



# LITERACY AT HOME

NC Digital Children's Reading Initiative



 OFFICE OF EARLY LEARNING  
NC Department of Public Instruction

## PRINTABLES BY GRADE

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# Printables - Pre-Kindergarten

## Phonological Pre-K

**Nursery Rhymes:** Recite nursery rhymes. Pause to talk about rhyming words and how they sound the same at the end. [Nursery Rhyme Sheet](#)

**Rhyming Cards:** Use printable rhyming cards for many activities. [Rhyming Cards and Activities](#)

**Syllable Cards:** Use printable picture cards to sort according to the number of syllables in words. [Syllable Cards](#)

**One Card Out:** Create your own beginning sound board game. Students determine which words have the same initial sound and place a card over the picture that does not. [One Card Out](#)

**Play to Read:** Use a subset of the NC Office of Early Learning Play to Read with a Caregiver resource to focus on phonological awareness. Print 4 slides per page for cards on the go! [Play to Read: Phonological Awareness](#)

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## Print Awareness Pre-K

**Print Awareness/Concepts:** Observe the child while you read together and discuss print concepts (e.g., front of book, back of book, running finger under words). [Print Concepts Observation Checklist](#)

**Parent Tip Sheet:** Support the development of print concepts while reading with the child. [Concepts of Print: Ideas for Parents](#)

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## Vocabulary Pre-K

**Play to Read:** Use a subset of the NC Office of Early Learning Play to Read with a Caregiver resource to focus on vocabulary. Print 4 slides per page for cards on the go! [Play to Read: Vocabulary](#)

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## Fluency Pre-K

**Letter Sorting:** Sort letters using magazines, empty boxes, junk mail, and more. This activity is written for teachers, but can be easily adapted for use at home. [Letter Sorting](#)

**Pick and Write:** Pick, name, and write letters with the Letter Tree activity. This activity is written for teachers, but can be easily adapted for use at home. [Pick and Write](#)

**Play to Read:** Use a subset of the NC Office of Early Learning Play to Read with a Caregiver resource to focus on letter naming. Print 4 slides per page for cards on the go! [Play to Read: Letter Knowledge](#)

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## Comprehension Pre-K

**Story Time:** Ask questions before, during, and after reading together. [Story Time Questions](#)

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## Oral Language Pre-K

**Conversation Cards:** Use conversation cards any time or place to increase a child's use and understanding of oral language. Suggestions include at the dinner table, while waiting in a store or restaurant, and during bedtime routines. Use follow up questions to increase the number of turns taken in a conversation. [Conversation Cards](#)

**Play to Read:** Use the NC Office of Early Learning Play to Read with a Caregiver resource to focus on oral language. Print 4 slides per page for cards on the go! [Play to Read](#)

# Printables - Kindergarten

## Phonological K

**Nursery Rhymes:** Recite nursery rhymes. Pause to talk about rhyming words and how they sound the same at the end. [Nursery Rhyme Sheet](#)

**Rhyming Cards:** Use printable rhyming cards for many activities. [Rhyming Cards and Activities](#)

**Syllable Cards:** Use printable picture cards to sort according to the number of syllables in words. [Syllable Cards](#)

**One Card Out:** Create your own beginning sound board game. Students determine which words have the same initial sound and place a card over the picture that does not. [One Card Out](#)

**Rime House:** Match picture cards according to rime, the string of letters following the first sound in a word. [Rime House](#)

**Play to Read:** Use a subset of the NC Office of Early Learning Play to Read with a Caregiver resource to focus on phonological awareness. Print 4 slides per page for cards on the go! [Play to Read: Phonological Awareness](#)

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## Phonics K

**Letter-Sound Practice:** Ask the child to choose a letter, say the letter name and its sound, and cover the matching letter on the [Letter Arc](#). Watch [Letter-Sound Practice](#).

