Cover Page Language Arts 7 POR

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **Full Year**
Status: **Published**

Title Page, Table of Contents, Statement of purpose

7th Grade Language Arts: Multiple Perspectives—A Comprehensive Exploration into the Shaping of Character Sayreville Middle School

Required Full Year

Date of Board Approval:

Curriculum Writer(s): Nicole DelPopolo

Table of Contents:

Please note that the reading units of study have objectives that are recursive in nature and thus the units do not need to be taught in a particular order, with the exception of unit 1, the close reading unit that frames the course.

Reading Units

Developing the Character in You

Analyzing Historical Fiction in Context for Theme

Reading Across Cultures for Diversity and Perspective

Reading to Analyze Characters Deeply

Please note that the writing units of study are linear in objectives and content and must be taught in the order that they are presented in the curriculum.

Writing Units of Study (Writers' Workshop)

Unit 1: Writing Realistic Fiction: Symbolism, Syntax, and Truth

Unit 2: Writing About Reading: From Reader's Notebooks to Companion Books

Unit 3: The Art of Argument: Research Based Essays

Sonday Units (Phonics and Linguistics)

Sonday System 1: Blue

Sonday System 2: Green

Summary of the Course:

The Seventh Grade Language Arts curriculum provides a comprehensive exploration of literature across multiple genres, immersion in the academic and personal writing process through a writer's workshop model. Organized around the overarching theme of how individual character is shaped by multiple perspectives, the course alternates between recursive reading units and linear writing units that culminate in three published pieces for a digital student portfolio. Through close reading, critical literary analysis, and structured classroom discussions, students examine sub-themes within diverse texts while actively developing their independent reading, writing, and communication voices. The following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining a student's current level of understanding of the presented material.
- Homework, when assigned, should be relevant and reflective of the teaching taking place in the

classroom.

- Organizational strategies that emphasize the students' ability to comprehend and apply the material should be put in place.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included in order to accommodate students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans)
- Assignments and assessments should modified to fit your specific learning environment

Reading Unit 1: Developing The Character In You

Content Area: **Language Arts**
Course(s):
Time Period: **1st Marking Period**
Length: **5-6 Weeks**
Status: **Published**

Summary of the Unit

This unit serves as an introduction to developing students' connection and engagement with text. It emphasizes building rapport with reading through close analysis Annotation strategies
(i.e Signposts or Study Sync annotation). These strategies guide students in identifying key moments in literature that reveal deeper meaning and character development.
A review of literary terms and elements of literature supports students in strengthening their comprehension and analytical skills. Through these foundational tools, students learn to approach complex texts with confidence and clarity, applying critical reading and expressive techniques.
Additionally, students complete pre-assessments to inform instruction in phonics and linguistics, which will be integrated into small-group and intervention strategies. 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

Readers develop deeper comprehension by recognizing and analyzing key textual moments, such as the Six Signposts or Annotation tools within StudySync, to uncover meaning and author intent.

Understanding literary elements and terms enhances the ability to interpret, discuss, and write about complex texts.

Annotation reading strategies provide concrete tools for engaging critically with literature and identifying themes, conflicts, and character motivations.

Effective reading involves connecting personal experiences and prior knowledge to textual evidence for richer interpretation.

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 the Six Signposts or Annotation techniques help readers uncover deeper meaning in a text?

In what ways do literary elements and terms enhance understanding of a story's structure and purpose?

What strategies can readers use to approach and comprehend complex texts effectively?

How does close reading change the way a reader interprets characters, themes, and conflicts?

Why is it important to connect personal experiences and prior knowledge to what is read?

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

Project Options:

Choice 1: Children's Book: Using four out of the six Signposts or Annotation strategies from Study Sync, research a children's book. Use the children's book to annotate, cite, and analyze the text in order to show that the Signposts have helped you become an attentive reader. Your answer should be two to three paragraphs. All responses should be in MLA format with direct citations and analysis that encompass the Signpost, explanation and answer to correlating anchor question.

Choice 2: Literary Elements: Construct a book of Literary Elements. At least seven elements that were provided in the review should be within the book. There should be a description of the element along with an example and an illustration of some kind.

Choice 3: Poetry: Using the poem: "Past, Present, and Future" by Emily Bronte, create an original poem in the same style using yourself as the person reflecting on past, present, and future.

Study Sync: Unit Assessments and Benchmarks

Resources

Texts:

Elements of Literature textbook

- "Rikki-Tikki-Tavi" by Rudyard Kipiling
- "Song of the Trees" by Mildred Taylor
- "Three Skeleton Key"
- "Miss Awful" by Arthur Cavanaugh
- *The Plot Chickens* by M.J. Auch
- Various children's books from SMS library
- Make Behind Peter Pan https://www.chicagotribune.com/news/ct-xpm-1990-02-06-9001110079-story.html

Music:

- "Firework" by Katy Perry
- "Fix You" Cold Play
- "This is Me" Greatest Showman
- "Count on Me" Bruno Mars
- "Colder Weather" by Zac Brown Band

Movie/TV Clips:

- *Mrs. Doubtfire*
- *Wall-E*
- *Mary Poppins*
- *It*
- *Mean Girls*
- *Jaws*
- *Dark Knight*
- *Finding Neverland*
- *The Office*
- *Harry Potter and the Sorcerer's Stone*

- *Elf*

Poetry:

- "Past, Present, and Future" by Emily Bronte
- "Perspective" by Unknown
- "Mother to Son" by Langston Hughes **(Diversity & Equity title)**
- "The Sky is Low" by Emily Dickinson

Achieve:

- "Bullying: Instagram to the Rescue"
- "Twitter Takes a Stand"
- "Young Inventors Tackle Big Problems"
- "Making a Mark"
- "A Place for Karli"
- "The Home Run of the Year"
- "More than Just Worry"
- "I am Malala" **(Diversity & Equity title)**
- "Batman for a Day"

Websites/Links:

- Signpost EdPuzzle: https://edpuzzle.com/media/5ef2bcb22c5b1b3f04f44d04
- Conflict Ed Puzzle: https://edpuzzle.com/media/5efe5b30f98a073f4d4d0d2f
- Conflict Quizizz: https://quizizz.com/admin/quiz/start_new/5f016154b16b5e001b8c2c36
- POV Station: https://ereadinggames.com/viewpoint-pilot/
- Kahoot: https://create.kahoot.it/share/identifying-point-of-view/63bd2f99-609f-4f1a-b68d-0beda3752aa0
- Genre Quizizz: https://quizizz.com/admin/quiz/start_new/57c4541cfeedcdc8b8cf4ff5
- Setting and Mood/Tone Kahoot: https://create.kahoot.it/share/setting-mood-and-tone/acb48b93-22c0-42cf-95ad-cb34d3cd8c5b

- Tone and Mood Kahoot: https://create.kahoot.it/share/tone-and-mood/7ffa0ea8-c30a-4f14-9a71-e7fc707c0702
- Tone and Mood Edpuzzle : https://edpuzzle.com/media/5ef39bf51e339e3f19c04066
- Characterization Edpuzzle: https://edpuzzle.com/media/5f85dab0c015084086192211
- Characterization Powtoons: https://youtu.be/1KbDdiku75E
- Setting: https://youtu.be/30CPmgVQNks

- Mood and Tone: Pow Toons https://youtu.be/C3TZGZn5VwA

Study Sync Resources: Unit One Can be Paired and interchangeable with Unit one in the Study Sync Resource for 7th Grade.

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Introduction/ Notice and Note 2-3 weeks	-present information about themselves to the class as a way of introduction -identify and define Signposts	Introduce yourself by creating a Virtual Locker / Choice Board / About Me Chart Power Point/Google Slides Presentation which reviews the definition of each Signpost, the anchor questions of each Signpost, and which literary element is strengthened by the use of each Signpost.	Completion of introduction acti Completion of six Recorded Re Sheets

	-infer and discuss the strengths of the anchor questions within literature -analyze a short story to determine the sign posts and use of anchor questions. analyze a short film clips to determine the sign posts and use of anchor questions. -demonstrate an understanding of signposts through a final assessment.	EdPuzzle: https://edpuzzle.com/media/5ef2bcb22c5b1b3f04f44d04 Have students read a short story. With the members of their groups, have students find an example of the Signposts Contrast and Contradiction, Aha Moment, and Tough Questions from the story. Students should properly cite examples of each Signpost, explain how each piece of evidence is an example of that Signpost, and answer the Anchor Question for each Signpost based on the selected pieces of evidence. The students will record their responses on a Recorded Response Sheets. Have students read a short story. With the members of their groups, have students find an example of the Signposts Words of the Wiser, Again and Again, and Memory Moment from the story. Students should properly cite examples of each Signpost, explain how each piece of evidence is an example of that Signpost, and answer the Anchor Question for each Signpost based on the selected pieces of evidence. The students will record their responses on a Recorded Response Sheets.	Teacher observation checklist to assess student conversation Complete Signpost Chart using movie clips. Teacher made final assessment
Literary Elements 2-3 weeks	-analyze and identify elements of a character through excerpts and discussion -define characterization through Ed Puzzle/Powtoons -develop and interpret who has helped your personal character -examine and interpret a song of your choosing to determine literary elements. -discuss the importance of the creation of certain characters -construct a narrative story centered around a certain mood	**Activities for Characterization, Setting, and Conflict** **Characterization Options:** ● Characterization Edpuzzle: https://edpuzzle.com/media/5f85dab0c015084086192211 ● Characterization Powtoons: https://youtu.be/1KbDdiku75 ● Characterization station- the students will participate in a teacher led discussion regarding ways to reveal characterization and the different types of characters. Students will also be asked to read blurbs about a character and determine if the character is a static or dynamic character. ● Character: Using the idea that authors develop characters from their own lives think about your own life. Who in your life influences your own personal character? Who make you the person that you are? Develop an essay that discuss at least 3 people who you feel have personally influenced your life. Why them? Why are they so special to you and your character? Are these people with good or bad influences on you that made you who you are? ● Discuss within class the importance of characterization and how it is important for the author to develop	Teacher interaction and discussion regarding the literary elements and stations. Compose an original piece using a teacher approved song. Students should write about what the lyrics mean to them and other people hearing the song. They should also focus on how the writer feels about the character created within the song. Who is the person singing? How is this person feeling? How do we know? Using StoryBoard That, create a picture illustrating the different conflicts within literature After being given a random mood, craft an original narrative story writing in the style and mood that you were given. Must include all story elements: plot, character, dialogue. Minimum of one page typed.

	-determine how the setting and conflict impact each other -demonstrate conflict through illustration on StoryBoard That -analyze poetry to determine characterization -plan and originate a plan for a theme business -interpret conflict in terms of illustrations -analyze and close read to determine point of view -explain the points of a plot through short stories -identify the correct genre of given examples -describe the difference between tone and mood -assess the mood and tone of a short story	characters that people find relatable and likable even if they are villainous. Discuss this further be either using "Miss Awful," excerpts from Boy or the article, "Behind the Magic of Peter Pan" with accompanying clips from Finding Neverland. • Compose an original piece from song lyrics Students should write about what the lyrics mean to them and other people hearing the song. They should also focus on how the writer feels about the character created within the song. Who is the person singing? How is this person feeling? How do we know? **Setting Options:** • Setting: https://youtu.be/30CPmgVQNks • Setting: Using the poem: "Past, Present, and Future" by Emily Bronte, create an original poem in the same style using yourself as the person reflecting on past, present, and future. **Conflict Options** • Conflict station- the students will be asked to review notes on the different types and conflict. Students will also be asked to determine whether each conflict on a teacher created list is classified as an internal or external conflict. • Conflict: Illustrate each type of conflict on index cards and shuffle the cards of everyone to review • Conflict: Slide Show and Picture share • Conflict Ed Puzzle: https://edpuzzle.com/media/5efe5b30f98a073f4d4d0d2f	Teacher made final assessment

	-infer the mood of a movie trailer and different songs -illustrate mood through pictionary -demonstrate an understanding of literary elements through assessment and analyzing short stories	• Conflict Quizizz: https://quizizz.com/admin/quiz/start_new/5f016154b16b5e001b8c2c36 **Activities for P.O.V., Plot, Genre** **Point Of View Options:** • P.O.V. Station- the students will participate in a teacher led discussion regarding the different types of point of view. The students will also be asked to determine the point of view of a short story and find at least three pieces of textual evidence to support their answer. • POV Station: https://ereadinggames.com/viewpoint-pilot/ • Kahoot: https://create.kahoot.it/share/identifying-point-of-view/63bd2f99-609f-4f1a-b68d-0beda3752aa0 **Plot Options:** • Plot station- the students will review the notes on the different parts of a plot. The students will also be asked to correctly plot the events of a short story on a story arc. • Plot: Read Through the Short Story the Plot Chickens and Map out the Examples within the text as an introduction. **Genre Options:** • Genre station- the students will review excerpts and pictures in order to correctly identify the genre of each piece of writing or art • Genre Quizizz: https://quizizz.com/admin/quiz/start_new/57c4541cfeedcdc8b8cf4ff5	

		Activities on Tone and Mood **Tone and Mood Options:** • Pow Toons https://youtu.be/C3TZGZn5VwA • Use various movie trailers to show how the mood of a story or visual piece is effected by the mood at which the author chooses. • Define and discuss the idea of mood. Use "Song of the Trees" to show how the mood of a story or visual piece is effected by the mood at which the author chooses. • Mood Pictionary using Jamboard • Mood Through Music Slides • Kahoot: https://create.kahoot.it/share/setting-mood-and-tone/acb48b93-22c0-42cf-95ad-cb34d3cd8c5b • Kahoot: https://create.kahoot.it/share/tone-and-mood/7ffa0ea8-c30a-4f14-9a71-e7fc707c0702 • Edpuzzle : https://edpuzzle.com/media/5ef39bf51e339e3f19c04066 • Edpuzzle: https://edpuzzle.com/media/5f02a45421a44e3f458bf948	

		Application of identifying Literary Elements in stories Break into Literature Circles and using the stories, “Rikki Tikki Tavi,” “Miss Awful,” “Three Skeleton Key” and “Song of the Trees” students should choose which they want to read and discuss while annotating with their group which literary elements are apparent within the short story. Kahoot: https://create.kahoot.it/share/duplicate-of-literary-elements/1de50212-6825-4f18-8766-2953f6195e84 Ongoing use of Achieve 3000 articles to enhance the comprehension of literary elements	

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Modifications

- Allow additional time for processing and discussion when participating in full-class discussions.

- Although students should attempt all assignment lengths, teachers should reduce the work required on written assignments depending on individual special needs.
- Provide students with graphic organizers to assist them
- Frequently check for understanding by holding individual student conferences with the teacher.
- Utilize audio support when applicable to aid reading comprehension.
- Modifications may be made to the final summative assessments to accurately reflect the appropriate skill level of the students.
- Follow all individualized IEP mandates and provide targeted Sonday Instruction as needed.

English Language Learners (ELL) Modifications

- Use anchor texts that are varied in reading level to match and support the specific reading needs of low and middle-tier readers.
- Provide leveled nonfiction articles via Achieve 3000 to meet students at their current linguistic and reading proficiency levels.
- Leverage small-group instruction, Literature Circles, and collaborative pairings to promote shared understanding of complex texts and peer-to-peer language practice.
- Provide graphic organizers and multimedia entry points (such as Edpuzzle and Powtoons videos) to support vocabulary acquisition and the understanding of literary elements before reading.
- Use the scaffold tool on Study Sync to assist learners

Gifted Students Modifications

- Guide students toward high-level reading tiers within the varied anchor texts to ensure they are appropriately challenged.
- Utilize higher-level, complex nonfiction selections through Achieve 3000 and Study Sync to expand comprehension and analytical depth.
- Encourage independent or student-led pacing during Literature Circles, pushing students to analyze

multiple intersecting literary elements within complex texts.

- Direct students toward the more rigorous summative project choices, such as writing an original comparative poem mimicking Emily Bronte's style, or conducting deep text-citation analysis across multiple Signposts and annotations

Suggested Technological/Innovations Use

- 8.1.8.DA.1 – Organize and transform data to make it useful for analysis and interpretation
- 8.1.8.IC.1 – Evaluate the impact of computing technologies on society
- 9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and credibility
- 8.2.8.ED.2 – Develop a solution to a problem through the engineering design process
- 8.2.8.ED.3 – Evaluate and refine a design based on testing and feedback
- 8.1.8.AP.3 – Create programs or models that solve real-world problems
- 9.4.8.CT.2 – Analyze information to support decision-making and problem solving
- 9.4.8.DC.2 – Use digital tools to collaborate and communicate effectively
- 8.1.8.IC.2 – Collaborate using digital tools to solve problems
- 9.4.8.GCA.1 – Collaborate with diverse groups to address global/local issues
- 9.4.8.DC.1 – Demonstrate responsible use of digital tools and environments
- 8.1.8.IC.1 – Understand impacts of computing tools and systems

Suggestions to Support Standards:

- Virtual Lockers / Notebooks
- Storyboard That
- Digital Slideshows
- Google Sheets for Data Analysis
- Edpuzzle/Powtoons for Video Lessons
- Quizizz/Kahoot/Blooket/Gimkit for Review Games
- Achieve 3000

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

- 9.4.8.CT.1 – Evaluate diverse solutions to a problem and select the most effective approach
- 9.4.8.CI.1 – Demonstrate creativity and innovation by using multiple strategies to solve problems
- 9.4.8.IML.1 – Evaluate information from multiple sources for accuracy, perspective, and relevance
- 9.4.8.CT.2 – Analyze and interpret data to solve problems and support decision-making
- 9.4.8.GCA.1 – Examine issues from multiple cultural and global perspectives
- 9.4.8.GCA.1 – Collaborate with individuals from diverse backgrounds to complete tasks
- 9.4.8.DC.2 – Demonstrate respectful and responsible online communication and collaboration
- 9.4.8.CI.1 – Apply creativity and teamwork to complete shared goals
- 9.4.8.DC.1 – Explain appropriate digital communication behaviors and online etiquette
- 9.4.8.DC.2 – Communicate and collaborate effectively in digital environments
- 9.4.8.GCA.1 – Use communication skills to engage with diverse cultural perspectives

Suggestions:

- Fact check Achieve or nonfiction Articles
- Use diverse literature across platforms
- Create groups to discuss in class and promote social interaction
- Create projects with multiple steps

Reading Unit 2: Analyzing Historical Fiction In Context for Theme

Content Area: **Language Arts**
Course(s):
Time Period: **2nd Marking Period**
Length: **4-7 Weeks**
Status: **Published**

Summary of the Unit

This unit engages students in analyzing multicultural historical fiction to explore how culture, personal

choices, and major historical events that shape character identity and actions. Working through structured class short stories, poems, article, etc through Literature Circles and whole class structure, students examine thematic concepts such as societal norms, stereotypes, cultural biases, and inter-group conflicts across foundational texts. Over four distinct instructional phases, students document personal reactions in reading journals, write analytical compositions comparing literary conflicts to real-world research, and storyboard historical tensions.

