

Learn to Read Parent Book

Created by Jennifer Whipp
for Gravenhurst Public Library

2024



How to use this resource:

What is it?

This resource was created to help you teach your child to read. There are 2 books: one for parents to use and one for your child to use. Using these books will allow you to identify what reading concepts your child has mastered and which ones they need help with.

Where do I start?

1. Finish reading through all of the Instructions.
2. Read through the Glossary. Please note the glossary is not alphabetical, instead terms are listed as they appear in your book.
3. Review the **Master Checklist** to see everything covered in your books.
4. Go to the Where to Start Flow Chart. This flow chart will help you figure out where you and your child should start in your books.

What is a 'Scope & Sequence'?

A scope and sequence is a fancy way to say 'everything that your child needs to learn and the order that they need to learn it in'.

Your 2 books include almost every concept that your child needs to learn in order to be a good reader. Your books are organized in the order that you should teach your child each concept. This scope and sequence is based on the science of reading, which just means it is based on actual research about how we learn to read.

How do we learn to read?

English is like a secret code. In order to read it, you need to know all the parts of that code and then put them together. To read the word *cat* for example, we need to know what sounds the letters c, a, and t make and then blend those sounds together. Once we learn the 'code' it can take us anywhere between 4-15 times using that code before it sticks in our brain. Children with dyslexia and other learning disabilities will likely take even more repetitions (sometimes hundreds) before it stays in their brains. This is why the process of reading, or sounding out, is called decoding.

What letter should I teach my child first?

Typical letters to start with are m, a, or s, followed by t, p, i, n, and f. So where should you start? You decide! Does your child love animals? Introduce the letter s when playing with a toy snake. Do your kids eat apples every morning? Introduce the letter a with breakfast. Can they say mama? Introduce the letter m and the sound it makes! You get the idea. Keep in mind it is a good idea to teach letters whose sounds can be heard very clearly. So, while the first 7 letters can be introduced in any order, for the purposes of this book they are listed as the easy mnemonic device: MAST-PIN in the **Master Checklist**.

How to use this resource:

What do I need to know about decodable books?

You may have heard of decodable books but what does that mean? Decodable books and resources start by introducing a few concepts or pieces of 'code' at a time, and then slowly add more and more. They do not use words that have 'code' or reading concepts that haven't been taught yet. For example, if your child knows all their letter names and the sounds each letter makes they can start to read words like *dog*, *cat*, and *sip*, but they can't yet read words like *dash*, *chin* and *phone* because they haven't been taught the sounds that sh, ch, and ph make when they are together. But good news, the scope and sequence used in your books is completely decodable! Work through the book and you will be able to teach your child to read in a way that will stick!

How do I use the Learn to Read booklets?

After using the flow chart to figure out where in your books to start:

Child Book

- Read the instructions in their book out loud to your child.
- Ask your child to read the letters and words that are in the boxes in their book out loud to you.
- Have them use a finger to point as they go (this helps them keep their place and track what they read)
 - For younger children, have them read letters you point to, or substitute toy letters or letter cards.
- After completing each section, children can colour in a star.

Parent Book

- In your book, you will record the letters or words that your child struggles or needs help with.
- Each letter or word they read requires different pieces of code. Once you know which ones they struggle with you can help them.
- Teach or review these pieces of code with your child until they master them.
- Use the **Reading Games** and other literacy resources to reinforce the code you are working on.
- Once your child has mastered a concept, check it off on the **Master Checklist** in your book and move on to the next section.
- Make sure to go back and review concepts often. Practice really does make perfect!

How to use this resource:

Tips:

- Don't call this a test! That word gives people an icky feeling! Call it a check-in or reading help - something that emphasizes connection with your child and support.
- This test is meant to meet your child where they are actually at in their reading, not where their class is. It looks for holes in their knowledge and helps fill them. Don't rush this process. Strong foundations are the key to being a good reader. Don't introduce new concepts until your child is truly ready for them. This pace will be different for every child because we all learn differently and that's okay!
- Check out the glossary of terms to help you. There you will find definitions and explanations for many of the different pieces of code your child needs to learn.
- Teaching your child to read can be just as overwhelming for you as it is for your child and you are not alone. Remember that reading and writing skills are not only important for good communication, but can be fun as well! Let's work together to foster a love of reading in your child!

