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### Mini Lesson Statement:

Readers notice words that follow the short vowel pattern CCVC so that they can instantly identify short vowel sounds while reading fluently.

### Before the Lesson:

1. Write the ML statement and outline on the anchor chart.
2. Decide which mentor texts you'll use for the lesson (these can be any text or passage you've already read to the class that has strong examples of CCVC words).
3. Complete your first example, using a mentor text.

**Introduction** (use this language as a guide) \*One of the most common spelling patterns for one syllable words is the CCVC pattern. This is an acronym that means consonant-consonant-vowel-consonant. The vowel in many of the words that have this spelling pattern makes a short vowel sound like in the word, *plan*. But, sometimes the vowel makes the long sound like in the word, *flag*. It's important for readers to know this so they can try sounding out the word with a short vowel sound first. If the word doesn't sound like a word they know, readers can try again with the long vowel sound. Sometimes CCVC words have 4 separate sounds, like *plot*. Sometime they have 3 sounds like *ship*. Let's look for CCVC words with short vowel sounds today.\*

### 1. Define and Model for the Class:

- Begin by thinking aloud about CCVC words. Remind the class that most words with the CCVC pattern make the short vowel sound. *Use the language above in red to get started with your conversation.*
- Remind the class of a book you read together. Reread a part of the book aloud and ask students to listen for CCVC words with a short vowel sound. After reading, stop and write 1-2 words on the class chart. Circle the vowel inside the word and make its short sound aloud. Create a list of words that rhyme.

### 2. Invite Students to Help:

- Read a few more sentences from your mentor text. Ask students to listen for CCVC words with short vowel sounds. After reading, invite students to call out CCVC words they heard. Identify the vowels and list words that rhyme, building patterns. Mention whether the words have 3 or 4 sounds.

### 3. Engage All Learners:

- Read a few more sentences aloud. After reading, ask students to turn and talk with a partner, identifying CCVC words with short vowel sounds and words that rhyme with that pattern. Give them 1-2 minutes, then ask them to share what their partner said with the class.
- As students share, add the words onto the class chart.
- Discuss and sort the CCVC words between 3 and 4 sounds. Talk about consonant sounds and how being able to quickly sound out CCVC words helps with fluency.

### 4. Transition to Independent Time:

- Review the key learning with the class.
- Pass out the independent practice page. Instruct students to list CCVC words with short vowel sounds that they read in their independent books. Have them create a list of words that rhyme with each word. Then sort the words into either 3 or 4 sounds.
- Use the additional student support page for CCVC words if needed.

### Sample Anchor Chart

Readers notice words that follow the short vowel pattern CCVC so that they can instantly identify short vowel sounds while reading fluently.			
What is a CCVC word?:		A 4 letter word that follows the pattern, consonant-consonant-vowel-consonant. These words can have 3 or 4 sounds.	
CCVC Word:	CCVC Word:	CCVC Word:	CCVC Word:
Rhyming Words:	Rhyming Words:	Rhyming Words:	Rhyming Words:
CCVC Words with 3 sounds: Look at the lists from above. Copy		CCVC Words with 4 sounds: words with 3 sounds and 4 sounds in the correct columns.	

- ### 5. The Share:
- Gather together as a class. Use turn-and-talk to have students share their independent reading responses with a partner.

After a few minutes, have them share responses with the class.

# I can define and identify CCVC words instantly so that I can read with fluency and comprehension.

Readers notice words that follow the short vowel pattern CCVC so that they can instantly identify short vowel sounds while reading fluently.

## What is a CCVC Word?

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CCVC Word:	CCVC Word:	CCVC Word:	CCVC Word:
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____

### CCVC Words with 3 Sounds:

### CCVC Words with 4 Sounds:

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**STUDENT NOTE-TAKING PAGES FOR EVERY LESSON**



# All About CCVC Words

I can define and identify CCVC words instantly so that I can read with fluency and comprehension.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Define what a CCVC word is. Identify 4 CCVC words from your reading today. For each word, list as many rhyming words as you can think of. Circle all the short vowel sounds. Describe 4 things you know about CCVC words.