Enduring Understandings

- Historical context and lived culture fundamentally dictate how individuals perceive, navigate, and react to monumental events.
- Personal identity is ever changing and continually reconstructed by a person's past choices, heritage traditions, and the cultural landscape of their time
- Societal norms, systemic stereotypes, and institutional biases hold the power to alienate groups and drive deep historical friction
- Authors manipulate narrative settings to test character values, drives plot tension, and mirrors historical realities
- Historical fiction bridges facts with character development and plot, to unearth universal themes and truths about real past problems.

Essential Questions

- How do the events of a person's history shape who they eventually become?
- In what ways does a person's cultural background dictate how they react to major historical probblems?
- How can a shift in physical or historical setting change how a character makes choices?
- How do societal norms, stereotypes, and biases build unseen barriers within a community?
- Why do historical interactions between different cultural groups often lead to tension?
- What responsibilities do individuals have when facing cultural prejudices or institutional discrimination?
- How does reading historical fiction help us understand human struggles differently than a history

textbook?
- Why is it vital to examine multiple, diverse cultural perspectives when studying a single event in history?

Summative Assessment and/or Summative Criteria

Choose one option:

- Using the book read in your literature circle, design an art piece (painting, drawing, or papier-mâché) that embodies an important symbol that signifies the historical event in the book. It cannot be anything within the title or on the front of the book. The art piece should be creative and accompanied with a one page typed explanation regarding what your art piece symbolizes and how it is important to the novel. The paper should include citations from the text as well as analysis.
- Research a historically significant person within your own culture. Create a video presentation where you embody them in costume and look. The presentation should be a speech about "your" life and why "you" are important to history. Video should be about 2 to 3 minutes in length.

Resources

Novel Texts:

- *Watsons Go To Birmingham* (**Amistad title**) (**Diversity & Equity title**)
- *Boy In The Striped Pajamas (***Holocaust title**)
- *Nine, Ten, Eleven* (**Diversity & Equity title**) **(9/11 mandate)**
- *Johnny Tremain*
- *One Crazy Summer* (**Amistad title**) (**Diversity & Equity title**)
- *The War that Saved My Life*

Picture Book Pairs:

Watson's Go To Birmingham and One Crazy Summer

- "The True Story of Ruby Bridges" (**Amistad title**) (**Diversity & Equity title**)
- "If You Were a Kid During the Civil Rights Movement" (**Amistad title**) (**Diversity & Equity title**)

Boy In The Striped Pajamas / The War That Saved My Life

- "Survivors of the Holocaust: A Graphic Novel" *(***Holocaust title**)

Nine, Ten, Eleven

- "The Man Who Walked Between the Towers"
- "Fireboat"
- "Man in the Red Bandana"

Johnny Tremain

- "George vs George: The American Revolution Told By Both Sides"

Movies:

- Boy in the Striped Pajamas
- Watsons Go to Birmingham
- Johnny Tremain

Music:

- "We Didn't Start the Fire" : Billy Joel

Poetry/ Articles:

- "Midnight Ride of Paul Revere:" Longfellow
- "Ethnic Stereotypes in Schools: We Are All Part of the Problem".

Achieve:

- *Watsons Go To Birmingham* and *One Crazy Summer*

‘What Are Your Rights?”

“Civil War and Reconstruction”

“Nonviolent Lessons of Dr. King”

“Feeding a Movement”

“A Legacy of Black Excellence”

- *Boy In The Striped Pajamas* and *The War that Saved My Life*

“Never Again”

“Instagram Makes History”

“A Look Back at Eli Wiesel”

“Saving the Children”

“Teen Saves a Hero’s Story”

- *Nine, Ten, Eleven* (**Diversity & Equity title**) **(9/11 mandate)**

“What Was 9/11”

“9/11: A Young Boy Remembers”

“9/11: A Day We Will Never Forget”

“Finding Hope From Sadness”

- *Johnny Tremain*

“Honoring Early American Leaders”

“Age of the Revolution: Where Heroes Walked”

“Colonial Era: A Taste of the 1700s”

Websites/Links:

- § https://www.youtube.com/watch?v=hgP_XsAzeRo : 9/11 Introduction
- § https://www.youtube.com/watch?v=K5KqCMsHlq0: Birmingham 1963
- § htts://americanhistory.si.edu/exhibitions/greensboro-lunch-counter: Greensboro Lunch Counter
- § https://edpuzzle.com/media/5f16df9c4a18cc3efefcda67: Holocaust
- § https://www.youtube.com/watch?v=UmrRb3h52u0 9/11 Memorial
- § https://nmaahc.si.edu/blog-post/black-panther-party-challenging-police-and-promoting-social-change: Black Panther Smithsonian
- § https://www.youtube.com/watch?v=BWtW0gmh3kg: American Revolution
- § Quizizz and Kahoots:

Conflict: https://quizizz.com/admin/quiz/homework/5812588e01d632f22b605b86

- Theme: https://www.khanacademy.org/ela/cc-3rd-reading-vocab/xaf0c1b5d7010608e:cc-3rd-extreme-environments/xaf0c1b5d7010608e:extreme-environments-close-reading-fiction/v/understanding-theme-reading

Study Sync Unit 3 can be paired with activities in this Unit.

Unit Plan

Topic/Selection **Time frame**	**General Objectives**	**Instructional Activities**	**Benchmarks/Assessments**	**Standards**
Introduction	SWBAT	Teacher will introduce Literature Circles and give a brief description	Create a poster	• SL.PE.7.1

to Historical Fiction Unit: Background Information and Who Are You in Terms of your Culture and Historical Events from your past **1.5-2.5 weeks**	analyze a text through Literature Circles jobs and discussions. **(Use this method if it applies to the skills of your students.)** SWBAT evaluate the influence their culture and historical events has on them by participating in discussions. SWBAT detail their nationalities and historical events within their own lives by creating a poster and	of the chosen novel(s). If using the literature circle method, students will then choose which book they have the most interest in **(Use this method if it applies to the skills of your students.)** Teacher and students will review the different jobs of the Literature Circles. Hand outs should be provided for all the required jobs. Students should understand that these readings need to be completed in order for groups to be successful. **(Use this method if it applies to the skills of your students.)** Google Slides: Historical Fiction Students should discuss in groups who they are in terms of their cultural and historical events background. Students will meet within their Literature Circles to discuss their novel modeledby the teacher. Each student is responsible for his/her job and graphic organizer within the circle. A class discussion will be held on the idea of who these characters are in terms of their culture within the novels. Do their cultures impact them or is culture not important to them? Within groups, students will discuss their relationship to history and how the events in their lives have changed who they are.	describing student's nationality and historical events that have made them the person they are. A paragraph should be written describing their poster. An oral presentation should be done in class as part of their grade. Reading Notes: Students and teacher should keep a notes journal detailing the novel events as well as personal reactions. This should be updated at least twice per week. Students will complete graphic organizers within Literature Circles. Teacher Observation How does this relate to the character in your book? Are they affected by their culture or context? If so, how? These questions should then be answered in reading journal and	• SL.PI.7.4 • RL.KI.7.1 • RL.KI.7.2 • RL.KI.7.3 • RL.CS.7.4 • RL.CS.7.5 • RL.CS.7.6 • RL.IK.7.7 • W.AW.7.1 • W.IW.7.2 • W.PW.7.4 • RI.KI.7.2 • RI.KI.7.3

	completing an oral presentation. SWBAT discuss and define historical fiction in the context of an introduction presentation. SWBAT frame the context of their chosen novel through review of a video detailing events of the time period. SWBAT track their reactions to the selected		shared with the class. Students will write a composition of at least 2 to 3 paragraphs detailing the historical conflict in which their novel takes place. Within the composition should also be their ideas or opinions regarding the historical context.	

	novel(s) through completion of a reading notes. SWBAT write a compositio n about the historical context and the personal opinions the reader has of the context of the book.			
Societal Norms, Stereotypes, and Bias that are Influential in a Historical Context. **1.5-2.5 weeks**	SWBAT analyze a text through Literature Circles jobs and discussions. SWBAT compare and contrast the themes present in	Review Theme: https://www.khanacademy.org/ela/cc-3rd-reading-vocab/xaf0c1b5d7010608e:cc-3rd-extreme-environments/xaf0c1b5d7010608e:extreme-environments-close-reading-fiction/v/understanding-theme-reading and discuss what are possible themes creating a chart within their groups or whole class. Students will meet within their Literature Circles to discuss their novel. Each student is responsible for their job and graphic organizer within the circle. When meeting within groups each person should responsible for at least one signpost in order to enhance the skills developed in the previous unit.	Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length. Students will complete graphic organizers within Literature Circles.	• SL.PE.7.1 • SL.PI.7.4 • R.KI.7.2 • R.KI.7.3 • R.CS.7.4 • R.CS.7.5 • R.CS.7.6 • R.IK.7.7 • R.KI.7.2 • R.KI.7.3 • W.AW.7.1 • W.IW.7.2

	the selected novel(s) through discussion and creation of a chart SWBAT determine a theme within your novel and cite one piece of evidence. SWBAT assess the way society perceives different cultures through a discussion of societal norms, stereotypes, biases, and historical context through use of paired texts.	A class discussion will be held on the idea of societal norms, stereotypes, and bias that are influential to people. How do we see certain cultures? Does the way in which we see these cultures appear to be negative or positive? Literature Circles will read picture books or excerpts detailing historical context and discuss how this excerpt compares societal norms, stereotypes, and bias. How has history changed the way we view people. Individually, students should read and annotate the nonfiction article "Ethnic Stereotypes in Schools: We Are All Part of the Problem". Within groups, an open discussion should be held in reaction to the article. Group discussion regarding societal norms, stereotypes, and bias. How do these themes affect you as a person?	Teacher Observation Choose one theme represented in the novel so far and select on piece of evidence to prove your position How does these societal norms, bias and stereotypes show up in your novel? How do they effect the character? What evidence shows that these ideals are either correct or incorrect? To be put in reading notebook. Students will write a composition of at least 2 to 3 paragraphs regarding their personal relationship with societal norms, stereotypes, and bias. Students should draw from the literature circle text and excerpt in order to develop an adequate writing piece. To be put in portfolio.	• W.WP.7.4

	SWBAT analyze the existence of stereotypes in schools by reading the article “Ethic Stereotypes in Schools: We Are All Part of the Problem”. SWBAT determine the stereotypes that are often used in society by participating in a partner activity. SWBAT track their reactions to the selected novel(s) through			

	completion of a reading log. SWBAT trace the use of societal norms, stereotypes, and bias in their selected novel(s) by completing a compositio n. SWBAT compose a written piece that evaluates their relationship with societal norms, stereotypes, and bias.			

How Groupings Get Along within the Historical Context of Novels **1.5-2.5 Weeks**	SWBAT analyze a text through Literature Circles jobs and discussions. SWBAT compare and contrast the themes present in the selected novel(s) through discussion. SWBAT analyze the tension between different groups within the historical context by completing a research based project. SWBAT track their reactions to the selected novel(s) through completion	Students will meet within their Literature Circles to discuss their novel modeled by their teacher. Each student is responsible for their job and graphic organizer within the circle. When meeting within groups each person should responsible for at least one signpost in order to enhance the skills developed in the previous unit. Literature Circles will meet to discuss how the cultures interact with each other using the novel in which they are reading about. Students should research the ways in which cultures interact. Hate crimes should be the focus in order to understand why there is conflict between different races and groups within history and why. Using the research on the Hate crimes, students should discuss these ideas and their reactions to these ideas within groups. The discussion should start within groups and then transition to a whole class discussion so the teacher can answer questions and facilitate the discussion. Conflict Review: https://quizizz.com/admin/quiz/homework/5812588e01d632f22b605b86	Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length. Students will complete graphic organizers within Literature Circles. Teacher Observation Students should produce a mini paper using citations from the novel that depicts how the different cultures and groupings get along within their chosen novel To be put in portfolio. Using a platform such as storyboard that, students should illustrate the different conflicts within the novel.	• SL.PE.7.1 • SL.PI.7.4 • R.KI.7.1 • R.KI.7.2 • R.KI.7.3 • R.CS.7.4 • R.CS.7.5 • R.CS.7.6 • R.IK.7.7 • R.IK.7.8 • W.AW.7.1 • W.IW.7.2 • W.WP.7.4

	of a reading log. SWBAT trace the relationships between different groups in the selected novel(s) by composing a written piece using evidence from the novel(s). SWBAT review the different types of conflict			
Historical Significances within Cultures **1-2 weeks**	SWBAT analyze a text through Literature Circles jobs and discussions. SWBAT comprehend the importance of various historical events seen in the	Students will meet within their Literature Circles to discuss their novel modeled by the mentor text. Each student is responsible for their job and graphic organizer within the circle. When meeting with groups, each person should be responsible for at least one signpost in order to enhance the skills developed in the previous unit. A class discussion will be held on the idea of the importance the historical events within the texts studied. Read aloud "The Midnight Ride of Paul Revere" and discuss the importance of this historical event. How would history and the American culture be different if this event did not occur? Looking at the song "We Did start the Fire", examine the historical context of iconic lines. Based on the novel you read, write a new line for the song.	Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be completed two times a week and be at least a paragraph in length. Students will complete the graphic organizers within Literature Circles. Teacher Observation	• SL.PE.7.1 • SL.PI.7.4 • R.KI.7.1 • R.KI.7.2 • R.KI.7.3 • R.CS.7.4 • R.CS.7.5 • R.CS.7.6 • R.IK.7.7 • R.IK.7.8 • W.AW.7.1

	selected novel(s). SWBAT determine how the world would be different without the occurrence of certain historical events. SWBAT track their reactions to the selected novel(s) through completion of a reading log. SWBAT compare and contrast the historical event from the selected novel(s) with research conducting regarding the same historical			Students should produce a written paragraph using evidence from the novel that depicts a comparison between the historical event within the book and the historical event from the research shown within the novel. Students will write a composition of at least 2 to 3 paragraphs regarding a specific historical event. The students will discuss the importance of this event and how the world would be different if this event did not occur.	• W.IW.7.2 • W.WP.7.4

	event. SWBAT compose a written piece that evaluates the significance of a specific historical event.			

Suggested Modifications for Special Education, ELL and Gifted Students

Modifications for Students with Special Needs

- Provide audiobook versions of all novel texts
- Break reading assignments into smaller, manageable chunks
- Offer extended time for all reading assignments and assessments
- Use text-to-speech software for written materials
- Provide pre-reading summaries and chapter overviews
- Create simplified vocabulary lists with visual supports
- Provide sentence starters and writing frames for all compositions
- Use graphic organizers for all writing tasks
- Allow use of speech-to-text software
- Assign specific, structured roles with clear visual job cards
- Provide extra processing time during discussions
- Allow student to prepare responses in advance
- Utilize Scaffolding on Study Sync

Modifications for English Language Learners (ELL)

- Utilize Achieve 3000 ELL supports and leveled reading materials
- Provide bilingual dictionaries and translation tools
- Pre-teach key vocabulary with visual aids before each unit section
- Offer texts in native language when available for comparison
- Create word walls with historical and literary terms
- Use sentence frames for discussion and writing
- Provide audio support for all texts
- Use Achieve 3000 individualized instruction levels
- Pair with English-proficient partner for literature circles
- Offer graphic novels or illustrated versions of historical events
- Provide cultural context explanations for historical events
- Compositions: Accept shorter lengths with focus on key ideas; provide writing templates
- Discussions: Give questions in advance; allow think-pair-share time
- Focus rubrics on content understanding rather than language mechanics
- Provide models and exemplars of expected work
- Utilize Scaffolding on Study Sync

Modifications for Gifted and Talented Students

- Read additional historical fiction novels independently for comparison
- Research primary source documents related to historical events in novels
- Analyze author's craft and literary techniques in greater depth
- Compare multiple perspectives on the same historical event across different texts
- Take on leadership role as discussion facilitator
- Develop critical questions that push group thinking deeper
- Make cross-textual connections between multiple novels
- Analyze unreliable narrators and perspective in historical fiction
- Incorporate secondary sources and scholarly articles
- Write from multiple perspectives (victim, perpetrator, bystander)
- Create analytical essays comparing historical accuracy vs. fictional elements

Suggested Technological Innovations/Use

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format
- 8.1.8.DA.5: Test, analyze, and refine computational models
- 8.2.8.ED.4: Design a product or system that addresses a real-world problem and document the iterative design process using evidence of critical and creative thinking
- 8.1.8.DA.2: Explain the difference between digital and analog data
- 8.1.8.NI.2: Explain how physical and digital security measures protect electronic information
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain their impact

Suggestions for Use:

- Use Canva to create cultural identity posters
- Use Flipgrid for oral presentations
- Use Google Slides for Historical Fiction introduction
- Use Padlet for theme discussions
- Use Google Docs for collaborative annotation of "Ethnic Stereotypes" article
- Use Tool for word clouds on stereotypes discussion
- Use Storyboard That to illustrate conflicts (already mentioned in unit)
- Use Newsela for hate crimes research articles
- Use Google Sites to create portfolio of all unit work

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

- 9.4.8.CT.1 - Evaluate diverse solutions using critical thinking
- 9.4.8.CT.2 - Develop multiple solutions and evaluate effects
- 9.4.8.CT.3 - Compare past problem-solving solutions
- 9.4.8.CI.1 - Assess data on varying perspectives to design solutions
- 9.4.8.CI.2 - Repurpose existing resources innovatively

- 9.4.8.CI.3 - Examine challenges in adoption of new ideas
- 9.4.8.CI.4 - Explore role of creativity in career pathways
- 9.4.8.GCA.1 - Navigate cultural differences with sensitivity and respect
- 9.4.8.GCA.2 - Demonstrate openness to diverse ideas and perspectives
- 9.4.8.IML.3 - Create digital visualizations of data
- 9.4.8.IML.5 - Analyze and interpret data sets

Suggestions to Use:

- Compare how characters solved problems in their historical context vs. how we'd solve them today
- Analyze multiple perspectives on the same historical event (victim, perpetrator, bystander)
- Evaluate whether historical decisions were effective given the information available at the time
- Debate ethical dilemmas faced by characters in the novels
- Create cultural identity maps showing students' own backgrounds
- Compare how different cultures experienced the same historical period
- Fact-check historical fiction against primary sources
- Identify bias in historical accounts vs. fictional portrayals
- Evaluate credibility of websites used for historical research
- Compare how the same event is portrayed in textbooks, novels, and films
- Reimagine historical events with different outcomes ("What if...?")
- Create modern-day parallels to historical conflicts in novels
- Design solutions to historical problems using today's technology

Reading Unit 3 Reading Across Cultures For Diversity and Perspective

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Marking Period**
Length: **5 -8 Weeks**
Status: **Published**

Summary of the Unit

This Language Arts unit introduces students to diverse cultural awareness and analytical lenses by exploring how narration and perspective shape a reader's understanding of text. Working in collaborative literature circle0 and whole class, students analyze peer-selected novels, short stories, multicultural poetry, and contemporary nonfiction articles while expanding their vocabulary through ongoing Greek and Latin root studies and Sonday Training. Throughout the unit, students evaluate perspective, examine ethical choices, and deconstruct cultural backgrounds to trace how personal identity influences situational reactions. The curriculum progresses tracking characters through theme and motif by making predictions to analyzing how secondary characters alter structural viewpoints and debating the societal ethics in every day life.

