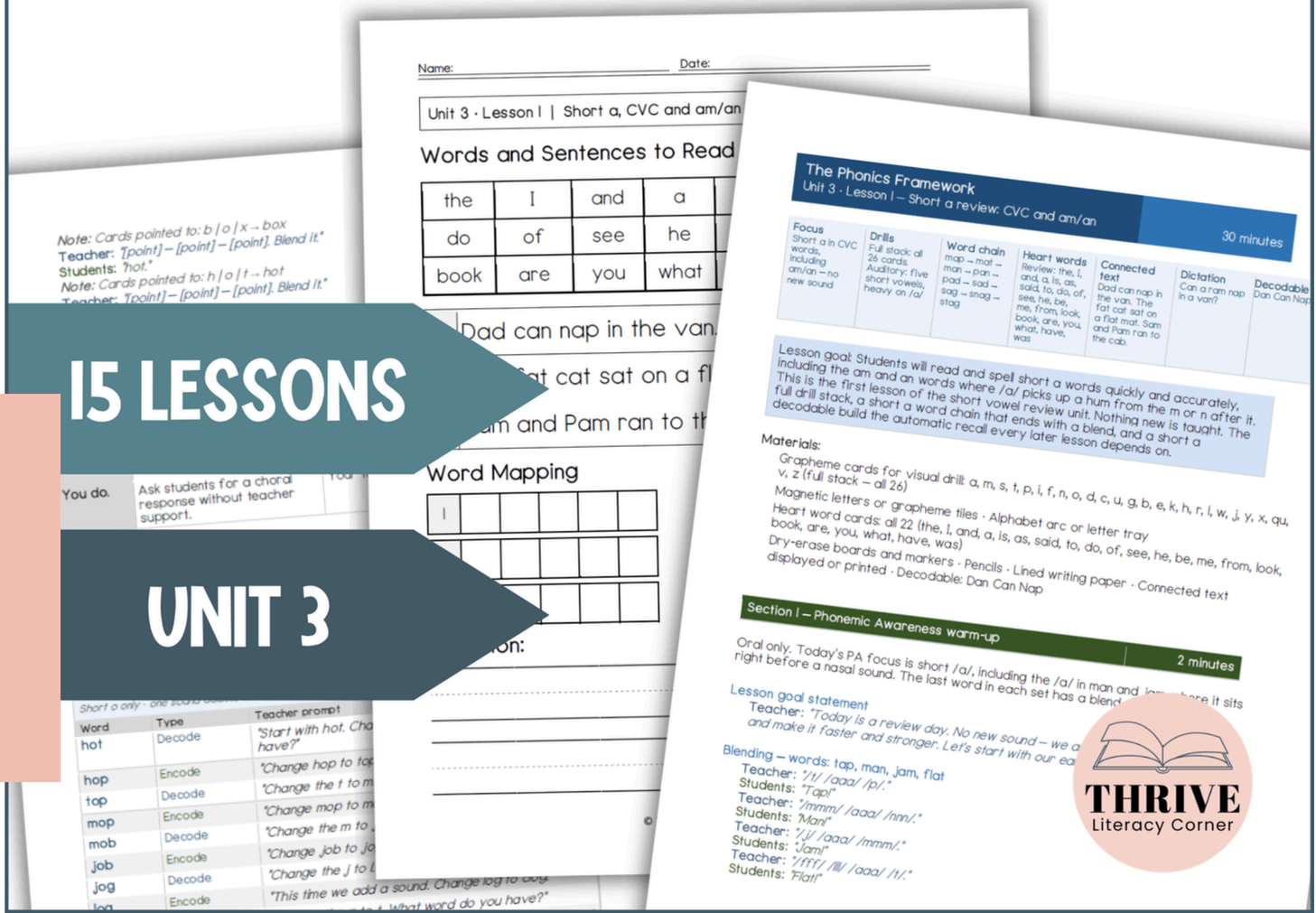
THEY KNOW ALL 26 LETTERS. SO WHY DO THEY STILL READ PIN AS PEN?

SCROLL

to see how Unit 3 fixes it!

