

# The Science of Reading Intervention

Say 'em as you spell 'em!

g u e s s

g u e s s

g u e s s

# Say It! Spell It! Read It!

## Word Chain Lessons

(Print Version)

### Lesson 31: Phonics Program

Phonological Awareness: Reading about letters and the speech sounds in print. Hearing the differences in long sounds and the patterns of sounds prepares us to read well. Practice hearing the different sounds and patterns with these drum sounds.

"I will play two sounds. Give a thumbs up if they sound the same and a thumbs down if they sound different."

1. 👍 2. 👎 3. 👍 4. 👎 5. 👍 6. 👎

"Now I will play two sound patterns. Give a thumbs up if they sound the same and a thumbs down if they sound different."

1. 👎 2. 👍 3. 👎 4. 👍 5. 👍 6. 👎

Thumbs up? The same.  
Thumbs down? Different.

### Lesson 32: Sound Box Answers

WORD/SOUNDS	1	2	3	4	5	6
beside	b	e	s	i	d(e)	
tidy	t	i	d	y		
untie	u	n	t	ie		
byway	b	y	w	ay		
tighten	t	igh	t	e	n	
brightly	b	r	igh	t	l	y
again	a	g	ai	n		
because	b	e	c	au	s(e)	

### Lesson 1: Word Chains

a

m s t

Say It! Spell It! Read It!

mat at sat

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Phonemic segmentation, blending, and manipulation. Letter sounds knowledge, decoding, spelling, and vocabulary.

### Scan and Friends

### Phonics Books

54 illustrated phonics books  
Decodable text with heart words  
Word fluency timings  
Comprehension questions

### Vowel Valley Sound Wall

Tight Smile  
Short Schwa  
Slightly Opened  
Fully Opened  
Long Schwa  
Puckered Lips

### Lesson 34: Heart Words through, guess

Sort and Spell these Heart Words: coup, guest, soup, racquet, slough, question

ou[gh] spells /oo/ ue spells /e/

through guess

Drag and Drop the Heart s above the Parts We Have to Learn by Heart

guess soup coup racquet

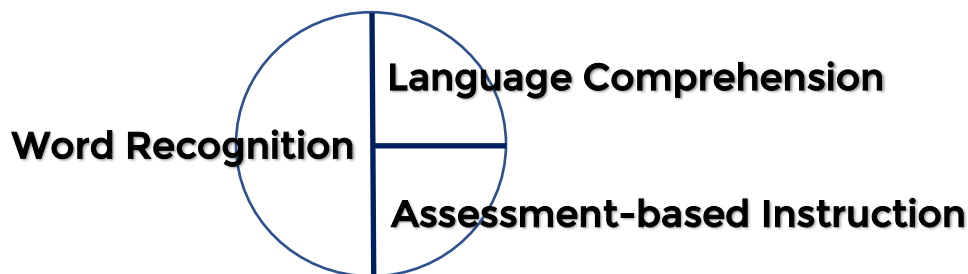
guest slough through question

29 lessons each with 12 words  
Instructional Sequence

# The Science of Reading Intervention Program

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The Science of Reading Intervention Program provides comprehensive, year-long reading intervention for students ages 8–adult. The three program components have been designed to accelerate reading achievement for students ages 8–adult with explicit, systematic, and scripted instruction. No training required. No prep. Minimal correction. Easy to teach.



## First Half of the Year Program: Word Recognition

[The Science of Reading Intervention Program: Word Recognition \(Phonemic Awareness, Spelling, Phonics\)](#) features the **6 Google Slide Activities**: 1. Phonemic Awareness and Morphology 2. Blending, Segmenting, and Spelling 3. Sounds and Spellings (including handwriting) and Heart Words Practice 4. Say It! Spell It! Read It! Word Chains 5. Sam and Friends Phonics Books (decodables). 6. Elkonin Sound Box Spelling Dictations, Personal Sound Walls, and Morphology Walls. The three 90-minute lessons per week permit flexible scheduling. Print versions are available for all activities.

