




## Decodable Word List

The following lesson sets use this resource:


- Reading Sentences with Taught Words
- Spelling Practice
- Reading Words with Sound-Spellings
- Practice Games

This document contains the Decodable Word List to use with the Sounding-Out Decodable Words Routine from the Inclusion Foundational Reading Lesson Set. The list is organized according to the sound-spelling sequence chart, meaning that the words listed for each sound-spelling list depend on the previous sound-spellings being taught. These words were selected based on a sound-spelling frequency analysis by Devin Kearns and designed by Devin Kearns (devin.kearns@gmail.com) and Marcia Ferreira.


Sound-Spelling 1

<b>n /n/</b>	
	

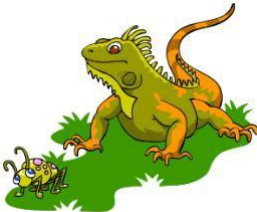
Sound-Spelling 2

<b>a /ă/</b>	<i>This is the first vowel taught in the program. It is a short vowel. The term "short vowel" is commonly used. Call this "short A." This is the first lesson that includes decoding. Use the Sounding Out Routine to read "an" using /a/ and /n/.</i>
	an


Sound-Spelling 3

<b>t /t/</b>	
	at ant tan


Sound-Spelling 4

<p><b>i /i/</b></p>	<p><i>Tell students /i/ is a short vowel. Explain double letters. Tell students that the word "inn" can be read using the two Ns as one sound. Tell students to pronounce the sound just one time.</i></p>
	<p>in it tin inn</p>


Sound-Spelling 5

<p><b>m /m/</b></p>	<p><i>Remind students that double letters are pronounced with one sound.</i></p>
	<p>man am mat mitt mint</p>


Sound-Spelling 6

<p><b>l /l/</b></p>	<p><i>If needed, remind students that double letters are pronounced with one sound.</i></p>
	<p>till lit ill mill</p>


Sound-Spelling 7

<b>d /d/</b>	
	<p>and did land dad mad add dim lid lad inland ad timid</p>


Sound-Spelling 8

<b>s /s/</b>	<p><i>If needed, remind students that double letters are pronounced with one sound.</i></p>
	<p>its still it's last sat stand sit sand list sad mass slid sits mist slim midst mast slam slit insist sill slant mantis lass</p>


Sound-Spelling 9

<b>p /p/</b>	
	<p>past plant map plan pass pat tip pan lamp damp split slip tap lap spin nap pit stamp pin pad sap snap lip limp dip pill spill pal sip spat span</p>


Sound-Spelling 10

<b>r /r/</b>	
	<p>ran trip rid trap rat Paris print rim drill rip drip strap trim ramp strand ram</p>


Sound-Spelling 11

<b>b /b/</b>	
	<p>bad bill bit band bat brass blast brand lab bid bass slab bin bran dab rib</p>


Sound-Spelling 12

<b>f /f/</b>	<p><i>If needed, remind students that double letters are pronounced with one sound.</i></p>
	<p>if fast flat fit fill lift stiff film raft fin fan staff drift sniff draft flip flap fad</p>


Sound-Spelling 13

<p><b>e /ě/</b></p>	<p><i>Tell students this is a short vowel.</i></p>
	<p>been tell left men let end felt red set best bed rest let's ten fell sent less met led itself step smell send spent bell sell test pet spend dress bent nest slept bet belt fed pen tent mess net bend tennis press spell address sled tend stem rent melt splendid fled lend den dentist sped intend self mend bless melts lent pest elm absent dent pep</p>


Sound-Spelling 14

<p><b>g /g/</b></p>	
	<p>get big grass gets glass bag gas glad leg pig egg dig gift grand flag grab grin tag drag beg grip peg grant gap grasp gram grim rag glen gasp grid brag fig glint gal</p>

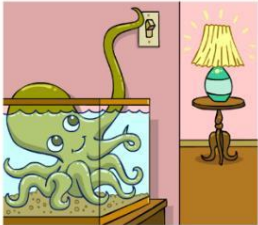
Sound-Spelling 15

<p><b>u /ů/</b></p>	<p><i>Tell students this is a short vowel.</i></p>
	<p>but up must us until sun run fun bus dust mud unless stuff dug upset dull trust bug bump rub rug drum pump sunset tub spun bud bulb gulf gum fuss dump pup puff lump nut pug plus sum tug plump stump gull plug snug plum rust disgust stunt bluff insult mum fluff mug gulp gruff tuft mutt grunt sub muffin bun</p>


Sound-Spelling 16

<h1>h /h/</h1>	
	<p>had him help hand himself held hill hit hat hunt hen hid helpful hut hug ham hip hum hint hull hiss uphill huff hem handbag</p>

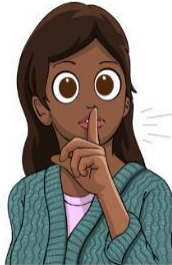
Sound-Spelling 17

<h1>o /ŏ/</h1>	<p><i>Tell students this is a short vowel.</i></p>
	<p>on not got off dog stop top lot hot upon lost mom frog soft spot bob pond drop pot log boss fog odd hop doll loss rod pop frost dot plot fond moss golf toss nod mop trot loft sod hog rot mob plop pod slot smog flop bog sob hilltop bond prop blob blot</p>


Sound-Spelling 18

<h1>c /k/</h1>	
	<p>can can't cut cat cannot class fact act camp cross cap public cost club cabin cup topic traffic plastic cliff cast product contest crop picnic discuss crept contact crust content insect attic panic magnetic contract crab fantastic cab suspect cub clap cactus clump cat's crisp strict clam cot con scrap cod scrub comic clip scalp compact frantic clinic cob crib subtract cuff</p>


Sound-Spelling 19

<p><b>sh /sh/</b></p>	<p><i>This is the first digraph students learn. Explain that two letters make one sound, that they are a letter team. It can also be called a digraph. See the Instructional Guide for information about which terminology to use.</i></p>
	<p>fish ship shall shop fresh shut British brush finish Spanish shell flash shelf rush crash shed dish shops trash flesh splash cash dash ship's polish ash shift hush shrill crush selfish sash gosh smash shrimp rash rubbish catfish mishmash shrug mash sham codfish lash mush slush blush shuts radish</p>