What is CCVC word? \_\_\_\_\_



CCVC Word:	CCVC Word:	CCVC Word:	CCVC Word:
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____

CCVC Words with 3 Sounds:

CCVC Words with 4 Sounds:

**GRAPHIC ORGANIZERS FOR EVERY GRAMMAR LESSON**

# Rationale:

This resource is designed for you to plan, teach, and assess the specific phonics skills, short vowel patterns. The lessons are very specific and focus on 12 types of short vowel patterns to notice during reading that you will have the option to teach to your whole class, in a small group, or one-on-one in a reading conference to cover a specific skill if you notice a student struggling.

By teaching each mini lesson specifically, you can explicitly teach each phonics skill while incorporating that skill into the big picture of reading comprehension. You will also provide students with the opportunity to interact with each phonics skill, sharing their thinking as they talk with partners and listen to others' ideas during the lesson.

Using this type of interactive mini lesson framework while intentionally teaching a specific phonics skill has been researched as a best practice approach to helping young readers understand and practice the importance of integrating reading comprehension with phonics understandings as they read and write text.

## Included in this Resource:

1. 12 mini lesson statements and detailed teaching instructions for teaching about short vowel patterns.
2. 12 sample mini lesson anchor charts (your anchor charts will look different based on the mentor texts you choose to use and the responses from your students, but you can use the same outline as provided).
3. 'I Can' statement cards for each lesson. These are great to post in the room, at a literacy station, glued into readers' notebooks, or posted at a small group table when re-teaching.
4. Blank anchor chart pages for students. These can be glued into reader's notebooks in a mini lesson section. Students can complete them during the lesson and have a record of learning kept safely in their notebooks to reference anytime!
5. Multiple graphic organizers for independent activities that match each of the 12 mini lessons. These can be used with any text students are reading and can be used over and over again. They are great for assessment!
6. Short comprehension quizzes on nouns to administer after the 12 lessons are completed. Answer keys are provided!
7. A certificate of mastery you can give students to build their confidence!
8. 14 different styles of brag tags for rewarding students for all their hard work and learning.

Thank you so much to these amazing artists, whose work is found in this resource!



# The Mini Lessons: Short Vowel Patterns

\*\*please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

<b>LESSON 1</b> <i>An Overview</i>	Readers identify the 5 main short vowel sounds so they can use those sounds to help them solve and understand new words.
<b>LESSON 2</b> <i>2 letter words</i>	Readers identify 2 letter words with short vowel sounds so they can read them fluently and focus on comprehension.
<b>LESSON 3</b> <i>CVC short vowel words</i>	Readers notice words that follow the short vowel pattern CVC so that they can instantly identify short vowel sounds while reading fluently.
<b>LESSON 4</b> <i>CCVC short vowel words</i>	Readers notice words that follow the short vowel pattern CCVC so that they can instantly identify short vowel sounds while reading fluently.
<b>LESSON 5</b> <i>CVCC short vowel words</i>	Readers notice words that follow the short vowel pattern CVCC so that they can instantly identify short vowel sounds while reading fluently.