**Clip a Letter:** Practice matching uppercase letters to lowercase letters and then match the letter with the initial sound in a word. [Clip a Letter](#)

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## Vocabulary K

**Action Word Sort:** Match action words to pictures. [Word Sort](#)

**Four Square Vocabulary Map:** Work with the child to describe the meaning of a word. [Vocabulary Map](#)

**Play to Read:** Use a subset of the NC Office of Early Learning Play to Read with a Caregiver resource to focus on vocabulary. Print 4 slides per page for cards on the go! [Play to Read: Vocabulary](#)

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## Fluency K

**Print Awareness/Concepts:** Observe the child while reading. [Print Concepts Observation Checklist](#)

**Parent Tip Sheet:** Support proper book handling, print awareness and understanding of story elements while reading with the child. [Concepts of Print: Ideas for Parents](#)

**Letter Name Practice:** Ask the child to choose a letter, say the letter name, and place it on the matching letter on the [Letter Arc](#).

**Hungry Letter Mouse:** Play a letter naming game with materials you have. A sheet of paper can be used in place of a dry erase board. [Hungry Letter Mouse](#)

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## Comprehension K

**Questions to Ask:** During Story Time ask questions before, during and after reading together. [Story Time Questions](#)

**Story Sequencing:** Draw and/or write to retell a story together. [Story Sequence Organizer](#)

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## Oral Language K

**Conversation Cards:** Use conversation cards any time or place to increase a child's use and understanding of oral language. Suggestions include at the dinner table, while waiting in a store or restaurant, and during bedtime routines. Use follow up questions to increase the number of turns taken in a conversation. [Conversation Cards](#)

**Play to Read:** Use the NC Office of Early Learning Play to Read with a Caregiver resource to focus on oral language. Print 4 slides per page for cards on the go! [Play to Read](#)

# Printables - 1st Grade

## Phonological 1

**Say and Slide:** Engage in this activity by saying a word, segmenting (taking apart) each individual sound in the word, and then counting how many sounds are in the word. [Say and Slide](#)

**Sound Counting Sort:** Count the number of sounds in a word and then sort the words based on the number of sounds. [Sound Counting Sort](#)

**Picture Slide:** Practice blending sounds while sliding cards together to make pictures. The child will name the picture, segment the word into sounds, and repeat the word (e.g., "Frog, /f/ /r/ /o/ /g/". Frog.).  
[Picture Slide](#)

**Phoneme Swap:** Compare two pictures and decide which phoneme sound has been changed. [Phoneme Swap](#)

**Word Change:** Delete the second sound in a blend to make a new word. [Word Change](#)

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## Phonics 1

**Word Puzzles:** Scramble letter cards and give the child a word to spell. As the child pulls each letter, have them say the letter sound. [Word Puzzles: Level 1](#), [Word Puzzles: Level 2](#), [Word Puzzles: Level 3](#)

**Sound Spelling Word Sort:** Review spelling patterns (e.g., sh, th, ch). Give the child one word card at a time to sort according to the spelling pattern. Watch [Sound Spelling Word Sort](#). [Digraphs](#), [r controlled vowels](#)

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## Vocabulary 1

**Multiple Meaning Bugs:** Connect multiple meanings to one word in this bug game. [Multiple Meaning Bugs](#)

**Word Connection:** Identify similarities and differences between the meanings of words. [Word Connection](#)

**If the Word Fits:** Use words in context with sentence cards. [If the Word Fits](#)

**Four Square Vocabulary Map:** Describe a word by completing a Four Square Vocabulary Map. [Four Square Vocabulary Map](#)

**Action Word Ring Sort:** Select words that describe a picture card. [Action Word Ring Sort](#)

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## Fluency 1

**Fast Phrases:** Stack cards with printed phrases face down. With a phrases correct per minute sheet, record how many phrases are read correctly with a goal to increase speed and accuracy. [Fast Phrases](#)

**Speedy Phrases:** Support the child in gaining speed and accuracy by reading phrases, completing the record sheet, and setting a goal. [Speedy Phrases](#)

