

Parent Empowerment Kit

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INTRODUCTION

Essentials Parent 2 builds on the language and literacy foundational skills established in **Essentials K** and **1**. It is based on the Orton-Gillingham Approach. It is a structured, systematic, phonic-based, multisensory, scaffolded curriculum that includes an intensive spelling component.

Essentials Parent 2 provides a 20-minute (expandable to 30-minute) prepared daily lesson plan. The **Learning Plan** provides content and explicit directions for implementation.

This curriculum follows the recommendations of the National Reading Panel by addressing Phonemic Awareness, Direct and Explicit Phonics, Fluency, Vocabulary, and Comprehension as well as Spelling. While this curriculum provides the prerequisites for all of the recommendations, additional time should be scheduled to focus on vocabulary and text comprehension.

Getting Started – Locate the pages of cards, cut them apart, and arrange them in numerical order by category.

- Sound Cards
- Blend Cards
- Sight Word Cards

The teacher may sit beside or across from the student. Sitting across enables both teacher and student to see mouth and lip movements and make eye contact, but teachers may need to learn to read and print upside down in order to keep the material in focus for the student. Sitting beside the student may make it easier to read text and monitor the reading lists. Use cards or markers to highlight rows or columns when reading from the Learning Plan.

Each **Essentials Parent 2** reading lesson is constructed to include:

- 1. Read Sounds:** Review all sounds taught, which builds automaticity that provides a foundation for fluency and sets a positive tone at the start of each lesson.
- 2. Spell Sounds:** Dictating sounds requires students to identify and write consonants and vowels, blends, vowel pairs, and affixes while reinforcing rules and incorporating multisensory practice.
- 3. Read Words:** Word lists and sentences in the Learning Plan reinforce previously taught material.
- 4. Spell Words:** Dictated words carry the power of the lesson for students and supply both diagnostic information and proof of effective learning for the teacher. Dictate as many words as possible in the time allotted, but leave time to dictate at least one sentence when available and to allow students to read aloud the words and/or sentences written. Emphasis is on the sounds and rules most recently taught. A Mastery Check for Spelling, an informal diagnostic test, replaces the spelling review in every 5th lesson.
- 5. Introduce New Material:** Students see, hear, repeat, and write the new element, then read and spell words incorporating that element. New material is not introduced in every lesson.

It is important to teach every section of every lesson every day!



When printing cards, select Double-Sided Printing and be sure it is set to flip on long side of paper. Cut along dotted lines and organize by category. Categories and card numbers will be on back side of cards. Some cards may not be used in the Lesson Plan. These cards can be set aside and used for additional practice.

Phonemic Awareness activities provide a foundation for reading and spelling words. When students spell words from dictation, phonemic awareness is embedded in the process. Before writing a word, students must:

- REPEAT the word aloud (accurate auditory input and reproduction)
- TOUCH SPELL the word (phonemic segmentation, multisensory reinforcement)
- Identify the sound-symbol connection for each sound (phonics, phoneme/grapheme link)
- Apply appropriate rules or generalizations
- WRITE the phonemes in the correct order (sequencing) using legible handwriting (multisensory)
- REREAD the word to verify accuracy

When a student is spelling words accurately, isolated phonemic awareness activities are no longer needed.

There are **5 Appendices**. They are:

- A–Supplemental Activities
- B–Error Correction Dialogue
- C–Definitions and Descriptions
- D–Quick Reference to English Language Rules
- E–Meanings Guide

Mastery Checks are informal diagnostic tools that provide information to inform instruction and identify when closer monitoring and more practice are needed.

This curriculum is written for students with a variety of skills. Some adjustments may need to be considered for those who have had an intensive pre-reading focus and those who have not. Some students are less mature or have dyslexia, limited language proficiency, slower processing ability, low cognitive ability, motor difficulties, or health issues. For some, English is not their first language. These variables may mean changing the pace of delivery of the lessons. The Mastery Checks will clearly indicate when additional time and practice are needed as well as isolate the specific areas of weakness.

MATERIALS NEEDED Sound Cards, Blend Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review Sound Cards **1-20**

REMINDER: Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds or words.

REMINDER: Ask for 2 sounds of **s** (/s/, /z/).

- Review Blend Cards **1-6**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **d f g sw sp y sn x j h**

3 READ WORDS4
min

- Students READ aloud.

Sight Word Cards 1-18

Using all sensory pathways—**seeing, hearing, feeling**—will cement learning into long-term memory.

TRACING unlocks words! If a student does not readily recognize a word, have the student TRACE the letters on the table using 2 fingers of the writing hand, SAY each sound aloud, then BLEND the sounds together to make a word.

For reading errors, TRACE.

For spelling errors, TOUCH SPELL.

4 INTRODUCE NEW MATERIAL

12
min

Teach Sounds

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Rule: *Short vowels are found at the beginning or in the middle of a word; vowels also have a long sound that is the same as the name of the vowel.*

Sound Card 21 a /a/ as in apple

- Students READ aloud the following word list.

1. **scat** **can** **snap** **swam** **staff** **snag** **span** **mad**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

can **swam** **snap** **mad** **span**

- Students READ the words just written.

Sound Card 22 i /i/ as in itch

- Students READ aloud the following word list.

2. **hid** **dig** **spit** **swim** **big** **snip** **dim** **jig**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

snip **spit** **dim** **jig** **swim**

- Students READ the words just written.

Sound Card 23 o /o/ as in octopus

- Students READ aloud the following word list.

3. **got** **bob** **smog** **job** **spot** **snob** **box** **stop**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

smog **stop** **spot** **got** **box**

- Students READ the words just written.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **plot** is spelled **pot** or **past** is spelled as **pat**, SAY:

REPEAT the word.

TOUCH SPELL the word, using 2 fingers for the blend.

- Student WRITES the word correctly and rewrites the corrected word twice.

MATERIALS NEEDED Sound Cards, Blend Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review Sound Cards **1-23**

REMINDER: Ask for 2 sounds of each vowel, long and short. The long sound is the same as the name.

