IN THIS UNIT:

This unit is currently comprised of 114 one-page decodable intervention pages. These are great to pull and work on specific phonics/decoding skills your student(s) may need. There are 3 different sheets for each target skill.

The skills in this unit are in a sequential order, meaning the sentences and words included on each page were chosen specifically to only include THAT skill and any skill from PREVIOUS pages. The only exception is a few high frequency words. For example, on the consonant blends pages, there are no long vowel words – only short vowels as seen in previous pages.

I did this on purpose in case you also needed a scope and sequence to teach these different phonics skills.

Also included:

- How it works
- Ideas for use
- Warm up activity ideas to use before each sheet
- Clickable table of contents

TABLE OF CONTENTS:

Simply click on the page number to go to those decodables:

TARGET SKILL:	PAGE:
Short a, cvc	6
Short e, cvc	10
Short i, cvc	14
Short o, cvc	18
Short u, cvc	22
Mixed cvc	26
L-blends	29
S-blends	33
R-blends	37
Mixed blends	41
Digraph, sh	44
Digraph, ch	48
Digraph, th	52
Digraph, ck	56
Mixed digraphs	60

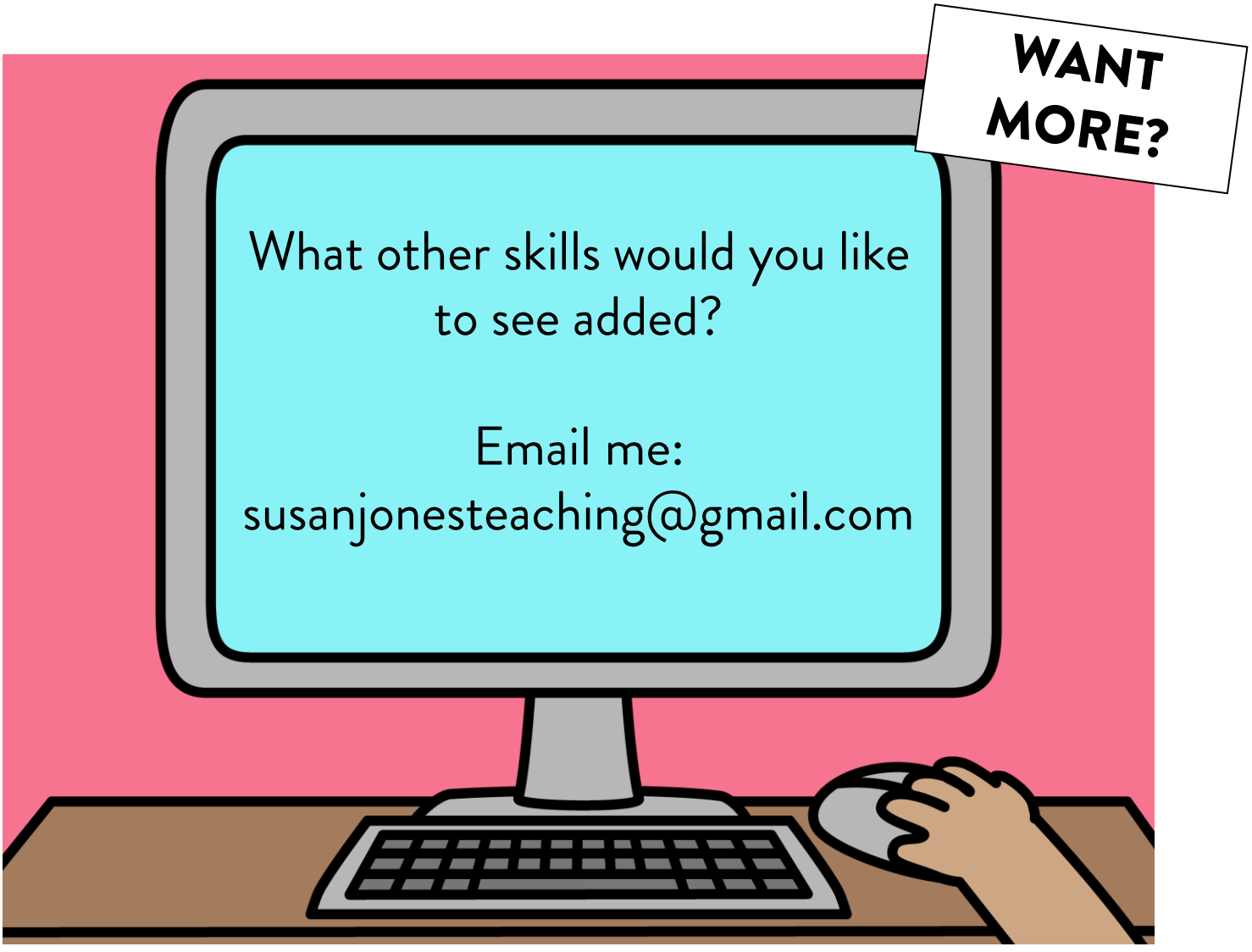
TARGET SKILL:	PAGE:
Silent e, CVCE	63
Silent e, CCVCE	67
Silent e (long a)	70
Silent e (long i)	74
Silent e (long o)	78
Silent e (long u)	82
Long a (ai, ay)	86
Long e (ee, ea)	90
Long i (ie, igh)	94
Long o (oa, oe, ow)	98
Long u (oo, ew, ue, ui)	102
Mixed long vowels	106
R-controlled (ar)	109
R-controlled (or)	113
R-controlled (er, ir, ur)	117

