

Parent Empowerment Kit

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5

INTRODUCTION

Essentials Parent 5 is based on the Orton-Gillingham Approach. It is a structured, systematic, phonic-based, multisensory, scaffolded curriculum that provides instruction with a 20-minute (expandable to 30-minute) prepared lesson plan every day. 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 for 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.

- Root Cards
- Prefix Cards
- Suffix Cards
- Sound 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 reading lists, especially when sharing the same book or article. Use cards or markers to highlight rows or columns when reading from the Learning Plan.

Each **Sunday System Essentials Parent 5** reading lesson is constructed to include the following:

- 1. Read Sounds:** A review of sounds and affixes 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, affixes, and roots requires students to identify and write 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 and to allow students to read aloud the words and 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 10th lesson, beginning with Lesson 15.
- 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, so it is important to start early and build a strong base. 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 as follows:

- 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. 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 and identify the specific areas of weakness.

MATERIALS NEEDED Sound Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **1-20**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **tu** **-ture**
 2 prefixes that mean *out*. (Answer: ex, e)
 /oy/, 2 ways. (Answer: oi, oy)
 3 prefixes that mean *not*. (Answer: in, un, dis)

3 READ WORDS

4 MIN

- Students READ aloud.

1. tu

situate	situation	spatula	saturate	mutual	virtual
virtue	century	sumptuous	punctual	ritual	congratulate
actual	statue	natural	Portugal	fluctuate	punctuate

2. -ture

adventure	manufacture	agriculture	vulture	creature	feature
mixture	fixture	capture	culture	venture	picture
torture	texture	furniture	legislature	sculpture	rupture

3. ex-

external	extends	example	exempt	expected	extension
exactness	extinction	existing	exile	exams	expired
exhibit	extent	exertion	excerpt	except	expansion

4. dis-

disagree	disgrace	distrust	discharge	discord	discard
disband	dislike	disable	dislodge	dispute	disgust

5. Sentences

Do you prefer swimming or sailing?
 Uncle Percy is hunting for Big Foot.
 Boil the noodles and then drizzle olive oil on them.
 I'll brown the sausage in this skillet.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

ex-	exertion	exempt	exactness	existed
dis-	displease	displacement	dislocation	disrespectful
-ture	moisture	culture	mixture	fracture
sight words	young	doubt	together	debt
tu	situate	punctuate	actual	congratulate

The situation is dangerous.

That is disturbing news.

- Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Suffix

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

Suffix Card 29 **-ard** /erd/ as in standard

- Students READ aloud the following word list.

6. **custard** **orchard** **hazard** **blizzard**
mustard **mallard** **standard** **wizard**

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

orchard **blizzard** **mustard** **standard** **custard**

- Students READ the words just written.

MATERIALS NEEDED Suffix Cards, Sight Word Cards**1 READ SOUNDS**

2 MIN

- Review *Suffix Cards* **21-29**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-ard tu dis- -ture**
Prefix /egz/. (Answer: ex)
/er/, 4 ways. (Answer: er, ir, ur, ear)

3 READ WORDS

4 MIN

- Students READ aloud.

1. -ard

lizard	steward	orchard	collard	custard	tankard
blizzard	hazard	mustard	coward	mallard	gizzard
buzzard	haggard	wizard	standard	placard	dastardly

2. tu, -ture

fluctuate	punctuate	fixture	puncture	structure	ritual
situate	situation	spatula	saturate	congratulate	actual
statue	natural	Portugal	future	nurture	mature
furniture	legislature	sculpture	rupture	torture	texture

3. dis-

discharge	discord	discard	disband	dislike	disable
disagree	disgrace	distrust	dislodge	dispute	disgust
disclose	dismay	disclaim	dismantle	dismiss	discuss

4. Sentences

Please wash, dry, fold, and put away the laundry.

I thought you were going to help me.

One of my hobbies is reading detective stories.

Standard equipment was used to construct the pool.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

	▼	▼	▼	▼
ex-	examination	exactly	existing	exerted
dis-	dislodge	disagree	disqualify	dismount
-ture/e rule	departure	spacy	capture	icy
-ard	custard	orchard	hazard	mustard
tu	fortune	statue	virtue	century

Do you like mustard on your hamburger?

Standard equipment was used.

- Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Sight Words

- Teach the following Sight Words.
- Sight Words cannot be sounded out and need to be memorized.

Sight Word Cards 143, 144

above

all right

- Display each Sight Word Card, say the word aloud, and ask the students to REPEAT it.
- Students TRACE the letters on the desk, saying each letter name aloud, then repeat the word.
- Students SAY and WRITE the Sight Word 3 times, saying each letter name aloud, then repeat the word.

Scaffolded instruction and review are essential to cementing new learning into long-term memory. Orton-Gillingham based instruction begins with the easiest sounds, rules, and concepts, then builds and expands, enabling students to be ready for the introduction of advanced concepts, such as morphology and etymology.

MATERIALS NEEDED Suffix Cards, Sight Word Cards**1 READ SOUNDS**

2 MIN

- Review *Suffix Cards* **21-29**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-ard en- -ture tu**
 /k/, 3 ways. (Answer: cle, kle, ckle)
 /d/, 2 ways. (Answer: d, ed)

3 READ WORDS

4 MIN

- Students READ aloud.

Sight Word Cards 125-144

1. -ard

mallard	gizzard	buzzard	haggard	wizard	lizard
steward	orchard	collard	custard	tankard	blizzard
hazard	mustard	coward	standard	placard	dastardly

2. tu/-ture

rupture	torture	texture	ritual	situate	situation
spatula	saturate	congratulate	actual	future	nurture
mature	statue	natural	Portugal	fluctuate	punctuate
fixture	puncture	structure	furniture	legislature	sculpture

3. ie, ying

lie	die	tie	lying	dying	tying
-----	-----	-----	-------	-------	-------

4. Sentences

Politeness means acting in a thoughtful way.