Sound-Spelling 20


<p><b>o /ō/</b></p>	<p><i>This is the first long vowel taught and the first letter with multiple pronunciations. Explain that long sounds make the same sound as the name of the letter, like O. Explain that the letter O has more than one pronunciation. Compare the octopus and toad cards and the spellings of O on both.</i></p>
	<p>so no go don't old most told cold hold gold sold roll post program hotel colt fold troll mold robot goldfish bold focus protest host bolt hippo stroll momentum pro scold gross solo motel unfold compost memo</p>

Sound-Spelling 21



<p><b>w /w/</b></p>	
	<p>will went well wind won't wish west wet swim win swept swam web twin swift twist twig swell wept Swiss Wisconsin windmill swish wig wilt wag wit</p>







Sound-Spelling 22

<p><b>ed /d/</b></p>	<p><i>This is the past tense. Explain what the past tense means. Explain that this usually appears at the end of a word. Explain that it can be pronounced in three ways. Show that the past tense card has three pronunciations on it.</i></p>
<p><b>ed</b> past tense</p> 	<p>filled rolled grabbed planned hugged spilled spelled tugged canned trimmed hummed scrubbed bobbed strolled tanned scanned tagged fanned</p>


Sound-Spelling 23

<p><b>ed /t/</b></p>	<p><i>This is the other pronunciation of the past tense. You can teach it on the same day as the /d/ pronunciation. It is not necessary to explain why the sound is sometimes /d/ and sometimes /t/. Explain that this is another example where a sound-spelling has more than one sound. Explain that this usually appears at the end of a word. Remind students what the past tense means.</i></p>
<p><b>ed</b> past tense</p>  	<p>helped dropped dressed stepped rushed slipped pressed trapped brushed dashed hopped flashed gaspd stuffed sniffed tapped clapped polished crushed crashed splashed stamped ripped puffed tipped fished dipped tripped hissed flipped flushed gripped camped flapped flopped strapped propped cupped slumped hushed cramped dripped clipped dismissed limped mashed mopped blushed topped clamped fussed shopped</p>

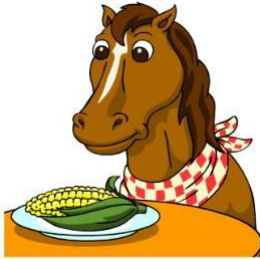
Sound-Spelling 24

<p><b>ed /əd/</b></p>	<p><i>This is the third pronunciation for the past tense. You can teach it on the same day as the other sound-spellings or on the next day. Ask students to tell you what the past tense means. Explain that the E and D say /ed/.</i></p>
<p><b>ed</b> past tense</p>    	<p>added nodded lifted landed handed planted printed hunted melted folded listed twisted lasted intended noted pretended tested shifted trotted suspected rented dotted petted mended inspected panted dusted posted unfolded rusted</p>

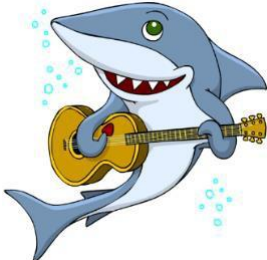
Sound-Spelling 25

<h1>/k/</h1>	<p><i>This is the first case where the same sound has more than one spelling. Explain that the clue word is the same for both spellings.</i></p>
	<p>asked kept ask milk skin desk kid asks skill silk task kit kissed mask risk skull skip dusk pumpkin elk kelp brisk napkin milked kin</p>


Sound-Spelling 26

<h1>or /or/</h1>	<p><i>This is the first vowel-R sound-spelling. Explain that there are sound-spellings where a vowel letter is before an R. If you are teaching syllable types, tell students that the vowel-R sound-spelling goes in vowel-R syllables.</i></p>
	<p>for or short form born nor sort corn storm support worn horn torn sport fort platform port cord fork popcorn informed snorted landlord pork cork shortcut stormed stork sorted forked scorn snort</p>


Sound-Spelling 27

<h1>ar /ar/</h1>	<p><i>This is another vowel-R sound-spelling. If you are teaching syllable types, remind students that the vowel-R sound-spelling goes in vowel-R syllables</i></p>
	<p>part hard far car dark start arm farm mark park star sharp barn bark smart card art harm cart Arctic harmful artist remarked shark parked barked armed harsh marsh scarf cargo darted tar parted spark farmland harp dart Denmark scar sharpened snarled garlic harmed hardship mart ark sonar postcard</p>


Sound-Spelling 28

<p><b>s /s/</b></p>	<p><i>Ask students what sound the S from the snake clue card says. Explain to students that when there is one S at the end of many words, that means it is plural. It tells you there is more than 1 of something. Give the students the example sentence and point out that goats and plants are plural and that S says /s/ and means there are 2 or more of something.</i></p>
<p><b>S</b> plural</p> 	<p>pits mats laps hats nets bats pups tops ships ants caps nuts rats acts gaps maps ruts pops puffs bits tips lets lips sets huts cups posts lots arts cats hips pets cuts bets fats hits dips wits cuffs pots taps dots cops guts hops fits snaps lasts bolts masts trips darts camps gifts forks lamps hunts rests dumps spots scraps steps clips plots belts hints carts sorts disks drops nests masks slips marks tents costs parts starts tests barks pumps cliffs lifts desks pelts traps pants flaps stops drips facts poets shorts sharks tasks lumps bumps crops helps list parks crusts stamps pests stumps straps sparks clumps frosts twists plants drifts sports crafts prints storks robots puppets comics picnics planets insects markets locusts helmets tablets baskets reports moments artists magnets carpets forests contents elements products suspects contests interests</p>


