

**LANGUAGE**   
**FOUNDATIONS**

PHONICS BY  
WILEY BLEVINS

SHORT READS  
**DECODABLES**<sup>™</sup>

**READ TO KNOW**<sup>™</sup>  
TEXT SETS

K–3 Foundational Language Resources  
**Grounded in Science—Guided by Experts**

**Digital Sampler**



**SCHOLASTIC**

# A Structure You Can **Count On**

Language Foundations, Short Reads Decodables, and Read to Know Text Sets are essential language resources that combine print and digital learning components with practical assessment tools, aligned to foundation language curriculum, supporting phonics proficiency.

Instruction is designed to ensure students receive explicit, systematic instruction in phonemic and phonological awareness, phonics and word study, and high-frequency words as well as reading fluency, writing, and spelling.

Language Foundations, Short Reads Decodables, and Read to Know Text Sets also incorporates other critical literacy skills including knowledge-building, vocabulary, and reading comprehension.

## Getting **Started**

Click on the **VIEW** buttons throughout to preview samples of these interconnected print and online resources.



## Overview Brochure

[View](#)

# LANGUAGE FOUNDATIONS

Wiley Blevins brings his engaging and easy-to-follow systematic, explicit approach to phonics instruction. Educators can systematically and sequentially teach foundational skills across dozens of flexible lessons.

## Alphabet Card

**Alphabet Cc Phonics by Wiley Blevins**

**STEP 1**

**Kit Resources**

**Classroom Resources**

**STEP 2**

**Kit Resources**

**Classroom Resources**

**STEP 3**

**Kit Resources**

**Classroom Resources**

**WORDS FOR INSTRUCTION AND PRACTICE**

For a list of 40 words, see Phonics Flashcards (2 pp) and page 115.

**STEP 1**

**Develop Phonemic Awareness**

**Explicitly Teach the Letter Name and Sound**

**Write the Letter to Transfer Sound**

**MULTILINGUAL LEARNERS**

**Language Support:** Teachers can use a different soundless language (Spanish or Tagalog) to teach the letter name and sound. This is especially helpful for students who are learning English as a second language.

**STEP 2**

**Sort by Letter Sound**

**Introduce High-Frequency Words**

**MULTILINGUAL LEARNERS**

**Language Support:** Teachers can use a different soundless language (Spanish or Tagalog) to teach the letter name and sound. This is especially helpful for students who are learning English as a second language.

**STEP 3**

**Connect to Reading**

**Write the Letters and the Spell Word**

**MULTILINGUAL LEARNERS**

**Language Support:** Teachers can use a different soundless language (Spanish or Tagalog) to teach the letter name and sound. This is especially helpful for students who are learning English as a second language.

### Lesson Cards

This **Alphabet Cc Lesson Card** provides step-by-step code-focused instruction for whole-group or small-group learning.

View

### Student Activity Pages

Students apply phonics skills with connected activity pages.

View



# LANGUAGE FOUNDATIONS

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## Phonics Card

**LANGUAGE FOUNDATIONS** Phonics by Wiley Blevins

**r-Controlled Vowels are, air, ear**

**STEP 1** Develop Phonemic Awareness

**Kit Resources**

**Classroom Resources**

**STEP 2** Model Blending

**Kit Resources**

**Classroom Resources**

**STEP 3** Connect to Reading

**Kit Resources**

**Classroom Resources**

**STEP 4** Build Fluency

**Kit Resources**

**Classroom Resources**

**STEP 5** Extend Phonics Knowledge

**Kit Resources**

**Classroom Resources**

**WORDS FOR INSTRUCTION AND PRACTICE**

For lists of controlled vowels, see Phonics Chart A-2 (pp. viii and 138).