What's the temperature in outer space?

That species is highly evolved.

Relax for a few minutes.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

-ing	lying	vying	tying	dying*
en-	enhance	engagement	energetic	endearing
-ture/tu	picture	saturate	gesture	mutual
sight words	debt	above	doubt	all right
-ard	mallard	blizzard	standard	coward

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

Did you enable that feature?

That could be hazardous to your health.

- Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Suffix

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

Suffix Card 30 **-ify** /əfi/ as in testify

- Students READ aloud the following word list.

5. **testify** **modify** **fortify** **justify**
simplify **glorify** **qualify** **magnify**

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

fortify **justify** **qualify** **magnify** **simplify**

- Students READ the words just written.

MATERIALS NEEDED Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Suffix Cards* **21-30**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-ify en- tu -ard oo (book) -al**
Prefix that means *far away*. (Answer: tele)
Suffix /shən/, 2 ways. (Answer: tion, sion)

3 READ WORDS

4 MIN

- Students READ aloud.

1. -ify

unify
pacify
petrify

purify
modify
notify

reunify
gratify
amplify

certify
specify
qualify

signify
falsify
dignify

humidify
quantify
identify

2. tu

mutual
ritual
actual

virtual
situate
statue

virtue
situation
natural

century
spatula
Portugal

sumptuous
saturate
fluctuate

punctual
congratulate
punctuate

3. en-

encase
enchant
encrust

engrave
enlarge
enlist

entrap
enable
enrich

endure
enrage
encode

encompass
enlighten
encamp

endear
enfold
enjoy

4. Sentences

My research is nearly complete.

In hurrying home, she slipped on the ice.

Can you simplify the puzzle so we can solve it?

If you magnify the leg of a fly, it looks scary.

4 SPELL WORDS

12 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

	▼	▼	▼	▼
y rule	grayer	replying	babying	flying
en-	engrave	enable	enlighten	enlarge
tu/-ard	punctual	lizard	ritual	wizard
sight words	iron	all right	color	above
-ify	testify	modify	ratify	justify

Can you simplify the puzzle?

The situation is critical.

- Students READ aloud the list of words and sentences just written.

Phonemic Awareness, a focus in earlier grades, creates the foundation for spelling dictation in advanced instruction. When writing a word, students must:

- REPEAT the word aloud (accurate auditory input and reproduction)
- SEGMENT the word to identify onset, ending, and middle sounds (phonemic segmentation)
- Identify the sound-symbol connection for each sound (phonics)
- WRITE the phonemes in the correct order (sequencing)
- Apply appropriate rules or generalizations
- WRITE the word using legible handwriting and REREAD the word to verify accuracy.

MATERIALS NEEDED Sound Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **1-20** and *Suffix Cards* **21-30**
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 and WRITE each sound.
- Say, SAY and WRITE: **-ard tu -ture**
Prefix /egz/. (Answer: ex)
/ow/, 2 ways. (Answer: ow, ou)
3 prefixes that mean *not*. (Answer: in, un, dis)
Root that means *hit*. (Answer: cuss)

3 READ WORDS

4 MIN

- Students READ aloud.

1. tu

natural	Portugal	fluctuate	punctuate	mutual	virtual
virtue	century	spatula	saturate	congratulate	sumptuous
punctual	ritual	situate	situation	actual	statue

2. -ture

feature	mixture	fixture	puncture	structure	future
capture	culture	mature	furniture	legislature	venture
adventure	manufacture	agriculture	picture	suture	vulture
creature	nurture	sculpture	rupture	torture	texture

3. -ard

orchard	collard	custard	tankard	blizzard	hazard
mustard	coward	lizard	steward	mallard	gizzard
buzzard	haggard	wizard	standard	placard	dastardly

4. Sentences

The freight should arrive on Tuesday or Wednesday.

What's your superpower?

Can we do something easier?

Edison perfected the light bulb.

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 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.

▼	▼	▼	▼	▼
exactly	moisture	mutual	standard	actual
saturate	disturb	sutures	mixture	icy
mustard	blizzard	debt	disagree	mallard
recapture	virtual	eventual	doubt	fracture

- 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%

Spelling is the glue that makes reading stick. Spelling involves segmenting and sound-symbol connection, sequencing, writing, observing rules, and proofreading. The sequence changes brain structure.

MATERIALS NEEDED Prefix Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Prefix Cards* **1-25**
- REMINDER:** Ask for meanings of prefixes when applicable.
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-ify** **per-** **-al**
 Root that means *push*, 3 ways. (Answer: press, pel, pulse)
 /k/, 4 ways. (Answer: c, k, ck, ch)

3 READ WORDS

4 MIN

- Students READ aloud.

1. -ify

unify

purify

reunify

certify

signify

humidify

pacify

modify

gratify

specify

falsify

quantify

petrify

notify

amplify

qualify

dignify

identify

2. press

suppress

expressed

compress

decompress

expression

depressing

expressly

suppression

impressed

oppressive

impresses

repressive

depresses

oppression

compressed

suppresses

repression

compression

3. per-

permit

perform

perhaps

perfume

perspire

perfect

pertain

perchance

pervade

percent

perforate

perplex

4. Sentences

A feature article appeared in yesterday's paper.

My cat doesn't fetch sticks.

Where's the television remote?

Your inventiveness is impressive.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

press	expression	compression	depressive	expressive
per-	persisted	perfection	performer	percentile
y rule	employment	grayish	displayed	enjoyed
tu/-ard	situation	custard	punctuation	orchard
-ify	notify	amplify	simplify	fortify

Your perfume is strong but lovely.

Where we live, a blizzard is normal.

- Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Suffix

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

Suffix Card 31 -ical /əkəl/ as in medical

- Students READ aloud the following word list.

5. comical radical vertical medical
tropical electrical magical musical

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

medical musical tropical comical radical

- Students READ the words just written.