**Readers' Theater:** Assign reading parts to you and the child. Practice reading with appropriate accuracy, speed, and expression. [Readers' Theater](#)

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## Comprehension 1

**Retell Wheel for a Story:** Support the child in retelling a story by using the questions provided on a retell wheel. [Retell Wheel for a Story](#)

**Retell Wheel for Summarizing Information:** Support the child in summarizing information learning from reading by completing sections of the retell wheel. [Retell Wheel for Summarizing Information](#)

**Character Compare:** Identify similarities and differences between characters by listing shared and unique characteristics. [Character Compare](#)

**Picture the Character:** Use a graphic organizer to describe characters from a recently read story. [Picture the Character](#)

**Story Question Cube:** Use a dice-like cube with questions on each side to review elements of a recently read story. Roll the cube and answer/discuss the question on top. [Story Question Cube](#)

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## Oral Language 1

**PEER Strategy:** Use the PEER (prompt, evaluate, expand, repeat) strategy to ask different types of questions and begin conversation about the book, passage, or article. [PEER Strategy](#)

**Talking and Writing in the Kitchen:** Use this resource to engage in conversation with the child while intentionally asking questions, having the child predict, and by following steps as part of the conversation. [Talking and Writing in the Kitchen](#)

**Grocery Shop Talk:** Use this recourse to engage in conversation while shopping. Use words the child may not hear in other environments (e.g., deli, loaf of bread, 1/2 pound), and ask questions that require more than a "yes" or "no" answer (e.g., Why should we look in the carton before we decide to buy the eggs?). If desired, write your grocery list on the printed paper, fold the paper in half, and refer to the questions as you shop. [Grocery Shop Talk](#)

**Conversation Cards:** Use conversation cards any time or place to increase a child's use and understanding of oral language. Suggestions include at the dinner table, while waiting in a store or restaurant, and during bedtime routines. Use follow up questions to increase the number of turns taken in a conversation. [Conversation Cards](#)

# Printables - 2nd Grade

## Phonological 2

**Say and Slide:** Engage in this activity by saying a word, segmenting (taking apart) each individual sound in the word, and then counting how many sounds are in the word. [Say and Slide](#)

**Sound Counting Sort:** Count the number of sounds in a word and then sort the words based on the number of sounds. [Sound Counting Sort](#)

**Picture Slide:** Practice blending sounds while sliding cards together to make pictures. The child will name the picture, segment the word into sounds, and repeat the word (e.g., "Frog, /f/ /r/ /o/ /g/". Frog.).  
[Picture Slide](#)

**Phoneme Swap:** Compare two pictures and decide which phoneme sound has been changed. [Phoneme Swap](#)

**Word Change:** Delete the second sound in a blend to make a new word. [Word Change](#)

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## Phonics 2

**Short and Long Vowel Sound Sort:** Practice long and short vowel sounds by sorting. [Short and Long Vowel Sound Sort](#)

**Spell and Sort with Vowel Digraphs:** Use this sorting activity to identify vowel digraphs (aw, au, ew, oo).  
[Spell and Sort with Vowel Digraphs](#)

**Vowel Digraphs:** Play this baseball themed game to practice reading words with vowel digraphs (ea, oa, ai, ay, and oo). [Vowel Digraphs](#)

**Spin and Read:** This activity allows children to practice reading words with the following spelling patterns: ew, ue. [Spin and Read](#)

**Blend Syllables in Words:** Play this game by pulling two cards, each having a one syllable word. If the syllables combine to make a new word, write the new word. [Blend Syllables in Words](#)

**Syllable Share:** Play this game to make multiple words with the same syllable. [Syllable Share](#)

**Create New Words:** Combine base words, prefixes, and suffixes to create new words. [Create New Words](#)

**Affix Sort:** Engage with the child by sorting words according to whether they have a prefix, a suffix, both, or neither. [Affix Sort](#)

