4 End with leaves in the **PURPLE** level.

*multisyllabic words*

**Student Focus**
- Analyzing patterns of vowels and consonants to break words into syllables
- Segmenting and blending multisyllabic words
- Oral language and vocabulary
- Text comprehension
- Reading fluency

**Examples**
- Purple Level 1: 2 syllables ............................................................................ funny
- Purple Level 2: 3 syllables ............................................................................ difficult
- Purple Level 3: 4 syllables ............................................................................ watermelon

3 Build branches in the **GREEN** level.

*long-vowel words, r-controlled, diphthongs*

**Student Focus**
- One sound (e.g. /o/) may be represented by multiple letter patterns (e.g. oa, oe, ow, o, o_e) (Phonics knowledge)
- Segmenting and blending words containing diphthongs, r-controlled vowels and/or long vowel patterns
- Text comprehension
- Reading fluency

**Examples**
- Green Level 1: long vowel patterns ....................................................... boat
- Green Level 2: r-controlled vowels ........................................................ farm
- Green Level 3: diphthongs ................................................................. brown

2 Grow like the trunk in the **BLUE** level.

*4-5- and 6-sound words, short vowels, blends, digraphs*

**Student Focus**
- Alphabetic principle
- Phonics knowledge
- Segmenting and blending words with initial and final blends (phonemic awareness)
- Oral language and vocabulary
- Text comprehension
- Reading fluency

**Examples**
- Blue Level 1: 4 sounds with beginning blends ......................... stop
- Blue Level 2: 4 sounds with ending blends ............................... desk
- Blue Level 3: 4 sounds with digraphs, blends, ...................... block
double consonants
- Blue Level 4: beginning and ending blends ......................... plant

1 Start with the roots in the **PINK** level.

*2- and 3-sound words, short vowels, digraphs*

**Student Focus**
- Letters represent sounds (alphabetic principle)
- Letter-sound knowledge (phonics)
- Blending and segmenting (phonemic awareness)
- Oral language and vocabulary
- Text comprehension

**Examples**
- Pink Level 1: a, o, b, s, m, l, f, r, t ......................................................... sat
- Pink Level 2: i, u, c, d, g, h, p, n ......................................................... cup
- Pink Level 3: e, k, j, v, w, x, y ......................................................... wet
- Pink Level 4: qu, ll, ss, ff, tt, zz ......................................................... hill
- Pink Level 5: th, wh, sh, ch, ck, ng ......................................................... shut