MATERIALS NEEDED Suffix Cards, Sight Word Cards**1 READ SOUNDS**

2 MIN

- Review *Suffix Cards* **21-31**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-ical** **per** **-ify**
 Suffix /zhən/. (Answer: sion)
 /oo/, 4 ways. (Answer: oo, u-e, ew, ue)
 /r/, 2 ways. (Answer: r, wr)

3 READ WORDS

4 MIN

- Students READ aloud.

1. -ical

ethical	radical	vertical	chemical	skeptical	numerical
logical	medical	clinical	surgical	whimsical	alphabetical
optical	nautical	critical	tactical	unethical	technical

2. -ify

amplify	qualify	dignify	identify	unify	purify
reunify	gratify	specify	falsify	certify	signify
humidify	pacify	modify	quantify	petrify	notify

3. -sion

excursion	implosion	inversion	invasion	reversion	illusion
subversion	erosion	adhesion	collision	explosion	incision

4. per-

permit	perform	perhaps	perfume	perspire	perfect
pertain	perchance	pervade	percent	perforate	perplex

5. Sentences

Mary's nasty disposition caused her to lose friends.

I completed my chores without being reminded.

The swimming pool was drained in October.

Dean doodles during math class.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

-sion	inclusion	division	erosion	excursion
per-	percentage	perspire	perceiving	perplex
-ical	comical	medical	radical	clinical
sight words	during	above	Wednesday	all right
-ify	qualify	glorify	purify	magnify

Hank almost got it wrapped up.

Amy is already a superstar.

- Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Sight Words

- Teach the following Sight Words.
- Sight Words cannot be sounded out and need to be memorized.

Sight Word Cards 145, 146

already

almost

- Display each Sight Word Card, say the word aloud, and ask the students to REPEAT it.
- Students TRACE the letters on the desk, saying each letter name aloud, then repeat the word.
- Students SAY and WRITE the Sight Word 3 times, saying each letter name aloud, then repeat the word.

Working memory, an important component of **Executive Functioning**, is required for decoding unknown words. Time spent learning to decode words and develop automaticity for reading words will liberate working memory to focus on comprehension. When working memory is overloaded with unlocking words, it is not available to extract the meaning of a sentence or paragraph being read.

MATERIALS NEEDED Sound Cards, Sight Word Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **1-20**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-ical** **pro-** **-ify** **over-**
 /oy/ in the middle of a word. (Answer: oi)
 /m/, 2 ways. (Answer: m, mb)
 /r/, 2 ways. (Answer: r, wr)

3 READ WORDS

4 MIN

- Students READ aloud.

Sight Word Cards 128-146

1. -ical

whimsical	alphabetical	optical	nautical	critical	ethical
radical	vertical	chemical	skeptical	numerical	logical
medical	clinical	surgical	tactical	unethical	technical

2. pro-

proceed	profane	project	protract	profess	propose
proclaim	program	protect	process	profile	protest
produce	promote	provide	procure	prolong	provoke

3. Doubling rule, E rule

scarring	slatted	riding	dotting	hater	planing
scaring	slated	ridding	doting	hatter	planning

4. Sentences

We need soil samples for our project.

Can you calculate the wind speed?

Don't interrupt their conversation.

The plumber looked at the fixture and ran for a wrench.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

doubling	filling	filing	pinning	pinning
pro-	protective	proactive	reprogram	provision
-ical	practical	vertical	logical	musical
sight words	already	all right	almost	above
-ify/e rule	unify	peaceful	identify	closely

Working overtime may make you crabby. I'm not qualified for the position.

- Students READ aloud the list of words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Suffix

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

Suffix Card 38 -or /er/ as in actor Meaning: person

Rule: The suffix **-or**, pronounced **/er/**, usually follows **s** or **t** and is often at the end of abstract nouns. (Nouns are words that indicate a person, place, thing, or idea. Abstract nouns are idea words, such as **flavor** or **color**.)

- Students READ aloud the following word list.

5. doctor actor tractor odor
sponsor visor advisor flavor

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

flavor doctor actor visor sponsor

- Students READ the words just written.

MATERIALS NEEDED Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Suffix Cards* **23-31**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-ical -ify pro- -ous**
 First choice for /er/ after t or s. (Answer: or)
 Long /u/ at the end of a word, 2 ways. (Answer: ew, ue)
 Root that means *throw*. (Answer: ject)
 Prefix that means *across*. (Answer: trans)

3 READ WORDS

4 MIN

- Students READ aloud.

1. -or

speculator	ventilator	legislator	respirator	calculator	simulator
contractor	instructor	descriptor	translator	supervisor	moderator
odor	flavor	favor	color	minor	major

2. -ical, -ify

ethical	clinical	chemical	technical	logical	critical
unify	purify	reunify	certify	signify	humidify

3. Doubling rule, E rule

scarring	slatted	riding	dotting	hater	planing
scaring	slated	ridding	doting	hatter	planning

4. pro-

proceed	profane	project	protract	profess	propose
proclaim	program	protect	process	profile	protest
produce	promote	provide	procure	prolong	provoke

5. Sentences

The doctor is an expert in cancer treatment.

The actor missed his cue and threw off the timing.

The military prison is for deserters and traitors.

Can you identify the major veins?

4 SPELL WORDS

12 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

	▼	▼	▼	▼
-or	doctor	tractor	actor	operator
pro-	overprotective	prohibit	projectile	profession
-ical	electrical	critical	identical	tropical
doubling	hoping	hopping	gripping	gripping
-ify/sight	intensify	already	justify	almost

The translator made an honest mistake.

Omar is a fabulous actor.

- Students READ aloud the list of words and sentences just written.

MATERIALS NEEDED Sound Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **1-20** and *Suffix Cards* **18-31**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **tu** **-ify** **-ical** **-ard**
 Suffix /shən/, 2 ways. (Answer: tion, sion)
 Root that means *see*, 2 ways. (Answer: vise, vide)
 First choice for /er/ after t or s. (Answer: or)

3 READ WORDS

4 MIN

- Students READ aloud.

