Reading Unit 1: Setting Sail- A Study In Short Story

Content Area: **Language Arts**
Course(s):
Time Period: **1st Marking Period**
Length: **5 -7 Weeks**
Status: **Published**

Summary of Unit

This unit serves as the introduction and foundation for establishing students' rapport with text. Instruction will focus on building engagement with close reading through the Six Signposts and annotation techniques, supporting students in identifying key moments in literature that reveal character development, conflict, and deeper meaning. Students will apply these strategies to strengthen comprehension through summary writing, reinforcement of signpost and annotation analysis, and study of key literary elements. Students will also engage in written responses to reading using the RACEE model and other structured response formats to support evidence-based writing and clear explanation of thinking. Formative and diagnostic assessments will be used to inform instruction in reading comprehension and foundational literacy skills, guiding flexible grouping and targeted small-group support. The primary goal of Unit One is to establish effective student groupings for targeted instruction, ensuring that each learner receives the support needed to advance their reading proficiency and interpretive skills.

Enduring Understandings

- Effective readers actively engage with text by using intentional strategies, such as the Six Signposts and annotations, to notice important moments that reveal meaning.
- Close reading requires rereading, thinking, and responding in order to move beyond literal understanding toward deeper interpretation of literature.
- Literary elements work together to develop character, conflict, and theme, and understanding these elements strengthens overall comprehension.
- Writing about reading using structured responses (such as RACEE) helps students organize thinking, support ideas with evidence, and communicate understanding clearly.
- Phonics and linguistic awareness support accurate decoding and fluency, which are essential for comprehension and expression.
- Collaborative learning and small-group instruction foster growth by addressing individual reading

needs and promoting shared understanding of texts.

Essential Questions

- How do readers use strategies like the Six Signposts or annotations to better understand what a text is really saying?
- What does it mean to read closely, and how does rereading deepen understanding of a text?
- How do literary elements such as character, conflict, and theme work together to create meaning in a story?
- How can writing about reading help us clarify and strengthen our thinking?
- How do readers use evidence from the text to support their ideas and interpretations?
- How do phonics and linguistic skills contribute to fluent and meaningful reading?
- What role does collaboration play in developing stronger reading and analytical skills?

Summative Assessment and/or Summative Criteria

- Read a short story: “Lose Now, Pay Later”:
    - Students will identify three out of six signposts and complete the anchor questions / Identify ten annotations to the story and reflect on their importance to the story.
    - Complete a Plot Diagram detailing the plot of the story and identifying all markers
    - Complete a Characterization Chart on one character from the story
    - Complete a Chart filling in the POV, Setting, and the types of conflict.

Resources

- Achieve3000: an online diagnostic and instructional tool. Teachers will administer the diagnostic at

three pre-determined times throughout the school year in order to document student growth. The diagnostic test will provide teachers with their student's Lexile ranges (reading levels) as well as identifying for teachers, student strengths and weaknesses. The instructional online component can be used in various learning stations and will support student mastery of specific skills. There are additional lesson plan ideas available as well for teachers looking for ideas for designing instruction for specific skills.

- *Notice and Note – Strategies for Close Reading* by Kylene Beers and Robert E. Probst (For Teacher)
- *Notice and Note* Review: https://www.tes.com/lessons/qLZrf4JVVdThHA/notice-and-note-assessment

Short Stories:

- "Everyday Use" by Alice Walker (**Diversity/Equality title**)
- "One Friday Morning" by Langston Hughes (**Diversity/Equality title**)
- "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez (**Diversity/Equality title**)
- "Charles" by Shirley Jackson
- "Names/Nombres" by Julia Alvarez (**Diversity/Equality title**)
- "Rules of the Game" by Amy Tan (**Diversity/Equality title**)
- "Amigo Brothers" by Piri Thomas (**Diversity/Equality title**)
- "The Fun They Had" by Isaac Asimov
- "Thank You, Ma'am" by Langston Hughes (**Diversity/Equality title**)
- "The Medicine Bag" by Virginia Driving Hawk Sneve (**Diversity/Equality title**)
- "The War of the Wall" by Toni Cade Bambara (**Diversity/Equality title**)
- "Lose Now, Pay Later" by Carol Farley
- "Stolen Day" by Sherwood Anderson
- "Aunt Millicent" by Mary Steele
- "Birthday Box" by Jane Yolen

Links:

- SignPosts: https://edpuzzle.com/media/631f615757b93e414bc8bcaf
- Conflict: https://edpuzzle.com/media/5f774fbc7b506a40c0468f3a
- Conflict https://play.kahoot.it/v2/?quizId=a073770f-e9fb-4c23-80b9-72f212c86ab1

- Characterization: https://quizizz.com/admin/quiz/start_new/5ba12a6d8f2bca001abca73c
- POV: https://edpuzzle.com/media/5f7cb0065a5ef540d00d2493
- POV: https://quizizz.com/admin/quiz/start_new/58e4dd25d957de9d3b98f94c
- POV: https://www.brainpop.com/english/writing/pointofview/

Study Sync Resources: Unit One Can be Paired and interchangeable with Unit one in the Study Sync Resource for 6th Grade.

Unit Plan

Topic/Selection **Timeframe**	**General Objectives**	**Instructional Activities**	**Benchmarks/Assessments**	**Standards**
Journal/Portfolio **(2-3 days)**	SWBAT set up a journal/portfolio at their teachers' direction to hold their notes and work and to demonstrate their progress as the year unfolds.	Students will establish a Reader Response Journal. Student's first entry in their reader's journal can be used as a compass for determining the student's reading engagement and attitude toward reading. Have students share their responses and discuss how they view themselves as a reader. Discuss all responses and have students reflect on their classmate's responses both positive and negative.	Complete a reader's engagement assessment. Journal response: What makes someone a reader? Are you a reader? What do good readers do before, during, and after reading? Decorate the journal with pictures and illustrations important to the student.	• RL.CR.6.1 • RL.IT.6.3 • RL.TS.6.5 • RL.MF.6.7

Review of Notice and Note Signposts (1.5 - 2 weeks)	SWBAT discuss and view presentation through Ed Puzzle for introduction to Sign Posts SWBAT analyze multiple short stories and video excerpts for examples of Signposts. SWBAT explain how the use of the signposts impact the character's journey within the story SWBAT cite the textual evidence and make relevant connections	Lead a general discussion of signposts to gauge student familiarity. View the Ed Puzzle Introduction Presentation: https://edpuzzle.com/media/5f75f61486fb54413e112524 Conduct small group and large group discussions of each short story and video to check for understanding.	Students complete assessment in which they analyze short stories and videos for signposts and how they impact the characters' journey.	• RL.CR.6.1 • RL.IT.6.3 • RL.TS.6.5 • RL.MF.6.7

	that most strongly supports an analysis of how signposts are manifested in the short stories and video excerpts. SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about the short stories and video excerpts.			
Short Story Elements (2 – 3 weeks) **Conflict, Characterization and Point of View, Setting**	SWBAT identify, define, and explain basic story elements in order to further their understanding of the	Journal Question: Think about the stories that you have read. What similar elements do you notice in all stories? Conflict: Discuss the student responses and create an anchor chart with responses. Make sure to include characters, setting, inciting incident, problem/conflict, plot (elements), point of view and theme.	Conflict/Plot: Students will identify the 7 elements of Plot in their short story by completing the graphic organizer They will also illustrate the conflicts within the story. (Ideally, this would be done with a	• RL.CR.6.1 • RL.CI.6.2 • RL.IT.6.3 • RL.TS.6.5 • RL.MF.6.7

	structure of storytelling. SWBAT discuss and view presentation through Ed Puzzle for introduction to conflict SWBAT demonstrate understanding of conflict through Kahoot SWBAT use and create graphic organizers to function as reference tools that depict how the various story elements work.	https://edpuzzle.com/media/5f774fbc7b506a40c0468f3a Create an anchor chart defining conflict. Make sure to include • · Conflict is a struggle or problem that a character faces. • · Conflict can be internal (Character vs Self) or external (Character vs. Character, Character vs. Nature, Character vs Society, Character vs. Supernatural) https://play.kahoot.it/v2/?quizId=a073770f-e9fb-4c23-80b9-72f212c86ab1 Define each of the 7 elements of a Plot using graphic organizer (Freytag's Pyramid) • Exposition • Inciting Incident • Conflict • Rising Action • Climax • Falling Action • Resolution Create an anchor chart detailing the 7 elements of plot. Read a short story from the list, and using the graphic	partner, but should be done independently when that is not possible.) **Characterization:** Working with their reading partners (or independently), students will choose a character from their short story and use a graphic organizer to identify all elements of that character in their reader's journal. **Point of View:** With their reading partners (or independently), students will return to their short story to identify the point of view that the story is written. Students must provide specific text evidence to support which point of view the	

	SWBAT illustrate various conflicts within a short story SWBAT demonstrate understanding of character traits through Quizizz SWBAT define the different types of POV through Ed Puzzle presentation o r Brain Pop SWBAT demonstrate understanding of POV through Quizizz	organizer, map the sequence of events in the story with the plot elements. Place emphasis on problem/conflict and the necessity for every story to have a conflict. **Characterization:** Journal Question: Think about the people in your life. How do you learn about the type of person they are? Allow students to share responses. Ask a follow up questions, "How do we learn about characters in the stories that we read?" Encourage students to make the connection between the facts that we learn about characters in stories the same way that we learn about people in real life. Define Characterization. Create an anchor chart to record all of the elements of characterization. Make sure to include. • · Actions • · Speech • · Thoughts/emotions • · Direct Description by author • · Other Character reactions Quizizz: https://quizizz.com/admin/quiz/start_new/5ba12a6d8f2bca001abca73c Choose a character in the short story that is being read to identify the elements of characterization.	story is told in their reader's journal. **Setting:** With their reading partners (when allowable), students will return to their short story to identify the setting of the story. They will analyze how the setting of the story affects the plot and characters in their reader's journal.	

		Point of View: Journal Question: In the short story that we have read, who is telling the story? What questions are we left to ponder based upon who is telling the story? How might the story be different if a different character told the story? Ed Puzzle: https://edpuzzle.com/media/5f7cb0065a5ef540d00d2493 Or Brain Pop: https://www.brainpop.com/english/writing/pointofview/ Define Point of View. Identify the point of view in which the short story is written. Create an anchor chart defining point of view. Make sure to include: • First Person • Third Person • Omniscient • Limited Omniscient Quizizz: https://quizizz.com/admin/quiz/start_new/58e4dd25d957de9d3b98f94c **Setting:**		

		Journal Question: What role does setting play in a story? What is the significance of that role? Define Setting and create an anchor chart defining setting. Make sure to include: • Time • Place • Environment • Setting affects what happens in the story. • Characters react to setting. • Setting affects the mood in a story. Identify the setting of the short story and how it affects the plot and characters.		

Suggested Modifications for Special Education, ELL and Gifted Students

- Teacher should include Sonday based on Ability Levels

- Novels of varying Lexile levels are included in this unit to meet the individual needs of readers of all levels.
- Allow additional time when in full class discussing for processing and discussion.
- Modification of expectations as related to length of writing and depth of understanding should be considered as needed.
- Students can be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Teachers should implement workshop techniques such as small group instruction and conferring to monitor comprehension of all students and adjust instruction as needed.
- Use of audio support when applicable for ESL and SE students.
- Achieve 3000 supports for ELL as well as leveled instruction
- Modifications for any individual student's IEP or 504 plan must be met.

Suggested Technological Innovations and Standards

- 8.1.8.DA.1 – Organize and transform data to support analysis and interpretation
- 9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and credibility
- 8.1.8.IC.1 – Evaluate the impact of computing tools on individuals and society
- 8.2.8.ED.2 – Develop a solution to a problem using the engineering design process
- 8.2.8.ED.3 – Evaluate and refine solutions based on testing and feedback
- 8.1.8.AP.3 – Create programs or computational models to solve problems
- 9.4.8.CT.2 – Analyze information to support decision-making and problem solving

NJSLS-Career Readiness, Life Literacy, and Key Skills

- 9.4.8.IML.1 – Evaluate information from multiple sources for accuracy, bias, and relevance
- 9.4.8.CT.2 – Analyze data to support problem solving and decision making
- 9.4.8.GCA.1 – Use multiple cultural perspectives to understand and solve
- 9.4.8.GCA.1 – Collaborate effectively with diverse groups
- 9.4.8.DC.2 – Use digital tools responsibly for communication and collaboration
- 9.4.8.CI.1 – Apply teamwork and creative problem-solving strategies

- 9.4.8.DC.1 – Demonstrate appropriate digital communication and etiquette
- 9.4.8.CI.1 – Demonstrate initiative and responsibility in completing tasks
- 9.4.8.CT.1 – Set goals and apply strategies to achieve outcomes
- 9.4.8.TL.3 – Use technology tools to support productivity and organization

Reading Unit 2: Critical Lens- Reading For Character Analysis

Content Area: **Language Arts**
Course(s):
Time Period: **2nd Marking Period**
Length: **5-7 Weeks**
Status: **Published**

Summary of Unit

The focus of this unit is Character Analysis: exploring how setting, conflicts, and other story elements shape characters. Drawing on the writings of authors from diverse backgrounds, students will "read and recognize literature as a record of human experience" as they "read, view, listen, respond, and discuss novels, poetry, short stories, and nonfiction." Because initiatory rites exist in all cultures, students will better understand the common themes in literature that represents a variety of groups of people. By assessing their own progress toward adulthood, students will "apply thinking skills to their reading, writing, speaking, listening, and viewing activities." As a culminating activity, students will compose an essay comparing and contrasting the Coming of Age process in two or more distinct cultures for presentation to the whole class.

Enduring Understandings

- We use language to celebrate and give voice to the events and experiences that move us from childhood to adulthood.

- Language and literature help us understand and face the challenges that await us in a diverse and

changing world.

- Characterization is revealed through what a character says and does.

Essential Questions

- What factors drive a character's motivations?
- How does a person's environment shape his or her behavior?
- What do this character's thoughts and actions reveal about the theme of the story?

Summative Assessment and/or Summative Criteria

Required: Students will apply knowledge of Coming of Age as a theme in literature by comparing and contrasting, in one of the formats listed below, characters in stories from two distinct cultural traditions.

Alternative: Student will apply knowledge of Coming of Age as a theme in literature and life by comparing and contrasting the student's own Coming of Age experience with that of a character from the literature.

Mandatory Component: Students will research the coming of age rituals in two different cultures or religions.

How students present their findings is at the discretion of the teacher. Below are suggested methods:

- Slideshow
- Movie
- Tri-Fold
- Essay
- Blog

Resources

- Achieve3000:
- *Notice and Note – Strategies for Close Reading* by Kylene Beers and Robert E. Probst

Internet Resources:

- http://www.edublogs.org

- Google Drive Docs and Resources
- https://study.com/academy/lesson/rite-of-passage-definition-examples.html: Rite of Passage

Applicable Texts and Videos:

- *Remember the Titans* (***Amistad title)*** (***Diversity/Equality***)
- *A League of Their Own* (***Diversity/Equality***)
- *Tuck Everlasting*
- *Homeless Bird* (800)
- *The Cay* (860)
- *Holes* (660)
- *On the Day I Died* (720)
- *Scholastic Scope/Action*
- *Poetry*
- *Achieve 3000 Articles*

*Teachers are encouraged to promote critical choices among students by allowing students to select from novels based on a number of factors including but interest and Lexile level. Novels can be presented as whole class, book club/literature circle, or independent reading. Teachers can utilize excerpts from the mini lessons or for a read/think aloud throughout the unit.

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Part 1 (2.5 – 3.5 weeks) **Coming of Age Introduction**	SWBAT discuss the ides of Coming of Age" and "Rites of Passage" SWBAT view an example of "Rite of Passage" to gain a better understanding. SWBAT determine the importance of Coming of Age" and "Rites of Passage" through the lens of gender, failure, peers, and earned vs automatic SWBAT read through first section of the class novel and complete guided reading, discussion, and relation to self through activities. SWBAT demonstrate an understanding of the elements of characterization and plot	Define and discuss "Coming of Age" and "Rites of Passage." https://study.com/academy/lesson/rite-of-passage-definition-examples.html Raise issues and questions that come with "Coming of Age" and "Rite of Passages": • Earned vs. Automatic? • Gender issues? • Failure? • Peer vs. Society? Introduce students to the unit's essential questions. Divide students into groups of 4 or 5 and assign a novel to each group or select a class novel depending on levels. Provide study questions to help groups identify coming of age issues in each novel. Give writing prompts to help students focus on significant coming of age themes	Students will brainstorm examples of rites of passage and share personal experiences. (bat mitvah, sweet sixteen, christening, first communion, learning to ride a bike, first crush, etc) Students will read class novels on their own or collectively and discuss in groups or whole class, using study questions for direction. Students will write responses in reading logs. Students will share individual reading responses in small groups.	• RL.CR.6.1 • RL.CI.6.2 • SL.PE.6.1 • SL.PE.6.1.A • SL.PE.6.1.B • SL.PE.6.1.C • SL.PE.6.1.D

	through application to the novel.	in the novel. Organize discussion groups and establish guidelines. Using Notice and Note strategies, conduct close readings with the groups. Lead whole class discussions regarding coming of age in terms of the novel not limited to but including ideas of culture, gender, race, and age. Elements to highlight: Characterization, Understanding Plot		
Part 2 (1.5 – 2.5 weeks) **Coming of Age Analysis**	SWBAT create a personal chart of "Coming of Age or Rites of Passage" SWBAT construct an essay detailing personal "Coming of Age or Rites of Passage" SWBAT discuss and	Create a class chart outlining different "Coming of Age or Rites of Passage" that student have gone through. Organize discussion groups and establish guidelines. Lead whole class discussions regarding key points in the novel.	Construct a three paragraph essay detailing personal "Coming of Age or Rites of Passage" that have been experienced by students Students will read class novels on their own or collectively and discuss in groups or whole class, using study questions for direction. Students will write responses in	• RL.CR.6.1 • RL.CI.6.2 • RL.MF.6.6 • SL.PE.6.1 • SL.MI.6.2 • SL.PP.6.3 • SL.UM.6.5 • W.NW.6.3

	close read happenings within the novel in terms of "Coming of Age or Rites of Passage" SWBAT read through second section of the class novel and complete guided reading, discussion, and relation to self through activities. SWBAT demonstrate an understanding of the elements of figurative language through application to the novel. SWBAT work collaboratively to design a scene from within the novel to convert to a Reader's Theatre. SWBAT write a reflection determining why a scene was more important than others to turn into Reader's Theatre	Present expectations and directions for presenting scene from novel in Readers' Theater format (scene selection, scripting, performing, costuming, etc.) listening looks like, etc. Using Notice and Note strategies, conduct close readings with the groups. Elements to highlight: Figurative Language	reading logs. Students will share individual reading responses in small groups. Students will share group responses in whole class setting. Each group will select, script, and produce a scene from their respective novel displaying one or more issues inherent to the coming of age process. Write a reflection regarding why the specific scene was chosen above the others.	

Part 3 (2 - 5 days) **Conflict**	Students will evaluate the plot's structure and development, and the way conflicts are resolved. Students will analyze influences on characters, such as internal and external conflict and motivation, and the way those influences affect the plot. SWBAT read through third section of the class novel and complete guided reading, discussion, and relation to self through activities. SWBAT demonstrate an understanding of the elements of conflict through application to the novel. SWBAT illustrate conflict within the novel	Journal Questions: • How does the conflict drive events of plot? • If the character's response to conflict changes, how will plot alter; particularly resolution? Either reviewing a portion of the novel they've already read or exploring and analyzing a new part, students will look for conflict in the story. They will determine whether it is internal or external and explain how the conflict relates to the character. Discuss conflict and how to deal with it before examining how the character deals with it. Discuss whether it was dealt with positively or negatively and whether the consequences of the choice reflect that.	Using an edublog or Google Docs, write a three-paragraph blog from the character's point of view. • Seek advice on how to deal with the conflict presented in the novel. • Read a classmate's blog. Then, writing from another character's point of view (and using what you know about that character's personality), write a response offering the sought-after advice. Develop illustrations detailing conflict within the novel. Escape Room Conflict. Students will read class novels on their own or collectively and discuss in groups or whole class, using study questions for direction.	• RL.CH.6.3 • RL.VL.6.4 • RL.PP.6.6 • SL.II.6.2 • SL.PE.6.1.A

	SWBAT complete an Escape room or group activity assessing conflict			
Part 4 (3 - 4 weeks) Characterization Symbolism Dynamic Static Theme	SWBAT read through the last section of the class novel and complete guided reading, discussion, and relation to self through activities. SWBAT make determinations about characters after analyzing their thoughts and actions. SWBAT explain how theme is revealed through characters' interactions and through events that occur in the novel. SWBAT explain and provide textual evidence that human nature is influenced by both external and internal factors.	Journal/Discussion Questions: • What do this character's thoughts and actions reveal about the theme of the story? • Are humans basically selfish or altruistic? (explain through video) • What factors drive a character's motivations? Use a Flow Map to show the sequence of events. Academic vocabulary words should be defined when necessary: symbolism, dynamic, static, theme.	Students will read class novels on their own or collectively and discuss in groups or whole class, using study questions for direction. For the writing portion of the formative assessment, students will be asked to analyze a character from the novel they read and thoroughly explain if that character is a dynamic character or a static character **-or-** explain how a character's journey shapes the theme of the novel. • They must use evidence from the text to support their reasoning. This should be a paragraph-length response (based on annotations taken during the first third of the novel). • After reading through the climax of the novel, students will write another paragraph. Again, they must use textual evidence. • Finally, they will write a third paragraph after completing the novel. • These three paragraphs will	• • RL.CH.6.3 • RL.VL.6.4 • RL.PP.6.6 • SL.II.6.2 • SL.PE.6.1.A

	SWBAT show understanding that a character can be symbolic of something greater through their writing or use of other media.		then become the body paragraphs of a literary analysis essay. • In class, they will create a thesis statement and add an intro paragraph and conclusion to create a complete draft of their essay. **PREWRITING:** • · Multi-flow maps could be used to show the character's development. **DRAFTING:** • Students will write their three body paragraphs in class after each third of the novel. **REVISING:** • In class, students will construct a thesis statement, add an intro paragraph and conclusion, and use transition words to incorporate their three paragraphs into their essay. They will also need to revise **EDITING:** • Students will use a checklist to proofread their work and make corrections. **FINAL DRAFT:** • Final draft will be typed using	

			MLA format.	

Suggested Modifications for Special Education, ELL and Gifted Students

- Novels of varying Lexile levels are included in this unit to meet the individual needs of readers of all levels.
- Allow additional time when in full class discussing for processing and discussion.
- Modification of expectations as related to length of writing and depth of understanding should be considered as needed.
- Students can be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Teachers should implement workshop techniques such as small group instruction and conferring to monitor comprehension of all students and adjust instruction as needed.
- Use of audio support when applicable for ESL and SE students.
- Modifications for any individual student's IEP or 504 plan must be met.
- Achieve 3000 ELL support mode and leveled articles

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
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Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Reading Unit 3: Informational and Nonfiction Text

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Marking Period**
Length: **5-7 Weeks**
Status: **Published**

Summary of Unit

This unit is an informational text study. The unit should last 5 to 7 weeks. Through studying the text, *They Lost Their Heads or Lincoln's Grave Robbers* students will analyze the text features of an informational

(nonfiction) literary work and write summaries including key details from their reading. Students will also analyze the effective use of claims and evidence across the text. Students will know the characteristics of nonfiction, new vocabulary encountered within a nonfiction text, important facts about the writing methods used within informational text, and how to determine central idea of a text, as well as how to use speaking/listening to inform.

Enduring Understandings

- Authors of informational text use research and experience to advise the public on various issues.
- The way an author organizes and structures a text can lend to its meaning.
- There are various points of view regarding almost all topics. Not all are credible.
- Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.
- A writer selects a form based on audience and purpose.
- Oral discussion helps to build connections to others and create opportunities for learning.

Essential Questions

- What are effective summarizing techniques and how can summarizing help me process information?
- How do we show an understanding of key ideas and details in nonfiction?
- How do you know what makes a source a valid source?
- Why is important to understand the author's point of view?
- In what ways can you defend a stance you take on a stance?
- How do the Notice and Note strategies assist in comprehending informational text?

Summative Assessment and/or Summative Criteria

Required: As they read their nonfiction informational books, the students will also conduct research on

related topics. The students will work to construct a multi-media presentation that they will present to their classmates as teachers. Teachers will have the flexibility of creating their own standards-based rubric that assesses content, verbal communication skills, and non-verbal communication.

Resources

- Units of Study: Literary Nonfiction Bookclub Kit for Teachers
- Achieve3000: an online diagnostic and instructional tool. Teachers will administer the diagnostic at three pre-determined times throughout the school year in order to document student growth. The diagnostic test will provide teachers with their student's Lexile ranges (reading levels) as well as identifying for teachers, student strengths and weaknesses. The instructional online component can be used in various learning stations and will support student mastery of specific skills. There are additional lesson plan ideas available as well for teachers looking for ideas for designing instruction for specific skills.
- K-W-L Chart
- Pre-Reading Organizer
- Text Structure Chart

Internet Resources:

- Google Drive
- Google Docs
- Achieve3000 Articles

- Scholastic.com
- https://www.youtube.com/watch?v=e_UE1hOh7Z0: Nonfiction

Texts:

- *Reading Nonfiction: Notice and Note – Strategies for Close Reading* by Kylene Beers and Robert E. Probst
- *Scholastic Scope/Action*
- *Stopping a Toppling Tower*

Available Nonfiction Informational Texts

- *They Lost Their Heads*
- *Lincoln's Grave Robbers*

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Introduction to Non-Fiction **(2 - 4 Days)**	SWBAT understand that while nonfiction may be different from other genres it still poses important questions and general understandings that fiction doesn't allow SWBAT understand that nonfiction will play a role not only in the year's curriculum, but in daily life for years to come. SWBAT identify some of the basic characteristics of	What is Nonfiction: https://www.youtube.com/watch?v=e_UE1hOh7Z0 • Point out examples that are all around them: books about their favorite animals, lunch menus, maps, classroom magazines, etc. • Define nonfiction: It gives information. It explains, informs, or persuades. Use a graphic organizer to guide a discussion of the characteristics of nonfiction and how reading nonfiction is different than reading stories or novels. Use examples from a social studies or science textbook to illustrate some of these characteristics. How does nonfiction text look different from fiction?	Reassure students that these unusual features should not discourage them. Explain how these characteristics are "clues" that will help them understand what they're reading. Have students share experiences they've had with nonfiction. Try these prompts: • What books about real people, places, and events have you read? • Do you enjoy reading these types of books? Why or why not? • When you look at an article or a biography, do you look at the illustrations and read the captions?	• SL.PE.6.1 • RI.VL.6.4

	nonfiction literature.	• There may be chapter titles and section headers that preview information. • Each page has words in a variety of fonts and type sizes. • **Bold** or *italic* fonts may be used to signal important words or phrases. • Diacritical marks may be used to guide pronunciation. How are graphic aids used? • Maps, charts, diagrams, photographs are usually included to illustrate or summarize information. • Captions or labels must be examined carefully for relevant information. How is the vocabulary different? • There may be more words that are unfamiliar. Look for multi-syllabic words like "photosynthesis" that may be difficult to pronounce. What do we know about nonfiction? • There is a great deal of information to be understood and remembered.	• What websites do you visit? • Have you ever had to read directions for a board game or ingredients in a cookbook?	
Learning to Read Non-Fiction and its Text Features	SWBAT learn the tools of reading nonfiction (i.e. text features).	Distribute the Nonfiction Text: Stopping a Toppling Tower (appropriate informational text) printable and set up your projection of the same printable, if you have chosen to use one, to	Have students use the Prereading Organizer printable to make predictions about the reading. Discuss some	• RI.CR.6.1 • RI.CI.6.2 • RI.IT.6.3 • RI.TS.6.4

(1.5 to 2.5 Weeks)	SWBAT use think-aloud strategies to prepare to read the selection. SWBAT identify graphic aids and understand their importance. SWBAT gain an awareness and general understanding of what text structures are. SWBAT learn what clues can identify the text structure of a piece of writing. SWBAT check their nonfiction comprehension skills. SWBAT demonstrate their reading comprehension through	refer to as you discuss the selection. Lead students through the handout, having them look over the article and notice the special text features: title, headings, photos, etc. Have students comment on the differences they see on the article page compared to a page in a favorite story. You might open a book of fiction for them to review. Walk students through the reading tools. As they read about each item, have them identify corresponding features from the selection. Point out that photographs, diagrams, and charts are examples of graphic aids that illustrate information and help readers visualize what is in the text. For example, the photograph helps readers visualize the Leaning Tower of Pisa. Graphic aids sometimes offer additional information that is important. Model think-aloud strategies for pre-reading by asking questions and making observations about the text features. **Example:** The title tells me I'm going to read about a tower that might fall. Certain words are boldfaced — these are important, so I'll try to remember them. There is a photograph and a diagram — I can use these to get a clear picture in my mind of what I'm reading. Distribute the Text Structures Chart printable and explain what text structures are and what clues	of the predictions that students make; be sure to ask them how or why they formed their ideas. Students should read "Stopping a Toppling Tower" quietly to themselves. Remind them to pay attention to the text features. After they read, students should pair and share before holding a class discussion about what they read and how the graphic aids assisted their understanding of the text. Have students reread the "Stopping a Toppling Tower" article. Ask students to identify what type of text structure this selection is (problem and solution). Ask students, “How does the reader know?” They should be able to identify that the first paragraph states that there is a “problem.” The second paragraph states that engineers have found a	• RI.PP.6.5 • RI.MF.6.6 • SL.PE.6.1

	written response.	students can use to identify text structures. Help students understand the importance of understanding text structure by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented. **Example:** If we know a selection follows a "compare and contrast" organization, we can expect to read about likeness and differences between people or things. This will help us connect ideas and remember them. Wrap up the introduction to the unit by using the following discussion questions to check comprehension of the nonfiction text "Stopping a Toppling Tower": • Why is the Leaning Tower of Pisa so famous? • What was the problem with the tower? • How did the engineers solve the problem? • Which text features did you find most helpful? What clues in the article helped you figure out the text structure?	"solution." Which headings offered clues? Have students write two or three paragraphs about the article. Ask them to include the following: • What happened to make the Learning Tower of Pisa dangerous? • What was done to make the tower safe again?	
Readers Determine Importance and Synthesize in Expository Text (3 – 4 Weeks)	SWBAT distinguish between fact and opinion and cite evidence.	Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary:	Assign or allow students to select one of the Informational Nonfiction Texts. Assign students to small groups	• RI.CR.6.1 • RI.IT.6.3 • RI.PP.6.5 • RI.MF.6.7 • RI.AA.6.8 • RI.CT.6.9 • W.AW.6.1

This is where the nonfiction novel should begin.	SWBAT search and use a wide range of graphics and integrate with information from print. SWBAT use full range of readers tools. SWBAT work collaboratively to identify and analyze important parts of their texts and make connections. SWBAT participate in guided and independent discussions about what they read and their analyses of said texts.	Readers get ready to read nonfiction text. We preview the books to get our minds ready to read. We • read the title • look at the front and back cover • skim the table of contents • flip through the pages • and we ask, *What am I most likely going to learn about?* Readers make a plan for their reading. We think about how the book goes and make a plan for what we will read first. Sometimes books are set-up to be read cover to cover, other times they are set-up to be read in parts. You can dip into sections that are of interest to us. If we plan on reading just some sections, we need to decide if the first few sections are important to read. Often the author will provide one or two sections to give us the background knowledge to read any of the other sections. We keep this in mind as we are making our plan. Readers make a plan for how they will read a section. We look at the set-up of the page, scan the features, and think about what we will most likely learn. Readers hold onto their learning as they read. We read a chunk of text, pause and say to ourselves, *What did I just read?* We then summarize the important parts of text. We read another chunk and summarize again. In this way, we collect the	to work together on the unit or whole class. They will work together to develop a plan within the timeframe that the teacher provides. Working together, students will read the assigned (or selected) portions of the book. In their pairs or small groups, students will hold regular, structured discussions (either in person, via Google Meet, or through text using Google Docs) to analyze their reading. Students will research and explore other sources that discuss similar topics to what their primary source explores. They will make note of any similarities and especially differences that they encounter. It will be important for students to determine whether the contradictions are based on the authors' differing points of view or some other factors are present.	• SL.PE.6.1 • SL.II.6.2 • SL.PI.6.4

		important information and we also confirm that we understood what we just read. We notice if this matches what we expected to learn. We adjust what we think we will learn get curious about it. Readers become experts by thinking of themselves as teachers. We think about what we would need to learn to teach someone else about this topic or idea. To teach someone, we need to know the main ideas and the supporting details, and it helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean. We can teach our partners in this way. Readers of informational text identify the main idea. One way that we can organize information is through the use of boxes and bullets. This structure can organize the bits of information under bigger ideas. We can add to this format as we read. Readers talk to let texts get through to us, to let texts change our minds. We talk to grow ideas. We push our thinking. We might use phrases or starters like, • On the other hand... • I partly agree, but I also think... because... • Could it also be that... • Might the reason for this be... • This is different from... because... • I think that this is important to notice because... • The thing that doesn't fit for me is...	Discussions will graduate into Socratic Seminars or Fishbowls as an opportunity for students to respectfully gain multiple perspectives about what they are reading, making sure to keep notes or "jot" at each level of discourse.	

		• Many people think... but I think... • I used to think...but now I notice... so I've changed my mind about... Whether you are reading nonfiction or fiction texts, it is equally important to talk about those texts with one another, saying, 'Isn't it weird how . . .' and 'I wonder why . . .' and did you notice that. . . .' But I want to add one more thing. Readers read differently because we're going to be in conversations later. We read holding conversations in our minds. We don't wait until we are with our partners to have these conversations. We can have them in our minds as we are reading. Informational text readers notice when information they are reading contradicts another source. We don't just gloss over this. We dig deeper into this contradiction. Often it is based in an author's point of view. We think about other places where this point of view may cloud information that was presented.		
Informational Text Partners are Teachers (2 – 3 Weeks)	SWBAT incorporate information and graphics/pictures from their research into presentations made to their classmates. SWBAT include previously learned information in their presentations to show a	Informational text partners teach each other. In preparation of this teaching we may rehearse what we will say as we refer to picture or chart, using an explaining voice and hand gestures. Informational text partners don't just say what they have learned, they also • Refer to details in the pictures or diagrams that highlight what they're saying. • Link previous learning to the new	As they continue to explore multiple sources, students will develop a presentation to teach their classmates that will include visual aids, conscious use of body language, hand movement, and facial expressions. They will then present their findings/lessons to their peers.	• SL.PE.6.1 • SL.II.6.2 • SL.PP.6.3 • SL.PI.6.4 • SL.UM.6.5

	progression of learning. SWBAT use body language and other forms of non-verbal communication to enhance their presentations.	information that they just encountered by flipping back and forth to show pictures that build off one another and by explaining how those pictures go together. • Add gestures to their explanations and use their voices to emphasize what's important.		

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP or 504 plan must be met.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio support when applicable
- Anchor texts vary in reading level to meet the needs of low, middle and high readers
- Achieve 3000 supports for ELL as well as leveled instruction

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
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Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Reading Unit 4: Reading with a Critical Lens for Author's Purpose and Theme

Content Area: **Language Arts**
Course(s):
Time Period: **4th Marking Period**
Length: **5 - 7 Weeks**
Status: **Published**

Summary of Unit

This unit focuses on author's purpose and theme. Author's purpose is the reason or reasons an author has for writing a selection. If readers enjoyed what they read, one of the author's purposes may have been to entertain. If students learn while they are reading, one of the author's purposes may have been to inform. If readers changed the way they thought about a topic or issue, one of the author's purposes may have been to persuade. Authors may have more than one purpose for writing. Author's purpose can be stated explicitly, or readers may have to infer the intent.

Theme is defined as a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly. A writer presents themes in a literary work through several means. A writer may express a theme through the feelings of his main character about the subject he has chosen to write about. Similarly, themes are presented through thoughts and conversations of different characters. Moreover, the experiences of the main character in the course of a literary work give us an idea about its theme. Finally, the actions and events taking place in a narrative are consequential in determining its theme.

Enduring Understandings

- An author's purpose is his or her reason for or intent in writing.
- An author writes with one of four general purposes in mind:

- To relate a story or to recount events, an author uses **narrative** writing.
- To tell what something looks like, sounds like, or feels like, the author uses **descriptive** writing
- To convince a reader to believe an idea or to take a course of action, the author uses **persuasive** writing.
- To inform or teach the reader, the author uses **expository** writing.

- The author's perspective is how an author feels about the topic he or she is writing about.
- Recognizing the author's perspective can help to determine the theme(s) present.
- Character development and conflict are important in deciphering and understanding theme.

Essential Questions

- How can do we determine the author's purpose?
- How can a text's features help to understand the author's purpose in writing it?
- How does conflict impact character development in a text?
- Why does change always follow conflict?

Summative Assessment and/or Summative Criteria

- Read an approved work of fiction, and determine a real-world issue present it.
- Use databases and library resources to find an article that addresses the same real-world issue.

- Write a three to four paragraph compare and contrast essay analyzing the following:

- The authors' purpose for writing their works.
- The methods the authors use to establish their purposes and points of view.