THE PHONICS FRAMEWORK

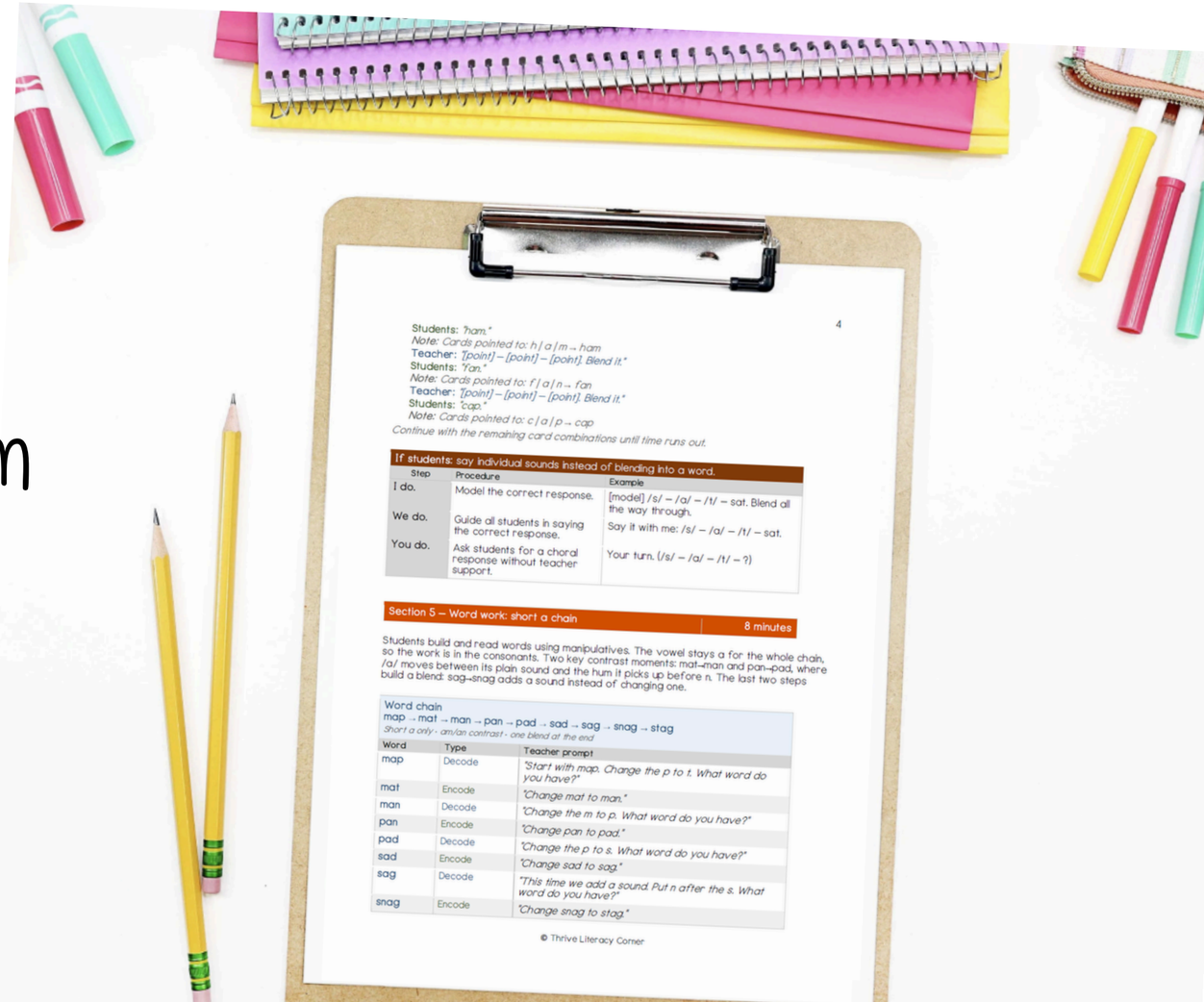
short vowel review



© Thrive Literacy Corner

THE VOWEL IS WHERE THEY GUESS
SO EVERY LESSON MAKES THEM LOOK AT IT

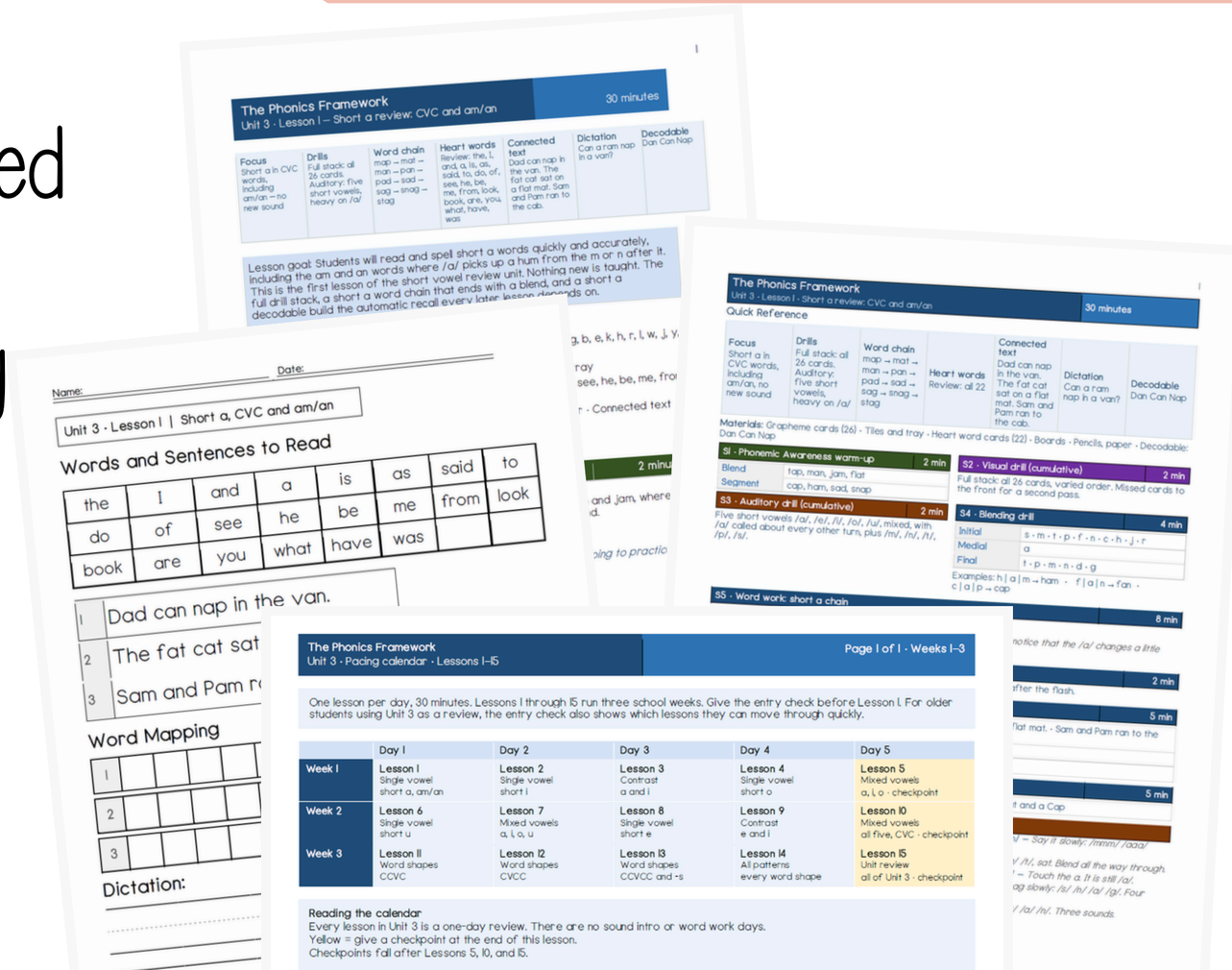
- One vowel at a time, then mixed
- Read and spell in one lesson
- Map the words, not just read them
- Only read what you've taught
- Never guess from the picture



© Thrive Literacy Corner

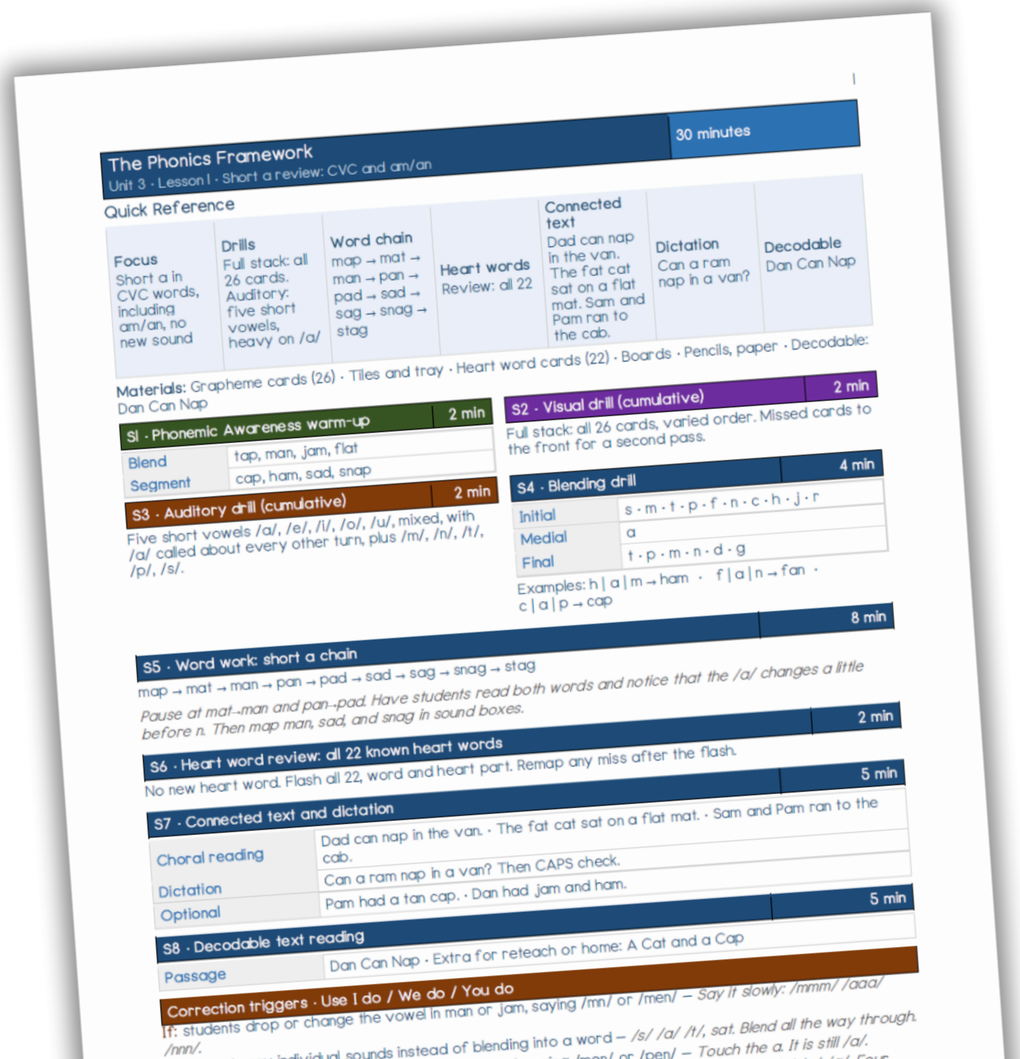
EVERYTHING YOU GET

- 30 minute lessons, same routine
- scripted & quick reference versions
- every short vowel, alone then mixed
- word chains + word mapping daily
- student page for every lesson
- correction steps when they miss



