



Seth

Skills 7

Reader

Kindergarten

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Seth

This is Seth Smith.

Seth is ten.



Seth must get in bed at
ten.

Seth can jump on his bed,
but not past ten.

Seth can stomp and romp
and stand on his hands,
but not past ten.



Seth's dad gets mad if
Seth is not in bed at ten.



Seth's Mom

This is Pat.

Pat is Seth's mom.



Pat can fix **things**.



Pat can scrub, plan, and
think.



Pat is strong.

Pat can run fast.



Pat can sing songs.



Seth's Dad

This is Ted.

Ted is Seth's dad.



Ted brings his lunch with him.



Ted **th**inks and plans.

Ted is fast **with** math.



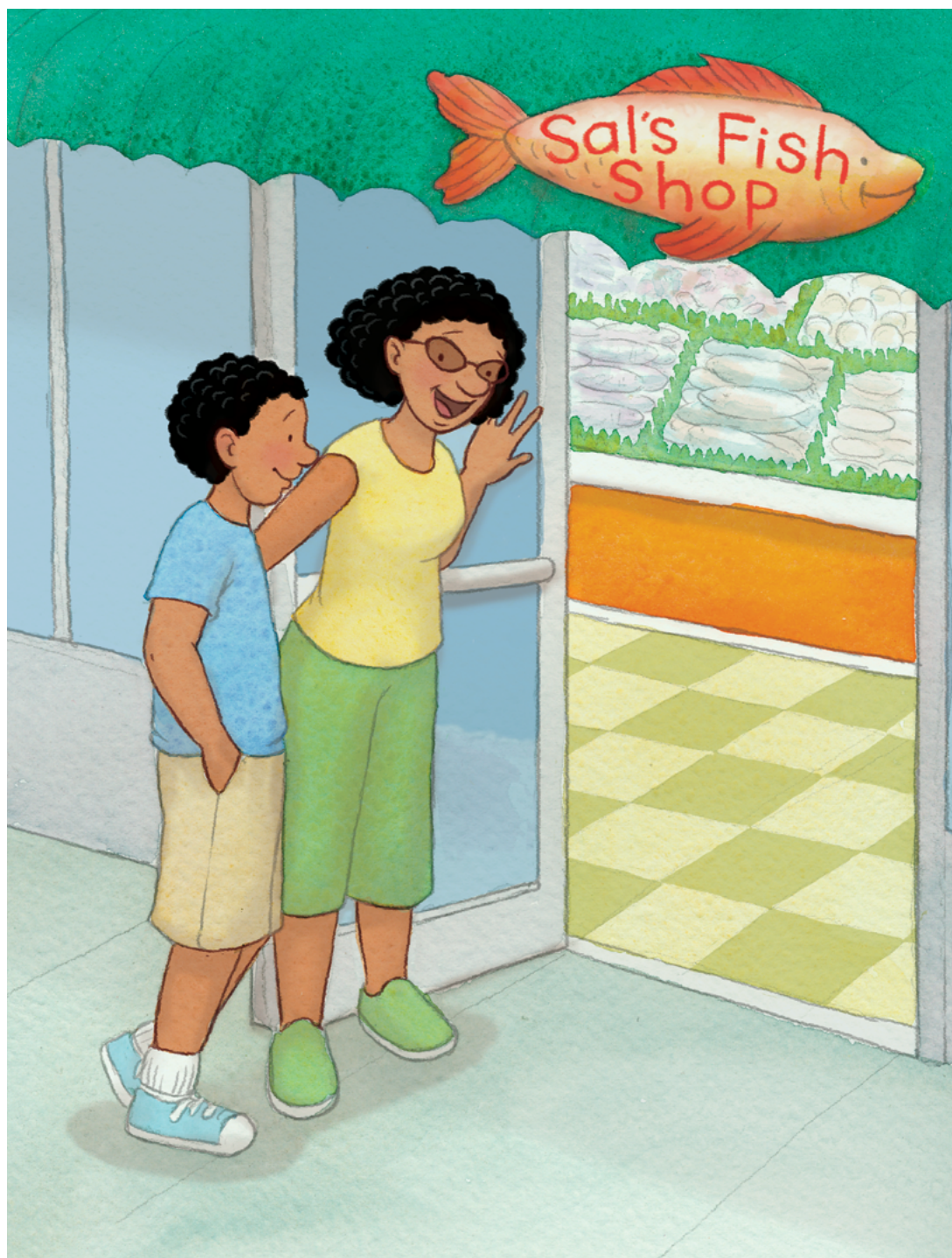
Ted is strong.