## Second Half of the Year Programs: Language Comprehension and Assessment-based Instruction

[The Science of Reading Intervention Program: Language Comprehension](#) resources are designed for students who have completed the word recognition program or have demonstrated basic mastery of the alphabetic code and can read with some degree of fluency. The program features the **5 Weekly Language Comprehension Activities**: 1. Background Knowledge Mentor Texts 2. Academic Language, Greek and Latin Morphology, Figures of Speech, Connotations, Multiple Meaning Words 3. Syntax in Reading 4. Reading Comprehension Strategies 5. Literacy Knowledge (Narrative and Expository). 150 minutes-per-week instruction.

To supplement the language comprehension, [The Science of Reading Intervention Program: Assessment-based Instruction](#) provides diagnostically-based instructional resources to individualize instruction. The program includes **13 comprehensive assessments and matching instructional resources** to fill in the yet-to-be-mastered gaps in phonemic awareness, alphabetic awareness, phonics, fluency (with YouTube modeled readings), Heart Words and Phonics Games, spelling patterns, grammar, usage, and mechanics, syllabication and morphology, executive function skills. Even though students have completed the word recognition program, some students will need **second-chance instruction** with more intense practice in easily-managed small groups and independent practice. 120 minutes-per-week instruction.

# Say It! Spell It! Read It! Word Chains

The **Say It! Spell It! Read It! Word Chains** is a review activity in which students build new words by changing the sound-spellings from word to word. In this one activity, students will practice phonemic segmentation, blending, and manipulation, letter sounds knowledge, decoding, spelling, and vocabulary.

Each of the 54 lessons includes a 7-minute **Say It! Spell It! Read It! Word Chains** activity. Students build 12 related words to review the lesson’s focus sound-spellings.

**Word Chain Example:** at, sat, mat; Sam, tam, am; sat, mat, mats, at, mat, sat

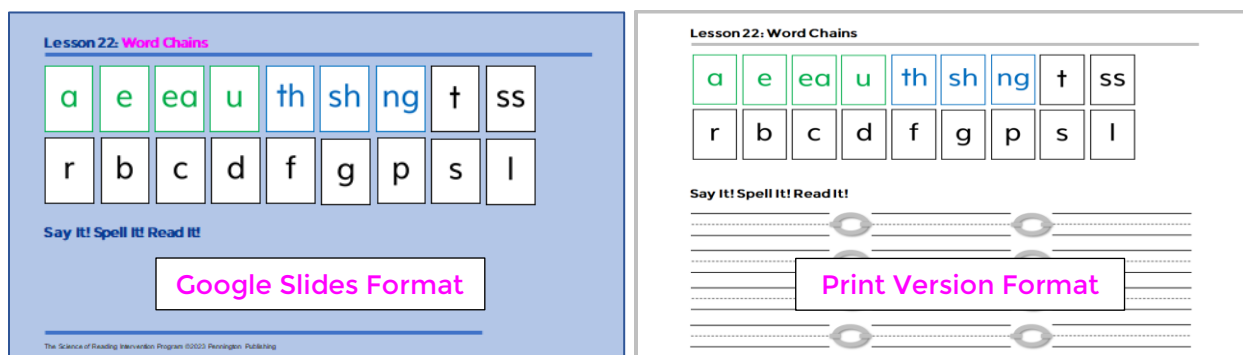
Students choose among limited numbers of simple color-coded letter cards to build each word.

## Instructional Formats

**Google Slides:** The teacher displays the **Say It! Spell It! Read It! Word Chains** Google slides in edit (not presentation) mode to keep the letter cards movable. To enlarge the viewing area, click “View” on the toolbar and uncheck the “Show filmstrip” option. The 12 word chain words and instructional hints are listed in each slide’s speaker notes. The teacher shares the Google slides lesson with students, and students complete the word chains as a drag and drop activity.

**Print Version:** The teacher displays and prints on the same print copy that students receive. The 12 word chain words and instructional hints for each lesson are listed at the end of this section.

**Printed Cards:** If teaching a small group of students, teachers may choose to print the letter cards or the Animal Cards on cardstock—the latter are best suited for intensive instruction. Both card sets are found in the Addendum.