© Thrive Literacy Corner

WHAT HAPPENS ACROSS THE LESSONS



The Phonics Framework — 30 minutes
Unit 3 · Lesson 1 · Short a review: CVC and am/an

Quick Reference

Focus	Drills	Word chain	Heart words	Connected text	Dictation	Decodable
Short a in CVC words, including am/an, no new sound	Full stack: all 26 cards. Auditory: five short vowels, heavy on /a/	map → mat → man → pan → pad → sad → sag → snag → stag	Review: all 22	Dad can nap in the van. The fat cat sat on a flat mat. Sam and Pam ran to the cab.	Can a ram nap in a van?	Dan Can Nap

Materials: Grapheme cards (26) · Tiles and tray · Heart word cards (22) · Boards · Pencils, paper · Decodable: Dan Can Nap

S1 · Phonemic Awareness warm-up — 2 min

Blend	tap, man, jam, flat
Segment	cap, ham, sad, snap

S2 · Visual drill (cumulative) — 2 min
Full stack: all 26 cards, varied order. Missed cards to the front for a second pass.

S3 · Auditory drill (cumulative) — 2 min
Five short vowels /a/, /e/, /i/, /o/, /u/, mixed, with /a/ called about every other turn, plus /m/, /n/, /t/, /p/, /s/.

S4 · Blending drill — 4 min

Initial	s · m · t · p · f · n · c · h · j · r
Medial	a
Final	t · p · m · n · d · g

Examples: h | a | m → ham · f | a | n → fan · c | a | p → cap

S5 · Word work: short a chain — 8 min
map → mat → man → pan → pad → sad → sag → snag → stag
Pause at mat→man and pan→pad. Have students read both words and notice that the /a/ changes a little before n. Then map man, sad, and snag in sound boxes.

S6 · Heart word review: all 22 known heart words — 2 min
No new heart word. Flash all 22, word and heart part. Remap any miss after the flash.

S7 · Connected text and dictation — 5 min

Choral reading	Dad can nap in the van. · The fat cat sat on a flat mat. · Sam and Pam ran to the cab.
Dictation	Can a ram nap in a van? Then CAPS check.
Optional	Pam had a tan cap. · Dan had jam and ham.

S8 · Decodable text reading — 5 min

Passage	Dan Can Nap · Extra for reteach or home: A Cat and a Cap

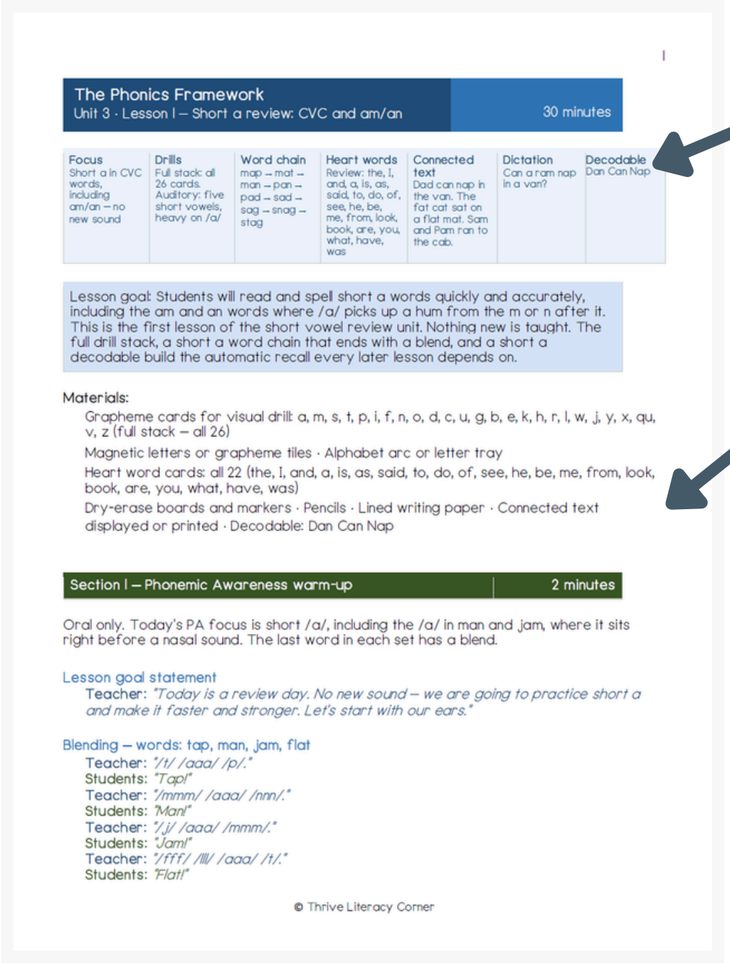
Correction triggers · Use I do / We do / You do
If: students drop or change the vowel in man or jam, saying /mn/ or /men/ — *Say it slowly: /mmm/ /aaa/ /nnn/.*
If: students say individual sounds instead of blending into a word — */s/ /a/ /t/, sat. Blend all the way through.*
If: students say /men/ or /pen/ — *Touch the a. It is still /a/.*

- ★ phonemic awareness warm-up
- ★ visual + auditory drills (cumulative)
- ★ blending drill
- ★ word chain
- ★ word mapping
- ★ heart word review (22 words)
- ★ sentences + dictation
- ★ decodable reading

© Thrive Literacy Corner

2 VERSIONS OF EVERY LESSON

Scripted lesson plan



The Phonics Framework
Unit 3 · Lesson I – Short a review: CVC and am/an — 30 minutes

Focus	Drills	Word chain	Heart words	Connected text	Dictation	Decodable
Short a in CVC words, including am/an – no new sound	Full stack: all 26 cards. Auditory: five short vowels, heavy on /a/	map → mat → man → pan → pad → sad → sag → snag → stag	Review: the, I, and, a, is, as, said, to, do, of, see, he, be, me, from, look, book, are, you, what, have, was	Dad can nap in the van. The fat cat sat on a flat mat. Sam and Pam ran to the cab.	Can a ram nap in a van?	Dan Can Nap

Lesson goal: Students will read and spell short a words quickly and accurately, including the am and an words where /a/ picks up a hum from the m or n after it. This is the first lesson of the short vowel review unit. Nothing new is taught. The full drill stack, a short a word chain that ends with a blend, and a short a decodable build the automatic recall every later lesson depends on.

Materials:

Grapheme cards for visual drill: a, m, s, t, p, i, f, n, o, d, c, u, g, b, e, k, h, r, l, w, j, y, x, qu, v, z (full stack – all 26)

Magnetic letters or grapheme tiles · Alphabet arc or letter tray

Heart word cards: all 22 (the, I, and, a, is, as, said, to, do, of, see, he, be, me, from, look, book, are, you, what, have, was)

Dry-erase boards and markers · Pencils · Lined writing paper · Connected text displayed or printed · Decodable: Dan Can Nap

Section I – Phonemic Awareness warm-up — 2 minutes

Oral only. Today's PA focus is short /a/, including the /a/ in man and jam, where it sits right before a nasal sound. The last word in each set has a blend.