1. Review

virtue	century	sumptuous	punctual	ritual	ethical
radical	vertical	chemical	skeptical	numerical	logical
medical	clinical	surgical	whimsical	alphabetical	unify
purify	reunify	certify	signify	humidify	pacify
modify	gratify	specify	falsify	quantify	mutual
virtual	situate	situation	spatula	saturate	congratulate
actual	statue	natural	Portugal	fluctuate	punctuate
optical	nautical	critical	tactical	unethical	technical

2. Sentences

She had the foresight to check out every detail.

The instructor expects our projects tomorrow.

Ellen works for a military contractor.

The sensors were malfunctioning.

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 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.

▼	▼	▼	▼	▼
Wednesday	perfumes	radical	compression	wizard
quality	justify	situation	testify	medical
petrify	diversion	above	custard	glorify
magical	lizard	unify	musical	all right

- 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%

Knowledge of **morphology**, the meanings of roots and affixes and their interrelationships, provides a base for vocabulary expansion that enables students to comprehend text.

MATERIALS NEEDED Suffix Cards, Sound Cards**1 READ SOUNDS**

0 MIN

- No sound review.

2 SPELL SOUNDS

0 MIN

- No dictation review.

3 READ WORDS

4 MIN

- Students READ aloud.

1. -tion, -sion

quotation	adoration	position	aversion	transfusion	restoration
admission	possession	affirmation	concentration	distribution	conversion
cultivation	formulation	ignition	confession	addition	volition
revulsion	conversation	corporation	federation	inclusion	connotation

2. Nonsense words

barbit	formark	smargope	vardan	folent	rabbole
forlic	garmat	glatlare	yargoke	sargact	remat
pordox	clorgate	cobit	beleng	pimber	hussgall

3. Sentences

She regretted trying the poisoned apple.

The Master of Ceremonies wore a tuxedo.

We believe they all lived happily ever after.

The investigative team reopened the case.

When reading NONSENSE or pseudo words, students must be secure enough to convert letters to sounds, blend sounds to make words, and pronounce words that are not in the standard lexicon. Practice with nonsense words builds confidence and pinpoints areas of weakness.

Correcting Spelling Errors

- Use eliciting questions to help the student self-correct when spelling errors are made. When **leveled** is spelled **levelled**, SAY:

What is the base word? (level)

Is there a prefix and a root? (no) Then do not double the l.

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

4 SPELL WORDS

9 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

	▼	▼	▼	▼
ə (ŭ)	freedom	numerous	abound	contains
-tion	condensation	superstition	liquidation	agitation
2-syllable double	sheltered	expelled	visitor	regretted
-sion	expression	abrasion	remission	inclusion
ə (ĩ)	golden	tempted	vintage	softness

Can you organize the items?

He booked a reliable group.

5 INTRODUCE NEW MATERIAL

7 MIN

Teach Suffix

- Show the card and say the suffix.
- Students SAY the suffix and TRACE the letters on the desk.
- Students SAY and WRITE the suffix 3 times.

Suffix Card 35 **-ture** /chər/ as in lecture

- Students READ aloud the following word list.
4. **legislature** **agriculture** **saturated** **temperature**
manufacture **mixture** **featured** **puncture**
- Dictate the following words.
 - Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

mixture **feature** **puncture** **lecture** **manufacture**

- Students READ the words just written.

Note: *-ture* is pronounced /cher/ when the suffix *-ure* is added to a root ending in *t*. Examples: *lecture*, *structure*, *posture*

Teach Sound

Sound Card 21 **tu** /choo/ as in mutual

- Students READ aloud the following word list.
5. **actual** **ritual** **eventual** **mutual**
spatula **punctuate** **situate** **congratulate**

- Dictate the following words. Students REPEAT and SEGMENT.

actual **situate** **eventual** **mutual** **congratulate**

Note: *tu* is pronounced /choo/ before other suffixes. Examples: *situate*, *eventual*, *ritual*

MATERIALS NEEDED Sound Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **10-21** and *Suffix Cards* **22-31**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-ture tu -es -less -et**
Letters that follow soft c or g. (Answer: e, i, y)

3 READ WORDS

4 MIN

- Students READ aloud.

1. tu, -ture

perpetual	actual	saturate	fluctuate	spiritual	eventual
mixture	feature	furniture	overture	torture	future
ritual	Portugal	mutual	punctuate	fortune	perpetuate
suture	gesture	puncture	picture	pasture	creature
agriculture	tarantula	sculpture	situation	punctual	fracture

2. Soft c and g

incinerate	coincide	citrus	specified	census	angelic
passengers	energetic	intelligent	legislate	registry	access
generated	cancerous	embracing	advancement	twinges	general
engagement	incident	gigantic	congestion	spiciness	coincidence

3. Sentences

Do not venture outside during a hurricane.
 Eventually, we will have to make a decision.
 Please punctuate the sentences you have just written.
 The temperature will fluctuate daily in March and April.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

ə (i)	pointless	crosses	painted	budget
-ture	punctured	ruptured	manufacture	legislature
soft c/g	centralized	legislative	success	gigantic
tu	congratulations	actually	fluctuate	sumptuous
2-syllable double	shivering	permitting	plastered	forgettable

- Dictate the following sentences. Students REPEAT and WRITE each sentence.
The future is starting now. **Eventually, we'll want information.**
- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Sound

- Show the card and say the sound.
- Students REPEAT the sound, then SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound Card 22 **du** /joo/ as in gradual

- Students READ aloud the following word list.

4. **gradual** **residual** **pendulum** **procedure**
module **incredulous** **graduated** **schedule**

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

graduate **module** **schedule** **residual** **procedure**

- Students READ the words just written.

MATERIALS NEEDED Sound Cards, Prefix Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **8-22** and *Prefix Cards* **1-22**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-ture tu du pro- -al**
Long /e/ as a suffix. (Answer: y)

3 READ WORDS

4 MIN

- Students READ aloud.