**STEP 1** Phonics | Complex Vowels | r-Controlled Vowels are, air, ear

**Develop Phonemic Awareness**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

**Introduce the Sound-Spelling**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

**STEP 2** Phonics | Complex Vowels | r-Controlled Vowels are, air, ear

**Model Blending**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

**Blend Words**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

**STEP 3** Phonics | Complex Vowels | r-Controlled Vowels are, air, ear

**Teach High-Frequency Words**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

**Build Words**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

**STEP 4** Phonics | Complex Vowels | r-Controlled Vowels are, air, ear

**Sort Words**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

**Spell Words**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

**STEP 5** Phonics | Complex Vowels | r-Controlled Vowels are, air, ear

**Connect to Reading**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

**Build Fluency**

Write the words chair, bear, and ear on the board. Model blending the words as you say them. Have the students say the words and then blend the words together. This activity helps students understand the relationship between the sounds of the words and the letters that represent them.

## Lesson Cards

This **Complex Vowels with r-Controlled Vowels are, air, ear** Lesson Card provides step-by-step code-focused instruction for whole-group or small-group learning.

View


## Student Activity Pages

Students apply phonics skills with connected activity pages.

View








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**LANGUAGE FOUNDATIONS**  Phonics by Wiley Blinn

WORD STUDY

## Inflectional Endings: With Spelling Changes

<p><b>STEP 1</b></p> <p>• Identify the inflectional ending.</p> <p>• Write the word with the ending.</p>	<p><b>Classroom Resources</b></p>  <p>Letter Tiles and Traps    Connecting Sound Cards</p>
<p><b>STEP 2</b></p> <p>• Read the word.</p> <p>• Read the word.</p>	<p><b>Kit Resources</b></p>  <p>Word Cards Word Cards with Inflectional Endings Word Cards with Spelling Changes</p>
<p><b>STEP 3</b></p> <p>• Read the word.</p> <p>• Read the word.</p> <p>• Read the word.</p>	<p><b>Classroom Resources</b></p>  <p>Letter Tiles and Traps</p>
<p><b>STEP 4</b></p> <p>• Read the word.</p>	<p><b>Classroom Resources</b></p>  <p>Word Cards and Traps</p>
<p><b>STEP 5</b></p> <p>• Connect to Reading.</p> <p>• Read the word.</p>	<p><b>Kit Resources</b></p>  <p>Word Cards Word Cards with Inflectional Endings Word Cards with Spelling Changes</p>

**FOCUS ON INSTRUCTIONAL LEVELS**

For an additional resource details and support, see “Reading Word Study” in the Program Guide.

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[illegible]

STEP 2

Word Study | Effectively Enhancing With Spelling Changes

## Model Blending

Write the words *ending, ending, ending*, and tapping on the board. Underline the ending to highlight the spelling change in each word. Blend the ending in each word until you hear your finger under each letter or until you say the sound. Have children repeat.

**Consonant Blend:** Remove the vowel from the word and use your finger under each letter and say the sound. Have children repeat. *ending* and possible additional small-group instruction and independent practice with blending strategies.

## Blended Words

Use the “Word Word Inflection-Ending With Spelling Change” activity to have children identify the ending in each word. Blend in blended. Children can then use the End for Further

**Consonative Ending:** Provide consonative ending words to use in the Blended word spelling, using the spelling and sound of the ending and the blended word. Have children read the word.

**Consonative Blend:** Add vowels with consonative blend words in the blended words to use in the blended word spelling, using the spelling and sound of the ending and the blended word. Have children read the word.

fully extended from the previous hour as well as the word and the blended word.

**Blend Word:** Assign a partner to read the word and blend, and then blend the word with the word and the blended word.

**Blend Word:** Assign a partner to read the word and blend, and then blend the word with the word and the blended word.

[illegible][illegible][illegible]

Let's Read and Write

# Baking Pies

Pam and Jin are baking pies. They are making apple pies.

Jin grabbed a big bag of apples from the store. Pam tried to find all the other ingredients into small parts. Then they popped the pans into the oven. Pam and Jin baked ten pies in all.

"We are running out of time," said Pam.  
"We must get these pies to the school," said Jin.  
"It will be the best bake sale ever!"

Pam and Jin sold all ten pies.  
They were the happiest bakers in town.