- Review Blend Cards **1-12**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **st sl a sp i gl sm o pl fl**

3 READ WORDS4
min

- Students READ aloud.

Sight Word Cards 1-18

REMINDER: Mix the cards before each review to ensure that the students are not memorizing the sequence of words.

1. Short a

span	glad	snag	plan	blab	scab
slam	swam	flat	scan	clap	yam

2. Short i

slim	glib	spit	clip	spill	miss
fix	swim	blip	win	stiff	still

3. Short o

stop	flop	scoff	plot	spot	blob
smog	slot	jot	loss	box	fox

4. Sentences

What is in the box?
Do not spill the pop.

I am still in class.
Is it his blog?

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

short a	slam	swag	stab	flat
short i	spin	clip	slim	swig
short o	blot	glob	spot	plod
sight words	to*	do*	of	is
sight words	you	was	what	who

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Students READ aloud the list of words just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sounds

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 24 ay Long /a/ as in day

Rule: *ay is the first choice for long /a/ at the end of a word.*

- Students READ aloud the following word list.

5. **bay** **pay** **day** **ray** **may** **way** **stay** **sway**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

bay **way** **may** **stay** **pay**

- Students READ the words just written.

Sound Card 25 ee Long /e/ as in feet

Rule: *ee is the first choice for long /e/ in the middle of a short word; also used at the end of a word.*

- Students READ aloud the following word list.

6. **see** **meet** **bleed** **seem** **speed** **tee** **steep** **sweet**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

seem **speed** **bleed** **steep** **sweet**

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Blend Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **1-25**
- Review *Blend Cards* **1-19**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

REMINDER: Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds or words.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **fr i dr sc gr a bl o**
 Long /a/ at the end of a word. (Answer: ay)
 Long /e/ in the middle of a word. (Answer: ee)

3 READ WORDS4
min

- Students READ aloud.

Sight Word Cards 1-18

1. ay

nay	sway	day	jay	slay	may
way	tray	play	bray	say	pay
clay	lay	fray	stay	pray	gray

2. ee

feet	see	meek	reef	tee	deem
deed	tweed	green	sleet	greed	steed
creek	jeer	beer	creed	steep	fleet

3. Short a, i, o

prod	fix	slid	stop	twin	grin
brim	crop	blob	slim	spot	wax
yam	slap	gram	crab	swam	trot

4. Sentences

It is not on the way.
I had a black lab once.

Were you the only one?
Who said Todd had to stay?

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: Dictate words and sentences for a total of 7 minutes.

ee	sweet	sleep	green	creep
ay	ray	stay	bay	may
short vowel	flag	drip	plot	crop
short vowel	grin	box	span	slid
sight words	was	who	what	from

- Students READ aloud the list of words just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sounds

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 26 sh /sh/ as in sh-h-h

- Students READ aloud the following word list.

5. fish dash ship sheet sheep swish dish cash

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

ship cash swish dish sheet

- Students READ the words just written.

Sound Card 27 u Short /u/ as in umbrella

Rule: Short vowels are found at the beginning or in the middle of a word; vowels also have a long sound that is the same as the name of the vowel.

- Students READ aloud the following word list.

6. mud pup cub hug gum but hum jug

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

cub mud jug pup gum

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Blend Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **21-27**
- Review *Blend Cards* **1-19**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **u a sh i pl o st gr**
 Long /a/ at the end of a word. (Answer: ay)
 Long /e/ in the middle of a word. (Answer: ee)

3 READ WORDS4
min

- Students READ aloud.

1. sh

smash	clash	ship	wish	ash	rash
crush	shop	sheet	trash	sheep	gush
slosh	swish	brush	shot	shall	shin

2. Short u

club	fluff	fuss	smug	scum	plus
brush	grub	drum	slush	stuck	spun

3. ay, ee

clay	stay	green	greed	gray	week
sheer	sneer	tray	steep	fleet	sway

4. Sentences

Stan said the wax was hot.
Do not dig in the pot.

Crush the pop can.
I had a bad rash.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

REMINDER: Dictate words and sentences for a total of 7 minutes.

sh	brush	shin	hash	shag
sight words	from	was	what	who
short u	grub	smug	slush	gum
ee/ay	heel*	tray	speed	clay
short vowel	blip	clog	slam	crib

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Students READ aloud the list of words just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sound

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 29

e

Short /e/ as in edge

Rule: Short vowels are found at the beginning or in the middle of a word; vowels also have a long sound that is the same as the name of the vowel.

- Students READ aloud the following word list.

5. **beg** **web** **jet** **fret** **sled** **hex** **sped** **flesh**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

hex **jet** **sped** **flesh** **sled**

- Students READ the words just written.

Touch Spelling is magic! It involves segmenting words into sounds using the thumb and fingers of the non-writing hand to mark each sound. Sounds that have been taught as units will be easily recognized when the word is broken into units. When spelling multisyllable words, students REPEAT the word, SEGMENT the word into syllables, then TOUCH SPELL troublesome segments.

MATERIALS NEEDED Sound Cards, Blend Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **21-27, 29**
- Review *Blend Cards* **1-19**

REMINDER: Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds or words.

- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **sh e sm r pl u i x**

Long /a/ at the end of a word. (Answer: ay)

Long /e/ in the middle of a word. (Answer: ee)

3 READ WORDS4
min

- Students READ aloud.

Sight Word Cards 1-18

1. Short e

pen	mesh	flesh	shed	Fred	shell
wed	stem	glen	spell	clef	leg
pep	bred	tell	bled	sled	step
ten	press	fret	step	bet	well

2. Review

stun	gush	club	nut	mush	hum
boss	flash	snap	hill	speed	spit
spot	dish	flat	sheep	flag	plot
skip	sleet	cash	play	steep	may

3. Sentences

Flip off the box top.
Meet him in a bit.
Speed to the spot.

Fill the cup to the top.
Fran has a green box.
The class had a pet rat.

