


CVC Curriculum

Short A Focus

Words to read and highlight				
is	ham	man	cat	a
mad	had	the	fat	Sam




Vowel A
Story 1

Sam's Cat
 Sam is a man.
 Sam had a cat.
 The cat is fat.
 The cat had ham.
 Sam had the ham.
 The cat is mad.

Point and say the sound	
m	a
s	f
t	h
d	c
am	an
ad	at

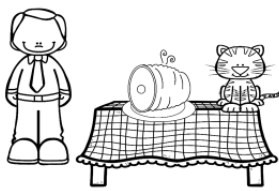
Story 1

The teacher will dictate some sounds and words and the student will write them in the boxes. Use the small rectangles above the writing lines to write a dot for each sound in each word.




Vowel A
Story 1

Sam's Cat
 Sam is a _____ .
 Sam had a cat.
 The cat is _____ .
 The cat _____ ham.
 Sam had the ham.
 The cat _____ mad.




s man fat had



Vowel A
Story 1

Comprehension
Sam's Cat Questions
 Who is Sam?
 What kind of cat does Sam have?
 Why do you think the cat is fat?
 Why do you think the cat got mad?



Have your students stand. The teacher says a word and the students repeat the word. The students unblend each sound while moving their hands down from their head, (shoulders, stomach, knees, and toes) for each sound and back up if there is more than 5 sounds. Then they clap and blend the word back together. Have them tell you whether or not the target sound was in the word. ****Remember this is only meant to be done auditorily no letters need to be written or seen.

Phonemic Awareness

/p/ Stretch it:	Do you hear it?	/b/ Stretch it:	Do you hear it?
p-e-t	y	c-o-p	n
m-e-t	n	a-p-e	n
p-a-n	y	b-o-b	y
p-e-g	y	b-l-g	y
i-f	n	s-o-ck	n

/a/ Stretch it:	Do you hear it?
c-a-p	y
r-e-d	n
b-a-t	y



Created by Toni Stirtz
 SMART and Special Teaching

a e i o u

With Fluency Assessments, Comprehension Questions, & Phonemic Awareness Activities

Orton-Gillingham

Science of Reading

Dear Educator,

As a Certified Academic Language Therapist, I have spent many years studying the research about the most effective methods of reading instruction. This resource has all the components I use with beginning and struggling readers. Use all these components with your students either in groups or in one –on –one intervention. Each lesson has the following components.

- **Phonemic Awareness**
- **Sound Drills**
- **Word Drill Fluency (Real, Nonsense, Sight Words)**
- **Phrase Drill Fluency**
- **Dictation (Sounds, Words, and Sentences)**
- **Cloze Passages for rereading and comprehension**
- **Fluency Assessments**
- **Sight Word Visualization Sheets**
- **Word Family Rime Cards**

- **When students misread or struggle reading words use the following procedure.**
- **Please feel free to Email me with questions. tonistirtz@gmail.com**

Overview
&
Teaching
Strategies
Video

Happy SMART and Special Teaching!

Joni Stirtz M. Ed, CALT, LDT

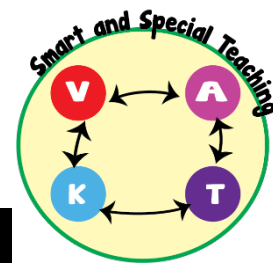
Multisensory Reading Instruction

As a Certified Academic Language Therapist, it is my goal to provide the best research-based materials I can for teachers. This resource is structured, sequential, cumulative, multisensory and flexible.

It is easily modified for differentiation. I have recently modified these materials to make them easier to use and provide more writing and phonemic awareness in each lesson.

It is best to use these resources in the proper sequence. The materials can be used as a standalone curriculum or as a supplement to your chosen curriculum. If you need any assistance with this curriculum, please write to me directly at tonistirtz@gmail.com

Joni Stirtz M. Ed. CALT



Lesson Links

Science of Reading

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

**Stories
Lesson 1**

**Stories
Lesson 2**

**Stories
Lesson 3**

**Stories
Lesson 4**

**Stories
Lesson 5**

Red Words

Assessment

Color Copies

**Word
Family
Cards**

**Build a word
Activities
can start
from Day 1**

Materials: Letter tiles , White board. Mapping Template (optional)

1. Teacher- Choose the letters that will be found in the word. Do not show the whole alphabet limit the number of choices.