Lesson goal statement

Teacher: *"Today is a review day. No new sound – we are going to practice short a and make it faster and stronger. Let's start with our ears."*

Blending – words: tap, man, jam, flat

Teacher: *"/t/ /aaa/ /p/."*
Students: *"Tap!"*
Teacher: *"/mmm/ /aaa/ /nnn/."*
Students: *"Man!"*
Teacher: *"/j/ /aaa/ /mmm/."*
Students: *"Jam!"*
Teacher: *"/fff/ /lll/ /aaa/ /t/."*
Students: *"Flat!"*

© Thrive Literacy Corner

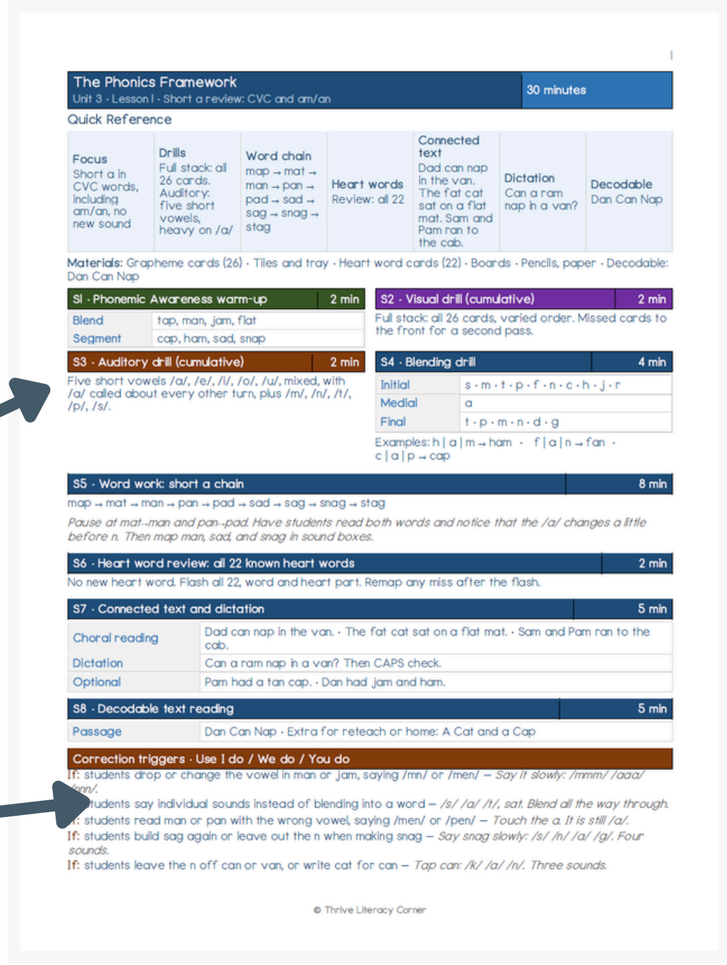
Every word you say is written out

What to do when a student misses

The whole 30 minutes on 1 page

For when you don't need the script

Quick reference 1-pager



The Phonics Framework
Unit 3 · Lesson I · Short a review: CVC and am/an — 30 minutes

Quick Reference

Focus	Drills	Word chain	Heart words	Connected text	Dictation	Decodable
Short a in CVC words, including am/an, no new sound	Full stack: all 26 cards. Auditory: five short vowels, heavy on /a/	map → mat → man → pan → pad → sad → sag → snag → stag	Review: all 22	Dad can nap in the van. The fat cat sat on a flat mat. Sam and Pam ran to the cab.	Can a ram nap in a van?	Dan Can Nap

Materials: Grapheme cards (26) · Tiles and tray · Heart word cards (22) · Boards · Pencils, paper · Decodable: Dan Can Nap

SI · Phonemic Awareness warm-up — 2 min

Blend	tap, man, jam, flat
Segment	cap, ham, sad, snap

S2 · Visual drill (cumulative) — 2 min

Full stack: all 26 cards, varied order. Missed cards to the front for a second pass.

S3 · Auditory drill (cumulative) — 2 min

Five short vowels /a/, /e/, /i/, /o/, /u/, mixed, with /a/ called about every other turn, plus /m/, /n/, /t/, /p/, /s/.

S4 · Blending drill — 4 min

Initial	s · m · t · p · f · n · c · h · j · r
Medial	a
Final	t · p · m · n · d · g

Examples: h | a | m → ham · f | a | n → fan · c | a | p → cap

S5 · Word work: short a chain — 8 min

map → mat → man → pan → pad → sad → sag → snag → stag

Pause at mat→man and pan→pad. Have students read both words and notice that the /a/ changes a little before n. Then map man, sad, and snag in sound boxes.

S6 · Heart word review: all 22 known heart words — 2 min

No new heart word. Flash all 22, word and heart part. Remap any miss after the flash.

S7 · Connected text and dictation — 5 min

Choral reading	Dad can nap in the van. · The fat cat sat on a flat mat. · Sam and Pam ran to the cab.
Dictation	Can a ram nap in a van? Then CAPS check.
Optional	Pam had a tan cap. · Dan had jam and ham.

S8 · Decodable text reading — 5 min

Passage	Dan Can Nap · Extra for reteach or home: A Cat and a Cap

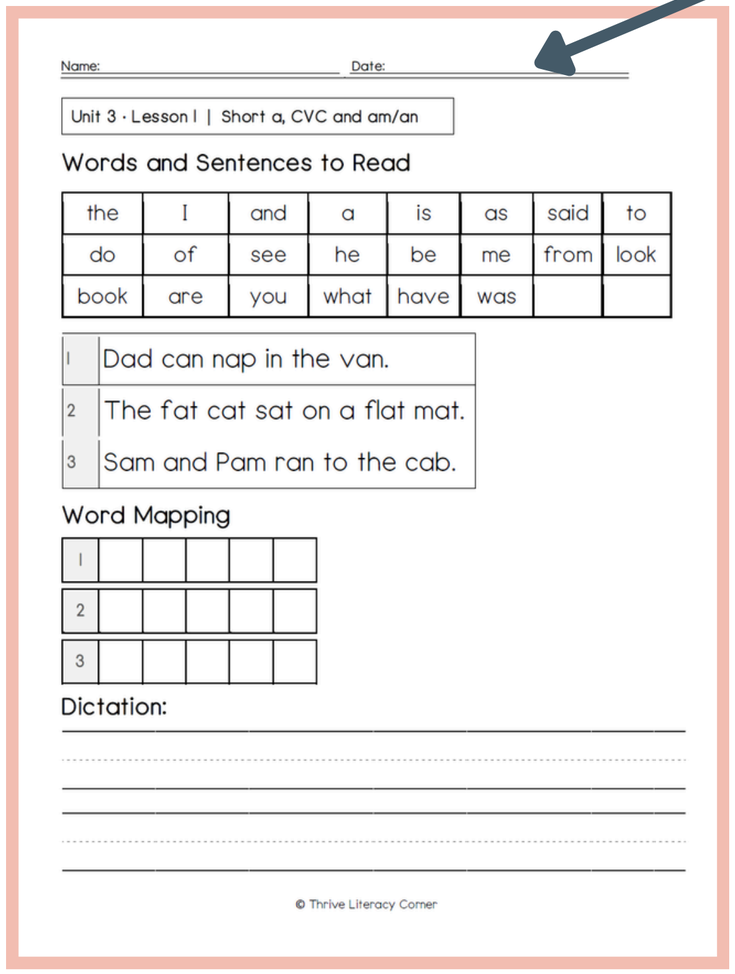
Correction triggers · Use I do / We do / You do