# The Standards: Grade 2

	Common Core State Standard	TEK Standard
<b>Lesson 1:</b> An Overview	<a href="#">CCSS.ELA-LITERACY.RF.2.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>Lesson 2:</b> 2 Letter Words	<a href="#">CCSS.ELA-LITERACY.RF.2.3.A</a> Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>Lesson 3:</b> CVC Short Vowel Words	<a href="#">CSS.ELA-LITERACY.RF.2.3.A</a> Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>Lesson 4:</b> CVCC Short Vowel Words	<a href="#">CSS.ELA-LITERACY.RF.2.3.A</a> Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>Lesson 5:</b> CCVC Short Vowel Words	<a href="#">CSS.ELA-LITERACY.RF.2.3.A</a> Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Bi Demonstrate phonological awareness by decoding words with short, long, or variant vowels, trigraphs, and blends.
<b>Lesson 6:</b> CCVCC Short Vowel Words	<a href="#">CSS.ELA-LITERACY.RF.2.3.A</a> Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Bi Demonstrate phonological awareness by decoding words with short, long, or variant vowels, trigraphs, and blends.
<b>Lesson 7:</b> CCVCV Short Vowel Words	<a href="#">CSS.ELA-LITERACY.RF.2.3.A</a> Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Bi Demonstrate phonological awareness by decoding words with short, long, or variant vowels, trigraphs, and blends.
<b>Lesson 8:</b> CCCVCC Short Vowel Words	<a href="#">CSS.ELA-LITERACY.RF.2.3.A</a> Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Bi Demonstrate phonological awareness by decoding words with short, long, or variant vowels, trigraphs, and blends.
<b>Lesson 9:</b> Beginning of Word	<a href="#">CCSS.ELA-LITERACY.RF.2.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>Lesson 10:</b> Middle of Word	<a href="#">CCSS.ELA-LITERACY.RF.2.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>Lesson 11:</b> The letter /y/ as a short vowel sound	<a href="#">CCSS.ELA-LITERACY.RF.2.3.E</a> Identify words with inconsistent but common spelling-sound correspondences.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
<b>Lesson 12:</b> Conclusion	<a href="#">CCSS.ELA-LITERACY.RF.2.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.



# The Standards: Grade 3

	Common Core State Standard	TEK Standard
<b>Lesson 1:</b> An Overview	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 2:</b> 2 Letter Words	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 3:</b> CVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 4:</b> CVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 5:</b> CCVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 6:</b> CCVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 7:</b> CCCVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 8:</b> CCCVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 9:</b> Beginning of Word	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 10:</b> Middle of Word	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 11:</b> The letter /y/ as a short vowel sound	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 12:</b> Conclusion	<a href="#">CCSS.ELA-LITERACY.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

# The Standards: Grade 4

	Common Core State Standard	TEK Standard
<b>Lesson 1:</b> An Overview	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 2:</b> 2 Letter Words	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 3:</b> CVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 4:</b> CVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 5:</b> CCVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 6:</b> CCVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 7:</b> CCCVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 8:</b> CCCVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 9:</b> Beginning of Word	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 10:</b> Middle of Word	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 11:</b> The letter /y/ as a short vowel sound	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 12:</b> Conclusion	<a href="#">CCSS.ELA-LITERACY.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

# The Standards: Grade 5

	Common Core State Standard	TEK Standard
<b>Lesson 1:</b> An Overview	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 2:</b> 2 Letter Words	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 3:</b> CVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 4:</b> CVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 5:</b> CCVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 6:</b> CCVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 7:</b> CCVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 8:</b> CCVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 9:</b> Beginning of Word	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 10:</b> Middle of Word	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 11:</b> The letter /y/ as a short vowel sound	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
<b>Lesson 12:</b> Conclusion	<a href="#">CCSS.ELA-LITERACY.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

# The Standards: Grade 6

	Common Core State Standard	TEK Standard
<b>Lesson 1:</b> An Overview	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 2:</b> 2 Letter Words	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 3:</b> CVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 4:</b> CVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 5:</b> CCVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 6:</b> CCVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 7:</b> CCVC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 8:</b> CCVCC Short Vowel Words	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 9:</b> Beginning of Word	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 10:</b> Middle of Word	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 11:</b> The letter /y/ as a short vowel sound	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
<b>Lesson 12:</b> Conclusion	<a href="#">CCSS.ELA-LITERACY.L.6.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

# Section One: Teacher Pages

## INCLUDED IN THIS SECTION:

1. Lesson Planning Pages for all 12 Lessons
2. Sample Anchor Charts for each Lesson
3. 'I Can' Statement Cards with specific teacher questions for Every Lesson (No Clip Art/Clip Art Versions)



### Mini Lesson Statement:

Readers notice words that follow the short vowel pattern CVCC so that they can instantly identify short vowel sounds while reading fluently.

### Before the Lesson:

1. Write the ML statement and outline on the anchor chart.
2. Decide which mentor texts you'll use for the lesson (these can be any text or passage you've already read to the class that has strong examples of CVCC words).
3. Complete your first example, using a mentor text.