Sound-Spelling 29

<p><b>s /z/</b></p>	<p><i>You can teach this on the same day as the S/s/ plural or another day. Tell students that they will learn about the letter Z later (no other explanation is needed; it comes later because there are very few Z words). Explain that the letter S makes the /z/ when the S is at the end of the word. Ask students to remind you what one S at the end of a word usually means. They should say it is plural. State again that the plural S sometimes makes the /z/ sound, so we use the Zoom card for the /z/ sound--which is why it is on the card. Use the example sentence to illustrate.</i></p>
<p><b>S</b> plural</p> 	<p>hands legs arms cars dogs kids eggs hills forms runs lands ends farms shells bags rags cards cans holds beds frogs logs bugs horns bills bells bands twins rolls twigs mills ribs wells hens drums dolls fans cubs buds wins flags folds bulbs gulls shrubs fills cabins ads barns fins bends lords hogs muffins crabs rods rugs cords windmills films buns sheds digs gums tags webs lids wills rubs cobwebs grubs bins tubs fads</p>


Sound-Spelling 30

<p style="text-align: center;"><b>es /əz/</b></p>	<p><i>It would be best to wait to teach this sound-spelling for a day or two for students to get used to the /s/ and /z/ forms of the past tense. Ask students what S at the end of the word means and then the pronunciations for the past tense. Then explain that the E and S say /əz/, which is a little different from S = /z/. Explain that sometimes the letter E before the S makes this sound. Point out that the elephant clue card is there to remind students that es has the E that says /e/ and the S that says /z/. Use the example sentence to illustrate. Explain the meaning of "reads" if needed.</i></p>
<p style="text-align: center;"> <b>s es</b>                  plural   </p>	<p>dishes wishes ashes roses noses brushes rushes flashes fishes radishes crashes hoses</p>


Sound-Spelling 31

<p style="text-align: center;"><b>ck /k/</b></p>	<p><i>Remind students that the same sounds can have more than one pronunciation. This is the third spelling for the /k/ sound, so explain that there can be more than 2 spellings for some sounds. This is also a letter team. Ask students to explain what a letter team is. A letter team can also be called a digraph.</i></p>
<p style="text-align: center;">  </p>	<p>back black rock sick pick truck stick neck duck track clock stuck block struck luck pack trick locked crack packed deck brick lock socks sack nick shock lack stock dock flock buck backed click licked stack lick snack rack stacked speck shack ducked sock pickup tack plucked nickels tuck smack flicked slacks tick peck slick pecked backpack slack unlock wick pluck lipstick tacked puck</p>


Sound-Spelling 32

<p style="text-align: center;"><b>c /s/</b></p>	<p><i>This is another letter than has more than one sound. Remind students that the same sound can have more than one spelling. You can explain that the C usually makes the /s/ sound when E, I, or Y comes after it--and /k/ in most other cases. (This is sometimes called "soft C"--versus the C = /k/ "hard C," but that is not necessary language.)</i></p>
<p style="text-align: center;">  </p>	<p>cells cell process forces success danced fences cent dances accent</p>


Sound-Spelling 33

<p><b>er /er/</b></p>	<p><i>This is another vowel-R sound-spelling. If you are teaching syllable types, remind students that the vowel-R sound-spelling goes in vowel-R syllables.</i></p>
	<p>her after under better matter number summer winter perhaps order herself corner center letter sister faster dinner older bigger closer letters farmers members farmer numbers supper modern master western harder per enter rubber offered upper member percent shelter proper pattern hunters copper monster butter manner orders herd offer September shorter hammer terms hunter ladder bitter October border inner term perform matters colder corners partner lumber miller soccer former clerk muttered centers hotter roller temper runner litter mister winters helper manners pepper winner suffer tender runners lantern timber permit permitted stern locker darker terrific poster plaster batter dancers parker flicker cluster offers barber ferns elder softer swimmer lobster trigger fern dancer otter fisher battered porter dipper dresser winners holder clatter shutters crackers rudder stammered shelters ladders foster banner marker seller antlers cracker fishers gutter smarter persisted fender skipper rollers Amsterdam potter hammers hamster dinners sadder flutter starter rafters dimmer grocer shutter printer luster cornered cinders drummer shudder butler gardeners folder bumper platter glitter mutter trapper buttered splinter clattered otters sitter hatter slipper cobbler tanner planter clutter</p>


Sound-Spelling 34

<p><b>a /ā/</b></p>	<p><i>This is the third long vowel. Remind students that long vowels say the same sound as the alphabet letter.</i></p>
	<p>a later paper faces basic races faded traded baker safer maker labels tornado acorns shaded waded trader crater makers skater laces racer acorn pasted racers shaker</p>


Sound-Spelling 35

<p style="text-align: center;"><b>a-e /ā/</b></p>	<p><i>This is the first vowel-consonant-E word. Teach it as a pattern of its own. It can be called A-consonant-E. The vowel-consonant-E patterns consist of a letter, some other consonant, and the letter E. When students see that pattern, they say the long A sound. Make sure students know this sound-spelling is called A-consonant-E and explain that A-consonant-E makes the sound A. Explain that this is another spelling for the long-A sound already taught with A alone. Do not teach the magic E rule. If you are teaching syllable types, explain that syllables with this pattern are vowel-consonant-E syllables. It can be called a "stable final syllable," but it is not recommended to explain it that way.</i></p>
	<p>made make came take place same name face space game late state named lake ate case safe shape names race trade plane games cake snake gate grade base wake pale plate shake rate tape shade date mistake frame scale cane flame sale cape tales skate trace flames sake tale bake pace blame mate spaceship lane blade shame grace spacecraft grateful graceful grades operate crane fate blades ape tame crate frames rake scrape lace mane fame makeup brake shades fake rotates stake name classmate gale slate blamed drake brace insane hale framed stale pane lame grape rotate fade tamed wade spade interstate canes hateful flamed</p>