## Instructional Endings

### Interactive Story

#### Name \_\_\_\_\_

Read the story. Then answer the questions.

#### Baking Pies

Pam and Jin are baking pies. They are making apple pies.

Jin grabbed a big bag of apples from the store. Pam tried to find all the other ingredients at home. They mixed and stirred and poured the ingredients into small pans. Then they popped the pans into the oven. Pam and Jin baked ten pies in all.

"We are running out of time," said Pam.  
"We must get these pies to the school," said Jin.  
"It will be the best bake sale ever!"

Pam and Jin sold all ten pies.  
They were the happiest bakers in town.

- Circle all the words with spelling patterns when the suffix is added at the end.
- Draw a box around the sentence that tells how Pam and Jin felt at the bake sale.
- How did Pam and Jin make their apple pies? Write about it.

## Instructional Endings

### Quick Check

Go to the Teacher Guide to determine which activities to include in the reading of this passage. Use the activities that you think will be most helpful for your students. Write the number of the activity in the space provided next to the activity that you plan to use.

#### Name \_\_\_\_\_

Read the words many times. Your teacher will hear you. Circle how many words you can read at the instant.

tries	cried	dries	clies
stopping	hopped	grabbed	dropping
taking	happiest	funner	silliest
dropping	stopping	funner	making
repiles	skies	funner	talking
cries	hoped	stopping	repiles
tries	tries	jogged	repiles
cried	dies	dies	making
grabbed	silliest	dies	funner
making	jogged	dies	funner

1° **happiest** \_\_\_\_\_ words read in one minute  
 2° **stopping** \_\_\_\_\_ words read in one minute  
 3° **hopped** \_\_\_\_\_ words read in one minute

## Instructional Endings

### Blend Words

#### Name \_\_\_\_\_

Read the words.

fly	flies	cry	cries	cried
hop	hopped	hops	hopped	grabbed
run	running	make	making	grabbed
happy	happier	happiest	silly	silliest

Read the longer words.

disqualified	occupied	multitudes
butterflies	misplacing	exchanging
decreasing	deciding	eroded

#### Do More!

- Blend Reading** Reread the words in this list until you can read them quickly and correctly. Practice reading the list each day.
- Spell It** Have a friend say each word. Write the word on another sheet of paper. Circle each word's answer.
- Write About It** Write a story using the list words. How many words did you use? Circle them.

## Student Activity Pages

Students apply phonics skills with connected activity pages.

View

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## Vocabulary Development Card

LANGUAGE FOUNDATIONS

**Vocabulary: Words Can Vary Slightly in Meaning**

**STEP 1**

**Introduce Shades of Meaning**

Introduce the concept that words can vary slightly in their meaning and are used in specific contexts. Show children a paint chip from a paint store display. Ask children: What do you see on this paint chip? (e.g., Lots of green colours, different greens, light greens and dark greens) What is the same about all the colours on this paint chip? (They are all greens.) What do you notice about the colours as you look from the bottom of the paint chip to the top? (They get lighter.)

Introduce the concepts of "shade" and "intensity" by telling children: Each one of the sections on the paint chip is a different shade of green. The colour shades become more intense or stronger as you move down the paint chip from top to bottom. The most intense or strongest colour is at the bottom.

Tell children that just like the shades of colour on a paint chip, words can also have shades of meaning. Display three words—cold, freezing, and cool—and a large strip of paper coloured in three shades of the same colour, similar to a paint chip. Write the words

most intense or strongest at the bottom of the paper. Then ask children: What is similar about these three words? (They are about temperature or about the cold.) How might we order these words to show shades of meaning, just like the shades on the paint strip? Which word is the most intense or strongest? (freezing) Where should I put cool? (At the top) Why should I put it there? Where should cold go in the paint strip? (In the middle)

**Explicitly Teach Shades of Meaning**

Display the following sentences and have children decide which word would be best to describe the weather: (cool, cold, or freezing)

I wear a parka when the weather is \_\_\_\_\_. (freezing)

I wear a jacket when the weather is \_\_\_\_\_. (cold)

I wear a hoodie when the weather is \_\_\_\_\_. (cool)

Ask children: Why do you think we have more than one word to describe cold?