## SCRIPTED DIRECTIONS

Follow the **Say It! Spell It! Read It!** instructional script at a hurried pace for optimal practice. Teachers may choose to provide the first word in the word chains list and the first word following semicolons. However, for most of the first words, students should be able to drag and drop or write these words on their own. Teachers should reference this script for the first few lessons until the format is memorized.

**Lesson 1 Word Chains:** mat, at, sat, Sam, tam, am, at, sam, Sam, sat, mat, mats

**Say It!** “The first word is *mat*. Say /mm//aa//t/.”

The teacher may choose to drag and drop the word on the displayed slide or print the word on the displayed print copy. Or students can build the word themselves.

The “Say /mm//aa//t/” direction requires students to repeat the sounds exactly as the teacher has modeled. Double-listed sounds e.g., /mm/ and /aa/, remind the teacher to hold these continuous sounds longer than the stop sounds e.g., /t/. Blend through all sounds, not stopping until the end of the word. Make sure to clip the stop sounds e.g., don’t pronounce the /t/ as *tuh*.

**Spell It!** “Let’s say the sounds as we (drag them down) (write them down). Now check the display, and make yours like mine.”

Students say the individual sounds of the words they build on their Google slides or any spellings they print on their print copies. After students have built their new word, the teacher does likewise and directs students to “Check the display” to make sure they have spelled the word accurately “and make yours like mine” (revise if needed).

**Read It!** “Word? [continuous blending motion] /mm//aa//t/ [quick blending motion] *mat*.”

Cue student responses with “Word?” and move your hand in the continuous blending motion underneath the word on the display or whiteboard. For challenging words, say the sounds for the first blending along with your students. Cue the second quick blend with the hand motion only.

**Say It!** “Now change *mat* to *at*. Say /aa//t/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

On the student’s Google slide, the student drags the *s* card down in front of the *at* to form *sat*. Tell students not to worry about perfect card drops—the cards don’t have to be placed perfectly. Maintain a hurried instructional pace. For mispronounced or misspelled words, point to the letter and prompt: “Try another.” Provide the correct sound or spelling if students remain confused.

**Read It!** “Word? [continuous blending motion] /aa//t/ [quick blending motion] *at*.”

**Say It!** “Now change *at* to *sat*. Say /ss//aa//t/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /ss//aa//t/ [quick blending motion] sat.”

**Say It!** “Now change *sat* to *Sam*. Say /ss//aa//mm/.”

**Spell It!** “The ‘s’ should be capitalized, because ‘Sam’ is a proper noun. Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /ss//aa//mm/ [quick blending motion] Sam.”

**Say It!** “Now change *Sam* to *tam*. A *tam* is a type of hat. Say /t//aa//mm/.”

For unfamiliar vocabulary, defined in parentheses within the word chains, quickly state the definition after saying the new word. Definitions are written in brief, student-friendly language. The word chains provide valuable vocabulary exposure, not in-depth vocabulary instruction.

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /t//aa//mm/ [quick blending motion] tam.”

**Say It!** “Now change *tam* to *am*. Say /aa//mm/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /aa//mm/ [quick blending motion] am.”

**Say It!** “Now change *am* to *at*. Say /aa//t/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /aa//t/ [quick blending motion] at.”

**Say It!** “Now change *at* to *am*. Say /aa//mm/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /aa//mm/ [quick blending motion] am.”

**Say It!** “Now change *am* to *Sam*. Say /ss//aa//mm/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /aa//mm/ [quick blending motion] Sam.”

**Say It!** “Now change *Sam* to *sat*. Say /ss//aa//t/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /aa//t/ [quick blending motion] sat.”

**Say It!** “Now change *sat* to *mat*. Say /mm//aa//t/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /mm//aa//t/ [quick blending motion] mat.”