TABLE OF CONTENTS:

Simply click on the page number to go to those decodables:

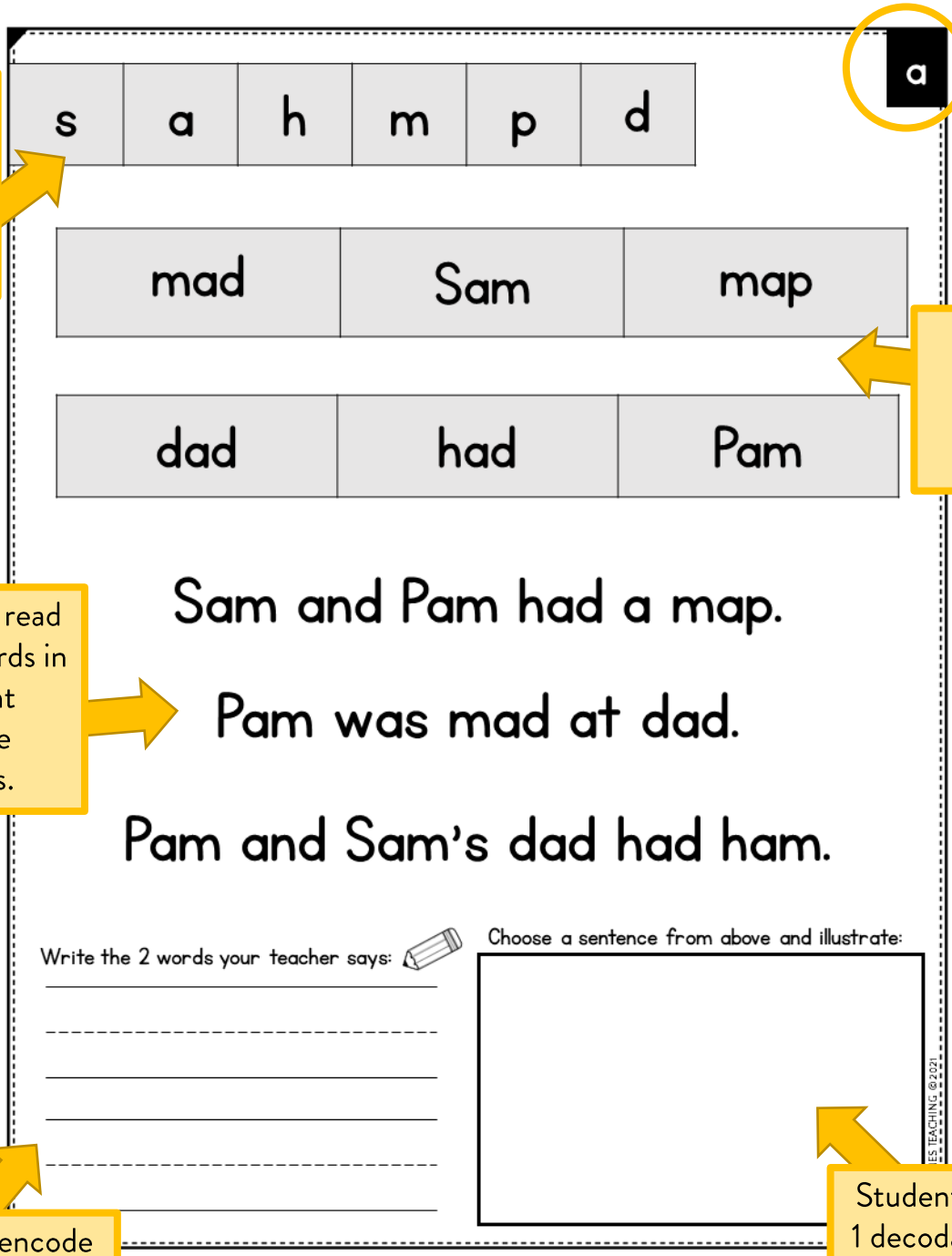
TARGET SKILL:	PAGE:
Mixed r-controlled	121
Diphthong (oi, oy)	124
Diphthong (ou, ow)	128
Diphthong (au/aw)	132

