Scope and Sequence of the Reading Assist Intervention Program

Reading Assist Readiness Level is designed for the student who is not yet able to segment the initial phoneme from the beginning of a word. It lays the foundation for the grapheme/phoneme instruction of Level 1A.
Lessons focus on:

- Alphabet - Identifying, naming and sequencing letters of the alphabet.
- Phonological Awareness - exploring the characteristics of individual speech sounds, isolating, blending and segmenting individual speech sounds in words.
- Concepts of Print
- Reading to the Student

READING ASSIST READINESS LEVEL SCOPE AND SEQUENCE

	Alphabet	Phonological & Phonemic Awareness	Concepts	Read to Student
Lesson 1	Intro to Alphabet	Intro to Syllables		Read to Student
	Vowels & Consonants			
	Vertical lines			
	Horizontal lines			
	Slanted lines			
Lesson 2	I and T	Syllable Blending and Segmenting		Read to Student
Lesson 3	L and F	/p/ and /b/		Read to Student
Lesson 4	H and E	/t/ and /d/	Working Mat	Read to Student
Lesson 5	A and M	/m/ and /n/	Same	Read to Student
Lesson 6	K and N	/o/	Different/Review	Read to Student
Lesson 7	V and W	/l/ and /r/	First	Read to Student
Lesson 8	X, Y and Z	/s/ and /z/	Last/Review	Read to Student

Lesson 9	Circles and Curved Lines	/a/ and /u/	Beginning	Read to Student
Lesson 10	O and C	/k/ and /g/	End	Read to Student
Lesson 11	Q and G	/f/ and /v/	Middle/Review	Read to Student
Lesson 12	D and P	/i/ and /e/	After	Read to Student
Lesson 13	B and R	/ch/ and /j/	Before/Review	Read to Student
Lesson 14	U and J	/sh/	Top and Bottom	Read to Student
Lesson 15	S	/th/ and /<u>th</u>/	Concepts Review	Read to Student

Level 1A: Sequence of Lessons

Level 1A focuses on teaching the basic grapheme-phoneme correspondences including single consonants and vowels as well as consonant digraphs. This knowledge is then applied in the decoding and spelling of one-syllable words with a CVC closed syllable pattern. Instruction then extends to reading and writing of sentences and practice reading decodable text.

Lesson 1	New Learning a (apple) & t (table)	p. 5
Lesson 2	New Learning p (pig)	p. 7
Lesson 3	New Learning m (mitten)	p. 9
Lesson 4	New Learning s (sock)	p. 11
Lesson 5	Review a, t, p, m, s	p. 13
Lesson 6	New Learning i (itchy)	p. 14
Lesson 6	Review i (itchy)	p. 16
Lesson 7	New Learning l (leaf)	p. 17
Lesson 7	Review l (leaf)	p. 19
Lesson 8	New Learning d (dog)	p. 20
Lesson 8	Review d (dog)	p. 22
Lesson 9	New Learning f (fish)	p. 23
Lesson 9	Review f (fish)	p. 25
Lesson 10	New Learning n (nest)	p. 26
Lesson 10	Review n (nest)	p. 28
Lesson 11	New Learning b (bat)	p. 29
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Lesson 13	Review o (octopus)	p. 36
Lesson 14	New Learning z (zipper)	p. 37
Lesson 14	Review z (zipper)	p. 39
Lesson 15	Red Words: said, are, is	p. 41
Lesson 16	New Learning h (house)	p. 43
Lesson 16	Review h (house)	p.45

Lesson 17	New Learning r (rabbit)	p. 46
Lesson 17	Review r (rabbit)	p. 48
Lesson 18	Red Words: to, do, has	p. 49
Lesson 19	New Learning k (kite)	p. 51
Lesson 19	Review k (kite)	p. 53
Lesson 20	New Learning u (up)	p. 54
Lesson 20	Review u (up)	p. 56
Lesson 21	Red Words: of, was, they	p. 57
Lesson 22	New Learning g (goat)	p. 59
Lesson 22	Review g (goat)	p. 61
Lesson 23	New Learning e (edge)	p. 62
Lesson 23	Review e (edge)	p. 64
Lesson 24	Red Words: go, were, his	p. 65
Lesson 25	New Learning c (cat)	p. 68
Lesson 25	Review c (cat)	p. 70
Lesson 26	New Learning y (yarn)	p. 71
Lesson 26	Review y (yarn)	p. 73
Lesson 27	Red Words: one, some, does	p. 74
Lesson 28	New Learning j (jam)	p. 76
Lesson 28	Reviewj (jam)	p. 78
Lesson 29	New Learning w (wig)	p. 79
Lesson 29	Review w (wig)	p. 81
Lesson 30	Red Words: you, come, what	p. 82
Lesson 31	New Learning v (vest)	p. 84
Lesson 31	Review v (vest)	p. 86
Lesson 32	New Learning x (box)	p. 87
Lesson 32	Review x (box)	p. 88
Lesson 33	New Learning qu (queen)	p. 89
Lesson 33	Review qu (queen)	p. 90
Lesson 34	Red Words: many, very, any	p. 91

Lesson 35 New Learning sh (ship) p. 93
Lesson 35 Review sh (ship) p. 95
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Lesson 36 Review ch (Chuck) p. 98
Lesson 37 Red Words: says, as, he, she p. 99
Lesson 38 New Learning th (thin & that) p. 101
Lesson 38 Review th (thin & that) p. 103
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Level 1A Lessons 1-39 Assessment: Form B p. 107

Level 1A Lesson 17

Day 1 New Learning: r rabbit /r/

If session is 40 minutes, OR a student can complete Day 1 and Day 2 in 30 minutes, do both Day 1 and Day 2, skipping sections noted with a

Materials:
grapheme deck, white board, magnetic letters, student workbook & composition book, blocks, mirror

Phonemic Awareness Blending: **T says sounds; S blends sounds into word**

T: ***What word do these sounds make?*** ***hl/ /ŏ/ /t/*** **(hot)**
/h/ /ă/ /m/ **(ham)**
/h/ /ĭ/ /p/ **(hip)**

Phonemic Awareness Segmenting: **T says whole word; S segments word into sounds**