4 MASTERY CHECK FOR SPELLING

12
min

Goal: To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat, Touch Spell, or segment the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

▼	▼	▼	▼	▼
slash	cash	club	steep	smash
stay	sweep	flush	play	deep
wish	rush	blog	what	from
who	was	bleed	clip	spot

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

TRACING unlocks words! If a student does not readily recognize a word, have the student TRACE the letters on the table using 2 fingers of the writing hand, SAY each sound aloud, then BLEND the sounds together to make a word.

For reading errors, TRACE.

For spelling errors, TOUCH SPELL.

MATERIALS NEEDED Sound Cards, Blend Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **21-27, 29**
- Review *Blend Cards* **1-19**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **w a e sh u y i o tr**
Long /e/ in the middle of a word. (Answer: ee)

3 READ WORDS4
min

- Students READ aloud.

Sight Word Cards 9-18

1. Short e

step	men	prep	sped	vex	leg
fret	flex	led	jet	shed	flesh
hex	peg	stem	sled	wet	get
set	net	yet	web	hem	red

2. Short u

crush	scum	stub	club	rush	flush
stuff	shut	shun	glum	snug	drug
spun	blush	mush	slush	fun	grub

3. Review

clay	glad	pray	greet	play	cram
hot	sway	steer	flag	crib	sleep
creep	spit	clash	slosh	shot	trip

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

short u	snug	hum	snub	flub
short e	bet	sled	step	hem
sh	plush	crash	slosh	swish
short e	ten	mesh	shed	fled
sight words	were	said	one*	are

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Speed to the spot.

Set the cup on top.

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sounds

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 28

ch

/ch/ as in chick

Sound Card 30

th

/th/ as in thumb or that

Sound Card 31

qu

/kw/ as in queen

Rule: /th/ has 2 sounds, **that** (voiced) and **thumb** (unvoiced).

Rule: **q** must be followed by **u**.

- Students READ aloud the following word list.

4. chin chop with thin quiz quit
rich such them this queen quip

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

chop chin with them queen quit

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Blend Cards, Sight Word Cards**1****READ SOUNDS**2
min

- Review *Sound Cards* **21-31**
- **REMINDER:** Ask for 2 sounds of **th**, voiced and unvoiced.
- Review *Blend Cards* **13-19**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2**SPELL SOUNDS**2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **ch cr qu th (thin) sh u e**
 Long /a/ at the end of a word. (Answer: ay)
 Long /e/ in the middle of a word. (Answer: ee)

3**READ WORDS**4
min

- Students READ aloud.

*Sight Word Cards 1-18*1. **ch**

chop	branch	cheer	cheep	cheek	chip
chin	chill	rich	pinch	chat	ranch
inch	winch	finch	speech	leech	chap

2. **th (voiced)**

them	than	the	thee
thus	that	this	then

3. **th (unvoiced)**

cloth	math	with	Smith	thud	moth
thin	thick	broth	bath	path	froth

4. **qu**

quit	quid	quay	queen	quill	quiz
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5. **Sentences**

Did you pass the queen on the way?
Can I stay in bed?

Check with your dad.
This broth is thick and hot.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

short e	beg	web	flesh	them
ch	chop	chin	chat	much
qu	quit	queen	quiz	quip
th	with	path	that	this
sight words	said	were	are	one*

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Students READ aloud the list of words just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sounds

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Cards 4, 14, 20, 9



Rule: The letters *f, s, z, l* are doubled at the end of a word after a single vowel. Usually this vowel is short.

- Students READ aloud the following word list.

6. **staff** **class** **buzz** **swell** **off** **press** **jazz** **still**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

class **still** **staff** **buzz** **press**

- Students READ the words just written.

Sound Card 32



/k/ as in duck

Rule: Use *-ck* to write the /k/ sound at the end of a word after a short vowel. Use *-k* after a consonant, long vowel, or vowel pair.

- Students READ aloud the following word list.

7. **sick** **track** **duck** **check** **block** **speck** **trick** **stuck**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

trick **duck** **check** **block** **track**

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **21-32**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **e qu ch sh th (then)**
/k/ after a short vowel. (Answer: ck)
Letters that get doubled at the end of a word after a short vowel. (Answer: f, s, z, l)

3 READ WORDS4
min

- Students READ aloud.

*Sight Word Cards 1-18***REMINDER:** Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds or words.

1. fszl

shell	fizz	buff	stiff	dress	staff
kiss	pill	spill	swell	buzz	brass
cliff	cuff	glass	jazz	still	gruff
doll	sell	floss	bluff	press	fuzz

2. -ck

click	tuck	thick	smack	kick	chick
snack	quick	muck	slick	trick	pluck
black	dock	sack	block	stuck	pick
speck	flick	peck	chuck	frock	flock

3. Sentences

Do not do it!**Fix it if you can.****I will bet on it.****Ted can sit on the step.****The rag was in the red bag.****Fred will pet the dog.**

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

qu	quick	quack	quill	quit
ff/ss	cliff	bless	bluff	grass
sight words	are	were	said	one*
zz/ll	frizz	sill	buzz	dwel
-ck	check	lack	pick	puck

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Flip up the box top.

Fix it if you can.

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sounds

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 39

a-e

o-e

Rule: The e on the end of a word makes the vowel before it long (say its name). The y sounds like long /i/.

- Students READ aloud the following word list.

4. mat	at	can	slop	cop	cod
mate	ate	cane	slope	cope	code

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

mat	can	cop	cod
mate	cane	cope	code

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Sight Word Cards**1 READ SOUNDS** $\frac{2}{\text{min}}$

- Review *Sound Cards* **21-32**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS $\frac{2}{\text{min}}$

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **a w y**
 /k/, 3 ways. (Answer: c, k, ck)
 // at the end of a word after a short vowel. (Answer: ll)
 /a/, 3 ways. (Answer: a, ay, a-e)

3 READ WORDS $\frac{4}{\text{min}}$

- Students READ aloud.

Sight Word Cards 9-18

1. a-e

chase	stale	blame	babe	hate	gape
tame	crane	fate	pane	cane	made
tape	mate	Jane	rate	cape	shave
dame	flame	pale	ale	mane	grate

2. o-e

clone	cope	globe	lobe	code	cone
home	node	rode	grove	prose	stone
clove	hope	mope	tone	cove	slope
dome	joke	mode	note	pope	scone

3. Sentences

Sweep the shed.
Sleep in the big bed.