**Say It!** “Now change *mat* to *mats*. Say /mm//aa//t//ss/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

**Read It!** “Word? [continuous blending motion] /mm//aa//t//ss/ [quick blending motion] mats.”

### **Say It! Spell It! Read It! Word Chains Lessons**

1. mat, at, sat, Sam, tam, am, at, sam, Sam, sat, mat, mats
2. if, it, its, fits, fit, fat, mat, mats, rats, rat, ram (a male goat or sheep), rim (the edge of something)
3. ham, hat, hit, hot, got, rot, lot, log, logs, dog, dig, fig (a type of fruit)
4. cat, cut, gut, got, hot, hog; fib (a lie), big, bug, buck (a male deer), back, lack (not enough of)
5. knock, knot, got, not, net, vet (a doctor who treats animals); lad, lead, head; kin (a relative), Ken, Ben
6. pig, jig, wig, wit (cleverness), quit, quick, quack, pack, jack; van, ran, ban (to forbid)
7. wrap, yap, zap, zip, zig, zigs; six, fix, fox; quiz, wiz (someone smart or skillful), win
8. cuff, huff, buff, buzz, fuzz, fizz; fill, fell, full; mass (something large with no definite shape), moss, mess
9. sand, send, mend (to fix); next, nest, rest, rust, ruts, nuts; list, wrist, mist (a light spray of water)
10. lent, went, west; can’t, rant (a lengthy, emotional speech), rent; hill, hilt, wilt, welt (a red, swollen mark), felt, belt

## Say It! Spell It! Read It! Word Chains Lessons

11. belt, welt, melt; risk, disk, kids; bump, dump, damp (slightly wet); help, kelp, yelp (a short cry of pain or alarm)
12. act, fact, duct; lift, loft, left; weld (melted metal used to join two metal pieces), held, help; lift, list, lisp (a speech difficulty)
13. silt, silk (a soft clothing material made from silkworms), milk; much, such, rich; bent, bench, wrench (a tool used to tighten things); wept, kept, tempt (to make something bad desirable)
14. song, sang, sank, sink, sing, sung, hung, hunk, honk; inch, pinch, punch
15. tan, than, then; them, then, than; this, thus, that; then, them, than
16. thin, thick, thank, think, thing, thud (a dull, loud sound); path, bath, math, wrath (extreme anger), moth, with
17. shop, shot, shut; mush (squishy, blended food), hush, **shush** (to quiet); wish, fish, dish, dash, cash, lash (to whip)
18. fished, wished, dished; **mopped**, mocked (to copy someone cruelly), **mobbed** (crowded); cashed, **canned**, **banned**, backed, bucked (to oppose being used), buffed (rubbed to remove marks or shine)
19. much, such, hutch (a cage for small animals), hatch, hitch, itch, witch, which, whip, chip, chin, chick (a baby bird)
20. flesh, flash, slash (a long cut made by a sharp object), clash, class, glass; blush (to turn red), plush (a soft, expensive material), slush (partially melted snow or ice), flush, flushed, flashed
21. slack, smack (to hit), snack, snap, snip (to cut), skip, skid (to slide), skin, spin, span, scan (a brief view), scant (a small amount)
22. crab, drab (not colorful), grab; cress (a green, leafy vegetable), dress, press; **dread** (to fear something that will happen) bread, breadth (the width); flesh, fresh, crush, string
23. read, **dread**, thread, threat (a promised punishment), death, breadth; shrimp, scrimp (to avoid spending money), script (written directions), sprint (a short race), **strict** (following rules exactly) string
24. split, splint (something used to prevent movement of a body part), sprint; squint (to look with partially closed eyes), squid (a large sea creature with eight arms), squish; twin, twist, swish; thread, tread, trend (something popular)
25. rained, trained, strained (tired or injured); trade, grade, grate (to shred into small parts); pray, spray, stray; eight, neigh (the sound a horse makes), sleigh
26. grief (sadness due to a loss), brief (short), chief (main); mean, seam (where materials are sewn together), seen, teen, team, steam, steamed (the mist created by boiling water), teamed, briefed (given information)
27. thigh, sigh, sight, site (a place), side, size; cry, try, dry, die, lie, pie
28. stone, slope (a slanted surface), wrote; woe (extreme sadness), doe (a female deer), poem; oats, gloats (bragging), floats; slow, blow, blown

