

4

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**READING LINK**

Decoding

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## MODULE 1 LIST 1

slay → stream → ray → stray → squeal → sky  
 spy → treat → sky → today → today → stray  
 ray      fry      slay      squeal      stray      spy  
 stray      sky      squeal      stream      fry      ray  
 today      ray      today      treat      treat      fry  
 squeal      spy      stray      fry      stream      slay  
 stream      ray      fry      sky      spy      squeal  
 treat      treat      treat      slay      spy      today  
 fry      slay      stream      spy      sky      stray  
 sky      squeal      spy      ray      slay      fry  
 sky      today      fry      stream      squeal      treat  
 spy      stray      sky      slay      ray      stream  
 slay      today      ray      treat      fry      spy  
 stray      today      squeal      stream      sky      stray

There are no new letter-sounds in this list. ('ay' was introduced in **Workbook 3**)

**NOTE:** Tell students that this list contains two different ways in which 'y' works in words. In both cases 'y' is acting a little like a vowel – 'i'. In the digraph 'ay' it replaces 'i' as in 'ai'. In some other words where 'y' is alone at the end of a word, it makes the long vowel 'i' sound. These sounds were introduced in **Workbook 3**.

**TIP:** If students have difficulty reading multisyllabic words, tell them to cover the word and reveal only the first letter or first syllable. When they have decoded this, they can progressively reveal each letter or syllable in sequence until they can read the whole word. This may be particularly useful with the word 'today'. They have already been introduced to the word 'to' as a sight word. It may be confusing for them to have to decode it using letter-sound correspondences. However, if the rest of the word is covered, it should be easy for them to decode the word as 'to-day'.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Any mistakes?**

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

After they read the words, students should spell the words from each list in the columns provided above the line. Say each word in the list and use it in a sentence. Students can then write the word. If they make an error, the correct word should be written in the first column below the line. Students should copy the word three times, cover it over and then test themselves. Use another sheet of paper if students need more practice.

## MODULE 1 LIST 2

choice	noise	spoil	choice	loiter	moist
oil	hoist	point	point	coin	oil
spoil	moist	joint	spoil	noise	loiter
point	oil	coin	loiter	hoist	point
joint	choice	loiter	joint	moist	spoil
coin	point	hoist	hoist	oil	coin
noise	loiter	moist	noise	choice	joint
hoist	coin	oil	oil	point	hoist
loiter	joint	choice	moist	spoil	noise
moist	spoil	noise	coin	joint	choice
choice	oil	spoil	point	joint	coin
noise	hoist	moist	loiter	choice	noise
loiter	noise	coin	spoil	oil	hoist
moist	hoist	joint	point	loiter	moist

Letter-sounds introduced in this list: **oi**

**NOTE:** Remind students about the different things silent 'e' can do. In some words it changes the vowel to a long vowel. See if they can think of any words with an 'e' that does this (e.g., 'bike' 'ride' 'time').

Talk about the other things silent 'e' can do. It works on some consonants ('c' 's' and 'g'). There are two words in this list where silent 'e' works on the consonants. It changes the 'c' in 'choice' to sound like 'sss' and it changes the 's' in noise to sound like 'zzz'.


**Any mistakes?**


**You are a super reader!**



**You have reached LIST 3 of  
Module 1 of Workbook 4**

**NOTE:** This list introduces an alternative to the 'er' sound. Tell the students that some sounds have different ways of being spelled. We've already seen this with long vowels, for example 'ea' and 'ee'. Today, we're going to look at words that contain 'ir'. As with homophones, work with only one letter-sound correspondence at a time until the spelling of specific words is firmly embedded in memory. It is only after students have firmly established the words associated with one spelling, that the alternative should be introduced.

**TIP:** While alternative letter-sound correspondences can be managed fairly easily when reading, they can be a significant cause of spelling errors. It may be useful to display word family charts that list all the words that have the same letter-sound correspondence.

Try to give as many examples as possible of written text containing the words that could become confused. For example, make up sentence and story books that students can read so that they encounter the words as often as possible.

SAMPLE



## MODULE 1 LIST 3

stir	bird	swirl	twirl	girl	firm
third	girl	third	birth	birthday	dirt
bird	twirl	stir	bird	birthday	swirl
girl	birth	girl	firm	birth	third
twirl	birthday	bird	dirt	twirl	stir
birth	firm	birthday	swirl	dirt	girl
birthday	dirt	birth	third	firm	bird
firm	swirl	twirl	stir	stir	birthday
dirt	third	dirt	girl	third	birth
swirl	stir	firm	bird	swirl	twirl
stir	girl	twirl	birthday	firm	third
third	bird	swirl	birth	dirt	stir
bird	swirl	birth	dirt	stir	girl
girl	twirl	birthday	firm	third	bird

Letter-sounds introduced in this list: **ir**


**Any mistakes?**


## MODULE 1 REVIEW 1

chain	throat	stray	wedge	frown	hard
stream	coin	fry	squeal	balance	market
hard	frown	choice	spy	stray	wedge
market	balance	point	spoil	fry	squeal
wedge	stray	noise	joint	choice	spy
squeal	fry	stir	moist	point	spoil
spy	choice	twirl	third	noise	joint
spoil	point	birthday	swirl	stir	moist
joint	noise	firm	dirt	twirl	third
moist	stir	coin	stream	birthday	swirl
third	twirl	throat	chain	firm	dirt
swirl	birthday	balance	market	coin	stream
dirt	firm	frown	hard	throat	chain
spoil	third	choice	swirl	birthday	noise