Prop it up in the shade.
Who broke it?

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

sight words	are	were	said	one*
a-e	blame	frame	grade	same
fszl	jazz	cuff	shall	floss
o-e	grove	hope	code	bone
-ck	wick	yuck	neck	slack

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Jake and Josh will stay.

Who can spot the deer?

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sounds

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 39

i-e

e-e

y-e

Rule: The *e* on the end of a word makes the vowel before it long (say its name). The *y* sounds like long /i/.

- Students READ aloud the following word list.

4. **Eve** **slide** **style** **grime** **slime**
mine **type** **Pete** **theme** **dime**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

slide **mine** **Eve** **slime** **theme**

- Students READ the words just written.

Error Correction: Students feel empowered with ownership of the strategies and tools for self-correction. Appendix B, pages 368-370, provides dialogue with eliciting questions to teach this skill.

MATERIALS NEEDED Sound Cards, Blend Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **21-32**
- Review *Blend Cards* **13-19**

REMINDER: Mix the cards before each review to ensure that the students are not memorizing the sequence of sounds or words.

- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **fr gr e i sh u x**

Long /e/ in the middle of a word. (Answer: ee, e-e)

Long /a/ at the end of a word. (Answer: ay)

3 READ WORDS4
min

- Students READ aloud.

Sight Word Cards 9-18

1. i-e, e-e, y-e

mine	drive	smile	pile	crime	ride
type	theme	style	Pete	dime	mete

2. Review

mash	sheep	trash	crush	truck	smash
fox	slim	tux	scum	yet	clash
stay	step	slosh	mix	pray	queen
vex	wax	swim	green	slush	grip
jet	club	breed	prod	fresh	slay
stab	trip	clay	flag	lax	snug

3. Sentences

Do not fan the flame.
Brush the pup.

Keep the lid on it.
The sheep are in the shed.

4 MASTERY CHECK FOR SPELLING

12
min

Goal: To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat, Touch Spell, or segment the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

▼	▼	▼	▼	▼
six	fled	said	crush	one*
gray	are	swim	were	tray
fresh	fox	bleed	stub	greed
span	plug	mesh	snip	jet

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

Student response time: Complete verbal directions before students begin to write. Students who can focus on only one thing at a time may be distracted when attempting to combine listening, thinking, and writing.

TRACING unlocks words! If a student does not readily recognize a word, have the student TRACE the letters on the table using 2 fingers of the writing hand, SAY each sound aloud, then BLEND the sounds together to make a word.

For reading errors, TRACE.

For spelling errors, TOUCH SPELL.

MATERIALS NEEDED Sound Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **21-32**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **e qu sh th (thin)**
Long /e/, 3 ways. (Answer: e, ee, e-e)
/k/, 3 ways. (Answer: c, k, ck)

3 READ WORDS4
min

- Students READ aloud.

Sight Word Cards 19-31

1. VCe

spike	shade	mere	store	theme	byte
type	style	date	spoke	bloke	shame
these	spine	globe	eve	prime	gate
smoke	quake	make	tame	glade	crime
grate	grove	grime	quite	stake	spare
slime	craze	pipe	snake	home	tripe

2. e, ee

beet	met	red	keen	fell	steep
bet	meet	reed	Ken	feel	step

3. Sentences

I see smoke in the hills.
I can see a fleet of ships.

The staff will meet at nine.
Steve will stay in the back.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: *First column lists the sounds being practiced.*

REMINDER: *Dictate words and sentences for a total of 7 minutes.*

fszl/-ck	grass	flick	gruff	shock
i-e	time	crime	slide	slime
o-e/a-e	stone	slate	doze	came
sight words	only	does	once	done
e/ee	steep	step	weed*	wed

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Jeff can drive to the game.

Prop it up in the shade.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Sounds

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 39

u-e

Long /u/ as in cube or /oo/ as in tune

Rule: *The e on the end of a word makes the vowel before it long (say its name).*

- Students READ aloud the following word list.

4. **cute** **tune** **mute** **use** **mule**
flute **fume** **cube** **rule** **dude**

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

mule **cute** **tune** **mute** **rule**

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Sight Word Cards, Blend Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **21-32, 39**

REMINDER: Ask for 2 sounds for *u-e* (/oo/, long /u/).

- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **pl br sp pr sh**
Long /u/, 2 ways. (Answer: u, u-e)
Long /i/, 3 ways. (Answer: i-e, i, y-e)

3 READ WORDS4
min

- Students READ aloud.

Sight Word Cards 19-31

1. *u-e* (long /u/)

cute	fume	mute	cube	mule	use
fuse	muse	pure	cure	puke	yule

2. *u-e* (/oo/)

prune	nuke	jute	dune	fluke	flute
duke	lute	prude	rule	June	plume
brute	rude	dude	lube	tube	tune

3. *VCe*

make	snake	joke	tyke	stake	spoke
poke	bloke	fluke	spike	puke	shake
bike	like	stoke	choke	flake	cake

4. Sentences

Play a tune on the flute.
That dude is cute.

That dog needs a bath.
Who broke it?

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

REMINDER: Dictate words and sentences for a total of 7 minutes.

th	cloth	then	broth	that
u-e	fume	mute	cube	cute
a-e/o-e	take	choke	shake	smoke
i-e/ay	spike	slay	like	sway
sight words	once	only	goes	gone

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Shake it up.

Kay drove to the lake.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Blends

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Blend Cards 20-23

-st	-nd	-nt	-mp
-----	-----	-----	-----

- Students READ aloud the following word list.

5. twist	lost	bond	slant	glint	dump
crust	blend	trend	spent	lamp	clamp

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

lost trend spent clamp twist

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Blend Cards, Sight Word Cards**1 READ SOUNDS**2
min

- Review *Sound Cards* **21-32, 39**
- Review *Blend Cards* **20-23**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **pl -st o -nd -mp tr -nt**
 Long /a/ at the end of a word. (Answer: ay)
 Long /u/, 2 ways. (Answer: u, u-e)

3 READ WORDS4
min

- Students READ aloud.