**Introduction** (use this language as a guide) "We've been talking a lot about the most commonly spelled one syllable words. Another common spelling pattern is the CVCC pattern. This acronym stands for consonant-vowel-consonant-consonant. Words that fit this pattern can have either a short or long vowel sound, like in the words *fold* and *mash*. It's important for readers to think very carefully about the vowel sound inside of a CVCC word so that they can make sure the word makes sense in the text they are reading. Today we are going to focus on CVCC words that have a short vowel sound. We can notice CVCC words with long vowel sounds as well. We can also pay attention to whether the word has 4 sounds (*felt*) or 3 (*with*)."

### 1. Define and Model for the Class:

- Begin by thinking aloud about CVCC words. Remind the class that most words with the CVCC pattern make the short vowel sound. Use the language above in red to get started with your conversation.
- Remind the class of a book you read together. Reread a part of the book aloud and ask students to listen for CVCC words with a short vowel sound. After reading, stop and write 1-2 words on the class chart. Circle the vowel inside the word and make the short vowel sound loud. Create a list of words that rhyme.

### 2. Invite Students to Help:

- Read a few more sentences from your mentor text. Ask students to listen for CVCC words with short vowel sounds. After reading, invite students to call out CVCC words they heard. Identify the vowels and list words that rhyme, building patterns. Mention whether the words have 3 or 4 sounds.

### 3. Engage All Learners:

- Read a few more sentences aloud. After reading, ask students to turn and talk with a partner, identifying CVCC words with short vowel sounds and words that rhyme with that pattern. Give them 1-2 minutes, then ask them to share what their partner said with the class.
- As students share, add the words onto the class chart.
- Discuss and sort the CVCC words between 3 and 4 sounds. Talk about consonant sounds and how being able to quickly sound out CVCC words helps with fluency.

### 4. Transition to Independent Time:

- Review the key learning with the class.
- Pass out the independent practice page. Instruct students to list CVCC words with short vowel sounds that they read in their independent books. Have them create a list of words that rhyme with each word. Then sort the words into either 3 or 4 sounds.
- Use the additional student support page for CVCC words if needed.
- Use the table cards to pull a small group if re-teaching support is needed.

### Sample Anchor Chart

Readers notice words that follow the short vowel pattern CVCC so that they can instantly identify short vowel sounds while reading fluently.			
<b>What is a CVCC word?:</b>		A 4 letter word that follows the pattern, consonant-vowel-consonant-consonant. These words can have 3 or 4 sounds.	
CVCC Word:	CVCC Word:	CVCC Word:	CVCC Word:
Rhyming Words:	Rhyming Words:	Rhyming Words:	Rhyming Words:
CVCC Words with 3 sounds: Look at the lists from above. Copy words with 3 sounds in the correct columns.		CVCC Words with 4 sounds: Copy words with 3 sounds and 4 sounds in the correct columns.	

- ### 5. The Share:
- Gather together as a class. Use turn-and-talk to have students share their independent reading responses with a partner. After a few minutes, have them share responses with the class.

comprehension.  
read with fluency and  
instantly so that I can  
identify CVCC words  
I can define and

Sample

1. What is a CVCC word? What sounds does the vowel make in this type of word?
2. Look at this page. Which words are CVCC words? Sound them out.
3. What are some words that rhyme with this CVCC word?
4. Why is it important for readers to know the CVCC word pattern?

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# Section Two: Student Pages

## INCLUDED IN THIS SECTION:

1. Blank Anchor Chart Pages for students to take notes during the mini lesson. (these are great for gluing into reader's notebooks!)
2. Several Graphic Organizers for Independent Practice after Every Lesson
3. A Comprehension Quiz

# I can define and identify CVCC words instantly so that I can read with fluency and comprehension.

Readers notice words that follow the short vowel pattern CVCC so that they can instantly identify short vowel sounds while reading fluently.