1. du

gradual	graduate	graduation	gradually	pendulum	residual
schedule	module	fraudulent	modulate	procedure	reschedule
educate	credulous	educated	nodule	arduous	incredulous

2. tu, -ture

perpetual	actual	saturate	fluctuate	spiritual	eventual
mixture	feature	furniture	overture	torture	future
ritual	Portugal	mutual	punctuate	fortune	perpetuate
suture	gesture	puncture	picture	pasture	creature
agriculture	tarantula	sculpture	situation	punctual	fracture

3. Sentences

The details are significant.**Gene is incapable of deception.****The future is starting now.****Eventually, we will want that information.****Correcting Spelling Errors**

- Use eliciting questions to help the student self-correct when spelling errors are made. When **adventure** is spelled **advencher**, SAY:
Repeat the word.
Divide it into syllables. (ad/ven/cher) Say each syllable.
How do you write the suffix **/cher/?** (ture)
- Student WRITES the word correctly and rewrites the corrected word twice.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

du	procedure	pendulum	gradual	graduate
-ture	overture	creatures	features	cultural
Cle	brittleness	gentleness	humbly	gargling
tu	situated	saturation	Portugal	natural
2-syllable double	limited	recurring	numbered	equipping

Carson could not keep that schedule.

Did your brother graduate last year?

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Suffix

- Show the card and say the suffix.
- Students SAY the suffix and TRACE the letters on the desk.
- Students SAY and WRITE the suffix 3 times.

Suffix Card 36 **-sure** /shər/ as in pressure or /zhər/ as in measure

- Students READ aloud the following word list.
4. **insure** **measure** **treasure** **closure**
leisure **pressure** **assure** **erasure**
- Dictate the following words.
 - Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

measure **erasure** **pressure** **insure** **pleasure**

Note: *-sure is pronounced /shər/ or /zhər/ when the suffix -ure is added to a root ending in s. Examples: pressure, closure*

Teach Sounds

Sound Card 23 **su** /shoo/ as in tissue or /zhoo/ as in usual

- Students READ aloud the following word list.
5. **issue** **sensual** **tissue** **usual**
visual **casual** **reissue** **unusual**
- Dictate the following words. Students REPEAT and SEGMENT.
- visual** **tissue** **usual** **casual** **sensual**
- Students READ the words just written.

Note: *su is pronounced /shoo/ or /zhoo/ before other suffixes. Examples: visual, tissue*

MATERIALS NEEDED Sound Cards, Prefix Cards, Suffix Cards**1 READ SOUNDS**

2 MIN

- Review *Sound Cards* **10-23** and *Prefix Cards* **16-22**
REMINDER: Ask for 2 sounds of **su**.
- 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 and WRITE each sound.
- Say, SAY and WRITE: **-sure (/zhər/)** **su (/zhoo/)** **du tu -ture -al su (/shoo/) -sure (/shər/)**

3 READ WORDS

4 MIN

- Students READ aloud.

1. su, -sure

measure	enclosure	reassure	closure	pressure	treasure
issue	casual	measurement	reissue	sensual	unusual
censure	exposure	disclosure	insure	ensure	visually
usual	visual	casually	usually	visualize	casualty
erasure	pleasure	composure	reinsure	foreclosure	displeasure

2. du

gradual	graduate	graduation	gradually	pendulum	residual
schedule	module	fraudulent	modulate	procedure	reschedule
educate	credulous	educated	nodule	arduous	incredulous

3. Sentences

The tame deer was in a fenced enclosure.

Do not have any erasures on the final product.

Ruby was under unusual pressure to get the job done.

Overexposure to the sun is usually unhealthy.

When **cursive writing** has been taught and practiced, it can be integrated into **4. SPELL WORDS**.

- After printing the dictated word, ask students to rewrite the word in cursive. Begin rewriting 2 or 3 words and gradually increase the number of words printed and rewritten in cursive.
- Later, suggest writing the first 5 dictated words in cursive, then printing the rest.
- Finally, much later, have students write the entire spelling dictation in cursive, including dictated sentences.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

su/-sure	visual	measure	usual	treasure
-ture	gestured	posture	nurturing	mixture
du	schedule	module	fraudulent	modulate
tu	mutual	statute	congratulates	actuality
2-syllable double	opened	forbidden	thundering	referral

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

Did you put pressure on the laceration?

Erasures are not permitted.

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Suffixes

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

Suffix Card 38

-or

/ər/

as in actor

Meaning: person

Rule: The suffix *-or*, pronounced /ər/, usually follows an *s* or *t* and is often at the end of abstract nouns. (Nouns are words that indicate a person, place, thing, or idea. Abstract nouns are idea words such as *flavor* or *color*.)

Suffix Card 37

-ar

/ər/

as in dollar

Rule: Often after *I*.

- Students READ aloud the following word list.

4. molar muscular incisor advisor
burglar collar objector flavor

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

muscular burglar flavor advisor incisor

- Students READ the words just written.

MATERIALS NEEDED Suffix Cards, Prefix Cards**1 READ SOUNDS**

2 MIN

- Review *Suffix Cards* **1-38**
- 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 and WRITE each sound.
- Say, SAY and WRITE: **su (/zhoo/)** **-sure (/zhər/)** **su (/shoo/)** **-sure (/shər/)**
 First choice for /ər/ after t or s. (Answer: or)
 First choice for /ər/ after l. (Answer: ar)
 /ər/ at the end of a word, 3 ways. (Answer: er, or, ar)

3 READ WORDS

4 MIN

- Students READ aloud.