Resources

- Achieve3000: an online diagnostic and instructional tool. Teachers will administer the diagnostic at three pre-determined times throughout the school year in order to document student growth. The diagnostic test will provide teachers with their student's Lexile ranges (reading levels) as well as identifying for teachers, student strengths and weaknesses. The instructional online component can be used in various learning stations and will support student mastery of specific skills. There are additional lesson plan ideas available as well for teachers looking for ideas for

designing instruction for specific skills.
- Scholastic Scope
- Sayreville Middle School Media Center

Internet Resources:

- Google Drive
- Google Docs
- Scholastic.com
- http://www.sayrevillelibrary.org

- https://www.youtube.com/watch?v=Sr9MU0xuW5M

Short Stories:

- "Everyday Use" by Alice Walker (**Diversity & Equity title**)
- "One Friday Morning" by Langston Hughes (**Diversity & Equity title**)
- "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez (**Diversity & Equity title**)
- "Names/Nombres" by Julia Alvarez (**Diversity & Equity title**)
- "Rules of the Game" by Amy Tan (**Diversity & Equity title**)
- "Amigo Brothers" by Piri Thomas (**Diversity & Equity title**)
- "The Fun They Had" by Isaac Asimov
- "Thank You, Ma'am" by Langston Hughes (**Diversity & Equity title**)
- "The Medicine Bag" by Virginia Driving Hawk Sneve (**Diversity & Equity title**)
- "The Tell-Tale Heart" by Edgar Allen Poe
- "The War of the Wall" by Toni Cade Bambara (**Diversity & Equity title**)
- "Lose Now, Pay Later" by Carol Farley
- "Stolen Day" by Sherwood Anderson (**Diversity & Equity title**)
- "Aunt Millicent" by Mary Steele
- "Birthday Box" by Jane Yolen

Texts:

- Poems
- *Daniel's Story* **(Holocaust Title)**
- *Maniac Magee* (**Diversity & Equity title**)
- *Front Desk* (**Diversity & Equity title**)

- *City of Ember*

Available Nonfiction Informational Texts

- Achieve3000 Articles
- Scholastic Magazines

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Review of Conflict **(1.5 to 2.5 Weeks)**	SWBAT define literary conflicts to demonstrate understanding. SWBAT analyze short stories to determine the conflicts that are present. SWBAT explain the relationship between cause and effect and conflict.	Students will watch a cartoon clip (such as Sponge Bob or any other popular cartoon) in which the only part they get to watch is the introduction of the plot diagram. Right before the conflict begins, turn off the clip and ask the students their reaction to the clip. Ask question such as: • Did you enjoy the clip? Why or why not? • What did you understand about the clip? • Do you feel like something was left out? • What was wrong with what you got to watch? After this discussion, turn the clip on again and allow the students to watch the conflict. After a few minutes turn off the clip and ask the kids the same questions. As a class, fill out a Venn diagram comparing the two separate viewings of the cartoon making sure that the differences are highlighted. By	Students will receive a Type of Conflict chart containing character vs. character, character vs. self, character vs. society, character vs. nature, character vs. supernatural, and character vs. technology. Then read the students the story "The Ugly Duckling." Ask students to jot down the conflicts they hear that. Briefly go over this as a class and put the mentioned conflicts on the class Type of Conflict chart.	• SL.PE.6.1 • W.NW.6.3 • RL.CR.6.1 • RL.CI.6.2 • RI.CR.6.1 • RI.CI.6.2

		this point, students should be able to pinpoint that it was the omission of the conflict that made the viewings different. Then challenge the students to write a short story with a given conflict. Discuss with the class about what conflict brings to a story. For further reinforcement refer back to the cartoon clip; showing that conflict creates the interest for a reader. (Be sure to pick up their stories in order to use them at a later point in the unit) Begin the day by reading a sample story written by one of the students the day before. Review what important component is missing and why conflict is crucial in a story. Explain to the students that just like stories have conflicts to make them interesting, our lives have conflicts that keep them interesting. Have students then write a journal entry answering the prompt "describe a conflict that is currently happening in your life." *Be sure to explain that any conflict they write about should be something universally relatable that does not involve any personal details. As a class, read an approved short story. Ask various comprehension questions that will ensure	Students will use the Conflict chart that they made the day before. In pairs, students will be given several examples of conflicts; they will then categorize these conflicts according to the three different types. Then as a class discuss the reasoning for why the conflicts were placed where they were. For independent practice, put a short list of conflicts on the overhead and have students work individually as they place the conflicts under the correct type of conflict. Reflection of why the conflict is important to the story. Give students a worksheet asking for the conflict, type of conflict, at least three examples of cause and effect, and how the conflict relates to at least one cause and effects	

		the students understanding.	in the story.	
Author's Purpose (2 – 3 Weeks) **Begin Novel Here**	SWBAT identify authors' purpose for writing their stories/articles/novels/poems. SWBAT explain how authors make the purpose of their writing clear. SWBAT begin to associate conflict and character development.	Review with students the definition of author's purpose. Also, review the three purposes for writing (persuade, inform, entertain). https://www.youtube.com/watch?v=Sr9MU0xuW5M Explain that an author writes for many reasons. • An author may give you facts or true information about a subject. • Some authors write fiction stories or stories to entertain you. • Some authors may write to persuade or to try to get you to do or think something. Tell students that the title can usually help the reader understand or determine the author's purpose. Assign students a novel, either as a whole class or literature circles (allowing students to choose the novel is an option). Conduct mini-lessons for each purpose an author	Use a graphic organizer to list titles of familiar books under the appropriate author's purpose in a graphic organizer. Model with students as you write AND do think-alouds with each example. In small groups, provide students with a basket of books including a range of genres. Together, have students sort the text based on the author's purpose and complete the same graphic organizer. Analyze passages (and possibly videos) for the author's purpose for writing them. Using evidence from each passage, thoroughly explain your analyses. As you read your novel, keep track of the conflicts	• RL.PP.6.6 • RI.PP.6.6 • SL.PP.6.3 • SL.PE.6.1

		had for writing, making sure to include examples of both fiction and nonfiction, including poetry.	that are encountered. Jot notes about what reasons the author had may have had for introducing those conflicts, as predict what may happen as a result of them.	
Conflict Leads to Character Understanding - Theme (3-4 Weeks)	SWBAT demonstrate understanding the relationship between conflict and character understanding. SWBAT analyze works of literature and nonfiction to determine their themes.	Thoroughly explain the link between conflict and theme. Remind students that stories can contain several different kinds of conflict. Review cause and effect and how readers can determine theme from what is learned from it. Re-introduce the concept of theme. Explain how theme is the lesson that we learn from the conflict and resolution and also *how* the character dealt with the conflict. Use various Ed Puzzles and Kahoots, Blookets, and	Students should choose one conflict from their novel to examine for the purposes of the assignment. They should list major events, determine conflicts drawn from those events, choose one conflict that reveals a thematic idea, write a statement on the thematic idea. Once they have established the theme of the novel, they should determine the author's purpose for writing a novel with that particular theme.	• SL.PE.6.1 • SL.II.6.2 • RL.CI.6.2 • RI.CI.6.2

		Quizziz in order to provide multimedia interaction.		
Putting it All Together and Rooting Ideals in Fact (1.5-2 Weeks)	SWBAT demonstrate understanding of the text by comparing it with a nonfiction article based upon their novel.	Conduct a mini-lesson on how to access and use the databases provided by the Sayreville Public Library. Discuss the real world depictions of people gender, race, religion, and history of the text being read.	With the assistance of the teacher and possibly the Middle School librarian, students will use the tools provided by the public library and/or the Middle School media center to search for articles about real-life events related to the main conflict they identified in their novel. Following the writing process, the students will write a three to four paragraph compare and contrast essay analyzing the following: How does your novel relate to the real world issues?	• RI.CR.6.1 • RI.CI.6.2 • RI.IT.6.3 • RI.TS.6.4 • RI.PP.6.5 • RI.MF.6.6 • RI.AA.6.7 • RI.CT.6.8 • RI.HI.6.9 • RI.RC.6.10 • W.IW.6.2

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP or 504 plan must be met.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio support when applicable
- Anchor texts vary in reading level to meet the needs of low, middle and high readers Achieve 3000 supports for ELL as well as leveled instruction

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
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- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
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- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Sonday System Level 1: Blue Kit

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **As Needed**
Status: **Published**

Summary of the Unit

The Sonday System Level 1is a highly structured, multisensory reading intervention program designed for struggling readers. Within the unit their are 5 pre-reading levels and 36 reading levels, which are delivered through daily, intensive 35 to 45-minute sessions in small groups or one on one settings.
Every instructional unit follows a strict, Sonday System Learning Plan Format that is a six-step lesson plan designed to build automaticity and memory muscle through rapid-fire multi-sensory drills. A session begins with Step 1 (Read Sounds) and Step 2 (Spell Sounds), where students rapidly state phonetic sounds from flashcards and write down letters dictated by the teacher using tactile methods. Next, students advance to Step 3 (Read Words) and Step 4 (Spell Words), utilizing specialized reading windows to blend printed words before using a "touch-spelling" finger technique to segment and write dictated words, phrases, and sentences. The final portion of the lesson focuses on Step 5 (New Material) to introduce a fresh phonetic element, language rule, or non-phonetic sight word, concluding with Step 6 (Read Aloud), where students practice fluent reading using highly controlled, decodable text.

Enduring Understandings

- Spoken and written English words are not random; they follow structured patterns, phonetic rules, and predictable syllable shapes that can be decoded and encoded.
- Written letters directly correlate to specific spoken sounds, and blending these individual pieces together unlocks the ability to read and spell words.
- Mastered, rapid recognition of sounds and sight words frees up brain power from sounding out words, allowing a reader to focus entirely on understanding the meaning of a story.
- Using sight, sound, touch, and movement simultaneously creates stronger neural pathways, making it easier to retrieve language rules and spelling patterns when reading and writing.

Essential Questions

- How do letters and sounds work together to help us build and read words?
- Why do some words follow predictable spelling patterns while other words do not?
- How does reading words quickly and accurately help us understand what a story means?
- How can using our eyes, ears, hands, and voices at the same time help us become better readers?

Summative Assessment and/or Summative Criteria

Sonday Systems Post Test

Resources

Sonday Systems Level 1: Blue Kit

Kit Inventory:
https://docs.google.com/document/d/1WlEwF1E_OrMP2VjvVEfQTtT_M65LdE30pg0VhszCikw/edit?usp=sharing

Lesson Timer: https://www.online-stopwatch.com/full-screen-interval-timer/?c=2xprbykcu6

Notes before beginning:

https://docs.google.com/document/d/1rTCu0KU9xoQ_9g3d6pJqA5ffC5cNy5-alQzgkNqe4xc/edit?usp=sharing

https://docs.google.com/document/d/16HTLH1XgF9Q0-lDL-nsVqkcYGmqOe-e590dXhtp2mys/edit?usp=sharing

Website for decodable texts: https://readinguniverse.org/article/explore-teaching-topics/word-recognition/phonics/decodable-texts-for-each-phonics-skil

Unit Plan

Level 1 - See Learning Plan Book (LPB) pgs. 19 - 22

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-17	b, m, s, p, t, p, l, f, d, n, r	Teach tracing (for reading errors)	Teach touch spelling (for spelling	a, t, m, b, c, f, h, p, r, s,	Word book pg 1	

			*explanation on page 22 of LPB	mistakes) *explanation on page 22 of LPB		column1 OR Class novel OR Decodable website text	
2	Sound Cards 1-18	b, m, s, p, t, p, l, f, d, n, r *review days use game found on pg. 19	Review tracing (for reading errors) *explanation on page 22 of LPB	Review touch spelling (for spelling mistakes) *explanation on page 22 of LPB	Touch Spell each “new word:” sat bat cat mat fat pat rat pan ran can man fan tan	The rest of Word book pg 1 column 1 OR Class novel OR Decodable website text	

Level 2 - See Learning Plan Book (LPB) pgs. 23 - 26

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-18 Ask for two sounds for s,/s/ and /z/ and two sounds of a (short and long)	s, a, j, b, r, h, v, t, f	Word book pg. 1 column 1	column 1 and 2	/a/ is in apple map sad tap	Word Book pg. 2 OR Class novel OR Decodable website text	
2	Sound Cards 1-18 Ask for two sounds for s,/s/ and /z/ and two sounds of a (short	s, a, j, b, r, h, v, t, f *review days use game found on pg. 23	Word book pg. 1 column 2	column 3 and 4	/a/ is in apple had gag cab	Word Book pg. 2 OR	

	and long)					Class novel OR Decodable website text	
3	Sound Cards 1-18 Ask for two sounds for s,/s/ and /z/ and two sounds of a (short and long)	s, a, j, b, r, h, v, t, f *review days use game found on pg. 23	Word book pg 1 column 3	All four columns (as many as possible)	Review /a/ is in apple had gag cab map sad tap	Word Book pg. 2 OR Class novel OR Decodable website text	

Level 3 - See Learning Plan Book (LPB) pgs. 27 - 30

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud	Notes

						(choose one option)	
1	Sound Cards 1-18 Ask for two sounds for s,/s/ and /z/ and two sounds of a (short and long)	p, r, a, b, n, g, f, l, h	Word book pg. 2	column 1	/i/ as in itch hit sit hit bit	Word book pg 3 OR Class novel OR Decodable website text	Shuffle the sound cards before each review to ensure that the student is reading each card and not memorizing the sequence of sounds.
2	Sound Cards 1-18 Ask for two sounds for s,/s/ and /z/ and two sounds of a (short and long)	p, r, a, b, n, g, f, l, h How do you spell /k/, 2 ways?	Word Cards Short a (PINK)	column 2	/i/ as in itch pin tin fin sin	Word book pg 130 OR Class novel OR Decodable website text	

3	Sound Cards 1-18	p, r, a, b, n, g, f, l, h How do you spell /k/, 2 ways?	Word book pg 3	column 3	/i/ as in itch lip rim hid sip	Word book pg 4 OR Class novel OR Decodable website text	
4	Sound Cards 1-18	p, r, a, b, n, g, f, l, h	Word book pg. 130	column 4	/i/ as in itch dig dim rig	Class novel OR Decodable website text	

Mastery Check Levels 1-3 LPB pgs. 31-32

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one	Notes

						option)	
Mastery Check	Sound Cards 1-18	b, m, s, p, t, p, l, f, d, n, r, a, j, h, v	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 138	Spelling Test: Word List on LPB pg. 32	None	Every Living Thing Story	

Level 4 - See LPB pgs. 33-36

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-19 Ask for two sounds for s,/s/ and /z/ and two sounds of	d, a, m, v, i, g, p, n, r, f	Word book p. 3	column 1 phrase column 1 bullet point 3 (sad man)	/o/ as in octopus mop dot on hot pop log	Reading Strip #4 OR Word book p. 6	Remember to fill in new words for spelling once new material is taught.

	a (short and long)					OR Class novel OR Decodable website text	
2	Sound Cards 1-19	d, a, m, v, i, g, p, n, r, f	Word book p. 4	column 2 phrase column 2 bullet point 3 (bad hat)	/o/ as in octopus mop dot on hot pop log	Reading Strip #4 OR Word book p. 6 OR Class novel OR	

						Decodable website text	
3	Sound Cards 1-19 Ask for two sounds for s,/s/ and /z/ and two sounds of a (short and long)	d, a, m, v, i, g, p, n, r, f	Word cards short a and i (PINK and BLUE mixed)	column 3 phrase column 1 bullet point 3 (sad man)	/o/ as in octopus mop dot on hot pop log	Reading Strip #4 OR Word book p. 6 OR Class novel OR Decodable website text	
4	Sound Cards 1-19	d, a, m, v, i, g, p, n, r, f	Any page or cards from level 4	column 4 phrase column 2 bullet point 3 (bad hat)	/o/ as in octopus mop dot on hot pop log	Reading Strip #4 OR	

						Word book p. 6 OR Class novel OR Decodable website text	

Level 5 - See LPB pgs. 37 - 40

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-20 Ask for two	t, s, a, h, i, j, l, o, n How do you spell /k/ two	Word Cards short o (GREEN)	column 1 Phrase column 2 bullet point three (top	a, sight words cards 1-2, x, sound card 21,	Reading Strip # 5 an # 4 OR	

	sounds for s,/s/ and /z/ and two sounds of a, i, and o (short and long).	ways?		hat)	mix tax fox box ax fix	Word book p.8 OR Class novel OR Decodable website text OR PLAY board game with pink, blue, and green word cars mixed	
2	Sound Cards 1-20	t, s, a, h, i, j, l, o, n How do	Word cards short a and i (PINK and BLUE mixed)	column 2 Phrase column 1	a, sight words cards 1-2, x, sound card 21,	Reading Strip # 5 an # 4	

		you spell /k/ two ways?		bullet point three (big job)	mix tax fox box ax fix	OR Word book p.8 OR Class novel OR Decodable website text OR PLAY board game with pink, blue, and green word cars mixed	
3	Sound Cards 1-	t, s, a, h, i, j, l, o, n	Word book p. 5	column 3	a, sight words cards 1-2, x,	Reading Strip # 5 an #	

	20 Ask for two sounds for s,/s/ and /z/ and two sounds of a, i, and o (short and long).	How do you spell /k/ two ways?		Phrases mix up both columns but do not separate the word pairs	sound card 21, mix tax fox box ax fix	4 OR Word book p.8 OR Class novel OR Decodable website text OR PLAY board game with pink, blue, and green word cars mixed	

4	Sound Cards 1-20	t, s, a, h, i, j, l, o, n	Word book p.4	column 4 Phrases mix up both columns but do not separate the word pairs	a, sight words cards 1-2, x, sound card 21, mix tax fox box ax fix	Reading Strip # 5 an # 4 OR Word book p.8 OR Class novel OR Decodable website text OR PLAY board game with pink, blue, and green word cars	Remember to fill in new words for spelling once new material is taught.

						mixed	
5	Sound Cards 1-20 Ask for two sounds for s,/s/ and /z/ and two sounds of a, i, and o (short and long).	t, s, a, h, i, j, l, o, n	Word book any pg (1-5) wherever your students seem to struggle the most.	Spell as many words and phrases as possible in the time allotted.	a, sight words cards 1-2, x, sound card 21, mix tax fox box ax fix	Reading Strip # 5 an # 4 OR Word book p.8 OR Class novel OR Decodable website text OR PLAY board game with pink, blue,	

						and green word cars mixed	

Level 6 - See LPB pg. 41 - 44

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-21 Ask for two sounds for s,/s/ and /z/ and two sounds of a, i, and o (short and long).	o, f, x, a, b, s, m, d, i, h	Word cards short a, o, and i (PINK, GREEN and BLUE mixed)	column 1 Phrases column 1 (Bob got the job.)	Sight word cards 3-5, to, do, is, sound card 22, ay, may, ray, say, pay, day, lay	Reading Strip #6 OR Word book pg 11 OR Class novel OR	Remind students that the repetition is intentional and the goal is to have automatic responses.

						Decodable website text	
2	Sound Cards 1-21 Ask for two sounds for s,/s/ and /z/ and two sounds of a, i, and o (short and long).	o, f, x, a, b, s, m, d, i, h	Word book p.9	column 2 Phrases column 2 (Pat the dog.)	Sight word cards 3-5, to, do, is, sound card 22, ay, may, ray, say, pay, day, lay	Reading Strip #6 OR Word book pg 11 OR Class novel OR Decodable website text	
3	Sound Cards 1-21 Ask for two sounds	o, f, x, a, b, s, m, d, i, h	Sight word cards 1-2 and word book p. 130 Level 6	column 3 Phrases mix up both columns but do not separate the	Sight word cards 3-5, to, do, is, sound card 22, ay, may, ray, say, pay, day, lay	Reading Strip #6 OR	

	for s,/s/ and /z/ and two sounds of a, i, and o (short and long).			word pairs		Word book pg 11 OR Class novel OR Decodable website text	
4	Sound Cards 1-21 Ask for two sounds for s,/s/ and /z/ and two sounds of a, i, and o (short and long).	o, f, x, a, b, s, m, d, i, h	Word book any pg (1-9, 130) wherever your students seem to struggle the most.	column 4 Phrases mix up both columns but do not separate the word pairs	Sight word cards 3-5, to, do, is, sound card 22, ay, may, ray, say, pay, day, lay	Reading Strip #6 OR Word book pg 11 OR Class novel	Remember to fill in new words for spelling once new material is taught.

						OR Decodable website text	

Mastery Check Levels 4-6 USE AFTER LEVEL 6 LPB pgs. 45 - 46

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound Cards 1-22	d, a, m, v, i, g, p, n, r, f, t, s, h, j, l, o, x, b How do you spell /k/ two ways?	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 139	Spelling Test: Word List on LPB pg. 46	None	Every Living Thing Story	Check the LPB for guidelines on passing students onto the next level.

Level 7 - See LBP pgs. 49 - 52

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud	Notes

						(choose one option)	
1	Sound Cards 1-22	i, b, o, x, r, m, a, g How do you spell /k/ two ways? How do you spell long a at the end of a word?	Word cards PINK, GREEN, and BLUE mixed.	Column 1	Sound Card 23 /u/ as in umbrella. RULE: short u is found at the beginning or in the middle of a word. run cup fun mug bug mud	Reading Strip #7 (can use Reading Strips 4-6 as well) Word book pg 13 OR Class novel OR Decodable website text	
2	Sound Cards 1-22	i, b, o, x, r, m, a, g How do you spell /k/ two ways? How do	Word book p. 10	Column 2 Phrase Column 1 (Pat can dig a pit.)	Sound Card 23 /u/ as in umbrella. RULE: short u is found at the beginning or in the	Reading Strip #7 (can use Reading Strips 4-6 as well) Word book pg 13	Remember to fill in new words for spelling once new material is taught.

		you spell long a at the end of a word?			middle of a word. run cup fun mug bug mud	OR Class novel OR Decodable website text	
3	Sound Cards 1-22 *review days use the ball game found on p. 49 of the LPB.	i, b, o, x, r, m, a, g How do you spell /k/ two ways? How do you spell long a at the end of a word?	Word book p. 9	Column 3 Phrase Column 2 (Rob can fix the box.)	Sound Card 23 /u/ as in umbrella. RULE: short u is found at the beginning or in the middle of a word. run cup fun mug bug mud	Reading Strip #7 (can use Reading Strips 4-6 as well) Word book pg 13 OR Class novel OR	

						Decodable website text	
4	Sound Cards 1-22 *review days use the ball game found on p. 49 of the LPB.	i, b, o, x, r, m, a, g How do you spell /k/ two ways? How do you spell long a at the end of a word?	Sight word cards 1-5 and/or any word book p. 1-10	Column 4 Mix up the phrases but DO NOT separate the phrase itself.	Sound Card 23 /u/ as in umbrella. RULE: short u is found at the beginning or in the middle of a word. run cup fun mug bug mud	Reading Strip #7 (can use Reading Strips 4-6 as well) Word book pg 13 OR Class novel OR Decodable website text	

Level 8 - LBP pgs. 53-56

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one	Notes

						option)	
1	Sound Cards 1-23 *ask for two sounds each of: a, i, o, and u. The short and the long.	i, d, u, r, o, p, a, x How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)	Word cards, short u YELLOW	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sight words cards 6-8 i, of, and Sound card 24 ee as in feet. meet feed seed feet seem deep	Reading Strip #8 (can also use 5-7 as well) OR Word Book p. 16 OR Class novel OR Play Board Game Using word cards PINK, BLUE, GREEN, and YELLOW mixed	
2	Sound Cards 1-	i, d, u, r,	Word book p. 10	Column 2	Sight words	Reading	

	23 *ask for two sounds each of: a, i, o, and u. The short and the long.	o, p, a, x How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	cards 6-8 i, of, and Sound card 24 ee as in feet. meet feed seed feet seem deep	Strip #8 (can also use 5-7 as well) OR Word Book p. 16 OR Class novel OR Play Board Game Using word cards PINK, BLUE, GREEN, and YELLOW mixed	
3	Sound Cards 1-23	i, d, u, r, o, p, a, x	Word Cards short a, i, o PINK, BLUE,	Column 3	Sight words cards 6-8	Reading Strip #8 (can also use	

	*ask for two sounds each of: a, i, o, and u. The short and the long.	How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)	GREEN mixed together	Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	i, of, and Sound card 24 ee as in feet. meet feed seed feet seem deep	5-7 as well) OR Word Book p. 16 OR Class novel OR Play Board Game Using word cards PINK, BLUE, GREEN, and YELLOW mixed	
4	Sound Cards 1-23 *ask for	i, d, u, r, o, p, a, x How do you spell	Word book p. 12	Column 4 Pick TWO different sentences at	Sight words cards 6-8 i, of, and	Reading Strip #8 (can also use 5-7 as well)	

	two sounds each of: a, i, o, and u. The short and the long.	long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)		bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 24 ee as in feet. meet feed seed feet seem deep	OR Word Book p. 16 OR Class novel OR Play Board Game Using word cards PINK, BLUE, GREEN, and YELLOW mixed	
5	Sound Cards 1-23 *ask for two sounds each of: a,	i, d, u, r, o, p, a, x How do you spell long a at the end of a word?	Word book p. 14	As many words as possible form ALL columns. Pick TWO different	Sight words cards 6-8 i, of, and Sound card 24 ee as in	Reading Strip #8 (can also use 5-7 as well) OR	Remember to fill in new words for spelling once new material is taught.

	i, o, and u. The short and the long.	(ay) How do you spell /k/ two ways? (c, k)		sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	feet. meet feed seed feet seem deep	Word Book p. 16 OR Class novel OR Play Board Game Using word cards PINK, BLUE, GREEN, and YELLOW mixed	
6	Sound Cards 1-23 *ask for two sounds each of: a, i, o, and u. The short and	i, d, u, r, o, p, a, x How do you spell long a at the end of a word? (ay)	Sight word cards 1-5 and any word book p. 3-14	As many words as possible form ALL columns. Pick TWO different sentences at bullet point five of the	Sight words cards 6-8 i, of, and Sound card 24 ee as in feet.	Reading Strip #8 (can also use 5-7 as well) OR Word Book	

	the long.	How do you spell /k/ two ways? (c, k)		spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	meet feed seed feet seem deep	p. 16 OR Class novel OR Play Board Game Using word cards PINK, BLUE, GREEN, and YELLOW mixed	

Level 9 - LPB pgs. 57 - 60

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-24	o, b, a, i, g, m, u, f	Word book p. 15	Column 1 Pick TWO	Sound Card 25 e as in edge	Reading Strip #9 (Can also use Reading Strips 6-8 for	

		How do you spell long e in the middle of a word? (ee) How do you spell long a at the end of a word? (ay)		different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	RULE: short e is found at the beginning or in the middle of a word. pet ten red men fed set	review.) OR Word book p.19 OR Class novel OR Decodable website text	
2	Sound cards 1-24	o, b, a, i, g, m, u, f How do you spell long e in the middle of a word? (ee) How do	Word book p. 17	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the	Sound Card 25 e as in edge RULE: short e is found at the beginning or in the middle of a word.	Reading Strip #9 (Can also use Reading Strips 6-8 for review.) OR Word book p.19	

		you spell long a at the end of a word? (ay)		sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences	pet ten red men fed set	OR Class novel OR Decodable website text	
3	Sound cards 1-24	o, b, a, i, g, m, u, f How do you spell long e in the middle of a word? (ee) How do you spell long a at the end of a word? (ay)	Word cards PINK, BLUE, GREEN, and YELLOW mixed	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sound Card 25 e as in edge RULE: short e is found at the beginning or in the middle of a word. pet ten red men fed set	Reading Strip #9 (Can also use Reading Strips 6-8 for review.) OR Word book p.19 OR Class novel	Remember to fill in new words for spelling once new material is taught.

				*CAPS method used with sentences		OR Decodable website text	
4	Sound cards 1-24	o, b, a, i, g, m, u, f How do you spell long e in the middle of a word? (ee) How do you spell long a at the end of a word? (ay)	Word book p.14	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences	Sound Card 25 e as in edge RULE: short e is found at the beginning or in the middle of a word. pet ten red men fed set	Reading Strip #9 (Can also use Reading Strips 6-8 for review.) OR Word book p.19 OR Class novel OR Decodable website text	
5	Sound cards 1-24	o, b, a, i, g, m, u, f	Sight Word Card 1-8	As many words as possible	Sound Card 25 e as in	Reading Strip #9 (Can also use	

		How do you spell long e in the middle of a word? (ee) How do you spell long a at the end of a word? (ay)		*don't forget to add your news words. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences	edge RULE: short e is found at the beginning or in the middle of a word. pet ten red men fed set	Reading Strips 6-8 for review.) OR Word book p.19 OR Class novel OR Decodable website text	
6	Sound cards 1-24	o, b, a, i, g, m, u, f How do you spell long e in	Word Cards ORANGE	As many words as possible *don't forget to add your news words.	Sound Card 25 e as in edge RULE: short e is	Reading Strip #9 (Can also use Reading Strips 6-8 for review.)	

		the middle of a word? (ee) How do you spell long a at the end of a word? (ay)		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences	found at the beginning or in the middle of a word. pet ten red men fed set	OR Word book p.19 OR Class novel OR Decodable website text	
7	Sound cards 1-24	o, b, a, i, g, m, u, f How do you spell long e in the middle of a word? (ee)	Word book p. 131 Level 9	As many words as possible *don't forget to add your news words. Pick TWO different sentences at bullet point	Sound Card 25 e as in edge RULE: short e is found at the beginning or in the middle of a	Reading Strip #9 (Can also use Reading Strips 6-8 for review.) OR Word book	

		How do you spell long a at the end of a word? (ay)		five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences	word. pet ten red men fed set	p.19 OR Class novel OR Decodable website text	

MASTERY CHECK - Levels 5-9 USE AFTER LEVEL 9 - LPB pgs. 61-62

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound Cards 1-24	o, b, i, g, m, f, d, u, r, p, a, x How do	TIMED reading: (do not alert the students to the fact that this reading	Spelling Test: Word List on LPB pg. 62	None	Every Living Thing Story	

		you spell long e in the middle of a word? (ee) How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)	is timed) Form A - Word book pg. 140				

Level 10 - LPB pgs. 63-66

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-25	a, e, u, d, i, z, o How do	Word Cards PURPLE	Column 1 Pick TWO different	Sound Card 26 w as in wagon.	Reading Strip 10	

	Ask for two sounds each of a, i, o, u, and e (short and long)	you spell long e in the middle of a word? (ee) How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)		sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	win wax wet weep wig way Sound Card 27 y as in yolk yes yet yam yip yap	OR Word book pg 22 OR Class novel OR Decodable website text	
2	Sound Cards 1-25 Ask for two sounds each of a, i, o, u, and e (short and long)	a, e, u, d, i, z, o How do you spell long e in the middle of a word? (ee) How do you spell	Word Book p. 20	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you	Sound Card 26 w as in wagon. win wax wet weep wig way Sound Card 27 y as in	Reading Strip 10 OR Word book pg 22 OR	

		long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)		choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	yolk yes yet yam yip yap	Class novel OR Decodable website text	
3	Sound Cards 1-25 Ask for two sounds each of a, i, o, u, and e (short and long)	a, e, u, d, i, z, o How do you spell long e in the middle of a word? (ee) How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c,	Word Book p. 15	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with	Sound Card 26 w as in wagon. win wax wet weep wig way Sound Card 27 y as in yolk yes yet yam yip yap	Reading Strip 10 OR Word book pg 22 OR Class novel OR Decodable website text	Remember to fill in new words for spelling once new material is taught.

		k)		sentences.			
4	Sound Cards 1-25 Ask for two sounds each of a, i, o, u, and e (short and long)	a, e, u, d, i, z, o How do you spell long e in the middle of a word? (ee) How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)	Word Cards PINK, BLUE, GREEN, YELLOW mixed.	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound Card 26 w as in wagon. win wax wet weep wig way Sound Card 27 y as in yolk yes yet yam yip yap	Reading Strip 10 OR Word book pg 22 OR Class novel OR Decodable website text	
5	Sound Cards 1-25 Ask for two sounds each of a,	a, e, u, d, i, z, o How do you spell long e in the middle of a word?	Word Book p. 18	Columns 1-2 Pick TWO different sentences at bullet point five of the spell words	Sound Card 26 w as in wagon. win wax wet weep	Reading Strip 10 OR Word book	

	i, o, u, and e (short and long)	(ee) How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)		section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	wig way Sound Card 27 y as in yolk yes yet yam yip yap	pg 22 OR Class novel OR Decodable website text	
6	Sound Cards 1-25 Ask for two sounds each of a, i, o, u, and e (short and long)	a, e, u, d, i, z, o How do you spell long e in the middle of a word? (ee) How do you spell long a at the end of a word? (ay)	Sight Words 1-8	Columns 3-4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sound Card 26 w as in wagon. win wax wet weep wig way Sound Card 27 y as in yolk yes yet yam yip yap	Reading Strip 10 OR Word book pg 22 OR Class novel	

		How do you spell /k/ two ways? (c, k)		same pattern. *CAPS method used with sentences.		OR Decodable website text	

Level 11 - LPB pgs. 67 - 70

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-27	x, a, y, e, w, o, i, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word?	Word Cards PINK, BLUE, GREEN, YELLOW, and PURPLE mixed	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sound Card 28 sh as in shhhh. ship sheep cash wish shut shed	Reading Strip 11 OR Word book pg 25 OR Class novel	

		(ee) *Ball toss game p. 67 of LPB on review days.		same pattern. *CAPS method used with sentences.		OR Decodable website text	
2	Sound Cards 1-27	x, a, y, e, w, o, i, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee) *Ball toss game p. 67 of LPB on review days.	Word Book p. 23	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound Card 28 sh as in shhhh. ship sheep cash wish shut shed	Reading Strip 11 OR Word book pg 25 OR Class novel OR Decodable website text	
3	Sound Cards 1-	x, a, y, e,	Word Book p. 20	Column 3	Sound Card 28 sh as in	Reading	

	27	w, o, i, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee) *Ball toss game p. 67 of LPB on review days.		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	shhhh. ship sheep cash wish shut shed	Strip 11 OR Word book pg 25 OR Class novel OR Decodable website text	
4	Sound Cards 1-27	x, a, y, e, w, o, i, u How do you spell long a at the end of a word? (ay)	Sight Word Cards 1-8	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a	Sound Card 28 sh as in shhhh. ship sheep cash wish shut shed	Reading Strip 11 OR Word book pg 25	

		How do you spell long e in the middle of a word? (ee) *Ball toss game p. 67 of LPB on review days.		pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		OR Class novel OR Decodable website text	
5	Sound Cards 1-27	x, a, y, e, w, o, i, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee)	Word Cards ORANGE	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sound Card 28 sh as in shhhh. ship sheep cash wish shut shed	Reading Strip 11 OR Word book pg 25 OR Class novel OR	Remember to fill in new words for spelling once new material is taught.

		*Ball toss game p. 67 of LPB on review days.		same pattern. *CAPS method used with sentences.		Decodable website text	
6	Sound Cards 1-27	x, a, y, e, w, o, i, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee) *Ball toss game p. 67 of LPB on review days.	Any previous Word Book p. (3-23)	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound Card 28 sh as in shhhh. ship sheep cash wish shut shed	Reading Strip 11 OR Word book pg 25 OR Class novel OR Decodable website text	

Level 12 - LPB pgs. 71 - 74

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Review Sound Cards 1-28	e, y, sh, i, a, w, o, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee)	Word Cards PURPLE	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound Card 1 s, Sound Card 5 l. RULE: The letters f, s, z, and l are doubled at the end of a word after a single vowel. Usually that vowel is short. This is called the fszl rule. pass fuss miss mess boss hill bell dull well sill	Reading Strip 12 OR Word book pg 28 OR Class novel OR Decodable website text	

					Sound Card f Sound Card 12 z puff huff doff cuff buzz jazz fuzz fizz	OR Play Board Game using PINK, BLUE, GREEN, YELLOW, PURPLE, ORANGE word cards mixed.	
2	Review Sound Cards 1-28	e, y, sh, i, a, w, o, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee)	Word Book p. 26	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.		Reading Strip 12 OR Word book pg 28 OR Class novel OR	

				*CAPS method used with sentences.		Decodable website text OR Play Board Game using PINK, BLUE, GREEN, YELLOW, PURPLE, ORANGE word cards mixed.	
3	Review Sound Cards 1-28	e, y, sh, i, a, w, o, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle	Word Book p. 18	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using		Reading Strip 12 OR Word book pg 28 OR	

		of a word? (ee)		the same ones of doing the same pattern. *CAPS method used with sentences.		Class novel OR Decodable website text OR Play Board Game using PINK, BLUE, GREEN, YELLOW, PURPLE, ORANGE word cards mixed.	
4	Review Sound Cards 1-28	e, y, sh, i, a, w, o, u How do you spell long a at the end of a word? (ay)	Sight Word Cards 1-8	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a		Reading Strip 12 OR Word book pg 28	

		How do you spell long e in the middle of a word? (ee)		pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		OR Class novel OR Decodable website text OR Play Board Game using PINK, BLUE, GREEN, YELLOW, PURPLE, ORANGE word cards mixed.	
5	Review Sound Cards 1-28	e, y, sh, i, a, w, o, u How do you spell	Word Book p. 131 Level 12	As many words as possible. Pick TWO		Reading Strip 12 OR	Remember to fill in new words for spelling once new material is taught.

		long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee)		different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		Word book pg 28 OR Class novel OR Decodable website text OR Play Board Game using PINK, BLUE, GREEN, YELLOW, PURPLE, ORANGE word cards mixed.	
6	Review Sound	e, y, sh, i,	Word Cards PINK,	As many words as		Reading	

	Cards 1-28	a, w, o, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee)	BLUE, GREEN, PURPLE, and YELLOW mixed	possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		Strip 12 OR Word book pg 28 OR Class novel OR Decodable website text OR Play Board Game using PINK, BLUE, GREEN, YELLOW, PURPLE,	

						ORANGE word cards mixed.	
7	Review Sound Cards 1-28	e, y, sh, i, a, w, o, u How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee)	Word Cards ORANGE	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		Reading Strip 12 OR Word book pg 28 OR Class novel OR Decodable website text OR Play Board Game using	

						PINK, BLUE, GREEN, YELLOW, PURPLE, ORANGE word cards mixed.	