**STEP 2**

**Practice: Identify and Use Shades of Meaning**

Provide each group with four cards with one of the following words on each card: nice, kind, friendly, pretty. Read the words aloud and ask: Which word does not belong? (pretty) Why doesn't it belong? ("Pretty" is about how something looks.) What is similar about the other three words? (They are about how someone acts.)

**STEP 3**

**Apply: Identify and Use Shades of Meaning**

Provide children with the "Shades of Meaning Words" activity and a strip of paper. As a class, read aloud each row of words. Ask: What is the same about each of the words in this row? or Why do you think these words belong together? (e.g., They are all words about smiling, drinking.)

Children work in groups or partners and cut out the words in each row. You may wish to give each group one or multiple rows of words to categorize and order. They decide how to order the words and then glue the words on the paper strip. They can colour each word with a different shade of the same colour to show intensity. Alternatively, you may wish to provide them with paint chips, and they can glue each word to a different paint chip.

**READ ALOUD**

Children can identify shades of meaning words they hear in the following stories:

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst, Atheneum Books for Young Readers, 1972
- *Carmine: A Little More Red* by Melissa Sweet, Clarion Books, 2008
- *Sagotheasaurus* by Bridget Heos, Henry Holt and Company, 2018

**DIFFERENTIATION**

**Extra Challenge:** Provide children with the words from the "Shades of Meaning Words" activity, cut up and placed in an envelope so they are not pre-sorted by category. Children first have to decide which words belong together and then sort by intensity. Alternatively, have children add a fourth word to the word group: (e.g., heavy, try, little, small)

Vocabulary: Words Can Vary Slightly in Meaning

Shades of Meaning Words

Cut out the three words in each row. Put the words in order. Glue the words on a paper strip. Colour each word with a different shade of the same colour.

teeny	small	little
gigantic	huge	big
race	run	jog
cry	whimper	sob
smile	grin	beam
drink	gulp	sip
glance	look	stare

### Lesson Cards

This **Vocabulary: Words Can Vary Slightly in Meaning Lesson Card** provides step-by-step code-focused instruction for whole-group or small-group learning.

View

### Student Activity Pages

Students apply phonics skills with connected activity pages.

View

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## Language Conventions Card

**LANGUAGE FOUNDATIONS**

**Language Conventions: Nouns**

**STEP 1**

**Introduce the Interactive Story**

- Provide the class with the Interactive Story called "Wall Art" as a mentor text for the class to chorally read or share read. After the first reading of the text, ask: What is this story about? Who is the main character? What is the character telling us?
- Begin an anchor chart listing the people in the story. In an open discussion, have children also identify a few of the places and things. Add these categories to the anchor chart and list children's suggestions.

Person	Place	Thing
people	town	wall
		picture

Then say: We have a name for people, places, and things. They are called nouns.

\* Say the word nouns. Write nouns on the board. Say the sound for each letter. Blend nouns aloud as you run your finger under each letter. Ask children to say the sound each letter represents. Have children share what the word noun means and give an example.

**STEP 2**

**Introduce the Language Convention**

- Have the class participate in a game of Noun Scavenger Hunt. In partners, invite children to walk around the classroom and down the hall. Tell them to notice what they see on their walk, e.g., desks, a door, the library, the stairs. You may wish to distribute a blank piece of paper and a pencil to each pair so they can quickly draw or write down what they see. Back in the classroom, ask children to each share one word to describe that they saw on their Noun Scavenger Hunt. Revisit the Person, Place, or Thing chart, and ask children where it should go in the chart. Ask: Is it a person, a place, or a thing? Write the information under the appropriate heading.

As you add to the chart, discuss singular nouns and plural nouns. Say: We said that desks could be a noun to add under thing. Look at how I write it. What letter is on the end? (The letter s.) We add s to some words to make them mean more than one. We call these words plural nouns. (Give the Word Study card. Plurals for more information on forming the plurals of nouns.)