1. -or

captor	censor	abductor	predator	professor	translator
vector	editor	director	inventor	simulator	perpetrator
creator	victor	sponsor	sculptor	navigator	communicator
factor	visitor	impostor	collector	moderator	collaborator

2. -ar

molar	jugular	scholar	granular	triangular	circular
solar	dollar	popular	cellular	particular	interstellar
polar	similar	angular	unpopular	rectangular	perpendicular
cellar	stellar	secular	dissimilar	muscular	caterpillar

3. Sentences

Carrie had forgotten her fabulous lunch yesterday.
Load the equipment into the rear of the truck.
It was an eventful day, never to be forgotten.
The visiting professor provided a different point of view.

4 SPELL WORDS

7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and 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.

-ar	polar	solar	muscular	popular
du	modular	educate	graduate	schedules
-or	operator	victor	sponsor	advisor
tu/-ture	fluctuate	agriculture	sumptuous	temperature
su/-sure	casual	insure	unusual	closure

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

The actors gathered backstage after the play. It will cost you at least a dollar or two.

- Students READ aloud the words and sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Prefix

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

Prefix Card 23 **com-** **Meaning:** with, together

Note: The prefix **com-** can be pronounced /cŏm/ when it is the accented syllable or /cəm/ when it is the unaccented syllable.

Note: When the last letter of the prefix is the same as the first letter of the base word or root, keep both letters.

- Students READ aloud the following word list.

4. **command** **commute** **commend** **compose**
comment **commit** **compare** **complain**

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

command **commute** **commit** **compute** **complain**

- Students READ the words just written.

APPENDIX A - SUPPLEMENTAL ACTIVITIES

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

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

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

PHONEMIC AWARENESS AND PHONICS

Phonemic Awareness, the focus in earlier grades, creates the foundation for spelling dictation in advanced instruction.

Before writing a word, students must:

- REPEAT the word aloud (accurate auditory input and reproduction)
- SEGMENT the word to identify onset, ending, and middle sounds (phonemic segmentation)
- IDENTIFY the sound-symbol connection for each sound (phonics)
- WRITE the phonemes in the correct order (sequencing)
- Apply appropriate rules or generalizations
- WRITE the word using legible handwriting and REREAD the word to verify accuracy.

FLUENCY

Fluency involves 3 components:

- Accuracy – correct pronunciation and connecting meaning
- Automaticity – recognizing words without having to decode
- Prosody – reading text with intonation, phrasing, and expression

Lesson plans include intensive practice for accuracy and automaticity. Prosody begins with reading sentences in **3. READ WORDS**, but prosody is more a part of context reading that is scheduled in addition to this skills segment.

Fluency, vocabulary, and comprehension instruction should have additional dedicated time in the reading block.

APPENDIX A - SUPPLEMENTAL ACTIVITIES

VOCABULARY

Vocabulary activities can include the following:

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

Using a word list from Printables, have students read the words using a reading marker while reading across the rows. Ask focused questions that are age- and grade-appropriate and require rereading the words multiple times. Examples below. 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)

Synonyms (same as), ask:

In Row 1, which word is a synonym of under? (beneath)

In Row 2, which word is a synonym of brave? (bold)

In Row 4, find the synonym of overcast. (cloudy)

Antonyms (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 but use **eliciting questions** to help students self-correct. Following are examples of common errors.

Middle sounds/vowel sound

If **pup** is spelled as **pop** or **deep** 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 the sounds aloud while writing.

Beginning or ending blends

If **flat** is spelled as **fat** or **fast** 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 the sounds aloud while writing.

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

If **back** is spelled as **bak** or **miss** 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 at the end of a word?

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 the student 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.

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** 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.

APPENDIX B - ERROR CORRECTION DIALOGUE

Soft c

If **dance** is spelled as **dans** or **race** as **rasc**,

- **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 from the affix, then 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** as **cabble**,

- **SAY:** REPEAT the word.

Break the word into syllables.

How would you pronounce the first syllable? (Remember, **Cle** must stay together.)

Write the word again, saying the sounds aloud while writing.

Contractions

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

- **SAY:** REPEAT the word.

What 2 words make up that contraction?

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 it.

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 **gladdy**,

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (glad) Write it.

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.

APPENDIX B - ERROR CORRECTION DIALOGUE

E Rule – Part 1

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

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (hope) Write it.

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.

E Rule – Part 2

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

- **SAY:** REPEAT the word.

What is the base word, without the suffix? (hope) Write it.

What is the suffix? (-ful) 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.

Y Rule – Change y to i

When **cried** is spelled as **cryed**,

- **SAY:** REPEAT the word.

What is the base word without the suffix? (cry) Write it.

What is the suffix? (-ed) How is that spelled?

What is the rule for adding a suffix to a word that ends with **y**?

Write the word again, saying the sounds aloud while writing.

Y Rule – Keep the y

When **spying** is spelled as **sping** or **spiing**,

- **SAY:** REPEAT the word.

What is the base word without the suffix? (spy) Write it.

What is the suffix? (-ing) How is that spelled?

What is the rule for adding a suffix beginning with an i to a word that ends with **y**?

Write the word again, saying the sounds aloud while writing.

Y Rule – Vowel precedes the y

When **enjoyed** is spelled as **enjoied**,

- **SAY:** REPEAT the word.

What is the base word without the suffix? (enjoy) Write it.

What is the suffix? (-ed) How is that spelled?

What is the rule for adding a suffix to a word where **y** is part of a vowel pair?

Write the word again, saying the sounds aloud while writing.

APPENDIX B - ERROR CORRECTION DIALOGUE

ie

When **brief** is spelled as **breif**,

- **SAY:** REPEAT the word.

What is the vowel sound?

What is another way to spell long /e/?

Write the word again, saying the sounds aloud while writing.

ei

When **receive** is spelled as **recieve**,

- **SAY:** REPEAT the word.

What is the root? (ceive)

Write the word again, saying the sounds aloud while writing.

kn, wr, gn, mb

When **knob** is spelled as **nob**, **gnat** as **nat**, **wrist** as **rist**, or **numb** as **num**,

- **SAY:** REPEAT the word.