Bonus Materials

Other Spelling Rules

- On the **Master Checklist** you will find a list of low frequency spelling patterns and lesser known rules. The child book does not include a portion to check your child's understanding of these patterns as they aren't as common. That said, they are good to know and good to teach your child as they will help them to read irregular words.
- There is also an additional affixes list. Try adding these onto words to see how they change its meaning.

Writing

- Your book includes a Writing the Alphabet section. Here you can say a letter of the alphabet or its sound and see if your child can write it. Writing what they hear is an important part of the process and will help them with reading! Practice drawing circles, straight lines, diagonal lines, horizontal lines, curves and zig zags with your child in their early years to get their hands ready to write letters.

Consonants

b c d f g h j k l m n p q r s t v w x y z

Vowels

a e i o u and sometimes y

Consonant is often shortened to the letter c, while vowel is shortened to v. This gives us CVC (consonant, vowel, consonant) words like car, VCC (vowel, consonant, consonant) words like end, and so on.

Short Vowels

In English, short vowels are vowel sounds that are pronounced briefly. There are 5 short vowels: a, e, i, o, and u.

They are pronounced as follows:

- a as in ash
- e as in end
- i as in itch
- o as in opt
- u as in up

Typically in texts you will see short vowels identified with a breve on top of them: ă ě ĭ ŏ ŭ

In this resource short vowel sounds are green.

Nasalized A (am, an)

Nasalized A is also called the whiny a. It happens when we switch from saying the short a vowel sound through our mouth, to saying it through both our nose and mouth. The position of our tongue changes as well. Say 'apple' and you have a short a, say 'ant' and you have a Nasalized a. Nasalized a happens before the letters m and n.

Long Vowels

In English, long vowels are vowel sounds that are pronounced for an extended duration. An easier way to put it is that the vowel says its name:

- a as in **ca**ke
- e as in **he**re
- i as in **bi**te
- o as in **ho**pe
- u as in **tu**ne

Typically in texts you will see long vowels identified with a macron on top of them: ā ē ī ō ū

In this resource long vowel sounds are red.

Magic e (Bossy e) Rule

If there is a letter e at the end of a one-syllable word, the e can jump over one consonant and make the vowel say its name:

- **ca**ke
- **he**re
- **bi**te
- **ho**pe
- **tu**ne

Digraphs

Two letters that work together to make one sound: ck, sh, th, ch, wh, and ph are all digraphs.

Floss Rule

When a one-syllable word ends in f, l, s, or z, we double the final f, l, s, or z to get the new digraphs: ff, ll, ss, and zz as in puff, hill, kiss, and buzz.

Nasalized N

When blending with n, the letters g and k change the position of our tongue to make a nasal sound. Say 'tint', then say 'tink' and you have switched to a nasalized n. Say 'tint', then say 'ting' and you have switched to a nasalized n.

Blends

2- 3 consonants that keep their individual sounds, but blend together. Common blends use the letters s, l, or r, but there are others.

Affix

Word-parts that change the meaning of the words they are added to. There are two kinds of affixes:

- **Suffix** - an ending part like -ing, -ed, -s, etc.
- **Prefix** - a beginning part like un-, pre-, dis-, etc.

R-Controlled Vowels

The sound of a vowel can change in some words when it is before the letter r. For example, er, ir, and ur all say er, ar says are, or says ore, and wor says wer.

Diphthongs

A sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward the other: oy & oi say oy, and ow & ou say ow.

Vowel Teams

Vowels and vowel/consonant pairs that work together to make a specific sound.

Compound Words

In a compound word, two words come together to make a new word with a new meaning . For example: bull + frog makes bullfrog.

Syllables

Words can be broken into syllables. One syllable, as well as one syllable words, consist of only one vowel sound. Here are some examples:

- 1 Syllable Words: cup, bun, hut, in, end, boat, ghost, paint, rate.
- 2 Syllable Words: equal, omen, upper, donut, tiger, runway, horseshoe
- 3 Syllable Words: elephant, butterfly, opening, undermine, recover

Open Syllables

Open syllables are syllables that end in a single long vowel. For example: pro in program and mu in music.