Sound-Spelling 36

<p style="text-align: center;"><b>i /ī/</b></p>	<p><i>This is the second long vowel. Review the idea of the long vowel. Share that this is another letter that has more than one sound. If you are teaching students about syllable types, tell students that syllables with a vowel-consonant-E sound spelling are called vowel-consonant-E syllables.</i></p>
	<p>I find I'm I'll kind mind kinds I'd wild winds blind tiger direct spider finds Ohio rises items minds mild riders rider hind wider directed tigers Irish miners grind cider finer glider nicer wilder miner diner bind pint minus blinds wildcat unkind piper ripened unwind liner timer</p>


Sound-Spelling 37

<p><b>i-e /ī/</b></p>	<p><i>This is another vowel-consonant-E sound-spelling. Explain that this is another spelling of the long-I sound already taught. If you are teaching syllable types, remind students that this goes in a vowel-consonant-E syllable</i></p>
	<p>like time life side inside times miles line fine ice ride              nice wife wide smiled lines smile mine likes hide nine              twice bike pile pine mile price described bite rice mice              kite pipe strike spite lined tide shine slide pride              sunshine piled unlike rides dime file upside crime              mines hides hillside slice lifetime combine ripe Nile              prime tides hike bride spine wipe glide underlined              dislike bedtime dimes filed wife's spike bedside stride              tiles underside pike lime underline twine campsite              pipeline timed wintertime stripe icebergs dine slime</p>

Sound-Spelling 38

<p><b>e /ē/</b></p>	<p><i>This is the fourth long vowel. Review the idea of the long vowel (and how vowel letter names are also long vowels).</i></p>
	<p>he she be we me we'll he'd she'd we'd meters she'll              create meter react stereo neon</p>


Sound-Spelling 39

<p><b>ea /ē/</b></p>	<p><i>This is another letter team. It is taught immediately after the single-letter E long vowel, so review that the same sound can have more than one spelling. It is sometimes called a digraph because the two letters make one sound. (This is also sometimes called a vowel team, but it is easier to call it a letter team.) If you are teaching syllable types, tell students that this sound-spelling is part of a digraph syllable.</i></p>
	<p>read eat sea mean means real heat clean least speak              east team deal meat seat lead dream stream beat tea              leader meal weak beans cream steam leaf eats leaders              neat cleaned eastern treated dreams eager meals              treat reader heated teams seated lean beast feast              beam peak scream speaker leads leap bean released              peanut readers beads beams beak heap speaks leash              meantime cleaner pea pleaded weaker sneak flea              sealed streak fleas creaked streamed gleamed leak              beamed upstream streaked dealer gleam heal              cornmeal steamer heater creak eaters teammates              cleaners eater beater bead seam reap</p>


Sound-Spelling 40

<h1>y /ē/</h1>	<p><i>Explain that this is the third spelling for the long-E sound. Students may know Y from the beginning of words. If helpful, mention that Y says the long-E sound very often, usually at the ends of words. This applies mostly to polysyllabic (say "multisyllable or multiple-syllable") words, so teach some polysyllabic words using the same word-reading routine. Use shorter words like happy to make these easy to read.</i></p>
	<p>only really city body story happy baby tiny study carry party empty funny sorry hardly simply plenty twenty likely daddy mostly directly lucky silly fifty pony candy penny softly safety puppy teddy property rocky ugly shiny sandy badly marry partly safely properly sunny industry forty copy fancy sharply dusty kitty sadly shortly muddy eagerly grocery icy sticky swiftly neatly wildly liberty kindly skinny lately lily buggy grassy entry pity rusty windy belly slippery granny bumpy costly patty orderly handy fluffy stormy glory milky merry buddy bitterly shaggy promptly hobby bunny bakery misty bony pottery elderly battery shady smoky husky grimly briskly gladly ninety dimly tasty fiery nicely weakly sternly freshly intently coldly lobby celery messy foggy oddly tricky hilly silky timidly gully frisky utterly shaky grumpy boldly ladybugs ferry leafy flashy runny unlucky shorty slimy Patsy soggy holly tenderly madly sloppy mommy berry gratefully crossly stocky marshy smelly stuffy floppy ladybug mildly baggy tummy crafty folly creamy dreamy hasty blindly scaly rally lacy bossy wistfully risky puffy fondly beady piggy spotty pastry hotly snugly dolly cranberry gritty</p>


Sound-Spelling 41

<h1>ch /ch/</h1>	<p><i>This is another letter team. Review what this means. Use the term digraph depending on guidance from others.</i></p>
	<p>each much such reached child teacher lunch reach rich beach French check chapter inches branches branch porch teach chest march inch chickens teachers bench chart chin ranch reaches bunch marched chip chances chick chase chamber beaches Chuck chop cheap peach cherry benches charm chill perched chopped starch chilly arch clenched lunchtime richer lunches preacher checkers chess ostrich rancher chat chatter bunches crunch childish drowned cheat chattered preach inched chum chap checker bleach chills</p>




<p style="text-align: center;"><b>ing /ɪŋ/</b></p>	<p><i>Explain that ING is a rhyming team (or use another term you prefer). Those letters say /ing/ together, often at the end of a word. Tell students that the ING often means that someone is in the middle of doing something, but not always.</i></p>
	<p>going morning being getting making king running bring sitting taking standing spring reading eating holding telling meaning ring carrying fishing wings sing string riding helping singing swimming asking hunting finding starting hanging shining studying smiling speaking passing rolling missing setting hiding shaking leading farming bringing dancing willing planning shopping cutting digging picking stopping rings cleaning hoping facing swing acting spinning wing racing reaching resting selling letting crossing kings sending trading teaching landing beings swinging leaning screaming filling rushing adding wedding spelling dining parking forming winning dropping ringing sticking winding skating entering barking dressing spending bending rocking sliding ending dreaming lifting meanings planting hitting chasing marching heating grinning melting striking wishing mining baking printing suffering dripping camping drifting mornings biting packing kidding pressing boring testing stepping humming twisting duckling slipping flashing leaping grinding gleaming steaming darling crashing waking sting tossing tapping sniffing hopping glancing brushing dealing placing panting finishing offering dragging cracking begging clinging bumping splashing wasting marking naming smelling sloping chopping forcing puffing singer pumping backing snapping markings banging nodding wiping blessing slanting handing longing scraping hissing liking drilling milking cunning shifting clapping licking sobbing chattering streaming wagging skipping glittering folding poking popping trotting bobbing piling flapping gliding tugging bedding storing grabbing flaming treating shutting blocking listing crackling stinging creaking stuffing fluttering springtime trapping clicking scattering patting timing hiking limping spilling tending hugging nesting ticking stamping tasting stroking dashing snorting ducklings gasping swelling blinding dumping muttering tracking bucking cheating stocking splitting scrubbing grasping drumming dusting minding shimmering mending kissing sling pleading bragging unwilling sneaking grunting dating dipping wading slicing feasting snoring fanning readings ordering snarling inning logging marrying sensing scolding sipping shaping disgusting strolling piping tagging pecking smashing mocking frosting raking locking lettering nagging plotting dingy chilling shattering publishing harming fencing flipping trusting betting molding</p>