TARGET SKILL:	PAGE:
3 letter blends	136
open syllables	140
Two sounds of /oo/	144
Soft g/c	148



HOW IT WORKS:

These 1-page decodable interventions have 5 main areas:



1. Students will practice the individual sounds of each letter.

TARGET SKILL

2. Students will practice the individual words.

3. Students will read the above words in 3 different decodable sentences.

4. Students will encode 2 words said aloud by the teacher which include the focus skill.

5. Students will choose 1 decodable sentence to illustrate and show understanding.

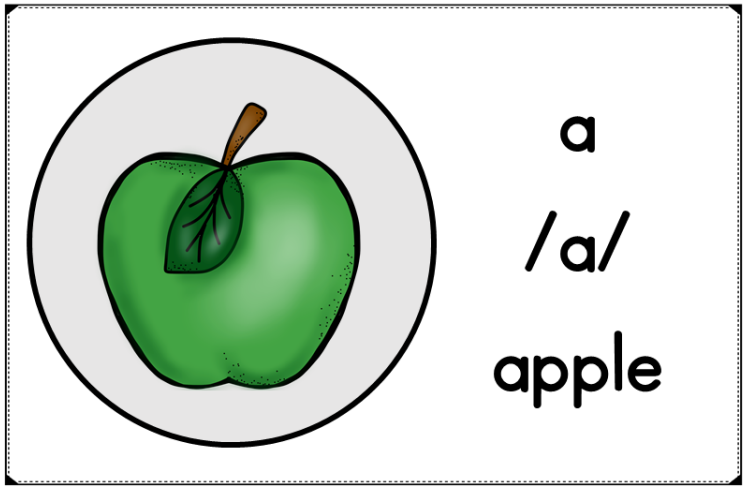
IDEAS FOR USE:

Please note: All the one-page decodable interventions can be used as is without any warmup!

If you wanted to, you could also extend learning by doing any of the following before the sheet:

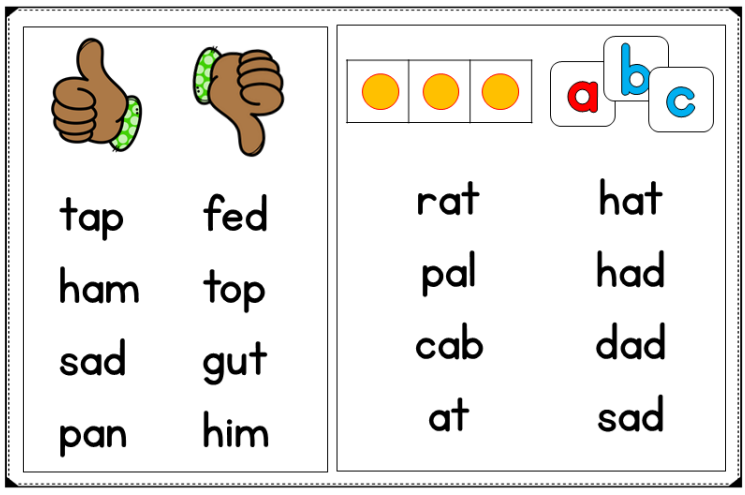
- Review the target skill/sound with an image to reinforce the sound
- Read a short list of words to students and ask them to give a thumbs up if they hear target sound or a thumbs down if they do not hear the sound
- Have students use sound boxes and manipulatives (play-doh, counters, cubes, etc.) to tap out the sounds they hear in words with the target skill
- Have students use letter magnets to listen you say sounds or words and make them with their letters. Switch out sounds to make a word ladder.

