

PHONICS stories

DECODABLE REVIEW PASSAGES

Worksheet 1: Dot the Vet

Name: _____

Dot the Vet

This is Dot. She is my cat's vet. She is not a bad gal. We have been to her ten times. Each time we come, she likes to hug my cat.

This time, we have come so she can look at my cat's rib. My cat will not nip or sob. He likes Dot the vet. When we go, Dot has some ham for my cat and gum for me. We like Dot the vet.

Color a star each time you read the story.

Worksheet 2: Comprehension Activities: Dot the Vet

Name: _____

Before Reading

Read and review the sight words.

this	is	she	my	have
been	times	each	we	come
her	look	will	go	when

Trace and read each CVC word. Then find it in the passage. Circle or highlight it. When you're done, read all of the words in the chart below one more time before reading the passage.

Dot	vet	gal
bad	hug	rib
gum	ham	cat

After Reading

- How many times have they been to the vet? Ten times.
- What does Dot give the cat at the end? Ham, at
- At the end, does

ALL PHONICS SKILLS

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scroll to see more

PHONICS stories

DECODABLE REVIEW PASSAGES

51 stories included!

**Before & after
reading activities!**

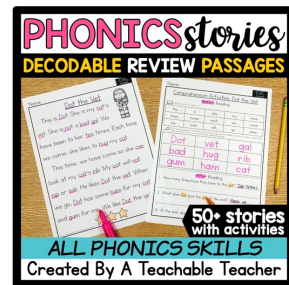
Explicit phonics review!

**Great for small groups,
whole group, word work,
centers, and so much more!**


NO PREP!



Phonics Skills Included:



- ✓ CVC Words
- ✓ Double Final Consonants
- ✓ Ending Blends
- ✓ Suffixes
- ✓ Long Vowel Teams
- ✓ Diphthongs
- ✓ Digraphs
- ✓ Beginning Blends
- ✓ Glued Sounds
- ✓ CVCe Words
- ✓ R-Controlled Vowels

 Katie Luhr (TPT Seller)
February 24, 2024

★★★★★ Extremely satisfied

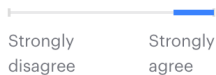
This has been a great resource and exactly what I needed to provide my second graders with more practice reading decodable text at their reading level along with answering comprehension questions after they have read and marked up the text.

Students used with

2nd grade

Primarily students with learning difficulties

Students were engaged

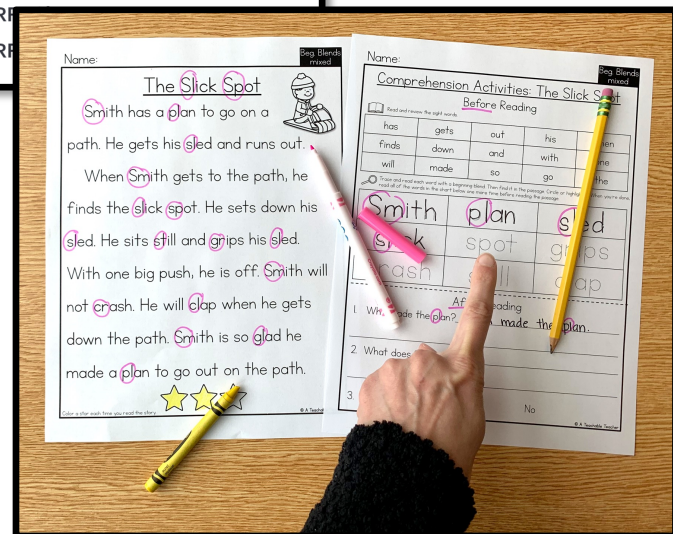


Alignment of standards used

- CCSS | RF.1.4b
- CCSS | RF.1.4
- CCSS | RF.1.4
- CCSS | RF.1.4

Reading Skills Covered:

- ✓ phonics in context
- ✓ building fluency
- ✓ reading comprehension



PHONICS stories

DECODABLE REVIEW PASSAGES

left aligned and properly spaced for new readers

51 Passages Included

targets an entire set of skills vs just one skill

BEFORE reading sight word practice

Name: _____

Max

CVC short a

This is Max. He is tan.

