



READ ME FIRST!

Initial Sounds

Books in **Initial Sounds** focus on the first letter in a word and the sound it makes.

When children begin learning to read, they look at the first letter they see and say its sound. That first sound is the starting point for reading the whole word.

For Example...

- The letter “m” at the start of *map* makes the sound /m/.
- The letter “s” at the start of *sun* makes the sound /s/.
- The letter “t” at the start of *top* makes the sound /t/.

Children don’t need to read the whole word yet. The goal is to see the first letter and say its sound.

Before Reading

- Turn to the word list in the back of the book.
- 👉 Point to the first letter in each word.
- 🗣️ Say the sound the letter makes, then read the whole word.

If the child is unsure or not yet reading on their own:

- 👤 Say the first sound and the word.
- 👤 Have the child repeat it before moving on.

During Reading

- 👉 Encourage the child to point to the first letter in each word.
- 🗣️ Ask “What sound does this letter make?”
- 🗣️ If they are not sure, model it. For example: “This word starts with the letter b. It makes the sound /b/. Say /b/.”
- 🔄 Let them repeat the sound and continue.

If they are not reading the whole word yet, that’s okay. The goal is to notice the first letter and say its sound.

After Reading

- ← Return to the word list and practice first sounds of words again.
- 🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

Please return to bin  after reading.



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Short Vowels

Books in **Short Vowels** focus on reading words with a short vowel sound.

When children read short vowel words, they look at the vowel (a, e, i, o, or u) in the middle of the word and say its short sound.

For Example...

- The letter “a” in *cat* makes the short sound /a/.
- The letter “i” in *sit* makes the short sound /i/.
- The letter “o” in *top* makes the short sound /o/.

Short vowels are heard in many CVC, or consonant-vowel-consonant, words like pop, tub, wet and cap. The goal is to notice the vowel and say its short sound while reading the whole word.

Before Reading

- Turn to the word list in the back of the book.
- 🔍 Find the vowel in each word. It will typically be found in the middle of the word.
- 🔊 Say the sound the letter makes, then read the whole word.

If the child is unsure or not yet reading on their own:

- 👤 Say the vowel sound first.
- 👤 Have the child repeat it before reading the word and moving on.

During Reading

- 👁️ Encourage the child to look at the vowel in each word.
- ❓ Ask “What sound does this vowel make?” or prompt “Say the vowel sound and read the word.”
- 🗣️ If they are not sure, model it. For example: “This word has the vowel /a/. Say /a/.”
- 🔄 Let them repeat the sound and continue.

If the word is not read smoothly yet, that’s okay. The goal is to notice the vowel and use the short vowel sound.

After Reading

- ← Return to the word list and practice reading words with short vowels again.
- 🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

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Consonant Blends

Books in **Consonant Blends** focus on words where two or more consonants appear side by side, and each letter makes its own sound.

When children read a consonant blend, they say the consonant sounds in order and then continue reading the word.

For Example...

- The letters “bl” in *black* say /b/ /l/.
- The letters “mp” in *jump* say /m/ /p/.
- The letters “st” in *stop* say /s/ /t/.
- The letters “str” in *strum* say /s/ /t/ /r/.

A sound is heard for each consonant. The goal is to see the consonant letters and say each sound when reading the whole word.

Before Reading

- Turn to the word list in the back of the book.
- 🔍 Find the consonant blend in each word. It will typically be found at the beginning or at the end of the word.
- 👂 Read the whole word, saying each sound of the consonant blend.

If the child is unsure or not yet reading on their own:

- 👤 Say the consonant blend sounds first.
- 👤 Have the child repeat it before reading the word and moving on.

During Reading

- 👂 Encourage the child to point to the consonant blends used in the book.
- 🗋️ Ask “What sounds does the consonant blend make?” or prompt “Say each sound of the consonant blend, then read the word.”
- 🗣️ If they are not sure, model it. For example: “This word starts with st. Say /s/ /t/.”
- 🔄 Let them repeat the sounds and continue.

If the word is not read smoothly yet, that’s okay. The goal is to notice the letters of the consonant blend and say each sound.

After Reading

- ← Return to the word list and practice reading words with consonant blends again.
- 🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

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Consonant Digraphs

Books in **Consonant Digraphs** focus on words where two or more consonants appear side by side and work together to make one sound.

When children read a consonant digraph, the consonant letters do not make separate sounds. Instead, they join to make a single, new sound.

For Example...

- The letters “sh” in *ship* make the sound /sh/.
- The letters “ch” in *chip* make the sound /ch/.
- The letters “th” in *thin* make the sound /th/.
- Other common consonant digraphs are: “ph” /f/ as in *phone*, “tch” /ch/ as in *itch*, “dge” /j/ as in *edge*.

Only one sound is heard. The goal is to see the consonant letters and say the consonant digraph’s one, new sound when reading the whole word.

Before Reading

- Turn to the word list in the back of the book.
 - 🔍 Find the consonant digraph in each word. It will often be found at the beginning or end of the word.
 - 🗣️ Read the whole word, saying the single sound of the consonant digraph.
- If the child is unsure or not yet reading on their own:
- 👤 Say the consonant digraph sound first.
 - 🗣️ Have the child repeat it before reading the word and moving on.