MASTERY CHECK - use after Level 12 - LPB pgs. 75 - 76

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound Cards 1-28	e, y, sh, x, a, y, e, w, o, i How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word?	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 141	Spelling Test: Word List on LPB pg. 76	None	Every Living Thing Story	

		(ee)					

Level 13 - LPB pgs. 77-80

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-28	d, sh, u, o, w, i, b How do you spell /f/ at the end of a word? (ff) How do you spell /s/ at the end of a word after a short vowel? (ss) How do you spell long a at	Word Cards PINK, BLUE, GREEN, YELLOW, and PURPLE	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with	-ck as in duck pack deck back pick duck lick	Reading Strip 13 Word book pg 32 OR Class novel OR Decodable website text	

		the end of a word? (ay)		sentences.			
2	Sound Cards 1-28	d, sh, u, o, w, i, b How do you spell /f/ at the end of a word? (ff) How do you spell /s/ at the end of a word after a short vowel? (ss) How do you spell long a at the end of a word? (ay)	Word Book p.30	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	-ck as in duck pack deck back pick duck lick	Reading Strip 13 Word book pg 32 OR Class novel OR Decodable website text	Remember to fill in new words for spelling once new material is taught.
3	Sound Cards 1-28	d, sh, u, o, w, i, b How do	Word Book p. 29	Column 3 Pick TWO different	-ck as in duck pack deck	Reading Strip 13 Word book	

		you spell /f/ at the end of a word? (ff) How do you spell /s/ at the end of a word after a short vowel? (ss) How do you spell long a at the end of a word? (ay)		sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	back pick duck lick	pg 32 OR Class novel OR Decodable website text	
4	Sound Cards 1-28	d, sh, u, o, w, i, b How do you spell /f/ at the end of a word? (ff) How do you spell	Sight Word Cards 1-8	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the	-ck as in duck pack deck back pick duck lick	Reading Strip 13 Word book pg 32 OR Class novel	

		/s/ at the end of a word after a short vowel? (ss) How do you spell long a at the end of a word? (ay)		sentences you choose to avoid using the same ones of doing the same pattern. *CAPS		OR Decodable website text	
5	Sound Cards 1-28	d, sh, u, o, w, i, b How do you spell /f/ at the end of a word? (ff) How do you spell /s/ at the end of a word after a short vowel? (ss)	Word Cards ORANGE	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	-ck as in duck pack deck back pick duck lick	Reading Strip 13 Word book pg 32 OR Class novel OR Decodable website text	

		How do you spell long a at the end of a word? (ay)		*CAPS			

Level 14 - LPB pgs. 81-84

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-29	y, sh, a, g, i, b How do you spell long /e/ in the middle of a word? (ee) How do you spell /k/ at the end of a word after a short vowel?	Word cards PINK, BLUE, GREEN, YELLOW, PURPLE, and ORANGE mixed	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sight word cards 9-10 you from Sound card 30 - qu as in queen quit quack quick quill queen quiz	Reading Strip 14 OR Word book pg 34 OR Class novel	

		(ck) How do you spell /k/ two more ways? (c, k) How do you spell /l/ at the end of a word after a short vowel? (ll)		same pattern. *CAPS method used with sentences.		OR Play board game using word cards PINK, BLUE, GREEN, YELLOW, PURPLE, and ORANGE mixed	
2	Sound Cards 1-29	y, sh, a, g, i, b How do you spell long /e/ in the middle of a word? (ee) How do you spell /k/ at the end of a	Word book p. 30	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	Sight word cards 9-10 you from Sound card 30 - qu as in queen quit quack quick quill queen quiz	Reading Strip 14 OR Word book pg 34 OR	

		word after a short vowel? (ck) How do you spell /k/ two more ways? (c, k) How do you spell /l/ at the end of a word after a short vowel? (ll)		the same ones of doing the same pattern. *CAPS method used with sentences.		Class novel OR Play board game using word cards PINK, BLUE, GREEN, YELLOW, PURPLE, and ORANGE mixed	
3	Sound Cards 1-29	y, sh, a, g, i, b How do you spell long /e/ in the middle of a word? (ee) How do	Word book p. 31	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the	Sight word cards 9-10 you from Sound card 30 - qu as in queen quit quack	Reading Strip 14 OR Word book pg 34 OR	Remember to fill in new words for spelling once new material is taught.

		you spell /k/ at the end of a word after a short vowel? (ck) How do you spell /k/ two more ways? (c, k) How do you spell /l/ at the end of a word after a short vowel? (ll)		sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	quick quill queen quiz	Class novel OR Play board game using word cards PINK, BLUE, GREEN, YELLOW, PURPLE, and ORANGE mixed	
4	Sound Cards 1-29	y, sh, a, g, i, b How do you spell long /e/ in the middle of a word? (ee)	Sight Word Cards 1-8	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a	Sight word cards 9-10 you from Sound card 30 - qu as in	Reading Strip 14 OR Word book pg 34	

		How do you spell /k/ at the end of a word after a short vowel? (ck) How do you spell /k/ two more ways? (c, k) How do you spell /l/ at the end of a word after a short vowel? (ll)		pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	queen quit quack quick quill queen quiz	OR Class novel OR Play board game using word cards PINK, BLUE, GREEN, YELLOW, PURPLE, and ORANGE mixed	
5	Sound Cards 1-29	y, sh, a, g, i, b How do you spell long /e/ in the middle	Any previous word book page (3-32)	As many words on the word list as possible. Pick TWO different	Sight word cards 9-10 you from	Reading Strip 14 OR	

		of a word? (ee) How do you spell /k/ at the end of a word after a short vowel? (ck) How do you spell /k/ two more ways? (c, k) How do you spell /l/ at the end of a word after a short vowel? (ll) *review day - ball toss game		sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 30 - qu as in queen quit quack quick quill queen quiz	Word book pg 34 OR Class novel OR Play board game using word cards PINK, BLUE, GREEN, YELLOW, PURPLE, and ORANGE mixed	

		found on p. 81 of LPB					

Level 15 - LPB pgs. 85-88

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound Cards 1-30	o, x, u, sh, qu, w How do you spell long /e/ in the middle of a word? (ee) How do you spell /s/ after a short vowel? (ss) How do you spell	Word cards PINK, BLUE, GREEN, YELLOW, PURPLE, and ORANGE mixed	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	Blend card 1 - st Blend card 2 - sp stuck stiff steel stuff stay speed spin spot speck spell Blend card 3 - sm	Reading Strip 15 and any previous reading strip (if time allows) OR Word book pg 37 OR Class novel	

		/k/ three ways? (k, c, ck) How do you /f/ after a short vowel? (ff)		method used with sentences.	Blend card 4 - sn smash smell smock smog snap snip snag snug Blend card 5 - sc Blend card 6 - sw scan scam scat scum scab sweet swim sway swam swish	OR Decodable website text	
2	Sound Cards 1-30	o, x, u, sh, qu, w	Word book p. 26	Column 2	Blend card 1 - st	Reading Strip 15 and any previous	

		How do you spell long /e/ in the middle of a word? (ee) How do you spell /s/ after a short vowel? (ss) How do you spell /k/ three ways? (k, c, ck) How do you /f/ after a short vowel? (ff)		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Blend card 2 - sp stuck stiff steel stuff stay speed spin spot speck spell Blend card 3 - sm Blend card 4 - sn smash smell smock smog snap snip snag snug	reading strip (if time allows) OR Word book pg 37 OR Class novel OR Decodable website text	

					Blend card 5 - sc Blend card 6 - sw scan scam scat scum scab sweet swim sway swam swish		
3	Sound Cards 1-30	o, x, u, sh, qu, w How do you spell long /e/ in the middle of a word? (ee) How do you spell /s/ after a short vowel?	Word book p. 31	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones	Blend card 1 - st Blend card 2 - sp stuck stiff steel stuff stay speed spin spot speck spell	Reading Strip 15 and any previous reading strip (if time allows) OR Word book pg 37 OR	

		(ss) How do you spell /k/ three ways? (k, c, ck) How do you /f/ after a short vowel? (ff)		of doing the same pattern. *CAPS method used with sentences.	Blend card 3 - sm Blend card 4 - sn smash smell smock smog snap snip snag snug Blend card 5 - sc Blend card 6 - sw scan scam scat scum scab	Class novel OR Decodable website text	

					sweet swim sway swam swish		
4	Sound Cards 1-30	o, x, u, sh, qu, w How do you spell long /e/ in the middle of a word? (ee) How do you spell /s/ after a short vowel? (ss) How do you spell /k/ three ways? (k, c, ck) How do you /f/ after a short	Word book p. 35	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Blend card 1 - st Blend card 2 - sp stuck stiff steel stuff stay speed spin spot speck spell Blend card 3 - sm Blend card 4 - sn smash smell smock	Reading Strip 15 and any previous reading strip (if time allows) OR Word book pg 37 OR Class novel OR Decodable website text	

		vowel? (ff)			smog snap snip snag snug Blend card 5 - sc Blend card 6 - sw scan scam scat scum scab sweet swim sway swam swish		
5	Sound Cards 1-30	o, x, u, sh, qu, w How do you spell long /e/ in the middle of a word? (ee)	Sight word cards 1-10	As many words as possible. Remember to add the new words taught in the blank lines. Pick TWO	Blend card 1 - st Blend card 2 - sp stuck stiff steel stuff	Reading Strip 15 and any previous reading strip (if time allows) OR	

		How do you spell /s/ after a short vowel? (ss) How do you spell /k/ three ways? (k, c, ck) How do you /f/ after a short vowel? (ff)		different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	stay speed spin spot speck spell Blend card 3 - sm Blend card 4 - sn smash smell smock smog snap snip snag snug Blend card 5 - sc Blend card 6 - sw	Word book pg 37 OR Class novel OR Decodable website text	

					scan scam scat scum scab sweet swim sway swam swish		
6	Sound Cards 1-30	o, x, u, sh, qu, w How do you spell long /e/ in the middle of a word? (ee) How do you spell /s/ after a short vowel? (ss) How do you spell /k/ three ways? (k, c, ck)	Word book p. 132 Level 15	As many words as possible. Remember to add the new words taught in the blank lines. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Blend card 1 - st Blend card 2 - sp stuck stiff steel stuff stay speed spin spot speck spell Blend card 3 - sm Blend card	Reading Strip 15 and any previous reading strip (if time allows) OR Word book pg 37 OR Class novel OR	

		How do you /f/ after a short vowel? (ff)		same pattern. *CAPS method used with sentences.	4 - sn smash smell smock smog snap snip snag snug Blend card 5 - sc Blend card 6 - sw scan scam scat scum scab sweet swim sway swam swish	Decodable website text	

MASTERY CHECK to be completed AFTER level 15 - LPB pgs. 89-90

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound Cards 1-30	d, sh, u, o, w, i, by, a, g, bo, x, qu How do you spell long /e/ in the middle of a word? (ee) How do you spell /s/ after a short vowel? (ss)	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 142	Spelling Test: Word List on LPB pg. 90	None	Every Living Thing Story	

		How do you spell /k/ three ways? (k, c, ck) How do you /f/ after a short vowel? (ff)					

Level 16 - LPB pgs. 91-94

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-30 Blend cards 1-6	u, st, sw, sh, qu. sp, o, sm, e How do you spell /l/ after a short vowel? (ll)	Word book p. 38	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to	Blend card 7 - bl Blend card 8 - cl black block blot bless bleed	Reading strip 16 OR Word book pg 41 OR	

				mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	clip clock clam clap clay Blend card 9 - fl Blend card 10 - pl flap flush flock flax fleet plan plum plot plush plug Blend card 11 - gl Blend card 12 - sl	Class novel OR Decodable website text	

					glad glass gloss glib glob slip slam slash slot slush		
2	Sound cards 1-30 Blend cards 1-6	u, st, sw, sh, qu. sp, o, sm, e How do you spell /l/ after a short vowel? (ll)	Word book p. 35	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Blend card 7 - bl Blend card 8 - cl black block blot bless bleed clip clock clam clap clay Blend card 9 - fl Blend card 10 - pl	Reading strip 16 OR Word book pg 41 OR Class novel OR Decodable website text	

					flap flush flock flax fleet plan plum plot plush plug Blend card 11 - gl Blend card 12 - sl glad glass gloss glib glob slip slam slash slot slush		
3	Sound cards 1-30 Blend	u, st, sw, sh, qu. sp, o, sm, e How do	Word cards - S blends TAN1	Column 3 Pick TWO different sentences at	Blend card 7 - bl Blend card	Reading strip 16 OR	

	cards 1-6	you spell /l/ after a short vowel? (ll)		bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	8 - cl black block blot bless bleed clip clock clam clap clay Blend card 9 - fl Blend card 10 - pl flap flush flock flax fleet plan plum plot plush plug Blend card	Word book pg 41 OR Class novel OR Decodable website text	

					11 - gl Blend card 12 - sl glad glass gloss glib glob slip slam slash slot slush		
4	Sound cards 1-30 Blend cards 1-6	u, st, sw, sh, qu. sp, o, sm, e How do you spell /l/ after a short vowel? (ll)	Word cards PINK, BLUE, GREEN, YELLOW, PURPLE, and ORANGE mixed	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Blend card 7 - bl Blend card 8 - cl black block blot bless bleed clip clock clam clap clay	Reading strip 16 OR Word book pg 41 OR Class novel OR	

				same pattern. *CAPS method used with sentences.	Blend card 9 - fl Blend card 10 - pl flap flush flock flax fleet plan plum plot plush plug Blend card 11 - gl Blend card 12 - sl glad glass gloss glib glob slip slam	Decodable website text	

					slash slot slush		
5	Sound cards 1-30 Blend cards 1-6	u, st, sw, sh, qu. sp, o, sm, e How do you spell /l/ after a short vowel? (ll)	Sight word cards 1-10	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Blend card 7 - bl Blend card 8 - cl black block blot bless bleed clip clock clam clap clay Blend card 9 - fl Blend card 10 - pl flap flush flock flax fleet	Reading strip 16 OR Word book pg 41 OR Class novel OR Decodable website text	

					plan plum plot plush plug Blend card 11 - gl Blend card 12 - sl glad glass gloss glib glob slip slam slash slot slush		

Level 17 - LPB pgs. 95 - 98

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-	fl, qu, gl, d, e, pl,	Word book p. 39	Column 1	Blend card 13 - cr	Reading strip 17	

	30 Blend cards 1-12 Ask for two sounds of all single vowels.	sp, sl How do you spell /k/ three ways? (ck, k, ck) How do you spell long a at the end of a word? (ay)		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Blend card 14 - tr crush crib crab creep crop trap trick trash tray trim Blend card 15 - fr Blend card 16 - dr frog fresh frill frock free drop dress drum drill drip Blend card	(14-16 can be used as well) OR Word book pg 45 OR Class novel OR Decodable website text	

					17 - br Blend card 18- pr Blend card 19- gr brick bran brass brag press prim prom prop grab grass greet grin		
2	Sound cards 1-30 Blend cards 1-12 Ask for two	fl, qu, gl, d, e, pl, sp, sl How do you spell /k/ three ways? (ck, k, ck)	Word book p. 36	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date	Blend card 13 - cr Blend card 14 - tr crush crib crab creep crop	Reading strip 17 (14-16 can be used as well) OR Word book	

	sounds of all single vowels.	How do you spell long a at the end of a word? (ay)		next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	trap trick trash tray trim Blend card 15 - fr Blend card 16 - dr frog fresh frill frock free drop dress drum drill drip Blend card 17 - br Blend card 18- pr Blend card	pg 45 OR Class novel OR Decodable website text	

					19- gr brick bran brass brag press prim prom prop grab grass greet grin		
3	Sound cards 1-30 Blend cards 1-12 Ask for two sounds of all single vowels.	fl, qu, gl, d, e, pl, sp, sl How do you spell /k/ three ways? (ck, k, ck) How do you spell long a at the end of a word? (ay)	Word book p. 42	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Blend card 13 - cr Blend card 14 - tr crush crib crab creep crop trap trick trash tray trim Blend card 15 - fr	Reading strip 17 (14-16 can be used as well) OR Word book pg 45 OR Class novel	

				*CAPS method used with sentences.	Blend card 16 - dr frog fresh frill frock free drop dress drum drill drip Blend card 17 - br Blend card 18- pr Blend card 19- gr brick bran brass brag press prim prom prop	OR Decodable website text	

					grab grass greet grin		
4	Sound cards 1-30 Blend cards 1-12 Ask for two sounds of all single vowels.	fl, qu, gl, d, e, pl, sp, sl How do you spell /k/ three ways? (ck, k, ck) How do you spell long a at the end of a word? (ay)	Word book p. 40	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Blend card 13 - cr Blend card 14 - tr crush crib crab creep crop trap trick trash tray trim Blend card 15 - fr Blend card 16 - dr frog fresh frill frock free	Reading strip 17 (14-16 can be used as well) OR Word book pg 45 OR Class novel OR Decodable website text	

					drop dress drum drill drip Blend card 17 - br Blend card 18- pr Blend card 19- gr brick bran brass brag press prim prom prop grab grass greet grin		
5	Sound cards 1-30	fl, qu, gl, d, e, pl, sp, sl	Word cards TAN 1-2	As many words as possible. Do not forget to add the newly	Blend card 13 - cr Blend card	Reading strip 17 (14-16 can be used as	

	Blend cards 1-12 Ask for two sounds of all single vowels.	How do you spell /k/ three ways? (ck, k, ck) How do you spell long a at the end of a word? (ay)		taught words. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	14 - tr crush crib crab creep crop trap trick trash tray trim Blend card 15 - fr Blend card 16 - dr frog fresh frill frock free drop dress drum drill drip Blend card 17 - br	well) OR Word book pg 45 OR Class novel OR Decodable website text	

					Blend card 18- pr Blend card 19- gr brick bran brass brag press prim prom prop grab grass greet grin		
6	Sound cards 1-30 Blend cards 1-12 Ask for two sounds of all single vowels.	fl, qu, gl, d, e, pl, sp, sl How do you spell /k/ three ways? (ck, k, ck) How do you spell long a at	Sight word cards 1-10	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the	Blend card 13 - cr Blend card 14 - tr crush crib crab creep crop trap trick trash tray	Reading strip 17 (14-16 can be used as well) OR Word book pg 45	

		the end of a word? (ay)		sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	trim Blend card 15 - fr Blend card 16 - dr frog fresh frill frock free drop dress drum drill drip Blend card 17 - br Blend card 18- pr Blend card 19- gr	OR Class novel OR Decodable website text	

					brick bran brass brag press prim prom prop grab grass greet grin		
7	Sound cards 1-30 Blend cards 1-12 Ask for two sounds of all single vowels.	fl, qu, gl, d, e, pl, sp, sl How do you spell /k/ three ways? (ck, k, ck) How do you spell long a at the end of a word? (ay)	Review weak skill (s) with ball toss game found on p. 81 of the LPB.	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Blend card 13 - cr Blend card 14 - tr crush crib crab creep crop trap trick trash tray trim Blend card 15 - fr Blend card	Reading strip 17 (14-16 can be used as well) OR Word book pg 45 OR Class novel	

				*CAPS method used with sentences.	16 - dr frog fresh frill frock free drop dress drum drill drip Blend card 17 - br Blend card 18- pr Blend card 19- gr brick bran brass brag press prim prom prop	OR Decodable website text	

					grab grass greet grin		

Level 18 - LPB pgs. 99-102

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-30 Blend cards 1-19	a, fr, e, gr, i, tr, o, cr, u, pr	Word book p. 46	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	Sight word cards 11-14 are was who what Sound card 27 - y long i as in by by my shy fly cry dry fry spy Sound card 25 - e Sound card	Reading strip 18 OR Word book pg 49 OR Class novel OR	

				method used with sentences.	20 - o me he we she be no go so	Decodable website text OR Play board game using sight word cards 1-14 RED	
2	Sound cards 1-30	a, fr, e, gr, i, tr, o, cr, u, pr	Word book p. 43	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sight word cards 11-14 are was who what Sound card 27 - y long i as in by by my shy fly cry dry fry spy Sound card 25 - e	Reading strip 18 OR Word book pg 49 OR Class novel OR	

				*CAPS method used with sentences.	Sound card 20 - o me he we she be no go so	Decodable website text OR Play board game using sight word cards 1-14 RED	
3	Sound cards 1-30 Blend cards 1-19	a, fr, e, gr, i, tr, o, cr, u, pr	Word book p. 47	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sight word cards 11-14 are was who what Sound card 27 - y long i as in by by my shy fly cry dry fry spy Sound card 25 - e	Reading strip 18 OR Word book pg 49 OR Class novel OR	

				*CAPS method used with sentences.	Sound card 20 - o me he we she be no go so	Decodable website text OR Play board game using sight word cards 1-14 RED	
4	Sound cards 1-30	a, fr, e, gr, i, tr, o, cr, u, pr	Word book p. 44	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sight word cards 11-14 are was who what Sound card 27 - y long i as in by by my shy fly cry dry fry spy Sound card 25 - e	Reading strip 18 OR Word book pg 49 OR Class novel OR	

				*CAPS method used with sentences.	Sound card 20 - o me he we she be no go so	Decodable website text OR Play board game using sight word cards 1-14 RED	
5	Sound cards 1-30 Blend cards 1-19	a, fr, e, gr, i, tr, o, cr, u, pr	Word book p. 132 Level 18	As many words as possible. Do not forget to add the new words from material taught. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to	Sight word cards 11-14 are was who what Sound card 27 - y long i as in by by my shy fly cry dry fry spy Sound card 25 - e	Reading strip 18 OR Word book pg 49 OR Class novel OR	

				avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 20 - o me he we she be no go so	Decodable website text OR Play board game using sight word cards 1-14 RED	
6	Sound cards 1-30	a, fr, e, gr, i, tr, o, cr, u, pr	Sight word cards 1-10	As many words as possible. Do not forget to add the new words from material taught. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to	Sight word cards 11-14 are was who what Sound card 27 - y long i as in by by my shy fly cry dry fry spy Sound card 25 - e	Reading strip 18 OR Word book pg 49 OR Class novel OR	

				avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 20 - o me he we she be no go so	Decodable website text OR Play board game using sight word cards 1-14 RED	
7	Sound cards 1-30 Blend cards 1-19	a, fr, e, gr, i, tr, o, cr, u, pr	Word cards TAN 1-3	As many words as possible. Do not forget to add the new words from material taught. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to	Sight word cards 11-14 are was who what Sound card 27 - y long i as in by by my shy fly cry dry fry spy Sound card 25 - e	Reading strip 18 OR Word book pg 49 OR Class novel OR	

				avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 20 - o me he we she be no go so	Decodable website text OR Play board game using sight word cards 1-14 RED	

MASTERY CHECK - USE AFTER LEVEL 18 - LPB p. 103-104

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound cards 1-30 Blend cards 1-19	a, fr, e, gr, i, tr, o, cr, u, pr, fl, qu, gl, d, pl, sp, sl, st, sw, sh, sp, sm How do you spell /l/ after a	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 143	Spelling Test: Word List on LPB pg. 104	None	Every Living Thing Story	

		short vowel? (ll) How do you spell /k/ three ways? (ck, k, ck) How do you spell long a at the end of a word? (ay)					

Level 19 - LPB pgs. 105-108

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 10-30 Blend cards 1-	gl, tr, sl, u, e, br How do you spell long i at	Word cards TAN 1-3	Column 1 Pick TWO different sentences at bullet point	Sound card 31 - ch as in chick chip chin chill chop	Reading strip 19 OR	

	19	the end of a word? (y) How do you spell /k/ after a short vowel? (ck) How else can you spell /k/? (c, k) How do you spell long a at the end of a word? (ay)		five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	chick chap check	Word book pg 52 OR Class novel OR Decodable website text	
2	Sound cards 10-30	gl, tr, sl, u, e, br How do you spell long i at the end of a word?	Word book p. 50	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the		Reading strip 19 OR Word book pg 52	

		(y) How do you spell /k/ after a short vowel? (ck) How else can you spell /k/? (c, k) How do you spell long a at the end of a word? (ay)		level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		OR Class novel OR Decodable website text	
3	Sound cards 10-30 Blend cards 1-19	gl, tr, sl, u, e, br How do you spell long i at the end of a word? (y)	Sight word cards 1-14	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to		Reading strip 19 OR Word book pg 52	

		How do you spell /k/ after a short vowel? (ck) How else can you spell /k/? (c, k) How do you spell long a at the end of a word? (ay)		mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		OR Class novel OR Decodable website text	
4	Sound cards 10-30	gl, tr, sl, u, e, br How do you spell long i at the end of a word? (y) How do you spell	Wood book p. 46	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you		Reading strip 19 OR Word book pg 52 OR	

		/k/ after a short vowel? (ck) How else can you spell /k/? (c, k) How do you spell long a at the end of a word? (ay)		choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		Class novel OR Decodable website text	
5	Sound cards 10-30 Blend cards 1-19	gl, tr, sl, u, e, br How do you spell long i at the end of a word? (y) How do you spell /k/ after a short vowel?	Word book p. 152 Level 19	As many words as possible. Remember to add learned words from the new materials section to the spell words empty lines. Pick TWO different sentences at bullet point five of the		Reading strip 19 OR Word book pg 52 OR Class novel	

		(ck) How else can you spell /k/? (c, k) How do you spell long a at the end of a word? (ay)		spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		OR Decodable website text	

Level 20 - LPB pgs. 109 - 112

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-31 Blend cards 7-19	u, ch, i, pl, e, y, sp, tr How do you spell long i at the end of	Word book p. 47	Column 1 Pick TWO different sentences at bullet point five of the	Sound card 32 - or as in corn. corn short fort born sport horn	Reading strip 20 OR	

		a word? (y) How do you spell long e in the middle of a word? (ee)		spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	sort Sound card 33 - all as in ball. ball tall wall fall call hall small	Word book pg 54 OR Class novel OR Decodable website text	
2	Sound cards 1-31	u, ch, i, pl, e, y, sp, tr How do you spell long i at the end of a word? (y) How do you spell long e in the middle of a word? (ee)	Word cards TAN 1-3	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sound card 32 - or as in corn. corn short fort born sport horn sort Sound card 33 - all as in ball. ball tall wall	Reading strip 20 OR Word book pg 54 OR Class novel	

				same pattern. *CAPS method used with sentences.	fall call hall small	OR Decodable website text	
3	Sound cards 1-31 Blend cards 7-19	u, ch, i, pl, e, y, sp, tr How do you spell long i at the end of a word? (y) How do you spell long e in the middle of a word? (ee)	Word book p. 51	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 32 - or as in corn. corn short fort born sport horn sort Sound card 33 - all as in ball. ball tall wall fall call hall small	Reading strip 20 OR Word book pg 54 OR Class novel OR Decodable website text	
4	Sound cards 1-31	u, ch, i, pl, e, y, sp, tr	Word book p. 50	Column 4	Sound card 32 - or as in	Reading strip 20	

		How do you spell long i at the end of a word? (y) How do you spell long e in the middle of a word? (ee)		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	corn. corn short fort born sport horn sort Sound card 33 - all as in ball. ball tall wall fall call hall small	OR Word book pg 54 OR Class novel OR Decodable website text	
5	Sound cards 1-31 Blend cards 7-19	u, ch, i, pl, e, y, sp, tr How do you spell long i at the end of a word? (y)	Sight word cards 1-14	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a	Sound card 32 - or as in corn. corn short fort born sport horn sort Sound card	Reading strip 20 OR Word book pg 54	

		How do you spell long e in the middle of a word? (ee)		pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	33 - all as in ball. ball tall wall fall call hall small	OR Class novel OR Decodable website text	
6	Sound cards 1-31	u, ch, i, pl, e, y, sp, tr How do you spell long i at the end of a word? (y) How do you spell long e in the middle of a word? (ee)	Word book p. 152 Level 20	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sound card 32 - or as in corn. corn short fort born sport horn sort Sound card 33 - all as in ball. ball tall wall fall call hall small	Reading strip 20 OR Word book pg 54 OR Class novel OR	

				same pattern. *CAPS method used with sentences.		Decodable website text	

Level 21 - LPB pgs. 113 -116

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-33 Blend cards 7-19 *Remind students that practice cements learning and makes the sounds automatic.	e, or, ch, cr tr y, all, bl How do you spell long i at the end of a word? (y) How do you spell /s/ after a short	Word book p. 51	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sight word cards 15-27 your said were Sound card 34 - th as in thumb. thin with that thick math then them	Reading strip 21 OR Word book pg 57 OR Class novel	

		vowel? (ss)		same pattern. *CAPS method used with sentences.		OR Decodable website text OR Play the board game using sight word cards 1-17	
2	Sound cards 1-33	e, or, ch, cr tr y, all, bl How do you spell long i at the end of a word? (y) How do you spell /s/ after a short vowel?	Word book p. 53	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sight word cards 15-27 your said were Sound card 34 - th as in thumb. thin with that thick math then them	Reading strip 21 OR Word book pg 57 OR Class novel	

		(ss)		same pattern. *CAPS method used with sentences.		OR Decodable website text OR Play the board game using sight word cards 1-17	
3	Sound cards 1-33 Blend cards 7-19	e, or, ch, cr tr y, all, bl How do you spell long i at the end of a word? (y) How do you spell /s/ after a short vowel?	Word book p. 55	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sight word cards 15-27 your said were Sound card 34 - th as in thumb. thin with that thick math then them	Reading strip 21 OR Word book pg 57 OR Class novel	

		(ss)		same pattern. *CAPS method used with sentences.		OR Decodable website text OR Play the board game using sight word cards 1-17	
4	Sound cards 1-33	e, or, ch, cr tr y, all, bl How do you spell long i at the end of a word? (y) How do you spell /s/ after a short vowel?	Sight word cards 1-14	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sight word cards 15-27 your said were Sound card 34 - th as in thumb. thin with that thick math then them	Reading strip 21 OR Word book pg 57 OR Class novel	

		(ss)		same pattern. *CAPS method used with sentences.		OR Decodable website text OR Play the board game using sight word cards 1-17	
5	Sound cards 1-33 Blend cards 7-19	e, or, ch, cr tr y, all, bl How do you spell long i at the end of a word? (y) How do you spell /s/ after a short vowel?	Word cards TAN 1-3	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	Sight word cards 15-27 your said were Sound card 34 - th as in thumb. thin with that thick math then them	Reading strip 21 OR Word book pg 57 OR Class novel	

		(ss)		the same ones of doing the same pattern. *CAPS method used with sentences.		OR Decodable website text OR Play the board game using sight word cards 1-17	
6	Sound cards 1-33	e, or, ch, cr tr y, all, bl How do you spell long i at the end of a word? (y) How do you spell /s/ after a short vowel?	Word book p. 133 Level 21	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	Sight word cards 15-27 your said were Sound card 34 - th as in thumb. thin with that thick math then them	Reading strip 21 OR Word book pg 57 OR Class novel	

		(ss)		the same ones of doing the same pattern. *CAPS method used with sentences.		OR Decodable website text OR Play the board game using sight word cards 1-17	

MASTERY CHECK- USE AFTER LEVEL 21 - LPB pg. 117 - 118

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound cards 1-33 Blend cards 7-19	e, or, ch, cr, y, all, bl, u, ch, i, pl, y, sp, tr, gl, sl, br How do	TIMED reading: (do not alert the students to the fact that this reading is timed)	Spelling Test: Word List on LPB pg. 118	None	Every Living Thing Story	

		you spell long i at the end of a word? (y) How do you spell /k/ after a short vowel? (ck) How else can you spell /k/? (c, k) How do you spell long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee)	Form A - Word book pg. 144				

		How do you spell /s/ after a short vowel? (ss)					

Level 22 - LPB pgs. 119 - 122

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-34 Blend cards 1-19 *Ask for two sounds of all vowels and y.	sl, sp, all, fr, th(that), or, qu, gr, cl, e	Word book p. 58	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang. sang rang hang slang	Reading strip 22 OR Word book pg 60 OR Class novel	

				same pattern. *CAPS method used with sentences.	gang fang Sound card 35 -ong as in song. -ung as in sung. song long tong gong hung sung rung stung lung	OR Decodable website text	
2	Sound cards 1-34 *Ask for two sounds of all vowels and y.	sl, sp, all, fr, th(that), or, qu, gr, cl, e	Word book p. 55	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang.	Reading strip 22 OR Word book pg 60 OR	

				choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	sang rang hang slang gang fang Sound card 35 -ong as in song. -ung as in sung. song long tong gong hung sung rung stung lung	Class novel OR Decodable website text	
3	Sound cards 1-34 Blend cards 1-19 *Ask for two sounds of all vowels and y.	sl, sp, all, fr, th(that), or, qu, gr, cl, e	Sight word cards 1-17	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang.	Reading strip 22 OR Word book pg 60 OR	

				choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	sang rang hang slang gang fang Sound card 35 -ong as in song. -ung as in sung. song long tong gong hung sung rung stung lung	Class novel OR Decodable website text	
4	Sound cards 1-34 *Ask for two sounds of all vowels and y.	sl, sp, all, fr, th(that), or, qu, gr, cl, e	Word book p. 155 Level 22	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang.	Reading strip 22 OR Word book pg 60 OR	

				choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	sang rang hang slang gang fang Sound card 35 -ong as in song. -ung as in sung. song long tong gong hung sung rung stung lung	Class novel OR Decodable website text	
5	Sound cards 1-34 Blend cards 1-19 *Ask for two sounds of all vowels and y.	sl, sp, all, fr, th(that), or, qu, gr, cl, e	Word cards TAN 1-3	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang.	Reading strip 22 OR Word book pg 60 OR	

				next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	sang rang hang slang gang fang Sound card 35 -ong as in song. -ung as in sung. song long tong gong hung sung rung stung lung	Class novel OR Decodable website text	

Level 23 - LPB pgs. 123 - 126

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-35	-ing, all, -ung, ch, th(thin), -ong, or, -ang, qu, e	Word book p. 59	Column 1 Pick TWO different	Sight word cards 18-21 one only once does	Reading strip 23	

	Blend cards 13-19			sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 36 - boy as in boy. boy toy joy Roy RULE: oy is usually at the end of a word. Sound card 37 - ar as in car. car dark farm yard star smart Sound card 38 - wh as in wheel. when whip wheel why wham whiz	OR Word book pg 64 OR Class novel OR Decodable website text	

2	Sound cards 1-35	-ing, all, -ung, ch, th(thin), -ong, or, -ang, qu, e	Word book p. 61	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sight word cards 18-21 one only once does Sound card 36 - boy as in boy. boy toy joy Roy RULE: oy is usually at the end of a word. Sound card 37 - ar as in car. car dark farm yard star smart Sound card 38 - wh as	Reading strip 23 OR Word book pg 64 OR Class novel OR Decodable website text	

					in wheel. when whip wheel why wham whiz		
3	Sound cards 1-35 Blend cards 13-19	-ing, all, -ung, ch, th(thin), -ong, or, -ang, qu, e	Sight word cards 1-17	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sight word cards 18-21 one only once does Sound card 36 - boy as in boy. boy toy joy Roy RULE: oy is usually at the end of a word. Sound card 37 - ar as in car. car dark farm yard	Reading strip 23 OR Word book pg 64 OR Class novel OR Decodable website text	

					star smart Sound card 38 - wh as in wheel. when whip wheel why wham whiz		
4	Sound cards 1-35	-ing, all, -ung, ch, th(thin), -ong, or, -ang, qu, e	Word book p. 153 Level 23	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used	Sight word cards 18-21 one only once does Sound card 36 - boy as in boy. boy toy joy Roy RULE: oy is usually at the end of a word. Sound card 37 - ar as in	Reading strip 23 OR Word book pg 64 OR Class novel OR Decodable	

				with sentences.	car. car dark farm yard star smart Sound card 38 - wh as in wheel. when whip wheel why wham whiz	website text	
5	Sound cards 1-35 Blend cards 13-19	-ing, all, -ung, ch, th(thin), -ong, or, -ang, qu, e	Word cards TAN 1-3	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	Sight word cards 18-21 one only once does Sound card 36 - boy as in boy. boy toy joy Roy RULE: oy is usually at the end of a	Reading strip 23 OR Word book pg 64 OR Class novel	

				the same ones of doing the same pattern. *CAPS method used with sentences.	word. Sound card 37 - ar as in car. car dark farm yard star smart Sound card 38 - wh as in wheel. when whip wheel why wham whiz	OR Decodable website text	

Level 24 - LPB pgs. 127 - 130

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-38	-ing, ar, -ung, th(that), -ong, bl, -	Word book p. 62	Column 1	Sound card 39 -ink as in pink.	Reading strip 24	

	Blend cards 13-19 *Ask for two sounds each of all vowels and y.	ang, oy, e How do you spell /w/ two ways? (w, wh)		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	-ank as in bank. RULE: -k is the first choice for /k/ at the end of a word after a consonant,a long vowel, or a double vowel. (-ck comes only after a short vowel.) sink wink blink rink mink bank sank rank thank tank Sound card 39 - onk as in honk. -unk as in	OR Word book pg 68 OR Class novel OR Decodable website text	

					junk. honk zonk bonk junk bunk chunk dunk Sound card 40 - oo as in moon. RULE: oo usually comes in the middle of a word. soon moon food spoon boom stool hoop scoop		
2	Sound cards 1-38 Blend cards 13-	-ing, ar, -ung, th(that), -ong, bl, -ang, oy, e	Word book p. 65	Column 2 Pick TWO different sentences at bullet point	Sound card 39 -ink as in pink. -ank as in bank.	Reading strip 24 OR	

	19 *Ask for two sounds each of all vowels and y.	How do you spell /w/ two ways? (w, wh)		five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	RULE: -k is the first choice for /k/ at the end of a word after a consonant,a long vowel, or a double vowel. (-ck comes only after a short vowel.) sink wink blink rink mink bank sank rank thank tank Sound card 39 - onk as in honk. -unk as in junk.	Word book pg 68 OR Class novel OR Decodable website text	

					honk zonk bonk junk bunk chunk dunk Sound card 40 - oo as in moon. RULE: oo usually comes in the middle of a word. soon moon food spoon boom stool hoop scoop		
3	Sound cards 1-38 Blend cards 13-19	-ing, ar, -ung, th(that), -ong, bl, -ang, oy, e How do you spell /w/ two	Sight word cards 1-21	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the	Sound card 39 -ink as in pink. -ank as in bank. RULE: -k is the first	Reading strip 24 OR Word book	

	*Ask for two sounds each of all vowels and y.	ways? (w, wh)		level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	choice for /k/ at the end of a word after a consonant,a long vowel, or a double vowel. (-ck comes only after a short vowel.) sink wink blink rink mink bank sank rank thank tank Sound card 39 - onk as in honk. -unk as in junk. honk zonk bonk	pg 68 OR Class novel OR Decodable website text	

					junk bunk chunk dunk Sound card 40 - oo as in moon. RULE: oo usually comes in the middle of a word. soon moon food spoon boom stool hoop scoop		
4	Sound cards 1-38 *Ask for two sounds each of all vowels and y.	-ing, ar, -ung, th(that), -ong, bl, -ang, oy, e How do you spell /w/ two ways? (w, wh)	Word cards TAN 1-3	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date	Sound card 39 -ink as in pink. -ank as in bank. RULE: -k is the first choice for /k/ at the end of a word after a	Reading strip 24 OR Word book pg 68	

				next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	consonant,a long vowel, or a double vowel. (-ck comes only after a short vowel.) sink wink blink rink mink bank sank rank thank tank Sound card 39 - onk as in honk. -unk as in junk. honk zonk bonk junk bunk	OR Class novel OR Decodable website text	

					chunk dunk Sound card 40 - oo as in moon. RULE: oo usually comes in the middle of a word. soon moon food spoon boom stool hoop scoop		
5	Sound cards 1-38 *Ask for two sounds each of all vowels and y.	-ing, ar, -ung, th(that), -ong, bl, -ang, oy, e How do you spell /w/ two ways? (w, wh)	Word book p. 133 Level 24	As many words as possible. Do not forget to add new words to the spelling list. Pick TWO different sentences at bullet point five of the spell words section of the	Sound card 39 -ink as in pink. -ank as in bank. RULE: -k is the first choice for /k/ at the end of a word after a consonant,a long vowel,	Reading strip 24 OR Word book pg 68 OR	

				level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	or a double vowel. (-ck comes only after a short vowel.) sink wink blink rink mink bank sank rank thank tank Sound card 39 - onk as in honk. -unk as in junk. honk zonk bonk junk bunk chunk dunk	Class novel OR Decodable website text	

					Sound card 40 - oo as in moon. RULE: oo usually comes in the middle of a word. soon moon food spoon boom stool hoop scoop		

MASTERY CHECK - USE AFTER LEVEL 24 - LPB pgs. 131-132

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound Cards 1-40	-ing, ar, -ung, bl, oy, e, g, ch, th(thin), -ong, or, -ang, qu, e, sl, sp, all, fr,	TIMED reading: (do not alert the students to the fact that this reading is timed)	Spelling Test: Word List on LPB pg. 132	None	Every Living Thing Story	

		th(that), gr, cl, How do you spell /w/ two ways? (w, wh)	Form A - LPB pg.131 Word book p. 145				

Level 25 - LPB pgs. 133- 136

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-40 Blend cards 1-19	-ang, oo, ar, -ink, th(that), -ong, sh, -ank, all How do you spell /k/ after a short vowel? (ck)	Word book p. 67	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	Sight word card 22-25 two four done goes Sound card 41 - VCe, the vowel consonant-silent e pattern RULE: The e on the end	Reading strip 25 OR Word book pg 72 OR	

				the same ones of doing the same pattern. *CAPS method used with sentences.	of the word makes the preceding vowel long (say its name,)	Class novel OR Decodable website text OR Play board game using word cards TAN 1-3	
2	Sound cards 1-40	-ang, oo, ar, -ink, th(that), -ong, sh, -ank, all How do you spell /k/ after a short vowel? (ck)	Word book p. 66	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	Sight word card 22-25 two four done goes Sound card 41 - VCe, the vowel consonant-silent e pattern RULE: The e on the end	Reading strip 25 OR Word book pg 72 OR	

				the same ones of doing the same pattern. *CAPS method used with sentences.	of the word makes the preceding vowel long (say its name,)	Class novel OR Decodable website text OR Play board game using word cards TAN 1-3	
3	Sound cards 1-40 Blend cards 1-19	-ang, oo, ar, -ink, th(that), -ong, sh, -ank, all How do you spell /k/ after a short vowel? (ck)	Word book p. 69	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	Sight word card 22-25 two four done goes Sound card 41 - VCe, the vowel consonant-silent e pattern RULE: The e on the end	Reading strip 25 OR Word book pg 72 OR	

				the same ones of doing the same pattern. *CAPS method used with sentences.	of the word makes the preceding vowel long (say its name,)	Class novel OR Decodable website text OR Play board game using word cards TAN 1-3	
4	Sound cards 1-40	-ang, oo, ar, -ink, th(that), -ong, sh, -ank, all How do you spell /k/ after a short vowel? (ck)	Word book p. 70	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	Sight word card 22-25 two four done goes Sound card 41 - VCe, the vowel consonant-silent e pattern RULE: The e on the end	Reading strip 25 OR Word book pg 72 OR	

				the same ones of doing the same pattern. *CAPS method used with sentences.	of the word makes the preceding vowel long (say its name,)	Class novel OR Decodable website text OR Play board game using word cards TAN 1-3	
5	Sound cards 1-40 Blend cards 1-19	-ang, oo, ar, -ink, th(that), -ong, sh, -ank, all How do you spell /k/ after a short vowel? (ck)	Sight word cards 1-21	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you	Sight word card 22-25 two four done goes Sound card 41 - VCe, the vowel consonant-silent e pattern RULE: The e on the end	Reading strip 25 OR Word book pg 72 OR	

				choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	of the word makes the preceding vowel long (say its name,)	Class novel OR Decodable website text OR Play board game using word cards TAN 1-3	
6	Sound cards 1-40	-ang, oo, ar, -ink, th(that), -ong, sh, -ank, all How do you spell /k/ after a short vowel? (ck)	Word cards TAN 1-3	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you	Sight word card 22-25 two four done goes Sound card 41 - VCe, the vowel consonant-silent e pattern RULE: The e on the end	Reading strip 25 OR Word book pg 72 OR	

				choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	of the word makes the preceding vowel long (say its name,)	Class novel OR Decodable website text OR Play board game using word cards TAN 1-3	