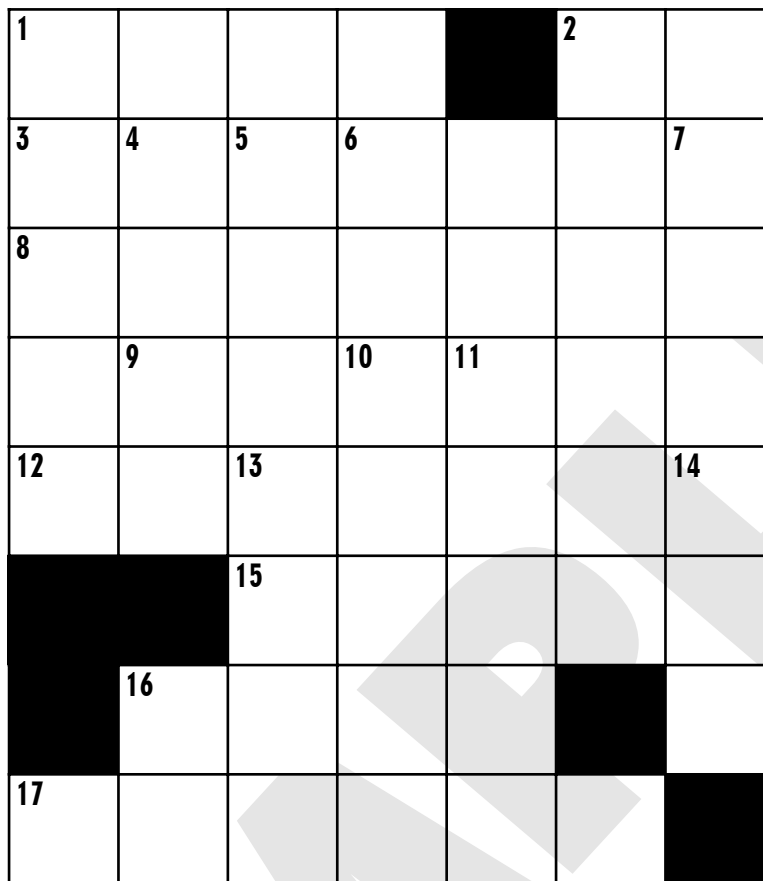
For revision lists:

**Step 1:** Revise all new letter-sounds in the previous three lists.

**Step 2:** Students read the words in the workbook.

**Step 3:** Complete the time trial. Do not continue to **List 4** until every student can reach criterion on the time trial.

## MODULE 1 PUZZLE 1



### Across

1. If you are not a boy you are a \_\_\_\_\_.
2. You and me.
4. A creek or a \_\_\_\_\_.
8. The chocolate bar was a \_\_\_\_\_.
9. Our park has a \_\_\_\_\_ pit to play in.
12. A male sheep.
13. Damp.
15. If you hold on hard you have a \_\_\_\_\_ grip.
16. If you go very quickly you go \_\_\_\_\_.
17. A loud noise is a scream or a \_\_\_\_\_.

### Down

2. At the beach it is fun to ride lots of \_\_\_\_\_.
3. When you make a cake you \_\_\_\_\_ the ingredients.
5. There are five players on a basketball \_\_\_\_\_.
6. I \_\_\_\_\_ home to play with my best friend.
7. You need oil to fry \_\_\_\_\_.
10. Do not make too much \_\_\_\_\_ in class.
11. After you play in the \_\_\_\_\_ you will need to get clean.
14. I always \_\_\_\_\_ to do my best.

**sand    dirt    meat    squeal    moist    try    waves    stir**  
**team    firm    ran    ram    noise    girl    treat    we**

Ask students to complete the crossword. They should read the clues and see if they can think of the word. If they can't come up with the word, they can check the list at the bottom to see if they can spot which word matches the clue. Show students how to use other clues, e.g., looking at the number of letters the word has or using overlapping letters from another word.

## MODULE 1 LIST 4

carp	street	sheet	pie	cheek	carp
cart	toad	wheel	disappear	brain	wheel
sheet	pie	cheek	carp	street	disappear
wheel	disappear	brain	cart	toad	brain
cheek	cart	street	wheel	pie	cheek
brain	carp	toad	sheet	disappear	toad
street	wheel	pie	brain	carp	cart
toad	sheet	disappear	cheek	cart	street
pie	brain	cart	toad	wheel	pie
disappear	cheek	carp	street	sheet	sheet
sheet	wheel	cheek	brain	street	toad
pie	cart	carp	street	sheet	disappear
wheel	brain	toad	cheek	carp	cart
pie	disappear	street	sheet	wheel	brain

No new letter-sounds are introduced in this list.

**TIP:** If students have difficulty in reading multisyllabic words (e.g., disappear), suggest that they cover the word and reveal one letter at a time until they work out the first syllable. Then they can gradually reveal the second syllable and work that out. When they know what each individual syllable says, they can put them together to work out the word.