*Sight Word Cards 19-31***REMINDER:** *Mix cards before review.***1. -st, -nd, -nt, -mp**

hand	stump	lint	hunt	pump	send
trust	and	quest	bend	test	stamp
stunt	west	fund	fist	fond	lost
blend	grant	blimp	last	brunt	dent
best	fast	just	champ	chimp	stand
cramp	clump	damp	spent	must	went

2. ile, ire

mile	file	tile	fire	wire	spire
pile	while	smile	tire	hire	squire
mire	sire	Nile	rile	dire	bile

3. Sentences

Play a tune on the lute.
Brent has a fast truck.

I went to the sand pit.
That chimp is cute.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

REMINDER: Dictate words and sentences for a total of 7 minutes.

-st/-nd	blast	fend	cost	brand
sight words	once	only	does	done
-nt/-mp	bunt	lamp	flint	tromp
u-e/VCe	use	sake	fuse	make
ile/ire	file	tire	smile	wire

- Students READ aloud the list of words just written.

- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Is that a dent on the bike?

A bunt will get you to base.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Blends

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Blend Cards 24-27

-sk	-ft	-lt	-lk
-----	-----	-----	-----

- Students READ aloud the following word list.

ask	task	shift	belt	quilt	elk
brisk	lift	craft	wilt	silk	milk

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

brisk shift quilt silk craft

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Blend Cards

1 READ SOUNDS

2
min

- Review *Sound Cards* **21-32, 39**
- Review *Blend Cards* **20-27**
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2 SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: **-sk sh -ft br -lt -lk qu i**

3 READ WORDS

4
min

- Students READ aloud.

1. -sk, -ft, -lk, -lt

belt	milk	flask	left	frisk	craft
silk	swift	wilt	tilt	elk	sift
cask	ask	dusk	shaft	quilt	mask
lift	felt	smelt	bulk	tusk	melt

2. ile, ire

mile	file	tile	fire	wire	spire
pile	while	smile	tire	hire	squire

3. Review

last	and	stare	mist	chess	bland
dusk	sheet	cliff	tune	fist	fume
must	cube	choke	grand	spike	theme

4. Sentences

Get a lift from Brad.
The quilt is on the bed.

It will melt if it gets hot.
Do not spend your cash.

4 SPELL WORDS

7
min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL or SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

REMINDER: Dictate words and sentences for a total of 7 minutes.

end blends	fist	blend	spent	clump
-sk/-ft	mask	loft	husk	drift
ile/ire	pile	fire	mile	spire
sight words	goes	only	once	gone
-lt/-lk	quilt	silk	wilt	elk

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

Ship the gift to Jane.

Tad has a red belt.

- Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5
min

Teach Blends

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Blend Cards 28-31

-sp	-ct	-ng	-nk
-----	-----	-----	-----

- Students READ aloud the following word list.

5. clasp	fact	fling	long	brink	bank
crisp	act	stung	clang	chunk	honk

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

crisp fact fling clang honk chunk

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Blend Cards, Sight Word Cards

1

READ SOUNDS

2
min

- Review *Sound Cards* **21-32, 39**

- Review *Blend Cards* **20-31**

REMINDER: *Mix cards before review.*

- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

2

SPELL SOUNDS

2
min

- Dictate the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.

- Say, SAY and WRITE: **qu i ch e th (them)**

Long /e/ in the middle of a word, 2 ways. (Answer: ee, e-e)

/k/ at the end of a word after a short vowel. (Answer: ck)

/f/ at the end of a word after a short vowel. (Answer: ff)

3

READ WORDS

4
min

- Students READ aloud.

Sight Word Cards 19-31

1. -sp, -ct, -ng, -nk

crisp	song	cling	honk	blink	thank
act	junk	grasp	fact	tact	duct

2. Review

quiz	broth	queen	this	quack	block
club	fresh	quill	snack	greed	then
fell	chick	floss	chip	bless	fleet

3. VCe

shake	Kyle	make	crime	scope	square
robe	grime	type	spade	quote	wade
hive	spoke	clone	flame	trike	vote

4. Sentences

This is the math quiz.

Who was with you at the play?

I need a snack at ten.

The cloth is gray with red spots.

4 MASTERY CHECK FOR SPELLING

12
min

Goal: To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat, Touch Spell, or segment the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

mess	stuff	only	hope	quack
check	save	duck	frizz	shape
once	quit	smell	then	cone
than	fine	chop	slime	moth

- Total the number of words spelled accurately.
- Refer to the conversion chart below for the percentage score.
- Record the percent correct.
- If 4 or more words are misspelled on 2 consecutive Mastery Checks, go back and reteach the last 5 lessons.

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

Cursive writing should be taught and practiced as an additional segment of the reading block.

- Sequential finger movements used in handwriting activate areas of the brain that are involved with language, thinking, and working memory.
- One starting point for each word benefits students with motor or neural issues, and cursive writing strengthens motor memory.
- Writing cursive letters eliminates reversal confusion of printed forms. Examples: **b/d, p/g**
- Cursive writing is faster than printing after adequate practice.
- Students exhibiting poor printing often develop beautiful cursive writing.
- Retention is increased when lecture or class notes are written in cursive.
- Students are proud to master what is perceived as an adult skill.
- Cursive signatures are required on many documents as a unique individual trademark.
- Students who can't write in cursive can't read cursive writing.

APPENDIX A - SUPPLEMENTAL ACTIVITIES

The **Essential Components** of reading instruction include teaching:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension.

Phonemic awareness, phonics and fluency are incorporated in every lesson.

Appendix A contains suggestions for:

- activities connecting Essentials with vocabulary instruction
- supplemental phonological/phonemic awareness activities for students who need basic instruction
- comprehension strategies that may be incorporated when reading or spelling sentences or when context reading is the focus of instruction.