Sound-Spelling 43

<p><b>ng /ng/</b></p>	<p><i>Explain that the clue for king also applies to words with the letters NG. Explain that it does not say /ing/ but this is a letter team that says /ng/ like in song.</i></p>
	<p>long strong song sang hang rang swung lungs bang sprang flung fang clung banged strung stung clang fangs rung bangs sung gong tongs</p>


Sound-Spelling 44

<p><b>ee /ē/</b></p>	<p><i>This is another letter team and another spelling for long E. It can be called a digraph. If you are teaching syllable types, remind students that this sound-spelling goes in a letter team syllable (it is sometimes called a vowel team syllable or digraph syllable).</i></p>
	<p>see need keep feet seen feel tree trees street green sleep deep seem week free feeling needs meet speed feed seeing sleeping sweet coffee indeed keeping meeting steel fifteen feelings speech sheet creek seed bees steep screen bee deeper degrees weeds feeding deeply heels seek sleepy cheek greeted freely sweep meetings beef seaweed peek weed seeking greeting sweeping sleeps fleet greet keen creep succeed heel nineteen keeper reed creeping speeding freed feeds peel reeds weeping deeds sleek deed greedy flee eel beech weekly reef greens fee screeched screech needing peep peeling treetops sleet weep referee feeder sweetly tee feelers speedy glee seep speeded streetcar beet seeped cheeses steeper seedling weeding reel</p>


Sound-Spelling 45

<p style="text-align: center;"><b>le /əl/</b></p>	<p><i>This is the consonant-LE sound-spelling. Explain to students that when they see a vowel letter and then L and E together, the LE says /ul/. You can tell them that the letters in the box are most of the letters that can be used there. If you are teaching syllable types, tell students that these are called "consonant-LE syllables"</i></p>
<div style="text-align: center;">  </div>	<p>little table able middle simple settled cattle bottle handle apple battle settle title eagle tables needle article bottles candle unable saddle candles maple startled struggle stable bundle scrambled struggled kettle marble sample noble needles temple stumbled trembled bubble bubbles bundles huddled beetle giggled paddle riddle tumbled grumbled handles beetles mumbled battles puddle eagles sparkled titles cable rattled rattle pebble freckles marbles muffled cradle wiggled crippled giggle humble fiddle rumble paddled cables wiggle rumbled tackle tremble tumble crumpled riddles stumble nibbled tickle Seattle chuckle pickle teakettle shuffled sparkle fable crackled fumbled crumbled ruffled steeple buckle nibble tickled rattles shuffle fables rumped snuggled baffled huddle saddled spindle crackle rubble grumble dribble wobble tackled bumble bubbled trickle crumble sampled</p>


Sound-Spelling 46

<p style="text-align: center;"><b>ai /ā/</b></p>	<p><i>This is another letter team. Review what this means. Use the term digraph or vowel team depending on guidance from others. If you are teaching syllable types, remind students it is part of a vowel team/ letter team/digraph syllable.</i></p>
<div style="text-align: center;">  </div>	<p>rain wait main waiting tail train paint plain paid laid trail pain brain details sailed grain mail chain training daily Spain sailing failed trains painting gain rains faint pail nails mainly aid claim nail waist grains raining gained rainy rained chains tails rail fail trails brains maid snail aim mainland bait strain painful strained drain painter faintly claims railing rails wailed trailer trainer entertain hail trailing braids waiter raises failing frail painfully gaining stained fainted mailed raiders raid maids braid hailed aiming paintbrush trainers aims raindrop trailers mailing</p>


Sound-Spelling 47

<p><b>ur /er/</b></p>	<p><i>This R-controlled letter team pattern. Explain that it is another spelling for the /er/ sound.</i></p>
	<p>turned during turn hurt turning hurry turns burned fur burning turtle burn burst purple curled burns turtles hurrying furry furs nursery curb sturdy curly hurting returns disturb surf curl curls hamburger bursting curling blurred disturbing nursing hamburgers purr blur surrender murmur burner churned churn burr murky spur scurry scurrying burger</p>


Sound-Spelling 48

<p><b>j /j/</b></p>	<p><i>This is primary spelling for the /j/ sound.</i></p>
	<p>just job jumped jump Jack jobs subject jar jumping jet project jelly jam jars Jasper jug jade jolly joking jeep jest banjo jumbo jumper jumble jellyfish jumpy jester jams</p>

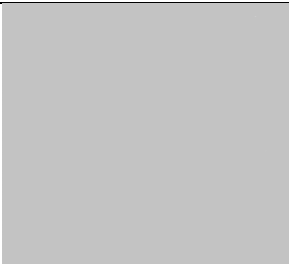
Sound-Spelling 49

<p><b>g /j/</b></p>	<p><b>38 words</b>  <b>2561 total decodable words</b>  <i>This is another letter than has more than one sound. G says /g/ and /j/. There are also two spellings for the /j/ sound. You can explain that the G often makes the /j/ sounds when an E, I, or Y comes after it--and it says /g/ in most other cases. (This is sometimes called a "soft G," but that terminology is not necessary.)</i></p>
	<p>energy page changes age larger danger magic stage gently cage gentle stranger suggested ages Roger charges suggest urged ginger germs cages ranger register gigantic rigid wage urging barges hinges teenager rangers surged teenage germ</p>