What is the first sound in the word? (Last sound in the word numb.)

How else can you spell that sound?

Write the word again, saying the sounds aloud while writing.

-ist, -est

When **artist** is spelled as **artest**,

- **SAY:** REPEAT the word.

What is the suffix or ending of that word?

If we want the ending that means *job*, how should it be spelled?

Write the word again, saying the sounds aloud while writing.

-ture

When **adventure** is spelled as **advencher**,

- **SAY:** REPEAT the word.

Divide it into syllables. (ad/ven/cher) Say each syllable.

How do you write the suffix /cher/? (ture)

Write the word again, saying the sounds aloud while writing.

-ar

When **regular** is spelled **reguler**,

- **SAY:** REPEAT the word.

What's the suffix? (/er/) What's the letter right before it? (l)

What's the best way to write /er/ after an l? (ar)

Write the word again, saying the sounds aloud while writing.

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 10th lesson, beginning with Lesson 15. 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, or 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 word or root. 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 l or n . Examples: rain, rail, train, trail, main
ar	ar is usually found in the middle of a word or as a suffix, often after l .
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
Doubling Rule 2-syllable	In a 2-syllable word with 1 short vowel followed by 1 consonant, double the final consonant before adding a suffix beginning with a vowel if the accent is on the last syllable of the word. If there is a prefix and a root, the accent will usually be on the root, so if there is a prefix, you will double the final consonant. Do not double if the suffix begins with a consonant.
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
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 sound of long /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.
E Rule	Part 1 - When a base word ends with a silent e , drop the silent e before adding a suffix that begins with a vowel. Examples: saved, timing Part 2 - When a base word ends with a silent e , keep the silent e before adding a suffix that begins with a consonant. Examples: careless, lately

APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule														
fszl	Double the final f, s, z, or l in a short word 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 followed by a 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														
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 /ōō/ in the middle of a word is oo . Examples: soon, smooth, loop														
oo	oo (/ōō/) is also found in the middle of a word. Examples: book, stood, look														
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.														

APPENDIX D - QUICK REFERENCE TO ENGLISH LANGUAGE RULES

Sound	Rule
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 , usually found at the end of a word, has 2 sounds: / oo / (avenue) or long / u / (argue). Examples: true, avenue; argue, venue
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
Y Rule	Part 1: When a word ends in y, change the y to i when adding a suffix. The suffix can begin with either a vowel or a consonant. Examples: babied, loveliness Parts 2-3: When a word ends in y, keep the y when the suffix begins with i or the y is part of a vowel pair. Examples: trying, played Part 4: For plurals or present tense actions, change the y to i and add -es. Examples: flies, studies

APPENDIX E - MEANINGS GUIDE

Prefix	Meaning
ab-	away from
ad- ac- af- al- as- an- ar- ap- at-	to, toward
auto-	self
bi-	two
cent-	hundred, hundredth
com- con- col- cor- co-	with, together
de-	down, away
di-	two, twice
dis-	not
dys-	difficulty with
e- ex- ef-	out
em- en-	in, into, make
for-	away, opposite
fore-	before
hyper-	over
hypo-	under
im- in- il- ir- ig-	in, not
macro-	large
mal-	badly
micro-	small
mono-	one
multi-	many
ob- of- oc- op-	to, toward, against
over-	over
para-	beside
per-	through
poly-	many
post-	after
pre-	before
pro-	forward
psych-	mind
re-	back, again
se-	apart from
semi-	half, partly, twice
sub-	under, down
suc- suf- sug- sur- sus-	down/under or above/beyond
sum-	over
sup-	over, under
syl- sym- syn- sys-	together
tele-	far away
trans-	across
tri-	three
un-	not
uni-	one
with-	with

APPENDIX E - MEANINGS GUIDE

Suffix	Meaning
-able	able to
-al	relating to, of, like
-an	person
-cian	refers to a job
-dom	being
-ed	indicates past tense or past action
-ee/-eer	person
-en	made of, to make
-er	a person or thing, comparative
-ese	belonging to
-est	most
-ful	full of
-hood	being
-ian	person
-ing	action, present tense
-ish	origin, nature, resembling
-ism	being, a belief
-ist	job, way of thinking
-less	without
-ling	small
-ly	being
-ment	being
-ness	being
-ology	the study of
-or	person
-ous	full of, having
-s, -es	indicates plural
-sion	being
-some	being
-tion	being
-ward	direction
-y	full of

Root	Meaning
arch	leader
bio	life
cap/cept/ceit/ceive	take, hold
cause/cuse	reason
cede/cess/ceed	go, yield
chrome	color
chrone	time
cide/cise	cut, kill
circum	circle
claim/clam	call
clude/cluse	shut
cur	run
cuss	hit
cycle	wheel, circle
dec/deci	ten, tenth

APPENDIX E - MEANINGS GUIDE

Root	Meaning
dem	people
dent/dont	tooth
dia	across, through
duct/duce	to lead
eco	environment
fect/fic	make, do
fer	carry
fide/feder	trust, faith
fine	end
fix	fasten, stick
flex/flect	bend
fort/force	strong
fuse	blend
geo	earth
graph	write, draw
gress	steps
here/hese	stick, cling
intra	within
inter	between
ject	throw
jur/jus/just	law, right
lect/leg	choose, read
lude/luse	play
lumin/luce/luse	light
mede	middle, between
mem	mindful
meter/metr	measure
mit/miss	send
mobe/mote/move	move
nome/nym	name
numer	number
nunci/nounce	declare
path	feeling, disease
pel/pulse	push
pend/pense	hang
plex/plic/ply	fold
pone/pose	place, set
phone	sound
phote	light
press	push
pute	think
reg/rect	straight
sequ/secute	follow
spire	breathe
sume/sump	take
sphere	circle
tech	skill
tract	pull
vace	empty
vert/verse	turn
vict/vince	conquer
vise/videre	see
zo	animal