COMPREHENSION

Comprehension, an essential component of reading instruction, can be woven into the lesson format regularly when reading or writing phrases and sentences and in more depth when reading in context.

Independent Practice for seatwork, stations, or homework is an optional activity. Using review material to increase time on task is a proven way to solidify learning and build confidence. Independent practice is not a place to promote discovery or provide new material.

Suggestions:

1. Select 3 to 5 words from the spelling dictation and ask students to write a sentence using each word. As students become confident with this task, suggest that:
 - Sentences each begin with a different word (to avoid all sentences beginning with “I see a...” or “It is a...”)
 - A minimum number of words per sentence
 - One sentence in each assignment structured as a question
 - Sentences created as statements may be converted to questions or vice versa.
2. **Games** using 2 identical decks of cards cards printed with sounds or words can follow the rules of Go Fish, Memory or others.
3. **Create Word Lists** using tiles or paper squares printed with the letters of the alphabet.
 - Have students arrange the letters in alphabetical order in an arc or a straight line on the table
 - Ask the students to create a list of words using a designated short vowel, vowel pair, blend, etc.
 - Students record, on paper, each word created by either player
 - Students read the recorded list of words to a partner, parent, or teacher.
4. **Handwriting Practice** provides an opportunity to improve letter formation and automaticity.
 - Provide letter forms in manuscript or cursive and have students practice the letters and words
 - Have students write the alphabet in uppercase and lowercase letters.

APPENDIX A - SUPPLEMENTAL ACTIVITIES

VOCABULARY

Vocabulary activities can include:

- Word definitions
- Antonym/opposite; synonym/same
- Multiple meanings
- Parts of speech—nouns and verbs
- Creating sentences.

Using a printed word list or the words listed below, have students read the words using a marker while reading across the rows. Ask focused questions that are age- and grade-appropriate and require rereading the words multiple times. Rereading builds automaticity and fluency.

ground	instead	heard	health	beneath
early	bold	mildly	brush	earnest
flighty	leather	hostess	quaint	meadow
county	kind	childlike	cloudy	dreadful

Phonological/Phonemic Awareness, ask:

In Row 3, which word rhymes with mighty? (flighty)

In Row 3, which word starts with /kw/? (quaint)

In Row 2, which word rhymes with gold? (bold)

In Row 2, which word rhymes with crush? (brush)

Definitions for Vocabulary and Comprehension, ask:

In Row 4, which word refers to a location? (county)

In Row 4, which word means young? (childlike)

In Row 3, who works in a restaurant? (hostess)

Antonyms (means opposite of), ask:

In Row 4, find the antonym of harsh. (kind)

In Row 4, find the antonym of adultlike. (childlike)

In Row 4, find the antonym of sunny. (cloudy)

In Row 2, find the antonym of shy. (bold)

Multiple Meanings, ask:

In Row 4, what does **kind** mean? Can you think of another meaning? (kind person, kind of food, paid in kind)

In Row 1, what does **ground** mean? Can you think of another meaning? (ground beneath our feet, grounded in science, underground movement)

In Row 2, what does **brush** mean? Can you think of another meaning? (hairbrush, toothbrush, underbrush, brush with danger)

Grammar, ask:

In Row 2, can you find a noun? (brush)

In Row 2, can you find any adjectives? How many? Use each in a sentence.

Sentence Examples:

Lester made a bold move.

Bruce is an earnest person.

APPENDIX B - ERROR CORRECTION DIALOGUE

Guiding students to self-correction empowers students and enables them to feel successful even when errors are made. Avoid giving negative responses and instead use **eliciting questions** to help students self-correct.

Following are examples of common errors.

Beginning sound

If **cap** is spelled as **gap** or **nod** is spelled as **mod**

- **SAY:** REPEAT the word. TOUCH SPELL the word.
What is the **beginning sound** (or first sound) in that word? How do you spell that sound?
Write the word again, saying each sound aloud while writing.

Ending sound

If **cap** is spelled as **cat** or **hum** is spelled as **hun**

- **SAY:** REPEAT the word. TOUCH SPELL the word.
What is the **ending sound** (or last sound) in that word? How do you spell that sound?
Write the word again, saying each sound aloud while writing.

Middle sounds/vowel sound

If **pup** is spelled as **pop** or if **deep** is spelled as **dep**

- **SAY:** REPEAT the word.
TOUCH SPELL the word.
What is the vowel sound (or middle sound) in that word? How do you spell that sound?
Write the word again, saying each sound aloud while writing.

Beginning or ending blends

If **flat** is spelled as **fat** or **fast** is spelled as **fat**

- **SAY:** REPEAT the word.
TOUCH SPELL the word.
Name the sound on each finger, putting each sound of the blend on one finger.
How many sounds are there? Write all sounds.
Write the word again, saying each sound aloud while writing.

Rules: -ff, -ss, -ll, -zz, -ck

If **back** is spelled as **bak** or if **miss** is spelled as **mis**, **sell** as **sel**, **jazz** as **jaz**, etc.

- **SAY:** REPEAT the word.
TOUCH SPELL the word.
What is the last sound in the word?
How do you spell that sound after a short vowel?
Write the word again, saying the sounds aloud while writing.

Sound units: sh, ch, th, wh; qu; -ng, -nk; all; er, or, ar; oy, oi and other vowel pairs; igh

- **SAY:** REPEAT the word.
TOUCH SPELL the word. (When a sound unit consists of 2 or 3 letters, use 1 finger to represent that sound unit.)
(Have students wiggle or touch the finger representing the sound unit.)
What is that sound? How do you spell it?
Write the word again, saying the sounds aloud while writing.

APPENDIX B - ERROR CORRECTION DIALOGUE

c/k Confusion

If **clap** is spelled as **klap** or **cut** as **kut**

- **SAY:** REPEAT the word.
TOUCH SPELL the word.
What is the first sound in the word?
What is another way to write that sound?
Write the word again, saying the sounds aloud while writing.

Generalization: *c* is the first choice at the beginning of a word, used before all consonants, **a**, **o**, or **u**.
Use **k** at the beginning of a word before **e**, **i**, or **y** to keep the hard sound of /k/.