Sound-Spelling 50

<p><b>ou /ow/</b></p>	<p><i>This another letter team. It can also be called a digraph or vowel team. If you are teaching syllable types, explain that it goes in a letter team /vowel team / digraph syllable. /ow/ is actually a diphthong (the mouth moves as the vowel is pronounced). Diphthongs are characteristics of spoken language and these are still considered single sounds. Diphthong pronunciations should still be regarded as letter teams, vowel teams, or digraphs If teaching syllable types review the letter team / vowel team / digraph syllable type. If helpful, show students how the mouth changes shape as they make the sound, but this is not necessary.</i></p>
	<p>out found ground sound outside round houses loud clouds proud count cloud sounded loudly shouting outer shout county louder bound pound counter compound mount noun rounded proudly outline pounding bounced nouns counting grounds pouch couch cloudy crouched scout mound hound bouncing outfit trout pronoun rounds foul bounded sounding dugout ouch sprout outlet spout outlined bounces snout soundly bounds roundup outing grouch</p>


Sound-Spelling 51

<p><b>e /-/</b></p>	<p><i>Explain that the letter E sometimes has no sound, usually at the end of a word and in that case they just do not say anything. Explain that the E can be important because it can also remind you how to say some sounds. For example, it can remind you that the G says the /j/ sound when it comes before an E and C says the /s/ sound before an E.</i></p>
	<p>were house large since change else horse strange chance mouse force sense fence charge prince France dance taste weren't waste peace nurse range difference increase glance household peaceful tense nonsense purse bounce paste horseback farmhouse glimpse strangely grease pulse haste clubhouse blouse barge fringe blonde forge braille rinse belle housewife aide</p>


Sound-Spelling 52

<p><b>v /v/</b></p>	<p><i>Explain the meaning of "volatile" if needed.</i></p>
	<p>over very never every ever gave living five river leave          I've leaves having silver drive waves save rivers leaving          cave giving twelve driver we've divided saved traveled          driving wave waved solve invented served vast serve          verbs clever van carved curved divide travels navy          shelves waving curve fever caves beaver dive nerve          drivers November diving saving verb solved volcano          nerves travelers vines ivy drives weaving lively serving          weave sleeve beavers clover wives poverty invite          shivering starve curves invent liver vain starving Venus          lever hive carve diver dived silvery paved starved vet          shiver vine bravely dives vase vest inviting bravery          divers carvings adverb weaver Vermont envy behave          weavers verse heave adverbs shave shaved gravy          vanish valve shaving inventing overturned elves          overseer invest overtime carvers hives</p>


Sound-Spelling 53

<p><b>ow /ō/</b></p>	<p><i>This is a letter team--also called a vowel team or digraph. If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.</i></p>
	<p>own show grow slowly window snow shows low          growing following follow grown slow windows shown          lower narrow blow shadow flow row bowl owned          fellow blowing showing shadows owner flows hollow          arrow rows crow owners shallow arrows blows slowed          glow pillow flowing blown rainbow elbow fellows          borrow glowing snowy slower willow bowls sorrow          elbows owe burrow flown owed snowing bellowed          grownups sparrow narrowed crows mower owning          snowstorm windowsill crowd burrows mow snowed          snowman tow borrowing mowing towed owing          mellow</p>


Sound-Spelling 54

<p><b>oo /oo/</b></p>	<p><i>This is a letter team--also called a vowel team or digraph. If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.</i></p>
	<p>too food room soon moon afternoon cool roof foods tools loose rooms pool bedroom noon classroom sooner root foolish goose mood raccoon tool cooler spoon boom stool boom rooster bamboo proof gloomy cooled hoot loom moons bloom boot loop cooling mushroom fooled lunchroom afternoons stooped stoop mushrooms scooped scoop hoop scooter troop loosely gloom swooped booming boomed raccoons fooling cartoon bedrooms poodle rooted blooming cartoons hooted spool brooms cooper swoop brooding igloo noontime droop coolly moody cooing</p>


Sound-Spelling 55

<p><b>o-e /ō/</b></p>	<p><i>This is another vowel-consonant-E sound-spelling. Explain that this is another spelling of the long-O sound already taught. If you are teaching syllable types, remind students that this goes in a vowel-consonant-E syllable.</i></p>
	<p>home stone hole hope spoke homes bones broke smoke rope drove note pole rode holes woke bone lonely closely stove tone slope globe joke Rome vote shone code mole role cone stroke robe robes grove cones strode cove lone poke hopefully wove homesick nope hopeful homely dose tadpole moles flagpole drone scope</p>


Sound-Spelling 56

<p><b>ay /ā/</b></p>	<p><i>This is a letter team--also called a vowel team or digraph. If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.</i></p>
	<p>way day may say days play maybe ways stay lay pay saying playing gray stayed Saturday okay Sunday clay layer bay rays player layers Friday ray hay staying jay paying tray spray daytime driveway subway display laying lays Norway stray swayed railway midday essay trays dismay relay runway playful sway haystack playhouse playmate freeway</p>


Sound-Spelling 57

<p><b>th /th/</b></p>	<p><i>This is another letter team. Note that TH has two pronunciations (voiced and unvoiced), but they have just one card. Explain to student that the sentence "Throw the ball to your brother" has one word with the /th/ sound (unvoiced) and one with the /th*/ sound, voiced. The clue card can be remembered as the "throw" card or the "throw to your brother" clue card. This is a letter team.</i></p>
	<p>with things three thing without both north south mouth teeth thin within thick path cloth throw length forth strength growth thrown tooth thunder bathroom bath fifth throwing thrust math northwest southwest thump throne thicker thinner depth northeast booth tenth bathtub throws blacksmith faithful thud moth thorn thumping toothpaste thorns ninth toothbrush fifteenth thrill twelfth filthy thrilling tablecloth thrashing faithfully bathrooms thumped toothpick thimble</p>