If: students drop or change the vowel in man or jam, saying /mn/ or /men/ – *Say it slowly: /mmm/ /aaa/ /nnn/.*
If: students say individual sounds instead of blending into a word – */s/ /a/ /t/, sat. Blend all the way through.*
If: students read man or pan with the wrong vowel, saying /men/ or /pen/ – *Touch the a. It is still /a/.*
If: students build sag again or leave out the n when making snag – *Say snag slowly: /s/ /n/ /a/ /g/. Four sounds.*
If: students leave the n off can or van, or write cat for can – *Tap can: /k/ /a/ /n/. Three sounds.*

© Thrive Literacy Corner

© Thrive Literacy Corner

A STUDENT PAGE FOR EVERY LESSON



Name: Date:

Unit 3 · Lesson 1 | Short a, CVC and am/an

Words and Sentences to Read

the	I	and	a	is	as	said	to
do	of	see	he	be	me	from	look
book	are	you	what	have	was		

1	Dad can nap in the van.
2	The fat cat sat on a flat mat.
3	Sam and Pam ran to the cab.

Word Mapping

1					
2					
3					

Dictation:

© Thrive Literacy Corner

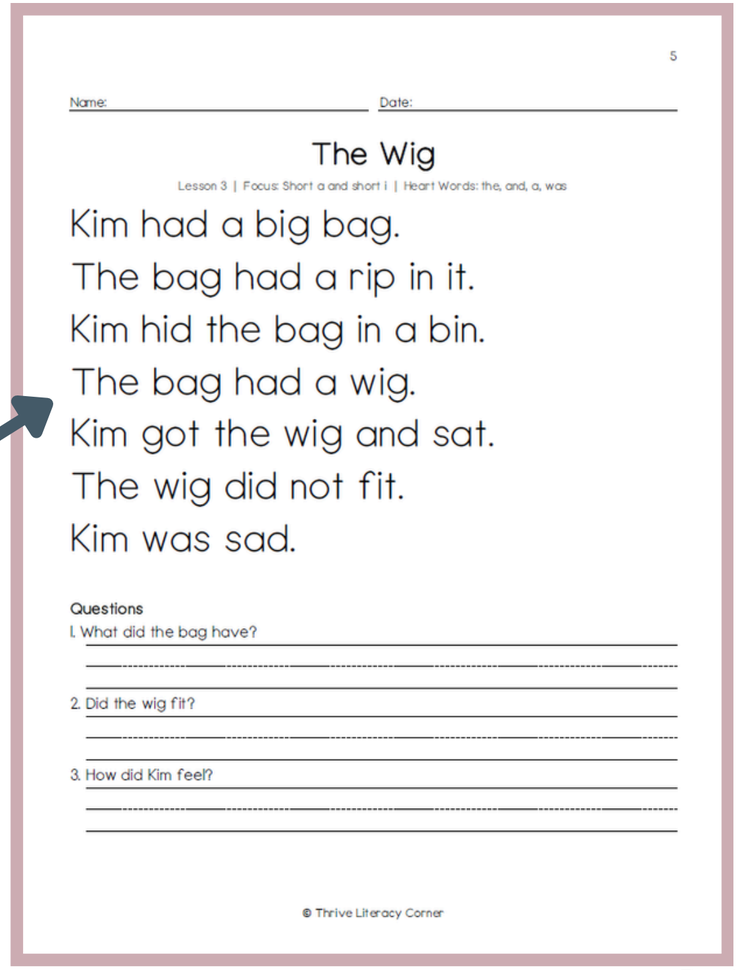
Student page

- All 22 heart words to read
- 3 sentences from the lesson
- Map 3 words from the chain
- Dictation lines

Decodable story

- 2 stories per lesson
- 3 comprehension questions
- Only taught sounds + heart words

Unit 1



5

Name: Date:

The Wig

Lesson 3 | Focus: Short a and short i | Heart Words: the, and, a, was

Kim had a big bag.
The bag had a rip in it.
Kim hid the bag in a bin.
The bag had a wig.
Kim got the wig and sat.
The wig did not fit.
Kim was sad.

Questions

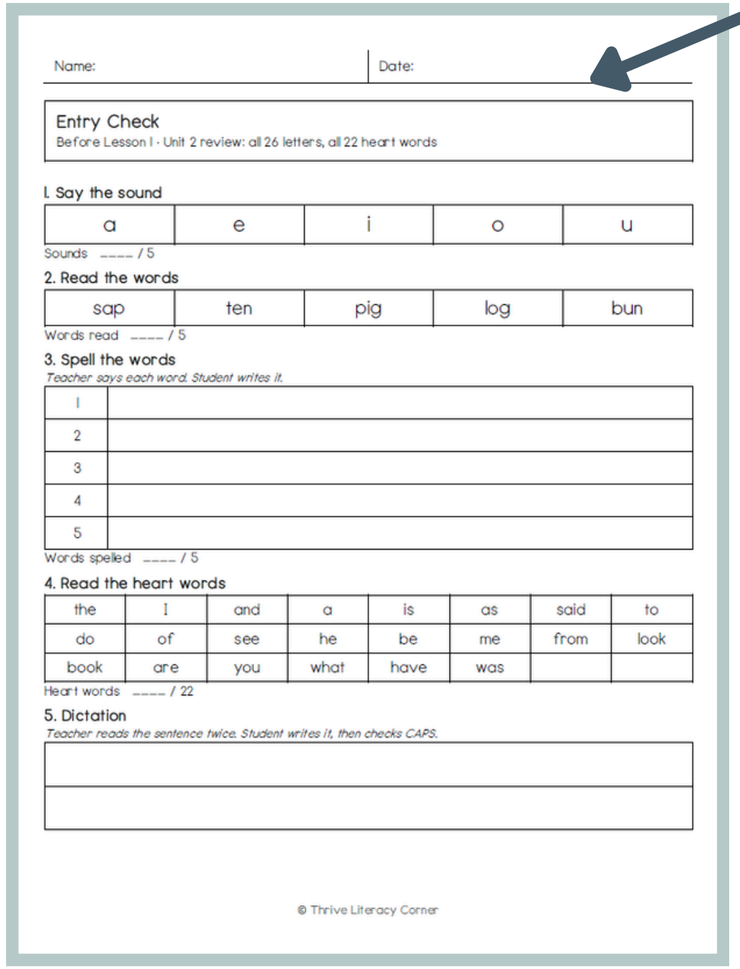
1. What did the bag have?
2. Did the wig fit?
3. How did Kim feel?