He is my pal. When I am sad, Max is there. When Max is sad, I am there.



When Max is sad, I get my mat. I tap the mat. Max will come to the mat. I tap my lap. Max will come to my lap. I pat him. Then he will wag. Wag, wag, wag. Pat, pat, pat. Max is not sad!



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build fluency by reading three times

search for target skill words in text and write here

Name: _____

Max

CVC short a

Before Reading

Sight Word Review	this	he	is
my	there	then	will
the	come	not	when



Find all of the CVC words in the passage. Circle or highlight the words. Then write them below. When you are done, read all of the words in the chart before reading the passage.

After Reading

1. What color is Max? _____
2. What makes Max wag? _____
3. At the end, is Max sad? Yes No

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AFTER reading comprehension: all text based questions; 2 short answer & 1 multiple choice

PHONICS stories

DECODABLE REVIEW PASSAGES

Name: _____ **Digraphs mixed**

Comprehension Activities: Beck
Before Reading

Read and review the sight words.

there	would	for	like	write
down	first	can	one	more
long	may	have	it	all

Find all the words with digraphs in the passage. Circle or highlight each one. Write them in the table below. When you are done, read all of the words you wrote in the chart below one more time before reading the passage.

After Reading

1. What does Beck want with her fish? _____
2. What is the first wish Beck writes down? _____
3. Does Beck want a big bag of chips? Yes No

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Version 1
**Searchable
skill words**

Version 2
**Traceable
skill words**

Name: _____ **hs**

Comprehension Activities: Beck
Before Reading

Read and review the sight words.

there	would	for	like	all
down	first	can	one	
long	may	have	it	

Trace and read each word with a partner. Write them in the passage. Circle or highlight it. When you're done, read all of the words in the chart below one more time before reading the passage.

Beck	this	wish
them	duck	then
chips	peck	ship

After Reading

1. What does Beck want with her fish? _____
2. What is the first wish Beck writes down? _____
3. Does Beck want a big bag of chips? Yes No

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2
versions
of EACH
activity page!

PHONICS stories

DECODABLE REVIEW PASSAGES

Name: _____ CVC short a

Comprehension Activities: Max
Before Reading

Read and review the sight words.

this	is	he	when	am
there	get	my	the	will
come	to	him	then	not

Trace and read each CVC word. Then find it in the passage. Circle or highlight it. When you're done, read all of the words in the chart below one more time before reading the passage.

Max	tan
sad	ma
lap	pa

After Reading

1. What color is Max? _____
2. What makes Max wag? _____
3. At the end, is Max sad? _____

Name: _____ CVC short a

Comprehension Activities: Max
Before Reading

Read and review the sight words.

this	is	he	when	am
there	get	my	the	will
come	to	him	then	not

Find all the CVC words in the passage. Circle or highlight each one. Then write them in the table below. When you are done, read all of the words you wrote in the chart below one more time before reading the passage.

Reading


Yes _____ No _____

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Name: _____ CVC short a

Max

This is Max. He is tan.

He is my pal. When I am  sad, Max is there. When Max is sad, I am there.

When Max is sad, I get my mat. I tap the mat. Max will come to the mat. I tap my lap. Max will come to my lap. I pat him. Then he will wag. Wag, wag, wag. Pat, pat, pat. Max is not sad!

☆☆☆

Color a star each time you read the story.

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10 CVC passages

PHONICS stories

DECODABLE REVIEW PASSAGES

Name: _____ Double Final Con. mixed

Comprehension Activities: My Boss

Before Reading

Read and review the sight words.

this	my	all	about	him
likes	can	time	for	not
each	gets	make	that	have

Trace and read each word with double final consonants. Then find it in the passage. Circle or highlight it. When you're done, read all of the words in the chart below one more time before reading the passage.