Sound-Spelling 58


<p><b>th /th*/</b></p>	<p><i>Teach this on the same day as the unvoiced TH. You can have students feel their voice box to illustrate the difference in pronunciation. This is a letter team.</i></p>
	

Sound-Spelling 59


<p><b>oa /ō/</b></p>	<p><i>This another letter team spelling for the long O sound.</i></p>
	<p>road boat coat toad coast coal roads throat coach railroad oak goat floating load soap goal float toast groaned soaked railroads goals cloak roamed charcoal roast loaf foam loads roadside toads coals oatmeal toaster soak raincoat loading loan roasted roam coaster steamboat foal soaking coated groan rowboat overcoat unload boast groans croak sailboat coaches coating loaves lifeboat unloading foaming loaned coaching</p>




Sound-Spelling 60

<p><b>ow /ow/</b></p>	<p><i>This is a letter team--also called a vowel team or digraph (the phoneme is a diphthong). If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable. Remind students the OW says both /ow/ and long-o very often, so students will need to be flexible in how they try to pronounce the letters OW.</i></p>
	<p>how down now however town brown power flowers crowd powerful flower cow cows owl towns bow tower powder crown shower wow crowds downtown clown owls plow towers frown howl towels bows howled downhill howling frowning sundown gown brow plowing growl downstream growling howdy sunflower sow crowding lowering clowns meow Mayflower bowing vowed rowing gowns crowns chowder vow</p>


Sound-Spelling 61

<p><b>igh /ī/</b></p>	<p><i>This is the only three-letter vowel letter team taught here. It is technically a trigraph; talk with others about whether they need this terminology. It can also be called a letter team or vowel team if using that language.</i></p>
	<p>right might night light high bright fight sight higher fighting sunlight tight slightly flight lightning highway tightly mighty daylight midnight lightly brightly slight flashlight sigh lighter moonlight upright lighthouse highways overnight fighter brighter lighting fright fighters twilight tightened night's tighter sighted nighttime starlight sighing nightgown frightful thigh rightful</p>


Sound-Spelling 62

<p><b>tch /ch/</b></p>	<p><i>Explain that this is another three-letter letter team (but not a vowel team) and another spelling of the /ch/ sound.</i></p>
	<p>catch stretched match stretch patch pitch Dutch catching switch hatch scratch stretching matches pitcher ditch fetch scratching catches hatched ketchup switched sketch latch clutching catcher crutches fetched pitching snatch stitch twitched itch hitch clutch twitch hitching stretcher batch hatches</p>

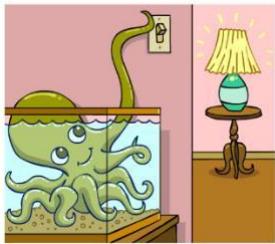
Sound-Spelling 63

<p style="text-align: center;"><b>oo /u/</b></p>	<p><i>This is a letter team--it could also be called a vowel team or digraph. Explain that the letters OO can say this sound or the sound in spoon. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.</i></p>
	<p>look good took looking book stood foot wood woods shook cook wool understood cooking hook cooked notebook childhood brook hood crooked lookout woof hooves redwood hoof Hollywood scrapbook crook bookcase woodcutter footing cook's dogwood hoods hooded footprint goodnight</p>


Sound-Spelling 64

<p style="text-align: center;"><b>z /z/</b></p>	<p><i>This is the second spelling for the /z/ sound. Remind students that sounds can have more than one spelling.</i></p>
	<p>size zoo crazy prize puzzled citizens breeze freezing lazy gazed freeze puzzle dizzy grazing froze gaze zone gazing buzzing blazing buzz graze grizzly cozy fuzzy blaze jazz breezes blazed zoom buzzed freezer sneeze grazed dazed dozed zoos zip glazed sneezing sneezed zigzag oversized buzzer</p>


Sound-Spelling 65

<p style="text-align: center;"><b>a /ă/</b></p>	<p><i>This is another pronunciation for the letter A. You can explain that this pronunciation is used most often when it is after W or part of the phonogram "all."</i></p>
	<p>all water called want also small almost call ball watch tall fall wall wants watching smaller hall walls salt falling baseball wash calling falls washed waters football calls washing taller swallowed wanting swallow swamp false water stall watches rainfall salty hallway wander bald halt watered watering halls washes swan watery overalls swap walrus waterfall walnut softball wallpaper waterfalls nightfall swallowing wand rainwater waterway overall mall waterproof wasp caller snowball waddled wanderers afar halter watcher watchdog wad washer</p>


Sound-Spelling 66

<p><b>ea /ě/</b></p>	<p><i>This is a letter team--it could also be called a vowel team or digraph. Explain that the letters EA can say this sound or the long E sound in eat. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.</i></p>
	<p>head ready already instead heavy meant bread spread breath heads health headed healthy steady overhead meadow thread heading leaped sweat sweater spreading deaf wealth dreadful threads heavens meadows threat dread headline sweating headlines dreaded leapt reread sweaty</p>


Sound-Spelling 67

<p><b>x /ks/</b></p>	<p><i>Note that X comprises the sounds /k/ and /s/. Students do not need to know this as long as they can pronounce it correctly.</i></p>
	<p>next box six fox Mexico fix boxes mixed max sixteen tax sixty wax mix sixth relaxed expert ax ox foxes index fixing axis mixing mailbox textbook axle axe mixes boxing prefix fixes icebox suffix boxer mixer exercise</p>


Sound-Spelling 68

<p><b>aw /aw/</b></p>	<p><i>This is a letter team--it could also be called a vowel team or digraph. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.</i></p>
	<p>saw law draw laws drawing awful drawn dawn straw raw lawn paw claws drawings crawl hawk jaws drawer jaw awfully drawers crawling lawns strawberry shawl draws claw fawn awe sprawled sprawling outlaw sawmill bawled fawns bawling sawdust outlaws seesaw</p>