Enduring Understandings

- The narrator's specific perspective fundamentally influences how readers construct meaning and evaluate plot events.
- Secondary characters and unreliable narrators hold the power to shift textual truths depending on how they view other characters and situations.
- Personal values and ethical opinions shape how a reader emotionally connects and interacts with a literary text.
- A reader's moral stance directly dictates how they interpret and judge different points of view seen within a novel.
- Cultural experiences dictate how an individual character views, navigates, and reacts to unique problems.

Essential Questions

- How does the specific perspective and point of view of a narrator affect how we understand a story?
- In what ways can a secondary character or an unreliable narrator completely change our view of other characters and situations?
- How does a reader’s personal ethical perspective affect the relationship and connection they build with a novel?
- How do our own opinions on morality help us determine, evaluate, and judge the different points of

view seen within a book?
- How can a person's or character's cultural background influence the way they view, navigate, or react to a certain situation?

Summative Assessment and/or Summative Criteria

Choose one:

Choice 1: How do the ethical notions of society change a person's behavior? Thinking about how society views certain groups (race, gender) determine how have these perceptions changed over time. The paper should be 1-2 pages in length and contain citations from the novel as well as one outside source in order to show the idea of ethics within society and the repercussions that occur when someone has an adverse reaction to them.

Choice 2: Select 5 items that exemplify who you are as a person and who the main character is as a person. What makes you/them, you? At least 2 items should have to do with your culture, 2 should have to do with the book, and 1 should be a symbol to represent you. An oral presentation should be completed with the artifacts. The presentation should be about 2 -3 minutes in length and discuss each artifact and how it helped make you the person you are.

Choice 3: How do the ethical notions of society change a person's behavior? Explore the idea that society changed a character from the selected novel(s) over time. What were the key triggers that drove the character to change? Could any this have been avoided? Was the change a positive change for the character? The paper should be 2-4 pages in length and contain citations from the novel as well as one outside source in order to show the idea of ethics within society and the repercussions that occur when someone has an adverse reaction to them.

Resources

Texts:

- House On Mango Street **(Diversity & Equity title)**
- Return To Sender **(Diversity & Equity title)**
- Nine, Ten, Eleven (**9/11 Mandate)**
- Space Case
- Save Me a Seat **(Diversity & Equity title)**
- Roll of Thunder, Hear Me Cry (**Amistad)**

Supplemental Texts

- All Summer in a Day
- "True Story of the Three Little Pigs"
- "Seriously, Cinderella Is so Annoying"
- "Honestly, Red Riding Hood Was Rotten"
- "Trust Me, Jack's Beanstalk Stinks"
- "Believe Me, Goldilocks Rocks"
- "Gift of the Magi"

Movie/TV Clips:

- Once Upon a Time
- Freedom Writers: The Line
- Freedom Writers: Drawing

Poetry:

- Various Depending on the Novel

Achieve:

- “Latinas Making their Mark” **(Diversity & Equity title)**
- “Let’s Celebrate APAHM!” **(Diversity & Equity title)**
- “All Hair is Created Equal” **(Diversity & Equity title)**
- “Day of the Dead Barbie” **(Diversity & Equity title)**
- “Native Talents Shine” **(Diversity & Equity title)**
- “The Dream Lives On” **(Diversity & Equity title)**
- “Black Panther Makes a Mark” **(Diversity & Equity title)**
- “O’Ree Made Hockey History” **(Diversity & Equity title)**
- “Goodbye, Nelson Mandala” **(Diversity & Equity title)**
- “Diwali: The Festival of Lights” **(Diversity & Equity title)**
- “Hearts of Our People” **(Diversity & Equity title)**
- “Cooking Up Native Traditions” **(Diversity & Equity title)**
- “City of Ice” **(Diversity & Equity title)**
- “Don’t Judge, Just Ask!” **(Diversity & Equity title)**

Websites/Links:

- http://brainden.com/face-illusions.htm
- Point of View: https://edpuzzle.com/media/60733f8a29bd0a4138a57d8b
- Characterization: https://www.youtube.com/watch?v=pKBnD-AYNq4

Study Sync Unit 2 or/and 4 can be used to Supplement for this Unit

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards

Introduction **2-3 days**	SWBAT assess important quotes from the selected novel(s) in order to predict the novel's underlying motifs and themes. SWBAT define and review diversity and point of view in terms of perspective of the chosen novel	Select quotes from the novel selected. Write selected quotes at the top of a piece of chart paper. Post chart paper around the classroom. Have students travel around the classroom, read the quotes, and write their predictions for the novel based on the quotes. This activity could also be completed as a station. Introduction Slides: Diversity and Perspective Point of View review with the context on the chosen novel in the forefront.	Provide the students with a "crystal ball" worksheet. Each student will select at least one quote that he/she found interesting. The students will illustrate their predictions for the novel, based on the quotes, on their crystal ball worksheet.	• SL.PE.7.1 • SL.PE.7.3 • SL.PI.7.4 • RL.CR.7.1 • RL.TS.7.4 • W.WP.7.4 • W.RW.7.9.A
Determining the Main Character's Perspective **1.5-2.5 weeks**	SWBAT examine the literary element point of view and determine how the point of view can affect a piece of literature. SWBAT discuss the	Review POV: https://edpuzzle.com/media/60733f8a29bd0a4138a57d8b Review the idea of point of view. Show a picture or scene from any movie of choice. After 3 seconds take the image away and ask what the students notice. Make a list of things that each person notices. Discuss in class how a single point of view is important to the perspective of the novel. Using the website http://brainden.com/face-illusions.htm	Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length. Write your own version of a fairy tale from a different point of view. Use Storyboard that in order to	• SL.PE.7.1 • SL.PI.7.4 • RL.CR.7.1 • RL.CS.7.3 • RL.PP.7.5 • RI.CR.7.1 • RI.CS.7.3 • RI.PP.7.5 • W.NW.7.3 • W.WP.7.4

	idea of personal point of view in terms of culture and bias by viewing clips of media. SWBAT assess the concept of perception by examining optical illusions. SWBAT write a retelling of a famous fairytale from a different point of view, using the supplemental text as a model. SWBAT discuss and evaluate the way in which perspective	discuss how one picture can be seen in two different ways. Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel. Explore the idea of looking at different perspectives through reading aloud supplemental texts of famous fairytales. Read aloud, annotate, and discuss "All Summer in a Day." As a class. Highlight the signposts while reading and notes should be recorded in reading notebooks. Focus should be on the perspective of the children within the story. Literature Circles will meet and read the excerpt from, "Freedom Writer's Diary" and view clips from the movie based upon prejudice. Discuss with groups how this excerpt compares to the characters within their novels. Discuss within groups your relationship to culture and how events in your life have altered your relationship with your culture.	organize and provide illustrations in a graphic novel style retelling. Respond to the idea prejudice within "All Summer in a Day" through writing. Create a poster describing student's nationality. It should contain things associated with their culture and a paragraph should be written describing their poster. An oral presentation should be done in class as part of their grade. The poster should also include examples of hardships within their culture that they have experienced or felt in their life. Imagine you have been denied one of your basic rights (e.g., the right to attend school; the right to play on a sports team or participate in a club; the right to choose your own friends.) With the	• W.RW.7.9

	and prejudice play a role within "All Summer in a Day" SWBAT evaluate the similarities and differences between the characters in the selected novel(s) and the excerpt "Freedom Writer's Diary". SWBAT assess the way society perceives different cultures through a discussion of societal norms, stereotypes, and biases. SWBAT	How do societal norms, bias and stereotypes show up in your novel? How do they effect the character? What evidence shows that these ideals are either correct or incorrect? To be put in reading notebook. Individually, students should read and annotate the non-fiction article selected from achieve dealing with both culture and the novel. Within groups, an open discussion should be held in reaction to the article. Explore poetry based in the culture/time of the novel. Close read and analyze.	members of your group, create a public service announcement that addresses why you are entitled to the right you have selected. Each group will be required to present their public service announcement to the class. Groups may choose to record the PSA in advance or perform the PSA live in front of the class. Each PSA should be 3-5 minutes in length. Graded using a teacher created rubric. Working with a partner, give each pair one piece of white paper. Using a small amount of paint give a couple of dots on papers. Have students then fold the paper whichever way and then open the paper. Without discussing with your partner, students should then construct a narrative story regarding the scene you think your painting inspires. Share our stories with each other when done.	

	analyze the existence of stereotypes and cultural issues through Achieve Articles dealing with their novels. SWBAT evaluate the use of point of view in poetry and determine how a certain point of view can affect the meaning of a poem. SWBAT track their reactions to the selected novel(s) through completion of a reading log. SWBAT describe their nationalities and cultural			

	hardships by creating a poster and completing an oral presentation. SWBAT promote the need for equality in basic rights by composing and presenting a public service announcement. SWBAT craft a narrative story using a paired painting to show how different point of views can be seen in the same picture.			
Using the Secondary Character to Change Perspectives **1.5-2.5 weeks**	SWBAT review the roles of characters within literature	Review Characterization: https://www.youtube.com/watch?v=pKBnD-AYNq4 Choose one character from the novel so far and create a character web with everything you know about the	Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length.	• SL.PE.7.1 • SL.ES.7.3 • SL.PI.7.4 • RL.CR.7.1 • RL.CI.7.2 • RL.CS.7.3 • RL.PP.7.5

	SWBAT trace the character development of the protagonist and secondary characters throughout the novel. SWBAT examine the literary element point of view and determine how the point of view can affect a piece of literature through secondary characters. SWBAT assess how a character's decisions help shape his/her personality through "All Summer in A Day".	character so far. Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel. Explore the idea of looking at different perspectives through reading aloud in reading groups the story of the "Three Little Pigs" and "The True Story of the Three Little Pigs." Discuss within the groups how the story changes when looked at from a different perspective. Read aloud, annotate, and discuss "All Summer in a Day." As a class. Highlight the signposts while reading and notes should be recorded in reading notebooks. Focus should be on the perspective of the children within the story. Literature Circles will read and discuss the short story "Gift of the Magi". After reading "The Gift of the Magi," create a character chart for Della and James. Using textual evidence, analyze how the choices each character made throughout the story helps reveal his/her character. Explain how the story would have been different James were the narrator.	Rewrite the ending of "All Summer in a Day" from the perspective of one of the other students (secondary character). Choose a secondary character from the selected novel(s) and detail the events of the novel(s) based on how you think this character would feel or react to the events. This should be done in reader's notebook. Students will be asked each week to write a 2 to 3 paragraph response on a close reading topic or passage from the selected work of that week. It should focus on class discussion/ the idea of culture and ability to show connections within other literature, articles, and daily life. The signposts should also be included within the response.	• RL.PP.7.6 • RI.CR.7.1 • RI.CS.7.3 • RI.PP.7.6 • W.AW.7.1 • W.WP.7.4 • W.RW.7.7

	SWBAT track their reactions to the selected novel(s) through completion of a reading log. SWBAT establish connections between the characters from the selected novel(s) and the characters from supplementary texts such as the Gift of the Magi. SWBAT develop a social media page depicting a character within the novel including posts, pov, and		Develop an “Instagram” or other Social Media page poster for the character from the novel(s). Make sure to include at least three pictures that you think this character would post on Instagram. Each picture should have at least three comments from other One post should also have a reference to a characters culture or causes they may be passionate about. Select a character from the novel. On a piece of printer paper, draw a picture of that character. Around the picture, include at least three quotes from the novel that depict what the character sees, thinks, hears, and says. Each quote should reflect how culture is depicted in the novel. Include a written description for each quote explaining why this quote is important to the character.	

	culture. SWBAT illustrate the culture of a secondary character through evidence from the novel.			
Ethical Perspectives **1-2 weeks**	SWBAT to debate the concept of nature vs. nurture in terms of a person's moral and ethic decisions. SWBAT examine the literary element point of view and determine how the point of view can affect a piece	Discuss in class the idea that people are either born inherently good or bad. Discuss this idea as a whole class. Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel. Given a list of ethical topics Students will meet in groups and prep for a debate.	Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length. Write an opinion piece in your reader's notebook regarding whether you think people are born good or bad or if their behaviors is changed by the environment.	• SL.PE.7.1 • SL.PI.7.4 • RL.CR.7.1 • RL.CS.7.3 • RL.PP.7.6 • RI.CR.7.1 • RI.CS.7.3 • RI.PP.7.6 • W.AW.7.1 • W.WP.7.4 • W.RW.7.9

	of literature. SWBAT evaluate and debate various ethical issues. SWBAT write and examine ethical issues within the chosen regarding discrimination, culture, and perspective. SWBAT compare the depiction of culture in the novel and how it may be different if the novel was written today.	Using the novel chosen, discuss the ethical dilemmas in book that concern discrimination, culture, and perspective. Discuss within reading groups or as a class how culture is represented in the book and how it may be different if written today.	Formal Debate Students will examine an ethical issue that concerns discrimination, culture, and perspective within the selected novel(s). After selecting an issue, the students will compose a letter to the author of the novel(s) in which they explain their thoughts on this topic. Evidence from the novel(s) should be included in the response.	

Suggested Modifications for Special Education, ELL and Gifted Students

Modifications for Students with Special Needs

- Provide audiobooks and text-to-speech tools for all selected novels
- Distribute structured organizers during annotations, group discussions, and mini-paper planning
- Allow extra time during whole-class discussions to process questions and formulate responses
- Reduce the length and volume of written assignments based on individual student needs
- Group students with a comfortable peer or teacher-selected partner for group tasks
- Access individualized Achieve 3000 articles tuned precisely to the student's independent reading level
- Use Scaffolding on Study Sync

Modification for English Language Learners (ELL / ML)

- Utilize built-in Achieve 3000 ELL vocabulary tools and linguistic supports
- Pair characterization webs and perspective lessons with explicit visual imagery or graphic layouts
- Provide translated definitions for vocabulary studies and Greek/Latin root word lessons
- Deliver conversational stems to help students fulfill Literature Circle roles
- Use Scaffolding on Study Sync

Modifications for Gifted & Talented Students

- Task students with writing a comparative analysis tracking text contradictions from unreliable narrators
- Require students to rewrite a pivotal chapter from the perspectives of three different secondary characters
- Mandate that students integrate a historical primary document alongside their outside source for the ethics paper

Suggested Technological Innovations/Use

- • 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose
- • 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format • 8.1.8.DA.5: Test, analyze, and refine computational models
- • 8.2.8.ED.4: Design a product or system that addresses a real-world problem and document the iterative design process using evidence of critical and creative thinking
- • 8.1.8.DA.2: Explain the difference between digital and analog data • 8.1.8.NI.2: Explain how physical and digital security measures protect electronic information
- • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options
- • 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain their impact

Suggestions for Use:

- Have students use professional public databases or platforms like NewsELA and Achieve 3000 to complete the multi-week nonfiction article research
- Use interactive video sites like Edpuzzle
- Utilize digital comic tools like Storyboard That to map out the fractured fairytale perspective task or other short story or novel task.
- Create digital "Instagram" character profiles
- Use Kahoot! or Quizizz to initiate the class-wide Nature vs. Nurture moral debates
- Use virtual bulletin boards like Padlet or interactive platforms like Flip to host digital Literature Circle roles

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

- • 9.4.8.CT.1 - Evaluate diverse solutions using critical thinking

- • 9.4.8.CT.2 - Develop multiple solutions and evaluate effects
- • 9.4.8.CT.3 - Compare past problem-solving solutions
- • 9.4.8.CI.1 - Assess data on varying perspectives to design solutions
- • 9.4.8.CI.2 - Repurpose existing resources innovatively
- • 9.4.8.CI.3 - Examine challenges in adoption of new ideas
- • 9.4.8.CI.4 - Explore role of creativity in career pathways
- • 9.4.8.GCA.1 - Navigate cultural differences with sensitivity and respect
- • 9.4.8.GCA.2 - Demonstrate openness to diverse ideas and perspectives
- • 9.4.8.IML.3 - Create digital visualizations of data
- • 9.4.8.IML.5 - Analyze and interpret data sets

Suggestions for Use:

- Pair literature selection readings with historical primary documents from the Amistad Commission Mandate or 9/11 Curriculum Frameworks
- Students track text conflicts against legal realities, satisfying cross-cultural historical perspectives.
- Utilize strict rotations within the student-led Literature Circles. Every student tracks metrics for individual task follow-through, using professional project management expectations during peer evaluations

Reading Unit 4: Reading to Analyze Characters Deeply

Content Area: **Language Arts**
Course(s):
Time Period: **4th Marking Period**
Length: **about 6 weeks**
Status: **Published**

Summary of the Unit

This unit is designed to explore how contemporary literature reflects the human experience of overcoming adversity, navigating societal expectations, and making difficult ethical decisions. Throughout the unit, students analyze how social norms, culture, and geographical location affect human behavior, while closely examining the consequences of non-conformity and evaluating whether individuals who rebel against systemic

boundaries are viewed as heroes or villains. In some cases their is a deep look into dystopian society while others focus on interpersonal relationships. The curriculum is structured into distinct thematic phases, beginning with a brief introduction to contemporary literature, classic versus modern art, and the frameworks of utopian and dystopian societies. Students will examine societal influences on character, historical and modern rebellions as catalysts for social progress, and the long-term domino effect that daily individual choices have on a person's evolution. Learning is assessed through a mix of collaborative projects such as constructing independent utopias and designing multi-media character collages, Writing is studied through analytical mini-papers and open ended responses.

Enduring Understandings

- Society, and what it deems acceptable, exerts a powerful influence over individuals and dictates the boundaries of their personal decision-making.
- Society holds deeply split perspectives on individuals who challenge established rules, viewing rebels alternatively as heroic change-makers or disruptive villains.
- Defying societal norms is necessary to drive meaningful transformation in both social structures and an individual's personal character.
- Individuals often choose to follow cultural expectations and established social norms even when those expectations conflict with ethical behavior .
- Personal character, identity, and how a person is perceived by others are continuously forged through the everyday decisions an individual makes.

Essential Questions

- How do societal norms, values, and cultural expectations affect a person’s decision-making?
- Why do people feel a powerful need to follow social norms, even when those expectations might be unethical or harmful?
- How do our basic rights, or the restriction of those rights, shape how we act and what choices we are allowed to make?
- Is a person who speaks up and acts against societal norms a hero or a villain?
- Is rebellion a constructive force for positive change, or is it just a way for a person to get in trouble?

- What drives an individual or a group to participate in a historical or modern rebellion?
- How does the choice to rebel or conform change a person's internal character over time?
- How do the everyday decisions we make develop our identity and dictate how we are perceived by others?
- How do the choices of an individual create an ongoing effect that impacts the lives of people around them?