# Say It! Spell It! Read It! Word Chains Instructional Sequence

Lesson	Sounds	Spellings
1	Short vowel and consonant sounds	a, m, t, s
2	Short vowel and consonant sounds	i, f, d, r
3	Short vowel and consonant sounds	o, g[a,o], l, h g[a,o,u]
4	Short vowel and consonant sounds	u, b, c[a,o,u], _ck
5	Short vowel and consonant sounds	e (_ea), k[i,e], v, n, kn_
6	Short vowel and consonant sounds	p, w, j, qu_
7	Short vowel and consonant sounds	y, x, z, _s /z/, wr_
8	Double consonant endings	_ll, _ff, _ss, _zz
9	Ending consonant blends (clusters)	_nd, _st, _xt
10	Ending consonant blends (clusters)	_nt (n't), _lt
11	Ending consonant blends (clusters)	_mp, _sk, _lp
12	Ending consonant blends (clusters)	_ct, _ft, _ld, _sp
13	Ending consonant blends (clusters) and /ch/ consonant digraph	_lk, _ch, _nch, _pt
14	Short Vowel /o/, /u/ Long Vowel /a/, /e/ Consonant Digraph /ng/	_ong, _onk, _ung, _unk, _ang, _ank, _ing, _ink tank, wing, pink
15	“th” voiced consonant digraph	th_
16	“th” unvoiced consonant digraph	th_, _th
17	“sh” consonant digraph	sh
18	Base words ending in /sh/, /p/, /k/, /s/, /x/ + _ed Base words ending in /b/, /f/, /g/, /l/, /m/, /n/, /s/, /d/	_sh, _shed, _ped, _ked, _sed, _xed _bbed, _ffed, _gged, _illed _mmed, _nned, _ssed, _zed

## Say It! Spell It! Read It! Word Chains Instructional Sequence

Lesson	Sounds	Spellings
19	Consonant digraphs	wh_, ch_, _tch
20	Beginning consonant blends (clusters)	fl_, sl_, bl_, cl_, gl_, pl_
21	Beginning consonant blends (clusters)	sm_, sn_, sp_, st_, sk_, sc_
22	Beginning consonant blends (clusters)	br_, cr_, dr_, fr_, gr_, pr_
23	Beginning consonant blends (clusters)	shr_, thr_, str_, spr_, scr_
24	Beginning consonant blends (clusters)	sw_, tr_, tw_, spl_, squ_
25	Long vowel sounds and consonant-Final <i>e</i>	a, _ay, a_e, ai_, ei[gh]
26	Long vowel sounds	e, _ee, ea, _ie_
27	Long vowel sounds and consonant-Final <i>e</i>	i, _igh, i_e, _y, _ie
28	Long vowel sounds and consonant-Final <i>e</i>	o, o_e, _oe, oa_, ow
29	Long vowel sounds and consonant-Final <i>e</i>	u_e, _ew, _ue

**Note: #s 30–54 multi-syllabic Say it! Spell it! Read it! Word Chains included in [The Science of Reading Intervention Program](#).**

30	Long vowel sounds in syllables	a, _ay, a_e, ai_, ei[gh]
31	Long vowel sounds in syllables	e, _ee, ea, [c]ei, _ie_, e_e, _y, _ey
32	Long vowel sounds in syllables	i, _igh, i_e, _y, _ie
33	Long vowel sounds in syllables	o, o_e, _oe, oa_, ow
34	Long vowel sounds in syllables	u, u_e, _ew, _ue
35	<i>r</i> -controlled vowels	ar