Level 26 - LPB pg. 137 - 140

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-41 Blend	or, -ank, ch, -ong, oo, x How do	Word book p. 71	Column 1 Pick TWO different sentences at	Sight word cards 26- 27 there where Blend cards	Reading strip 26 OR	

	cards 13-19	you spell /w/ two ways? (w, wh) How do you spell long a three ways? (a, ay, a-e) How do you spell long i three ways? (i, y, i-e) How do you spell long o two ways? (o, o-e)		bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	20-21 - st - nd fast just must fist dust sand send bond pond fund Blend cards 22-23 -nt -mp rent mint hunt went tent lamp stamp dump limp damp Blend cards 24-25	Word book pg 77 OR Class novel OR Decodable website text	

					-sk -ft ask mask risk dusk brisk Left raft shift craft gift		
2	Sound cards 1-41	or, -ank, ch, -ong, oo, x How do you spell /w/ two ways? (w, wh) How do you spell long a three ways? (a, ay, a-e) How do you spell long i three	Word book p. 73	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used	Sight word cards 26- 27 there where Blend cards 20-21 - st - nd fast just must fist dust sand send bond pond fund Blend cards	Reading strip 26 OR Word book pg 77 OR Class novel OR Decodable	

		ways? (i, y, i-e) How do you spell long o two ways? (o, o-e)		with sentences.	22-23 -nt -mp rent mint hunt went tent lamp stamp dump limp damp Blend cards 24-25 -sk -ft ask mask risk dusk brisk Left raft shift craft gift	website text	
3	Sound cards 1-41	or, -ank, ch, -ong, oo, x	Word book p. 70	Column 3 Pick TWO different	Sight word cards 26- 27 there where	Reading strip 26	

	Blend cards 13-19	How do you spell /w/ two ways? (w, wh) How do you spell long a three ways? (a, ay, a-e) How do you spell long i three ways? (i, y, i-e) How do you spell long o two ways? (o, o-e)		sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Blend cards 20-21 - st - nd fast just must fist dust sand send bond pond fund Blend cards 22-23 -nt -mp rent mint hunt went tent lamp stamp dump limp damp Blend cards	OR Word book pg 77 OR Class novel OR Decodable website text	

					24-25 -sk -ft ask mask risk dusk brisk Left raft shift craft gift		
4	Sound cards 1-41	or, -ank, ch, -ong, oo, x How do you spell /w/ two ways? (w, wh) How do you spell long a three ways? (a, ay, a-e) How do you spell	Word book p. 154 Level 26	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sight word cards 26- 27 there where Blend cards 20-21 - st - nd fast just must fist dust sand send bond pond fund	Reading strip 26 OR Word book pg 77 OR Class novel OR	

		long i three ways? (i, y, i-e) How do you spell long o two ways? (o, o-e)		*CAPS method used with sentences.	Blend cards 22-23 -nt -mp rent mint hunt went tent lamp stamp dump limp damp Blend cards 24-25 -sk -ft ask mask risk dusk brisk Left raft shift craft gift	Decodable website text	
5	Sound cards 1-41	or, -ank, ch, -ong, oo, x	Word cards VCe LIGHT BLUE	As many words as possible. Do not forget to	Sight word cards 26- 27 there where	Reading strip 26	

	Blend cards 13-19	How do you spell /w/ two ways? (w, wh) How do you spell long a three ways? (a, ay, a-e) How do you spell long i three ways? (i, y, i-e) How do you spell long o two ways? (o, o-e)		add the newly taught words. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Blend cards 20-21 - st - nd fast just must fist dust sand send bond pond fund Blend cards 22-23 -nt -mp rent mint hunt went tent lamp stamp dump limp damp	OR Word book pg 77 OR Class novel OR Decodable website text	

					Blend cards 24-25 -sk -ft ask mask risk dusk brisk Left raft shift craft gift		

Level 27 - LPB pgs. 141 - 144

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-41 Blend cards 1-25	-ink, -mp, -ft, -nt, oy, oo, -nd How do you spell long e three ways? (e,	Word cards VCe LIGHT BLUE	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a	Sight word cards 28-32 gone don't they some come Sound card 42 - ow as in blow	Reading strip 27 OR Word book pg 81	

	*Praise quick responses.	ee, e-e) How do you spell long a three ways? (a, ay, a-e) How do you spell /f/ after a short vowel? (ff)		pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	RULE: ow comes at the end of a word, or it may be followed by n or l. show blow grow low bow slow flow snow Sound card 43 ai as in rain. RULE: The sound of long a is usually spelled ai before n or l. main stain sail faint tail brain chain	OR Class novel OR Decodable website text	
2	Sound	-ink, -mp,	Word book p.	Column 2	Sight word	Reading strip	

	cards 1-41	-ft, -nt, oy, oo, -nd How do you spell long e three ways? (e, ee, e-e) How do you spell long a three ways? (a, ay, a-e) How do you spell /f/ after a short vowel? (ff)	73	Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	cards 28-32 gone don't they some come Sound card 42 - ow as in blow RULE: ow comes at the end of a word, or it may be followed by n or l. show blow grow low bow slow flow snow Sound card 43 ai as in rain. RULE: The sound of long a is usually	27 OR Word book pg 81 OR Class novel OR Decodable website text	

					spelled ai before n or l. main stain sail faint tail brain chain		
3	Sound cards 1-41 Blend cards 1-25 *Praise quick responses.	-ink, -mp, -ft, -nt, oy, oo, -nd How do you spell long e three ways? (e, ee, e-e) How do you spell long a three ways? (a, ay, a-e) How do you spell /f/ after a short vowel? (ff)	Word book p. 78	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sight word cards 28-32 gone don't they some come Sound card 42 - ow as in blow RULE: ow comes at the end of a word, or it may be followed by n or l. show blow grow low bow slow flow snow	Reading strip 27 OR Word book pg 81 OR Class novel OR Decodable website text	

					Sound card 43 ai as in rain. RULE: The sound of long a is usually spelled ai before n or l. main stain sail faint tail brain chain		
4	Sound cards 1-41	-ink, -mp, -ft, -nt, oy, oo, -nd How do you spell long e three ways? (e, ee, e-e) How do you spell long a three	Sight word cards 1-27	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones	Sight word cards 28-32 gone don't they some come Sound card 42 - ow as in blow RULE: ow comes at the end of a word, or it may be	Reading strip 27 OR Word book pg 81 OR Class novel	

		ways? (a, ay, a-e) How do you spell /f/ after a short vowel? (ff)		of doing the same pattern. *CAPS method used with sentences.	followed by n or l. show blow grow low bow slow flow snow Sound card 43 ai as in rain. RULE: The sound of long a is usually spelled ai before n or l. main stain sail faint tail brain chain	OR Decodable website text	
5	Sound cards 1-41 Blend cards 1-	-ink, -mp, -ft, -nt, oy, oo, -nd How do you spell long e	Word book p. 154 Level 27	As many words as possible. Pick TWO different sentences at	Sight word cards 28-32 gone don't they some come Sound card	Reading strip 27 OR	

	25 *Praise quick responses.	three ways? (e, ee, e-e) How do you spell long a three ways? (a, ay, a-e) How do you spell /f/ after a short vowel? (ff)		bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	42 - ow as in blow RULE: ow comes at the end of a word, or it may be followed by n or l. show blow grow low bow slow flow snow Sound card 43 ai as in rain. RULE: The sound of long a is usually spelled ai before n or l. main stain sail faint tail	Word book pg 81 OR Class novel OR Decodable website text	

					brain chain		
6	Sound cards 1-41	-ink, -mp, -ft, -nt, oy, oo, -nd How do you spell long e three ways? (e, ee, e-e) How do you spell long a three ways? (a, ay, a-e) How do you spell /f/ after a short vowel? (ff)	Word book p. 74-76	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sight word cards 28-32 gone don't they some come Sound card 42 - ow as in blow RULE: ow comes at the end of a word, or it may be followed by n or l. show blow grow low bow slow flow snow Sound card 43 ai as in rain. RULE: The sound of	Reading strip 27 OR Word book pg 81 OR Class novel OR Decodable website text	

					long a is usually spelled ai before n or l. main stain sail faint tail brain chain		
7	Sound cards 1-41 Blend cards 1-25 *Praise quick responses.	-ink, -mp, -ft, -nt, oy, oo, -nd How do you spell long e three ways? (e, ee, e-e) How do you spell long a three ways? (a, ay, a-e) How do you spell /f/ after a short	Word book p. 134 Level 27	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used	Sight word cards 28-32 gone don't they some come Sound card 42 - ow as in blow RULE: ow comes at the end of a word, or it may be followed by n or l. show blow grow low bow slow	Reading strip 27 OR Word book pg 81 OR Class novel OR Decodable website text	

		vowel? (ff)		with sentences.	flow snow Sound card 43 ai as in rain. RULE: The sound of long a is usually spelled ai before n or l. main stain sail faint tail brain chain		

MASTERY CHECK - USE AFTER LEVEL 27 - LPB pgs. 145 -146

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound Cards 1-41	-ink, -mp, -ft, -nt, oy, -nd, -ang, oo, ar, th(that), -	TIMED reading: (do not alert the students to the fact that	Spelling Test: Word List on	None	Every Living Thing Story	

		ong, sh, -ank, all, or, ch, x How do you spell /w/ two ways? (w, wh) How do you spell long a three ways? (a, ay, a-e) How do you spell long i three ways? (i, y, i-e) How do you spell long o two ways? (o, o-e)	this reading is timed) Form A - Word book pg. 146	LPB pg. 146			

		How do you spell /k/ after a short vowel? (ck) How do you spell long e three ways? (e, ee, e-e) How do you spell /f/ after a short vowel? (ff)					

Level 28 - LPB pgs. 147- 150

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-	pl, -onk, ch, -ing, ar, or, oo,	Word book p. 79	Column 1	Sight word cards 33-37 says want	Reading strip 28	

	43 Blend cards 13-25 *Don't forget to shuffle the cards each time!	th (thin) How do you spell long a three ways? (a, ay, a-e) How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e)		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	any been their RULE: A compound word consists of two words combined to make one word. sunshine catfish suntan forget popcorn subway Blend cards 26-27 -lt -lk felt tilt melt belt milk elk silk	OR Word book pg 86 OR Class novel OR Decodable website text	

					bulk Blend cards 28-29 -sp -ct lisp grasp crisp asp act fact duct sect		
2	Sound cards 1-43	pl, -onk, ch, -ing, ar, or, oo, th (thin) How do you spell long a three ways? (a, ay, a-e) How do you spell long o two ways? (o,	Word book p. 80	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sight word cards 33-37 says want any been their RULE: A compound word consists of two words combined to make one word. sunshine	Reading strip 28 OR Word book pg 86 OR Class novel	

		o-e) How do you spell long e three ways? (e, ee, e-e)		same pattern. *CAPS method used with sentences.	catfish suntan forget popcorn subway Blend cards 26-27 -lt -lk felt tilt melt belt milk elk silk bulk Blend cards 28-29 -sp -ct lisp grasp crisp asp	OR Decodable website text	

					act fact duct sect		
3	Sound cards 1-43 Blend cards 13-25	pl, -onk, ch, -ing, ar, or, oo, th (thin) How do you spell long a three ways? (a, ay, a-e) How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e)	Word book p. 82	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sight word cards 33-37 says want any been their RULE: A compound word consists of two words combined to make one word. sunshine catfish suntan forget popcorn subway Blend cards 26-27 -lt -lk	Reading strip 28 OR Word book pg 86 OR Class novel OR Decodable website text	

					felt tilt melt belt milk elk silk bulk Blend cards 28-29 -sp -ct lisp grasp crisp asp act fact duct sect		
4	Sound cards 1-43	pl, -onk, ch, -ing, ar, or, oo, th (thin) How do you spell long a three ways? (a,	WORKSHEET found on Word book p.83	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to	Sight word cards 33-37 says want any been their RULE: A compound word consists of two words	Reading strip 28 OR Word book pg 86	

		ay, a-e) How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e)		mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	combined to make one word. sunshine catfish suntan forget popcorn subway Blend cards 26-27 -lt -lk felt tilt melt belt milk elk silk bulk Blend cards 28-29 -sp	OR Class novel OR Decodable website text	

					-ct lisp grasp crisp asp act fact duct sect		
5	Sound cards 1-43 Blend cards 13-25	pl, -onk, ch, -ing, ar, or, oo, th (thin) How do you spell long a three ways? (a, ay, a-e) How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e,	Sight word cards 1-32	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used	Sight word cards 33-37 says want any been their RULE: A compound word consists of two words combined to make one word. sunshine catfish suntan forget popcorn subway Blend cards	Reading strip 28 OR Word book pg 86 OR Class novel OR Decodable website text	

		ee, e-e)		with sentences.	26-27 -lt -lk felt tilt melt belt milk elk silk bulk Blend cards 28-29 -sp -ct lisp grasp crisp asp act fact duct sect		
6	Sound cards 1-43	pl, -onk, ch, -ing, ar, or, oo, th (thin)	Word Cards TAN 1-3	As many words as possible.	Sight word cards 33-37 says want any been their	Reading strip 28	

		How do you spell long a three ways? (a, ay, a-e) How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e)		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	RULE: A compound word consists of two words combined to make one word. sunshine catfish suntan forget popcorn subway Blend cards 26-27 -lt -lk felt tilt melt belt milk elk silk bulk	OR Word book pg 86 OR Class novel OR Decodable website text	

					Blend cards 28-29 -sp -ct lisp grasp crisp asp act fact duct sect		
7	Sound cards 1-43 Blend cards 13-25	pl, -onk, ch, -ing, ar, or, oo, th (thin) How do you spell long a three ways? (a, ay, a-e) How do you spell long o two ways? (o, o-e)	Word Cards VCe LIGHT BLUE	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	Sight word cards 33-37 says want any been their RULE: A compound word consists of two words combined to make one word. sunshine catfish suntan forget	Reading strip 28 OR Word book pg 86 OR Class novel OR	

		How do you spell long e three ways? (e, ee, e-e)		same pattern. *CAPS method used with sentences.	popcorn subway Blend cards 26-27 -lt -lk felt tilt melt belt milk elk silk bulk Blend cards 28-29 -sp -ct lisp grasp crisp asp act fact duct sect	Decodable website text	

Level 29 - LPB pgs. 151 - 154

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 28-43 Blend cards 13-29 Ask for two sounds of all vowels and y.	-ft, -ank, ch, ar, sh, oo, -ct How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e) How do you spell long a before n	Word book p. 87	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	Sound card 42 - ow RULE: see pg. 153 LPB cow now plow down how brown frown clown Sound card 40 - oo as in book. RULE: /oo/ book is the second sound for	Word book pg 91 OR Class novel OR Decodable website text	

		or l? (ai)		method used with sentences.	oo. book stood wood look cook good foot shook		
2	Sound cards 28-43 Ask for two sounds of all vowels and y.	-ft, -ank, ch, ar, sh, oo, -ct How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e) How do you spell long a before n or l? (ai)	Word book p. 84	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 42 - ow RULE: see pg. 153 LPB cow now plow down how brown frown clown Sound card 40 - oo as in book. RULE: /oo/ book is the second sound for oo.	Word book pg 91 OR Class novel OR Decodable website text	

					book stood wood look cook good foot shook		
3	Sound cards 28-43 Blend cards 13-29 Ask for two sounds of all vowels and y.	-ft, -ank, ch, ar, sh, oo, -ct How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e) How do you spell long a before n or l? (ai)	Word book p. 88	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 42 - ow RULE: see pg. 153 LPB cow now plow down how brown frown clown Sound card 40 - oo as in book. RULE: /oo/ book is the second sound for oo. book stood wood look cook good	Word book pg 91 OR Class novel OR Decodable website text	

					foot shook		
4	Sound cards 28-43 Ask for two sounds of all vowels and y.	-ft, -ank, ch, ar, sh, oo, -ct How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e) How do you spell long a before n or l? (ai)	WORKSHEET Word book p.89	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 42 - ow RULE: see pg. 153 LPB cow now plow down how brown frown clown Sound card 40 - oo as in book. RULE: /oo/ book is the second sound for oo. book stood wood look cook good foot shook	Word book pg 91 OR Class novel OR Decodable website text	
5	Sound cards 28-	-ft, -ank, ch, ar,	Sight word cards 1-37	As many words as	Sound card	Word book	

	43 Blend cards 13-29 Ask for two sounds of all vowels and y.	sh, oo, -ct How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e) How do you spell long a before n or l? (ai)		possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	42 - ow RULE: see pg. 153 LPB cow now plow down how brown frown clown Sound card 40 - oo as in book. RULE: /oo/ book is the second sound for oo. book stood wood look cook good foot shook	pg 91 OR Class novel OR Decodable website text	
6	Sound cards 28-43	-ft, -ank, ch, ar, sh, oo, -ct	Word cards VCe LIGHT BLUE	As many words as possible.	Sound card 42 - ow	Word book pg 91	

	Ask for two sounds of all vowels and y.	How do you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e) How do you spell long a before n or l? (ai)		Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	RULE: see pg. 153 LPB cow now plow down how brown frown clown Sound card 40 - oo as in book. RULE: /oo/ book is the second sound for oo. book stood wood look cook good foot shook	OR Class novel OR Decodable website text	
7	Sound cards 28-43 Blend cards 13-	-ft, -ank, ch, ar, sh, oo, -ct How do	Word Cards GOLD	As many words as possible. Pick TWO different	Sound card 42 - ow RULE: see pg. 153	Word book pg 91 OR	

	29 Ask for two sounds of all vowels and y.	you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e) How do you spell long a before n or l? (ai)		sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	LPB cow now plow down how brown frown clown Sound card 40 - oo as in book. RULE: /oo/ book is the second sound for oo. book stood wood look cook good foot shook	Class novel OR Decodable website text	

Level 30 - LPB pgs. 155 - 158

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes

1	Sound cards 1-43 Blend cards 1-29 Ask for two sounds of all single vowels, ow, oo, and y.	oy, oo(book), ow (owl), all, -ing, sl See LPB p. 155 for sound questions to ask.	Word book p. 92	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 35 - ing as in falling farming looking calling picking playing resting Sound card 44 - er as in farmer. her perch term sooner deeper blacker RULE: er is usually found in the middle of a word or at the end as a suffix.	Word book pg 97 OR Class novel OR Decodable website text	
2	Sound cards 1-43	oy, oo(book), ow (owl),	Word book p 90	Column 2 Pick TWO	Sound card 35 - ing as in falling	Word book pg 97	

	Ask for two sounds of all single vowels, ow, oo, and y.	all, -ing, sl See LPB p. 155 for sound questions to ask.		different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	farming looking calling picking playing resting Sound card 44 - er as in farmer. her perch term sooner deeper blacker RULE: er is usually found in the middle of a word or at the end as a suffix.	OR Class novel OR Decodable website text	
3	Sound cards 1-43 Blend cards 1-	oy, oo(book), ow (owl), all, -ing, sl See LPB p.	Word book p 93	Column 3 Pick TWO different sentences at bullet point	Sound card 35 - ing as in falling farming looking	Word book pg 97 OR	

	29 Ask for two sounds of all single vowels, ow, oo, and y.	155 for sound questions to ask.		five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	calling picking playing resting Sound card 44 - er as in farmer. her perch term sooner deeper blacker RULE: er is usually found in the middle of a word or at the end as a suffix.	Class novel OR Decodable website text	
4	Sound cards 1-43 Blend cards 1-29 Ask for	oy, oo(book), ow (owl), all, -ing, sl See LPB p. 155 for sound questions to ask.	Word book p 94	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a	Sound card 35 - ing as in falling farming looking calling picking playing	Word book pg 97 OR Class novel	

	two sounds of all single vowels, ow, oo, and y.			pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	resting Sound card 44 - er as in farmer. her perch term sooner deeper blacker RULE: er is usually found in the middle of a word or at the end as a suffix.	OR Decodable website text	
5	Sound cards 1-43 Ask for two sounds of all single vowels, ow, oo, and y.	oy, oo(book), ow (owl), all, -ing, sl See LPB p. 155 for sound questions to ask.	Word book p. 155 Level 30	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to	Sound card 35 - ing as in falling farming looking calling picking playing resting Sound card	Word book pg 97 OR Class novel OR	

				mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	44 - er as in farmer. her perch term sooner deeper blacker RULE: er is usually found in the middle of a word or at the end as a suffix.	Decodable website text	
6	Sound cards 1-43 Blend cards 1-29 Ask for two sounds of all single vowels, ow, oo, and y.	oy, oo(book), ow (owl), all, -ing, sl See LPB p. 155 for sound questions to ask.	Word book p 134 Level 30	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	Sound card 35 - ing as in falling farming looking calling picking playing resting Sound card 44 - er as in farmer.	Word book pg 97 OR Class novel OR Decodable website text	

				the same ones of doing the same pattern. *CAPS method used with sentences.	her perch term sooner deeper blacker RULE: er is usually found in the middle of a word or at the end as a suffix.		

MASTERY CHECK - USE AFTER LEVEL 30 - LPB pgs. 159 -160

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound Cards 1-44	oy, oo(book), ow (owl), all, -ing, sl-ft, -ank, ch, ar, sh, oo, -ct How do you spell long o two	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 147	Spelling Test: Word List on LPB pg. 160	None	Every Living Thing Story	

		ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e) How do you spell long a before n or l? (ai)					

Level 31 - LPB pgs. 161 - 164

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 28-44 Blend cards 20-	th(that), oo(book), ow(owl), -ing, er, ar, gr, oo(moon)	Word book p. 92	Column 1 Pick TWO different sentences at bullet point five of the	Sight word cards 38-40 have give live Sound card 45 - tch as is	Word book pg 100 OR	

	29 Ask for two sounds each of all sing vowels, ow,oo,and y	How do you spell long a before n or l? (ai) How do you spell long a at the end of a word? (ay) How do you spell long o at the end of a word - two ways? (o. ow)		spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	match. RULE: Use - tch after a short vowel, usually at the end of a word. catch pitch batch match clutch itch Sound card 46 - dge as in fudge. RULE: Use -dge to spell /j/ after a short vowel, usually at the end of a word. fudge badge lodge bridge wedge judge	Class novel OR Decodable website text	

2	Sound cards 28-44 Blend cards 20-29 Ask for two sounds each of all sing vowels, ow,oo,and y	th(that), oo(book), ow(owl), -ing, er, ar, gr, oo(moon) How do you spell long a before n or l? (ai) How do you spell long a at the end of a word? (ay) How do you spell long o at the end of a word - two ways? (o. ow)	Word book p. 95	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sight word cards 38-40 have give live Sound card 45 - tch as is match. RULE: Use - tch after a short vowel, usually at the end of a word. catch pitch batch match clutch itch Sound card 46 - dge as in fudge. RULE: Use -dge to spell /j/ after a short vowel, usually at the end of a	Word book pg 100 OR Class novel OR Decodable website text	

					word. fudge badge lodge bridge wedge judge		
3	Sound cards 28-44 Blend cards 20-29 Ask for two sounds each of all sing vowels, ow,oo,and y	th(that), oo(book), ow(owl), -ing, er, ar, gr, oo(moon) How do you spell long a before n or l? (ai) How do you spell long a at the end of a word? (ay) How do you spell long o at the end of a word - two ways? (o.	Word book p. 96	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sight word cards 38-40 have give live Sound card 45 - tch as is match. RULE: Use - tch after a short vowel, usually at the end of a word. catch pitch batch match clutch itch Sound card 46 - dge as in fudge.	Word book pg 100 OR Class novel OR Decodable website text	

		ow)			RULE: Use -dge to spell /j/ after a short vowel, usually at the end of a word. fudge badge lodge bridge wedge judge		
4	Sound cards 28-44 Blend cards 20-29 Ask for two sounds each of all sing vowels, ow,oo,and y	th(that), oo(book), ow(owl), -ing, er, ar, gr, oo(moon) How do you spell long a before n or l? (ai) How do you spell long a at the end of a word? (ay)	Word book p. 98	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sight word cards 38-40 have give live Sound card 45 - tch as is match. RULE: Use - tch after a short vowel, usually at the end of a word. catch pitch	Word book pg 100 OR Class novel OR Decodable website text	

		How do you spell long o at the end of a word - two ways? (o. ow)		*CAPS method used with sentences.	batch match clutch itch Sound card 46 - dge as in fudge. RULE: Use -dge to spell /j/ after a short vowel, usually at the end of a word. fudge badge lodge bridge wedge judge		
5	Sound cards 28-44 Blend cards 20-29 Ask for two sounds	th(that), oo(book), ow(owl), -ing, er, ar, gr, oo(moon) How do you spell long a before n or	Word book p. 94	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a	Sight word cards 38-40 have give live Sound card 45 - tch as is match. RULE: Use - tch after a	Word book pg 100 OR Class novel OR	

	each of all sing vowels, ow,oo,and y	l? (ai) How do you spell long a at the end of a word? (ay) How do you spell long o at the end of a word - two ways? (o. ow)		pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	short vowel, usually at the end of a word. catch pitch batch match clutch itch Sound card 46 - dge as in fudge. RULE: Use -dge to spell /j/ after a short vowel, usually at the end of a word. fudge badge lodge bridge wedge judge	Decodable website text	
6	Sound cards 28-44 Blend	th(that), oo(book), ow(owl), -ing, er, ar, gr,	Word cards TAN 1-3 and GOLD mixed.	As many words as possible. Pick TWO	Sight word cards 38-40 have give live	Word book pg 100 OR	

	cards 20-29 Ask for two sounds each of all sing vowels, ow,oo,and y	oo(moon) How do you spell long a before n or l? (ai) How do you spell long a at the end of a word? (ay) How do you spell long o at the end of a word - two ways? (o. ow)		different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 45 - tch as is match. RULE: Use - tch after a short vowel, usually at the end of a word. catch pitch batch match clutch itch Sound card 46 - dge as in fudge. RULE: Use -dge to spell /j/ after a short vowel, usually at the end of a word. fudge badge lodge bridge	Class novel OR Decodable website text	

					wedge judge		

Level 32 - LPB pgs. 165 - 168

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-46 Blend cards 1-29	er, e, -mp, -ing, or How do you spell /ch/ after a short vowel? (tch) How else can you spell /ch/? (ch) How do you spell /j/ after a short vowel?	Word book p. 98	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used	Sound card 47 - aw as in saw. RULE: aw is usually found at the end of a word or followed by n or l. saw draw law jaw paw lawn Sound card 48 - oa long o as in coat.	Word book pg 106-107 OR Class novel OR Decodable website text	

		(dge)		with sentences.	RULE: oa makes the sound of long o and is usually found at the beginning or in the middle of short words. coat toast load road soap goal Sound card 49 - oi as in coin RULE: oi is found at the beginning or in the middle of a word. coin boil join		
2	Sound	er, e, -mp,	Word book p.	Column 2	Sound card	Word book	

	cards 1-46	-ing, or How do you spell /ch/ after a short vowel? (tch) How else can you spell /ch/? (ch) How do you spell /j/ after a short vowel? (dge)	99	Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	47 - aw as in saw. RULE: aw is usually found at the end of a word or followed by n or l. saw draw law jaw paw lawn Sound card 48 - oa long o as in coat. RULE: oa makes the sound of long o and is usually found at the beginning or in the middle of short words.	pg 106-107 OR Class novel OR Decodable website text	

					coat toast load road soap goal Sound card 49 - oi as in coin RULE: oi is found at the beginning or in the middle of a word. coin boil join		
3	Sound cards 1-46 Blend cards 1-29	er, e, -mp, -ing, or How do you spell /ch/ after a short vowel? (tch) How else can you	Word book p. 101	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the	Sound card 47 - aw as in saw. RULE: aw is usually found at the end of a word or followed by n or l.	Word book pg 106-107 OR Class novel OR	

		spell /ch/? (ch) How do you spell /j/ after a short vowel? (dge)		sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	saw draw law jaw paw lawn Sound card 48 - oa long o as in coat. RULE: oa makes the sound of long o and is usually found at the beginning or in the middle of short words. coat toast load road soap goal Sound card 49 - oi as in coin RULE: oi is found at the	Decodable website text	

					beginning or in the middle of a word. coin boil join		
4	Sound cards 1-46	er, e, -mp, -ing, or How do you spell /ch/ after a short vowel? (tch) How else can you spell /ch/? (ch) How do you spell /j/ after a short vowel? (dge)	Word book p. 102	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 47 - aw as in saw. RULE: aw is usually found at the end of a word or followed by n or l. saw draw law jaw paw lawn Sound card 48 - oa long o as in coat. RULE: oa makes the sound of	Word book pg 106-107 OR Class novel OR Decodable website text	

					long o and is usually found at the beginning or in the middle of short words. coat toast load road soap goal Sound card 49 - oi as in coin RULE: oi is found at the beginning or in the middle of a word. coin boil join		
5	Sound cards 1-46 Blend	er, e, -mp, -ing, or How do you spell	WORKSHEET Word book p. 103	As many words as possible. Pick TWO	Sound card 47 - aw as in saw. RULE: aw	Word book pg 106-107 OR	

	cards 1-29	/ch/ after a short vowel? (tch) How else can you spell /ch/? (ch) How do you spell /j/ after a short vowel? (dge)		different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	is usually found at the end of a word or followed by n or l. saw draw law jaw paw lawn Sound card 48 - oa long o as in coat. RULE: oa makes the sound of long o and is usually found at the beginning or in the middle of short words. coat toast load road soap goal	Class novel OR Decodable website text	

					Sound card 49 - oi as in coin RULE: oi is found at the beginning or in the middle of a word. coin boil join		
6	Sound cards 1-46	er, e, -mp, -ing, or How do you spell /ch/ after a short vowel? (tch) How else can you spell /ch/? (ch) How do	Sight word cards 1-40	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones	Sound card 47 - aw as in saw. RULE: aw is usually found at the end of a word or followed by n or l. saw draw law jaw paw lawn	Word book pg 106-107 OR Class novel OR Decodable website text	

		you spell /j/ after a short vowel? (dge)		of doing the same pattern. *CAPS method used with sentences.	Sound card 48 - oa long o as in coat. RULE: oa makes the sound of long o and is usually found at the beginning or in the middle of short words. coat toast load road soap goal Sound card 49 - oi as in coin RULE: oi is found at the beginning or in the middle of a word.		

					coin boil join		

Level 33 - LPB pgs. 169 - 172

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 28-49 Blend cards 1-29 Ask for two sounds each of a,e,i,o,u,ow,oo, and y.	ch, oo(book)ow(owl), aw See LPB p.169 for sound questions to ask.	Word book p. 105	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sight word cards 41-44 could would should very Sound card 14 - c as in ice. RULE: c has the soft sound /s/ when followed by e, i, or y. ice dance face nice place mice	Word book pg 110 OR Class novel OR Decodable website text OR	

				*CAPS method used with sentences.	Sound card 15 - g as in age. RULE: g has the soft sound /j/ when g is followed by e, i, or y. age cage plunge page large hinge	Play board game using sight word cards 1-44	
2	Sound cards 28-49 Ask for two sounds each of a,e,i,o,u,ow,oo, and y.	ch, oo(book)ow(owl), aw See LPB p.169 for sound questions to ask.	Word book p. 104	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same	Sight word cards 41-44 could would should very Sound card 14 - c as in ice. RULE: c has the soft sound /s/ when followed by e, i, or y.	Word book pg 110 OR Class novel OR Decodable website text	

				ones of doing the same pattern. *CAPS method used with sentences.	ice dance face nice place mice Sound card 15 - g as in age. RULE: g has the soft sound /j/ when g is followed by e, i, or y. age cage plunge page large hinge	OR Play board game using sight word cards 1-44	
3	Sound cards 28-49 Blend cards 1-29 Ask for two sounds each of a,e,i,o,u,ow,oo,	ch, oo(book)ow(owl), aw See LPB p.169 for sound questions to ask.	Word book p. 108	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to	Sight word cards 41-44 could would should very Sound card 14 - c as in ice. RULE: c	Word book pg 110 OR Class novel	

	and y.			mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	has the soft sound /s/ when followed by e, i, or y. ice dance face nice place mice Sound card 15 - g as in age. RULE: g has the soft sound /j/ when g is followed by e, i, or y. age cage plunge page large hinge	OR Decodable website text OR Play board game using sight word cards 1-44	
4	Sound cards 28-49 Ask for two sounds each of	ch, oo(book)ow(owl), aw See LPB p.169 for sound	Word book p. 101	Column 4 Pick TWO different sentences at bullet point	Sight word cards 41-44 could would should very Sound card	Word book pg 110 OR	

	a,e,i,o,u,ow,oo, and y.	questions to ask.		five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	14 - c as in ice. RULE: c has the soft sound /s/ when followed by e, i, or y. ice dance face nice place mice Sound card 15 - g as in age. RULE: g has the soft sound /j/ when g is followed by e, i, or y. age cage plunge page large hinge	Class novel OR Decodable website text OR Play board game using sight word cards 1-44	
5	Sound cards	ch, oo(book)ow(owl),	Word book p. 98	As many words as	Sight word cards 41-44	Word book	

	28-49 Blend cards 1-29 Ask for two sounds each of a,e,i,o,u,ow,oo, and y.	aw See LPB p.169 for sound questions to ask.		possible. Do not forget to add newly taught words to the blanks in the spell words section. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	could would should very Sound card 14 - c as in ice. RULE: c has the soft sound /s/ when followed by e, i, or y. ice dance face nice place mice Sound card 15 - g as in age. RULE: g has the soft sound /j/ when g is followed by e, i, or y.	pg 110 OR Class novel OR Decodable website text OR Play board game using sight word cards 1-44	

					age cage plunge page large hinge		
6	Sound cards 28-49 Ask for two sounds each of a,e,i,o,u,ow,oo, and y.	ch, oo(book)ow(owl), aw See LPB p.169 for sound questions to ask.	Sight word cards 1-40	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sight word cards 41-44 could would should very Sound card 14 - c as in ice. RULE: c has the soft sound /s/ when followed by e, i, or y. ice dance face nice place mice Sound card 15 - g as in age. RULE: g has the soft	Word book pg 110 OR Class novel OR Decodable website text OR Play board game using sight word cards 1-44	

					sound /j/ when g is followed by e, i, or y. age cage plunge page large hinge		
7	Sound cards 28-49 Blend cards 1-29 Ask for two sounds each of a,e,i,o,u,ow,oo, and y.	ch, oo(book)ow(owl), aw See LPB p.169 for sound questions to ask.	Word cards VCe LIGHT BLUE	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used	Sight word cards 41-44 could would should very Sound card 14 - c as in ice. RULE: c has the soft sound /s/ when followed by e, i, or y. ice dance face nice place mice Sound card 15 - g as in	Word book pg 110 OR Class novel OR Decodable website text OR Play board game using sight word cards 1-44	

				with sentences.	age. RULE: g has the soft sound /j/ when g is followed by e, i, or y. age cage plunge page large hinge		
8	Sound cards 28-49 Ask for two sounds each of a,e,i,o,u,ow,oo, and y.	ch, oo(book)ow(owl), aw See LPB p.169 for sound questions to ask.	Word book p. 135 Level 33	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same	Sight word cards 41-44 could would should very Sound card 14 - c as in ice. RULE: c has the soft sound /s/ when followed by e, i, or y. ice dance face nice	Word book pg 110 OR Class novel OR Decodable website text OR	

				pattern. *CAPS method used with sentences.	place mice Sound card 15 - g as in age. RULE: g has the soft sound /j/ when g is followed by e, i, or y. age cage plunge page large hinge	Play board game using sight word cards 1-44	

MASTERY CHECK- USE AFTER LEVEL 33 - LPB pgs. 173-174

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound Cards 1-49	ch, oo(book)ow(owl), aw, er, e, -mp, -ing, or	TIMED reading: (do not alert the students to the fact that this reading	Spelling Test: Word List on LPB pg. 174	None	Every Living Thing Story	

		How do you spell /ch/ after a short vowel? (tch) How else can you spell /ch/? (ch) How do you spell /j/ after a short vowel? (dge)	is timed) Form A - Word book pg. 148				

Level 34 - LPB pgs. 175 - 178

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-49 Blend cards 1-29 Ask for two	ow (owl), aw See LPB p.175 for sound questions to ask	Word book p. 101	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to	Sound card 50 - ea as in team. RULE: ea sounds like long e and there is no rule to distinguish it from ee.	Word book pgs 115 -116 OR Class novel	

	sounds of c and g.			mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	cream read eat seat reach team Sound card 51 - ew as in dew. RULE: ew is the first choice for writing oo at the end of a word. new chew blew grew flew stew dew Sound card 52 - ear as in ear. hear fear near clear dear spear	OR Decodable website text	

2	Sound cards 1-49 Ask for two sounds of c and g.	ow (owl), aw See LPB p.175 for sound questions to ask	Word book p. 109	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	Sound card 50 - ea as in team. RULE: ea sounds like long e and there is no rule to distinguish it from ee. cream read eat seat reach team Sound card 51 - ew as in dew. RULE: ew is the first choice for writing oo at the end of a word. new chew blew grew flew stew	Word book pgs 115 -116 OR Class novel OR Decodable website text	

					dew Sound card 52 - ear as in ear. hear fear near clear dear spear		
3	Sound cards 1-49 Blend cards 1-29 Ask for two sounds of c and g.	ow (owl), aw See LPB p.175 for sound questions to ask	Word book p. 108	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used	Sound card 50 - ea as in team. RULE: ea sounds like long e and there is no rule to distinguish it from ee. cream read eat seat reach team Sound card 51 - ew as in dew.	Word book pgs 115 -116 OR Class novel OR Decodable website text	

				with sentences.	RULE: ew is the first choice for writing oo at the end of a word. new chew blew grew flew stew dew Sound card 52 - ear as in ear. hear fear near clear dear spear		
4	Sound cards 1-49 Ask for two sounds of c and g.	ow (owl), aw See LPB p.175 for sound questions to ask	Word book p. 111	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to	Sound card 50 - ea as in team. RULE: ea sounds like long e and there is no rule to distinguish it from ee.	Word book pgs 115 -116 OR Class novel	

				mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	cream read eat seat reach team Sound card 51 - ew as in dew. RULE: ew is the first choice for writing oo at the end of a word. new chew blew grew flew stew dew Sound card 52 - ear as in ear. hear fear near clear dear spear	OR Decodable website text	
5	Sound	ow (owl),	Word book p.	As many	Sound card	Word book	

	cards 1-49 Blend cards 1-29 Ask for two sounds of c and g.	aw See LPB p.175 for sound questions to ask	84	words as possible. Don't forget to add the new words to the blanks in the spell words section. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	50 - ea as in team. RULE: ea sounds like long e and there is no rule to distinguish it from ee. cream read eat seat reach team Sound card 51 - ew as in dew. RULE: ew is the first choice for writing oo at the end of a word. new chew blew grew flew stew	pgs 115 -116 OR Class novel OR Decodable website text	

					dew Sound card 52 - ear as in ear. hear fear near clear dear spear		
6	Sound cards 1-49 Ask for two sounds of c and g.	ow (owl), aw See LPB p.175 for sound questions to ask	WORKSHEET Word book p. 112	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sound card 50 - ea as in team. RULE: ea sounds like long e and there is no rule to distinguish it from ee. cream read eat seat reach team Sound card 51 - ew as in dew.	Word book pgs 115 -116 OR Class novel OR Decodable website text	

				*CAPS method used with sentences.	RULE: ew is the first choice for writing oo at the end of a word. new chew blew grew flew stew dew Sound card 52 - ear as in ear. hear fear near clear dear spear		
7	Sound cards 1-49 Blend cards 1-29 Ask for two	ow (owl), aw See LPB p.175 for sound questions to ask	Sight word cards 1-44	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the	Sound card 50 - ea as in team. RULE: ea sounds like long e and there is no rule to distinguish it from ee.	Word book pgs 115 -116 OR Class novel	

	sounds of c and g.			level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	cream read eat seat reach team Sound card 51 - ew as in dew. RULE: ew is the first choice for writing oo at the end of a word. new chew blew grew flew stew dew Sound card 52 - ear as in ear. hear fear near clear dear spear	OR Decodable website text	

Level 35 - LPB pgs. 179 - 182

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-52 Ask for two sounds of c and g. Blend cards 1-29	ear, ow(owl) See LPB p.179 for sound questions to ask	Word book p. 113	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used	Sound card 53 - igh as in night RULE: igh is usually at the end of a word or followed by t. high fight sigh right bright sight Sound card 54 - ou as on mouth.	Word book pg 119 OR Class novel OR Decodable website text OR Play board	

				with sentences.	RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	game using LIGHT BLUE word cards.	
2	Sound cards 1-52 Ask for two sounds of c and g.	ear, ow(owl) See LPB p.179 for sound questions to ask	Word book p. 114	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	Sound card 53 - igh as in night RULE: igh is usually at the end of a word or followed by t. high fight sigh right bright sight Sound card 54 - ou as on mouth.	Word book pg 119 OR Class novel OR Decodable website text OR	

				method used with sentences.	RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Play board game using LIGHT BLUE word cards.	
3	Sound cards 1-52 Ask for two sounds of c and g. Blend cards 1-29	ear, ow(owl) See LPB p.179 for sound questions to ask	Word book p. 117	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	Sound card 53 - igh as in night RULE: igh is usually at the end of a word or followed by t. high fight sigh right bright sight Sound card 54 - ou as on mouth.	Word book pg 119 OR Class novel OR Decodable website text OR	

				method used with sentences.	RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Play board game using LIGHT BLUE word cards.	
4	Sound cards 1-52 Ask for two sounds of c and g.	ear, ow(owl) See LPB p.179 for sound questions to ask	Word book p. 108	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	Sound card 53 - igh as in night RULE: igh is usually at the end of a word or followed by t. high fight sigh right bright sight Sound card 54 - ou as on mouth.	Word book pg 119 OR Class novel OR Decodable website text OR	

				method used with sentences.	RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Play board game using LIGHT BLUE word cards.	
5	Sound cards 1-52 Ask for two sounds of c and g. Blend cards 1-29	ear, ow(owl) See LPB p.179 for sound questions to ask	Word book p. 94	As many words as possible. Don't forget to add newly taught words to the blanks in the spell words section. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you	Sound card 53 - igh as in night RULE: igh is usually at the end of a word or followed by t. high fight sigh right bright sight Sound card 54 - ou as on mouth.	Word book pg 119 OR Class novel OR Decodable website text OR	

				choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Play board game using LIGHT BLUE word cards.	
6	Sound cards 1-52 Ask for two sounds of c and g.	ear, ow(owl) See LPB p.179 for sound questions to ask	Sight word cards 1-44	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sound card 53 - igh as in night RULE: igh is usually at the end of a word or followed by t. high fight sigh right bright sight Sound card 54 - ou as on mouth.	Word book pg 119 OR Class novel OR Decodable website text OR	

				*CAPS method used with sentences.	RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Play board game using LIGHT BLUE word cards.	
7	Sound cards 1-52 Ask for two sounds of c and g. Blend cards 1-29	ear, ow(owl) See LPB p.179 for sound questions to ask	Word book p. 111	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sound card 53 - igh as in night RULE: igh is usually at the end of a word or followed by t. high fight sigh right bright sight Sound card 54 - ou as on mouth.	Word book pg 119 OR Class novel OR Decodable website text OR	

				*CAPS method used with sentences.	RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Play board game using LIGHT BLUE word cards.	