© Thrive Literacy Corner

© Thrive Literacy Corner

OPTIONAL PROGRESS MONITORING

Entry Check



Name: Date:

Entry Check
Before Lesson 1 · Unit 2 review: all 26 letters, all 22 heart words

1. Say the sound

a	e	i	o	u

Sounds _____ / 5

2. Read the words

sap	ten	pig	log	bun

Words read _____ / 5

3. Spell the words
Teacher says each word. Student writes it.

1	
2	
3	
4	
5	

Words spelled _____ / 5

4. Read the heart words

the	I	and	a	is	as	said	to
do	of	see	he	be	me	from	look
book	are	you	what	have	was		

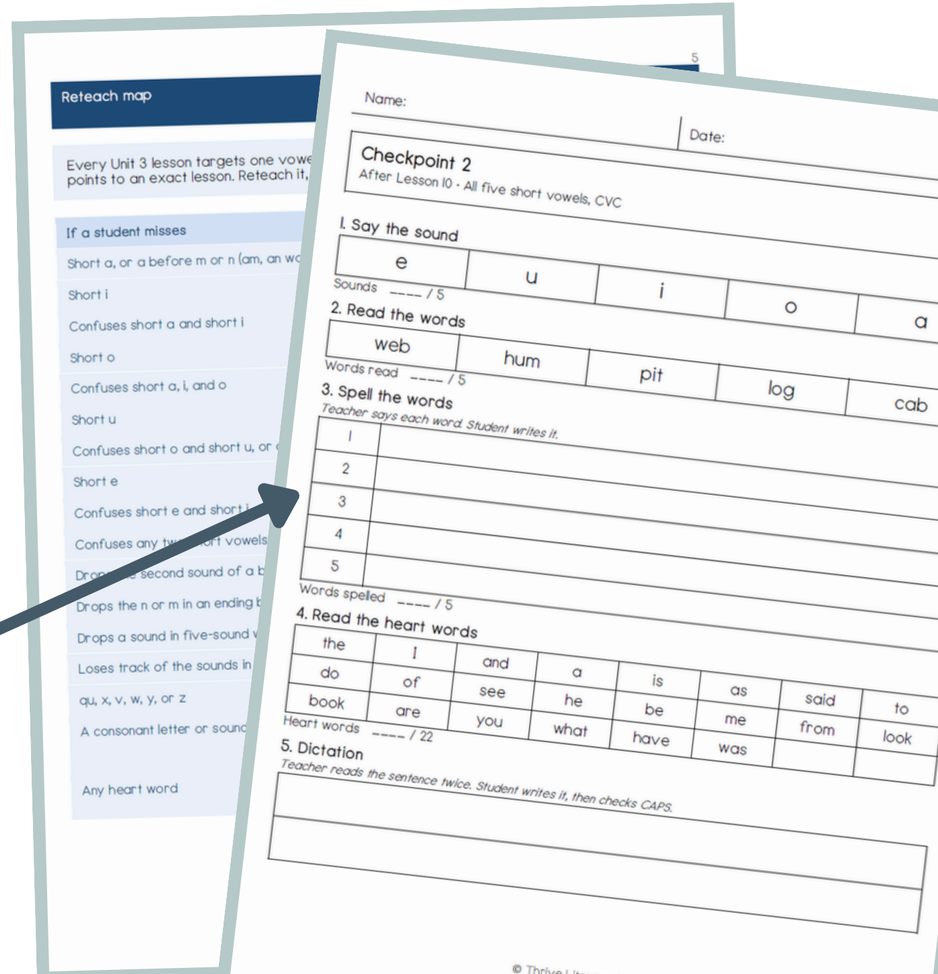
Heart words _____ / 22

5. Dictation
Teacher reads the sentence twice. Student writes it, then checks CAPS.

© Thrive Literacy Corner

- Shows where to start
- Built for older or catch-up students

Checkpoints



Reteach map

Every Unit 3 lesson targets one vowe
points to an exact lesson. Reteach it,

If a student misses

Short a, or a before m or n (am, an wo
Short i
Confuses short a and short i
Short o
Confuses short a, i, and o
Short u
Confuses short o and short u, or
Short e
Confuses short e and short i
Confuses any tw rt vowels
Dro e second sound of a b
Drops the n or m in an ending b
Drops a sound in five-sound v
Loses track of the sounds in
qu, x, v, w, y, or z
A consonant letter or sound

Any heart word

5

Name: Date:

Checkpoint 2
After Lesson 10 · All five short vowels, CVC

1. Say the sound

e	u	i	o	a

Sounds _____ / 5

2. Read the words

web	hum	pit	log	cab

Words read _____ / 5

3. Spell the words
Teacher says each word. Student writes it.

1	
2	
3	
4	
5	

Words spelled _____ / 5

4. Read the heart words

the	I	and	a	is	as	said	to
do	of	see	he	be	me	from	look
book	are	you	what	have	was		