## Say It! Spell It! Read It! Word Chains Instructional Sequence

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Lesson	Sounds	Spellings
36	<i>r</i> -controlled vowels	or, ore
37	<i>r</i> -controlled vowels	er
38	<i>r</i> -controlled vowels	ir
39	<i>r</i> -controlled vowels	ur
40	Diphthongs	_ow, ou_
41	Diphthongs	oo, _ue, _ui, u_e, _ew, u, _eu
42	Diphthongs	oo, _u_
43	Diphthongs	oi_, _oy
44	Diphthongs	aw, au, a[l], a[l], augh[t]
45	Soft /g/ <i>g</i>	g[e,i,y], _ge, _dge
46	Soft /s/ <i>c</i>	c[e,i,y], _c, _ck
47	Short /i/ <i>y</i>	_y
48	Consonant-le	_le
49	Schwa	a, _ai_
50	Schwa	e
51	Schwa	i
52	Schwa	o, _io_, ou_
53	Greek and Latin influences	ph, ch_ (/k/), _ci_, _si_, _ti_, gn
54	Irregular Consonant-Final <i>e</i>	_z/e, _arge, _ate, _ile, ite, _ce, _se, _ve, y_e

# Lesson 1: Word Chains

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a

m

s

t

**Say It! Spell It! Read It!**

mat at sat

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 2: Word Chains

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a

i

m

s

t

f

d

r

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A gray ring is positioned in the center of each set, spanning across the dashed middle line.

# Lesson 3: Word Chains

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o a i

g l h f d r m s t

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line in each set, serving as a guide for letter height and placement.

## Lesson 4: Word Chains

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u a i o

b c ck g l h f t

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line in each set, serving as a guide for letter height and placement.

## Lesson 5: Word Chains

e	ea	u	o	a	i	h	t	b
v	n	kn	ck	k	g	l	d	r

**Say It! Spell It! Read It!**

The image shows four rows of handwriting practice. Each row consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A grey ring connector is placed in the center of each row, overlapping the middle dashed line and the bottom solid line. The rings are arranged in two columns of two rows each.

## Lesson 6: Word Chains

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a i e

p w j qu v r n ck k

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the center of the dashed middle line in each set, serving as a starting point for writing.

## Lesson 7: Word Chains

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a	i	o	y	x	s	wr	g
z	p	w	f	qu	v	n	

**Say It! Spell It! Read It!**









Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the center of each set, spanning across the dashed middle line.

## Lesson 8: Word Chains

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a	i	o	e	u					
ll	ff	ss	zz	b	c	m	f	h	

**Say It! Spell It! Read It!**









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## Lesson 9: Word Chains

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a	i	e	u						
n	d	s	t	x	r	m	n	l	wr

**Say It! Spell It! Read It!**

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# Lesson 10: Word Chains

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a	i	e	n	t	l	ll
w	f	s	c	r	h	b

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The sets are connected by two large grey ring-shaped connectors, one between the first and second sets, and one between the third and fourth sets.

# Lesson 11: Word Chains

a	i	e	u	m	p	s	k	l
h	w	y	k	d	r	m	b	

**Say It! Spell It! Read It!**









Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line in each set, serving as a guide for letter height and placement.

## Lesson 12: Word Chains

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a	i	o	e	u					
c	f	d	s	t	p	l	h	w	g

**Say It! Spell It! Read It!**

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# Lesson 13: Word Chains

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a	i	e	u	ch					
k	l	t	n	p	m	s	b	wr	r

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring connector is placed between the middle lines of adjacent sets, allowing them to be linked together for tracing or independent practice.

# Lesson 14: Word Chains

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o	i	u	e	ng	
k	n	s	h	p	ch

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the center of each set, overlapping the middle dashed line.

# Lesson 15: Word Chains

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a	i	u	e	th
s	t	m	n	

**Say It! Spell It! Read It!**

The image shows four rows of handwriting practice. Each row consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A grey ring is placed in the center of each row, overlapping the middle dashed line. The rings are connected to the next row, forming a continuous chain across the four rows.

## Lesson 16: Word Chains

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a	i	u	o	ng	th						
ck	m	n	k	b	p	d	s	wr	r		

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the middle dashed line and the bottom solid line in each set, serving as a guide for letter height and placement.

# Lesson 17: Word Chains

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a	i	o	u	sh				
d	m	f	h	l	w	p	t	c

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is placed on the dashed middle line of each set, serving as a guide for letter height and placement.