Dell	boss		
pass	yell		
mess	fuss		

After Reading

- Who is Dell? _____
- What kind of fish does Dell get? _____
- Does Dell yell? Yes

Name: _____ Double Final Con. mixed

Comprehension Activities: My Boss

Before Reading

Read and review the sight words.

this	my	all	about	him
likes	can	time	for	not
each	gets	make	that	have

Find all the words with double final consonants in the passage. Circle or highlight each one. Write them in the table. When you are done, read all of the words you wrote in the chart below one more time before reading the passage.

Reading


I get? _____

No

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Name: _____ Double Final Con. mixed

My Boss



This is my boss, Dell. I will tell you all about him.

Dell likes jazz. It can pass the time for him. He will not fuss or yell at you.

He likes to fish. Each time he gets to go fish, he gets a bass fish. Dell is not dull. He is a lot of fun and I like the fun we have. Dell will not make a mess.

I like that Dell is my boss.

☆☆☆

Color a star each time you read the story.

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PHONICS stories

DECODABLE REVIEW PASSAGES


Name: _____ End Blends mixed

Comprehension Activities: My Tent

Before Reading

 Read and review the sight words.

time	when	get	there	my
or	each	part	them	
look	down	now	could	

 Trace and read each word with an ending blend. Then find it in the passage. Circle or highlight each one. Then write them in the table below. When you are done, read all of the words you wrote in the chart below one more time before reading the passage.

camp	tent	swamp		
task	lift			
tilt	must			

After Reading

1. What is the first task he must do?

2. Why must it not tilt?


3. Does he need help setting up his tent?
Yes _____ No _____

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Name: _____ End Blends mixed

Comprehension Activities: My Tent

Before Reading

 Read and review the sight words.

time	when	get	there	my
or	each	part	them	some
look	down	now	could	with

 Trace and read each word with an ending blend. Then find it in the passage. Circle or highlight each one. Then write them in the table below. When you are done, read all of the words you wrote in the chart below one more time before reading the passage.

After Reading


Reading must do? _____

up his tent? Yes _____ No _____

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3
End. Blends passages

Name: _____ End Blends mixed



I am off to camp at the swamp. When I get there, my first task is to set up my tent.

I lift each part and clasp them at the top. I step back to look at my tent. It must not tilt or it will fall down. My tent is all set up now. I am so glad I could set it up with no help. Now it is time to have some fun at camp!

☆☆☆

Color a star each time you read the story.

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Ending Blends Stories

PHONICS stories

DECODABLE REVIEW PASSAGES

Name: _____ **Glued Sounds mixed**

Comprehension Activities: The Prank
Before Reading

Read and review the sight words.

like	play	come	with	good
put	her	so	place	
come	out	give	from	

Trace and read each word with a glued sound. Then find it in the passage. Circle or highlight each one. Then write them in the table below. Before reading the passage, read all of the words in the chart below one more time before reading the passage.

prank	junk			
skunk	wink			
	stink			

After Reading

1. What does his mom put in her trunk?

2. What does his dad do when he lifts the box?

3. Was it a good prank? Yes _____ No _____

Name: _____ **Glued Sounds mixed**

Comprehension Activities: The Prank
Before Reading

Read and review the sight words.

like	play	come	with	good
put	her	so	place	my
come	out	give	from	out

Trace and read each word with a glued sound. Then find it in the passage. Circle or highlight each one. Then write them in the table below. Before reading the passage, read all of the words you wrote in the chart below one more time before reading the passage.

Reading Comprehension

1. What does his mom put in her trunk? _____

2. What does his dad do when he lifts the box? _____

3. Was it a good prank? Yes _____ No _____

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Name: _____ **Glued Sounds mixed**

The Prank

I like to play pranks on my dad. I come up with a good prank.

My mom has put a box of junk in her trunk. So, I place my pet skunk in the box. I ask my dad to come lift the box out. I give my mom a wink. My dad smells the stink from the box. He yanks back as the skunk comes out. "I got you!" I say to my dad.

☆☆☆

Color a star each time you read the story.