During Reading

- 👤 Encourage the child to point to the consonant digraphs used in the book.
- 🗣️ Ask “What sound does the consonant digraph make?” or prompt “Say the sound of the consonant digraph, then read the word.”
- 🗣️ If they are not sure, model it. For example: “This word starts with sh. Say /sh/.”
- 🔄 Let them repeat the sound and continue.

If the word is not read smoothly yet, that’s okay. The goal is to notice the letters of the consonant digraph and say its sound.

After Reading

- ← Return to the word list and practice reading words with consonant digraphs again.
- 🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

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Silent E

Books in **Silent E** focus on words where a silent e appears at the end of the word and makes the vowel sound long.

When children read a silent e word, the e at the end is not pronounced. Instead, it makes the vowel say its long sound. In a long sound, the vowel says its letter name (A, E, I, O, or U).

For Example...

- The word *cap* becomes *cape*.
- The word *kit* becomes *kite*.
- The word *hop* becomes *hope*.
- The word *cut* becomes *cute*.

The vowel says its name. The goal is to see the silent e at the end of the word and use the long vowel sound when reading the whole word.

Before Reading

- Turn to the word list in the back of the book.
- 🔍 Find words that end with silent e.
- 🗣️ Read the whole word, saying the long sound of the vowel.

If the child is unsure or not yet reading on their own:

- 👤 Say the long vowel sound first.
- 👤 Have the child repeat it before reading the word and moving on.

During Reading

- 👁️ Encourage the child to look for silent e at the end of words.
- 🗣️ Ask "What's the vowel sound?" or prompt "Use the long vowel sound and read the word."
- 🗣️ If they are not sure, model it. For example: "This word ends with silent e. The vowel says its name." Then say the vowel sound.
- 🔄 Let them repeat the sound and continue.

If the word is not read smoothly yet, that's okay. The goal is to notice the silent e and use the long vowel sound.

After Reading

- ← Return to the word list and practice reading words with silent e again.
- 🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

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Vowel Teams

Books in **Vowel Teams** focus on words where two vowels appear side by side and work together to make one sound.

When children read a vowel team, the two vowels do not make separate sounds. Instead, they join together to make a single long vowel sound.

For Example...

- The letters “ai” in *rain* make the long /ā/ sound.
- The letters “ee” in *seed* make the long /ē/ sound.
- The letters “oa” in *boat* make the long /ō/ sound.
- The letters “ie” in *pie* make the long /ī/ sound.

Only one vowel sound is heard. The goal is to see the two vowels together and say their shared long sound when reading the whole word.

Before Reading

→ Turn to the word list in the back of the book.

🔍 Find the vowel team in each word.

🗣️ Read the whole word, saying the long vowel sound of the vowel team.

If the child is unsure or not yet reading on their own:

👤 Say the vowel team sound first.

👤 Have the child repeat it before reading the word and moving on.

During Reading

👁️ Encourage the child to look for two vowels side by side.

🗣️ Ask “What sound do these vowels make together?” or prompt “Say the vowel team sound, then read the word.”

🗣️ If they are not sure, model it. For example: “This word has oa. Say /ō/.”

🔄 Let them repeat the sound and continue.

If the word is not read smoothly yet, that’s okay. The goal is to notice the vowel team and say its one sound.

After Reading

← Return to the word list and practice reading words with vowel teams again.

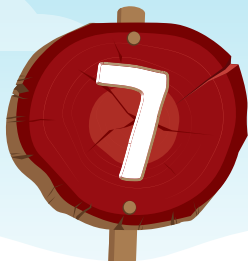
🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

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R-Controlled Vowels

Books in **R-Controlled Vowels** focus on words where a vowel is followed by the letter r, making the vowel sound change.

When children read an r-controlled vowel, the vowel does not say its short sound or its long sound. Instead, the vowel and the letter r work together to make a new sound.

For Example...

- The letters “ar” in *car* make the sound /ar/.
- The letters “or” in *corn* make the sound /or/.
- The letters “er” in *her* make the sound /er/.
- The letters “ir” in *bird* make the sound /er/.
- The letters “ur” in *turn* make the sound /er/.

The vowel and the letter r are read together. The goal is to see the vowel and r side by side and say their new sound when reading the whole word.

Before Reading

- Turn to the word list in the back of the book.
 - 🔍 Find the vowel followed by the letter r in each word.
 - 🗣️ Read the whole word, saying the r-controlled vowel sound.
- If the child is unsure or not yet reading on their own:
- 👤 Say the r-controlled vowel sound first.
 - 👤 Have the child repeat it before reading the word and moving on.

During Reading

- 👁️ Encourage the child to look for a vowel followed by r.
- 🗣️ Ask “What sound do the vowel and r make together?” or prompt “Say the r-controlled vowel sound, then read the word.”
- 🗣️ If they are not sure, model it. For example: “This word has ar. Say /ar/.”
- 🔄 Let them repeat the sound and continue.

If the word is not read smoothly yet, that’s okay. The goal is to notice the vowel and r together and say the combined sound.