- Provide children with the "Person, Place, or Thing" printable so they can keep track of nouns in their reading.

**STEP 3**

**Guided Practice**

- Provide small groups with a variety of magazines and flyers. Have them sort out pictures of people, places, and things and make a chart to organize their pictures. Suggest children model their charts on the class anchor chart developed earlier in the lesson. Provide groups with glue and a blank sheet of paper for their charts.

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**STEP 4**

**Independent Practice**

- Have reading partners choose three nouns from their picture sort—one from each category—and write one or two sentences using the nouns. (e.g., Mom packs my lunch. She walks me to school. I see my friends.)

**STEP 5**

**Apply to Reading and Writing**

- Have a whole-class discussion on using nouns in a sentence. Say: What are some nouns that we could use to write a sentence? Provide prompts on chart paper if needed. Say: Now let's think of a way that we could use these nouns in a sentence, or two sentences. Provide one example, e.g., The apple is red. Ask: Is red a noun? Is apple a noun? Next, have children provide one or two other examples. Write the examples on chart paper for all to see and use for re-reading. Discuss whether the noun is a singular noun or a plural noun and where they fit into the categories of person, place, or thing.
- Refer children back to the Interactive Story "Wall Art." Read the following direction line with the class: If you were to help paint the wall, what picture would you add? On the lines provided, have partners write two sentences, each containing a noun or two. Remind children to start each sentence with a capital and end with a period.
- Have partners share some examples with the whole class. Write some on chart paper for display.

**CROSS-CURRICULAR CONNECTION: ART**

- Re-read "Wall Art" and ask children to choose a sentence they wrote that describes what they would like to put on this wall.
- Distribute pieces of paper to the children and have them draw what they would add to the wall. Have children label their picture or write their sentence about the picture. Next, tell them to draw a box around each noun.
- Place all the pictures on a mural or along a wall for independent reading practice.

**Assessment**

Assess children's knowledge of the following:

- Nouns
  - in reading
  - in writing
- Singular Nouns
  - in reading
  - in writing
- Plural Nouns
  - in reading
  - in writing

**Language Conventions: Nouns**

**Language Conventions: Nouns**

**Interactive Story**

**Wall Art**

Hi, My name is Karl. I am painting a big wall in town. Lots of people are helping.

First, some people draw a picture on the wall. It shows animals and plants under water.

Now, we will paint the picture.

I hope I get to paint a sea horse.

I gasp when I get to the wall. There are so many cans of paint!

I spot every colour I can think of. There are even paints that sparkle or glow.

I find a sea horse on the wall and get started.


We stop for lunch. I have pizza. Yum!

After we have finished, I stand back and look. I think we did a great job!

We all stand in front of the wall for a photo.

I print a copy off and hang it up.

I feel happy when I look at it.



**Language Conventions: Nouns**

**Interactive Story**

**Wall Art**

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We all stand in front of the wall for a photo.

I print a copy off and hang it up.

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**Language Conventions: Nouns**

**Person, Place, or Thing**

Name: \_\_\_\_\_

Read the story. Then answer the questions.

Put the nouns that you find in the chart.

Person	Place	Thing
people	town	picture

## Lesson Cards

This **Language Conventions: Nouns Card** provides step-by-step code-focused instruction for whole-group or small-group learning.

**View**

## Student Activity Pages

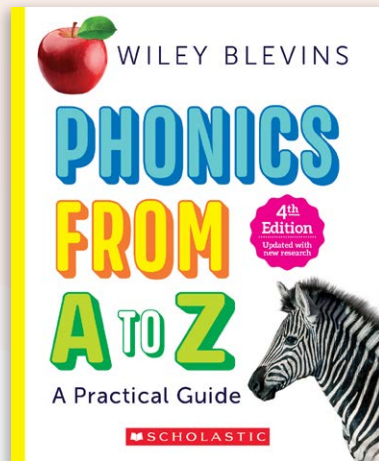
Students apply phonics skills with connected activity pages.