**Affix Hunt:** Use this activity to support the child's recognition of affixes (prefixes and suffixes). [Affix Hunt](#)

**Crazy Card Game:** Practice high frequency words (irregular and regular spellings) with this game. Watch [Crazy Card Game](#). [Crazy Card Game](#)

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## Vocabulary 2

**Build-A-Word:** Build words with the child by adding prefixes and suffixes to root words. [Build a Word](#)

**Root-A-Word:** Identify words with a common root word and determine their meaning. [Root-A-Word](#)

**Word Meanings:** Build the child's understanding of shades of meaning and how each word builds to reach a stronger meaning. [Word Meanings](#)

**Four Square Vocabulary Map:** Describe a word by completing a Four Square Vocabulary Map. [Four Square Vocabulary Map](#)

**Action Word Ring Sort:** Select words that describe a picture card. [Action Word Ring Sort](#)

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## Fluency 2

**Fluent Phrases:** Have the child work on fluency by reading phrases that build to complete sentences. [Fluent Phrases](#)

**Word Family Zoom:** Time the child reading words grouped by word family. Record how long it takes each time with a goal to increase speed and accuracy. [Word Family Zoom](#)

**Fast Phrases:** Stack cards with printed phrases face down. With a phrases-correct-per-minute sheet, record how many phrases are read correctly with a goal to increase speed and accuracy. [Fast Phrases](#)

**Rapid Read:** Take turns reading paragraphs after reading the word list for a specific passage. [Rapid Read](#)

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## Comprehension 2

**Comprehension Questions:** Ask comprehension questions after reading a book. [Comprehension Questions Bookmark](#)

**Incredible Inferences:** Play this Bingo-like game with the child by covering the situation described on the card drawn. This activity supports children as they practice the skill of inference. Inferencing can be a challenge for young readers and is often needed to determine the moral or lesson of a story. [Incredible Inferences](#)

**Just the Facts:** Support the child as they read informational text. Look for facts about the topic. Children are expected to refer to the text to support what they have read about the topic. [Just the Facts](#)

**Retell Ring:** Use cards on the Retell Ring to ask the child a series of questions after reading. [Retell Ring](#)

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## Oral Language 2

**CROWD Strategy:** Use the CROWD (complete, recall, open-ended, wh- questions, and distance) strategy to ask different types of questions and begin conversation about the book, passage, or article. [Trifold 1](#), [Trifold 2](#), [Trifold 3](#).

**Talking and Writing in the Kitchen:** Use this resource to engage in conversation with the child while intentionally asking questions, having the child predict, and by following steps as part of the conversation. [Talking and Writing in the Kitchen](#)

**Grocery Shop Talk:** Use this recourse to engage in conversation while shopping. Use words the child may not hear in other environments (e.g., deli, loaf of bread, 1/2 pound), and ask questions that require more than a "yes" or "no" answer (e.g., Why should we look in the carton before we decide to buy the eggs?). If desired, write your grocery list on the printed paper, fold the paper in half, and refer to the questions as you shop. [Grocery Shop Talk](#)

**Conversation Cards:** Use conversation cards any time or place to increase a child's use and understanding of oral language. Suggestions include at the dinner table, while waiting in a store or restaurant, and during bedtime routines. Use follow up questions to increase the number of turns taken in a conversation. [Conversation Cards](#)

# Printables - 3rd Grade

## Phonological 3

No printables

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### Phonics 3

**Spell and Sort with Vowel Digraphs:** Use this sorting activity to identify vowel digraphs. [Spell and Sort \(aw, au, ea, ew, oo, ow\)](#), [Spell and Sort \(ea, oa, ai, ay, oo\)](#).

