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	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	Word Book pg. 2 OR	

	two sounds for s,/s/ and /z/ and two sounds of a (short and long)				tap	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	s, a, j, b, r, h, v, t, f *review days use game found on	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	

	a (short and long)	pg. 23				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/ and /z/ and two sounds of a (short and long)	p, r, a, b, n, g, f, l, h	Word book pg. 2	column 1	/i/ as in itch hit sit hit bit	Word book pg 3 OR Class novel OR	Shuffle the sound cards before each review to ensure that the student is reading each card and not memorizing the sequence of sounds.

						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)	p, r, a, b, n, g, f, l, h How do you spell /k/, 2 ways?	Word Cards Short a (PINK)	column 2	/i/ as in itch pin tin fin sin	Word book pg 130 OR Class novel OR Decodable website text	
3	Sound Cards 1-18	p, r, a, b, n, g, f, l, h How do you spell /k/, 2 ways?	Word book pg 3	column 3	/i/ as in itch lip rim hid sip	Word book pg 4 OR Class novel OR Decodable	

						website text	
4	Sound Cards 1-18	p, r, a, b, n, g, f, l, h	Word book pg. 130	column 4	/i/ as in itch dig dim rig	Class novel OR Decodable website text	

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

Session	1 - Read Sounds	2 - Spell Sounds	3 - Read Words	4 - Spell Words	5 - New Materials	6 - Read Aloud (choose one option)	Notes
Mastery Check	Sound Cards 1-18	b, m, s, p, t, p, l, f, d, n, r, a, j, h, v	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 138	Spelling Test: Word List on LPB pg. 32	None	Every Living Thing Story	

Level 4 - See LPB pgs. 33-36

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

				phrase column 2 bullet point 3 (bad hat)	mop dot on hot pop log	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 sounds of a, i, and o (short and long).	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 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 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	
3	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 How do you spell /k/ two ways?	Word book p. 5	column 3 Phrases mix up both columns but do not separate the word pairs	a, sight words cards 1-2, x, sound card 21, mix tax fox box ax fix	Reading Strip # 5 an # 4 OR Word book p.8 OR Class novel	

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

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

						OR Class novel OR Decodable website text OR PLAY board game with pink, blue, and green word cars mixed	

Level 6 - See LPB pg. 41 - 44

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

1	Sound Cards 1-21 Ask for two sounds for s,/s/ and /z/ and two sounds of a, i, and o (short and long).	o, f, x, a, b, s, m, d, i, h	Word cards short a, o, and i (PINK, GREEN and BLUE mixed)	column 1 Phrases column 1 (Bob got the job.)	Sight word cards 3-5, to, do, is, sound card 22, ay, may, ray, say, pay, day, lay	Reading Strip #6 OR Word book pg 11 OR Class novel OR 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	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	

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

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	Notes

						(choose one option)	
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 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	Word cards PINK, GREEN, and BLUE mixed.	Column 1	Sound Card 23 /u/ as in umbrella. RULE: short u is found at the beginning or in the middle of a	Reading Strip #7 (can use Reading Strips 4-6 as well) Word book pg 13	

		the end of a word?			word. run cup fun mug bug mud	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 a word?	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. 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	Remember to fill in new words for spelling once new material is taught.

						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	i, b, o, x, r, m, a, g How do you spell /k/ two ways?	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	Reading Strip #7 (can use Reading Strips 4-6 as well) Word book	

	found on p. 49 of the LPB.	How do you spell long a at the end of a word?			or in the middle of a word. run cup fun mug bug mud	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 option)	Notes
1	Sound Cards 1-23 *ask for two sounds each of: a, i, o, and	i, d, u, r, o, p, a, x How do you spell long a at the end of a word?	Word cards, short u YELLOW	Column 1 Pick TWO different sentences at bullet point five of the spell words section 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	

	u. The short and the long.	(ay) How do you spell /k/ two ways? (c, k)		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.	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	
2	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)	Word book p. 10	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	Sight words cards 6-8 i, of, and Sound card 24 ee as in feet. meet feed	Reading Strip #8 (can also use 5-7 as well) OR Word Book	

		How do you spell /k/ two ways? (c, k)		next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	seed feet seem deep	p. 16 OR Class novel OR Play Board Game Using word cards PINK, BLUE, GREEN, and YELLOW mixed	
3	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	Word Cards short a, i, o PINK, BLUE, GREEN mixed together	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	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	

		/k/ two ways? (c, k)		you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		OR Class novel OR Play Board Game Using word cards PINK, BLUE, GREEN, and YELLOW mixed	
4	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 book p. 12	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 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	

				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, and YELLOW mixed	
5	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 book p. 14	As many words as possible form ALL columns. 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 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	Remember to fill in new words for spelling once new material is taught.

				avoid using 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, and YELLOW mixed	
6	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)	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 spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using	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	

				the same ones of doing the same pattern.		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 How do you spell long e in the middle of a word? (ee)	Word book p. 15	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	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	

		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.	pet ten red men fed set	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 you spell long a at the end of a word? (ay)	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 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	

				*CAPS method used with sentences		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. *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	Remember to fill in new words for spelling once new material is taught.
4	Sound cards 1-24	o, b, a, i, g, m, u, f	Word book p.14	Column 4	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)		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	
5	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)	Sight Word Card 1-8	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	
6	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	Word Cards ORANGE	As many words as possible *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	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	

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

				the same ones of doing the same pattern. *CAPS method used with sentences		OR Decodable website text	

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

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 Ask for two sounds each of a, i, o, u,	a, e, u, d, i, z, o 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	Sound Card 26 w as in wagon. win wax wet weep wig way	Reading Strip 10 OR Word book pg 22	

	and e (short and long)	How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)		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 27 y as in yolk yes yet yam yip yap	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 long a at the end of a word? (ay)	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 choose to avoid using the same ones of doing the same pattern.	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)		*CAPS method used with sentences.		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, k)	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 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	Remember to fill in new words for spelling once new material is taught.
4	Sound Cards 1-25	a, e, u, d, i, z, o	Word Cards PINK, BLUE, GREEN,	Column 4	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) 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)	YELLOW mixed.	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.	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	
5	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)	Word Book p. 18	Columns 1-2 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 26 w as in wagon. win wax wet weep wig way Sound Card	Reading Strip 10 OR Word book pg 22	

		How do you spell long a at the end of a word? (ay) How do you spell /k/ two ways? (c, k)		next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	27 y as in yolk yes yet yam yip yap	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) How do	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 same pattern.	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	

		you spell /k/ two ways? (c, k)		*CAPS method used with sentences.		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? (ee)	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 same pattern.	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	

		*Ball toss game p. 67 of LPB on review days.		*CAPS method used with sentences.		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 1-27	x, a, y, e, w, o, i, u	Word Book p. 20	Column 3 Pick TWO	Sound Card 28 sh as in shhhh.	Reading Strip 11	

		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.		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.	ship sheep cash wish shut shed	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) How do	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	Sound Card 28 sh as in shhhh. ship sheep cash wish shut shed	Reading Strip 11 OR Word book pg 25 OR	

		you spell long e in the middle of a word? (ee) *Ball toss game p. 67 of LPB on review days.		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 1-27	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	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.	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	Remember to fill in new words for spelling once new material is taught.

		on review days.		*CAPS method used with sentences.		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	

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 Sound Card f	Reading Strip 12 OR Word book pg 28 OR Class novel OR Decodable website text OR	

					Sound Card 12 z puff huff doff cuff buzz jazz fuzz fizz	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. *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.	
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 of a word? (ee)	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 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.	
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) How do you spell long e in the middle	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 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.	
5	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)	Word Book p. 131 Level 12	As many words as possible. Pick TWO different sentences at bullet point five of the spell words		Reading Strip 12 OR Word book pg 28	Remember to fill in new words for spelling once new material is taught.

		How do you spell long e in the middle of a word? (ee)		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 Class novel OR Decodable website text OR Play Board Game using PINK, BLUE, GREEN, YELLOW, PURPLE, ORANGE word cards mixed.	
6	Review Sound Cards 1-28	e, y, sh, i, a, w, o, u How do you spell	Word Cards PINK, BLUE, GREEN, PURPLE, and YELLOW	As many words as possible. Pick TWO		Reading Strip 12 OR	

		long a at the end of a word? (ay) How do you spell long e in the middle of a word? (ee)	mixed	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.	
7	Review Sound	e, y, sh, i,	Word Cards ORANGE	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)		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.	

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? (ee)	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	

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 the end of a word? (ay)	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 sentences.	-ck as in duck pack deck back pick duck lick	Reading Strip 13 Word book pg 32 OR Class novel OR Decodable website text	
2	Sound Cards 1-28	d, sh, u, o, w, i, b	Word Book p.30	Column 2	-ck as in duck	Reading Strip 13	Remember to fill in new words for spelling once new

		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)		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	pack deck back pick duck lick	Word book pg 32 OR Class novel OR Decodable website text	material is taught.
3	Sound Cards 1-28	d, sh, u, o, w, i, b How do you spell /f/ at the end of a word? (ff)	Word Book p. 29	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a	-ck as in duck pack deck back pick duck lick	Reading Strip 13 Word book pg 32 OR	

		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)		pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS		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 /s/ at the end of a word after a short vowel?	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 sentences you choose to avoid using the same ones of doing the	-ck as in duck pack deck back pick duck lick	Reading Strip 13 Word book pg 32 OR Class novel OR	

		(ss) How do you spell long a at the end of a word? (ay)		same pattern. *CAPS		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) How do you spell long a at the end of a word?	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	-ck as in duck pack deck back pick duck lick	Reading Strip 13 Word book pg 32 OR Class novel OR Decodable website text	

		(ay)					

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? (ck) 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 method used with	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 OR Play board game using	

		/k/ two more ways? (c, k) How do you spell /l/ at the end of a word after a short vowel? (ll)		sentences.		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 after a short vowel? (ck)	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.	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 OR	

		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)		*CAPS method used with sentences.		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 you spell /k/ at the end of a word 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 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	Remember to fill in new words for spelling once new material is taught.

		(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	
4	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	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 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	
5	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	Any previous word book page (3-32)	As many words on the word list as possible. 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 queen quit quack	Reading Strip 14 OR Word book pg 34 OR	

		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 found on p. 81 of LPB		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.	quick quill queen quiz	Class novel OR Play board game using word cards PINK, BLUE, GREEN, YELLOW, PURPLE, and ORANGE mixed	

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 /k/ three ways? (k, c, ck) How do	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 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	Reading Strip 15 and any previous reading strip (if time allows) OR Word book pg 37 OR Class novel OR Decodable website text	

		you /f/ after a short vowel? (ff)			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		
2	Sound Cards 1-30	o, x, u, sh, qu, w How do you spell long /e/ in the middle	Word book p. 26	Column 2 Pick TWO different sentences at bullet point five of the	Blend card 1 - st Blend card 2 - sp	Reading Strip 15 and any previous reading strip (if time allows)	

		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)		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.	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 Blend card 5 - sc	OR Word book pg 37 OR Class novel OR Decodable website text	

					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? (ss) How do you spell	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 of doing the same pattern.	Blend card 1 - st Blend card 2 - sp stuck stiff steel stuff stay speed spin spot speck spell Blend card	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)		*CAPS method used with sentences.	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 sweet swim sway swam swish	OR Decodable website text	

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 vowel? (ff)	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 smog snap snip	Reading Strip 15 and any previous reading strip (if time allows) OR Word book pg 37 OR Class novel OR Decodable website text	

					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) How do you spell /s/ after a	Sight word cards 1-10	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	Blend card 1 - st Blend card 2 - sp stuck stiff steel stuff stay speed spin	Reading Strip 15 and any previous reading strip (if time allows) OR Word book pg 37	

		short vowel? (ss) How do you spell /k/ three ways? (k, c, ck) How do you /f/ after a short vowel? (ff)		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.	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 scan scam scat scum	OR Class novel OR Decodable website text	

					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) How do you /f/	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 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 Blend card 4 - sn	Reading Strip 15 and any previous reading strip (if time allows) OR Word book pg 37 OR Class novel OR Decodable website text	

		after a short vowel? (ff)		method used with sentences.	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		

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) How do you spell /k/ three	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	

		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 mark the date next to the sentences you choose to	Blend card 7 - bl Blend card 8 - cl black block blot bless bleed clip clock clam clap	Reading strip 16 OR Word book pg 41 OR Class novel	

				avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	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 glad glass gloss glib glob	OR Decodable website text	

					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 flap flush flock flax	Reading strip 16 OR Word book pg 41 OR Class novel OR Decodable website text	

					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 cards 1-6	u, st, sw, sh, qu. sp, o, sm, e How do you spell /l/ after a short vowel?	Word cards - S blends TAN1	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the	Blend card 7 - bl Blend card 8 - cl black block	Reading strip 16 OR Word book pg 41	

		(ll)		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.	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 11 - gl Blend card	OR Class novel OR Decodable website text	

					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 same pattern. *CAPS method used	Blend card 7 - bl Blend card 8 - cl black block blot bless bleed clip clock clam clap clay Blend card 9 - fl	Reading strip 16 OR Word book pg 41 OR Class novel OR Decodable website text	

				with sentences.	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 slash slot slush		
5	Sound cards 1-	u, st, sw, sh, qu. sp,	Sight word cards 1-10	As many words as	Blend card 7 - bl	Reading strip 16	

	30 Blend cards 1-6	o, sm, e How do you spell /l/ after a short vowel? (ll)		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 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	OR Word book pg 41 OR Class novel OR Decodable website text	

					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 1-30 Blend cards 1-	fl, qu, gl, d, e, pl, sp, sl How do you spell /k/ three	Word book p. 39	Column 1 Pick TWO different sentences at bullet point five of the	Blend card 13 - cr Blend card 14 - tr crush crib	Reading strip 17 (14-16 can be used as well)	

	12 Ask for two sounds of all single vowels.	ways? (ck, k, ck) 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.	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 Blend card	OR Word book pg 45 OR Class novel OR Decodable website text	

					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 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?	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 next to the sentences you choose to avoid using the same ones	Blend card 13 - cr Blend card 14 - tr crush crib crab creep crop trap trick trash tray trim	Reading strip 17 (14-16 can be used as well) OR Word book pg 45	

		(ay)		of doing the same pattern. *CAPS method used with sentences.	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 brick bran brass brag	OR Class novel OR Decodable website text	

					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. *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	Reading strip 17 (14-16 can be used as well) OR Word book pg 45 OR Class novel OR Decodable	

					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 grab grass greet grin	website text	
4	Sound cards 1-	fl, qu, gl, d, e, pl,	Word book p. 40	Column 4	Blend card	Reading strip	

	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.	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 drop dress drum drill drip	17 (14-16 can be used as well) OR Word book pg 45 OR Class novel OR Decodable website text	

					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 Blend cards 1-12	fl, qu, gl, d, e, pl, sp, sl How do you spell /k/ three ways? (ck, k, ck)	Word cards TAN 1-2	As many words as possible. Do not forget to add the newly taught words. Pick TWO different sentences at	Blend card 13 - cr Blend card 14 - tr crush crib crab creep crop	Reading strip 17 (14-16 can be used as well) OR	

	Ask for two sounds of all single vowels.	How do you spell long a at the end of a word? (ay)		bullet 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.	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	Word book pg 45 OR Class novel OR Decodable website text	

					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 the end of a word? (ay)	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	Blend card 13 - cr Blend card 14 - tr crush crib crab creep crop trap trick trash tray trim Blend card	Reading strip 17 (14-16 can be used as well) OR Word book pg 45 OR	

				of doing the same pattern. *CAPS method used with sentences.	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 brick bran brass brag	Class novel OR Decodable website text	

					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. *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	Reading strip 17 (14-16 can be used as well) OR Word book pg 45 OR Class novel OR Decodable website text	

					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 grab grass greet grin		

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 method used with sentences.	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 20 - o me he we she be	Reading strip 18 OR Word book pg 49 OR Class novel OR Decodable website text OR	

					no go so	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. *CAPS method used with sentences.	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 20 - o me he we she be	Reading strip 18 OR Word book pg 49 OR Class novel OR Decodable website text OR	

					no go so	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. *CAPS method used with sentences.	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 20 - o me he we she be	Reading strip 18 OR Word book pg 49 OR Class novel OR Decodable website text OR	

					no go so	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. *CAPS method used with sentences.	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 20 - o me he we she be	Reading strip 18 OR Word book pg 49 OR Class novel OR Decodable website text OR	

					no go so	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 avoid using the same ones of doing the same pattern. *CAPS method used	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 20 - o me he we she be	Reading strip 18 OR Word book pg 49 OR Class novel OR Decodable website text OR	

				with sentences.	no go so	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 avoid using the same ones of doing the same pattern. *CAPS method used	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 20 - o me he we she be	Reading strip 18 OR Word book pg 49 OR Class novel OR Decodable website text OR	

				with sentences.	no go so	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 avoid using the same ones of doing the same pattern. *CAPS method used	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 20 - o me he we she be	Reading strip 18 OR Word book pg 49 OR Class novel OR Decodable website text OR	

				with sentences.	no go so	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 short vowel? (ll) How do you spell /k/ three	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	

		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 1-19	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	Word cards TAN 1-3	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	Sound card 31 - ch as in chick chip chin chill chop chick chap check	Reading strip 19 OR Word book pg 52 OR	

		short vowel? (ck) How else can you spell /k/? (c, k) How do you spell long a at the end of a word? (ay)		avoid using the same ones of doing the same pattern. *CAPS method used with sentences.		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? (y) How do you spell /k/ after a short vowel?	Word book p. 50	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		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)		same pattern. *CAPS method used with sentences.		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) How do you spell /k/ after a short vowel? (ck)	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 mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.		Reading strip 19 OR Word book pg 52 OR Class novel	

		How else can you spell /k/? (c, k) How do you spell long a at the end of a word? (ay)		*CAPS method used with sentences.		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 /k/ after a short vowel? (ck) How else can you	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 choose to avoid using the same ones of doing the same pattern. *CAPS		Reading strip 19 OR Word book pg 52 OR Class novel OR	

		spell /k/? (c, k) How do you spell long a at the end of a word? (ay)		method used with sentences.		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? (ck) How else can you spell /k/? (c, k)	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 spell words section of the level. Use a pencil to mark the date next to the sentences you choose to avoid using		Reading strip 19 OR Word book pg 52 OR Class novel OR Decodable website text	

		How do you spell long a at the end of a word? (ay)		the same ones of doing the same pattern. *CAPS method used with sentences.			

