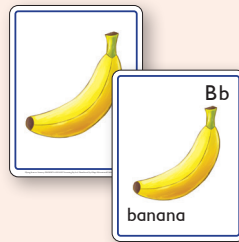
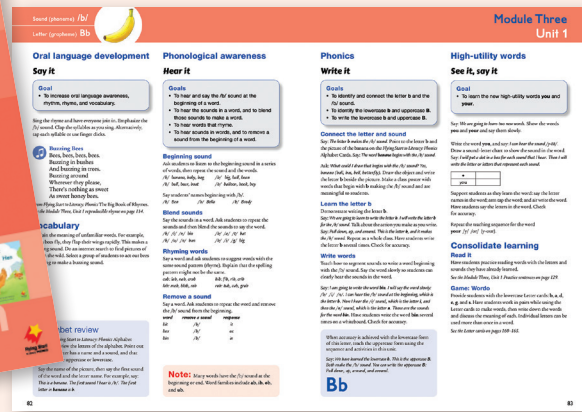
High-Utility Words
High-utility words are useful, and many of these need to be taught explicitly. Sound-letter charts are used for explicit instruction of high-utility words.

Consolidate Learning
Activities for students (individually, in pairs, or small groups) to practice new knowledge and skills that will help them to develop accuracy and automaticity when reading and writing.

Stage One

Each lesson in the Stage One Units provides instruction on:

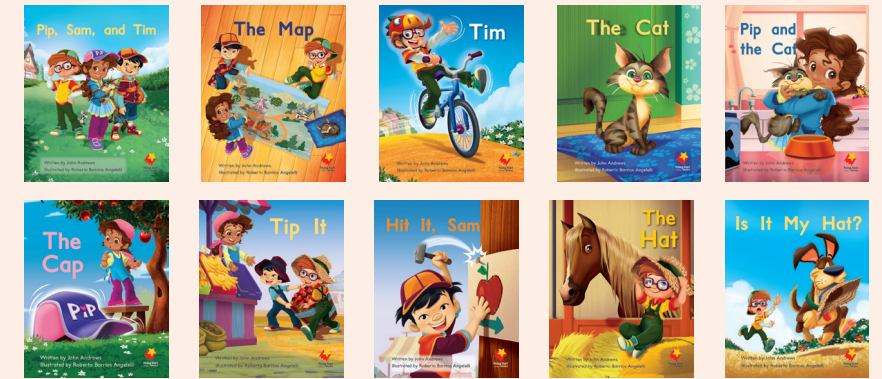
- Oral language development and listening comprehension
- Building a rich vocabulary
- Phonological awareness: identifying and manipulating syllables and phonemes with spoken words
- Phonics: letter-sound relationships and word building
- Writing: forming lowercase and uppercase letters and and spelling words
- High-utility words
- Consolidated learning activities where students can practice new knowledge and skills.



In Stage One—with the focus on introducing the alphabet—the decodable books are read at the end of each module.

- Module One's nine letters and nine high-utility words are featured in the first set of books.
- Module Two's eighteen letters and nineteen high-utility words are featured in the second set of books.
- The full alphabet with accompanying high-utility words are covered in Module Three's decodable books.