Closed Syllables

Closed syllables end with a consonant and have a short vowel. For example: gram in program and sic in music.

Doubling Suffix Rule

Certain suffixes change the spelling of a word: When we add -ed, -ing, -er, or -est to a that ends in one vowel and one consonant (hug), we double the final consonant before we add the ending (hugging).

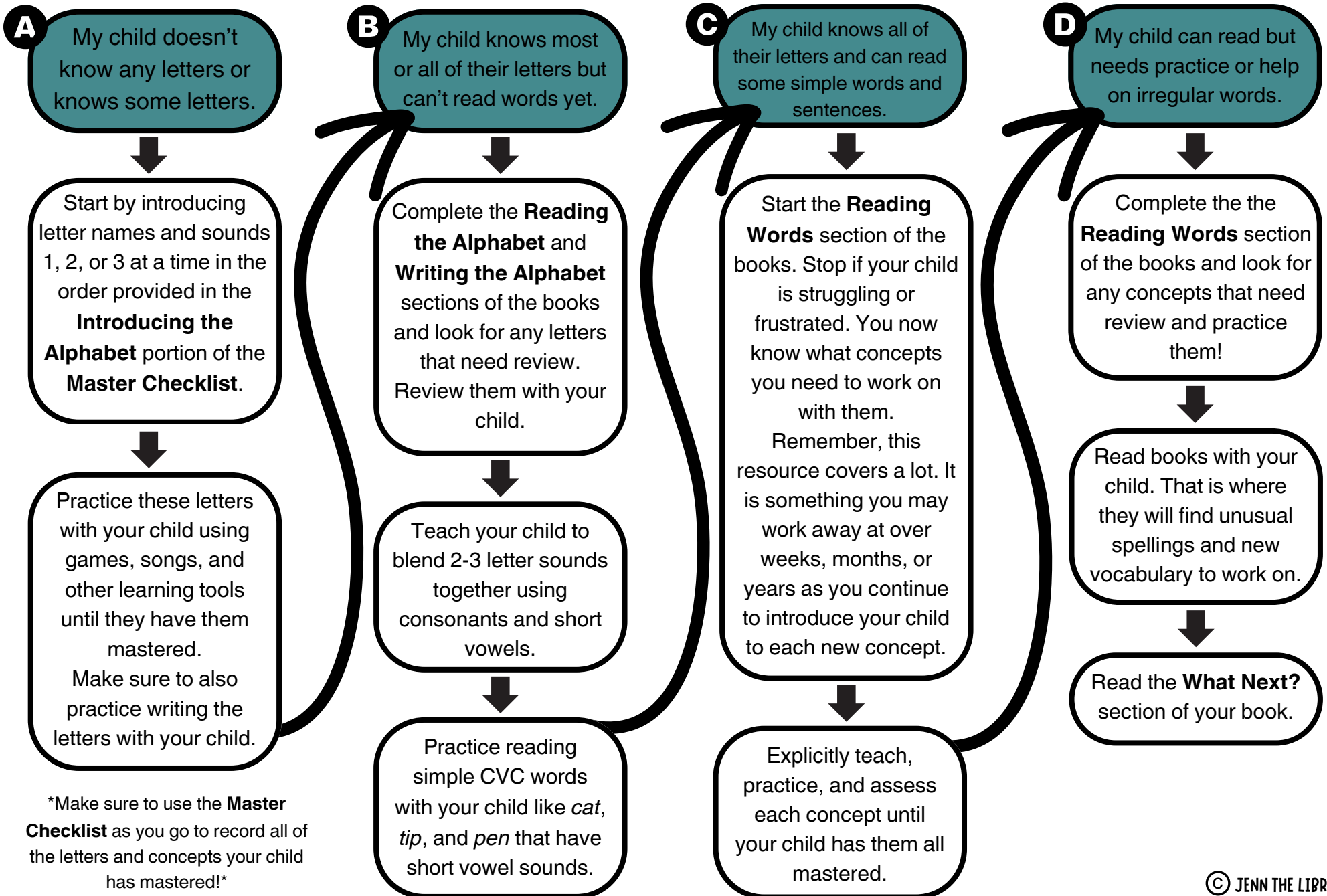
Drop -e Suffix Rule

Certain suffixes change the spelling of a word: When a word ends with a silent e (as in game) we drop or take away the e before we add a suffix (like -ed: gamed, or -ing: gaming).