T: ***Tell me all the sounds in…*** ***dot*** ***/d/ /ŏ/ /t/***
zip ***/z/ /ĭ/ /p/***
fiz ***/f/ /ĭ/ /z/***

Deck: a, i, o, **h**
(First grapheme to show is in **bold**, add additional graphemes previously taught to total 10-12 cards)

T: shows grapheme card **S: responds with sound or letter name and sound; hand signals for vowels**

Chaining: **a b d f h i l o p t z**

ot – hot – hop – hap – haz – hab – hib – hif – hil – hid

T: ***says word;*** **S: repeats word and spells with manipulative letters or writes while saying sounds**

T: asks student to ***Touch and Say*** each sound to check it; then asks ***What Word?***

For each remaining step of the chain, **T says:** ***If this is ___, show me ___.***

New Learning: Linkage for r /r/ ***Today, we're going to learn a new consonant sound and how to spell it.***

Auditory

T: ***Repeat each word after me: rat rip rod*** **S: repeats words one at a time**

T: What sound do you say at the beginning of rat, rip, rod? **S:** ***/r/***

Explore

- **T:** ***What do you feel your mouth doing as you say /r/?*** (Use questioning to lead the student to notice that the mouth is open and the middle of the tongue is arched to the roof of the mouth.)
- **T:** ***Let's see if we can tell whether there is a quick puff of air or a slow leak of air when we make the sound /r/. Say /r/. Does the air come out fast or slow?*** (Student responds **slow**.)
- **T:** ***Now let's look at what your mouth does when you say /r/. Pick up your mirror and look in the mirror as you say /r/.*** (Student says sound.) ***What do you see your mouth doing when you say /r/?*** (Talk about the mouth, focusing on lips and tongue.)
- **T:** ***Put your hands over your ears and say /r/. Was it noisy or quiet?*** (Student responds **noisy**.) [If the student has difficulty, talk about the voice box vibrating for noisy sounds and have the student check the voice box for vibration.]

Visual

T: shows grapheme card and says: ***This is the letter r. It spells the sound /r/. The keyword is rabbit.***

T: ***What's the name of this letter?***

T: ***What sound does it spell?*** (Keep card in sight as a model for writing instruction)

T: ***This is how we write the lowercase letter r.*** Write grapheme on a whiteboard or in student's composition book. Model and talk through letter formation and placement.

Start at the middle line, go straight to the bottom; go back up that line and make a small curve over.

T: ***Let's skywrite the letter r 3x while saying /r/***

T: ***Now copy this letter 3x while saying its sound.*** (Student writes on dry erase board or in their notebook.)

T: ***Now write the letter r with your eyes closed while saying /r/***

T: **Show** the grapheme card and ask: ***What's the name of this letter? What sound does it spell?***

Word Work: in student workbook (**Check** *Routines Handout* for information about addressing vocabulary.)

T: **Asks** (row by row)

What do you <u>see</u> that is the same in these words? **S:** ***r***

What <u>sound</u> does that spell? **S: /r/**

T: Asks students to **underline or highlight the target grapheme in each word while saying the corresponding sound.**

S: After saying the target sound, students **read each word, using continuous blending while underlining each whole word as they read.**

S: After all words have been decoded and read, the student **reads the row of words again,**
underlining as they read.

Spelling Words: (choose up to 8) rat rap ran ram rip rid rim rib rot rod rob

T: Dictates word; uses in a sentence **S: repeats word; uses blocks to segment sounds**

S: writes word while saying sounds

T: ***How did you spell that word?*** **S: responds with letter names**

T: ***What word?*** **S: reads whole word**

T: Repeats steps for the remaining words

T: ***Now read all the words you spelled.*** **S: reads all words spelled**

Summary: **T:** ***"What did we learn?"***; **Show** grapheme; **ask** for letter name and sound.

Level 1A Lesson 17

New Learning: r rabbit /r/

Word Work

rat	rap	ran	ram	
rid	rim	rib	rip	
rot	rod	rob		

Read Sentences

1. I did rip it.
2. The rod hit him.
3. Sam ran a bit.
4. The rat ran.
5. The rod hit the rat.
6. I ran on the mat.

Level 1A Lesson 17

Day 2 New Learning: r rabbit /r/

Review r rabbit /r/:

T: ***Let's review what we studied in our last session together.*** **Show** grapheme card.

T: **Ask** student for letter name, keyword if needed, and sound. ***Let's read some words with this new grapheme***. Use Word Work from the New Learning Lesson and have student reread 1-2 rows. (Students should track under words, but they don't need to highlight target sound again.)

Red Word Deck Review:

T: Shows each card to student
S: reads word; spells it saying the letter names; repeats whole word

Reading Sentences: in student workbook Guide student to find and read words with the target grapheme, then read the whole sentence.

T: ***Find, underline (or highlight) and read any word in this sentence with the sound ___.***

T: ***Now read the whole sentence. Track under the words as you read.***

T: **Ask** student to read sentence again.

Spelling Sounds: Start with newest grapheme, add some from previous lessons; include all the short vowels.

T: **Asks:** ***How do you spell the sound /r/?*** **S:** repeats sound and writes the letter **r**

T: Repeats with 8-10 sounds previously taught.

Spelling Words: (choose up to 8) rat rap ran ram rip rid rim rib rot rod rob

T: Dictates word; uses in a sentence S: repeats word; uses blocks to segment sounds

S: writes word while saying sounds

T: ***How did you spell that word?*** **S: responds with letter names**

T: ***What word?*** **S: reads whole word**

T: Repeats steps for the remaining words

T: ***Now read all the words you spelled.*** **S: reads all words spelled**

Writing Sentences:

T: Dictates sentence 1-2x. **S:** Repeats sentence 1-2x before writing.

If student gets stuck, T repeats entire sentence.

1. The rat ran.
2. The rod hit the rat.

T: **Use CAPS card** (Capitalization, Accuracy, Punctuation, and Spelling) to guide proofreading.

T: ***Did you use a capital or uppercase letter? In which words? Why?***

T: ***I will read the sentence; you check to see that you got all the words. Point to each word as I say them.***

T: ***What punctuation did you use? Why?***

T: ***Let me check your words for spelling.***

If there are misspelled words, **T says:** ***Let's look at this word again. The word is ____, Let's check the sounds.*** (guide students to cross out the misspelled word and write the corrected word above).