Heart words _____ / 22

5. Dictation
Teacher reads the sentence twice. Student writes it, then checks CAPS.

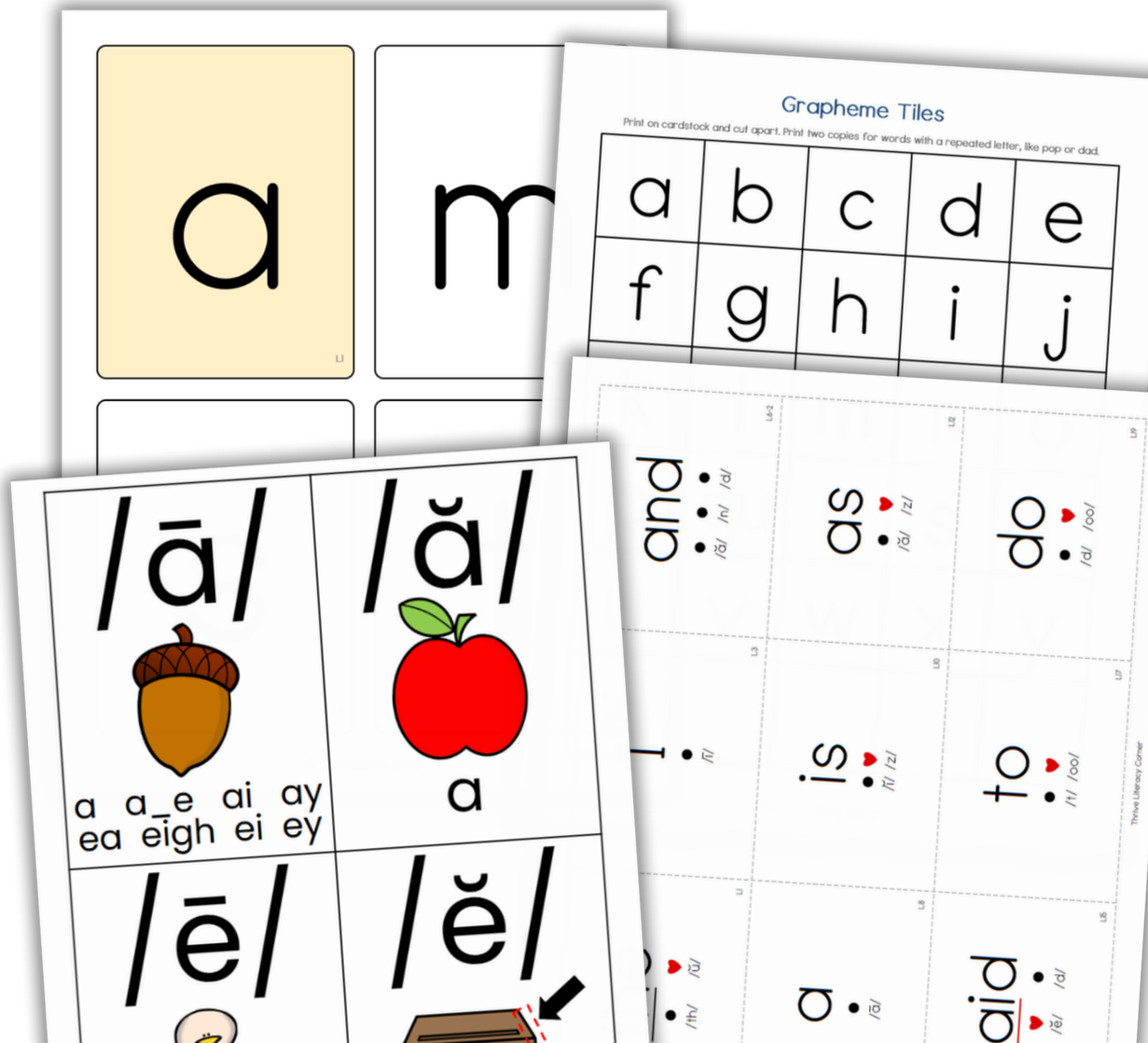
© Thrive Literacy Corner

- After Lessons 5, 10, and 15
- Teacher key + reteach map

© Thrive Literacy Corner

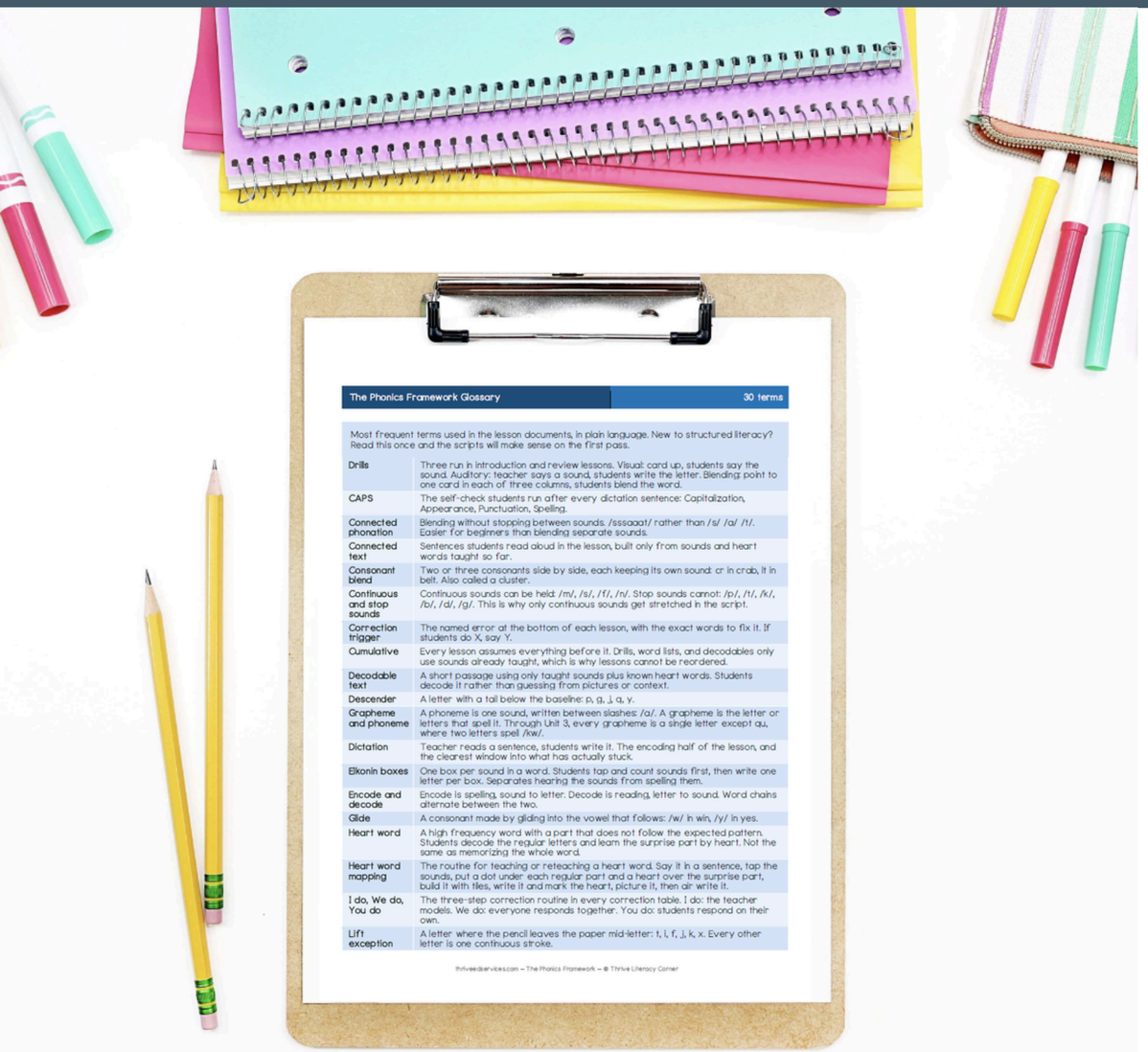
INCLUDES EVERYTHING YOU NEED!

- Sound wall: picture cards for every sound
- Grapheme cards for drills: 26 letter cards
- Grapheme tiles: print and cut for building words
- Heart word cards: 22 mapped cards, one for each heart word



© Thrive Literacy Corner

INSTRUCTIONS AND TIPS



The Phonics Framework Glossary — 30 terms

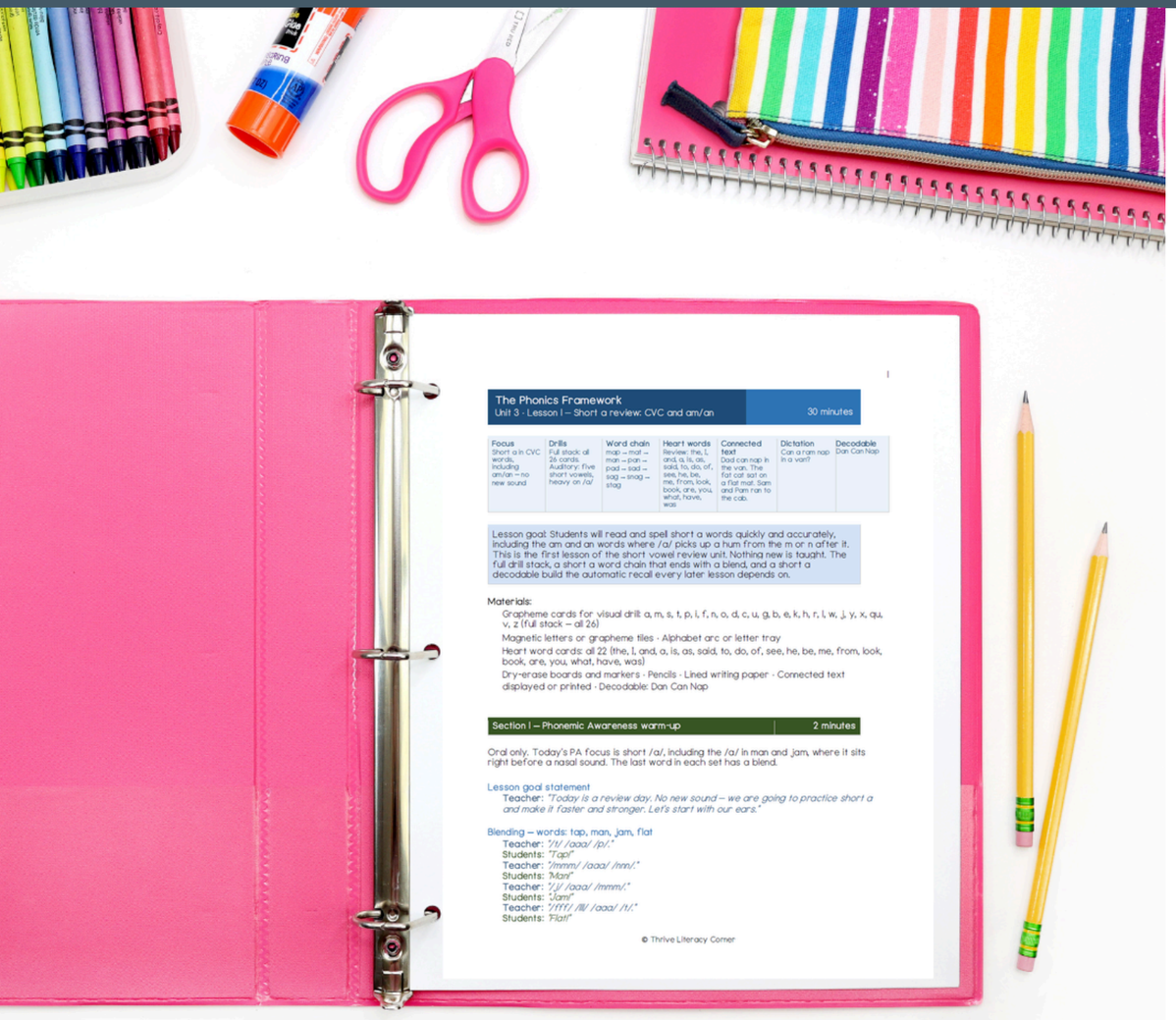
Most frequent terms used in the lesson documents, in plain language. New to structured literacy? Read this once and the scripts will make sense on the first pass.