-y to i Suffix Rule

Certain suffixes change the spelling of a word: When a word ends in y (as in fly), we change the y to i before we add a suffix (like ies: flies, or -ied: pried). We do not change y to i when adding -ing: flying.

Decide which statement best describes your child and then follow the flow chart from there:



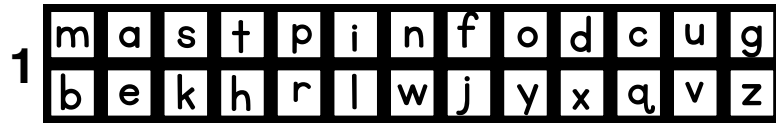
1 Letter Names

Ask your child to tell you the names of the each letter (in their book).

Circle any letters below that your child struggles with as they read through their book.

Afterward, determine which letters they need help with and practice together!

Lower Case Letters



(These letters are in the order you should introduce them to your child)

Uppercase



(These letters are in a new, random order to better test your child's letter knowledge)

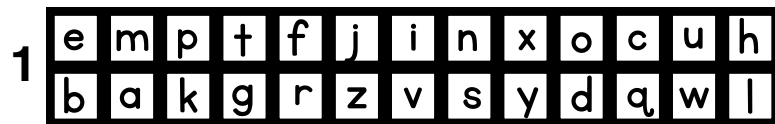
2 Letter Sounds

Ask your child to tell you the sound that each letter makes (in their book).

Circle any letters below that your child struggles with as they read through their book.

Afterward, check which letters they need help with and practice together!

Lower Case Letters



(These letters are in a new, random order to better test your child's letter knowledge)

Upper Case Letters



(These letters are in a new, random order to better test your child's letter knowledge)

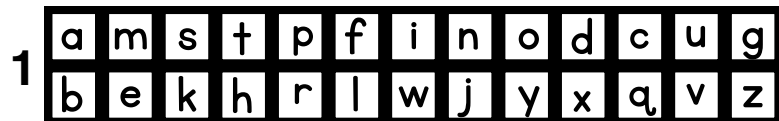
3 Writing Letters

Read the letters of the alphabet aloud to your child in a random order. Ask them to write each letter in a new box in their book.

Circle any letters below that your child struggles with.

Afterward, check which letters they need help with and practice together!

Lower Case Letters



Upper Case Letters



Ask your child to read each word aloud from their book.

Circle any words below that your child struggles with as they read through their book.

Watch to see which concepts they need help with so you can and practice together!

4 Reading Words: Short Vowels

Short a

1	cat	sad	pal	act	tap	had
	tac	fat	dad	sac	*sal	lap

Nasalized a

2	jam	ant	man	an	bam	can
	van	*tam	am	and	ran	yam

Short i

3	hit	in	big	dim	mix	kid
	*sib	nip	fin	it	wig	pic

Short o

4	top	con	bog	got	mom	fox
	rod	*poc	sob	on	pod	not

Short u

5	bug	up	mud	cut	um	run
	sub	gum	hut	tub	*rup	bud

Short e

6	hen	end	pet	yes	hem	web
	pep	beg	red	*ven	jet	ex

* Starred words are nonsense words. Nonsense words are great because they check if your child is actually decoding!

The 6 nonsense words used in your books are actually the first syllables of longer words.

5 Reading Words: Long Vowels

Magic or Bossy 'e' Rule: When a vowel is followed by a consonant and an e, it says its own name.

cake	time	fate	here	lone	cute	note
pipe	eve	cube	role	ome	fume	poke

6 Reading Words: Digraphs

2 consonants that work together to make one sound.

thin	dish	chat	lock	moth	whiz	rush
hash	whale	much	ship	thud	phone	pick

7 Reading Words: Floss Rule

When a one-syllable word ends in f, l, s, or z, we double the final f, l, s, or z.

boss	yell	cuff	bull	buzz	well	less
puff	tall	fizz	chess	roll	kiss	full

8 Reading Words: Nasalized N

When blending with n, the letters g and k change the position of our tongue to make a nasal sound.

ding	ink	thing	wing	pink	rink	sing
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9 Reading Words: Blends