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 a word? (y) How do you spell long e in the middle	Word book p. 47	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	Sound card 32 - or as in corn. corn short fort born sport horn sort Sound card 33 - all as in ball.	Reading strip 20 OR Word book pg 54 OR	

		of a word? (ee)		the same ones of doing the same pattern. *CAPS method used with sentences.	ball tall wall fall call hall small	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 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	

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 How do you spell long i at the end of a word?	Word book p. 50	Column 4 Pick TWO different sentences at bullet point five of the spell words section of the	Sound card 32 - or as in corn. corn short fort born sport horn sort	Reading strip 20 OR Word book	

		(y) How do you spell long e in the middle of a word? (ee)		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 33 - all as in ball. ball tall wall fall call hall small	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) How do you spell long e in the middle of a word? (ee)	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 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	

				same pattern. *CAPS method used with sentences.		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 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	

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 vowel? (ss)	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 same pattern. *CAPS method used with sentences.	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 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? (ss)	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 same pattern. *CAPS method used with sentences.	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 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? (ss)	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 same pattern. *CAPS method used with sentences.	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 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? (ss)	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 same pattern. *CAPS method used with sentences.	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 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? (ss)	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 the same ones of doing the same pattern. *CAPS method used	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 OR Decodable website text	

				with sentences.		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? (ss)	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 the same ones of doing the same pattern. *CAPS method used	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 OR Decodable website text	

				with sentences.		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 you spell long i at the end of a word? (y)	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 144	Spelling Test: Word List on LPB pg. 118	None	Every Living Thing Story	

		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) 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 same pattern. *CAPS method used with	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang. sang rang hang slang gang fang Sound card 35 -ong as in	Reading strip 22 OR Word book pg 60 OR Class novel OR Decodable website text	

				sentences.	song. -ung as in sung. song long tong gong hung sung rung stung lung		
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 choose to avoid using the same ones of doing the same pattern.	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang. sang rang hang slang gang fang Sound card	Reading strip 22 OR Word book pg 60 OR Class novel OR	

				*CAPS method used with sentences.	35 -ong as in song. -ung as in sung. song long tong gong hung sung rung stung lung	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 choose to avoid using the same ones of doing the same pattern.	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang. sang rang hang slang gang fang Sound card	Reading strip 22 OR Word book pg 60 OR Class novel OR	

				*CAPS method used with sentences.	35 -ong as in song. -ung as in sung. song long tong gong hung sung rung stung lung	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 choose to avoid using the same ones of doing the same pattern.	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang. sang rang hang slang gang fang Sound card	Reading strip 22 OR Word book pg 60 OR Class novel OR	

				*CAPS method used with sentences.	35 -ong as in song. -ung as in sung. song long tong gong hung sung rung stung lung	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 next to the sentences you choose to avoid using the same ones of doing the same pattern.	Sound card 35 - ing as in sing. sing ring wing sting thing cling Sound card 35 - ang as in sang. sang rang hang slang gang fang Sound card	Reading strip 22 OR Word book pg 60 OR Class novel OR	

				*CAPS method used with sentences.	35 -ong as in song. -ung as in sung. song long tong gong hung sung rung stung lung	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 Blend cards 13-19	-ing, all, -ung, ch, th(thin), -ong, or, -ang, qu, e	Word book p. 59	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a pencil to	Sight word cards 18-21 one only once does Sound card 36 - boy as in boy. boy toy joy	Reading strip 23 OR Word book pg 64	

				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.	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 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	Sight word cards 18-21 one only once does Sound card	Reading strip 23 OR	

				five 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.	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	Word book pg 64 OR Class novel OR Decodable website text	
3	Sound cards 1-	-ing, all, -ung, ch,	Sight word cards 1-17	Column 3	Sight word cards 18-21	Reading strip	

	35 Blend cards 13-19	th(thin), -ong, or, -ang, qu, 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.	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 in wheel.	23 OR Word book pg 64 OR Class novel OR Decodable website text	

					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 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	Reading strip 23 OR Word book pg 64 OR Class novel OR Decodable website text	

					Sound card 38 - wh as in wheel. when whip wheel why wham whiz		
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 the same ones of doing the same pattern. *CAPS method used with	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.	Reading strip 23 OR Word book pg 64 OR Class novel OR Decodable website text	

				sentences.	car dark farm yard star smart Sound card 38 - wh as in wheel. when whip wheel why wham whiz		

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 Blend cards 13-19 *Ask for	-ing, ar, -ung, th(that), -ong, bl, -ang, oy, e How do you spell /w/ two ways? (w,	Word book p. 62	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a	Sound card 39 -ink as in pink. -ank as in bank. RULE: -k is the first choice for /k/ at the	Reading strip 24 OR Word book pg 68	

	two sounds each of all vowels and y.	wh)		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.	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	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		
2	Sound cards 1-38 Blend cards 13-19 *Ask for two sounds each of all	-ing, ar, -ung, th(that), -ong, bl, -ang, oy, e How do you spell /w/ two ways? (w, wh)	Word book p. 65	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 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	Reading strip 24 OR Word book pg 68 OR	

	vowels and y.			sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	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 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		
3	Sound cards 1-38 Blend cards 13-19 *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)	Sight word cards 1-21	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	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, or a double vowel. (-ck	Reading strip 24 OR Word book pg 68 OR Class novel	

				of doing the same pattern. *CAPS method used with sentences.	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 Sound card	OR Decodable website text	

					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 next to the sentences you choose to avoid using the same ones of doing the same pattern.	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, or a double vowel. (-ck comes only after a short	Reading strip 24 OR Word book pg 68 OR Class novel	

				*CAPS method used with sentences.	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 Sound card 40 - oo as in	OR Decodable website text	

					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 level. Use a pencil to mark the date next to the sentences you choose to	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, or a double vowel. (-ck comes only after a short vowel.)	Reading strip 24 OR Word book pg 68 OR Class novel OR	

				avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	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 Sound card 40 - oo as in moon.	Decodable website text	

					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, th(that), gr, cl, How do	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - LPB pg.131	Spelling Test: Word List on LPB pg. 132	None	Every Living Thing Story	

		you spell /w/ two ways? (w, wh)	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 the same ones of doing the same pattern.	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 of the word makes the preceding vowel long (say its name,)	Reading strip 25 OR Word book pg 72 OR Class novel OR	

				*CAPS method used with sentences.		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 the same ones of doing the same pattern. *CAPS	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 of the word makes the preceding vowel long (say its name,)	Reading strip 25 OR Word book pg 72 OR Class novel OR	

				method used with sentences.		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 the same ones of doing the same pattern. *CAPS	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 of the word makes the preceding vowel long (say its name,)	Reading strip 25 OR Word book pg 72 OR Class novel OR	

				method used with sentences.		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 the same ones of doing the same pattern. *CAPS	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 of the word makes the preceding vowel long (say its name,)	Reading strip 25 OR Word book pg 72 OR Class novel OR	

				method used with sentences.		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 choose to avoid using the same ones of doing the same pattern.	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 of the word makes the preceding vowel long (say its name,)	Reading strip 25 OR Word book pg 72 OR Class novel OR	

				*CAPS method used with sentences.		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 choose to avoid using the same ones of doing the same pattern.	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 of the word makes the preceding vowel long (say its name,)	Reading strip 25 OR Word book pg 72 OR Class novel OR	

				*CAPS method used with sentences.		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 cards 13-19	or, -ank, ch, -ong, oo, x How do you spell /w/ two ways? (w, wh) How do	Word book p. 71	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	Sight word cards 26- 27 there where Blend cards 20-21 - st - nd fast just must fist	Reading strip 26 OR Word book pg 77	

		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)		next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	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 -sk -ft ask mask risk dusk brisk	OR Class novel OR Decodable website text	

					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 ways? (i, y, i-e) How do you spell	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 with sentences.	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 22-23 -nt -mp rent mint hunt went	Reading strip 26 OR Word book pg 77 OR Class novel OR Decodable website text	

		long o two ways? (o, o-e)			tent lamp stamp dump limp damp Blend cards 24-25 -sk -ft ask mask risk dusk brisk Left raft shift craft gift		
3	Sound cards 1-41 Blend cards 13-19	or, -ank, ch, -ong, oo, x How do you spell /w/ two ways? (w, wh)	Word book p. 70	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	Sight word cards 26- 27 there where Blend cards 20-21 - st - nd fast just	Reading strip 26 OR Word book pg 77	

		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)		next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	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 -sk -ft ask mask risk dusk	OR Class novel OR Decodable website text	

					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 long i three ways? (i, y, i-e) How do	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. *CAPS method used with sentences.	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 22-23 -nt -mp rent mint	Reading strip 26 OR Word book pg 77 OR Class novel OR Decodable website text	

		you spell long o two ways? (o, o-e)			hunt went tent lamp stamp dump limp damp Blend cards 24-25 -sk -ft ask mask risk dusk brisk Left raft shift craft gift		
5	Sound cards 1-41 Blend cards 13-19	or, -ank, ch, -ong, oo, x How do you spell /w/ two ways? (w, wh)	Word cards VCe LIGHT BLUE	As many words as possible. Do not forget to add the newly taught words. Pick TWO different sentences at bullet point	Sight word cards 26- 27 there where Blend cards 20-21 - st - nd	Reading strip 26 OR Word book pg 77	

		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)		five 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.	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 -sk -ft ask mask	OR Class novel OR Decodable website text	

					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 *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,	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 pencil to mark the date next to the sentences you choose to avoid using the same ones of doing the	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	Reading strip 27 OR Word book pg 81 OR Class novel	

		ay, a-e) How do you spell /f/ after a short vowel? (ff)		same pattern. *CAPS method used with sentences.	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	
2	Sound cards 1-41	-ink, -mp, -ft, -nt, oy, oo, -nd How do you spell long e three	Word book p. 73	Column 2 Pick TWO different sentences at bullet point five of the spell words	Sight word cards 28-32 gone don't they some come Sound card 42 - ow as	Reading strip 27 OR Word book	

		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)		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.	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 brain chain	pg 81 OR Class novel OR Decodable website text	

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 Sound card 43 ai as in rain. RULE: The sound of long a is	Reading strip 27 OR Word book pg 81 OR Class novel OR Decodable website text	

					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 ways? (a, ay, a-e) How do you spell /f/ after a short vowel?	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 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	

		(ff)			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		
5	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	Word book p. 154 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	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	Reading strip 27 OR Word book pg 81 OR	

		three ways? (a, ay, a-e) How do you spell /f/ after a short vowel? (ff)		choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	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	Class novel OR Decodable website text	
6	Sound cards 1-41	-ink, -mp, -ft, -nt, oy, oo, -nd How do you spell	Word book p. 74-76	As many words as possible. Pick TWO different	Sight word cards 28-32 gone don't they some come	Reading strip 27 OR	

		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)		sentences 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 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.	Word book pg 81 OR Class novel OR Decodable website text	

					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 vowel? (ff)	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 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.	Reading strip 27 OR Word book pg 81 OR Class novel OR Decodable website text	

					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), -ong, sh, -ank, all, or, ch, x How do you spell /w/ two	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 146	Spelling Test: Word List on LPB pg. 146	None	Every Living Thing Story	

		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) 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 1-43 Blend cards 13-25	pl, -onk, ch, -ing, ar, or, oo, th (thin) How do you spell long a three ways? (a,	Word book p. 79	Column 1 Pick TWO different sentences at bullet point five of the spell words section of the level. Use a	Sight word cards 33-37 says want any been their RULE: A compound word consists of	Reading strip 28 OR Word book pg 86	

	*Don't forget to shuffle the cards each time!	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)		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.	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 Blend cards 28-29 -sp	OR Class novel OR Decodable website text	

					-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, o-e) How do you spell long e three ways? (e,	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 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	Reading strip 28 OR Word book pg 86 OR Class novel OR Decodable website text	

		ee, e-e)			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		
3	Sound cards 1-43	pl, -onk, ch, -ing, ar, or, oo, th (thin)	Word book p. 82	Column 3 Pick TWO different	Sight word cards 33-37 says want any been their	Reading strip 28	

	Blend cards 13-25	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)		sentences 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		
4	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, o-e)	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 mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern.	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)		*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	

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, ee, e-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 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 felt tilt melt belt	Reading strip 28 OR Word book pg 86 OR Class novel OR Decodable website text	

					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) How do you spell long a three ways? (a, ay, a-e) How do	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	Sight word cards 33-37 says want any been their RULE: A compound word consists of two words combined to make one word.	Reading strip 28 OR Word book pg 86 OR	

		you spell long o two ways? (o, o-e) How do you spell long e three ways? (e, ee, e-e)		sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	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 -ct lisp grasp	Class novel OR Decodable website text	

					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) How do you spell long e three ways? (e, ee, e-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 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	Reading strip 28 OR Word book pg 86 OR Class novel OR Decodable website text	

					-lk felt tilt melt belt milk elk silk bulk Blend cards 28-29 -sp -ct lisp grasp crisp asp act fact duct sect		

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	Notes

						option)	
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 or l? (ai)	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 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	
2	Sound cards 28-	-ft, -ank, ch, ar,	Word book p. 84	Column 2	Sound card	Word book	

	43 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)		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	
3	Sound cards 28-43	-ft, -ank, ch, ar, sh, oo, -ct	Word book p. 88	Column 3 Pick TWO	Sound card 42 - ow	Word book pg 91	

	Blend cards 13-29 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)		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	
4	Sound cards 28-43 Ask for two	-ft, -ank, ch, ar, sh, oo, -ct How do	WORKSHEET Word book p.89	Column 4 Pick TWO different sentences at bullet point	Sound card 42 - ow RULE: see pg. 153	Word book pg 91 OR	

	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)		five 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	
5	Sound cards 28-43 Blend cards 13-29	-ft, -ank, ch, ar, sh, oo, -ct How do you spell long o	Sight word cards 1-37	As many words as possible. Pick TWO different sentences at bullet point	Sound card 42 - ow RULE: see pg. 153 LPB	Word book pg 91 OR Class novel	

	Ask for two sounds of all vowels and y.	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)		five 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.	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 Decodable website text	
6	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?	Word cards VCe LIGHT BLUE	As many words as possible. Pick TWO different sentences at bullet point five of the spell words section of	Sound card 42 - ow RULE: see pg. 153 LPB cow now plow down how brown	Word book pg 91 OR Class novel	

		(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)		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.	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 Decodable website text	
7	Sound cards 28-43 Blend cards 13-29 Ask for two sounds of all vowels	-ft, -ank, ch, ar, sh, oo, -ct How do you spell long o two ways? (o, o-e) How do	Word Cards GOLD	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	Sound card 42 - ow RULE: see pg. 153 LPB cow now plow down how brown frown clown Sound card	Word book pg 91 OR Class novel OR Decodable	

	and y.	you spell long e three ways? (e, ee, e-e) How do you spell long a before n or l? (ai)		the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	40 - oo as in book. RULE: /oo/ book is the second sound for oo. book stood wood look cook good foot shook	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	oy, oo(book), ow (owl), all, -ing, sl See LPB p. 155 for sound	Word book p. 92	Column 1 Pick TWO different sentences at bullet point five of the spell words	Sound card 35 - ing as in falling farming looking calling picking	Word book pg 97 OR Class novel	

	Ask for two sounds of all single vowels, ow, oo, and y.	questions to ask.		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.	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 Decodable website text	
2	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 90	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	Sound card 35 - ing as in falling farming looking calling picking playing resting	Word book pg 97 OR Class novel OR	

				next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	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.	Decodable website text	
3	Sound cards 1-43 Blend cards 1-29 Ask for two sounds of all single vowels, ow, oo,	oy, oo(book), ow (owl), all, -ing, sl See LPB p. 155 for sound questions to ask.	Word book p 93	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	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	

	and y.			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.		
4	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 94	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.	Sound card 35 - ing as in falling farming looking calling picking playing resting Sound card 44 - er as in farmer. her perch term sooner	Word book pg 97 OR Class novel OR Decodable website text	

				*CAPS method used with sentences.	deeper blacker RULE: er is usually found in the middle of a word or at the end as a suffix.		
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 mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	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	Word book pg 97 OR Class novel OR Decodable website text	

				method used with sentences.	RULE: er is usually found in the middle of a word or at the end as a suffix.		
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 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	Word book pg 97 OR Class novel OR Decodable website text	

					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 ways? (o, o-e) How do you spell long e three ways? (e,	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	

		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 20-29 Ask for two sounds each of all sing vowels, ow,oo,and	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	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	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 book pg 100 OR Class novel OR Decodable website text	

	y	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)		of doing the same pattern. *CAPS method used with sentences.	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		
2	Sound cards 28-44 Blend cards 20-29	th(that), oo(book), ow(owl), -ing, er, ar, gr, oo(moon) How do	Word book p. 95	Column 2 Pick TWO different sentences at bullet point five of the spell words	Sight word cards 38-40 have give live Sound card 45 - tch as is	Word book pg 100 OR	

	Ask for two sounds each of all sing vowels, ow,oo,and y	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)		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	

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. ow)	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. 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		
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) How do you spell long o at the end of a word - two ways? (o.	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. *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		
5	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. 94	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 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)		same pattern. *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		
6	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 cards TAN 1-3 and GOLD mixed.	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	

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? (dge)	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 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 long o and is usually found at the beginning	Word book pg 106-107 OR Class novel OR Decodable website text	

					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 cards 1-46	er, e, -mp, -ing, or How do you spell /ch/ after a short vowel?	Word book p. 99	Column 2 Pick TWO different sentences at bullet point five of the spell words section of the	Sound card 47 - aw as in saw. RULE: aw is usually found at the end of a word or	Word book pg 106-107 OR Class novel	

		(tch) How else can you spell /ch/? (ch) How do you spell /j/ after a short vowel? (dge)		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.	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 Sound card 49 - oi as in coin	OR Decodable website text	

					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 spell /ch/? (ch) How do you spell /j/ after a short vowel?	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 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		
4	Sound cards 1-	er, e, -mp, -ing, or	Word book p. 102	Column 4	Sound card 47 - aw as	Word book pg 106-107	