Summative Assessment and/or Summative Criteria

Required: the summative assessment for this unit will consist of an individual grade. Teachers may select either one of the following options:

- Individual Grade- Students will compose a 3-5 page personal narrative that details their journey during the decision making process of a difficult decision. After describing their personal experience, students will be required to liken their experience to the experience of a character from the novel studied throughout the unit. Focus on whether or not you and the character experienced similar situations and made similar choices. Textual evidence from the novel must be included. Write a 3-5 page narrative in MLA format, Times New Roman font size 12. Graded according to NJSLA rubric.

- Individual Grade- Students will be required to interview someone who is older than they are and someone who is younger than they are. During the interview process, students should ask the person being interviewed at least ten questions about his/her decision making process. After interviewing both individuals, students should compose a 3-5 page paper that compares and contrasts their decision making process to the decision making processes of the two people who were interviewed, as well as one character's process within the chosen novel. Students should include the list of questions that were asked during the interview and each participant's responses with their final paper. Write a 3-5 page paper in MLA format, Times New Roman font size 12. Graded according to NJSLA rubric.

Resources

Texts:

- Double Dutch **(Diversity & Equity title)**
- The Outsiders
- Hunger Games
- Among the Hidden
- Face On Milk Carton
- A Christmas Carol
- "All Summer in a Day"
- "Are We Born Good (or Evil)?" Samantha Smithstein
- Harry Potter and the Chamber of Secrets
- Beastly
- "Beauty and the Beast"
- The Day the Crayons Quit: Drew Daywalt (730)
- The Lottery: Shirley Jackson (980)
- The Gift of the Magi: O. Henry (950)

Music/Art:

- *Shays' Rebellion*
- *China Rebellion*
- *Boston Tea Party*
- *Mona Lisa: DaVinci*
- *Water Lilies: Monet*
- *Starry Night: Van Gogh*
- *Black City: Julie Mehretu's*
- *Obama: Ren Zhenyu*
- *Campbell's Tomato Soup:* Andy Warhol

Movie/TV Clips:

- *The Outsiders* **(Diversity & Equity title)**
- *Beauty and the Beast*
- *Beastly*
- *Harry Potter and the Chamber of Secrets*

- *Hunger Games*
- *The Blind Side (2009): https://www.youtube.com/watch?v=xVbSQpoFDb0* **(Diversity & Equity title)**
- *The Lottery: https://www.youtube.com/watch?v=vQQoMCaUz5Y*

Poetry:

- Charge of the Light Brigade
- Have a Coke With You

Achieve:

- "Billie's Message"
- "Teens Step Up and Speak Out"
- "Women Who Won the Vote" **(Diversity & Equity title)**
- "How to Spot a Hero"
- "Saving the Children"
- "Kids Who Give"
- "Malala Carries On" **(Diversity & Equity title)**
- "An Amazing Story"
- "Miracle on the Hudson"

Websites/Links:

- https://www.fastcompany.com/1842370/how-fiction-impacts-fact-social-impact-books
- https://play.kahoot.it/v2/?quizId=6b83cc0e-f453-4314-a324-1b871a90568f
- https://quizizz.com/admin/quiz/start_new/580688298dd61b2f2d95c02d
- https://www.wordclouds.com/
- https://edpuzzle.com/media/5e9f0f7e29832c3f6d0faadc
- https://edpuzzle.com/media/5eb2c341bc334a3f8e3e4ea6
- https://play.kahoot.it/v2/?quizId=7a73acdc-a0a8-4464-9bcd-cca96f39e95d
- https://create.kahoot.it/details/among-the-hidden-final/e96276fc-3bb7-4eb4-964a-49db33aed7dd

- https://play.kahoot.it/v2/?quizId=7075782a-9a44-4342-bc36-ceae8007c248
- https://play.kahoot.it/v2/?quizId=832b85cc-6399-4fdc-8db8-e8a4b0cb3c46
- https://play.kahoot.it/v2/?quizId=107c6b57-02c7-4c2f-8493-75bc384061a5
-

https://play.kahoot.it/v2/?quizId=a139313a-b22f-4e30-ab42-b63980e87ac1

Study Sync Unit 5 can be used in conjunction with this Unit

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Introduction to Contemporary Literature **2-3 days**	SWBAT evaluate the differences between classic and contemporary art and literature. SWBAT identify the elements of utopian and dystopian societies. SWBAT assess	View pieces of classic art and contemporary art. Discuss the similarities and the differences between the pieces and what one prefers. With a partner, students will participate in a WebQuest in which they will research the components of contemporary literature. Students will be	Compare and contrast the classic paintings and the contemporary paintings. In writer's notebook record how art has evolved over time through each of the paintings viewed. Why do you think art has changed? How does this compare to literature and the evolution of text. After completing the Web quest, each partnership will create a poster board that depicts the aspects which	• RL.TE.7.1 • RL.CI.7.2 • RI.MF.7.6 • W.PD.7.2 • W.RE.7.5 • SL.CC.7.1 • SL.CC.7.2

	important quotes from the selected novel(s) in order to predict the novel's underlying motifs and themes.	required to provide at least three aspects that classify a piece of literature as contemporary. Class discussion regarding utopian and dystopian societies. Following the discussion, students will be asked to create their own utopia. Students should name their utopia, create a picture of the utopia, and be prepared to explain why this place is considered a utopia. Select quotes from the novel. Write selected quotes at the top of a piece of chart paper. Post chart paper around the classroom. Have students travel around the classroom, read the quotes, and write their predictions for the novel based on the quotes. This activity could also be completed as a station.	classify literature as contemporary. Students must include pictures or drawings that represent contemporary literature on their poster board. Students must also include a list of at least 5 contemporary novels and the authors of those novels. Each partnership will present their poster board to the class. Provide the students with a "crystal ball" worksheet. Each student will select at least one quote that he/she found interesting. The students will illustrate their predictions for the novel, based on the quotes, on their crystal ball worksheet.	
Societal	SWBAT identify	Students will be split	Reading Journal: Students	• RL.TE.7.1

Influences on Character **2 weeks**	social norms and evaluate their place in society. SWBAT comprehend how authors of literature often draw inspiration from actual people and events. SWBAT how societal norms and the decisions a person makes help shape his/her character. SWBAT grasp that social norms vary based on geographical location and culture. SWBAT track their reactions to the selected novel(s) through	into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel. Read aloud and annotate the article, "How Fiction Impacts Fact: The Social Impact of Books." Students should discuss their reaction to the article within reading groups. Provide each student with a copy of "The Charge of the Light Brigade" in order to participate in a class reading. Instruct	should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length. After reading "The Charge of the Light Brigade" and viewing the clip from *The Blind Side*, write a reflection piece in your reader's notebook. Focus on the concept that although we are born with the ability to have choices and options in life, we cannot always make these decisions for ourselves. Explain why this occurs. What factors do you consider when you are faced with a decision you need to make? Compose a mini paper on the importance of social norms, why do people feel the need to follow social norms. Discuss factors that influence social norms. Select a social norm from the class list that you feel is the most important social norm to follow. Why do you feel this way? Select a social norm you believe is the least important to follow. Why do you feel this way? Responses must be at least 1.5-2 pages in	• RL.CI.7.2 • RI.TE.7.1 • RI.IT.7.3 • RI.MF.7.6 • W.PD.7.2 • W.RE.7.5 • SL.CC.7.1 • SL.CC.7.2 • SL.PK.7.4 • L.KL.7.1

	completion of a reading log.	students to annotate the poem during the class reading. After the class reading, play a clip from *The Blind Side* and instruct students to write down what they notice about choice (or lack of choice) the characters encounter in their notebooks. Create a class list of American social norms on anchor chart paper. Students should compose a list of approximately 15 social norms. As a class, discuss how individuals feel when another person breaks a social norm. Provide each student with a copy of the nonfiction article entitled “The Obamas push a U.S. Program to Help Educate Girls Around the World” to participate in a class reading. While reading, instruct students to write down their	length. Typed in Times New Roman font size 12. To be placed in writing portfolio. Imagine you have been denied one of your basic rights (e.g., the right to attend school; the right to play on a sports team or participate in a club; the right to choose your own friends.) With the members of your group, create a public service announcement that addresses why you are entitled to the right you have selected. Each group will be required to present their public service announcement to the class. Groups may choose to record the PSA in advance or perform the PSA live in front of the class. Each PSA should be 3-5 minutes in length. Graded using a teacher created rubric.	

		thoughts, reactions, and questions in their readers' notebook.		
Conflict/ Rebellion that Shapes Character **2 weeks**	SWBAT evaluate the cause(s) of various historical rebellions. SWBAT analyze different types of rebellion and determine if rebellion is beneficial or harmful to a society. SWBAT track their reactions to the selected novel(s) through completion of a reading log.	Students will be split into reading groups. Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel. Display a piece of artwork depicting Shays' Rebellion. Instruct students to write down their reactions to the piece in their notebooks. Have students examine the piece closely (e.g.,	Reading Journal: Students should keep a reading log with questions and reactions to what is being read. It should be complete two times per week and about a paragraph in length. After reading the article "Students Rebel Against Dress Code by Wearing Crop Tops and Cutoffs," compose an opinion- editorial piece regarding Tottenville High School's dress code. Be sure to include at least two pieces of textual evidence from the article in your writing. Opinion-editorials should be at least 1.5-2 pages in length. Typed in Times New Roman font size 12. To be placed in writing portfolio. After reading the second third of the novel, compose a mini paper that compares and contrasts Shays' Rebellion to the theme of rebellion in the chosen novel. Be sure to include textual evidence from	• RL.TE.7.1 • RL.CI.7.2 • RI.TE.7.1 • RI.IT.7.3 • RI.MF.7.6 • W.PD.7.2 • W.RE.7.5 • SL.CC.7.1 • SL.CC.7.2 • SL.PK.7.4

		examine setting, characters' clothing, weapons) and determine the time period of the piece. Have students hypothesize what might have caused this rebellion to take place. Participate in a class reading of *The Day the Crayons Quit*. Instruct students to take notes in their readers' notebook that focus on the concept of rebellion present throughout the story. Provide students a copy of the nonfiction article "Students Rebel Against Dress Code by Wearing Crop Tops and Cutoffs." Instruct students to annotate the article in their readers' notebook. Have students write down their thoughts, reactions, and questions to the article.	your research of Shays' Rebellion and the novel. Focus on the major characters of each rebellion and the decisions these characters chose to make. Analyze the reasons Shays and the characters of the novel were rebelling. Do you believe their actions were justifiable? Why or why not? If the rebellion in the novel has not already been resolved, predict the outcome. Do you believe the characters will be successful with their rebellion? Why or why not? Mini paper must be at least 1.5-2 pages in length and typed in Times New Roman font size 12. To be placed in writing portfolio.	
Choices that Shape	SWBAT comprehend how	Students will be split into reading groups.	After reading "The Gift of the Magi," create a character chart	

Character **2 weeks**	the decisions they make on a daily basis help develop their character and the way in which they are perceived by others. SWBAT evaluate that a person may follow societal norms and expectations even if these norms are not ethical. SWBAT grasp the concept that rebellions can be both violent and peaceful. SWBAT grasp the concept that there are times when rebellion is essential for progress to be made.	Each member will be assigned a job (literary luminary, vocabulary finder, summarizer, and discussion leader). Groups will read together in class and independently at home. Each member is responsible for completing his/her job for the assigned reading. The class will have whole class discussions based on the information found by the groups. This method may be used with book clubs or a whole class novel. Pair students with a partner. Provide each partner with a set of "Would You Rather?" questions. Students will participate in a game of "Would You Rather?" with their partners for approximately 15-20 minutes. Provide students with a copy of "The Lottery" to participate in a class	for Della and James. Using textual evidence, analyze how the choices each character made throughout the story helps reveal his/her character. Divide students into groups of four. Each group will select an historical figure who rebelled against social norms. With the members of your group, research your historical figure and create a PowerPoint presentation or Pow Toons presentation that explains who he/she was, what choices he/she made, and why he/she made these choices. Presentations should include properly cited textual evidence from internet sources and visual aids. After completing the novel, select a character and analyze the choices he/she made throughout the novel. Create a collage which includes words and pictures that describe this character and the choices he/she made throughout the novel. Include a one page write up that traces the evolution of the character you selected throughout the novel. Focus on the decisions he/she made, why	• RL.TE.7.1 • RL.CI.7.2 • RL.CI.7.3 • RL.VT.7.4 • RI.TE.7.1 • RI.IT.7.3 • RI.MF.7.6 • W.PD.7.2 • W.RE.7.5 • SL.CC.7.1 • SL.CC.7.2 • SL.PK.7.4 • L.KL.7.1

		reading. Instruct students to take notes on the story in their readers' notebook. Explain to students that they should focus on the decisions the characters are forced to make throughout the story. Read aloud, annotate, and discuss "All Summer in a Day." As a class. Highlight the signposts while reading and notes should be recorded in reading notebooks. Focus should on the choices that were made impacted others. Pair students with a partner in order to play the game "Builder." One of the partners will be instructed to wear a blind fold. The partner who is not blind folded will instruct his or her partner to create a structure out of Legos solely through verbal communication. After a	he/she made those decisions, and how those decisions affected him/her. Be prepared to present your collage to the class. After reading "The Lottery" and/or "All Summer in a Day", students will compose a mini paper explaining how the choices of the characters in each story helped develop the theme. Students should examine how the choices of the characters affected other characters in the story, as well as the events of the story.	

		span of 5 minutes, the partner will switch roles. Provide students with a copy of “The Gift of the Magi” to participate in a class reading. Instruct students to take notes on the story in their readers’ notebook. Explain to the students that they should focus on the decisions the characters are forced to make throughout the story. Provide students with a copy of the nonfiction article entitled “Girl Shot by Taliban Now Back to School, in England.” Instruct students to write down their thoughts, reactions, and questions in their readers’ notebook while reading. Using the notebook recordings of choices each character has		

		made, students should create a class choices chart that will map out how decisions affected the events of the novel(s).		

Suggested Modifications for Special Education, ELL and Gifted Students

- Strictly meet all individual modifications outlined in each student's IEP or 504 plan.
- Provide audiobook versions of all novel texts
- Break reading assignments into smaller, manageable chunks
- Offer extended time for all reading assignments and assessments
- Reduce the required length of written assignments depending on the student's unique special needs, though students should still attempt all assignments.
- Provide structured graphic organizers to assist students during text annotations, class discussions, and when formulating mini-papers.
- Schedule frequent teacher-student conferences during work periods to check for understanding.
- Use the Study Sync Scaffolding tool

Supports for English Language Learners (ELL)

- Allow additional time during full-class discussions for students to process information and formulate their responses.
- Allow students to select a partner, or strategically assign a peer partner, with whom the student feels entirely comfortable working.
- Integrate audio support tools for reading assignments whenever applicable.

- Utilize specialized Achieve 3000 ELL support features.
- Use the Study Sync Scaffolding Tool

Differentiated Instruction for All Readiness Levels (Including Gifted)

- Use Achieve 3000 leveled reading pathways to deliver individualized instruction tailored to specific reading metrics.
- Use leveled anchor text selections to meet the varying performance needs and reading tiers present in the classroom.

Suggested Technological Innovations/Use

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ED.2: Identify the steps in the engineering design process.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
- 8.2.8.ED.3: Develop a solution to a problem given a specific set of constraints or criteria.
- 8.1.8.DA.5: Test, analyze, and refine computational models.

Suggested Use:

- Use digital workspace tools like Padlet to build a live class "Choices Chart" mapping the effects of literary decisions.
- Conduct a structured WebQuest where student partnerships research contemporary literary frameworks.
- Review literary devices, utopian concepts, and plot vocabulary via interactive data platforms like Kahoot! or Quizizz.
- Utilize 3D modeling tools like Tinkercad or graphics suites like Canva to design and present a custom blueprint for a utopian or dystopian landscape.
- Leverage collaborative presentation tools such as Google Slides or graphic design platforms to construct visual character evolution collages featuring interactive links, imagery, and embedded text.

- Produce 3-to-5-minute Public Service Announcements or literary movie trailers using simple video editors like WeVideo or animated tools like Powtoon.
- Embed comprehension check questions directly into multi-media streaming materials (such as clips from The Blind Side or historical rebellion summaries) using Edpuzzle.
- Provide speech-to-text extensions and text-to-speech tools to support diverse reading fluency and vocabulary mapping during independent research.

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

- 9.4.8.CT.2: Develop combinations of interventions and solutions to mitigate a problem in a system.
- 9.4.8.CT.1: Evaluate available resources and determine a course of action to solve a problem.
- 9.4.8.CI.3: Examine challenges that may exist in the alternate solutions and propose pathways for additional ideas.
- 9.4.8.CI.4: Explore the role of diversity and inclusion in personal and professional contexts.
- 9.4.8.TL.3: Select, share, and collaborate on a digital platform to accomplish a team goal or solve a problem.

Suggestions for Use:

- Engage students in literature circles where they must use compromise to assign group roles and analyze diverse character perspectives.
- Research a prominent historical figure who rebelled against societal norms and evaluate how their interventions or solutions successfully addressed systemic problems.
- Conduct interviews with people from different generations to gather data on changing decision making processes across varying age groups.
- Collaborate on digital brainstorming platforms to map out multiple alternate solutions to real world dilemmas.
- Write a comparative mini-paper that analyzes complex historical data surrounding rebellions like Shays' Rebellion to evaluate the political, cross-cultural, and social factors that driven human conflict.
- Use a structured reflection journal to self-assess personal problem-solving strategies, evaluating the personal and cultural values that carry the most weight when making difficult decisions.

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) *explanation on page 22 of LPB	Teach touch spelling (for spelling mistakes) *explanation on page 22 of LPB	a, t, m, b, c, f, h, p, r, s,	Word book pg 1 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 and long)	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 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 (choose one option)	Notes
1	Sound Cards 1-18 Ask for two sounds for s,/s/	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	Shuffle the sound cards before each review to ensure that the student is

	and /z/ and two sounds of a (short and long)					OR Class novel OR Decodable website text	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	Word book pg 3	column 3	/i/ as in itch lip rim hid sip	Word book pg 4	

		How do you spell /k/, 2 ways?				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 option)	Notes
Mastery Check	Sound Cards 1-18	b, m, s, p, t, p, l, f, d, n, r, a, j, h,	TIMED reading: (do not alert the	Spelling Test:	None	Every Living Thing Story	

		v	students to the fact that this reading is timed) Form A - Word book pg. 138	Word List on LPB pg. 32			

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 a (short and long)	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 OR	Remember to fill in new words for spelling once new material is taught.

						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 sounds for s,/s/ and /z/ and two	t, s, a, h, i, j, l, o, n How do you spell /k/ two ways?	Word Cards short o (GREEN)	column 1 Phrase column 2 bullet point three (top hat)	a, sight words cards 1-2, x, sound card 21, mix tax fox box ax fix	Reading Strip # 5 an # 4 OR Word book	

	sounds of a, i, and o (short and long).					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 you spell /k/ two ways?	Word cards short a and i (PINK and BLUE mixed)	column 2 Phrase column 1 bullet point three (big job)	a, sight words cards 1-2, x, sound card 21, mix tax fox	Reading Strip # 5 an # 4 OR	

					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	
3	Sound Cards 1-20 Ask for	t, s, a, h, i, j, l, o, n How do you spell	Word book p. 5	column 3 Phrases mix up both columns but	a, sight words cards 1-2, x, sound card 21,	Reading Strip # 5 an # 4	

	two sounds for s,/s/ and /z/ and two sounds of a, i, and o (short and long).	/k/ two ways?		do not separate the word pairs	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	
4	Sound Cards 1-20	t, s, a, h, i, j, l, o, n	Word book p.4	column 4	a, sight words cards 1-2, x,	Reading Strip # 5 an #	Remember to fill in new words for spelling once new

				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	material is taught.