2- 3 consonants that keep their individual sounds, but blend together. Common blends use the letters s, l, or r, but there are others.

clam	drink	spit	block	trap	stick	swap
cast	scrap	strum	list	plum	brim	crash

10 Reading Words: Odd Letter Rules

Sometimes, letters do odd things: c/_ce says s, g/_ge says j, qu says kw, s says z.

cent	gem	cage	pace	quell	beds	phase
quick	civic	gin	Tim's	his	nice	change

11 Reading Words: Common Endings

Adding an ending (a suffix) to a word changes its meaning. 3 common endings are -es, -ed, and -ing.

rushed	riches	drinking	buses	pumped	falling	wishes
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12 Reading Words: Ending Spelling Patterns

At the end of words there are spelling patterns we can learn to help us read including: -tch says ch, -dge says j, -y says i, -y says e, and -le.

pitch	wedge	latch	fudge	my	dusty	bridge
jelly	cry	jumble	fly	body	candle	sketch

13 Reading Words: Long Vowel Endings

The vowels i and o say their name when followed by certain consonants at the end of a word, these include: -ild, -old, -ind, -olt, - and -ost.

child	hold	find	molt	host	mild	cold
mind	bolt	most	wild	told	kind	volt

14 Reading Words: Silent Letters

Sometimes when you pair two consonants together, one becomes silent. This happens to k when it's before n, w when it's before r, and b when it's after m.

knock	write	comb	knit	thumb	wrist	limb
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15 Reading Words: R-Controlled Vowels

The sound of a vowel can change in some words when it is before the letter r. For example, er, ir, and ur all say er, ar says are, or says ore, and wor says wer.

word	bird	tar	for	term	worm	hurt
stir	port	her	burn	flirt	bother	gore

16 Reading Words: Long Vowel Teams

1 vowel and 1-2 vowels/consonants work together to make one long vowel sound (the vowel says its name): ai & ay say a, ee, ea, & ey say e, oa, ow, & oe say o, and ie & igh say i.

say	tree	pea	toe	bow	coat	mail
hey	tie	high	meats	own	fright	each

17 Reading Words: Other Vowel Teams

1 vowel and other vowels or consonants work together to make one sound: oo and oo make 2 unique sounds, ew, ui & ue say ew, aw, au, & augh say aw, ea says short e, a says short o.

took	stew	caught	taunt	bread	wand	new
bruise	quad	head	crawl	fruit	loop	hue

18 Reading Words: Diphthongs

A sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward the other: oy & oi say oy, and ow & ou say ow.

boil	out	howl	coin	boy	shout	crown
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19 Reading Words: Reading Longer Words

Larger words can be broken into syllables. Open syllables end in a single long vowel. Closed syllables end with a consonant and have a short vowel. In a compound word, two words come together to make a new word.

go	napkin	rhino	music	solo	robot	football
insect	starfish	runway	program	normal	uplift	bulldog

20 Reading Words: Suffixes & Prefixes

We can add a beginning or ending to a word to change its meaning, these are called affixes. Suffixes are ending affixes (-s, -es, -er, -est, -ly, -less, -ful), and prefixes are beginning affixes (un-, pre-, re-, dis-).

passes	teacher	longest	slowly	priceless	powerful	unaware
precook	remake	disagree	hooks	hourly	unkindly	distasteful

21 a. Reading Words: Suffix Spelling Rules

Certain suffixes change the spelling of a word: When we add -ed, -ing, -er, or -est to a that ends in one vowel and one consonant (hug), we double the final consonant before we add the ending (hugging).

bigger	sledding	wedded	hottest	stopped	slipping	maddest
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21 b. Reading Words: Suffix Spelling Rules

Certain suffixes change the spelling of a word: When a word ends with a silent e (as in game), we drop or take away the e before we add a suffix (like -ed: gamed, or -ing: gaming). When a word ends in y (as in fly), we change the y to i before we add a suffix (like ies: flies, or -ied: pried). We do not change y to i when adding -ing: flying.

timing	dries	sunnier	studies	tried	faked	crying	funniest
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What Next?

“We have finished the booklets or are still working through them, where do we go from here?”