	46	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)		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.	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. coat toast	OR Class novel OR Decodable website text	

					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 cards 1-29	er, e, -mp, -ing, or How do you spell /ch/ after a short vowel? (tch) How else can you spell /ch/?	WORKSHEET Word book p. 103	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	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	Word book pg 106-107 OR Class novel OR Decodable	

		(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.	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 beginning or in the middle of a	website text	

					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 you spell /j/ after a short vowel? (dge)	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.	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 long o and is usually found at the	Word book pg 106-107 OR Class novel OR Decodable website text	

					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	Notes

						option)	
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. *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 sound /j/ when g is followed by	Word book pg 110 OR Class novel OR Decodable website text OR Play board game using sight word cards 1-44	

					e, i, or y. age cage plunge page large hinge		
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 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.	Word book pg 110 OR Class novel OR Decodable website text OR Play board game using sight word cards 1-44	

					RULE: g has the soft sound /j/ when g is followed by e, i, or y. age cage plunge page large hinge		
3	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. 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	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 Play board	

				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	game using sight word cards 1-44	
4	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. 101	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	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	

				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	
5	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. 98	As many words as possible. Do not forget to add newly taught words to the blanks in the spell words section. Pick TWO	Sight word cards 41-44 could would should very Sound card 14 - c as in ice. RULE: c has the soft	Word book pg 110 OR Class novel OR	

				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 /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	Decodable website text OR Play board game using sight word cards 1-44	
6	Sound cards 28-49 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.	Sight word cards 1-40	As many words as possible. Pick TWO different sentences at	Sight word cards 41-44 could would should very Sound card 14 - c as in	Word book pg 110 OR	

	and y.			bullet 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.	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	
7	Sound cards 28-49	ch, oo(book)ow(owl),	Word cards VCe LIGHT BLUE	As many words as	Sight word cards 41-44 could would	Word book pg 110	

	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. 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.	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.	OR Class novel OR Decodable website text OR Play board game using sight word cards 1-44	

					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 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		

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 How do you spell /ch/ after a short vowel? (tch) How else can you spell /ch/? (ch) How do you spell	TIMED reading: (do not alert the students to the fact that this reading is timed) Form A - Word book pg. 148	Spelling Test: Word List on LPB pg. 174	None	Every Living Thing Story	

		/j/ after a short vowel? (dge)					

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 sounds of c and g.	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 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		
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	Sound card 50 - ea as in team. RULE: ea sounds like long e and there is no rule to distinguish	Word book pgs 115 -116 OR Class novel	

				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.	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 dew Sound card 52 - ear as in ear. hear fear near clear	OR Decodable website text	

					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 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	Word book pgs 115 -116 OR Class novel OR Decodable website text	

					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 mark the date next to the sentences you choose to avoid using the same ones of doing the same pattern. *CAPS	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	

				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		
5	Sound cards 1-49 Blend cards 1-29 Ask for	ow (owl), aw See LPB p.175 for sound questions to ask	Word book p. 84	As many words as possible. Don't forget to add the new words to the blanks in the spell words section.	Sound card 50 - ea as in team. RULE: ea sounds like long e and there is no rule to distinguish	Word book pgs 115 -116 OR Class novel	

	two sounds of c and g.			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.	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 dew Sound card 52 - ear as in ear. hear fear near clear	OR Decodable website text	

					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. *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	Word book pgs 115 -116 OR Class novel OR Decodable website text	

					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 sounds of c and g.	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 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		

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 with sentences.	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. RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Word book pg 119 OR Class novel OR Decodable website text OR Play board 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 method used with sentences.	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. RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Word book pg 119 OR Class novel OR Decodable website text OR 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 method used with sentences.	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. RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Word book pg 119 OR Class novel OR Decodable website text OR 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 method used with sentences.	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. RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Word book pg 119 OR Class novel OR Decodable website text OR 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 choose to avoid using the same ones of doing the same pattern. *CAPS method used with sentences.	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. RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Word book pg 119 OR Class novel OR Decodable website text OR 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. *CAPS method used with sentences.	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. RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Word book pg 119 OR Class novel OR Decodable website text OR 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. *CAPS method used with sentences.	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. RULE: ou is the first choice for /ow/ in the middle of a word. count shout proud found mouth ounce	Word book pg 119 OR Class novel OR Decodable website text OR 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 cards 1-29	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 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	

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 method used with sentences.	NO NEW MATERIAL THIS LEVEL.	Word book pg 121 OR Class novel OR Decodable website text	
3	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 cards TAN 1-3 and GOLD mixed	Column 3 Pick TWO different sentences at bullet point five of the spell words section of the	NO NEW MATERIAL THIS LEVEL.	Word book pg 121 OR Class novel	

	Blend cards 1-29			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	
4	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. 117	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.	NO NEW MATERIAL THIS LEVEL.	Word book pg 121 OR Class novel OR Decodable website text	

				*CAPS method used with sentences.			
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 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	
6	Sound cards 1-	sp, lt, gr	Word book p. 135 Level 36	As many words as	NO NEW MATERIAL THIS	Word book pg 121	

	54 Ask for two sounds of c and g.	See LPB p.179 for sound questions to ask		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.	LEVEL.	OR Class novel OR Decodable website text	

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	Sight Word Cards 1-8 Sound Card u	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.

				(LPB pg. 7)	Sound Card e *see page 8 for additional practice words		
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 1-29	a, p, v, x, i, sh, r, o, ch, b	Word Book pgs. 3-4	Column 3 (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)	

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	Word Book pg. 14, class book, or selected text from Decodable Texts website (In Resources)	Add sound cards 30 and 31 to group deck

					fszl Rule		
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 (ee) Long a at the end of a word (ay)	Word Book pg. 3-4	Column 3 +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)	
4	Sound Cards 1-31	a, ch, i, o, sh, u, y, e Long e in the	Word Book pg. 1-2	Column 4 +Choose two sentences to use	Sight Word Cards 9-15 Sound Card	Word Book pg. 14, class book, or selected text from Decodable Texts website (In Resources)	

		middle of a word (ee) Long a at the end of a word (ay)		for CAPS (LPB pg. 11)	th Sound card qu fszl Rule		

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 of a word Long e in middle of a word (ee) /l/ after short vowel (l)	Word Book pg. 15	Column 1 +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)	Add Sound Card 32 to group deck

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 of a word Long e in middle of a word (ee) /l/ after short vowel (l)	Word Book pg. 17	Column 3 +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)	

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 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in middle of a word (ee)	Word Book pg. 12	Column 1 +Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -st *Blend -ft *Blend -lt *Blend -lk	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

		/l/ after short vowel (l)			*use Blend Cards and words on LPB 20-21		
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	Sight Word Cards 1-15	Column 3 +Choose two sentences to use for CAPS	*Blend -st *Blend -ft *Blend -lt	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

		Long e in middle of a word (ee) /l/ after short vowel (l)		(LPB pg. 17)	*Blend -lk *use Blend Cards and words on LPB 20-21		
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 *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)	

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 1-32	qu, u, th, a, o, ch, e, i /s/ at the end of a word Long e in	Any Previous Word Book list	Column 2 +Choose two sentences to use for CAPS (LPB pg. 17)	*Blend -sk *Blend -sp *Blend -ct	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

		middle of a word (ee) /l/ after short vowel (l)			*Blend -ink -ank -onk -unk *use Blend Cards and words on LPB 22-24		
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) /l/ after short vowel (l)	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 -ank -onk -unk *use Blend Cards	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	

					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-	qu, u, th, a,	Students read from Word	Dictate words listed on pg.	None	Word Book pg. 10, 14, 24; class book; or selected text	Record percentages on student page to

	32	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)	Book p. 216 Teacher uses chart on LPB pg. 26	27 of LPB Teacher uses chart on LPB pg. 26		from Decodable Texts website (In Resources)	use as graded work

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-32	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee)	Word Book pg. 25 Word Book pg. 15	Column 1 +Choose two sentences to use for CAPS (LPB pg. 31)	Sight Word Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar	Word Book pg. 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 a at the end of a word (ay) /k/ after a short vowel (ck)			(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	Word Book pg. 17 Word Book pg. 18	Column 3 +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)		
4	Sound Cards 1-38 Blend Cards 1-12	Sh, o, i, th (think), e, w, -ang, -ink Long e in the middle of a word (ee) Long a at the end of a word (ay) /k/ after a short vowel (ck)	Word Book pg. 19 Word Book pg. 27 or digital resources	Column 4 +Choose two sentences to use for CAPS (LPB pg. 31)	Sight Word Cards 16-25 Sound Card y (Word Book pg. 29) Sound Card ar (Word book pg. 28) Sound Card oo (Word Book pg. 29)	Word Book pg. 10, 14, 24; class book; or selected text from Decodable Texts website (In Resources)	Additional words for new material can be found in the LPB pg. 32-36

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

		the end of a word (ay) /k/ after a short vowel (ck)			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 Cards 1-38 Blend Cards 1-	Sh, o, i, th (think), e, w, -ang, -ink Long e in	Sight Word Cards 1-15 Any previous Word Book list	Column 4 +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)		

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

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

		/k/ after a short vowel (ck) 2 ways to spell /oy/ (oy, oi)			*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) 2 ways to spell /oy/ (oy, oi)	Word Book pg. 30 Word Book pg. 25	Column 2 +Choose two sentences to use for CAPS (LPB pg. 38)	Teach Sight Words 26-35 Teach Sound Card 39 (Word Book pg. 33) Teach Syllable Types (O, C, E) *See LPB pg. 40 Teach Syllable Division Patterns (1 per session for 4 sessions) LPB pg. 40-42	Word Book pg. 24, 31, 39; class book; or selected text from Decodable Texts website (In Resources)	

3	Sound Cards 1-39 Blend Cards 1-12 *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) Long i at the end of a word	Word Book pg. 29 Sight Word Cards 1-25	Column 4 +Choose two sentences to use for CAPS (LPB pg. 38)	Teach Sight Words 26-35 Teach Sound Card 39 (Word Book pg. 33) Teach Syllable	Word Book pg. 24, 31, 39; class book; or selected text from Decodable Texts website (In Resources)	

		(y) /k/ after a short vowel (ck) 2 ways to spell /oy/ (oy, oi)			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 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 Book pg. 40 and 34	Column 1 +Choose two sentences to use for CAPS (LPB pg. 44)	Teach Sound Card wh *use LPB page 45 and Word Book page 42 Teach Sound Card er *use LPB page 45 and Word Book page 42 Teach Sound	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

		word (oy) /oy/ in the middle of a word (oi)			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	or, oo, e, x, ar Long a 3 ways (a, ay,	Word Book pg. 30 and 38	Column 3 +Choose two sentences to use	Teach Sound Card wh *use LPB page 45 and Word Book page 42	Word Book pg. 31, 39, or 44; class book; or selected text from Decodable Texts website (In Resources)	

	1-12 Ask for 2 sounds for single vowels and y Shuffle cards	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)		for CAPS (LPB pg. 44)	Teach Sound Card er *use LPB page 45 and Word Book page 42 Teach Sound Card ow *See LPB 46 and Word Book 43		
4	Sound Cards 1-42 Ask for 2 sounds for single vowels and y Shuffle cards	or, oo, e, x, ar Long a 3 ways (a, ay, a-e) Long i at the end of a word (y) /oy/ at the end of a word (oy)	Word Book page 32 and 33 Sight Word Cards 9-35	Column 4 +Choose two sentences to use for CAPS (LPB pg. 44)	Teach Sound Card wh *use LPB page 45 and Word Book page 42 Teach Sound Card er *use LPB page 45 and Word Book page 42 Teach Sound Card ow	Word Book pg. 31, 39, or 44; class book; or selected text from Decodable Texts website (In Resources)	

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

		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 (ow)	Word Book 33 and 45	Column 1 +Choose two sentences to use for CAPS (LPB pg. 51)	Teach Sight Word Cards 36-42 *See LPB pg. 52 Teach suffix -ing *See LPB pg. 52 and Word Book pg. 47 Teach suffix -er *See LPB pg. 53 and Word Book pg. 47	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	
2	Sound Cards 1-42 Ask for 2 sounds of y, ow, and all	er, u, e, ar, oo (as in moon), ow (as in cow) /k/ after a short vowel	Word Book 33 and 35	Column 2 +Choose two sentences to use for CAPS	Teach Sight Word Cards 36-42 *See LPB pg. 52 Teach suffix -ing	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	

	single vowels	(ck) 2 ways to spell /k/ (c, k) Long o at the end of a word (ow)		(LPB pg. 51)	*See LPB pg. 52 and Word Book pg. 47 Teach suffix -er *See LPB pg. 53 and Word Book pg. 47		
3	Sound Cards 1-42 Ask for 2 sounds of y, ow, and all single vowels Blend Cards 1-12	er, u, e, ar, oo (as in moon), ow (as in cow) /k/ after a short vowel (ck) 2 ways to spell /k/ (c, k) Long o at the end of a word (ow)	Word Book pg. 16, column 4 and pg. 37-38	Column 3 +Choose two sentences to use for CAPS (LPB pg. 51)	Teach Syllable Types (O, C, E) *See LPB pg. 53, Word Book pg. 48	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	
4	Sound Cards 1-42	er, u, e, ar, oo (as in moon), ow (as in cow)	Word Book pages 41, 42, and 43	Column 4	Teach Syllable Division Patterns: Pattern 4a:	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	

	Ask for 2 sounds of y, ow, and all single vowels	/k/ after a short vowel (ck) 2 ways to spell /k/ (c, k) Long o at the end of a word (ow)		+Choose two sentences to use for CAPS (LPB pg. 51)	Suffixes *See LPB pg. 54, Word Book pg. 47 and 50		
5	Sound Cards 1-42 Ask for 2 sounds of y, ow, and all single vowels Blend Cards 1-12	er, u, e, ar, oo (as in moon), ow (as in cow) /k/ after a short vowel (ck) 2 ways to spell /k/ (c, k) Long o at the end of a word (ow)	Word Book pg. 46 Sigh Word Cards 9-35	Choose a mixture of words from all columns +Choose two sentences to use for CAPS (LPB pg. 51)	Sight Word Cards 36-42 Review suffix -ing, -er Review Syllable Types (O, C, E) Review Syllable Division Patterns: 4a: suffixes	Word Book pg. 39, 44, or 51; class book; or selected text from Decodable Texts website (In Resources)	

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-42 Blend Cards 1-12 Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	ow (as in cow), o, ch, u, qu 2 ways to spell /w/ (w, wh) 1st choice for long o at the end of a word (ow) Suffix -er Suffix -ing 1st choice for long i at the end of a word (y)	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)	

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

	Blend Cards 1-12 Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	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)		sentences to use for CAPS (LPB pg. 56)	Sound Card -ch Sound Card c and g Sound Card -dge *See rules LPB 57-59		
4	Sound Cards 1-42 Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	ow (as in cow), o, ch, u, qu 2 ways to spell /w/ (w, wh) 1st choice for long o at the end	Word Book pg. 46 and 50	Column 4 +Choose two sentences to use for CAPS (LPB pg. 56)	Sound Card -tch Sound Card -ch Sound Card	Word Book pg. 44, 51, 59; class book; or selected text from Decodable Texts website (In Resources)	

		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)			c and g Sound Card -dge *See rules LPB 57-59		
5	Sound Cards 1-42 Blend Cards 1-12 Suffix Cards 1-2 Ask for 2 sounds for y, ow, and all single vowels	ow (as in cow), o, ch, u, qu 2 ways to spell /w/ (w, wh) 1st choice for long o at the end of a word (ow) Suffix -er	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	Word Book pg. 44, 51, 59; class book; or selected text from Decodable Texts website (In Resources)	

		Suffix -ing 1st choice for long i at the end of a word (y) /k/ after a short vowel (ck)			*See rules LPB 57-59		

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	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)	

		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)					
2	Sound Cards 1-44 Suffix Cards 1-2 Ask for 2 sounds for y, ow, c, g, and all single	a, th, o, er Spell /j/ after short vowel (dge) Other ways to spell /j/ (j; g followed by e, i,	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	Word Book pg. 51, 59, 65; class book; or selected text from Decodable Texts website (In Resources)	

	vowels	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)			practice words		
3	Sound Cards 1-44 Blend Cards 1-12	a, th, o, er Spell /j/ after short vowel (dge)	Word Book pg. 54 and 55	Column 3 +Choose two sentences to use	Sight Word Cards 43-50 Suffix Cards	Word Book pg. 51, 59, 65; class book; or selected text from Decodable Texts website (In Resources)	

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

	44 Suffix Cards 1-2 Ask for 2 sounds for y, ow, c, g, and all single vowels	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 soft (e, i, y)	56-57	+Choose two sentences to use for CAPS (LPB pg. 62)	Cards 43-50 Suffix Cards 3,4,5, 6 *See LPB pgs. 63-65 for daily practice words	from Decodable Texts website (In Resources)	

		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)	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)	

		Which three letters make a c soft (e, i, y) Long i at the end of a word (y)					

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 1-44 Blend Cards 1-12 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)	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

		/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)					

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Card 1-44	2 ways to spell /s/ (s, c)	Word Book pg. 66	Column 1	Prefix cards 1-4	Word Book pg. 59, 65, or 71; class	https://jr.brainpop.com/topic/prefixes/movie/?from_topic=true (video to introduce prefixes)

	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	Suffix -er (er) Suffix that makes long e (y) Suffix -ly /j/ after a short vowel (dge) Ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short		+Choose two sentences to use for CAPS (LPB pg. 69)	*See LPB pg. 70-71	book; or selected text from Decodable Texts website (In Resources)	

		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;	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that makes long e (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)	

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

		beginning of a word (j)					
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	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)	

		by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) First chice for /j/ at the beginning of a word (j)					
4	Sound Card 1-44 Suffix Cards 1-6 Ask for 2	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that	Word Book pgs. 62-63	Column 4 +Choose two sentences to use for CAPS (LPB pg.	Prefix cards 1-4 *See LPB pg. 70-71	Word Book pg. 59, 65, or 71; class book; or selected text from Decodable Texts website (In Resources)	