# Lesson 18: Word Chains

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a	i	o	u	sh	ed			
d	m	c	n	p	w	f	ck	

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line in each set, serving as a guide for letter height and placement.

# Lesson 19: Word Chains

a	i	u	e	wh	ch	tch
ck	n	w	h	p	m	s

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the center of each set, spanning across the dashed middle line.

# Lesson 20: Word Chains

a	i	o	u	sh	ff	f	n	
ck	ss	s	b	c	g	p	t	d

Say It! Spell It! Read It!

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The sets are connected by gray ring-shaped connectors that fit over the dashed middle line.

# Lesson 21: Word Chains

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a i

s m n p t k c l d ck

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the start of each set, with a horizontal bar extending from its left side across the dashed middle line, serving as a guide for letter height and placement.

## Lesson 22: Word Chains

a	e	ea	u	th	sh	ng	t	ss
r	b	c	d	f	g	p	s	l

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line in each set, serving as a guide for letter height and placement.

# Lesson 23: Word Chains

---

i ea sh th

r b c d f t p n m s

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the start of each set, spanning across the dashed middle line.

# Lesson 24: Word Chains

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i	ea	e	sh	th				
r	t	d	l	s	p	n	w	qu

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring connector is placed between the middle lines of adjacent sets, allowing them to be linked together.

# Lesson 25: Word Chains

a	ay	ai	ei[gh]	e	sh		
r	t	l	p	n	g	s	d

**Say It! Spell It! Read It!**









Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the center of each set, spanning across the dashed middle line.

## Lesson 26: Word Chains

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ee	ea	ie	ch				
r	t	b	g	m	f	n	s

**Say It! Spell It! Read It!**

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# Lesson 27: Word Chains

i	igh	y	ie	e	th		
r	t	d	l	p	z	c	s

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The sets are connected by two large grey ring-shaped connectors on each line, one on the top line and one on the bottom line.

# Lesson 28: Word Chains

o	oe	oa	ow	e	b	f	w
n	t	d	l	p	g	m	s

**Say It! Spell It! Read It!**

**Lesson 29: Word Chains #30-54 Multi-syllabic words in complete program.**

u	ew	ue	ch	oe	oa	ow			
h	t	d	l	b	f	c	m	h	s

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the center of each set, spanning across the dashed middle line.

# Lesson 30: Word Chains

a	ay	ai	ei[gh]	e	y	ing	e	
g	t	d	p	r	w	l	n	f

Say It! Spell It! Read It!

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is placed on the dashed middle line of each set, serving as a guide for letter height.

# Lesson 31: Word Chains

e	ee	ea	ei	ie	y	ey	e	e	ing
p	t	n	d	r	l	c	g	v	k

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line in each set, serving as a guide for letter height and placement.

## Lesson 32: Word Chains

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i	igh	y	ie	e	e	ing
b	t	s	d	r	l	n

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the center of each set, spanning across the dashed middle line.

# Lesson 33: Word Chains

o	oe	oa	ow	e	y	e	e	ing	k
b	t	d	r	g	l	v	w	s	n

Say It! Spell It! Read It!

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring connector is placed between the middle lines of adjacent sets, allowing the lines to be connected and used for tracing or writing practice.

## Lesson 34: Word Chains

u	ew	ue	e	y	e	i	ch	ph	ing
p	t	d	r	l	v	c	m	s	n

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line in each set, serving as a guide for letter height and placement.

# Lesson 35: Word Chains

ar	ch	oa	e	o	ue	y	i	e	n
b	g	t	d	l	p	c	m	s	c

**Say It! Spell It! Read It!**

# Lesson 36: Word Chains

or	ore	ar	e	y	i	sh			
b	t	h	g	p	f	m	n	s	l

Say It! Spell It! Read It!

Four sets of handwriting practice lines. Each set consists of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. A circular ring is positioned in the center of each set, connecting the lines.

# Lesson 37: Word Chains

er	or	ar	y	e	u	a	u	ch	
b	t	h	k	p	c	v	n	l	g

Say It! Spell It! Read It!