Reading: **Bob Books, Set 1, Book #3: *Dot***
(**Refer** to the *Routines Handout* for information about preparing a book using

Before/**D**uring/**A**fter.)

Note: the word "cat" is in this book, c /k/ hasn't been taught yet.

Vocabulary: (**Write out** the words for your student to see; **talk** about the definitions.)

rag:

a. small piece of old cloth

b. old, worn clothing

Comprehension Questions:

1. On page 1, what is Dot holding in her hand? What is she doing?
2. Dot has two animals, what are they?
3. Who tears up their hat?

Summary: **T:** ***"What did we learn?"***; **Show** grapheme; **ask** for letter name and sound.

Level 1A Lesson 17

Review: r rabbit /r/

Materials: grapheme deck, white board, magnetic letters, student workbook & composition book, blocks

Chaining: **a b d i n o p r t z**

in – rin – rib – riz – raz – rat – rap – rop – rom – rod

T: ***says word;*** **S: repeats word and spells with manipulative letters or writes while saying sounds**

T: asks student to ***Touch and Say*** each sound to check it; then asks ***What Word?***

For each remaining step of the chain, **T says:** ***If this is ___, show me ___.***

Word Work: in student workbook (Check *Routines Handout* for information about addressing vocabulary.)

If other graphemes need more practice, fill in two additional rows of word work in the student workbook, choosing words from previous discovery lessons.

T: Asks row by row

What do you <u>see</u> that is the same in these words?

What sound does that spell?

T: Asks students to **underline or highlight the target grapheme in each word while saying the corresponding sound.**

S: After saying the target sound, students **read each word, using continuous blending while underlining each whole word as they read.**

S: After all words have been decoded and read, the student **rereads the row of words again,**
underlining as they read.

Spelling Words: 4 words from: rat rap ran ram rip rid rim rib rot rod rob (plus 4 words from previous lessons)

T: Dictates word; uses in a sentence	**S: repeats word; uses blocks to segment sounds**
	S: writes word while saying sounds
T: *How did you spell that word?*	**S: responds with letter names**
T: *What word?*	**S: reads whole word**

T: Repeats steps for the remaining words

T: *Now read all the words you spelled*.	**S: reads all words spelled**

Red Word Deck Review:

T: Shows each card to student

S: reads word; spells it saying the letter names; repeats whole word

Continue Reading/Reread: Bob Books, Set 1, Book #3: *Dot*

(**Refer** to the *Routines Handout* for information about preparing a book using **B**efore/**D**uring/**A**fter.)

Note: the word "cat" is in this book, c /k/ hasn't been taught yet.

Vocabulary: (**Write out** the words for your student to see; **talk** about the definitions.)

rag:

a. small piece of old cloth

b. old, worn clothing

Comprehension Questions:

1. On page 1, what is Dot holding in her hand? What is she doing?

2. Dot has two animals, what are they?
3. Who tears up their hat?

Level 1A Lesson 17

Review: r rabbit /r/

Word Work

rot	rid	rod	rip	ran
him	lip	did	rim	sit
lot	mom	sod	not	nod
zip	zap			

Level 1A Lesson 18

Red Words: to, do, has

Materials: grapheme deck, white board, magnetic letters, student workbook & composition book, blocks

Big Idea: What is a red word? (Background information to read before you teach.)

This term is used to describe a high frequency word whose spelling is irregular (also referred to as phonetically irregular words). That means that some of the phonemes in the word do not match the graphemes we would expect to see in the spelling. This can also be used to introduce common words that are phonetically regular before their pattern or graphemes have been instructed, to facilitate the reading of text. Red words are also sometimes called "heart words" - a part of the word needs to be learned and remembered by heart.

Phonemic Awareness Blending: T says sounds; S blends sounds into word

T: ***What word do these sounds make?*** ***/r/ /ă/ /p/*** **(rap)**

/r/ /ŏ/ /t/ **(rot)**

/r/ /ĭ/ /d/ **(rid)**

Phonemic Awareness Segmenting: T says whole word; S segments word into sounds

T: ***Tell me all the sounds in…*** ***rod*** ***/r/ /ŏ/ /d/***

rip ***/r/ /ĭ/ /p/***

rob ***/r/ /ŏ/ /b/***

Deck: a, i, o, **r**

(First grapheme to show is in **bold**, add additional graphemes previously taught to total 10-12 cards)

T: shows grapheme card **S: responds with sound or letter name and sound; hand signals for vowels**

Chaining: **a b d f i n o p r s t**

op – rop – ron – ran – rat – ras – ris – rif – rid – rib

T: ***says word;*** **S: repeats word and spells with manipulative letters or writes while saying sounds**

T: asks student to ***Touch and Say*** each sound to check it; then asks ***What Word?***

For each remaining step of the chain, **T says:** ***If this is ___, show me ___.***

New Learning Red Words: to, do, has

ASSESS READING:

Write out each red word on a white board and ask the student to read it. If they are able to read them automatically, no instruction is needed. Teach any words that the student does not automatically recognize.

ASSESS SPELLING:

Some students may be able to read the words, but cannot spell them. To ensure knowledge, ask the student to **spell the words they read correctly.** If they have trouble, make a card for each word misspelled; discuss and mark the irregular parts. Hold up the card(s): ask the student to read the word(s), spell with letter names, and re-read. Add to their Red Word deck. Include these "known" words in the spelling portion of subsequent Red Word lessons until the student is solid with the spelling.

INSTRUCTION: NOTE: This depends on your student's responses. Adjust your questions accordingly.

T: Writes the word and **says:** ***This is the word ____.*** T **uses it** in a sentence.

T: Erase, or cover up the word.

T: ***Let's figure out the sounds in the word _____.***

Using blocks or colored foam squares, ask the student to show the sounds in the word.

Provide assistance as needed.

T: Write, or uncover the word. From here, guide the student to analyze the word.

