

Hello There!

I am so excited to be bringing you this set of phonics passages, where everything you and your students need to practice a specific type of phonics skill is on ONE page!

What Is Included:

1. 8-10 passages for each of the 10 focus skills.
2. Complete answer keys for every passage.
3. Google Drive digital version

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on short vowels.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on short vowels.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGES BELOW to see the Phonics Curriculum!

CCVC Short Vowel Words
4
SHORT VOWEL PATTERNS

44 PHONICS LESSONS

Teacher Word Lists:

WORD LISTS FOR EACH LESSON!

This page contains a lesson plan for CCVC short vowel words. It includes a 'McLesson Statement', 'Before the Lesson' activities, and 'After the Lesson' activities. A 'Teacher Word Lists' section provides a grid of words for each vowel sound (a, e, i, o, u). The page also features a 'WORD LISTS FOR EACH LESSON!' section with specific word lists for each vowel.

I can identify common spelling patterns for the long a vowel sound to help me read with fluency.

STUDENT NOTE-TAKING PAGES

Long a Spelling Patterns

STUDENT PRACTICE PAGES

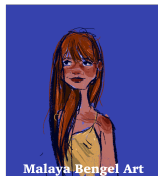
This page is designed for students to take notes on long vowel patterns. It includes a table for identifying words with long 'a' sounds, a section for 'Long a Spelling Patterns' with a grid for writing words, and 'STUDENT PRACTICE PAGES' for independent work.

Short Vowel Patterns Assessment

3 ASSESSMENT FORMATS

This page contains three different assessment formats for short vowel patterns. It includes multiple choice questions, 'True or False?' questions, and 'Multiple Choice... You Decide!' questions. The page is designed to evaluate students' understanding of short vowel sounds and their corresponding spelling patterns.

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



Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Phonics Skills Covered
Olivia Doesn't Like to be Touched	Fiction	<ul style="list-style-type: none">• Short Vowels
Amelia Earhart	NF	<ul style="list-style-type: none">• Short Vowels
Max & Shawn	Fiction	<ul style="list-style-type: none">• CVC Words• CCVC Words• CVCC Words
Claudette Colvin	NF	<ul style="list-style-type: none">• CVC Words• CCVC Words• CVCC Words
Thankful	Fiction	<ul style="list-style-type: none">• CCVCC Words• CCCVC Words• CCCVCC Words
Thunderstorms	NF	<ul style="list-style-type: none">• CCVCC Words• CCCVC Words• CCCVCC Words
Jamell's Favorite Author	Fiction	<ul style="list-style-type: none">• Multi-syllable Words
Misty Copeland	NF	<ul style="list-style-type: none">• Multi-syllable Words

Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Phonics Skills Covered
The Apology	Fiction	<ul style="list-style-type: none">• Long Vowels
Capibara	NF	<ul style="list-style-type: none">• Long Vowels
A Delicious New Treat	Fiction	<ul style="list-style-type: none">• CV Words• CVC-e Words• CCVC-e Words
Harriet Tubman	NF	<ul style="list-style-type: none">• CV Words• CVC-e Words• CCVC-e Words
The Joys of Friendship	Fiction	<ul style="list-style-type: none">• CCVCC Words• CCCVC Words• CCCVCC Words
Marco Polo	NF	<ul style="list-style-type: none">• CCVCC Words• CCCVC Words• CCCVCC Words
Dreaming About the Future	Fiction	<ul style="list-style-type: none">• Multi-syllable Words
Marmosets	NF	<ul style="list-style-type: none">• Multi-syllable Words

Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Grammar Skills Covered
Milk Shake	Fiction	• Consonant Blends
Biking Through Time	NF	• Consonant Blends
Monkey House	Fiction	• Consonant Blends
Bones, Bones, Bones	NF	• Consonant Blends
New Rules	Fiction	• 3 Letter Blends
James Naismith	NF	• 3 Letter Blends
On the Starting Block	Fiction	• Parts of the Word
Using the Wind	NF	• Parts of the Word

Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Grammar Skills Covered
Does Caillou Have Cooties?	Fiction	• Consonant Digraphs
What's a VHS?	NF	• Consonant Digraphs
Bad Mood	Fiction	• Consonant Digraphs
Mary Celeste	NF	• Consonant Digraphs
Hotel Mix-up	Fiction	• Consonant Digraphs
Tom Hanks	NF	• Consonant Digraphs
Kalena's Choice	Fiction	• Consonant Digraphs
Washing Your Hands	NF	• Consonant Digraphs

Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Grammar Skills Covered
Stepping into Spring	Fiction	• Silent Letters -h, -t and -k
Mesoamerica	NF	• Silent Letters -h, -t and -k
Hunger Emergency	Fiction	• Silent Letters -b, -g and -w
Robotics	NF	• Silent Letters -b, -g and -w
Aunty's Hat	Fiction	• Silent Letters -p, -c and -d
Space Life	NF	• Silent Letters -p, -c and -d
King Mark	Fiction	• Silent Letters -l, -s and -u
Alaska	NF	• Silent Letters -l, -s and -u

Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Phonics Skills Covered
In Front of Everyone	Fiction	• R-controlled Vowels: –ar
Marvelous Monarchs	NF	• R-controlled Vowels: –ar
Water Park Fun	Fiction	• R-controlled Vowels: –er
Nessie	NF	• R-controlled Vowels: –er
Dodge the Ball	Fiction	• R-controlled Vowels: –ir
Circus Ring	NF	• R-controlled Vowels: –ir
The Orchard	Fiction	• R-controlled Vowels: –or
Muhammad Ali	NF	• R-controlled Vowels: –or
Softball Toss	Fiction	• R-controlled Vowels: –ur
Painted Turtles	NF	• R-controlled Vowels: –ur

Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Grammar Skills Covered
Seaside Birthday	Fiction	• Diphthongs: /oi/ /oy/ /ie/
After the Titanic Sank	NF	• Diphthongs: /oi/ /oy/ /ie/
Elena Shares	Fiction	• Diphthongs: /ow/ /ou/ /igh/
Alternative Energy	NF	• Diphthongs: /ow/ /ou/ /igh/
Risk Taker	Fiction	• Diphthongs: /aw/ /au/ /ay/
Man of Many Talents	NF	• Diphthongs: /aw/ /au/ /ay/
The Book Nook	Fiction	• Diphthongs: /ew/ /oo/ /ey/
The Perfect Cup of Tea	NF	• Diphthongs: /ew/ /oo/ /ey/

Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Grammar Skills Covered
Overreacting	Fiction	<ul style="list-style-type: none">• Doubling Up Rule
Wildfires	NF	<ul style="list-style-type: none">• Doubling Up Rule
Too Many Activities	Fiction	<ul style="list-style-type: none">• Making Words Plural that End in -y
Snake Facts	NF	<ul style="list-style-type: none">• Making Words Plural that End in -y
Grandma's Garden	Fiction	<ul style="list-style-type: none">• Making Words Plural by adding -es
NASA Computers	NF	<ul style="list-style-type: none">• Making Words Plural by adding -es
Unbelievable Cake	Fiction	<ul style="list-style-type: none">• Drop the 'e' Rule
Body Image	NF	<ul style="list-style-type: none">• Drop the 'e' Rule

Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Grammar Skills Covered
Out for Ice Cream	Fiction	• Synonyms and Antonyms
Bald Eagle	NF	• Synonyms and Antonyms
Geronimo!	Fiction	• Prefixes and Suffixes
Peanut Butter	NF	• Prefixes and Suffixes
Throwing Darts	Fiction	• Onset/Rime
Pocket Monsters	NF	• Onset/Rime
We're Late!	Fiction	• Word and Mood
The Wright Brothers	NF	• Word and Mood

Phonics Texts Included:

Below is a list of titles included in this set of phonics skills texts

Passage Title	Genre	Grammar Skills Covered
Last Choice	Fiction	• Consonant Patterns /ch/
Chocolate	NF	• Consonant Patterns /ch/
Lost Keys	Fiction	• Consonant Patterns /k/
A Closer Look at Your Toothbrush	NF	• Consonant Patterns /k/
Strike!	Fiction	• Consonant Patterns /f/
Quirky Birds	NF	• Consonant Patterns /f/
Petting Zoo	Fiction	• Consonant Patterns /n/
Alligator or Crocodile?	NF	• Consonant Patterns /n/

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 3: Max & Shawn	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 4: Claudette Colvin	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 5: Thankful	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 6: Thunderstorms	CSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.
Passage 8: Misty Copeland	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Aii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 3: Max & Shawn	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 4: Claudette Colvin	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 5: Thankful	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 6: Thunderstorms	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 8: Misty Copeland	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 3: Max & Shawn	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 4: Claudette Colvin	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 5: Thankful	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 6: Thunderstorms	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Misty Copeland	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 3: Max & Shawn	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 4: Claudette Colvin	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 5: Thankful	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 6: Thunderstorms	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
Passage 8: Misty Copeland	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate phonological awareness by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Olivia Doesn't Like to be Touched	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 2: Amelia Earhart	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 3: Max & Shawn	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 4: Claudette Colvin	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 5: Thankful	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 6: Thunderstorms	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 7: Jamell's Favorite Author	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 8: Misty Copeland	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

Short Vowels

Name: _____ Date: _____

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

Olivia Doesn't Like to be Touched

Kasheena's family loves to give hugs. They always give each other pats on the back or rubs on the shoulder when they walk by. Basically, Kasheena's family is affectionate. They show love through hugs!