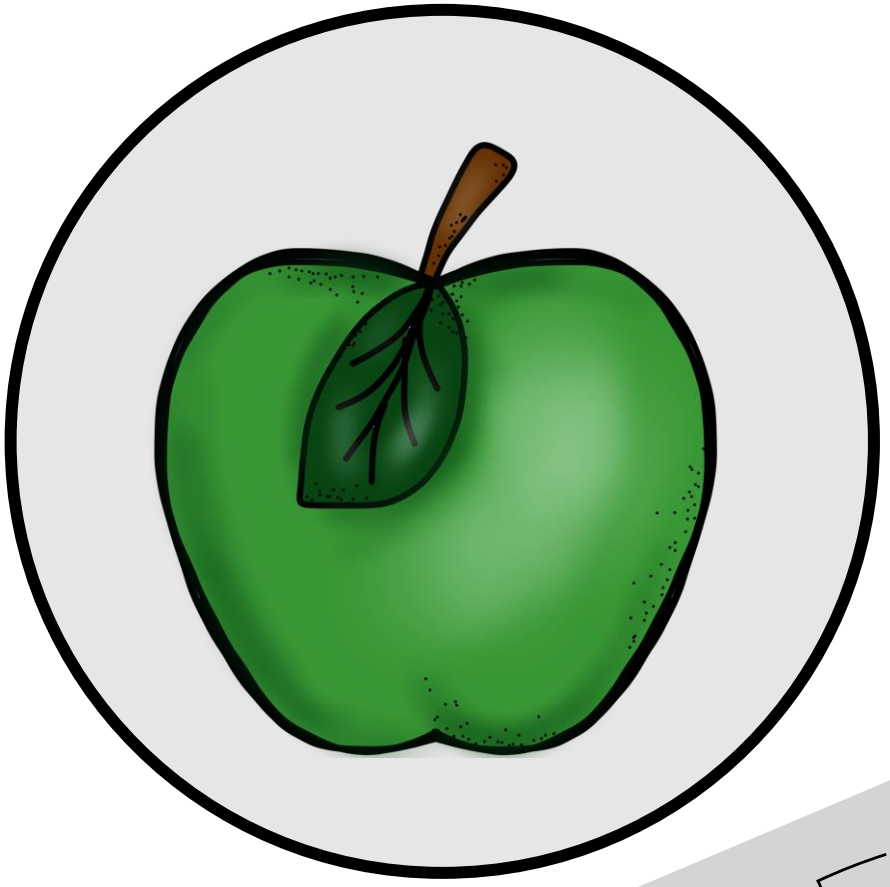
Before each section of target skills, there will be a 1-page sheet with a flash card and word examples for each:



A half-sheet visual for each target skill is included

Quick word lists for phonemic awareness and tactile activities like mentioned above.





a

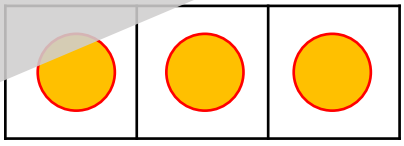
/a/

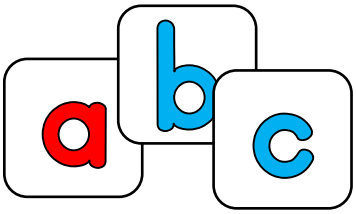
a

apple

PREVIEW!!!

rap	fed
ham	top
sad	gut
pan	him





rat	hat
pal	had
cab	dad
at	sad

a

s	a	h	m	p	d

mad	Sam	map

dad	had	Pam

Sam and P… had a map.

Pam was mad at dad.

Pam and Sam's dad had ham.

PREVIEW!!

Write the 2 words your teacher says:

Choose a sentence from above and illustrate:

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c	a	n	r	t	d

can	Dan	cat

ran	rat	Pam

Dan had a cat.

Dan's cat ran at the rat.

Pam and Sam's dad had the map.

PREVIEW!!!

Write the 2 words your teacher says:

Choose a sentence from above and illustrate:

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g	a	d	s	t	b

sad	bag	cat

sat	bat	tag

Dad had a tag on a bag.

A sad cat is in a bag.

A bat and cat sat on a mat.

PREVIEW!!!

Write the 2 words your teacher says:

Choose a sentence from above and illustrate:

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