2. I will say a word. You echo me. Build the word with these sounds.

3. _ Teacher says, "Place the letter tiles as you say the sounds in the word."

Teacher will guide the student to the correct letter by continuing to say the whole word emphasizing the sounds by elongating the sounds. Teacher does not segment the sounds unless needed. Let the student figure out which letter sound they are hearing. Let the students choose each sound. If they choose the wrong sound say you got ----- you need -----.

4. After child places the tiles. Have the students say each sound while elongating the sounds and blending to read the word. Then the student will read the word quickly and use it in a sentence.

5. As the children get better at writing have them write each letter in the word while saying the letter sounds. Then read the word. If you do this on a white board then have the student erase the word left to right while saying each letter sound.

Build it

1. Say the word.-at-use it in a sentence.
2. Have the student say the word. Elongate the sounds.
Have them build the word. Have them say each sound as they place it.

Blend it

. Have the student blend each sound. They will not pause between sounds they will blend each sound into the next sound and then they will run their finger under the arrow and read it fast

Write it

. Have the student segment and write each sound. They say the sounds as they write it. Then read the word.

Letters- Wk.1 & 2 t, b, a, f, n, m		Letters- Week 3 t, b, a, f, n, m, i, u		Letters- Week 4 t, b, a, f, n, m, i, u, c, ,o	
at		mit	fit	fat	bat
mat	fat	fan	fin	bit	bin
fan	fab	bin	tin	fib	bib
bat	tab	tan	ban	Bob	cob
ban	bam	bun	fun	cab	tab
nab		nun	nut	tub	nub
		mut	mat	nut	not
		fat	bat	cot	cat
		but	bit	mat	man
				can	fan

Build it

1. Say the word.-at-use it in a sentence.
2. Have the student say the word. Elongate the sounds.
Have them build the word. Have them say each sound as they place it.

Blend it

. Have the student blend each sound. They will not pause between sounds they will blend each sound into the next sound and then they will run their finger under the arrow and read it fast

Write it

. Have the student segment and write each sound. They say the sounds as they write it. Then read the word.

Letters- Weeks 5 & 6 t, b, a, f, n, m, i, u, c, ,o, g, d, s		Letters- Week 7 t, b, a, f, n, m, i, u, c, ,o, g, d, s, e, r		Letters- Week 8 t, b, a, f, n, m, i, u, c, ,o, g, d, s, e, r, p, j	
bag	tag	bat	bit	get	pet
tab	nab	bet	get	pot	pod
nag	nan	met	mat	nod	cod
fan	fun	mad	sad	cud	mud
fin	sin	dad	fad	dud	did
Sid	sod	fat	rat	dad	pad
cod	cud	rag	rig	mad	mud
mud	mug	rid	rib	mug	pug
bug	bun	rob	sob	jug	jig
sun	sub	sod	sad	pig	peg

Build it

1. Say the word.-at-use it in a sentence.
2. Have the student say the word. Elongate the sounds.
Have them build the word. Have them say each sound as they place it.

Blend it

. Have the student blend each sound. They will not pause between sounds they will blend each sound into the next sound and then they will run their finger under the arrow and read it fast

Write it

. Have the student segment and write each sound. They say the sounds as they write it. Then read the word.

Letters- Week 9 t, b, a, f, n, m, i, u, c, ,o, g, d, s, e, r, p,j, l, h, k		Letters- Week 10 t, b, a, f, n, m, i, u, c, ,o, g, d, s, e, r, p,j, l, h, k, v, w		Letters- Week 11 t, b, a, f, n, m, i, u, c, ,o, g, d, s, e, r, p,j, l, h, k, v, w, y, x	
lag	lad	hot	rot	wet	yet
lid	rid	rat	rap	get	got
hid	had	rip	dip	hot	hat
hag	hog	sip	hip	rat	ran
log	leg	hop	mop	rap	tap
keg	peg	cop	cap	tip	tin
pen	men	can	van	fin	fix
hen	Ken	vat	vet	fox	fog
kin	pin	wet	wed	dog	dig
din	den	fed	bed	dip	sip

Build it

1. Say the word.-at-use it in a sentence.
2. Have the student say the word. Elongate the sounds.
Have them build the word. Have them say each sound as they place it.