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 Decodable website text	Remind students that the repetition is intentional and the goal is to have automatic responses.

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 for s,/s/ and /z/ and two	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 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	

	sounds of a, i, and o (short and long).					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 OR	Remember to fill in new words for spelling once new material is taught.

						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 (choose one option)	Notes
1	Sound	i, b, o, x,	Word cards	Column 1	Sound Card	Reading	

	Cards 1-22	r, m, a, g How do you spell /k/ two ways? How do you spell long a at the end of a word?	PINK, GREEN, and BLUE mixed.		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	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 you spell long a at the end of	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 middle of a word.	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.

		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	Word Book pg. 25 Word Book pg. 15	Column 1 +Choose two sentences to	Sight Word Cards 16-25 Sound Card y	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

		Long e in the middle of a word (ee) Long a at the end of a word (ay) /k/ after a short vowel (ck)		use for CAPS (LPB pg. 31)	(Word Book pg. 29) Sound Card ar (Word book pg. 28) Sound Card oo (Word Book pg. 29)		
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 (ay) /k/ after a short vowel (ck)	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) 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

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

	12	the middle of a word (ee) Long a at the end of a word (ay) /k/ after a short vowel (ck)		(LPB pg. 31)	pg. 29) Sound Card ar (Word book pg. 28) Sound Card oo (Word Book pg. 29)		
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	Sh, o, i, th	Sight Word	Column 4	Sight Word	Word Book pg. 10, 14, 24;	

	Cards 1-38 Blend Cards 1-12	(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)	Cards 1-15 Any previous Word Book list	+Choose two sentences to use for CAPS (LPB pg. 31)	Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar (Word book pg. 28) Sound Card oo (Word Book pg. 29)	class book; or selected text from Decodable Texts website (In Resources)	

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	u, ar, oo, or, e, all /f/ at the end of a word after a short vowel	Word Book pg. 32 Word Book pg. 16, column 3	Column 1 +Choose two sentences to use for CAPS	Teach Sight Words 26-35 Teach Sound Card 39 (Word Book pg.	Word Book pg. 24, 31, 39; class book; or selected text from Decodable Texts website (In Resources)	Add Sound Card 39 to group deck

	*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)	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		
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)	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	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		
3	Sound Cards 1-39 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 (ck) 2 ways to spell /oy/ (oy, oi)	Word Book pg. 26 Word Book pg. 28	Column 3 +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)	
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)	Word Book pg. 29 Sight Word Cards 1-25	Column 4 +Choose two sentences to use for CAPS	Teach Sight Words 26-35 Teach Sound Card 39 (Word Book pg.	Word Book pg. 24, 31, 39; class book; or selected text from Decodable Texts website (In Resources)	

		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)	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		

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	or, oo, e, x, ar Long a 3 ways (a, ay, a-e) Long i at the end of a	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	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

	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		
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 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. 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 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)	
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 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	Word Book pg. 31, 39, or 44; class book; or selected text from Decodable Texts website (In Resources)	

		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		

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)	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

		/oy/ at the end of a word (oy) /oy/ in the middle of a word (oi)					

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	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)	

		(ow)					
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 spell /k/ (c, k) Long o at the end of a word (ow)	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 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)	

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 (ck) 2 ways to spell /k/	Word Book pages 41, 42, and 43	Column 4 +Choose two sentences to use for CAPS (LPB pg. 51)	Teach Syllable Division Patterns: Pattern 4a: Suffixes *See LPB pg. 54, Word Book pg. 47 and 50	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	

		(c, k) Long o at the end of a word (ow)					
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 Suffix Cards 1-2	ow (as in cow), o, ch, u, qu 2 ways to spell	Word Book pg. 48 and 54	Column 2 +Choose two sentences to use	Sound Card -tch Sound	Word Book pg. 44, 51, 59; class book; or selected text from Decodable Texts website (In Resources)	

	Ask for 2 sounds for y, ow, and all single vowels	/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)		for CAPS (LPB pg. 56)	Card -ch Sound Card c and g Sound Card -dge *See rules LPB 57-59		
3	Sound Cards 1-42 Blend Cards 1-12 Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all	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. 45 and 49	Column 3 +Choose two sentences to use for CAPS (LPB pg. 56)	Sound Card -tch Sound Card -ch Sound Card c and g	Word Book pg. 44, 51, 59; class book; or selected text from Decodable Texts website (In Resources)	

	single vowels Sound Cards 1-42 Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	Suffix -er Suffix -ing 1st choice for long i at the end of a word (y) /k/ after a short vowel (ck) 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			Sound Card -dge *See rules LPB 57-59 Sound Card -tch Sound Card -ch Sound Card c and g Sound Card -dge *See rules		
4			Word Book pg. 46 and 50	Column 4 +Choose two sentences to use for CAPS (LPB pg. 56)		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)			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 1st choice for long i at the end of a word (y)	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)	

		/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) /k/ after a short vowel (ck) /l/ at the end of a	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)	

		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	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)	

		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)					

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 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. 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)	

		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	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)	

		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)					

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 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. 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)	

		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 Suffix Cards 1-2	a, th, o, er Spell /j/ after short vowel (dge) Other ways to spell /j/ (j; g followed by e,	Students read from Word Book p. 218 Teacher uses chart on LPB pg. 66	Dictate words listed on pg. 67 of LPB Teacher uses chart on LPB pg. 66	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

	Ask for 2 sounds for y, ow, c, g, and all single vowels	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)					

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 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	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)

		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 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 by e, i, or y)	Word Book pg. 41	Column 2 +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)	

		/ch/ after a short vowel (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 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 by e, i, or 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)	

		/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 by e, i, or y)	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)	

		/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 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 by e, i, or y)	Word Book pg. 64	Column 1 +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)	

		/ch/ after a short vowel (tch) /k/ after a short vowel (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; 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 by e, i, or y)	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)	

		/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 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 by e, i, or y)	Sight Word Cards 20-50	Column 3 +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)	

		/ch/ after a short vowel (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 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 by e, i, or 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)	

		/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 re- Prefix be- Prefix /eks/	Word Book pg. 72-73	Column 1 +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		

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- Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short	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)	

		vowel (tch) 2 ways for /s/ (s, c)					
3	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. 52	Column 3 +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)	

		short vowel (dge) /ch/ after a short vowel (tch) 2 ways for /s/ (s, c)					
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-	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)	

		Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short vowel (tch) 2 ways for /s/ (s, c)					
5	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8	Prefix re- Prefix be- Prefix /eks/	Word Book pg. 62	Column 1 +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)			

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- Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short	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)	

		vowel (tch) 2 ways for /s/ (s, c)					
7	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. 54	Column 3 +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)					
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-	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)	

		Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short 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	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)	

		sounds like /egz/ (ex)					
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 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. 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)	
4	Sound Cards 1-44 Suffix Cards 1-6 Prefix Cards 1-8	scr, thr, spr, spl, shr, str, squ Suffix -ly	Word Book pg. 67	Column 4 +Choose two sentences to use for CAPS	Sound Card 34 Sound Cards 46-49 (Use Learning Plan Book pgs. 84-85 for	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)	Suffix that sounds like long e (y) Prefix sounds like /egz/ (ex)		(LPB pg. 82)	rules and examples)		
5	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. 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)	

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 Suffix Cards 1-6 Prefix Cards 1-8	scr, thr, spr, spl, shr, str, squ Suffix -ly	Students read from Word Book p. 219 Teacher uses chart on LPB pg. 87	Dictate words listed on pg. 67 of LPB Teacher uses chart on LPB pg. 87	none	Word Book pg. 71, 76, or 82; class book; or selected text from Decodable Texts website (In Resources)	Students write in Student Notebook Record percentages

	Blend Cards 1-19 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	Suffix that sounds like long e (y) Prefix sounds like /egz/ (ex)					

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 end of a word (y)	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) Syllable division	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*

		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)			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) Long e at the end of a word (y)	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. 91-93) Syllable	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

		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)			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) Long e at the end of a word	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 50-53 (LPB pg. 91-93)	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

		(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)		
4	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) Long e at the	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 50-53 (LPB pg. 91-93)	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

		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)		
5	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	Mixture of words based on errors +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)		
6	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. 77-79	Mixture of words based on errors +Choose two sentences to use for CAPS	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)		(LPB pg. 90)	53 (LPB pg. 91-93) Syllable division pattern 5 (LPB 94)		

Level 14-Learning Plan Book (LPB) pages 96-102

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	-ble, aw, -dle, shr, -fle	Sight Word Cards 40-	Column 1	Prefix Cards 9-12	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In	

	Suffix Cards 1-6 (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)	70 Word Book pg. 91	+Choose two sentences to use for CAPS (LPB pg. 97)	(LPB 98-99) Syllable Division Pattern 6 (LPB pg. 102)	Resources)	
2	Sound Cards 1-53 Prefix Cards 1-8	-ble, aw, -dle, shr, -fle Ways to spell long e	Word Book pg. 87	Column 2 +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)		
3	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)	Word Book pg. 88	Column 3 +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)		
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) Ways to spell /oo/	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. 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)					
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/ (oo, ew, u-e) Ways to spell	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)	

		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 long i	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)	

		(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 (igh, i-e, i, y)	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))	

		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) Ways to spell long o in the middle of a	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)	

		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 (oa, o-e)	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)	

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 (Ask for 2 sounds for ow, c, g, and all single vowels;	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law) *Do not say, “as in	Word Book pg. 93	Column 2 +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)	

	3 sounds of y)	soon/law". That information is for the teacher to know the sound to make.					
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 (Ask for 2 sounds	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law)	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)	

	for ow, c, g, and all single vowels; 3 sounds of y)	*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 (Ask for 2 sounds	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law)	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)	

	for ow, c, g, and all single vowels; 3 sounds of y)	*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 (Ask for 2 sounds	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law)	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)	

	for ow, c, g, and all single vowels; 3 sounds of y)	*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 (e, ea)	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)	

		*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) Ways to spell short 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)	

		(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/ (oo, u-e)	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)	

		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 spell /oo/	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)	

		(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) How else can you	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)	

		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, ea, ear, and all	-tion, -less, -ment, -ful, -ness, -ic, -et, -en *Ways to spell /oo/ (pronounced like moon; answer: oo, ew, u-e) Ways to spell /j/	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)	

	single vowels; 3 sounds of y)	(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, -en	Word Book pg. 105-106	Column 1 +Choose two	Doubling Rule (1-1-1)	Word Book pg. 102, 108, 122; class book; or selected text from Decodable Texts website (In Resources))	

	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)	*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.”		sentences to use for CAPS (LPB pg. 119)	See LPB pg. 120-121 for rules, examples, and practice		
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 by e, i, or y)	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)	

		*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) 3 ways to spell	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)	

		/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/ (c, k, -ck)	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)	

		*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 in cow” when dictating sound.	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)	

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 +Choose two	Suffix Cards 18-20	Word Book pg. 108, 112, 118; class book; or selected text from Decodable Texts website (In Resources)	

	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.		sentences to use for CAPS (LPB pg. 123)	(See LPB pg. 126-127)		
6	Sound Cards 1-59 Suffix Cards 1-14	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou)	Word Book pg. 109	Column 2 +Choose two sentences to use for CAPS	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)	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)			
7	Sound Cards 1-59 Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear,	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e	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)	

	and all single 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.					
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) 4 ways to spell	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)	

		/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 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)	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)	

		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 sounds of y)	-est, -able, -ive, -al, -ous, -tion, -ic, -ful Ways to spell long e (ee, e, e-e, ea, y) Ways to spell	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

		/j/ (j; dge; g followed by e, i, y)					
2	Sound Cards 1-59 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of 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)	Word Book pg. 109, 110, 111	Column 2 +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 sounds of y)	-est, -able, -ive, -al, -ous, -tion, -ic, -ful Ways to spell long e (ee, e, e-e, ea, y) Ways to spell	Word Book pg. 116-117	Column 3 +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)	

		/j/ (j; dge; g followed by e, i, y)					
4	Sound Cards 1-59 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of 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)	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 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) Ways to spell /er/ (er, ir, ur, ear) /k/ after a short vowel (ck) Others ways to spell /k/ (c,k)	Word Book pg. 123-124	Column 1 +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)	

2	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, ear) /k/ after a short vowel (ck) Others ways to spell /k/ (c,k)	Word Book pg. 120-121	Column 2 +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)	

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

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

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/ (er, ir, ur, ear)	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)	
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	pre-, dis-, ex-, per-, -ous, -able, -est, -ive	Word Book pg. 125	Column 3	Sight Word Cards 89-96	Word Book pg. 122, 127, 133; 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 i (i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)		+Choose two sentences to use for CAPS (LPB pg. 139)	Sound Cards 60-62 (See LPB pg. 140-141)	Resources)	
4	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. 114	Column 4 +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)	
5	Sound Cards 21-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i	Word Book pg. 129	Column 1 +Choose two sentences to use for CAPS	Sound Card 63 Suffix Card 21	Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	

	all single vowels; 3 sounds of y)	(i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)		(LPB pg. 139)	(See LPB 142-143)		
6	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. 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)	
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	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)	

		/er/ (er, ir, ur, ear)					
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	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh)	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

	of y)	Ways to spell /er/ (er, ir, ur, ear)					

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 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)	-tion, -al, -ous, -able 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,	Word Book 130-132	Column 1 +Choose two sentences to use for CAPS (LPB pg. 147)	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)	

		u-e, ue) 2 ways to spell /aw/ (aw, au) The suffix -sion (sion)					
2	Sound Cards 21-63 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)	-tion, -al, -ous, -able 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)	Word Book pg. 123, 126	Column 2 +Choose two sentences to use for CAPS (LPB pg. 147)	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)	

		2 ways to spell /aw/ (aw, au) The suffix -sion (sion)					
3	Sound Cards 21-63 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)	-tion, -al, -ous, -able 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)	Word Book pg. 128-129	Column 3 +Choose two sentences to use for CAPS (LPB pg. 147)	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)	

		2 ways to spell /aw/ (aw, au) The suffix -sion (sion)					
4	Sound Cards 21-63 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)	-tion, -al, -ous, -able 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	Word Book pg. 134 Sight Word Cards 66-96	Column 4 +Choose two sentences to use for CAPS (LPB pg. 147)	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)	

		/aw/ (aw, au) The suffix -sion (sion)					

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 (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	Word Book 138, 139	Column 1 +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 a (a, ay, a-e, ai)					
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 spell long e (ee, e, e-e, y, ea, ey) Ways to spell long a (a, ay, a-e, ai)	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)	
3	Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3	ex-, re-, pre-, a-, pro-, con-, de	Word Book 139, 140	Column 3 +Choose two sentences to	Sight Word Cards 97-104 Sound Cards 64-	Word Book pg. 133, 137, 143; class book; or selected text from Decodable Texts website (In Resources)	

	sounds of y; 2 sounds of -sion)	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)		use for CAPS (LPB pg. 152)	66 (See LPB pg. 153-155 for rules and examples)		
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,	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)	

		y, ea, ey) Ways to spell long a (a, ay, a-e, ai)					

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 (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. 140-142	Column 1 +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)					
2	Suffix Cards 1-21	-ild, -ple, -	Word Book pg.	Column 2	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	138, 139	+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)					
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)	-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. 144-145	Column 3 +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)					

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, ie, ei) /k/ after a short vowel (ck) /ch/ after a short vowel (tch)	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)	

		/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,	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)	

		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 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 (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)	Word Book pg. 149	Column 1 +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)	

		Ways to spell long a (a, ay, a-e, ai, eigh)					
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, augh, ough) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a	Word Book pg. 150	Column 2 +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, ay, a-e, ai, eigh)					
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 (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a (a, ay, a-e, ai, eigh)	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)	
4	Sound Cards 21-71 (Ask for 2 sounds for ow, oo, ew, ea, ear,	war, wor, wa /aw/ 4	Word Book pg. 147	Column 4 +Choose two sentences to	Sight Word Cards 110-117 Sound Cards	Word Book pg. 143, 148, 153; class book; or selected text from Decodable Texts website (In Resources)	

	ie 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)	27, 72, 73 (See LPB pg. 166-167 for rules and examples)		
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)	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)

		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)					
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	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)

		(e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long a (a, ay, a-e, ai, eigh)					
7	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 (e, ee, e-e, y, ea, ey, ie, ei) Ways to spell long	Word Book pg. 144	Column 3 +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)	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)

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

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) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck,	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)	

		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, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) Write /k/,	Word Book pg. 150	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)	

		4 ways (c, k, ck, ch) Write /aw/, 4 ways (au, aw, augh, ough)					
3	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)	Word Book pg. 151	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 /k/, 4 ways (c, k, ck, ch) Write /aw/, 4 ways (au, aw, augh, ough)					
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; 2 sounds of -sion)	wor, wa, -stle, war Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2	Word Book pg. 152	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)	

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

		Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck, ch) Write /aw/, 4 ways (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	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)	

		(r, wr) Write /m/, 2 ways (m, mb) Write /k/, 4 ways (c, k, ck, ch) Write /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)	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 /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)					
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,	Any previous word list	Column 4 +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)		

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) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) *Write /oo/ (as in moon), 5 ways	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)	

		(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)	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)	

		*Write /oo/ (as in moon), 5 ways (oo, ew, ue, u-e, u) *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 ways (r, wr)	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)	

		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)	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)	

		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					

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	auto-, tele-, trans-, para-, post-	Students read from Word Book pg. 224	Dictate words on LPB pg. 185	None	Word Book pg. 153, 158, 163; class book; or selected text from Decodable Texts website (In Resources)	

	ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	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) *do not say “as in moon” to the students	Teacher uses chart LPB pg. 184	Students write in Student Notebook			

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	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)	

		ways (ch, tch) Spell short e, 2 ways					
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)	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)	

		Spell /ch/, 2 ways (ch, tch) Spell short 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,	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)	

		augh, ough) Spell /ch/, 2 ways (ch, tch) 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/,	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)	

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

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

		ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) 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	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)	

		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					
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)	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)	

		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					

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, 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,	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)	

		igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					
2	Suffix Cards 1–33 (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)	Word Book pg. 165	Column 2 +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 /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)					

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) Write long i, 5 ways (i, i-e, y,	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)	

		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)	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)	

		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)					

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 short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y,	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)

		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 ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea)	Word Book pg. 170	Column 2 +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)	Suffix Cards 1–33 (ask for meaning only)

		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)					

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)	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)

		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)					

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	port, spect, form, -ify, ject, tract, -ture, struct, -ical, -ard	Word Book pg. 171, 172, and 174	Column 1 +Choose two sentences to	Root Cards 7-12	Word Book pg. 168, 173, 177; class book; or selected text from Decodable Texts website (In Resources)	

	(Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)			use for CAPS (LPB pg. 200)	(See LPB pg. 201-203)		
2	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. 159, 170	Column 2 +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)	
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	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	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)	

	single vowels; 3 sounds of y; 2 sounds of -sion)			(LPB pg. 200)			

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	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)		
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 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)	
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, cept, vis	Word Book pg. 183, 176	Column 1 +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)	Watch the video segment for new 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	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)	

				(LPB pg. 214)			
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	dict, scribe, fac, script, fer, mit, duce, miss, struct,	Word Book pg. 187	Column 2	Prefix Cards 26-31	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website	

	(ask for meaning only)	tract		+Choose two sentences to use for CAPS (LPB pg. 218)	(See LPB 219-220)	(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 (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)	
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 only)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Any previous Word Book list	Column 3 +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)	Prefix Cards 1-25 (ask for meaning 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	none	Word Book pg. 185, 191, 194; class book; or selected text from Decodable Texts website (In Resources)	

				(LPB pg. 227)			
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 (ask for meaning only)	tri-, semi-, cent-, uni-, multi-, di-, poly-, bi-, trans-, mono-	Word Book pg. 190 Sight Word Cards 120-145	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)	

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: Writing Realistic Fiction Symbolism, Syntax, and Truth

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

Summary of the Unit

This unit designed to bridge the gap between personal narrative writing and realistic fiction. Operating through a writer's workshop framework, the curriculum guides students from generating raw story ideas to publishing creative pieces. Students explore how to construct meaningful interactions through realistic dialogue, create memorable characters, and include symbolism and imagery to convey thematic significance.