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PHONICS stories

DECODABLE REVIEW PASSAGES

Name: _____ Suffixes mixed

Comprehension Activities: The Golfer's Boxes

Before Reading

Read and review the sight words.

has	must	through	them	find
what	needs	with	the	has
is	it	out	then	up

Trace and read each word with a suffix. Then find it in the passage. Circle or highlight it. When you're done, read all of the words in the chart below one more time before reading the passage.

golfer	boxes	small	filled	balls
clubs	golf	hats	and	pants

After Reading

- How many boxes does the golfer have? _____
- Which box had golfing hats and pants? _____
- Does the golfer stack his boxes back up? Yes No

Name: _____ Suffixes mixed

Comprehension Activities: The Golfer's Boxes

Before Reading

Read and review the sight words.

has	must	through	them	find
what	needs	with	the	has
is	it	out	then	up

Find all the words with suffixes in the passage. Circle or highlight each one. Then write them in the table below. When you are done, read all of the words you wrote in the chart below one more time before reading the passage.

Name: _____ Suffixes mixed

The Golfer's Boxes

This golfer has a lot of boxes. He must go through them to find what he needs.

The smallest box is filled with golf balls. The tallest box is stuffed full of golf clubs. In the last box, the longest one, it has golfing hats and pants. The golfer picks out what he needs. Then he stacks the boxes back up.

Reading golfer have? _____
and pants in it? _____
boxes back up? Yes No

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Name: _____ Suffixes mixed

The Golfer's Boxes

This golfer has a lot of boxes. He must go through them to find what he needs.

The smallest box is filled with golf balls. The tallest box is stuffed full of golf clubs. In the last box, the longest one, it has golfing hats and pants. The golfer picks out what he needs. Then he stacks the boxes back up.

Color a star each time you read the story.


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PHONICS stories


DECODABLE REVIEW PASSAGES

Name: _____ CVCe
a_e

Comprehension Activities: The Bake Sale
Before Reading

 Read and review the sight words.

time	for	will	with	on
puts	that	help	way	gets
out	all	goods	at	the

 Trace and read each CVCe word. Then find it in the passage. Circle or highlight it. When you're done, read all of the words in the chart below one more time before reading the passage.

Jake	sale	bake
cake	crate	
Gale	mate	

After Reading


1. What color of glaze does Jake put on his cake?

2. What helps the cake be safe?


3. Does Blake help Jake sell the goods?
Yes No

Name: _____ CVCe
a_e

Comprehension Activities: The Bake Sale
Before Reading

 Read and review the sight words.

time	for	will	with	on
puts	that	help	way	gets
out	all	goods	at	the

 Find all the CVCe words in the passage. Circle or highlight each one. Then write them in the table below. When you are done, read all of the words you wrote in the chart below one more time before reading the passage.

Reading

Jake put on his cake? _____


fe? _____

the goods? Yes No

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Name: _____ CVCe
a_e

The Bake Sale



It is time for the bake sale!

Jake will make a cake with a red glaze on it.

He puts the cake in a crate. That will help the cake be safe on the way to the sale. Jake gets to the sale, he sets his cake out with the other goods. Jake and his mate, Gale, help sell all the baked goods at the bake sale.

☆☆☆

Color a star each time you read the story.

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PHONICS stories

DECODABLE REVIEW PASSAGES

Name: _____ Vowel Teams mixed

Comprehension Activities: Day at the Beach

Before Reading

Read and review the sight words.

are	going	the	put	my
get	up	we	then	there
when	water	all	great	makes

Trace and read each word with a Long Vowel Team. Then find it in the passage. Circle or highlight it. When you're done, read all of the words in the chart below one more time before reading the passage.

beach	day		
suit	gre		
fuel	brig		

After Reading

1. What color is her float? _____
2. What do they take to get to _____
3. Is the sun bright at the beach? _____

Name: _____ Vowel Teams mixed

Comprehension Activities: Day at the Beach

Before Reading

Read and review the sight words.

are	going	the	put	my
get	up	we	then	there
when	water	all	great	makes

Find all the words with Long Vowel Teams in the passage. Circle or highlight each one. Then write them in the table below. Read all of the words you wrote in the chart below one more time before reading the passage.