**View**



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## Additional Resources



### Phonics From A to Z

Leading phonics expert Wiley Blevins' bestselling *Phonics From A to Z* includes the latest in phonics instruction and the science of reading, as well as current research on handwriting and phonemic awareness.

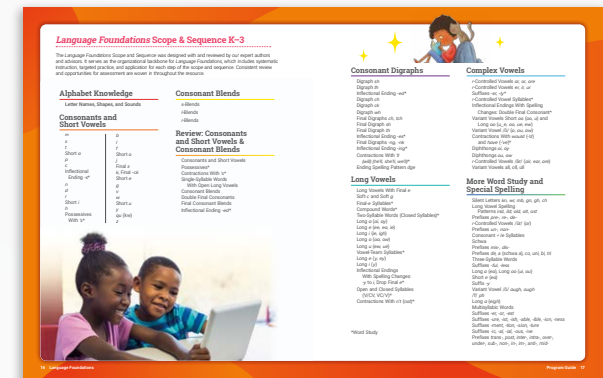
[View](#)



### Articulation Cards, Alphabet Cards, and Letter-Sounds Flash Cards

These Cards support fluency, foundational language instruction, and skill-building.

[View](#)

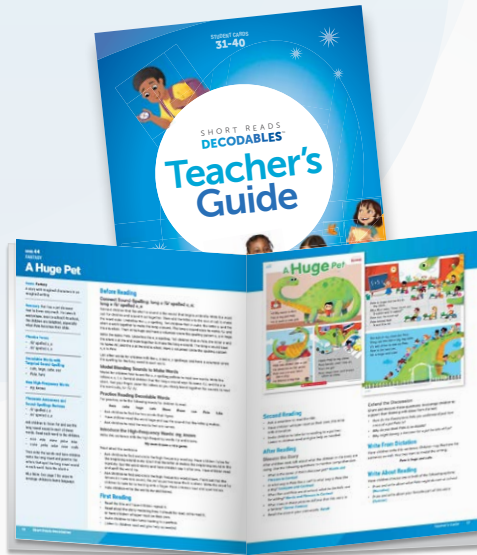


### Scope & Sequence

The Scope & Sequence was designed with and reviewed by expert authors and advisers. It serves as the organizational backbone for **Language Foundations** and includes systematic instruction, targeted practice, and application for each step of the scope and sequence.

[View](#)

Students PRACTISE the discrete phonics skills they are learning with 90 two-sided decodable text cards that incrementally target individual sound-spellings, and provide an accessible and manageable format to confidently practise newly taught phonics skills.



### Teacher's Guide

The Teacher's Guide includes lesson plans for each Short Reads Decodable text card that targets foundational skills.

[View](#)



### Student Cards

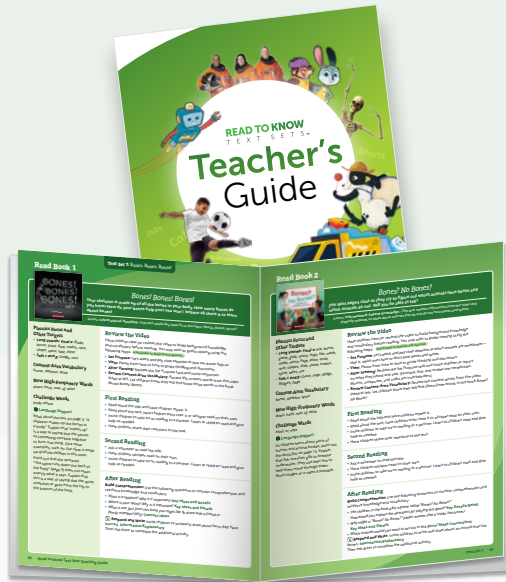
Students read in small groups and receive targeted practise in a particular phonics skill.

**A Huge Pet**

[View](#)

### APPLY

Students APPLY phonics skills to more complex texts by continually and cumulatively spiraling prior phonics skills with topic-based text sets, providing a bridge from decodable to authentic texts.



