Seth
Unit 7 Reader
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Seth
Unit 7 Reader
Skills Strand
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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 can run fast.
Pat can sing songs.
Seth’s Dad

This is Ted.

Ted is Seth’s dad.

Ted is strong.
Ted can chop big logs with his ax.
Ted can lift big stumps.
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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These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

**Contributors to Earlier Versions of these Materials**


We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

**Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

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ILLUSTRATORS
All illustrations by Apryl Stott
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<td>/i/ as in skim</td>
<td>/m/ as in rim</td>
<td>‘s (for possession)</td>
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<tr>
<td>/e/ as in bed</td>
<td>/t/ as in got</td>
<td>‘t (contraction)</td>
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<tr>
<td>/a/ as in tap</td>
<td>/d/ as in dip</td>
<td>Punctuation (period, comma, exclamation point)</td>
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<tr>
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<td>/k/ as in cot and kid</td>
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<tr>
<td>/o/ as in flop</td>
<td>/g/ as in log</td>
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<td>/n/ as in pen</td>
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<td>/z/ as in zip and hums</td>
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<td>/y/ as in yes</td>
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<tr>
<td></td>
<td>/x/ as in box</td>
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New spellings highlighted in this reader: 

/ch/ as in chips, /sh/ as in shop, /th/ as in thin, /rth/ as in this, /qu/ as in quilt,
/ng/ as in sing