Level 36 - LPB pgs. 183 - 185

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
1	Sound cards 1-54 Ask for two sounds of c and g. Blend	sp, lt, gr See LPB p.179 for sound questions to ask	Word book p. 118	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date	NO NEW MATERIAL THIS LEVEL.	Word book pg 121 OR Class novel OR	

	cards 1-29			next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		Decodable website text	
2	Sound cards 1-54 Ask for two sounds of c and g.	sp, lt, gr See LPB p.179 for sound questions to ask	Word book p. 120	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	NO NEW MATERIAL THIS LEVEL.	Word book pg 121 OR Class novel OR Decodable website text	

				method used with sentences.			
3	Sound cards 1-54 Ask for two sounds of c and g. Blend cards 1-29	sp, lt, gr See LPB p.179 for sound questions to ask	Word cards TAN 1-3 and GOLD mixed	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	NO NEW MATERIAL THIS LEVEL.	Word book pg 121 OR Class novel OR Decodable website text	
4	Sound cards 1-54 Ask for two	sp, lt, gr See LPB p.179 for sound questions	Word book p. 117	Column 4 Pick TWO different sentences at bullet point	NO NEW MATERIAL THIS LEVEL.	Word book pg 121 OR	

	sounds of c and g.	to ask		five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		Class novel OR Decodable website text	
5	Sound cards 1-54 Ask for two sounds of c and g. Blend cards 1-29	sp, lt, gr See LPB p.179 for sound questions to ask	Sight word cards 1-44	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to	NO NEW MATERIAL THIS LEVEL.	Word book pg 121 OR Class novel OR Decodable website text	

				avoid using the same ones of doing the same pattern. *CAPS method used with sentences.			
6	Sound cards 1-54 Ask for two sounds of c and g.	sp, lt, gr See LPB p.179 for sound questions to ask	Word book p. 135 Level 36	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used	NO NEW MATERIAL THIS LEVEL.	Word book pg 121 OR Class novel OR Decodable website text	

				with sentences.			

MASTERY CHECK - USE AFTER LEVEL 36 - LPB pgs. 186 -187

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound cards 1-54	sp, lt, gr, ear, ow(owl), aw	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 149	Spelling Test: Word List on LPB pg. 187	None	Every Living Thing Story	

CONGRATULATIONS Sonday System 1 is complete. Move on to Sonday System 2 (Green) kit.

L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
L.RF.2.3.C	Decode words with common prefixes and suffixes.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	Phonological Awareness
L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.2.3.G	Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.2.A	Recognize and produce rhyming words.
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	Phonics and Word Recognition
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as

necessary.

Suggested Modifications for Special Education, ELL and Gifted Students

Sonday is only used for those under the Special Education Banner

Suggested Technological Innovations/Use

Students can read their Sonday passages aloud into a device for timing and fluency.

Use of Blooket, kahoot, etc for review of Sonday tools.

NJSLS.8.1.2.DA.1: Collect and present data, including text, images, and sounds.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- NJSLS.9.4.2.CT.2: Identify possible approaches and solutions to a problem.
- NJSLS.9.4.2.CT.3: Use a variety of types of thinking to solve problems

Gamify the Sonday groups to create review.

Sonday System Level 2: Green Kit

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **As Needed**
Status: **Published**

Summary of the Unit

The Sonday System Level 2: Green Book is a highly structured, multisensory reading intervention program designed for intermediate to advanced struggling readers. The curriculum is divided into 36 reading levels, which are delivered through daily, intensive 35 to 45 minute sessions in small groups or one on one settings. Every instructional unit follows a strict, Sonday System Learning Plan Format that is a six-step lesson plan that is 6-step lesson plan designed to build automaticity, orthographic mapping, and language processing muscle. A session begins with Step 1 (Read Sounds) and Step 2 (Spell Sounds), where students rapidly state phonetic sounds and word parts from flashcards and write down dictated sounds using tactile methods. Next, students advance to Step 3 (Read Words) and Step 4 (Spell Words), utilizing reading strips and specialized windows to blend multi-syllable words before using a finger-segmenting technique to write dictated words, phrases, and sentences. The final portion of the lesson focuses on Step 5 (New Material) to introduce a fresh syllable type, prefix, suffix, root word, or language rule, concluding with Step 6 (Read Aloud) where students practice fluent reading using highly controlled, decodable text that reinforces the day's structural elements.

Enduring Understandings

- Multi-syllable words are not random strings of letters; they are organized structures made of prefixes, suffixes, and roots that carry specific meanings and grammatical functions.
- The way a syllable is constructed (open, closed, vowel team, or r-controlled) directly determines how a vowel is pronounced, providing a reliable roadmap for decoding unfamiliar, complex words.
- Adding suffixes to base words requires predictable rules, like doubling consonants or dropping letters, that keep English spelling logical and consistent.
- Recognizing word parts instantly allows a reader to bypass letter by letter sounding out, freeing cognitive energy to understand advanced academic texts.

Essential Questions

- How do prefixes, suffixes, and root words change the meaning of a word?
- How does knowing the type of syllable help us figure out how a vowel sounds?
- Why do words sometimes change their spelling when we add an ending to them?
- How does breaking a long word into smaller parts help us read and understand difficult stories?

Summative Assessment and/or Summative Criteria

Sonday Systems Post Test

Resources

Sonday Systems Level 2: Green Kit

Decodable Texts: https://readinguniverse.org/article/explore-teaching-topics/word-recognition/phonics/decodable-texts-for-each-phonics-skill

Information before beginning: https://docs.google.com/document/d/14vMUmix62n93pOFdiZ07wCFj0GTfc7zH30x0H4inSUs/edit?tab=t.0

Additional notes: https://docs.google.com/document/d/16HTLH1XgF9Q0-lDL-nsVqkcYGmqOe-e590dXhtp2mys/edit?tab=t.0#heading=h.yrklb1sz9g77

Unit Plan

Level 1-See Learning Plan Book (LPB) pgs. 6-9

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound cards 1-27	a, p, v, x, i, sh, r, o, ch, b	Word Book pg. 7	Column 1 +Choose two sentences to use for CAPS (LPB pg. 7)	Sight Word Cards 1-8 Sound Card u Sound Card e *see page 8 for additional practice words	Word Book pg. 10, class book, or selected text from Decodable Texts website (In Resources)	1) Add Sound Cards u and e to group deck.
2	Sound Cards 1-29	ay, d, i, z, ch, a, y, ee, w, g	Word Book pgs. 1-2	Column 2 (pg. 7) +Choose two sentences to use for CAPS (LPB pg. 7)	Sight Word Cards 1-8 Sound Card u Sound Card e *see page 8 for additional practice words	Word Book pg. 10, class book, or selected text from Decodable Texts website (In Resources)	
3	Sound Cards 1-	a, p, v, x, i, sh, r, o, ch,	Word Book pgs.	Column 3	Sight Word Cards 1-8	Word Book pg. 10, class book, or selected text from	

	29	b	3-4	(pg. 7) +Choose two sentences to use for CAPS (LPB pg. 7)	Sound Card u Sound Card e *see page 8 for additional practice words	Decodable Texts website (In Resources)	
4	Sound Cards 1-29	ay, d, i, z, ch, a, y, ee, w, g	Word Book pgs. 5-6	Column 4 (pg. 7) +Choose two sentences to use for CAPS (LPB pg. 7)	Sight Word Cards 1-8 Sound Card u Sound Card e *see page 8-9 for additional practice words	Word Book pg. 10, class book, or selected text from Decodable Texts website (In Resources)	

Level 2-See Learning Plan Book (LPB) pgs. 10-14

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes

1	Sound Cards 1-29	a, ch, i, o, sh, u, y, e Long e in the middle of a word (ee) Long a at the end of a word (ay)	Word Book pg. 7 and 11	Column 1 +Choose two sentences to use for CAPS (LPB pg. 11)	Sight Word Cards 9-15 Sound Card th Sound card qu fszl Rule	Word Book pg. 14, class book, or selected text from Decodable Texts website (In Resources)	Add sound cards 30 and 31 to group deck
2	Sound Cards 1-31	a, ch, i, o, sh, u, y, e Long e in the middle of a word (ee) Long a at the end of a word (ay)	Word Book pg. 8-9	Column 2 +Choose two sentences to use for CAPS (LPB pg. 11)	Sight Word Cards 9-15 Sound Card th Sound card qu fszl Rule	Word Book pg. 14, class book, or selected text from Decodable Texts website (In Resources)	
3	Sound Cards 1-31	a, ch, i, o, sh, u, y, e Long e in the middle of a	Word Book pg. 3-4	Column 3 +Choose two sentences to use for CAPS	Sight Word Cards 9-15 Sound Card th	Word Book pg. 14, class book, or selected text from Decodable Texts website (In Resources)	

		word (ee) Long a at the end of a word (ay)		(LPB pg. 11)	Sound card qu fszl Rule		
4	Sound Cards 1-31	a, ch, i, o, sh, u, y, e Long e in the middle of a word (ee) Long a at the end of a word (ay)	Word Book pg. 1-2	Column 4 +Choose two sentences to use for CAPS (LPB pg. 11)	Sight Word Cards 9-15 Sound Card th Sound card qu fszl Rule	Word Book pg. 14, class book, or selected text from Decodable Texts website (In Resources)	

Level 3 (See LPB pg. 15-25)

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-31	qu, u, th, a, o, ch, e, i /s/ at the end	Word Book pg. 15	Column 1 +Choose two sentences to use	Sound card -ck *Blend -nt	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	Add Sound Card 32 to group deck

		of a word Long e in middle of a word (ee) /l/ after short vowel (l)		for CAPS (LPB pg. 17)	*Blend -mp *Blend -nd *use Blend Cards and words on LPB 18-19		
2	Sound Cards 1-32	qu, th, a, o, ch, e, i /s/ at the end of a word Long e in middle of a word (ee) /l/ after short vowel (l)	Word Book pg. 16 (Nonsense Words column 1)	Column 2 +Choose two sentences to use for CAPS (LPB pg. 17)	Sound card -ck *Blend -nt *Blend -mp *Blend -nd *use Blend Cards and words on LPB 18-19	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	
3	Sound Cards 1-32	qu, u, th, a, o, ch, e, i /s/ at the end	Word Book pg. 17	Column 3 +Choose two sentences to use	Sound card -ck *Blend -nt	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

		of a word Long e in middle of a word (ee) /l/ after short vowel (l)		for CAPS (LPB pg. 17)	*Blend -mp *Blend -nd *use Blend Cards and words on LPB 18-19		
4	Sound Cards 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in middle of a word (ee) /l/ after short vowel (l)	Word Book pg. 7	Column 4 +Choose two sentences to use for CAPS (LPB pg. 17)	Sound card -ck *Blend -nt *Blend -mp *Blend -nd *use Blend Cards and words on LPB 18-19	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
5	Sound Cards 1-	qu, u, th, a, o,	Word Book pg. 12	Column 1	*Blend -st	Word Book pg. 10, 14, 24; class book; or selected text from	

	32	ch, e, i /s/ at the end of a word Long e in middle of a word (ee) /l/ after short vowel (l)		+Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -ft *Blend -lt *Blend -lk *use Blend Cards and words on LPB 20-21	Decodable Texts website (In Resources)	
6	Sound Cards 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in middle of a word (ee) /l/ after short vowel (l)	Word Book pg. 13	Column 2 +Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -st *Blend -ft *Blend -lt *Blend -lk *use Blend Cards and words on LPB 20-21	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

7	Sound Cards 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in middle of a word (ee) /l/ after short vowel (l)	Sight Word Cards 1-15	Column 3 +Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -st *Blend -ft *Blend -lt *Blend -lk *use Blend Cards and words on LPB 20-21	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	
8	Sound Cards 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in middle of a word (ee) /l/ after short vowel (l)	Any Previous Word Book list	Column 4 +Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -sk *Blend -sp *Blend -ct *Blend -ing -ang -ong -ung	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

					*use Blend Cards and words on LPB 22-23		

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
9	Sound Cards 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in middle of a word (ee) /l/ after short vowel (l)	Any Previous Word Book list	Column 1 +Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -sk *Blend -sp *Blend -ct *Blend -ing -ang -ong -ung *use Blend Cards and words on LPB 22-23	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	
10	Sound Cards 1-	qu, u, th, a, o,	Any Previous Word Book	Column 2	*Blend -sk	Word Book pg. 10, 14, 24; class book; or selected text from	

	32	ch, e, i /s/ at the end of a word Long e in middle of a word (ee) /l/ after short vowel (l)	list	+Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -sp *Blend -ct *Blend -ink -ank -onk -unk *use Blend Cards and words on LPB 22-24	Decodable Texts website (In Resources)	
11	Sound Cards 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in middle of a word (ee)	Any Previous Word Book list	Column 3 +Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -sk *Blend -sp *Blend -ct *Blend -ink	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

		/l/ after short vowel (l)			-ank -onk -unk *use Blend Cards and words on LPB 22-24		
12	Sound Cards 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in middle of a word (ee) /l/ after short vowel (l)	Any Previous Word Book list	Column 4 +Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -sk *Blend -sp *Blend -ct *Blend -ink -ank -onk -unk *use Blend Cards and words on LPB 22-24	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

Level 1-3 Mastery Check (students record in Student Notebook) LPB pg. 26-29

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in the middle of a word (ee) /l/ after short vowel (l)	Students read from Word Book p. 216 Teacher uses chart on LPB pg. 26	Dictate words listed on pg. 27 of LPB Teacher uses chart on LPB pg. 26	None	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	Record percentages on student page to use as graded work

Level 4 (Learning Plan Book pg. 30-36)

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes

1	Sound Cards 1-32	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee) Long a at the end of a word (ay) /k/ after a short vowel (ck)	Word Book pg. 25 Word Book pg. 15	Column 1 +Choose two sentences to use for CAPS (LPB pg. 31)	Sight Word Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar (Word book pg. 28) Sound Card oo (Word Book pg. 29)	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	Additional words for new material can be found in the LPB pg. 32-36
2	Sound Cards 1-34 Blend Cards 1-12	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee) Long a at the end of a	Word Book pg. 16 (nonsense words, column 2) Word Book pg. 26	Column 2 +Choose two sentences to use for CAPS (LPB pg. 31)	Sight Word Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar (Word book pg. 28)	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	Additional words for new material can be found in the LPB pg. 32-36

		word (ay) /k/ after a short vowel (ck)			Sound Card oo (Word Book pg. 29)		
3	Sound Cards 1-38	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee) Long a at the end of a word (ay) /k/ after a short vowel (ck)	Word Book pg. 17 Word Book pg. 18	Column 3 +Choose two sentences to use for CAPS (LPB pg. 31)	Sight Word Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar (Word book pg. 28) Sound Card oo (Word Book pg. 29)	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	Additional words for new material can be found in the LPB pg. 32-36

4	Sound Cards 1-38 Blend Cards 1-12	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee) Long a at the end of a word (ay) /k/ after a short vowel (ck)	Word Book pg. 19 Word Book pg. 27 or digital resources	Column 4 +Choose two sentences to use for CAPS (LPB pg. 31)	Sight Word Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar (Word book pg. 28) Sound Card oo (Word Book pg. 29)	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	Additional words for new material can be found in the LPB pg. 32-36
5	Sound Cards 1-38	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee) Long a at the end of a	Word Book pg. 20 Word Book pg. 21	Column 1 +Choose two sentences to use for CAPS (LPB pg. 31)	Sound Card or (Word Book pg. 28) Sound Card all (Word Book pg. 29) Sound Cards oi and oy	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	Additional words for new material can be found in the LPB pg. 32-36

		word (ay) /k/ after a short vowel (ck)			(Word Book pg. 29) Compound words (Word Book pg. 30)		
6	Sound Cards 1-38 Blend Cards 1-12	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee) Long a at the end of a word (ay) /k/ after a short vowel (ck)	Word Book pg. 22 Word Book pg. 23	Column 2 +Choose two sentences to use for CAPS (LPB pg. 31)	Sight Word Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar (Word book pg. 28) Sound Card oo (Word Book pg. 29)	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

7	Sound Cards 1-38	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee) Long a at the end of a word (ay) /k/ after a short vowel (ck)	Sight Word Cards 1-15 Any previous Word Book list	Column 3 +Choose two sentences to use for CAPS (LPB pg. 31)	Sight Word Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar (Word book pg. 28) Sound Card oo (Word Book pg. 29)	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	
8	Sound Cards 1-38 Blend Cards 1-12	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee) Long a at the end of a	Sight Word Cards 1-15 Any previous Word Book list	Column 4 +Choose two sentences to use for CAPS (LPB pg. 31)	Sight Word Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar (Word book pg. 28)	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

		word (ay) /k/ after a short vowel (ck)			Sound Card oo (Word Book pg. 29)		

Level 5 (Learning Plan Book Pg. 37-42)

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-38 Blend Cards 1-12 *ask for 2 sounds of all single vowels and y	u, ar, oo, or, e, all /f/ at the end of a word after a short vowel (ff) Long i at the end of a word (y) /k/ after a short vowel	Word Book pg. 32 Word Book pg. 16, column 3	Column 1 +Choose two sentences to use for CAPS (LPB pg. 38)	Teach Sight Words 26-35 Teach Sound Card 39 (Word Book pg. 33) Teach Syllable Types (O, C, E) *See LPB pg. 40 Teach Syllable	Word Book pg. 24, 31, 39; class book; or selected text from Decodable Texts website (In Resources)	Add Sound Card 39 to group deck

		(ck) 2 ways to spell /oy/ (oy, oi)			Division Patterns (1 per session for 4 sessions) LPB pg. 40-42		
2	Sound Cards 1-39 *ask for 2 sounds of all single vowels and y	u, ar, oo, or, e, all /f/ at the end of a word after a short vowel (ff) Long i at the end of a word (y) /k/ after a short vowel (ck) 2 ways to spell /oy/ (oy, oi)	Word Book pg. 30 Word Book pg. 25	Column 2 +Choose two sentences to use for CAPS (LPB pg. 38)	Teach Sight Words 26-35 Teach Sound Card 39 (Word Book pg. 33) Teach Syllable Types (O, C, E) *See LPB pg. 40 Teach Syllable Division Patterns (1 per session for 4 sessions) LPB pg. 40-42	Word Book pg. 24, 31, 39; class book; or selected text from Decodable Texts website (In Resources)	
3	Sound Cards 1-39 Blend Cards 1-12	u, ar, oo, or, e, all /f/ at the end of a word after a short vowel	Word Book pg. 26 Word Book pg. 28	Column 3 +Choose two sentences to use for CAPS	Teach Sight Words 26-35 Teach Sound Card 39	Word Book pg. 24, 31, 39; class book; or selected text from Decodable Texts website (In Resources)	

	*ask for 2 sounds of all single vowels and y	(ff) Long i at the end of a word (y) /k/ after a short vowel (ck) 2 ways to spell /oy/ (oy, oi)		(LPB pg. 38)	(Word Book pg. 33) Teach Syllable Types (O, C, E) *See LPB pg. 40 Teach Syllable Division Patterns (1 per session for 4 sessions) LPB pg. 40-42		
4	Sound Cards 1-39 *ask for 2 sounds of all single vowels and y	u, ar, oo, or, e, all /f/ at the end of a word after a short vowel (ff) Long i at the end of a word (y) /k/ after a short vowel (ck)	Word Book pg. 29 Sight Word Cards 1-25	Column 4 +Choose two sentences to use for CAPS (LPB pg. 38)	Teach Sight Words 26-35 Teach Sound Card 39 (Word Book pg. 33) Teach Syllable Types (O, C, E) *See LPB pg. 40 Teach Syllable Division Patterns	Word Book pg. 24, 31, 39; class book; or selected text from Decodable Texts website (In Resources)	

		2 ways to spell /oy/ (oy, oi)			(1 per session for 4 sessions) LPB pg. 40-42		

Level 6 (Learning Plan Book pg. 43-47)

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-39 Blend Cards 1-12 Ask for 2 sounds for single vowels and y Shuffle cards	or, oo, e, x, ar Long a 3 ways (a, ay, a-e) Long i at the end of a word (y) /oy/ at the end of a word (oy) /oy/ in the middle of a word (oi)	Word Book pg. 40 and 34	Column 1 +Choose two sentences to use for CAPS (LPB pg. 44)	Teach Sound Card wh *use LPB page 45 and Word Book page 42 Teach Sound Card er *use LPB page 45 and Word Book page 42 Teach Sound Card ow *See LPB 46 and Word Book 43	Word Book pg. 31, 39, or 44; class book; or selected text from Decodable Texts website (In Resources)	Add Sound Cards 40, 41, and 42 to group deck

2	Sound Cards 1-42 Ask for 2 sounds for single vowels and y Shuffle cards	or, oo, e, x, ar Long a 3 ways (a, ay, a-e) Long i at the end of a word (y) /oy/ at the end of a word (oy) /oy/ in the middle of a word (oi)	Word Book pg. 36 and 41	Column 2 +Choose two sentences to use for CAPS (LPB pg. 44)	Teach Sound Card wh *use LPB page 45 and Word Book page 42 Teach Sound Card er *use LPB page 45 and Word Book page 42 Teach Sound Card ow *See LPB 46 and Word Book 43	Word Book pg. 31, 39, or 44; class book; or selected text from Decodable Texts website (In Resources)	
3	Sound Cards 1-42 Blend Cards 1-12 Ask for 2 sounds for single vowels	or, oo, e, x, ar Long a 3 ways (a, ay, a-e) Long i at the end of a	Word Book pg. 30 and 38	Column 3 +Choose two sentences to use for CAPS (LPB pg. 44)	Teach Sound Card wh *use LPB page 45 and Word Book page 42 Teach Sound Card er *use LPB page 45 and Word	Word Book pg. 31, 39, or 44; class book; or selected text from Decodable Texts website (In Resources)	

	and y Shuffle cards	word (y) /oy/ at the end of a word (oy) /oy/ in the middle of a word (oi)			Book page 42 Teach Sound Card ow *See LPB 46 and Word Book 43		
4	Sound Cards 1-42 Ask for 2 sounds for single vowels and y Shuffle cards	or, oo, e, x, ar Long a 3 ways (a, ay, a-e) Long i at the end of a word (y) /oy/ at the end of a word (oy) /oy/ in the middle of a word (oi)	Word Book page 32 and 33 Sight Word Cards 9-35	Column 4 +Choose two sentences to use for CAPS (LPB pg. 44)	Teach Sound Card wh *use LPB page 45 and Word Book page 42 Teach Sound Card er *use LPB page 45 and Word Book page 42 Teach Sound Card ow *See LPB 46 and Word Book 43	Word Book pg. 31, 39, or 44; class book; or selected text from Decodable Texts website (In Resources)	

Level 1-6 Mastery Check (students record in Student Notebook) LPB pg. 48-49

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 1-42	or, oo, e, x, ar Long a 3 ways (a, ay, a-e) Long i at the end of a word (y) /oy/ at the end of a word (oy) /oy/ in the middle of a word (oi)	Students read from Word Book p. 217 Teacher uses chart on LPB pg. 48	Dictate words listed on pg. 49 of LPB Teacher uses chart on LPB pg. 48	None	Word Book pg. 31, 39, or 44; class book; or selected text from Decodable Texts website (In Resources)	Record percentages on student page to use as graded work

Level 7 (Learning Plan Book (LPB) pages 50-54)

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-42 Ask for 2 sounds of y, ow, and all single vowels Blend Cards 1-12	er, u, e, ar, oo (as in moon), ow (as in cow) /k/ after a short vowel (ck) 2 ways to spell /k/ (c, k) Long o at the end of a word (ow)	Word Book 33 and 45	Column 1 +Choose two sentences to use for CAPS (LPB pg. 51)	Teach Sight Word Cards 36-42 *See LPB pg. 52 Teach suffix -ing *See LPB pg. 52 and Word Book pg. 47 Teach suffix -er *See LPB pg. 53 and Word Book pg. 47	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	
2	Sound Cards 1-42 Ask for 2 sounds of y, ow, and all single vowels	er, u, e, ar, oo (as in moon), ow (as in cow) /k/ after a short vowel (ck) 2 ways to	Word Book 33 and 35	Column 2 +Choose two sentences to use for CAPS (LPB pg. 51)	Teach Sight Word Cards 36-42 *See LPB pg. 52 Teach suffix -ing *See LPB pg. 52 and Word Book pg. 47	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	

		spell /k/ (c, k) Long o at the end of a word (ow)			Teach suffix -er *See LPB pg. 53 and Word Book pg. 47		
3	Sound Cards 1-42 Ask for 2 sounds of y, ow, and all single vowels Blend Cards 1-12	er, u, e, ar, oo (as in moon), ow (as in cow) /k/ after a short vowel (ck) 2 ways to spell /k/ (c, k) Long o at the end of a word (ow)	Word Book pg. 16, column 4 and pg. 37-38	Column 3 +Choose two sentences to use for CAPS (LPB pg. 51)	Teach Syllable Types (O, C, E) *See LPB pg. 53, Word Book pg. 48	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	
4	Sound Cards 1-42 Ask for 2 sounds of y, ow, and all single vowels	er, u, e, ar, oo (as in moon), ow (as in cow) /k/ after a short vowel	Word Book pages 41, 42, and 43	Column 4 +Choose two sentences to use for CAPS	Teach Syllable Division Patterns: Pattern 4a: Suffixes *See LPB pg. 54, Word Book pg. 47	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	

		(ck) 2 ways to spell /k/ (c, k) Long o at the end of a word (ow)		(LPB pg. 51)	and 50		
5	Sound Cards 1-42 Ask for 2 sounds of y, ow, and all single vowels Blend Cards 1-12	er, u, e, ar, oo (as in moon), ow (as in cow) /k/ after a short vowel (ck) 2 ways to spell /k/ (c, k) Long o at the end of a word (ow)	Word Book pg. 46 Sigh Word Cards 9-35	Choose a mixture of words from all columns +Choose two sentences to use for CAPS (LPB pg. 51)	Sight Word Cards 36-42 Review suffix -ing, -er Review Syllable Types (O, C, E) Review Syllable Division Patterns: 4a: suffixes	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	

Level 8 (Learning Plan Book (LPB) pages 55-60)

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-42 Blend Cards 1-12 Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	ow (as in cow), o, ch, u, qu 2 ways to spell /w/ (w, wh) 1st choice for long o at the end of a word (ow) Suffix -er Suffix -ing 1st choice for long i at the end of a word (y) /k/ after a short vowel (ck)	Word Book pg. 52-53	Column 1 +Choose two sentences to use for CAPS (LPB pg. 56)	Sound Card -tch Sound Card -ch Sound Card c and g Sound Card -dge *See rules LPB 57-59	Word Book pg. 44, 51, 59; class book; or selected text from Decodable Texts website (In Resources)	
2	Sound Cards 1-42	ow (as in cow),	Word Book pg.	Column 2	Sound	Word Book pg. 44, 51, 59; class book; or selected text from	

	Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	o, ch, u, qu 2 ways to spell /w/ (w, wh) 1st choice for long o at the end of a word (ow) Suffix -er Suffix -ing 1st choice for long i at the end of a word (y) /k/ after a short vowel (ck)	48 and 54	+Choose two sentences to use for CAPS (LPB pg. 56)	Card -tch Sound Card -ch Sound Card c and g Sound Card -dge *See rules LPB 57-59	Decodable Texts website (In Resources)	
3	Sound Cards 1-42 Blend Cards 1-12	ow (as in cow), o, ch, u, qu 2 ways to spell /w/ (w, wh)	Word Book pg. 45 and 49	Column 3 +Choose two sentences to use for CAPS	Sound Card -tch Sound Card -ch	Word Book pg. 44, 51, 59; class book; or selected text from Decodable Texts website (In Resources)	

	Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	1st choice for long o at the end of a word (ow) Suffix -er Suffix -ing 1st choice for long i at the end of a word (y) /k/ after a short vowel (ck)		(LPB pg. 56)	Sound Card c and g Sound Card -dge *See rules LPB 57-59		
4	Sound Cards 1-42 Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	ow (as in cow), o, ch, u, qu 2 ways to spell /w/ (w, wh) 1st choice for long o at the end of a word (ow)	Word Book pg. 46 and 50	Column 4 +Choose two sentences to use for CAPS (LPB pg. 56)	Sound Card -tch Sound Card -ch Sound Card c and g Sound	Word Book pg. 44, 51, 59; class book; or selected text from Decodable Texts website (In Resources)	

		Suffix -er Suffix -ing 1st choice for long i at the end of a word (y) /k/ after a short vowel (ck)			Card -dge *See rules LPB 57-59		
5	Sound Cards 1-42 Blend Cards 1-12 Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	ow (as in cow), o, ch, u, qu 2 ways to spell /w/ (w, wh) 1st choice for long o at the end of a word (ow) Suffix -er Suffix -ing	Word Book pg. 40 Sight Word Cards 9-42	Choose a mixture of words from all columns +Choose two sentences to use for CAPS (LPB pg. 56)	Sound Card -tch Sound Card -ch Sound Card c and g Sound Card -dge *See rules LPB 57-59	Word Book pg. 44, 51, 59; class book; or selected text from Decodable Texts website (In Resources)	

		1st choice for long i at the end of a word (y) /k/ after a short vowel (ck)					

Level 9-Learning Plan Book (LPB) pages 61-65

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-44 Blend Cards 1-12 Suffix Cards 1-2 Ask for 2 sounds for y, ow, c, g, and all single vowels	a, th, o, er Spell /j/ after short vowel (dge) Other ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch)	Word Book pgs. 60, 61, 62	Column 1 +Choose two sentences to use for CAPS (LPB pg. 62)	Sight Word Cards 43-50 Suffix Cards 3,4,5, 6 *See LPB pgs. 63-65 for daily practice words	Word Book pg. 51, 59, 65; class book; or selected text from Decodable Texts website (In Resources)	

		/k/ after a short vowel (ck) /l/ at the end of a word, after a short vowel (ll) 2 ways to spell /s/ (s, c) Which three letters make a c soft (e, i, y) Long i at the end of a word (y)					

2	Sound Cards 1-44 Suffix Cards 1-2 Ask for 2 sounds for y, ow, c, g, and all single vowels	a, th, o, er Spell /j/ after short vowel (dge) Other ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) /l/ at the end of a word, after a short vowel (ll) 2 ways to spell /s/ (s, c) Which three letters make a c	Word Book pg. 46 and 53	Column 2 +Choose two sentences to use for CAPS (LPB pg. 62)	Sight Word Cards 43-50 Suffix Cards 3,4,5, 6 *See LPB pgs. 63-65 for daily practice words	Word Book pg. 51, 59, 65; class book; or selected text from Decodable Texts website (In Resources)	

		soft (e, i, y) Long i at the end of a word (y)					
3	Sound Cards 1-44 Blend Cards 1-12 Suffix Cards 1-2 Ask for 2 sounds for y, ow, c, g, and all single vowels	a, th, o, er Spell /j/ after short vowel (dge) Other ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short	Word Book pg. 54 and 55	Column 3 +Choose two sentences to use for CAPS (LPB pg. 62)	Sight Word Cards 43-50 Suffix Cards 3,4,5, 6 *See LPB pgs. 63-65 for daily practice words	Word Book pg. 51, 59, 65; class book; or selected text from Decodable Texts website (In Resources)	

		vowel (ck) /l/ at the end of a word, after a short vowel (ll) 2 ways to spell /s/ (s, c) Which three letters make a c soft (e, i, y) Long i at the end of a word (y)					

4	Sound Cards 1-44 Suffix Cards 1-2 Ask for 2 sounds for y, ow, c, g, and all single vowels	a, th, o, er Spell /j/ after short vowel (dge) Other ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) /l/ at the end of a word, after a short vowel (ll) 2 ways to spell /s/ (s, c) Which three letters make a c	Word Book pg. 56-57	Column 4 +Choose two sentences to use for CAPS (LPB pg. 62)	Sight Word Cards 43-50 Suffix Cards 3,4,5, 6 *See LPB pgs. 63-65 for daily practice words	Word Book pg. 51, 59, 65; class book; or selected text from Decodable Texts website (In Resources)	

		soft (e, i, y) Long i at the end of a word (y)					
5	Sound Cards 1-44 Blend Cards 1-12 Suffix Cards 1-2 Ask for 2 sounds for y, ow, c, g, and all single vowels	a, th, o, er Spell /j/ after short vowel (dge) Other ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short	Word Book pg. 58 Sight Word Cards 9-42	Mix of previously used words +Choose two sentences to use for CAPS (LPB pg. 62)	Sight Word Cards 43-50 Suffix Cards 3,4,5, 6 *See LPB pgs. 63-65 for daily practice words	Word Book pg. 51, 59, 65; class book; or selected text from Decodable Texts website (In Resources)	

		vowel (ck) /l/ at the end of a word, after a short vowel (ll) 2 ways to spell /s/ (s, c) Which three letters make a c soft (e, i, y) Long i at the end of a word (y)					

Level 1-9 Mastery Check (students record in Student Notebook) LPB pg. 66-67

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 1-44 Blend Cards 1-12	a, th, o, er Spell /j/ after short vowel (dge)	Students read from Word Book p. 218 Teacher uses chart on LPB	Dictate words listed on pg. 67 of LPB Teacher uses	None	Word Book pg. 31, 39, or 44; class book; or selected text from Decodable Texts website (In Resources)	Record percentages on student page to use as graded work

	Suffix Cards 1-2 Ask for 2 sounds for y, ow, c, g, and all single vowels	Other ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) /l/ at the end of a word, after a short vowel (ll) 2 ways to spell /s/ (s, c) Which three letters make a c soft (e, i, y) Long i at the end of a word (y)	pg. 66	chart on LPB pg. 66			

Level 10-Learning Plan Book (LPB) pages 68-74

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Card 1-44 Suffix Cards 1-6 Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y; 2 sounds of -s; and	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that makes long e (y) Suffix -ly /j/ after a short vowel (dge)	Word Book pg. 66	Column 1 +Choose two sentences to use for CAPS (LPB pg. 69)	Prefix cards 1-4 *See LPB pg. 70-71	Word Book pg. 59, 65, or 71; class book; or selected text from Decodable Texts website (In Resources)	https://jr.brainpop.com/topic/prefixes/movie/?from_topic=true (video to introduce prefixes)