Module One



Module Two



Module Three



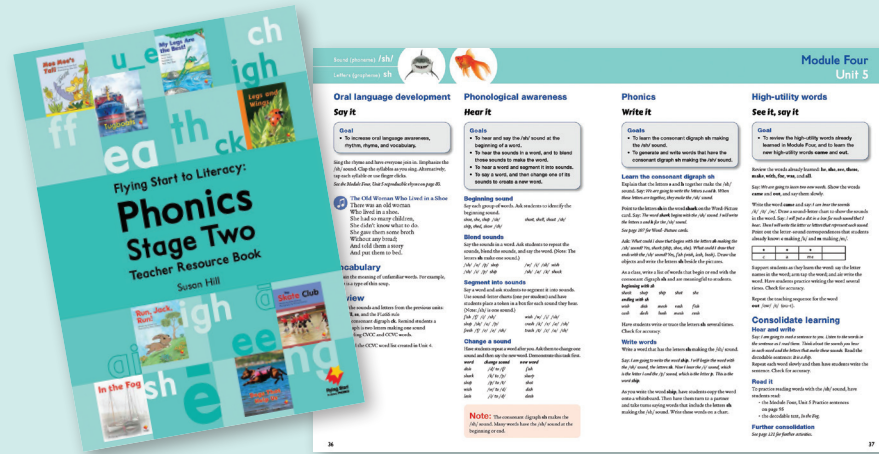
STAGE ONE	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	REVIEW
Module One										
Sound (Phoneme)	/s/	/a/	/t/	/l/	/m/	/p/	/k/	/e/	/h/	/s/ /a/ /t/ /l/ /m/ /p/ /k/ /e/ /h/
Letter (Grapheme)	Ss	Aa	Tt	li	Mm	Pp	Cc	Ee	Hh	s a t i m p c e h
High-Utility Words	The / the	a	and	l	me	My / my	This / this	get	has	The / the / a / and / l / me / My / my / This / this / get/ has
Module Two										
Sound (Phoneme)	/n/	/o/	/g/	/k/	/d/	/r/	/u/	/l/	/f/	/n/ /o/ /g/ /k/ /d/ /r/ /u/ /l/ /f/
Letter (Grapheme)	Nn	Oo	Gg	Kk	Dd	Rr	Uu	Ll	Ff	n o g k d r u l f
High-Utility Words	come	are	no / go	that	of	said	we	here	will	come / are / no / go / that / of / said / we / here / will
Module Three										
Sound (Phoneme)	/b/	/j/	/kw/	/v/	/w/	/ks/	/y/	/z/	---	/b/ /j/ /kw/ /v/ /w/ /ks/ /y/ /z/
Letter (Grapheme)	Bb	Jj	Qq	Vv	Ww	Xx	Yy	Zz	---	b j q v w x y z
High-Utility Words	you / your	put / off	like	went	what	they	do / to	where / there	---	you / your / put / off / like / went / what / they / do / to / where / there

Stage Two

In Stage Two, the basic structure of the lessons continues. Attention turns to:

- Double letters
- Adjacent consonants
- Long vowels
- Reading longer multisyllabic and compound words
- Morphology

The Stage Two decodable books can be read at the end of each lesson. Each book contains words with the letter-sound correspondence the students have just learned.