circum

vace

nome/nym

dia

re-

in-

un-

a-

empty

ROOT CARD 65

circle

ROOT CARD 66

across/through

ROOT CARD 67

name

ROOT CARD 68

in/not

PREFIX CARD 1

back/again

PREFIX CARD 2

not

PREFIX CARD 3

PREFIX CARD 4

be-

de-

e-

ex-

en-

dis-

pro-

pre-

down/away

PREFIX CARD **5**

PREFIX CARD **6**

out

PREFIX CARD **7**

out

PREFIX CARD **8**

not

PREFIX CARD **9**

in/into

PREFIX CARD **10**

before

PREFIX CARD **11**

forward

PREFIX CARD **12**

for-

per-

over-

fore-

auto-

with-

tele-

para-

through

PREFIX CARD **13**

away/opposite

PREFIX CARD **14**

before

PREFIX CARD **15**

over

PREFIX CARD **16**

with

PREFIX CARD **17**

self

PREFIX CARD **18**

beside

PREFIX CARD **19**

far away

PREFIX CARD **20**

post-

trans-

con-

com-

cor-

col-

im-

co-

across

PREFIX CARD 21

after

PREFIX CARD 22

with/together

PREFIX CARD 23

with/together

PREFIX CARD 24

with/together

PREFIX CARD 25

with/together

PREFIX CARD 26

with/together

PREFIX CARD 27

in/not

PREFIX CARD 28

hyper-

mal-

psych-

hypo-

-er

-ing

-ed

-s/-es

badly

PREFIX CARD **77**

over

PREFIX CARD **78**

under

PREFIX CARD **79**

mind

PREFIX CARD **80**

**action/
present tense**

SUFFIX CARD **1**

**person or thing/
comparative**

SUFFIX CARD **2**

plural

SUFFIX CARD **3**

**past tense or
past action**

SUFFIX CARD **4**

-ly

-y

-less

-tion

-ment

-ness

-ic

-ful

full of

SUFFIX CARD **5**

being

SUFFIX CARD **6**

being

SUFFIX CARD **7**

without

SUFFIX CARD **8**

being

SUFFIX CARD **9**

being

SUFFIX CARD **10**

full of

SUFFIX CARD **11**

SUFFIX CARD **12**

-en

-et

-ous

-est

-able

-al

-ish

-ive

made of/make

SUFFIX CARD **13**

SUFFIX CARD **14**

most

full of/having

SUFFIX CARD **15**

SUFFIX CARD **16**

able to

SUFFIX CARD **17**

SUFFIX CARD **18**

**origin/nature/
resembling**

SUFFIX CARD **19**

SUFFIX CARD **20**

-age

-sion

-some

-ist

-dom

-hood

-ling

-ward

being

SUFFIX CARD 21

SUFFIX CARD 22

**job/
way of thinking**

SUFFIX CARD 23

being

SUFFIX CARD 24

being

SUFFIX CARD 25

being

SUFFIX CARD 26

direction

SUFFIX CARD 27

small

SUFFIX CARD 28

-ify

-ard

-ity

-ical

-ant

-ent

-sure

-ture

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SUFFIX CARD **29**

SUFFIX CARD **30**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SUFFIX CARD **31**

SUFFIX CARD **32**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SUFFIX CARD **33**

SUFFIX CARD **34**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SUFFIX CARD **35**

SUFFIX CARD **36**

-or

-ar

-an

-ism

-ia

-ion

-ious

-ian

person

SUFFIX CARD **37**

SUFFIX CARD **38**

being/a belief

person

SUFFIX CARD **39**

SUFFIX CARD **40**

SUFFIX CARD **41**

SUFFIX CARD **42**

SUFFIX CARD **43**

SUFFIX CARD **44**

-ace

-ile

-ology

-ate

-ese

-ee/-eer

e

a

SUFFIX CARD **69**

SUFFIX CARD **70**

the study of

SUFFIX CARD **71**

SUFFIX CARD **72**

person

belonging to

SUFFIX CARD **73**

SUFFIX CARD **74**

SOUND CARD **1**

SOUND CARD **2**

o

i

y

u

oy

a-e

i-e

u-e

e-e

o-e

y-e

ow

oi

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD **3**

SOUND CARD **4**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD **5**

SOUND CARD **6**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD **7**

SOUND CARD **8**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD **9**

SOUND CARD **10**

ar

ou

er

or

ur

ir

-ble	-fle	-ple
-cle	-gle	-tle
-dle	-kle	-zle

ear

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 11

SOUND CARD 12

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 13

SOUND CARD 14

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 15

SOUND CARD 16

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 17

SOUND CARD 18

g

c

du

tu

su

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 19

SOUND CARD 20

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 21

SOUND CARD 22

SONDAY SYSTEM® ESSENTIALS

SOUND CARD 23

machine

sugar

touch

straight

island

ocean

view

arctic

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 121

SIGHT WORD CARD 122

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 123

SIGHT WORD CARD 124

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD 125

SIGHT WORD CARD 126

SONDAY SYSTEM® ESSENTIALS

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SIGHT WORD CARD 127

SIGHT WORD CARD 128

wolf

lose

honor

honest

company

usual

flood

blood

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **129**

SIGHT WORD CARD **130**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **131**

SIGHT WORD CARD **132**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **133**

SIGHT WORD CARD **134**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **135**

SIGHT WORD CARD **136**

guide

guy

guard

guest

doubt

debt

all right

above

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **137**

SIGHT WORD CARD **138**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **139**

SIGHT WORD CARD **140**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **141**

SIGHT WORD CARD **142**

SONDAY SYSTEM® ESSENTIALS

SONDAY SYSTEM® ESSENTIALS

SIGHT WORD CARD **143**

SIGHT WORD CARD **144**

almost

already

altogether

although

SIGHT WORD CARD **145**

SIGHT WORD CARD **146**

SIGHT WORD CARD **147**

SIGHT WORD CARD **148**