	3 sounds of -ed	Ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) First chice for /j/ at the beginning of a word (j)					
2	Sound Card 1-44 Suffix	2 ways to spell /s/ (s, c)	Word Book pg. 41	Column 2 +Choose two	Prefix cards 1-4 *See LPB pg. 70-71	Word Book pg. 59, 65, or 71; class book; or selected	

	Cards 1-6 Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y; 2 sounds of -s; and 3 sounds of -ed	Suffix -er (er) Suffix that makes long e (y) Suffix -ly /j/ after a short vowel (dge) Ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel		sentences to use for CAPS (LPB pg. 69)		text from Decodable Texts website (In Resources)	

		(tch) /k/ after a short vowel (ck) First chice for /j/ at the beginning of a word (j)					
3	Sound Card 1-44 Suffix Cards 1-6 Ask for 2 sounds for ow, c, g, and all single vowels; 3	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that makes long e (y)	Word Book pgs. 60-61	Column 3 +Choose two sentences to use for CAPS (LPB pg. 69)	Prefix cards 1-4 *See LPB pg. 70-71	Word Book pg. 59, 65, or 71; class book; or selected text from Decodable Texts website (In Resources)	

	sounds of y; 2 sounds of -s; and 3 sounds of -ed	Suffix -ly /j/ after a short vowel (dge) Ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) First chice for /j/ at the					

		beginning of a word (j)					
4	Sound Card 1-44 Suffix Cards 1-6 Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y; 2 sounds of -s; and 3 sounds of -ed	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that makes long e (y) Suffix -ly /j/ after a short vowel (dge) Ways to spell /j/ (j; g followed	Word Book pgs. 62-63	Column 4 +Choose two sentences to use for CAPS (LPB pg. 69)	Prefix cards 1-4 *See LPB pg. 70-71	Word Book pg. 59, 65, or 71; class book; or selected text from Decodable Texts website (In Resources)	

		by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) First chice for /j/ at the beginning of a word (j)					
5	Sound Card 1-44 Suffix Cards 1-6 Ask for 2	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that	Word Book pg. 64	Column 1 +Choose two sentences to use for CAPS (LPB pg.	Prefix cards 5-8 Syllable division pattern 4b * See	Word Book pg. 59, 65, or 71; class book; or selected text from Decodable Texts website (In Resources)	

	sounds for ow, c, g, and all single vowels; 3 sounds of y; 2 sounds of -s; and 3 sounds of -ed	makes long e (y) Suffix -ly /j/ after a short vowel (dge) Ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel		69)	LPB pg. 72-74		

		(ck) First chice for /j/ at the beginning of a word (j)					
6	Sound Card 1-44 Suffix Cards 1-6 Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y; 2 sounds of -s;	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that makes long e (y) Suffix -ly /j/ after a short vowel (dge)	Word Book pg. 54	Column 2 +Choose two sentences to use for CAPS (LPB pg. 69)	Prefix cards 5-8 Syllable division pattern 4b * See LPB pg. 72-74	Word Book pg. 59, 65, or 71; class book; or selected text from Decodable Texts website (In Resources)	

	and 3 sounds of -ed	Ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) First chice for /j/ at the beginning of a word (j)					
7	Sound Card 1-44 Suffix	2 ways to spell /s/ (s, c)	Sight Word Cards 20-50	Column 3 +Choose two	Prefix cards 5-8 Syllable	Word Book pg. 59, 65, or 71; class book; or selected	

	Cards 1-6 Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y; 2 sounds of -s; and 3 sounds of -ed	Suffix -er (er) Suffix that makes long e (y) Suffix -ly /j/ after a short vowel (dge) Ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel		sentences to use for CAPS (LPB pg. 69)	division pattern 4b * See LPB pg. 72-74	text from Decodable Texts website (In Resources)	

		(tch) /k/ after a short vowel (ck) First chice for /j/ at the beginning of a word (j)					
8	Sound Card 1-44 Suffix Cards 1-6 Ask for 2 sounds for ow, c, g, and all single vowels; 3	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that makes long e (y)	Any previous word list	Column 4 +Choose two sentences to use for CAPS (LPB pg. 69)	Prefix cards 5-8 Syllable division pattern 4b * See LPB pg. 72-74	Word Book pg. 59, 65, or 71; class book; or selected text from Decodable Texts website (In Resources)	

	sounds of y; 2 sounds of -s; and 3 sounds of -ed	Suffix -ly /j/ after a short vowel (dge) Ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) First chice for /j/ at the					

		beginning of a word (j)					

Level 11-Learning Plan Book (LPB) pages 75-80

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8 Blend Cards 1-12 Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-	Prefix re- Prefix be- Prefix /eks/ (ex) Prefix a- Prefix de- Prefix /egz/ (ex) Prefix un-	Word Book pg. 72-73	Column 1 +Choose two sentences to use for CAPS (LPB pg. 76)	Sight Word Cards 51-60 Blend Cards 13, 14, 15 *See LPB pgs. 77-78	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources)	

		/j/ after a short vowel (dge) /ch/ after a short vowel (tch) 2 ways for /s/ (s, c)					
2	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8 Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-	Prefix re- Prefix be- Prefix /eks/ (ex) Prefix a- Prefix de-	Word Book pg. 66	Column 2 +Choose two sentences to use for CAPS (LPB pg. 76)	Sight Word Cards 51-60 Blend Cards 13, 14, 15 *See LPB pgs. 77-78	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources)	

		Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short vowel (tch) 2 ways for /s/ (s, c)					
3	Sound Cards 1-44 Suffix Cards 1-6	Prefix re- Prefix be- Prefix /eks/	Word Book pg. 52	Column 3 +Choose two sentences to use for CAPS	Sight Word Cards 51-60 Blend Cards 13, 14, 15 *See LPB	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources)	

	Prefix cards 1-8 Blend Cards 1-12 Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-	(ex) Prefix a- Prefix de- Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short vowel (tch) 2 ways for /s/ (s, c)		(LPB pg. 76)	pgs. 77-78		

4	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8 Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-	Prefix re- Prefix be- Prefix /eks/ (ex) Prefix a- Prefix de- Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short	Word Book pg. 68-69	Column 4 +Choose two sentences to use for CAPS (LPB pg. 76)	Sight Word Cards 51-60 Blend Cards 13, 14, 15 *See LPB pgs. 77-78	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources)	

		vowel (tch) 2 ways for /s/ (s, c)					
5	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8 Blend Cards 1-12 Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-	Prefix re- Prefix be- Prefix /eks/ (ex) Prefix a- Prefix de- Prefix /egz/ (ex) Prefix un- /j/ after a	Word Book pg. 62	Column 1 +Choose two sentences to use for CAPS (LPB pg. 76)	Blend Cards 16-19 *See LPB pg. 78-79	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources))	

		short vowel (dge) /ch/ after a short vowel (tch) 2 ways for /s/ (s, c)					
6	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8 Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-	Prefix re- Prefix be- Prefix /eks/ (ex) Prefix a- Prefix de-	Word Book pg. 67	Column 2 +Choose two sentences to use for CAPS (LPB pg. 76)	Blend Cards 16-19 *See LPB pg. 78-79	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources)	

		Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short vowel (tch) 2 ways for /s/ (s, c)					
7	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8	Prefix re- Prefix be- Prefix /eks/	Word Book pg. 54	Column 3 +Choose two sentences to use for CAPS	Blend Cards 16-19 *See LPB pg. 78-79	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources)	

	Blend Cards 1-12 Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-	(ex) Prefix a- Prefix de- Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short vowel (tch) 2 ways for /s/ (s, c)		(LPB pg. 76)			

8	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8 (Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-)	Prefix re- Prefix be- Prefix /eks/ (ex) Prefix a- Prefix de- Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short	Word Book pg. 30 Sight Words 20-50	Column 4 +Choose two sentences to use for CAPS (LPB pg. 76)	Blend Cards 16-19 *See LPB pg. 78-79	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources)	

		vowel (tch) 2 ways for /s/ (s, c)					

Level 12-Learning Plan Book (LPB) pages 81-86

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-44 Suffix Cards 1-6 Prefix Cards 1-8 Blend Cards 1-19 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	scr, thr, spr, spl, shr, str, squ Suffix -ly Suffix that sounds like long e (y) Prefix sounds like /egz/ (ex)	Word Book pg. 72-73	Column 1 +Choose two sentences to use for CAPS (LPB pg. 82)	Sound Card 34 Sound Cards 46-49 (Use Learning Plan Book pgs. 84-85 for rules and examples)	Word Book pg. 71, 76, or 82; class book; or selected text from Decodable Texts website (In Resources)	

2	Sound Cards 1-44 Suffix Cards 1-6 Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	scr, thr, spr, spl, shr, str, squ Suffix -ly Suffix that sounds like long e (y) Prefix sounds like /egz/ (ex)	Word Book Pg. 74-75	Column 2 +Choose two sentences to use for CAPS (LPB pg. 82)	Sound Card 34 Sound Cards 46-49 (Use Learning Plan Book pgs. 84-85 for rules and examples)	Word Book pg. 71, 76, or 82; class book; or selected text from Decodable Texts website (In Resources)	
3	Sound Cards 1-44 Suffix Cards 1-6 Prefix Cards 1-8 Blend Cards 1-19 (Ask for 2 sounds for ow, c, g, and all	scr, thr, spr, spl, shr, str, squ Suffix -ly Suffix that sounds like long e (y) Prefix sounds like	Word Book pg. 77	Column 3 +Choose two sentences to use for CAPS (LPB pg. 82)	Sound Card 34 Sound Cards 46-49 (Use Learning Plan Book pgs. 84-85 for rules and examples)	Word Book pg. 71, 76, or 82; class book; or selected text from Decodable Texts website (In Resources)	

	single vowels; 3 sounds of y) (ex)	/egz/					
4	Sound Cards 1-44 Suffix Cards 1-6 Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	scr, thr, spr, spl, shr, str, squ Suffix -ly Suffix that sounds like long e (y) Prefix sounds like /egz/ (ex)	Word Book pg. 67	Column 4 +Choose two sentences to use for CAPS (LPB pg. 82)	Sound Card 34 Sound Cards 46-49 (Use Learning Plan Book pgs. 84-85 for rules and examples)	Word Book pg. 71, 76, or 82; class book; or selected text from Decodable Texts website (In Resources)	
5	Sound Cards 1-44 Suffix Cards 1-6 Prefix Cards 1-8 Blend Cards 1-19	scr, thr, spr, spl, shr, str, squ Suffix -ly Suffix that sounds like long e (y)	Word Book pg. 78 and 54	Mixture of words based on errors +Choose two sentences to use for CAPS (LPB pg. 82)	Sound Card 34 Sound Cards 46-49 (Use Learning Plan Book pgs. 84-85 for rules and examples)	Word Book pg. 71, 76, or 82; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	Prefix sounds like /egz/ (ex)					
6	Sound Cards 1-44 Suffix Cards 1-6 Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	scr, thr, spr, spl, shr, str, squ Suffix -ly Suffix that sounds like long e (y) Prefix sounds like /egz/ (ex)	Sight Word Cards 20-60	Mixture of words based on errors +Choose two sentences to use for CAPS (LPB pg. 82)	Sound Card 34 Sound Cards 46-49 (Use Learning Plan Book pgs. 84-85 for rules and examples)	Word Book pg. 71, 76, or 82; class book; or selected text from Decodable Texts website (In Resources)	

Level 1-12 Mastery Check-Learning Plan Book (LPB) pages 87-88

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery check	Sound Cards 1-44	scr, thr, spr, spl, shr, str, squ	Students read from Word Book p. 219	Dictate words listed on pg. 67 of	none	Word Book pg. 71, 76, or 82; class book; or selected text from Decodable Texts	Students write in Student Notebook

	Suffix Cards 1-6 Prefix Cards 1-8 Blend Cards 1-19 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	Suffix -ly Suffix that sounds like long e (y) Prefix sounds like /egz/ (ex)	Teacher uses chart on LPB pg. 87	LPB Teacher uses chart on LPB pg. 87		website (In Resources)	Record percentages

Level 13-Learning Plan Book (LPB) pages 89-95

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-49 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	ear, aw, shr, oo (like book- but don't give the word), spl 2 ways to spell /er/ (er, ir) Long e at the	Sight Word Cards 30-60	Column 1 +Choose two sentences to use for CAPS (LPB pg. 90)	Sight Word Cards 61-70 (LPB pg. 91) Sound Cards 50-53 (LPB pg. 91-93)	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	*May need extra time whole class to review syllable division patterns*

		end of a word (y) Long i at the end of a word (y) Long o in the middle of a word (o, oa, o-e) Long a in the middle of a word (a, a-e, ai)			Syllable division pattern 5 (LPB 94)		
2	Sound Cards 1-49 Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	ear, aw, shr, oo (like book- but don't give the word), spl 2 ways to spell /er/ (er, ir)	Word Book Pg. 54	Column 2 +Choose two sentences to use for CAPS (LPB pg. 90)	Sight Word Cards 61-70 (LPB pg. 91) Sound Cards 50-53 (LPB pg.	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

		Long e at the end of a word (y) Long i at the end of a word (y) Long o in the middle of a word (o, oa, o-e) Long a in the middle of a word (a, a-e, ai)			91-93) Syllable division pattern 5 (LPB 94)		
3	Sound Cards 1-49 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	ear, aw, shr, oo (like book- but don't give the word), spl 2 ways to spell /er/ (er, ir)	Word Book pg. 80-81	Column 3 +Choose two sentences to use for CAPS (LPB pg. 90)	Sight Word Cards 61-70 (LPB pg. 91) Sound Cards 50-	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

		Long e at the end of a word (y) Long i at the end of a word (y) Long o in the middle of a word (o, oa, o-e) Long a in the middle of a word (a, a-e, ai)			53 (LPB pg. 91-93) Syllable division pattern 5 (LPB 94)		
4	Sound Cards 1-49 Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels;	ear, aw, shr, oo (like book- but don't give the word), spl 2 ways to spell /er/	Word Book pg. 83-84	Column 4 +Choose two sentences to use for CAPS (LPB pg. 90)	Sight Word Cards 61-70 (LPB pg. 91) Sound Cards 50-	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

	3 sounds of y) <

	for ow, c, g, and all single vowels; 3 sounds of y)	/er/ (er, ir) Long e at the end of a word (y) Long i at the end of a word (y) Long o in the middle of a word (o, oa, o-e) Long a in the middle of a word (a, a-e, ai)		use for CAPS (LPB pg. 90)	Sound Cards 50-53 (LPB pg. 91-93) Syllable division pattern 5 (LPB 94)		
6	Sound Cards 1-49 Prefix Cards 1-8	ear, aw, shr, oo (like book- but don't give the word), spl	Word Book pg. 77-79	Mixture of words based on errors +Choose two	Sight Word Cards 61-70 (LPB pg. 91)	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	2 ways to spell /er/ (er, ir) Long e at the end of a word (y) Long i at the end of a word (y) Long o in the middle of a word (o, oa, o-e) Long a in the middle of a word (a, a-e, ai)		sentences to use for CAPS (LPB pg. 90)	Sound Cards 50-53 (LPB pg. 91-93) Syllable division pattern 5 (LPB 94)		

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-53 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	-ble, aw, -dle, shr, -fle Ways to spell long e (e, ee, ea, e-e, y) Ways to spell /oo/ (oo, ew, u-e) Ways to spell long i (igh, i-e, i, y) Ways to spell long o in the middle of a word (oa, o-e)	Sight Word Cards 40-70 Word Book pg. 91	Column 1 +Choose two sentences to use for CAPS (LPB pg. 97)	Prefix Cards 9-12 (LPB 98-99) Syllable Division Pattern 6 (LPB pg. 102)	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources)	
2	Sound Cards 1-53	-ble, aw, -dle, shr, -fle	Word Book pg. 87	Column 2	Prefix Cards 9-12	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In	

	Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	Ways to spell long e (e, ee, ea, e-e, y) Ways to spell /oo/ (oo, ew, u-e) Ways to spell long i (igh, i-e, i, y) Ways to spell long o in the middle of a word (oa, o-e)		+Choose two sentences to use for CAPS (LPB pg. 97)	(LPB 98-99) Syllable Division Pattern 6 (LPB pg. 102)	Resources)	
3	Sound Cards 1-53 Suffix Cards 1-6	-ble, aw, -dle, shr, -fle Ways to spell long e	Word Book pg. 88	Column 3 +Choose two sentences to use for CAPS	Prefix Cards 9-12 (LPB 98-99)	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	(e, ee, ea, e-e, y) Ways to spell /oo/ (oo, ew, u-e) Ways to spell long i (igh, i-e, i, y) Ways to spell long o in the middle of a word (oa, o-e)		(LPB pg. 97)	Syllable Division Pattern 6 (LPB pg. 102)		
4	Sound Cards 1-53 Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	-ble, aw, -dle, shr, -fle Ways to spell long e (e, ee, ea, e-e, y)	Word Book og. 83	Column 4 +Choose two sentences to use for CAPS (LPB pg. 97)	Prefix Cards 9-12 (LPB 98-99) Syllable Division Pattern 6 (LPB pg.	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources)	

		Ways to spell /oo/ (oo, ew, u-e) Ways to spell long i (igh, i-e, i, y) Ways to spell long o in the middle of a word (oa, o-e)			102)		
5	Sound Cards 1-53 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	-ble, aw, -dle, shr, -fle Ways to spell long e (e, ee, ea, e-e, y) Ways to spell /oo/	Word Book pg. 92	Column 1 +Choose two sentences to use for CAPS (LPB pg. 97)	Prefix Cards 13-16 (LPB 100-101) Syllable Division Pattern 6 (LPB pg. 102)	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources)	

		(oo, ew, u-e) Ways to spell long i (igh, i-e, i, y) Ways to spell long o in the middle of a word (oa, o-e)					
6	Sound Cards 1-53 Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	-ble, aw, -dle, shr, -fle Ways to spell long e (e, ee, ea, e-e, y) Ways to spell /oo/ (oo, ew, u-e) Ways to spell	Word Book pg. 89	Column 2 +Choose two sentences to use for CAPS (LPB pg. 97)	Prefix Cards 13-16 (LPB 100-101) Syllable Division Pattern 6 (LPB pg. 102)	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources)	

		long i (igh, i-e, i, y) Ways to spell long o in the middle of a word (oa, o-e)					
7	Sound Cards 1-53 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	-ble, aw, -dle, shr, -fle Ways to spell long e (e, ee, ea, e-e, y) Ways to spell /oo/ (oo, ew, u-e) Ways to spell long i	Word Book pg. 85	Column 3 +Choose two sentences to use for CAPS (LPB pg. 97)	Prefix Cards 13-16 (LPB 100-101) Syllable Division Pattern 6 (LPB pg. 102)	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources))	

		(igh, i-e, i, y) Ways to spell long o in the middle of a word (oa, o-e)					
8	Sound Cards 1-53 Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	-ble, aw, -dle, shr, -fle Ways to spell long e (e, ee, ea, e-e, y) Ways to spell /oo/ (oo, ew, u-e) Ways to spell long i (igh, i-e, i, y)	Word Book pg. 84	Column 4 +Choose two sentences to use for CAPS (LPB pg. 97)	Prefix Cards 13-16 (LPB 100-101) Syllable Division Pattern 6 (LPB pg. 102)	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources)	

		Ways to spell long o in the middle of a word (oa, o-e)					
9	Sound Cards 1-53 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	-ble, aw, -dle, shr, -fle Ways to spell long e (e, ee, ea, e-e, y) Ways to spell /oo/ (oo, ew, u-e) Ways to spell long i (igh, i-e, i, y) Ways to spell long o in the middle of a	Word Book pg. 54	Mix words from all columns based on prior errors +Choose two sentences to use for CAPS (LPB pg. 97)	Prefix Cards 13-16 (LPB 100-101) Syllable Division Pattern 6 (LPB pg. 102)	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources)	

		word (oa, o-e)					

Level 15-Learning Plan Book (LPB) pages 103-109

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law) *Do not say, "as in soon/law". That information is for the teacher to know the sound to make.	Word Book pg. 97	Column 1 +Choose two sentences to use for CAPS (LPB pg. 104)	Sight Word Cards 71-79 Sound Cards 54-56 (See LPB pg. 105-106)	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts website (In Resources)	
2	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word	Word Book pg. 93	Column 2 +Choose two sentences to use for CAPS	Sight Word Cards 71-79 Sound Cards 54-56 (See LPB pg. 105-106)	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	*/aw/ (law) *Do not say, “as in soon/law”. That information is for the teacher to know the sound to make.		(LPB pg. 104)			
3	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law) *Do not say, “as in soon/law”. That information is for the teacher to know the sound to make.	Word Book pg. 94	Column 3 +Choose two sentences to use for CAPS (LPB pg. 104)	Sight Word Cards 71-79 Sound Cards 54-56 (See LPB pg. 105-106)	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts website (In Resources)	
4	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word	Word Book pg. 92	Column 4 +Choose two sentences to use for CAPS (LPB pg. 104)	Sight Word Cards 71-79 Sound Cards 54-56 (See LPB pg. 105-106)	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	*/aw/ (law) *Do not say, “as in soon/law”. That information is for the teacher to know the sound to make.					
5	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law) *Do not say, “as in soon/law”. That information is for the teacher to know the sound to make.	Word Book pg. 54	Column 1 +Choose two sentences to use for CAPS (LPB pg. 104)	Sound Cards 57-59 and 51 and 46 (See LPB pg. 107-109)	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts website (In Resources)	
6	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word	Word Book pg. 98	Column 2 +Choose two sentences to use for CAPS (LPB pg. 104)	Sound Cards 57-59 and 51 and 46 (See LPB pg. 107-109)	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	*/aw/ (law) *Do not say, “as in soon/law”. That information is for the teacher to know the sound to make.					
7	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law) *Do not say, “as in soon/law”. That information is for the teacher to know the sound to make.	Word Book pg. 95	Column 3 +Choose two sentences to use for CAPS (LPB pg. 104)	Sound Cards 57-59 and 51 and 46 (See LPB pg. 107-109)	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts website (In Resources)	
8	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word	Sight Word Cards 40-70	Column 4 +Choose two sentences to use for CAPS (LPB pg. 104)	Sound Cards 57-59 and 51 and 46 (See LPB pg. 107-109)	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	*/aw/ (law) *Do not say, “as in soon/law”. That information is for the teacher to know the sound to make.					

1-15 Mastery Check-Learning Plan Book (LPB) pages 110-111

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law) *Do not say, “as in soon/law”. That information is for the teacher to know the sound to make.	Students read from Word Book p. 220 Teacher uses chart on LPB pg. 110	Dictate words from LPB pg. 111. Teacher uses chart on page 110	none	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts website (In Resources)	Students write in Student Notebook Record percentages

Level 16-Learning Plan Book (LPB) pgs. 112-117

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-59 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew) How else can you spell /oo/ (oo, u-e) Ways to spell short e (e, ea)	Word Book pg. 103	Column 1 +Choose two sentences to use for CAPS (LPB pg. 113)	Suffix Cards 7-10 (LPB pg. 114-115)	Word Book pg. 96, 102, 108; class book; or selected text from Decodable Texts website (In Resources)	

		*Do not say, “as in cow/soon.” This is for teacher purposes.					
2	Sound Cards 1-59 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew) How else can you spell /oo/ (oo, u-e) Ways to spell short e	Word Book pg. 97	Column 2 +Choose two sentences to use for CAPS (LPB pg. 113)	Suffix Cards 7-10 (LPB pg. 114-115)	Word Book pg. 96, 102, 108; class book; or selected text from Decodable Texts website (In Resources)	

		(e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					
3	Sound Cards 1-59 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew) How else can you spell /oo/ (oo, u-e)	Word Book pg. 98	Column 3 +Choose two sentences to use for CAPS (LPB pg. 113)	Suffix Cards 7-10 (LPB pg. 114-115)	Word Book pg. 96, 102, 108; class book; or selected text from Decodable Texts website (In Resources)	

		Ways to spell short e (e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					
4	Sound Cards 1-59 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew) How else can you spell /oo/ (oo, u-e)	Word Book og. 54	Column 4 +Choose two sentences to use for CAPS (LPB pg. 113)	Suffix Cards 7-10 (LPB pg. 114-115)	Word Book pg. 96, 102, 108; class book; or selected text from Decodable Texts website (In Resources)	

		Ways to spell short e (e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					
5	Sound Cards 1-59 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew) How else can you spell /oo/	Word Book pg. 78	Column 1 +Choose two sentences to use for CAPS (LPB pg. 113)	Suffix Cards 11-14 (LPB 115-116)	Word Book pg. 96, 102, 108; class book; or selected text from Decodable Texts website (In Resources)	

		(oo, u-e) Ways to spell short e (e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					
6	Sound Cards 1-59 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew) How else can you	Word Book pg. 99	Column 2 +Choose two sentences to use for CAPS (LPB pg. 113)	Suffix Cards 11-14 (LPB 115-116)	Word Book pg. 96, 102, 108; class book; or selected text from Decodable Texts website (In Resources)	

		spell /oo/ (oo, u-e) Ways to spell short e (e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					
7	Sound Cards 1-59 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew)	Word Book pg. 101	Column 3 +Choose two sentences to use for CAPS (LPB pg. 113)	Suffix Cards 11-14 (LPB 115-116)	Word Book pg. 96, 102, 108; class book; or selected text from Decodable Texts website (In Resources)	

		How else can you spell /oo/ (oo, u-e) Ways to spell short e (e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					
8	Sound Cards 1-59 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew)	Sight Word Cards 50-79	Column 4 +Choose two sentences to use for CAPS (LPB pg. 113)	Suffix Cards 11-14 (LPB 115-116)	Word Book pg. 96, 102, 108; class book; or selected text from Decodable Texts website (In Resources)	

		How else can you spell /oo/ (oo, u-e) Ways to spell short e (e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					

Level 17-Learning Plan Book (LPB) pgs.118-121

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-59 Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew,	-tion, -less, -ment, -ful, -ness, -ic, -et, -en *Ways to spell /oo/ (pronounced like moon; answer: oo, ew, u-e)	Word Book pg. 109-110	Column 1 +Choose two sentences to use for CAPS (LPB pg. 119)	Doubling Rule (1-1-1) See LPB pg. 120-121 for rules, examples, and practice	Word Book pg. 102, 108, 122; class book; or selected text from Decodable Texts website (In Resources)	

	ea, ear, and all single vowels; 3 sounds of y)	Ways to spell /j/ (j; dge; g followed by e, i, or y) *Do not say, “as moon.”					
2	Sound Cards 1-59 Suffix Cards 1-14 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, -less, -ment, -ful, -ness, -ic, -et, -en *Ways to spell /oo/ (pronounced like moon; answer: oo, ew, u-e) Ways to spell /j/ (j; dge; g followed by e, i, or y) *Do not say, “as moon.”	Word Book pg. 103-104	Column 1 +Choose two sentences to use for CAPS (LPB pg. 119)	Doubling Rule (1-1-1) See LPB pg. 120-121 for rules, examples, and practice	Word Book pg. 102, 108, 122; class book; or selected text from Decodable Texts website (In Resources)	
3	Sound Cards 1-59	-tion, -less, -ment, -ful, -ness, -ic, -et, -	Word Book pg.	Column 1	Doubling Rule	Word Book pg. 102, 108, 122; class book; or selected	

	Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	en *Ways to spell /oo/ (pronounced like moon; answer: oo, ew, u-e) Ways to spell /j/ (j; dge; g followed by e, i, or y) *Do not say, “as moon.”	105-106	+Choose two sentences to use for CAPS (LPB pg. 119)	(1-1-1) See LPB pg. 120-121 for rules, examples, and practice	text from Decodable Texts website (In Resources))	
4	Sound Cards 1-59 Suffix Cards 1-14 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, -less, -ment, -ful, -ness, -ic, -et, -en *Ways to spell /oo/ (pronounced like moon; answer: oo, ew, u-e) Ways to spell /j/ (j; dge; g followed	Word Book pg. 107 Sight Word Cards 50-79	Column 1 +Choose two sentences to use for CAPS (LPB pg. 119)	Doubling Rule (1-1-1) See LPB pg. 120-121 for rules, examples, and practice	Word Book pg. 102, 108, 122; class book; or selected text from Decodable Texts website (In Resources)	

		by e, i, or y) *Do not say, “as moon.”					

Level 18-Learning Plan Book (LPB) pgs. 122-127

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-59 Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear)	Word Book pg. 113	Column 1 +Choose two sentences to use for CAPS (LPB pg. 123)	Sight Word Cards 80-88 Suffix Cards 15-17 (See LPB pg. 124-125)	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website (In Resources)	

		3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					
2	Sound Cards 1-59 Suffix Cards 1-14 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear) 3 ways to spell /k/	Word Book pg. 114	Column 2 +Choose two sentences to use for CAPS (LPB pg. 123)	Sight Word Cards 80-88 Suffix Cards 15-17 (See LPB pg. 124-125)	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website (In Resources)	

		(c, k, -ck) *Do not say, “as in cow” when dictating sound.					
3	Sound Cards 1-59 Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear) 3 ways to spell /k/ (c, k, -ck) *Do not say, “as	Word Book pg. 111	Column 3 +Choose two sentences to use for CAPS (LPB pg. 123)	Sight Word Cards 80-88 Suffix Cards 15-17 (See LPB pg. 124-125)	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website (In Resources)	

		in cow" when dictating sound.					
4	Sound Cards 1-59 Suffix Cards 1-14 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear) 3 ways to spell /k/ (c, k, -ck) *Do not say, "as in cow" when dictating sound.	Word Book pg. 115	Column 4 +Choose two sentences to use for CAPS (LPB pg. 123)	Sight Word Cards 80-88 Suffix Cards 15-17 (See LPB pg. 124-125)	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website (In Resources)	
5	Sound Cards 1-59	-tion, pro-, ar, u, sh, pre-	Word Book pg. 95	Column 1	Suffix Cards 18-	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website	

	Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	*2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear) 3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.		+Choose two sentences to use for CAPS (LPB pg. 123)	20 (See LPB pg. 126-127)	(In Resources)	
6	Sound Cards 1-59 Suffix Cards 1-14	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow;	Word Book pg. 109	Column 2 +Choose two sentences to use for CAPS	Suffix Cards 18-20 (See LPB pg. 126-	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear) 3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.		(LPB pg. 123)	127)		
7	Sound Cards 1-59 Suffix Cards 1-14 Prefix Cards 1-16	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell	Word Book pg. 10	Column 3 +Choose two sentences to use for CAPS (LPB pg. 123)	Suffix Cards 18-20 (See LPB pg. 126-127)	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear) 3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					
8	Sound Cards 1-59 Suffix Cards 1-14 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea)	Sight Word Cards 50-79	Column 4 +Choose two sentences to use for CAPS (LPB pg. 123)	Suffix Cards 18-20 (See LPB pg. 126-127)	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website (In Resources)	

		4 ways to spell /er/ (er, ir, ur, ear) 3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					

Level 1-18 Mastery Check-Learning Plan Book (LPB) pg. 128-129

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 1-59 Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e	Students read from Word Book p. 221 Teacher uses chart on LPB pg. 128	Dictate words from LPB pg. 128. Teacher uses chart on page 128	none	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website (In Resources)	

	vowels; 3 sounds of y)	(ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear) 3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					

Level 19-Learning Plan Book (LPB) pgs. 130-133

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3	-est, -able, -ive, -al, -ous, -tion, -ic, -ful Ways to spell long e (ee, e, e-e, ea, y)	Word Book pg. 119-120	Column 1 +Choose two sentences to use for CAPS (LPB pg. 131)	Teach Contractions (See LPB pg. 133-133	Word Book pg. 112,118, 122; class book; or selected text from Decodable Texts website (In Resources)	*BrainPop Available for Contractions

	sounds of y)					
		Ways to spell /j/ (j; dge; g followed by e, i, y) -est, -able, -ive, -al, -ous, -tion, -ic, -ful				
	Sound Cards 1-59			Column 2		
2	Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	Ways to spell long e (ee, e, e-e, ea, y) Ways to spell /j/ (j; dge; g followed by e, i, y) -est, -able, -ive, -al, -ous, -tion, -ic, -ful	Word Book pg. 109, 110, 111	+Choose two sentences to use for CAPS (LPB pg. 131)	Teach Contractions (See LPB pg. 133-133	Word Book pg. 112,118, 122; class book; or selected text from Decodable Texts website (In Resources)
3	Sound Cards 1-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3	Column 3 Ways to spell long e (ee, e, e-e, ea, y)	Word Book pg. 116-117	+Choose two sentences to use for CAPS (LPB pg. 131)	Teach Contractions (See LPB pg. 133-133	Word Book pg. 112,118, 122; class book; or selected text from Decodable Texts website (In Resources)

	sounds of y)						
4	Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	Ways to spell /j/ (j; dge; g followed by e, i, y) -est, -able, -ive, -al, -ous, -tion, -ic, -ful Ways to spell long e (ee, e, e-e, ea, y) Ways to spell /j/ (j; dge; g followed by e, i, y)	Sound Cards 1-59 Word Book pg. 114 Sight Word Cards 66-88	Column 4 +Choose two sentences to use for CAPS (LPB pg. 131)	Teach Contractions (See LPB pg. 133-133	Word Book pg. 112,118, 122; class book; or selected text from Decodable Texts website (In Resources)	

Level 20-Learning Plan Book (LPB) pg. 134-137

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 17-59	-al, -ous, -tion, -ic, -ful, -en	Word Book pg. 123-124	Column 1	E rule part 1	Word Book pg. 118, 122, 127; class book; or selected text from Decodable Texts website (In	

	Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	Ways to spell long a (ay, a-e, a, ai) Ways to spell /er/ (er, ir, ur, ear) /k/ after a short vowel (ck) Others ways to spell /k/ (c,k)		+Choose two sentences to use for CAPS (LPB pg. 135)	E rule part 2 (See LPB for rules and examples)	Resources)	
2	Sound Cards 17-59 Prefix Cards 1-16 (Ask for 2 sounds for	-al, -ous, -tion, -ic, -ful, -en Ways to spell long a	Word Book pg. 120-121	Column 2 +Choose two sentences to use for CAPS	E rule part 1 E rule part 2	Word Book pg. 118, 122, 127; class book; or selected text from Decodable Texts website (In Resources)	

	ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	(ay, a-e, a, ai) Ways to spell /er/ (er, ir, ur, ear) /k/ after a short vowel (ck) Others ways to spell /k/ (c,k)		(LPB pg. 135)	(See LPB for rules and examples)		
3	Sound Cards 17-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-al, -ous, -tion, -ic, -ful, -en Ways to spell long a (ay, a-e, a, ai)	Word Book pg. 125	Column 3 +Choose two sentences to use for CAPS (LPB pg. 135)	E rule part 1 E rule part 2 (See LPB for rules and examples)	Word Book pg. 118, 122, 127; class book; or selected text from Decodable Texts website (In Resources)	

		Ways to spell /er/ (er, ir, ur, ear) /k/ after a short vowel (ck) Others ways to spell /k/ (c,k)					
4	Sound Cards 17-59 Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-al, -ous, -tion, -ic, -ful, -en Ways to spell long a (ay, a-e, a, ai) Ways to spell /er/ (er, ir, ur,	Sight Word Cards 66-88	Column 4 +Choose two sentences to use for CAPS (LPB pg. 135)	E rule part 1 E rule part 2 (See LPB for rules and examples)	Word Book pg. 118, 122, 127; class book; or selected text from Decodable Texts website (In Resources)	

		ear) /k/ after a short vowel (ck) Others ways to spell /k/ (c,k)					

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh) Ways to spell /er/	Word Book pg. 128	Column 1 +Choose two sentences to use for CAPS (LPB pg. 139)	Sight Word Cards 89-96 Sound Cards 60-62 (See LPB pg. 140-141)	Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	

		(er, ir, ur, ear)					
2	Sound Cards 21-59 Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)	Word Book pg. 123	Column 2 +Choose two sentences to use for CAPS (LPB pg. 139)	Sight Word Cards 89-96 Sound Cards 60-62 (See LPB pg. 140-141)	Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	
3	Sound Cards 21-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)	Word Book pg. 125	Column 3 +Choose two sentences to use for CAPS (LPB pg. 139)	Sight Word Cards 89-96 Sound Cards 60-62 (See LPB pg. 140-141)	Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	
4	Sound Cards 21-59	pre-, dis-, ex-, per-, -ous, -able, -est, -ive	Word Book pg. 114	Column 4 +Choose two	Sight Word Cards 89-96	Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	

	Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	Ways to spell long i (i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)		sentences to use for CAPS (LPB pg. 139)	Sound Cards 60-62 (See LPB pg. 140-141)		
5	Sound Cards 21-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)	Word Book pg. 129	Column 1 +Choose two sentences to use for CAPS (LPB pg. 139)	Sound Card 63 Suffix Card 21 (See LPB 142-143)	Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	
6	Sound Cards 21-59 Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh)	Word Book pg. 124	Column 2 +Choose two sentences to use for CAPS (LPB pg. 139)		Word Book pg. 122, 127, 133; class book; or selected Decodable Texts website (In Resources)	

	sounds of y)	Ways to spell /er/ (er, ir, ur, ear)					
7	Sound Cards 21-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)	Word Book pg. 126	Column 3 +Choose two sentences to use for CAPS (LPB pg. 139)		Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	
8	Sound Cards 21-59 Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)	Sight Word Cards 66-88	Column 4 +Choose two sentences to use for CAPS (LPB pg. 139)		Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	

Mastery Check 1-21-Learning Plan Book (LPB) pg. 144-145

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 21-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)	Students read from Word Book pg. 222 Teacher uses chart LPB pg. 144	Dictate words on LPB pg. 145 Students write in Student Notebook	none	Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	Record percentages in Student Notebook and as grade

Level 22-Learning Plan Book (LPB) pg. 146-150

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-63	-tion, -al, -ous, -able	Word Book 130-132	Column 1 +Choose two	Y Rule parts 1-3 (See LPB	Word Book pg. 127, 133, 137; class book; or selected text from Decodable Texts website (In Resources)	

	Suffix Cards 1-21 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)	2 ways to spell long e at the end of a word (y, ey) 3 ways to spell /f/ (f, ph, ff after a short vowel) Ways to spell /oo/ (as in soon; answer: oo, ew, u-e, ue) 2 ways to spell /aw/ (aw, au) The suffix -sion (sion)		sentences to use for CAPS (LPB pg. 147)	pg148-150 for rules and examples)		
2	Sound Cards 21-63 Prefix Cards 1-16	-tion, -al, -ous, -able 2 ways to spell	Word Book pg. 123, 126	Column 2 +Choose two sentences to	Y Rule parts 1-3 (See LPB pg148-150 for	Word Book pg. 127, 133, 137; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)	long e at the end of a word (y, ey) 3 ways to spell /f/ (f, ph, ff after a short vowel) Ways to spell /oo/ (as in soon; answer: oo, ew, u-e, ue) 2 ways to spell /aw/ (aw, au) The suffix -sion (sion)		use for CAPS (LPB pg. 147)	rules and examples)		
3	Sound Cards 21-63 Suffix Cards 1-21	-tion, -al, -ous, -able 2 ways to spell long e at the end	Word Book pg. 128-129	Column 3 +Choose two sentences to use for CAPS	Y Rule parts 1-3 (See LPB pg148-150 for rules and examples)	Word Book pg. 127, 133, 137; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)	of a word (y, ey) 3 ways to spell /f/ (f, ph, ff after a short vowel) Ways to spell /oo/ (as in soon; answer: oo, ew, u-e, ue) 2 ways to spell /aw/ (aw, au) The suffix -sion (sion)		(LPB pg. 147)			
4	Sound Cards 21-63 Prefix Cards 1-16 (Ask for 2 sounds for	-tion, -al, -ous, -able 2 ways to spell long e at the end of a word	Word Book pg. 134 Sight Word	Column 4 +Choose two sentences to use for CAPS	Y Rule parts 1-3 (See LPB pg148-150 for rules and examples)	Word Book pg. 127, 133, 137; class book; or selected text from Decodable Texts website (In Resources)	

	ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)	(y, ey) 3 ways to spell /f/ (f, ph, ff after a short vowel) Ways to spell /oo/ (as in soon; answer: oo, ew, u-e, ue) 2 ways to spell /aw/ (aw, au) The suffix -sion (sion)	Cards 66-96	(LPB pg. 147)			

Level 23-Learning Plan Book (LPB) pg. 151-155

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-63	ex-, re-, pre-, a-, pro-, con-,	Word Book 138, 139	Column 1	Sight Word Cards 97-104	Word Book pg. 133, 137, 143; class book; or selected text from Decodable Texts	

	(Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)	de 2 ways to spell /aw/ (aw, au) Ways to spell long e (ee, e, e-e, y, ea, ey) Ways to spell long a (a, ay, a-e, ai)		+Choose two sentences to use for CAPS (LPB pg. 152)	Sound Cards 64-66 (See LPB pg. 153-155 for rules and examples)	website (In Resources)	
2	Suffix Cards 1-21 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)	ex-, re-, pre-, a-, pro-, con-, de 2 ways to spell /aw/ (aw, au) Ways to	Word Book 134,135	Column 2 +Choose two sentences to use for CAPS (LPB pg. 152)	Sight Word Cards 97-104 Sound Cards 64-66 (See LPB pg. 153-155 for rules and examples)	Word Book pg. 133, 137, 143; class book; or selected text from Decodable Texts website (In Resources)	

		spell long e (ee, e, e-e, y, ea, ey) Ways to spell long a (a, ay, a-e, ai)					
3	Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)	ex-, re-, pre-, a-, pro-, con-, de 2 ways to spell /aw/ (aw, au) Ways to spell long e (ee, e, e-e, y, ea, ey) Ways to spell long a (a, ay, a-e,	Word Book 139, 140	Column 3 +Choose two sentences to use for CAPS (LPB pg. 152)	Sight Word Cards 97-104 Sound Cards 64-66 (See LPB pg. 153-155 for rules and examples)	Word Book pg. 133, 137, 143; class book; or selected text from Decodable Texts website (In Resources)	

		ai)					
4	Sound Cards 21-63 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)	ex-, re-, pre-, a-, pro-, con-, de 2 ways to spell /aw/ (aw, au) Ways to spell long e (ee, e, e-e, y, ea, ey) Ways to spell long a (a, ay, a-e, ai)	Word Book 129 Sight Word Cards 66-96	Column 4 +Choose two sentences to use for CAPS (LPB pg. 152)	Sight Word Cards 97-104 Sound Cards 64-66 (See LPB pg. 153-155 for rules and examples)	Word Book pg. 133, 137, 143; class book; or selected text from Decodable Texts website (In Resources)	

Level 24-Learning Plan Book (LPB) pg. 156-161

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-66	-ild, -ple, -ind	Word Book pg.	Column 1	Sight Word Cards 105-109	Word Book pg. 137, 143, 148; class book; or selected	

	(Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	Ways to spell long a (a, ay, a-e, ai, eigh) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) /k/ after a short vowel (ck) /ch/ after a short vowel (tch) /j/ after a short	140-142	+Choose two sentences to use for CAPS (LPB pg. 157)	Months of year Sound Cards 67-69 (See LPB pg. 158-159 for rules and examples)	text from Decodable Texts website (In Resources)	

		vowel (dge) /ow/ (as in cow) 2 ways (ow, ou) /er/ 4 ways (er, ir, ur, ear)					
2	Suffix Cards 1-21 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	-ild, -ple, -ind Ways to spell long a (a, ay, a-e, ai, eigh) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei)	Word Book pg. 138, 139	Column 2 +Choose two sentences to use for CAPS (LPB pg. 157)	Sight Word Cards 105-109 Months of year Sound Cards 67-69 (See LPB pg. 158-159 for rules and examples)	Word Book pg. 137, 143, 148; class book; or selected text from Decodable Texts website (In Resources)	

		/k/ after a short vowel (ck) /ch/ after a short vowel (tch) /j/ after a short vowel (dge) /ow/ (as in cow) 2 ways (ow, ou) /er/ 4 ways (er, ir, ur, ear)					
3	Prefix Cards 1-16	-ild, -ple, -	Word Book pg.	Column 3	Sight Word	Word Book pg. 137, 143, 148; class book; or selected	

	(Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	ind Ways to spell long a (a, ay, a-e, ai, eigh) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) /k/ after a short vowel (ck) /ch/ after a short vowel (tch) /j/ after a	144-145	+Choose two sentences to use for CAPS (LPB pg. 157)	Cards 105-109 Months of year Sound Cards 67-69 (See LPB pg. 158-159 for rules and examples)	text from Decodable Texts website (In Resources)	

		short vowel (dge) /ow/ (as in cow) 2 ways (ow, ou) /er/ 4 ways (er, ir, ur, ear)					
4	Sound Cards 21-66 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	-ild, -ple, -ind Ways to spell long a (a, ay, a-e, ai, eigh) Ways to spell long e (e, ee, e-e, y, ea, ey,	Word book pg. 136 Sight Word Cards 80-104	Column 4 +Choose two sentences to use for CAPS (LPB pg. 157)	Sight Word Cards 105-109 Months of year Sound Cards 67-69 (See LPB pg. 158-159 for rules and examples)	Word Book pg. 137, 143, 148; class book; or selected text from Decodable Texts website (In Resources)	

		ie, ei) /k/ after a short vowel (ck) /ch/ after a short vowel (tch) /j/ after a short vowel (dge) /ow/ (as in cow) 2 ways (ow, ou) /er/ 4 ways (er, ir, ur, ear)					

Level 1-24 Mastery Check-Learning Plan Book (LPB) pg. 162-163

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 21-66 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	-ild, -ple, -ind Ways to spell long a (a, ay, a-e, ai, eigh) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) /k/ after a short vowel (ck)	Students read from Word Book pg. 223 Teacher uses chart LPB pg. 162	Dictate words on LPB pg. 163 Students write in Student Notebook	None	Word Book pg. 137, 143, 148; class book; or selected text from Decodable Texts website (In Resources)	

		/ch/ after a short vowel (tch) /j/ after a short vowel (dge) /ow/ (as in cow) 2 ways (ow, ou) /er/ 4 ways (er, ir, ur, ear)					

Level 25-Learning Plan Book (LPB) pg. 164-169

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-71	war, wor, wa	Word Book pg. 149	Column 1	Sight Word Cards 110-117	Word Book pg. 143, 148, 153; class book; or selected text from	

	(Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	/aw/ 4 ways (aw, au, augh, ough) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a (a, ay, a-e, ai, eigh)		+Choose two sentences to use for CAPS (LPB pg. 165)	Sound Cards 27, 72, 73 (See LPB pg. 166-167 for rules and examples)	Decodable Texts website (In Resources)	
2	Suffix Cards 1-21 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	war, wor, wa /aw/ 4 ways (aw, au,	Word Book pg. 150	Column 2 +Choose two sentences to use for CAPS	Sight Word Cards 110-117 Sound Cards 27, 72, 73	Word Book pg. 143, 148, 153; class book; or selected text from Decodable Texts website (In Resources)	

		augh, ough) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a (a, ay, a-e, ai, eigh)		(LPB pg. 165)	(See LPB pg. 166-167 for rules and examples)		
3	Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	war, wor, wa /aw/ 4 ways (aw, au, augh, ough) Ways to spell long e	Word Book pg. 146	Column 3 +Choose two sentences to use for CAPS (LPB pg. 165)	Sight Word Cards 110-117 Sound Cards 27, 72, 73 (See LPB pg. 166-167 for rules and examples)	Word Book pg. 143, 148, 153; class book; or selected text from Decodable Texts website (In Resources)	

		(e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a (a, ay, a-e, ai, eigh)					
4	Sound Cards 21-71 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	war, wor, wa /aw/ 4 ways (aw, au, augh, ough) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long	Word Book pg. 147	Column 4 +Choose two sentences to use for CAPS (LPB pg. 165)	Sight Word Cards 110-117 Sound Cards 27, 72, 73 (See LPB pg. 166-167 for rules and examples)	Word Book pg. 143, 148, 153; class book; or selected text from Decodable Texts website (In Resources)	

		a (a, ay, a-e, ai, eigh)					
5	Sound Cards 21-71 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	war, wor, wa /aw/ 4 ways (aw, au, augh, ough) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a (a, ay, a-e, ai, eigh)	Word Book pg. 145	Column 1 +Choose two sentences to use for CAPS (LPB pg. 165)	Sound Cards 74-76 (See LPB pg. 168-169 for rules and examples)	Word Book pg. 143, 148, 153; class book; or selected text from Decodable Texts website (In Resources)	Sound Cards 21-71 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)

6	Suffix Cards 1-21 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	war, wor, wa /aw/ 4 ways (aw, au, augh, ough) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a (a, ay, a-e, ai, eigh)	Word Book pg. 139	Column 2 +Choose two sentences to use for CAPS (LPB pg. 165)	Sound Cards 74-76 (See LPB pg. 168-169 for rules and examples)	Word Book pg. 143, 148, 153; class book; or selected text from Decodable Texts website (In Resources)	Suffix Cards 1-21 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)
7	Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single	war, wor, wa /aw/ 4	Word Book pg. 144	Column 3 +Choose two sentences to	Sound Cards 74-76 (See LPB pg. 168-169 for	Word Book pg. 143, 148, 153; class book; or selected text from Decodable Texts website (In Resources)	Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single

	vowels; 3 sounds of y; 2 sounds of -sion)	ways (aw, au, augh, ough) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a (a, ay, a-e, ai, eigh)		use for CAPS (LPB pg. 165)	rules and examples)		vowels; 3 sounds of y; 2 sounds of -sion)
8	Sound Cards 21-71 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	war, wor, wa /aw/ 4 ways (aw, au, augh, ough) Ways to	Sight Word Cards 80-109	Column 4 +Choose two sentences to use for CAPS (LPB pg. 165)	Sound Cards 74-76 (See LPB pg. 168-169 for rules and examples)	Word Book pg. 143, 148, 153; class book; or selected text from Decodable Texts website (In Resources)	Sound Cards 21-71 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y; 2 sounds of -sion)

		spell long e (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a (a, ay, a-e, ai, eigh)					

Level 26-Learning Plan Book (LPB) pg. 170-177

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y; 2 sounds of -sion)	wor, wa, -stle, war Write /n/, 3 ways (n, kn, gn)	Word Book pg. 154	Column 1 +Choose two sentences to use for CAPS (LPB pg. 171)	Sight Word Cards 118-125 Prefix Cards 17-19 (See LPB pg. 172-173 for rules and examples)	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts website (In Resources)	

		Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck, ch) Write /aw/, 4 ways (au, aw, augh, ough)					
2	Suffix Cards 1-21 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y; 2 sounds of -sion)	wor, wa, -stle, war Write /n/, 3 ways (n, kn,	Word Book pg. 150	Column 2 +Choose two sentences to use for CAPS	Sight Word Cards 118-125 Prefix Cards 17-19	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts website (In Resources)	

		gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck, ch) Write /aw/, 4 ways (au, aw, augh, ough)		(LPB pg. 171)	(See LPB pg. 172-173 for rules and examples)		
3	Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and	wor, wa, -stle, war Write /n/,	Word Book pg. 151	Column 3 +Choose two sentences to	Sight Word Cards 118-125 Prefix Cards 17-	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts website (In Resources)	

	all single vowels; 3 sounds of y; 2 sounds of -sion)	3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck, ch) Write /aw/, 4 ways (au, aw, augh, ough)		use for CAPS (LPB pg. 171)	19 (See LPB pg. 172-173 for rules and examples)		
4	Sound Cards 21-76	wor, wa, -stle, war	Word Book pg. 152	Column 4	Sight Word Cards 118-125	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts	

	(Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y; 2 sounds of -sion)	Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck, ch) Write /aw/, 4 ways (au, aw, augh, ough)		+Choose two sentences to use for CAPS (LPB pg. 171)	Prefix Cards 17-19 (See LPB pg. 172-173 for rules and examples)	website (In Resources)	

5	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y; 2 sounds of -sion)	wor, wa, -stle, war Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck, ch) Write /aw/, 4 ways	Word Book pg. 125	Column 1 +Choose two sentences to use for CAPS (LPB pg. 171)	Sight Word Cards 118-125 Prefix Cards 17-19 (See LPB pg. 172-173 for rules and examples)	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts website (In Resources)	

		(au, aw, augh, ough)					
6	Suffix Cards 1-21 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y; 2 sounds of -sion)	wor, wa, -stle, war Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck, ch) Write	Word Book pg. 149	Column 2 +Choose two sentences to use for CAPS (LPB pg. 171)	Sight Word Cards 118-125 Prefix Cards 17-19 (See LPB pg. 172-173 for rules and examples)	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts website (In Resources)	

		/aw/, 4 ways (au, aw, augh, ough)					
7	Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y; 2 sounds of -sion)	wor, wa, -stle, war Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck, ch)	Sight Word Cards 90-117	Column 3 +Choose two sentences to use for CAPS (LPB pg. 171)	Sight Word Cards 118-125 Prefix Cards 17-19 (See LPB pg. 172-173 for rules and examples)	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts website (In Resources)	

		Write /aw/, 4 ways (au, aw, augh, ough)					
8	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y; 2 sounds of -sion)	wor, wa, -stle, war Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways	Any previous word list	Column 4 +Choose two sentences to use for CAPS (LPB pg. 171)	Sight Word Cards 118-125 Prefix Cards 17-19 (See LPB pg. 172-173 for rules and examples)	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts website (In Resources)	

		(c, k, ck, ch) Write /aw/, 4 ways (au, aw, augh, ough)					

Level 27-Learning Plan Book (LPB) pg. 178-183

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	auto-, tele-, trans-, para-, post- Write /for/, 2 ways (for, fore) Write /n/, 3 ways (n, kn, gn)	Word Book pg. 159, 160	Column 1 +Choose two sentences to use for CAPS (LPB pg. 179)	Sight Word Cards 126-132 Suffix Cards 22-25 (See LPB pg. 180-182 for rules and examples)	Word Book pg. 153, 158, 163; class book; or selected text from Decodable Texts website (In Resources)	

		Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) *Write /oo/ (as in moon), 5 ways (oo, ew, ue, u-e, u) *do not say “as in moon” to the students					

2	Suffix Cards 1–21 (ask for meaning only)	auto-, tele-, trans-, para-, post- Write /for/, 2 ways (for, fore) Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) *Write /oo/ (as in moon), 5 ways (oo, ew, ue, u-e, u)	Word Book pg. 154, 155	Column 2 +Choose two sentences to use for CAPS (LPB pg. 179)	Sight Word Cards 126-132 Suffix Cards 22-25 (See LPB pg. 180-182 for rules and examples)	Word Book pg. 153, 158, 163; class book; or selected text from Decodable Texts website (In Resources)	

		*do not say “as in moon” to the students					
3	Prefix Cards 1-25 (ask for meaning only)	auto-, tele-, trans-, para-, post- Write /for/, 2 ways (for, fore) Write /n/, 3 ways (n, kn, gn) Write /r/, 2	Word Book pg. 156,157	Column 3 +Choose two sentences to use for CAPS (LPB pg. 179)	Sight Word Cards 126-132 Suffix Cards 22-25 (See LPB pg. 180-182 for rules and examples)	Word Book pg. 153, 158, 163; class book; or selected text from Decodable Texts website (In Resources)	

		ways (r, wr) Write /m/, 2 ways (m, mb) *Write /oo/ (as in moon), 5 ways (oo, ew, ue, u-e, u) *do not say “as in moon” to the students					

4	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	auto-, tele-, trans-, para-, post- Write /for/, 2 ways (for, fore) Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) *Write /oo/ (as in moon), 5 ways (oo, ew, ue, u-e, u)	Word Book pg. 150 Sight Word Cards 100-125	Column 4 +Choose two sentences to use for CAPS (LPB pg. 179)	Sight Word Cards 126-132 Suffix Cards 22-25 (See LPB pg. 180-182 for rules and examples)	Word Book pg. 153, 158, 163; class book; or selected text from Decodable Texts website (In Resources)	

		*do not say “as in moon” to the students					

1-27 Mastery Check-Learning Plan Book (LPB) pg. 184-185

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	auto-, tele-, trans-, para-, post- Write /for/, 2 ways (for, fore) Write /n/, 3	Students read from Word Book pg. 224 Teacher uses chart LPB pg. 184	Dictate words on LPB pg. 185 Students write in Student Notebook	None	Word Book pg. 153, 158, 163; class book; or selected text from Decodable Texts website (In Resources)	

		ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) *Write /oo/ (as in moon), 5 ways (oo, ew, ue, u-e, u) *do not say “as in moon” to the students					

Level 28-Learning Plan Book (LPB) pg. 186-192

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes

1	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2 ways (ch, tch) Spell short e, 2 ways	Word Book pg. 164	Column 1 +Choose two sentences to use for CAPS (LPB pg. 187)	Sight Word Cards 133-139 Suffix Cards 27-29 (See LPB for rules and examples)	Word Book pg. 158, 163, 168; class book; or selected text from Decodable Texts website (In Resources)	

2	Suffix Cards 1-26 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2 ways (ch, tch) Spell short	Word Book pg. 160	Column 2 +Choose two sentences to use for CAPS (LPB pg. 187)	Sight Word Cards 133-139 Suffix Cards 27-29 (See LPB for rules and examples)	Word Book pg. 158, 163, 168; class book; or selected text from Decodable Texts website (In Resources)	

		e, 2 ways					
3	Prefix Cards 1-25 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2 ways (ch, tch)	Word Book pg. 161	Column 3 +Choose two sentences to use for CAPS (LPB pg. 187)	Sight Word Cards 133-139 Suffix Cards 27-29 (See LPB for rules and examples)	Word Book pg. 158, 163, 168; class book; or selected text from Decodable Texts website (In Resources)	

		Spell short e, 2 ways					
4	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2 ways	Word Book pg. 162	Column 4 +Choose two sentences to use for CAPS (LPB pg. 187)	Sight Word Cards 133-139 Suffix Cards 27-29 (See LPB for rules and examples)	Word Book pg. 158, 163, 168; class book; or selected text from Decodable Texts website (In Resources)	

		(ch, tch) Spell short e, 2 ways					
5	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2	Word Book pg. 159	Column 1 +Choose two sentences to use for CAPS (LPB pg. 187)	Suffix Cards 30-33 (See LPB pg. 190-192 for rules and examples)	Word Book pg. 158, 163, 168; class book; or selected text from Decodable Texts website (In Resources)	

		ways (ch, tch) Spell short e, 2 ways					
6	Suffix Cards 1-26 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough)	Word Book pg. 150	Column 2 +Choose two sentences to use for CAPS (LPB pg. 187)	Suffix Cards 30-33 (See LPB pg. 190-192 for rules and examples)	Word Book pg. 158, 163, 168; class book; or selected text from Decodable Texts website (In Resources)	

		Spell /ch/, 2 ways (ch, tch) Spell short e, 2 ways					
7	Prefix Cards 1-25 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au,	Word Book pg. 145	Column 3 +Choose two sentences to use for CAPS (LPB pg. 187)	Suffix Cards 30-33 (See LPB pg. 190-192 for rules and examples)	Word Book pg. 158, 163, 168; class book; or selected text from Decodable Texts website (In Resources)	

		augh, ough) Spell /ch/, 2 ways (ch, tch) Spell short e, 2 ways					
8	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/,	Sight Word Cards 100-132	Column 4 +Choose two sentences to use for CAPS (LPB pg. 187)	Suffix Cards 30-33 (See LPB pg. 190-192 for rules and examples)	Word Book pg. 158, 163, 168; class book; or selected text from Decodable Texts website (In Resources)	

		4 ways (aw, au, augh, ough) Spell /ch/, 2 ways (ch, tch) Spell short e, 2 ways					

Level 29-Learning Plan Book (LPB) pg. 193-198

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	-ture, -ard, -ify, -ical, -some Write long o, 4 ways (o, o-e,	Word Book pg. 169	Column 1 +Choose two sentences to use for CAPS (LPB pg. 194)	Sight Word Cards 140-145 Root Cards 1-3 (See LPB pg. 195-196 for rules and examples)	Word Book pg. 163, 168, 173; class book; or selected text from Decodable Texts website (In Resources)	

		ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					
2	Suffix Cards 1–33 (ask for meaning only)	-ture, -ard, -ify, -ical, -	Word Book pg. 165	Column 2	Sight Word Cards 140-145	Word Book pg. 163, 168, 173; class book; or selected text from Decodable Texts website	

		some Write long o, 4 ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y, igh, ie)		+Choose two sentences to use for CAPS (LPB pg. 194)	Root Cards 1-3 (See LPB pg. 195-196 for rules and examples)	(In Resources)	

		Write the suffix /er/, 3 ways (er, or, ar)					
3	Prefix Cards 1-25 (ask for meaning only)	-ture, -ard, -ify, -ical, -some Write long o, 4 ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough)	Word Book pg. 166	Column 3 +Choose two sentences to use for CAPS (LPB pg. 194)	Sight Word Cards 140-145 Root Cards 1-3 (See LPB pg. 195-196 for rules and examples)	Word Book pg. 163, 168, 173; class book; or selected text from Decodable Texts website (In Resources)	

		Write long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					
4	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	-ture, -ard, -ify, -ical, -some Write long o, 4 ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea) Write	Word Book pg. 167	Column 4 +Choose two sentences to use for CAPS (LPB pg. 194)	Sight Word Cards 140-145 Root Cards 1-3 (See LPB pg. 195-196 for rules and examples)	Word Book pg. 163, 168, 173; class book; or selected text from Decodable Texts website (In Resources)	

		/aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					
5	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	-ture, -ard, -ify, -ical, -some Write long o, 4 ways (o, o-e, ow, oa) Write	Word Book pg. 164	Column 1 +Choose two sentences to use for CAPS (LPB pg. 194)	Root Word Cards 4-6 (See LPB pg. 197-198)	Word Book pg. 163, 168, 173; class book; or selected text from Decodable Texts website (In Resources)	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)

		short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					
6	Suffix Cards 1–33 (ask for meaning only)	-ture, -ard, -ify, -ical, -some Write long o, 4	Word Book pg. 170	Column 2 +Choose two sentences to use for CAPS	Root Word Cards 4-6 (See LPB pg. 197-198)	Word Book pg. 163, 168, 173; class book; or selected text from Decodable Texts website (In Resources)	Suffix Cards 1–33 (ask for meaning only)

		ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/, 3 ways (er, or, ar)		(LPB pg. 194)			

7	Prefix Cards 1-25 (ask for meaning only)	-ture, -ard, -ify, -ical, -some Write long o, 4 ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y,	Sight Word Cards 110-139	Column 3 +Choose two sentences to use for CAPS (LPB pg. 194)	Root Word Cards 4-6 (See LPB pg. 197-198)	Word Book pg. 163, 168, 173; class book; or selected text from Decodable Texts website (In Resources)	Prefix Cards 1-25 (ask for meaning only)

		igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					
8	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	-ture, -ard, -ify, -ical, -some Write long o, 4 ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh,	Any previous Word Book page	Column 4 +Choose two sentences to use for CAPS (LPB pg. 194)	Root Word Cards 4-6 (See LPB pg. 197-198)	Word Book pg. 163, 168, 173; class book; or selected text from Decodable Texts website (In Resources)	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)

		ough) Write long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					

Level 30-Learning Plan Book (LPB) pg. 199-204

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Root Cards 1-6 Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	port, spect, form, -ify, ject, tract, -ture, struct, -ical, -ard	Word Book pg. 171, 172, and 174	Column 1 +Choose two sentences to use for CAPS (LPB pg. 200)	Root Cards 7-12 (See LPB pg. 201-203)	Word Book pg. 168, 173, 177; class book; or selected text from Decodable Texts website (In Resources)	
2	Root Cards 1-6	port, spect, form, -ify, ject,	Word Book pg. 159,	Column 2	Root Cards	Word Book pg. 168, 173, 177; class book; or selected	

	Suffix Cards 1-33 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	tract, -ture, struct, -ical, -ard	170	+Choose two sentences to use for CAPS (LPB pg. 200)	7-12 (See LPB pg. 201-203)	text from Decodable Texts website (In Resources)	
3	Root Cards 1-6 Prefix Cards 1-25 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	port, spect, form, -ify, ject, tract, -ture, struct, -ical, -ard	Word Book pg. 165-167	Column 3 +Choose two sentences to use for CAPS (LPB pg. 200)	Root Cards 7-12 (See LPB pg. 201-203)	Word Book pg. 168, 173, 177; class book; or selected text from Decodable Texts website (In Resources)	
4	Root Cards 1-6 Suffix Cards 1-33 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	port, spect, form, -ify, ject, tract, -ture, struct, -ical, -ard	Word Book pg. 169 Sight Word Cards 120-145	Column 4 +Choose two sentences to use for CAPS (LPB pg. 200)	Root Cards 7-12 (See LPB pg. 201-203)	Word Book pg. 168, 173, 177; class book; or selected text from Decodable Texts website (In Resources)	

1-30 Mastery Check-Learning Plan Book (LPB) pg. 205-206

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Root Cards 1-6 Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	port, spect, form, -ify, ject, tract, -ture, struct, -ical, -ard	Students read words from Word Book pg. 225 Teacher uses chart on LPB pg. 205	Dictate words on LPB pg. 206 Students record in Student Notebook	none	Word Book pg. 168, 173, 177; class book; or selected text from Decodable Texts website (In Resources)	

Level 31-Learning Plan Book (LPB) pg. 207-212

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Root Cards 1-12	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg, 175-176	Column 1 +Choose two sentences to use for CAPS (LPB pg. 208)	Root Cards 13-18 (See LPB pg. 209-211)	Word Book pg. 173, 177, 182; class book; or selected text from Decodable Texts website (In Resources)	
2	Suffix Cards 1-33 (ask for meaning only)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg. 169, 174, 178	Column 2 +Choose two	Root Cards 13-18	Word Book pg. 173, 177, 182; class book; or selected text from Decodable Texts website (In Resources)	

				sentences to use for CAPS (LPB pg. 208)	(See LPB pg. 209-211)		
3	Prefix Cards 1-25 (ask for meaning only)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg. 171, 164	Column 3 +Choose two sentences to use for CAPS (LPB pg. 208)	Root Cards 13-18 (See LPB pg. 209-211)	Word Book pg. 173, 177, 182; class book; or selected text from Decodable Texts website (In Resources)	
4	Root Cards 1-12	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Sight Word Cards 120-145	Column 4 +Choose two sentences to use for CAPS (LPB pg. 208)	Root Cards 13-18 (See LPB pg. 209-211)	Word Book pg. 173, 177, 182; class book; or selected text from Decodable Texts website (In Resources)	

Level 32-Learning Plan Book (LPB) pg. 213-216

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Suffix Cards 1-33	flex, miss, fac, vers, fer, pel, rupt, puls,	Word Book pg. 183, 176	Column 1	Teach Two-syllable Doubling Rule	Word Book pg. 177, 182, 185; class book; or selected text from Decodable Texts	Watch the video segment for new

		cept, vis		+Choose two sentences to use for CAPS (LPB pg. 214)	(See LPB pg. 215-216 for rules and examples)	website (In Resources)	material
2	Prefix Cards 1-25	flex, miss, fac, vers, fer, pel, rupt, puls, cept, vis	Word Book pg. 179-180	Column 2 +Choose two sentences to use for CAPS (LPB pg. 214)	Teach Two-syllable Doubling Rule (See LPB pg. 215-216 for rules and examples)	Word Book pg. 177, 182, 185; class book; or selected text from Decodable Texts website (In Resources)	
3	Root Cards 1-18 (ask for meaning only)	flex, miss, fac, vers, fer, pel, rupt, puls, cept, vis	Word Book pg. 181, 178	Column 3 +Choose two sentences to use for CAPS (LPB pg. 214)	Teach Two-syllable Doubling Rule (See LPB pg. 215-216 for rules and examples)	Word Book pg. 177, 182, 185; class book; or selected text from Decodable Texts website (In Resources)	
4	Root Cards 1-18 (ask for meaning only)	flex, miss, fac, vers, fer, pel, rupt, puls, cept, vis	Word Book pg. 174 Sight Word Cards 120-145	Column 4 +Choose two sentences to use for CAPS (LPB pg. 214)	Teach Two-syllable Doubling Rule (See LPB pg. 215-216 for rules and examples)	Word Book pg. 177, 182, 185; class book; or selected text from Decodable Texts website (In Resources)	

Level 33-Learning Plan Book pg. 217-223

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-76 (Ask for two sounds of ow, oo, ew, ea, ear, ie, ch; all single vowels; 3 sounds of y)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg. 186	Column 1 +Choose two sentences to use for CAPS (LPB pg. 218)	Prefix Cards 26-31 (See LPB 219-220)	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	
2	Suffix Cards 1-33 (ask for meaning only)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg. 187	Column 2 +Choose two sentences to use for CAPS (LPB pg. 218)	Prefix Cards 26-31 (See LPB 219-220)	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	
3	Prefix Cards 1-25 (ask for meaning only)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg. 183	Column 3 +Choose two sentences to use for CAPS	Prefix Cards 26-31 (See LPB 219-220)	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	

				(LPB pg. 218)			
4	Root Cards 1-18	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg. 178	Column 4 +Choose two sentences to use for CAPS (LPB pg. 218)	Prefix Cards 26-31 (See LPB 219-220)	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	
5	Sound Cards 21-76 (Ask for two sounds of ow, oo, ew, ea, ear, ie, ch; all single vowels; 3 sounds of y)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg. 184	Column 1 +Choose two sentences to use for CAPS (LPB pg. 218)	Prefix Cards 32-35 (See LPB pg. 221-222)	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	Sound Cards 21-76 (Ask for two sounds of ow, oo, ew, ea, ear, ie, ch; all single vowels; 3 sounds of y)
6	Suffix Cards 1-33 (ask for meaning only)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Sight Word Cards 120-145	Column 2 +Choose two sentences to use for CAPS (LPB pg. 218)	Prefix Cards 32-35 (See LPB pg. 221-222)	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	Suffix Cards 1-33 (ask for meaning only)
7	Prefix Cards 1-25 (ask for meaning	dict, scribe, fac, script, fer, mit, duce, miss, struct,	Any previous Word Book list	Column 3 +Choose two	Prefix Cards 32-35	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website	Prefix Cards 1-25 (ask for meaning

	only)	tract		sentences to use for CAPS (LPB pg. 218)	(See LPB pg. 221-222)	(In Resources)	only)
8	Root Cards 1-18	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Any previous Word Book list	Column 4 +Choose two sentences to use for CAPS (LPB pg. 218)	Prefix Cards 32-35 (See LPB pg. 221-222)	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	Root Cards 1-18

1-33 Mastery Check

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 21-76 (Ask for two sounds of ow, oo, ew, ea, ear, ie, ch; all single vowels; 3 sounds of y)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Students read words from Word Book pg. 226 Teacher uses chart on LPB pg. 224	Dictate words on LPB pg. 225 Students record in Student Notebook	none	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	

Level 34-Learning Plan Book (LPB) pg.

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-76 (Ask for two sounds of ow, oo, ew, ea, ear, ie, ch; all single vowels; 3 sounds of y)	tri-, semi-, cent-, uni-, multi-, di-, poly-, bi-, trans-, mono-	Word Book pg. 192-193	Column 1 +Choose two sentences to use for CAPS (LPB pg. 227)	none	Word Book pg. 185, 191, 194; class book; or selected text from Decodable Texts website (In Resources)	
2	Suffix Cards 1-33	tri-, semi-, cent-, uni-, multi-, di-, poly-, bi-, trans-, mono-	Word Book pg. 186-187	Column 1 +Choose two sentences to use for CAPS (LPB pg. 227)	none	Word Book pg. 185, 191, 194; class book; or selected text from Decodable Texts website (In Resources)	
3	Prefix Cards 1-35	tri-, semi-, cent-, uni-, multi-, di-, poly-, bi-, trans-, mono-	Word Book pg. 188-189	Column 1 +Choose two sentences to use for CAPS (LPB pg. 227)	none	Word Book pg. 185, 191, 194; class book; or selected text from Decodable Texts website (In Resources)w skills)	
4	Root Cards 1-18	tri-, semi-, cent-, uni-, multi-, di-,	Word Book pg.	Column 1	none	Word Book pg. 185, 191, 194; class book; or selected text from	

	(ask for meaning only)	poly-, bi-, trans-, mono-	190 Sight Word Cards 120-145	+Choose two sentences to use for CAPS (LPB pg. 227)		Decodable Texts website (In Resources)	

L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
L.RF.2.3.C	Decode words with common prefixes and suffixes.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-

	syllable words.
	Phonological Awareness
L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.2.3.G	Identify the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.2.A	Recognize and produce rhyming words.
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	Phonics and Word Recognition
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Suggested Modifications for Special Education, ELL and Gifted Students

Sonday is only used for those under the Special Education Banner

Suggested Technological Innovations/Use

Students can read their Sonday passages aloud into a device for timing and fluency.

Use of Blooket, kahoot, etc for review of Sonday tools.

NJSLS.8.1.2.DA.1: Collect and present data, including text, images, and sounds.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- NJSLS.9.4.2.CT.2: Identify possible approaches and solutions to a problem.
- NJSLS.9.4.2.CT.3: Use a variety of types of thinking to solve problems

Gamify the Sonday groups to create review.

Writing Unit 1: Personal Narrative

Content Area: **Language Arts**
Course(s):
Time Period: **1st Marking Period**
Length: **6 -7 Weeks**
Status: **Published**

Summary of Unit

This unit is the introduction and foundation for establishing students' rapport with writing. This unit should last about 6 – 7 weeks. Through the program of writer's workshop, this unit acts as a springboard to launching the independent writing lives of each student as well as generating personal narratives. The unit will be used in conjunction with various mentor texts and mini lessons to culminate in a published personal narrative.

Enduring Understandings

- Ideas can be re-angled and stretched to convey what a story is really about.
- Mindful, goal driven work and self –reflection are essential to becoming a better writer.
- Slowing down the problem in order to build tension is important in developing an effective story.

Essential Questions

- How do writers develop ideas for personal narratives?

- How do writers write from moments that really matter?
- What is the importance of setting goals as a writer and being able to reflect on and revise those goals?
- How can mentor texts help writers?
- What is the importance of revision and rewriting?

Summative Assessment and/or Summative Criteria

- Examine one of the approved coming of age short stories or vignettes as a mentor text.
- Using the strategies covered in this writing unit, and using the techniques demonstrated in the mentor texts, develop a personal narrative about a specific, memorable event from your life.