Reading

to the beach? _____

ach? Yes No

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Name: _____ Vowel Teams mixed

Day at the Beach

We are going to spend the _____ day at the beach. I put on my new suit and get my green float.

We load up in the jeep. We stop to put fuel in the jeep. Then speed off to the beach. When we get there, we play in the water and sand all day. The sun is bright and it feels so great. It makes for the best day at the beach!

☆☆☆


Color a star each time you read the story. © A Teachable Teacher

PHONICS stories


DECODABLE REVIEW PASSAGES

Name: _____ **Diphthongs mixed**

Comprehension Activities: My Room
Before Reading

 Read and review the sight words.

time	want	know	all	them
off	my	put	find	
up	away	now	of	

 Trace and read each word with a Diphthong. Then find it in the passage. Circle or highlight all of the words in the chart below one more time before reading the passage.

room	pout
haul	nook
coins	scoop

After Reading


- Who tells him he needs to clean his room?

- What does he scoop off the ground?


- Will his mom be proud of him?

Name: _____ **Diphthongs mixed**

Comprehension Activities: My Room
Before Reading

 Read and review the sight words.

time	want	know	all	them
off	my	put	find	one
up	away	now	of	me

 Trace and read each word with a Diphthong. Then find it in the passage. Circle or highlight each one. Then write them in the table below one more time before reading the passage.

After Reading

Reading Comprehension

1. Who tells him he needs to clean his room?


2. What does he scoop off the ground?

3. Will his mom be proud of him? Yes No

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5
Diphthong passages

Name: _____ **Diphthongs mixed**



My mom has told me it is time to clean my room. I want to pout but I know I must do it.

I pick up all my toys and I haul them off to my toy nook. Next, I put my brown cow on my bed. I find coins, one boot, and a clown on the ground. I scoop them up and put them away.

Now my room is clean. My mom will be proud of me. ☆☆☆

Color a star each time you read the story.

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TEACHERS ARE RAVING!



Kenisha L.

December 11, 2023

★★★★★ Extremely satisfied

This is used as an extra practice folder for my students with large learning gaps. It helps them feel successful when reading.

Students used with

3rd
Print
lear



Kristine S.

December 11, 2023

★★★★★ Extremely satisfied

This is a great resource. I have my higher students do this during their independent centers time and I love that they have to search through the story for the highlighted skill.

Students used with

1st grade

Students were engaged



Alignment of standards used



Sabrina T.

February 7, 2024

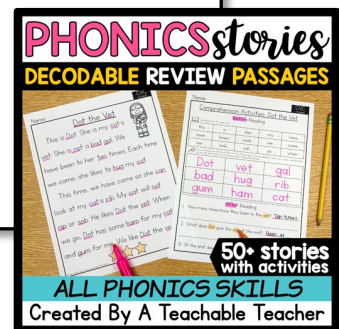
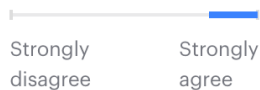
★★★★★ Extremely satisfied

These passages are great for independent work for my higher students, who love the challenge of searching for the phonics skills we are working on.

Students used with

1st grade

Students were engaged



ENGAGING phonics review reading passages!

Phonics stories with before and after reading activities for **EVERY** phonics skill, **ALL** in **ONE** resource!

teachable TEACHER

CVC short i

Name: _____

Liv's Dip

Liv has a **gig** to go to. What will Liv **fix** for her **gig**? She will **fix** a **dip**. Liv gets a **big tin**. She will use the **tin** to **mix** her **dip** in. Then Liv will **fit** a **lid** on her **dip** and go to her **gig**.

When Liv gets there, she will **sit** down her **dip**. Many people like Liv's **dip**. Her **dip** is a **big hit** at her **gig**!

Color a star each time you read the story.

Comprehension Activities: Liv's Dip

Before Reading

Read and review the sight words.

has	many	like	she	people
will	use	when	there	gets
but	then	for	her	go

Circle or highlight each one. Then write them in the table below. When you've read all of the words you wrote in the chart below one more time before reading the passage.