Blend it

. Have the student blend each sound. They will not pause between sounds they will blend each sound into the next sound and then they will run their finger under the arrow and read it fast

Write it

. Have the student segment and write each sound. They say the sounds as they write it. Then read the word.

Letters- **Week 12**

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

quit	zit				
zip	zap				
nap	map				
mop	hop				
hog	hot				
pot	cot				
cut	cud				
cub	tub				
pub	sub				
sum	yum				

Use letter tiles to build words. Students can do this from day 1. Just give the student a limited number of tiles.

Build It-Say the Word. Say the sounds as you put the letters down.

--	--	--

Blend It-Have students blend one sound into the next. Do not pause between sounds.

--	--	--



Write It















a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

a

e

i

o

u

Day 1**1. Phonemic Awareness**

Use the activities on the phonemic awareness activity sheet. Make sure students say the sounds AS they pull or say the letters.

2. Sound/ Letter Fluency

Point and say the sounds make sure to say them purely without saying "uh" after the consonant. May repeat with letter names instead of sounds if needed. (optional)

3. Word Family Fluency

Say point to the word families and read them Have the students go through and read the word families. If they read them incorrectly, then correct them and have them echo you. If they read them incorrectly again, stop and do the correction procedure.

4. Sight words

Use the visualization sheets provided. Note for the student which part of the word is saying an unusual sound or in the case of a silent letter not saying a sound.

5. Phrase Fluency

Have the student read the phrases. After the decode the phrase once or twice, encourage them to make an arc under the phrase and read it as a phrase. Model this and have them echo you.

6. Word Building

Use words from the phrases and have the children build words. You say the word they say the word. They pull down letter tiles while saying the sounds of the letters. Then have them continuously blend the sounds. For example: "sat" have them say /s/ hold on to that sound while saying the next sound /sa/ /d/ then add the last sound. Don't leave a gap between sounds.

Day 2**1. Phonemic Awareness**

Same as above continue doing as many words as you can in about 5 -8 min.

2. Sound/ Letter Fluency

same as above

3. Vocabulary

Use the vocabulary sheet provided

4. Prereading Prep

Use the word bank to highlight and decode target words before reading the story. Circle High-Frequency Words

5. Story Reading

Have students decode the story

6. Dictation

Teacher will dictate 3 sounds and students will echo and write the sound while saying the sound. Then 2 words. Students will say the word, segment the sounds putting a dot for each sound in the word then write the word while saying the sounds. Then the student will write a phrase dictated by the teacher taken from the story.

Day 3**1. Phonemic Awareness**

Same as above continue doing as many activities as you can in about 5 -8 min.

2. Sound/ Letter Fluency

same as above

3. Comprehension Focus

First read words in the word bank. Have students read the story one line at a time. Let them determine which word goes in the blank. Have them spell the while saying the sounds. Then cover it up in the word bank. Then write it. Have them segment it with dots if they need to or use the visualization sheet if it is a sight word.

4. Comprehension

Questions Discuss and answer the comprehension questions

5. Phonemic Awareness

Do the phonemic awareness activities on the comprehension question pages.

6. If time do word building again.

Use words from the phrases and have the children build words. You say the word they say the word. They pull down letter tiles while saying the sounds of the letters. Then have them continuously blend the sounds. For example: "sat" have them say /s/ hold on to that sound while saying the next sound /sa/ /d/ then add the last sound. Don't leave a gap between sounds.

Days 4 & 5 Most of the time we need extra time to complete the activities we did not get for example finishing the phonemic awareness exercises or cloze passage or vocabulary. If your students are quick and you finished everything then spend the time on proper letter formation, word building and rereading the stories for fluency practice. Or Go on to the next set of lessons. If your students are reading well. Then you may skip on to the next unit. This is always the case. Just do enough lessons till you feel your student is fairly fluent and move on extra materials are given for those that need the practice. If your students don't need the extra practice by all means move on.