- **PHONETICALLY REGULAR SPELLINGS:**
  - Sounds in the word that are spelled the way we would expect.
- **IRREGULAR SPELLINGS:**
  - An irregular sound for a letter OR a pattern that has not been taught.
  - It's usually simpler and more efficient to tell the student that "this is not the sound we expect" or "this is not something we've studied".

NOTE: Refer to the *Routines Handout* for a sample script.

Irregular spellings for this lesson:

to: pronunciation of "o" as /o͞o/

do: pronunciation of "o" as /o͞o/

has: second sound of /z/ for "s" not taught yet

After Instruction, write RW on an index card; put a red heart over the irregular part, or parts.

T: Ask the student: ***What's this word? How do we spell _____?***

S: Responds with reading the word, spelling it saying the letter names only (not the sounds), and then repeating the whole word.

Card is added to the Red Word deck to be reviewed before reading of text each day.

Word Work: in student workbook

Guide the student to find and mark all instances of each new red word introduced in this lesson. Use a different color for each word, or identify them in a different way, e.g., underline, highlight, or put a different shape around each word. Then read them one line at a time.

Red Word Spelling: **Note: NO blocks – student spells the words while saying the letter names.**

to **do** **has** (plus 5 additional Red Words previously taught)

T: Dictate the word and use it in a sentence; **ask** student to repeat the word.

Say the names of the letters as you write the word. What word?

After all the words have been written, the student points to each one as they read them.

Optional Activity: Only if time allows, must leave 10 min for Reading.

- **Matching Game**
- **Word Wac Woe:** See Red Words Lesson 12 for game directions.

After any game, you may ask the student to reread all the words for more practice.

Red Word Deck Review:

T: Shows each card to student

S: reads word; spells it saying the letter names; repeats whole word

Reading:

- **Choose** one of the books below for your student to read. You may pick a book the student has read before, as re-reading can help develop fluency. Choose appropriate level for your student.
- **Refer** to the *Routines Handout* for information about how to **choose vocabulary words and comprehension questions** using **B**efore/**D**uring/**A**fter.
- **Write out** the vocabulary words for your student to see; **talk** about the definitions.

Bob Books 1: #3, or 6	Bob Books 2: #3
Primary Phonics (red): #3	Power Readers: #5, or 6

Show Red Word cards:

T: Let's review the words you've learned.

Student reads the words, **spells them saying the letter names only** (not the sounds), and then rereads the word.

Level 1A Lesson 18

Red Words: to do has

Word Work

to	do	has	are	the
has	do	said	to	is
to	is	are	do	has
do	said	has	the	to
has	to	the	do	are

Level 1A Consonant Blends: Sequence of Lessons

Level 1A continues with decoding and spelling of one syllable words with consonant blends in a closed syllable pattern.

Lesson 1	Red Words: for, her, put, have	p. 3
Lesson 2	Concept: Consonant Blends	p. 5
Lesson 3	Red Words: so, your, here, why, one	p. 7
Lesson 4	Review Consonant Blends	p. 9
Lesson 5	Red Words: who, where, done, off, from	p. 10
Lesson 6	Review Consonant Blends	p. 12
Lesson 7	New Learning 3 Letter Consonant Blends	p. 13
Lesson 8	Red Words: only, want, no, me	p. 14
Lesson 9	Review Consonant Blends	p. 16
Lesson 10	Red Words: walk, there, how, goes	p. 17
Lesson 11	Review Consonant Blends	p. 19
End of Level 1A Blends Assessment – Form A		p. 20
End of Level 1A Blends Assessment – Form B		p. 21

Level 1A Blends Lesson 4

Review Consonant Blends

Deck: 10-12 cards from GD #1-30, including all short vowels, shuffle daily

Chaining: dip – drip – grip – glip – lip – lisp – list – lint – lit - flit

Review Big Idea: A consonant blend is two or more consonants next to each other and each letter in the blend says its own separate sound.

Word Work: in student workbook
Guiding the student to look at one row at a time: Where do you see a consonant blend in these words?

- **prep blab snug plot fresh** (beginning blends)
- **went gift pump ask felt** (ending blends)
- **brush scab swish sped glob** (beginning blends)
- **just fact next silk mend** (ending blends)
- **ant sled skip band crash** (mixed)

Red Word Deck: Review Red Words prior to reading connected text

Reading Sentences: in student workbook

Spelling Sounds: What spells ____?

/a/ /i/ /o/ /e/ /u/

/w/ /th/ /ch/ /sh/ /qu/ /x/ /v/ /w/ /j/ /y/

Add or substitute any other phoneme-grapheme correspondences that need more practice

Spelling Words:

just, sled, snug, went, scab, ask, fresh, next

Writing Sentences:

1. Flex your leg to help it bend.
2. Who left a glob of gum on the plush rug?

Reading: Power Readers Crab Rock

Vocabulary:

1. **raft:** a small flat rubber boat
2. **dwell:** to live in a certain place
3. **plum:** a soft round, usually purple, fruit with a single seed

Comprehension Questions:

1. What are the names of the characters in this book?
2. What does Tim do to disturb the crabs?
3. What does Dad have ready for Tim and Meg when they get home?
4. What did Pug do at the pond?

Level 1 Blends Lesson 4

Review Consonant Blends

Word Work

prep	blab	snug	plot	fresh
went	gift	pump	ask	felt
brush	scab	swish	sped	glob
just	fact	next	silk	mend
ant	sled	skip	band	crash

Read Sentences

1. Blot the dot of milk on the silk flag with your cloth.

2. Bend it so it can fit flat in your box. Then shut the flap.

3. Cris slid here on the top step and cut the skin on her leg.

4. Why did Brad swam one lap and then stop?

5. Snap it shut so you can put it here on the shelf.

6. Bob and Ted are glad that your band got the gig.

7. The plan hit a snag when Stan did not get here at one.

8. Meg slid here in the wet slush.

9. Why do you have that box here? Is it a gift?

10. Glen has a plan to melt one glob of fat in your pan.

Level 1-B: Sequence of Lessons

Level 1B continues to build on the concept of a syllable, reading words with the closed syllable pattern, special spelling patterns (floss rule, spelling /k/, -ck, -tch), suffixes –s, and –es, chunks – vowel + ng or nk, and VCCV syllable division.