Reflect & Review:

- Look at what you've accomplished: you have given your child a strong foundation in their reading, met them where they are and filled in any gaps in their early reading knowledge.
- Going forward, don't be afraid to review concepts. Practicing skills that are comfortable can give your child confidence in their reading and increase engagement. It also provides a low pressure environment in which to slowly introduce new concepts or spelling patterns.
- It is important to find a good balance between new and familiar in reading. We want to introduce new, higher-level, irregular, and/or low frequency spellings and literacy rules to help advance reading skills, while making reading enjoyable and engaging for the learner. So how do you do that? Let's break it down!

Finding new things to learn:

- Now that your child has a strong foundation of reading skills, how do you move them forward?
- You can start by checking in with your child's teacher. What are they working on in class?
- From there, it's time to start your child on their independent reading journey so they can discover new words, new spelling, punctuation, and grammar rules, new text forms (books and narratives, persuasive writing, resumes and cover letters, news articles, posters and posts, scripts, etc.) and text features (titles, page numbers, table of contents, glossaries, indexes, captions, etc.).
- You can also explore what it means to think critically about what you are reading (how to question what you read and where it came from), how to make text to world connections (how to relate what you are reading to other areas of your life) and check for reading comprehension (that your child is truly grasping what they are reading) and reading fluency (that they can read in a way that flows and makes sense).
- So where do you find and practice these and other reading skills? In books of course! Let's take a look at the different types of books, what they are each for, and how to pick a book for your child.

Picking Books

Let's take a look at the different kinds of children's books and who they are for! Remember, the age ranges shown here are estimates. Every child is at a different level.

Board Books: Ages 0-3

Board books are simple picture books printed on thick, durable pages. They are design for babies and toddlers and feature simple stories, words, and pictures.

Alternative Baby Books: Ages 0-3

There are many other books that are designed specifically for infants and toddlers including cloth books, bath books, sensory/texture books, indestructible paper books, finger puppet books, and more!

Picture Books: Ages 3-7

Picture books are story books designed for the youngest readers. They combine large detailed pictures with a simple text or story. They are designed to be read aloud to children ages 3-7, though there are many longer, more detailed picture book style stories that are appropriate for children up to age 12.

Wonderbooks: Ages 3/4-12

Wonderbooks are print picture books and novels with ready-to-play audiobooks inside so they read the story aloud to you. There are fiction and nonfiction Wonderbooks appropriate for children of all ages.

Decodable Books: Ages 3-7/8

Decodable books are books that build on each other. They introduce one new reading concept at a time and only use words that use pieces of reading 'code' that has been taught. These are the books you use to teach your child to read.

Easy/Early/Beginning Readers: Ages 4-8

Easy Readers are the step between decodable readers and chapter books with lots of overlap. They are levelled readers designed for children who are reading independently. The levels across the different series and publishers can be inconsistent, so you have to make a decision about each book on a case by case basis. These are the books you use to practice reading, introduce new literacy concepts, and encourage independent reading through short, simple stories with lots of pictures. There are fiction and nonfiction easy readers.

Early Chapter Books: Ages 4-9

Early chapter books are primary grade novels for children ages 4-9. They have simple stories and sentences and are designed to help newly independent readers to gain confidence and momentum in their reading. They have lots of pictures or illustrations, large text, breaks between paragraphs and come at varying reading levels. There are ACORN readers (Fairylight Friends and Unicorn and Yeti) for ages 4-7, BRANCHES readers (Owl Diaries and Dragon Masters) for ages 5-8, and other more traditional chapter books (Junie B. Jones and the Magic Tree House).

Nonfiction Books: All Ages

Nonfiction books are books that tell real information. They often have real photos, glossaries, indexes, infographics, or true stories. There are nonfiction books for every age in every format.

Juvenile Graphic Novels: Ages 4-12 & Reluctant Readers

Graphic novels are similar to comic books. They include lots of images and chunked text. Their visual appeal and limited text can be appealing to reluctant readers who hesitate to pick up a traditional book.

Chapter Books and Novels: Ages 7+

Chapter books and novels are longer books for independent readers. They have little to no pictures and are broken into chapters.