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line in each set, serving as a guide for letter height and placement.

# Lesson 38: Word Chains

ir	er	e	y	ay	e	wh	th	sh	ing
b	t	w	r	d	k	l	qu	s	m

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line of each set, serving as a guide for letter height and placement.

# Lesson 39: Word Chains

ur	er	e	e	u	ing	s	h	l
m	f	b	c	d	p	t	g	n

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring connector is placed between the middle lines of adjacent sets, allowing them to be linked together for continuous practice.

# Lesson 40: Word Chains

ow	ou	er	e	ie	ch	sh	ing	h	
f	c	b	r	d	l	t	g	n	s

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned in the center of each set, spanning across the dashed middle line.

# Lesson 41: Word Chains

oo	ue	ui	ew	u	eu	e	y	er	th
f	n	s	c	r	d	l	t		

Say It! Spell It! Read It!

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the middle dashed line and the bottom solid line in each set, serving as a guide for letter height.

## Lesson 42: Word Chains

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oo	u	er	ie	ing	sh	h	p	
s	w	g	f	r	d	l	t	n

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the middle dashed line and the bottom solid line in each set, serving as a guide for letter height and placement.

# Lesson 43: Word Chains

oi	oy	oo	u	e	a	e	y	sh	m
s	j	b	c	w	d	l	t	n	p

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring connector is placed on the dashed middle line of each set, with a small tab extending to the left and another to the right, allowing the lines to be connected across the page.

# Lesson 44: Word Chains

aw	au	a	augh	oi	oy	i	er	ing	y
k	r	f	s	l	h	d	t	n	

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is placed on the dashed middle line of each set, serving as a guide for letter height.

# Lesson 45: Word Chains

g	dg	aw	au	y	i	i	e	a	
er	ing	l	b	f	k	d	t	n	s

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the center of each set, spanning across the dashed middle line.

# Lesson 46: Word Chains

c	ck	g	y	a	e	i	e	a	er
th	s	p	b	l	m	r	t	n	

Say It! Spell It! Read It!

# Lesson 47: Word Chains

y	y	c	ck	i	a	u	e	th	ph
b	m	p	f	l	d	r	t	n	s

Say It! Spell It! Read It!

# Lesson 48: Word Chains

l	e	i	u	a	a	i	p	s	
c	ck	t	d	f	m	r	g	n	b

**Say It! Spell It! Read It!**

# Lesson 49: Word Chains

a	ai	o	u	a	ou	er	ur	ar	s
c	d	p	t	f	m	l	g	n	b

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is placed on the dashed middle line of each set, serving as a guide for letter height and placement.

# Lesson 50: Word Chains

e	a	o	o	i	a	j	b	r	
c	l	p	t	ck	m	k	g	n	d

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is placed on the middle dashed line of each set, serving as a guide for letter height and placement.

# Lesson 51: Word Chains

i	e	a	e	a	o	e	a	v	
b	l	p	c	r	m	s	d	n	t

Say It! Spell It! Read It!

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is placed on the dashed middle line of each set, serving as a guide for letter height and placement.

## Lesson 52: Word Chains

o	io	ou	e	a	o	i	e	or	er
v	t	c	l	r	s	n	m	d	t

**Say It! Spell It! Read It!**

# Lesson 53: Word Chains

ci	si	ti	o	ou	e	i	e	o
au	er	l	v	c	n	f	s	d

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the center of each set, spanning across the dashed middle line.

# Lesson 54a: Word Chains

ph	ch	gn	i	a	o	a	o	e	i
or	o	e	n	r	s	m	g	t	

Say It! Spell It! Read It!

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned in the center of each set, between the middle and bottom lines, to serve as a guide for letter height.

## Lesson 54b: Word Chains

o	ea	y	e	u	e	a	i	i	a	ch
ar	s	m	c	r	v	g	n	l	t	d

**Say It! Spell It! Read It!**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A grey ring is positioned at the intersection of the dashed middle line and the solid bottom line in each set, serving as a guide for letter height and placement.