Lesson 1 New Learning / Concept of Syllable p. 4

Lesson 2 New Learning / Closed Syllable Pattern p. 6

Lesson 3 New Learning / Floss Rule -ff (Jeff) p. 8

Lesson 3 Review/ Floss Rule –ff (Jeff) p. 10

Lesson 4 New Learning/ Floss Rule -ll (will) p. 11

Lesson 4 Review / Floss Rule- ll (will) p. 13

Lesson 5 New Learning / Floss Rule -ss (pass) p. 15

Lesson 5 Review / Floss Rule –ss (pass) p. 17

Lesson 6 New Learning / Floss Rule -zz (Buzz) p. 19

Lesson 6 Review / Floss Rule –zz (Buzz) p. 21

Lesson 7 New Learning / Suffix –s (cats/bugs) p. 23

Lesson 7 Review / Suffix –s (cats/bugs) p. 25

Lesson 8 New Learning / Spelling with ke/ki p. 27

Lesson 8 Review / Spelling with ke/ki p. 29

Lesson 9 New Learning / -ck Spelling Pattern (truck) p. 31

Lesson 9 Review / -ck Spelling Pattern (truck) p. 33

Lesson 10 New Learning / -tch Spelling Pattern (witch) p. 34

Lesson 10 Review / -tch Spelling Pattern (witch) p. 36

Lesson 11 New Learning / Suffix-es (wishes) p. 37

Lesson 11 Review / Suffix–es (wishes) p. 38

Lesson 12 New Learning / V + ng (-ing) p. 39

Lesson 12 Review / V + ng (-ing) p. 41

Lesson 13 New Learning / V + ng (-ang) p. 42

Lesson 13 Review / V +ng (-ang) p. 44

Lesson 14 New Learning / V + ng (-ong) p. 45

Lesson 14 Review / V +ng (-ong) p. 47

Lesson 15 New Learning / V + ng (-ung) p. 48

Lesson 15 Review / V +ng (-ung) p. 50
Lesson 16 New Learning / V + nk (-ink) p. 51
Lesson 16 Review / V +nk (-ink) p. 53
Lesson 17 New Learning / V + nk (-ank) p. 54
Lesson 17 Review / V +nk (-ank) p. 56
Lesson 18 New Learning / V + nk (-onk; -unk) p. 57
Lesson 18 Review / V+nk (-onk; -unk) p. 59
Lesson 19 New Learning / VCCV Syllable Division p. 60
Lesson 19 Review / VCCV Syllable Division p. 62
End of Level Assessment: Form A p. 63
End of Level Assessment: Form B p. 64

Level 1B Lesson 9 New Learning: Spelling Rule –ck truck

Materials: grapheme deck, white board, marker, magnetic letter tiles, student workbook, blocks

Big Idea (for tutor only): Use ck to spell /k/ at the end of a one syllable word right after the short vowel sound.

Deck: choose 10-12 cards from previous lessons, including short vowels, shuffle daily

Chaining: less-fless-floss-floff-fluff-cluff-cuff-cuzz-buzz-bruzz

New Learning: Spelling Rule -ck

Auditory:(Use mirror as needed to reinforce how sound is made.)
(E) "What do you hear at the end of each word?" **pick rock truck chick Answer:** /k/

Prediction: "How do you think this sound is spelled?"

Visual:

Read the list of words and ask: "What do you notice?" (**Answer:** Each word ends in "ck.") **Underline** –ck in each word.

Ask: "How many syllables is each word?" (**Answer:** One because there is one vowel.)

Ask: "What can you tell me about the sound of each vowel?" (**Answer:** Short vowel sound)

Ask: "What comes right after the vowel sound?" **Answer:** /k/ (May be helpful to use blocks to show position of short vowel sound and /k/)

Ask: "What letters are making the /k/ sound?" **Answer:** -ck

Say: "Let's make a rule that will remind us when to use –ck in words." (Generate rule together ~ use student's language but cover key points.) In a one syllable word, immediately after a short vowel sound, use –ck to spell /k/.

Linkage:

Write grapheme on board; model and talk through letter formation.

Skywrite 3x while saying /k/

Copy 3x while saying /k/

Write 1x with eyes closed while saying /k/

Summary: "What did we learn?"
Show grapheme and ask for letter name and sound

Word Work: in student workbook

Ask: "What do you see that is the same in the first row?" **Answer:** ck

Ask: "What sound does that letter spell?" **Answer:** /ck/

Reading Sentences: in student workbook
Guide the student to find and read the words with the target grapheme, then read the whole sentence.

Spelling Words: back luck check shock deck stack truck stock black stick click track quick crack cluck block

Reading: High Noon Books: Tuck Dam

Vocabulary:

dam: a wall built across a river in order to stop the water and make a lake

dock: a place where goods and passengers are put onto or taken off a boat/ship

bass: a fish that lives both in the ocean and in rivers and lakes

gulls: a shortened word for seagulls, a common gray/white bird that lives near the ocean

Comprehension **Questions**:

1. What does Dad tell Ben and Pam they must do before they can go to Tuck Dam?
2. What do the kids put in the van for Dad to use at Tuck Dam?
3. What happens on the drive that slows down their trip to the dam

Summary: "What did we learn?"
Show grapheme and ask for letter name and sound

Level 1B Lesson 9 New Learning: Spelling Rule -ck

Word Work

back	luck	check	shock	deck
stack	truck	stock	black	stick
click	track	quick	crack	cluck

Read Sentences

1. The red truck is stuck in the mud.

2. The dog had a tick in his neck.

3. “Check if you can come shop with me.”