The curriculum is structured into three consecutive instructional phases. It begins with an introduction to writer's workshop where students establish notebook accountability, brainstorm personal lists of passions and memories, and analyze story mechanics using mentor texts. The class then transitions into a phase focused on character and plot development, where students isolate "small moments" from everyday life, map character flaws or motivations, and sketch basic story arcs. The final stages are for drafting and editing, teaching students to experiment with first-person perspective, draft engaging hooks, manage narrative rhythm, and refine punctuation via structured peer checklists.

Enduring Understandings

- Writers use dialogue to reveal character traits, propel the plot, and realistically mirror human interactions
- Developing characters with distinct physical, emotional, and motivational traits is foundational to building believable stories.
- Strategic drafting and editing focusing on pacing, syntax, and rhythm transform simple story summaries into narrative scenes.
- Weaving layers of sensory imagery and structural symbolism into a draft deepens text meaning and uncovers universal themes.
- Writers use compelling hooks, satisfying conclusions, and deliberate tone shifts to keep readers emotionally invested in creative fiction.

Essential Questions

- How do writers craft purposeful dialogue to show human relationships rather than just tell about them?
- What techniques do authors use to give fictional characters realistic motivations, struggles, and flaws?
- How does changing sentence structure, length, and narrative rhythm alter the overall mood and flow of a story?
- In what ways can a writer use ordinary objects or settings as symbols to reveal deeper truths in their writing?
- What strategies help a writer transform a raw "small moment" or seed idea into a fully realized story arc with a satisfying conclusion?

Summative Assessment and/or Summative Criteria

Required: Session 17: Publishing Anthologies Using the sessions and mini-lessons taught throughout the unit, students will compose a realistic fiction piece for publication. The story should be a minimum of 2 pages typed in length. It should encompass all the story elements, dialogue, and take into account the audience. The writing piece should be typed and put into the student's writing portfolios within the Google Drive. A celebration should be help where students can share their published pieces with the class.

Resources

Core Text/Teacher:

- Writing Realistic Fiction: Symbolism Syntax and Truth: M. Colleen Cruz

Mentor Texts

- "13 and a Half" : Rachel Vail

Optional Texts:

- Alexander and the Terrible, Horrible, No Good, Very Bad Day: Judith Viorst (570)
- The True Story of the Three Little Pigs: Jon Scieszki (570)
- Marshfield Dreams : Ralph Fletcher (700)
- Tuck Everlasting: Natalie Babbit (770)
- Dragons Love Tacos: Adam Rubin (720)
- Creepy Carrots: Aaron Reynolds (410)
- Eats, Shoots and Leaves: Lynne Truss (380)

- The Plot Chickens: Mary Jane and Herm Auch (590)
- Three Hens and Peacock: Lester Laminack
- “Brave Irene: William Steig: https://youtu.be/IoOFL_Gz_C4

Websites:

- https://play.kahoot.it/v2/?quizId=a1f64c8a-0db6-401f-83a1-551c0114b8c8
- https://play.kahoot.it/v2/?quizId=ee05d600-acfa-4998-a81e-2f451a14b759
- https://edpuzzle.com/media/5e7e48697c5c423f2d9bad5c
- https://ereadinggames.com/viewpoint-pilot/ (Point of View Game)
- https://youtu.be/HZuvk-leHgM (Realistic Fiction Intro)
- https://youtu.be/UkNCrBKi3ZY (Brainstorming)
- StoryBoardthat.com
- https://youtu.be/Do7wyAJdGu4 (Introduction)
- https://youtu.be/S2kngvOOv1Y (Writing a Draft)
- https://youtu.be/N4RthqSOcR0 (Show Not Tell)
- https://youtu.be/Ax-GQCgBOEI (Adding Dialogue)
- https://youtu.be/f3cWwSW0Qoo (Writing a Conclusion)

Study Sync Writing Unit 1 and Unit 6 should be used in conjunction.

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards

Timeframe				
Intro to Writer's Workshop / Realistic Fiction 6 -8 days	-view a video defining realistic fiction ' -develop a writer's notebook showing ownership -organize a table of contents for writer's notebook -define and view a video on brainstorming ideas for visual cues. -create a list of memories and goals to use as inspiration	Watch the video describing realistic fiction: https://youtu.be/HZuvk-leHgM (Realistic Fiction Intro) Set up writer's notebooks by personalizing them through decorations. This creates a sense of ownership for the writer. Set up the table of contents for writer's notebooks with session titles in case of absences and to show accountability and organization View introduction to Brainstorming Ideas: https://youtu.be/UkNCrBKi3ZY Work individually to generate personal lists regarding the following topics: • Things you are passionate about • Favorite childhood memories • What you did over the summer • Looking towards the future Read aloud "The Plot Chickens" or listen to "Brave Irene: https://youtu.be/IoOFL_Gz_C4 "with the class and discuss what makes a good story.	Completed decorated notebook Complete 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 5-7 sentences in length and will work as the base for realistic fiction topics later in the unit. Create a visual diagram mapping out a story that they felt made a good story in response to the read aloud.	• W.IW.7.2.B • W.NJ.7.3.D • W.WP.7.4 • SL.CC.7.1 • SL.CC.7.2 • L.KL.7.1

	-write journal entries using list items. -discuss what makes a good story -create a visual diagram of a story of your choice.			
Bend 1: Creating and Developing Meaningful Stories and Characters 14- 20 days	-define a small moment through close reading examples and discussion -define a small moment through personal experience	**Session 1:Imagining Stories from Everyday Moments** Work in groups to read an example of a small moment from Marshfield Dreams or teacher led example of a day in history. Define in the groups what a small moment is and how it can be transformed into a story. With a writing partner, tell a small moment from the first day of school or any other topic of interest.. Generate a list of small moments from your own life	Choose one small moment from your writer's notebook and construct a realistic fiction story. students will conference with teacher and writing partner for support through the process. Choose one story that you wished existed from your writer's notebook and construct a realistic fiction story. Students will conference with teacher and writing partner for support	• RL.CI.7.2 • RL.CI.7.3 • RL.RR.7.10 • W.NJ.7.3 • W.PD.7.2 • W.WP.7.4 • W.RE.7.7 • W.WP.7.8 • SL.CC.7.1 • SL.CC.7.2 • SL.PK.7.6 • L.KL.7.1 • L.KL.7.2 • L.KL.7.3 • L.VI.7.6

	-present a small moment to your group -construct the beginning of realistic fiction through a small moment story -create a class chart of wishes for the world -identify character traits and struggles -compose a story that you wished existed -describe a scene using	in Writer's notebook. Use the example of Esmerelda from the teacher's guide to model. EdPuzzle: https://edpuzzle.com/media/5e7e48697c5c423f2d9bad5c **Session 2:Imagining Stories You Wish Existed in the World** Create a class chart of ideas for stories one wish existed. Examples could be that of a story about struggles of a biracial child or a story about kids who don't like sports. With a writing partner, chose one idea from the class list and turn and talk about the character traits and struggles that a character might encounter. **Session 3:Developing Believable Characters through Scene Boot Camp** Discuss as a class what a scene is composed of and provide examples of everyday scenes. With a writing partners work on characterizing a character developing a chart that embodies their personality and physical traits. Use the example of Esmerelda from the Teacher's Guide as reference. Discuss physical and emotional qualities of the character.	through the process. Choose one scene and a character from your writer's notebook and construct a realistic fiction story using your own character. Students will conference with teacher and writing partner for support through the process. Choose one struggle from your writer's notebook and construct a realistic fiction story using your character. Students will conference with teacher and writing partner for support through the process. Each section should be broken down with an accompanying video: https://youtu.be/Do7wyAJdGu4 (Introduction) https://youtu.be/S2kngvOOv1Y (Writing a Draft) https://youtu.be/N4RthqSOcR0 (Show Not Tell) https://youtu.be/Ax-	

	everyday examples -examine the emotional and physical qualities of a character -develop a scene centered around a strong character -work collaboratively to understand the importance of struggle within a story -create a graphic map depicting problem solving within a	**Session 4: Giving Characters Struggles and Motivations that Mirror Real Life** Read aloud with students Alexander and the Terrible, Horrible, No Good, Very Bad Day in order to demonstrate a character's struggle. Have students take notes while reading to discuss after. Construct comic style example of what could be a bad day with different struggles. With a writing partner students should discuss and write down ideas that the character Esmerelda struggles with in the story. **Session 5: Plotting with Tools, Story Arcs, Timelines, Lists, Mentor Texts** Read aloud and annotate 13 and a half. As a class design a story arc chart should be constructed on the mentor text , "13 and a Half." This should encompass all plot points. With a writing partner, students should practice plotting using the model Esmerelda story from the Teacher's Guide.	GQCgBOEI (Adding Dialogue) https://youtu.be/f3cWwSW0Qoo (Writing a Conclusion) In writer's notebook or Storyboard That, students should plot their original story.	

	story. -revise and edit struggle stories	Create a problem map with examples of how characters try to solve problems		
Bend 2 14-20 days	-summarize a personal story I one sentence -produce stories that provide evidence in scenes -develop drama within a story by discussing point of view -draft a story using the first person point of view to convey drama -evaluate the	**Session 6: From 2-D to 3-D: Planning and Writing Scenes Including Evidence** Students should write a one sentence summary about their story and it should be hung somewhere in the room. Share the summary with the class as a teaser for what is to come. Provide examples from the Teacher's Edition of summary vs. scene. Using Esmerelda's story as a model show how providing evidence in the story creates a more visual story for the reader. With a writing partner discuss the different scenes in your story in detail. Read aloud <u>Three Hens and Peacock</u> and discuss openly the idea of how sentences were constructed to make the story flow and be relevant. **Session 7: Stepping Into the Drama of the Story to Draft** Discuss using "13 and a Half" how to put yourself within a	Drafting your scenes of your realistic fiction narrative with focus on providing evidence in scenes. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process Draft your story from the 1st person. Embody the main character and show that you understand the drama unfolding through details and mood. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process. Begin redrafting your narrative. Students should	• RL.TE.7.1 • RL.CI.7.2 • RL.CI.7.3 • RL.VT.7.4 • RL.RR.7.10 • W.NJ.7.3 • W.PD.7.2 • W.WP.7.4 • W.RE.7.5 • SL.CC.7.1 • SL.CC.7.2 • SL.CC.7.3 • L.KL.7.1 • L.KL.7.2 • L.KL.7.3 • L.VI.7.6

	leads od favorite stories -edit narratives by composing a lead -develop the use of dialogue within drafts -asses the importance of a good ending -revise narratives to ensure that the endings are strong	character's story in order to develop good drama. Teacher model using the Esmerelda story from the Teacher's Guide how to envision yourself within the drama. Read aloud The True Story of the Three Little Pigs and within writing partners students should discuss how point of view effects the drama of the story. https://ereadinggames.com/viewpoint-pilot/ (Point of View Game) With writing partner practice what you learned by drafting the next Esmerelda scene. Share after about 5 minutes to keep the mini lesson moving. **Session 8: Studying Published Texts to Write Leads** Define a lead within class discussion. Using the students provided examples openly discuss the effectiveness of leads. Use the example of Tuck Everlasting prologue in order to show how a lead introduces a story. With writing partner, students should read the leads of "13 and a Half." They should discuss how the lead affects the story, mood, time, place, and or foreshadows.	draft more than one lead and discuss with reading partner and teacher which lead makes the most sense. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process. Begin revising drafts adding dialogue that is meaningful and replacing dialogue that does not advance the story. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process. Begin revising drafts adding endings that match the anchor charts and are satisfying to the reader. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process.	

		Session 9: Grounding Dialogue in Scenes Discuss as a class how dialogue is used within a scene. It should ground the scene, show action, and give the reader an understanding of space and time. https://youtu.be/Ax-GQCgBOEI (Adding Dialogue) With writing partner, students should look at the class story about Esmerelda. Discuss where dialogue can be used or eliminated to make the story effective. Write down your ideas and report back after 5-10 minutes. **Session 10: Writing Endings that Make Readers Swoon** Discuss what happens when stories, movies, or games end in a disappointing fashion. With writing partners, discuss what makes a good ending. Use the anchor chart in the Teacher's Guide to discuss good endings. Read aloud Dragons Love Tacos for emphasis on what makes a reader "swoon." View a video of the ending of, "Harry Potter and the Sorcerer's Stone" Discuss how it meets the idea of a satisfying ending with the class.		

		With writing partner, come up with two endings for the Esmerelda story. Report back.		
Bend 3: 10-14 days OPTIONAL	-critique writing using a checklist for elements and grammar -construct a version of narrative using symbolism and imagery -examine the importance of rhythm in sentences -infer the tone and mood of drafts of realistic fiction	**Session 11: Reading Drafts like Editors** Discuss and examine the given writer's workshop checklist found within the Teacher's Guide. Teacher should explain each section and students should be able to ask questions and respond to comments. Read aloud <u>Eat, Shoots and Leaves</u> with students for emphasis on punctuation when writing and editing. With writing partner, students should use the checklist on the class Esmerelda story. Each group should receive a different item whether it be overall, lead, transitions, endings, or organization for focus. After about ten minutes, students should report back and a discuss regarding the revisions that need to be made should be the focus. **Session 12: Revision:** Weaving in Symbolism and Imagery to Bring Out Meaning Teacher will introduce writing by discussing symbols used in past or current stories that students know. Class discussion should center on how symbolism and imagery adds a layer to the story.	Students will revise their draft with the focus on the writer's checklist. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process. Students will revise their draft with the focus on adding symbolism and imagery. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process. Students will revise their draft with the focus on rhythm and sentence structure. Use the mini-lesson and discussion	• RL.TE.7.1 • RL.CI.7.2 • RL.CI.7.3 • RL.VT.7.4 • RL.TS.7.5 • RL.RR.7.10 • W.NJ.7.3 • W.PD.7.2 • W.WP.7.4 • W.RE.7.5 • SL.CC.7.1 • SL.CC.7.2 • SL.PK.7.4 • L.KL.7.1 • L.KL.7.2 • L.KL.7.3 • L.VI.7.5 • L.VI.7.6

	-describe items and events in the draft of realistic fiction -edit realistic fiction for grammar and spelling -redraft writing through, checklists, symbolism and imagery, rhythm, intent, mood, and sentence structure -produce a completed realistic fiction piece.	Using the Esmerelda class story as a model, teacher should demonstrate how to add symbolism to a story. This should be done through thinking out loud and showing as a whole group. With writing partner, students should use the excerpt from the Teacher's Guide and practice adding imagery and symbolism with the story. **Session 13: Conducting the Rhythm of Language** Play the instrumental versions of popular songs Turn and talk about the rhythm of each song. Explain how sentences should almost flow like a beat with differences in rhythm and tone. That's what make a good story. Model using the class Esmerelda story how to change sentence length in order to help the rhythm of the story. With a writing partner, students should try it with a section of the class story as well. **Session 14: Using Mentor Texts to Help Match Authorial Intent with the Page** Discuss and revisit the idea of tone and mood through a brief discussion. Using those ideas, students should focus on "13 and a Half" and reread the section looking at it through the lens of tone and mood.	with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process. Students will revise their draft with the focus on mood and tone. Students should incorporate or embellish on scenes in order to give the reader a change to make a connection with the story. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process. Students will revise their draft with the focus "tightening sentences." Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support	

		Students should annotate while reading “13 and a Half.” With a writing partner they should discuss the different emotions and feelings experienced when reading the piece and where these were located. **Session 15: Economizing on the Sentence and Word Level** Teacher models how to produce writing that is focused and has enough detail without being too descriptive or not descriptive enough. The excerpt from the “Teacher’s Guide” should be used to model or Creepy Carrots for emphasis on who is your audience. With a writing partner, students should “tighten” the writing of the given excerpt from the Teaching Guide. Students will report back revisions. **Session 16: Editing with Lenses and Independence** Students should look around the room for 10 seconds. After that, they will be asked to write down everything they just noticed in their writer’s notebook. They will repeat this exercise using the lenses of literature, furniture, and people. In writing partners, pair with another grouping and discuss the lenses you use when editing your stories.	through the process. Students will edit their stories with the focus on lenses of punctuation, tense, and spelling. Use the mini-lesson and discussion with writing partner to anchor your writing. Students will conference with teacher and writing partner for support through the process.	

		Students should be given the exemplar from the Teaching Guide and use the idea of lens to edit the work. Share with the class.		

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education & 504 Plans

- Provide highly structured graphic organizers for story arcs and character development profiles.
- Allow speech-to-text dictation tools during the drafting phase to reduce the physical burden of typing.
- Breakdown multi-step writing prompts into small, manageable daily check-points and benchmarks.
- Shorten the final length requirement of the creative story while maintaining core plot elements.
- Supply pre-written sentence frames and starters specifically tailored for crafting realistic dialogue.

English Language Learners (ELL)

- Use visual plot-mapping tools and picture-based brainstorming cards to generate seed ideas.
- Pair students strategically with language peers to practice speaking and reading dialogue aloud.
- Integrate translation extensions and bilingual dictionaries for word choice and syntax translation.
- Provide anchor charts illustrating idioms, colloquialisms, and common dialogue formatting punctuation marks.

- Focus editing on one specific target area at a time rather than correcting all grammar.