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

		(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;	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that makes long e (y) Suffix -ly /j/ after a short vowel (dge)	Word Book pg. 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)	

	and 3 sounds of -ed	Ways to spell /j/ (j; g followed by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) First chice for /j/ at the beginning of a word (j)					
6	Sound Card 1-44 Suffix	2 ways to spell /s/ (s, c)	Word Book pg. 54	Column 2 +Choose two	Prefix cards 5-8 Syllable	Word Book pg. 59, 65, or 71; class book; or selected	

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

		(tch) /k/ after a short vowel (ck) First chice for /j/ at the beginning of a word (j)					
7	Sound Card 1-44 Suffix Cards 1-6 Ask for 2 sounds for ow, c, g, and all single vowels; 3	2 ways to spell /s/ (s, c) Suffix -er (er) Suffix that makes long e (y)	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)	

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

		beginning of a word (j)					
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	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)	

		by e, i, or y) /ch/ after a short vowel (tch) /k/ after a short vowel (ck) First chice for /j/ at the beginning of a word (j)					

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

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

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

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

2	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8 Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-	Prefix re- Prefix be- Prefix /eks/ (ex) Prefix a- Prefix de- 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 short vowel (dge) /ch/ after a short	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)	

		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- Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short	Word Book pg. 68-69	Column 4 +Choose two sentences to use for CAPS (LPB pg. 76)	Sight Word Cards 51-60 Blend Cards 13, 14, 15 *See LPB pgs. 77-78	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources)	

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

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

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

6	Sound Cards 1-44 Suffix Cards 1-6 Prefix cards 1-8 Ask for 2 sounds of c, g, all single vowels; 3 sounds of y; 2 sounds of ex-	Prefix re- Prefix be- Prefix /eks/ (ex) Prefix a- Prefix de- 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 short vowel (dge) /ch/ after a short	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)	

		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- Prefix /egz/ (ex) Prefix un- /j/ after a short vowel (dge) /ch/ after a short	Word Book pg. 30 Sight Words 20-50	Column 4 +Choose two sentences to use for CAPS (LPB pg. 76)	Blend Cards 16-19 *See LPB pg. 78-79	Word Book pg. 65, 71, or 76; class book; or selected text from Decodable Texts website (In Resources)	

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

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-44 Suffix Cards 1-6 Prefix Cards 1-8	scr, thr, spr, spl, shr, str, squ Suffix -ly Suffix that	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)	

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

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

	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)	squ Suffix -ly Suffix that sounds like long e (y) Prefix sounds like /egz/ (ex)		errors +Choose two sentences to use for CAPS (LPB pg. 82)	Sound Cards 46-49 (Use Learning Plan Book pgs. 84-85 for rules and examples)	(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 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)	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

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	ear, aw, shr, oo (like book- but don't give the	Sight Word Cards	Column 1	Sight Word Cards 61-	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts	*May need extra time whole class to review syllable

	Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	word), spl 2 ways to spell /er/ (er, ir) Long e at the end of a word (y) Long i at the end of a word (y) Long o in the middle of a word (o, oa, o-e) Long a in the middle of a word (a, a-e, ai)	30-60	+Choose two sentences to use for CAPS (LPB pg. 90)	70 (LPB pg. 91) Sound Cards 50-53 (LPB pg. 91-93) Syllable division pattern 5 (LPB 94)	website (In Resources)	division patterns*
2	Sound Cards 1-49	ear, aw, shr, oo (like book- but	Word Book Pg.	Column 2	Sight Word Cards 61-	Word Book pg. 76, 82, or 90; class book; or selected	

	Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	don't give the word), spl 2 ways to spell /er/ (er, ir) Long e at the end of a word (y) Long i at the end of a word (y) Long o in the middle of a word (o, oa, o-e) Long a in the middle of a word (a, a-e, ai)	54	+Choose two sentences to use for CAPS (LPB pg. 90)	70 (LPB pg. 91) Sound Cards 50-53 (LPB pg. 91-93) Syllable division pattern 5 (LPB 94)	text from Decodable Texts website (In Resources)	

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 (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	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) Syllable division pattern 5 (LPB 94)	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

		(a, a-e, ai)					
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 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 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) Syllable division pattern 5 (LPB 94)	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

		word (a, a-e, ai)					
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) 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	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. 91-93) Syllable division pattern 5 (LPB 94)	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources))	

		middle of a word (a, a-e, ai)					
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) 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)	Word Book pg. 77-79	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. 91-93) Syllable division pattern 5 (LPB 94)	Word Book pg. 76, 82, or 90; class book; or selected text from Decodable Texts website (In Resources)	

		Long a in the middle of a word (a, a-e, ai)					

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 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	Sight Word Cards 40-70 Word Book pg. 91	Column 1 +Choose two sentences to use for CAPS (LPB pg. 97)	Prefix Cards 9-12 (LPB 98-99) Syllable Division Pattern 6 (LPB pg. 102)	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources)	

		(igh, i-e, i, y) Ways to spell long o in the middle of a word (oa, o-e)					
2	Sound Cards 1-53 Prefix Cards 1-8 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	-ble, aw, -dle, shr, -fle Ways to spell long e (e, ee, ea, e-e, y) Ways to spell /oo/ (oo, ew, u-e) Ways to spell long i (igh, i-e, i, y)	Word Book pg. 87	Column 2 +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)	

		Ways to spell long o in the middle of a word (oa, o-e)					
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) 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. 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. 102)	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources)	

		word (oa, o-e)					
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/ (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 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)	
5	Sound Cards 1-53	-ble, aw, -dle,	Word Book pg.	Column 1	Prefix Cards	Word Book pg. 82, 90, 96; class book; or selected text from	

	Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	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)	92	+Choose two sentences to use for CAPS (LPB pg. 97)	13-16 (LPB 100-101) Syllable Division Pattern 6 (LPB pg. 102)	Decodable Texts website (In Resources)	
6	Sound Cards 1-53 Prefix Cards 1-8	-ble, aw, -dle, shr, -fle Ways to spell	Word Book pg. 89	Column 2 +Choose two sentences to use	Prefix Cards 13-16 (LPB 100-101)	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)	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)		for CAPS (LPB pg. 97)	Syllable Division Pattern 6 (LPB pg. 102)		
7	Sound Cards 1-53 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, and all single vowels; 3	-ble, aw, -dle, shr, -fle Ways to spell long e (e, ee, ea, e-e, 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	Word Book pg. 82, 90, 96; class book; or selected text from Decodable Texts website (In Resources))	

	sounds of 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)				Pattern 6 (LPB pg. 102)		
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/	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)	

		(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)					
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	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)	

		long i (igh, i-e, i, y) Ways to spell long o in the middle of a word (oa, o-e)					

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-53 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	pre-, en-, con-, dis-, per-, sub-, pro-, com- */oo/ (soon) at the end of a word */aw/ (law) *Do not say, “as in soon/law”. That information is for the teacher to know the sound	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)	

		to make.					
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; 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. 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	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 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. 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)	
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	pre-, en-, con-, dis-, per-,	Word Book pg.	Column 2	Sound Cards 57-59 and 51	Word Book pg. 90, 96, 102; class book; or selected	

	Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	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.	98	+Choose two sentences to use for CAPS (LPB pg. 104)	and 46 (See LPB pg. 107-109)	text from Decodable Texts website (In Resources)	
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	pre-, en-, con-, dis-, per-, sub-, pro-, com-	Sight Word Cards 40-	Column 4	Sound Cards 57-59 and 51	Word Book pg. 90, 96, 102; class book; or selected text from Decodable Texts	

	Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, and all single vowels; 3 sounds of y)	*/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.	70	+Choose two sentences to use for CAPS (LPB pg. 104)	and 46 (See LPB pg. 107-109)	website (In Resources)	

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,	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	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

	c, g, and all single vowels; 3 sounds of y)	information is for the teacher to know the sound to make.					

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)	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)	

		Ways to spell short e (e, ea) *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/	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)	

		(oo, u-e) Ways to spell short e (e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					
3	Sound Cards 1-59 Suffix Cards 1-6 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew) How else can you	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)	

		spell /oo/ (oo, u-e) Ways to spell short e (e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					
4	Sound Cards 1-59 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a word (As in soon; answer: ew)	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)	

		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					
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)	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)	

		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					
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:	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)	

		ew) 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					
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	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)	

		(As in soon; answer: ew) How else can you spell /oo/ (oo, u-e) Ways to spell short e (e, ea) *Do not say, “as in cow/soon.” This is for teacher purposes					
8	Sound Cards 1-59 Suffix Cards 1-6 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-ild, -old, pre-, con-, -ind, -ost Ways to spell ow (sounds like cow, answer: ow, ou) Ways to spell /er/ (er, ir, ur, ear) /oo/ at the end of a	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)	

		word (As in soon; answer: ew) 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	-tion, -less, -ment, -ful, -ness, -ic, -et, -en *Ways to spell /oo/ (pronounced like moon; answer: oo,	Word Book pg. 109-110	Column 1 +Choose two sentences to use for CAPS	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)	

	Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	ew, u-e) Ways to spell /j/ (j; dge; g followed by e, i, or y) *Do not say, “as moon.”		(LPB pg. 119)			
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 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, -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. 105-106	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))	
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)	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)	

		Ways to spell /j/ (j; dge; g followed by e, i, or y) *Do not say, “as moon.”					

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 1-59 Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell	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)	

		/er/ (er, ir, ur, ear) 3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					
2	Sound Cards 1-59 Suffix Cards 1-14 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear)	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)	

		3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					
3	Sound Cards 1-59 Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear)	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)	

		3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					
4	Sound Cards 1-59 Suffix Cards 1-14 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear)	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)	

		3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					
5	Sound Cards 1-59 Suffix Cards 1-14 Prefix Cards 1-16 (Ask for 2 sounds for ow, c, g, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear)	Word Book pg. 95	Column 1 +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)	

		3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					
6	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)	Word Book pg. 109	Column 2 +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)	

		3 ways to spell /k/ (c, k, -ck) *Do not say, “as in cow” when dictating sound.					
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, and all single vowels; 3 sounds of y)	-tion, pro-, ar, u, sh, pre- *2 ways to spell /ow/ (as in cow; answer: ow, ou) 5 ways to spell long e (ee, e, e-e, y, ea) 4 ways to spell /er/ (er, ir, ur, ear)	Word Book pg. 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)	

		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 /er/ (er, ir, ur, ear)	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)	

		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	-al, -ous, -tion, -ic, -ful, -en	Word Book pg. 123-124	Column 1 +Choose two sentences to use	E rule part 1 E rule part 2	Word Book pg. 118, 122, 127; class book; or selected text from Decodable Texts website (In Resources)	

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

	all single vowels; 3 sounds of y)	ai) Ways to spell /er/ (er, ir, ur, ear) /k/ after a short vowel (ck) Others ways to spell /k/ (c,k)		(LPB pg. 135)	rules and examples)		
3	Sound Cards 17-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-al, -ous, -tion, -ic, -ful, -en Ways to spell long a (ay, a-e, a, ai) Ways to	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)	

		spell /er/ (er, ir, ur, ear) /k/ after a short vowel (ck) Others ways to spell /k/ (c,k)					
4	Sound Cards 17-59 Prefix Cards 1-16 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	-al, -ous, -tion, -ic, -ful, -en Ways to spell long a (ay, a-e, a, ai) Ways to spell /er/ (er, ir, ur, ear)	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)	

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-59 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh) Ways to spell /er/ (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 Suffix Cards 1-20 (Ask for 2 sounds for ow, oo, ew, ea, ear, and all single vowels; 3 sounds of y)	pre-, dis-, ex-, per-, -ous, -able, -est, -ive Ways to spell long i (i, i-e, y igh) Ways to spell /er/ (er, ir, ur, ear)	Word Book pg. 125	Column 3 +Choose two sentences to use for CAPS (LPB pg. 139)	Sight Word Cards 89-96 Sound Cards 60-62 (See LPB pg. 140-141)	Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	
4	Sound Cards 21-59 Prefix Cards 1-16	pre-, dis-, ex-, per-, -ous, -able, -est, -ive	Word Book pg. 114	Column 4 +Choose two sentences to use	Sight Word Cards 89-96	Word Book pg. 122, 127, 133; class book; or selected text from Decodable Texts website (In Resources)	

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

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

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

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

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

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

1	Sound Cards 21-63 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) 2 ways to spell /aw/ (aw, au) The suffix -sion (sion)	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)	

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) 2 ways to spell /aw/ (aw, au) The suffix -sion (sion)	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)	

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) 2 ways to spell /aw/ (aw, au) The suffix -sion (sion)	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)	

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

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 spell long a (a, ay, a-e, ai)	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)	
2	Suffix Cards 1-21 (Ask for 2 sounds for ow, oo, ew, ea, ear, and	ex-, re-, pre-, a-, pro-, con-, de	Word Book 134,135	Column 2 +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)	

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

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

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-66 (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	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)	

		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 (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)	Word Book pg. 138, 139	Column 2 +Choose two sentences to use for CAPS (LPB pg. 157)	Sight Word Cards 105-109 Months of year Sound Cards 67-69	Word Book pg. 137, 143, 148; class book; or selected text from Decodable Texts website (In Resources)	

		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			(See LPB pg. 158-159 for rules and examples)		

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

		/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,	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-	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			69 (See LPB pg. 158-159 for rules and examples)		

		ways (ow, ou) /er/ 4 ways (er, ir, ur, ear)					

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
Mastery Check	Sound Cards 21-66 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie and all single vowels; 3 sounds of y; 2 sounds of -sion)	-ild, -ple, -ind Ways to spell long a (a, ay, a-e, ai, eigh) Ways to spell long e (e, ee, e-e, y, ea, ey, ie, ei)	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)	

		/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) Ways to spell long a (a, ay, a-e, ai, eigh)	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)	

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 (a, ay, a-e, ai, eigh)	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)	
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,	Word Book pg. 146	Column 3 +Choose two sentences to use for CAPS	Sight Word Cards 110-117 Sound Cards 27, 72, 73	Word Book pg. 143, 148, 153; class book; or selected text from Decodable Texts website (In Resources)	

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

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

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	wor, wa, -stle, war	Word Book pg. 154	Column 1	Sight Word Cards 118-125	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts	

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

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

		(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) Write /k/, 4 ways (c, k, ck, ch) Write	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)	

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

		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) Write /m/, 2 ways (m, mb) Write /k/, 4 ways	Word Book pg. 125	Column 1 +Choose two sentences to use for CAPS (LPB pg. 171)	Sight Word Cards 118-125 Prefix Cards 17-19 (See LPB pg. 172-173 for rules and examples)	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts website (In Resources)	

		(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 (r, wr) Write /m/, 2 ways (m, mb)	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)	

		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) Write /r/, 2 ways (r, wr) Write /m/, 2 ways	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)	

		(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, gn) Write /r/, 2 ways (r, wr) Write	Any previous word list	Column 4 +Choose two sentences to use for CAPS (LPB pg. 171)	Sight Word Cards 118-125 Prefix Cards 17-19 (See LPB pg. 172-173 for rules and examples)	Word Book pg. 148,153, 158; class book; or selected text from Decodable Texts website (In Resources)	

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

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

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

		(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		(LPB pg. 179)	(See LPB pg. 180-182 for rules and examples)		
2	Suffix Cards 1–21 (ask for meaning only)	auto-, tele-, trans-, para-,	Word Book pg. 154, 155	Column 2	Sight Word Cards 126-132	Word Book pg. 153, 158, 163; class book; or selected text from Decodable Texts	

		post- Write /for/, 2 ways (for, fore) Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) *Write /oo/ (as in moon), 5 ways (oo, ew, ue, u-e, u)		+Choose two sentences to use for CAPS (LPB pg. 179)	Suffix Cards 22-25 (See LPB pg. 180-182 for rules and examples)	website (In Resources)	

		*do not say “as in moon” to the students					
3	Prefix Cards 1-25 (ask for meaning only)	auto-, tele-, trans-, para-, post- Write /for/, 2 ways (for, fore) Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways (m, mb) *Write /oo/ (as in moon),	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)	

		5 ways (oo, ew, ue, u-e, u) *do not say “as in moon” to the students					
4	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	auto-, tele-, trans-, para-, post- Write /for/, 2 ways (for, fore) Write /n/, 3 ways (n, kn, gn) Write /r/, 2 ways (r, wr) Write /m/, 2 ways	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)	

		(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 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	Students read from Word Book pg. 224 Teacher uses chart LPB pg. 184	Dictate words on LPB pg. 185 Students write in Student Notebook	None	Word Book pg. 153, 158, 163; class book; or selected text from Decodable Texts website (In Resources)	

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

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-76	-hood, -dom, -	Word Book pg.	Column 1	Sight Word	Word Book pg. 158, 163, 168; 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)	ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2 ways (ch, tch) Spell short e, 2 ways	164	+Choose two sentences to use for CAPS (LPB pg. 187)	Cards 133-139 Suffix Cards 27-29 (See LPB for rules and examples)	text from Decodable Texts website (In Resources)	

2	Suffix Cards 1-26 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2 ways (ch, tch) Spell short e, 2 ways	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)	

3	Prefix Cards 1-25 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2 ways (ch, tch) Spell short	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)	

		e, 2 ways					
4	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2 ways (ch, tch)	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)	

		Spell short e, 2 ways					
5	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2 ways	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)	

		(ch, tch) Spell short e, 2 ways					
6	Suffix Cards 1-26 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough) Spell /ch/, 2	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)	

		ways (ch, tch) Spell short e, 2 ways					
7	Prefix Cards 1-25 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au, augh, ough)	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)	

		Spell /ch/, 2 ways (ch, tch) Spell short e, 2 ways					
8	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	-hood, -dom, -ward, -ling, -ous Spell /ist/, 2 ways (est, ist) Spell long a, 5 ways (a, ay, a-e, ai, eigh) Spell /aw/, 4 ways (aw, au,	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)	

		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)	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)	

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

		Write long o, 4 ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/,		use for CAPS (LPB pg. 194)	(See LPB pg. 195-196 for rules and examples)		

		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	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)	

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

		(aw, 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	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)

		(e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					
6	Suffix Cards 1–33 (ask for meaning only)	-ture, -ard, -ify, -ical, -some Write long o, 4 ways (o, o-e,	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)

		ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					
7	Prefix Cards 1-25 (ask for meaning only)	-ture, -ard, -ify, -ical, -	Sight Word Cards 110-139	Column 3	Root Word Cards 4-6	Word Book pg. 163, 168, 173; class book; or selected text from Decodable Texts website	Prefix Cards 1-25 (ask for meaning only)

		some Write long o, 4 ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough) Write long i, 5 ways (i, i-e, y, igh, ie)		+Choose two sentences to use for CAPS (LPB pg. 194)	(See LPB pg. 197-198)	(In Resources)	

		Write the suffix /er/, 3 ways (er, or, ar)					
8	Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, ch and all single vowels; 3 sounds of y)	-ture, -ard, -ify, -ical, -some Write long o, 4 ways (o, o-e, ow, oa) Write short e, 2 ways (e, ea) Write /aw/, 4 ways (aw, au, augh, ough)	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 long i, 5 ways (i, i-e, y, igh, ie) Write the suffix /er/, 3 ways (er, or, ar)					

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

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Root Cards 1-6 Sound Cards 21-76 (Ask for 2 sounds for ow, oo, ew, ea, ear, ie, and all single vowels; 3 sounds of y; 2 sounds of -sion)	port, spect, form, -ify, ject, tract, -ture, struct, -ical, -ard	Word Book pg. 171, 172, and 174	Column 1 +Choose two sentences to use for CAPS (LPB pg. 200)	Root Cards 7-12 (See LPB pg. 201-203)	Word Book pg. 168, 173, 177; class book; or selected text from Decodable Texts website (In Resources)	
2	Root Cards 1-6	port, spect, form, -ify, ject, tract, -ture, struct, -ical, -ard	Word Book pg. 159, 170	Column 2 +Choose two	Root Cards 7-12	Word Book pg. 168, 173, 177; class book; or selected text from Decodable Texts website (In Resources)	

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

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

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

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

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

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

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

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

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

1	Suffix Cards 1-33	flex, miss, fac, vers, fer, pel, rupt, puls, 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 (LPB pg. 214)	Teach Two-syllable Doubling Rule (See LPB pg. 215-216 for rules and examples)	Word Book pg. 177, 182, 185; class book; or selected text from Decodable Texts website (In Resources)	
4	Root Cards 1-18 (ask for meaning only)	flex, miss, fac, vers, fer, pel, rupt, puls, cept, vis	Word Book pg. 174 Sight	Column 4 +Choose two sentences to	Teach Two-syllable Doubling Rule (See LPB pg.	Word Book pg. 177, 182, 185; class book; or selected text from Decodable Texts website (In Resources)	

			Word Cards 120-145	use for CAPS (LPB pg. 214)	215-216 for rules and examples)		

Level 33-Learning Plan Book pg. 217-223

Session	1-Read Sounds	2-Spell Sounds	3-Read Words	4-Spell Words	5-New Material	6-Read Aloud (Choose 1 option)	Notes
1	Sound Cards 21-76 (Ask for two sounds of ow, oo, ew, ea, ear, ie, ch; all single vowels; 3 sounds of y)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg. 186	Column 1 +Choose two sentences to use for CAPS (LPB pg. 218)	Prefix Cards 26-31 (See LPB 219-220)	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	
2	Suffix Cards 1-33 (ask for meaning only)	dict, scribe, fac, script, fer, mit, duce, miss, struct, tract	Word Book pg. 187	Column 2 +Choose two sentences to use for CAPS (LPB pg. 218)	Prefix Cards 26-31 (See LPB 219-220)	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	
3	Prefix Cards 1-25	dict, scribe, fac, script, fer, mit, duce, miss, struct,	Word Book pg. 183	Column 3	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)	
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	Dictate words on LPB pg. 225 Students record in Student	none	Word Book pg. 182, 185, 191; class book; or selected text from Decodable Texts website (In Resources)	

			pg. 224	Notebook			

Level 34-Learning Plan Book (LPB) pg.

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

				(LPB pg. 227)			
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.

Unit 1 - Awakening The Reader From Within

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

Summary of the Unit

This unit serves as the introduction and foundation for establishing students' routines, expectations, and interactions with text. Students will review and apply key literary elements through engagement with a shared class text, strengthening their understanding of how character, setting, conflict, and theme contribute to meaning. Instruction will also include a review of poetic devices, with opportunities for students to explore these elements through reading and writing poetry. Students will engage in close reading through the use of the Six Signposts with a strong emphasis on purposeful annotation. The Six Signposts include: Contrast and Contradiction, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, and Memory Moment. As students identify these signposts within texts, they will annotate directly in the text to track thinking and mark meaningful moments, and respond to modified Anchor Questions to deepen comprehension and analysis. The primary focus of this unit is to build consistent reading habits, strengthen analytical thinking, and establish structured approaches to understanding complex texts through close reading, annotation, and reflective response. 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 use literary elements, poetic devices, and close reading strategies, including the Six Signposts with purposeful annotation, to deepen their understanding of a text and move beyond surface-level meaning. Purposeful annotation supports active reading by helping students track thinking, identify significant moments, and engage more deeply with complex texts. The Six Signposts with annotation provide a transferable "toolbox" of reading strategies that students can apply across a variety of literary and informational texts. Texts can be interpreted in multiple ways, and readers' individual experiences, perspectives, and backgrounds influence how meaning is constructed. Strong readers build comprehension and analysis skills by consistently applying reading strategies, reflecting on their thinking, and revising their understanding as they read. 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 literary elements and poetic devices help readers understand a text more deeply?
- How do the Six Signposts, along with purposeful annotation, help readers notice important moments and construct meaning while reading?

- How does annotation support active reading and improve comprehension and analysis of a text?
- In what ways do readers use reading strategies as a “toolbox” to help them understand unfamiliar or complex texts?
- Why might different readers interpret the same text in different ways?
- How do our personal experiences and perspectives shape the way we understand what we 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/Assessment Options:

Poetic Devices Tissue Box - Students cover a tissue box with construction paper. On each panel of the tissue box students must list, define, and provide an example of a different poetic device.

Signposts in Children's Books - Students study picture books and complete a graphic organizer in which students must list the signpost found, page number, and the answer to the modified anchor question. Students are required to find five.

Formal Assessment - Paper/Pencil or Google Form Quiz/Test

Resources

Notice and Note – Strategies for Close Reading by Kylene Beers and Robert E. Probst (use excerpts in the back of the text to showcase each of the six signpost reading strategies)

Short Stories-

Stop The Sun by Gary Soto

Excerpts from The Illustrated Man by Ray Bradbury

Picture Books-

Various Selections by Dr. Seuss

When You Were Small by Sara O'Leary

Poetry-

“The Raven” by Edgar Allen Poe

“Annabel Lee” by Edgar Allan Poe“

"Hope" Is The Thing With Feathers” by Emily Dickinson

*See Resources Folder in OnCourse for additional Resources

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Poetic Devices (1 week)	SWBAT demonstrate satisfactory comprehension of seven poetic devices by being able to accurately define each type and recognize them in isolated practice and in authentic poetry.	1. Figurative Language Practice Sheets/Presentations. 2. Anabelle Lee by Edgar Allen Poe. Students read poem together, discuss meaning, and identify figurative language included in the poem. 3. Poetic Devices Test. Use fill in the blank test - students must come up with one example of each poetic device on their own. (Students can prepare the poetic devices they want to use ahead of time). Students	. Figurative Language Quiz/Test 2. Figurative Language Tissue Box Project	RL.TS.8.4 RL.CR.8.10 SL.PE.8.1 L.VL.8.5
Literary Devices (1 week)	SWBAT demonstrate a basic understanding of literary devices by being able to accurately define each type and	• 1. Quizlet practice/review of literary elements and devices.	1. Literary Devices Quiz/Test	L.VL.8.3 L.KL.8.2

	recognize each type in literature. SW demonstrate satisfactory comprehension of literary devices by self-selecting independent reading novels and	• In the next section of this unit , students will read a selection of short stories. Tell students that they will be on the hunt for these literary elements in this unit. Students create a collaborative bulletin board of literary element examples as they come up authentically in the text.	2. Students create a slideshow based on their findings from the picture book activity.	
Signpost Reading Strategies/ Excerpts from <u>The Illustrated Man</u> by Ray Bradbury. (3 weeks)	SWBAT demonstrate satisfactory comprehension of six "Notice and Note" Signpost strategies by reciting the definition and anchor question associated with each signpost. SWBAT demonstrate satisfactory comprehension of the elements of science fiction by reading four selections from Ray Bradbury's <u>The Illustrated Man</u> and reciting details from the stories that are congruent to science fiction. SW demonstrate satisfactory comprehension of Contrast/Contradictions and Aha Moments after reading <u>The Veldt</u> and completing a	1. Background Information on Ray Bradbury in the form of a webquest/slideshow. 1. Short Story Read Aloud (The Veldt, The Visitor, The Rocket, and Marionettes,Inc.) 1. Model Annotation/marking signposts during read aloud, ask students to summarize/sketch events from the story. 1. Students must fill out a modified anchor chart for the signpost they are learning about. On the	1. Signpost Charts 2. Signpost Tests	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 RL.MF.8.6 RL.CT.8.8 SL.PI.8.4

graphic organizer in which students must identify the signpost and answer the anchor question.		chart students must write the quote that exemplifies the signpost and they must answer the modified anchor question.
SWBAT demonstrate satisfactory comprehension of Words To The Wiser and Tough Quest after reading <u>The Rocket</u> and completing a graphic organizer in which students must identify the signpost and answer the anchor question.	The Veldt - Focus on: Contrast/Contradiction and Aha Moment The Rocket - Focus on Words To The Wiser and Tough Question	
SWBAT demonstrate satisfactory comprehension of Again and Again by reading <u>The Visitor</u> and completing a graphic organizer in which students must identify the signpost and answer the anchor question.	The Visitor - focus on Again and Again Marionettes, Inc - Focus on: Memory Moments *See modifications section for alternate texts	
SWBAT demonstrate satisfactory comprehension of Memory Moments by reading <u>Marionettes, Inc.</u> and completing a graphic organizer in which students must identify the signpost and answer the anchor question.		1. Test - Students have to recall one of each of the signposts from the short stories we read in <u>The Illustrated Man</u>.

SW demonstrate satisfactory comprehension of all six strategies by identifying them in The Illustrated Man, or a cold read.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Alternate text options for lessons/assessment:
  - Short excerpts from *Notice and Note – Strategies for Close Reading by Kylene Beers and Robert E. Probst*
  - *Stop The Sun* by Gary Soto

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Use Ray Bradbury Theater videos as a pre-reading strategy or use the videos after reading to provide a visual representation of the story.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the student.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable

with.

- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.

Suggested Technological Innovations/Use

8.1.8.DA.1 – Organize and transform data to support analysis and interpretation

9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and bias

8.1.8.IC.1 – Evaluate the impact of computing technologies on individuals and society

8.2.8.ED.2 – Develop a solution to a problem using the engineering design process

8.2.8.ED.3 – Evaluate and refine a design based on testing and feedback

8.1.8.AP.3 – Create computational models or programs to solve real-world problems

8.1.8.DA.1 – Use data to analyze patterns and support conclusions

9.4.8.IML.1 – Evaluate sources for credibility, relevance, and bias

9.4.8.CT.2 – Analyze information to support problem solving and decision making

9.4.8.DC.2 – Use digital tools to communicate and collaborate effectively

9.4.8.IML.1 – Evaluate and respond to information critically

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

9.4.8.CT.1 – Evaluate strategies to solve problems and determine the most effective solution

9.4.8.CI.1 – Demonstrate creativity and innovation to develop solutions

9.4.8.CT.2 – Use critical thinking to analyze and improve solutions

9.4.8.IML.1 – Evaluate information from multiple sources for credibility, bias, and relevance

9.4.8.CT.2 – Analyze data to support decision-making and problem solving

9.4.8.GCA.1 – Use cultural and global perspectives to inform solutions

9.4.8.GCA.1 – Collaborate effectively with diverse groups

9.4.8.DC.2 – Use digital tools to communicate and collaborate responsibly

9.4.8.CI.1 – Apply teamwork and creativity to complete tasks

9.4.8.DC.1 – Demonstrate responsible digital communication and etiquette

9.4.8.DC.2 – Communicate effectively in digital and collaborative environments

9.4.8.GCA.1 – Engage respectfully with diverse cultural perspectives

9.4.8.CI.1 – Demonstrate initiative and responsibility in completing tasks

9.4.8.CT.1 – Set goals and apply strategies to achieve outcomes

9.4.8.TL.3 – Use digital tools to support productivity and organization

Unit 2 - Awakening The Writer From Within

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:

Length: **Sample Length**
Status: **Published**

Summary of the Unit

Students will learn specific skills that are required when writing a narrative piece and create a narrative writing piece on their own, using the skills learned in mini-lessons.

Enduring Understandings

- Narrative writing allows students to create “small moments” of writing.
- Narrative writing allows students to apply plot elements such as characterization, conflict, and setting into their writing pieces.

Essential Questions

- What is a “small moment/sensory moment”?
- Why is it that some works of fiction you just can’t “put down?”
- What is Narrative Writing?
- When writing a narrative, what needs to go in the writer’s toolbox?

Summative Assessment and/or Summative Criteria

Students will compose a formal narrative, based on skills learned in mini-lessons. They will be assessed on the successful use of the following components:

- Sensory Details/"Small Moments"
- Dialogue Tags
- Using an appropriate amount of dialogue ("in/out" rule)
- Adding a Fiction Signpost (See Unit 1) to the story
- Use of quotation marks
- Story Structure/Story arc

Resources

See Resources Folder in OnCourse

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1-2 School Days	SWBAT demonstrate satisfactory writing mechanics by participating in a narrative minilesson where they have to identify when someone is speaking and seperate this line from the rest of the text (New Speaker-New Line Rule)	New Speaker/New Line Rule- Use Hershey Park Narrative and Toby Narrative for Guided/Independent Practice of Skill.	2. Mini-narrative practice with New Speaker/New Line Rule	W.NW.8.3 W.NW.8.3.B W.WP.8.4 L.SS.8.1

1-2 School Days	SW demonstrate satisfactory comprehension of narritive writing mechanics by accurately placing quotation marks around words that are being said.	Students edit narratives with a lens for the skill being taught. 2. .Practice Quotation Marks using practice WS Use Hershey Park Narrative and Toby Narrative for Guided/Independent Practice of Skill. 2. Students edit narratives with a lens for skill being taught.	1. Quotation Marks WS 2. MIni Narrative practice with quotation marks	W.NW.8.3 W.NW.8.3.B W.WP.8.4 W.WP.8.6 W.RW.8.7 L.SS.8.1
1-2 School Days	SWBAT demonstrate satisfactory comprehension of sensory moments and sensory details by completing a Jamboard Gallery Walk and assigning sensory details to different places and situations.	Gallery Walk-Students walk to chart papers labelled with names of common places (e.g. beach, concert, Roller Magic...etc) and must label what they see, hear, touch, taste, and smell. Use Hershey Park Narrative and Toby Narrative for Guided/Independent Practice of Skill. Students edit narratives with a lens for skill being taught.	2. Mini narrative practice using sensory details. 3. Jamboard sensory details practice	W.NW.8.3 W.NW.8.3.B W.WP.8.4 W.WP.8.6 W.RW.8.7 L.SS.8.1

2-3 School Days	SW demonstrate satisfactory comprehension of narrative writing dialogue by replacing the word "said" with a more sophisticated verb/adverb combination.	View “Better Words For said handout. Use Hershey Park Narrative and Toby Narrative for Guided/Independent Practice of Skill. Students edit narratives with a lens for skill being taught. View “Verb Adverb Combo” tags handout. Use Hershey Park Narrative and Toby Narrative for Guided/Independent Practice of Skill. Students edit narratives with a lens for skill being taught.	2. Mini Narrative practice - eliminating ¨said¨ from their writing	W.NW.8.3 W.NW.8.3.B W.WP.8.4 W.WP.8.6 W.RW.8.7 L.SS.8.1
1-2 School Days	SW demonstrate satisfactory comprehension of narrative writing mechanics by evaulating when to break story action for dialogue and when to cease using dialogue and continue with story "narration" (In/Out Rule)	View Batman and Robin exemplar dialogue (with overreliance of dialogue) View Batman and Robin	• Revise Batman and Robin Narrative using the ¨in/out rule¨	W.NW.8.3 W.NW.8.3.B W.WP.8.4 W.WP.8.6

		exemplar dialogue (using appropriate bits of dialogue, then getting back to the narration)		W.RW.8.7 L.SS.8.1
1-2 School Days	SW demonstrates satisfactory comprehension of narrative writing mechanics by placing the main events of a familiar piece of narrative writing on a story arc and labelling each piece.	Using Hershey Park Narrative or Toby Narrative, demonstrate how to put action onto a Story Arc. Students then label action from the narrative onto a story arc.	• Story ¨seed¨ story arc	W.NW.8.3 W.NW.8.3.B W.WP.8.4 W.WP.8.6 W.RW.8.7 L.SS.8.1
1-2 School Days	SW enhance their narrative pieces by adding a contrast/contradiction or aha moment to their story arc. (or any other signpost they choose to add)	Review Fiction Signposts with students. Review story arcs made in previous lesson. Identify signposts in the action (There is a contrast/contradiction and words to the wiser in the Toby Narrative)	1. Students identify signposts in ¨Toby¨ narrative 2. Quiz (using Quizizz) - the five narrative writing skills discussed	W.NW.8.3 W.NW.8.3.B W.WP.8.4 W.WP.8.6 W.RW.8.7 L.SS.8.1
3-5 School Days	SW demonstrate satisfactory comprehension of narrative writing mechanics by producing an original narrative piece which showcases the skills/mini-lessons taught throughout the unit.	Students begin writing narratives. Allow students to either create their own narrative piece, or if needed, provide students with an “already started” narrative, and students must pick up the action.	1. Final published narrative	W.NW.8.3 W.NW.8.3.B W.WP.8.4 W.WP.8.6 W.RW.8.7 L.SS.8.1

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- If students struggles with creating an original narrative at the end of the unit, consider the following modifications:

    - Assess student on his/her ability to edit an already written passage for the narrative skills thoughts

Assess students using quotation marks worksheets

Suggested Technological Innovations/Use

8.1.8.DA.1 – Organize and transform data to support analysis and interpretation

9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and bias

8.1.8.IC.1 – Evaluate the impact of computing technologies on individuals and society

8.2.8.ED.2 – Develop a solution to a problem using the engineering design process

8.2.8.ED.3 – Evaluate and refine a design based on testing and feedback

8.1.8.AP.3 – Create computational models or programs to solve real-world problems

8.1.8.DA.1 – Use data to analyze patterns and support conclusions

9.4.8.IML.1 – Evaluate sources for credibility, relevance, and bias

9.4.8.CT.2 – Analyze information to support problem solving and decision making

9.4.8.DC.2 – Use digital tools to communicate and collaborate effectively

9.4.8.IML.1 – Evaluate and respond to information critically

NJSLS-Career Readiness, Life Literacy, and Key Skills

9.4.8.CT.1 – Evaluate strategies to solve problems and determine the most effective solution

9.4.8.CI.1 – Demonstrate creativity and innovation to develop solutions

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9.4.8.GCA.1 – Use cultural and global perspectives to inform solutions

9.4.8.GCA.1 – Collaborate effectively with diverse groups

9.4.8.DC.2 – Use digital tools to communicate and collaborate responsibly

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9.4.8.CI.1 – Demonstrate initiative and responsibility in completing tasks

9.4.8.CT.1 – Set goals and apply strategies to achieve outcomes

9.4.8.TL.3 – Use digital tools to support productivity and organization

Unit 3a - Identity and Literature - The Giver

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Financial Accounting Honors, English 11 CP, English 11, English 11 Honors, English 12 CP, English 12, English 12 Honors, ELL, Language Arts**
Time Period:
Length: **4-5 weeks**
Status: **Published**

Summary of the Unit

Students will be introduced to the concepts of conformity, utopia, and dystopia by reading The GIver by Lois Lowry. Through role playing, assessment, and close reading of text, students will be encouraged to explore whether utopia is all that it appears to be.