**Syllable Share:** Play this game to make multiple words with the same syllable. [Syllable Share](#)

**Map a Word:** Describe that each box represents each sound (not letter) in a word. Have the child say each sound in a word and then write each sound in one box. Watch [Map a Word](#). [Map a Word](#)

**Silent Letters:** Show the child a word with a silent letter (e.g., comb) and explain the b is silent because we do not hear its sound. Read more words and have the child sort the words according to whether or not there is a silent letter. Watch [Silent Letters](#). [Silent Letters](#)

**Syllable Scoops:** Have the child segment and sort words according to how many syllables there are. When applicable, discuss root words, prefixes, and suffixes. [Syllable Scoops](#)

**Word Spinner:** Combine two word parts to make new words. Then, determine if the word is a real word or a nonsense word. Spinners can be made by placing the point of a pencil in a paperclip if brads are unavailable. Another option is to cut each of the sounds individually and use as cards. [Word Spinner](#)

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### Vocabulary 3

**What a Word:** Use the included passage and word bank to complete the story. [What a Word](#)

**Extreme Words:** Explore the relationships between descriptive words. Talk about the provided words and their meaning to determine the order (e.g., giggle, chuckle, whimper, cry). [Extreme Words](#)

**Synonym-Antonym Connections:** Use the cards included to help the child identify synonyms and antonyms. Synonyms have similar meaning and antonyms have opposite meanings. [Synonym-Antonym Connections](#)

**Homograph Hitch:** Match words that sound the same but have different meanings with the cards provided. [Homograph Hitch](#)

**Oh My Word!:** Have the child write simple explanations, sentences, and synonyms of words in this activity. [Oh My Word!](#)

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## Fluency 3

**Chunky Passages:** Practice reading text in meaningful chunks, then reread it fluently without separation. [Chunky Passages](#)

**Fast Phrases:** Stack cards with printed phrases face down. With a phrases correct per minute sheet, record how many phrases are read correctly with a goal to increase speed and accuracy. [Fast Phrases](#)

**Reading for Understanding:** Use the information on the provided bookmark to learn about strategies to increase fluency during read aloud, including alternated reading and reading together. Watch [Reading for Understanding](#). [Reading for Understanding](#)

**Reader's Theater:** Assign parts of reader theater's scripts to family members and friends or have the child read each character's lines with expression. [Reader's Theater](#)

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## Comprehension 3

**Incredible Inferences:** Play this Bingo-like game with the child by covering the situation described on the card drawn. This activity supports children as they practice the skill of inference. Inferencing can be a challenge for young readers and is often needed to determine the moral or lesson of a story. [Incredible Inferences](#)

**Story Element Sort:** Using the cards provided, sort the cards by story. Then, match the descriptor to the appropriate story element. [Story Element Sort](#)

**Just the Facts:** Support the child as they read informational text. Look for facts about the topic. Children are expected to refer to the text to support what they have read about the topic. [Just the Facts](#)

**Story Question Cube:** Use a dice-like cube with questions on each side to review elements of a recently read story. Roll the cube and answer/discuss the question on top. [Story Question Cube](#)

**Character Characteristics:** Describe a character in a story by answering questions to complete a graphic organizer. Extend this activity by completing the graphic organizer for two characters and then comparing the characteristics. [Character Characteristics](#)

**Persuade, Entertain, and Inform Sort:** Read short passages with the child and sort them by the author's purpose. [Persuade, Entertain, and Inform Sort](#)

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## Oral Language 3

**CROWD Strategy:** Use the CROWD (complete, recall, open-ended, wh- questions, and distance) strategy to ask different types of questions and begin conversation about the book, passage, or article. [Trifold 1](#), [Trifold 2](#), [Trifold 3](#).

**Grocery Shop Talk:** Use this recourse to engage in conversation while shopping. Use words the child may not hear in other environments (e.g., deli, loaf of bread, 1/2 pound), and ask questions that require more than a "yes" or "no" answer (e.g., Why should we look in the carton before we decide to buy the eggs?).