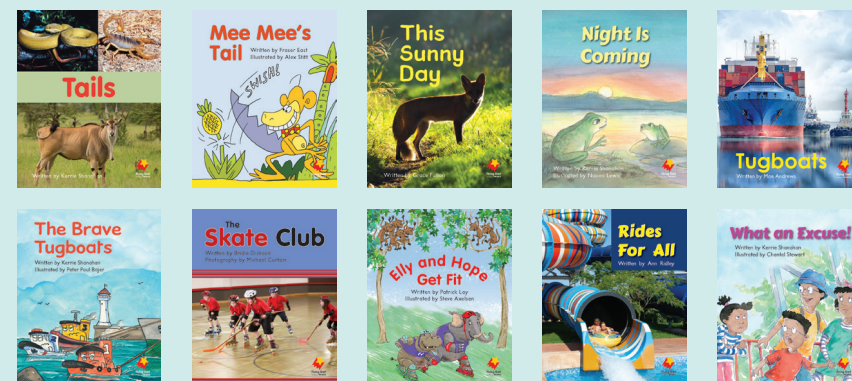


STAGE TWO	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	REVIEW
Module Four										
Phonic Focus	/f/ sound made with ff as in cliff /l/ sound made with ll as in doll /s/ sound made with ss as in dress	/k/ sound made with ck as in duck	Blending four sounds: CVCC words as in tent	Blending four sounds: CCVC words as in flag	/sh/ sound made with sh as in shark	/ch/ sound made with ch as in cherry	/ng/ sound made with ng as in ring	/th/ sound made with th as in thumb	Blending five sounds: CCVCC words as in stamp	All phonics focuses from Module Four
High-Utility Words	he / she	see	these / make / with	for / was / all	came / out	then / when	have / two	too / water	some / find	He / she / see / these / make / with / for / was / all / came / out / then / when / have / two / too / water / some / find
Application	Informational Text: Hop and Run	Fiction Text: Run, Jack, Run!	Informational Text: How Ants Make Nests	Fiction Text: A Nest for Stan	Informational Text: In the Fog	Fiction Text: Chad Is Lost	Informational Text: Legs and Wings	Fiction Text: My Legs Are the Best!	Informational Text: Dogs That Help Us	Fiction Text: My Dog Scamp
Words with Phonic Focus	Jeff, Tess, Will, puff, off	Jack, Mack, quick, Quick, back, luck	nests, bits, help, sand, silk	Stan, glum, plan, stop, Spit, slip, Snip, glad	ships, fish, Ships, crash, ship, Flash, flash	Champ, lunch, Chad	long, wings, hang, cling, fangs	with, them, thin, they	sniff, Trent, swims	Josh, Scamp, lost, Sniff, sniff, hill, still, stuck, long, branch, Thanks, Ruff, ruff
Module Five										
Phonic Focus	Long /ā/ vowel sound made with ai as in snail and ay as in play	Long /ē/ vowel sound made with ee as in feet and ea as in leaf	Long /ē/ vowel sound made with y as in happy	Long /i/ vowel sound made with igh as in light and y as in fly	Long /ō/ vowel sound made with oa as in boat and ow as in row	Long /ā/ vowel sound made with a_e as in cake	Long /i/ vowel sound made with i_e as in bike	Long /ō/ vowel sound made with o_e as in bone	Long /y-ōō/ sound made with u_e as in cube	All phonics focuses from Module Five
High-Utility Words	eat / animal	her / saw	down / rabbit	little / spider	other	look	after / are	how / one	around / park	eat / animal / her / saw / down / rabbit / little / spider / other / look / after / are / how / one / around / park
Application	Informational text: Tails	Fiction Text: Mee Mee's Tail	Informational Text: This Sunny Day	Fiction Text: Night Is Coming	Informational Text: Tugboats	Fiction Text: The Brave Tugboats	Informational Text: The Skate Club	Fiction Text: Elly and Hope Get Fit	Informational Text: Rides For All	Fiction Text: What an Excuse!
Words with Phonic Focus	tails, tail, stay, wait, ray, way, stay, waits	Mee Mee, tree, sneak, glee, reeds, tweak, need, scream	sunny, quickly, sandy, softly, sleepy, empty, shady, very	right, cry, light, night, sky, Try, sigh, fly	Tugboats, boats, slows, tugboats, slowly, float, tow, own	take, Jake, brave, Kate, waves, safe, make, Jane, made	inline, time, fine, wipe, like, shine, side, Mine, mine, slide, glide, line, wide, smile	Hope, rode, rope, chose, slope, broke, home, spoke, suppose, close	tune, cute, use, tube, excuse	ride, excuse, steep, my, slowly, tune, playing, cute, slow, boat, sail, high, make, time, try

Module 4

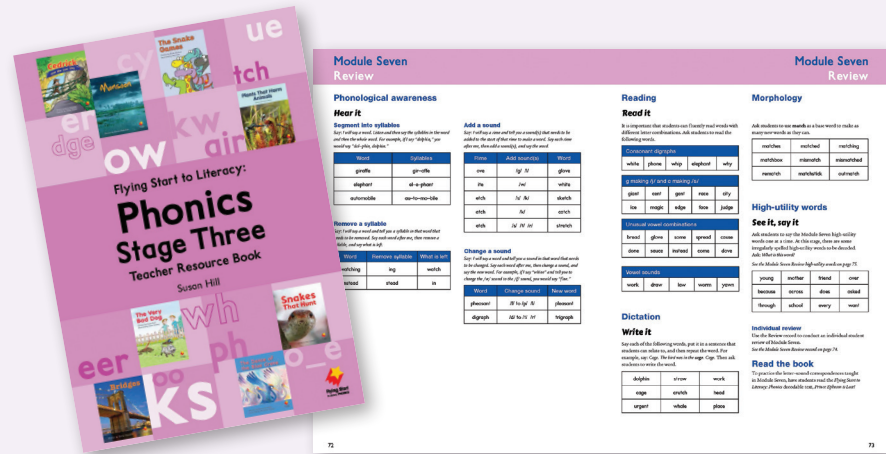


Module 5



Stage Three

Stage Three focuses on less common letter sounds. Students further build their growing bank of high-utility words. Mastering this bank of high-utility words allows students to practice their new phonetic knowledge in the context of a sentence and in a longer, connected text. In Stage Three, the Units Six and Seven decodable books can be read at the end of each lesson.