The 5 Finger Reading Rule

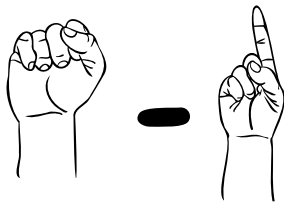
What is it for:

The 5 Finger Reading Rule is an easy rule of thumb to quickly **determine if a book is a good reading level for your child**. It helps to ensure that they are reading books that have just the right number of new words, books that are just the right difficulty and just challenging enough for your child. Remember, if a book has no new words to sound out, it is too easy and won't help the reader improve. If a book has too many new words to sound out it will be frustrating to read and interrupt the story too much. We need a good balance!

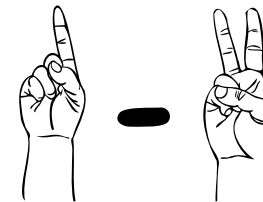
How does it work:

1. Pick out a book with your child.
2. Open the book to a random page.
3. Have your child read the page and put up one finger for each word that they don't know.

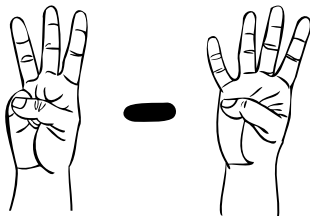
0-1 Fingers: Too Easy



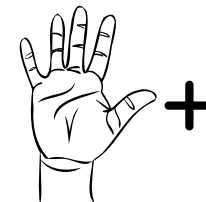
1-2 Fingers: Just Right



3-4 Fingers: Give it a Try



5+ Fingers: Too Hard



Reading is Reading is Reading!

- There are many different places to practice reading and mixing it up can be fun. Think about finding the reading in everyday places such as:
 - Video Games, Computer Games, and Apps
 - Board Games
 - Food related Items like Cereal Boxes and Menus
 - Joke, Riddle, Tongue Twister, and Poetry Books
 - Magazines
 - Newspapers
 - Word Search Books, I Spy Books, Activity Books, and Puzzle Books
 - Letter Toys and Magnets
 - Audiobooks, eBooks, and Online Learning Platforms
 - Mail and Flyers
 - Road Signs and Maps
 - Tourism Guides and Pamphlets
 - Subtitles and Credits
 - Lyrics and Sheet Music
 - Scripts and Transcripts
 - Recipes, Instructions, and Manuals
- In the real world readers encounter new and unusual words and get to use their decoding skills to sound out words, make best guesses and learn new literacy rules.

How long should my child read every night?

- Children should read for between 15-20 minutes a night.
- Depending on their age, this may be you reading to them, them reading to you, or them reading independently.
- If a child is enjoying what they are reading, you can encourage more time.
- You can also add fun reading games and exposure to other reading sources like those listed above for more changes to practice reading skills.
- Remember, it is about the length of time spent reading and not number of books read. A more challenging book will take longer to read than a simple book.

Learn to Read: Master Checklist

Track what letters your child has mastered using this sheet.

The Alphabet

Introducing the Alphabet:

I have taught my child the names and sounds of:

Lower Case:

- m
- a
- s
- t
- p
- i
- n
- f
- o
- d
- c
- u
- g
- b
- e
- k
- h
- r
- l
- w
- j
- y
- x
- q
- v
- z

Upper Case:

- M
- A
- S
- T
- P
- I
- N
- F
- O
- D
- C
- U
- G
- B
- E
- K
- H
- R
- L
- W
- J
- Y
- X
- Q
- V
- Z

Reading the Alphabet:

My child knows:

1. Letter Names:

- m M
- a A
- s S
- t T
- p P
- i I
- n N
- f F
- o O
- d D
- c C
- u U
- g G
- b B
- e E
- k K
- h H
- r R
- l L
- w W
- j J
- y Y
- x X
- q Q
- v V
- z Z

2. Letter Sounds:

- m M
- a A
- s S
- t T
- p P
- i I
- n N
- f F
- o O
- d D
- c C
- u U
- g G
- b B
- e E
- k K
- h H
- r R
- l L
- w W
- j J
- y Y
- x X
- q Q
- v V
- z Z

3. Writing the Alphabet:

My child can write:

Lower Case:

- m
- a
- s
- t
- p
- i
- n
- f
- o
- d
- c
- u
- g
- b
- e
- k
- h
- r
- l
- w
- j
- y
- x
- q
- v
- z

Upper Case:

- M
- A
- S
- T
- P
- I
- N
- F
- O
- D
- C
- U
- G
- B
- E
- K
- H
- R
- L
- W
- J
- Y
- X
- Q
- V
- Z

Learn to Read: Master Checklist

Track what concepts your child has mastered using this sheet.