Drills	Three run in introduction and review lessons. Visual: card up, students say the sound. Auditory: teacher says a sound, students write the letter. Blending: point to one card in each of three columns, students blend the word.
CAPS	The self-check students run after every dictation sentence: Capitalization, Appearance, Punctuation, Spelling.
Connected phonation	Blending without stopping between sounds. /sssaaat/ rather than /s/ /a/ /t/. Easier for beginners than blending separate sounds.
Connected text	Sentences students read aloud in the lesson, built only from sounds and heart words taught so far.
Consonant blend	Two or three consonants side by side, each keeping its own sound: cr in crab, lt in belt. Also called a cluster.
Continuous and stop sounds	Continuous sounds can be held: /m/, /s/, /f/, /n/. Stop sounds cannot: /p/, /t/, /k/, /b/, /d/, /g/. This is why only continuous sounds get stretched in the script.
Correction trigger	The named error at the bottom of each lesson, with the exact words to fix it. If students do X, say Y.
Cumulative	Every lesson assumes everything before it. Drills, word lists, and decodables only use sounds already taught, which is why lessons cannot be reordered.
Decodable text	A short passage using only taught sounds plus known heart words. Students decode it rather than guessing from pictures or context.
Descender	A letter with a tail below the baseline: p, g, j, q, y.
Grapheme and phoneme	A phoneme is one sound, written between slashes: /a/. A grapheme is the letter or letters that spell it. Through Unit 3, every grapheme is a single letter except qu, where two letters spell /kw/.
Dictation	Teacher reads a sentence, students write it. The encoding half of the lesson, and the clearest window into what has actually stuck.
Elkonin boxes	One box per sound in a word. Students tap and count sounds first, then write one letter per box. Separates hearing the sounds from spelling them.
Encode and decode	Encode is spelling, sound to letter. Decode is reading, letter to sound. Word chains alternate between the two.
Glide	A consonant made by gliding into the vowel that follows: /w/ in win, /y/ in yes.
Heart word	A high frequency word with a part that does not follow the expected pattern. Students decode the regular letters and learn the surprise part by heart. Not the same as memorizing the whole word.
Heart word mapping	The routine for teaching or reteaching a heart word. Say it in a sentence, tap the sounds, put a dot under each regular part and a heart over the surprise part, build it with tiles, write it and mark the heart, picture it, then air write it.
I do, We do, You do	The three-step correction routine in every correction table. I do: the teacher models. We do: everyone responds together. You do: students respond on their own.
Lift exception	A letter where the pencil leaves the paper mid-letter: t, i, f, j, k, x. Every other letter is one continuous stroke.

- getting started guide & glossary
- complete K-2 scope and sequence
- stroke talk reference for every letter
- materials & teaching tips included
- entry check to place older students
- pacing guide included

© Thrive Literacy Corner

WAYS TO USE THIS RESOURCE



- whole group phonics block
- small group instruction
- tier 2 and 3 intervention
- homeschool and tutoring
- hand it to a sub
- short vowel review for grades 1-2

© Thrive Literacy Corner

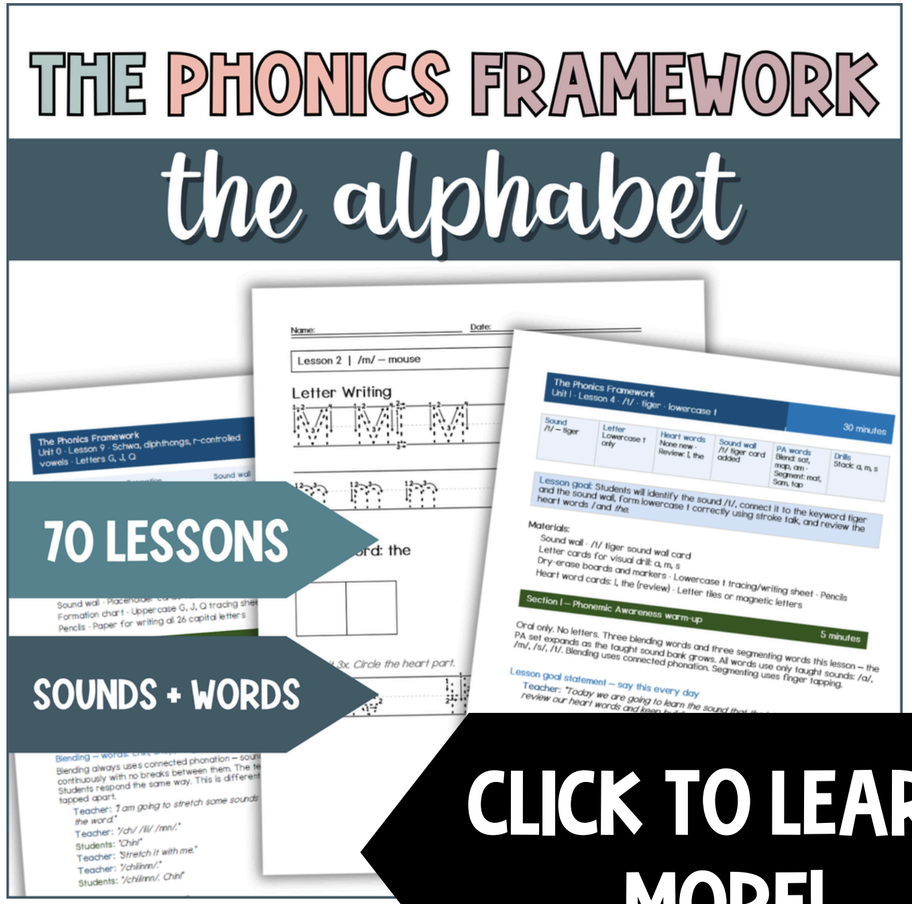
NEED TO START EARLIER?

Unit 3 assumes all 26 letters and 22 heart words are taught.

Units 0–2 teach them, starting with the mouth.

70 lessons, same 30-minute routine.

Look for The Phonics Framework Units 0–2 in my store.



WHICH ONE DO I NEED?

Students can't name most letters and sounds yet → start with Units 0–2

Students know their letters but mix up short vowels → start with Unit 3

© Thrive Literacy Corner