4. I will have a snack with Jan.

5. I will be sick if I have that snack.

Level 2: Sequence of Lessons

Level 2 instruction includes the silent e syllable pattern, suffixes –ing, -ed and –ful, drop and add spelling rule, and more VCCV syllable division

Lesson 1 / Discovery: –all (tall) p. 4

Lesson 1 Review –all (tall) p. 5

Lesson 2 / Part 2 - Discovery: a-e (cake) VCe Syllable Pattern p. 6

Lesson 2 Review a-e (cake) p. 8

Lesson 3 / Discovery: i-e (kite) p. 9

Lesson 3 Review i-e (kite) p. 11

Lesson 4 / Discovery: o-e (bone) p. 12

Lesson 4 Review o-e (bone) p. 14

Lesson 5 / Discovery: u-e (cute) p. 15

Lesson 5 Review u-e (cute) p. 17

Lesson 6 / Discovery: u-e (tune) p. 18

Lesson 6 Review u-e (tune) p. 20

Lesson 7 / Discovery: e-e (Pete) p. 21

Lesson 7 Review e-e (Pete) p. 23

Lesson 8 / Discovery: Suffix -ing (jumping) p. 24

Lesson 8 Review Suffix –ing (jumping) p. 26

Lesson 9 / Discovery: Suffix –ed (folded) p. 27

Lesson 9 Review Suffix –ed (folded) p. 29

Lesson 10 / Discovery: Suffix –ed (sailed) p. 30

Lesson 10 Review Suffix –ed (sailed) p. 32

Lesson 11 / Discovery: Suffix –ed (crashed) p. 33

Lesson 11 Review Suffix –ed (crashed) p. 35

Lesson 12 / Discovery: Dropping Rule (silent e) p. 36

Lesson 12 Review Dropping Rule (silent e) p. 38

Lesson 13 / Discovery: VCCV+VCe Division Pattern p. 39

Lesson 13 Review VCCV + VCe Division Pattern p. 41

Lesson 14 / Discovery: Suffix –ful (helpful) p. 42

Lesson 14 Review Suffix –ful (helpful) p. 44
End of Level Assessment: Form A p. 45
End of Level Assessment: Form B p. 46

Level 2 Lesson 8

Review Suffix –ing yelling

Materials: Grapheme Deck, white board, marker, magnetic letter tiles, student workbook, blocks

Big Idea (for tutor only):

- A suffix is one or more letters added to the end of a base word that changes its meaning
- Suffix –s has already been taught and is a consonant suffix.
- Suffix –ing is a vowel suffix.
- Suffix –ing means "the act of doing." Words such as "sing," "thing," and "ring," are base words, even though they end in –ing.
- –ing is only a suffix if you can remove it and there is still a base word.

Reminder: When decoding, suffixes are bracketed and base words are underlined.

Deck: choose 10-12 cards from previous lessons, including short vowels, shuffle daily

Review Word Work: fill in 2 additional rows of word work focuses in the student workbook, choosing words from previous discovery lessons.

> **Ask: (**Row by row) "What do you see that is the same in these words?" "What sound does that letter make?

Spelling Sounds: choose sounds that were taught in previous lessons

> **Ask:** "How do you spell the sound?" Suffix -ing **Answer:** -ing

Spelling Words:

4 words from: passing, sniffing, filming, crossing, rafting, planting, spending, yelling, melting, resting, helping, grasping, standing, camping, slanting

4 words from: the 4 other lines of word work

Writing Sentences: include CAPS (capitalization, accuracy, punctuation, and spelling)

4. Mom is spending time resting.
5. The tent is on a hill and it is slanting.

Reading: Power Readers # 27: Batting Bugs

Vocabulary:

6. **Sunset:** the time of day when the sun disappears and the night starts
7. **bats:** a small animal like a mouse that has wings and flies at night

Comprehension Questions:

8. How many bats are in this story?
9. What were the bats doing at the beginning of this story?
10. What two pages of the story are almost the same? How are they different?

Level 2 Lessons 8

New Learning: Suffix- ing

Word Work

passing	sniffing	filming	crossing	rafting
lifting	planting	spending	yelling	melting
resting	helping	grasping	standing	camping

Read Sentences

1. I am lifting the shrub as I am planting.

2. Mom is spending time resting.

3. While Jim is jumping the rest of the class is resting.

4. The tent is on a hill and it is slanting.

5. I am filming the dog as it is sniffing at the bone.

6. We will go camping when it gets hot.

Level 3: Sequence of Lessons

Level 3 instruction includes the open syllable pattern, vowel y, suffixes –y and –ly, rabbit rule spelling pattern, VCV syllable division, c /s/, g /j/, and the doubling spelling rule.

Lesson 1 / Syllable Pattern Review (Closed; VCe)	p. 3
Lesson 2 / Discovery: CV Open Syllable Pattern (e, o, i)	p. 5
Lesson 3 / Discovery: y (cry)	p. 6
Lesson 3 Review y (cry)	p. 8
Lesson 4 / Discovery: y (candy)	p. 10
Lesson 4 Review y (candy)	p. 11
Lesson 5 / Discovery: Suffix y (jumpy)	p. 12
Lesson 5 Review Suffix y (jumpy)	p. 13
Lesson 6 / Discovery: Suffix –ly (quickly)	p. 14
Lesson 6 Review suffix –ly (quickly)	p. 15
Lesson 7 / Discovery: Kind Old Words	p. 17
Lesson 7 Review Kind Old Words	p. 19
Lesson 8 / Discovery: V/CV Division Pattern (ra ven)	p. 21
Lesson 8 Review V/CV Division Pattern	p. 23
Lesson 9 / Discovery: VC/V Division Pattern (rob in)	p. 25
Lesson 9 Review VC/C Division Pattern	p. 27
Lesson 10 / Discovery: Spelling Pattern c /s/ (mice)	p. 29
Lesson 10 Review Spelling Pattern c/s/ (mice)	p. 31
Lesson 11 / Discovery: dge /j/ (badge)	p. 32
Lesson 11 Review dge /j/ (badge)	p. 34
Lesson 12 / Discovery: Spelling Pattern g /j/ (gem)	p. 36
Lesson 12 Review Spelling Pattern g/j/ (gem)	p. 38
Lesson 13 / Discovery: Doubling Rule (1-1-1)	p. 39
Lesson 13 Review Doubling Rule	p. 42
End of Level Assessment: Form A	p. 44
End of Level Assessment: Form B	p. 45

Level 3 Lesson 8 New Learning: Division Pattern V/CV

Materials: grapheme deck, white board, marker, magnetic letter tiles, student workbook, blocks

Big Idea: (for tutor only) Review Intro to Syllables in Level 1B.