Words

Reading Words:

4. Short Vowels:

- a (apple)
- Nasalized a (am, an)
- i (igloo)
- o (olive)
- u (up)
- e (egg)

5. Long Vowels:

(says its name, bossy/magic e rule)

- a (a_e words like **b**ake)
- i (i_e words like **b**ike)
- o (o_e words like **h**ome)
- e (e_e words like **h**ere)
- u (u_e words like **c**ube)

6. Digraphs:

(2 letters that make 1 sound)

- ck says k (back)
- sh (shake)
- th (unvoiced: mother, weather)
- th (unvoiced: myth, throw)
- ch (chat)
- ph says f (phase)
- wh (when)

7. Floss Rule:

(Double f, l, s, and z at the end of 1 syllable words)

- ff (puff)
- ll (fill)
- ss (toss)
- zz (fizz)
- all, -oll, -ull (ball, poll, full)

8. Nasalized n:

(When blending with n, the letters g and k change the position of our tongue to make a nasal sound)

- ng (bang, wing, lung)
- nk (think, bank)

9. Blends:

(2 consonants that keep their individual sounds but work together)

- l blends (bl, gl, cl, pl, fl, etc.)
- r blends (br, tr, dr, cr, etc.)
- s blends (sp, sn, sk, sl etc.)

10. Odd Letter Rules:

- g says j (when followed by e, i or y)
- c says s (when followed by e, i or y)
- s says z (after a vowel, 's, or voiced consonant)
- qu says kw (q & u are always together)
- _ce says s (at the end of words)
- _ge says j (at the end of words)

11. Common Endings (Suffixes):

- es
- ed
- ing

12. Ending Spelling Patterns:

- tch says ch (itch)
- dge says j (edge)
- y says i (in 3 letter words like cry, fly, shy)
- y says e (in 4+ letter words like tiny, sorry)
- le (muzzle)

13. Long Vowel Endings:

- ild
- old
- ind
- olt
- ost

14. Silent Letters:

- kn says n (know)
- wr says (write)
- mb says m (comb)

15. R-Controlled Vowels

(Words where an r changes the sound of the vowel)

- ar says are (car, pardon)
- or says ore (for, portion)
- er says er (her, perfume)
- ir says er (stir, bird)
- ur says er (fur, burden)
- wor says wer (word)

16. Long Vowel Teams:

- ai & ay say a (trait, say)
- ee, ea, & ey say e (tree, pea, key)
- oa, ow, & oe say o (boat, low, toe)
- ie & igh say i (pie, high)

17. Other Vowel Teams:

- oo (boot)
- oo (book)
- ew, ui, & ue say ew (few, fruit, hue)
- aw, au, & augh say aw (haunt, caught)
- ea says short e (bread)
- a says short o (wand)

18. Diphthongs

(2 letters that keep parts of their individual sounds to work together)

- oy and oi say oy (soil, toy)
- ow and ou say ow (trout, gown)

19. Reading Longer Words:

- Compound Words
- Open & Closed Syllables

20. Affixes:

(Endings/Suffixes & Beginnings/Prefixes we add to a word)

- s & -es
- er & -est
- ly
- less & -ful
- un-
- pre- & re-
- dis-

21. Suffix Spelling Rules:

- Doubling Rule -ed & -ing
- Doubling Rule -er & -est
- Drop -e rule
- y to i rule

Other Spelling Rules:

- ar & -or say -er
- air, are, & ear says air
- ear says ear
- ei, ey, eigh, aigh, & ea say a
- ew, eu, & ue, say u
- ou says oo (group, wound)
- ough says aw (caught)
- ch says k (school, ache)
- ch says sh (champagne)
- gn says n (gnome, cologne)
- gh says g (ghost, ghetto)
- gh says f (after ou or au at the end of words)
- silent t (wrestle, fasten)

Additional Affixes:

(Suffixes and Prefixes)

- sion, -tion, -ture, ist, ish, -ness, -ment, -able, & ible
- uni-, bi-, & tri-