Sound-Spelling 69

<p><b>ir /er/</b></p>	<p><i>This is another vowel-R sound-spelling. If you are teaching syllable types, remind students that the vowel-R sound-spelling goes in vowel-R syllables</i></p>
	<p>first girl girls bird birds third sir birthday circle dirt shirt dirty thirty birth circus firmly firm thirteen circles stirred skirt thirsty circled stir stirring birch thirst fir blackbird swirl birthdays chirping thirteenth blackbirds twirling birches</p>


Sound-Spelling 70

<p><b>qu /kw/</b></p>	<p><i>Refer to QU as a letter team even though there are actually two sounds.</i></p>
	<p>quickly quite quick queen liquid quit liquids quilt squeeze squeak squash quills quicker squinted squad squatted queens squealed squinting quack quail squeaky squealing squatting squashed squirmed quitting squeal quiz quench</p>


Sound-Spelling 71

<p><b>oi /oy/</b></p>	<p><i>This is a letter team--also called a vowel team or digraph (the phoneme is a diphthong). If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.</i></p>
	<p>voice point oil soil joined join voices choice pointing noises moist coins boiling choices coin spoil spoiled joining boil coil oils joins coiled foil oily boiler pointer rejoiced</p>


Sound-Spelling 72

<p style="text-align: center;"><b>ey /ē/</b></p>	<p><i>This is a letter team--it could also be called a vowel team or digraph and another spelling for the long-E sound. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.</i></p>
	<p>valley beyond key valleys turkey chimney alley keys turkeys barley dicey hockey chimneys galley trolley volleyball jockey</p>


Sound-Spelling 73

<p style="text-align: center;"><b>wh /w/</b></p>	<p><i>This is another spelling of the /w/ sound.</i></p>
	<p>when which while white wheels wheel whispered wheat whale whales whisper wheeled whispering whirling whirl whine whirlwind whined whoa whooping wheeling whim</p>


Sound-Spelling 74

<p style="text-align: center;"><b>y /y/</b></p>	<p><i>This is the consonant pronunciation of Y. Contrast it with the long-E and long-I spellings. You can tell students that the long-E sound usually comes at the end of longer words and that the long-I usually comes at the end of short one-syllable words.</i></p>
	<p>yes yet yellow yard yelled yesterday yards yelling yell lawyer yarn lawyers yawn barnyard yells yams yonder yellowish yoke yelp yam yelping yeast yogurt yarns yardstick</p>

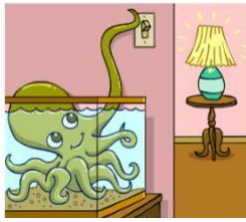
Sound-Spelling 75

<p><b>y /ī/</b></p>	<p><i>Explain that this is another spelling of the long I sound and that Y makes both the long-I and long-E sounds. Note again that Y has a different sound at the beginning of words if helpful.</i></p>
	<p>by my why try sky trying dry fly myself cry flying lying supply crying dying shy cycle butterfly drying frying spy tying fry goodbye Wyoming sly dye rye shyly skyscraper typing cyclone dyes</p>


Sound-Spelling 76

<p><b>or /er/</b></p>	<p><i>This is another vowel-R sound-spelling. Explain that it is another spelling for the /er/ sound. Explain that the letter OR can make two different sounds, /or/ and /er/ and that the OR spelling of /er/ often occurs at the end of longer words. If you are teaching syllable types, remind students that the vowel-R sound-spelling goes in vowel-R syllables.</i></p>
	<p>work world words word worked working doctor workers history forget worry major worse mirror forgot worth factory forever correct doctors effort emperor worst worker memory harbor motor homework labor correctly sailor worms worm favor terror vapor victory tailor worrying horror parlor victor minor director odor mirrors ivory factors actor corral stubborn inventor errors actors workshop inspector error motors tractor forgetting worlds hickory decorate framework housework flavor forgets stubbornly forbid patchwork majors</p>


Sound-Spelling 77

<p><b>au /aw/</b></p>	<p><i>This is a letter team--it could also be called a vowel team or digraph. If you are teaching syllable types, this goes in a letter team / digraph / vowel team syllable.</i></p>
	<p>causes fault August author hauled laundry haul saucer auto Austin sauce hauling taut vault</p>

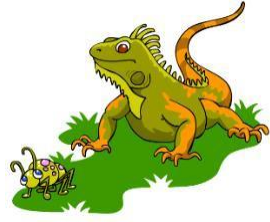
Sound-Spelling 78

<p><b>u /yoo/</b></p>	<p><i>This is the long U sound. Review the idea of long vowels. If you are teaching syllable types, the single-letter U pronounced with long-U (or /oo/) usually comes at the end of a syllable and those are called an open syllable. Explain the meaning of “amuses” if needed.</i></p>
	<p>united uses unit fuels arguing humor menu museums bugle unicorn</p>


Sound-Spelling 79

<p><b>u /oo/</b></p>	<p><i>This is similar to the long U sound but lacks the /y/ sound at the beginning of long U. Contrast the two pronunciations. Have students practice words with U = /oo/ first but practice reading long U words also.</i></p>
	<p>truth including ruler duty included truly super rulers Peru flu tuning superb truthful unruly ruby</p>

Sound-Spelling 80

<p><b>y /i/</b></p>	<p><i>This is another spelling for /i/ and the fourth sound made by the letter Y. Contrast it with the other Y pronunciations. During Sounding Out, focus on reading words with the /i/ pronunciation first. Then, read words with other pronunciations of Y.</i></p>
	<p>bicycle mystery Egypt bicycles gym Brooklyn syrup</p>

Sound-Spelling 81

<p><b>oy /oy/</b></p>	<p><i>This is a letter team--also called a vowel team or digraph (the phoneme is a diphthong). If teaching syllable types, this sound-spelling is part of a letter team / vowel team / digraph syllable.</i></p>
	<p>boy boys joy toy enjoyed toys cowboy cowboys joyfully joyful oyster</p>