### Teacher's Guide

A robust Teacher's Guide provides educators with lesson plans, activities, and discussion prompts to build foundational vocabulary, comprehension, and writing skills.

[View](#)



### Decodable Readers

Students engage with thematically connected texts, videos, and writing prompts in small groups, independently, or in pairs.

**Bones! Bones!  
Bones!**

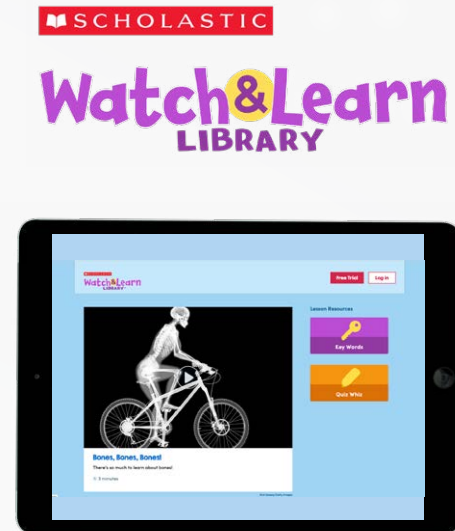
[View](#)

**Yikes!**

[View](#)

**Bones?  
No Bones?**

[View](#)



### Online Resources

Watch & Learn videos connected to each text set provide pre-reading context, background knowledge, and vocabulary building.

**Bones! Bones! Bones!  
Video**

[View](#)



# Assessment

## ASSESS

Practical assessment opportunities are incorporated across all three resources with check-ins, information gathering, built-in reviews, and formative assessments.

### Assessments Phonemic-Awareness Assessment: Part 1

Name \_\_\_\_\_  
Rhyme

For each numbered item, show the child any the first picture name, then circle the picture in the row whose name rhymes with it.

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

### Phonemic Awareness

Rhyme, syllables, initial sounds, final sounds, medial sounds segmentation, blending, and manipulation.

[View](#)

### Assessments Comprehensive Spelling Survey: Directions

#### Preparation

1. Make a class supply of the Comprehensive Spelling Survey: Individual Scoring Sheet.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end. This assessment can be administered individually, in small groups, or with the whole class.
3. Gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

#### Comprehensive Spelling Survey

This assessment consists of 40 words to confirm children's spelling skills. Some children do well reading words with taught phonics skills, yet struggle spelling words with those same skills. Spelling generally lags behind reading development and requires more time and intensity in terms of instruction and practice. In addition, children might be at different places in their development and mastery of phonics skills in decoding versus encoding.

1. Read each word aloud. Ask children to write the word on the Comprehensive Spelling Survey: Individual Scoring Sheet. Record the child's errors to use for error analysis. The specific errors in each category are more important than the overall score.
2. You might want to administer only a few sections each day due to time constraints.

**Next Steps:** If children misspell two or more of the target spellings in each section of the assessment, then instruction should begin in that skill set (e.g., short vowels).

### Comprehensive Spelling Survey

Short vowels, consonant blends and digraphs, final/silent e, long vowels, complex vowels, word study (prefixes and suffixes), and multisyllabic words.

[View](#)

### Assessments Complex-Vowel Assessment

Name \_\_\_\_\_

#### Word Reading

1. stir	11. spark
2. mood	12. stalk
3. frown	13. flaw
4. broil	14. wear
5. vault	15. should
6. glare	16. clerk
7. clue	17. hood
8. thorn	18. burn
9. knew	19. ground
10. stairs	20. joy

### Complex-Vowel

Short Vowels, Consonant Blends and Digraphs, Long Vowels, and Complex Vowels.

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**LANGUAGE**   
**FOUNDATIONS**  
P H O N I C S   B Y  
W I L E Y   B L E V I N S

SHORT READS  
**DECODABLES**<sup>™</sup>  
**READ TO KNOW**<sup>™</sup>  
T E X T   S E T S

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