Silent e

If **mate** is spelled as **mat** or **ripe** is spelled as **rip**

- **SAY:** REPEAT the word.
What is the vowel sound in the word? Is it long or short?
How can you make that vowel long?
Write the word again, saying the sounds aloud while writing.

Soft c

If **dance** is spelled as **dans** or **race** as **rase**

- **SAY:** REPEAT the word.
What is the last sound in the word?
How else can you spell /s/ at the end of a word?
Write the word again, saying the sounds aloud while writing.

Soft g

If **stage** is spelled as **stag** or **large** as **larg**

- **SAY:** REPEAT the word.
What is the last sound in the word?
What has to come after the **g** to make it say /j/?
Write the word again, saying the sounds aloud while writing.

Prefix or Suffix

- When the word involves a prefix or suffix, ask the student to separate the base word and the affix.
- Bring the error to correction.

Sight Word

- Show the word.
- Have students say the letter names while writing the word. Repeat word. Do this twice.

Syllable Division

If **riddle** is spelled as **ridle** or **cable** is spelled as **cabble**

- **SAY:** REPEAT the word.
Break the word into syllables.
How would you pronounce the first syllable? (Remember, the **Cle** must stay together.)
Write the word again, saying the sounds aloud while writing.

APPENDIX B - ERROR CORRECTION DIALOGUE

Contractions

If **hasn't** is spelled as **has'nt** or **hasnt'**

- **SAY:** REPEAT the word.
What 2 words make up that contraction? Write those words.
What letter(s) do you leave out when you put them together?
Put an apostrophe where you leave out the letter(s).
Write the word again, saying the sounds aloud while writing.

Doubling Rule, Part 1

When **batting** is spelled as **bating**

- **SAY:** REPEAT the word.
What is the base word, without the suffix? (bat)
Write the base word.
What is the suffix? (-ing) How is that spelled?
What is the rule for adding a suffix that begins with a vowel?
Write the word again, saying the sounds aloud while writing.

Doubling Rule, Part 2

When **gladly** is spelled as **gladdly**

- **SAY:** REPEAT the word.
What is the base word, without the suffix? (glad)
Write the base word.
What is the suffix? (-ly) How is that spelled?
What is the rule for adding a suffix that begins with a consonant?
Write the word again, saying the sounds aloud while writing

E Rule – Drop e

When **hoping** is spelled as **hopeing**

- **SAY:** REPEAT the word.
What is the base word, without the suffix? (hope)
Write the base word.
What is the suffix? (-ing) How is that spelled?
What is the rule for adding a suffix that begins with a vowel?

E Rule – Keep e

When **hopeful** is spelled as **hopful**

- **SAY:** REPEAT the word.
What is the base word, without the suffix? (hope)
Write the base word.
What is the suffix? (-ful) How is that spelled?
What is the rule for adding a suffix that begins with a consonant?

APPENDIX C - DEFINITIONS & DESCRIPTIONS

Auditory The learning modality or pathway that involves hearing and listening.

Base Word The word to which prefixes and suffixes may be added.

Consonant The consonants in the English alphabet are **b c d f g h j k l m n p q r s t v w x y z**.

Consonant Blends A consonant blend consists of two consonants that blend together either at the beginning or at the end of a word. Examples: **stop, stamp**

CVC Words Words that follow the consonant-vowel-consonant pattern. Examples: **pat, dim**

Key Words Words that provide a memory key to the sound of a letter. For example, the key word for **b** is **boat**.

Kinesthetic The learning modality or pathway that involves feeling with large motor movement.

Mastery Check A 20-word spelling dictation used after every 5th lesson. Measures progress and identifies whether a student needs additional practice.

Morphemes Smallest units of language that carry meaning. Examples: **man, port, re-, in-, -ed, -ing, -s, -es**

Morphology The patterns of word formation in a particular language, including inflection, derivation, and composition; the study and description of such patterns and the behavior and combination of morphemes.

Multisensory Reinforcement Practice using seeing, hearing, and touching to involve all pathways of learning to read and spell.

New Material New sounds, rules, or concepts.

Phonemic awareness Knowledge of isolated speech sounds. No print is involved.

Phonics Instruction that teaches phoneme-grapheme connections and links sound to print.

Phonological awareness Knowledge of speech units such as words, syllables, and phonemes. Instruction focuses on oral segmenting with onset, medial, or ending sounds, rhyme, and syllables. No print is involved.

Prefix A morpheme placed before the base word or root that changes the meaning of the word. Examples: **re-** in **return**, **be-** in **beside**

Suffix An ending attached after a base or root word. Examples: **-ing** in parking, **-er** in farmer

Segment Students divide multisyllable words into one-syllable segments, then TOUCH SPELL troublesome segments.

Tactile The learning modality or pathway that builds motor memory by involving feeling or touching.

Touch Spelling Students segment words into sounds or syllables using the thumb and fingers of the non-writing hand to isolate each sound, then write the sounds in the correct sequence.

Tracing A multisensory strategy that cements letter forms and words into motor memory. Using the first 2 fingers of the writing hand to trace on a table, paper, or any textured surface will anchor images in long-term memory, where they are easily retrieved.

Visual The learning modality or pathway that involves seeing.

Vowel The vowels in the English alphabet are **a e i o u** and sometimes **w** and **y**.