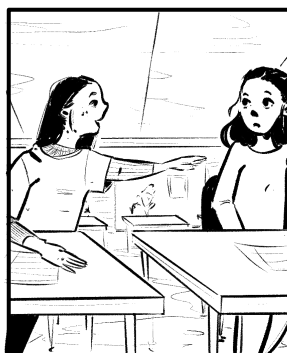
At school, Kasheena sat next to Olivia. They would always joke about the silly things their teacher did and work together on group projects. One day Olivia made a funny joke and Kasheena grabbed her shoulder. "You're hilarious!" she said. She even gave Olivia a side hug. Surprisingly, Olivia wasn't laughing. She actually scooted her chair away from Kasheena. Later when the teacher told everyone to find a partner, Olivia walked across the room to work with someone else. After school, Kasheena asked Olivia what happened.

"It's just that you touched me earlier. I didn't like that. It made me really uncomfortable. I'm just used to people touching me," Olivia explained.

"Oh my family is like that all the time," Kasheena replied. "I guess I should realize not everyone is like that. I'm really sorry I invaded your personal space."

"That's okay. I guess we can still be friends... just only if we don't hug that much," Olivia winked.

"Deal," Kasheena smiled back.



Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the short vowel /a/ sound as in *pat*?

- (a.) bait
- (b.) bag
- (c.) bal
- (d.) ba

1b. What phrase from the text includes a word with the same vowel sound as the word in 1a?

- (a.) "find a partner"
- (b.) "Olivia walked across the room"
- (c.) "Olivia wasn't laughing."
- (d.) "It made me really uncomfortable"

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

- (a.) get
- (b.) greet
- (c.) game
- (d.) green

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

- (a.) "like that all the time"
- (b.) "gave Olivia a side hug"
- (c.) "Kasheena sat next to Olivia"
- (d.) "I'm really sorry"

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

- (a.) wipe
- (b.) light
- (c.) chip
- (d.) drink




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



- (a.) "Olivia made a funny joke"
- (b.) "I guess we can"
- (c.) "Kasheena smiled back"
- (d.) "scooted her chair away"

Write About It: In your own words, tell the most important parts of the story. Circle all the words in your answer that have a short vowel sound.

Challenge:

Use the codes to identify words with short vowels in the text.

Long Vowel Patterns

Name: _____ Date: _____

Directions: When readers understand long vowel spelling patterns, they can learn when words makes certain sounds. CV patterns are words like *he* and *go*. CVC-e patterns are words like *make* and *bike*. CCVC-e patterns are words like *skate* and *broke*. Read the passage and answer the questions. Then take the challenge!

A Delicious New Treat

My mom says I am a picky eater. When she gives me a sandwich I usually pick everything off of it except for the meat. At dinnertime I usually move things around my plate and take a long time to eat. I don't mean to be a picky eater, but I just don't like the way some things taste or feel.

One day at lunch my friend wanted to trade his fruit snacks for my chips. I said yes since I had never had fruit snacks. I ate one fruit snack and I didn't like the texture at all.

Another time I was at my friend's home and I ate pizza. I don't like the crust and I ate with a fork. I like to try new things, but it's hard.

My mom tries to get me to eat everything all the time. One day for lunch she gave me peanut butter and jelly sandwich. I usually don't eat peanut butter, but I like bananas. Mom put the plate in front of me and I thought about it. It looked interesting, but I wasn't sure.

My mom said to take a bite. I looked at her and then I did it, I took a bite. I was surprised. It really tasted very good. I couldn't believe it. I, the picky eater was eating something new and I really liked it. I told my mom it was the yummiest thing I had ever eaten and I can't wait to have more.



Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the long vowel pattern CV?

- (a.) of
- (b.) she
- (c.) one
- (d.) pi

1b. What phrase from the text includes a word with the same pattern as the word in 1a?

- (a.) "his mom made pizza"
- (b.) "I pick everything off"
- (c.) "One day for lunch"
- (d.) "When she gives me a sandwich"

2a. Which word includes the long vowel pattern CVC-e?

- (a.) tries
- (b.) peanut
- (c.) eater
- (d.) snake

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

- (a.) "I never had fruit snacks"
- (b.) "My friend wanted to trade"
- (c.) "try new things"
- (d.) "I don't mean to be picky"

3a. Which word includes the long vowel pattern CCVC-e?

- (a.) like
- (b.) sneeze
- (c.) wait
- (d.) surprised

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

- (a.) "She gave me peanut butter"
- (b.) "I had ever eaten"
- (c.) "I ate the cheese"
- (d.) "I really liked it"

Write About It: In your own words, tell the most important parts of the text. Circle all the words in your answer that have a long vowel sound.

Challenge: Use the codes to identify words with short vowel patterns.