<p>Extra Activities https://www.teacherspayteachers.com/Product/Letter-Recognition-Activities-and-Letter-Formation-Orton-Gillingham-RTI-385788/</p>	<p>High Frequency Words</p> <ul style="list-style-type: none"> •is, a, the, on, is, has 	<p>Skills Addressed</p> <ul style="list-style-type: none"> •identifying beginning sounds •identifying word families •reading CVC words •reading HF sight words
<p>Materials</p> <ul style="list-style-type: none"> •letter tracing sheet •phonemic awareness sheet •Auditory discrimination sheet •letter sound fluency •Story Reading Sheet •sight word visualization sheet •Alphabet Mat •Letter tiles or magnetic letters 	<p>Standards:</p> <p>K.3c Read common high-frequency words by sight</p> <p>RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>

Please contact me at tonistirtz@gmail.com for support.

Click for Video Link vowels vs. consonants to introduce your lesson week.

Word Ladders- Phonemic Awareness

If your students can form the letters, then you should have them write the words on a whiteboard but if they are struggling with letter formation then use letters or tiles to build words. Please make sure the students say the sounds of the letters simultaneously as they write the letters or as they pull the tiles.

1. Place target tiles(r, n, t, b, g, s, p, t, f, a) at top of the table.
2. Create the first word, "mad."
3. Ask the student, "Which of these letter-sounds should we switch to turn "rrran" into "tan?"
4. Support the student in his attempt by focusing on letter-sounds. Let the child segment the sounds by himself or herself. Continue elongating the sounds in the whole word to help the student discover the sounds.
5. Ask the child to say each sound as they pull the letter tiles or as the child writes the letters.
6. Then have them read the word.
7. Repeat steps 3-5 with the next word in the list.

1. ran

6. pat

2. tan

7. fat

3. ban

8. fan

4. bag

9. tan

5. sag

10. tab

Letter Fluency → Point and Say or have student circle certain letters.

Unit 1
Short A

b a g h j

l r a h n

m v b c d

a d s p t

f a r g n

d l s a h

am

an

at

ap

ad

ab

ag

ap

at

ap

ab

ag

an

at

ab

ad

ap

at

Name: _____

Unit 1
short A

Date: _____

Read the words and phrases to prepare for your story.
Use the remediation Procedure for any that need practice.

Sam

man

ham

cat

had

fat

*nam

*fab

*mam

The ♥

is ♥

a ♥

had ham

a man

a cat

is mad

the ham

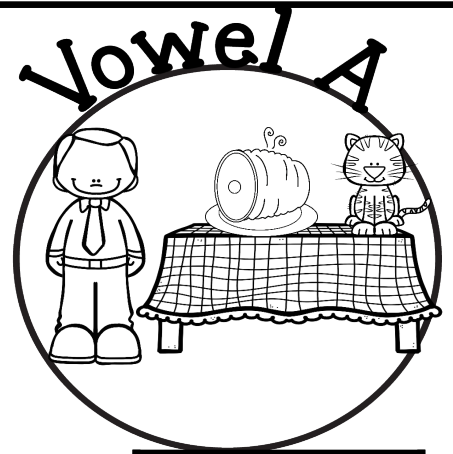
is fat

* = nonsense word

♥ = high frequency word

Words to read and highlight

is	ham	man	cat	a
mad	had	the	fat	Sam



Sam's Cat

Sam is a man.

Sam had a cat.

The cat is fat.

The cat had ham.

Sam had the ham.

The cat is mad.

Story 1

Point and say
the sound

m	a
s	f
t	h
d	c
am	an
ad	at

The teacher will dictate some sounds and words and the student will write them in the boxes. Use the small rectangles above the writing lines to write a dot for each sound in each word. The teacher will dictate a sentence for the last line.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Sam's Cat

Sam is a _____.