Gifted & Talented Students

- Challenge students to experiment with non-linear storytelling structures like flashbacks or dual timelines.
- Require the integration of advanced literary devices such as extended metaphors or unreliable narrators.
- Have students analyze and mimic the unique syntax style of a professional mentor author.
- Direct students to write from multiple narrative perspectives within the same realistic fiction story.
- Task students with designing a digital companion media piece or trailer for their completed story.

Suggested Technological Innovations/Use

- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ED.3: Develop a solution to a problem given a specific set of constraints or criteria.

Suggestions for use:

- Utilize Google Docs to facilitate peer review feedback, allowing students to insert digital comments directly onto classmates' mini-papers and drafts.
- Leverage collaborative digital workspace tools like Padlet to collaboratively map out character flaws, motivations, and story arcs.
- Provide speech-to-text extensions and text-to-speech tools to support diverse reading fluency, vocabulary mapping, and drafting capabilities during independent writing.

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

- 9.4.8.CT.2: Develop combinations of interventions and solutions to mitigate a problem in a system.
- 9.4.8.CT.1: Evaluate available resources and determine a course of action to solve a problem.
- 9.4.8.CI.3: Examine challenges that may exist in the alternate solutions and propose pathways for

additional ideas.
- 9.4.8.CI.4: Explore the role of diversity and inclusion in personal and professional contexts.

Suggestions for use:

- Coordinate peer feedback sessions in Google Docs where students use compromise and consensus to evaluate alternate solutions for structural plot holes or weak dialogue.
- Analze how diverse cultural, gender-specific, and generational perspectives influence how characters handle conflict in realistic fiction.
- Have students pitch multiple narrative solutions for a character's core dilemma to explore how different choices create distinct systemic consequences within a story world.
- Challenge students to create self-assessment tracking profiles to evaluate how personal productivity and daily goal-setting behaviors impact their writing process timeline.
- Connect narrative story themes to global issues by prompting students to write stories where characters must design solutions to discuss real world societal or system problems.

Writing Unit 2: Writing About Reading: From Reader's NB to Companion Books

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

Summary of the Unit

This Unit designed to transition students from research-based informational writing to analytical literary writing. Operating through a writer's workshop model, the curriculum guides students in using a variety of mentor texts and mini-lessons to move their thinking from concrete text observations to abstract interpretations. Students learn to decode deeper thematic meanings, isolate complex character relationships,

track motifs, and evaluate text structures such as flashbacks or shifts in narrative perspective.
The unit begins with a planning and drafting phase where students analyze short stories, engage in structured close-reading, and utilize visual graphics like character maps, timelines, and setting collages to expand upon raw notebook entries. The second phase dedicated to deepening literary analysis and creative expansion, tasking students with evaluating an author's craft, writing about symbolism, and drafting original fan fiction scenes that mimic the perspectives of secondary characters.

Enduring Understandings

- Comprehensive literary analysis relies on balancing concrete textual details, such as quotes and character interactions, with abstract interpretations of theme and symbolism.
- Thorough planning, structured note-taking, and drafting are required to organize and sustain an extended multi-chapter analysis.
- Authors deliberately manipulate text structures, such as flashbacks and inside perspectives, to shift narrative mood, reveal character motivations, and deepen thematic impact.
- Composing fan fiction or alternative scenes allows writers to explore different character viewpoints, demonstrate text mastery, and clarify the core messages of a novel.
- The goal of a companion book is to decode hidden text layers, making a novel's deeper, underlying truths clear and engaging for other readers

Essential Questions

- How do writers use visual tools like diagrams, timelines, and character maps to unearth hidden patterns and abstract meanings within a story?
- What strategies can an author use to push past simple plot summaries and fully explain complex critical thinking in writing?
- How do drafting and revision techniques help a writer weave symbolism and interior monologues seamlessly into a literary analysis?
- In what ways can a writer use fan fiction and alternative perspectives to challenge or expand a reader's understanding of the original text?
- How does a writer craft an analytical companion book that keeps the audience emotionally and

intellectually invested from beginning to end?

Summative Assessment and/or Summative Criteria

Required: Session 16: Final Edits and a Celebration

Using the sessions and mini-lessons taught throughout the unit, students will compose a companion book piece for publication. The companion book should encompass elements such as important symbols, themes, and character development and how these elements are significant to the deeper meanings of the novel. The writing piece should be typed and put into the student's writing portfolios within the Google Drive

Resources

Core Text/Teacher

Optional and as a Guide: Writing about Reading: From Reader's Notebooks to Companion Books: Audra Kirschbaum Robb

Mentor Texts

"The Stolen Party" : Liliana Heker

"Cemetery Path":

Various novels from the 7th grade Language Arts Literature Curriculum

The Hunger Games Companion: *The Unauthorized Guide to the Series*: Lois H. Gresh

The Divergent Companion: The Unauthorized Guide to the Series: Lois H. Gresh

The True Story of the Three Little Pigs: Jon Scieszka

Music:

“Roar” Katy Perry

“This is Me” The Greatest Showman

“Count on Me” Bruno Mars

“Fix You” Cold Play

Websites:

Conflict: https://edpuzzle.com/media/605cb3e5327d174239538dc2

Study Sync Writing Units 2, 4, 5, and 6 can be used in Conjunction

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
	-record abstract elements of a	**Session 1: Writing about Reading with Voice and**	**Companion book can be	• RL.TE.7.1 • RL.CI.7.2 • RL.CI.7.3 • RL.VT.7.4

Bend 1: Planning and Beginning to Draft Companion Books 2-3 Weeks	read aloud -analyze a character's inner thoughts through discuss and note taking -evaluate a note taking strategy within groups -develop a map, timeline, or image of a scene -develop a character and setting descriptions that describe the webs and setting maps created. -demonstrate understanding	**Investment** Listen to a reading of "Cemetery Path" or "The Stolen Party." During the reading, take notes that grasp the more abstract elements of the story. Create a chart or diagram, have a conversation with one of the characters, or write a character's potential inner thoughts. Meet in groups and discuss which note-taking strategies were used throughout the lesson. Discuss the effectiveness and ineffectiveness of each strategy. **Session 2: Using Graphics to Think and Rethink about Literature** Other note-taking strategies can be used to analyze literature. Notes can be color coded or contain symbols to mark important information within literature. Writing is not the only option for effective note-taking. Create a character map, a timeline, or an artistic representation of an important scene in the story. Reread the mentor text and take notes on the story using one of the "innovative note-taking strategies." Focus on elements such as symbols, themes, and character relationships. **Session 3: Thinking Big, Thinking Small: Ideas and**	adapted in many ways. The basis of this curriculum will be through Google Slides but can be changed through teacher discretion. **** Select a note-taking strategy that you believe to be the most effective. Detail the steps of the strategy and how this strategy will be applied throughout the unit. Slide: Character Maps: Select three characters	• RL.TS.7.5 • RL.MF.7.6 • RL.RR.7.10 • W.AW.7.1 • W.IW.7.2 • W.NJ.7.3.C • W.PD.7.2 • W.WP.7.4 • W.RE.7.7 • W.WP.7.8 • SL.CC.7.1 • SL.CC.7.2 • SL.CC.7.3 • SL.PK.7.4 • L.KL.7.1 • L.KL.7.2 • L.KL.7.3 • L.VI.7.6

	of abstract elements using novels -critique writing for concrete details -elaborate on inner thoughts of characters -illustrate your favorite scene from your companion book choice -write a description of the scene illustrated and why it is important to the novel. -analyze the main plot events of	**Specifics** Revisit recent entries in the writer's notebook. Select one entry that discusses concrete details of the novel (e.g., character relationships, quotes, specific events, etc.). List three ways to move toward discussing the more abstract elements of the novel. **Session 4: Explaining Thinking** With a partner, find and entry where the writer's thoughts were not explained. Partner 1 should explain his/her thoughts to Partner 2. Partner 1 should say a whole paragraph worth of thoughts. Partner 2 will then explain his/her thinking to Partner 1. Return to an entry that was already written and work on elaboration and expanding thoughts independently. **Session 5: Close Reading and Analytic Writing** Use "The Cemetery Path" or"The Stolen Party" to analyze how story elements are connected. Write a one page entry on two of the following: how characters respond to a certain event, how characters react to setting, how a character feels/acts at different points of the plot, examine settings at different points of the plot, how characters feel/act in different settings. With a partner, list three different connections between story elements and the characters and explain how these	from your novel and create a web regarding the traits demonstrated by the characters throughout the novel. Slide: Character Descriptions: Using the character web maps created already, write a 3-4 sentence summary of characteristics and important things about each character that was selected. Slide: Setting Maps: Select two scenes from your novel and create a collage of pictures that	

	novel to show character development -describe different types of relationships with in the novel and the importance of which they each hold. -write about major themes within the novel -analyze passage to determine themes -justify the emotions and moods felt by characters within a novel -describe scenes around	connections affect the companion book novel. **Session 6: Letting the Book Teach You How to Respond** Create a class chart that maps character emotions and reader reactions throughout "The Stolen Party." Discuss the potential strategies that could be used to overcome challenges a writer may face while reading a complicated story. (e.g., timeline or T-chart that traces character emotions/reader reactions throughout the story, a web that displays character relationships, detailed sketches of important scenes, a "pressure map" that traces a character's sources of pressure. **Session 7: Working Toward a Companion Book** Create a class table of contents for the teacher's model. Include important elements such as character relationships, important settings, and important symbols. Present a review of them and use the review to enter into a group activity where passages are read in groups and students identify the theme. Present a mini lesson on mood and identify mood through music lyrics. Review Conflict through Ed Puzzle:	would show the various settings in the book. Slide: Setting Descriptions: Using the Setting Maps from the previous lesson, write a 3 -4 sentence summary of each setting that was selected. Slide: Create 3 scenes that are important to the novel. Illustrate or create using Storyboard That. Slide: Explain how the characters respond in each scene, how they act	

	pivotal moments and conflict -construct a table of contents for companion book. -judge through examples why certain ideals are used within a companion book -	https://edpuzzle.com/media/605cb3e5327d174239538dc2 **Session 8: Incorporating Evidence from the Text as a Means to Elaborate** Use *The Hunger Games Companion Book: The Unauthorized Guide to the Series* as a guide for writing a companion book. Examine an excerpt from chapter 3 "Hunger: Starving in the Districts." With a partner, examine why Lori Gresh chose to write about hunger in the Districts. **Session 9: Reflection and Goal-Setting Using the Information Writing Checklist—and a Mini-Celebration** Review the Information Writing Checklist. Focus on the section regarding introductions. Return to the drafts to redraft/revise the introductions of each chapter that has already been composed. If the chapters do not have introductions, begin composing an introduction for each chapter	and how they feel. Why is the scene important? Slide: Use the close reading to identify three different character relationships. Write 4 -5 sentences about the dynamic of each and discuss the importance of those relationships to the story. Slide: Write a one page entry that examines a major theme of the novel. Discuss what the theme is and what message about the theme the author is trying to	

			convey. Slide: Write about two moods that were present in the novel. Why were they important? How did they change? Slide: Write about at least three conflicts within the novel that were pivotal in the companion book novel. Focus on how these scenes will affect the characters and the remainder of the novel. Compose a table of contents for the companion book novel.	

			Focus on important story elements such as character relationships, symbols, themes. Begin drafting the companion books for the independent or whole class novel. Each chapter should be at least 1 ½-2 pages typed. By the end of session 9, all slides above should be created and ready to be revised, edited, and added to.	
Bend 2: Writing to Deepen Literary Analysis	-examine a short story for author's craft	**<u>OPTIONAL DEPENDING ON LEVELS:</u>** **Session 10: Reading Like Writers—and Writing about It** Reread the first few lines of "Cemetery Path" or "The Stolen Party." With a partner,	**Optional Slide:** Create a chapter about author's craft for the companion book. Analyze an author's choices by	• RL.TE.7.1 • RL.CI.7.2 • RL.CI.7.3 • RL.VT.7.4 • RL.TS.7.5

2-3 Weeks	-apply the concept of author's craft to companion book draft -analyze song lyrics for symbolism and apply ideas to companion books -define symbolism through Google Slides presentation -identify the meaning behind popular symbols through group activity -explain symbolism with the original novel to show deeper meaning	determine why the author chose to incorporate so much inner thinking in her writing. As a class, review certain goals that writers aim toward in order to convey meaning and purpose in their writing (e.g., provide context/background information, introduce the characters, show character motivation, stir empathy within the reader, create the setting, build a mood, establish the conflict, raise the stakes, build suspense, make readers predict future events, support the theme, show the resolution). **Session 11: Writing about Symbolism in Texts** Present a review of symbolism and use the review to enter into a group activity where pictures are shown to group and students identify what it could stand for. **<u>OPTIONAL DEPENDING ON LEVELS:</u>** **Session 12: Analyzing Structure in a Text** Reread the first few lines of "The Stolen Party." With a partner, discuss why the author may have chosen to incorporate a flashback in the beginning of the story. Show the clip from *Harry Potter and the Sorcerer's Stone* that shows Harry's arrival at his aunt and uncle's house after his parents were killed. Jot down thoughts as to **why** the	asking "**WHY** did the author use [certain technique] in this particular way, in this text? How does this choice affect the characters and the novel? Slide: Select a symbol seen in the beginning of the chosen companion book novel. Complete a one page entry discussing the deeper meaning of the symbol, how the deeper meaning is seen in the novel, and why this symbol is significant to the novel. Be sure to include at least one piece of properly cited textual Use the Information Writing Checklist to set a goal for elaboration and craft in at least two chapters of the companion book. Find a scene that is hinted at in the	• RL.MF.7.6 • RL.RR.7.10 • W.IW.7.2 • W.NJ.7.3 • W.PD.7.2 • W.WP.7.4 • W.RE.7.5 • W.RE.7.7 • W.WP.7.8 • SL.CC.7.1 • SL.CC.7.2 • SL.PK.7.6 • L.KL.7.1 • L.KL.7.2 • L.KL.7.3 • L.VI.7.6

	-determine the importance and placement of flashbacks within stories -develop an imaginative section of the companion book regarding fanfiction or elaborating on the ending of stories -produce chapters of the companion book using checklist -distinguish how different people see and are involved within the same scene -revise companion chapters to	flashback was incorporated into the film **Session 13: Writing *Inside* the Story: Improvisations and Fan Fiction** With a partner, write a short scene about what may have happened the day before the party in "The Stolen Party." Imagine Rosuara and Luciana are at Luciana's house doing their homework and discussing the party. Use *The Real Story of the Three Little Pigs* as a mentor text to show how fan fiction can be told from another character's point of view. **Session 14: Writing Inside Perspectives** Show a clip from the television sitcom *Modern Family* that shows a family conflict. Jot down what each character is thinking in this scene and how that information is revealed to the audience.	companion book novel. Create a chapter in the companion book containing this fan fiction scene. Be sure to incorporate techniques of writing realistic fiction from Unit I of Writer's Workshop. Revise the fan fiction scenes drafted in Session 13 to include inner thoughts and perspectives of the characters in the scene.	

	incorporate all lessons			

Suggested Modifications for Special Education, ELL and Gifted Students

Special Needs and 504

- Provide highly structured graphic organizers for character webs, setting maps, and timeline creation.
- Shorten required lengths for chapter drafts while maintaining the core focus on textual evidence analysis.
- Repeat and clarify all instructional steps during peer workshops and independent drafting periods.
- Schedule frequent teacher-student check-in conferences to formatively assess conceptual understanding.
- Allow preferential seating arrangements during collaborative literature circles and group activities.
- Use Study Sync Scaffold

English Language Learners

- Allow extra processing and expression time during full-class literary discussions.
- Pair students strategically with supportive peers or language partners during collaborative tasks.
- Incorporate audio recordings and text-to-speech tools for mentor texts whenever applicable.
- Use visual anchor charts to clearly define abstract literary terms like symbolism, flashback, and theme.
- Provide sentence frames for citing textual evidence properly within companion chapters.
- Use Study Sync Scaffold

Gifted and Talented

- Challenge students to compose an extensive "Author's Craft" chapter analyzing complex structural choices.
- Require the integration of multiple, intersecting symbols to trace a central theme across a text.
- Task students with writing a fan fiction scene that mirrors an advanced, non-linear text structure.
- Have students analyze and critique professional unauthorized companion guides to establish higher-level writing metrics.

Suggested Technological Innovations/Use

- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ED.3: Develop a solution to a problem given a specific set of constraints or criteria.

Suggestions for Use:

- Utilize Google Docs to facilitate peer review feedback, allowing students to insert digital comments directly onto classmates' literary analysis drafts and mini-papers.
- Use multimedia presentation tools like Google Slides to host and compile final companion book chapters, mapping plot devices and character evolution digitally.
- Leverage visual graphic programs like Canva or Storyboard That to illustrate key text scenes, setting maps, and interactive character trait webs.
- Deploy interactive data platforms like Kahoot! or Quizizz to check for understanding on abstract concepts, plot details, and literary device definitions.
- Embed comprehension and annotation checks into videos using Edpuzzle to review foundational plot dynamics and conflicts.
- Stream media clips on YouTube to serve as audio-visual mentor texts when introducing structural elements like flashbacks or diverse perspectives.
- Implement Achieve 3000 to deliver leveled text pathways, strengthening background knowledge and reading comprehension during the research and planning phase

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

- 9.4.8.CT.2: Develop combinations of interventions and solutions to mitigate a problem in a system.
- 9.4.8.CT.1: Evaluate available resources and determine a course of action to solve a problem.
- 9.4.8.CI.3: Examine challenges that may exist in the alternate solutions and propose pathways for additional ideas.
- 9.4.8.CI.4: Explore the role of diversity and inclusion in personal and professional contexts.

Suggestions for use:

- Use collaborative workspace tools to analyze conflicting character viewpoints and map diverse cultural, gender-specific, and generational perspectives.
- Deploy digital portfolio tools like Google Sites to track student writing growth and self-assess individual productivity goals.
- Leverage project management boards like Padlet to divide group tasks, manage drafting deadlines, and practice compromise and team consensus.
- Implement cloud communication tools like Google Meet to practice oral presentations and receive peer feedback from diverse classroom audiences.
- Use collaborative presentation platforms like Google Slides or Canva to co-author fan fiction scripts that require shared decision-making and group problem-solving.

Writing Unit 3: The Art of Argument

Content Area: **Language Arts**
Course(s):
Time Period: **3rd Marking Period**
Length: **about 6 weeks**
Status: **Published**

Summary of the Unit

This unit is designed to build a foundational understanding of argumentative writing through a writer's workshop framework. The curriculum immerses students in research-based writing, interactive debates, and

critical text analysis to help them establish clear positions and formulate focused, claims. Students explore ethical dilemmas, weigh evidence, analyze varying cultural perspectives, and evaluate logical fallacies to strengthen their rhetorical arguments on local and global issues.
The unit begins with an introduction to argument mechanics, where students define ethics, debate themes in mentor texts, and learn foundational vocabulary like caucus, claim, and rebut. Students then spend 2 weeks researching a core topic, where they practice framing evidence, maintaining a formal tone, and analyzing sources with a critical eye. The next sections focus on coalition groups and subtopics, introducing counterarguments and rhetorical strategies. The unit concludes with a phase where students refine their claims and publish final papers

Enduring Understandings

- Establishing, supporting, and maintaining a clear, evidence-based position is the foundational cornerstone of effective argumentative writing.
- Utilizing focused subtopics, precise qualifiers, and formal tone elevates an argument from a basic opinion into a well-crafted piece of rhetoric.
- Anticipating counterarguments, addressing logical fallacies, and exploring diverse global viewpoints are necessary to validate and strengthen a writer's stance.
- Strengthening a claim requires balancing concrete research with critical analysis, ensuring quotes are tightly curated, properly cited, and contextualized.
- Writing an argument serves a real-world purpose by allowing individuals to act as digital advocates and influence meaningful social issues.