Enduring Understandings

- The definitions of conformity, utopia, dystopia.
- That individual choice and freedom is the hallmark of human existence.
- The human mind is susceptible to manipulation on many levels.
- Learning from the past will develop wisdom, and provide us with a richer understanding of our

universe.

Essential Questions

- What is a utopia? What would it look like?
- What is dystopia? What would it look like?
- Is "Sameness" better than individuality?
- Is there value in a "bad" memory?
- How do you learn from mistakes/tragedy?

Summative Assessment and/or Summative Criteria

Tests: Chapters 1-5, 6-11, 12-16, 17-23

Quiz: Background Vocabulary Quiz (after Chapter 4-5), 5 Qualities Of The Receiver (after reading Chapter 8)

Projects:

- Chapter 1-5 What is a Utopia Project - Students prepare a paragraph about what a utopia would be like. Students use sensory details to support their description. Students include a picture collage/jamboard of some of the things in their utopia.

3. Chapter 6-11 Traditions Project - After reading about "rituals" and "traditions" of Jonas' community, students are asked to create a collage/jamboard featuring traditions front their own culture/family

3. Chapters 12-16 Memories Project - If you were the The Giver, what memories would you give to Jonas

so he could learn and develop wisdom?

3. Chapter 17-23 Color and Music Project - Jonas' society was missing two facets of society that we take for granted every day: color and music. Students will write down what they associate with different colors and then what they associate with different styles of music. At the end, students will answer three discussion questions, which connect the project back to the literature.

Resources

See Resources Folder in OnCourse

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Background Terms/ Introduction (2-3 days)	SWBAT demonstrate satisfactory comprehension of background terms from The Giver by participating in Quizlet review activities and taking a quiz	1. Quizlet review of background terms for The Giver Chapters 1-5 2. Students create flashcards 3. Teacher led discussion of utopia vs dystopia	4. Background Terms Quiz	RL.CI.8.2 RL.IT.8.3

		4. Quiz		
Background Terms/ Introduction (2-3 days)	SW demonstrate satisfactory comprehension of overarching themes of the novel by participating in a gallery walk/jamboard poll/fishbowl discussion circle.	1. Via jamboard, gallery walk w/ Chart paper, or Fishbowl discussion circle, students are faced with thought provoking statements that relate to the novel's themes. 2. Students discuss and write about their thoughts on each statement.	3. Homework assignment or journal entry, students expand upon one of the statements discussed in class.	SL.PE.8.2 SL.ES.8.3 SL.UM.8.5 SL.AS.8.6 RL.CI.8.2
The Giver Chapters 1-5 (1-2 weeks)	SW demonstrate satisfactory comprehension of chapters 1-5 by listening to the chapter, answering story plot questions, and filling out a fill in the blank activity for chapters 1-5.	1. Read aloud/ listen to audiobook for chapters 6-11. Stop for story plot questions/answers • Complete fill in the blank activity, this will be used as a study guide for the test.	• Utopia Project • 1-5 Test	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 RL.TS.8.4 RL.MF.8.6 W.WP.8.4 W.SE.8.6
	SW demonstrate satisfactory comprehension of Chapters 1-5 vocabulary by accurately completing 3 vocabulary activities from a bingo board.	• Review vocabulary by having students complete a vocabulary bingo board activity. Review words with students using match, flashcards, and gravity on Quizlet.com		
	SW demonstrate satisfactory comprehension of the term utopia by exploring its meaning in the form of a "What is a Utopia" project.	3. 4. Utopia project- Students review sensory details (from previous unit) and as a class, develop a paragraph of what a utopia might appear to be like. Use exemplars and have students complete a jamboard to illustrate their		

	SW demonstrate satisfactory comprehension of Chapters 1-5 by taking an assessment and scoring an 80% or higher.	sensory details. 2. 5. Chapter 1-5 Test.		
The Giver Chapters 6-11 (1-2 weeks)	SW demonstrate satisfactory comprehension of chapters 6-11 by listening to the chapter, answering story plot questions, and filling out a fill in the blank activity for chapters 6-11. SW demonstrate satisfactory comprehension of Chapters 6-11 vocabulary by accurately completing 3 vocabulary activities from a bingo board. SWBAT connect to the literature by comparing family traditions that are personally relevant and compare them to traditions in The Giver in the form of a Family Traditions Project. SW demonstrate satisfactory comprehension of Chapters 6-11 by taking	1. Read aloud/ listen to audiobook for chapters 6-11. Stop for story plot questions/answers 2.Complete fill in the blank activity, this will be used as a study guide for the test. 3. Review vocabulary by having students complete a vocabulary bingo board activity. Review words with students using match, flashcards, and gravity on Quizlet.com 4. Family Traditions Project - Students review traditions that have been mentioned in the literature (telling of feelings, dream telling, ceremony of 12, ceremony of release). Now, students are asked to reflec upon traditions that are important in their family/culture. Students create a jamboard to display the traditions. 5. Chapter 6-11 Test.	○ Family Traditions Project ○ 6-11 Test	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 RL.TS.8.4 RL.PP.8.6 W.WP.8.4 W.SE.8.6

	an assessment and scoring an 80% or higher.			
The Giver Chapters 12-16 (1-2 weeks)	SW demonstrate satisfactory comprehension of chapters 12-16 by listening to the chapter, answering story plot questions, and filling out a fill in the blank activity for chapters 6-11.	1. Read aloud/ listen to audiobook for chapters 12-16.. Stop for story plot questions/answers 2.Complete fill in the blank activity, this will be used as a study guide for the test.	1. Memory Project 2. 12-16 Test	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 RL.TS.8.4 RL.PP.8.6 W.WP.8.4 W.SE.8.6
	SW demonstrate satisfactory comprehension of Chapters 12-16 vocabulary by accurately completing 3 vocabulary activities from a bingo board.	3. Review vocabulary by having students complete a vocabulary bingo board activity. Review words with students using match, flashcards, and gravity on Quizlet.com		
	SWBAT connect to the literature by taking on the role of "The Giver" and deciding which memories would be most important to transmit so that wisdom will be gained in the form of a Memory Project.	4. Memory Project - If you were The Giver, what memories would you give Jonas? Happy memories? Sad memories that he could learn/reflect on (wedding? A rainbow? Loss? War?) Students create a slideshow showcasing different memories they would give to Jonas and why they chose each memory. 5. Chapter 12-16 Test.		
	SW demonstrate satisfactory comprehension of Chapters 12-16 by taking an assessment and scoring an 80% or higher.			

The Giver Chapters 17-23 (2 weeks)	SW demonstrate satisfactory comprehension of chapters 17-23 by listening to the chapter, answering story plot questions, and filling out a fill in the blank activity for chapters 17-23.	1. Read aloud/ listen to audiobook for chapters 17-23. Stop for story plot questions/answers 2.Complete fill in the blank activity, this will be used as a study guide for the test.	1. Color and Music Project 2. 17-23 Test	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 RL.TS.8.4 RL.PP.8.6 W.WP.8.4 W.SE.8.6
	SW demonstrate satisfactory comprehension of Chapters 17-23 vocabulary by accurately completing 3 vocabulary activities from a bingo board.	3. Review vocabulary by having students complete a vocabulary bingo board activity. Review words with students using match, flashcards, and gravity on Quizlet.com		
	SWBAT compare and contrast modern society with the community in The Giver by completing a Color and Music Project.	4. Color and Music Project - as a class display various colors on the smartboard. With each color, students jot down associations they have with each color. Then, play various types of music, ands have students jot down their associations with each type of music. Students take their notes, fill out a project WS, then answer 3 “Connection Questions” which relate the project to themes of The Giver.		
	SW demonstrate satisfactory comprehension of Chapters 17-23 by taking an assessment and scoring an 80% or higher.	5. Chapter 17-23 Test.		

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

8.1.8.DA.1 – Organize and transform data to support analysis and interpretation

9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and bias

8.1.8.IC.1 – Evaluate the impact of computing technologies on individuals and society

8.2.8.ED.2 – Develop a solution to a problem using the engineering design process

8.2.8.ED.3 – Evaluate and refine a design based on testing and feedback

8.1.8.AP.3 – Create computational models or programs to solve real-world problems

8.1.8.DA.1 – Use data to analyze patterns and support conclusions

9.4.8.IML.1 – Evaluate sources for credibility, relevance, and bias

9.4.8.CT.2 – Analyze information to support problem solving and decision making

9.4.8.DC.2 – Use digital tools to communicate and collaborate effectively

9.4.8.IML.1 – Evaluate and respond to information critically

NJSLS-Career Readiness, Life Literacy, and Key Skills

9.4.8.CT.1 – Evaluate strategies to solve problems and determine the most effective solution

9.4.8.CI.1 – Demonstrate creativity and innovation to develop solutions

9.4.8.CT.2 – Use critical thinking to analyze and improve solutions

9.4.8.IML.1 – Evaluate information from multiple sources for credibility, bias, and relevance

9.4.8.CT.2 – Analyze data to support decision-making and problem solving

9.4.8.GCA.1 – Use cultural and global perspectives to inform solutions

9.4.8.GCA.1 – Collaborate effectively with diverse groups

9.4.8.DC.2 – Use digital tools to communicate and collaborate responsibly

9.4.8.CI.1 – Apply teamwork and creativity to complete tasks

Unit 3b - Writing A Literary Analysis

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **3-4 weeks**
Status: **Published**

Summary of the Unit

After reading The Giver, students are tasked with developing a three paragraph Literary Analysis. Students demonstrate support to prove that Jonas did, in fact, demonstrate the five qualities required of The Receiver Of Memory. Students will choose three of these qualities and compose a three paragraph Literary Analysis.

After reading The Giver, students are tasked with developing a three paragraph Literary Analysis. Students demonstrate support to prove that Jonas did, in fact, demonstrate the five qualities required of The Receiver Of Memory. Students will choose three of these qualities and compose a three paragraph Literary Analysis.

Enduring Understandings

- Literary Analysis is a tool we use to determine if we comprehend what we have read.
- When citing evidence in a Literary Analysis, there is a specific format used.
- Good writers use quotes from the text, page numbers, and robust explanations of quotes when writing a successful Literary Analysis.
- Good writers not only ¨say it¨ (the quote), but also ¨prove it¨ (explain the quote´s significance)

Essential Questions

- What were the five qualities required by the Receiver Of Memory?
- Where is the text evidence that shows that Jonas possessed these qualities?
- If you were to prove that Jonas had these qualities in writing, how would you do it?
- What is a one quote analysis paragraph?
- What is a two quote analysis paragraph?

Summative Assessment and/or Summative Criteria

- Mini Literary Analysis
    - Students will learn the format of a two quote analysis paragraph by reading Goldilocks And The Three Bears and writing a MIni LIterary Analysis (one paragraph). The topic of the MIni LIterary Analysis is: Do you think the bears were upset that Goldilocks had entered their house? Find evidence and write a two quote analysis paragraph to support your ideas.
    - If further support is needed, students complete an additional Mini Literary Analysis on the events of The Tortoise And The Hare. Mini Literary Analysis topic: Who was the more clever animal in the end? Find evidence and write a two quote analysis paragraph to support your ideas.
    -

4. Literary Analysis
5. Now that students have learned the format for a two quote analysis paragraph, they now string three paragraphs together, creating a Literary Analysis. The topic of the Literary Analysis is: Do you think Jonas had the qualities that were required of the Receiver Of Memory? Find support in the text to support your ideas. Write three paragraphs, each one about one of the qualities. Be sure to use two quote analysis format.

Resources

See Resources folder in OnCourse

Unit Plan

Topic/Selection	General Objectives	Instructional Activities
Timeframe Introduction to Two Quote Analysis Format/ Compose Mini Literary Analysis (1 week)	SWBAT demonstrate satisfactory comprehension of the two quote analysis paragraph format by completing a mini literary analysis based on the events of Goldilocks And The Three Bears SWBAT demonstrate satisfactory comprehension of the two quote analysis paragraph format by completing a mini literary analysis based on the events of The Tortoise And The Hare	1. Class read aloud of well-known children's stories/fables. 2. Discuss the plot of each story to assess basic comprehension 4. 3. Introduce Two Quote Analysis Paragraph Format 4. Students write Mini Literary Analysis for both Goldilocks and The Tortoise And The Hare.

		5. Use exemplars and individual writing conferences to help students with their writing process.
Write a Literary Analysis based on The Giver	SW demonstrate satisfactory writing mechanics by supporting ideas with text evidence and utilizing a teacher provided format for writing a body paragraph.	4. 1. Introduce Literary Analysis assignment. This assignment will be three paragraphs in length, each paragraph must follow the Two Quote Analysis Paragraph Format 2. Review Two Quote Analysis Paragraph Format from Mini Literary Analysis assignment 3. Reveal topic for Literary Analysis (see Summative Asssessment section for topic) 4. Reveal student exemplar writing. Highlight how each paragraph fits the format of a Two Quote Analysis Paragraph¨ 5. As a class, use a graphic organizer to identify quotes that support each of the qualities of The Receiver Of Memory. Once finished, students decide which three of the qualities they will write about in their Literary Analysis. 6. Write one of the three paragraphs together as a ¨think aloud¨Students begin drafting independently. 7. Use writing conferences and exemplars to help with the writing process.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

5. Modifications for any individual student's IEP plan must be met.
6. Alter assignment lengths if necessary.
7. Provide additional examples of annotation and the signposts.
8. Allow additional time when in full class discussing for processing and discussion.
9. Students should be provided with graphic organizers during annotations and discussions.
10. Check for understanding by conferencing with the teacher.
11. Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
12. Repeat and clarify any directions given.
13. Allow for preferential seating within groups and the whole class.
14. Instead of requiring students to find two quotes for each paragraph of the Literary Analysis, have students only find one quote.

Suggested Technological Innovations/Use

8.1.8.DA.1 – Organize and transform data to support analysis and interpretation

9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and bias

8.1.8.IC.1 – Evaluate the impact of computing technologies on individuals and society

8.2.8.ED.2 – Develop a solution to a problem using the engineering design process

8.2.8.ED.3 – Evaluate and refine a design based on testing and feedback

8.1.8.AP.3 – Create computational models or programs to solve real-world problems

8.1.8.DA.1 – Use data to analyze patterns and support conclusions

9.4.8.IML.1 – Evaluate sources for credibility, relevance, and bias

9.4.8.CT.2 – Analyze information to support problem solving and decision making

9.4.8.DC.2 – Use digital tools to communicate and collaborate effectively

9.4.8.IML.1 – Evaluate and respond to information critically

NJSLS-Career Readiness, Life Literacy, and Key Skills

9.4.8.CT.1 – Evaluate strategies to solve problems and determine the most effective solution

9.4.8.CI.1 – Demonstrate creativity and innovation to develop solutions

9.4.8.CT.2 – Use critical thinking to analyze and improve solutions

9.4.8.IML.1 – Evaluate information from multiple sources for credibility, bias, and relevance

9.4.8.CT.2 – Analyze data to support decision-making and problem solving

9.4.8.GCA.1 – Use cultural and global perspectives to inform solutions

9.4.8.GCA.1 – Collaborate effectively with diverse groups

9.4.8.DC.2 – Use digital tools to communicate and collaborate responsibly

9.4.8.CI.1 – Apply teamwork and creativity to complete tasks

9.4.8.DC.1 – Demonstrate responsible digital communication and etiquette

9.4.8.DC.2 – Communicate effectively in digital and collaborative environments

9.4.8.GCA.1 – Engage respectfully with diverse cultural perspectives

9.4.8.CI.1 – Demonstrate initiative and responsibility in completing tasks

9.4.8.CT.1 – Set goals and apply strategies to achieve outcomes

9.4.8.TL.3 – Use digital tools to support productivity and organization

Unit 4a - The Power Of the Human Spirit - The Diary Of Anne Frank (Play)

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **4-5 weeks**
Status: **Published**

Summary of the Unit

In this unit, 8th-grade students will explore the profound resilience of individuals facing extreme adversity through the study of the theatrical adaptation of The Diary of Anne Frank. Set against the tragic backdrop of The Holocaust, this unit guides students through the critical historical events and figures of the World War II era—including victims, survivors, resistors, and key historical leaders—to provide essential context for Anne Frank's experience in hiding. Throughout the unit, students will reflect on why is it essential to study tragic events in history. By examining the past, students learn how historical atrocities unfold so that society can actively prevent them from ever being repeated. Beyond historical analysis, students will engage deeply with the human condition, building empathy by discussing how ordinary people respond to extraordinary suffering, fear, and hope. A central focus will be defining and analyzing the concepts of heroism and altruism, as students evaluate real-life heroes of the Holocaust—from those who risked everything to hide the Secret Annex occupants, like Miep Gies, to resistors across Europe. Ultimately, students will discover how small acts

of courage, empathy, and moral conviction uphold the power of the human spirit even in the darkest times.