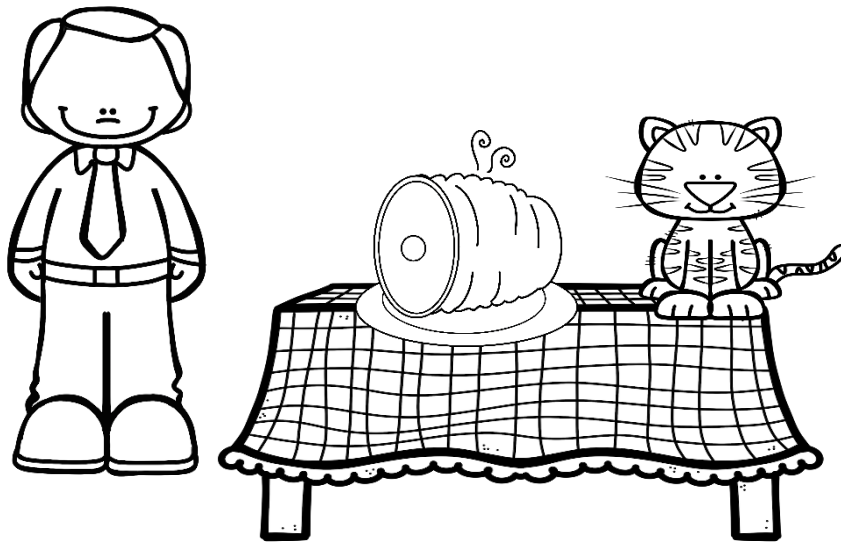
Sam had a cat.

The cat is _____.

The cat _____

Sam had the ham.

The cat _____ mad.



is

man

fat

had

Comprehension

Sam's Cat Questions

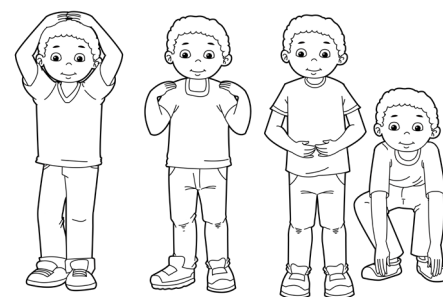
Who is Sam?

What kind of cat does Sam have?

Why do you think the cat is fat?

Why do you think the cat got mad?

Vowel A Story 1



Have your students stand. The teacher says a word and the students repeat the word.

The students unblend each sound while moving their hands down from their head. (shoulders, stomach, knees, and toes) for each sound and back up if there is more than 5 sounds.

Then they clap and blend the word back together. Have them tell you whether or not the target sound was in the word.

******Remember this is only meant to be done auditorily no letters need to be written or seen.**

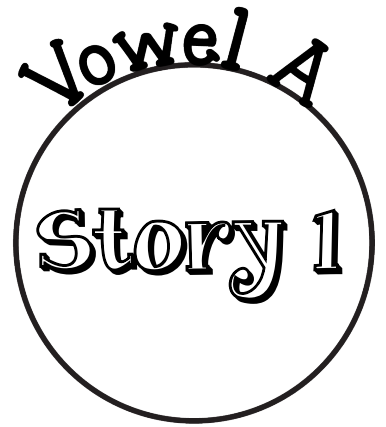
Phonemic Awareness

/p/ Stretch it.	Do you hear it?
p-e-t	y
m-e-t	n
p-a-n	y
p-e-g	y
i-f	n

/b/ Stretch it.	Do you hear it?
c-o-p	n
a-p-e	n
b-o-b	y
b-i-g	y
s-o-ck	n

/a/ Stretch it.	Do you hear it?
c-a-p	y
r-e-d	n
b-a-t	y

Name: _____



Sam's Cat

Sam is a man.

Sam had a cat.

The cat is fat.

The cat had ham.

Sam had the ham.

The cat is mad.

4
8
12
16
20
24

Number of Errors

Date	Words Per Minute
	15

Vocabulary → Read the word definitions to the student. The encourage your students to dictate a sentence. You may write those for your student on the bottom of the sheet.

Name: _____

Date: _____

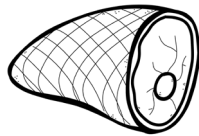
fat	an oily solid or liquid substance in food	having a lot of extra flesh on your body
ham	meat from the leg of a hog that is often prepared by smoking or salting	
mad	very angry	

Match the words and pictures. Use the word in a sentence. Circle the words in the story.

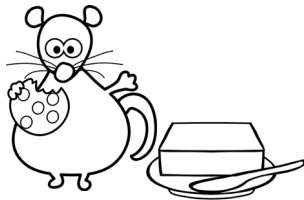
ham ●



mad ●



fat ●



Sam's Cat

Sam is a man.