Resources

Texts:

- *Notice and Note – Strategies for Close Reading* by Kylene Beers and Robert E. Probst
- *On the Day I Died*
- *The House on Mango Street*
- Jack Gantos's Map
- Ai's Personal Narrative

Internet Resources:

- Edublogs.org
- Google Docs

Short Stories:

- "Everything will be Okay"
- "Look up and Watch the Snow"
- "Everyday Use" by Alice Walker
- "One Friday Morning" by Langston Hughes

- “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez
- “Names/Nombres” by Julia Alvarez
- “Rules of the Game” by Amy Tan
- “Amigo Brothers” by Piri Thomas
- “The Fun They Had” by Isaac Asimov
- “Thank You, Ma’am” by Langston Hughes
- “The Medicine Bag” by Virginia Driving Hawk Sneve
- “The Tell-Tale Heart” by Edgar Allen Poe
- “The War of the Wall” by Toni Cade Bambara
- “Lose Now, Pay Later” by Carol Farley
- “Stolen Day” by Sherwood Anderson
- “Aunt Millicent” by Mary Steele
- “Birthday Box” by Jane Yolen
- “Eleven” by Sandra Cisneros

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Intro. to Writer’s **Workshop** **(1 - 2 Weeks)**	SWBAT set up a writer's notebook for future use. SWBAT craft a table of contents for organizational SWBAT generate lists	• Set up writer’s notebooks by personalizing them through decorations (pictures, words, photos). This creates a sense of ownership for the writer. *Options to the writer’s notebook may include a student	• Completed decorated notebook. • Completed table of contents. • Using the personals lists, students should generate 4 seed journal entries regarding one choice from each list. These entries should be at least one paragraph or 8 -10 sentences in length and will work as the base for realistic fiction topics	• W.NW.6.3 • W.WP.6.4 • W.RW.6.7

	regarding different topics for seed entries. SWBAT write seed entries in order to have future ideas.	blog or a Google Notebook • Set up the table of contents for writer's notebooks with session titles in case of absences and to show accountability and organization • Work individually to generate personal lists regarding the following topics: • Firsts or last (hobby, school, Vacation spot, friend, parent,grandparent, pet, etc.). • A time when I felt… • Your best or worst time at school… • A time when you were a good friend or not a good friend to someone. • Your favorite or least favorite • Memory of your parents…	later in the unit. • Illustrate the seed journal entries or use StoryBoard that in order to create a visual for some students.	
Bend 1: Launching Independent Writing Lives and Generating Personal Narratives	SWBAT write narratives to develop real or imagined experiences or events using effective	**Session 1: Setting up to Write** Writers can learn from studying finished texts and	**Session 1** Create a class list of strategies that authors use when writing a personal narrative in their writer's notebook.	• RL.CR.6.1 • RL.CI.6.2 • RL.IT.6.3 • RL.TS.6.5

(2.5 -3.5 Weeks)	technique, relevant descriptive details, and well- structured event sequences. SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SWBAT develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SWBAT draw evidence from literary or informational texts to support analysis, reflection, and research. SWBAT write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	imagine the strategies the writer used. Read "Ai's personal narrative discuss what Ai did well. Students will continue to annotate the text on their own or with a partner and discuss. Students can also study writer's notebooks from previous students to determine what writer's notebook should look like and what the rules are for a writer's notebook. **Session 2: Calling on all Strategies to Write up a Storm** Writers often think about places that really matter to them and make a quick map of that place and jot down small moment story ideasthat come from that place. Students will study a map of author Jack Gantos and analyze what Gantos did so that the student writers can do it too. Students will sketch their own maps and generate small moment story ideas. Students will use the strategies learned already to write their small moment stories.	**Session 2 and 3** Write a small moment story of at least 1 page in their writer's notebook. **Session 4** Write a small moment story of at least 1 page in length in their writer's notebook. Use a checklist to edit the drafts of a personal narratives already written. **Session 5** Create a list of 2 new powerful strategies to be used in their own writing based upon the analysis of the mentor text in their writer's notebook. **Session 6** Begin to keep a record of goals set and accomplished in the form of a T-chart, list, or on the narrative checklist in the writer's notebook.	• RL.MF.6.6

	sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SWBAT determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments SWBAT describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. SWBAT determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on	**Session 3: Writing from Moments that Really Matter** Writers write about moments when they have learned something important about themselves or others. Create a chart of "Moments I Realized Something". Students will create their own lists of moments when they realized something or learned a lesson. Choose a moment and begin writing a story fast and furiously about that moment. **Session 4:Telling the Story from the Narrator's Point of View** Writers are especially careful about telling the details of a story exactly the way the narrator perceived them at the moment. Writers write from inside a point of view. Students will listen to a draft of a mentor text where the point of view is not consistent, pointing out where revision is needed. Writers will choose a small moment and write with the		

	meaning and tone SWBAT analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	narrator's point of view. **Session 5: Reading Closely to Learn from Other Authors** Writers read other authors' texts not only to experience the character's story, but also to admire, study, and emulate the quality of writing. Read "Everything will be Okay" by James Howe. Show students your marked copy indicating which parts you felt were powerful and discuss the significance of those passages. Students will study the passage and note what they find powerful and what they can use in their own writing. **Session 6: Taking Stock: Pausing to Assess and Set Goals** Writers will look back at their writing and reflect on the progress that they have made. Writers will use the checklist and ask themselves, "In what ways		

		am I getting better?" and "What is the next thing I can work on improving?" Students will read along with the mentor text, "Look up and Watch the Show" and they will use the 5th/6th grade Narrative Checklist to assess the text. Students will use the checklist to assess their writing partner's narrative piece.		
Bend 2: **Moving Through The Writing Process** **And Toward Our Goals (2.5-3.5 Weeks)**	SWBAT write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SWBAT develop and strengthen writing as needed by planning, revising, editing,	**Session 7: Rehearsing: Experimenting with Beginnings** Writers will review their writing in order to choose a piece that they want to publish. Writers will rehearse for writing by trying out different leads. Teacher will lead the students in a study of the lead of "Everything is going to Be Okay". Discuss the techniques Howe uses to craft his lead and create an anchor chart as are source titled, "Techniques for Writing Memorable Leads". Encourage writers to use the same strategies that great authors use in their own writing. Writers will try different leads in their writer's notebooks.	**Session 7** Writers choose a piece and craft 2-3 new leads for a selected piece in writer's notebook. **Session 8** Completed flash draft of narrative piece. **Session 9** Revise an excerpt from either the flash draft or a draft in the writer's notebook by practicing a technique from the "How to Write Powerful Personal Narratives" anchor chart. **Session 10 (optional)** In the writer's notebook, writers will create 1-2 new story lines for their narrative	• W.NW.6.3 • W.WP.6.4 • W.WP.6.5 • W.SE.6.6 • W.RW.6.7 • RL.CR.6.1 • RL.CI.6.2 • RL.IT.6.3 • RL.VL.6.4 • RL.TS.6.5 • RL.PP.6.6 • RL.RC.6.10 • SL.PE.6.1 • SL.PI.6.4 • SL.UM.6.5 • SL.PP.6.6 • L.SS1.6. • L.KL.6.2 • L.VL.6.3

	rewriting, or trying a new approach. SWBAT draw evidence from literary or informational texts to support analysis, reflection, and research. SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SWBAT determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments SWBAT describe how a particular story's or drama's plot unfolds in a series of	**Session 8: Flash-Drafting: Get the whole Story on the Page** Writers will move out of their notebooks and write a flash draft of their original selected seed story. Review with students what writers do when writing. Students will spend the rest of the session writing uninterrupted. **Session 9: Using Writer's Notebooks for Mindful, Goal Driven Work** Writers will use their writer's notebooks as a place to deliberately practice techniques and skills they want to see in their writing. Students will review techniques that they have noticed in mentor texts. They will choose one of those techniques and practice that craft in several places in their notebooks. Emphasize that the writer's notebook is a place to deliberately practice strategies not just collect new drafts.	piece. They will also complete an external-internal story arc in their writer's notebook. Writers will continue to revise their story in their writer's notebook. **Session 11** Writers will continue to revise their personal narrative by using 1 or 2 of this strategies that have been discussed such as adding a scene from the past or a scene from the future. **Session 12** Writers will use the Narrative Writing Checklist to revise and edit their stories. Writers read the story several times focusing on different aspects of the checklist. Writers will conference with their writing partners for extra support.	

	episodes as well as how the characters respond or change as the plot moves toward a resolution. SWBAT determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone SWBAT analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot SWBAT explain how an author develops the point of view of the narrator or speaker in a text.	Writers will choose a technique and an excerpt from their writing to revise using strategies discussed. **Session 10: Re-Angling and Rewriting to Convey what the Story is Really About (optional)** Writers ask the question "What is my story really about?" and this question will be used to guide their revision of their story. Writers will re-envision their story which is not just merely crossing out a line here or inserting a phrase there. Writers will create several new time lines for their story in order to find the right set of events that really convey what the story is about. Writers will also use an external-internal story arc to plan the revisions to the story. **Session 11: Elaborating on Important Scenes and Adding New Ones from the Past** Writers will look at specific		

	SWBAT read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SWBAT present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye	scenes in their stories and elaborate on the ones that are most important to the central meaning of the story. Writer will often pull in new scenes from the past and future to get across what the story is really about. Writers will practice retelling a more elaborated version of a scene from their narrative to their writing partner. Writers can use this strategy to revise and improve their story in their writer's notebook. **Session 12: Using Available Resources to Aid with Final Touches** Writers will use different resources to improve their stories. The Narrative Writing Checklist is available to use to assess their stories. Writers and their partners will look over their stories several times with different lens focusing on the various sections of the checklist. Color coding the lens will help certain resource sections and the students can rotate stories each with a different lens. If each student		

	contact, adequate volume, and clear pronunciation. SWBAT demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SWBAT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SWBAT use knowledge of language and its conventions when writing, speaking, reading, or listening. SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6	focuses on one, everyone's story can be edited by all peers Writers should be encouraged to reread the story several times focusing on the structure, development and conventions. Writers will work together with their writing partners or small groups to provide assistance to each other.		

	reading and content, choosing flexibly from a range of strategies. SWBAT demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Bend 3: (optional depending on ability and time spent on first two bends) **Writing a Second Personal Narrative with New Independence (2 .5-3.5 Weeks)**	SWBAT write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Session 13: Taking Charge of the Writing Process: Deciding Where to Begin and How to Revise from the Get-Go** Writers will review mentor texts and the strategies and techniques for writing a personal narrative. They will set goals and make a plan for a new personal narrative. Writers can conference with their writing partners. Writers will begin a new personal narrative in their writer's notebook. **Session 14: Slowing Down**	**Session 13** Writers will set goals based on mentor texts and make a plan for writing their second (and final) personal narrative in their writer's notebook. Writers will begin their second personal narrative in their writer's notebook. **Session 14** Writers will continue to work on their narratives by focusing on slowing down and stretching out the problem in their writer's notebook. Map out the problem using a Storyboard or comic template.	• W.NW.6.3 • W.WP.6.4 • W.WP.6.5 • W.RW.6.7 • RL.CR.6.1 • RL.CI.6.2 • RL.IT.6.3 • RL.VL.6.4 • RL.TS.6.5 • RL.PP.6.6 • RL.RC.6.10 • SL.PE.6.1 • SL.II.6.2 • SL.PI.6.4 • SL.UM.6.5 • SL.PP.6.6 • L.SS.6.1 • L.KL.6.2 • L.VL.6.3

	SWBAT develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SWBAT write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SWBAT determine a theme or central idea of a text and how it is conveyed through	**and Stretching out the Story's Problem** Writers make the choice to tell their story in the most compelling way. Students will study how in the mentor text, "Everything will be Okay" or another mentor text, the author slows down the problem in their writing to build tension in a slow motion, bit-by-bit way. Writers will revise their stories, focusing on slowing down and stretching out the story's problem. **Session 15: Ending Stories in Meaningful Ways** Writers will ask themselves "What do I want my readers to truly understand about my journey, as a character, in this story?" as a means to determine a meaningful way to end their narrative. The teacher will share the mentor text "House on Mango Street" to use as a strong meaningful way to end a narrative. Writers will rehearse or tryout various endings to find the one that is the most meaningful and answers the question, "What	**Session 15** Writers will rehearse or tryout various endings in their writer's notebook with partner. **Session 16** Writers will make improvements to their narratives based upon their conference with their writing partner. **Session 17** Completed personal narratives. Notes to the author reflecting on the piece that they shared at the celebration.	

	particular details; provide a summary of the text distinct from personal opinions or judgments. SWBAT describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. SWBAT determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone SWBAT analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to	do I want my readers to truly understand about my character's journey?" **Session 16: Editing Sentences for Rhythm and Meaning** Writers will read their writing out loud in order to really hear the sounds and rhythms of their words and sentences. Writers will focus on varying sentence length and sentence patterns. Writers may use a pattern such as repetition to emphasize certain emotions or ideas. Writers will work with their writing partners in order to listen to each other's narratives. Partners will provide feedback and suggestions. Writers will improve and revise their writing based upon their conference with their writing partner. **Session 17: Publishing and Celebrating as a Community of Writers** Writers will have an opportunity to share their		

	the development of the theme, setting, or plot SWBAT explain how an author develops the point of view of the narrator or speaker in a text. SWBAT read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own	personal narratives in a class celebration. Audience members will write short notes to the authors in order to honor the writer's achievement.		

	clearly. SWBAT interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SWBAT present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SWBAT adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or			

	appropriate. SWBAT demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SWBAT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SWBAT use knowledge of language and its conventions when writing, speaking, reading, or listening.			

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP or 504 plan must be met.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio tapes when applicable

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
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Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Writing Unit 2: Literary Essays

Content Area: **Language Arts**
Course(s):
Time Period: **2nd Marking Period**
Length: **6 - 8 weeks**
Status: **Published**

Summary of Unit

This unit continues to establish students' rapport with writing. This unit should last about 5-7 weeks. Through the program of writers' workshop, students will write different literary essays, character-based, theme-based and compare-contrast, each building on the last. Students will learn to develop strong claims about the text they are reading as well as evaluating the strength of the evidence they choose.

Enduring Understandings

Concrete details, such as quotes and character relationships, and more abstract elements, such as symbolism and theme, are essential to analytical writing. The purpose of literary analysis is to understand the deeper meanings of a text and to inform other readers of the importance of the deeper meanings of a story. The planning and drafting steps of the writing process are imperative when writing literary essay.

Essential Questions

- What essay structures do writers use for literary essays?
- How can close reading of a text help writers understand text more deeply?
- How can writers think more critically about text and the world?
- How can selecting powerful quotes improve a writer's essay?

Summative Assessment and/or Summative Criteria

Students will apply knowledge of Coming of Age as a theme in literature by comparing and contrasting characters in stories from two distinct cultural traditions. Using the sessions and mini-lessons taught throughout the unit, students will complete a 1 ½ to 2 page compare/contrast literary essay for publication. Students will collect their writing in a digital writing portfolio using Google Docs. Students and teachers may choose to celebrate the conclusion of the Literary Essay unit by publishing essays on a wiki or blog, translating essays into another genre, or holding book panel.

Resources

Core Text/Teacher: *The Literary Essay: From Character to Compare/Contrast*

Mentor Texts:

"Raymond's Run" by Toni Cade Bambara

"The Three Little Pigs"

"Everything will be Okay" by James Howe

"Freak the Geek" by John Green

"Your Move" by Eve Bunting

“Stray” by Cynthia Rylant

Internet Resources:

Edublogs.org

Google Docs

https://www.youtube.com/watch?v=5-tOeh8n8yQ: Claim

https://www.youtube.com/watch?v=yfQF47YpiU4: Author’s Choice

https://www.youtube.com/watch?v=j4cQkIct1_c: Theme

https://www.youtube.com/watch?v=7owKjx7zqd8: Compare and Contrast Structure

Music that reflects similar themes: “This is Me” and “Roar” (Example)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Bend 1: Writing Strong Literary Essays (2.5-3.5 Weeks)	SWBAT write arguments to support claims with clear reasons and relevant evidence. SWBAT write narratives to	**Session 1: Essay Boot Camp** Teacher will model the structure of an essay by writing a shared essay. The structure of the plan for the essay is stating a claim and then supporting the claim using box and bullets to organize the information.	**Session 1** Writers will write a flash draft a 5 paragraph essay of their own in their notebooks. Graphic organizers should be available for structure and outlining.	• W.AW.6.1 • W.IW.6.2 • W.NW.6.3 • W.WP.6.4 • W.WP.6.5 • W.SE.6.6 • W.RW.6.7 • RL.CR.6.1 • RL.CI.6.2

	develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SWBAT develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SWBAT draw evidence from literary or informational texts to support analysis, reflection, and	Claim: https://www.youtube.com/watch?v=5-tOeh8n8yQ Teacher will model how to create a thesis statement based upon the fairy tale, "The Three Little Pigs" or a fairytale of a teacher's choosing by providing writers with a starting claim. Writers will work with their writing partners to "write in the air" what they would include in the rest of the paragraph. Writers will write a flash draft in their writer's notebooks using the strategies discussed. **Session 2: Growing Big Ideas From Details about Characters** Writers will notice the details the author has included about character, and then they will reflect on the author's purpose for including a detail. Writers will closely reread mentor text "Raymond's Run" and question "Why might the author have chosen this particular detail about the character?" Author's Word Choice: https://www.youtube.com/watch?v=yfQF47YpiU4 Writers will reread another passage from the shared text paying attention to another detail that might reveal the character. Writers will write about it in their writer's notebooks.	Writers will annotate their essays making notes about how to make the essays better. **Session 2** Writers will reread and take notes on their own text in their writer's notebook. Writers should have two details that include their own thinking about why the author chose to include that detail in the story. **Session 3** Writers will write at least 1 paragraph about a character's motives in their writer's notebooks. **Session 4** Writers will craft possible claims for their essay based upon rereading the text. Writers will work out and	• RL.IT.6.3 • RL.VL.6.4 • RL.TS.6.5 • RL.RC.6.10 • SL.PE.6.1 • SL.II.6.2 • SL.PP.6.3 • SL.PI.6.4 • SL.PP.6.6 • L.SS.6.1 • L.KL.6.2 • L.VL.6.3

	research. SWBAT write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SWBAT determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or	**Session 3: Writing to Discover What a Character Wants** Writers will reread the mentor text, "Raymond's Run", to analyze a character's motives. Writers will delve into the idea that what a character seems to want on the outside may not be what he wants on the inside. Writers will look across the story and write about the characters motives by reflecting on what the character really wants. **Session 4: Crafting Claims** Writers will work to come up with a claim that captures the whole person/character. It must be big enough to think and write about for a while and become the central idea of an essay. Writers will reread their mentor text "Raymond's Run" and identify some big ideas that encompass the character. Writers will share claims and test out the claims to weigh out if the claim encompasses the whole character and the whole text. Writers will work with a writing partner to work out and weigh some claims for their own character/essay. **Session 5: Conveying Evidence: Summarizing, Storytelling and Quoting** Writers will plan out how the whole essay will go. Writers may use a template to help organize their plan. Writers will work using their claim as a lens for collecting evidence as they reread the text. Writers can use a variety of options to present	weigh possible claims in order to narrow down the claim (thesis) for the essay. **Session 5** Writers will reread their text with a lens for collecting evidence in order to support the claim of their essay. Writers will use 2-3 appositives in their writing. **Session 6** Writers will reflect upon their own essay and make a plan for improving it based upon the information gathered from the exemplar text. Writers will make improvements to their own essay. Writers will use the Argument Writing Checklist as a means of self-reflection regarding their own essay. **Session 7** Writers will make	

	judgments. SWBAT determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone SWBAT analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot SWBAT interpret information Presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain	evidence such as summarizing, storytelling and quoting. Writers will use appositives to elevate their writing. **<u>Session 6: Studying a Mentor Text to Construct Literary Essay</u>** Writers will conduct research by asking the question, "What makes for a good literary essay?" Writers will annotate a mentor text like and essay on Raymond's Run, noticing how the author links the claims and evidence. Color code the evidence and claims for a visual representation. Writers will work with their writing partner to discuss the techniques the author used and what techniques the author used that he/she can use in their own essay. Writers will review their own essay for elements that are lacking and ways they can improve their own writing based upon the evidence collected from the mentor text. **<u>Session 7: Revising Essays to be sure you Analyze as well as Cite Text Evidence</u>** Writers will revise their essays to make sure that their evidence connects with or supports the claim. Writers will analyze the evidence by explaining how it supports the claim. Writers can use "Ways to Analyze Evidence" stems to guide students to ensure the evidence supports the claim. Writers will meet with their writing partners and analyze	connections that are lacking in their essays. Writers will meet with their writing partners and analyze each other's essay using the Writing Argument Checklist and discuss.	

	how it contributes to a topic, text, or issue under study. SWBAT demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	each other's essay based upon the Argument Writing Checklist.		
Bend 2: Elevating the Complexity of Literary Essays (2.5 – 3.5 Weeks)	SWBAT write arguments to support claims with clear reasons and relevant evidence. SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SWBAT develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	**Session 8: Looking for Themes in the Trouble of a Text** Writers will look at a mentor text like "Raymond's Run" with a lens that focuses on theme. Writers will look at "Raymond's Run" and focus on character's motivations and problems as well as lessons (theme). https://www.youtube.com/watch?v=j4cQkIct1_c: Theme Writers will examine their own stories focusing on lessons a character learns by examining the motivations and the problems the protagonist faces. Writers will chart the motivation, problem and possible theme in the same story that they wrote	**Session 8** Writers will chart motivation, problem and theme in their writer's notebooks. **Session 9** Writers will create a plan and write a first draft of their theme-based essay in their writer's notebook. Writers will self-reflect on their draft by using the Argument Writing Checklist. **Session 10** Writers will generate lists of possible leads and conclusions in their writer's	• W.AW.6.1 • W.WP.6.4 • W.WP.6.5 • W.SE.6.6 • W.RW.6.7 • RL.CR.6.1 • RL.CI.6.2 • RL.IT.6.3 • RL.TS.6.5 • RL.RC.6.10 • SL.PE.6.1 • SL.PP.6.3 • SL.PI.6.4 • SL.PP.6.6 • L.SS.6.1 • L.KL.6.2 • L.VL.6.3

	a new approach. SWBAT draw evidence from literary or informational texts to support analysis, reflection, and research. SWBAT write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	the character essay. **<u>Session 9: Drafting Using All That You Know</u>** Writers will plan and draft a theme-based essay using all that they know about essay writing including all necessary parts in a logical structure. This should be based upon a mentor text or a short story that was previously read in class. **<u>Session 10: First Impressions and Closing Remarks</u>** Writers will review the revision strategies from previous lessons. Writers will craft introductions that include universal statements about life and then transition into the text based claim. Writers will also craft conclusions that make connections, leave readers thinking, and how the theme of the essay made the author rethink his/her own life or suggest a further way of acting. Writers will work with their writing partners to generate lists of possible leads/introductions and conclusions for their essay. **<u>Session 11: Quoting Texts</u>** Writers will choose powerful quotes to enhance their essays. Writers will choose an idea that they want to support and then reread the text to find an appropriate quote to support that idea. Writers will practice finding quotes in their own stories to use in their essays.	note book. Writers will choose a lead and conclusion that best suits their essay. **Session 11** Writers will identify 1-2 quotes from their story in order to support their theme essay. Writers will incorporate the quotes into their essay. **Session 12** Writers will analyze exemplar texts for correct use of conventions. Writers will use those correct rules of conventions when editing their own essays.	

	SWBAT determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. SWBAT determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. SWBAT analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting,	**<u>Session 12: Editing Inquiry Centers</u>** Writers will attend Editing Centers in which mentor texts are shared that exemplify conventions necessary for good writing. Writers will use the mentor text to see how the rules of conventions are applied. Writers will then use those rules to edit their own essays		

	or plot. SWBAT read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on SWBAT interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or			

	issue under study. SWBAT present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SWBAT adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SWBAT demonstrate command of the conventions of standard English grammar and usage when writing or			

	speaking. SWBAT acquire and use accurately grade- appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Bend 3: Writing Compare-and-Contrast Essays (2.5-3Weeks)	SWBAT write arguments to support claims with clear reasons and relevant evidence. SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SWBAT develop and strengthen writing as needed	**Session 13: Building the Muscles to Compare and Contrast** Writers will compare and contrast subjects by putting them side by side and asking "How are they alike?" and "How are they different?" Discuss the structure of a compare-contrast essay. https://www.youtube.com/watch?v=7owKjx7zqd8: Structure Writers will work in centers to compare and contrast various objects, pictures and items in class. Writers will create a paragraph that details their observations.	**Session 13** Writers will work in centers to write detailed comparison and contrast paragraphs based upon their observation of items in the center. **Session 14** Writers will craft a theme based literary essay comparing and contrasting a universal theme across two texts. **Session 15**	○ W.WP.6.4 ○ W.WP.6.5 ○ W.SE.6.6 ○ W.RW.6.7 ○ RL.CR.6.1 ○ RL.CI.6.2 ○ RL.IT.6.3 ○ RL.RC.6.10 ○ SL.PE.6.1 ○ SL.PI.6.4 ○ SL.PP.6.6 ○ L.SS.6.1 ○ L.KL.6.2 ○ L.VL.6.3

	by planning, revising, editing, rewriting, or trying a new approach. SWBAT draw evidence from literary or informational texts to support analysis, reflection, and research. SWBAT write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn	**Session 14: Comparing and Contrasting Themes Across Texts** Writers will compare and contrast what is different about the themes in different texts or music. Writers will look at how two different texts or songs deal with the same theme in a different manner. Writers will move back and forth between universal themes and specific examples from each text to compare and contrast. Using all that they know writers will write a compare and contrast literary essay analyzing themes across texts and music. **Session 15: Applying What You Have Learned in the Past to Today's Revision Work** Writers will use all resources available to them to revise their literary essays. Writers can reflect on the anchor chart, "Revision Strategies" and "How to Write a Compare Literary Essay". **Session 16: Identifying Run-Ons and Sentence Fragments** Writers will review and revise their writing to identify and fix run-ons and sentence fragments. Writers can use their writing checklist to make sure that the essay is as tight as possible. Writers will work with their writing partners to edit one another's essays. **Session 17: Celebrating Literary Essays**	Writers will revise their literary essays using all resources available to them. Color code **Session 16** Writers will edit their own essays as well as their writing partners paying special attention to run-ons and fragments. **Session 17** Writers will publish their literary comparison and contrast essay on a Google Doc to be shared at a celebration. Writers will also reflect upon their successes and challenges that they faced during this literary essay unit.	

	from the text. SWBAT determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. SWBAT determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. SWBAT analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to	Writers will share their published essays in an in-class celebration.		

	the development of the theme, setting, or plot. SWBAT read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on SWBAT interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes			

	to a topic, text, or issue under study. SWBAT present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SWBAT adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SWBAT demonstrate command of the conventions of standard English grammar and usage when writing or			

	speaking. SWBAT acquire and use accurately grade- appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP or 504 plan must be met.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio tapes when applicable

- Allow for preferential seating within groups and whole class

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
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Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Writing Unit 3: Research Based Information Writing

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Marking Period**
Length: **6 -8 Weeks**
Status: **Published**

Summary of Unit

This unit of about 6-8 weeks is intended to stand on the shoulders of the previous units of information writing. Through the program of writer's workshop mini lessons, students will critique information, improve upon it, and take action by explaining it thoroughly. Students will complete research in order to develop an evidence-based chapter book as well as a digital presentation.

Enduring Understandings

Reading and analyzing a wide variety of sources to develop a big-picture view of a topic and discovering key points and ideas within a larger topic are essential for information writing. Writers strengthen their credibility by incorporating solid evidence into their writing, including accurate quotes, supportable facts, and clear statistics. Writers also elaborate on keys points and include complex sentences as well as useful text features to improve their writing. Designing and creating a digital presentation is another technique writers use to present their information.

Essential Questions

- How do writers use a variety of sources to develop a big-picture view of a topic?
- How do writers choose the best evidence to support their topic?
- What is the best structure for sharing the information in each chapter of the information book?
- How do writers decide which information to include on a slide or webpage for a digital presentation?

Summative Assessment and/or Summative Criteria

Using the sessions and mini-lessons taught throughout the unit, students will compose a research-based compare-and-contrast essay.

- Read an approved work of fiction and determine a real-world issue present in it.
- Use databases and library resources to find an article/video that addresses the same real-world issue.
- Write a four to five paragraph compare and contrast essay analyzing the following:

- The authors' purpose for writing their works.
- The methods the authors use to establish their purposes and points of view.

Resources

Core Text/Teacher: Research-Based Information Writing: Books, Websites and Presentations (Units of Stdy in Writing Kit)

Articles: "Why is Community Service Important?" by Caridad Sanchez
"How to Become an Activist" WikiHow.com
"Alex Lin, Teenage Activist" by Salvatore Cordoni
"The Clock is Ticking: Youth and Environmental Activism" by Joi Officer, Laura Cockman, and Rebekah Taft "A Heroic Return" by Time for Kids

Achieve Articles regarding the BLM Movement

Websites: www.freethechildren.com

https://www.youtube.com/watch?v=gO35EMsy-OQ: Writing Plan

Videos: https://www.youtube.com/watch?v=X3vK5qVNOWw (Malala) https://www.youtube.com/watch?v=Weqt0N0vxH4 (Alex Lin) https://www.youtube.com/watch?v=gjGL6YY6oMs (Malala interview on the Daily Show)

Supplemental: Digital Mentor Webpage and Presentation Text Sets (Shared Drives and Resource Tab)

Starter Packet Text Set
PowerPoint
Google Slides
Weebly
Prezi
Wordpress
Glogster
Slideshare.com
BlendSpace.com

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Bend 1: Writing Research-Based Information Essays (2 Weeks)	SWBAT write arguments to support claims with clear reasons and relevant evidence. SWBAT write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content SWBAT write narratives to develop	**<u>Session 1: Become Engaged with a Topic</u>** Writers will study a topic (teen activism) as a writer and take notes. Writers will view a video (Malala) on teen activism and take notes based upon the video. Writers will analyze the notes that they took and the process they used to take notes. Create an anchor chart entitled "Power Learning and Note-Taking" to record the steps used to effectively take notes based on a video. Writers will use the anchor chart strategies to take notes on a second video. (Malala/Daily Show)	**Session 1** Writers will view a second Malala video and take notes not only on Malala herself but her impact on the interviewer in their writer's notebook. **Session 2** Writers will read various other articles on teen activism and take notes. Writers will take notes on the topic of teen activism to identify the big picture of their topic. Writers will organize their notes using lists and/or boxes and	○ W.WP.6.4 ○ W.WP.6.5 ○ W.SE.6.6 ○ W.RW.6.7 ○ RL.CR.6.1 ○ RL.CI.6.2 ○ RL.IT.6.3 ○ RL.RC.6.10 ○ SL.PE.6.1 ○ SL.PI.6.4 ○ SL.PP.6.6 ○ L.SS.6.1 ○ L.KL.6.2 ○ L.VL.6.3

	real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SWBAT produce and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SWBAT use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single	**<u>Session 2: Reading for a Wide View of a Topic: Teen Activism</u>** Writers will take in a broad cross section of information about their topic (teen activism). Writers will ask questions of their subjects as they read through their materials. Create an anchor chart title, "Questions that Writers of Profiles Ask of Their Subjects". Continue the anchor chart, "Power-Learning and Note-Taking" to enhance student's ability to approach a set of texts in ways that allow them to ascertain the big picture of the topic. Writers can share the notes that they have been working on with their writing partners. They will not just focus on the information collected but actually how the partner takes notes. **<u>Session 3: Preparing to Write Informational Essays: Finding and Supporting Key Points</u>** Writers will identify one key point from their research about the topic of teen activism. Writers will then move from one key point to plan for a logical informational essay. Create anchor chart that details how to move from a key point to a plan for the essay.	bullets in their writer's note book as they are searching for the big picture. **Session 3** Writers will match their key points to evidence from their research that matches up and supports the key points in their writer's note books. **Session 4** Writers will write a flash draft from beginning to end of their informational essay on teen activism in their writer's notebook.	

	sitting. SWBAT conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. SWBAT gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources SWBAT draw evidence from literary or informational texts to support analysis, reflection, and research. SWBAT write routinely	https://www.youtube.com/watch?v=gO35EMsy-OQ: Writing Plans **Session 4: Structure Sets You Free: Using Prior Knowledge to Flash-Draft Essays** Writers will use boxes and bullets to plan the structure of their informational essay. Writers will meet with their writing partners and talk out their points and how they will elaborate each point. Create an anchor chart that provides examples of phrases used to cite text evidence. Writers will write a flash draft of their informational essay.		

	over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SWBAT determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. SWBAT analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text			

	(e.g., through examples or anecdotes). SWBAT determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. SWBAT analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. SWBAT determine an author's point of view or purpose in a text and explain how it is conveyed in the text. SWBAT integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a			

	coherent understanding of a topic or issue. SWBAT compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). SWBAT read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. SWBAT engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.			

	SWBAT interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SWBAT delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SWBAT present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear. SWBAT include			

	multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. SWBAT adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SWBAT demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SWBAT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SWBAT use knowledge of language and its			

	conventions when writing, speaking, reading, or listening. SWBAT acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Bend 2: Drafting and Revising Information Books on Focused Topics (2.5-3 Weeks) **Possibly Longer depending on levels as the sessions and writings may require more care when choosing**	SWBAT write arguments to support claims with clear reasons and relevant evidence. SWBAT write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	**<u>Session 5: The Trail of Research: Pursuing Information and Focusing in on Topics</u>** Writers will analyze how in Bend 1, they followed a trail of research and focused in on topics. • Examples include: • When they researched the topic of teen activism then narrowed it down to Malala. • They focused on girls around the world who were denied an education. • People who support providing girls, globally, with an education. Provide students with subtopics to research	**Session 5** Writers will take and organize notes based upon the reading they do on their particular subtopic. Writers will use the strategies previously used in Bend 1. Writers will chart a trail of research which will help set up a possible table of contents for their books.	• W.AW.6.1 • W.WP.6.4 • W.WP.6.5 • W.SE.6.6 • W.RW.6.7 • RL.CR.6.1 • RL.CI.6.2 • RL.IT.6.3 • RL.TS.6.5 • RL.RC.6.10 • SL.PE.6.1 • SL.PP.6.3 • SL.PI.6.4 • SL.PP.6.6 • L.SS.6.1 • L.KL.6.2 • L.VL.6.3

evidence and helping with the research.	SWBAT write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SWBAT develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SWBAT use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient	such as girls' access to education, child labor, saving the environment, women in the workplace, bullying, or pet abandonment and adoption. (text sets are available on CD-ROM) Writers will work in research groups to research and gather information about their particular subtopic Writers will use all the strategies form Bend 1 as they research in their groups. **<u>Session 6: Envisioning Structures to Plan an Information and Focusing in on Topics</u>** Writers will focus on the structure of their informational books. Some possible plans for structure would be to focus on the writer's trail of research from the previous lesson. Other structures may be problem-solution, narrative structure, pro and con, or step by step. Writers assess their research to determine which structure will suit their informational book. Writers will analyze their table of contents and use it as a work plan for their books. Create an anchor chart titled, "Common Structures for Information/Nonfiction Texts." **<u>Session 7: Constructing Texts with Solid Bricks of Information</u>** Writers will construct texts with "solid bricks of information" such as quotations, facts, anecdotes and numbers. These "bricks" of information will be cemented together with	**Session 6** Writers will create a table of contents for their informational book. It will contain 3-4 chapters. Writers will begin writing a chapter of their informational book in their notebook. **Session 7** Writers will reread and annotate their chapter. They will make a plan to revise based upon their analysis of their writing. Writers will revise their chapter by adding transition words as necessary. Writers will begin writing the next chapter of their informational book. **Session 8** Writers will gather more information from their	

	command of keyboarding skills to type a minimum of three pages in a single sitting. SWBAT conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. SWBAT draw evidence from literary or informational texts to support analysis, reflection, and research. SWBAT write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	ideas and transitions Writers will analyze a mentor text such as "Malala the Powerful to identify how the author uses the "bricks" of information to construct meaning. Create an anchor chart, "Information Writers Combine a Variety of Information", to gather the information that the writer's notice in the mentor text. Writers will use the anchor chart to reread their own chapter and assess what information they have already included and what additional information they should include in their chapter. Writers will decide how they are going to revise their chapter. **<u>Session 8: Research: Gathering Specific Information and Creating Meaning</u>** Writers will continue researching with a specific focus on what their chapter needs specifically. Writers will look to what they have written already and then identify an anecdote, fact, number, statistic, an image, description or quotation that specifically supports the information they already have. Refer to the anchor chart, "Power-Learning and Note-Taking". **<u>Session 9: Writing in Detail</u>** Writers will write long with detail in order to bring the text to life. Writers will refer to the narrative techniques they have studied to	research with a specific focus in mind based upon the information that they already have. Writers will continue Ch 2. **Session 9** Writers will add interesting detail to their chapters to bring them to life. Writers will assess their own writing by comparing it to the Information Writing Checklist as a means of self-reflecting on their own writing. Writers will make a plan for improving their writing based upon their analysis. Begin ch 3 section **Session 10** Writers will use a mentor text as a guide to revise their own sentences to raise the level of complexity. Writers will use punctuation to increase the level of complexity of their	

	SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SWBAT determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. SWBAT analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). SWBAT determine the meaning of words and phrases as they are used in a text, including figurative, connotative,	enhance their chapters. Writers read "like magnets" choosing the most interesting details to use in their own writing. Writers will reread one of their own chapters and notice places that are bare bones and think about what would be required to "flesh them out." **<u>Session 10: Lifting the Level of Sentence Complexity</u>** Writers will rewrite sentences so that their writing resembles the mentor texts they have studied. Share a mentor text like "Cyberbullying: What Schools Can do to Stop it" and point out sophisticated ways the author has written to elevate the sentence complexity. Writers will focus on how punctuation can help make sentences clearer and more complex. Create an anchor chart titled, "Ways Punctuation Helps Sentences to be Clear." **<u>Session 11: Using Text Features to Strengthening Writing</u>** Writers will study mentor texts to determine the texts features that authors use and what the text features are used for. Create an anchor chart titled, "Types of Text Features" to keep track of the different types used in nonfiction writing. Writers will insert a text feature or two into their own writing in appropriate places.	sentences. Writers will work with their writing partners using the Information Writing Checklist to edit their partner's chapters. Writers will plan how they are going to arrange their books in a logical way. Continuing Ch 3 **Session 11** Writer will insert 1 or 2 text features into their own writing. Writers will conference with their writing partner in order to explain their logic for choosing that particular text feature. Writers will share their text features in a Galley Walk style of presentation. Writers will provide feedback by completing a chart for each sample listing pointers and praises.	

	and technical meanings. SWBAT analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. SWBAT integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. SWBAT read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. SWBAT engage effectively in a range of	**Session 12: Planning Ready-To-Go Chapters** Writers will use all that they have learned to write ready a ready to go chapter for the text chapter in their nonfiction book. Writers will rehearse all they plan to teach in the upcoming chapter by jotting down key words or phrases on a slip of paper for each chunk of information. Writers will create a quick plan of the chapter. Writers will choose a structure for their chapter. Writers will begin their next chapter. Writers will write compelling introductions for each chapter as well as an introduction for the entire book. Add to the anchor chart, "Strategies for Writing Compelling Introductions." **Session 13: Quoting with a Purpose in Mind** Writers will determine why authors use quotations by analyzing mentor texts. Create an anchor chart, "Information Writers Use Quotations." Writers will use citations correctly when quoting. Continue anchor chart, "Writing Informational Texts Well." Writers will use transitional phrases to weave quotations into their chapters. **Session 14: Celebrating with a Book Exhibit Tour** Writers will conduct a "book exhibit tour" in order to celebrate their writing so far. As writers view the chapters they will use their Information	Begin Ch 4 **Session 12** Writers will rehearse, draft and revise in their mind as they write the next chapter of their nonfiction book. Writers will rehearse writing compelling introductions that frame each chapter and the entire book. Continue Ch 4 **Session 13** Writers will use 3-4 quotations from their research in their chapters. Writers will use transitional phrases and cite the quotes properly. **Session 14** Writers will use their Information Writing Checklist to analyze their	

	collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SWBAT interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SWBAT delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SWBAT present claims and findings, sequencing ideas logically and using	Writing Checklist to provide praises and pointers using language from the checklist.	classmate’s essays.	

	pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear. SWBAT include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SWBAT adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SWBAT demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			

	SWBAT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SWBAT use knowledge of language and its conventions when writing, speaking, reading, or listening. SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. SWBAT acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or			

	expression.			
Bend 3: Digital Writing Projects: Sharing Expertise Online (2.5 - 3 Weeks)	SWBAT write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content SWBAT produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SWBAT develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SWBAT use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of	**<u>Session 15: Studying Digital Mentor Texts</u>** Writers will study a mentor text of a digital presentation like the website www.freethechildren.com to look at structure and content. Writers will study a PowerPoint presentation, Google Slide presentation or Slide Share for structure and content. Writers will work in research groups to analyze various digital presentations. Writers will plan their own digital presentation of their information books. They will work with a partner to determine the structure and content they will include in their digital presentation. **<u>Session 16: Revising to Fit Digital Formats: Determining Importance</u>** Writers will choose the information from their chapter books that is most important to share since digital texts should share concise bits of meaningful information. Writers will revise their prototypes emphasizing the need to determine what information is most important for each individual page or slide of their digital presentation. **<u>Session 17: Pouring into Digital Forms...and Publishing</u>** Writers will create their digital presentation	**Session 15** Writers will determine which format they will choose such as an essay, a blog, or a website. Writers will sketch out a prototype or plan for each paragraph. **Session 16** Writers will revise their plan or prototype to include only essential information for each paragraph. **Session 17** Writers will create a digital presentation based upon their essays. **Session 18** Writers will present their digital presentations to the class.	• W.WP.6.4 • W.WP.6.5 • W.SE.6.6 • W.RW.6.7 • RL.CR.6.1 • RL.CI.6.2 • RL.IT.6.3 • RL.RC.6.10 • SL.PE.6.1 • SL.PI.6.4 • SL.PP.6.6 • L.SS.6.1 • L.KL.6.2 • L.VL.6.3

	keyboarding skills to type a minimum of three pages in a single sitting. SWBAT conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. SWBAT gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. SWBAT draw evidence from literary or informational texts to support analysis, reflection, and research.	using any website program (weebly, WordPress, or KB Works) or digital slide program (PowerPoint, Google Slides, Slideshare). Writers will work efficiently with their plan and their chapter book. **<u>Session 18: Celebration: Presentations, Feedback, Reflection</u>** Writers will present their digital presentations to the classmates during a celebration. Presentations can be made to the entire class, in smaller groups or in a museum share if enough computers are available.		

	SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SWBAT determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. SWBAT analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). SWBAT read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at			

	the high end of the range. SWBAT demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SWBAT demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. SWBAT demonstrate understanding of figurative language, word relationships, and nuances in word			

	meanings. SWBAT acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP or 504 plan must be met.
- Allow additional time when in full class discussing for processing and discussion.
- Although all lengths should be attempted, teacher should reduce work on written assignments depending on special needs.
- Students should be provided with graphic organizers during annotations, discussions, and when having to formulate any mini papers.
- Check for understanding by conferencing with teacher.
- Students may choose a partner or teacher may chose a partner to work that student is comfortable with.
- Repeat and Clarify any directions given
- Use of audio tapes when applicable
- Allow for preferential seating within groups and whole class

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
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Cross Curricular/21st Century Connections

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.