Enduring Understandings

- The time period associated with The Holocaust and historical figures associated with the time period
- The definitions of heroism and altruism; and be able to apply these definitions to heroes of The Holocaust
- It is essential to learn about tragic events in history so they can be learned from, and not repeated.

Essential Questions

- Why do people ¨follow along¨, even if it hurts people?
- Why is it important to learn about terrible events in history?
- Can the human spirit thrive and survive through traumatic experiences?
- What is a hero?
- What is altruism?

Summative Assessment and/or Summative Criteria

Tests: Act I Test, Act II Test

Quizzes: Holocaust Background Terms Quiz, Types Of Propaganda Quiz

Projects:

Act 1: Character Study Project - Before reading Act 1, students will research five characters from the play and create a jamboard/poster demonstrating knowledge of each of the charaterś life during the play.

Act 2: Propaganda Project - Students will create a jamboard/poster displaying different types of propaganda techniques. Students will have to match popular advertisements to specific propaganda techniques and find original examples of propaganda

Resources

Video Resources-

Audio (Play) Act I Scenes 1-3

Audio (Play) Act I Scenes 4-5, Act II (All)

One Night in Auschwitz

Movie

*See Resources Folder in OnCourse

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Timeframe				
Holocaust Background Information/ Heroes Of The Holocaust (1-2 Weeks)	SWBAT demonstrate satisfactory comprehension of Holocaust background information by completing a gallery walk, an activities poll, and viewing a video/slideshow with accompanying questions.	1. Gallery Walk of Holocaust Images - Students jot down the who, what, when, where, and why of what they see. 2. Present timeline/slideshow for basic facts, dates and essential	1. Holocaust Background Quiz 2. Character Study Project	RI.CR.8.1 RI.CI.8.2 RI.IT.8.3

		vocabulary.		
	SW demonstrate satisfactory comprehension of the lives of characters in The Diary Of Anne Frank by completing a Character Study Project.	3. Activities Poll- Students are provided with a list of basic activities (going to a movie, going to a swimming pool..etc..) and asked to rank them in order of personal importance. Discuss with students that all of these rights were taken away from Jewish youths. 4. Review Quizlet Vocabulary Words for Holocaust Background. 5. Holocaust Background Quiz 6. Introduce Character Study Project		
Act I - Diary Of Anne Frank (Play) 2 weeks	SW demonstrate satisfactory comprehension of Act I of The Diary Of Anne Frank by taking on dramatic roles, answering discussion questions, completing fill in the blank activities SW demonstrate satisfactory comprehension of Act I, Scenes 1-5 v by accurately completing 3 vocabulary	1. Introduce Act I Vocabulary via Quizlet. Students complete a vocabulary bingo board to demonstrate comprehension. Students practice words on quizlet.com. 6. 2. Read Aloud/Audiobook of Act I of The Diary Of Anne Frank. Stop for comprehension checks during the reading.	1. Fill In The Blank Activities 2. Act I Test	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 RL.TS.8.4 RL.PP.8.5 RL.MF.8.6 RL.CT.8.8

	activities from a bingo board.	5.		
	SW demonstrate satisfactory comprehension of Act 1, Scenes 1-5 by taking an assessment and scoring an 80% or higher.	3. Students fill out the Fill In The Blanks for Scenes 1-5, these answers will be used on the study guide/test 4. Act I, Scenes 1-5 Test		
Propaganda Techniques (1 week)	SW demonstrate satisfactory comprehension of propaganda techniques by reciting definitions and being able to identify the techniques in current advertisements. SWBAT apply their knowledge of propaganda to The Holocaust, recognizing how propaganda was used as a motivational technique in Nazi Germany.	1. Propaganda Techniques Video/Slideshow. Focus on basic techniques at first: testimonial, bandwagon, framing 2. Propaganda in Nazi Germany - show pictures of Nazi Propaganda to class, have them respond in a journal or gallery walk what type of propaganda technique is being used. What are the Nazi´s trying to accomplish? 3. Propaganda Project-Students must identify examples of propaganda from current advertisements, and then create an advertisement for a new phone or sneaker, using one of the propaganda techniques that was learned.	1. Propaganda Project 2. Types of Propaganda Quiz	RL.MF.8.6 RI.CR.8.1 RI.CI.8.2 RI.TS.8.4 SL.ES.8.3

Act II - Diary Of Anne Frank (Play) 2 Weeks	SW demonstrate satisfactory comprehension of Act II of The Diary Of Anne Frank by taking on dramatic roles, answering discussion questions, completing fill in the blank activities	4. Quiz - Types Of Propaganda 1. Introduce Act II Vocabulary via Quizlet. Students complete a vocabulary bingo board to demonstrate comprehension. Students practice words on quizlet.com.	1. Fill in the blank Activities 2. Act II Test	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 RL.TS.8.4 RL.PP.8.5 RL.MF.8.6 RL.CT.8.8
	SW demonstrate satisfactory comprehension of Act II, Scenes 1-5 by accurately completing 3 vocabulary activities from a bingo board.	2. Read Aloud/Audiobook of Act II of The Diary Of Anne Frank. Stop for comprehension checks during the reading. 3. Students fill out the Fill In The Blanks for Act II Scenes 1-5, these answers will be used on the study guide/test		
	SW demonstrate satisfactory comprehension of Act II, Scenes 1-5 by taking an assessment and scoring an 80% or higher.	4. Act II, Scenes 1-5 Test		
***To supplement the unit, utilize the following Achieve 3000 Articles:* *Learning More About Anne Frank, Never Again, Instagram Makes History*				RI.CR.8.1 RI.CI.8.2 RI.IT.8.3 RI.TS.8.4 RI.RR.8.10

Suggested Technological Innovations/Use

8.1.8.DA.1 – Organize and transform data to support analysis and interpretation

9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and bias

8.1.8.IC.1 – Evaluate the impact of computing technologies on individuals and society

8.2.8.ED.2 – Develop a solution to a problem using the engineering design process

8.2.8.ED.3 – Evaluate and refine a design based on testing and feedback

8.1.8.AP.3 – Create computational models or programs to solve real-world problems

8.1.8.DA.1 – Use data to analyze patterns and support conclusions

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9.4.8.CT.2 – Analyze information to support problem solving and decision making

9.4.8.DC.2 – Use digital tools to communicate and collaborate effectively

9.4.8.IML.1 – Evaluate and respond to information critically

NJSLS-Career Readiness, Life Literacy, and Key Skills

9.4.8.CT.1 – Evaluate strategies to solve problems and determine the most effective solution

9.4.8.CI.1 – Demonstrate creativity and innovation to develop solutions

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9.4.8.GCA.1 – Use cultural and global perspectives to inform solutions

9.4.8.GCA.1 – Collaborate effectively with diverse groups

9.4.8.DC.2 – Use digital tools to communicate and collaborate responsibly

9.4.8.CI.1 – Apply teamwork and creativity to complete tasks

9.4.8.DC.1 – Demonstrate responsible digital communication and etiquette

9.4.8.DC.2 – Communicate effectively in digital and collaborative environments

9.4.8.GCA.1 – Engage respectfully with diverse cultural perspectives

9.4.8.CI.1 – Demonstrate initiative and responsibility in completing tasks

9.4.8.CT.1 – Set goals and apply strategies to achieve outcomes

9.4.8.TL.3 – Use digital tools to support productivity and organization

Unit 4b - Writing An Argumentative Essay

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **3-4 weeks**
Status: **Published**

Summary of the Unit

After reading The Diary Of Anne Frank, students are tasked with writing a four paragraph argumentative essay. Students will be asked to consider the following claims: *Mr. Frank Was The Glue That Kept The Annex Family Together* or *Anne Frank Had A Spirit That Could Not Be Crushed*. Once students pick their claim, they will learn how to develop support for their claim, as well as the counterclaim. To prepare students for the assignment, students will engage in several ¨mini - debates¨ found in Scope Magazine.

Enduring Understandings

- Effective writers can prove what they think using written expression.
- Effective argumentative writing is made up of a claim and pieces of support.
- Students must quote text AND explain the quote when providing support in their writing.
- Good writers not only develop their claim, but also devote time in their writing to recognize the counterclaim.
- Some quotes are more effective than others, when trying to prove a specific claim.

Essential Questions

- What is argumentative writing?
- What is a claim?
- What is support?

- What is a counterclaim?
- How do you prove what you think in writing?
- Why is it important for writers to consider both sides of a debate?

Summative Assessment and/or Summative Criteria

- Mini Debates - Using Scholastic Scope Magazine, students will read argumentative articles and learn to identify claims and supports. Students will organize their quotes/support onto a chart/jamboard, and then compose a debate analysis paragraph.Argumentative Essay Vocabulary Quiz
- Argumentative Essay - Using The Diary Of Anne Frank as a mentor text, students will compose a four paragraph argumentative essay:

Paragraph 1: Introduction w/ thesis

Paragraph 2: Your Claim with support/quotes

Paragraph 3: The Counterclaim with support/quotes

Paragraph 4: Conclusion

Topic: Prove one of the following, by composing a four paragraph argumentative essay:

7. Mr. Frank was the ¨glue¨ that held the Annex family together.
8. Anne Frank possessed a spirit that could not be crushed despite what was going on around her.

Resources

See Resources Folder in OnCourse

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Timeframe Background Information/ Vocabulary (1 Week)	SW demonstrate satisfactory comprehension the words ¨claim¨ and ¨support¨ by engaging in a gallery walk, where at each chart students will write their support to different thought provoking topics)	6. 1. Introduce Argumentative Writing Unit with gallery walk chart papers. At each chart paper, students write down 1-2 reasons for why they agree/disagree with the statement that is written on the paper. Review results as a class, tell students they were actually providing *support* for *claims*.	1. Argumentative Essay Vocabulary Quiz	L.SS.8.1 L.KL.8.2 WW.AW.8.1 WW.IW.8.2
	SW demonstrate satisfactory comprehension of argumentative writing vocabulary by completing quizlet activities and accurately reciting definitions.	2. Introduce Argumentative Writing Vocabulary via Quizlet. Use Scatter, Match, and Quizlet Live to practice the words.		
	SW demonstrate satisfactory			

	comprehension of general argumentative writing topics and terms by viewing a slideshow and applying terms to exemplar argumentative writing pieces.			
Guided Practice/Mini Debates (2 weeks)	SW demonstrate satisfactory comprehension of argumentative writing by reading brief argumentative pieces and recognizing claims/supports within the text.	1. Begin mini-debates using Scope Magazine. Read articles with class, highlighting the claim/support being presented in each article. 2. Organize quotes that provide ¨Support¨ in a chart/jamboard for later use	5. Debate Analysis Paragraphs.	W.AW.8.1 W.WP.8.4 W.WR.8.5
	SW demonstrate satisfactory comprehension of argumentative writing by organizing claims/supports into a graphic organizer.	3. Compose a Debate Analysis paragraph. Each paragraph consists of a topic sentence, 2-3 say it/prove it sentence pairs, and a conclusion paragraph.		
	SW demonstrate satisfactory comprehension of argumentative writing by composing a ¨debate analysis¨ paragraph where all pieces of support are logically	4. Model writing the Debate Analysis paragraph, then have students complete the task independently.		

	included in one paragraph.			
Gathering Text Evidence From The Diary Of Anne Frank - Preparing Essay	SWBAT extract support for specific claims that relate to The Diary Of Anne Frank and place them into a graphic organizer.	1. Either while reading or after reading, teacher models how to find examples of Mr. Frank being the ¨glue¨ of the family, or how Anne has an unbreakable spirit. 2. Students finish finding text evidence in learning groups or independently. 3. All text evidence/quotes are put in a graphic organizer for later use.	15. Completed Text Evidence Graphic Organizer	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3
Argumentative Essay	SWBAT accurately identify claims/supports written in an exemplar argumentative essay. SW demonstrate satisfactory comprehension of introduction paragraphs by listening to a mini lesson and applying the skill to the essay. SW demonstrate	1. Show students an exemplar Argumentative Essay (use Should Tik Tok Be Used In School Argumentative Essay Exemplar), highlighting each paragraph. 4. 2a. MIni Lesson - Introduction/Slides Go over Hook, Bridge, Thesis. Go back to exemplar 2b. Guided Practice/Write Anne Frank essay introduction with class.	• Argumentative Essay	W.AW.8.1 W.IW.8.2 L.SS.8.1 L.KL.8.2 W.RW.8.7

satisfactory comprehension of how to logically organize claims and supports into a body paragraph by viewing an exemplar and applying the skill to the essay.	3a. Mini Lesson - Body Paragraph 1 and 2. Go back to exemplar and review paragraphs. 3b. Guided Practice/Write Anne Frank Essay body paragraphs in class.
SW demonstrate satisfactory comprehension of how to compose a conclusion paragraph by viewing an exemplar and applying the skill to the essay.	4a. Mini Lesson - Conclusion. Go over restating the thesis and providing insight to finish the piece. 4b. Guided Practice/Write Anne Frank Essay conclusion in class.

Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.

- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

8.1.8.DA.1 – Organize and transform data to support analysis and interpretation

9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and bias

8.1.8.IC.1 – Evaluate the impact of computing technologies on individuals and society

8.2.8.ED.2 – Develop a solution to a problem using the engineering design process

8.2.8.ED.3 – Evaluate and refine a design based on testing and feedback

8.1.8.AP.3 – Create computational models or programs to solve real-world problems

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NJSLS-Career Readiness, Life Literacy, and Key Skills

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9.4.8.CT.1 – Set goals and apply strategies to achieve outcomes

9.4.8.TL.3 – Use digital tools to support productivity and organization

Unit 5a - The Fragility Of Human Nature - The Pearl

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **4-5 weeks**
Status: **Published**

Summary of the Unit

This unit focuses on The Pearl by John Steinbeck. Students will explore the historical significance of The story as it explores the destructive effect of colonial capitalism on the simple piety of a traditional native culture. Set in a Mexican Indian village on the Baja Peninsula around the turn of the century, the novella tells the story of Kino, an Indian pearl diver who discovers a massive, beautiful, and extremely valuable pearl. Students will focus on literal comprehension of the plot as well as the use of symbolism in the story.

Enduring Understandings

- The simple human desire for satisfaction can become corrupt
- Social class disparity is a pervasive issue in our society
- Sometimes what we have right in front of us is, quite simply, is all we need.

Essential Questions

- What is evil?
- Is evil innate or is it learned?
- What is greed and how can it shape your choices in life?
- What makes a loving relationship steadfast and strong? Big, life changing events? Or, the simple and mundane rhythm of life?
- What is discrimination

Summative Assessment and/or Summative Criteria

Tests: Chapters 1-2 Test, Chapters 3-4 Test, Chapters 5-6 Test

Quiz: Historical Background Quiz

Projects:

Chapters 1-2: Relationships Project - In The Pearl, it is clear in the beginning of the story that Kino´s and Juana´s relationship is strong despite not having material wealth. Students will explore different types of modern relationships and what makes them unique.

End of Novel Project: The Pearl Song Project - In The Pearl, Kino hears different ¨songs¨ during different times in the story (Song of The Family, Song Of Evil, Song Of The Pearl That Might Be..etc..) Students will create a slideshow where they pair contemporary songs to different songs from The Pearl

Resources

Video Resources –

How Do Oysters Form Pearls?

Audiobook

See Resources Folder in OnCourse

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Historical Background (1 week)	SW demonstrate satisfactory comprehension of the three social classes that existed in Mexico in the early 20th century as well as John Steinbeck´ś motivation for writing The Pearl by takng a quiz and scoring an 80% or higher. SWBAT connect modern Mexican culture/family with those of the early 20th century by viewing videos and engaging in discussion about the challenges of immigration and deportation. SW demonstrate satisfactory comrprehension of background knowledge/history of John Steinbeck by taking a quiz and scoring an 75% or higher.	• Read with class *The Setting Of The Novel/Thinking About the Novel´s Themes.* Discuss the three social classes in Mexico during the time of The Pearl. 9. View video/handouts about immigration and Mexican Native Americans	7. Background Knowledge Quiz	RL.CT.8.8 RI.CR.8.1 RI.CI.8.2 RI.IT.8.3

<u>The Pearl</u> Chapters 1-2	SW demonstrate satisfactory comprehension of Chapters 1-2 by accurately completing 3 vocabulary activities from a bingo board.	6. 1. Introduce Chapters 1-2 Vocabulary via Quizlet. Students complete a vocabulary bingo board to demonstrate comprehension. Students practice words on quizlet.com.	5. 1. Chapters 1-2 Test • 2. Relationships Project	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 L.VL.8.3 RL.TS.8.4 RL.PP.8.5
	SW demonstrate satisfactory comprehension of Chapters 1-2 by listening to an audiobook, answering discussion questions, and answering comprehension questions.	16. 2. Read Aloud/Audiobook of Chapters 1-2. Stop for comprehension checks during the reading. 17. 18. 3. Students fill out the Fill In The Blanks/Comp. Questions for Chapters 1-2,, these answers will be used on the study guide/test		
	SW demonstrate satisfactory comprehension of Chapters 1-2 by taking an assessment and scoring an 80% or higher.	4. Chapter 1-2 Test		
	SW demonstrate satisfactory comprehension of the term ¨Relationship¨ and be able to determine characteristics that make a relationship strong, based on a Relationships Project.	5. Now that students have read Chapters 1-2, point out how strong the relationship is between Kino and Juana. Even though they do not have material wealth, their relatioship is very strong. Introduce Relationships Project.		
	SWBAT connect the Relationships Project to The Pearl, reflecting on the factors that make Kino and Juana´s relationship so strong in	6. Relatiohships Project - Students must brainstorm 4 types of relationships		