Sam had a cat.

The cat is fat.

The cat had ham.

Sam had the ham.

The cat is mad.

Word Ladders- Phonemic Awareness

If your students can form the letters, then you should have them write the words on a whiteboard but if they are struggling with letter formation then use letters or tiles to build words. Please make sure the students say the sounds of the letters simultaneously as they write the letters or as they pull the tiles.

1. Place target tiles(m, s ,t p l, d, g, n,a) at top of the table.
2. Create the first word, "mad."
3. Ask the student, "Which of these letter-sounds should we switch to turn "mmmad" into "ssssad?"
4. Support the student in his attempt by focusing on letter-sounds. Let the child segment the sounds by himself or herself. Continue elongating the sounds in the whole word to help the student discover the sounds.
5. Ask the child to say each sound as they pull the letter tiles or as the child writes the letters.
6. Then have them read the word.
7. Repeat steps 3-5 with the next word in the list.

1. mat

6. mad

2. sat

7. map

3. sap

8. lap

4. lap

9. gap

5. lad

10. nap

Letter Fluency → Point and Say or have student circle certain letters.

Unit 1
Short A

c a r d f

t m a b n

a h b c j

v a s l t

f a r p n

b l d a h

Unit 1
Short A

ag

ad

ap

at

an

ab

at

ap

ap

an

ag

ad

am

ag

ad

at

ad

ab

Name: _____

Unit 1
Short A

Date: _____

Read the words and phrases to prepare for your story. Nan the Rat

rat

tan

Nan

fan

sad

ran

*lat

*sab

*nam

The 

is 

on 

is sad

sat on

a rat

at Nan

tan rat

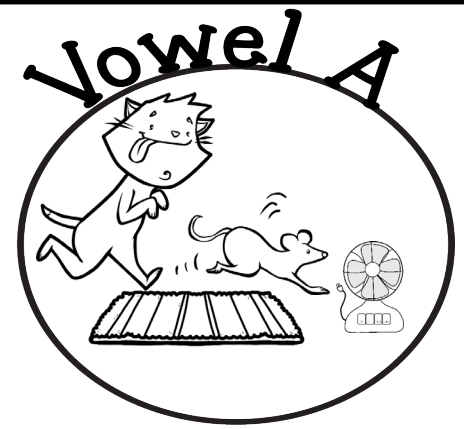
the fan

* = nonsense word

 = high frequency word

Words to read and highlight

tan	mat	on	rat	fan
the	ran	is	Dan	sad



Nan The Rat

Nan is a rat.

Nan is a tan rat.

The rat sat on the mat.

Nan ran at the fan.

Dan the cat ran at Nan.

Nan is sad.

Sounds Drill Point & Say

n	a
s	f
t	h
d	r
am	ad
an	at

Story 2

The teacher will dictate some sounds and words and the student will write them in the boxes. Use the small rectangles above the writing lines to write a dot for each sound in each word. The teacher will dictate a sentence for the last line.

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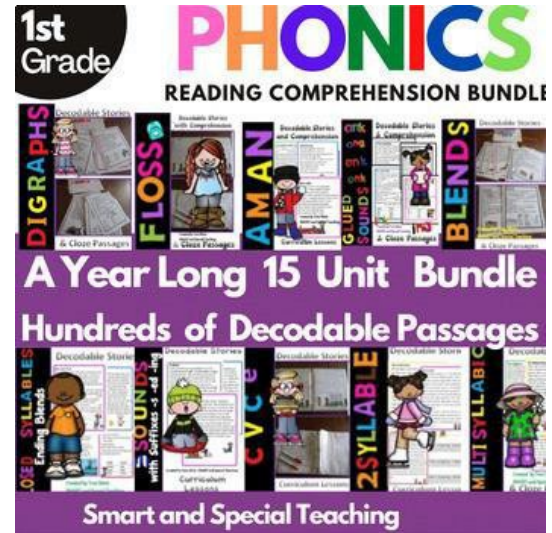
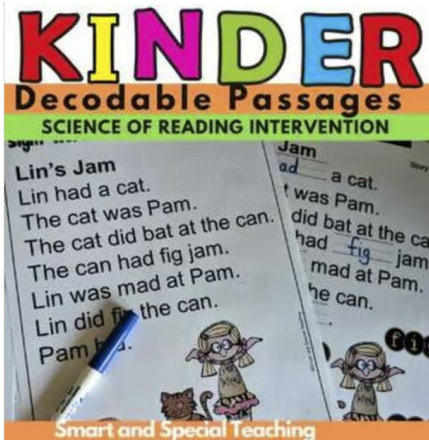
Looking for Reading Decodable Bundles?