Ted can crush tin cans
with his hands.



Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



Sal had fresh fish.

Sal had fresh shrimp.

Sal had crabs.

Sal had clams.

Sal had squid.



Pat got fish and shrimp.



Lunch

Seth had lunch with his mom and dad.

Pat had **shrimp** and **chips**.

Ted had **shrimp**, **fish**, and **chips**.

Seth had ham and **chips**.



Munch, munch.

Crunch, crunch.

Yum, yum.



Seth's Finch

That's Seth's pet finch,
Chip.

Chip can flap his wings.

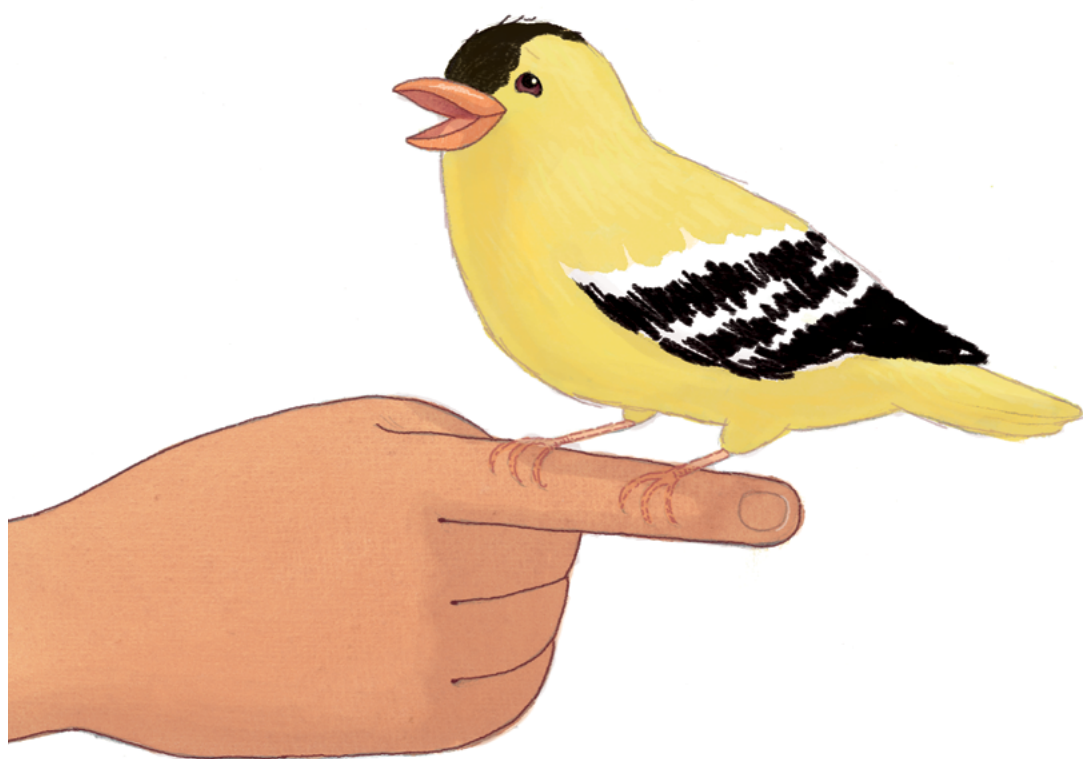
Chip can munch on ants
and bugs.

Chip can sing.



Chip can land on Seth's
hand.

That finch is fun!



Lost Finch

Seth's pet finch, Chip, is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



Chip is not on Seth's bed.

Chip is not on Seth's desk.

Then, at last, Pat spots
Chip.

Chip hid in Pat's hat and
slept.



Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his
pants.

Seth got mud on his hat.



Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—Seth.

Meg has 5 tots—Tom, Tim,
Max, Sam, and Wes.

Meg has **quints!**



Pat and Ted help Meg.

Pat sets Tim and Tom on Seth's rug.

Ted sets Sam on Seth's quilt.

Pat sets Max on Seth's bed.

Ted helps Wes stand up on Seth's desk.



Hash and Milk

Pat and Ted had lunch
with Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and
Ted.



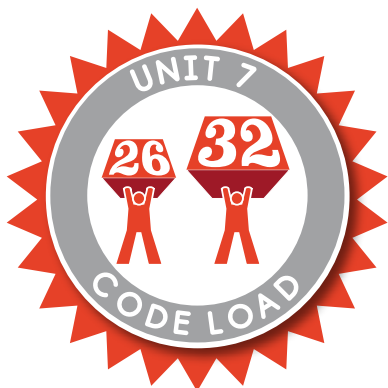
About this Book

This book has been created for use by students learning to read with the Core Knowledge Reading Program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its “code load,” or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the “code load” in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets at the bottom of the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.

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Code Knowledge assumed at the beginning of this Reader:

VOWEL SOUNDS AND SPELLINGS:	CONSONANT SOUNDS AND SPELLINGS:	CAPITAL LETTERS:
/i/ as in sk<u>i</u>m /e/ as in b<u>e</u>d /a/ as in t<u>a</u>p /u/ as in <u>u</u>p /o/ as in fl<u>o</u>p	/m/ as in r<u>i</u>m /t/ as in g<u>o</u>t /d/ as in <u>d</u>ip /k/ as in <u>c</u>ot, <u>k</u>id /g/ as in l<u>o</u>g /n/ as in p<u>e</u>n /h/ as in <u>h</u>am /s/ as in <u>s</u>it /f/ as in <u>f</u>at /v/ as in <u>v</u>et /z/ as in <u>z</u>ip /p/ as in t<u>i</u>p /b/ as in <u>b</u>us /l/ as in <u>l</u>amp /r/ as in <u>r</u>ip /w/ as in <u>w</u>et /j/ as in <u>j</u>og /y/ as in <u>y</u>es /x/ as in b<u>o</u>x consonant clusters	C, F, I, J, K, M, P, S, T, V OTHER: • Four- and five-letter words • 's (for possession) • 't (contraction) • Punctuation (period, comma, exclamation point) TRICKY WORDS: a, are, blue, l, little, look, one, the, three, two, yellow

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Seth”: /th/ as in thin; /th/ as in this
- Beginning with “Seth’s Mom”: /ng/ as in ring
- Beginning with “Seth’s Dad”: /ch/ as in chin; /sh/ as in shop; Capital Letter ‘D’
- Beginning with “Sal’s Fish Shop”: /qu/ as in quit
- Beginning with “Lunch”: Capital Letter ‘L’

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Erin O'Donnell, Senior Designer

Contributors

Ann Andrew, Desirée Beach, Leslie Beach, Brian Black, Stephanie Cooper, Tim Chi Ly, Nicole Crook, Stephen Currie, Kira Dykema, Carol Emerson, Jennifer Flewelling, Mairin Genova, Marc Goldsmith, Christina Gonzalez Vega, Stephanie Hamilton, Brooke Hudson, Carrie Hughes, Sara Hunt, Rowena Hymer, Jason Jacobs, Leslie Johnson, Annah Kessler, Debra Levitt, Bridget Looney, Christina Martinez, Sarah McClurg, Julie McGeorge, Evelyn Norman, Chris O'Flaherty, Cesar Parra, Leighann Pennington, Heather Perry, Tim Quiroz, Maureen Richel, Jessica Richardson, Carol Ronka, Laura Seal, Cynthia Shields, John Starr, Carmela Stricklett, Alison Tepper, Karen Venditti, Carri Waloven, Michelle Warner, Rachel Wolf

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ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

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Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

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Writers

Matt Davis, Erin Kist, Juliane K. Munson,
Rachel E. Wright

Illustrators and Image Sources

All illustrations by Apryl Stott



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