Division Procedure:

- Underline the vowels. Put your fingers on the vowels and find the consonants.
- Put a dot where division occurs. Scoop left from beginning of word to the dot, and then from the dot to the end of the word.
- Read each syllable (may have student tell vowel sound and why). Read entire word.
- V/CV is the most common syllable division for VCV words
- VC/V is second choice if first does not produce a recognizable word
- Student may need to "flex" vowel sound from the vowel "saying its name to saying its sound (long to short sound)."
- Review concept of "accent" (introduced in Readiness Level) Practice using and identifying accented syllable for each word to help with pronunciation.

Deck: choose 10-12 cards from previous lessons; shuffle daily

Visual: "Today we will learn another pattern for dividing words into syllables."

Review: VCCV pattern (chip/munk, bath/tub)
Guide discovery that there are two ways to divide a VCV word.
(In this lesson they will learn most common: V/CV

- Write on board: raven. Underline vowels.
- Ask: "How many vowels?" (two) "How many syllables?" (two) "How many consonants are between the vowels?" (one) "How do we know where to divide?"
- First choice: "One must run." (If there is one consonant between two vowels, then the consonant must "run" to the second syllable: ra ven.) Guide student to identify first syllable as "open," and vowel says its name. (May need to review sound vs. name of vowel.)
- Determine accented (power) syllable is usually first syllable. (Can also be on second syllable, so if first doesn't work, then flex accent to second)
- Practice division with following (V/CV words): **o pen, ba con, si lent, ro bot**

Summary: "What did we learn?"
(The most common syllable division pattern is V/CV. This creates an open syllable, for the first syllable, with a long vowel sound)

Word Work: in student workbook

Reading Sentences: in student workbook

Guide: the student to find and read the words with the target pattern, then read the whole sentence

Spelling Words:

open, silent, robot, local, hotel, music, spider, began, moment, basic, focus, spoken, crazy, human, Jason, broken

Reading: Field Trips with Mr. Matrix

Vocabulary:

11. **Stadium:** a place where people watch sports games
12. **Vacant**: empty and available for someone to use
13. **Raven**: a black bird
14. **Canine**: relating to dogs
15. **Haven**: a safe place

Comprehension Questions:

16. What does David mean when he says they will make "basic" tomato sauce?
17. Where does the group go for the second field trip?
18. What does the group see there and learn?

Summary: "What did we learn?"

(The most common syllable division pattern is V/CV. This creates an open syllable for the first syllable, with a long vowel sound)

Level 3 Lesson 8

New Learning: Syllable Division V/CV

Word Work

open	hotel	moment	crazy	silent
music	basic	human	robot	spider
focus	Jason	local	began	spoken

Read Sentences

1. Jason's baby sister is five.

2. It is silent when we go to bed.

3. He has not spoken to me in a long time.

4. The robot hit the wall and is broken.

5. Focus on the moment.

Level 4: Sequence of Lessons

Level 4 addresses the vowel team syllable pattern, vowel r syllable pattern, and suffixes –less, -ness, -er, and –est.

Lesson 1	Syllable Pattern Review: (Closed, VCe, Open)	p. 3
Lesson 2	ea (eat)	p. 5
Lesson 3	oa (boat)	p. 10
Lesson 4	ai (rainy)	p. 14
Lesson 5	ee (feet)	p. 18
Lesson 6	ay (day)	p. 22
Lesson 7	Suffix -less (speechless)	p. 26
Lesson 8	Suffix -ness (kindness)	p. 29
Lesson 9	oe (toe)	p. 32
Lesson 10	Review of Syllable Patterns (Closed, VCe, Open, Vowel Team)	p. 34
Lesson 11	ar (car)	p. 37
Lesson 12	ow (plow)	p. 41
Lesson 13	or (horn)	p. 45
Lesson 14	ow (snow)	p. 49
Lesson 15	er (her)	p. 53
Lesson 16	ir (bird)	p. 57
Lesson 17	ur (turn)	p. 61
Lesson 18	ou (ouch)	p. 64
Lesson 19	igh (light)	p. 68
Lesson 20	Suffix -er (helper)	p. 72
Lesson 21	Suffix -er (sweeter)	p. 76
Lesson 22	Suffix -est (sweetest)	p. 80
Lesson 23	oo (boot)	p. 83
Lesson 24	oo (foot)	p. 85
End of Level 4 Assessment		p. 87

Level 4 Lesson 12

New Learning: ow /ou/ plow

Materials: grapheme deck, white board, marker, magnetic letter tiles, student workbook, blocks
Big Idea: (for tutor only):

- ow is a vowel team
- ow is found in Vowel Team syllables
- The regular spelling for the sound /ou/ in the final position is ow

Deck: choose 10-12 cards from previous lessons; shuffle daily
New Learning: ow spells /ou/

Auditory: (Use mirror as needed to reinforce how sound is made.)

- (B) "What do you hear at the beginning of this word?" **owl**
- (M) "What do you hear in the middle of each word?" **howl clown**
- (E) "What do you hear at the end of each word?" **cow now plow**

Prediction: "How do you think this sound is spelled?"
Linkage:

- **Write** grapheme on board; model.
- **Skywrite** 3x while saying /ou/
- **Copy** 3x while saying /ou/
- **Write** 1x with eyes closed while saying /ou/

Summary: "What did we learn?"
Show grapheme and ask for letter names and sound

Word Work: in student workbook (follow Word Work routine)

- "What do you see that is the same in the first row?" ow
- "What sound does ow spell?" /ou/
- Guide discovery: ow is a vowel team that spells /ou/
- ow is found in Vowel Team syllables
- The regular spelling for the sound /ou/ in the final position is ow.

Reading Sentences: in student workbook
Guide the student to find and read the words with the target grapheme, then read the whole sentence
Spelling Words:
how, now, vow, owl, plow, howl, chow, fowl, town, prowl, crown, gown, frown, crowd, growl, scowl
Reading:
Choose a book which matches your student's skills. If the Basic Book is not a good fit, use your judgement and pick an appropriate text.
NOTE:
ou says /ou/ has not been taught. If you feel this may be confusing for your student, use a different text.
Basic Book: Supercharged Readers #25, How Now Brown Cow
Vocabulary:

1. **stout:** something or someone that is solid and strong
2. **scamper:** to run fast or scurry
3. **slumber:** to sleep

Reading Comprehension Questions:

1. No questions – the text is nursery rhymes.
2. See page 22 "As For Me"; Y/N statements to use for discussion.

ACTIVITY (time permitting): Word sorts of vowel or consonant sounds taught thus far.
Summary: "What did we learn?"