Liv	gig	dip
fix	tin	
lid	big	

After Reading

1. Where does Liv have to go? Liv has a **gig**.

2. What does Liv **mix** her **dip** in? Liv **mixes dip in the tin**.

3. At the end, was Liv's **dip** a **big hit**? (Yes)

PHONICS stories

DECODABLE REVIEW PASSAGES

50+ stories with activities

ALL PHONICS SKILLS

Created By A Teachable Teacher

NO Prep Needed!

Ready for students to review any phonics skill you may need - Just print and go!

teachable TEACHER

Vowel Teams rized

Name: _____

My Night Game

My **team** and I have a **night** game. So, the **lights** will be on.

We all look the same in a **blue** top and a **pair** of **gray** pants. Before we **play**, our **coach** gives us a big **speech**.

Then we **leap** up and go **play**. We **work** to **beat** the other **team** but they are really good. The game ends in a **tie**. It is not what we wanted, but we had fun.

Color a star each time you read the story.

Comprehension Activities: My Night Game

Before Reading

Read and review the sight words.

what	have	so	wanted	look
of	before	we	our	gives
then	work	other	they	really

Trace and read each word with a Long Vowel Team. Then find it in the passage. Circle or highlight it. When you've read all of the words in the chart below one more time before reading the passage.

team	night	blue
lights	pair	gray
coach	speech	tie

After Reading

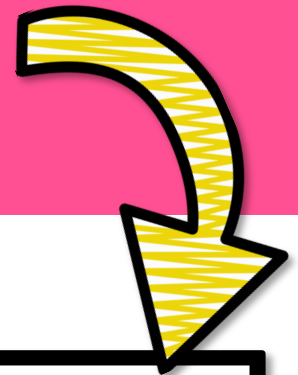
1. Why do the **lights** have to be on for the game? The **game is at night**.

2. What do they work to do? They **work to beat the other team**.

3. Does the other team win? Yes No

Looking for MORE Phonics Worksheets?

-click to go-



READING INTERVENTION PHONICS: FROM SKILL TO STORY

the BUNDLE

Phonics Intervention Minis - from skill to story

Name: _____

CVC short a

Point to each letter. Say the sound.
b a d l z n g p t

Say each sound. Blend the sounds to read the chunk. Then read each beginning sound and chunk to make a word.
lab lab zap zap pan pan

Tap, map, and graph the pictures below. Then read each word.

Highlight the short 'a' in the words below. Then read the fluency chart. Color a star each time you read the chart.

zap	pan	lab	nap	dab	★
pad	dab	zap	lab	pan	★

Phonics Intervention Minis - from skill to story

Name: _____

CVC short a

Find the short 'a' words in the sentences. Highlight the words. Read each sentence. Color a check mark each time that you read.

I can zap a pan.	✓✓✓
Is Max in the lab?	✓✓✓
Max can dab on the pad.	✓✓✓
Is Max a lad?	✓✓✓

Find the short 'a' words in the story. Highlight the words. Read the story three times. Color a book each time that you read.

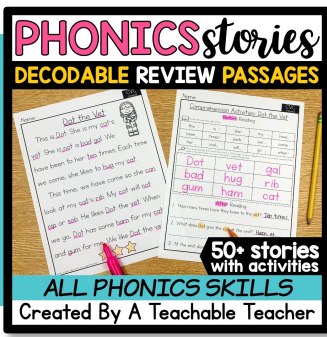
Max

Max is a lad. Max is in the lab. Max can zap a pan in the lab. Max can not nap in the lab. Can Max dab on the pad in the lab?

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200+ PAGES

SCIENCE OF READING ALIGNED
Created By A Teachable Teacher



Frequently Asked Questions

Is this an editable resource?

This resource is not editable.

Are these passages the same used in your other phonics resources?

No, they are not! These passages are completely new phonics passages!

Is this resource available in an online format?

No, this resource is not uploaded in an online format.

Will you be adding more phonics skills (syllable patterns) to this resource?

No, this resource is complete and I will not be adding more phonics skills to it.