## What is a CVCC Word?

---

---

---

CVCC Word:	CVCC Word:	CVCC Word:	CVCC Word:
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____

### CVCC Words with 3 Sounds:

### CVCC Words with 4 Sounds:

----------------------	----------------------

Sample



# All About CVCC Words

I can define and identify CVCC words instantly so that I can read with fluency and comprehension.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Directions:** Define what a CVCC word is. Identify 4 CVCC words from your reading today. For each word, list as many rhyming words as you can think of. Circle all the short vowel sounds. Describe 4 things you know about CVCC words.

What is CVCC word? \_\_\_\_\_



Sample

CVCC Word:	CVCC Word:	CVCC Word:	CVCC Word:
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____

CVCC Words with 3 Sounds:

CVCC Words with 4 Sounds:

**I can keep a collection of words with short vowels that follow the CVCC letter pattern.**

**Short Vowel Words with the CVCC Letter Pattern:**

- |           |           |
|-----------|-----------|
| 1. _____  | 21. _____ |
| 2. _____  | 22. _____ |
| 3. _____  | 23. _____ |
| 4. _____  | 24. _____ |
| 5. _____  | 25. _____ |
| 6. _____  | 26. _____ |
| 7. _____  | 27. _____ |
| 8. _____  | 28. _____ |
| 9. _____  | 29. _____ |
| 10. _____ | 30. _____ |
| 11. _____ | 31. _____ |
| 12. _____ | 32. _____ |
| 13. _____ | 33. _____ |
| 14. _____ | 34. _____ |
| 15. _____ | 35. _____ |
| 16. _____ | 36. _____ |
| 17. _____ | 37. _____ |
| 18. _____ | 38. _____ |
| 19. _____ | 39. _____ |
| 20. _____ | 40. _____ |

Sample

# Short Vowel CVCC Words

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** List words from your reading that follow the CVCC letter pattern like the words *camp*, *best*, or *silk*.

**CăCC:**

**CěCC:**

**CıCC:**

**CöCC:**

**CüCC:**

Sample

**Directions:** Choose at least one word from each box above and write your own sentences.

**CăCC:**

**CěCC:**

**CıCC:**

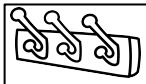
**CöCC:**

**CüCC:**

# Short Vowel CVCC Words

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** List words from your reading that follow the CVCC letter pattern like the words *camp*, *best*, or *silk*.



**CăCC:**



**CěCC:**



**CȳCC:**

**CöCC:**



**CūCC:**



Sample

**Directions:** Choose at least one word from each box above and write your own sentences.

**CăCC:**

**CěCC:**

**CȳCC:**

**CöCC:**

**CūCC:**

# Short Vowel Patterns Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “True or False?? You Decide!”

**Directions:** Write 'F' for false or 'T' for true next to each statement.

1. \_\_\_\_\_ A vowel is any letter in the alphabet that is not a consonant.
2. \_\_\_\_\_ There are 25 letters in the alphabet.
3. \_\_\_\_\_ Readers say the name of a vowel to make the short vowel sound.
4. \_\_\_\_\_ Most 2 letter words have a short vowel sound.
5. \_\_\_\_\_ Almost all CVC words have a long vowel sound in the middle.
6. \_\_\_\_\_ CVC words have consonants and one vowel.
7. \_\_\_\_\_ All CCVC words have 4 sounds.
8. \_\_\_\_\_ Most CCVC words have a short vowel sound.
9. \_\_\_\_\_ All CVCC words have 4 letters that each make their own unique sound.
10. \_\_\_\_\_ CCVCC words can have between 3 and 5 sounds.
11. \_\_\_\_\_ Words that begin with a vowel make either a long, short or other vowel sound.
12. \_\_\_\_\_ Words with one vowel sound in the middle can only make the short vowel sound.
13. \_\_\_\_\_ The letter /y/ can only be used as a long vowel sound.
14. \_\_\_\_\_ Readers can use what they know about word patterns to sound out vowels.



# Short Vowel Patterns Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write the letter on the line next to each word that match the word with the definition.