	Chapters 1-2.	(brother/sister, teacher/student, husband/wife..etc.). On a Jamboard/Poster students draw a picture of each relationship in a corner of the poster and write a ¨relationship paragraph¨		
The Pearl Chapters 3-4	SW demonstrate satisfactory comprehension of Chapters 3-4 by accurately completing 3 vocabulary activities from a bingo board. SW demonstrate satisfactory comprehension of Chapters 3-4 by listening to an audiobook, answering discussion questions, and answering comprehension questions. SW demonstrate satisfactory comprehension of Chapters 3-4 by taking an assessment and scoring an 80% or higher.	• 1. Introduce Chapters 3-4 Vocabulary via Quizlet. Students complete a vocabulary bingo board to demonstrate comprehension. Students practice words on quizlet.com. 4. 2. Read Aloud/Audiobook of Chapters 3-4. Stop for comprehension checks during the reading. 5. 6. 3. Students fill out the Fill In The Blanks/Comp. Questions for Chapters 3-4,, these answers will be used on the study guide/test 4. Chapter 3-4 Test	3. Chapters 3-4 Test	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 L.VL.8.3 RL.TS.8.4 RL.PP.8.5
The Pearl Chapters 5-6	SW demonstrate satisfactory comprehension of Chapters 5-6 by accurately completing 3 vocabulary activities from a bingo board. SW demonstrate satisfactory comprehension of Chapters 5-6 by listening to an audiobook,	• 1. Introduce Chapters 5-6 Vocabulary via Quizlet. Students complete a vocabulary bingo board to demonstrate comprehension. Students practice words on quizlet.com. o 2. Read Aloud/Audiobook of Chapters 5-6. Stop for	3. Chapters 5-6 Test 4. End of Novel Choice Board	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 L.VL.8.3 RL.TS.8.4 RL.PP.8.5

answering discussion questions, and answering comprehension questions.	comprehension checks during the reading. o o 3. Students fill out the Fill In The Blanks/Comp. Questions for Chapters 5-6,, these answers will be used on the study guide/test
SW demonstrate satisfactory comprehension of Chapters 5-6 by taking an assessment and scoring an 80% or higher.	4. Chapters 5-6 Test
SW demonstrate satisfactory comprehension of overarching themes, background knowledge, and story plot by completing a choice board project assignment.	5. Choice Board Project. Students chooses project to demonstrate overall comprehension of the novel, background information, and theme. (or use Soundtrack Project - See Resources)

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

3. Modifications for any individual student's IEP plan must be met.
4. Alter assignment lengths if necessary.
5. Provide additional examples of annotation and the signposts.
6. Allow additional time when in full class discussing for processing and discussion.
7. Students should be provided with graphic organizers during annotations and discussions.
8. Check for understanding by conferencing with the teacher.
9. Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
10. Repeat and clarify any directions given.
11. Allow for preferential seating within groups and the whole class.
12. Modify amount of vocabulary words used
13. Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

8.1.8.DA.1 – Organize and transform data to support analysis and interpretation

9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and bias

8.1.8.IC.1 – Evaluate the impact of computing technologies on individuals and society

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8.1.8.DA.1 – Use data to analyze patterns and support conclusions

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9.4.8.CT.2 – Analyze information to support problem solving and decision making

9.4.8.DC.2 – Use digital tools to communicate and collaborate effectively

9.4.8.IML.1 – Evaluate and respond to information critically

NJSLS-Career Readiness, Life Literacy, and Key Skills

9.4.8.CT.1 – Evaluate strategies to solve problems and determine the most effective solution

9.4.8.CI.1 – Demonstrate creativity and innovation to develop solutions

9.4.8.CT.2 – Use critical thinking to analyze and improve solutions

9.4.8.IML.1 – Evaluate information from multiple sources for credibility, bias, and relevance

9.4.8.CT.2 – Analyze data to support decision-making and problem solving

9.4.8.GCA.1 – Use cultural and global perspectives to inform solutions

9.4.8.GCA.1 – Collaborate effectively with diverse groups

9.4.8.DC.2 – Use digital tools to communicate and collaborate responsibly

9.4.8.CI.1 – Apply teamwork and creativity to complete tasks

9.4.8.DC.1 – Demonstrate responsible digital communication and etiquette

9.4.8.DC.2 – Communicate effectively in digital and collaborative environments

9.4.8.GCA.1 – Engage respectfully with diverse cultural perspectives

9.4.8.CI.1 – Demonstrate initiative and responsibility in completing tasks

9.4.8.CT.1 – Set goals and apply strategies to achieve outcomes

9.4.8.TL.3 – Use digital tools to support productivity and organization

Unit 5b - Writing About Symbols - The Pearl and King Midas And The Golden Touch

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **3-4 weeks**
Status: **Published**

Summary of the Unit

After reading The Pearl students will explore the use of symbolism within text. Then, students will read King Midas And The Golden Touch, focusing on symbols incorporated into the text. Students will produce a Shared Text Symbol Analysis essay, examining symbols used in both stories

Enduring Understandings

- Comparing and contrasting literature provides a deeper understanding on each text
- Symbols give clues to themes.
- A symbol can be a person, place, or thing
- Two different texts can have similar symbols, with similar meanings

Essential Questions

- What is symbolism?

- What is greed?
- How can greed destroy our world/relationships?
- What is a shared text?
- Can two texts have similar symbols?

Summative Assessment and/or Summative Criteria

- What is symbolism/common symbols quiz
- Symbol Analysis Essay – Introduction, Body Paragraph 1 (Symbols used in The Pearl), Body Paragraph 2 (Symbols used in King Midas And The Golden Touch), Conclusion

Resources

See Resources In OnCourse

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Benchmarks/AssessmentsStandards	Timeframe

Introduction: What is symbolism/common symbols/symbolism in poetry (2-3 days)	SWBAT recite and the definition of symbolism after reviewing a teacher presented slide show. SW demonstrate satisfactory comprehension of symbolism by being able to define common symbols in literature and what the symbol usually signifies.	10. 1. Introduce symbolism via slideshow. Go over definitions and common examples of symbols in literature. 8. 2. Read Fire and Ice by Robert Frost. Ask: what are the two major symbols offered by Robert Frost? What do they represent?	7. 1. Introduction to Symbolism Quiz	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3
Review of <u>The Pearl</u> with a lens for symbolism. What does the pearl symbolize? (2-3 days)		1. Return to reading <u>The Pearl.</u> Students are assigned a chapter of the novel and must find examples of the pearl being a symbol of ¨evil¨ or ¨greed¨. Put quotes in a symbolism chart.	19. 1. Symbolism Chart	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 L.VL.8.3 RL.TS.8.4
<u>King Midas And The Golden Touch</u> - read text (1-2 days) Review of <u>King Midas And The Golden Touch</u> with a lens for symbolism. What does the ¨golden touch wish¨ symbolize? (1-2 days)		2. Read aloud of <u>King Midas And The Golden Touch.</u> Ask comprehension questions to ensure general understanding of the story. 3. Second reading of King Midas And The Golden Touch. Students are assigned a section of the text and must find examples of the golden touch wish being a symbol of ¨evil¨ or ¨greed¨. Put quotes in a symbolism chart.	6. 1. Comprehension Questions/Discussion • 2. Symbolism Chart	RL.CR.8.1 RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 L.VL.8.3

			RL.TS.8.4 RL.PP.8.5
Begin drafting Symbol Analysis essay. (1-2 weeks)	• View exemplar essay. Focus on one paragraph per day. • Engage in individual writing conferences as needed. ○ ○	3. Final Copy - Symbol Analysis Essay	W.WP.8.4 W.WR.8.5

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

7. Students should be provided with graphic organizers during annotations and discussions.
8. Check for understanding by conferencing with the teacher.
9. Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
10. Repeat and clarify any directions given.
11. Allow for preferential seating within groups and the whole class.
12. Modify amount of vocabulary words used
13. Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

4. 8.1.8.DA.1 – Organize and transform data to support analysis and interpretation

9.4.8.IML.1 – Evaluate information from digital sources for accuracy, relevance, and bias

8.1.8.IC.1 – Evaluate the impact of computing technologies on individuals and society

8.2.8.ED.2 – Develop a solution to a problem using the engineering design process

8.2.8.ED.3 – Evaluate and refine a design based on testing and feedback

8.1.8.AP.3 – Create computational models or programs to solve real-world problems

8.1.8.DA.1 – Use data to analyze patterns and support conclusions

9.4.8.IML.1 – Evaluate sources for credibility, relevance, and bias

9.4.8.CT.2 – Analyze information to support problem solving and decision making

9.4.8.DC.2 – Use digital tools to communicate and collaborate effectively

9.4.8.IML.1 – Evaluate and respond to information critically

NJSLS-Career Readiness, Life Literacy, and Key Skills

9.4.8.CT.1 – Evaluate strategies to solve problems and determine the most effective solution

9.4.8.CI.1 – Demonstrate creativity and innovation to develop solutions

9.4.8.CT.2 – Use critical thinking to analyze and improve solutions

9.4.8.IML.1 – Evaluate information from multiple sources for credibility, bias, and relevance

9.4.8.CT.2 – Analyze data to support decision-making and problem solving

9.4.8.GCA.1 – Use cultural and global perspectives to inform solutions

9.4.8.GCA.1 – Collaborate effectively with diverse groups

9.4.8.DC.2 – Use digital tools to communicate and collaborate responsibly

9.4.8.CI.1 – Apply teamwork and creativity to complete tasks

9.4.8.DC.1 – Demonstrate responsible digital communication and etiquette

9.4.8.DC.2 – Communicate effectively in digital and collaborative environments

9.4.8.GCA.1 – Engage respectfully with diverse cultural perspectives

9.4.8.CI.1 – Demonstrate initiative and responsibility in completing tasks

9.4.8.CT.1 – Set goals and apply strategies to achieve outcomes

9.4.8.TL.3 – Use digital tools to support productivity and organization

Unit 6 - The Tragedy Of Romeo and Juliet

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **4-5 weeks**
Status: **Published**

Summary of the Unit

This unit focuses on William Shakespeare's Romeo and Juliet and England during the Elizabethan Age. Students will explore what it was like to live during this time period, and what it would be like to visit The Globe Theater. Students will read a *modified* version of Romeo and Juliet, acting out parts and listening to scenes via audiobook. Additionally, students will be viewing the 1968 movie version of Romeo and Juliet in tandem with their reading of each scene, in order to provide a richer understanding of

Elizabethan English, inverted syntax, and elements of drama.

Enduring Understandings

- True love is a topic that has captivated us for centuries.
- Unfounded feuds never end well.
- Family can come in many shapes and sizes.

Essential Questions

- What is the difference between “true love” and a “crush”?
- Is it ever ok to betray family?
- Is it better to seek revenge or find forgiveness?
- Does a “name”” define you?
- Can love produce unexpected consequences?

Summative Assessment and/or Summative Criteria

Tests: Act I Test, Acts II and III Test, Acts IV and V Test

Quiz: William Shakespeare Background Quiz

Projects:

Mini Script - After Act I, students will go over elements of script writing (characters, conflict, stage directions, internal monologue..etc). Students will read the first scene of an exemplar play/script called "Good Sports". Students will predict what will happen in the second scene, and create a script for the scene.

Choice Board Project - After Act III and Act V, students will choose a project to turn in from a Romeo and Juliet Choice Board.

Resources

Video Resources –

Iambic Pentameter

Inverted Syntax/Yoda Sayings

Elizabethan English – Compliments and Insults

Shakespeare In the Classroom

*See Resources Folder in Oncourse

Unit Plan

Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Timeframe Historical Background (2-3 days)	SW demonstrate satisfactory comprehension of William Shakespeare by viewing a slideshow about his life and accomplishments and then recalling key facts by answering Shakespeare questions on Quizlet.com. SWBAT recognize the impact Shakespeare's work has had on modern society by viewing the video *Shakespeare In The Classroom* and accurately answering discussion questions.	• 1. Students view William Shakespeare slideshow to gain background knowledge related to Elizabethan England and the Globe Theater. • • 2. Students review and study quizlet list for WIlliam Shakespeare facts. • • 3. Students view a short video: *Shakespeare In The Classroom*. The video highlights the dramatic accomplishments of Shakespeare and his lasting impression on modern society. •	11. Quiz - William Shakespeare Facts 9. Shakespeare In The Classroom Discussion Questions	RI.CR.8.1 RI.CI.8.2 RI.IT.8.3
Learning The Language Of Shakespeare (2-3 days)	SW demonstrate satisfactory comprehension of "inverted syntax" by viewing popular examples (yoda from Star Wars) and accurately translating the sentences into modern English. SW demonstrate satisfactory comprehension of "iambic pentameter" by viewing a	8. Show students examples of lines from Romeo and Juliet - emphasize how the words seem to be in a "mixed up" order. 20. This is called inverted syntax, show popular examples from Star Wars (Yoda), and try to translate what he says into modern syntax.	14. Converting Inverted Syntax WS 15. Students examples of Iambic Pentameter	L.SS.8.1 L.SS.8.1 L.KL.8.2 L.VL.8.3 L.VI.8.4 L.VA.8.5

	teacher exemplar, learning how to clap/stomp out the beat, and accurately composing an original piece of iambic pentameter.	7. Students try it out on their own, making up their own examples or completing the "Converting Inverted Syntax" WS. • Introduce Iambic Pentameter. This is the syllable pattern used in Shakespeare's writing. Introduce the idea of unstressed/stressed syllables. Show students personal exemplars • Students try out their own examples of iambic pentameter.		
Prepping for Romeo and Juliet (2-3 days)	SW demonstrate satisfactory comprehension of the word "bias" and how it can affect how we read text by completing a Pre Reading Bias Anticipatory Chart SW demonstrate satisfactory comprehension of major themes associated with Romeo and Juliet by completing a Pre Reading Bias Anticipatory Chart.	1. Introduce the idea of "bias". Discuss how our pre conceived ideas/biases can affect how we read a story. 2. Students fill out Pre Reading Bias Anticipatory Chart. Discuss with class. 3. View Character Chart/Graphic Orgnizer. If needed, this chart can be used as a character quiz. Refer back to this document frequently, especially	1. Bias WS 2. Character Chart	RL.CR.8.1 L.VL.8.3

		when reading Act I.		
	SW demonstrate satisfactory comprehension of the major characters in Romeo and Juliet by viewing a Character Chart/Graphic Organizer.			
<u>Romeo and Juliet</u> Act I (No Fear Shakespeare) **As you read each scene, play scenes from original movie, so students can be exposed to original language/story	SW demonstrate satisfactory comprehension of Act I Vocabulary by accurately completing 3 vocabulary bingo board activities.	1. Introduce Act I Vocabulary. Students practice the words on Quizlet.com, and complete a vocabulary bingo board.	1. Act I Test 2. Act I Project	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 L.VL.8.3 RL.TS.8.4 RL.PP.8.5
	SW demonstrate satisfactory comprehension of Romeo and Juliet Act I by participating in Readers Theater/listening to an Audiobook and answering comprehension questions about each scene.	2. Read Act I. Use Readers Theater as time allows. If needed, read portions of scenes using the audiobook. 3. Students answer comprehension questions for each scene to demonstrate understanding of plot.		
	SW demonstrate satisfactory comprehension of Act I by taking an assessment and scoring a 75% or higher.	4. Act I Test		
	SW demonstrate satisfactory comprehension of Act I and of the elements of script writing by creating a "mini script" based on a mentor text and teacher provided	5. Act I Project - Mini Script. Go over elements of script writing in a slide show. Then share "Good Sports", (mentor text). Read the first scene only. Make predictions about what will happen next. Students use what they have learned about script writing to create a "mini script" for Scene 2.		

	information about script writing.			
<u>Romeo and Juliet</u> Act II and III (No Fear Shakespeare) **As you read each scene, play scenes from original movie, so students can be exposed to original language/story	SW demonstrate satisfactory comprehension of Act II and III Vocabulary by accurately completing 3 vocabulary bingo board activities. SW demonstrate satisfactory comprehension of Romeo and Juliet Act II and III by participating in Readers Theater/listening to an Audiobook and answering comprehension questions about each scene. SW demonstrate satisfactory comprehension of Act I by taking an assessment and scoring a 75% or higher. SW demonstrate satisfactory comprehension of Act II and III by completing a Romeo and Juliet Project from a Choice Board.	1. Introduce Act II and III Vocabulary. Students practice the words on Quizlet.com, and complete a vocabulary bingo board. 2. Read Act II and III. Use Readers Theater as time allows. If needed, read portions of scenes using the audiobook. 3. Students answer comprehension questions for each scene to demonstrate understanding of plot. 4. Act II and III Test 5. Act II/III Project - Student chooses a task from the project board to demonstrate comprehension of character and plot from the last two Acts.	1. Acts II and III Test 2. Acts II and III Project	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3 L.VL.8.3 RL.TS.8.4 RL.PP.8.5
<u>Romeo and Juliet</u> Act IV and V (No Fear Shakespeare) **As you read each scene, play scenes from original movie,	SW demonstrate satisfactory comprehension of Act II and III Vocabulary by accurately completing 3 vocabulary bingo board activities.	1. Introduce Act IV and V Vocabulary. Students practice the words on Quizlet.com, and complete a vocabulary bingo board.	1. Acts IV and V Test 2. Acts IV and V Project	RL.CR.8.1 RL.CI.8.2 RL.IT.8.3

so students can be exposed to original language/story	SW demonstrate satisfactory comprehension of Romeo and Juliet Act II and III by participating in Readers Theater/listening to an Audiobook and answering comprehension questions about each scene.	2. Read Acts IV and V.. Use Readers Theater as time allows. If needed, read portions of scenes using the audiobook. 3. Students answer comprehension questions for each scene to demonstrate understanding of plot.	L.VL.8.3 RL.TS.8.4 RL.PP.8.5
	SW demonstrate satisfactory comprehension of Act I by taking an assessment and scoring a 75% or higher.	4. Act IV and V Test	
	SW demonstrate satisfactory comprehension of Act IV and V by completing a Romeo and Juliet Project from a Choice Board.	5. Act IV and V Project - Student chooses a task from the project board to demonstrate comprehension of character and plot from the last two Acts.	

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

5. Modifications for any individual student's IEP plan must be met.
6. Alter assignment lengths if necessary.
7. Provide additional examples of annotation and the signposts.
8. Allow additional time when in full class discussing for processing and discussion.
9. Students should be provided with graphic organizers during annotations and discussions.

10. Check for understanding by conferencing with the teacher.
11. Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
12. Repeat and clarify any directions given.
13. Allow for preferential seating within groups and the whole class.
14. Modify amount of vocabulary words used

Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

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