 CV long vowel pattern
  CVC-e long vowel pattern
  CCVC-e long vowel pattern

Long Vowel Patterns

Name: Answer Key Date: _____

Directions: When readers understand long vowel spelling patterns, they can learn when words makes certain sounds. CV patterns are words like *he* and *go*. CVC-e patterns are words like *make* and *bike*. CCVC-e patterns are words like *skate* and *broke*. Read the passage and answer the questions. Then take the challenge!

A Delicious New Treat

My mom says I am a picky eater. When she gives me a sandwich I usually pick everything off of it except for the meat. At dinnertime I usually move things around my plate and take a long time to eat. I don't mean to be a picky eater, but I just don't like the way some things taste or feel.

One day at lunch my friend wanted to trade his fruit snacks for my chips. I said yes since I had never had fruit snacks. I ate one fruit snack and spit it out. I didn't like the texture at all.

Another time I was at my friend's house and his mom made pizza. I don't like the crust so all I ate was the cheese. I'd like to try new things, but it's hard.

My mom tries to get me to eat new things all the time. One day for lunch she gave me a peanut butter and banana sandwich. I usually don't eat peanut butter, but I like bananas. Mom put the plate in front of me and I thought about it. It looked interesting, but I wasn't sure.

My mom said to take a bite. I looked at her and then I did it, I took a bite. I was surprised. It really tasted very good. I couldn't believe it. I, the picky eater was eating something new and I really liked it. I told my mom it was the yummiest thing I had ever eaten and I can't wait to have more.



Write About It: In your own words, tell the most important parts of the text. Circle all the words in your answer that have a long vowel sound.

Answer should include the most important part of the story with long vowel words circled.

Challenge: Use the codes to identify words with short vowel patterns.



CV long vowel pattern



CVC-e long vowel pattern



CCVC-e long vowel pattern

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Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the long vowel pattern CV?

- a. of
- b. she
- c. one
- d. pick

1b. What phrase from the text includes a word with the same pattern as the word in 1a?

- a. "his mom made pizza"
- b. "I pick everything off"
- c. "One day for lunch"
- d. "When she gives me a sandwich"

2a. Which word includes the long vowel pattern CVC-e?

- a. tries
- b. peanut
- c. eater
- d. snake

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

- a. "I never had fruit snacks"
- b. "My friend wanted to trade"
- c. "try new things"
- d. "I don't mean to be picky"

3a. Which word includes the long vowel pattern CCVC-e?

- a. like
- b. sneeze
- c. wait
- d. surprised

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

- a. "She gave me peanut butter"
- b. "I had ever eaten"
- c. "I ate the cheese"
- d. "I really liked it"

Short Vowels

Name: Answer Key Date: _____

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

Olivia Doesn't Like to be Touched

Kasheena's family loves to give hugs. They always give each other pats on the back or rubs on the shoulder when they walk by. Basically, Kasheena's family is affectionate. They show love through hugs!

At school, Kasheena sat next to Olivia. They would always joke about the silly things their teacher did and work together on group projects. One day Olivia made a funny joke and Kasheena grabbed her shoulder. "You're hilarious!" she said. She even gave Olivia a side hug. Suddenly, Olivia wasn't laughing. She actually scooted her chair away from Kasheena. Later, when the teacher told everyone to find a partner, Olivia walked across the room to work with someone else. After school, Kasheena asked Olivia what happened.

"It's just...when you touched me earlier, I didn't like that. It made me really uncomfortable. I'm just not used to people touching me," Olivia explained.

"Oh my family is like that all the time," Kasheena replied. "I guess I should realize not everyone is like that. I'm really sorry I invaded your personal space."

"That's okay. I guess we can still be friends...just only if we don't hug that much," Olivia winked.

"Deal," Kasheena smiled back.



Multiple Choice:

Answer the following questions after reading:

1a. Which word includes the short vowel /a/ sound as in *pat*?

- a) bait
- b) bag
- c) bald
- d) bare

1b. What phrase from the text includes a word with the same vowel sound as the word in 1a?

- a) "find a partner"
- b) "Olivia walked across the room"
- c) "Olivia wasn't laughing."
- d) "It made me really uncomfortable"

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

- a) get
- b) greet
- c) game
- d) green

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

- a) "like that all the time"
- b) "gave Olivia a side hug"
- c) "Kasheena sat next to Olivia"
- d) "I'm really sorry"

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

- a) wipe
- b) light
- c) chip
- d) drink

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

- a) "Olivia made a funny joke"
- b) "I guess we can"
- c) "Kasheena smiled back"
- d) "scooted her chair away"

Write About It: In your own words, tell the most important parts of the story. Circle all the words in your answer that have a short vowel sound.

Answer should include the most important ^{part} of story with short vowels circled.

Challenge:

Use the codes to identify words with short vowels in the text.





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