- |                            |   |
|----------------------------|---|
| 1. _____ Short Vowel Sound | A. A 4 Letter word that follows the pattern, consonant-consonant-vowel-consonant. These words can have 3-4 sounds.                              |
| 2. _____ CVC Word          | B. A 5 letter word that consists of 4 consonants and one vowel in the middle of the word.   |
| 3. _____ CCVCC Word        | C. A 6 letter word that consists of 3 consonants at the beginning of the word, a vowel in the middle, and 2 consonants at the end of the word.  |
| 4. _____ Vowel             | D. Any letter in the alphabet that is not a consonant.  |
| 5. _____ CVCC Word         | E. A 4 Letter word that follows the pattern, consonant-consonant-vowel-consonant. These words can have 3-4 sounds.                              |
| 6. _____ CCCVCC Word       | F. A 3 letter word that follows the pattern, consonant-vowel-consonant and almost always has a short vowel sound.                               |
| 7. _____ CCVC Word         | G. A 5 letter word that consists of 3 consonants at the beginning of the word, a vowel in the middle, and one consonant at the end of the word. |
| 8. _____ CCCVC Word        | H. The sound a vowel makes when it is not saying its name.  |

Sample

**Directions:** Write 2 examples of words that will match each of the patterns below:

CVC:

1. \_\_\_\_\_
2. \_\_\_\_\_

CCVC:

1. \_\_\_\_\_
2. \_\_\_\_\_

CVCC:

1. \_\_\_\_\_
2. \_\_\_\_\_

CCVCC:

1. \_\_\_\_\_
2. \_\_\_\_\_

CCVC:

1. \_\_\_\_\_
2. \_\_\_\_\_

CCVCC:

1. \_\_\_\_\_
2. \_\_\_\_\_

Y and a Short Vowel:

1. \_\_\_\_\_
2. \_\_\_\_\_

Y as a Long Vowel:

1. \_\_\_\_\_
2. \_\_\_\_\_

# Short Vowel Patterns Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “Multiple Choice...You Decide!”

**Directions:** Circle the BEST answer for each of the multiple choice questions below.

- Which statement is true?
  - There are more vowels than consonants.
  - Each vowel only makes 1 sound.
  - Short vowels say the vowel's name.
  - There are 5 main short vowel sounds.
- Words with just two letters often \_\_\_\_\_.
  - have a short vowel sound
  - are plural
  - have a long vowel sound
  - are at the start of a sentence
- Most CVC words have a \_\_\_\_\_ vowel sound.
  - long
  - r-controlled
  - short
  - silent e
- Which statement is true about CCVC words?
  - They all have 4 sounds.
  - The vowel is always short.
  - They all have 3 sounds.
  - They all have 4 letters.
- Which statement is true about CVCC words?
  - They all have 3 sounds.
  - They all have long vowels.
  - They can have 3 or 4 sounds.
  - They begin with a vowel.
- Which spelling patterns matches the word 'sprint'?
  - CCVC
  - CCCVC
  - CCCVCC
  - CVC
- Which spelling pattern matches the word 'think'?
  - CVCC
  - CCVC
  - CCVC
  - CCVCC
- What kind of sound do words that begin with a vowel make?
  - a long sound
  - a short sound
  - a different sound
  - all of the above
- Which /y/ sound is used in the word, 'gymnasium'?
  - the long ī sound
  - the short ĭ sound
  - the long ē sound
  - The consonant sound for the letter /y/
- What can readers do to sound out a vowel in a new word?
  - look at letter patterns
  - think about the word meaning
  - think of rhyming words
  - all of the above

I am a  
Short Vowel  
Pattern  
master!



I am a  
Short Vowel  
Pattern  
master!



I am a  
Short Vowel  
Pattern  
master!



I am a  
Short Vowel  
Pattern  
master!



I am a  
Short Vowel  
Pattern  
master!



I am a  
Short Vowel  
Pattern  
master!



I am a  
Short Vowel  
Pattern  
master!



I am a  
Short Vowel  
Pattern  
master!



I am a  
Short Vowel  
Pattern  
master!



Sample

I am a  
Short Vowel  
Pattern  
master!



I am a  
Short Vowel  
Pattern  
master!



I am a  
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Sample