- Show grapheme and ask for letter names and sound
- ow is a vowel team: two letters/one sound
- ow is found in Vowel Team syllables

Level 4 Lesson 12

New Learning: ow plow /ou/

Word Work

how	now	vow	owl	plow
howl	chow	fowl	town	prowl
crown	gown	frown	crowd	growl

Read Sentences

1. The kids in the crowd cheered!

2. How did that brown cow get to town?

3. The big brown dog may howl and then he may growl.

4. There is a wise gray owl sitting in the oak tree.

5. I vow that I will try my best in class.

6. The bow of the ship sank in the waves.

Level 5: Sequence of Lessons

Level 5 instruction continues with the -cle syllable pattern, additional vowel teams, changing –y rule, and suffixes –en and –ment.

Lesson 1 / Syllable Pattern Review: (Closed; Open; VCe; Vowel Team; Vowel r)	p. 3
Lesson 2 / Discovery: -cle Syllable Pattern	p. 5
Lesson 3 / Discovery: oi (coin)	p. 8
Lesson 4 / Discovery: oy (boy)	p. 10
Lesson 5 / Discovery: au (August)	p. 12
Lesson 6 / Discovery: aw (saw)	p. 14
Lesson 7 / Discovery: ou (soup)	p. 16
Lesson 8 / Discovery: ie (pie)	p. 18
Lesson 9 / Discovery: ea (bread)	p. 20
Lesson 10 / Discovery: ie (piece)	p. 22
Lesson 11 / Discovery: ea (steak)	p. 24
Lesson 12 / Discovery: Changing Rule-Y Rule: try to tried	p. 26
Lesson 13 / Discovery: Changing Rule-Y Rule: baby to babies	p. 30
Lesson 14 / Discovery: suffix –en	p. 34
Lesson 15 / Discovery: ph (phone)	p. 37
Lesson 16 / Discovery: suffix –ment	p. 39
End of Level Assessment	p. 42

Level 5 Lesson 12

New Learning: Changing Y Rule (Spelling Rule)

Materials: grapheme deck, white board, marker, magnetic letter tiles, student workbook, blocks
Big Idea: (for tutor only)

- Never drop the "y" . Keep it or change it.
- When a suffix is added to a base word that:

ends in a consonant +y, change the "y" to "i" and add the suffix, unless the suffix begins with an i.

- if the word ends in a vowel +y, keep the "y" and add the suffix

Plurals will be addressed in next lesson (-s/-es)
Deck: choose 10-12 cards from previous lessons; shuffle daily
New Learning: Changing Y Rule (Spelling Rule)

Visual: Write on board and guide discovery using checkpoints for rule to change "y":
Explicitly teach each word:
try+ed= tried easy+est=easiest happy+ly= happily

- **Ask:** "What do you notice about each base word?" (ends in y)
- **Ask:** "What comes right before each "y" ? (consonant)
- **Ask:** "What do you notice happens to the base word when adding a suffix?

(y changes to i)
Write on board and guide discovery to keep "y".
Explicitly teach each word:
carry+ing=carrying hurry+ing= hurrying try+ing=trying

- **Ask:** "What do you notice about each base word?" (ends in y)
- **Ask:** "What do you notice about the suffix?" (begins with i)
- **Ask:** "What do you notice happens to the base word when you add a suffix that begins with "i"? (keep the y and add suffix)

Discover that we do not have two "i's" together ("2i's are unwise)
Practice Page: Use before Word Work to help reinforce rule. Work through each word individually asking questions to guide practice for using this rule. Words should be reread for automaticity/fluency
Summary: "What did we learn?"
When a base word ends in a consonant +y, change the "y" to "i" before adding the suffix, unless the suffix begins with an i. 2 "i's" are unwise. If the word ends in a vowel +y, keep the "y" and add the suffix
Word Work: in student workbook

- "What do you see that is the same in the first row?"
- "What do you notice about each base word? What comes right before each "y"?"
- "What do you notice happens to the base word when adding a suffix?"
- (y changes to i)

Reading Sentences: in student workbook
Guide: the student to find and read the words with the target pattern, then read the whole sentence
Spelling Words:
fried loveliness merriest greedier grumpiest fanciful crankier
speedily carried emptied sunnier cried happiness pitiful plentiful funniest
Reading: Use your judgement and pick an appropriate text for your student to read. Remember to select vocabulary words and prepare comprehension questions.
Summary: "What did we learn?"
When a base word ends in a consonant +y, change the "y" to "i" before adding the suffix, unless the suffix begins with an i. 2 "i's" are unwise. If the word ends in a vowel +y, keep the "y" and add the suffix

Level 5 Lesson 12

Practice Page / Discovery: Changing Y (Spelling Rule)

PRACTICE: Reading Words (Activity)

- Use the checkpoints to decide if you change or keep the "y."
- If checkpoints are met, then change y to "i" and add suffix.
- Write and read new word.

Base word + suffix	Base word ends in consonant +y	Suffix does not start with "i"	New Word
lucky + ly			
risky + er			
funny + est			
play + ing			
carry + ed			
spray + ed			
grumpy + er			
study + ing			
pray + er			
lumpy + est			
fancy + ful			
cranky + ness			
speedy + ly			
dry + ing			
pity + ful			

Level 5 Lesson 12

New Learning: Spelling Rule
Changing Y Rule

Word Work

fried	loveliness	merriest	greedier	grumpiest
fanciful	crankier	speedily	carried	emptied
sunnier	cried	happiness	pitiful	plentiful

Read Sentences

1. The teacher has a plentiful supply of pencils.

2. The dog looked pitiful with his muddy and wet fur.

3. Mary was filled with happiness when she saw her test score!

4. Jake carries the bags for Mom when she is done shopping.

5. Tammy hurried to finish her homework.

6. Joey emptied the trash for his mom.