-click to go-

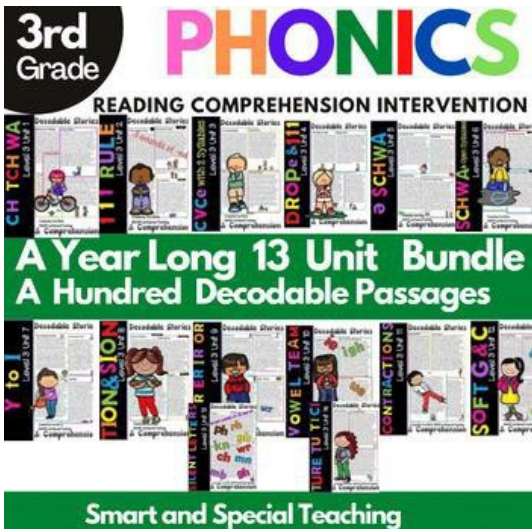
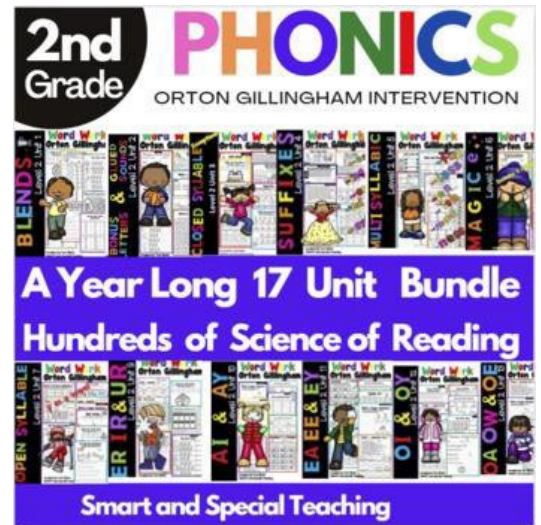
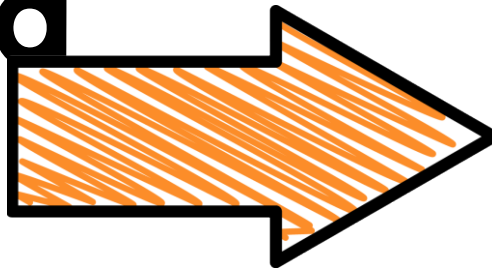