After Reading

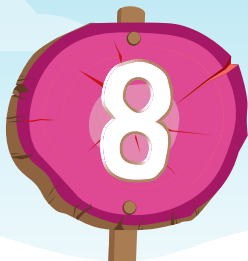
- ← Return to the word list and practice reading words with r-controlled vowels again.
- 🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

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Diphthongs

Books in **Diphthongs** focus on words where two vowels appear together and create a gliding vowel sound.

When children read a diphthong, the mouth moves or “glides” from one sound to another within the same syllable. The two vowels work together to make one combined, new sound.

For Example...

- The letters “oi” in *coin* make the sound /oi/.
- The letters “oy” in *toy* make the sound /oi/.
- The letters “ou” in *cloud* make the sound /ow/.
- The letters “ow” in *cow* make the sound /ow/.
- The letters “aw” in *saw* make the sound /aw/.

One combined sound is heard. The goal is to see the vowel pair and say the diphthong sound when reading the whole word.

Before Reading

- Turn to the word list in the back of the book.
- 🔍 Find the diphthong in each word.
- 👂 Read the whole word, saying the diphthong sound.

If the child is unsure or not yet reading on their own:

- 🗣️ Say the diphthong sound first.
- 👤 Have the child repeat it before reading the word and moving on.

During Reading

- 👁️ Encourage the child to look for vowel pairs that make a diphthong sound.
- ❓ Ask “What sound do these vowels make together?” or prompt “Say the diphthong sound, then read the word.”
- 🗣️ If they are not sure, model it. For example: “This word has oi. Say /oi/.”
- 🔄 Let them repeat the sound and continue.

If the word is not read smoothly yet, that’s okay. The goal is to notice the diphthong and say its combined sound.

After Reading

- ← Return to the word list and practice reading words with diphthongs again.
- 🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

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Syllables

Books in **Syllables** focus on reading syllable patterns that help predict the vowel sound.

When children learn that longer words are made up of syllables and that syllable patterns predict the vowel sound, they can break the word into parts, read each part, and then blend the parts together.

For Example...

- In a closed syllable, the vowel usually makes a short sound, as in *nap*.
- In an open syllable, the vowel usually makes a long sound, as in *ro* in *robot*.
- In a silent-e syllable, the vowel usually makes a long sound, as in *late*.
- In an r-controlled syllable, the vowel sound is changed by the letter r, as in *car* or *her*.
- In a vowel team syllable, two vowels work together to make one sound, as in *rain* or *seed*.
- In a diphthong syllable, two vowels work together to make a sliding sound, as in *coin* or *cloud*.

The goal is to break longer words into syllables, recognize the pattern, and read each part before blending the whole word.

Before Reading

→ Turn to the word list in the back of the book.

🔍 Find words that have more than one syllable.

👂 Read each syllable, then blend the syllables together to read the whole word.

If the child is unsure or not yet reading on their own:



Read one syllable at a time.

Have the child repeat each part before blending the word and moving on.

During Reading

👁️ Encourage the child to look for words with more than one syllable.

❓ Ask “What does the first syllable say?” or prompt “Read one syllable at a time.”

🗣️ If they are not sure, model it. For example: “This word is robot. Let’s read ‘ro’, now ‘bot’. Now say it together: robot.”

🔄 Let them repeat the parts and continue.

If the word is not read smoothly yet, that’s okay. The goal is to break the word into syllables and read each part carefully.

After Reading

← Return to the word list and practice reading words by syllables again.

🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

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Word Knowledge

Books in **Word Knowledge** focus on reading and understanding prefixes and suffixes, or word parts added to the beginning or end of a base word.

When children read words with prefixes or suffixes, they can read the word in parts: prefix-base word-suffix. Understanding what the prefix or suffix means helps them understand the word's overall meaning.

For Example...

- The prefix re- means “again,” like in *redo*; to do again.
- The prefix un- means “not,” like in *unhappy*; not happy.
- The suffix -ly means “in a way that is” or “like,” like in *quickly* or *friendly*; in a way that is quick or like a friend.

The goal is to read the word in parts and use those parts to understand the whole word.

Before Reading

- Turn to the word list in the back of the book.
- 🔍 Find words with a prefix or suffix.
- 👂 Read the word in parts, then read the whole word.
- 🗉 Talk about how the prefix or suffix provides a new meaning for the word.

If the child is unsure or not yet reading on their own:

- 👤 Read the word in parts first.
- 👤 Have the child repeat it before reading the whole word and discussing its meaning.

During Reading

- 👁️ Encourage the child to look for words with a prefix or suffix.
- ❓ Ask “Can you read this word in parts?” or prompt “Read this word in parts and tell me what you think it means.”
- 💬 If they are not sure, model it. For example: “This word has the prefix un- and the base word happy. The word is unhappy. The prefix un- means not. Unhappy means not happy.”
- 🔄 Let them repeat the parts and continue.

If the word is not read smoothly yet, that's okay. The goal is to read the word in parts and understand what it means.

After Reading

- ← Return to the word list and practice reading words with prefixes and suffixes again.
- 🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

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