If desired, write your grocery list on the printed paper, fold the paper in half, and refer to the questions as you shop. [Grocery Shop Talk](#)

**Conversation Cards:** Use conversation cards any time or place to increase a child's use and understanding of oral language. Suggestions include at the dinner table, while waiting in a store or restaurant, and during bedtime routines. Use follow up questions to increase the number of turns taken in a conversation. [Conversation Cards](#)

# Printables - 4th & 5th Grade

## Phonological 4 & 5

No printables

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### Phonics 4 & 5

**Four Word:** Play this game by determining if words on the provided cards are derived from a set of base words. [Four Word](#)

**Domino Duo:** Combine various letter combinations that can make the same sound while using the domino-like cards provided. [Domino Duo](#)

**Homophone Bingo:** Find and match common homophones (words that sound the same but are spelled differently and have different meanings). [Homophone Bingo](#)

**Syllable Score:** Practice breaking apart syllables in words and recording the number of syllables. Check the child's responses with the included answer key. [Syllable Score](#)

**Select Syllables:** Sort the included cards into two categories, initial syllables and final syllables. Each player selects 5 cards from the initial syllable pile and 5 cards from the final syllable pattern. Then each player makes as many words as they can by combining an initial syllable with a final syllable. If desired, set a timer and challenge one another. [Select Syllables](#)

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### Vocabulary 4 & 5

**Homograph Hitch:** Match words that sound the same but have different meanings with the cards provided. [Homograph Hitch](#)

**Homophone Go-Fish:** Match homophones with their meanings by playing a card game. [Homophone Go-Fish](#)

**Opposite Meanings:** Match words with opposite meanings while playing with the domino-like cards provided. [Opposite Meanings](#)

**Synonym Bingo:** Play this spin on the classic bingo game for practice identifying synonyms of the called word. [Synonym Bingo](#)

**Up with Words:** Practice using more precise language in writing by using synonyms to complete the provided sentence cards. [Up with Words](#)

**Meaning Extender:** Draw cards with specific questions around new vocabulary words and apply the new words to a variety of contexts. [Meaning Extender](#)

**Context Clues:** Assist the child in determining the meaning of unfamiliar words by reading context clues. Then sort the words by type. [Context Clues](#)

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## Fluency 4 & 5

**Give Me Five:** Help the child improve their word speed and accuracy with this activity as they work to beat their personal record. [Give Me Five](#)

**Fleeting Phrases:** Support speed and accuracy by having the child read phrases quickly. [Fleeting Phrases](#)

**Reading Chunks:** Help the child improve fluency by practicing reading text that has been divided into meaningful chunks, then reread it fluently without separation. [Reading Chunks](#)

**Reader's Theater:** Assign parts of reader theater's scripts to family members and friends or have the child read each character's lines with expression. [Reader's Theater](#)

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## Comprehension 4 & 5

**Text Feature:** Find identity, locate, and explore various features of texts (e.g., table of contents, diagrams, glossary). [Text Feature](#)

**Super Summary:** Identify main ideas using a graphic organizer and write a summary with the child. A graphic organizer provides structure for children to write a summary based on the main ideas of the text. [Super Summary](#)

**Write Cause or Effect:** Explore cause and effect by playing a completion game using the provided cards. Read the "cause" on each card. Take turns or work together to complete the "effect" section. [Write Cause or Effect](#)

**Text Structure Sort:** Sort the passages into text structure categories (e.g., cause and effect, problem and solution, sequence) using the provided cards. [Text Structure Sort](#)

**Character Consideration:** Work together with the child to describe a character using a graphic organizer. [Character Consideration](#)

**Story Pieces:** Discuss story elements with the child (e.g., characters, setting, plot, problem, solution) by using a graphic organizer or question cards. [Story Pieces](#)

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## Oral Language 4 & 5

**CROWD Strategy:** Use the CROWD (complete, recall, open-ended, wh- questions, and distance) strategy to ask different types of questions and begin conversation about the book, passage, or article. [Trifold 1](#), [Trifold 2](#), [Trifold 3](#).

**Conversation Cards:** Use conversation cards any time or place to increase the child's use and understanding of oral language. Suggestions include at the dinner table, while waiting in a store or restaurant, and during bedtime routines. Use follow up questions to increase the number of turns taken in a conversation. [Conversation Cards](#)