Level K

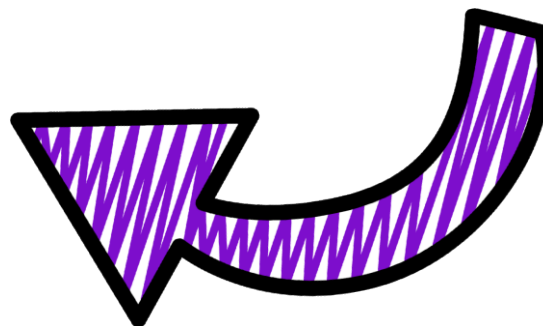
First



Second



Third



Looking for **Worksheets, Centers, and Activities**
-click to go-

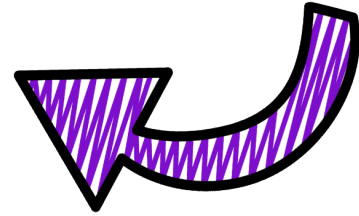
First

1st Grade PHONICS
READING INTERVENTION BUNDLE

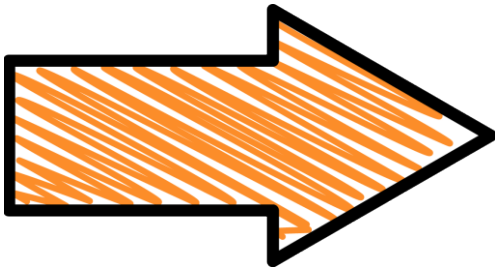
Glued Sounds 4 in a Row

A Year Long 14 Unit RTI Bundle
Science of Reading Intervention

Smart and Special Teaching



Second



2nd Grade PHONICS
ORTON GILLINGHAM INTERVENTION

A Year Long 17 Unit Bundle
Hundreds of Science of Reading

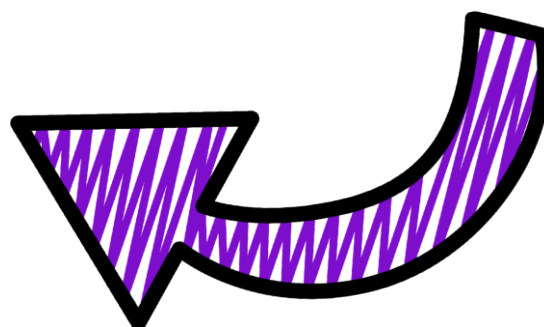
Smart and Special Teaching

Third

3rd Grade PHONICS
ORTON GILLINGHAM INTERVENTION

A Year Long 14 Unit Bundle
Hundreds of Science of Reading

Smart and Special Teaching

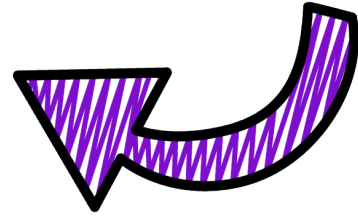


Looking for **Worksheets, Centers, and Activities**
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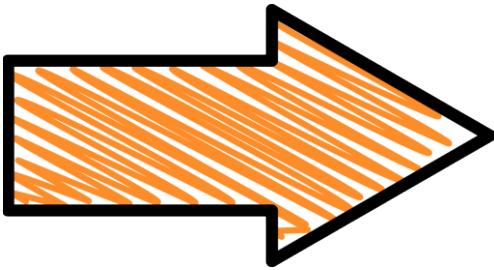
speech to
 print
 spelling



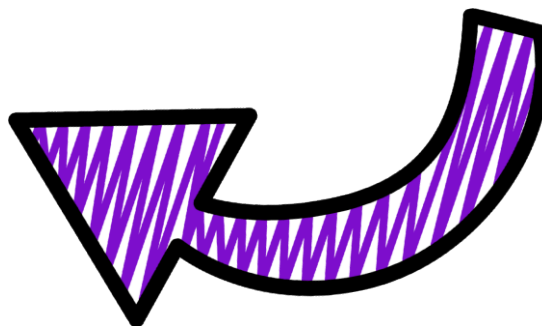
First



Second



Third



Smart
 & Special
 TEACHING

speech to
print

Passages & Activities

Reading Intervention
2nd & 3rd

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ea aw
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1. This spring, Steve could not wait to go to the beach. He was a person who liked to go to the beach, but he did not like the heat. He had to wear a hat and sunglasses. He had to wear a hat and sunglasses. He had to wear a hat and sunglasses.

2. Steve saw the beach. It was the time to go to the beach. It was the time to go to the beach. It was the time to go to the beach.

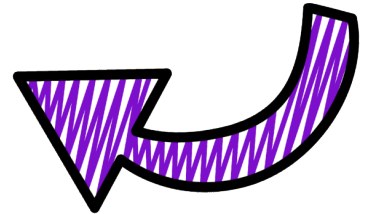
3. Ben had never been to a cabin before. He had never been to a cabin before. He had never been to a cabin before.

4. Ben said, "Well, we might get a little bit of snow. We might get a little bit of snow. We might get a little bit of snow."

Words for Me

Read

SMART and Special Teaching

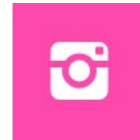
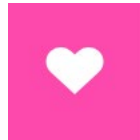


Thank you for downloading!

I sincerely hope that you find this resource to be useful in your classroom. If you have any questions or suggestions, feel free to contact me via email: tonistirtz@gmail.com



- Let's connect!



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