Module 6



Module 7



STAGE THREE	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9	REVIEW
Module Six										
Phonic Focus	/ow/ sound made with ow as in cow and ou as in cloud	Short /oo/ sound made with oo as in book	r-controlled /ar/ vowel sound made with ar as in car	r-controlled /or/ vowel sound made with or as in corn, ore as in snore, and our as in four	r-controlled /er/ vowel sound made with er as in fern, ur as in burn, and ir as in bird	r-controlled /air/ vowel sound made with air as in chair	r-controlled /ear/ vowel sound made with ear as in ear and eer as in deer	/oy/ diphthong made with oy as in boy and oi as in coin	Long /ōō/ sound made with ew as in stew, ue as in blue, and oo as in moon	All phonics focuses from Module Six
High-Utility Words	so / their	were / head	away	could / would / should	many / live	know / gold	food	who	people / again	so / their / were / head / away / could / would / should / many / live / know / gowld / food / who / people / again
Application	Informational Text: How to Look After Frogs	Fiction text: A Pond for Frog	Informational Text: At Our Farm	Fiction Text: Looking for a Farm	Informational Text: Caves	Fiction Text: Big Stan and Hairy Tim	Informational Text: Snakes That Hunt	Fiction Text: The Snake Games	Informational Text: Monsoon	Fiction Text: A Very Smart Bird
Words with Phonic Focus	out, how, house, now, outside, sounds, mouths, brown, count, around	look, good, took, shook, looking, cool, looks	farm, barn, far, part, parts, start, bars, Star, hard	Cory, Storm, for, more, horn, north, boring, sort, your	survive, first, dirt, fur, thirsty, curls, her, spiders, birds, spider	hairy, hair, fair, stairs, air, pair	fear, near, hear, ears, hearing	Troy, noise, joy, pointed, pointing, toy, boy	monsoon, soon, few, food, new, too, blue	smart, bird, herd, soon, food, air, clear, ground, look, storm, far, enjoyed, now
Module Seven										
Phonic Focus	/f/ sound made with ph as in phone	/w/ sound made with wh as in whale	/j/ sound made with g as in gemstone, giraffe, gym; ge as in sponge; dge as in bridge	/s/ sound made with c followed by e as in cent, c followed by i as in circus, c followed by y as in cygnet, and ce as in prince	/ch/ sound made with tch as in patch	/or/ sound made with aw as in paw and au as in faucet	/er/ sound made with or as in worm	/e/ sounds made with ea as in bread	/u/ sound made with o_e as in glove	All phonics focuses from Module Seven
High-Utility Words	young / mother	friend	over / because	across	does	asked / through	school	every	want	young / mother / friend / over / because / across / does / asked / through / school / every / want
Application	Informational Text: Teaching Their Young	Fiction Text: Little Cub Is Hungry	Informational Text: Bridges	Fiction Text: Cedrick and the Lost City	Informational Text: Plants That Harm Animals	Fiction Text: A Very Bad Dog	Informational Text: A New Friend	Fiction Text: The Dance of the Blue Crane	Informational Text: Hiking With Max	Fiction Text: Prince Ephram Is Lost!
Words with Phonic Focus	dolphin, dolphins, elephant, elephants	when, why, while, where, what	bridge, bridges, huge, edge, gently, gorge, hedge	Cedrick, places, city, chance, twice, raced, pace, face, place, nice, bounced, prince	itch, scratch, catch, scratches, fetch, scratched, pitcher	Dawn, Audrey, Paul, lawn, Miss Strawn, cause, crawled, paws	worst, work, worth, word, world, schoolwork	heads, spread, head, instead, breath, meant	love, above, sometimes, gloves, none, oven, done	Ephram, while, huge, prince, ready, stretched, yawned, worked, workers, loved



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