VCe Words following the vowel-consonant-silent e pattern. Examples: **game, time**

APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule
a	Short a is found at the beginning or in the middle of a word.
ai	Use ai to spell long /a/ in the middle of words, usually before n or l . Examples: rain, rail, train, trail, main
au	au is usually found in the middle of a word.
aw	aw is usually found at the end of a word or sometimes followed by n or l . Examples: law, raw, claw, dawn, lawn, crawl
ay	ay is always used at the end of a word.
c	c is the first choice for /k/ at the beginning of a word.
c	The letter c has the soft sound /s/ when followed by e, i, y . Examples: center, city, cycle
-ck	Use -ck to spell /k/ after a short vowel. Examples: black, stick, lock Use -k at the end after a consonant, a long vowel, or a vowel pair. Examples: pink, cork, bike, soak, peak
-dge	Use -dge to spell /j/ after a short vowel. Examples: badge, bridge, lodge, fudge Use -ge at the end after a consonant, a long vowel, or a vowel pair. Examples: barge, plunge, rage, gouge
Doubling Rule 1-1-1	In a 1-syllable word with 1 short vowel followed by 1 consonant, add 1 more letter (double the final consonant) before adding a suffix beginning with a vowel. Examples: dim + er = dimmer; hop + ing = hopping; pad + ed = padded
e	Short e is found at the beginning or in the middle of a word.
e	Silent e on the end of a word usually makes the preceding vowel long or say its name. Examples: same, these, time, hope, cute
e	When a base word ends with a silent e , keep the silent e before adding a suffix that begins with a consonant
ea	ea has 3 sounds: long /e/ as in each or steam , short /e/ as in bread or leather , and long /a/ in just 3 words: great, steak, break .
ee	ee is the first choice for the long sound of e in the middle of a word.
er	er is found in the middle of a word or at the end as a suffix.
ew	The first choice for spelling /oo/ at the end of a word is ew . Examples: new, blew, flew
ey	ey comes at the end of a word but is not a suffix. Unlike -y , ey is not used with a base word.
fszl	Double the final f, s, z, or l in short words after a single vowel. Examples: cuff, pass, buzz, will
g	The letter g has the soft sound /j/ when followed by e, i, or y . Examples: gentle, ginger, gym, fringe
i	Short i is found at the beginning or in the middle of a word.
igh	igh is usually found at the end of a word or is followed by t .
k	k is the first choice for /k/ at the end of a word after a consonant, a long vowel, or a vowel pair. Examples: pink, cork, bike, soak, peak

APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule														
o	Short o is found at the beginning or in the middle of a word.														
oa	oa is usually found in the middle of short words. Examples: soap, load, toast														
oi	oi is found at the beginning or in the middle of a word. Examples: oil, coin, boil, moist														
oo	The first choice for spelling /oo/ in the middle of a word is oo . Examples: soon, smooth, loop														
ou	The first choice for spelling /ow/ in the middle of a word is ou . Examples: out, found, mouth														
ow	The first choice for spelling long /o/ at the end of a word is ow . When ow is not at the end of a word, it is often followed by n . Examples: show, blow, flown, thrown														
ow	ow pronounced /ow/ as in cow is usually at the end of a word or followed by n or l . Examples: how, now, down, clown, growl, howl														
oy	oy is usually at the end of a word.														
qu	The letter q is always followed by u and one or more vowels. Examples: quit, quack, queen														
Syllable Division	<table> <tr> <td>2 consonants between 2 vowels</td><td>vc/cv</td></tr> <tr> <td>1 consonant between 2 vowels</td><td>v/cv or vc/v</td></tr> <tr> <td>3 consonants between 2 vowels</td><td>vc/ccv or vcc/cv</td></tr> <tr> <td>After a prefix</td><td>prefix/</td></tr> <tr> <td>Before a suffix</td><td>/suffix</td></tr> <tr> <td>Before Cle</td><td>/Cle</td></tr> <tr> <td>Between 2 vowel sounds</td><td>v/v</td></tr> </table>	2 consonants between 2 vowels	vc/cv	1 consonant between 2 vowels	v/cv or vc/v	3 consonants between 2 vowels	vc/ccv or vcc/cv	After a prefix	prefix/	Before a suffix	/suffix	Before Cle	/Cle	Between 2 vowel sounds	v/v
2 consonants between 2 vowels	vc/cv														
1 consonant between 2 vowels	v/cv or vc/v														
3 consonants between 2 vowels	vc/ccv or vcc/cv														
After a prefix	prefix/														
Before a suffix	/suffix														
Before Cle	/Cle														
Between 2 vowel sounds	v/v														
Syllable Types	Open - Long vowel at the end of a syllable. Examples: be, ma, pi, sa, cu Closed - Short vowel followed by 1 or more consonants. Examples: mat, doll, ad, moth, end Silent E - In a syllable with a vowel-consonant-e pattern, the silent e makes the preceding vowel long. Examples: time, mate, cute Vowel Pair - 2 vowels that make 1 sound. Examples: ai, oo, ea; y, and w function as vowels when combined with another vowel. Examples: ay, oy, ey, aw, ow, ew R Combination - Vowel before an r. Examples: er, ir, or, ur, ar Consonant le - A consonant followed by -le at the end of a word. Examples: -ple, -dle, -tle, -ble, -fle														
-tch	Use -tch to spell /ch/ after a short vowel. Examples: catch, pitch, notch, clutch Use ch at the end after a consonant or a vowel pair.														
th	th has 2 sounds, unvoiced (thick, thin) and voiced (that, those).														
u	Short u is found at the beginning or in the middle of a word.														
ue	ue is usually at the end of a word.														
v, w, x, y	The letters v, w, x, and y are never doubled.														
wh	wh always comes at the beginning of a word.														
y	When y comes at the end of a short word, it has the sound of long /i/ . Examples: cry, fly, by														

APPENDIX E - MEANINGS GUIDE

Prefix	Meaning	Lesson
com-	with, together	112
con-	with, together	113
de-	down, away	74
dis-	not	111
e-	out	78
en-	in, on	114
ex-	out	77
in-	in, not	71
per-	through	118
pre-	before	117
pro-	forward	117
re-	back, again	71
sub-	under	119
un-	not	73

Suffix	Meaning	Lesson
-able	able to	146
-ed	past tense	81, 82
-en	made of, make	138
-er	person or thing, comparative	36
-est	most	141
-ful	full of	122
-ing	action, present tense	36
-ish	origin, nature, resembling	147
-ive		147
-less	without	128
-ly	being	86
-ment	being	132
-ness	being	131
-ous	full of, having	142
-s, -es	plural	19
-sion	being	153
-tion	being	127
-y	full of	86

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