Essential Questions

- What strategic methods must a writer to introduce a claim, frame supporting evidence, and maintain a formal tone?
- How does evaluating counterarguments and identifying logical fallacies prevent an essay's foundation from collapsing?
- In what ways does investigating diverse cross-cultural, generational, or global perspectives enhance a writer's critical thinking?
- How can authors use precise qualifiers to refine a radical viewpoint into an attainable, persuasive

position?

Summative Assessment and/or Summative Criteria

Required: Using the sessions and mini-lessons taught throughout the unit, students will compose an argumentative piece for publication. The piece should be a minimum of 1- 2 pages typed in length. It should encompass all the elements taught in the mini-lessons and provide a deep understanding of argumentative writing. The writing piece should be typed and put into the student's writing portfolios within the Google Drive. A celebration should be help where students can share their published pieces with the class.

Resources

Core Text/Teacher:

The Art of Argument: Research-Based Essays: Lucy Calkins, Kelly Boland Hohne, Annie Taranto

Mentor Texts

The Giving Tree: Shel Silverstein (530)

Red Light Camera Saves Lives

Optional Texts

The Day the Crayons Quit: Drew Daywalt (740)

Eats, Shoots and Leaves: Lynne Truss (380)

Oh, Rats: Albert Marrin (960)

Girls Think of Everything: Catherine Thimmeah (960)

Articles:

“Listening to Wisdom from a 10-Year Old Son about His Head Injury”

Essays:

Get Off That Couch and Play

Websites:

https://www.icivics.org/games/argument-wars

Videos:

“The Art of Debate”: THNKR https://www.youtube.com/watch?v=LesGw274Kjo

“Flavored Milk: Tasty Nutrition:” Midwest Council

“The Puzzle of Motivation:” Dan Pink’s TED talk

“How to Write An Argumentative Essay”https://www.youtube.com/watch?v=-lzGy5gizKg&feature=emb_title

Supplemental:

Ethical Dilemmas

Graphic Organizer

The Game Jenga

Study Sync Units 3, 5, and 6 can be used in conjunction

Unit Plan

Topic / Selection/ Time Frame	General Objectives	Instructional Activities	Benchmark / Assessments	Standards
Intro to Argument 1 Week	-define and determine what ethics means in the world today -posed with different ethical dilemmas students will decide how they would react. -analyze various videos for good argument writing -justify your end of a class debate	Discuss the meaning of ethics and how ethical dilemmas are pertinent in everyday life. Posed with examples of ethical dilemmas student will discuss what they would do. Working cooperatively choose 2-3 dilemmas and discuss them with your group. Use the following website in order to introduce argument essay writing. This website provide an online tutorial on how arguments are created and executed. https://www.icivics.org/games/argument-wars Video: https://www.youtube.com/watch?v=-lzGy5gizKg&feature=emb_title	Present both sides of one ethical dilemma chosen in order to show the importance of argument and the art of crafting a debate. Conduct a class debate after reading "The Giving Tree" to the class. Students should choose a side and orally present a whole class debate with the teacher as the judge	• RI.TE.7.1 • RI.MF.7.8 • RI.MF.7.9 • SL.CC.7.1 • SL.CC.7.3

	-	View the video: “The Art of Debate” https://www.youtube.com/watch?v=LesGw274Kjo and take notes regarding the process of debating Read aloud “The Giving Tree” to the class. Prep students before reading that they should be forming a debate whether they feel the tree is strong or weak. Students should also be introduced to terms for debate such as caucus, rebut, and claim.		
Bend 1: Creating and Developing Meaningful Stories and Characters 2 Weeks	-determine the pros and cons of arguments and understanding of peoples sides. -analyze a model debate -formulate a position on a debate topic -evaluate an argument through a short story -devise an argument in response to a point of view	**Session 1:Weighing Evidence to Form Considered Positions** Introduce the idea of arguing as a universal event in everyone’s life. Turn and talk with your writing partner about an argument that you had recently. Use this to segue into the topic from the Teacher’s Guide: Should kids be involved in competitive sports? Research the topic pay attention to the different sides that people take on the topic. Use graphic organizers to keep notes together. Reference the articles, “Listening to Wisdom from a 10-Year Old Son about His Head Injury” Model how notes should be taken on a Pro, Con, and Other Chart. Use Post-Its to have the kids place the evidence under the correct columns during the mini-lesson. **Session 2:Take Your Argument into a Scrimmage: Debating to Test and Strengthen a Position** Model a mock debate between the teacher and idly another staff member. The topic can be of your choosing but the	In writer’s notebook, students should read “Get off the Couch and Play.” Notes should be taken on the Pro and Con side of competitive sports and put into their notebook in the same way that it was modeled. Students will conference with their writing partners and their teacher for support through the process. In writer’s notebook, students should draft their position. This will help in the debate process in order to help the students feel comfortable with concrete facts. Students	• RI.TE.7.1 • RI.MF.7.6 • RI.MF.7.8 • RI.MF.7.9 • RI.RR.7.10 • W.AW.7.1 • W.PD.7.2 • W.WP.7.4 • W.RE.7.5 • W.RE.7.6 • W.RE.7.7 • SL.CC.7.1 • SL.CC.7.2 • SL.CC.7.3 • SL.PK.7.4

	-cite evidence correctly -revise and reframe evidence -sort through evidence to determine the correct format -assess a mentor text for the ability to keep the reader engaged when citing evidence. -revise evidence based on engagement of the reader. -define and list items that could be sub topics for your argument -produce a final draft of argument essay	Teaching Guide suggests debating over reading comics during reading workshop. Students should take notes with their writing partner about moves they noticed. Turn and talk with a partner about what was noticed during the mock debate. Teacher should circulate the discussions. Students should report back answers to class and discuss anything questionable. Students will be divided up into two groups. For competitive sports and against. They should caucus with their group in order to discuss their position. Further discuss the importance of a strong position by reading The Day the Crayons Quit. Discuss with the class the details of each crayons argument and record them on a chart. **Session 3: Bam! Bolstering Positions by Adding Relevant Evidence (This will take multiple days.)** Review orally what it means to frame evidence. Look for answers like, “adding quotes,” “summarizing points,” “put the page number where the evidence is,” or “cut quotes to only the important parts.” With a writing partner, conference regarding their argument draft. Look for areas that need better framing of evidence and point them out to respective partners.	will conference with their writing partners and their teacher for support through the process. In response to the crayons from The Day the Crayons Quit, write a letter as Duncan to rebut the crayon’s arguments. This should be done on Google Classroom as part of their online yearly portfolio. In writer’s notebook, students should work on revising with a lens for framing evidence. Students will conference with their writing partners and their teacher for support through the process. In writer’s notebook, students should continue work on revising with a lens for keeping the reading	

		Provide guidelines on the correct way to cite evidence **OPTIONAL: Session 4: Stay with Me Now: Balancing Evidence with Analysis** With writing partner, review citations that were difficult to write in the correct format. Model using Oh Rats or Girls Think of Everything on how to keep the reader with you when arguing your point. Using the Teacher's Guide example model a walkthrough with the students. With a writing partner, students should use the walkthrough model to do the same for their essay. **OPTIONAL: Session 5: Taking Stock** Students and teacher will define the term subtopic and begin to generate a list of subtopic that they are interested in exploring further. They should be related to the argument essay they are finishing. With a writing partner, use the Argument Writing Checklist to assess their current essay.	with their argument. Students will conference with their writing partners and their teacher for support through the process. In writer's notebook, students should work on their final draft of their current essay. This will lead into the subtopics essays to come. Students will conference with their writing partners and their teacher for support through the process.	

Bend 2: 2 Weeks	-evaluate subtopics listed about a particular issue -plan out how information should be organized in subtopics -develop a claim based on an argument topic -critique a sample model with a critical eye and apply it to their own essay -debate small topics within groups to strengthen positions -compose an introduction to an introduction essay -define a counterargument	**OPTIONAL if Session 5 was done: Session 6: Forming Coalition Groups** Discuss the teaching point that the take of studying a particular topic, relates to the idea that students need to clarify the focal question or subtopic. On their own, students should write down in their writer's notebook subtopics about the competitive sports issue. Students will share and teacher should create a chart in which all subtopics are recorded. Working in their coalition groups, or subtopic groups, students will discuss with other groups members how the research will be done and how the information should be organized. Teacher should provide articles on the subtopics. They can use the examples of organization and developing topics from the Teacher's Guide. **Session 7: Bringing a Critical Perspective to your Research** Watch the video, "Flavored Milk: Tasty Nutrition" Students should make note on the conversations and how the information is presented. A brief class share should follow the video. Choose one topic that a group is researching and model for the class how to read with a critical eye. In partners divide yourself into jobs and use the example from the Teacher's Guide for the activity. One person will ask, "Who wrote this? What's the person's role, and what might he stand to gain from taking this position on the issue?" The other person will	OPTIONAL is Session 5 was done: In writer's notebook, students should work on developing their claim based on their subtopic. This will lead to the type of research and direction of the paper. Students will conference with their writing partners and their teacher for support through the process. In writer's notebook, students should work on critiquing their own evidence in the same way we practiced as a class. This will lead to the type of research and direction of the paper. Students will conference with their writing partners and their teacher for support through the process. In writer's notebook, students should draft their position. This will help in the debate	• RI.TE.7.1 • RI.CI.7.2 • RI.IT.7.3 • RI.VT.7.4 • RI.TS.7.5 • RI.MF.7.6 • RI.MF.7.8 • RI.MF.7.9 • RI.RR.7.10 • W.AW.7.1 • W.PD.7.2 • W.WP.7.4 • W.WP.7.5 • W.RE.7.6 • W.RE.7.7 • W.WP.7.8 • W.WP.7.9 • SL.CC.7.1 • SL.CC.7.2 • SL.CC.7.3 • SL.PK.7.4 • SL.PK.7.6 • L.KL.7.1 • L.KL.7.2 • L.KL.7.3 • L.VI.7.5 • L.VI.7.6

	-produce a draft of an essay with an eye for the counterargument -devise attainable goals for your argument writing -identify through various examples formal and informal tone -revise essay in the lens of tone -present argument essay	think about whether their patterns of evidence in the kinds and the sources of information that has been valued and ignored in the text. **Session 8: Debating to Prepare to Draft** Revisit the idea of debating and review the key ideas and ways in which debating is beneficial and productive. With their coalition groups, students should work within their groups on small debates arguing their topics in order to strengthen their positions. Feedback should be provided not only by the members of the group but also by the teacher. Improvement in skills should be noted. **Session 9: Introducing and Writing Your Argument** Discuss the importance of drafting an introduction before writing the other parts of the paper. Outline the idea that it may need revisions as your paper is written but it helps provide a general basis. After viewing the Teacher's Guide anchor chart, students should look at the example piece of an introduction and discuss with their writing partner where the elements of the anchor chart are present. **Session 10: Self-Assessment with an Eye toward Counterargument**	process in order to help the students feel comfortable with concrete facts. Students will conference with their writing partners and their teacher for support through the process. In writer's notebook, students should draft their argument with a lens toward the introduction. Students will conference with their writing partners and their teacher for support through the process. Students will work on a provided argument from the Teacher's Guide. They are required to annotate and identify the counterarguments and reasons for the argument. In writer's notebook, students should view	

		The teacher will orally review the term counterargument and model examples for the class. Using the Argument Writing Checklist from the Teacher's Guide students should discuss with the reader partner where counterargument is evaluated in their drafts. **Session 11: Studying Author's Craft, Including Rhetorical Devices** With a writing partner, discuss goals that argument writers aim towards and how writers accomplish these goals. Come together and share as a class. Teacher should create a chart outlining the ideas. View a video or clip of "The Puzzle of Motivation." While viewing the clips keep track of other goals to add to the list. Once the video is done, share as a class. **Session 12: When Company Comes: Knowing When and How to Maintain Formal Tone** Review and discuss the idea of tone, especially formal tone using the example regarding how one should behave when company comes over. Teacher should actively model using the Teacher's Guide how to present formally and how one should not. Students should discuss the difference in writing partners and then share out to	their argument and their writing partner's argument with a lens toward the goals and how they accomplish their goals. Students will conference with their writing partners and their teacher for support through the process. In writer's notebook, students should revise their argument with a lens toward the tone. Students will conference with their writing partners and their teacher for support through the process. Students will orally present their argument essays. Students not presenting will use the same checklist to score fellow classmates.	

		the class. With a writing partner, look at the two versions of one argument presented in the Teacher's Guide. Students should annotate at least four things that make the formal one more formal. **Session 13: Celebration: Symposium** As a self-reflection before the presentation, students should use the writing checklist to self-assess their grades.		
Bend 3 1-2 Weeks	-define an activist determine the qualities that one must possess. --analyze close readings for radical views -relate Jenga to building a strong foundation -evaluate evidence when presented different types of claims.	**Session 14: Taking Opportunities to Stand and Be Counted** Discuss the idea of what it means to be an activist. Provide examples such as Nelson Mandela, Martin Luther King Jr, Mother Teresa, Ghandi, Eleanor Roosevelt, or Jimmy Carter. Provide different examples from the Teacher's Guide that discuss Middle School children and how they have made a difference. Confer with writing partners to create a class chart regarding Steps Activists Took to Make a Difference. **Session 15: Revising by Qualifying Your Claim** Discuss the idea of radical views. Provide modeling examples. With a partner, students should be presented with a couple different scenarios and be asked to tell what each radical position would be.	In writing notebook, brainstorm what steps one can take to be an activist regarding their topic. Students will conference with their writing partners and their teacher for support through the process. In writing notebook, brainstorm what qualifiers one can use to enhance their claim. Students will conference with their writing partners and their teacher for support through the process.	• RI.TE.7.1 • RI.CI.7.2 • RI.MF.7.8 • RI.RR.7.10 • W.AW.7.1 • W.PD.7.2 • W.WP.7.4 • W.WP.7.5 • W.RE.7.6 • W.RE.7.7 • W.WP.7.8 • SL.CC.7.1 • SL.CC.7.3 • L.KL.7.1 • L.KL.7.2 • L.KL.7.3

	-develop and understanding of cyberactivism -publish work on a virtual platform.	Define and identify a qualifier while using the examples from the Teacher's Guide to help model **Session 16: Revising with Logical Fallacies in Mind: Evaluating Evidence** Use the game Jenga to discuss a solid foundation. Play a couple of rounds. Discuss with playing group, how important a strong foundation is. Use this example as a bridge to writing discussing how a strong foundation helps build strong writing. With a writing partner, using the example for the Teacher's Guide regarding cell phones, students should rank the claims good, bad, and okay. They need to be able to provide reasoning behind their ranking. Use the logical fallacies chart given to show where each of the provided arguments may fit. **Session 17: Cyberactivism** Discuss as a class different avenues in which their writing can be viewed virtually. (i.e Twitter, Blogger, Animoto, PowToons, Vine, Instagram, etc) (12,16) With a writing partner, discuss what the best avenue would be for the students writing	In writing notebook, revise your argument reasons where the foundation is not strong. Students will conference with their writing partners and their teacher for support through the process. Publish student's writing piece on a virtual platform.	

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education and 504

- Follow all individual modifications outlined in each student's IEP or 504 plan.
- Reduce the required length of written assignments based on specific special needs.
- Provide structured graphic organizers during annotations, group discussions, and mini-paper drafting.
- Schedule frequent teacher-student conferencing periods to check formatively for understanding.
- Repeat and clarify all instructional steps and project directions.
- Allow preferential seating within collaborative workgroups and the whole-class environment.
- Modify the final summative assessment criteria to reflect the appropriate ability level of the student.

English Language Learners

- Allow additional processing and expression time during full-class discussions and debates.
- Permit students to select a preferred peer partner or strategically assign a comfortable working partner.
- Integrate audio tools and text-to-speech recordings for mentor texts whenever applicable.
- Use visual anchor charts to illustrate key debate terminology like claim, counterclaim, and logical fallacy.
- Provide pre-written sentence frames for structuring formal rebuttals and citing evidence.

Gifted and Talented

- Challenge students to evaluate evidence sources by analyzing author bias, intent, and systemic funding.
- Require the integration of multiple, intersecting logical fallacies to critique and analyze a model debate.
- Task students with writing an advanced argument that balances a radical viewpoint with complex qualifying claims.
- Have students design a fully functional multi-media digital platform campaign to execute their cyberactivism goals.

Suggested Technological Innovations/Use

- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

- 8.2.8.ED.3: Develop a solution to a problem given a specific set of constraints or criteria.

Suggestions for use:

- Google Documents: Conduct peer reviews by leaving direct digital comments and structural suggestions on classmates' mini-papers and argument drafts.
- Padlet: Collaborate in virtual spaces to map out Pro vs. Con evidence charts or sort subtopics within argument coalition groups.
- Kahoot! / Quizizz: Run interactive assessments to formatively review debate vocabulary, rhetoric concepts, and logical fallacies.
- Edpuzzle: Embed comprehension checks into multimedia argument models and video examples like "The Art of Debate" to track notes.
- Achieve 3000: Deliver customized, research-based text pathways to gather high-credibility data and build contextual evidence.
- YouTube: Streams media clips,, to analyze author's craft and formal tone.
- iCivics (Argument Wars): Engage with educational gameplay to practice creating claims, framing evidence, and testing positions.

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

- 9.4.8.CT.2: Develop combinations of interventions and solutions to mitigate a problem in a system.
- 9.4.8.CT.1: Evaluate available resources and determine a course of action to solve a problem.
- 9.4.8.CI.3: Examine challenges that may exist in the alternate solutions and propose pathways for additional ideas.
- 9.4.8.CI.4: Explore the role of diversity and inclusion in personal and professional contexts

Suggestions for use:

- Engage students in argument coalition groups where they must use compromise, consensus, and community-building strategies to combine alternate solutions into a cohesive thesis.
- Research a prominent global issue and evaluate how different systemic interventions or solutions can mitigate the problem from multiple angles.
- Conduct interactive debates where students must analyze conflicting data gathered from cross-cultural,

gender-specific, and generational perspectives.

- Use collaborative online spaces to analyze challenging feedback from peers and brainstorm additional pathways to refine persuasive claims.
- Collaborate on virtual digital platforms to publish argument essays, requiring team productivity and effective communication skills across diverse student groups.
- Map out the systemic causes and effects of a local issue to determine the best course of action and resources needed to propose an actionable solution.
- Keep a structured digital reflection log to track individual work goals and evaluate how personal accountability impacts team success during collaborative debates.